



School Board Services

**Kimberly A. Melnyk, Chair**  
District 2

**Jennifer S. Franklin, Vice Chair**  
District 2 – Kempsville

**Beverly M. Anderson**  
At-Large

**Kathleen J. Brown**  
District 10

**Michael R. Callan**  
District 6

**David Culpepper**  
District 8

**Dr. Alveta J. Green**  
District 4

**Victoria C. Manning**  
At-Large

**Jessica L. Owens**  
District 3 – Rose Hall

**Trenace B. Riggs**  
District 1 – Centerville

**Carolyn D. Weems**  
District 9

**Donald E. Robertson, Ph.D., Superintendent**

**School Board Regular Meeting Proposed Agenda**  
**Tuesday, November 26, 2024**

**School Administration Building #6, Municipal Center**  
2512 George Mason Drive  
P.O. Box 6038  
Virginia Beach, VA 23456  
(757) 263-1000

Public seating will be made available on a first-come, first-served basis. Members of the public will also be able to observe the School Board Meeting through livestreaming on [schoolboard.vbschools.com/meetings/live](https://schoolboard.vbschools.com/meetings/live), broadcast on VBTV Channel 47, and on Zoom through the link below.

Attendee link: [https://us02web.zoom.us/webinar/register/WN\\_9Bssqx3OQ2mE769AT16mEA](https://us02web.zoom.us/webinar/register/WN_9Bssqx3OQ2mE769AT16mEA) Call-in (301) 715-8592 ID 897 1350 9212

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws [1-47](#) and [1-48](#). Public comment is always welcome by the School Board through their group e-mail account at [SchoolBoard@VBCPSboard.com](mailto:SchoolBoard@VBCPSboard.com) or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on November 25, 2024.

- 1. Administrative, Informal, and Workshop (School Administration Building #6 – School Board Room)..... 4:00 p.m.**
  - A. School Board Administrative Matters and Reports
  - B. Facilities Update
  - C. The Five-Year Forecast
- 2. Closed Session (as needed)**
- 3. School Board Recess..... 5:30 p.m.**
- 4. Formal Meeting (School Administration Building #6 – School Board Room) ..... 6:00 p.m.**
- 5. Call to Order and Roll Call**
- 6. Moment of Silence followed by the Pledge of Allegiance**
- 7. Student, Employee and Public Awards and Recognition**
- 8. Adoption of the Agenda**
- 9. Superintendent’s Report (second monthly meeting) and recognitions (first and second monthly meetings)**
- 10. Approval of Meeting Minutes**
  - A. November 6, 2024, Special School Board Meeting
  - B. November 12, 2024 Regular School Board Meeting
- 11. Public Comments (until 8:00 p.m.)**

The School Board will hear public comments at the November 26, 2024, School Board Meeting. Citizens may sign up to speak by completing the [online form here](#) or contacting the School Board Clerk at 263-1016 and shall be allocated three (3) minutes each. Sign up for public speakers will close at noon on November 26, 2024. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the School Administration Building #6, 2512 George Mason Drive, Virginia Beach, Virginia 23456 by 5:45 p.m., November 26, 2024. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet School Board Bylaws, [1-47](#) and [1-48](#) requirements for Public Comment and Decorum and Order.



**12. Information**

- A. Interim Financial Statements – October 2024
- B. Policy Review Committee (PRC) Recommendations: **Added 11/21/2024**
  - 1. Policy 3-65/Security of Building and Grounds: cellular phones and other portable telecommunications devices
  - 2. Policy 5-52/Cell Phone-Free Education – cellular phones and personal electronic communication devices – student use
- C. Legislative Update
- D. Cell Phone-Free Education Plan

**13. Return to public comments if needed**

**14. Consent Agenda**

- A. Resolution: Human Rights Month
- B. Policy Review Committee (PRC) Recommendations:
  - 1. Policy 2-9/Superintendent: Evaluation
  - 2. Policy 3-61/Tobacco and nicotine vaper products
  - 3. Policy 7-1/Relations with the Public
  - 4. Policy 7-6/Relations with the News Media
  - 5. Policy 7-10/Communications from the Public
  - 6. Policy 7-15/Distribution/Announcement of Outside Communications
  - 7. Policy 7-18/Community Engagement/Volunteers
  - 8. Policy 7-31/Parent Teacher Associations (PTAs) and Parent Teacher Student Associations (PTSAs)
  - 9. Policy 7-32/Gifts, Grants and Bequests
- C. New Courses:
  - 1. Freshman Transition Strategies
  - 2. Introduction to Welding
  - 3. DE Aviation Maintenance I & II
  - 4. DE Medical Assistant I & II
  - 5. DE Emergency Medical Services I & II
  - 6. DE Paralegal I & II
  - 7. DE Renewable Energy Technologies I & II
- D. *Compass to 2030* Strategic Framework
- E. Behavioral and Mental Health Supports for Students: Year-One Implementation Evaluation
- F. Building Utilization Committee

**15. Action**

- A. Personnel Report / Administrative Appointments **Updated 12/05/2024**
- B. Policy Review Committee (PRC) Recommendations:
  - 1. Bylaw 1-25/Public Complaints and Procedures
  - 2. Bylaw 1-28/Committees, Organizations and Boards – School Board Member assignments
  - 3. Bylaw 1-33/Formulation and Approval/Revision/Recission of Regulations
- C. Tallwood High School Track & Field Improvements
- D. Reversion Resolution Update

**16. Committee, Organization or Board Reports**

**17. Return to Administrative, Informal, Workshop or Closed Session matters**

**18. Adjournment**



**Subject:** Facilities Update **Item Number:** 1B

**Section:** Administrative, Informal, and Workshop **Date:** November 26, 2024

**Senior Staff:** Jack Freeman, Chief Operations Officer, Department of School Division Services

**Prepared by:** Melisa A. Ingram, Executive Director of Facilities Services

**Presenter(s):** Jack Freeman, Chief Operations Officer, Department of School Division Services

Melisa A. Ingram, Executive Director of Facilities Services

**Recommendation:**

That the School Board receive updates about facilities.

**Background Summary:**

The facilities update will include a discussion regarding facilities as they relate to the 6-year long-range Capital Improvement Program (CIP) and estimated needs.

**Source:**

School Board Policy 3-90

**Budget Impact:**

N/A



# Facilities Update

School Board Workshop

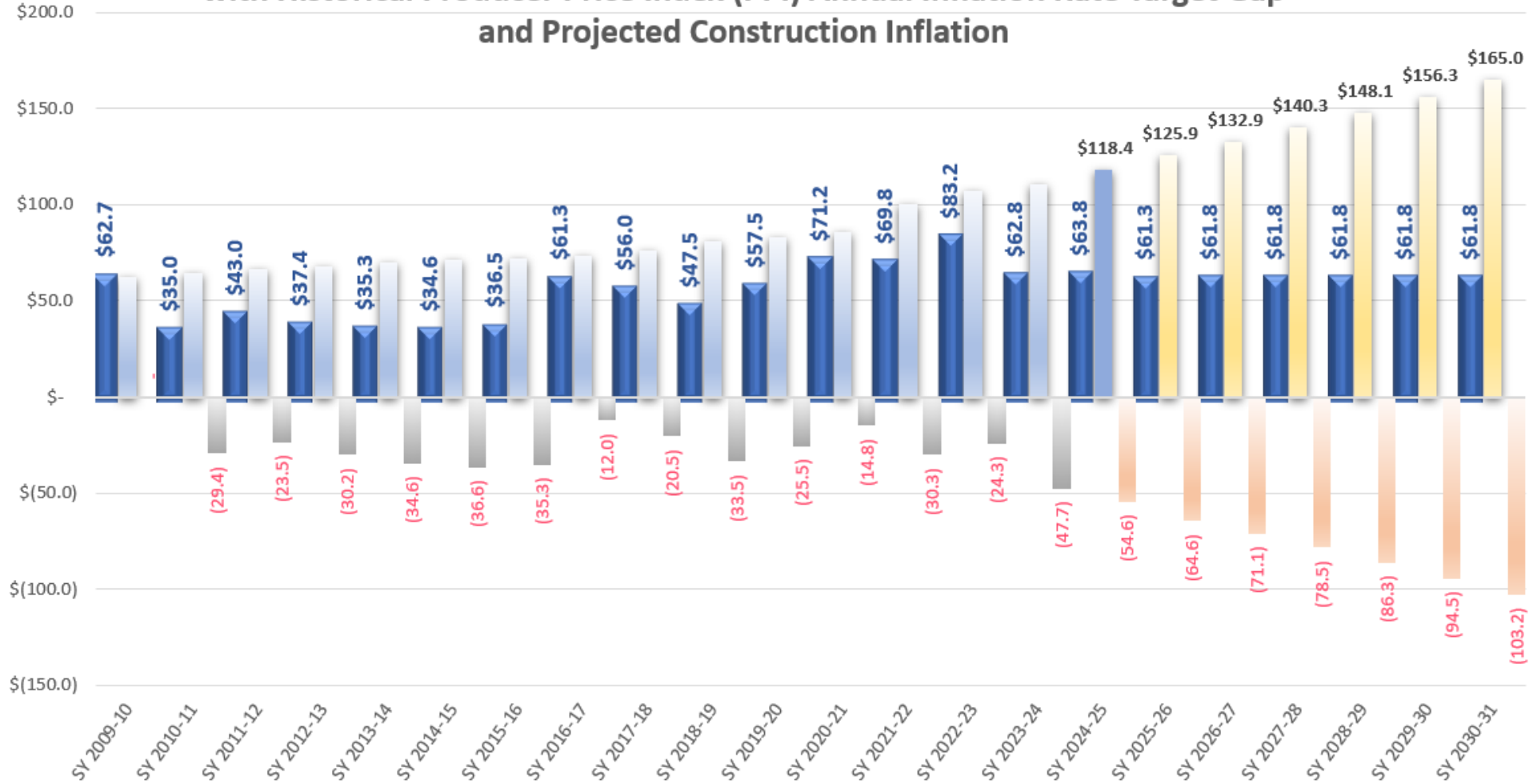
November 26, 2024

**Department of School Division Services**

**Office of Facilities Services**

# Loss of Buying Power Since 2009

Historical and Projected CIP Budget Appropriations  
with Historical Producer Price Index (PPI) Annual Inflation Rate Target Gap  
and Projected Construction Inflation



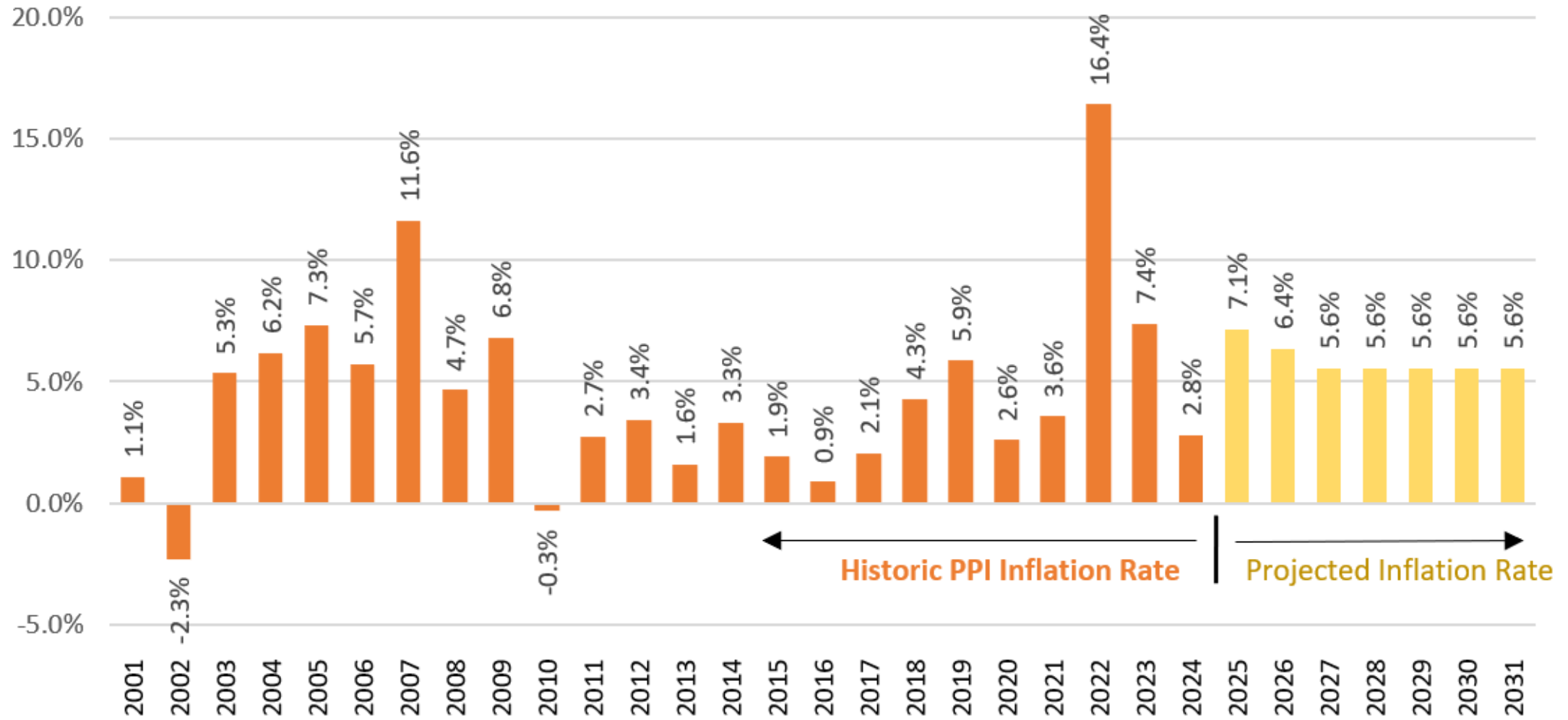
**FY 09/10-FY30/31 Estimated Cumulative Buying Power Loss: \$950.7 Million**

**FY 24/25 Estimated Target Gap: \$54.6 Million**

Data in Millions of Dollars

■ Appropriations ■ Target Gap Historic PPI

# Historic and Projected Inflation



PPI: Producer Price Index;  
Source: US Bureau of Labor Statistics

Projected Inflation;  
Derived from historical VDOE Inflation Rates using  
comparisons with other commercial construction projections

# Approved FY24-25 CIP: Funding Sources

Funding Sources	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Charter Bonds	32,300,000	32,300,000	32,300,000	32,300,000	32,300,000	32,300,000
Public Facility Revenue Bonds	15,000,000	12,000,000	12,000,000	12,000,000	12,000,000	12,000,000
PayGo	3,000,000	4,000,000	5,000,000	6,000,000	7,000,000	7,500,000
Interest/Sale of Property	0	0	0	0	0	0
Energy Performance Contracts Funding	2,500,000	2,500,000	2,500,000	2,000,000	2,000,000	2,000,000
State Construction Grants	0	0	0	0	0	0
School Special Reserve Fund Balance/Reversion	11,000,000	10,500,000	10,000,000	9,500,000	8,500,000	8,000,000
<b>Total</b>	<b>63,800,000</b>	<b>61,300,000</b>	<b>61,800,000</b>	<b>61,800,000</b>	<b>61,800,000</b>	<b>61,800,000</b>

Note: This Funding Source includes reversion funds approved by City Council on Nov. 21, 2023.

# Approved FY24-25 CIP: Funding Summary – Maintenance Strategy

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SUBJECT TO CHANGE

## ➤ Goal

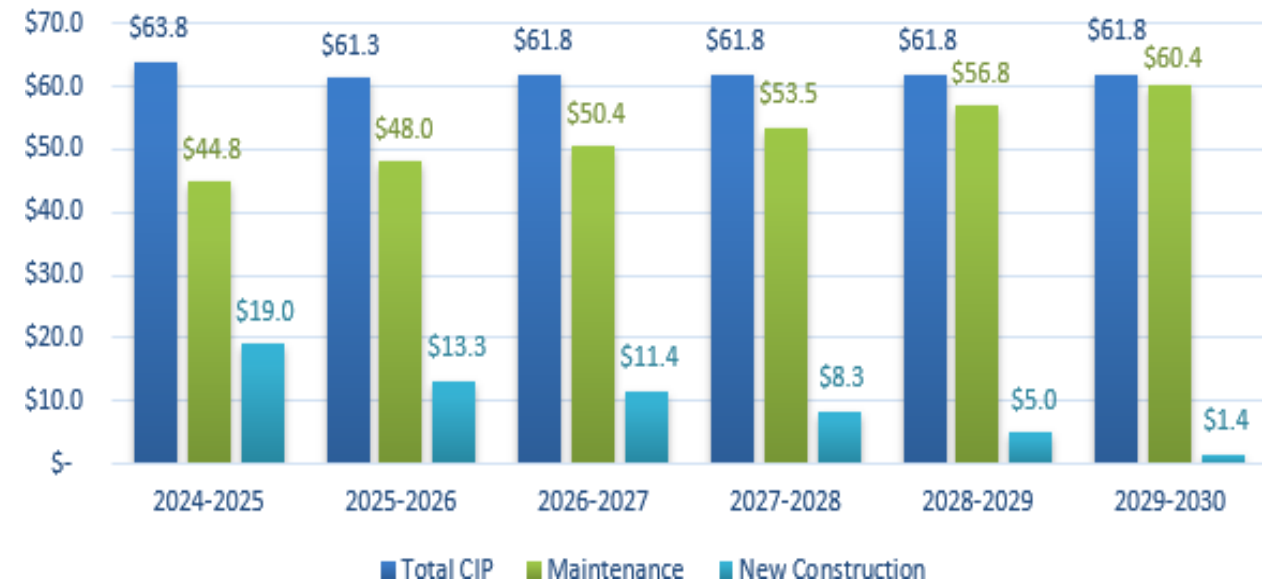
- Support safe, healthy, and effective learning environments

## ➤ Maintenance Replacement Strategies

- Update systems to prolong life cycles
- Improve maintainability of systems
- Lower operating and utility costs
- Supplement limited funding with opportunities from grants, credits, and other resources
- Continue comprehensive assessments
- Continue preventative maintenance



6-Year CIP Funding FY 24/25 - 29/30

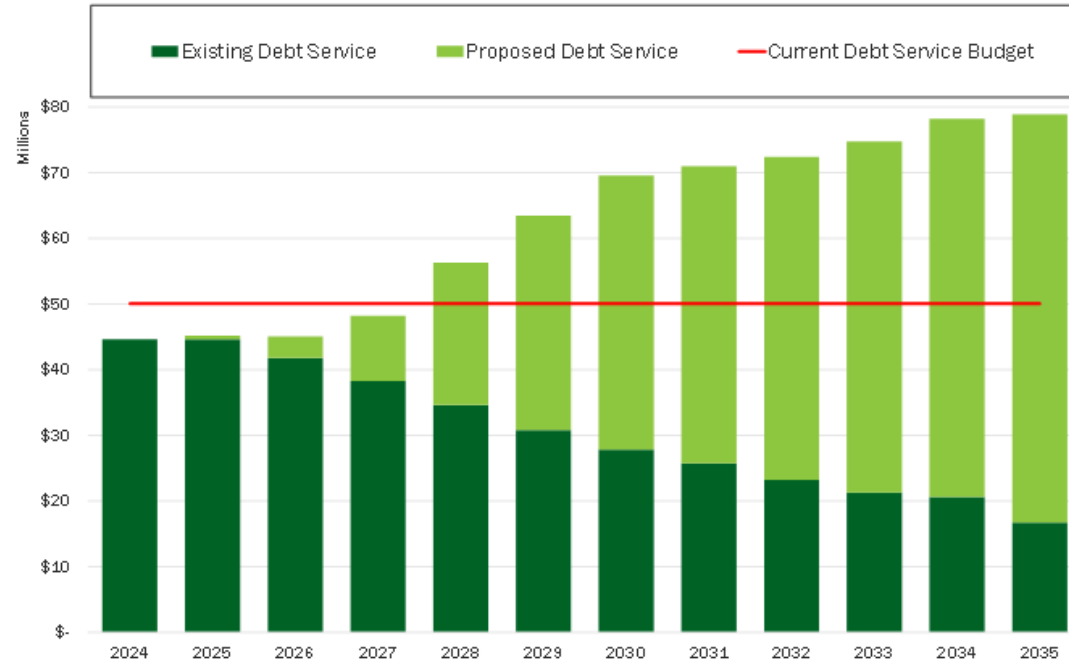


# Princess Anne HS & Tri-Campus Additions Debt Service Analysis

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SUBJECT TO CHANGE

**Princess Anne HS Replacement: \$288M (2026 Bid - Projected Project Cost)**  
**with 22 Classroom Tri-Campus Addition : \$25M (2026 Bid - Projected Project Cost) \$313M Total**

- Maximum estimated debt service is projected to reach roughly \$78 million in FY 2034. This is approximately \$28 million above the Current Debt Service Budget.
  - Requires an average annual incremental increase in the debt service budget for **seven** consecutive years beginning in **FY 2028 of approximately \$4.1 million** (or roughly 0.4% of the FY 2024 School Operating Budget annually).



# Renovations and Replacements : Reroofing CIP 1-019

SCHOOL	STATUS	CONDITION ASSESSMENT	PROJECTED COST
Christopher Farms ES	Phase 2 of 2 Construction	Unsatisfactory	\$3,660,000
Advanced Technology Center (ATC) Roof Replacement	Construction (Cost Share with TCC & City)	Unsatisfactory	\$960,000 (=48% total cost)
First Colonial HS	Design & Bidding	Unsatisfactory	\$8,040,000
Linkhorn Park ES	Design & Bidding	Unsatisfactory	\$4,880,000
Thalia ES	Design	Unsatisfactory	\$4,870,000
Independence MS	Design	Unsatisfactory	\$6,100,000
Glenwood ES ( & HVAC)	Planning & Study	Unsatisfactory	\$7,110,000
Brandon MS ( & HVAC)	Planning & Study	Fair / Unsatisfactory	\$12,000,000
Luxford ES ( & HVAC)	Planning & Study	Fair / Unsatisfactory	\$3,790,000
Woodstock ES	Planning	Unsatisfactory	\$4,040,000
Corporate Landing MS	Planning	Unsatisfactory	\$8,800,000
Lynnhaven MS	Planning	Unsatisfactory	\$7,500,000
Birdneck ES	Planning	Unsatisfactory	\$6,990,000
Tallwood ES	Planning	Unsatisfactory	\$4,080,000
Kempsville Meadows ES	Planning	Fair	\$4,240,000
Malibu ES	Planning	Fair	\$3,730,000
Point O'View ES	Planning	Fair	\$3,830,000
Trantwood ES	Planning	Fair	\$4,130,000
Fairfield ES	Planning	Fair	\$2,970,000
Holland Rd Annex	Design	Fair	\$5,080,000
Holland ES	Planning	Fair	\$2,650,000
Williams ES	Planning	Unsatisfactory	\$3,960,000

**Yr 2**

**Eval  
\$19m**



# Renovations and Replacements: HVAC CIP 1-018

SCHOOL	STATUS	CONDITION ASSESSMENT	PROJECTED COST
Diamond Springs ES Chiller / Boiler Replacement	Construction Phase 2 of 2	Unsatisfactory	\$1,750,000
Green Run HS Scratch Cooking Improvements	Construction (Cost Share with Food Services)	Unsatisfactory	\$350,000
Rosemont Forest ES HVAC Replacement	Construction Phase 3 of 3 (Tax Credits Application)	Unsatisfactory	\$10,770,000
Landstown HS HVAC Replacement	Under Contract (Cost Share CLSRF grants)	Unsatisfactory	\$6,200,000
Corporate Landing ES HVAC Replacement & Scratch Cooking Improvements	Under Contract (Cost Share CLSRF grants)	Unsatisfactory	\$7,950,000
Christopher Farms Chiller / Boiler Replacement	Construction Phase 1 of 2	Unsatisfactory	\$1,800,000
Advanced Tech Center Chiller Design for Replacement	Study & Design (Cost Share with TCC & City)	Unsatisfactory	\$840,000 (=48% total cost)
Cooke ES HVAC Replacement	Design & Bidding	Unsatisfactory	\$7,500,000
Bayside HS HVAC Improvements Including Kitchen Installation & Scratch Cooking Improvements	Design & Bidding (Cost Share with Food Services)	Unsatisfactory	\$2,300,000
Alanton ES HVAC Improvements Including Kitchen Installation & Scratch Cooking Improvements	Design & Bidding (Cost Share with Food Services)	Unsatisfactory	\$2,210,000
Princess Anne ES HVAC Improvements Including Kitchen Installation & Scratch Cooking Improvements	Design & Bidding (Cost Share with Food Services)	Unsatisfactory	\$1,490,000
Salem HS Stage / Auditorium HVAC Replacement	Design	Unsatisfactory	\$1,510,000
Pembroke ES Gym / Cafeteria / Office HVAC Replacement	Design	Unsatisfactory	\$1,370,000
Green Run ES Gym/Cafeteria /Kitchen HVAC Replacement & Scratch Cooking Improvements	Design	Unsatisfactory	\$1,200,000
Independence MS Kitchen HVAC Replacement & Scratch Cooking Improvements	Planning & Scoping	Unsatisfactory	\$1,000,000
Birdneck ES Kitchen HVAC Replacement & Scratch Cooking Improvements	Planning & Scoping (Cost Share with Food Services)	Unsatisfactory	\$1,000,000



# Renovations and Replacements: HVAC CIP 1-018

SCHOOL	STATUS	CONDITION ASSESSMENT	PROJECTED COST
Lynnhaven ES HVAC Replacement	Design	Unsatisfactory	\$4,050,000
Newtown ES Scratch Cooking Improvements	Planning & Scoping (Cost Share with Food Services)	Unsatisfactory	\$250,000
Point O'View Scratch Cooking Improvements	Planning & Scoping(Cost Share with Food Services)	Unsatisfactory	\$300,000
Fairfield ES Scratch Cooking Improvements	Planning & Scoping(Cost Share with Food Services)	Unsatisfactory	\$300,000
College Park ES HVAC Replacement	Design	Unsatisfactory	\$4,300,000
Alanton ES Gym HVAC Replacement	Design	Unsatisfactory	\$700,000
School Administration Building HVAC Replacement for Main Server Hub & Chiller	Planning & Scoping	Unsatisfactory	\$2,400,000
Bayside MS Gym, Aux Gym & Auditorium HVAC Replacement	Planning	Unsatisfactory	\$1,730,000
Point O'View MUAU Replacement	Planning	Unsatisfactory	\$2,120,000
Glenwood ES HVAC Replacement (& Roof)	Planning & Study	Unsatisfactory	\$13,000,000
Brandon MS HVAC Replacement (& Roof)	Planning & Study	Unsatisfactory	\$18,070,000
Luxford ES HVAC Replacement (& Roof)	Planning & Study	Unsatisfactory	\$11,000,000
Green Run HS HVAC Replacement	Planning	Unsatisfactory	\$10,000,000
Cox HS HVAC Replacement	Planning	Unsatisfactory	\$10,000,000
Plaza MS RTU HVAC Replacement	Planning	Unsatisfactory	\$8,000,000
Rosemont ES HVAC Replacement	Planning	Unsatisfactory	\$7,000,000
Salem HS HVAC Replacement	Planning	Unsatisfactory	\$13,000,000
Great Neck MS Chiller Replacement	Planning	Unsatisfactory	\$3,000,000
Pembroke Meadows ES HVAC Replacement	Planning	Unsatisfactory	\$9,000,000

**Yr 2**

**Eval  
\$56m**



# Foundations & Fire Alarm Replacements

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SUBJECT TO CHANGE

SCHOOL	STATUS	CONDITION ASSESSMENT	PROJECTED COST
Bayside MS Foundation Repair	Phase 2 of 3 Design & Bidding	Unsatisfactory	\$2,300,000
Kempsville MS Foundation Repairs	Phase 1 of 3 Design & Bidding	Unsatisfactory	\$2,400,000
Holland Road Foundation Repairs	Study & Design	Unsatisfactory	\$2,800,000

Yr 2



SCHOOL	STATUS	CONDITION ASSESSMENT	PROJECTED COST
Landstown ES / MS Fire Alarm Replacements	Phase 2 of 2 Construction	Unsatisfactory	\$1,670,000
Bayside HS Fire Alarm Replacement	Planning	Unsatisfactory	\$1,700,000
Birdneck ES Fire Alarm Replacement	Planning	Unsatisfactory	\$1,700,000
Cox HS Fire Alarm Replacement	Planning	Unsatisfactory	\$1,900,000

Yr 2



# ADA Athletic Field Access Improvements

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SUBJECT TO  
CHANGE

## ➤ High School Athletic Sites

- All sites compliant with Americans with Disabilities Act (ADA)

## ➤ Middle School Athletic Sites

- Assessments & improvements underway
- Implementation over the next 3 years
- Collaboration with School Leadership, Student Activities, and Parks and Recreation

SCHOOL	STATUS
Brandon MS	Complete
Corporate Landing MS	Phase 1 of 2 Complete
Salem MS	Evaluating
Plaza MS	Evaluating
Kempsville MS	Evaluating
Bayside MS	Evaluating
Independence MS	Evaluating
Landstown MS	Evaluating
Lynnhaven MS	Evaluating
Larkspur MS	Evaluating
Virginia Beach MS	Evaluating
Great Neck MS	Evaluating

*Estimated \$70,000 - \$130,00 each*

# Windows & Exterior Doors

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SUBJECT TO CHANGE

- Deferred replacements - aging buildings & window systems
- Improve building envelope - indoor quality, energy, humidity
- Consideration of any environmental abatement needs
  - Asbestos
  - PolyChlorinated Biphenyls (PCBs)



# Windows & Exterior Doors

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SUBJECT TO CHANGE

SCHOOL	STATUS	CONDITION ASSESSMENT	PROJECTED COST
White Oaks ES	Scoping & Testing	Unsatisfactory	\$0.8 - 1.2 million
Bayside MS	Scoping & Testing	Unsatisfactory	\$1 - 1.5 million
Technical & Career Education Center	Scoping & Testing	Unsatisfactory	\$1 - 1.5 million
North Landing ES	Planning	Unsatisfactory	\$0.9 - 1.3 million
Ocean Lakes HS	Planning	Unsatisfactory	\$1.2 - 1.8 million
Pembroke ES	Planning	Unsatisfactory	\$1 - 1.3 million
Kempsville HS	Planning	Unsatisfactory	\$1.2 - 1.8 million
Plaza MS	Planning	Unsatisfactory	\$1 - 1.3 million
Kingston ES	Planning	Unsatisfactory	\$1 - 1.3 million
Independence MS	Planning	Unsatisfactory	\$1.2 - 1.8 million
Lynnhaven MS	Planning	Fair	\$1.2 - 1.8 million

Evaluating

Yr 2

# Turf Field Installations

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SUBJECT TO CHANGE

## Remaining Turf Field Installations

1	Tallwood HS	Summer 2025	\$2.8 m
2	Landstown HS	Summer 2026	\$3.0 m
3	Cox HS	Summer 2027	\$3.1 m

4 Princess Anne HS – 2030-2031 with new school construction

➤ Future Re-Turfing

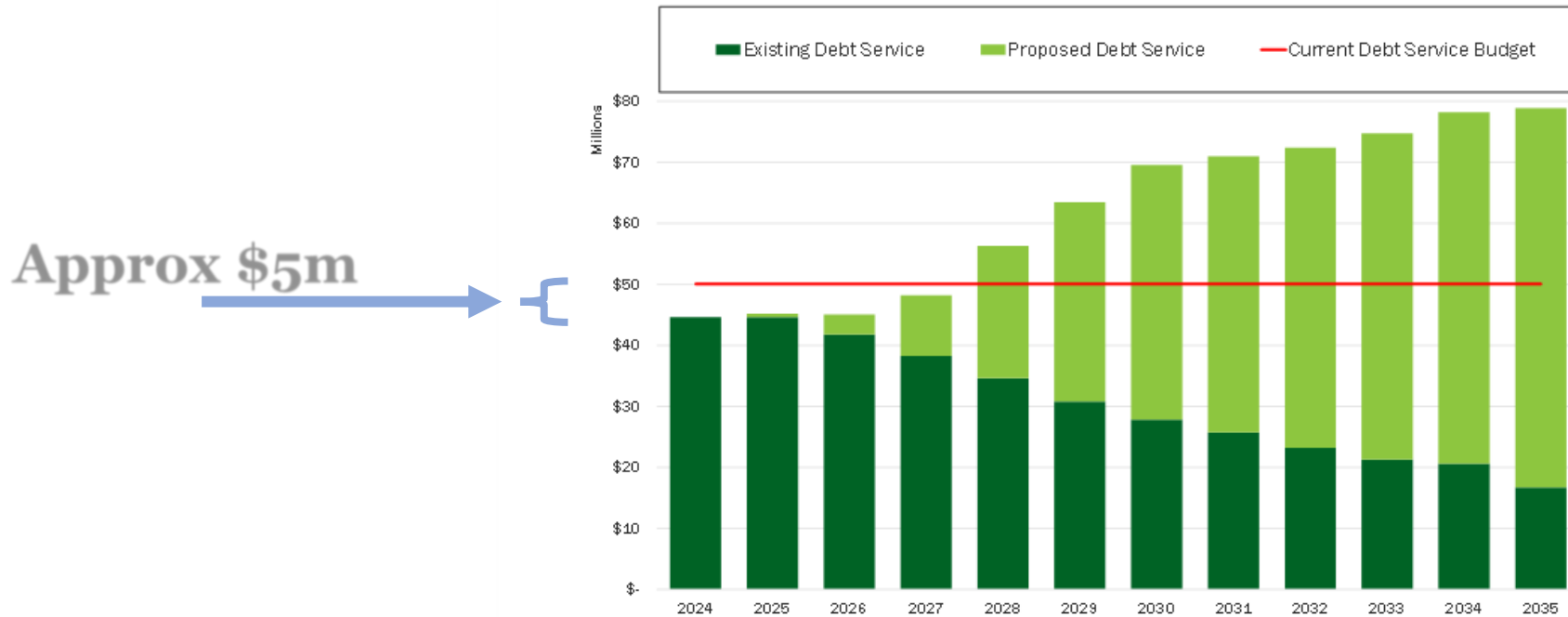
- Average one school per year
- Projected \$900,000 +/- annually in upcoming Years 4-6

# Princess Anne HS & Tri-Campus Additions Debt Service Analysis

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# Approved FY24-25 CIP: Funding Sources

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SUBJECT TO CHANGE

Funding Sources	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Charter Bonds	32,300,000	32,300,000	32,300,000	32,300,000	32,300,000	32,300,000
Public Facility Revenue Bonds	15,000,000	12,000,000	12,000,000	12,000,000	12,000,000	12,000,000
PayGo	3,000,000	4,000,000	5,000,000	6,000,000	7,000,000	7,500,000
Interest/Sale of Property	0	0	0	0	0	0
Energy Performance Contracts Funding	2,500,000	2,500,000	2,500,000	2,000,000	2,000,000	2,000,000
State Construction Grants	0	0	0	0	0	0
School Special Reserve Fund Balance/Reversion	11,000,000	10,500,000	10,000,000	9,500,000	8,500,000	8,000,000
Total	63,800,000	61,300,000	61,800,000	61,800,000	61,800,000	61,800,000

Note: This Funding Source includes reversion funds approved by City Council on Nov. 21, 2023.

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SUBJECT TO CHANGE

# Questions



**Subject:** Five-Year Forecast **Item Number:** 1C

**Section:** Administrative, Informal, and Workshop **Date:** November 26, 2024

**Senior Staff:** Crystal M. Pate, Chief Financial Officer

**Prepared by:** Crystal M. Pate, Chief Financial Officer

**Presenter(s):** Crystal M. Pate, Chief Financial Officer

**Recommendation:**

That the School Board receive the information regarding the Five-Year Forecast, as presented earlier that day to the City of Virginia Beach and the School Board members in attendance.

**Background Summary:**

The Five-Year Forecast for Virginia Beach City Public Schools (VBCPS) is a report designed to help the City Council, School Board, and other stakeholders understand the long-term impact of current policies, demographic trends, and revenue streams. This forecast is based on assumptions derived from historical data, economic trends, and local and regional economic indicators.

**Source:**

N/A

**Budget Impact:**

N/A currently.



**Subject:** Approval of Minutes **Item Number:** 10A-B

**Section:** Approval of Meeting Minutes **Date:** November 26, 2024

**Senior Staff:** N/A

**Prepared by:** Regina M. Toneatto, School Board Clerk

**Presenter(s):** Regina M. Toneatto, School Board Clerk

**Recommendation:**

That the School Board adopt the following set of minutes as presented:

- A. November 6, 2024 Special School Board Meeting
- B. November 12, 2024 Regular School Board Meeting

**Background Summary:**

N/A

**Source:**

Bylaw 1-40

**Budget Impact:**

N/A



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District 1 – Centerville

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District 9

**Donald E. Robertson, Ph.D., Superintendent**

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**Special School Board Meeting MINUTES**  
**Wednesday, November 6, 2024**

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**Bayside Middle School**  
965 Newtown Road  
Virginia Beach, VA 23462  
(757) 263-1000  
(School Administration Building)  
(757) 648-4400  
(Bayside Middle School)

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**1. Call to Order and Roll Call:** Chair Melnyk convened the special meeting of the School Board at Bayside Middle School, auditorium at 6:07 p.m. on the 6th day of November 2024 and stated pursuant to Bylaw 1-46 to hold a Public Hearing on Wednesday, November 6, 2024, from 6:00-8:00 p.m. at Bayside Middle School, 965 Newtown Road, Virginia Beach, Virginia.

The purpose of this public hearing will be to obtain public input on the School Board’s proposal to: consolidate the Bayside 6th Grade Campus and Bayside Middle School into one school at Bayside Middle School, located at 965 Newtown Road, Virginia Beach, beginning the 2025-2026 School Year.

The School Board will vote on this matter at its November 12, 2024 School Board Meeting.

In addition to Superintendent Robertson, the following School Board Members were present at Bayside Middle School auditorium: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, and Ms. Weems (arrived at 6:51 p.m.)

The following School Board Members were not in attendance: Ms. Manning and Ms. Riggs.

**2. Adoption of the Agenda:** Chair Melnyk called for any modifications to the agenda as presented. Hearing none, Chair Melnyk called for a motion to approve the agenda as presented. Ms. Brown made the motion, seconded by Ms. Anderson. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion to approve the agenda as presented: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, and Ms. Owens. The motion passed, 8-0-0. Note, Ms. Weems was not present at the meeting during the time of the vote.

**3. Public Hearing until 8:00 p.m.**

There were a five (5) in person speakers. The topics included public notice regarding the public hearing; request for another public hearing on the topic; support for the consolidation; staff traveling between the two schools; cost effectiveness; communication to parents regarding the consolidation; student transitions; elective teachers; sense of unity, family; registrar point of view; and having all student together in one building.

The School Board recessed at 6:19 p.m. and reconvened at 6:54 p.m. The School Board recessed again at 7:04 p.m. and reconvened at 7:55 p.m.



School Board of the City of Virginia Beach  
Bayside Middle School, Auditorium  
965 Newtown Road  
Virginia Beach, VA 23462

Wednesday, November 6, 2024  
Special School Board Meeting  
Page 2 of 2

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4. **Adjournment:** Chair Melnyk adjourned the special meeting at 8:00 p.m.

Respectfully submitted:

\_\_\_\_\_  
Regina M. Toneatto, Clerk of the School Board

Approved:

\_\_\_\_\_  
Kimberly A. Melnyk, School Board Chair

DRAFT



School Board Services

**Kimberly A. Melnyk, Chair**  
District 2

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District 2 – Kempsville

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**Carolyn D. Weems**  
District 9

**Donald E. Robertson, Ph.D., Superintendent**

**School Board Regular Meeting MINUTES**  
**Tuesday, November 12, 2024**

**School Administration Building #6, Municipal Center**  
2512 George Mason Drive  
P.O. Box 6038  
Virginia Beach, VA 23456  
(757) 263-1000

- 1. Administrative, Informal, and Workshop:** Chair Melnyk convened the Administrative, Informal, and Workshop session at 4:00 p.m. on the 12th day of October 2024.

In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens (arrived at 4:02 p.m.), Ms. Riggs, and Ms. Weems. School Board Member, Ms. Manning was not present during the Administrative, Informal, and Workshop session.

- A. School Board Administrative Matters and Reports: There were no administrative matters or reports.
- B. ALL in VA Update: Lorena L. Kelly, Ph.D., executive director of elementary teaching and learning provided the School Board an update regarding the All in VA funds. The division received approximately \$20 million dollars. The funds were divided among the following: tutoring (70%), Virginia Literacy Act (20%), and attendance/chronic absenteeism (10%). Approximately \$13.2 million was used for tutoring (All in Tutoring, Imagine Math, Zearn, Lexia, Title I, FEV and academic support tutoring). Dr. Kelly provided a brief update on attendance and *EveryDay Labs*. She mentioned over 14,000 students' attendance improved after receiving nudges, more professional learning opportunities for staff, and access to the attendance dashboard, expansion of the attendance ambassador program, Student Response Team interventions, and flexible in-person instructional time. An overview was provided regarding the remaining funds and obligated amounts.

The presentation continued with questions and comments regarding carry-over of funds for SY 2025-2026; progress with chronic absenteeism; plan for funds; number of teachers completing training; funds for professional development; and funds for training.

- C. Cell Phone-Free Education Update: Matthew D. Delaney, chief schools officer provided the School Board an update on the guidance from the Virginia Department of Education regarding the implementation of a cell phone-free education. The purpose of the presentation was to provide an update on VBCPS response to the Guidance for a Cell Phone-Free Education, highlight the major difference between the guidance from VBCPS current policy and regulations, and share next steps VBCPS will take in responding to a Cell Phone-Free Education. There was a brief overview of Governor Youngkin's Executive Order 33 and guidance for Cell Phone-Free Education. The differences between Virginia Department of Education Guidance and VBCPS Regulation 3-65.1 were reviewed. During the month of October, Superintendent Robert held three informational sessions on

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cell phone-free education. The following hopes were identified: improve focus and academic engagement, enhance social skills and interpersonal interaction, increase independence and responsibility, to name a few. Some of the fears identified were safety and emergency communication, mental health and emotional security, and distraction substitution and non-compliance. The next steps were reviewed and included the November 21 Policy Review Committee Meeting, School Board meetings on November 26 (item for information) and December 10 (item for action) and finalize preparation based on School Board decision.

The presentation continued with questions and comments regarding attendance at informational meetings; definitions (bell-to-bell, instructional hours, instructional days); VDOE Guidance; Regulation 3-65.1; use of phones during one lunch and changing classes; preparedness for real world; teaching responsibility; smart watches; PRC meeting; social interaction; high school students need to get notifications (extracurricular activities, work, internships); discipline; and item on November 26 School Board meeting.

- 2. Closed Session:** At 4:43 p.m., Vice Chair Franklin made the following motion, seconded by Ms. Franklin that the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 1, 2, 7 and 8 as amended, to deliberate on the following matters:
1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
  2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system.
  7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
  8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
- Namely to discuss:
- A. Settlement offer in negligence claim.
  - B. Student discrimination appeal.
  - C. Status of pending litigation or administrative cases.
  - D. Consultation with legal counsel regarding probable litigation and pending litigation matters.

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Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to recess into Closed Session: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

The School Board recessed into Closed Session at 4:46 p.m.

Individuals present for discussion in the order in which matters were discussed:

- B. Student discrimination appeal: School Board Members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Crystal M. Pate, chief financial officer; and Regina M. Toneatto, school board clerk.
- A. Settlement offer in negligence claim: School Board Members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Crystal M. Pate, chief financial officer; and Regina M. Toneatto, school board clerk.
- C. Status of pending litigation or administrative cases; and
- D. Consultation with legal counsel regarding probable litigation and pending litigation matters; School Board Members: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Crystal M. Pate, chief financial officer; and Regina M. Toneatto, school board clerk.

School Board Member, Ms. Weems left the Closed Session at 5:01 p.m. and returned at 5:06 p.m.

The School Board reconvened at 5:06 p.m.

Certification of Closed Session: Vice Chair Franklin read the Certification of Closed Session:

**WHEREAS**, the School Board of the City of Virginia Beach has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

**WHEREAS**, Section 2.2-3712 (D) of the Code of Virginia requires a certification by this School Board that such closed meeting was conducted in conformity with Virginia law.

**NOW, THEREFORE, BE IT RESOLVED** that the School Board of the City of Virginia Beach hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered.

Ms. Brown made the motion, seconded by Ms. Anderson. Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion for Certification of Closed Session: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Owens, Ms. Riggs, and Ms. Weems. The motion passed, 10-0-0.

3. **School Board Recess**: Chair Melnyk adjourned the Administrative, Informal, and Workshop session at 5:09 p.m.

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**4. Formal Meeting (School Administration Building #6 – School Board Room) ..... 6:00 p.m.**

**5. Call to Order and Roll Call:** Chair Melnyk convened the meeting of the School Board at the School Administration Building #6, School Board Chamber at 6:00 p.m. on the 12th day of November 2024 and thanked the members of the public for joining the meeting in person and online.

In addition to Superintendent Robertson, the following School Board Members were present in the School Board Administration Building #6, School Board Chamber: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

**6. Moment of Silence followed by the Pledge of Allegiance:** After the Pledge of Allegiance, the New Castle 5<sup>th</sup> Grade Chorus sang the National Anthem.

**7. Student, Employee and Public Awards and Recognition**

- A. Arbor Day Tree Campus National Recognition – Corporate Landing Elementary School, Thalia Elementary School, and Corporate Landing Middle School: The School Board recognized the following schools who have earned a national distinction as Arbor Day Tree Campuses: Corporate Landing Elementary School, Thalia Elementary School, and Corporate Landing Middle School. These schools met Tree Campus requirements through Arbor Day celebrations, hands-on experiences and school-wide learning. Only 84 schools earned this honor nationwide with only five in Virginia.
- B. Virginia Association of Adult Continuing Education Teacher of the Year – Adult Learning Center: The School Board recognized Lisa Markovic as the Virginia Association of Adult Continuation Education’s Teacher of the Year. Mrs. Markovic is also the Virginia Beach Adult Learning Center’s Teacher of the Year.
- C. Virginia Board of Education Highest Achievement Award – Cox High, Green Run Collegiate, Ocean Lakes High, Old Donation School, Princess Anne Elementary, Shelton Park Elementary, Tallwood Elementary, Tallwood High: The School Board recognized the eight schools who received the Virginia Board of Education’s Highest Achievement Award. To earn this recognition, schools must be accredited and meet state benchmarks in reading, math and science. In addition, all student groups within the school must meet state benchmarks in reading and math and have no more than 10 percentage points between the lowest performing group and all other students in the school. They must also demonstrate a current year chronic absenteeism rate of 15 percent or lower.
- D. Virginia Board of Education Continuous Improvement Award – Green Run High School: The School Board recognized Green Run High School who received the Virginia Board of Education’s Continuous Improvement Award. Green Run High School is one of 49 schools in Virginia receiving this distinction. To qualify, schools must be accredited or accredited with conditions and meet a least one of the following criteria with three years of data:
  - An increase in the combined rate for math, reading and science for each of the past three years with a total increase across the three years of 10 points or more;
  - An increase in the combined rate for two or more student groups in reading and math for each of the past three years with a total increase across the three years of 10 points or more; or
  - An increase in the Graduation and Completion Index (GCI) for each of the past three years with a total increase across the three years of 4 percent or more; and the school demonstrates a decrease in the dropout rate for each of the past three years with the total reduction across three years of 15 percent or more of the first year’s dropout rate.

**8. Adoption of the Agenda:** Chair Melnyk called for any modifications to the agenda as presented. Chair Melnyk mentioned the following modifications: add to Consent Agenda, Item #15E – Ms. Kendrick’s Resolution and add to Action, Item #16E – VSBA Proposed Legislative Positions Amendments and Proposed Bylaw Amendments. Without further modifications, Chair Melnyk called for a motion to approve the agenda as modified. Ms. Kendrick made the motion, seconded by Ms. Brown. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the agenda as modified. The motion passed unanimously, 11-0-0.

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9. **Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings):** There was no Superintendent's Report presented at the meeting.
- Administrative Recognitions: Superintendent Robertson introduced the following appointments, which were approved at the October 22, 2024 School Board meeting: Aaron R. Popp, administrative assistant, Princess Anne and Three Oaks elementary schools, as assistant principal of W.T. Cooke Elementary School; Meghan M. Scott, instructional specialist, as coordinator of gifted education for the Office of K-12 and Gifted Programs; and Alicia D. Smith, coordinator of procurement services, as director of procurement services for the Office of Procurement Services.
10. **Approval of Meeting Minutes**
- A. October 22, 2024, Regular School Board Meeting: Chair Melnyk called for any modifications to the October 22, 2024, regular school board meeting minutes as presented. Hearing none, Chair Melnyk called for a motion to approve the October 22, 2024, minutes as presented. Ms. Riggs made the motion, seconded by Ms. Anderson. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the October 22, 2024, meeting minutes as presented. The motion passed unanimously, 11-0-0.
11. **Public Hearing on the Building Utilization Committee's rezoning recommendation for Point O'View Elementary School and Larkspur Middle School**
- There were two (2) in-person speakers and one (1) online speaker for the Public Hearing. The topics included ranking of schools; student to teacher ratios; rezoning; plan for achievement; rezoning of area; building projects; changing schools; waivers to attend school; and keeping students at current school.
12. **Public Comments (until 8:00 p.m.)**
- There were four (4) in-person speakers. The topics included school calendar; adjusted dismissal; chaplains in public schools; National Chaplain Program; discipline; early dismissal days for elementary and middle schools; planning time (elementary school); End-of-Year checkout procedures for teachers; educating students; Department of Education; VBEA; politics versus education; and *Compass to 2030*.
- The Public Comments concluded at 6:39 p.m.
13. **Information**
- A. Policy Review Committee (PRC) Recommendations: Recommended that the School Board review Policy Review Committee (PRC) recommendations regarding the amendment of certain bylaws and policies as recommended by the PRC at its October 17, 2024 meeting. Kamala Lannetti, school board attorney, presented the following:
1. Bylaw 1-25/Public Complaints and Procedures: The PRC recommends removing part of Section B which references the Governance Committee and correcting the lettering.
  2. Bylaw 1-28/Committees, Organizations and Boards – School Board Member assignments: The PRC recommends removing Section C 3 regarding the Governance Committee.
  3. Bylaw 1-33/Formulation and Approval/Revision/Recission of Regulations: The PRC recommends removing language that limits the School Board's authority over School Board Regulations and add language that aligns with the Code of Virginia regarding the same. There was a discussion regarding the Bylaw; the reason for the change; Superintendent's responsibility regarding regulations; Code of Virginia 22.1-78; right of School Board to vote on regulations; making changes to regulations; bylaw to match Code of Virginia; the PRC committee members were all in agreement with the changes to the bylaw.
  4. Policy 2-9/Superintendent: Evaluation: The PRC recommends removing references to the Governance Committee.
  5. Policy 3-61/Tobacco and nicotine vaper products: The PRC recommends adding language that could include the use of alternative nicotine products, such as nicotine cessation products, during school hours or at school sponsored events.

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6. Policy 7-1/Relations with the Public: The PRC recommends formatting and other changes that align with similar changes recently made to other policies and updating the name of the Department of Communications and Community Engagement.
  7. Policy 7-6/Relations with the News Media: The PRC recommends changes to the policy and removing the Editor's Note as the information is located in the Related Links section of the Policy.
  8. Policy 7-10/Communications from the Public: The PRC recommends removing the Editor's Note as the information is located in the Related Links section of the Policy.
  9. Policy 7-15/Distribution/Announcement of Outside Communications: The PRC recommends updating the name of the Department of Communications and Community Engagement and removing the Editor's Note as the information is located in the Related Links section of the Policy.
  10. Policy 7-18/Community Engagement/Volunteers: The PRC recommends updating the name of the Department of Communications and Community Engagement, updating the name of the Office of Family and Community Engagement, adding a link to the [www.vbschools.com](http://www.vbschools.com) page that contains the online volunteer application, and removing the Editor's Note as the information is located in the Related Links section of the Policy.
  11. Policy 7-31/Parent Teacher Associations (PTAs) and Parent Teacher Student Associations (PTSAs): There are no recommended changes to this Policy. It is being reviewed to meet the requirements under the Code of Virginia.
  12. Policy 7-32/Gifts, Grants and Bequests: The PRC recommends changes to formatting to align with other recent changes to policies and adding titles to Sections B and C.
- B. Building Utilization Committee: Ronald D. Berkebile, demographer/GIS manager provided the School Board information regarding the Building Utilization Committee's (BUC) proposed rezoning recommendation for school year 2024-2025, including information on the public outreach and communications plan that the BUC discussed at their October 23, 2024 meeting. The proposed rezoning plan impacts Point O'View ES, Kempsville ES, Pembroke ES, Arrowhead ES, Larkspur MS, Independence MS, and Kempsville MS attendance zones. The rezoning plan maps and number of students moving for Point O'View Elementary School and middle schools (Independence, Kempsville, Larkspur) rezoning were reviewed. Rezoning factors considered were optimal school space utilization, keeping neighborhoods together, new residential construction, and minimizing zonal movements. The community outreach included over 8,400 email notifications to parents and staff at all schools impacted, over 5,500 ParentSquare notifications, social media postings, and survey link and QR code were available September 25 to October 9. The data from the public input meetings and survey overview were reviewed, as well as parent and staff top factors.

The presentation continued with questions and comments regarding community input; number of proposals; consideration of overcrowded and under enrolled schools; transportation; continuation of services for students (i.e. IEP, programs, etc.); number of students affected; capacity at schools; out-of-zone waivers; feeder schools; demographics; and Title I schools and impact of rezoning.

- C. Compass to 2030 Strategic Framework – Report on Public Comment: Lisa A. Banicky, Ph.D., executive director of planning, innovation, and accountability provided the School Board the final strategic framework that is intended to guide the work of the school division through 2030. The presentation recapped the public comments received from October 9 through October 23, 2024, revisions made to the framework, and next steps in the planning process. The presentation reviewed the feedback from the comments received, shared the various themes that emerged, and reviewed *Compass to 2030* revisions. Specific revisions were highlighted for Goal 1 – Challenge and Support Each Student to Excel and Be Future Ready, definition of digital literacy, and acknowledgments. An overview of the next steps was provided from November 2024 through November 2025.

The presentation continued with questions and comments regarding digital literacy; Artificial Intelligence; key themes; and providing the School Board with comments from survey.

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- D. Behavioral and Mental Health Supports for Students: Year-One Implementation Evaluation: Allison M. Bock, Ph.D., and Noel G. Williams, Ph.D., program evaluation specialists, Office of Planning, Innovation, and Accountability provided the School Board the Behavioral and Mental Health Supports for Students: Year-One Implementation Evaluation Report and the administration's recommendations. The program evaluation focused on six specific initiatives that were expanded or first implemented in 2023-2024 to address students' mental health and behavior challenges: Responsive Practices, Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools, Behavior and Social Emotional (BASE) Program, Rapid Response, and Bridge Program. These six behavioral and mental health initiatives offer supports at different school levels (i.e., elementary, middle, and high) within a tiered Integrated Systems of Support Framework. The year-one implementation evaluation during 2023-2024 focused on each initiative's purpose, target audience and participants, program components, goal areas, perceptions, and cost to the school division. Additionally, the evaluation included data related to staff members' familiarity with the initiatives and general perceptions of the behavioral and mental health supports for students. Recommendations were also included based on the results of the evaluation.

Robert Jamison, executive director of student support services provided the administration's response. The administration concurred with the recommendations. VBCPS departments and offices will continue to use integrated systems of support to address students' academic, social-emotional, behavioral, and mental health needs. For the remainder of the 2024-2025 school year, the Department of School Leadership and the Department of Teaching and Learning commit to working with Communications and Community Engagement to leverage multiple forms of communication, continue to prioritize the identification of behavioral supports, and expand access to mental health services for all PreK-12 students.

The presentation continued with questions and comments regarding funding; Bridge Program; Mental Health Task Force; communication in schools; rapid response; CHKD; Surely; communication with parents; parental involvement; intervention strategies; parental consent; behavior issues; Behavior Intervention Support Team (BIST); student accountability; Student Code of Conduct; tier system of support; BASE Program; behavior challenges in primary grades; supporting teachers; professional development; and social emotional learning.

- E. New Courses: Thomas Quinn, executive director of secondary teacher and learning and Sara L. Lockett, Ed.D., director of technical and career education provided the School Board information on new courses.
1. Freshman Transition Strategies: Recommended the School Board receive information regarding the proposed course, Freshmen Transition Strategies, and corresponding course objectives for implementation in the 2025-2026 school year. The course is designed to focus on building the resilience and confidence of the individual student, peer to peer and teacher to peer relationships, social and emotional learning, organization, stress management, leadership skills, community service, career planning, self-reflection and creating post-secondary plans and will align strongly with that of the AVID system.
  2. Introduction to Welding: Recommended that the School Board receive information about the proposed one credit Introduction to Welding course, and corresponding course objectives for implementation in the 2024-2025 school year. The proposed Introduction to Welding class will allow students who either do not capture a seat at the Tech Center or do not have the time to commit to a six-credit program to explore Welding in just one 4x4 semester. The proposed program will be housed at the Renaissance Academy and Adult Learning Center (ALC). It will serve students from all high school sites including the Renaissance Academy during the day and adult learners in the evenings.
  3. DE Aviation Maintenance I & II: Recommended that the School Board receive information about the proposed three credit DE Aviation I and Aviation II courses, and corresponding course objectives for implementation in the 2025-2026 school year. Students who enroll in DE Aviation Maintenance Technology I & II will work with airframe and control surfaces, power plants, and basic aviation electricity, and perform ground operations and servicing procedures, as specified by Federal Aviation Administration (FAA)

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- requirements. Students will also practice lab and tool safety, apply science and mathematics principles to aviation maintenance tasks, and research and use maintenance publications, forms, and records. Both proposed courses will be taught at the Aviation Institute of Maintenance (AIM) at 2329 E Little Creek Road, in Norfolk.
4. DE Medical Assistant I & II: Recommended that the School Board receive information about the proposed three credit DE Medical Assistant I and II courses, and corresponding course objectives for implementation in the 2025-2026 school year. Students who choose DE Medical Assistant I & II gain foundational knowledge in basic anatomy and physiology, pharmacology, medical ethics, medical asepsis, medical terminology, medical mathematics, and legal responsibilities. Students also develop basic skills and techniques to assist the healthcare provider and/or other medical professionals in patient examinations, basic emergency care, simple laboratory tests, and administrative duties. Both proposed courses will be taught at Centura College at 7020 North Military Highway, in Norfolk.
  5. DE Emergency Medical Services I & II Recommended that the School Board receive information about the proposed one credit DE Emergency Medical Services I and II courses, and corresponding course objectives for implementation in the 2025-2026 school year. Students who choose DE Emergency Medical Services I & II gain foundational knowledge in basic anatomy and physiology, pharmacology, medical ethics, medical asepsis, medical terminology, medical mathematics, and legal responsibilities. Students also develop basic skills and techniques to assist the healthcare provider and/or other medical professionals in patient examinations, basic emergency care, simple laboratory tests, and administrative duties. Both proposed courses will be taught at Tidewater Community College's Virginia Beach Campus and are dual enrolled with the Emergency Medical Services Career Studies Certificate (9 Credits).
  6. DE Paralegal I & II: Recommended that the School Board receive information about the proposed one credit DE Paralegal I and II courses, and corresponding course objectives for implementation in the 2025-2026 school year. Students who choose DE Paralegal I & II gain foundational knowledge in various areas of law (e.g., civil, criminal, family, real estate, estate, and probate) while preparing for employment in the legal field. Students gain knowledge and skills in legal document preparation, office communications, legal terminology, client services, records management, financial records, and business ethics. Both proposed courses will be taught at Tidewater Community College's Virginia Beach Campus and are dual enrolled for twelve credit hours.
  7. DE Renewable Energy Technologies I & II: Recommended that the School Board receive information about the proposed one credit DE Renewable Energy Technologies I and II courses, and corresponding course objectives for implementation in the 2025-2026 school year. Virginia Beach City Public Schools began offering Renewable Energy Technologies in the fall of 2023 at the Advanced Technology Center. This request enhances that program to include dual enrollment credit for the work students do in the courses. DE Renewable Energy Technologies I & II will explore select renewable energy concepts and skills as students gain hands-on experience in their design and function. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. Both proposed courses will be taught by existing Virginia Beach Schools faculty at the ATC.

The presentation continued with questions and comments regarding Introduction to Welding course; total number of seats available, seats available for Renaissance Academy students, dependent upon demand; certification for welding; OSHA safety cards; other certifications; workforce opportunities; programs at Bayside High School and Princess Anne High School; equipment; Freshman Transition course, an elective, replace study block, how to measure success, offered division-wide; transportation to programs; sponsorships; and presenting to City Council.

14. **Return to public comments if needed:** As noted under Agenda Item #12, the Public Comments concluded at 6:39 p.m.

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- 15. Consent Agenda:** Chair Melnyk mentioned a request to move Consent Agenda Item #15A – Kellam High School Turf Field Replacement to Action, Item# 16F.
- A. Kellam High School Turf Field Replacement: Recommended that the School Board approve a motion authorizing the Superintendent to execute a contract with Sprinturf for the Kellam High School Turf Field Replacement in the amount of \$647,200.

Chair Melnyk read the following items on the Consent Agenda:

- B. Tallwood High School Track & Field Improvements: Recommended that the School Board approve a motion authorizing the Superintendent to execute a contract with SCG Fields, LLC for the Tallwood High School Track & Field Improvements in the amount of \$2,544,750.
- C. Religious Exemption(s): Recommended that the School Board approve Religious Exemption Case No. RE-24-09, RE-24-10, RE-24-11 and RE-24-12.
- D. Resolution: Celebrating Thanksgiving Day: Recommended that the School Board approve the Resolution Celebrating Thanksgiving Day.
- E. Ms. Kendrick's Resolution: Note, item was added during the Adoption of the Agenda. See Agenda Item# 8.

Chair Melnyk called for a motion to approve the Consent Agenda without item A. Vice Chair Franklin made the motion, seconded by Ms. Riggs. Chair Melnyk asked for the resolution to be read. Mr. Culpepper read the following resolution:

**Resolution  
Celebrating Thanksgiving Day**

**WHEREAS**, Thanksgiving Day is one of our nation's most beloved holidays, observed for centuries as a time to pause and give thanks to God for His many blessings; and

**WHEREAS**, the actual first Thanksgiving was held in 1619 in Berkeley Hundred, Virginia where Captain John Woodlief and thirty-seven Englishmen offered thanks to God for safe passage across the Atlantic; and

**WHEREAS**, President George Washington, in 1789, declared Thursday the 26th of November "to be devoted. . . to the service of that great and glorious Being, who is the beneficent Author of all the good that was, that is, or that will be"; and

**WHEREAS**, President Abraham Lincoln, in 1863, declared a national holiday on the last Thursday in November "as a day of Thanksgiving and Praise to our beneficent Father who dwells in the Heavens"; and

**WHEREAS**, that the School Board of the City of Virginia Beach and its public schools have much to be thankful for, including an industrious and prosperous community which has abundantly provided for Virginia Beach City Public Schools, its students and families.

**NOW, THEREFORE, BE IT**

**RESOLVED**: Virginia Beach City Public Schools and its offices will be closed on November 27-29, 2024, in observance of the national holiday of Thanksgiving, and to provide Virginia Beach families with an opportunity for time with family, friends, and loved ones, and to give thanks to our Creator for our abundant blessings; and be it

**FURTHER RESOLVED**: We call this observance to the attention of our division, and be it

**FURTHER RESOLVED**: That a copy of this resolution be spread across the official minutes of this board.

Adopted by the School Board of the City of Virginia Beach this 12th day of November 2024.

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Chair Melnyk read the following resolution:

**RESOLUTION  
SHANNON I. KENDRICK  
INTERIM SCHOOL BOARD MEMBER DISTRICT 4**

**WHEREAS**, Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community; and

**WHEREAS**, through the governance and oversight of the School Board of the City of Virginia Beach and the leadership of the Superintendent and staff, Virginia Beach City Public Schools is a world class School Division that continually strives to chart the course for our students. School Board Members have vital roles in preparing Virginia Beach City Public School students to be future leaders in our community and the world and work tirelessly to address those needs: and

**WHEREAS**, Shannon L. Kendrick was sworn in as the Interim School Board Member District 4 and fulfilled her duties as a School Board Member from March until November 2024; and

**WHEREAS**, During her time as the Interim School Board Member Ms. Kendrick was an advocate for the needs of District 4 students and families and an avid participant in many school functions. Ms. Kendrick used her unique experience with local, state and federal governments to bring awareness of educational needs to the attention of the community and its representatives.

**WHEREAS**, Ms. Kendrick served with distinction on numerous committees including Student Discipline and the Legislative Committee; and

**NOW THEREFORE, be it Resolved:** That the School Board of the City of Virginia Beach commends and extends its grateful appreciation to Shannon Kendrick, Interim School Board Member District 4, for a job well done; and be it **Further Resolved:** That a copy of this Resolution be spread across the official minutes of this School Board; and be it

**Finally Resolved:** That this original resolution be presented to Shannon Kendrick, Interim School Board Member District 4 in recognition of her service.

This Resolution is to be adopted by the School Board of the City of Virginia Beach this 12<sup>th</sup> day of November 2024.

After the resolutions were read, Chair Melnyk called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the Consent Agenda. The motion passed unanimously, 11-0-0.

**16. Action**

- A. Personnel Report / Administrative Appointments: Chair Melnyk called for a motion to approve the November 12, 2024 personnel report and administrative appointments. Vice Chair Franklin made the motion, seconded by Ms. Owens, that the School Board approve the appointments, and the acceptance of the resignations, retirements, and other employment actions as listed on the November 12, 2024, personnel report along with the administrative appointments as recommended by the Superintendent. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the November 12, 2024, personnel report and administrative appointments. The motion passed unanimously, 11-0-0.

Superintendent Robertson mentioned the following appointment: Erin C. Mullins, instructional specialist, as coordinator, secondary English for the Department of Teaching and Learning.

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- B. 2025-26 and 2026-27 School Calendar: Chair Melnyk called for a motion to approve the 2025-2026 and 2026-2027 school calendars. Ms. Kendrick made the motion, seconded by Vice Chair Franklin. A discussion followed regarding the calendars. Matthew Delaney, chief schools officer reviewed the following calendar items: November 4, 2025 and November 3, 2026 as flex days and June 15, 2026 and June 14, 2027 as flex days. The end of year testing scheduled was mentioned regarding adjusted dismissal days.

The discussion continued with questions and comments regarding the 2025-2026 calendar and an adjusted day in March, there was no March adjusted day in the calendars presented. Ms. Owens made the following substitute motion to include the 2025-26 and 2026-27 pre-Labor Day with the change of having the Thursday prior to the last day being a half day on both those calendars. Ms. Anderson seconded the substitute motion. There was a clarification that it would be an adjusted dismissal day and not a half day.

A discussion followed regarding the substitute motion; loss of learning time; reduction of instructional days; clarification on the motion – to approve the pre-Labor day calendars as presented with the modification to have the Thursday before the last day of school as adjusted dismissal days (June 11, 2026 and June 10, 2027); impact on elementary school and middle school; teachers requesting time to complete end of year work; testing for SOLs; adjusted dismissal days; pre-Labor day start; equitable for elementary and middle school teachers; and impacts to transportation. Without further discussion, Chair Melnyk called for a vote on the substitute motion. The School Board Clerk announced there were five (5) ayes in favor of the substitute motion: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Owens, and Ms. Riggs. There were six (6) nays opposed to the substitute motion: Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, and Ms. Weems. The substitute motion failed, 5-6-0.

The discussion continued with the original motion on the floor – to approve the 2025-2026 and 2026-2027 school calendars as presented; cannot support pre-Labor Day start; other district starting after Labor Day; other districts using instructional days or hours; two weeks at winter break – too long; administration recommendation for calendar; feedback from community regarding winter break; and mention of data from calendar survey regarding start date. Without further discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were six (6) ayes in favor of the 2025-2026 and 2026-2027 school calendars as presented: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Mr. Callan, Ms. Kendrick, and Ms. Riggs. There were five (5) nays opposed to the 2025-2026 and 2026-2027 school calendars as presented: Ms. Brown, Mr. Culpepper, Ms. Manning, Ms. Owens, and Ms. Riggs. The motion passed, 6-5-0.

- C. Division Literacy Plan: Chair Melnyk called for a motion to approve the Division Literacy Plan as mandated by the Virginia Literacy Act (VLA). Ms. Riggs made the motion, seconded by Ms. Kendrick. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the Division Literacy Plan: Chair Melnyk, Vice Chair Franklin, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, Ms. Owens, Mrs. Riggs, and Ms. Weems. There was one (1) nay opposed to the motion to approve the Division Literacy Plan: Ms. Anderson. The motion passed, 10-1-0.
- D. Bayside Middle School Consolidation: Chair Melnyk called for a motion to approve the consolidation of the Bayside 6th Grade Campus and Bayside Middle School into one school at Bayside Middle School, located at 965 Newtown Road, Virginia Beach, beginning the 2025-2026 school year. Vice Chair Franklin made the motion, seconded by Ms. Kendrick. A discussion followed regarding the Bayside Middle School consolidation; student/teacher ratios and continued supports for sixth grade students; staffing; and morale. Jack Freeman, chief operations officer, provided a brief overview and introduced James Smith, Ed.D., senior executive director middle schools. Dr. Smith shared the benefits of combining the schools. The benefits included reducing student transition, school spirit and belongingness, vertical team planning, and eliminate shared staffing.

The discussion continued with questions and comments regarding community input; number of transitions for students; transition of staff to Bayside Middle School; and preparing for the 2025-2026 school year. Without further discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were eleven (11)

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eyes in favor to approve the consolidation of the Bayside 6th Grade Campus and Bayside Middle School into one school at Bayside Middle School, located at 965 Newtown Road, Virginia Beach, beginning the 2025-2026 school year. The motion passed unanimously, 11-0-0.

- E. VSBA Proposed Legislative Positions Amendments and Proposed Bylaw Amendments: Note, item was added during the Adoption of the Agenda. See Agenda Item #8. Chair Melnyk called for a motion to approve the VSBA proposed legislative positions amendments and proposed bylaw amendments. Ms. Riggs made the motion, seconded by Ms. Owens. A discussion followed regarding the legislative positions; cannot support; issues with legislative positions; upcoming VSBA delegate meeting and convention; clarification on voting on items, as a whole or one at a time; Legislative Committee meeting; and VSBA process.

Ms. Owens made a call to question and the motion was seconded by Ms. Manning. Without further discussion, Chair Melnyk called for a vote on the call to question. The School Board Clerk announced there were eight (8) ayes in favor of the call to question: Chair Melnyk, Vice Chair Franklin, Mr. Callan, Ms. Kendrick, Ms. Manning, Ms. Owens, Ms. Riggs, and Ms. Weems.

There were three (3) nays opposed to the call to question: Ms. Anderson, Ms. Brown, and Mr. Culpepper.

Chair Melnyk called for a vote to approve the VSBA proposed legislative positions amendments and proposed bylaw amendments. The School Board Clerk announced there were five (5) ayes in favor of the motion to approve the VSBA proposed legislative positions amendments and proposed bylaw amendments: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Owens, and Ms. Riggs. There were six (6) nays opposed to the motion to approve the VSBA proposed legislative positions amendments and proposed bylaw amendments: Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, and Ms. Weems. The motion failed, 5-6-0.

- F. Kellam High School Turf Field Replacement: Recommended that the School Board approve a motion authorizing the Superintendent to execute a contract with Sprinturf for the Kellam High School Turf Field Replacement in the amount of \$647,200. Note, item was moved from the Consent Agenda. See Agenda Item #15A. Before the discussion, Ms. Riggs a motion, seconded by Ms. Kendrick, to approve a motion authorizing the Superintendent to execute a contract with Sprinturf for the Kellam High School Turf Field Replacement in the amount of \$647,200.

A discussion followed regarding the turf field replacement; clarification on the replacement cycle; other schools having turf replacement; testing of turf field for safety; sustainability; other high schools still do not have turf fields; CIP funding and debt services; cost benefit between grass and turf field; cannot play on turf field if it does not pass testing; need to maintain turf fields; annual testing; and monitoring of fields.

Ms. Manning made a substitute motion to defer the vote on Kellam HS turf field replacement. Ms. Anderson seconded the substitute motion. A discussion followed regarding turf fields; facilities update; CIP program and projects; concerns about the ability to sustain turf fields; more feedback and discussion on turf fields; costs related to turf fields; pros and cons of turf fields and grass fields; safety of students; the vote for turf field at Tallwood High School (Consent Agenda); and testing of field in December.

Ms. Manning and Ms. Anderson withdrew the substitute motion to defer the vote on Kellam HS turf field replacement. There was a brief discussion on the replacement timeline for the Kellam HS turf replacement; turf field at Tallwood HS; other issues at Tallwood HS, track field, drainage; and correcting issues.

Without further discussion, Chair Melnyk called for a vote on the Kellam HS turf field replacement. The original motion was made by Ms. Riggs and seconded by Ms. Kendrick. The School Board Clerk announced there were eleven (11) ayes in favor of the motion for the Kellam High School turf field placement. The motion passed unanimously, 11-0-0.

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Mr. Culpepper made a motion, seconded by Ms. Manning to reopen Consent Agenda vote and revote to separate/remove Tallwood High School Track and Field Improvements (Item B) from the Consent Agenda and reconsider. Without discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to reopen Consent Agenda vote and revote to separate/remove Tallwood High School track and field improvements (Item B) from the Consent Agenda and reconsider: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms., Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, and Ms. Weems. There were two (2) nays opposed to the motion: Ms. Owens and Ms. Riggs. The motion passed, 9-2-0.

Chair Melnyk called for a motion to vote on the Consent Agenda without Tallwood High School track and field improvements. Ms. Kendrick made the motion, seconded by Mr. Culpepper. Noted, the Consent Agenda includes Religious Exemptions, Resolution: Celebrating Thanksgiving Day, and Resolution for Ms. Kendrick. Chair Melnyk called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to vote on the Consent Agenda without Tallwood High School track and field improvements. The motion passed unanimously, 11-0-0.

Ms. Brown made a motion, seconded by Ms. Manning to move Tallwood High School track and field improvements to Action at the November 26, 2024 School Board meeting. There was a brief discussion regarding delaying the vote and the timeline for completing the track and field improvements at Tallwood HS; currently Tallwood HS has a grass field; impact on sports; and need for direction at the next School Board meeting. Without further discussion, Chair Melnyk called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to move Tallwood High School track and field improvements to Action at the November 26, 2024 School Board meeting: Chair Melnyk, Vice Chair Franklin, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Kendrick, Ms. Manning, Ms. Owens, and Ms. Riggs. There was one (1) nay opposed to the motion: Ms. Weems. The motion passed, 10-1-0.

- 17. Committee, Organization or Board Reports:** Ms. Kendrick mentioned the legislative priorities will be presented to the School Board at the November 26 meeting, Legislative Breakfast scheduled for December 13 at 8:30 a.m., and the November 14 Legislative Committee meeting is cancelled. Ms. Weems mentioned the Mental Health Task Force met last week, November 13 is the Audit Committee meeting at 1:15 p.m., followed by the Jericho Road Ad Hoc Committee meeting at 3:30 p.m. and in December the Workforce Development Committee will be meeting.
- 18. Return to Administrative, Informal, Workshop or Closed Session matters:** There were no administrative, informal or workshop matters. See Agenda Item #2 for the Closed Session.
- 19. Adjournment:** Chair Melnyk adjourned the meeting at 10:59 p.m.

Respectfully submitted:

\_\_\_\_\_  
Regina M. Toneatto, Clerk of the School Board

Approved:

\_\_\_\_\_  
Kimberly A. Melnyk, School Board Chair



**Subject:** Interim Financial Statements – October **Item Number:** 12A

**Section:** Information **Date:** November 26, 2024

**Senior Staff:** Crystal M. Pate, Chief Financial Officer

**Prepared by:** Daniel G. Hopkins, Director of Business Services

**Presenter(s):** Crystal M. Pate, Chief Financial Officer, Daniel G. Hopkins, Director of Business Services

**Recommendation:**

That the School Board receive information regarding the attached financial statements.

**Background Summary:**

Pursuant to Section 22.1-115 of the Code of Virginia, as amended, and other applicable sections, the enclosed Interim Financial Statements are presented.

**Source:**

Section 22.1-115 of the Code of Virginia, as amended.

**Budget Impact:**

N/A



**INTERIM FINANCIAL STATEMENTS**  
**FISCAL YEAR 2024-2025**  
**OCTOBER 2024**

The financial statements include the following:

	<u>Page</u>
School Operating Fund:	
Revenues by Major Source .....	<b>A1</b>
Expenditures and Encumbrances by Category .....	<b>A3</b>
Expenditures and Encumbrances by Budget Unit	
within Category .....	<b>A5</b>
Revenues and Expenditures/Encumbrances Summary .....	<b>B1</b>
Balance Sheet .....	<b>B2</b>
Revenues by Account .....	<b>B3</b>
Special Revenue and Proprietary Funds:	
Athletics .....	<b>B5</b>
Cafeterias .....	<b>B6</b>
Textbooks .....	<b>B7</b>
Risk Management .....	<b>B8</b>
Communication Towers/Technology .....	<b>B9</b>
Grants .....	<b>B10</b>
Health Insurance .....	<b>B13</b>
Vending Operations .....	<b>B14</b>
Instructional Technology .....	<b>B15</b>
Equipment Replacement .....	<b>B16</b>
Capital Projects Funds Expenditures and Encumbrances .....	<b>B17</b>
Green Run Collegiate Charter School .....	<b>B18</b>

The financial statements are reported on a cash basis; however, the financial statements include encumbrances (e.g., purchase orders, construction contracts) and reflect the option-payroll (e.g., 10-month employees starting in September electing to be paid over 12-months (i.e., includes the appropriate amount of the July and August salary payments due)) on a monthly basis (September through June). This salary accrual is reflected in each appropriate salary line item within each cost center and fund for reporting and budgetary control purposes.

### **School Operating Fund**

The School Operating Fund makes up the general operating fund of the School Board. The general fund is used to account for all of the financial resources (except those accounted for in the below funds) that support the Instruction; Administration, Attendance and Health; Pupil Transportation; Operations and Maintenance; and Technology categories.

### **School Operating Fund Revenues** (pages B1, B3-B4)

Revenues realized this month totaled **\$81.6 million**. Of the amount realized for the month, **\$43.6 million** was realized from the City, **\$7.8 million** was received in state sales tax, and **\$29.6 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue.

### **School Operating Fund Expenditures** (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **27.48%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2024 was **28.21%**, and FY 2023 was **28.72%**. Please note that **\$9,306,712** of the current year budget is funded by the prior year fund balance for encumbrances.

### **Athletics Fund** (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. This fund has realized **\$143,596** (includes **\$76,051** in football receipts, **\$16,586** in volleyball receipts, and **\$17,753** in middle school receipts) this month or **96.6%** of the estimated revenue for the current fiscal year compared to **94.1%** of FY 24 actual. Expenditures totaled **\$771,231** for this month. This fund has incurred expenditures and encumbrances of **32.7%** of the current fiscal year budget compared to **32.2%** of the FY 24 actual. Please note that **\$110,940** of the current year budget is funded by the prior year fund balance for encumbrances.

### **Cafeterias Fund** (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. The fund realized **\$4,503,580** (includes **\$1,073,260** for service charges, **\$906,780** from the School Breakfast and **\$2,286,231** from the National School Lunch Federal Programs) this month or **13.7%** of the estimated revenue for the current fiscal year compared to **12.7%** of the FY 24 actual. Expenditures totaled **\$4,351,966** for this month. This fund has incurred expenditures and encumbrances of **22.9%** of the current fiscal year budget compared to **17.6%** of the FY 24 actual. Please note that **\$7,610,090** of the current year budget is funded by the prior year fund balance (**\$4,690,773**) and prior year fund balance for encumbrances (**\$2,919,317**).

**Textbooks Fund** (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$533,166** (includes **\$490,163** from the Department of Education) this month or **35.2%** of the estimated revenue for the current fiscal year compared to the **34.3%** of the FY 24 actual. Expenditures totaled **\$35,488** for this month. This fund has incurred expenditures and encumbrances of **40.2%** of the budget for the current fiscal year compared to **67.2%** of the FY 24 actual. Please note that **\$2,411,539** of the current year budget is funded by the prior year fund balance (**\$2,406,499**) and prior year fund balance for encumbrances (**\$5,040**).

**Risk Management Fund** (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$147,823** in revenue (includes **\$144,518** in interest) this month. Expenses for this month totaled **\$193,002** (includes **\$120,649** in Worker's Compensation payments).

**Communication Towers/Technology Fund** (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. The fund realized **\$50,441** in revenue (includes **\$3,768** in tower rent-Cox High, **\$6,891** in tower rent-Tech Center, and **\$1,420** in tower rent-Woodstock Elementary) this month or **74.1%** of the estimated revenue for the current fiscal year compared to **54.9%** of FY 24 actual. Please note that **\$372,000** of the current year budget is funded by the prior year fund balance.

**Grants Fund** (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$10,481,223** in expenditures was incurred for various grants this month.

**Health Insurance Fund** (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$14,931,563** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$21,327,643**. This includes medical and prescription drug claim payments for City and School Board employees.

**Vending Operations Fund** (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. The fund realized **\$18,759** in revenue (includes **\$15,508** from vending operations receipts) this month or **47.9%** of the estimated revenue for the current fiscal year compared to **14.5%** of FY 24 actual.

**Instructional Technology Fund** (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. The fund realized **\$186,900** in revenue (interest) this month. Please note that **\$1,559,851** of the current year budget is funded by the prior year fund balance (**\$1,000,000**) and prior year fund balance for encumbrances (**\$559,851**).

**Equipment Replacement Fund** (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. The fund realized **\$2,219** in revenue (interest) this month. Expenses for the month totaled **\$25,250**. Please note that **\$676,994** of the current year budget is funded by the prior year fund balance (**\$400,000**) and prior year fund balance for encumbrances (**\$276,994**).

**Capital Projects Funds** (page B17)

The Capital Projects Fund accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$2,571,475** in expenditures was incurred for various school capital projects this month. This includes **\$667,238** for Renovation and Replacement HVAC Phase III projects, **\$808,066** for Reroofing Renovation and Replacement Phase III projects, **\$765,115** for various Renovation and Replacement Phase III projects, and **\$290,108** for Phone System Replacement.

**Green Run Collegiate Charter School Fund** (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$4,978,251** in revenue for the current fiscal year (from School Operating Fund) or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **20.9%** of the current year fiscal year budget compared to **24.2%** of FY 24.

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING**  
**\$250,000 October 1, 2024 through October 31, 2024**

<b>Batch Entry Name</b>	<b>Description</b>		<b>Account From</b>		<b>Account To</b>	<b>Transfer Amount</b>
<b>25-10-01</b>	Budget correction to cover in-city travel for itinerate teachers.	<b>FROM</b>	High Classroom Teacher HS	<b>TO</b>	High Classroom Travel Routine - Business Operations	\$ 6,792
<b>25-10-02</b>	To cover Scripps National Spelling Bee enrollment fee for Old Donation School.	<b>FROM</b>	Middle Classroom Other Purchased Services	<b>TO</b>	Gifted Classroom Other Purchased Services	\$ 185
<b>25-10-03</b>	To cover the repair costs of microscopes	<b>FROM</b>	Facilities and Maintenance Services Repair and Maintenance Services	<b>TO</b>	Teaching and Learning Other Purchased Services	\$ 2,500

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**INTERIM FINANCIAL STATEMENTS**  
**SCHOOL OPERATING FUND**

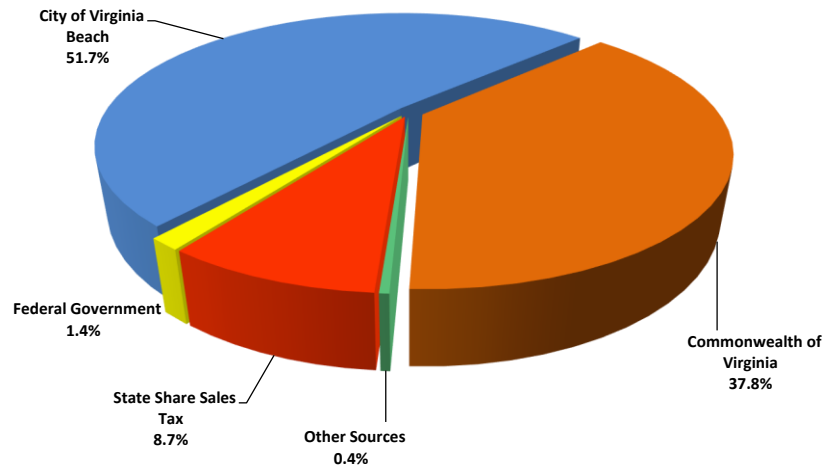
**REVENUES**

**OCTOBER 2024**

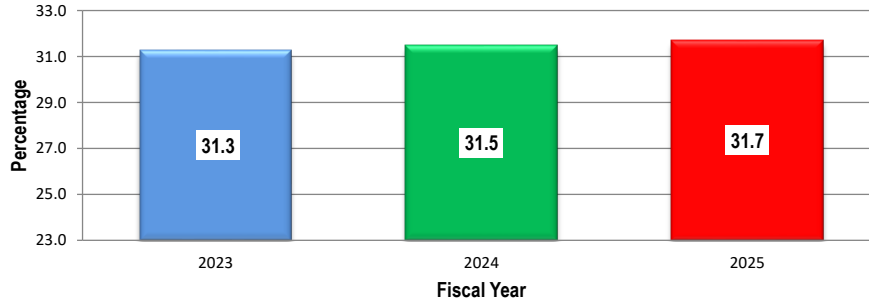
<b>BY MAJOR SOURCE</b>	<b>FISCAL YEAR</b>	<b>(1) BUDGET</b>	<b>(2) ACTUAL THROUGH JUNE</b>	<b>(3) ACTUAL THROUGH MONTH</b>	<b>% OF (3) TO (1)</b>	<b>TREND *</b>
<b>COMMONWEALTH OF VIRGINIA</b>	2025	383,220,849	<-----	116,759,321	30.47%	<b>A</b>
	2024	359,824,438	363,155,427	107,489,082	29.87%	
	2023	334,908,997	325,809,562	99,509,162	29.71%	
<b>STATE SALES TAX</b>	2025	88,878,833	<-----	22,936,688	25.81%	<b>A</b>
	2024	95,578,220	90,678,103	22,587,951	23.63%	
	2023	91,767,957	98,633,260	26,054,664	28.39%	
<b>FEDERAL GOVERNMENT</b>	2025	14,744,107	<-----	5,559,922	37.71%	<b>A</b>
	2024	13,500,000	22,171,589	8,291,278	61.42%	
	2023	13,500,000	18,437,704	5,581,330	41.34%	
<b>CITY OF VIRGINIA BEACH</b>	2025	524,298,845	<-----	174,521,102	33.29%	<b>A</b>
	2024	512,019,244	512,019,244	170,427,902	33.29%	
	2023	484,473,810	484,473,810	157,925,332	32.60%	
<b>OTHER SOURCES</b>	2025	3,722,000	<-----	1,668,483	44.83%	<b>A</b>
	2024	3,232,803	5,851,100	1,642,647	50.81%	
	2023	3,182,803	4,886,555	1,328,801	41.75%	
<b>SCHOOL OPERATING FUND TOTAL</b>	2025	1,014,864,634	<-----	321,445,516	31.67%	
	2024	984,154,705	993,875,463	310,438,860	31.54%	
	2023	927,833,567	932,240,891	290,399,289	31.30%	

\* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE

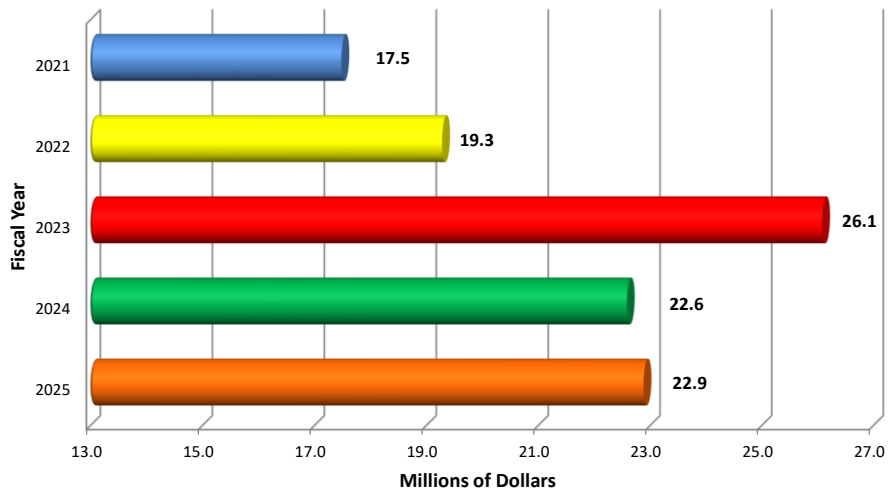
**Fiscal Year 2025 Revenue Budget by Major Source**



**School Operating Fund Revenue  
 Percentage of Actual to Budget/Actual as of October 31, 2024**



**State Sales Tax Revenue through October 31, 2024**



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
 INTERIM FINANCIAL STATEMENTS  
 SCHOOL OPERATING FUND

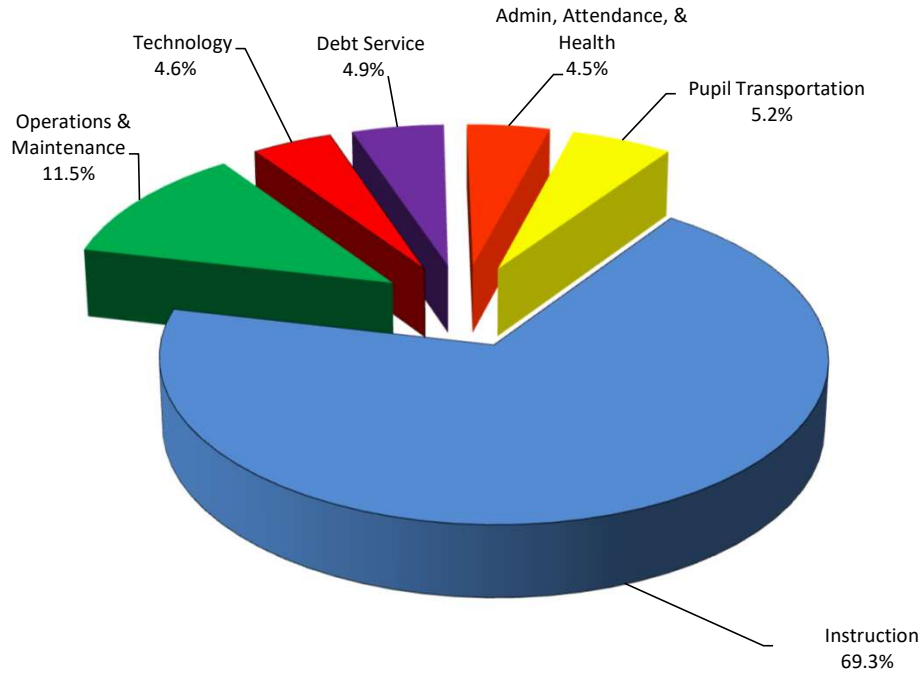
## EXPENDITURES/ENCUMBRANCES

OCTOBER 2024

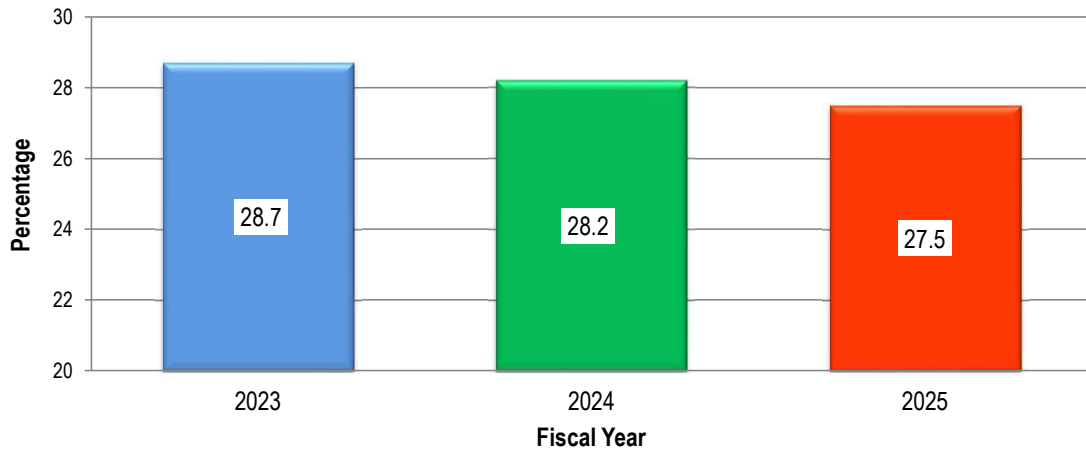
BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
<i>INSTRUCTION CATEGORY</i>	2025	709,343,699	<-----	174,352,932	24.58%	A
	2024	685,673,810	677,889,427	172,667,536	25.18%	
	2023	635,274,513	625,322,355	160,234,116	25.22%	
<i>ADMINISTRATION, ATTENDANCE &amp; HEALTH CATEGORY</i>	2025	46,048,371	<-----	13,185,476	28.63%	A
	2024	44,973,417	42,014,458	12,806,452	28.48%	
	2023	43,371,357	39,297,434	11,984,210	27.63%	
<i>PUPIL TRANSPORTATION CATEGORY</i>	2025	53,390,821	<-----	18,033,356	33.78%	A
	2024	56,249,853	54,487,742	18,722,914	33.29%	
	2023	56,397,547	53,710,672	18,743,875	33.24%	
<i>OPERATIONS AND MAINTENANCE CATEGORY</i>	2025	117,776,130	<-----	39,421,809	33.47%	A
	2024	119,576,999	116,283,856	43,160,827	36.09%	
	2023	117,860,247	114,588,676	43,119,337	36.59%	
<i>TECHNOLOGY CATEGORY</i>	2025	47,540,714	<-----	22,644,727	47.63%	A
	2024	43,564,721	42,420,231	20,680,273	47.47%	
	2023	50,387,282	49,479,819	25,386,306	50.38%	
<b>SCHOOL OPERATING FUND TOTAL (EXCLUDING DEBT SERVICE)</b>	2025	974,099,735	<-----	267,638,300	27.48%	A
	2024	950,038,800	933,095,714	268,038,002	28.21%	
	2023	903,290,946	882,398,956	259,467,844	28.72%	
<i>DEBT SERVICE CATEGORY</i>	2025	50,071,611	<-----	21,004,222	41.95%	A
	2024	50,071,611	44,744,589	22,054,212	44.05%	
	2023	50,133,654	46,171,521	23,365,240	46.61%	

\* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE

**Fiscal Year 2025  
 Budget by Category  
 (Includes Debt Service Category)**



**School Operating Fund  
 Expenditures/Encumbrances Percentage of Actual to  
 Budget as of October 31, 2024**



VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

INSTRUCTION CATEGORY:	FY 2025 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
ELEMENTARY CLASSROOM	199,371,473	18,880,335	43,004,002	1,463,846	154,903,625	22.3%
MIDDLE CLASSROOM	70,314,502	6,794,306	13,695,680	25,794	56,593,028	19.5%
HIGH CLASSROOM	94,639,483	9,209,493	18,795,113	38,569	75,805,801	19.9%
SPECIAL ED CLASSROOM	118,631,261	16,930,061	26,703,099	144,174	91,783,988	22.6%
TECH AND CAREER ED CLASSROOM	21,654,260	1,953,521	4,520,193	1,983	17,132,084	20.9%
GIFTED CLASSROOM	18,745,005	2,394,826	4,261,357	5,033	14,478,615	22.8%
ALTERNATIVE EDUCATION CLASSROOM	7,273,374	691,723	1,412,252		5,861,122	19.4%
REMEDIAL ED CLASSROOM	13,605,932	1,131,743	2,661,345		10,944,587	19.6%
SUMMER SCHOOL CC	1,600,057	(1,786)	1,081,932		518,125	67.6%
SUMMER SLIDE	268,626				268,626	
ADULT ED	2,474,359	199,438	715,806	328	1,758,225	28.9%
GUIDANCE	25,038,591	2,294,410	6,302,930	10	18,735,651	25.2%
STUDENT SERVICES	904,568	74,944	287,217	107	617,244	31.8%
SOCIAL WORKERS SCHOOL	5,578,551	412,189	1,175,361	1,298,633	3,104,557	44.3%
HOMEBOUND	285,228	10,332	25,876		259,352	9.1%
TEACHING AND LEARNING	20,248,069	1,229,111	11,604,421	375,809	8,267,839	59.2%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,564,579	68,706	384,997		1,179,582	24.6%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	592,431	40,576	258,854		333,577	43.7%
STUDENT LEADERSHIP	2,315,019	325,577	596,405		1,718,614	25.8%
SCHOOL LEADERSHIP	2,205,041	154,741	618,315	10,000	1,576,726	28.5%
STUDENT ACTIVITIES	10,299,148	341,384	7,038,956	4,902	3,255,290	68.4%
SPECIAL ED SUPPORT	5,994,409	510,018	1,679,819		4,314,590	28.0%
TECH AND CAREER ED SUPPORT	1,383,480	120,755	438,960		944,520	31.7%
GIFTED ED SUPPORT	3,005,376	226,382	839,833		2,165,543	27.9%
ALTERNATIVE ED SUPPORT	3,278,414	254,646	915,149	1,712	2,361,553	28.0%
LIBRARY MEDIA SUPPORT	16,067,549	1,555,394	3,150,022	49,655	12,867,872	19.9%
OFFICE OF PRINCIPAL-ELEMENTARY	33,033,945	2,767,931	9,880,070	19,850	23,134,025	30.0%
OFFICE OF PRINCIPAL-MIDDLE	13,610,094	1,116,974	4,079,448	6,997	9,523,649	30.0%
OFFICE OF PRINCIPAL-HIGH	14,538,081	1,255,150	4,539,733	356	9,997,992	31.2%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	822,794	67,057	238,029		584,765	28.9%
<b>TOTAL INSTRUCTION</b>	<b>709,343,699</b>	<b>71,009,937</b>	<b>170,905,174</b>	<b>3,447,758</b>	<b>534,990,767</b>	<b>24.6%</b>
<b>ADMIN., ATTENDANCE, AND HEALTH CATEGORY:</b>						
BOARD AND GOVT SERVICES	495,429	39,967	157,554	64,647	273,228	44.9%
LEGAL SERVICES	1,431,190	75,350	363,576		1,067,614	25.4%
OFFICE OF SUPERINTENDENT	1,243,957	93,185	406,886	7,121	829,950	33.3%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	2,734,634	218,303	852,802		1,881,832	31.2%
HUMAN RESOURCES	5,815,685	487,998	1,735,706		4,079,979	29.8%
PROFESSIONAL GROWTH AND INNOVATION	1,168,168	91,092	343,307		824,861	29.4%
CONSOLIDATED BENEFITS	3,024,260	233,300	882,592	167,674	1,973,994	34.7%
PLANNING INNOVATION AND ACCOUNTABILITY	2,746,158	163,730	677,511	21,057	2,047,590	25.4%
BUDGET AND FINANCE	5,990,283	427,154	2,241,199	53,180	3,695,904	38.3%
INTERNAL AUDIT	580,433	45,255	186,231		394,202	32.1%
PROCUREMENT SERVICES	1,327,951	83,726	379,780	42,007	906,164	31.8%
HEALTH SERVICES	10,037,631	907,274	1,998,856	818	8,037,957	19.9%
PSYCHOLOGICAL SERVICES	8,886,363	734,637	2,294,587	140,686	6,451,090	27.4%
AUDIOLOGICAL SERVICES	566,229	44,167	167,699		398,530	29.6%
<b>TOTAL ADMIN., ATTENDANCE, AND HEALTH</b>	<b>46,048,371</b>	<b>3,645,138</b>	<b>12,688,286</b>	<b>497,190</b>	<b>32,862,895</b>	<b>28.6%</b>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

	FY 2025	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
<b>PUPIL TRANSPORTATION CATEGORY:</b>						
TRANSPORTATION MANAGEMENT	3,748,288	282,748	1,079,327	1,582	2,667,379	28.8%
VEHICLE OPERATIONS	30,108,618	2,232,489	8,866,534	2,590,562	18,651,522	38.1%
VEHICLE OPERATIONS-SPECIAL ED	10,189,087	709,713	1,921,446	1,431,487	6,836,154	32.9%
MONITORING SERVICES-SPECIAL ED	4,442,576	299,869	700,272		3,742,304	15.8%
VEHICLE MAINTENANCE	4,902,252	378,639	1,442,146		3,460,106	29.4%
<b>TOTAL PUPIL TRANSPORTATION</b>	<b>53,390,821</b>	<b>3,903,458</b>	<b>14,009,725</b>	<b>4,023,631</b>	<b>35,357,465</b>	<b>33.8%</b>
<b>OPERATIONS AND MAINTENANCE CATEGORY:</b>						
SCHOOL DIVISION SERVICES	362,401	30,057	120,939		241,462	33.4%
FACILITIES AND MAINTENANCE SERVICES	54,650,519	4,758,694	18,405,754	3,883,938	32,360,827	40.8%
CUSTODIAL SERVICES	38,704,003	2,925,023	10,063,342	392,952	28,247,709	27.0%
GROUNDS SERVICES	5,444,060		1,361,015		4,083,045	25.0%
VEHICLE SERVICES	1,768,917	43,530	583,413	24,815	1,160,689	34.4%
SECURITY AND EMERGENCY MANAGEMENT	13,172,325	1,297,867	2,903,337		10,268,988	22.0%
DISTRIBUTION SERVICES	2,233,198	161,523	685,947	1,127	1,546,124	30.8%
TELECOMMUNICATIONS	1,440,707	51,549	753,107	242,123	445,477	69.1%
<b>TOTAL OPERATIONS AND MAINTENANCE</b>	<b>117,776,130</b>	<b>9,268,243</b>	<b>34,876,854</b>	<b>4,544,955</b>	<b>78,354,321</b>	<b>33.5%</b>
<b>TECHNOLOGY CATEGORY:</b>						
ELEMENTARY CLASSROOM	127,222	16,318	23,126	78,261	25,835	79.7%
MIDDLE CLASSROOM	89,910	30,442	113,258	275	(23,623)	126.3%
HIGH CLASSROOM	69,203	14,983	37,586	743	30,874	55.4%
SPECIAL ED CLASSROOM	264,010	5,232	176,175	6,121	81,714	69.0%
TECH AND CAREER ED CLASSROOM	417,531	9,108	128,740		288,791	30.8%
GIFTED CLASSROOM	105,671	3,858	30,005	10,730	64,936	38.5%
REMEDIAL ED CLASSROOM	29,891		158,335		(128,444)	529.7%
SUMMER SCHOOL CC	10,527		23,650		(13,123)	224.7%
ADULT ED	59,467	1,338	6,848	877	51,742	13.0%
GUIDANCE	49,095		8,586		40,509	17.5%
STUDENT SERVICES	2,932	6,450	6,610		(3,678)	225.4%
SOCIAL WORKERS SCHOOL	8,054		795	109	7,150	11.2%
HOMEBOUND	99,340	1,430	1,430		97,910	1.4%
TEACHING AND LEARNING	216,095	10,821	244,129	625	(28,659)	113.3%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	45,000		9,620		35,380	21.4%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	2,000	84	568		1,432	28.4%
STUDENT LEADERSHIP	9,116	208	604		8,512	6.6%
SCHOOL LEADERSHIP	25,435		685		24,750	2.7%
STUDENT ACTIVITIES	819	210	376		443	45.9%
SPECIAL ED SUPPORT	9,747	209	542	440	8,765	10.1%
TECH AND CAREER ED SUPPORT	3,195	440	9,074		(5,879)	284.0%
GIFTED ED SUPPORT	269,203	2,042	63,964		205,239	23.8%
ALTERNATIVE ED SUPPORT	175,601	1,574	38,602	35,675	101,324	42.3%
LIBRARY MEDIA SUPPORT	557,239	101,828	564,927	1,212	(8,900)	101.6%
OFFICE OF PRINCIPAL-ELEMENTARY	10,475	19,450	27,605	271	(17,401)	266.1%
OFFICE OF PRINCIPAL-MIDDLE		435	2,199		(2,199)	
OFFICE OF PRINCIPAL-HIGH	480	4,051	8,588	2,592	(10,700)	2329.2%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	501				501	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL OPERATING FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

	FY 2025	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
<b>TECHNOLOGY CATEGORY:</b>	<u>APPROPRIATIONS</u>	<u>EXPENDITURES</u>	<u>EXPENDITURES</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>OBLIGATED</u>
INSTRUCTIONAL TECHNOLOGY SUPPORT	21,564,095	1,305,126	7,059,623	124,691	14,379,781	33.3%
BOARD AND GOVT SERVICES	13,523		9,591		3,932	70.9%
LEGAL SERVICES	87,618	74	71,958	250	15,410	82.4%
OFFICE OF SUPERINTENDENT	12,056	28	28		12,028	0.2%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	475,431	1,345	601,108	1,773	(127,450)	126.8%
HUMAN RESOURCES	310,388	2,861	298,135	600	11,653	96.2%
PROFESSIONAL GROWTH AND INNOVATION	162,788	141,223	141,388		21,400	86.9%
CONSOLIDATED BENEFITS	155,173	174	89,262		65,911	57.5%
PLANNING INNOVATION AND ACCOUNTABILITY	283,914		60,358	111,655	111,901	60.6%
BUDGET AND FINANCE	285,449	21,071	153,392	440	131,617	53.9%
INTERNAL AUDIT	4,035	28	1,743	325	1,967	51.3%
PROCUREMENT SERVICES	149,211	5,007	36,630	132,484	(19,903)	113.3%
OFFICE OF TECHNOLOGY	1,220,521	(100,090)	372,804		847,717	30.5%
HEALTH SERVICES	9,096		6,290		2,806	69.2%
PSYCHOLOGICAL SERVICES	32,257		37,401	5,471	(10,615)	132.9%
TRANSPORTATION MANAGEMENT	5,947				5,947	
VEHICLE OPERATIONS	418,956	104,976	105,016		313,940	25.1%
VEHICLE OPERATIONS-SPECIAL ED	132,095	33,626	33,626		98,469	25.5%
VEHICLE MAINTENANCE	28,471		1,000		27,471	3.5%
SCHOOL DIVISION SERVICES	3,842				3,842	
FACILITIES AND MAINTENANCE SERVICES	1,093,912	55,247	489,243	310,367	294,302	73.1%
CUSTODIAL SERVICES	14,379				14,379	
VEHICLE SERVICES	115,091	28,070	32,815		82,276	28.5%
SECURITY AND EMERGENCY MANAGEMENT	217,313	3,209	134,452	95,000	(12,139)	105.6%
DISTRIBUTION SERVICES	54,318		44,814		9,504	82.5%
TELECOMMUNICATIONS	10,008	1,971	8,592		1,416	85.9%
TECHNOLOGY MAINTENANCE	18,023,068	1,977,791	6,693,930	3,553,914	7,775,224	56.9%
<b>TOTAL TECHNOLOGY</b>	<u>47,540,714</u>	<u>3,812,248</u>	<u>18,169,826</u>	<u>4,474,901</u>	<u>24,895,987</u>	47.6%
<b>TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)</b>	<u>974,099,735</u>	<u>91,639,024</u>	<u>250,649,865</u>	<u>16,988,435</u>	<u>706,461,435</u>	27.5%
<b>DEBT SERVICE CATEGORY:</b>	<u>50,071,611</u>	<u>199,945</u>	<u>21,004,222</u>		<u>29,067,389</u>	41.9%

Virginia Beach City Public Schools  
Interim Financial Statements

B1

**School Operating Fund Summary**

For the period July 1, 2024 through October 31, 2024

**Revenues :**

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	383,220,849	37.76%	116,759,321	(266,461,528)	30.47%
State Share Sales Tax	88,878,833	8.76%	22,936,688	(65,942,145)	25.81%
Federal Government	14,744,107	1.45%	5,559,922	(9,184,185)	37.71%
City of Virginia Beach	524,298,845	51.66%	174,521,102	(349,777,743)	33.29%
Other Sources	3,722,000	0.37%	1,668,483	(2,053,517)	44.83%
<b>Total Revenues</b>	<u>1,014,864,634</u>	<u>100.00%</u>	<u>321,445,516</u>	<u>(693,419,118)</u>	<u>31.67%</u>
Prior Year Local Contribution*	9,306,712				
	<u>1,024,171,346</u>				

**Expenditures/Encumbrances:**

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	709,343,699	69.26%	174,352,932	534,990,767	24.58%
Administration, Attendance and Health	46,048,371	4.50%	13,185,476	32,862,895	28.63%
Pupil Transportation	53,390,821	5.21%	18,033,356	35,357,465	33.78%
Operations and Maintenance	117,776,130	11.50%	39,421,809	78,354,321	33.47%
Technology	47,540,714	4.64%	22,644,727	24,895,987	47.63%
Debt Service	50,071,611	4.89%	21,004,222	29,067,389	41.95%
<b>Total Expenditures/Encumbrances</b>	<u>1,024,171,346</u>	<u>100.00%</u>	<u>288,642,522</u>	<u>735,528,824</u>	<u>28.18%</u>

\* Fiscal Year 2023-2024 encumbrances brought forward into the current year.

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL OPERATING FUND  
BALANCE SHEET  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

B 2

ASSETS:

LIABILITIES:

CASH	705,858
ACCOUNTS RECEIVABLES	505,913
DUE FROM GENERAL FUND	71,680,538
DUE FROM THE COMMONWEALTH	2,437,493
PREPAID ITEM	71,081
	<u>75,400,883</u>
TOTAL ASSETS	<u><u>75,400,883</u></u>

CHECKS PAYABLE	1,203,216
WIRES PAYABLE	185,881
ACH PAYABLE	31,416
ACCOUNTS PAYABLE	19,885
ACCOUNTS PAYABLE-SCHOOLS	413,554
SALARIES PAYABLE-OPTIONS	12,872,640
FICA PAYABLE-OPTIONS	968,519
DUE TO COMMONWEALTH	13,616
TOTAL LIABILITIES	<u>15,708,727</u>
FUND BALANCE	594,015
ESTIMATED REVENUE	(1,014,864,634)
APPROPRIATIONS	1,024,171,346
ENCUMBRANCES	16,988,435
RESERVE FOR ENCUMBRANCES	(16,988,435)
EXPENDITURES	(271,654,087)
REVENUES	<u>321,445,516</u>
TOTAL FUND EQUITY	<u>59,692,156</u>
TOTAL LIABILITIES AND FUND EQUITY	<u><u>75,400,883</u></u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

	FY 2025 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
COMMONWEALTH VRS RETIREMENT	26,886,426	2,240,535	8,962,142	(17,924,284)	33.3%
SOCIAL SECURITY	12,524,961	1,043,747	4,174,987	(8,349,974)	33.3%
GROUP LIFE	771,332	64,278	257,111	(514,221)	33.3%
BASIC SCHOOL AID	232,926,033	19,410,503	77,642,011	(155,284,022)	33.3%
REMEDIAL SUMMER SCHOOL	419,301			(419,301)	
VOCATIONAL EDUCATION	2,424,186	202,015	808,062	(1,616,124)	33.3%
GIFTED EDUCATION	2,313,996	192,833	771,332	(1,542,664)	33.3%
SPECIAL EDUCATION	23,213,417	1,934,452	7,737,806	(15,475,611)	33.3%
COMPENSATION SUPPLEMENT	8,855,801	770,070	2,695,244	(6,160,557)	30.4%
SPECIAL EDUCATION HOMEBOUND	214,870			(214,870)	
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	16,338,486			(16,338,486)	
FOSTER CARE	434,644			(434,644)	
SPECIAL ED-REGIONAL TUITION	5,827,319			(5,827,319)	
CAREER AND TECH ED-OCCUPATIONAL	392,637			(392,637)	
ENGLISH AS A SECOND LANGUAGE	3,015,653	251,304	1,005,217	(2,010,436)	33.3%
AT-RISK	26,239,445	2,281,691	7,985,918	(18,253,527)	30.4%
K-3 PRIMARY CLASS SIZE REDUCTION	6,263,870			(6,263,870)	
OTHER STATE FUNDS	14,158,472	1,179,873	4,719,491	(9,438,981)	33.3%
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>383,220,849</u>	<u>29,571,301</u>	<u>116,759,321</u>	<u>(266,461,528)</u>	30.5%
STATE SHARE SALES TAX	88,878,833	7,802,182	22,936,688	(65,942,145)	25.8%
TOTAL FROM STATE SHARE SALES TAX	<u>88,878,833</u>	<u>7,802,182</u>	<u>22,936,688</u>	<u>(65,942,145)</u>	25.8%
IMPACT AID PUBLIC LAW 874	7,489,766			(7,489,766)	
IMPACT AID SPECIAL EDUCATION	837,638			(837,638)	
IMPACT AID DEPT OF DEFENSE	2,247,062		2,829,509	582,447	125.9%
DEPT. OF THE NAVY NJROTC	225,481	55,786	55,786	(169,695)	24.7%
DEPT. OF DEFENSE SPECIAL EDUCATION	1,771,877		1,912,374	140,497	107.9%
MEDICAID REIMB-MEDICAL	1,715,818	247,292	762,253	(953,565)	44.4%
MEDICAID REIMB-TRANSPORTATION	212,358			(212,358)	
FEDERAL REIMBURSEMENT OF INTEREST	244,107			(244,107)	
TOTAL FROM FEDERAL GOVERNMENT	<u>14,744,107</u>	<u>303,078</u>	<u>5,559,922</u>	<u>(9,184,185)</u>	37.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL OPERATING FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

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	FY 2025 <u>ESTIMATED</u>	MONTH'S <u>REALIZED</u>	YR-TO-DATE <u>REALIZED</u>	UNREALIZED <u>REVENUES</u>	PERCENT <u>REALIZED</u>
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	524,298,845	43,630,275	174,521,102	(349,777,743)	33.3%
TOTAL TRANSFERS	<u>524,298,845</u>	<u>43,630,275</u>	<u>174,521,102</u>	<u>(349,777,743)</u>	33.3%
RENT OF FACILITIES SCHOOLS	300,000		18,325	(281,675)	6.1%
REIM FOIA		157	303	303	
SETTLEMENTS			430,812	430,812	
SERVICE CHARGES	40,000			(40,000)	
TUITION REGULAR DAY	100,000	773	8,777	(91,223)	8.8%
TUITION GEN ADULT ED	50,000			(50,000)	
MISC ADULT LEARNING CHARGES	1,000			(1,000)	
TUITION VOCATIONAL ADULT ED	8,000			(8,000)	
TUITION LPN PROGRAM	12,000	400	400	(11,600)	3.3%
TUITION SUMMER SCHOOL	500,000		506,576	6,576	101.3%
TUITION DRIVERS ED	150,000	9,989	56,377	(93,623)	37.6%
COLLEGE NIGHT FEES	10,000			(10,000)	
VENDING OPERATING RECEIPTS		38	93	93	
DONATION		1,749	1,749	1,749	
STOP ARM ENFORCEMENT	1,200,000	13,653	104,148	(1,095,852)	8.7%
SALE OF SALVAGE MATERIALS	75,000	3,183	8,256	(66,744)	11.0%
SALE OF CAPITAL ASSETS AND VEHICLES	300,000	7,100	12,300	(287,700)	4.1%
SALE OF SCHOOL BUSES	100,000		17,377	(82,623)	17.4%
REIMB SYSTEM REPAIRS	25,000	1,080	1,080	(23,920)	4.3%
LOST AND STOLEN-TECHNOLOGY		1,473	1,473	1,473	
DAMAGED-TECHNOLOGY	150,000	28,907	28,907	(121,093)	19.3%
LOST AND DAMAGED-CALCULATORS	1,000	115	115	(885)	11.5%
LOST AND DAMAGED-HEARTRATE MONITORS		300	300	300	
MISCELLANEOUS REVENUE	100,000	99,153	108,820	8,820	108.8%
INDIRECT COST-GRANTS	600,000	137,193	362,295	(237,705)	60.4%
TOTAL FROM OTHER SOURCES	<u>3,722,000</u>	<u>305,263</u>	<u>1,668,483</u>	<u>(2,053,517)</u>	44.8%
TOTAL SCHOOL OPERATING FUND	<u>1,014,864,634</u>	<u>81,612,099</u>	<u>321,445,516</u>	<u>(693,419,118)</u>	31.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL ATHLETICS FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

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ASSETS:		LIABILITIES:	
CASH	4,391,190	CHECKS PAYABLE	2,305
		ACH PAYABLE	99,957
		TOTAL LIABILITIES	102,262
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(6,367,588)
		APPROPRIATIONS	6,478,528
		ENCUMBRANCES	142,963
		RESERVE FOR ENCUMBRANCES	(142,963)
		EXPENDITURES	(1,973,438)
		REVENUES	6,151,426
		TOTAL FUND EQUITY	4,288,928
TOTAL ASSETS	4,391,190	TOTAL LIABILITIES AND FUND EQUITY	4,391,190

	FY 2025 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2024 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	28,410	79,401	74,401	1588.0%	584.3%
BASKETBALL	120,000			(120,000)		
FOOTBALL	250,000	76,051	145,952	(104,048)	58.4%	75.0%
GYMNASTICS	4,000			(4,000)		
LACROSSE	25,000			(25,000)		
SOCCER	42,000			(42,000)		
VOLLEYBALL		16,586	30,928	30,928		
WRESTLING	13,000			(13,000)		
MIDDLE SCHOOL	65,000	17,753	24,410	(40,590)	37.6%	
TRANSFER FROM SCHOOL OPERATING	5,808,588		5,808,588	-	100.0%	100.0%
OTHER INCOME	35,000	4,796	62,147	27,147	177.6%	4.7%
TOTAL REVENUES	6,367,588	143,596	6,151,426	(216,162)	96.6%	94.1%
PYFB-ENCUMBRANCES	110,940					
TOTAL REVENUES AND PYFB	6,478,528					

	FY 2025 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2024 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,577,109	315,220	724,678		1,852,431	28.1%	28.9%
FICA BENEFITS	197,149	24,183	55,507		141,642	28.2%	28.9%
PURCHASED SERVICES	2,358,289	349,786	565,064		1,793,225	24.0%	22.4%
VA HIGH SCHOOL LEAGUE DUES	51,250		20,850		30,400	40.7%	44.2%
ATHLETIC INSURANCE	220,000		188,448		31,552	85.7%	93.9%
MATERIALS AND SUPPLIES	825,534	82,042	394,550	55,072	375,912	54.5%	52.1%
CAPITAL OUTLAY	249,197		24,341	87,891	136,965	45.0%	5.3%
TOTAL	6,478,528	771,231	1,973,438	142,963	4,362,127	32.7%	32.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL CAFETERIAS FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

ASSETS:		LIABILITIES:	
CASH	14,094,829	CHECKS PAYABLE	128,209
CASH WITH CAFETERIAS	13,902	ACH PAYABLE	77,598
SUPPLIES INVENTORY	146,917	ACCOUNTS PAYABLE	79,164
FOOD INVENTORY	422,479	SALARIES PAYABLE-OPTIONS	292,807
FOOD-USDA INVENTORY	114,116	FICA PAYABLE-OPTIONS	22,399
		UNEARNED REVENUE	626,190
		TOTAL LIABILITIES	<u>1,226,367</u>
		FUND EQUITY:	
		FUND BALANCE	10,152,697
		ESTIMATED REVENUE	(43,973,924)
		APPROPRIATIONS	51,584,014
		ENCUMBRANCES	1,585,502
		RESERVE FOR ENCUMBRANCES	(1,585,502)
		EXPENDITURES	(10,222,331)
		REVENUES	6,025,420
		TOTAL FUND EQUITY	<u>13,565,876</u>
TOTAL ASSETS	<u>14,792,243</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>14,792,243</u>

	FY 2025 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 24 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	100,000	81,580	282,068	182,068	282.1%	288.3%
SERVICE CHARGES	13,050,890	1,073,260	2,165,467	(10,885,423)	16.6%	14.0%
USDA REBATES FROM VENDORS	700,000	90,725	91,724	(608,276)	13.1%	14.5%
TOTAL LOCAL REVENUE	<u>13,850,890</u>	<u>1,245,565</u>	<u>2,539,259</u>	<u>(11,311,631)</u>	18.3%	15.6%
SCHOOL BREAKFAST INITIATIVE	55,000	9,986	9,986	(45,014)	18.2%	1.2%
SCHOOL LUNCH	300,000	13,353	13,353	(286,647)	4.5%	4.0%
SCHOOL BREAKFAST	300,000	4,700	4,700	(295,300)	1.6%	1.6%
TOTAL REVENUE FROM COMMONWEALTH	<u>655,000</u>	<u>28,039</u>	<u>28,039</u>	<u>(626,961)</u>	4.3%	2.8%
SCHOOL BREAKFAST PROGRAM	7,073,249	906,780	916,097	(6,157,152)	13.0%	12.1%
NATIONAL SCHOOL LUNCH PROGRAM	19,364,785	2,286,231	2,311,945	(17,052,840)	11.9%	11.7%
USDA COMMODITIES	2,500,000			(2,500,000)		
CHILD AND ADULT CARE FOOD PROGRAM	375,000	36,965	45,418	(329,582)	12.1%	
USDA SUMMER FEEDING PROGRAM	155,000		184,662	29,662	119.1%	144.3%
TOTAL REVENUE FROM FEDERAL GOV'T	<u>29,468,034</u>	<u>3,229,976</u>	<u>3,458,122</u>	<u>(26,009,912)</u>	11.7%	11.4%
TOTAL REVENUES	43,973,924	4,503,580	6,025,420	(37,948,504)	13.7%	12.7%
PRIOR YEAR FUND BALANCE (PYFB)	4,690,773					
PYFB-ENCUMBRANCES	2,919,317					
TOTAL REVENUES AND PYFB	<u>51,584,014</u>					

	FY 2025 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 24 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	16,934,497	1,348,113	3,046,564		13,887,933	18.0%	17.6%
FRINGE BENEFITS	6,912,572	512,016	1,100,442		5,812,130	15.9%	17.5%
PURCHASED SERVICES	3,062,809	446,638	1,439,760	761,422	861,627	71.9%	50.3%
OTHER CHARGES	70,394	1,537	15,047		55,347	21.4%	30.7%
MATERIALS AND SUPPLIES	19,977,963	2,004,882	3,561,159	153,559	16,263,245	18.6%	13.7%
CAPITAL OUTLAY	4,625,779	38,780	1,059,359	670,521	2,895,899	37.4%	24.2%
TOTAL	<u>51,584,014</u>	<u>4,351,966</u>	<u>10,222,331</u>	<u>1,585,502</u>	<u>39,776,181</u>	22.9%	17.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL TEXTBOOKS FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

ASSETS:		LIABILITIES:
CASH	7,237,874	ACH PAYABLE
PREPAID ITEMS		TOTAL LIABILITIES
		3,080
		3,080
		FUND EQUITY:
		FUND BALANCE
		ESTIMATED REVENUE
		APPROPRIATIONS
		ENCUMBRANCES
		RESERVE FOR ENCUMBRANCES
		EXPENDITURES
		REVENUES
		TOTAL FUND EQUITY
TOTAL ASSETS	7,237,874	TOTAL LIABILITIES AND FUND EQUITY
		7,237,874

	FY 2025 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2024 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	42,104	42,195	129,347	87,243	307.2%	186.8%
LOST AND DAMAGED	18,121	808	808	(17,313)	4.5%	55.0%
TOTAL LOCAL REVENUE	60,225	43,003	130,155	69,930	216.1%	123.8%
DEPT OF EDUCATION	5,881,957	490,163	1,960,652	(3,921,305)	33.3%	33.3%
TOTAL REVENUE-COMMONWEALTH	5,881,957	490,163	1,960,652	(3,921,305)	33.3%	33.3%
TOTAL REVENUES	5,942,182	533,166	2,090,807	(3,851,375)	35.2%	34.3%
PRIOR YEAR FUND BALANCE (PYFB)	2,406,499					
PYFB-ENCUMBRANCES	5,040					
TOTAL REVENUES AND PYFB	8,353,721					

	FY 2025 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2024 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	102,934	9,014	36,751		66,183	35.7%	40.7%
FRINGE BENEFITS	40,288	3,487	10,979		29,309	27.3%	30.9%
MATERIALS AND SUPPLIES	8,210,499	22,987	2,888,999	420,218	4,901,282	40.3%	67.8%
TOTAL	8,353,721	35,488	2,936,729	420,218	4,996,774	40.2%	67.2%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL RISK MANAGEMENT FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

ASSETS:		LIABILITIES:	
CASH	23,809,404	ACH PAYABLE	(225)
PREPAID ITEM	280,592	EST CLAIMS/JUDGMENTS PAYABLE	9,145,979
		TOTAL LIABILITIES	<u>9,145,754</u>
		FUND EQUITY:	
		RETAINED EARNINGS	11,484,955
		ENCUMBRANCES	116,593
		RESERVE FOR ENCUMBRANCES	(116,593)
		EXPENSES	(5,962,651)
		REVENUES	9,421,938
		TOTAL FUND EQUITY	<u>14,944,242</u>
TOTAL ASSETS	<u>24,089,996</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>24,089,996</u>

REVENUES:	MONTH'S REALIZED	YR-TO-DATE REALIZED
INTEREST ON BANK DEPOSITS	144,518	420,919
RISK MANAGEMENT CHARGES		8,995,919
INSURANCE PROCEEDS	3,070	4,772
MISCELLANEOUS REVENUE	236	328
TOTAL REVENUES	<u>147,824</u>	<u>9,421,938</u>

EXPENSES:	MONTH'S EXPENSES	YR-TO-DATE EXPENSES	OUTSTANDING ENCUMBRANCES
PERSONNEL SERVICES	36,063	138,603	
FRINGE BENEFITS	11,937	40,696	
OTHER PURCHASED SERVICES	22,258	183,446	116,500
FIRE AND PROPERTY INSURANCE		4,307,478	
MOTOR VEHICLE INSURANCE		621,228	
WORKER'S COMPENSATION	120,649	462,401	
GENERAL LIABILITY INSURANCE		203,884	
MISCELLANEOUS	422	1,362	
MATERIALS AND SUPPLIES	1,673	3,553	93
TOTAL	<u>193,002</u>	<u>5,962,651</u>	<u>116,593</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

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ASSETS:		LIABILITIES:	
CASH	6,353,326	DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	75,000
		FUND EQUITY:	
		FUND BALANCE	5,440,811
		ESTIMATED REVENUE	(628,000)
		APPROPRIATIONS	1,000,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	465,515
		TOTAL FUND EQUITY	6,278,326
TOTAL ASSETS	6,353,326	TOTAL LIABILITIES AND FUND EQUITY	6,353,326

	FY 2025 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2024 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	26,000	38,362	110,465	84,465	424.9%	335.2%
RENT-WIRELESS COMMUNICATION	602,000			(602,000)		
TOWER RENT-BAYSIDE HIGH			30,250	30,250		
TOWER RENT-COX HIGH		3,768	79,079	79,079		
TOWER RENT-FIRST COLONIAL HIGH			37,777	37,777		
TOWER RENT-OCEAN LAKES HIGH			119,434	119,434		
TOWER RENT-TALLWOOD HIGH			55,510	55,510		
TOWER RENT-TECH CENTER		6,891	27,556	27,556		
TOWER RENT-WOODSTOCK ELEM		1,420	5,444	5,444		
TOTAL REVENUES	628,000	50,441	465,515	(162,485)	74.1%	54.9%
PRIOR YEAR FUND BALANCE (PYFB)	372,000					
TOTAL REVENUES AND PYFB	1,000,000					

	FY 2025 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2024 PERCENT OBLIGATED
EXPENDITURES:							
PURCHASED SERVICES	500,000				500,000		100.0%
MATERIALS AND SUPPLIES	500,000				500,000		
TOTAL	1,000,000				1,000,000		4.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF REVENUES  
SCHOOL GRANTS FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

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**Revenues :**

	FY 2025 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	52,127,168	315,717	18,665,260	(33,461,908)	35.8%
Federal Government	68,046,168	1,998,700	3,556,471	(64,489,697)	5.2%
Other Sources	5,906,900	475,281	1,786,450	(4,120,450)	30.2%
Transfers from School Operating Fund	10,066,666		10,632,597	565,931	105.6%
<b>Total Revenues</b>	<b>136,146,902</b>	<b>2,789,698</b>	<b>34,640,778</b>	<b>(101,506,124)</b>	<b>25.4%</b>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

	<u>FY 2025</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
2 REVOLUTIONS	17,067				17,067	
ADULT BASIC EDUCATION	349,043	56,733	96,447		252,596	27.6%
ADVANCING COMPUTER SCIENCE EDUCATION	58,870	6,950	6,950		51,920	11.8%
ALGEBRA READINESS	3,506,070	52,988	346,218	471,923	2,687,929	23.3%
ARP BEFORE & AFTER SCHOOL	130,995	103,578	130,995			100.0%
ARP HOMELESS GRANT II	117,980	74,654	117,980			100.0%
ARP HOMELESS I	3,555		3,555			100.0%
ARPA ESSER III	4,742,984	1,614,796	4,691,993	50,991		100.0%
BAYPORT FOUNDATION	241,631	975	2,332	2,279	237,020	1.9%
BLUEFORGE - TCEC WELDING LAB	4,024,835	202,178	1,140,473		2,884,362	28.3%
CAREER & TECH ED STATE EQUIP ALLOC	74,199				74,199	
CAREER SWITCHER PROG MENTOR REIMB	13,650				13,650	
CARL PERKINS	1,133,299	184,027	590,851	123,626	418,822	63.0%
COPS SCHOOL VIOLENCE PREVENTION	243,599		108,964		134,635	44.7%
CORRECTIONS ED & OTHER INSTITUTIONALIZED	1,098				1,098	
CTE SPECIAL STATE EQUIP ALLOC	58,078				58,078	
DODEA SPANISH IMMERSION	248,310	12,974	124,780	9,658	113,872	54.1%
DODEA WLARP	1,640,117	6,673	9,203	186,715	1,444,199	11.9%
EARLY READING INTERVENTION	6,515,607	378,460	589,066	154	5,926,387	9.0%
FLEXIBLE PER PUPIL FUNDING	13,286,189	870,713	1,929,844	1,005,686	10,350,659	22.1%
GENERAL ADULT ED	29,877	7,706	11,196		18,681	37.5%
HAMPTON ROADS WORKFORCE COUNCIL - ALC	186,000	18,409	40,999		145,001	22.0%
HAMPTON ROADS WORKFORCE COUNCIL - STEM (OSY)	167,000	11,375	37,540		129,460	22.5%
HVAC CSLFRF	4,779,965	975,000	1,982,422	2,797,358	185	100.0%
INDUSTRY CERT EXAMINATIONS	64,690	16,875	16,875		47,815	26.1%
INDUSTRY CERT EXAMINATIONS STEM-H	24,293		3,360		20,933	13.8%
ISAEP	64,216	5,031	8,825		55,391	13.7%
JAIL EDUCATION PROGRAM	287,953	15,509	53,480		234,473	18.6%
JUUL LABS	892,000				892,000	
JUVENILE DETENTION HOME	1,474,233	136,347	405,904	2,880	1,065,449	27.7%
MCKINNEY VENTO	111,181	926	6,064		105,117	5.5%
MIDDLE SCHOOL MARITIME EXPLORATION	135,323		105,444		29,879	77.9%
MYCAA-ALC	2,298				2,298	
MYCAA-LPN	1,000				1,000	
NATIONAL BOARD CERTIFICATION INCENTIVE	345,000				345,000	
NEW TEACHER MENTOR	34,768				34,768	

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
SCHOOL GRANTS FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

	<u>FY 2025</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
NJROTC	109,744				109,744	
NO KID HUNGRY	3,412		3,412			100.0%
NSLP EQUIPMENT ASSISTANCE	13,887				13,887	
NYLF GRIEF-SENSITIVE SCHOOLS	37,500				37,500	
PERKINS CTE SECONDARY RESERVE FUNDS	12,359		12,359			100.0%
POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT	15,790		2,174		13,616	13.8%
POST 9-11 GI BILL	3,650				3,650	
PRE-K - GRADE 2 ACTIVE LEARNING	114		114			100.0%
PRESCHOOL - IDEA SECTION 619	1,033,557	60,614	154,488	1,211	877,858	15.1%
PRIORITIZED ASPIRING EDUCATOR	10,000				10,000	
PROJECT GRADUATION	118,687	18,744	55,672		63,015	46.9%
PROJECT HOPE - CITY WIDE SCA	2,454		2,454			100.0%
RACE TO GED	53,039	12,122	20,473		32,566	38.6%
RECOVERY HIGH SCHOOL	500,000	14,404	33,452		466,548	6.7%
RESERVE FOR CONTINGENCY	16,764,497				16,764,497	
SCHOOL SAFETY AND SECURITY	85,417			25,363	60,054	29.7%
SCHOOL SAFETY AND SECURITY CSLFRF	71,731			71,731		100.0%
SCHOOL SECURITY EQUIPMENT	159,138	11	27,257		131,881	17.1%
SCHOOL-BASED HEALTH WORKFORCE	391,201	69,222	189,834		201,367	48.5%
STARTALK	85,919	260	62,190		23,729	72.4%
STEM COMPETITION	10,000				10,000	
TECHNOLOGY INITIATIVE	7,158,163	1,411,807	2,214,706	248,758	4,694,699	34.4%
TITLE I PART A	24,777,198	1,378,579	4,893,660	882,831	19,000,707	23.3%
TITLE I PART D SUBPART 1	44,639	5,868	16,814		27,825	37.7%
TITLE I PART D SUBPART 2	335,350	19,317	37,360		297,990	11.1%
TITLE II PART A	3,179,394	198,861	458,552		2,720,842	14.4%
TITLE III PART A IMMIGRANT & YOUTH	20,108				20,108	
TITLE III PART A LANGUAGE ACQUISITION	505,990	12,991	87,627	1,050	417,313	17.5%
TITLE IV PART A	2,056,740	42,068	432,713	18,555	1,605,472	21.9%
TITLE IV PELL	50,060	11,624	11,624		38,436	23.2%
TITLE VI-B IDEA SECTION 611	22,286,025	1,682,038	3,514,474		18,771,551	15.8%
UNITED WAY - SUMMER ENRICHMENT	1,057		1,057			100.0%
UNITED WAY MENTOR & ENRICHMENT	198,621	39,807	138,496		60,125	69.7%
VA PRESCHOOL INITIATIVE	11,029,492	750,009	1,481,733		9,547,759	13.4%
WORKPLACE READINESS	14,996				14,996	
TOTAL SCHOOL GRANTS FUND	<u>136,146,902</u>	<u>10,481,223</u>	<u>26,414,455</u>	<u>5,900,769</u>	<u>103,831,678</u>	<u>23.7%</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL BOARD/CITY HEALTH INSURANCE FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

ASSETS:		LIABILITIES:	
CASH	51,964,054	CHECKS PAYABLE	101,906
		ACCOUNTS PAYABLE-HSA	(19)
		EST CLAIMS-JUDGMENTS PAYABLE	<u>7,646,000</u>
		TOTAL LIABILITIES	<u>7,747,887</u>
		FUND EQUITY:	
		RETAINED EARNINGS	57,137,742
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(65,784,510)
		REVENUES	<u>52,862,935</u>
		TOTAL FUND EQUITY	<u>44,216,167</u>
TOTAL ASSETS	<u>51,964,054</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>51,964,054</u>

REVENUES:	<u>MONTH'S REALIZED</u>	<u>YEAR-TO-DATE REALIZED</u>
INTEREST ON BANK DEPOSITS	334,302	1,090,455
EMPLOYEE PREMIUMS-CITY	980,633	4,361,794
EMPLOYER PREMIUMS-CITY	4,173,489	18,625,538
EMPLOYEE PREMIUMS-SCHOOLS	930,670	2,794,315
EMPLOYER PREMIUMS-SCHOOLS	8,512,096	25,988,817
COBRA ADMINISTRATIVE FEE-CITY	144	1,037
COBRA ADMINISTRATIVE FEE-SCHOOLS	<u>229</u>	<u>979</u>
TOTAL REVENUES	<u>14,931,563</u>	<u>52,862,935</u>

EXPENSES:	<u>MONTH'S EXPENSES</u>	<u>YEAR-TO-DATE EXPENSES</u>	<u>OUTSTANDING ENCUMBRANCES</u>
SALARIES AND BENEFITS	471,895	1,553,462	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	8,863,449	26,468,207	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	<u>11,992,299</u>	<u>37,762,841</u>	
TOTAL EXPENSES	<u>21,327,643</u>	<u>65,784,510</u>	<u>                    </u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
 SCHOOL VENDING OPERATIONS FUND  
 JULY 1, 2024 THROUGH OCTOBER 31, 2024

ASSETS: CASH	357,854	LIABILITIES: TOTAL LIABILITIES	<hr style="border: 0.5px solid black;"/> <hr style="border: 0.5px solid black;"/>
		FUND EQUITY: FUND BALANCE	286,022
		ESTIMATED REVENUE	(150,000)
		APPROPRIATIONS	150,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	71,832
		TOTAL FUND EQUITY	357,854
TOTAL ASSETS	<hr style="border: 0.5px solid black;"/> 357,854	TOTAL LIABILITIES AND FUND EQUITY	<hr style="border: 0.5px solid black;"/> 357,854

	FY 2025 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2024 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS		3,251	13,853	13,853		
VENDING OPERATIONS RECEIPTS	150,000	15,508	57,979	(92,021)	38.7%	13.7%
TOTAL REVENUES	150,000	18,759	71,832	(78,168)	47.9%	14.5%

	FY 2025 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2024 PERCENT OBLIGATED
EXPENDITURES:							
SCHOOL ALLOCATIONS	149,200				149,200	%	%
PURCHASED SERVICES	800				800		
TOTAL	150,000				150,000		

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

ASSETS:		LIABILITIES:	
CASH	2,288,739	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	798,092
		ESTIMATED REVENUE	
		APPROPRIATIONS	1,559,851
		ENCUMBRANCES	7,350
		RESERVE FOR ENCUMBRANCES	(7,350)
		EXPENDITURES	(559,851)
		REVENUES	490,647
		TOTAL FUND EQUITY	2,288,739
TOTAL ASSETS	2,288,739	TOTAL LIABILITIES AND FUND EQUITY	2,288,739

	FY 2025 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
INTEREST ON BANK DEPOSITS		186,900	490,647	490,647	%
TOTAL REVENUES		186,900	490,647	490,647	
PRIOR YEAR FUND BALANCE (PYFB)	1,000,000				
PYFB-ENCUMBRANCES	559,851				
TOTAL REVENUES AND PYFB	1,559,851				

	FY 2025 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
MATERIALS AND SUPPLIES	1,559,851		559,851	7,350	992,650	36.4%
TOTAL	1,559,851		559,851	7,350	992,650	36.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
SCHOOL EQUIPMENT REPLACEMENT FUND  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

ASSETS:		LIABILITIES:	
CASH	354,601	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	(235,498)
		ESTIMATED REVENUE	-
		APPROPRIATIONS	676,994
		ENCUMBRANCES	168,343
		RESERVE FOR ENCUMBRANCES	(168,343)
		EXPENDITURES	(94,088)
		REVENUES	7,193
		TOTAL FUND EQUITY	354,601
TOTAL ASSETS	354,601	TOTAL LIABILITIES AND FUND EQUITY	354,601

	FY 2025 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
REVENUES:					
INTEREST ON BANK DEPOSITS		2,219	7,193	7,193	%
TOTAL REVENUES		2,219	7,193	7,193	
PRIOR YEAR FUND BALANCE (PYFB)	400,000				
PYFB-ENCUMBRANCES	276,994				
TOTAL REVENUES AND PYFB	676,994				

	FY 2025 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
EXPENDITURES:						
PURCHASED SERVICES	78,371	1,114	7,105	56,703	14,563	81.4%
MATERIALS AND SUPPLIES	494,683	8,394	43,372	51,311	400,000	19.1%
CAPITAL OUTLAY	103,940	15,742	43,611	60,329	-	100.0%
TOTAL	676,994	25,250	94,088	168,343	414,563	38.8%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
STATEMENT OF EXPENDITURES AND ENCUMBRANCES  
CAPITAL PROJECTS  
JULY 1, 2024 THROUGH OCTOBER 31, 2024

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	FY 2025 <u>APPROPRIATIONS</u>	MONTH'S <u>EXPENDITURES</u>	YEAR-TO-DATE <u>EXPENDITURES</u>	PROJECT-TO-DATE <u>EXPENDITURES</u>	OUTSTANDING <u>ENCUMBRANCES</u>	REMAINING <u>BALANCE</u>	PERCENT <u>OBLIGATED</u>
601001-RENOV-REPLACEMT-ENERGY MGMT II	17,825,000	163,604	778,442	12,632,746	646,036	4,546,218	74.50%
601002-TENNIS COURT RENOVATIONS II	2,200,000			1,463,526	49,201	687,273	68.76%
601005-JOHN B DEY ES MODERNIZATION	27,970,076	6,226	6,226	27,729,467		240,609	99.14%
601006-THOROUGHGOOD ES REPLACEMENT	32,470,000	6,226	6,226	32,456,042		13,958	99.96%
601007-PRINCESS ANNE MS REPLACEMENT	76,938,759			76,910,231	26,540	1,988	100.00%
601013-RENOV & REPLACE-REEROOFING PHASE II	35,025,639			35,025,361	278		100.00%
601015-PRINCESS ANNE HS REPLACEMENT	115,140,717		41,190	6,781,113	210,735	108,148,869	6.07%
601016-ENERGY PERFORMANCE CONTRACTS PHASE II	37,500,000	105,651	236,453	34,979,103		2,520,897	93.28%
601017-RENOV & REPLACE-GROUND PH III	20,337,887	30,091	60,588	16,771,542	102,250	3,464,095	82.97%
601018-RENOV & REPLACE-HVAC PH III	92,892,146	667,238	5,653,448	47,913,487	14,870,056	30,108,603	67.59%
601019-RENOV & REPLACE-REEROOFING PH III	45,124,260	808,066	3,772,280	27,538,814	2,017,930	15,567,516	65.50%
601020-RENOV & REPLACE - VARIOUS PH III	29,485,854	765,115	3,710,030	21,129,269	1,591,026	6,765,559	77.05%
601021-PLAZA ANNEX-LASKIN ROAD ADDITION	13,720,000			13,626,704	88,887	4,409	99.97%
601022-ELEMENTARY PLAYGROUND EQUIPMENT REP	3,084,737	50,794	647,641	2,087,571	396,640	600,526	80.53%
601023-STUDENT DATA MANAGEMENT SYSTEM	12,187,001			12,183,527		3,474	99.97%
601025-SCHOOL HR-PAYROLL	9,196,000			8,867,573		328,427	96.43%
601026-LYNNHAVEN MIDDLE SCHOOL EXPANSION	14,250,000	116,267	116,267	13,859,144	51,172	339,684	97.62%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	1,000,000	13,429	84,753	874,497	37,767	87,736	91.23%
601028-B F WILLIAMS ES-BAYSIDE 6TH REPLACEMENT	89,316,000		12,147	2,531,038	191,724	86,593,238	3.05%
601029-BAYSIDE HIGH SCHOOL REPLACEMENT	5,936,507			5,509,840	423,458	3,209	99.95%
601030-REPLACEMENT PAYROLL SYSTEM	10,382,407					10,382,407	
601031-SCHOOL BUS & FLEET REPLACEMENT	7,713,000			7,151,161	288,280	273,559	96.45%
601032-PHONE SYSTEM REPLACEMENT	7,266,223	290,108	852,303	6,195,576	1,070,108	539	99.99%
601033-COMPREHENSIVE LONG RANGE FACILITIES MASTER PLANN	200,000					200,000	
601999-PAYROLL ALLOCATION		(451,340)	171,213	171,213		(171,213)	
TOTAL CAPITAL PROJECTS	<u>707,162,213</u>	<u>2,571,475</u>	<u>16,149,207</u>	<u>414,388,545</u>	<u>22,062,088</u>	<u>270,711,580</u>	61.72%

VIRGINIA BEACH CITY PUBLIC SCHOOLS  
 GREEN RUN COLLEGIATE CHARTER SCHOOL  
 JULY 1, 2024 THROUGH OCTOBER 31, 2024

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ASSETS:		LIABILITIES:	
CASH	4,038,620	CHECKS PAYABLE	3,211
		SALARIES PAYABLE-OPTIONS	71,601
		FICA PAYABLE-OPTIONS	<u>5,477</u>
		TOTAL LIABILITIES	<u>80,289</u>
		FUND EQUITY:	
		FUND BALANCE	3,090
		ESTIMATED REVENUE	(4,978,251)
		APPROPRIATIONS	4,978,251
		ENCUMBRANCES	17,585
		RESERVE FOR ENCUMBRANCES	(17,585)
		EXPENDITURES	(1,023,010)
		REVENUES	<u>4,978,251</u>
		TOTAL FUND EQUITY	<u>3,958,331</u>
TOTAL ASSETS	<u>4,038,620</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>4,038,620</u>

	FY 2025 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2024 PERCENT REALIZED
REVENUES:						
TRANSFER FROM GENERAL FUND	<u>4,978,251</u>	<u>105,000</u>	<u>4,978,251</u>		100.0%	100.0%
TOTAL REVENUES	<u>4,978,251</u>	<u>105,000</u>	<u>4,978,251</u>		100.0%	100.0%

	FY 2025 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2024 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	3,114,705	287,747	669,922		2,444,783	21.5%	23.9%
FRINGE BENEFITS	1,084,163	99,352	220,947		863,216	20.4%	23.9%
PURCHASED SERVICES	451,422	8,902	48,128		403,294	10.7%	11.0%
OTHER CHARGES	81,574	5,544	10,778		70,796	13.2%	88.1%
MATERIALS AND SUPPLIES	246,387	47,325	73,235	17,585	155,567	36.9%	32.5%
TOTAL	<u>4,978,251</u>	<u>448,870</u>	<u>1,023,010</u>	<u>17,585</u>	<u>3,937,656</u>	20.9%	24.2%



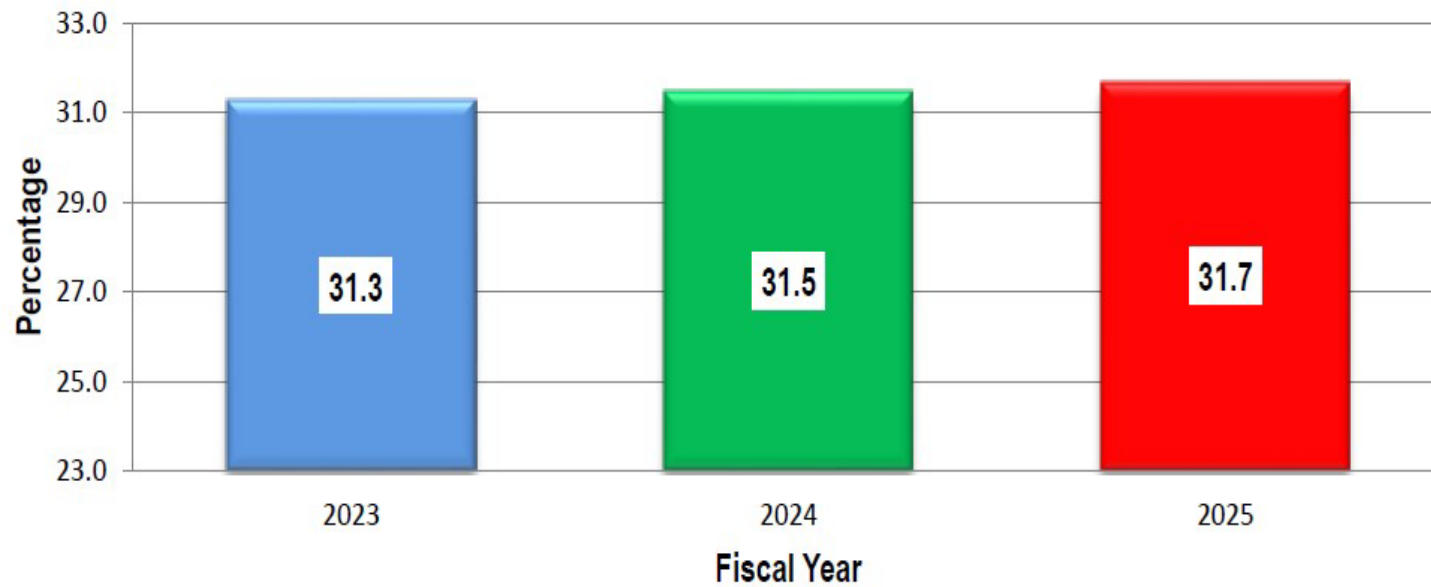
# Interim Financial Statements

School Board Information

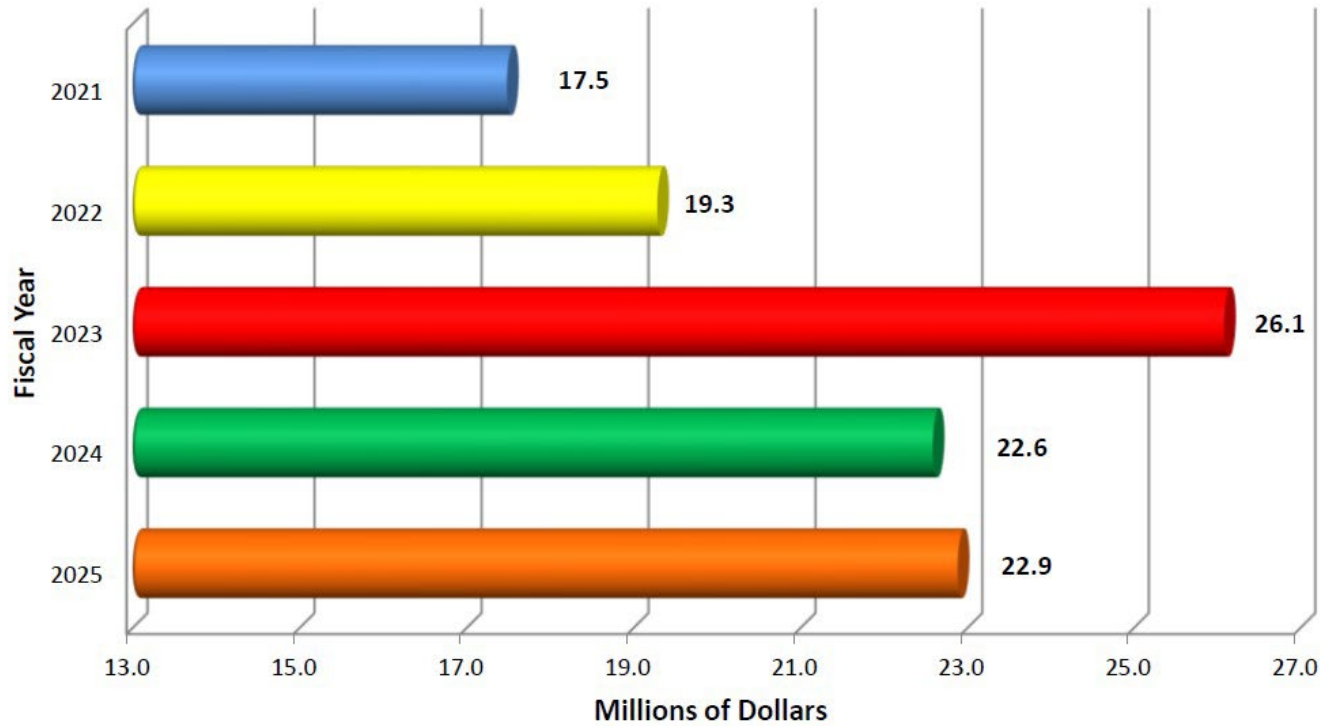
Tuesday, November 26, 2024

**Department of Budget and Finance, Office of Business Services**

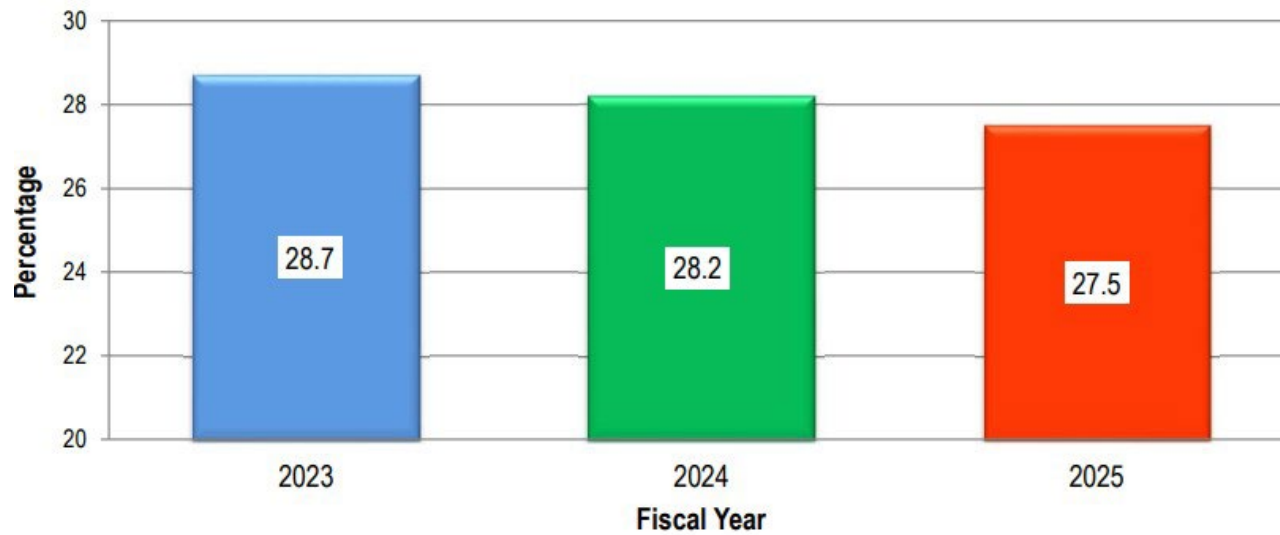
## School Operating Fund Revenue Percentage of Actual to Budget as of October 31, 2024 <sup>2</sup>



# State Sales Tax Revenue through October 31, 2024 <sup>3</sup>



# School Operating Fund Expenditures/Encumbrances Percentage of Actual to Budget as of October 31, 2024





**Subject:** Policy Review Committee's Recommendations **Item Number:** 12B1-2

**Section:** Information **Date:** November 26, 2024

**Senior Staff:** Cheryl R. Woodhouse, Chief of Staff

**Prepared by:** Kathleen Brown, PRC Chair and Kamala Lannetti, School Board Attorney

**Presenter(s):** Kamala Lannetti, School Board Attorney

**Recommendation:**

That the School Board review Policy Review Committee (PRC) recommendations regarding the amendment of certain policies as recommended by the PRC at its November 21, 2024 meeting.

**Background Summary**

- 1. Policy 3-65 Security of Building and Grounds: cellular phones and other portable telecommunications devices** – the PRC recommends deleting this policy and replacing it with Policy 5-52 Cell Phone-Free Education – cellular phones and personal electronic communication devices – student use.
- 2. Policy 5-52 Cell Phone-Free Education – cellular phones and personal electronic communication devices – student use** – the PRC recommends adopting the policy and related regulation as provided to comply with Governor Youngkin's Executive Order 33.

**Source:**

Code of Virginia, 1950, as amended, § 22.1-253.13:7 School board policies.

Policy Review Committee Meeting of November 21, 2024

**Budget Impact:**

N/A

**BUSINESS AND NONINSTRUCTIONAL OPERATIONS**

**Security of Buildings and Grounds: Cellular Phones and other Portable Telecommunications Devices**

~~The use of portable communications devices, such as cellular telephones, or other hand-held computing devices (when such device is being used as a communications device), by any person on property (including vehicles) controlled by the School Board to engage in unlawful or unauthorized activity is prohibited.~~

~~All possession or use of portable communications devices such as cellular telephones, or other hand-held computing devices (when such device is being used as a communications device) shall be regulated and/or prohibited at each school or school event as deemed necessary to prevent disruption of the educational environment and to maintain order on school property and at school activities.~~

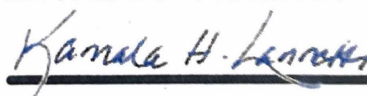
~~Elementary, middle and high school students may use portable communications devices before or after the instructional day as long as such communications devices are not activated or used inside School Board buildings unless use inside School Board buildings is specifically permitted by school administration.~~

**Legal Reference**

~~Code of Virginia § 22.1-279.6 (E), as amended; Board of Education Guidelines and Model Policies for Codes of Student Conduct; School Board Regulations~~

~~Adopted by School Board: February 16, 1993  
Amended by School Board: February 6, 2001  
Amended by School Board: June 11, 2002  
Amended by School Board: June 8, 2004  
Amended by School Board: September 5, 2007  
Amended by School Board: June 2, 2009  
Amended by School Board: June 5, 2012  
Amended by School Board: June 30, 2015  
Amended by School Board: August 23, 2022  
Deleted by School Board: 2024~~

APPROVED AS TO  
LEGAL SUFFICIENCY

  
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## **STUDENTS**

### **Cell Phone-Free Education - cellular phones and personal electronic communication devices- student use**

Student use of cellular phones (cell phones) and personal electronic communications devices during the school day is disruptive to the educational environment, not conducive to productive learning experiences, and often the source of disciplinary incidences. Extensive social media usage and widespread cell phone possession by children is closely related to mental health and chronic health conditions that are adversely affecting students. The School Board authorizes the Superintendent and designees to develop regulations and procedures concerning possession and use of cell phones and personal electronic communication devices by students during the school day, while traveling to and from school, and while students are participating in school sponsored activities. Any such regulations will be consistent with applicable law and regulation and guidance from the Virginia Department of Education.

#### **Related links:**

#### **Regulation 5-52.1**

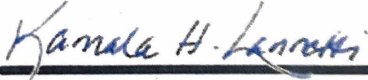
#### **Legal Reference:**

Code of Virginia § 22.1-279.6. Board of Education guidelines and model policies for codes of student conduct; school board regulations, as amended.

Virginia Department of Education Guidance for Cell Phone-Free Education Pursuant to Executive Order 33. September 16, 2024, as amended.

Adopted by School Board: 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

  
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STUDENTS

**Cellular phones and personal electronic communication devices- limitation on use**

The use of cellular phones (cell phones) and other personal electronic communication devices (hereinafter collectively referred to as personal electronic communication devices) by students during instructional time is determined to be disruptive to the educational environment, not conducive to productive learning experiences and often the source of disciplinary incidences. Accordingly, use of such devices by students is limited as set forth below and students will be disciplined according to the Code of Student Conduct for violation of this Regulation.

**A. Definitions**

1. *Cellular phone or cell phone*- means a personal device capable of making calls, transmitting pictures or video, or sending or receiving messages through electronic means. Cellular phone and cell phone are included in the definition of personal electronic communication device.
2. *Instructional time*- means any structured or unstructured learning experiences that occur from when the first bell rings at the start of the school day until the dismissal bell at the end of the school day. Lunch times for elementary and middle school students, bathroom breaks, travel time between locations during class periods, and time between class periods are included in the definition of instructional time.
3. *Personal electronic communication device*- means any personal device capable of connecting to a smart phone, the internet, a cellular or Wi-Fi-network, or directly connecting to another similar device. Personal electronic communication devices may include some wearable devices such as smart watches, as well as personal headphone, laptops, tablets, and other future personal electronic communication devices with the abovementioned characteristics. Personal- means not provided by the School Division and in the possession of or used by a student.

**B. Student use of personal electronic communication devices is prohibited during instructional time, defined as the time from the first bell to start the instructional day to the dismissal bell signaling the end of the instructional day.**

1. Students may possess such devices on school grounds provided the devices are not on their person, are not visible, and are not activated.

2. Any such device must be stored in a personal backpack or similar personal bag or purse; in teacher designated areas within the instructional setting; in lockers or in a personal vehicle. Such device should not be kept on the student's person or in the clothing of a student as doing so allows the student to access the device with ease.
3. Elementary school students may not use such devices within the school building or on school grounds.
4. When on a campus or at a school sponsored event, a student will comply with the personal electronic communication devices restrictions for the level of the school (i.e., elementary, secondary).
5. Personal wired headphones that plug directly into the school issued device will be allowed for instructional purposes as assigned by teacher when using the school issued device.
6. Students retain sole responsibility for such devices while attending school or school sponsored events. The Superintendent or designee will develop procedures for custody of such devices if it becomes necessary to remove the device from a student's possession.

**C. Student use of personal electronic communication devices – non instructional time, high school lunch time, or special events**

1. Middle and High School students may use such devices before or after instructional time.
2. High School students may use personal electronic communication devices during their designated lunch period
3. All students may use such devices on school buses or other School Division authorized forms of transportation when traveling to and from home or an authorized out of school care provider.
4. The principal or designee will establish procedures for off-site events and activities including all school sponsored events, such as field trips, and other non-building specific instructional opportunities, and notify students and parents/legal guardians in advance.

**D. Student use of personal electronic communication device during an emergency**

1. All staff members have access to communication devices during instructional time and can contact the school office should emergency conditions arise. During an actual school emergency, students should follow the directions of staff who are trained in safety measures to protect students and themselves.

2. During a medical or safety emergency, students may access their stored personal communication devices to request assistance.
3. Emergencies are defined as: an immediate threat to the safety of students or staff or others at the school or school sponsored event; or a medical emergency in which an adult staff member is unable to call for assistance.

#### **E. Discipline of students**

1. Students who violate this Regulation will be subject to discipline ranging from a warning to out-of-school suspension as set forth in the Code of Student Conduct. Students may also be prohibited from having any personal electronic communication device or accessory on school property or at school events if the School Administration determines that the student has failed to demonstrate the ability to adhere to applicable rules, regulations and policy.
2. Any student who uses a personal cell phone, communication device or accessories in the violation of a local, state or federal crime will be referred to law enforcement and will be further disciplined for such action.
3. Parents/legal guardians of minor students may be required to meet with the school administrators to address their student's continued violation of this Regulation.

#### **F. Teachers and staff members**

1. Teachers and staff members will enforce the terms of this Regulation as well as other applicable regulations and policies in a consistent and fair manner.
2. Teachers will not be required to confiscate a personal electronic communication device from a student who is in violation of this Regulation. They must, however, follow the prescribed Disciplinary Guidelines.
3. Teachers and staff members will model appropriate cellphone or personal electronic communication device use and control by not activating such devices during instructional time.

#### **G. Communication with home or family**

1. Students must use school-based communication tools and channels to communicate with family or guardians.
2. Parents, legal guardians, family members or other persons with rights to communicate with a student should use school-based communication tools and channels to communicate emergencies and non-emergencies. Communication through the main office or through a principal designated

contact at the school is the preferred method of communication during the school day.

3. Communication by educators and all co-curricular and extra-curricular sponsors must be done through non-social media-based apps for communication with students regarding activity and athletic scheduling information during school hours.

#### **H. Exemptions**

Exemptions from this Regulation may be made to accommodate a student's identified needs under an Individualized Education Plan (IEP), Section 504 Plan, or individualized health care plan (as approved by the school nurse or designee). Viable alternatives to using such devices should be explored and incorporated as appropriate. Any exemption must be drafted into the IEP, Section 504 Plan or individualized health care plan.

#### **I. Developmentally appropriate guidance**

The School Division will provide students with developmentally appropriate guidance and support on the appropriate use of school issued-technology devices, educational apps and educational tools for academic (both classroom and homework assignments) and for educational research purposes.

Amended by School Board: 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lantieri



**Subject:** 2025 VBCPS Legislative Agenda **Item Number:** 12C

**Section:** Information **Date:** November 26, 2024

**Senior Staff:** Cheryl Woodhouse, Chief of Staff

**Prepared by:** Joel Andrus, Legislative Consultant; Kamala H. Lannetti, School Board Attorney

**Presenter(s):** Joel Andrus, Legislative Consultant

**Recommendation:**

That the School Board review the 2025 Legislative Agenda as proposed by the School Board Legislative Committee.

**Background Summary:**

Each year the School Board adopts a Legislative Agenda that provides guidance regarding the School Board's and the School Division's position regarding matters affecting K-12 education. The Legislative Agenda serves as guidance for legislators and executive department offices for determining the needs of K-12 public education in Virginia Beach. Specific legislation or regulation is addressed through the General Assembly or regulatory processes.

For 2025, the Legislative Committee has removed references to those legislative priorities that were addressed in 2024. As of November 2024, the Legislative Committee does not recommend requesting sponsorship of specific bills for the 2025 General Assembly term. Therefore, the 2025 Legislative Agenda addresses nine priorities with emphasis on those areas that impact the School Division financially and or that detract burden the delivery of educational services to students.

**Source:**

Bylaw 1- 28 Committees, Organizations and Boards - School Board Member assignments

**Budget Impact:**

N/A

## Virginia Beach City Public Schools 2025 Legislative Agenda

### **K-12 Education Funding Models and Formulas**

VBCPS supports the work of the Joint Subcommittee on Elementary and Secondary Education Funding to fully examine the true cost of providing public education in Virginia. Many of the funding priorities VBCPS have advocated for over the years are consistent with the recommendations from the Joint Legislative and Audit Review Commission's (JLARC) report on Virginia's K-12 Funding Formula, including discontinuing the Great Recession-era cost reduction measures (i.e. support cap), addressing compensation gaps (teacher salaries, as well as actual staffing costs), and fully funding the real costs of public education in Virginia and ensuring funding levels keep pace with inflation. VBCPS also supports other findings in the JLARC study, such as utilizing the prevailing costs over the linear weighted average and addressing more technical aspects of the Rebenchmarking process, such as a three-year average for the Local Composite Index calculation.

While VBCPS understands that these recommendations involve significant state and potentially local costs, it is focused on investments that will most impact student outcomes, support teachers in the classroom, and ensure that every student has access to a world-class, high-quality education close to home. Any required local contribution must also be weighed before finalizing a path forward.

It is also critical that the transition to any new funding system be clear and transparent for school divisions and local governments. We fully recognize that it will take several years and potentially multiple bienniums. School divisions and local governments begin the initial budgeting process years in advance. If transitioning to a new funding system requires one-time investments or new temporary formulas or ratios, local governments and school divisions must understand the course of action in order to plan accordingly.

### **Support Cap**

VBCPS supports fully removing the support position cap that was put in place in 2009 during the Great Recession. Previously, the Commonwealth provided funding for support staff positions according to a formula that used numbers of staff and local costs (calculated using the actual number of support positions and the salary for each position in all Virginia school divisions). As a moneysaving measure during the Recession, a "cap" was placed on the number of positions that the state would fund. The cap was not based on any particular analysis of student needs or existing staffing patterns, but rather was simply calculated as a ratio of instructional to support positions based on the necessity to reduce state funding by a particular amount.

While the General Assembly made significant progress on fully-funding the support cap deficit during the 2023 Special Session by updating the funding ratio methodology to 24 support

positions per students in the first year of the biennium. The General Assembly must continue to work to fully remove the support cap.

### **Teacher Salary Increase and Recruitment and Retention**

Nearly every school division across Virginia continues to experience staffing challenges. While filling all positions has, at times, always been challenging for school divisions, the last several years have proven to be particularly difficult for school divisions.

While Virginia has provided resources for teacher salaries in recent years, earnings for Virginia teachers continue to lag the national average. Virginia teacher salaries have one of the widest gaps between their pay levels and those of comparable professionals in the country, and with continued pressure on wages from persistent inflation, this disparity has become increasingly acute. To bring Virginia's average teacher salary up to the national average, Virginia must continue to take significant steps to invest in its teacher workforce.

The General Assembly should also consider additional pathways for retired teachers to return to the profession, including allowing fully licensed retired teachers to return to the profession without having to go through the licensure process again, as long as they are able to demonstrate competency in the subject they are teaching.

### **Increase behavior and mental health staff available to students to aid in early identification and support of students exhibiting mental health needs.**

VBCPS requests that the General Assembly continue to provide additional resources for mental health clinicians, attendance interventionists, and behavior specialists. These staff members should have specialized training to address students' complex behavioral needs and the experience to assess students' mental health status, recommend an appropriate level of care, implement or assist with implementing appropriate interventions, and respond to crisis situations.

However, VBCPS supports retaining local authority and flexibility to best determine the resources and programs required to meet student and school health needs. VBCPS requests that any state-mandated program designed to increase mental health services available to students be fully funded by the state and not result in an additional unfunded mandate.

### **Delivering Quality Special Education Services**

VBCPS has approximately 8,423 students who qualify for special education services. VBCPS spends in excess of \$139,630,560 million per year, or approximately \$16,577 per qualified student, on special education programs and services, of which approximately 68% is funded locally. VBCPS is opposed to any change in the delivery of special education services or special education funding that would shift even a larger portion of the funding responsibility to the locality. This includes changes to the regional special education programs that either reduce the

overall state allotment or reduces the funding to an individual regional program. Such reductions in funding will not reduce VBCPS's obligations under the Individuals with Disabilities Education Act (IDEA), but rather shift a larger portion to the locality.

### **Dedicated State Funding for Capital Improvements**

VBCPS supports the reinstatement of dedicated state funds for capital improvements. Since 2010, local governments and school boards have carried the full burden of capital improvements for public schools.

### **School Bus Driver Shortage**

VBCPS, like many school divisions across the state and country, is experiencing an extreme shortage of school bus drivers, resulting in delays in getting students to and from school, field trips and after school activities. Virginia needs to take immediate steps to increase the number of qualified school bus drivers on a statewide basis. As initial steps, Virginia should provide designated funding sources for the training of potential new school bus drivers, as well as address the licensing requirements and expediting the licensure timeline. Additionally, Virginia should work closely with our federal delegation to create a specific school bus commercial driver's license for those individuals who are exclusively interested in becoming bus drivers.

### **Eliminate or Fund Currently Unfunded Mandates**

The total impact of state and federal unfunded mandates to VBCPS is estimated to be \$37.5 million in 2025. Of the \$37.5 million, approximately \$8.3 million are mandates that originated from either the General Assembly or the Virginia Department of Education. These mandates range from new reporting requirements, to new policies and procedures, to unfunded equipment requirements. VBCPS is opposed to any state mandates requiring local school divisions to assume additional responsibilities or provide additional services without the state's share of funding for such mandates. VBCPS supports the elimination of or funding for existing unfunded mandates.

### **Assessment Reform**

VBCPS also supports the reduction of the number of required tests in order to allow school divisions to continue to transform the traditional classroom and better meet the needs of our students. It's important our students are able to compete in a global marketplace. Rather than the 21 SOL tests currently mandated, VBCPS supports legislation that allows school divisions to substitute SOL assessment for those that are performance based, mimic real-life situations and better prepare students for success in higher education and in the workplace. VBCPS has successfully developed an increasing number of performance-based assessments that are used on a division-wide basis.

In addition to student growth measures, VBCPS supports a teacher, principal, and superintendent accountability system that includes additional measures such as student participation,

performance in Advanced Placement courses, post-graduate measures that provide information on how students transition after high school, and qualitative measures of overall school performance beyond assessments.

VBCPS supported recent efforts to expand the use of growth measures by the General Assembly; however, the implementation of those efforts did not achieve the objectives of the original intent. Given the staff resources required to implement the assessments as required by VDOE, the data garnered from the reports was not as impactful as the student data VBCPS was already acquiring through previous assessments. VBCPS continues to support the use of growth measures and through year assessments, but requests additional local flexibility and control over how the assessments are implemented.

DRAFT



**Subject:** Cell Phone Free Education Update **Item Number:** 12D

**Section:** Information **Date:** November 26, 2024

**Senior Staff:** Matthew D. Delaney, Chief Schools Officer

**Prepared by:** Matthew D. Delaney, Chief Schools Officer

**Presenter(s):** Matthew D. Delaney, Chief Schools Officer

**Recommendation:**

That the School Board receive information regarding the guidance from the Virginia Department of Education regarding the implementation of a cell phone free education. The purpose of the presentation is to provide an update on VBCPS response to the Guidance for a Cell Phone-Free Education, highlight the major difference between the guidance from VBCPS current policy and regulations, and share next steps VBCPS will take in responding to a Cell Phone-Free Education.

**Background Summary:**

Governor Youngkin issued Executive Order 33 on July 9, 2024. The order directed the Department of Education to establish a cell phone free education. The VDOE held listening sessions that informed the draft guidance for cell phone free education and received stakeholder feedback regarding the draft guidance. Final Guidance for a Cell Phone Free Education was released on Sept. 16. The final guidance for a cell phone free education states that every school division and local school board should review existing policies and or work to create or revise policies that adhere to the minimum guidance, no later than Jan. 1, 2025.

**Source:**

N/A

**Budget Impact:**

N/A



# Cell Phone-Free Education Update

School Board Information

Tuesday, November 26, 2024

Department of School Leadership

# Purpose

- Provide an update on VBCPS response to the Guidance for a Cell Phone-Free Education
- Highlight the major difference in the guidance from VBCPS current policy and regulations
- Share next steps VBCPS will take in responding to a Cell Phone-Free Education

# Executive Order 33

- Establish a Cell Phone-Free education
- Issue Guidance for a Cell Phone-Free Education



Commonwealth of Virginia  
Office of the Governor

## Executive Order

NUMBER THIRTY-THREE (2024)

### ESTABLISHING CELL PHONE-FREE EDUCATION TO PROMOTE THE HEALTH & SAFETY OF VIRGINIA'S K-12 STUDENTS

By virtue of the authority vested in me as Governor of the Commonwealth, I hereby issue this Executive Order directing the Secretary of Education, Secretary of Health and Human Resources, Superintendent of Public Instruction, the Virginia Department of Education, and the State Health Commissioner to heed the call of parents, public health professionals, educators, and other stakeholders across the Commonwealth and take immediate actions to protect the health and safety of students in Virginia's K-12 public schools by issuing guidance on the establishment of cell phone-free education policies and procedures.

#### Importance of the Initiative

The necessity of implementing cell phone-free education in Virginia's K-12 public schools is increasingly evident. Parents, public health professionals, educators, and other stakeholders across the Commonwealth are expressing concern over the alarming mental health crisis and chronic health conditions affecting adolescents, such as depression and anxiety, driven in part by extensive social media usage and widespread cell phone possession among children. Cell phone-free education will significantly reduce the amount of time students can be on phones without parental supervision.

Children spend an average of 4.8 hours a day on social media, and recent studies indicate that spending more than three hours a day on social media doubles the risk of poor mental health for adolescents.<sup>1</sup> Most alarming is the Centers for Disease Control and Prevention data from 2019-2021, reporting that the rate of suicide has increased 167% since 2010 for girls and 91% since

<sup>1</sup> American Psychological Association (April/May 2024). <https://www.apa.org/monitor/2024/04/teen-social-media-mental-health>.

# Guidance for Cell Phone-Free Education

DRAFT COPY  
SUBJECT TO CHANGE

Every school division and local school board should review existing policies and/or work to create or revise policies that adhere to the minimum guidance, no later than Jan. 1, 2025

## Guidance

for Cell Phone-Free Education  
Pursuant to Executive Order 33

September 16, 2024



# Difference between VDOE Guidance and VBCPS Regulation 3-65.1

- **Instructional time:** any structured or unstructured learning experiences that occur from when the **first bell rings at the start of the school day until the dismissal bell rings at the end of the academic school day.**
- **Bell-to-Bell:** when the first bell rings at the start of the school day to begin instructional time until the dismissal bell rings at the end of the academic school day.
  - **Bell-to-Bell** includes lunch and time in between class periods.

# Cell Phone-Free Education Development

- Share how school-based personnel are trained to manage crisis situations, reunification plans and family notification processes during crisis situations.
- Clearly define a family-based emergency in documents and communicate family-based emergency protocols with families.
- Develop procedures for identifying any exemptions.
  - IEP and 504
  - Health Plans

**Guidance**  
for Cell Phone-Free Education  
Pursuant to Executive Order 33  
September 16, 2024



# Cell Phone-Free Education Development

- Dr. Robertson conducted three informational sessions to include receiving feedback from attendees.
  - Provided an overview of Executive Order 33
  - Shared opportunities for parents to engage
  - Received comments from participants on what they hoped for their child and what they feared for their child as a result of a cell phone-free educational environment

# Cell Phone-Free Education Development

- Revised current regulation to meet Cell Phone-Free Education
  - Inclusion of Bell-to-Bell instructional time
  - Procedures for off site events and activities
  - Determines cell phone and personal electronic communication device use before and after school, on school buses, within the school building and on school grounds
  - Enforcement expectations

# Policy and Regulation Review

# Next Steps

- December 10: School Board Action Item
- Finalize preparation based on School Board decision



# Questions



Subject: Resolution – Human Rights Month Item Number: 14A

Section: Consent Agenda Date: November 26, 2024

Senior Staff: Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

Prepared by: Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

Presenter(s): Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

**Recommendation:**

That the School Board approve a resolution recognizing December as Human Rights Month.

**Background Summary:**

Human Rights Month is observed every year in December. Specifically, Human Rights Day is celebrated on December 10, marking the date in 1948 when the United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR). The United Nations wanted to prevent the atrocities that had occurred during World War II. They created the UDHR as a way to properly define what human rights would be protected universally. The UDHR is a milestone document that proclaims the inalienable rights which everyone is entitled to as a human being - regardless of race, color, religion, sex, language, political or other opinion, national or social origin, property, birth or other status. Available in more than 500 languages, it is the most translated document in the world.

Each year, Human Rights Day has a different theme. In 2024, the Human Rights Day theme is “Equality: Reducing Inequalities and Advancing Human Rights.”

**Source:**

<https://www.un.org/en/observances/human-rights-day>

**Budget Impact:**

N/A

**RESOLUTION**  
**Human Rights Month**  
**December 2024**

**WHEREAS**, Human Rights Day is observed every year on Dec. 10, which is the day the United Nations General Assembly adopted the Universal Declaration of Human Rights in 1948; and

**WHEREAS**, Human Rights Month is a time to come together and remember that human rights are universal rights, and that everyone should be treated with respect and be free from discrimination; and

**WHEREAS**, human rights are at the core of the division’s strategic framework, core values, teaching and learning framework and educational equity policy, as in the absence of human dignity we cannot hope to accomplish our mission to “empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community;” and

**WHEREAS**, the School Board of the City of Virginia Beach is a positive advocate for the human rights of every member of our school division;

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach officially recognizes the month of December 2024 as Human Rights Month; and be it

**FURTHER RESOLVED:** That the School Board of the City of Virginia Beach encourages participation and solidarity in the various school and local activities during Human Rights Month; and be it

**FURTHER RESOLVED:** That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 26th day of November, 2024

\_\_\_\_\_  
Kimberly A. Melnyk, School Board Chair

SEAL

\_\_\_\_\_  
Donald E. Roberston Jr., Superintendent

Attest:

\_\_\_\_\_  
Regina M. Toneatto, Clerk of the Board



**Subject:** Policy Review Committee Recommendations

**Item Number:** 14 B1-9

**Section:** Consent Agenda

**Date:** November 26, 2024

**Senior Staff:** Cheryl R. Woodhouse, Chief of Staff

**Prepared by:** Kathleen Brown, PRC Chair and Kamala Lannetti, School Board Attorney

**Presenter(s):** Kamala Lannetti, School Board Attorney

**Recommendation:**

That the School Board approve Policy Review Committee (PRC) recommendations regarding the amendment of certain policies as recommended by the PRC at its October 17, 2024 meeting.

**Background Summary**

1. **Policy 2-9/Superintendent: Evaluation** – the PRC recommends removing references to the Governance Committee.
2. **Policy 3-61/Tobacco and nicotine vaper products** – the PRC recommends adding language that includes the use of alternative nicotine products, such as nicotine cessation products, during school hours or at school sponsored events.
3. **Policy 7-1/Relations with the Public** – the PRC recommends formatting and other changes that align with similar changes recently made to other policies and updating the name of the Department of Communications and Community Engagement.
4. **Policy 7-6/Relations with the News Media** – the PRC recommends changes to the policy and removing the Editor’s Note as the information is located in the Related Links section of the Policy.
5. **Policy 7-10/Communications from the Public** – the PRC recommends removing the Editor’s Note as the information is located in the Related Links section of the Policy.
6. **Policy 7-15/Distribution/Announcement of Outside Communications** – the PRC recommends updating the name of the Department of Communications and Community Engagement and removing the Editor’s Note as the information is located in the Related Links section of the Policy.
7. **Policy 7-18/Community Engagement/Volunteers** – the PRC recommends updating the name of the Department of Communications and Community Engagement, updating the name of the Office of Family and Community Engagement, adding a link to the [www.vbschools.com](http://www.vbschools.com) page that contains the online volunteer application, and removing the Editor’s Note as the information is located in the Related Links section of the Policy.
8. **Policy 7-31/Parent Teacher Associations (PTAs) and Parent Teacher Student Associations (PTSAs)** – there are no recommended changes to this Policy. It is being reviewed to meet the requirements under the Code of Virginia.
9. **Policy 7-32/Gifts, Grants and Bequests** – the PRC recommends changes to formatting to align with other recent changes to policies and adding titles to Sections B and C.

**Source:**

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of October 17, 2024

**Budget:**

N/A

## ADMINISTRATION

### Superintendent: Evaluation

The School Board shall evaluate the Superintendent annually consistent with the performance standards set forth by the Virginia Board of Education and applicable law or regulation. ~~The School Board Governance Committee shall have responsibility for the evaluation procedures. The School Board Governance Committee shall have responsibility for the evaluation procedures.~~

### Legal Reference

Code of Virginia, § 22.1-60.1, as amended. Evaluation of superintendent.

Code of Virginia § 22.1-253.13:5, as amended. Standard 5. Quality of classroom instruction and educational leadership.

Virginia Board of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents, as amended.

Adopted by School Board: October 20, 1992

Amended by School Board: October 1, 2013

Amended by School Board: June 17, 2014

Amended by School Board: June 23, 2020

Reviewed by School Board: March 13, 2023

Amended by School Board: 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

  
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## **BUSINESS AND NONINSTRUCTIONAL OPERATIONS**

### **Tobacco, ~~and~~ nicotine vapor, ~~alternative nicotine~~ products- prohibited**

Tobacco and nicotine vapor, or alternative nicotine products may not be used or distributed by any person on any school vehicle, school property or an on-site or off-site location where a school-sponsored or school related activity is taking place by any person. Use of alternative nicotine products during school hours or at school sponsored events requires completion of a medication order with the school nurse. The Superintendent or designee is authorized to develop appropriate regulations and procedures for notification and compliance with this Policy.

#### **Editor's Note**

*Students may be subject to further disciplinary actions as set forth in the Code of Student Conduct and applicable policy and regulation.*

*School Board employees may be subject to disciplinary action for use or distribution of tobacco, nicotine ~~and~~ vaping, or alternative nicotine products.*

#### **Related Link**

#### **Regulation 5-45.1**

#### **Legal Reference**

Code of Virginia § 22.1-79.5, as amended. Policy regarding tobacco and nicotine vapor products.

Adopted by School Board: May 28, 2019

Amended by School Board: 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lencioni

## COMMUNITY RELATIONS

### **Relations with the Public**

The School Board recognizes citizens' rights to participate in educational decisions and their right to be informed about how pupils are being educated and how school funds are spent. The School Board endorses an affirmative public communication policy and accepts responsibility for keeping the community informed about schools. In cooperation with administrators and teachers, it seeks opportunity to inform individual citizens and organizations about educational services, initiatives, accomplishments, needs, challenges, costs, revenues, expenditures and other pertinent topics.

#### **A. Individual and group opinions, suggestions and questions accepted**

The School Board and Superintendent seek and welcome individual and group opinions, suggestions, and questions regarding school matters. Regular School Board meetings shall be open to the public and to the news media. Closed sessions shall be held only in compliance with state law.

#### **B. Recognition of news media**

School Board Members, administrators, teachers, and staff recognize the news media, VBTv (the municipal cable television channel), the School Division's website and social media channels to be important means of keeping people informed about school-related news and information. They welcome the interest and assistance of publishers, editors, station managers, and reporters. School Board Members, administrators, teachers and staff desire to provide representatives of all news media with available non-confidential facts about schools. All news releases will be distributed electronically to local news media and will be posted on the School Division's website for convenient public access.

#### **C. Providing information regarding school related matters**

The Superintendent or designee is authorized and directed to prepare publications needed to keep citizens informed about educational services, initiatives, achievements, needs, costs, challenges, revenues, and expenditures and other pertinent topics. The Superintendent or designee is directed to provide parents, guardians and students at the beginning of each school year the academic objectives, standards of learning, and requirements for graduation as required by the Regulations Establishing the Standards for Accrediting the Public Schools in Virginia. The Superintendent or designee will ensure that each school provides access to to the adult student and the parents/legal guardians of minor students attending the school and to the school community a written School Performance Report Card that complies with the Regulations Establishing the Standards for Accrediting the Public Schools in Virginia.

#### **D. Website accessibility**

To ensure that information on the School Division's website, vbschools.com, is accessible to the greatest extent possible to all site visitors, including individuals with disabilities, the website

follows the Website Content Accessibility Guidelines (WCAG) 2.0. These guidelines were created by the World Wide Web Consortium to set website standards to assist individuals with disabilities. The School Division continuously reviews and updates its website to ensure compliance with current and future standards.

1. Some pages on vbschools.com contain links to third party sites, which are not within the control of VBCPS and may not comply with accessibility standards. VBCPS is not responsible for the content or accessibility of third party sites. The School Division is in the process of incorporating website accessibility into its procurement process for products or services used on vbschools.com.
2. Community members who are experiencing difficulty accessing information on vbschools.com, should contact the School Division's [Department of Communications and Community Engagement](#) ~~Department of Media and Communications~~ at 757-263-1075 to obtain the information in an alternative format.

### **E. Maintaining positive relationships**

All School Board employees and volunteers shall seek to maintain positive relationships with students, parents/[legal guardians](#), organizations, and news media, thus helping implement this Policy.

#### ***Editor's Note***

*See also School Board Policy 7-10 and any implementing regulations.*

### **Legal Reference**

Code of Virginia §22.1-253.13:7, as amended, Standard 7. School board policies.

Virginia Board of Education Regulation, 8 VAC 20-131-270, as amended. School and community communications.

### **Related Links**

School Board [Policy 7-10](#)

Adopted by School Board: October 21, 1969  
Amended by School Board: November 18, 1986  
Amended by School Board: August 21, 1990  
Amended by School Board: July 16, 1991  
Amended by School Board: October 20, 1992  
Amended by School Board: September 15, 1998  
Amended by School Board: May 25, 2004  
Amended by School Board: May 9, 2006  
Amended by School Board: August 19, 2014  
Amended by School Board: January 23, 2018  
Amended by School Board: April 30, 2019

[Reviewed by School Board: 2024](#)

APPROVED AS TO  
LEGAL SUFFICIENCY

  
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## COMMUNITY RELATIONS

### **Relations with the News Media**

#### **A. Generally**

The School Board desires to cooperate with the news media in providing the public with pertinent facts concerning the School Division and its schools. The Superintendent or designee shall establish a basic and reliable source to which the news media may turn to for information.

#### **B. Attendance at School Board Meetings**

The School Board encourages the attendance of the news media at all open School Board meetings.

#### **C. Interviews/Photographs/Videotaping**

The School Board permits the interviewing/photographing/filming of students and teachers during the school day only if the interviews, in the judgment of the principal or Superintendent or designee, do not disrupt the educational program or tend to cause undue confusion. Permission will be required to interview/photograph/film either from the adult student or the parent/legal guardian of students under age eighteen (18). Crowd shots that are not meant to individually identify students will be exempt from the permission requirement. Permission, for the purpose of this Policy, will be defined as an adult student's or the minor student's parent or legal guardian's signature on the Parent Acknowledgement Form distributed with the annual School Handbook or by parent/legal guardian signature on an individual release form.

#### **D. Athletic Contests and Student Performances**

The Superintendent may permit the broadcasting and/or online streaming of athletic contests and student performances by radio or television provided that the broadcast is done as a public service or that the sponsor of the broadcast is appropriate. As such events are generally open to the public to attend and photograph, permission or release forms will not be required in such instances.

#### **E. Student Participation in Media programs**

When given approval by the Superintendent or ~~his/her~~ designee, students may participate in media programs if the programs' objectives are to educate the public concerning the public schools or to provide a learning experience for the participating students. Written parental/legal guardian permission must be secured for any student (under age 18) or from the adult student being interviewed, photographed or videotaped prior to the student's participation, unless the appropriate Parental Acknowledgement Form is on file in the student's school.

It shall be clearly understood that the School Board does not endorse the product or products of any sponsor.

***Editor's Note***

*See School Board Policy 5-66: Student Directory Information*  
*See School Board Policy 5-31: Student Records*

### **Legal Reference**

Protection of Pupil Rights Amendment, 20 U.S.C. § 1232(h), as amended.

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232(g), as amended.

No Child Left Behind Act of 2001 as amended by Every Child Succeeds Act, 20 U.S.C. § 6301, et seq., as amended.

### **Related Links**

School Board [Policy 5-31](#)

School Board [Policy 5-66](#)

Adopted by School Board: October 21, 1969

Amended by School Board: November 18, 1986

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 20, 1992

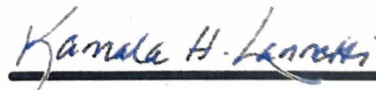
Amended by School Board: May 15, 2004

Amended by School Board: August 19, 2014

Amended by School Board: April 30, 2019

[Amended by School Board: 2024](#)

APPROVED AS TO  
LEGAL SUFFICIENCY

  
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## COMMUNICATIONS AND COMMUNITY ENGAGEMENT

### **Communications from the Public**

Communications from the public, including petitions and complaints, are to be directed first to the principal of the school involved and will then follow the lines of responsibility to the appropriate supervisor, followed by the Superintendent or designee for a response and/or resolution at the appropriate level. The Department of Communications and Community Engagement also will be notified of such complaints where appropriate.

Communications submitted to the School Board following a response and/or resolution by the Superintendent or designee will be reviewed by the School Board at its sole discretion. Public complaints that concern School Board actions, School Board operations, and individual School Board Members will be directed to the School Board. No anonymous communications shall be considered.

The Superintendent shall be given an opportunity to examine and evaluate all such information and to recommend action before the School Board attempts to make a decision regarding communications from the public.

### **Editor's Note**

*For complaints regarding students or employees see School Board Bylaw 1-25  
For challenged controversial materials see School Board Policy 7-12 and any implementing regulations.*

### **Related Links**

School Board [Bylaw 1-25](#)

School Board [Policy 7-12](#)

School Board [Regulation 7-12.1](#)

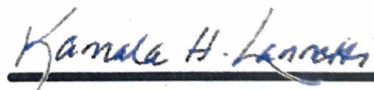
Adopted by School Board: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: April 30, 2019

[Amended by School Board: 2024](#)

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## COMMUNITY RELATIONS

### **Distribution/Announcement of Outside Communications**

#### **A. Generally**

The School Board prohibits the distribution, by means of students, of materials or information which publicly endorse, or support groups or organizations involved in a commercial endeavor for profit.

#### **B. Public Announcements**

Principals are authorized to arrange for announcements in the schools regarding community programs and scheduled activities or events that have educational or recreational value, as determined by the principal.

#### **C. Distribution of Literature**

Communications to families sent home with students or distributed in digital or electronic format shall be reviewed carefully by each principal before permission is granted to distribute pamphlets, notices, and other communications. If a principal is in doubt, ~~he/she the principal~~ shall seek permission from the appropriate supervisor in the Department of School Leadership. If doubt exists at this level as to whether or not distribution should be made, permission shall be denied until the disposition of the matter is made by the Superintendent or designee.

Outside organizations seeking to distribute communications to more than one school or school administration site will submit the proposed communication to the ~~Department of Communications and Community Engagement~~ Department of Media and Communications. The ~~Department of Communications and Community Engagement~~ Department of Media and Communication will review the communication for compliance with applicable policy, regulation or law and alignment with the educational environment. If approved for distribution, the communication will be provided to applicable principals and be distributed to families.

#### **D. Within Schools**

The distribution within schools of notices or communications originating with non-school organizations shall be restricted to patron organizations and to those announcements of a specific nature which, in the judgment of the principal, are of significant educational value. Boy Scouts, Girl Scouts, and other patriotic groups (as defined by state or federal law) will be allowed to distribute notices or communications regarding membership to the same extent as other patron organizations.

#### **E. By Students**

Students should not be used to distribute notices or communications to parents unless such communications originate with the school, are of an official school nature, including patron organizations affiliated with the school, or possess significant educational value. Students shall

only be used to distribute information of a non-school nature when it pertains to school-related organizations or when, in the judgment of the principal, such notice of information is of educational significance and/or important to the community as a whole.

#### **F. Use of Interoffice (Pony) Mail Services/Communication Systems**

The use of the School Division's interschool mail distribution service and communication systems shall be limited to school business and, with the approval of the Superintendent or **his/her** designee, communications by parent-teacher organizations, other school-related organizations, or employee associations as defined in Policy 4-32.

#### ***Editor's Note***

*For advertising in the schools see School Board Policy 7-14 and any implementing regulations.*

*For acceptable use of computer systems see School Board Policy 6-64 and School Board Regulation 6-64.1.*

#### **Legal Reference**

Boy Scouts of America Equal Access Act, 20 U.S.C. §7905, *et seq.*, as amended

#### **Related Links**

School Board [Policy 4-32](#)

School Board [Policy 6-64](#)

School Board [Regulation 6-64.1](#)

School Board [Policy 7-14](#)

Adopted by School Board: October 20, 1992

Amended by School Board: May 9, 2006

Amended by School Board: August 19, 2014

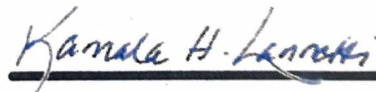
Amended by School Board: August 2, 2016

Amended by School Board: April 24, 2018

Amended by School Board: April 30, 2019

[Amended by School Board: 2024](#)

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## COMMUNITY RELATIONS

### **Community Engagement/Volunteers and Partnerships**

#### **A. Generally**

1. The School Board recognizes that volunteers from families and community members as well as volunteers from and partnerships with community businesses, military or other public or private agencies or faith-based organizations make valuable contributions to the educational program and that their engagement increases the support of the schools by the community.
2. The Superintendent, or designee, in collaboration with family and community members, will review annually and revise as necessary the Guidelines for School Volunteers and Partners. The publication will contain a volunteer/partner code of ethics and guidelines for serving as a volunteer or partner in education.
  - a. Family/community members shall be encouraged to become involved as volunteers and partners in education for the purpose of assisting and enhancing the educational experience for all public school students.
  - b. The principal or designee will provide orientation, job descriptions and specific assignments for the volunteers/partners. For special events, volunteers and partners who are family members of students may be permitted to ride the school bus to and from school under School Board regulations of the Superintendent.
  - c. Prior to service as a school volunteer or partner, all candidates for these programs will be provided information/training to familiarize them with the procedures governing their service.
  - d. All volunteers and partners will be provided a copy of the Guidelines for School Volunteers and Partners, and the code of ethics requirements for volunteers and partners will be explained.

#### **B. Responsibilities**

1. The administration of the schools and the instructional program are the responsibility of School Board ~~employees~~employees, and the responsibility cannot be delegated. Volunteers and partners work under the direction of the School Administration and School staff who retain the responsibility for the instruction and supervision of students in their charge.
2. All volunteers and partners will be required to comply with the code of ethics requirements and responsibilities listed in the Guidelines for School Volunteers and Partners.

3. The Office of **Family and** Community Engagement will coordinate partnerships and carry out the following responsibilities:
  - a. Establish program goals;
  - b. Identify community partners;
  - c. Match partners with schools to meet student needs;
  - d. Orient appropriate personnel from partnering organizations;
  - e. Support school-based Community Engagement Liaisons;
  - f. Monitor the program; and
  - g. Conduct an annual evaluation of the program.

### **C. Volunteers and Partners in Education Programs**

#### 1. Volunteer in Education

Each school will maintain a Volunteer in Education program coordinated by the Parent Teacher Association (PTA) or Parent Teacher Student Association (PTSA) and overseen by the school principal or designee. Volunteer opportunities shall be identified by school principals and may include mentorship programs to provide students with social, emotional and additional academic support.

#### 2. Partners in Education

A Partners in Education program designed to pair individual public schools with businesses, military or other public or private agencies or faith-based organizations will be coordinated by personnel in the **Department of Communications and Community Engagement** ~~Department of Media and Communications/Office of Community Engagement~~ as designated by the Superintendent to support student success. The principal at each school shall designate a staff member as the school's community engagement liaison to support the **Department of Communications and Community Engagement's** ~~Department of Media and Communications/Office of Community Engagement's~~ initiatives.

#### **Editor's Note**

*For Community Engagement programs see School Division  
website: [www.vbschools.com/community](http://www.vbschools.com/community)*

#### **Related Links**

[Community - Virginia Beach City Public Schools \(vbschools.com\)](http://www.vbschools.com)

Adopted by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 20, 1992

Amended by School Board: May 25, 2004

Amended by School Board: August 19, 2014

Amended by School Board: June 25, 2019

Amended by School Board: 2024

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Kamala H. Lencioni

## COMMUNITY RELATIONS

### **Parent-Teacher Associations (PTAs)**

The School Board shall encourage the establishment of a Parent-Teacher Association (PTA) or Parent-Teacher-Student Association (PTSA) in each school and shall cooperate with the Virginia Beach Council of PTAs in its efforts to promote public education. The Superintendent shall encourage principals to cooperate with PTAs/PTSAs in mutual activities.

In the event questions arise concerning PTA/PTSA activities which conflict with School Board policy, the Superintendent or designee shall schedule a meeting that may include the principal, the president of the Virginia Beach Council of PTAs, and the local PTA/PTSA president to resolve the question. The Superintendent shall encourage principals and teachers to become active members of their respective schools' PTA/PTSA.

### **Legal Reference**

Virginia Board of Education Regulation, 8 VAC 20-131-270, as amended. School and community communications.

Code of Virginia § 22.1-253.13:6, as amended. Standard 6. Planning and public involvement.

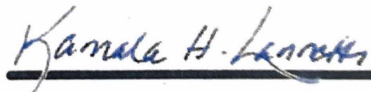
Adopted by School Board: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: May 28, 2019

Reviewed by School Board: 2024

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## COMMUNITY RELATIONS

### **Gifts, Grants and Bequests**

In accordance with applicable law and regulation, the School Board may accept any devise, bequest, grant, endowment or donation of any property, real or personal.

The School Board authorizes the Superintendent to specify the manner in which gifts are made, to define the type of gift or grant which is appropriate and to reject those deemed inappropriate or unsuitable.

#### **A.** Gifts, grants and bequests shall:

1. Be administered in line with the intent of the donor;
2. Be deemed fitting and appropriate;
3. Be of value to the educational program;
4. Include installation costs unless waived by the Superintendent or designee; and
5. Not require excessive maintenance or personnel training costs.

#### **B.** Accepting gifts, grants or bequests

The ~~principal or~~ Superintendent or designee, on behalf of the School Board, shall formally acknowledge receipt of gifts, grants and bequests made to a school or the School Division. Such donations become the property of the School Division.

#### **C.** Corporate or private sponsorship on interscholastic sports

Corporate or other private sponsorship of interscholastic activities is governed by School Board Policy 7-70 and School Board Regulation 7-70.1 and is not defined as a gift, grant, or bequest.

### **Legal Reference**

Code of Virginia §22.1-126, as amended. Property given, devised or bequeathed to school board.

### **Related Links**

School Board [Policy 7-70](#)

School Board [Regulation 7-70.1](#)

Adopted by School Board: June 21, 1977

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 20, 1992

Amended by School Board: June 17, 1997  
Amended by School Board: August 19, 2014  
Reviewed by School Board: May 28, 2019

Amended by School Board: 2024

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*Kamala H. Lencioni*

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**Subject:** Freshman Transition Strategies **Item Number:** 14C1

**Section:** Consent Agenda **Date:** November 26, 2024

**Senior Staff:** Danielle E. Colucci, Chief Academic Officer

**Prepared by:** Thomas W. Quinn, Executive Director of Secondary Teaching and Learning  
Tennille Bowser, Principal Green Run High School

**Presenter(s):** Thomas W. Quinn, Executive Director of Secondary Teaching and Learning

**Recommendation:**

That the School Board approve the proposed course, *Freshmen Transition Strategies*, and corresponding course objectives for implementation in the 2025-2026 school year.

**Background Summary:**

Research states that students who are “at risk” or socio economically disadvantaged worry about peer and teacher relationships as well as feel detached from their new school (Hanover, 2014). This course is designed to target freshmen, or specifically first time ninth graders, transition to high school. The transition to high school can be one of the most significant developmental transitions. If students fail to integrate effectively into the school environment, they are more likely to engage in chronic absenteeism or become a high school dropout. With an understanding that freshmen may struggle with the academic rigor of high school, developmental behaviors, as well as attendance and social emotional needs, we believe a course is essential for ensuring a smooth transition to high school. The course is designed to focus on building the resilience and confidence of the individual student, peer to peer and teacher to peer relationships, social and emotional learning, organization, stress management, leadership skills, community service, career planning, self-reflection and creating post-secondary plans and will align strongly with that of the AVID system, aka AVID “Lite.”

**Sources:**

[Career Strategies | CTE Resource](#) (2023)

[School Feeder Patterns - Overview and Impacts \(Hanover Research\)](#) (2014)

**Course Descriptions:**

- Yearlong or 4x4
- 1 Credit
- Open to Grade 9

**Budget Impact:**

There is no budget request for this proposal.

**Staffing:**

The course will utilize existing staff.

## **Competencies Freshman Transition Strategies:**

### **Demonstrating Personal Qualities and Abilities**

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

### **Demonstrating Interpersonal Skills**

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

### **Demonstrating Professional Competencies**

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

### **Examining All Aspects of an Industry**

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

### **Addressing Elements of Student Life**

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

### **Exploring Work-Based Learning**

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

### **Focusing on You and Careers**

- Review the 17 career clusters.
- Complete career assessments.

- Enter the career assessment and related information into the Academic and Career Plan Portfolio (ACPP).
- Explore career pathways and occupations of interest.
- Develop strategies to achieve career resilience.

### **Investigating Skills in Career Cluster(s) of Interest**

- Explain career terms and concepts.
- Identify the common characteristics within a career cluster or pathway.
- Research a specific career choice.

### **Examining Work and Society**

- Evaluate factors that affect one's career choice.
- Identify changes and trends that affect the workplace.
- Assess ways in which family, school, or community involvement affect success in a future career.

### **Examining Education's Role in Career Development**

- Explain various educational terms and options related to reaching a desired career.
- Compare and contrast the various educational options.
- Evaluate one's Academic and Career Plan.
- Develop strategies for improving academic and career-related skills.

### **Reporting Workplace Observations and Research**

- Report on working conditions, salary, and benefits associated with selected jobs.
- Research requirements for entry-level jobs and opportunities for advancement at a selected organization.
- Practice applying for a job.
- Prepare a portfolio for college or a career application.
- Describe the regulations and rights of a worker.



**Subject:** Introduction to Welding

**Item Number:** 14C2

**Section:** Consent Agenda

**Date:** November 26, 2024

**Senior Staff:** Danielle E. Colucci, Chief Academic Officer

**Prepared by:** Thomas W. Quinn, Executive Director of Secondary Teaching and Learning  
Sara L. Lockett, Ed.D., Director of Technical and Career Education

**Presenter(s):** Sara L. Lockett, Ed.D., Director

**Recommendation:**

That the School Board approve the proposed one credit *Introduction to Welding* course, and corresponding course objectives for implementation in the 2024-2025 school year.

**Background Summary:**

Welding is required by a wide variety of industries anywhere fusible materials and high heat are needed to manufacture, repair, or alter tools and products. It is a high-demand skill in the shipbuilding and ship repair industries that are prevalent in our region.

Even though recently expanded, each year the two-year, six-credit Welding program at the Virginia Beach Technical and Career Education Center must turn away 100+ students because the program lacks the space and staff to accommodate the number of students requesting enrollment. The proposed *Introduction to Welding* class will allow students who either don't capture a seat at the Tech Center or don't have the time to commit to a six-credit program to explore Welding in just one 4x4 semester. The proposed program will be housed at the Renaissance Academy and Adult Learning Center (ALC). It will serve students from all high school sites including the Renaissance Academy during the day and adult learners in the evenings. Creation of this course is a requirement of accepting \$2,500,000 in funding from the Regional Maritime Training System to renovate and outfit the new welding facility.

Students in *Introduction to Welding* will be taught to use manual welding, cutting, and electrical arc welding processes to fabricate and join metal parts according to diagrams, blueprints, and specifications. Students will also learn all safety-related practices and techniques, including earning the Occupational Safety and Health Administration (OSHA) 10 card. They will interact with industry partners and have the opportunity to interview for employment prior to the end of their course. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

**Source:**

[Welding I | CTE Resource](#) (2024)

**Course Descriptions:**

- Double Blocked 4x4
- 1 Credit
- Open to Grades 11-12

**Budget Impact:**

The estimated cost to Virginia Beach City Public Schools run this program is \$155,044 per year. This amount includes a fulltime teacher, bussing, and consumable materials. The cost of renovating/improving the lab space, creating locker rooms, and purchasing all necessary equipment and resources will be covered by the Regional Maritime Training System.

<b>Required Expense</b>	<b>Amount</b>	<b>Funding Source</b>
Renovations and Lab Equipment	\$2,500,000	Regional Maritime Training System
1.0 FTE Welding Instructor	\$100,678	VBCPS Local
Bussing	\$49,366	VBCPS Local
Classroom Consumables	\$5,000	VBCPS Local

**Staffing:**

The course will require hiring a fulltime welding instructor.

**Content Competencies for Introduction to Welding:****Demonstrating Personal Qualities and Abilities**

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

**Demonstrating Interpersonal Skills**

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

**Demonstrating Professional Competencies**

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

**Examining All Aspects of an Industry**

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.

- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

### **Addressing Elements of Student Life**

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

### **Exploring Work-Based Learning**

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

### **Applying Basic Safety Standards**

- Comply with federal, state, and local safety requirements, including the Occupational Safety and Health Administration (OSHA), Virginia Occupational Safety and Health (VOSH) Program, and Environmental Protection Agency (EPA) regulations.
- Maintain a safe working environment.
- Explain safe working practices around electrical hazards.
- Identify emergency first aid procedures.
- Identify the types of fires and the methods used to extinguish them.
- Demonstrate the use of a fire extinguisher.
- Identify personal protective equipment (PPE) requirements.
- Inspect PPE to determine whether it is safe to use.
- Describe ventilation requirements and regulations pertaining to welding.
- Inspect hand and power tools to ensure safety and usability.
- Demonstrate lifting and carrying techniques.
- Identify types of ladders.
- Demonstrate safe laddering techniques for various types of ladders.
- Describe safe scaffolding techniques.
- Report injuries.
- Report personal, environmental, and equipment safety violations to the appropriate authority.
- Earn the OSHA 10 card.
- Pass the safety exam.

### **Exploring the Basics of Welding**

- Identify common metals used in the welding profession.
- Identify the main regulatory bodies and regulations affecting the welding profession in the United States.
- Identify minor external repairs to all equipment and accessories.

### **Working with Welding Documents, Drawings and Measurements**

- Identify basic elements of a drawing or sketch.
- Identify welding symbol information.
- Follow the instructions on a job specifications sheet.
- Apply basic measuring skills to welding operations.
- Convert basic measurements.
- Interpret dimensions from a drawing with incomplete dimensions.

### **Demonstrating Shielded Metal Arc Welding (SMAW)**

- Describe the theories behind SMAW.
- Perform safety inspections of all equipment and accessories.
- Identify minor external repairs to all equipment and accessories.
- Set up for SMAW operations and base metal preparation on carbon steel.
- Operate SMAW equipment.
- Perform single-pass fillet welds, 1F and 2F, on carbon steel.
- Perform groove welds, 1G and 2G, on carbon steel, limited thickness.

### **Demonstrating Gas Metal Arc Welding (GMAW)**

- Describe the theories behind GMAW and GMAW-S.
- Perform safety inspections of all equipment and accessories.
- Identify minor external repairs to all equipment and accessories.
- Set up for GMAW and GMAW-S operations and base metal preparation on carbon steel.
- Operate GMAW and GMAW-S equipment.
- Perform single-pass fillet welds, all positions, on carbon steel, using different modes of transfer.
- Perform groove welds, all positions, on carbon steel, using different modes of transfer.

### **Demonstrating Flux-cored Arc Welding**

- Describe the theories behind FCAW-G.
- Perform safety inspections of all equipment and accessories.
- Identify minor external repairs to all equipment and accessories.
- Set up for FCAW-G operations and base metal preparation on carbon steel.
- Operate FCAW-G equipment.
- Describe the theories behind FCAW-S.
- Perform single-pass welds on carbon steel, using different modes of transfer.

### **Demonstrating Thermal Cutting**

- Explain why one form of cutting is preferable to another.
- Describe the theories behind manual thermal cutting.
- Perform safety inspections of all equipment and accessories.
- Identify minor external repairs to all equipment and accessories.
- Set up for manual OFC operations and base metal preparation on carbon steel.
- Operate manual OFC equipment.
- Operate PAC.
- Operate CAC.
- Perform straight-cutting operations on carbon steel.
- Describe the theories behind machine OFC track burner.
- Perform safety inspections of all equipment and accessories.
- Identify minor external repairs to all equipment and accessories.
- Set up for machine OFC track burner operations on carbon steel.
- Operate machine OFC track burner equipment.

### **Demonstrating Visual Examination Procedures**

- Examine cut surfaces and edges of prepared base metal parts.
- Examine tack, intermediate layers, and completed welds.



**Subject:** DE Aviation Maintenance Technology I & II

**Item Number:** 14C3

**Section:** Consent Agenda

**Date:** November 26, 2024

**Senior Staff:** Danielle E. Colucci, Chief Academic Officer

**Prepared by:** Thomas W. Quinn, Executive Director of Secondary Teaching and Learning  
Sara L. Lockett, Ed.D., Director of Technical and Career Education

**Presenter(s):** Sara L. Lockett, Ed.D., Director

**Recommendation:**

That the School Board approve the proposed three credit *DE Aviation I and Aviation II* courses, and corresponding course objectives for implementation in the 2025-2026 school year.

**Background Summary:**

Students who enroll in *DE Aviation Maintenance Technology I & II* will work with airframe and control surfaces, power plants, and basic aviation electricity, and perform ground operations and servicing procedures, as specified by Federal Aviation Administration (FAA) requirements. Students will also practice lab and tool safety, apply science and mathematics principles to aviation maintenance tasks, and research and use maintenance publications, forms, and records. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Both proposed courses will be taught at the Aviation Institute of Maintenance (AIM) at 2329 E Little Creek Road, in Norfolk. This program is accredited by State Council of Higher Education for Virginia (SCHEV) and the Federal Aviation Administration (FAA). These courses will equate to the first four courses (18 credit hours) in AIM's Aviation Maintenance Technician (AMT) program.

- BLK 01 General Science I: Math and General Physics
- BLK 02 General Science II: Tools, Surfaces, and Corrosion Control
- BLK 03 General Science III: Maintenance Operations and Records
- BLK 04 General Science IV: Basic Electricity

This program is designed to provide students with the knowledge and skills to excel as an aircraft mechanic. This training prepares students to pass the FAA test to become a certified Airframe and Powerplant Technician for employment in aviation maintenance. Students will begin training to service, repair, and overhaul aircraft components and systems, including the airframe, piston engines, turbine engines, electrical systems, hydraulic systems, propellers, instrumentation, warning, and environmental systems.

**Source:**

[Aviation Maintenance Technology I | CTE Resource](#) (2024)

[Aviation Maintenance Technology II | CTE Resource](#) (2024)

[Aviation Institute of Maintenance Course Catalog](#) (Pg. 36, 2024)

## Course Descriptions:

- Double Blocked Yearlong 4x4 (each course)
- 3 Credit (each course)
- Open to Students at Bayside High School in Grades 11-12
- Courses are capped at 20 students in compliance with the Code of Virginia [8VAC20-120-150](#)

## Budget Impact:

The estimated cost to Virginia Beach City Public Schools to run this program is \$243,069 per year. This amount includes a contract with the Aviation Institute of Maintenance and bussing from Bayside High School and Princess Anne High School. During the first year of the program when only Aviation Maintenance Technology I is offered the cost would be \$117,898. Should the program fill with students from only one school, the annual cost for transportation would also be less.

Expense	Amount
Proposed Contract with AIM	\$160,000
Bussing	\$83,069

## Staffing:

The course will be taught by staff from the Aviation Institute of Maintenance.

## Content Competencies for DE Aviation Maintenance I & II:

### *Workplace Readiness Skills*

#### **Demonstrating Personal Qualities and Abilities**

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

#### **Demonstrating Interpersonal Skills**

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

#### **Demonstrating Professional Competencies**

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

#### **Examining All Aspects of an Industry**

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

### **Addressing Elements of Student Life**

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

### **Exploring Work-Based Learning**

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

## ***DE Aviation Maintenance Technology I***

### **Following Tool and Equipment Safety and Care Guidelines**

- Follow general safety procedures with tools and equipment.
- Identify tools, their care and maintenance needs, functions, and handling.
- Demonstrate the use of hand tools and precision measuring devices in aircraft maintenance.
- Demonstrate electrical and materials safety.
- Explain the “dirty dozen” of human factors.

### **Applying Science**

- Demonstrate the principles of physics related to aviation maintenance and flight.
- Demonstrate the principles of chemistry related to aviation maintenance and flight.
- Demonstrate the principles of earth science related to aviation maintenance and flight.

### **Applying Mathematics**

- Demonstrate the principles of mathematics related to aviation maintenance, flight, and associated tasks.
- Extract roots.
- Determine areas and volumes of various geometrical shapes and surface area.
- Apply measurement skills.
- Solve ratio, proportion, and percentage problems.
- Perform algebraic equations.

### **Interpreting Maintenance Publications, Forms, and Records**

- Interpret aircraft information, using FAA specifications and type certificate data sheets (TCDS).
- Interpret technical data.
- Identify airworthiness certificates.
- Explain the function of supplemental type certificates (STC), service bulletins (SB), and airworthiness directives (AD).
- Identify various technical forms important to aviation maintenance technicians.
- Prepare a simple outline for a technical report.
- Identify the abbreviations associated with the 14 Code of Federal Regulations (CFR).
- Explain the aviation mechanic privileges and limitations addressed in the 14 CFR, part 43 and 65.
- Explain the regulations for maintaining maintenance forms and records as contained in 14 CFR Part 43.9 and 43.11.
- Describe the use of Technical Standard Orders (TSOs) to complete specific maintenance tasks.
- Identify manufacturer’s manuals and related publications to accomplish specific maintenance tasks.
- Create record entries for a specific aviation maintenance task.
- Research aircraft information to determine aircraft conformity.

### **Exploring Airframe and Control Surfaces**

- Explain the four forces of flight and how each affects an aircraft in straight-and-level flight.

- Define common terminology used in aerodynamics.
- Identify the five major components of an airplane.
- Explain how the primary flight controls affect flight dynamics.
- Explain how an airfoil's lift and angle of attack are affected by relative wind and airspeed and secondary flight control surfaces.
- Explain how relative wind, angle of attack, center of lift, and laminar flow affect the performance of an airfoil.
- Explain how the rudder, aileron, and elevator/stabilator deflection move an airplane around the center of gravity through each of the three axes of flight.
- Describe the role of lift, weight, drag, and thrust on a climbing, descending, and turning airplane.
- Describe how centrifugal force, yaw, and skid are associated with a turning aircraft.
- Compare rotary-winged and fixed-wing flight.
- Explain the functions of the control surfaces and flight controls for a rotary-winged aircraft.
- Explain the factors affecting air pressure around an airfoil.
- Explain how simple machines are used in aircraft engines, control surfaces, and cockpit controls.

### **Providing Ground Operations and Servicing**

- Identify the types and uses of ground support equipment.
- Demonstrate the procedures for marshalling an aircraft on the flight line.
- Explain the procedures for moving an aircraft on the flight line.
- Explain how to prepare an aircraft for outside storage.
- Demonstrate how to make a tie-down knot.
- Describe the four classes of fires.
- Describe the physical and chemical properties of each of the four types of fire extinguishing agents.
- Compare fixed and portable aircraft fire extinguishers.
- Simulate the procedures in using a portable fire extinguisher.
- Compare common types of aviation fuels.
- Describe the characteristics and properties of aviation fuels.
- Compare aviation gasolines and turbine engine fuels.
- Explain the procedures for fueling and defueling.
- Identify aircraft fueling systems and how they are monitored in the cockpit.
- Identify the color codes used to designate fluids in the servicing and assembly of aircraft.
- Convert civilian time among 24-hour (military) time, Greenwich Mean Time (GMT), and Julian calendar.

### **Maintaining the Power Plant**

- Demonstrate the procedures for starting a reciprocating aircraft engine.
- Operate the reciprocating aircraft engine.
- Explain the procedures for starting a turbine engine.
- Explain how air density affects engine power output.
- Identify the cycles of a four-stroke reciprocating engine.
- Identify the components in the reciprocating engine ignition system.
- Explain the components of fuel metering.
- Explain the functions of the engine oil system and how the system is monitored in the cockpit.
- Explain the operation of the air and liquid cooling systems and how the system is monitored in the cockpit.
- Explain how thrust is produced in both the fixed-pitch and constant-speed aircraft propellers and how RPM is registered on the tachometer.

### **Performing Basic Electricity Tasks**

- Service batteries.
- Explain how to calculate and measure capacitance and inductance.
- Demonstrate how to calculate and measure electrical values.
- Measure voltage, current, resistance, and continuity.
- Determine the relationship between voltage, current, and resistance in electrical circuits.
- Interpret aircraft electrical circuit diagrams, including solid-state devices and logic functions.

### **Exploring Aviation Careers**

- Describe career paths in the aviation maintenance technology industry.
- Participate in a mock interview.

## **Explain Aircraft Weight and Balance Procedures**

- Explain the necessity for aircraft weight and balance procedures.
- Identify terminology associated with aircraft weight and balance.
- Interpret weight data.
- Calculate an aircraft's CG.
- Determine location and amount of ballast needed to stay within the weight and balance envelope.
- Explain the difference between aircraft weight and empty weight.
- Calculate moment problems with varied arms and weights.
- Complete an aircraft weight-and-balance form, using computational, graph, and table methods.
- Demonstrate the use of the weight-shift formula.
- Determine the weight of ballast that should be installed on an aircraft.
- Explain aircraft weighing procedures.
- Determine extreme forward and extreme rearward CG.
- Calculate changes in empty weight and empty weight CG after aircraft modifications.

## **Exploring Aircraft Design and Drawings**

- Identify the types and purpose of working drawings.
- Distinguish between drawings and diagrams.
- Identify shape symbols and material symbols used in aviation drawings.
- Draw a simple aircraft component.
- Describe types of lines used in aviation diagrams, schematics, and working drawings.
- Interpret aviation blueprints.
- Identify the types and functions of charts and graphs commonly used in aviation maintenance.
- Interpret data from an aircraft performance chart.
- Use logic flowcharts.

## **Exploring Aircraft Materials and Processes**

- Explain the uses of rubber, plastic, and wooden materials in an aircraft's structure.
- Determine the properties and characteristics of ferrous and nonferrous metals and their alloys used in an aircraft's structure.
- Identify the effects of heat treatment on ferrous and nonferrous metals.
- Explain non-destructive testing (NDT) on aircraft materials.
- Explain magnetic particle inspections.
- Explain the dye-penetrant inspection process.
- Explain acceptability of welds.
- Measure, using precision-measuring tools.
- Identify the functions of standard- and special-use fasteners used in aviation maintenance.
- Install fasteners.

## **Exploring the Effects of Cleaning and Corrosion**

- Explain the process of corrosion and its effect on aviation technology.
- Correct direct chemical- and electrochemical-attack corrosion.
- Explain where on the aircraft each of the common types of aircraft corrosion occurs.
- Identify the areas on an aircraft that are most susceptible to corrosion.
- Demonstrate the use of cleaning agents and/or materials.
- Clean the interior and exterior of an aircraft.
- Demonstrate maintenance functions that may prevent or inhibit corrosion.

## **Exploring Fluid Lines and Fittings**

- Explain how Bernoulli's principle applies to liquids in Venturi tubes.
- Demonstrate how to fabricate, install, and test rigid fluid lines and fittings.
- Demonstrate how to fabricate, install, and test flexible fluid lines and fittings.
- Identify defects in metal hydraulic tubing.
- Identify situations in which damaged or defective metal hydraulic tubing should be replaced or repaired in a hydraulic system.



**Subject:** DE Medical Assistant I & II

**Item Number:** 14C4

**Section:** Consent Agenda

**Date:** November 26, 2024

**Senior Staff:** Danielle E. Colucci, Chief Academic Officer

**Prepared by:** Thomas W. Quinn, Executive Director of Secondary Teaching and Learning  
Sara L. Lockett, Ed.D., Director of Technical and Career Education

**Presenter(s):** Sara L. Lockett, Ed.D., Director

**Recommendation:**

That the School Board approve the proposed three credit *DE Medical Assistant I and II* courses, and corresponding course objectives for implementation in the 2025-2026 school year.

**Background Summary:**

Students who choose DE Medical Assistant I & II gain foundational knowledge in basic anatomy and physiology, pharmacology, medical ethics, medical asepsis, medical terminology, medical mathematics, and legal responsibilities. Students also develop basic skills and techniques to assist the healthcare provider and/or other medical professionals in patient examinations, basic emergency care, simple laboratory tests, and administrative duties. Additionally, students explore medical assisting career pathways through HOSA-Future Health Professionals and potential on-the-job clinical instruction and/or observation in a healthcare facility. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Both proposed courses will be taught at Centura College at 7020 North Military Highway, in Norfolk. The Centura Medical Assistant diploma program prepares students for entry-level employment in the medical support field. The program provides students the opportunity to gain the knowledge and skills to become employed as a medical assistant working in physician offices, office and hospital laboratories, urgent care centers and other health care facilities. Students will be presented with information focusing on the skills necessary for clinical and administrative tasks performed in the medical assistant field. The program allows students the ability to gain the skills necessary to take vital signs, perform medical laboratory procedures, clinical procedures, injections, and assist physicians with in-office examinations. The program concludes with a Capstone course, which guides and prepares the student for a medical assistant industry certification exam. Upon successful completion of the program requirements, students will receive a Medical Assistant diploma. Students are eligible to become certified and become employed in positions that are related to the educational and training objectives of the program. Centura Courses include:

- MA 1200 Anatomy and Physiology I
- MA 1201 Anatomy and Physiology II
- MA 1210 Medical Terminology
- MA 1220 Medical Assistant Role I
- MA 1221 Medical Assistant Role II
- MA 1235 Principles of Pharmacology

- MA 2200 Medical Office Procedures
- MA 2210 Phlebotomy and Laboratory Procedures
- MA 2220 Exam Room Procedures
- MA 2280 Medical Assistant Clinical Capstone
- MA 2291 Medical Assistant Externship
- CD 1500 Success in College and the Workplace

**Source:**

[Medical Assistant I | CTE Resource](#) (2024)  
[Medical Assistant II | CTE Resource](#) (2024)  
[Centura Catalog](#) (Pg. 33, 2024)

**Course Descriptions:**

- Double Blocked Yearlong 4x4 (each course)
- 3 Credit (each course)
- Open to Students at Bayside High School in Grades 11-12

**Budget Impact:**

The estimated cost to Virginia Beach City Public Schools to run this program is \$120,000 per year. This amount includes a contract with Centura College. Bussing from Bayside High School is included with the Aviation Institute of Maintenance request. The provision to expand bussing to Princess Anne High School applies here as well.

**Staffing:**

The course will be taught by staff from Centura College.

**Content Competencies for Dual Enrollment Medical Assistant I & II:**

*Workplace Readiness Skills*

**Demonstrating Personal Qualities and Abilities**

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

**Demonstrating Interpersonal Skills**

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

**Demonstrating Professional Competencies**

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.

- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

#### **Examining All Aspects of an Industry**

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

#### **Addressing Elements of Student Life**

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

#### **Exploring Work-Based Learning**

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

### ***DE Medical Assistant I***

#### **Applying Fundamental Principles of Health Care**

- Identify medical ethics relevant to health care.
- Practice confidentiality of patient data, including adherence to Health Insurance Portability and Accountability Act (HIPAA) regulations.
- Identify major legal responsibilities pertaining to healthcare workers.
- Examine concepts of care relating to ethnic, religious, cultural, and personal preferences.
- Identify the basic structure and functions of each body system.
- Identify signs and symptoms of common disorders for each body system.
- Define medical terminology.

#### **Performing Office Functions**

- Identify considerations for opening and closing an office.
- Record patient information needed to make appointments.
- Schedule patients' appointments.
- Complete patient registration forms.
- Identify the chart components related to electronic and paper records.
- Complete patient appointment cards.
- Identify procedures for managing mail, email, and social media.
- Demonstrate triage of incoming telephone calls.
- File medical correspondence.
- Summarize basic transcription from dictation.
- Differentiate between an electronic medical record (EMR) system and a practice management software (PMS).

#### **Managing Financial Transactions**

- Set up a patient account.
- Explain patient's financial obligations for services rendered.
- Explain the purpose of a superbill and encounter form, including procedural and diagnostic coding.
- Define bookkeeping terms.

- Identify the steps in preparing and making a bank deposit.
- Explain the purpose of reconciling a bank statement.
- Explain the purpose of a petty cash account.

### **Communicating in the Workplace**

- Apply medical terminology in professional communication.
- Demonstrate professional communication skills with patients, vendors, colleagues, and other agencies.

### **Maintaining Medical and Surgical Asepsis**

- Describe the infection cycle across the lifespan.
- Apply principles of medical asepsis.
- Differentiate between isolation techniques and practices.
- Identify the importance of CDC and OSHA guidelines.
- Identify safety techniques used for handling and disposing of infectious and/or hazardous materials during emergency situations.
- Identify the principles of fire safety.

### **Preparing the Treatment Room for the Examination of a Patient**

- Prepare the treatment room for examination.
- Position instruments and equipment.

### **Conducting Patient Triage**

- Identify the patient, date, time, and purpose of visit/chief complaint.
- Report both subjective and objective patient data to the physician.
- Assess vital signs and anthropometric measurements and findings.
- Identify a medical emergency.

### **Preparing a Patient for a Physical Examination**

- Drape the patient.
- Place the patient in the prescribed position.
- Provide pillows/supportive devices for patient comfort.
- Monitor patient safety.
- Apply principles of body mechanics.

### **Assisting in a Physical Examination**

- Demonstrate comprehension of basic structure and function of each body system across the lifespan.
- Identify instruments and materials used in a physical examination.
- Demonstrate the steps in applying and changing dressings, bandages, and/or splints.
- Collect specimens such as basic urine, stool, sputum, and blood.
- Perform basic and body-system-specific diagnostic screening.
- Assist the patient in dressing.

### **Maintaining Sterile Equipment**

- Maintain instruments.
- Identify quality assurance practices in health care.
- Maintain the supply inventory and ordering system.

## ***DE Medical Assistant II***

### **Communicating in the Workplace**

- Maintain a professional relationship with patients, caregivers, and colleagues.
- Demonstrate respect for diverse individuals.
- Apply medical ethics in a clinical setting.

### **Demonstrating Knowledge and Use of Safety Practices**

- Follow office protocol for emergency procedures.
- Evaluate the work environment to identify unsafe work conditions.
- Explain radiographic safety.

### **Maintaining Medical and Surgical Asepsis**

- Implement standard precautions.
- Use of sterile and disposable gloves and disposable PPE.
- Clean equipment.

### **Assisting the Physician with the Examination**

- Distinguish basic signs and symptoms of common disorders for each body system.
- Describe dietary considerations for common disorders.

- Provide containers or slides for specimen collection.
- Collect basic specimens for analysis in a clinical setting.
- Perform diagnostic tests.
- Assist patients with dressing in a medical setting.
- Provide medical supplies and patient education, as indicated by the healthcare provider.
- Direct patient to the site of any further testing, if indicated by the physician.

#### **Assisting with Minor Surgical Procedures**

- Describe surgical procedures commonly performed in an ambulatory-care center.
- Prepare a sterile field.
- Prepare surgical instruments.
- Assist healthcare provider in minor surgery, maintaining sterile techniques throughout.
- Differentiate among types of anesthesia.

#### **Providing First Aid and Emergency Care**

- Assist in providing emergency aid as directed by a supervisor.
- Demonstrate cardiopulmonary resuscitation (CPR) and using an automated external defibrillator (AED).

#### **Assisting in the Administration of Selected Treatments**

- Apply/change dressings or bandages in a clinical setting.
- Identify medications and actions.
- Identify the parameters of medication administration.
- Use drug resources.
- Administer therapeutic modalities, under the supervision of a supervisor or instructor.

#### **Performing Office Functions**

- Schedule patients in a clinical setting.
- Register patients in a clinical setting.

#### **Managing Medical and Financial Records**

- File documents.
- Access patient records.
- Demonstrate completion and submittal of insurance forms.

#### **Demonstrating Responsibility for Professional Development**

- Identify credentialing options for medical assistants.
- Prepare a career portfolio with résumé.



Subject: DE Emergency Medical Services I & II

Item Number: 14C5

Section: Consent Agenda

Date: November 26, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Thomas W. Quinn, Executive Director of Secondary Teaching and Learning  
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed.D., Director

### Recommendation:

That the School Board approve the proposed one credit *DE Emergency Medical Services I and II* courses, and corresponding course objectives for implementation in the 2025-2026 school year.

### Background Summary:

Students who choose *DE Emergency Medical Services I & II* gain foundational knowledge in basic anatomy and physiology, pharmacology, medical ethics, medical asepsis, medical terminology, medical mathematics, and legal responsibilities. Students also develop basic skills and techniques to assist the healthcare provider and/or other medical professionals in patient examinations, basic emergency care, simple laboratory tests, and administrative duties. Additionally, students explore medical assisting career pathways through HOSA-Future Health Professionals and potential on-the-job clinical instruction and/or observation in a healthcare facility. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Both proposed courses will be taught at Tidewater Community College's Virginia Beach Campus and are dual enrolled with the Emergency Medical Services Career Studies Certificate (9 Credits). The tasks for the Emergency Medical Services Career Studies Certificate represent the National Emergency Medical Services Educational Standards (NEMSES). Students explore and apply the fundamentals of emergency medical services (EMS), anatomy, physiology, and medical terminology while demonstrating skills in assessing and managing patient care, including assessing the scene and understanding shock, resuscitation, and trauma.

- EMS 112 Emergency Medical Technician I (formerly half of EMS 111)
- EMS 113 Emergency Medical Technician I (formerly half of EMS 111)
- EMS 120 Emergency Medical Technician Clinical
- HLT 105 Cardiopulmonary Resuscitation

### Source:

[Emergency Medical Technician I | CTE Resource](#) (2024)

[Emergency Medical Technician II | CTE Resource](#) (2024)

[Tidewater Community College Catalog](#) (2024)

[National Emergency Medical Services Educational Standards \(NEMSES\)](#) (2024)

## **Course Descriptions:**

- Double Blocked Yearlong 4x4
- 1 Credit (Each Course)
- Open to Students in Grades 11-12

## **Budget Impact:**

The estimated cost to Virginia Beach City Public Schools for the new courses is \$4,500 per year. Should additional busses need to be added to the Advanced Technology Center (ATC) to accommodate the increase in students that cost is estimated at \$12,000 per year per bus.

## **Staffing:**

The course will be taught by staff from Tidewater College.

## **Content Competencies for DE Emergency Medical Services I & II:**

### *Workplace Readiness Skills*

#### **Demonstrating Personal Qualities and Abilities**

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

#### **Demonstrating Interpersonal Skills**

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

#### **Demonstrating Professional Competencies**

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

#### **Examining All Aspects of an Industry**

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.

- Examine health, safety, and environmental issues related to an industry/organization.

### **Addressing Elements of Student Life**

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

### **Exploring Work-Based Learning**

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

## *DE Emergency Medical Services I*

### **Introducing Emergency Medical Technician (EMT) I**

- Outline mandatory course requirements and paperwork.
- Complete a state-approved certification for cardiopulmonary resuscitation (CPR).

### **Clinical Behavior and Judgment**

- Perform assessment.
- Define cultural humility.
- Demonstrate therapeutic communication and cultural humility.
- Demonstrate psychomotor skills.
- Demonstrate professional affective domain behaviors.
- Perform clinical decision making.
- Keep records.
- Serve as a member of a team.

### **Exploring Fundamentals of Emergency Medical Services (EMS) Systems**

- Describe the components of EMS systems.
- Explain the influence of research and evidence-based decision making on EMS care.
- Describe the roles and responsibilities of an EMT toward personal safety and the safety of the crew, patient, and bystanders.
- Explain the components and legal considerations of EMS documentation.
- Describe the techniques of effective and efficient team communication.
- Describe the communication skills that should be used to interact with the patient, family, and bystanders while providing patient care.
- Explain the legal implications of EMS care.
- Apply knowledge of the principles of public health epidemiology, including public health emergencies, public health monitoring, health promotion, and illness and injury prevention.

### **Addressing EMS Safety, Wellness, and Resilience**

- Ensure safety.
- Discuss principles of stress management, responder mental health, resilience, and suicide prevention across all levels.

### **Exploring the Human Body**

- Describe the anatomy and physiology of the major body systems.
- Define common medical terms and abbreviations.
- Explain the effect of pathophysiology on perfusion.
- Describe the major physiological and psychosocial characteristics of life stages in relation to patient care.

### **Understanding Pharmacology**

Describe the principles of pharmacology.

- Demonstrate the steps for assisting patients with administration of medications that are within an EMT's scope of practice.
- Describe acute medications, including those administered by an EMT.
- Describe chronic/maintenance classifications of medications.

### **Demonstrating Airway Management, Respiration and Ventilation**

- Demonstrate assessment and management of the airway.

- Demonstrate the assessment of respiration and management of adequate respiration.
- Demonstrate assessment and management of adequate and inadequate ventilation.

### **Assessing the Patient**

- Demonstrate a scene size-up for single-patient and multiple-patient situations.
- Demonstrate a primary assessment.
- Demonstrate history taking.
- Demonstrate a secondary assessment.
- Demonstrate the use of monitoring devices within an EMT's scope of practice.
- Demonstrate a reassessment.

### **Managing Shock and Resuscitation**

- Demonstrate the care of a patient showing signs and symptoms of shock (hypoperfusion).
- Demonstrate the care of a patient with respiratory failure or arrest, and cardiac failure or arrest, including post-resuscitation.

### **Managing Traumatic Emergencies**

- Describe management of a trauma patient.
- Demonstrate management of wounds to the abdomen and genitourinary system.
- Demonstrate management of bleeding.
- Demonstrate management of a patient with a chest injury.
- Demonstrate the steps in providing care to a patient who has suffered an environmental injury.
- Demonstrate management of head, face, neck, and spine injuries.
- Prioritize management options for patients with multi-system trauma.
- Demonstrate management of central nervous system injuries and resulting complications.
- Demonstrate management of orthopedic trauma.
- Demonstrate the steps in the emergency medical care of soft-tissue injuries.
- Differentiate traumatic injury assessment and care for special considerations.

## ***DE Emergency Medical Services II***

### **Managing Medical Emergencies**

- Describe the assessment and management of a patient with a medical complaint.
- Describe the assessment and management of patients with abdominal or gastrointestinal disorders.
- Demonstrate the assessment and management of patients experiencing cardiovascular emergencies.
- Describe the identification, assessment, and management of patients with disorders of the eyes, ears, nose, and throat.
- Describe the assessment and management of patients with genitourinary/renal emergencies.
- Describe the assessment and management of patients with hematological disorders.
- Demonstrate the assessment and management of patients with immunological disorders or emergencies.
- Demonstrate the assessment and management of patients who may have an infectious disease.
- Demonstrate the assessment and management of patients experiencing neurological emergencies.
- Describe the assessment and management of patients with nontraumatic musculoskeletal disorders.
- Describe the assessment and management of patients displaying psychiatric or behavioral emergencies.
- Demonstrate the assessment and management of patients with respiratory emergencies.
- Demonstrate the assessment and management of patients suspected of suffering from toxicological disorders.

### **Managing Special Patient Populations**

- Describe the assessment and management of gynecological patients.
- Describe the assessment and management of obstetric patients.
- Describe the care of neonatal patients.
- Describe the assessment and management of patients with special challenges.

### **Understanding EMS Operations**

- Describe the risks and responsibilities of emergency response and radio communications.
- Demonstrate establishment of incident management.
- Evaluate a multiple-casualty incident.
- Describe the use of air medical transport.
- Describe the fundamental concepts of rescue operations.
- Explain the EMT operations during a call involving hazardous materials.
- Evaluate the role of the EMT in a mass-casualty situation due to terrorism and disaster.

### **Examining Requirements for Certification**

- Complete certification requirements for the EMT.
- Participate in a supervised EMT clinical rotation.
- Research recertification requirements for the EMT.

### **Describing the Opioid Crisis**

- Describe the history and current state of the opioid crisis in the United States.
- Describe the history and current state of the opioid crisis in Virginia.
- Define the pharmacological components and common uses of opioids.

### **Examining the Key Factors of Drug Addiction**

- Examine the science of addiction.
- Explain prevention and early intervention strategies.
- Identify addiction and its behavioral elements, as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5).
- Describe the treatment models of addiction therapy.
- Describe the medication management antidote used to prevent fatal opioid overdoses.

### **Understanding Pain Management Protocols**

- Explain the science of physiological and mental pain.
- Describe the diagnostic tools used in developing pain management plans.
- Describe pain treatment options available to various populations of patients.
- Describe the effects of opioid dependency on the human body systems.
- Explain the mechanism and physical effects of opioids on the human body.
- Explain the use of opioids in practice settings, the role of opioids in pain management, and risk factors associated with the use of the medication.
- Describe the withdrawal and tapering side effects of opioid use.
- Describe storage and disposal options for opioids.
- Explain community resources for education about opioid use.

### **Working with Patients and Caregivers**

- Describe key communication topics involving opioids for patients.
- Describe communication topics for caregivers and family members.



Subject: DE Paralegal I & II

Item Number: 14C6

Section: Consent Agenda

Date: November 26, 2024

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Thomas W. Quinn, Executive Director of Secondary Teaching and Learning  
Sara L. Lockett, Ed.D., Director of Technical and Career Education

Presenter(s): Sara L. Lockett, Ed.D., Director

### Recommendation:

That the School Board approve the proposed one credit *DE Paralegal I and II* courses, and corresponding course objectives for implementation in the 2025-2026 school year.

### Background Summary:

Students who choose *DE Paralegal I & II* gain foundational knowledge in various areas of law (e.g., civil, criminal, family, real estate, estate, and probate) while preparing for employment in the legal field. Students gain knowledge and skills in legal document preparation, office communications, legal terminology, client services, records management, financial records, and business ethics. Successful completion of this course may lead to an entry-level position in a law office, court office, law enforcement agency, corporate legal department, or to postsecondary education. Students also apply problem-solving skills to real-life situations through word processing, spreadsheets, databases, multimedia presentations, and integrated software activities. Students work individually and in groups to explore computer concepts, operating systems, networks, telecommunications, emerging technologies, and career opportunities related to the information technology field. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Both proposed courses will be taught at Tidewater Community College's Virginia Beach Campus and are dual enrolled for twelve credit hours. These courses are designed to prepare individuals for an entry-level position working in the legal field or serve as a foundation for students who wish to pursue a more in-depth AAS Paralegal Studies degree.

- LGL 110 Introduction to the Law and the Paralegal
- LGL 125 Legal Research
- LGL 130 Law Office Administration and Management
- LGL 222 Information Technology for the Paralegal

### Source:

[Legal Administration | CTE Resource](#) (2024)

[Computer Information Systems | CTE Resource](#) (2024)

[Tidewater Community College Catalog](#) (2024)

## **Course Descriptions:**

- Double Blocked Yearlong 4x4
- 1 Credit (Each Course)
- Open to Students in Grades 11-12

## **Budget Impact:**

The estimated cost to Virginia Beach City Public Schools for the new courses is \$6,000 per year. Should additional busses need to be added to the Advanced Technology Center (ATC) to accommodate the increase in students that cost is estimated at \$12,000 per year per bus.

## **Staffing:**

The courses will be taught by staff from Tidewater College.

## **Content Competencies for DE Paralegal I & II:**

### *Workplace Readiness Skills*

#### **Demonstrating Personal Qualities and Abilities**

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

#### **Demonstrating Interpersonal Skills**

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

#### **Demonstrating Professional Competencies**

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

#### **Examining All Aspects of an Industry**

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.

- Examine health, safety, and environmental issues related to an industry/organization.

### **Addressing Elements of Student Life**

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

### **Exploring Work-Based Learning**

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

### **Introducing the Legal System**

- Identify the areas of legal specialization.
- Distinguish among the levels of the court system.
- Illustrate the roles and responsibilities of key court personnel.

### **Conducting Client Services**

- Determine client referrals based on the requirements of the legal practice areas.
- Gather client information.
- Identify procedures for professional handling of difficult clients.

### **Managing Office Activities**

- Demonstrate procedures for maintaining and operating office equipment.
- Maintain the work environment.
- Manage inventory necessary for a legal office.
- Coordinate meetings, events, and activities.

### **Managing Records and Files**

- Prepare files for new clients.
- Update client files.
- Create forms and template documents.
- Compile current reference resources for office use.
- Maintain a database of officers of the court, administrative agencies, and resource persons.

### **Managing Financial Activities**

- Record fees for client and court records.
- Describe office expenditures.
- Prepare financial documents.
- Perform general banking procedures.
- Maintain attorney and staff time sheets and expense reports.
- Maintain client account records.
- Generate billing statements.
- Examine the rules of professional conduct as they pertain to a Virginia licensed attorney.

### **Developing Business Communication Skills**

- Prepare legal documents following an accepted style manual.
- Process incoming and outgoing mail.
- Maintain court and/or office calendar.
- Complete telephone calls.
- Use electronic communications.
- Identify the requirements and duties of a notary public commission in Virginia.

### **Preparing Nonlitigation Documents**

- Generate agreements, contracts, and leases.
- Generate affidavits.
- Generate acknowledgments.
- Prepare bills of sale and deeds.
- Generate probate documents and final accounting of estates.
- Generate wills and codicils, powers of attorney, and medical directives.
- Generate promissory notes.

- Generate documents for articles of incorporation.
- Generate corporation documents.
- Generate collection letters or forms.
- Generate papers for bankruptcy.
- Generate marriage agreements.

### **Preparing Litigation Documents**

- Prepare requests for service of process (e.g., complaints, summonses).
- Prepare divorce decrees.
- Prepare property and settlement agreements.
- Generate complaint documents.
- Generate summonses.
- Generate interrogatories and requests.
- Generate subpoenas and subpoenas duces tecum.
- Generate motions and notices.
- Generate orders and notices.
- Generate stipulations.
- Generate pleadings.
- Generate briefs.
- Prepare depositions.
- Generate defendant's answer or grounds of defense.

### **Identifying Legal and Business Ethics**

- Identify procedures for maintaining confidentiality of client information.
- Research current legal or ethical issues.

### **Enhancing Employability Skills**

- Identify personal interests, aptitudes, and attitudes related to the qualities found in successful legal personnel.
- Research a career ladder of occupational opportunities in the legal field.
- Investigate credentialing options for legal office personnel.
- Update a traditional or online portfolio for legal employment.
- Participate in a mock interview for a legal position.
- Compose an interview follow-up letter.
- Compose a professional letter of resignation.
- Investigate employment opportunities for legal positions.
- Participate in a work-based learning experience.

### **Preparing for Industry Certification**

- Describe the process and requirements for obtaining industry certifications related to the Legal Administration course.
- Identify testing skills/strategies for certification examination.
- Demonstrate ability to successfully complete selected practice examinations.
- Successfully complete an industry certification examination representative of skills learned in this course.

### **Exploring Computer Concepts**

- Explain the functions of computer system components.
- Illustrate the information processing cycle.
- Trace the development of computing devices and their influence on society.
- Demonstrate the use of computer input devices.
- Describe Wi-Fi, Bluetooth, and mobile devices.
- Describe computer output devices.
- Describe auxiliary storage devices.
- Identify basic networking components.
- Describe how the Internet works.

### **Exploring Ethical Issues Related to Computers and Computer Systems**

- Identify security issues related to computer hardware, software, and data.
- Identify concepts related to copyright, public domain, copy protection, intellectual property, and licensing agreements, including, but not limited to, software, media (e.g., music, pictures), and logo requirements.
- Identify concepts of cybersecurity and cyber forensics, honesty, and confidentiality related to information systems (e.g., spam, malicious software).
- Identify social networking etiquette.

- Investigate security issues related to technology.
- Investigate Internet privacy issues and computer crimes, including identity theft.

### **Managing Computer Systems**

- Maintain workstation, equipment, software, and supplies.
- Identify information needed to purchase or replace computer equipment and peripherals.
- Obtain assistance via electronic and hard-copy references and documentation.
- Troubleshoot hardware problems.
- Operate components of the user interface.
- Manage the desktop environment.
- Manage files and folders/directories.
- Back up data files.
- Scan storage devices and equipment for malicious software.
- Describe the steps to install and remove software.
- Operate peripherals.
- Identify safety precautions and devices associated with computer use.

### **Producing Word Processing Documents**

- Compare features of word processing programs to determine the best tools to use for a given task.
- Compose documents.
- Use word processing programs to perform desktop publishing functions.
- Edit documents.
- Enhance the layout of documents by using formatting features.
- Import graphics, using tools and sources.
- Analyze writing tools.
- Utilize advanced word processing operations.
- Integrate a database, graphics, diagonal, and spreadsheet into a word-processed document.
- Manipulate word-processed documents in different formats.

### **Developing Electronic Spreadsheets**

- Compare features of spreadsheet programs to determine the best software for an individual's or organization's needs.
- Create a spreadsheet.
- Edit a spreadsheet.
- Enhance a spreadsheet by using formatting features and graphics.
- Construct formulas to solve typical business-oriented problems.
- Apply basic function commands.
- Apply intermediate functions.
- Analyze data.
- Create graphs and charts (embedded or stand-alone) to represent data visually.
- Format graph features.

### **Developing and Managing Databases**

- Determine when it is appropriate to use a database.
- Compare the features of database programs to determine the best software for an individual's or organization's needs.
- Plan a database file.
- Design a database file.
- Create a database file.
- Edit a database file.
- Manage databases.
- Index databases.
- Filter databases.
- Create queries to access information.
- Generate reports and forms.
- Enhance reports, using formatting features and graphics.
- Integrate database information into word processing and spreadsheet applications by creating links.

### **Developing Multimedia Presentations**

- Identify the components of an effective presentation.
- Describe output options from presentation software.
- Create a multimedia presentation through research and organization.

- Edit a multimedia presentation.
- Utilize options for creating, inserting, and editing objects.
- Enhance a multimedia presentation with specialized features.
- Integrate software applications into a multimedia presentation.
- Deliver an effective multimedia presentation.
- Critique the clarity and effectiveness of multimedia presentations.

### **Communicating through Technology**

- Identify new and emerging devices, methods, and channels for communicating electronically.
- Describe networking features and concepts.
- Explore uses of the Internet in business applications.
- Incorporate information from the Internet into a business project.
- Describe Internet services.
- Explore the applications of electronic commerce (e-commerce).

### **Preparing for Industry Certification**

- Describe the processes and requirements for obtaining industry certifications related to the Computer Information Systems course.
- Identify testing skills/strategies for certification examination.
- Demonstrate the ability to successfully complete selected practice examinations.
- Complete an industry certification examination representative of skills learned in this course.

### **Developing Employability Skills**

- Research career opportunities in computer information systems.
- Develop a résumé.
- Compose a letter of application or cover letter.
- Complete a manual or electronic application form.
- Create a professional portfolio.
- Participate in a mock interview.
- Compose an interview follow-up communication.
- Identify the criteria for evaluating self-performance.
- Identify the steps to follow in resigning from a position.
- Identify potential employment barriers for nontraditional groups and ways to overcome the barriers.



**Subject:** DE Renewable Energy Technologies I & II

**Item Number:** 14C7

**Section:** Consent Agenda

**Date:** November 26, 2024

**Senior Staff:** Danielle E. Colucci, Chief Academic Officer

**Prepared by:** Thomas W. Quinn, Executive Director of Secondary Teaching and Learning  
Sara L. Lockett, Ed.D., Director of Technical and Career Education

**Presenter(s):** Sara L. Lockett, Ed.D., Director

**Recommendation:**

That the School Board approve the proposed one credit *DE Renewable Energy Technologies I and II* courses, and corresponding course objectives for implementation in the 2025-2026 school year.

**Background Summary:**

Virginia Beach City Public Schools began offering Renewable Energy Technologies in the fall of 2023 at the Advanced Technology Center. This request enhances that program to include dual enrollment credit for the work students do in the courses. *DE Renewable Energy Technologies I & II* will explore select renewable energy concepts and skills as students gain hands-on experience in their design and function. Contextual instruction and student participation in co-curricular career and technical student organization (CTSO) activities will develop leadership, interpersonal, and career skills. High-quality work-based learning (HQWBL) will provide experiential learning opportunities related to students' career goals and/or interests, integrated with instruction, and performed in partnership with local businesses and organizations.

Both proposed courses will be taught by existing Virginia Beach Schools faculty at the ATC. These courses are designed to prepare individuals for further exploration of the renewable energy sector.

- SAF 130 Industrial Safety (OSHA 10)
- ELE 176 - Introduction to Alternative Energy Including Hybrid Systems

**Source:**

[Renewable Energy | CTE Resource](#) (2024)

[Energy and Power | CTE Resource](#) (2024)

[Tidewater Community College Catalog](#) (2024)

**Course Descriptions:**

- Double Blocked Yearlong 4x4
- 1 Credit (Each Course)
- Open to Students in Grades 11-12

**Budget Impact:**

There is no budget impact associated with this request.

**Staffing:**

The dual enrolled courses will be taught by staff currently teaching Renewable Energy Technologies I and II for high school credit.

**Content Competencies for DE Renewable Energy Technologies I & II:*****Workplace Readiness Skills*****Demonstrating Personal Qualities and Abilities**

- Demonstrate creativity and innovation.
- Demonstrate critical thinking and problem solving.
- Demonstrate initiative and self-direction.
- Demonstrate integrity.
- Demonstrate work ethic.

**Demonstrating Interpersonal Skills**

- Demonstrate conflict-resolution skills.
- Demonstrate listening and speaking skills.
- Demonstrate respect for diversity.
- Demonstrate customer service skills.
- Collaborate with team members.

**Demonstrating Professional Competencies**

- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate continuous learning and adaptability.
- Manage time and resources.
- Demonstrate information-literacy skills.
- Demonstrate an understanding of information security.
- Maintain working knowledge of current information-technology (IT) systems.
- Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.
- Apply mathematical skills to job-specific tasks.
- Demonstrate professionalism.
- Demonstrate reading and writing skills.
- Demonstrate workplace safety.

**Examining All Aspects of an Industry**

- Examine aspects of planning within an industry/organization.
- Examine aspects of management within an industry/organization.
- Examine aspects of financial responsibility within an industry/organization.
- Examine technical and production skills required of workers within an industry/organization.
- Examine principles of technology that underlie an industry/organization.
- Examine labor issues related to an industry/organization.
- Examine community issues related to an industry/organization.
- Examine health, safety, and environmental issues related to an industry/organization.

**Addressing Elements of Student Life**

- Identify the purposes and goals of the student organization.
- Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- Identify Internet safety issues and procedures for complying with acceptable use standards.

**Exploring Work-Based Learning**

- Identify the types of work-based learning (WBL) opportunities.
- Reflect on lessons learned during the WBL experience.
- Explore career opportunities related to the WBL experience.
- Participate in a WBL experience, when appropriate.

## ***DE Renewable Energy Technologies I***

### **Examining Energy and Power**

- Describe how energy is used within sectors of society.
- Demonstrate tools used in the energy industry.
- Explain the basics of energy storage.
- Demonstrate how batteries/cells function.
- Measure current, amps, voltage, and resistance in various direct current (DC) and alternating current (AC) energy systems.
- Create series and parallel circuits.
- Apply Ohm's law to determine the level of current flowing in circuits.
- Describe the uses of AC and DC.
- Estimate wattage.

### **Understanding Energy Concerns and Challenges**

- Explain concerns related to fossil fuels.
- Diagram the process and effects of global climate change.
- Create a digital presentation that explains the differences among renewable, inexhaustible, and non-renewable energy sources.
- Compare governmental policy and support for fossil fuel vs. the clean-energy economy.

### **Conserving Energy**

- Discuss the societal, environmental, and economic advantages of energy conservation.
- Explain inefficiencies of modern energy systems.
- Describe governmental initiatives and incentives to boost energy efficiency.
- Explain the concept of phantom loads and their associated costs.
- Conduct an energy review of a local building.
- Research the energy savings that can be realized by modifying a building or energy-use patterns.

### **Exploring Solar Power Systems**

- Describe ways the sun's energy is used.
- Produce a solar device that will cook food.
- Produce a model house.
- Explain the differences between passive and active solar systems.
- Calculate the thermal mass created from various buildings.
- Explain direct, indirect, and isolated solar gain in passive solar power systems in buildings.
- Illustrate the advantages and disadvantages of various solar-thermal heating systems.
- Perform a needs assessment, system sizing, and selection process for a residential solar-thermal system.
- Explain the underlying principles of photovoltaic systems (PV) and factors that affect system efficiency.
- Describe advantages and disadvantages of PV system configurations.

### **Determining Requirements for a Photovoltaic System**

- Explain the functions of the major PV system components in residential structures.
- Design a PV system to demonstrate the function of its components.
- Assemble a model of a PV array.
- Measure PV array energy output under various conditions.
- Present solar panel specifications, benefits to type of panel chosen, costs, and benefits for a variety of system designs.
- Calculate the system cost and payback period for a solar PV installation.
- Perform a site analysis of various locations for PV installations.

### **Examining Wind Power**

- Explain the advantages and disadvantages of wind-powered electrical systems.
- Explain global wind patterns and their causes.
- Create a map of local and national wind patterns, noting areas where wind turbines are widely used.
- Explain the effect of ground-surface features on wind speed.
- Describe Betz's law and the law of conservation of energy.
- Outline the progress toward adoption of utility-scale wind energy production in Virginia.

### **Determining Requirements for Installing Wind Power Systems**

- Research the function of the basic components in a wind power system.
- Demonstrate the aerodynamic principles that affect wind turbine performance, specifically with regard to rotor

blade design.

- Explain horizontal and vertical wind turbine designs and the advantages and disadvantages of each.
- Explain the three scales of wind turbines and the applications for each.
- Explain the different materials used in wind turbine construction.
- Compare the capabilities of wind turbine designs.
- Explain the methods wind turbines employ to control wind speeds.
- Complete a site analysis for a potential wind-power system.
- Produce a model wind-turbine system.
- Analyze the basic operation and output of a wind turbine.
- Correlate wind power, speed, and the electrical output of a wind-turbine system.
- Explain the factors to consider when siting a utility-scale wind farm.

### **Understanding Hydrokinetic Energy**

- Describe the role of hydropower in current energy production.
- Explain how a river's head and water pressure are related.
- Explain how water is provided in different municipalities.
- Identify the advantages and disadvantages of using water as a power source.
- Describe the concept of pump storage.
- Identify the steps necessary to perform a site assessment of a micro-hydro project.
- Identify the factors (other than available power) that must be considered when determining the viability of a specific micro-hydro site.
- Create a model of a micro-hydropower system.
- Explain how micro-hydro turbines/generators work.
- Explain how wave and tidal energy can be used to generate electricity.
- Investigate the latest technologies and system designs being used to harness wave and tidal energy.
- Experiment with capturing wave energy.

### **Examining Geothermal Energy**

- Describe high- and low-temperature geothermal systems.
- Describe how different geothermal energy systems are used to meet energy demands.
- Investigate where geothermal systems are used.

### **Examining Biomass and Biofuels**

- Explain the difference between biomass and biofuels.
- Create a model of the carbon cycle.
- Describe the carbon cycle's relationship to greenhouse gas levels in the atmosphere.
- Explain how biomass is converted into usable energy.

### **Exploring Energy Use in Transportation**

- Explain the advantages and disadvantages associated with electric vehicles (EVs).
- Research alternatives to the current fossil-fuel based transportation system.
- Compare the battery technologies used in the EV industry.
- Describe how EVs work.
- Compare the types of hybrid vehicles and EVs.
- Examine current mass transit systems in the United States.
- Explain how EVs could be used to supplement a smart grid with energy storage.
- Research alternatives to the current fossil-fuel based transportation system.
- Create a model vehicle powered by solar energy.

### **Examining Fuel Cells**

- Identify the types of fuel cells.
- Explain the theory of a hydrogen economy.
- Explain covalent bonding and its association with fuel-cell technology.
- Explain the advantages and disadvantages of methods of producing and transporting hydrogen.
- Explain the infrastructure challenges to fuel cells becoming a widely adopted technology.
- Diagram the connection of fuel cell stacks to produce various amounts of power at specific voltages.
- Identify the components of a complete PEM fuel-cell system.
- Compare the three major categories of fuel-cell systems: stationary fuel cells, fuel-cell vehicles, and portable fuel cells.
- Research whether fuel-cell technology is a realistic alternative to fossil fuels.

**Introducing Energy**

- Define energy.
- Describe types of energy and their uses.
- Describe the flow of energy from source to consumer.
- Demonstrate the use of tools and procedures common to jobs in energy industries.
- Demonstrate the use of instruments to measure units.
- Convert units of measure.
- Analyze renewable and non-renewable sources of energy.
- Explain energy conversion.

**Introducing Safety and Regulations in Energy and Power**

- Explain the purpose of energy regulation.
- Identify the agencies involved in energy regulation.
- Comply with federal, state, and local safety requirements.
- Explain safe working practices around electrical hazards.
- Identify emergency first-aid procedures.
- Inspect course-specific hand and power tools to visually identify defects.
- Demonstrate lifting and carrying techniques.
- Report personal injuries and environmental and equipment safety violations to the appropriate authority.
- Earn the OSHA 10 card.
- Pass a safety exam for lab/site safety and the use of tools and equipment, if applicable.
- Identify personal protective equipment (PPE) requirements.
- Demonstrate the use of PPE common in electric power distribution.
- Maintain a safe working environment.
- Apply safety guidelines in appropriate circumstances.
- Explain safety issues related to natural gas distribution.

**Exploring Sources of Energy**

- Describe the procurement and reclamation processes (for each source of energy).
- Analyze continuous supply and intermittent supply.
- Explain how oil was created and list its advantages and disadvantages.
- Explain how coal was created and list its advantages and disadvantages.
- Explain how uranium is created and list its advantages and disadvantages.
- Describe byproduct management associated with the use of each type of energy.
- Explore advantages and disadvantages of hydroelectric power.
- Describe effects on solar photovoltaic performance.

**Generating Electricity**

- Describe the conversion of energy sources (all sources) to electricity.
- Describe electric power generation equipment and systems.

**Transmitting Electricity**

- Describe the electric transmission network or grid.
- Distinguish among the various lines used for transmission typical to Virginia.
- Analyze schemes for transmission and grid protection and management.
- Describe the transmission of natural gas.
- Describe distribution of natural gas.
- Describe pipes and pressure used in the transmission of natural gas.
- Analyze schemes for protection and management of pipelines.

**Distributing Electricity and Energy Sources**

- Describe the electric distribution network.
- Analyze schemes for electric distribution system protection and management.
- Analyze schemes for protection and management of natural gas distribution systems.

**Exploring Energy Consumption**

- Describe the different physical units in which energy sources are measured.
- Explain how different energy sources are compared to each other in one common unit.
- Compare the percentage of each energy source used in the United States over a period of time.
- Explain different end-user sectors and the percentage of energy used by each.

### **Exploring Demand-Side Management and Energy Efficiency**

- Describe the sectors that comprise energy demand.
- Define energy demand.
- Investigate energy demand in a sector.
- Define energy efficiency.
- Keep a personal energy log.
- Identify the components of energy demand.

### **Preparing for Careers in the Energy Industry**

- Examine jobs related to energy.
- Participate in a mock interview.
- Prepare a résumé or portfolio.



**Subject:** Compass to 2030 Strategic Framework **Item Number:** 14D

**Section:** Consent Agenda **Date:** November 26, 2024

**Senior Staff:** Cheryl R. Woodhouse, Chief of Staff

**Prepared by:** Lisa A. Banicky, Ph.D., Executive Director  
Office of Planning, Innovation, and Accountability

**Presenter(s):** Lisa A. Banick, Ph.D., Executive Director  
Office of Planning, Innovation, and Accountability

**Recommendation:**

That the School Board approve the strategic framework, *Compass to 2030*.

**Background Summary:**

Standard 6 Planning and Public Involvement of the Virginia *Standards of Quality* § 22.1-253.13:6 requires each local board to adopt a divisionwide comprehensive, unified, long-range plan. At the local level, School Board Regulation 7-21.7 provides additional direction for developing the division’s strategic framework. The strategy planning cycle officially began on July 10, 2024, when the School Board engaged in an input activity focused on the development of the division’s next strategic framework. Over the course of the year, public input was gathered through a variety of methods, the Ad Hoc Strategic Planning Committee was convened to develop the goals for the framework, and strategy development sessions were held with division personnel. A draft of the framework was presented to the School Board for Information on October 8, 2024, and a public comment period was held from October 9 through October 23, 2024. The feedback received during the public comment period and recommended revisions were shared with the School Board on November 12, 2024.

**Source:**

Code of Virginia § 22.1-253.13:6, as amended. Standard 6. Planning and public involvement

School Board Regulation 7-21.7

**Budget Impact:**

N/A



**Behavioral and Mental Health Supports for Students:**  
**Subject:** Year-One Implementation Evaluation **Item Number:** 14E

**Section:** Consent Agenda **Date:** November 26, 2024

**Senior Staff:** Lisa A. Banicky, Ph.D., Executive Director

**Prepared by:** Allison M. Bock, Ph.D., Program Evaluation Specialist  
Noël G. Williams, Ph.D., Program Evaluation Specialist  
Heidi L. Janicki, Ph.D., Director of Research and Evaluation  
Lisa A. Banicky, Ph.D., Executive Director  
Office of Planning, Innovation, and Accountability

**Presenter(s):** Allison M. Bock, Ph.D., Program Evaluation Specialist  
Noël G. Williams, Ph.D., Program Evaluation Specialist  
Office of Planning, Innovation, and Accountability

**Recommendation:**

That the School Board approve the Behavioral and Mental Health Supports for Students: Year-One Implementation Evaluation administration’s recommendations.

**Background Summary:**

Virginia Beach City Public Schools (VBCPS) has multiple supports in place to address students’ needs. This program evaluation focused on six specific initiatives that were expanded or first implemented in 2023-2024 to address students’ mental health and behavior challenges: Responsive Practices, Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools, Behavior and Social Emotional (BASE) Program, Rapid Response, and Bridge Program. These six behavioral and mental health initiatives offer supports at different school levels (i.e., elementary, middle, and high) within a tiered Integrated Systems of Support framework.

According to School Board Policy 6-26, new programs or initiatives will be evaluated for a minimum of two years. On September 13, 2023, the School Board approved the 2023-2024 Program Evaluation Schedule, in which selected behavioral and mental health supports for students were recommended for an implementation evaluation. The year-one implementation evaluation during 2023-2024 focused on each initiative’s purpose, target audience and participants, program components, goal areas, perceptions, and cost to the school division. Additionally, the evaluation included data related to staff members’ familiarity with the initiatives and general perceptions of the behavioral and mental health supports for students. Recommendations were also included based on the results of the evaluation.

**Source:**

School Board Policy 6-26  
School Board Minutes September 13, 2023

**Budget Impact:**

N/A



**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
**CHARTING THE COURSE**

**PLANNING, INNOVATION, AND ACCOUNTABILITY**  
**Office of Research and Evaluation**

**Behavioral and Mental Health Supports for Students: Year-One Implementation Evaluation**

The table below indicates the proposed recommendations resulting from the **Behavioral and Mental Health Supports for Students: Year-One Implementation Evaluation**. It is requested that the School Board review and approve the administration’s recommendations as proposed.

<b>School Board Meeting Date</b>	<b>Evaluation</b>	<b>Recommendations From the Fall 2023 Program Evaluation</b>	<b>Administration’s Recommendations</b>
<p><u>Information</u> November 12, 2024</p> <p><u>Consent</u> November 26, 2024</p>	<p>Behavioral and Mental Health Supports for Students: Year-One Implementation Evaluation</p>	<ol style="list-style-type: none"> <li>1. Recommendation #1: Continue the Behavioral and Mental Health initiatives with modifications noted in recommendations 2 through 6. <i>(Responsible Groups: Department of School Leadership; Department of Teaching and Learning - Office of Student Support Services)</i></li> <li>2. Recommendation #2: Publicize the Behavioral and Mental Health supports more widely across the division to all school staff members along with the types of needs the initiatives address. <i>(Responsible Groups: Department of School Leadership; Department of Teaching and Learning - Office of Student Support Services)</i></li> <li>3. Recommendation #3: Improve the process for providing parents with information and resources about Behavior Intervention Support Team practices as implementation continues in selected schools during the 2024-2025 school year. <i>(Responsible Groups: Department of School Leadership; Department of Teaching and Learning - Office of Student Support Services)</i></li> <li>4. Recommendation #4: Prioritize the identification of behavioral supports that can successfully be implemented after students transition from the BASE Program back to their home school. <i>(Responsible Group: Department of Teaching and Learning - Office of Student Support Services)</i></li> </ol>	<p>The administration concurs with the recommendations from the program evaluation.</p>

School Board Meeting Date	Evaluation	Recommendations From the Fall 2023 Program Evaluation	Administration's Recommendations
<p data-bbox="117 142 365 207"><u>Information</u> November 12, 2024</p> <p data-bbox="117 245 365 310"><u>Consent</u> November 26, 2024</p>	<p data-bbox="394 142 695 318">Behavioral and Mental Health Supports for Students: Year-One Implementation Evaluation</p>	<p data-bbox="751 142 1591 277">5. Recommendation #5: Continue to work to maximize the opportunities for students to participate in Wellness Up as part of the Bridge Program. (<i>Responsible Group: Department of Teaching and Learning - Office of Student Support Services</i>)</p> <p data-bbox="751 282 1598 488">6. Recommendation #6: Conduct the outcome evaluation in 2024-2025 focused on progress toward meeting program goals for Schoolwide Behavior Intervention Support Professional Learning, Communities in Schools, and the BASE Program, along with progress related to the recommendations. (<i>Responsible Group: Office of Planning, Innovation, and Accountability</i>)</p>	<p data-bbox="1623 142 1986 245">The administration concurs with the recommendations from the program evaluation.</p>



**Subject:** Building Utilization Committee **Item Number:** 14F

**Section:** Consent **Date:** November 26, 2024

**Senior Staff:** Jack Freeman, Chief Operations Officer, Department of School Division Services

**Prepared by:** Ronald D. Berkebile, Demographer/GIS Manager  
Melisa A. Ingram, Executive Director, Facilities Services

**Presenter(s):** Ronald D. Berkebile, Demographer and GIS Manager  
Melisa A. Ingram, Executive Director, Facilities Services

**Recommendation:**

That the School Board approve the Building Utilization Committee’s (BUC) recommended proposed rezoning plan as presented on November 12, 2024. The proposed rezoning plan impacts Point O’View ES, Kempsville ES, Pembroke ES, Arrowhead ES, Larkspur MS, Independence MS, and Kempsville MS attendance zones and would be effective for school year 2025-26.

**Background Summary:**

The School Board reviewed the Building Utilization Committee’s (BUC) proposed rezoning recommendation for school year 2024-2025 at their September 24, 2024 School Board workshop. The proposed rezoning plan impacts Point O’View ES, Kempsville ES, Pembroke ES, Arrowhead ES, Larkspur MS, Independence MS, and Kempsville MS attendance zones. Public outreach began on September 25, 2024 through website information, survey availability, e-mail notifications, ParentSquare notifications, carrier mail letters, schools newsletters, and social media postings. Public community meetings were held on September 30, 2024 at Larkspur MS & October 1, 2024 at Point O’View ES. A Public Hearing for the proposed rezoning plan was advertised and held during the School Board meeting on November 12, 2024. The School Board was presented Information on the proposed rezoning plan was also provided during the School Board meeting on November 12, 2024.

*School Board Policy 5-14, School Attendance Zones: The School Board recognizes that only through effective long-range planning for enrollment can the School Division be adequately prepared to meet the needs of its current and future student population. In order to assure such planning, the School Board establishes procedures which require annual review and recommendations from the Building Utilization Committee regarding enrollment trends and their impact on School Division facilities and which will assure adequate opportunity for community reaction prior to any redistricting decision by the School Board.*

**Source:**

School Board Policy 5-14, Student Attendance Areas

**Budget Impact:**

N/A



**Subject:** Personnel Report **Item Number:** 15A

**Section:** Action **Date:** November 26, 2024

**Senior Staff:** Darnita L. Trotman, Ed.D., Chief Human Resources Officer

**Prepared by:** Darnita L. Trotman, Ed.D., Chief Human Resources Officer

**Presenter(s):** Donald E. Robertson Jr., Ph.D., Superintendent

**Recommendation:**

That the School Board approve the appointments, and the acceptance of the resignations, retirements, and other employment actions as listed on the November 26, 2024, Personnel Report.

**Background Summary:**

List of appointments, resignations, and retirements for all personnel.

**Source:**

School Board Policy #4-11, Appointment

School Board Policy #4-16, Resignation and Job Abandonment

**Budget Impact:**

Appropriate funding and allocations

Personnel Report  
Virginia Beach City Public Schools  
November 26, 2024  
2024-2025

Scale	Classs	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Atlantn	11/18/2024	Samantha L Canale	Cafeteria Assistant, 5.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Creeids	11/18/2024	Charla A Casika	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	11/19/2024	Anily D Ruiz angel	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	11/16/2024	Valerie R Patterson	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	11/6/2024	Ashley K Cheese	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	11/18/2024	Courtney Greco	Kindergarten Assistant	St Leo College, FL	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	12/2/2024	Kobe G To	Custodian II Head Night	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	11/18/2024	Richard A Holland	General Assistant	Virginia Military Institute, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	11/18/2024	Janine N Muse-Fitz	General Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	11/4/2024	DeLiah D Dildili	Special Education Assistant	San Sebastian College - Recoletos, Philippines, PH	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	11/12/2024	Jamie L DeJarmette	Cafeteria Manager I	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	11/13/2024	Meredith Haseman-Eldqud	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	11/6/2024	Bria L Corington	General Assistant	Virginia Wesleyan University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	11/13/2024	Kelly O'Brien	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	11/18/2024	Amy M Waters	School Nurse	Bryant and Stratton College, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Three Oaks	11/6/2024	Haley Gibson	Special Education Assistant	Indian River State College, FL	Licensed Behavior Analysis, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Brandon	11/6/2024	Aldous R Acuesta	School Nurse	George Mason University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	11/7/2024	Amy Nathan	Cafeteria Manager II	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	11/6/2024	Ricki I Kirkland	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	11/6/2024	Flora F Loayza	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Kempsville	11/13/2024	Kathyn Anthony	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	11/13/2024	Brittany N Spires	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Bayside	12/2/2024	Akeyra S Frye	School Counseling Dept Chair	Norfolk State University, VA	VBPCS
Assigned to Unified Salary Scale	Appointments - High School	Cox	11/13/2024	Christine N DeJesus	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	11/13/2024	Danielle E Dalton	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	11/6/2024	Fang Cai	Cafeteria Assistant, 5.0 Hours	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	11/6/2024	Heather A Connors	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Salem	11/6/2024	Geona Simon	School Office Associate II	Not Applicable	Atlantic Orthopedic, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	11/18/2024	Sara J Bowen	Assistant Cafeteria Manager	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	11/14/2024	James P Marshall	General Maintenance Craftsman III	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/6/2024	Cynthia Anderson	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/6/2024	Rachel Bigbee	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/6/2024	Lauren Gehring	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/6/2024	Amanda Hardy	Bus Driver	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/6/2024	Destiny D Seward	Bus Driver	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	11/18/2024	Sara Biakely	Transportation Dispatcher	Not Applicable	VBPCS
Assigned to Unified Salary Scale	Resignations - Elementary School	Arrowhead	12/20/2024	Andrianna N Brown	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Indian Lakes	11/26/2024	Brandon E Bettle	Physical Education Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	New Castle	11/15/2024	Charlene A Fisher	Clinic Assistant, 500 (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Point O'View	11/15/2024	Karen Y Smith	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Thalia	11/14/2024	Nadine A Kovalenko-Smith	Cafeteria Assistant, 5.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Bayside	11/8/2024	Tyeta Jones	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempsville	11/18/2024	Joshua Sellers	School Office Associate II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Cox	10/23/2024	Eric R White	Custodian II Head Night (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Ocean Lakes	11/29/2024	Sheryl A Lussier	School Office Associate II (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	11/8/2024	Amanda M Kiecko	Bus Driver - Special Ed, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Birdneck	12/31/2024	Tommy Gilbert	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Brookwood	12/31/2024	Lawrence R Bolden	Custodian II Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Brookwood	1/31/2025	Kathy J Henry	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Bayside Sixth Grade Campus	12/20/2024	Linda M Davis	Cafeteria Manager I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Great Neck	11/14/2024	Kujtim Cela	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Maintenance Services	2/28/2025	Robert W Jenkins Jr	Assistant Director Maintenance Services	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of the Superintendent	12/31/2024	Susan L Keipe	Executive Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	10/31/2024	Vanessa N Adair	Bus Driver	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	12/20/2024	Denise F Walker	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	12/31/2024	Linda J Bell	Bus Driver - Special Ed, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	12/31/2024	Joyce M Keech	Transportation Area Supervisor	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	12/31/2024	Diane L Stewart	Transportation Area Supervisor	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	11/6/2024	Christine L Grady Shereston	Kindergarten Teacher	Wayland Baptist University, TX	Military Services
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	11/7/2024	Cheryl L Taylor	Special Education Teacher	Old Dominion University, VA	VBPCS
Assigned to Instructional Salary Scale	Appointments - Elementary School	King's Grant	11/18/2024	Natalie M Leatherbury	Special Education Teacher	Old Dominion University, VA	St. Gregory the Great Catholic School, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	11/12/2024	Timothy Norton	Eighth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Brandon	11/18/2024	Yvonne Ditty	Special Education Teacher	Liberty University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	11/6/2024	Calyne M Montemoino	Special Education Teacher	East Carolina University, NC	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	11/6/2024	Gina A Olivieri	Sixth Grade Teacher	Old Dominion University, VA	VBPCS
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	11/4/2024	Christine M Moore	Health & Physical Education Teacher, 400	West Chester University Pennsylvania, PA	VBPCS
Assigned to Instructional Salary Scale	Appointments - High School	Tallwood	11/13/2024	Jazmyne Santiago	Special Education Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bettie F. Williams	11/15/2024	Marquita Lewis	Fourth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Birdneck	11/12/2024	Regina F Pumphyrey	Special Education Teacher (death)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	John B. Dey	12/20/2024	Christina B Faillace	First Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Salem	12/4/2025	Christina M McCown	Kindergarten Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Salem	12/20/2024	Sarah E Stratman	Marketing Education Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Hermilage	12/31/2024	Melonie B Katz	First Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Green Run	12/31/2024	Kerri A Sabo	Marketing Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Kempsville	11/28/2024	Travis A Sutton	Health & Physical Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Kempsville	1/31/2025	Hironi M Lamberson	Japanese Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Miscellaneous	Department of Budget & Finance	12/2/2024	Tiffany L Jacobs	Director of Budget	Old Dominion University, VA	VBPCS



**Subject:** Policy Review Committee Recommendations **Item Number:** 15 B1-3

**Section:** Action **Date:** November 26, 2024

**Senior Staff:** Cheryl R. Woodhouse, Chief of Staff

**Prepared by:** Kathleen Brown, PRC Chair and Kamala Lannetti, School Board Attorney

**Presenter(s):** Kamala Lannetti, School Board Attorney

**Recommendation:**

That the School Board approve the Policy Review Committee (PRC) recommendations regarding the amendment of certain bylaws by the PRC at its October 17, 2024 meeting.

**Background Summary**

1. **Bylaw 1-25/Public Complaints and Procedures** – the PRC recommends removing part of Section B which references the Governance Committee and correcting the lettering.
2. **Bylaw 1-28/Committees, Organizations and Boards – School Board Member assignments** – the PRC recommends removing Section C 3 regarding the Governance Committee.
3. **Bylaw 1-33/Formulation and Approval/Revision/Recission of Regulations** – the PRC recommends removing language that limits the School Board’s authority over School Board Regulations and add language that aligns with the Code of Virginia regarding the same.

**Source:**

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.  
Policy Review Committee Meeting of October 17, 2024

**Budget:**

N/A

## SCHOOL BOARD BYLAWS

### Public Complaints and Procedures

The School Board recognizes that situations may occur in the operation of the School Division which are of concern to parents, students, employees, and the general public. It is important that individuals be directed to the most immediate and proximate level for resolution as teachers and/or administrators are often in the best position to resolve matters regarding students or employees if they are made aware of the issue/concern and provided an opportunity to respond.

#### **A. Complaints regarding students or employees**

School Board Members should advise complainants that issues regarding students or employees are best dealt with through communication with appropriate staff members according to the Chain of Communication set forth below.

##### 1. Chain of Communication

- a. Classroom teacher, if a student complaint;
- b. Assistant Principal;
- c. Principal or Worksite Supervisor;
- d. Appropriate Director or Executive Director;
- e. Appropriate Chief Officer;
- f. Chief of Staff;
- g. Superintendent.

##### 2. Complaints unresolved through Chain of Communication

If the constituent has followed the Chain of Communication and the issue/concern remains unresolved, the School Board Member will refer the complaint to the Superintendent or designee for investigation and copy the other School Board Members on the referral. The School Board may hear appeals of the Superintendent's determinations at its sole discretion.

#### **B. Complaints regarding the School Board or School Board Members**

Complaints that concern School Board actions, School Board operations, or individual School Board Members should be directed to the School Board. ~~The School Board directs the School Board Governance Committee to review such complaints and make recommendations to the School Board regarding resolution of the complaints. The School Board Governance Committee may develop procedures for processing and resolving such complaints.~~

**C. This Bylaw does not restrict rights to School Board hearings provided by law or other policies of the School Board.**

Adopted by School Board: July 21, 1992  
Amended by School Board: August 17, 1999  
Amended by School Board: February 20, 2001  
Amended by School Board: December 2, 2008  
Amended by School Board: August 18, 2015  
Reviewed by School Board: August 2, 2016  
Amended by School Board: January 28, 2020  
Scrivener's amendments: December 13, 2022  
Amended by School Board: 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

*Kamala H. Lencioni*

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## SCHOOL BOARD BYLAWS

### **Committees, Organizations and Boards – School Board Member Assignments**

The School Board utilizes committees, boards, and other organizations (hereinafter "Committee") to accomplish both internal and external goals. School Board Members may be assigned to represent the School Board's interest on any such Committee. School Board Members have no individual authority when serving in these assignments and may only exercise the authority specifically authorized by the School Board. The School Board recognizes the following types of Committees: a) Standing School Board Committees; b) Joint School Board/City Council Committees; c) Ad Hoc School Board Committees; d) School Division Standing Committees with School Board Liaisons; and e) Outside Committees.

#### **A. General matters**

##### 1. Creation

The School Board may determine that certain School Division objectives require longer term study and analysis, and/or ongoing oversight. In such cases where concerns lend themselves to a committee approach, committees comprised of School Board Members either alone or in conjunction with members of the School Administration, other public bodies, or public organizations, and/or the public-at-large may be created by the School Board. The School Board shall describe the objectives of any such Committee in its minutes or other writing and provide it to the Committee.

##### 2. Authority

Any such Committee shall have only such authority to bind the School Board as is expressly granted and shall have only such powers as the School Board has expressly granted or which, by implication, are reasonably necessary to accomplish the stated purpose(s).

##### 3. Assignments

Unless otherwise specified, the School Board Chair in consultation with the Vice Chair will recommend to the School Board School Board Members and others to be assigned to Committees. The School Board by majority vote will appoint School Board Committee Members by July 1st of each year. Assignments may be reviewed in January of each year or when otherwise necessary. Each School Board Member should be assigned to at least one (1) Committee. Appointment to a Committee should take into consideration, but not be limited to, the following

(the order of considerations does not indicate priority of considerations) equitable distribution of Committee assignments among School Board Members; expressed interests of School Board Members; experience of School Board Member; a School Board Member's training, education and/or experience with the purpose of the committee; continuity of service and historical knowledge; availability for meetings; the need for diversity; the needs of the School Board; and other good and just cause.

Should one or more representatives of the School Board be needed to attend a Committee meeting prior to the School Board's adoption of Committee assignments, the Chair is authorized to temporarily appoint School Board Members to that Committee. Assignments to a Committee are effective until June 30th of each year or until such time as the School Board appoints new Committee Members, whichever is later.

The School Board is authorized to appoint alternates to Committees, should the School Board Member assigned require another School Board Member to substitute. In the absence of an alternate or when an alternate is unavailable, the Chair may assign another School Board Member to represent the School Board at a Committee meeting.

#### 4. Individual Authority

Individual School Board Members appointed to any Committee shall have no authority to bind the School Board on any matter unless such authority is expressly granted by the School Board.

#### 5. Reports

Assigned School Board Members shall report to the School Board on Committee activities when and in the format designated by the School Board.

#### 6. Committee Chair

The Committee Chair will be chosen by the Members of the Committee unless otherwise specified. For the purposes of electing a Committee Chair, the most senior School Board Member attending the first meeting of the fiscal year (starting July 1st) (or the most senior assigned staff member attending the meeting if a School Board Member is not present at the first meeting) shall conduct the election of the Committee Chair. Until such time as a new Committee Chair is elected, the current Committee Chair may continue to serve as the Committee Chair so long as the Committee Chair remains appointed to that Committee. If the Committee Chair is no longer on the School Board, the most senior School Board Member on the Committee will serve as the Chair until a new chair is elected. All School Board created Committees shall be chaired by an assigned School Board Member unless the Committee structure specifically requires that another person be the Committee Chair. When choosing a Committee Chair, the following shall

be considered: a) continuity of membership; b) expressed interest of assigned School Board Members; c) diversity of membership; and d) needs of the School Board Committee.

7. Roles and Responsibilities of the Committee Chair

The Committee Chair shall have the responsibility for: a) presiding over the meetings or designating another Committee Member to preside in the Chair's absence; b) setting the direction for and establishing norms and protocols that allow for appropriate function and in an efficient manner; c) provide guidance and communicate expectations to other Committee Members; d) ensure that relevant, timely and effective decisions are executed and that all Committee Members are provided the opportunity to participate in the decision making process; e) ensure compliance with applicable law, bylaw, policy and regulation; f) ensure that appropriate notices are made, agendas and supporting materials are provided and that minutes of the meetings are kept if so required by law; g) contact new committee members; h) should try to maintain the agreed upon scheduled for Committee meetings and give consideration to the availability of Committee Members before changing the meeting date, time or location.

8. School Board Standing Committees will follow the School Board Standing Committee Procedures set forth in School Board Bylaw Appendix C.

**B. Committee Meetings**

1. Notices of Meetings by Committee Chair

The Committee Chair or the assigned staff member shall provide the School Board Clerk notice of the date, time, and location of Committee meetings so that the School Board Clerk or assigned staff member can give the public notice of meetings consistent with applicable law. The Committee Chair or the assigned staff member shall make available to the public, upon request, nonexempt agenda materials furnished to Members for the meeting as required by the Virginia Freedom of Information Act and other applicable law. Committee Meetings will be held in locations accessible to the public.

2. Public Access

Committee Meetings shall be open to the public but may be closed for all or a portion of the Meeting as permitted by the Virginia Freedom of Information Act and other applicable law or regulation. The Committee Chair or assigned staff member will make arrangements for any persons needing accommodations or other services to access the Committee Meetings.

3. Rules of Order

School Board Committees may, but are not required to, follow the Standing Rules and the Special Rules of Order.

## C. School Board Standing Committees

The Committees listed below shall be considered Standing Committees of the School Board:

### 1. Internal Audit Committee

The Internal Audit Committee consists of three to four Members, including two or three Members of the School Board and one or more citizens of the City of Virginia Beach to serve as the third and/or fourth Member.

The Internal Audit Committee assists the full School Board in considering internal and external audit matters, including the timely reporting to the School Board of material actions or inactions of school employees that could lead to charges of malfeasance in office by School Board Members or School Division employees or agents. The School Board has established the Department of Internal Audit, which reports directly to the Internal Audit Committee, and through the Internal Audit Committee, to the full School Board, as more particularly set forth in Policy 3-96 and the Internal Audit Charter.

### 2. Policy Review Committee

The School Board Policy Review Committee (PRC) will consist of three School Board Members. The School Board, at its discretion, may appoint a citizen to serve as a voting member. The School Board Attorney, the Chief of Staff and other staff members appointed by the Superintendent will serve as liaisons to the PRC but will not be voting members.

The responsibilities of the PRC will be to consider input from the public, students, staff, the school administration, or other stakeholders and advise the School Board and the Superintendent concerning the need to amend, adopt, repeal, and/or merge by-laws, policies and applicable regulations.

### ~~3. Governance Committee~~

~~The Governance Committee will consist of the School Board Chair and the Chairs of the Internal Audit Committee, and the Policy Review Committee. Additionally, one other School Board Member will be appointed by the School Board Chair and approved by the School Board to also serve on the Committee. The Chair of the Governance Committee will be the Chair of the School Board. The Superintendent and the School Board Attorney will serve as the liaisons to the Committee but will not be voting members. The Governance Committee will be responsible for the following:~~

- ~~a. building and monitoring the School Board-Superintendent working relationship and addressing relationship issues as they occur, including approval of routine matters related to the Superintendent's contract and~~

- ~~employment, initially addressing issues and concerns regarding the Superintendent's conditions of employment, and communication with the School Board concerning such matters;~~
- ~~b. developing procedures and an evaluation instrument for the Superintendent's evaluation;~~
  - ~~c. developing and presenting to the School Board annual goals for the Superintendent;~~
  - ~~d. establishing School Board Superintendent communication and interaction guidelines and monitoring compliance with such guidelines;~~
  - ~~e. planning strategic and/or operational retreats at which values and vision statements will be updated (as needed), environmental trends will be assessed, and strategic issues will be identified and analyzed;~~
  - ~~f. identifying training and educational opportunities for School Board Members to become better informed about School Board governance issues and public education matters and monitoring an annual budget to fund such opportunities;~~
  - ~~g. coordinating School Board self-evaluation procedures, instruments and training;~~
  - ~~h. developing guidelines for effective communication of School Board Committee work to the School Board, the School Administration, and the public;~~
  - ~~i. developing long range agenda forecasts for School Board consideration;~~
  - ~~j. reviewing and responding to complaints or concerns regarding School Board Members and developing procedures for handling such complaints;~~
  - ~~k. Establish protocol and procedures, subject to review by the School Board, regarding School Board Meetings and other matters relating to the School Board;~~
  - ~~l. Developing the School Board Attorney contract, job description and evaluation. Handling the annual evaluation process of the School Board Attorney, monitoring the needs and work of the Department of Legal Services; and~~
  - ~~m. such other duties assigned to the Governance Committee by the School Board.~~

#### 4.3.Legislative Committee

The Legislative Committee will consist of three School Board Members, the School Board Attorney, the School Board's Legislative Consultant and those staff members appointed by the Superintendent who will serve as liaisons to the Committee but will not be voting members. The Legislative Committee is responsible for the development of the School Board's proposed annual legislative package. The legislative package, priorities and positions shall be based upon input from the School Board and the Superintendent. The Legislative Committee is also responsible for developing the School Board's regional legislative position and for acting as the School Board's liaison to the Virginia General Assembly as well as other publicly elected bodies.

#### 5.4.Building Utilization Committee

The Building Utilization Committee (BUC) will consist of three School Board Members. The Superintendent may assign appropriate staff members to assist the BUC in its review but such staff members will not be voting members. The BUC will annually review enrollment projections and impact on optimal building utilization. At its discretion, the BUC may invite input from PTAs or other community groups directly impacted by any recommendation from the BUC.

#### 6.5.Student Discipline Committees

Three Committees of the School Board shall be appointed to hear student discipline cases as needed. Each Committee shall consist of three (3) voting School Board Members and one (1) nonvoting School counselor. Each Member of a Committee, excluding the School counselor, has authority to make motions and vote on that Committee. Each Committee shall meet to determine cases dealing with expulsions and long-term suspensions as set forth in School Board policy or regulation. A unanimous decision of a Committee consisting of three School Board Members regarding long-term suspensions and expulsions is final. If a Committee's decision is not unanimous, or if the decision is made by a Committee of less than three (3) School Board Members, the decision of the Committee may be appealed to the full School Board. If only two School Board Members are present for a Committee hearing, the School Counselor may vote in place of the School Board Member, however any decision in which a School Counselor has cast a vote may be appealed to the School Board for a hearing.

#### **D. Joint Standing School Board and City Council Committees/Boards**

The Committees listed below shall be considered Joint Standing Committees of the School Board and the City Council. The Chair shall seek approval from the School Board for all Member appointments to such Committees. The Chair shall take into consideration the experience of the School Board Members, their interest in membership, diversity of membership and continuity of membership on a Committee. The Chair of each Joint

Standing School Board/City Council Committee shall be selected by the Committee Members unless otherwise specified.

1. CIP/Modernization Review Committee

The School Board Chair will appoint, and the School Board will approve two School Board Members and one alternate to serve on the Committee. The School Board Chair will appoint the Committee Chair.

**E. School Board Ad Hoc Committees**

A School Board Ad Hoc Committee and Ad Hoc Committee Chair shall be proposed by the School Board Chair and appointed by the School Board, as the need arises, to carry out a specified task, at the completion of which - that is, on presentation of its final report to the School Board, such Ad Hoc Committee will automatically cease to exist. An Ad Hoc Committee shall have those powers designated by the School Board. The following Committee(s) are designated School Board Ad Hoc Committee(s):

a. Ad Hoc School Site Selection Committee

The School Site Selection Committee is an Ad Hoc School Board Committee that is appointed as needed to assist the School Board in considering proposals for new school sites.

b. Other Ad Hoc Committees as needed.

**F. School Division Standing Committees with School Board Member Liaisons**

If requested by the Superintendent or as set forth by Policy, the School Board may assign School Board Members to serve as Members of School Division Standing Committees. Voting rights of School Board Members serving as liaisons are determined by the Committee. The Superintendent shall provide a list of all such Liaison positions to the School Board by June 1st of each year.

1. The following Committees are designated as School Division Standing Committees with School Board Members assigned as Liaisons:

a. Equity Council

The Equity Council addresses issues related to diverse populations and how the organizational climate contributes to fostering: greater student achievement; effective communication across all levels and with the greater community; honoring and listening to all voices; providing focused opportunities discussion, feedback, input and support to the implementation of Compass to 2025 and future School Board goals; reporting on all aspects of diversity and equity with a special focus on students of color; resources and support to further the work

educational equity within the School Division. The Superintendent will designate a staff member to serve as the Chair of the Equity Council. No more than two (2) School Board Members will be assigned as liaisons to the Equity Council.

- b. 403 b Plan Oversight Committee
- c. Mental Health Taskforce

No more than two School Board Members will be assigned as liaisons to the Mental Health Taskforce.

## **G. Outside Committees, Organizations or Boards**

The School Board Chair will recommend, and the School Board will approve School Board Members to represent the School Board on Outside Committees. In those instances, School Board Members have authority to bind the School Board for the limited purpose for which the Outside Committee exists. The Superintendent shall provide a list of all Outside Committees to the School Board by June 1st of each year. The School Board Chair will recommend, and the School Board shall appoint School Board Members to such Committees by majority vote. Outside Committees include, but are not limited to:

1. Green Run Collegiate Charter Board
2. Governor's School for the Arts;
3. Mayor's Committee for Persons with Disabilities;
4. SECEP - Southeastern Cooperative Educational Program;
5. VSBA - Virginia School Board Association Delegate Assembly;
6. Hampton Roads Educational Telecommunications Association (HRETA) WHRO Educational Advisory Committee;
7. Sister Cities Association of Virginia Beach;
8. Deferred Compensation Board;
9. Access College Foundation; and
10. Virginia Beach Human Rights Commission

### Related Links

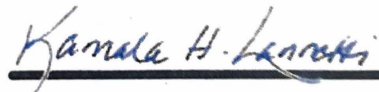
School Board Bylaws [Appendix A](#)  
School Board Bylaws [Appendix C](#)

School Board [Policy 3-96](#)  
School Board [Internal Audit Charter](#), as amended.

Adopted by School Board: July 21, 1992  
Amended by School Board: April 19, 1994  
Amended by School Board: January 3, 1995  
Amended by School Board: August 17, 1999  
Amended by School Board: February 20, 2001  
Amended by School Board: August 7, 2001  
Amended by School Board: August 21, 2001  
Amended by School Board: May 28, 2002  
Amended by School Board: August 6, 2002  
Amended by School Board: July 15, 2008  
Amended by School Board: December 2, 2008  
Amended by School Board: December 15, 2015  
Amended by School Board: August 2, 2016  
Amended by School Board: June 11, 2018  
Amended by School Board: February 12, 2019  
Amended by School Board: November 12, 2019  
Amended by School Board: January 28, 2020  
Amended by School Board: June 23, 2020  
Amended by School Board: February 23, 2021  
Amended by School Board: September 28, 2021  
Amended by School Board: December 13, 2022  
Amended by School Board: April 4, 2023  
Amended by School Board: June 10, 2024

[Amended by School Board: 2024](#)

APPROVED AS TO  
LEGAL SUFFICIENCY

  
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## SCHOOL BOARD BYLAWS

### Formulation and Approval/Revision/~~Recession~~Recession of Regulations

#### A. Formulation

A.

1. The School Board shall delegate to the Superintendent the function of specifying required actions and designing the detailed arrangements under which the schools of this School Division shall be operated.
2. Such rules and detailed arrangements shall constitute the regulations governing the schools. They must be in every respect consistent with the policies adopted by the School Board. Staff is responsible to the Superintendent for familiarizing themselves with and following School Division regulations.
3. In the absence of applicable policy, the Superintendent is authorized to establish needed regulations subject to later confirmation in policy should the School Board so wish.

~~—The School Board itself shall formulate and approve or revise regulations only when specific state or federal mandates require School Board approval and may do so when the Superintendent so recommends in light of strong community attitudes or probable staff reaction.~~

#### **B. Review**

The School Board reserves the right to review, approve, amend or-and veto administrative regulations should they, in the School Board's judgment, be inconsistent or absent from ~~with~~ the policies adopted by the School Board.

#### **C. Distribution**

Regulations promulgated by the Superintendent shall be provided to the School Board in a timely manner. When the Superintendent promulgates new regulations or revises current regulations initial copies provided to the School Board for information shall show the previous language eliminated by strikeouts and new or revised language by double underlining in order that language eliminated and revised is clear.

### Legal Reference

Code of Virginia § 22.1-78, as amended. Bylaws and regulations.

Adopted by School Board: July 21, 1992  
Amended by School Board: February 20, 2001  
Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016  
Amended by School Board: December 13, 2022

Amended by School Board: 2024

APPROVED AS TO  
LEGAL SUFFICIENCY

Kamala H. Lantieri



**Subject:** Tallwood High School Track & Field Improvements **Item Number:** 15C

**Section:** Action **Date:** November 26, 2024

**Senior Staff:** Jack Freeman, Chief Operations Officer, Department of School Division Services

**Prepared by:** Melisa A. Ingram, Executive Director, Facilities Services

**Presenter(s):** Melisa A. Ingram, Executive Director, Facilities Services

**Recommendation:**

That the School Board approve a motion authorizing the Superintendent to execute a contract with SCG Fields, LLC for the Tallwood High School Track & Field Improvements in the amount of \$2,544,750.

**Background Summary:**

Project Architect:	HBA Architecture & Interior Design
Contractor:	SCG Fields LLC
Contract Amount:	\$2,544,750
Construction Budget:	\$2,225,000
Number of Responsive Bidders:	2
Average Bid Amount:	\$2,669,125
High Bid:	\$2,793,500

**Source:**

School Board Policy 3-90

**Budget Impact:**

CIP 1-017 Renovations and Replacements – Grounds- Phase III



**Subject:** Reversion Resolution Update **Item Number:** 15D

**Section:** Action **Date:** November 26, 2024

**Senior Staff:** Crystal M. Pate, Chief Financial Officer

**Prepared by:** Crystal M. Pate, Chief Financial Officer

**Presenter(s):** Crystal M. Pate, Chief Financial Officer

**Recommendation:**

It is recommended that the School Board receive information regarding the FY 2023/24 Reversion Resolution Update regarding the FY 2024/25.

**Background Summary:**

The net estimated funding available for reappropriation is \$30,531,524.

**Source:**

Unaudited Financial Statements for FY 2023/24 and communication from city staff.

**Budget Impact:**

Once approved by the School Board and the City Council, \$30,531,524. will be reappropriated to various funds as indicated by the Chief Financial Officer.

**Budget Resolution Regarding FY 2023/24 Reversion and Revenue Sharing Formula Reconciliation**

**WHEREAS**, on September 24, 2024, the School Board was presented with a summary of the unaudited financial statements for FY 2023/24 (year-ending June 30, 2024), showing the reversion amount to the city’s General fund; and

**WHEREAS**, \$16,423,540 is the amount of School Operating reversion funds available (excluding debt service and revenues over/under budget); and

**WHEREAS**, \$5,327,022 is the amount remaining in debt service due to the timing of bond sales, increasing the School Operating reversion amount to \$21,750,562; and

**WHEREAS**, \$9,720,758 came in as additional revenue over the appropriated budget, increasing the School Operating reversion amount to \$31,471,320; and

**WHEREAS**, \$176,939 reverted from the Athletics fund and \$45,364 reverted from the Green Run Collegiate Charter School fund; and

**WHEREAS**, the total amount available for re-appropriation is \$31,693,623; and

**WHEREAS**, the city is currently indicating FY 2023/24 revenue under budget of \$1,162,099 based on the Revenue Sharing Formula; and

**WHEREAS**, the net funding available for re-appropriation is \$30,531,524; and

**WHEREAS**, the Administration recommends the following for the available funds in the amount of \$30,531,524:

- \$10,031,524 to be re-appropriated to the FY 2024/25 Capital Improvement Program
  - \$5,327,022 to be transferred in the form of pay-as-you-go funding with a corresponding reduction in authorized but unissued Public Facility Revenue Bonds
  - \$1,500,000 to be transferred in the form of pay-as-you-go funding for project 1-020 Renovations and Replacements – Various Phase III
  - \$3,204,502 to be to be transferred in the form of pay-as-you-go funding for project 1-030 Payroll System Replacement
- \$20,500,000 to be re-appropriated to the School Reserve Special Revenue fund to be set aside for project 1-1015 Princess Anne High Replacement

**NOW, THEREFORE, BE IT**

**RESOLVED:** That the School Board of the City of Virginia Beach approves the recommended uses of reversion funds as presented by the Administration; and be it

**FURTHER RESOLVED:** That the School Board requests that the City Council approve the re-appropriation of reversion funds shown above; and be it

**FINALLY RESOLVED:** That a copy of this resolution be spread across the official minutes of this Board, and the Clerk of the Board is directed to deliver a copy of this resolution to the Mayor, each member of the City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 26th day of November 2024.

SEAL

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Kimberly A. Melnyk, School Board Chair

Attest:

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Regina M. Toneatto, Clerk of the Board



Subject: Closed Session Item Number: 17

Section: Closed session Date: November 26, 2024

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Kamala H. Lannetti, School Board Attorney

**Recommendation:**

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 2, 7 and 8 as amended, to deliberate on the following matters:

2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system.
7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

- A. Student discrimination appeal - decision on hearing officer recommendation.
- B. Status of pending litigation or administrative cases.
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters.

**Background Summary:**

N/A

**Source:**

Code of Virginia §2.2-3711, as amended

**Budget Impact:**

N/A



## **Decorum and Order-School Board Meetings 1-48**

School Board of the City of Virginia Beach  
Bylaw 1-48

### **SCHOOL BOARD BYLAWS**

#### **Decorum and Order-School Board Meetings**

##### **A. Purpose of decorum and order during meetings**

The School Board determines that decorum and order are necessary during School Board Meetings. The purposes for maintaining decorum and order are:

1. to ensure that the affairs of the School Board and School Board Committees may be conducted in an open, safe and orderly manner during meetings;
2. that all persons signed up to address the School Board during public comment sections of meetings have the opportunity to do so in an orderly and respectful manner and without being interrupted;
3. that persons in attendance may observe and hear the proceedings of the School Board without distraction and interruption;
4. that students and other young audience members who attend or watch such meetings are not subject to inappropriate language or conduct;
5. that School Board Members and School Division employees or other agents can transact the business of the School Board and the School Division with minimal disruption.

##### **B. Limitations on addressing the School Board**

Persons addressing the School Board during public comment sections of the meeting shall:

1. Limit their comments to matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.
2. Refrain from obscenity, vulgarity, profanity, and comments or actions with the intent to incite violence or other breach of peace.
3. Comply with the time limits and other rules for public comment set forth in the agenda or Bylaws.
4. During special meetings or public hearings, the School Board may set different rules or time limits for public comments.

##### **C. Other expressive activities during meetings**

1. Public comments during meetings limited to matters relevant to public education and the business of the School Board

At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The

School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.

2. Expressive activities during meetings

To maintain decorum and order and conduct the business of the School Board and the School Division during meetings, expressive activities by members of the public in meetings will be limited or prohibited. On any day that a meeting is scheduled to take place, the School Board prohibits certain expressive activity, including but not limited to the following, expressive activities:

- Petitioning, demonstrating, picketing, pamphlet distribution, conducting polls, or solicitation in the Building where the Meeting is taking place
- Displaying or using signs, posters or other items brought into the meeting room that block the view of persons in or observing the meeting or create a safety concern. Possession of such items while in the meeting location will not be prohibited.
- Use of noise making devices
- Use of excessive cheering, booing, clapping, or similar activity that disrupts the meeting, as determined by the Chair or designee.
- Calling out or making comments when not called to address the School Board
- Intimidation, harassment or threats to persons in the meeting or who are entering or departing the meeting or the location of the meeting
- Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting
- Other conduct that violates decorum and order as determined by the Chair or designee

3. School Administration Building or other locations for meetings are not open public forums for public expression

The School Administration Building (or another building or location where a meeting is scheduled to take place) its grounds and reserved parking spaces are not open for expressive activities unless a facility use request or application has been approved by the Superintendent or designees. The Superintendent or designees are authorized to designate areas of the School Administration Building (or other building or location for a meeting), the grounds and parking lots that may be considered for facility use request or application. The Superintendent or designee are authorized to develop and implement regulations and/or procedures related to such facility use requests or applications.

**D. Other methods of communicating with the School Board**

The School Board encourages citizens and other interested parties to communicate with the School Board regarding matters related to public education. Due to the limited time scheduled to conduct business and the need to follow approved agenda items, School Board meetings may not be conducive for all forms of communication to the School Board. Persons seeking to communicate with the School Board may contact School Board Members through other methods of communication, including [SchoolBoard@VBCPSBoard.com](mailto:SchoolBoard@VBCPSBoard.com) or email individual School Board Members in addition to those provided at School Board meetings.

This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions prior to or after a Meeting. While public speakers are addressing the School Board, they may not approach the School Board to hand out

items but will instead be directed to leave items with the Clerk or designee for the School Board to consider after the Meeting.

This Bylaw does not preclude persons called to address the School Board during public comment sections from using a chart, graph or other item during their public comments so long as that item does not interfere with the School Board and other persons observing the Meeting from hearing or seeing the speaker and the item does not create a safety issue or otherwise violate the decorum and order rules. Furthermore, nothing herein shall be interpreted to prohibit members of the public from communicating with the School Board or the School Administration on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division at times other than meetings.

- E.** The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.
- F.** The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.
- G.** No person attending a meeting of the School Board, in any capacity, shall use, or allow to sound, any device in a manner that disrupts the conduct of business within the room in which the School Board or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.
- H.** At the request of the Chair or Superintendent or their designees, a city police officer or other law enforcement officer shall act as sergeant-at-arms at all School Board meetings.