Updated 07/17/2025
Retreat presentations added 07/17/2025

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Services

Kathleen J. Brown, Chair
District 10

Carolyn D. Weems, Vice Chair
District 9

Mark Bohenstiel
District 3

Michael Callan
District 6

David Culpepper
District 8

Matt W. Cummings
District 7

Rose M. Dwyer
District 1

Sharon R. Felton
At-Large

Dr. Alveta J. Green
District 4

Kimberly A. Melnyk
District 2

Melinda J. Rogers
District 5

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

School Board Retreat/Abridged Meeting Proposed Agenda
Tuesday, July 8, and Wednesday, July 9, 2025
Professional Development Center
641 Carriage Hill Road
Virginia Beach, VA 23452
(757) 263-1000

The School Board Retreat will be streamed live on schoolboard.vbschools.com/meetings/live, broadcast on VBTV Channel 47, as well as through Zoom through the link below, for viewing by the public.

The School Board Abridged Meeting on July 8, 2025 at 4:30 pm will be streamed live on schoolboard.vbschools.com/meetings/live, broadcast on VBTV Channel 47, and on Zoom through the link below. The purpose of the Abridged meeting is for the School Board to address limited matters that cannot be put off until the next regular School Board meeting. School Board retreats and abridged meetings are not regular meetings and follow the agenda set forth for the meeting or as otherwise adopted by the School Board at the retreat or abridged meeting. Members of the Public may watch the Retreat/Abridged Meeting in person with limited seating. Notice of the School Board Meeting was posted in the School Administration Building #6, and on the VBSchools.com website.

Attendee link: https://us02web.zoom.us/j/88931640226 Call-in (301) 715-8592 ID 889 3164 0226

Media representatives should contact the Department of Communications and Community Engagement regarding accessing the Retreat and Abridged Meeting.

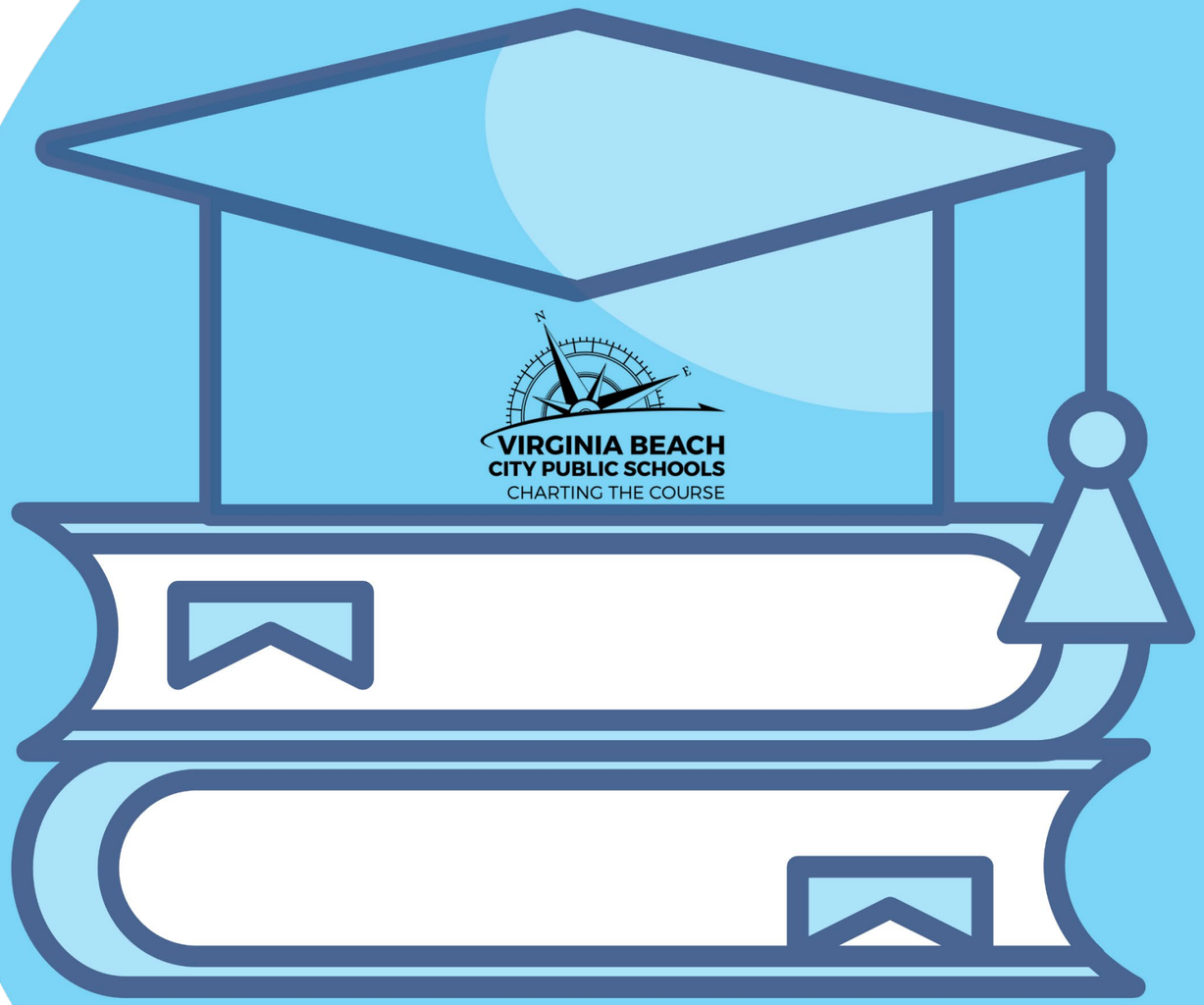
TUESDAY, JULY 8, 2025

Time	Activity	Lead(s)
12:00 p.m. – 12:30 p.m.	**LUNCH/FOOD TRUCK**	**Rachel Amato** *Director, Food Services*
12:30 p.m. – 12:45 p.m.	Welcome and Review of Agenda	**Donald E. Robertson Jr., Ph.D.** *Superintendent* **Kathleen Brown** *School Board Chair*
12:45 p.m. – 1:30 p.m.	Student Achievement Results	**Lisa A. Banicky, Ph.D.** *Executive Director of Planning, Innovation and Accountability*
1:30 p.m. – 2:15 p.m.	Compass to 2030 – A Closer Look	**Lisa A. Banicky, Ph.D.** Executive Director, Planning, Innovation and Accountability
2:15 p.m. – 3:15 p.m.	Instructional Technology Update: Artificial Intelligence (AI) and Chromebook Usage	**David Din** *Chief Information Officer* **Danielle Colucci, Ed.D.** *Chief Academic Officer*
3:15 p.m. – 3:45 p.m.	Building Usage and Redistricting	**Melisa Ingram** *Executive Director, Facilities Services*
3:45 p.m. – 4:00 p.m.	Closing Thoughts	**Donald E. Robertson Jr., Ph.D.** *Superintendent* **Kathleen Brown** *School Board Chair*
4:00 p.m. – 4:30 p.m.	**Break** **Prepare for** **Abridged School Board Meeting**	

2512 George Mason Drive | P.O. Box 6038 | Virginia Beach, Virginia 23456-0038
www.vbschools.com

STUDENT ACHIEVEMENT RESULTS

Understanding Where We Are to Guide Where We're Going



School Board Retreat

July 8, 2025

Office of Planning, Innovation, and Accountability

Presentation Overview

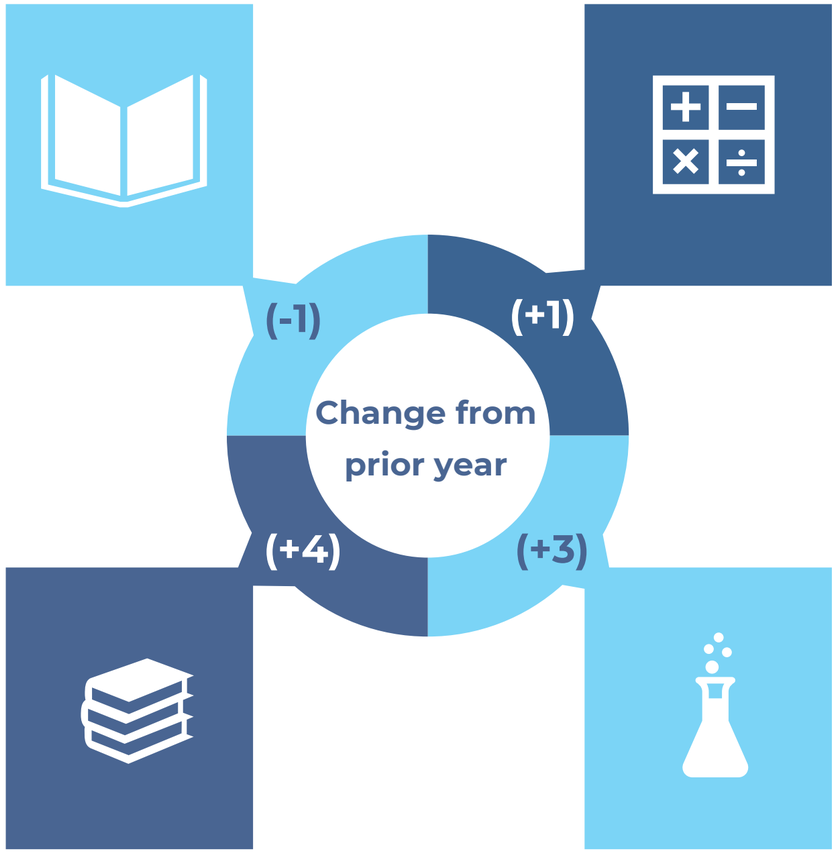
- Core Academic Performance
- Readiness Beyond the SOLs
- Student Performance by Group
- Accountability Timeline

Core Academic Performance

(Preliminary SOL Passing Rates for 2024-2025)

Reading SOL

81%



Mathematics SOL

79%

History SOL

77%

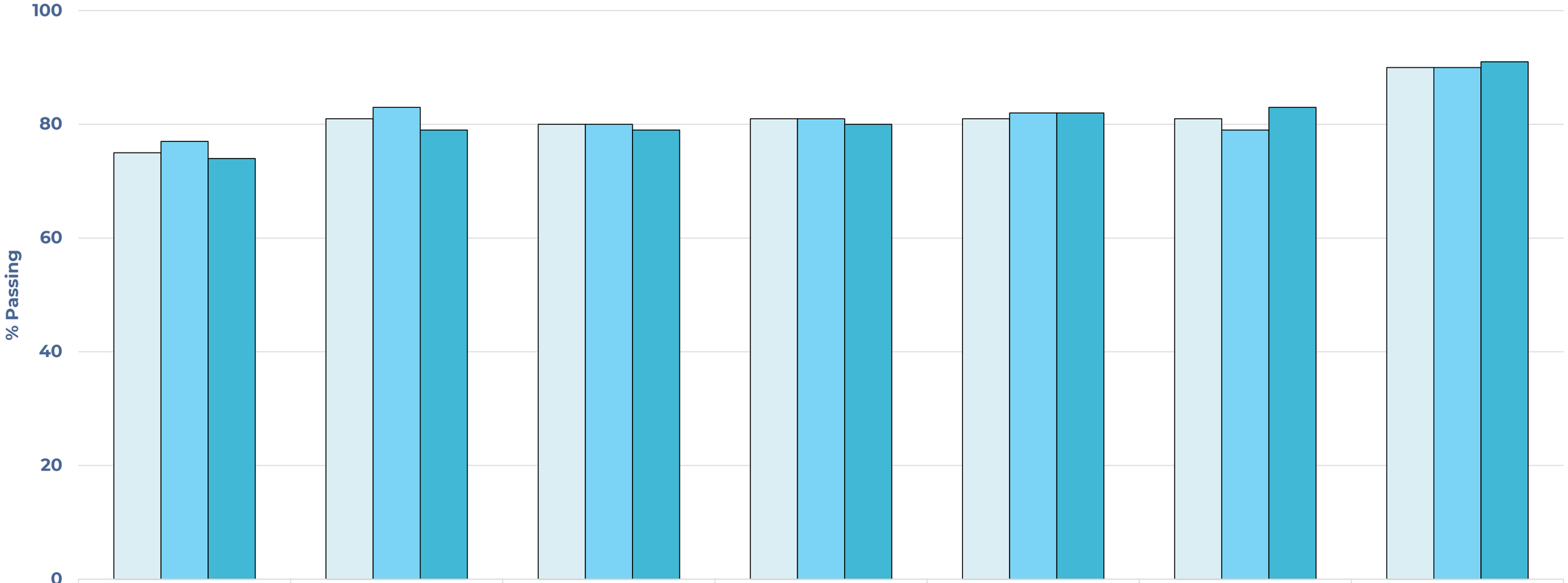
Science SOL

81%

Core Academic Performance

(SOL Passing Rates)

Reading SOL – Three Year Trend

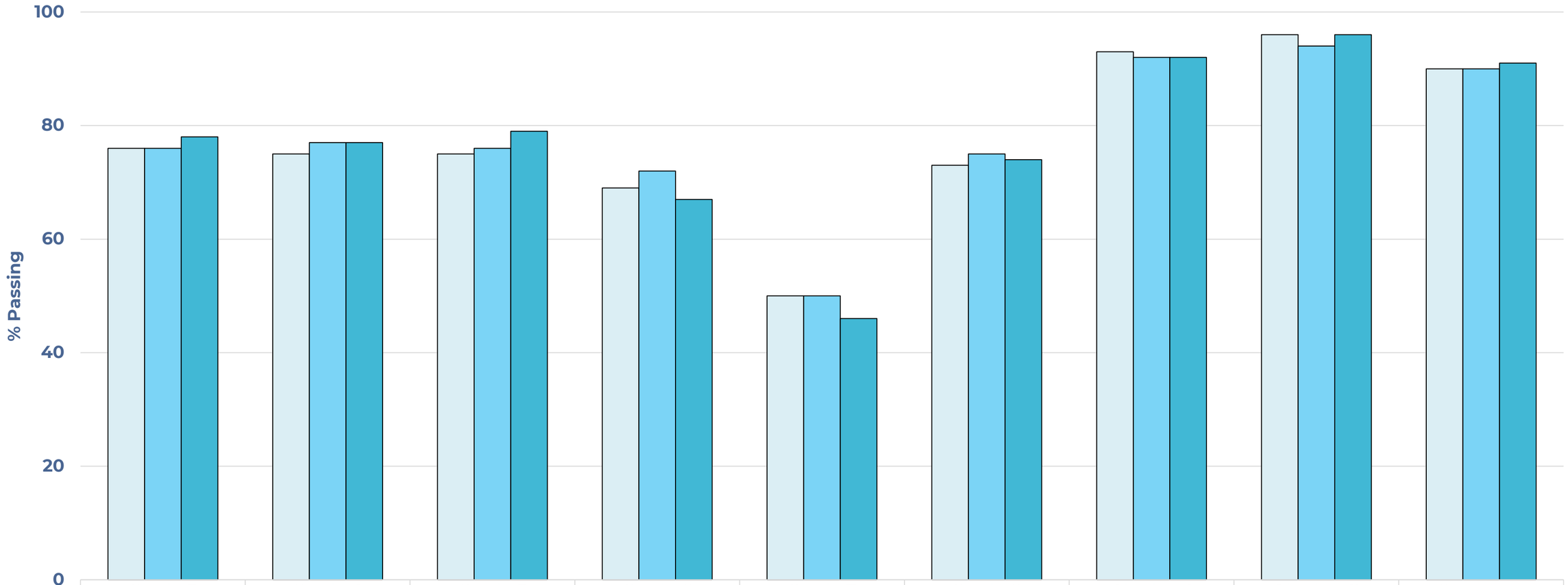


	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	EOC Reading
22-23	75	81	80	81	81	81	90
23-24	77	83	80	81	82	79	90
24-25	74	79	79	80	82	83	91

Core Academic Performance

(SOL Passing Rates)

Mathematics SOL – Three Year Trend

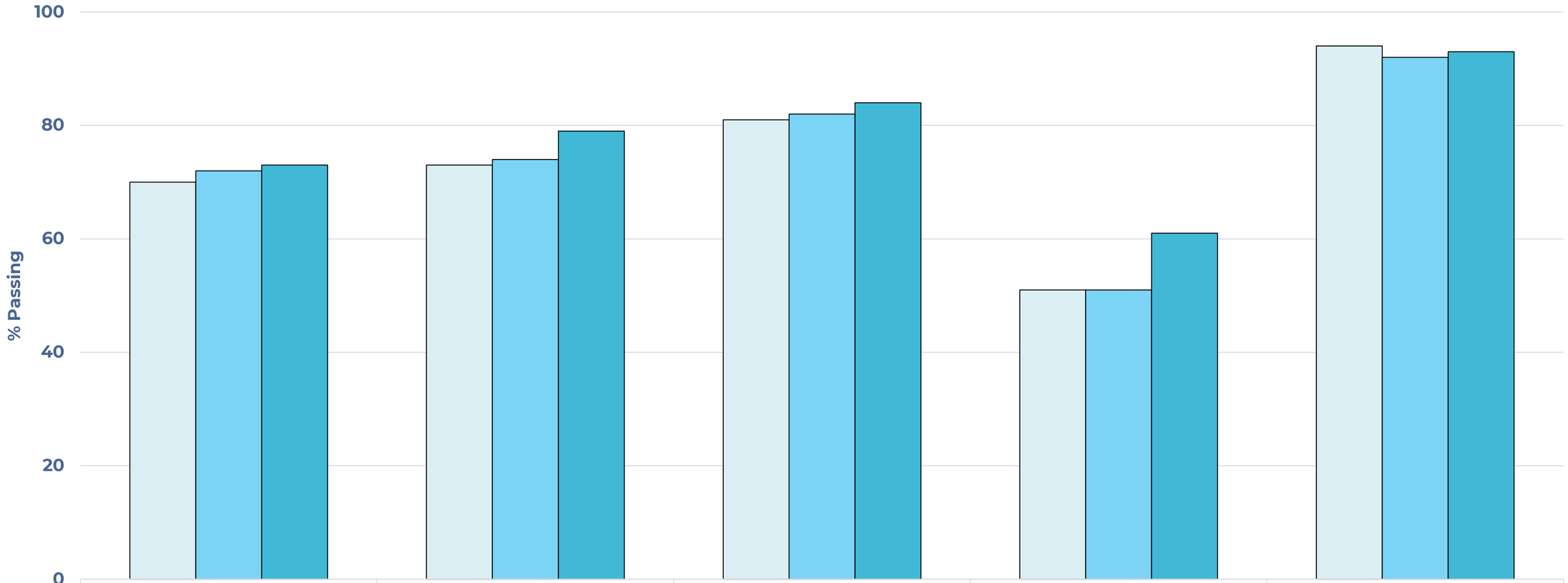


	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I	Algebra II	Geometry
22-23	76	75	75	69	50	73	93	96	90
23-24	76	77	76	72	50	75	92	94	90
24-25	78	77	79	67	46	74	92	96	91

Core Academic Performance

(SOL Passing Rates)

Science SOL – Three Year Trend

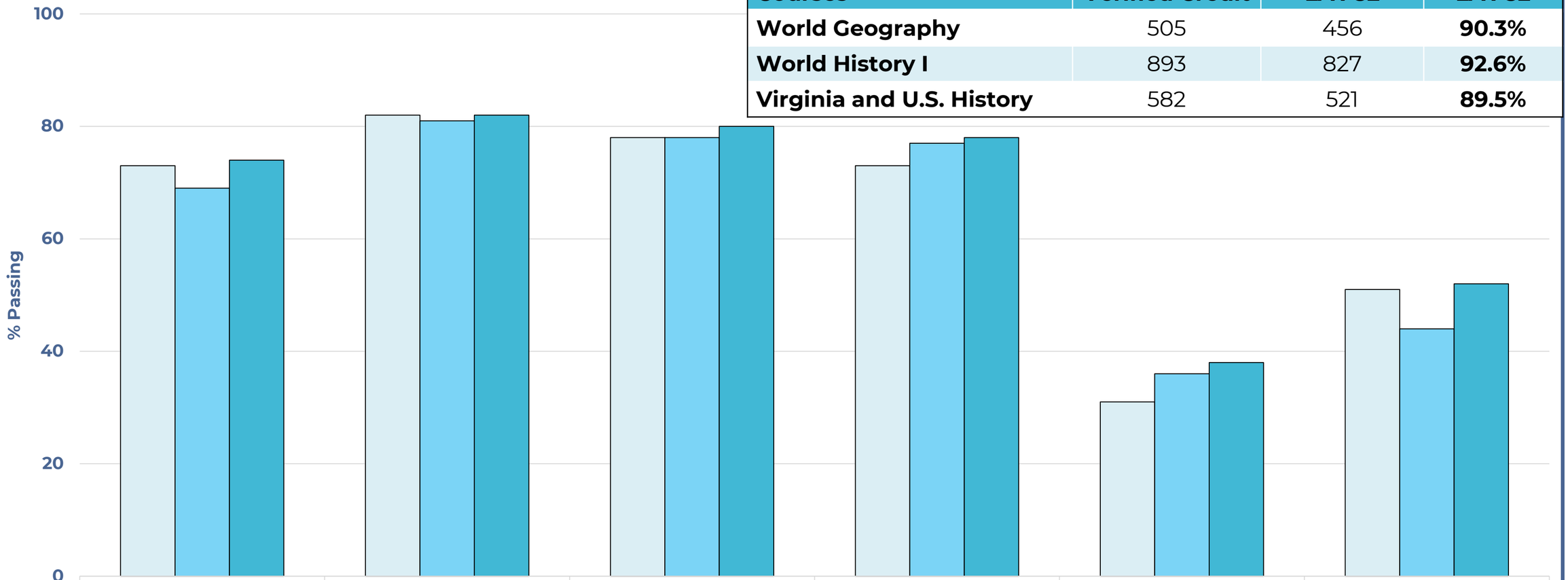


	Grade 5	Grade 8	EOC Biology	EOC Chemistry	EOC Earth Science
22-23	70	73	81	51	94
23-24	72	74	82	51	92
24-25	73	79	84	61	93

Core Academic Performance

(SOL Passing Rates)

Courses	# Needing Verified Credit	# Earning LAVC2	% Earning LAVC2
World Geography	505	456	**90.3%**
World History I	893	827	**92.6%**
Virginia and U.S. History	582	521	**89.5%**



	Grade 5	Grade 8	EOC World Geography	EOC World History I	EOC World History II	EOC VA & US History
22-23	73	82	78	73	31	51
23-24	69	81	78	77	36	44
24-25	74	82	80	78	38	52

Readiness Beyond the SOLs

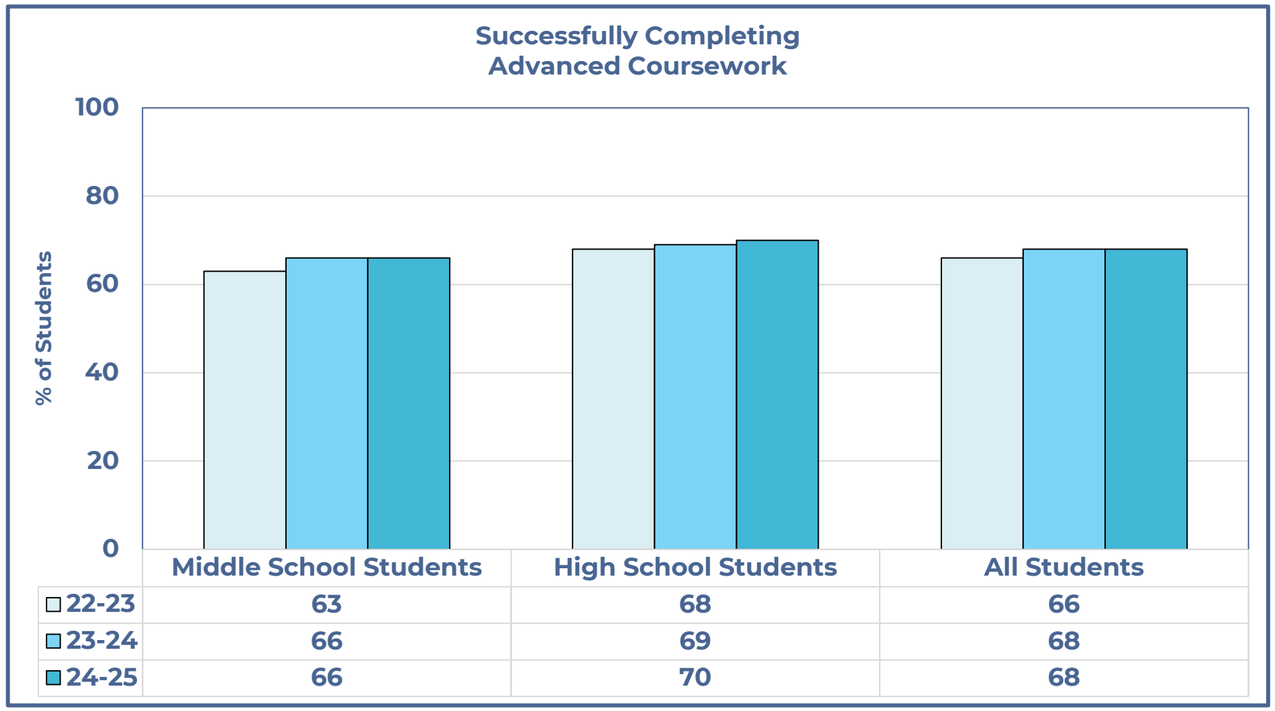
College, career, and life readiness means giving students access to real choices—and the confidence to pursue them.

- Secondary Students Successfully Completing Advanced Coursework
- Early Indicators of College Readiness (PSAT/NMSQT)
- CTE Credentialing Assessment Results

Readiness Beyond the SOLs

College, career, and life readiness means giving students access to real choices—and the confidence to pursue them.

Secondary Students Successfully Completing Advanced Coursework



	Middle School Students	High School Students	All Students
22-23	63	68	66
23-24	66	69	68
24-25	66	70	68

Readiness Beyond the SOLs

College, career, and life readiness means giving students access to real choices—and the confidence to pursue them.

Early Indicators of College Readiness (PSAT/NMSQT)

- College Board assessment administered to 10th and 11th graders nationwide
- Includes two sections: Reading and Writing; and Mathematics
- Benchmarks show whether students are on track for college success – **not** pass/fail scores
- Used to identify students for National Merit and other scholarship opportunities
- VBCPS pays for all 11th graders to take the assessment each fall
- Helps us identify patterns, target support, and strengthen instruction

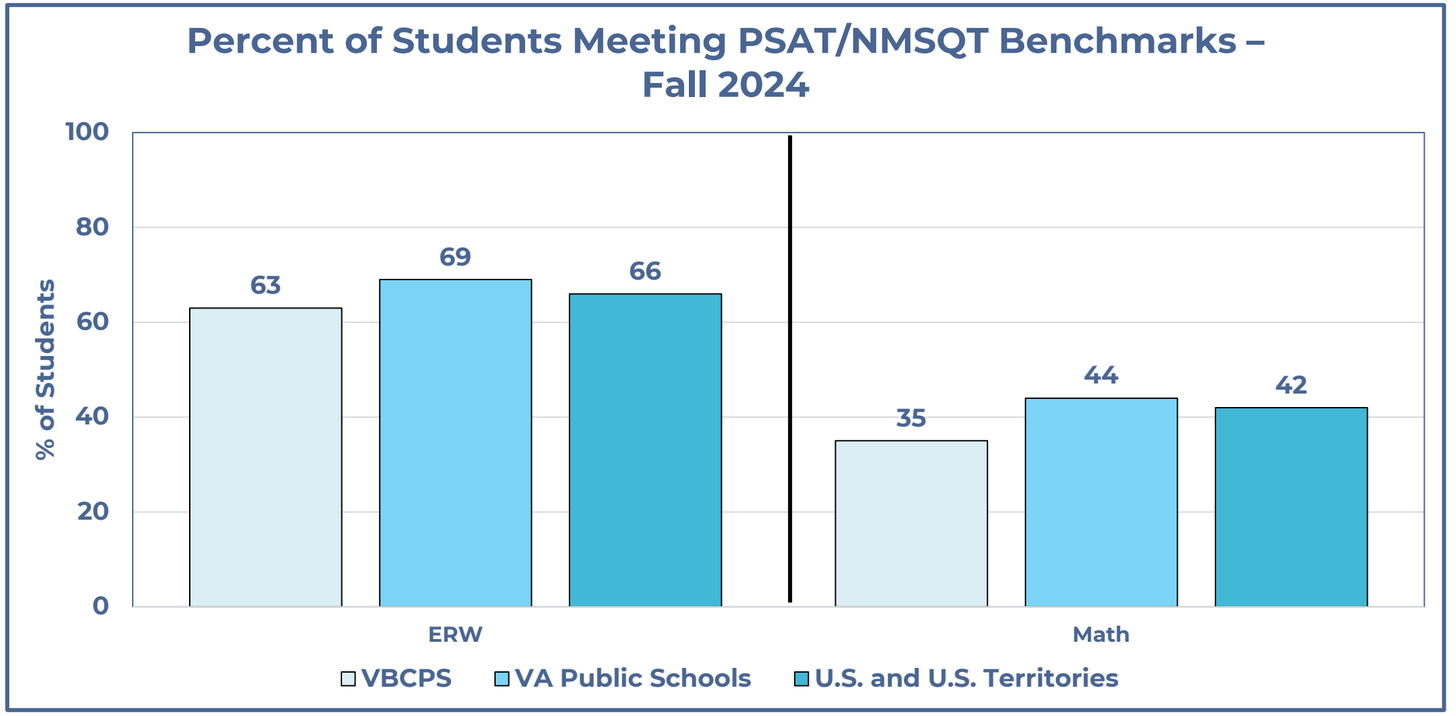
Readiness Beyond the SOLs

College, career, and life readiness means giving students access to real choices—and the confidence to pursue them.

Early Indicators of College Readiness (PSAT/NMSQT)

Estimated Participation Rates

- VBCPS ≈ 75%
- VA Public School ≈ 47%
- U.S. and U.S. Territories ≈ 43%

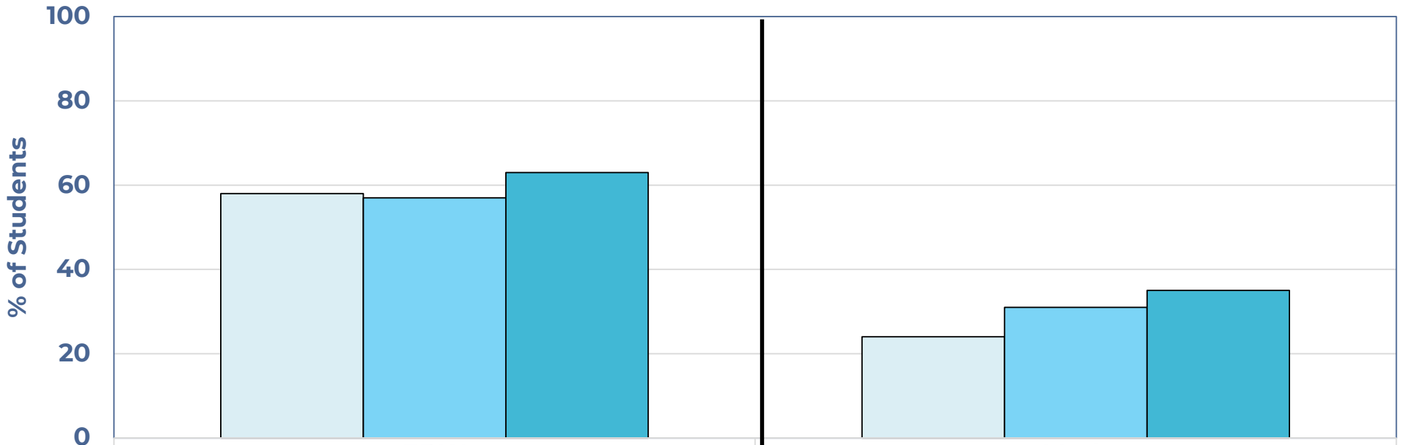


Readiness Beyond the SOLs

College, career, and life readiness means giving students access to real choices—and the confidence to pursue them.

Early Indicators of College Readiness (PSAT/NMSQT)

Percent of Students Meeting PSAT/NMSQT Benchmarks – Three Year Trend

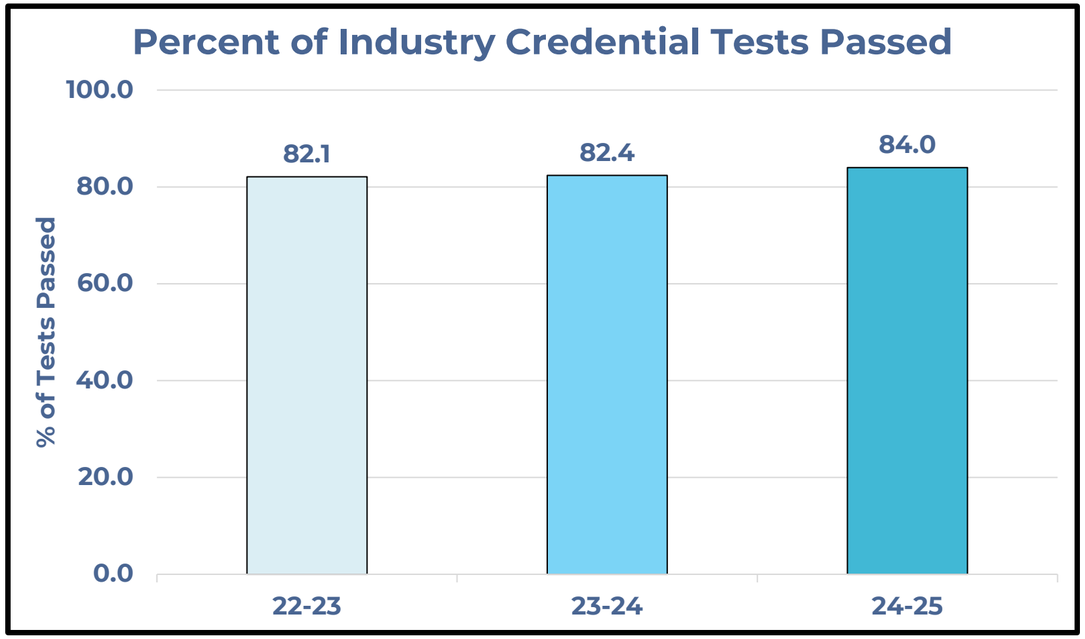


	ERW	Math
22-23	58	24
23-24	57	31
24-25	63	35

Readiness Beyond the SOLs

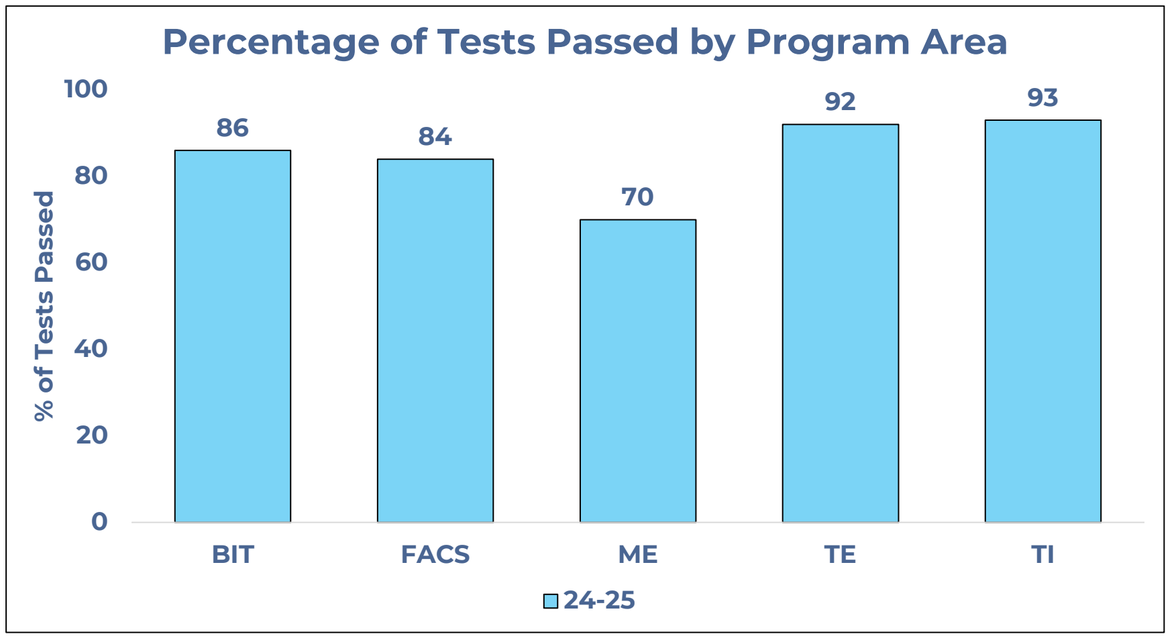
College, career, and life readiness means giving students access to real choices—and the confidence to pursue them.

CTE Credentialing Assessment Results



Number of Tests Taken	16,464	17,391	16,846

Readiness Beyond the SOLs



Business and Information Technology (BIT)

Prepares students with skills in management, accounting, entrepreneurship, and computer applications and includes pathways in cybersecurity, programming, and IT support.

Family and Consumer Science (FACS)

Focuses on life and career skills like nutrition, culinary arts, early childhood education, interior design, and independent living.

Marketing Education (ME)

Teaches students about advertising, sales, marketing strategy, and entrepreneurship, often through real-world experiences like school-based enterprise (school store) or internships.

Technology Education (TE)

Provides hands-on, career-focused education in engineering, mechanics, construction, and manufacturing with an emphasis on problem-solving and the engineering design process.

Trade and Industrial Education (TI)

Explores skilled trades used in fields like HVAC, auto service, welding, masonry, carpentry, plumbing, TV production, and cosmetology highlighting hands-on problem-solving and innovation.

Student Performance by Group

Looking at performance patterns helps us respond more precisely to student needs and strengthen support where it matters most.

- Includes data from SOLs, advanced coursework, and PSAT/NMSQT
- Student groups vary by measure based on reporting source

Student Performance by Group

(Core Academic Performance)

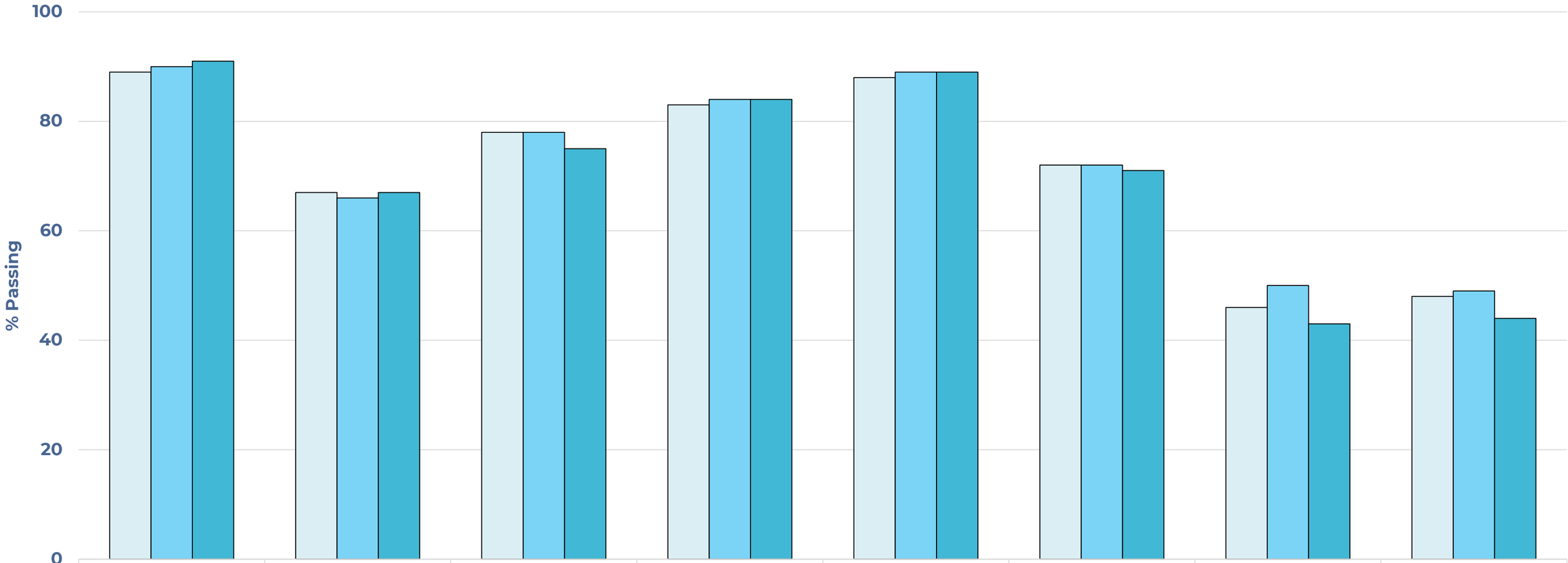
SOL Passing Rates for 2024-25

	Reading	Math	Science	History
Asian	91%	91%	89%	91%
Black	67%	62%	62%	56%
Hispanic	75%	73%	76%	75%
Multiracial	84%	80%	83%	79%
White	89%	87%	89%	85%
Economically Disadvantaged	71%	67%	69%	64%
English Language Learners	43%	56%	49%	50%
Students with Disabilities	44%	43%	40%	37%

Student Performance by Group

(Core Academic Performance)

Reading SOL – Three Year Trend for Student Groups

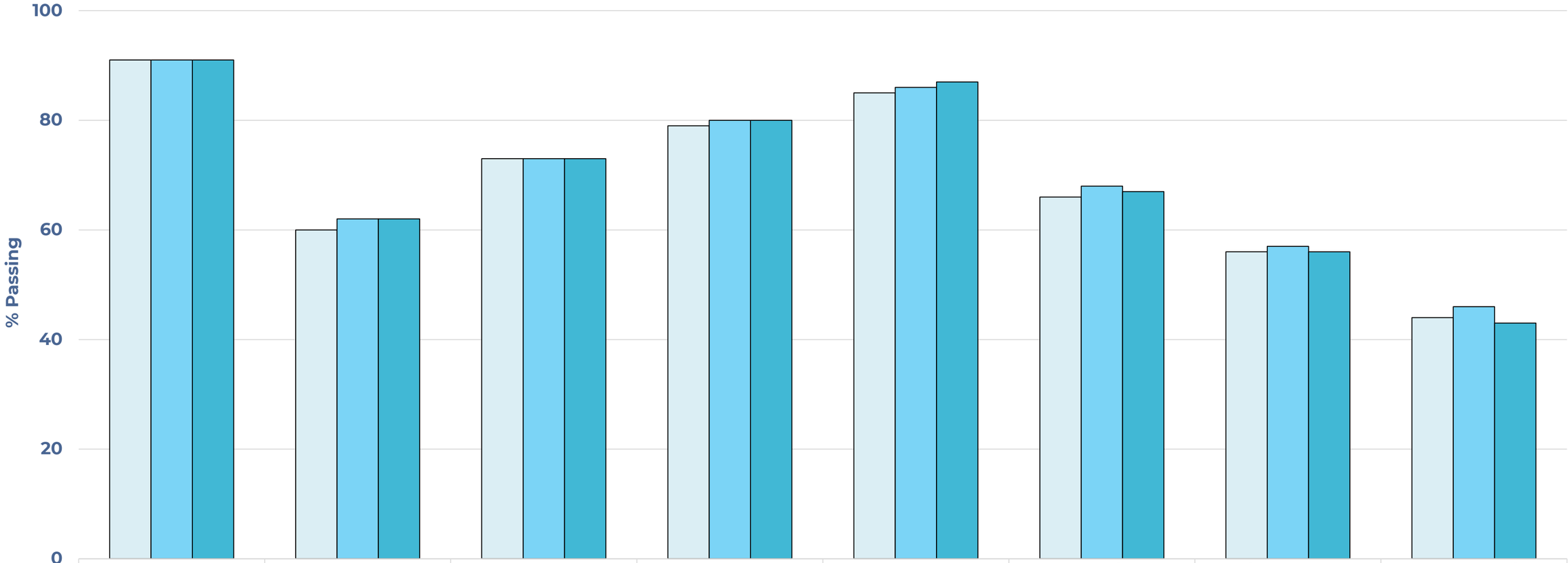


	Asian	Black	Hispanic	Multiracial	White	Economically Disadvantaged	English Language Learners	Students with Disabilities
22-23	89	67	78	83	88	72	46	48
23-24	90	66	78	84	89	72	50	49
24-25	91	67	75	84	89	71	43	44

Student Performance by Group

(Core Academic Performance)

Mathematics SOL – Three Year Trend for Student Groups

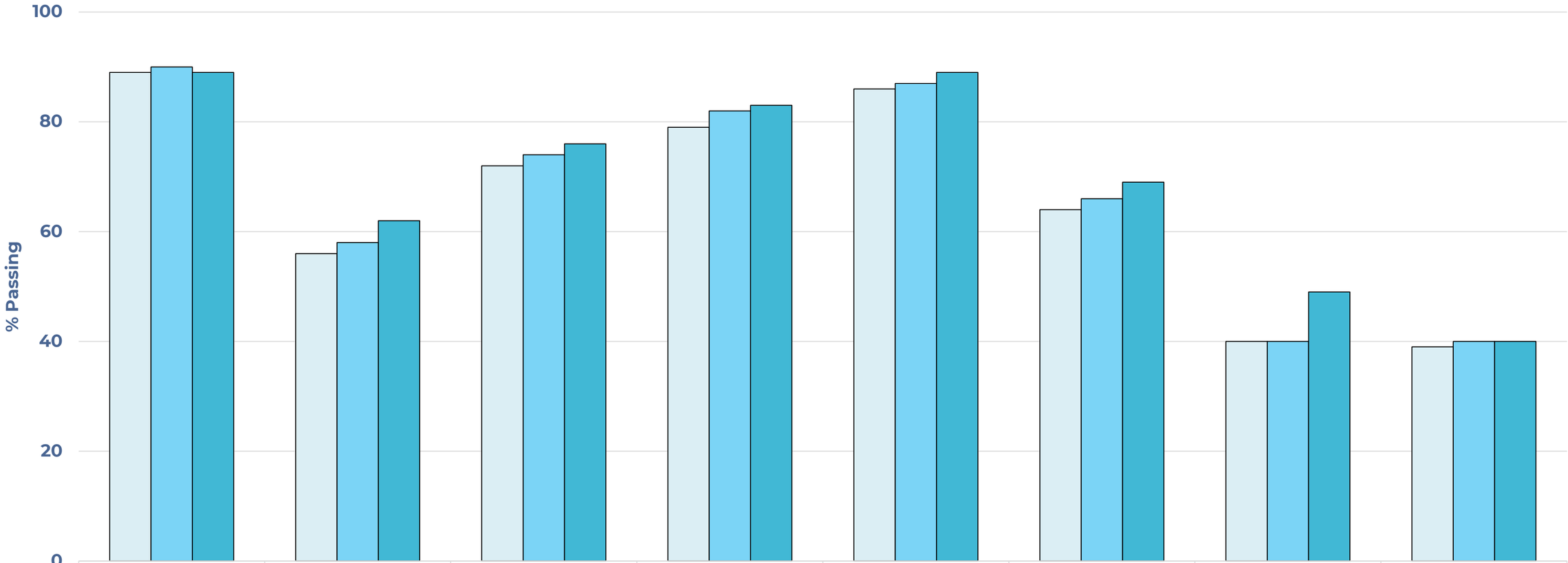


	Asian	Black	Hispanic	Multiracial	White	Economically Disadvantaged	English Language Learners	Students with Disabilities
22-23	91	60	73	79	85	66	56	44
23-24	91	62	73	80	86	68	57	46
24-25	91	62	73	80	87	67	56	43

Student Performance by Group

(Core Academic Performance)

Science SOL – Three Year Trend for Student Groups

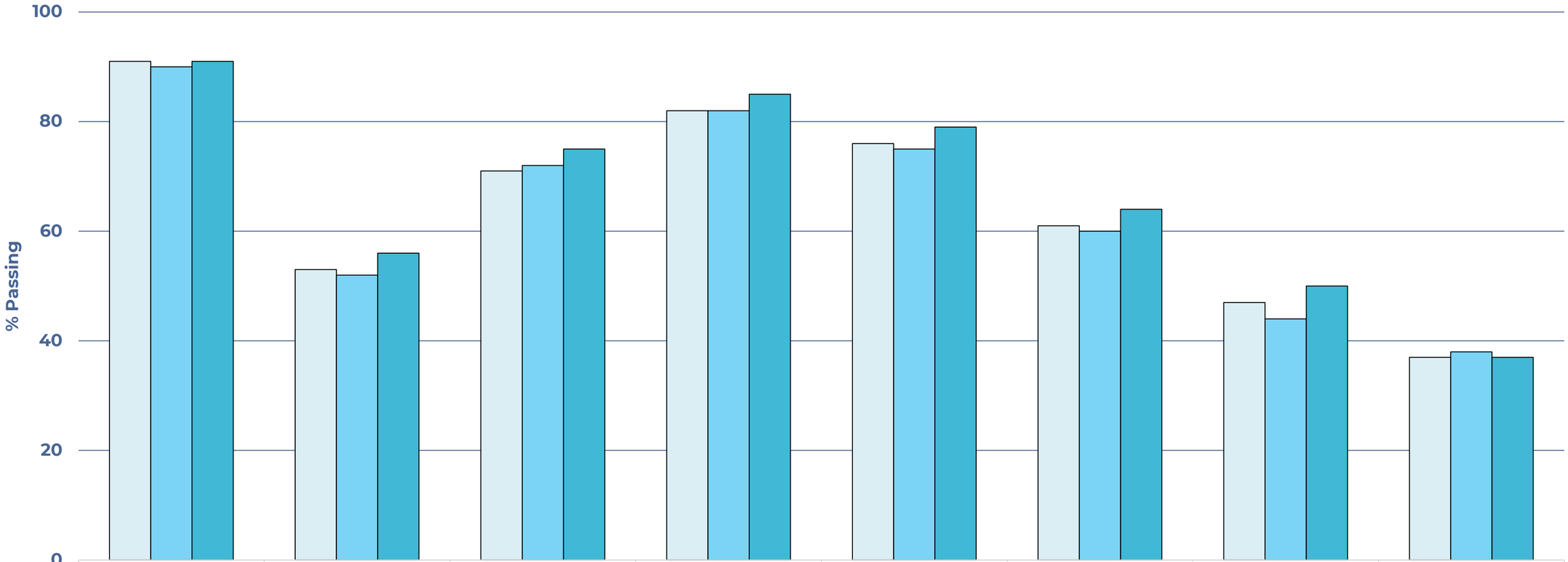


	Asian	Black	Hispanic	Multiracial	White	Economically Disadvantaged	English Language Learners	Students with Disabilities
22-23	89	56	72	79	86	64	40	39
23-24	90	58	74	82	87	66	40	40
24-25	89	62	76	83	89	69	49	40

Student Performance by Group

(Core Academic Performance)

History SOL – Three Year Trend for Student Groups

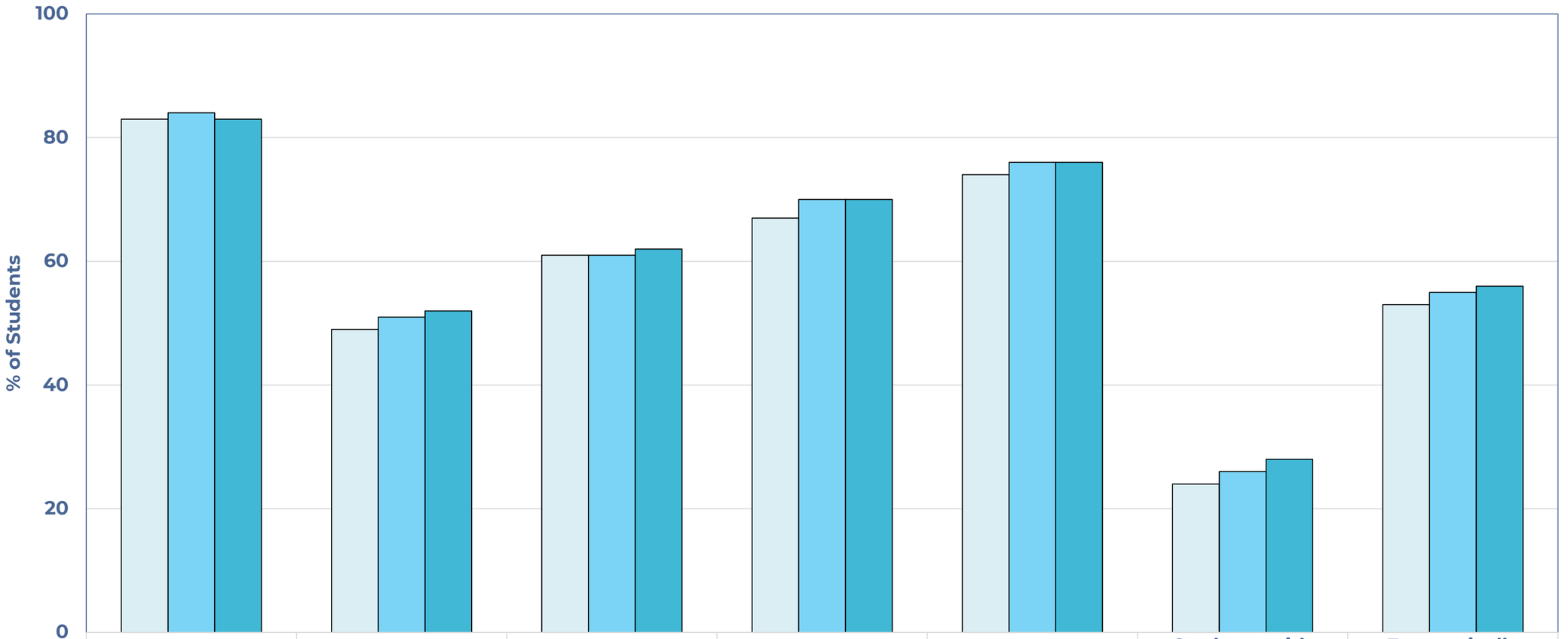


	Asian	Black	Hispanic	White	Multiracial	Economically Disadvantaged	English Language Learners	Students with Disabilities
22-23	91	53	71	82	76	61	47	37
23-24	90	52	72	82	75	60	44	38
24-25	91	56	75	85	79	64	50	37

Student Performance by Group

(Readiness Beyond the SOLs)

Secondary Students Successfully Completing Advanced Coursework

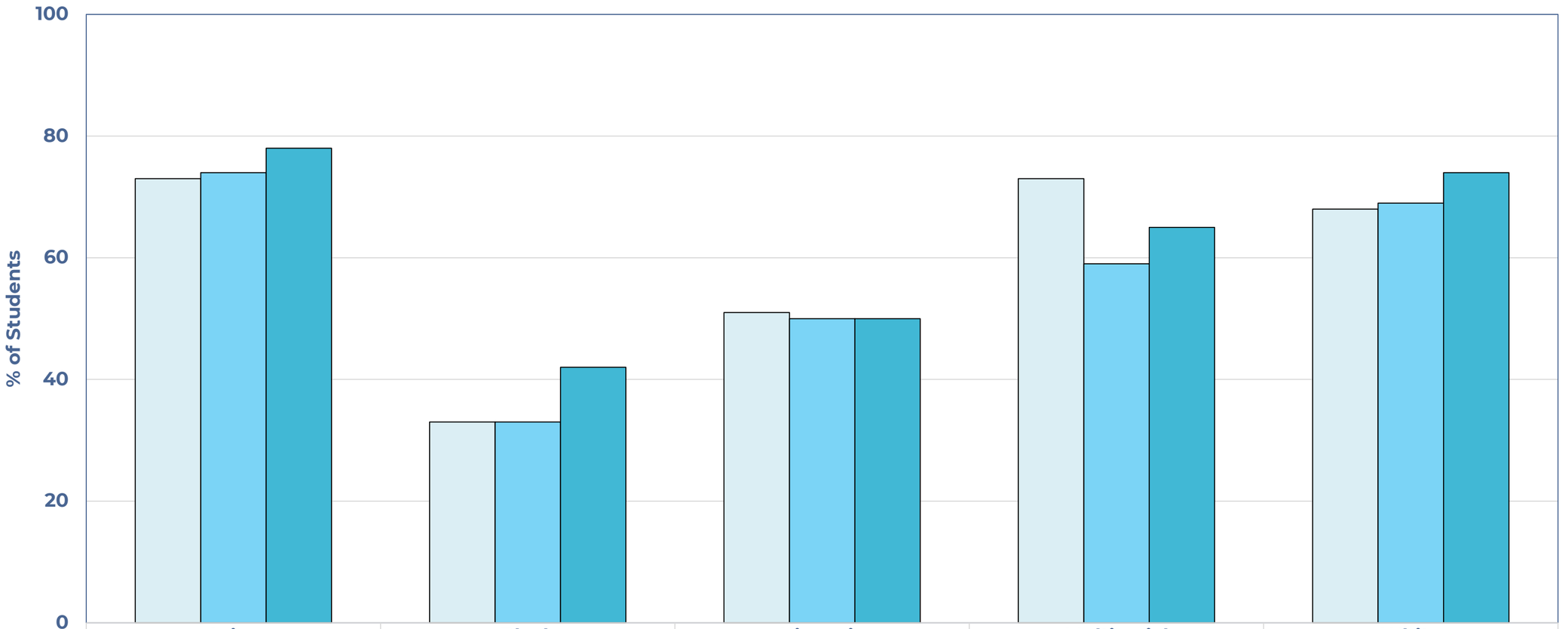


	Asian	Black	Hispanic	Multiracial	White	Students with Disabilities	Economically Disadvantaged
22-23	83	49	61	67	74	24	53
23-24	84	51	61	70	76	26	55
24-25	83	52	62	70	76	28	56

Student Performance by Group

(Readiness Beyond the SOLs)

Percent of VBCPS Students Meeting the English Reading and Writing Benchmark on the PSAT/NMSQT

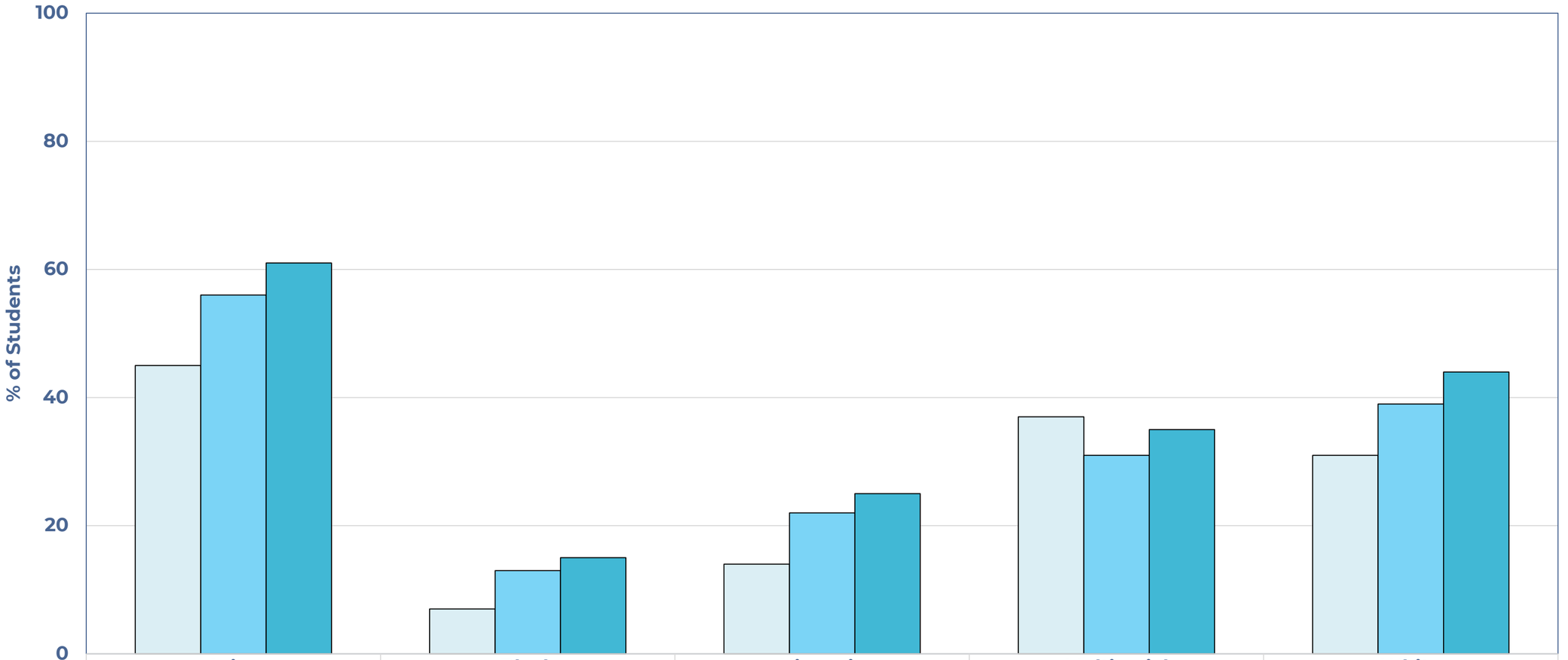


	Asian	Black	Hispanic	Multiracial	White
22-23	73	33	51	73	68
23-24	74	33	50	59	69
24-25	78	42	50	65	74

Student Performance by Group

(Readiness Beyond the SOLs)

Percent of VBCPS Students Meeting the Mathematics Benchmark on the PSAT/NMSQT



	Asian	Black	Hispanic	Multiracial	White
22-23	45	7	14	37	31
23-24	56	13	22	31	39
24-25	61	15	25	35	44

Summary of Key Patterns

- **Reading**: Generally stable; some group-level declines observed
- **Math**: Generally stable; PSAT/NMSQT Math readiness remains low
- **Science**: Consistent improvement across most tests and student groups
- **History**: Improvement across most student groups
- **Advanced coursework**: Gradual increase in successful completion
- **Credentialing assessments**: High and rising pass rates in most program areas

Accountability Timeline*

Preliminary SOL Passing Rates

Shared with School Board July 2025

Official Statewide SOL Passing Rates

Released by VDOE – Expected Late July 2025

School Accountability Designations Released

State's Performance and Support Framework – Expected September 2025

Public Presentation of the Accountability Designations and Results for the Division

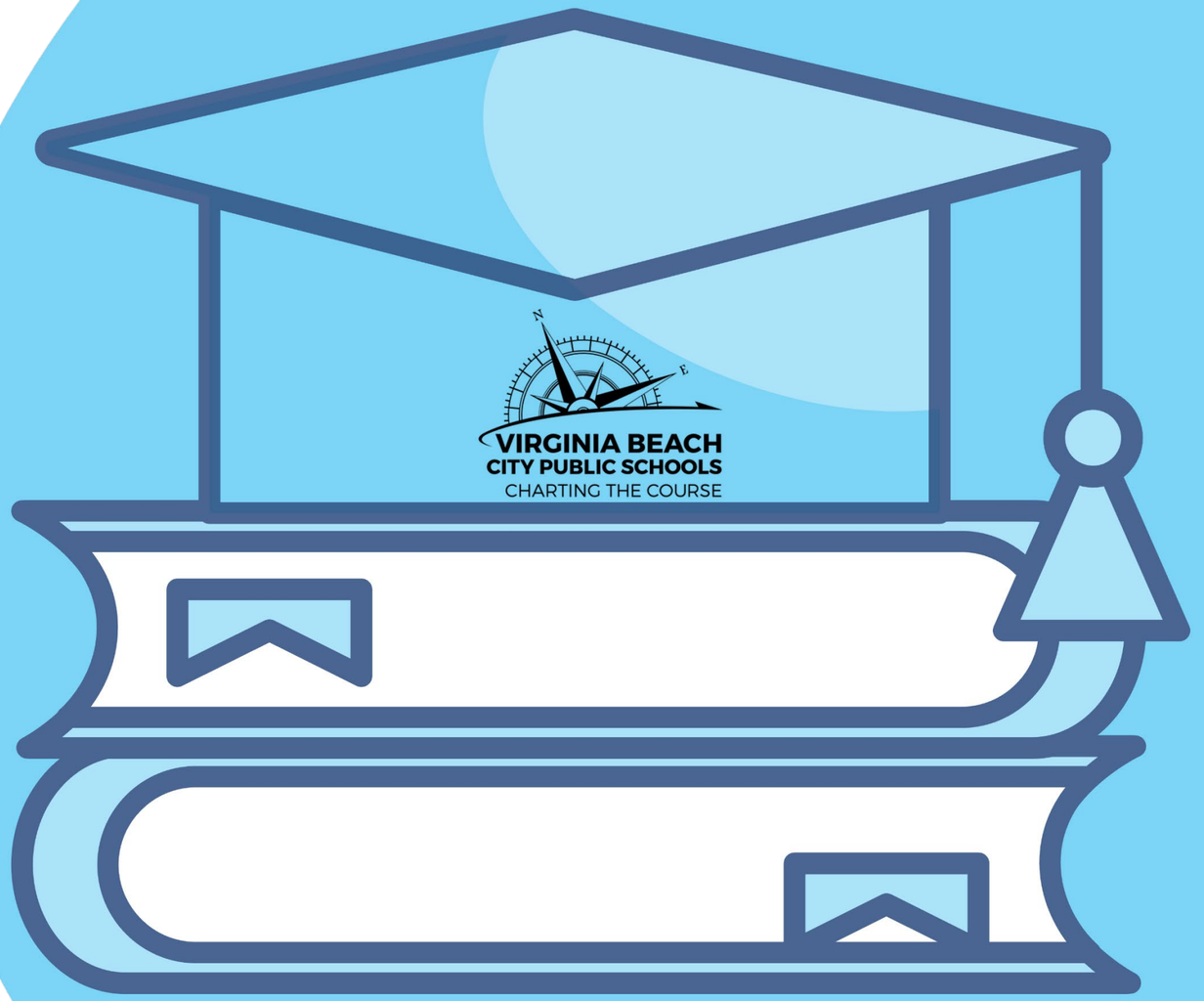
Presented to School Board - October 2025

*An official timeline has not been announced by the Virginia Department of Education. This estimate is based on prior years' release schedules.

Looking Ahead: Staying Focused on What Matters

- Use data to inform action, not just interpretation
- Keep students at the center of every conversation
- Use strategies from C*ompass to 2030* to support the work ahead
- Continue monitoring progress and adjusting supports

Questions?



COMPASS TO 2030

A CLOSER LOOK



School Board Retreat

July 8, 2025

Office of Planning, Innovation, and Accountability

Vision to Action to Impact

- Vision casting is just the beginning
- Creating shared meaning fuels shared action
- Real impact requires relentless execution

Vision to Action to Impact

Setting the Vision

Compass to 2030

Our Strategic Planning Process

Built on Public Input



Public Input Site



Focus Groups



Communitywide Survey

Resulting in:

- Five broad goals grounded in community input
- Strategic, specific, feasible strategies aligned to each goal
- Key Navigational Markers to measure progress
- A revised Future-Ready Profile for K-12 students

Who Helped Shape the Plan

1 Ad Hoc Strategic Planning Committee

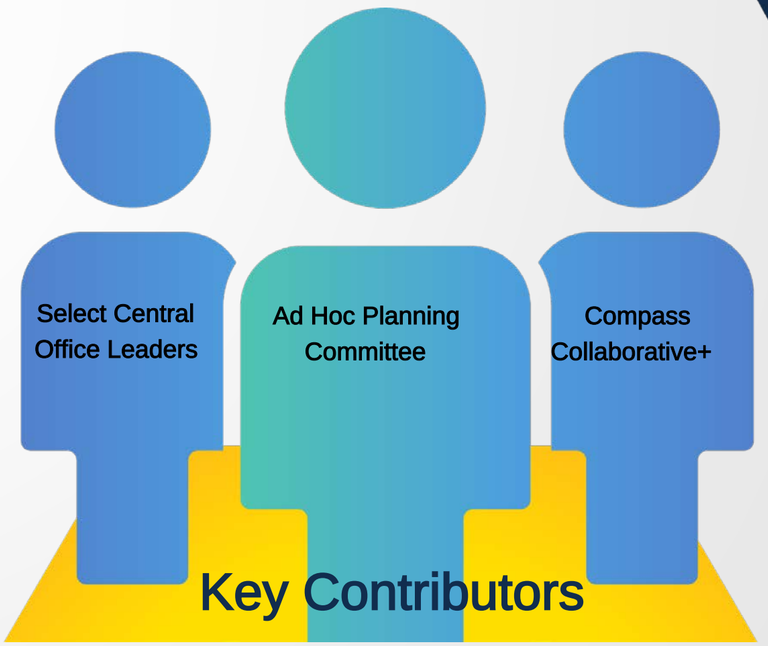
- Goals in *Compass to 2030*
- Recommended revisions to the VBCPS Graduate Profile

2 Select Central Office Leaders

- Strategies to support goals in *Compass to 2030*

3 Compass Collaborative

- Revisions to the VBCPS Graduate Profile, changed to the VBCPS Future-Ready Profile



Goal 1: Challenge and Support Each Student to Excel and be Future Ready



Strategies

- Differentiate instruction to meet individual needs
- Use engaging, inclusive teaching practices
- Communicate program and service options clearly
- Teach financial, digital, and media literacy
- Align experiences to the Future-Ready Profile
- Support access to advanced coursework
- Expand career awareness, exploration, and experience

Key Navigational Markers

- % of students meeting grade-level expectations in reading and mathematics
- % of secondary students enrolling in and successfully completing advanced courses
- % of students reporting they have a solid plan after graduation
- % of students with disabilities graduating on-time with standard or advanced diplomas

Goal 2: Enhance Student Well-Being, Resilience, and Responsibility

Strategies

- Teach and reinforce skills like self-awareness, self-management, social awareness, relationship-building, and responsible decision making
- Create more opportunities for student connection, mentoring, and leadership
- Amplify student voice and feedback
- Use the division's support systems to help meet students' needs
- Promote mental health awareness and connect families to resources

Key Navigational Markers

- % of students reporting school is safe
- % of students reporting they have a trusted adult at school
- % of students participating in extracurricular activities or clubs
- % of students reporting a sense of belonging
- % of students with 90% or higher attendance

Goal 3: Value and Invest in Staff



Strategies

- Strengthen support for provisionally licensed teachers
- Provide clear career pathways within VBCPS
- Expand recognition across all employee roles
- Improve access to health and wellness resources
- Build staff capacity to support diverse student needs
- Offer more professional learning, especially for support staff

Key Navigational Markers

- % of staff reporting job satisfaction
- % of staff reporting professional learning opportunities are appropriate to meet their needs
- % of staff aware of resources to support their health and well-being
- Teacher retention rate
- Vacancy rate

Goal 4: Partner with Families and the Community to Support Students

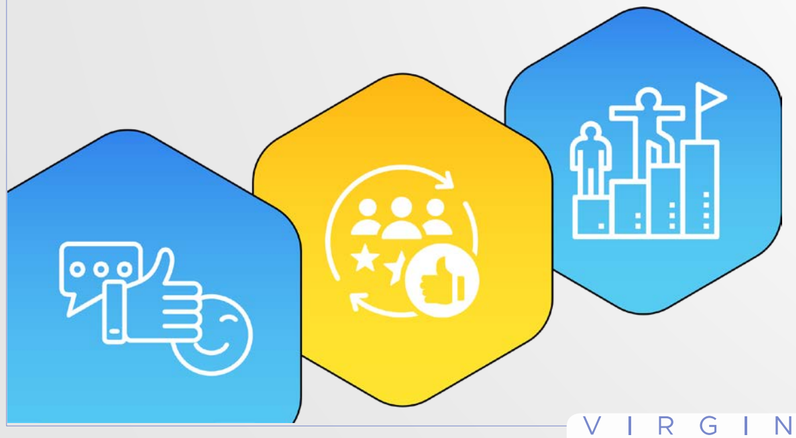
Strategies

- Keep communication open, clear, and easy to access
- Provide information and support in families' preferred languages
- Connect families to resources that support learning and well-being
- Host events that strengthen school-community relationships
- Partner with businesses to expand real-world learning, with extra support for students with disabilities
- Remove barriers to family and community involvement
- Share resources and collaborate with community partners to support students and families

Key Navigational Markers

- % of families aware of events, programs, and resources provided for parents/caregivers to support students
- % of families reporting satisfaction with opportunities available to be involved in their child's school
- % of students reporting their schools provide them with real-world learning experiences
- % of graduates participating in work-based or service-learning experience

Goal 5: Advance Organizational Excellence



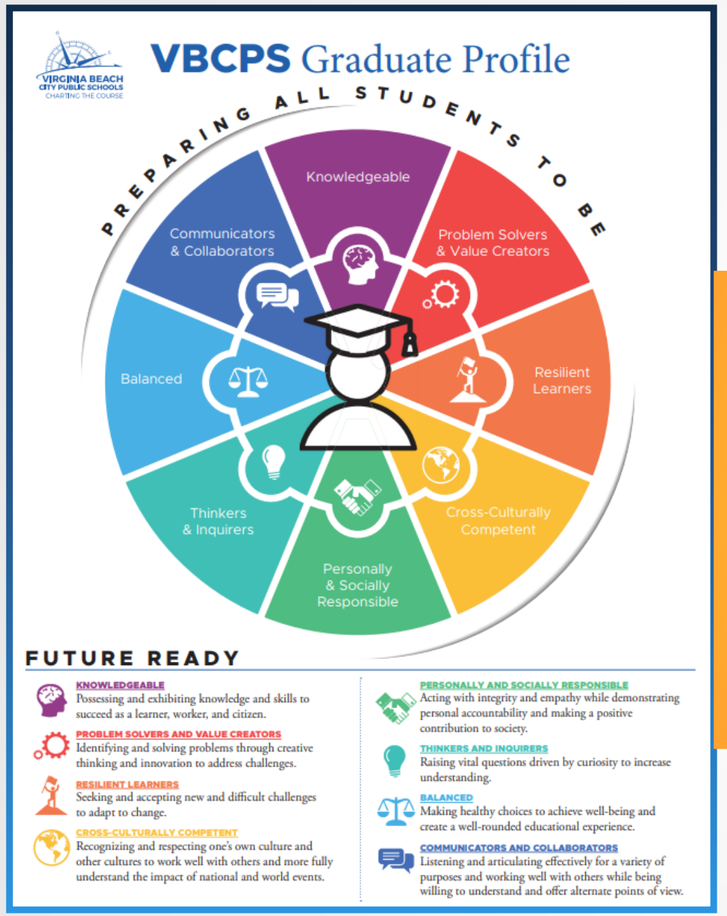
Strategies

- Strengthen safety and security in buildings and online systems
- Streamline processes and track time and cost savings
- Align financial planning to Compass using best practices
- Follow a facilities plan that focuses on the most urgent needs, uses energy-efficient solutions, and aligns with our budget process to reduce long term costs
- Maintain operational practices that support people, sustainability, and long-term savings
- Establish clear principles for fair, efficient, and transparent resource use across the division

Key Navigational Markers

- % of schools meeting or exceeding VDOE accountability requirements
- % of schools meeting accreditation standards
- % of staff reporting their school has the necessary resources to support students' needs
- Student and parent satisfaction with student's educational experience
- % of staff reporting the workplace is safe

From Graduate Profile to Future Ready



- Streamline
- Simplify
- Shift the focus from "Graduates"



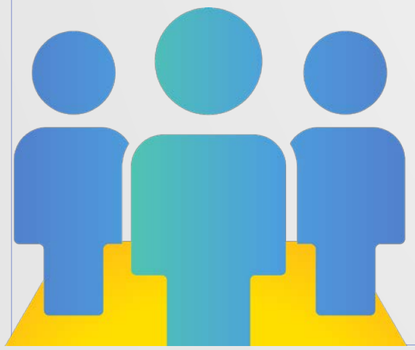
Vision to Action to Impact

- Vision casting is just the beginning

- **Making meaning by:**
  - Gathering student feedback on the Future-Ready Profile

Student Feedback on the Future-Ready Profile

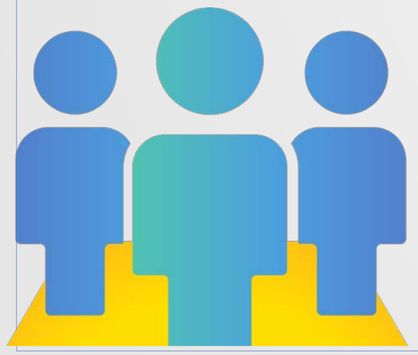
- Invited all schools to gather input from a small group of students
- More than 450 students across 13 elementary, 7 middle, and 6 high schools provided feedback
- Two key questions for each attribute:
  - What does it mean to you?
  - Why is it important?



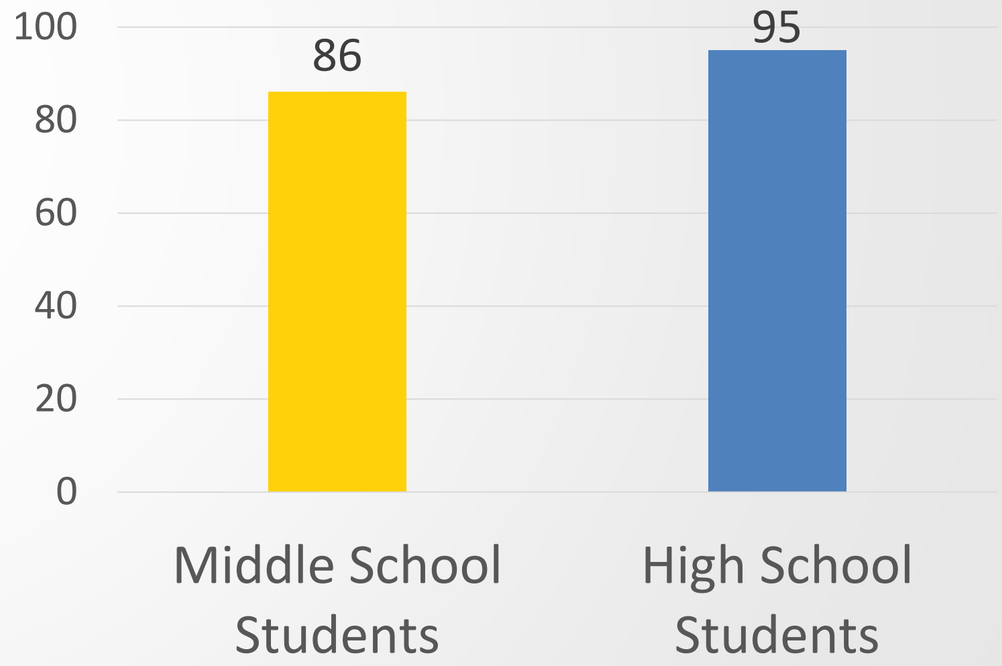
Student Feedback on the Future-Ready Profile

- Secondary students were asked to rate how well the profile captures what students need to succeed in college, career, and life.

- Student responses and the responses received from teacher representatives were used to develop the descriptors in the final Future-Ready Profiles.



Percentage of Students Selecting the Rating "Mostly" or "Extremely Well"



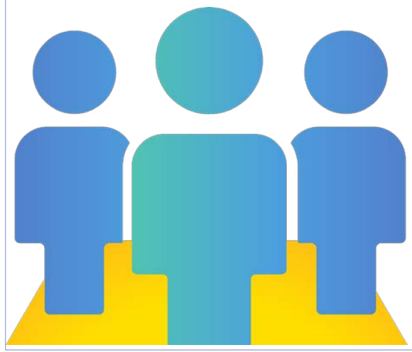
VBCPS Future-Ready Profile





- One visual
- Short definitions for each attribute specific to elementary and secondary level

- Level specific descriptors written using student-friendly language



Vision to Action to Impact

- Vision casting is just the beginning

- **Making meaning by:**
  - Gathering student feedback on the Future-Ready Profile
  - Engaging in action planning

Action Planning

Translating strategies into specific, achievable steps

01

Define Intended Outcomes

02

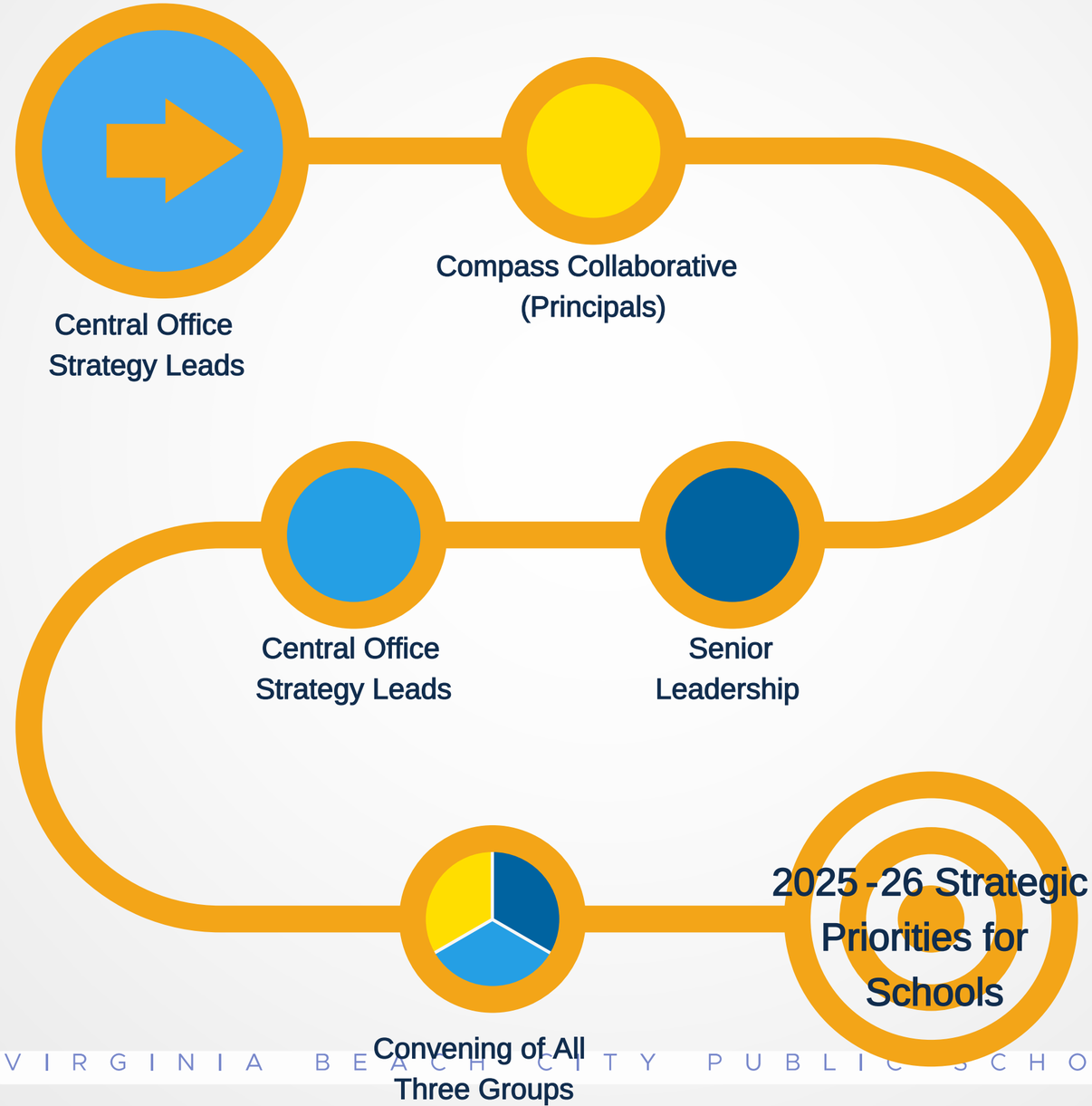
Identify Key Milestones

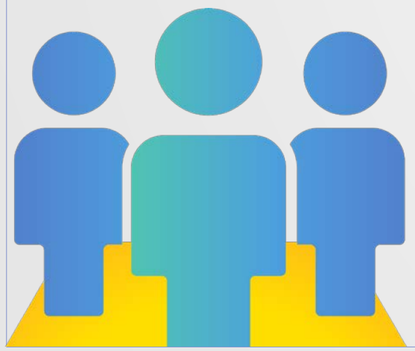
03

Specify Action Steps, Timelines, and Owners

Involved multiple meetings of select central office leaders

Collaborative, Iterative Process





Action Planning to Action Agenda

Compass to 2030
Strategic Action Agenda for 2025-2026

"To live our lives with an infinite mindset means that we are driven to advance a cause bigger than ourselves."
Simon Sinek - The Infinite Game

1. Put the VBCPS Future-Ready Profile into Practice

- Intentionally connect the profile to instruction, student goal setting, and school culture.
- Design and support deeper learning experiences that develop Future-Ready attributes and prepare students for future success, using innovative scheduling as one tool to enable this work.
- Advance students' ability to think critically and responsibly in a digital world by enhancing digital citizenship lessons, implementing integrated computer science standards K-12, and introducing AI to teachers and high school students.



2. Support Student Success

- Strengthen Tier 1 instruction with an intentional focus on differentiation, and actively engaging students with learning intentions and success criteria.
- Use the MTSS module to select and monitor student interventions efficiently.
- Amplify student voice to implement initiatives that promote inclusivity, respect, and positive peer interactions.
- Equip staff to connect students and families in need of support to mental health resources.

3. Build Capacity

- Leverage intentional professional learning and coaching to support teachers with Tier 1 instruction, differentiation, student engagement, and effective interventions.
- Strengthen curriculum/content focused and/or inquiry-based PLCs to improve instructional practices and student success.

4. Expand Family and Community Engagement

- Engage families as partners in their child's academic growth and well-being with support from the Office of Family and Community Engagement.
- Communicate the purpose of the Future-Ready Profile and how it supports student success with families and the community.

Put Students First * Seek Growth * Be Open to Change * Do Great Work Together * Value Differences

Vision to Action to Impact

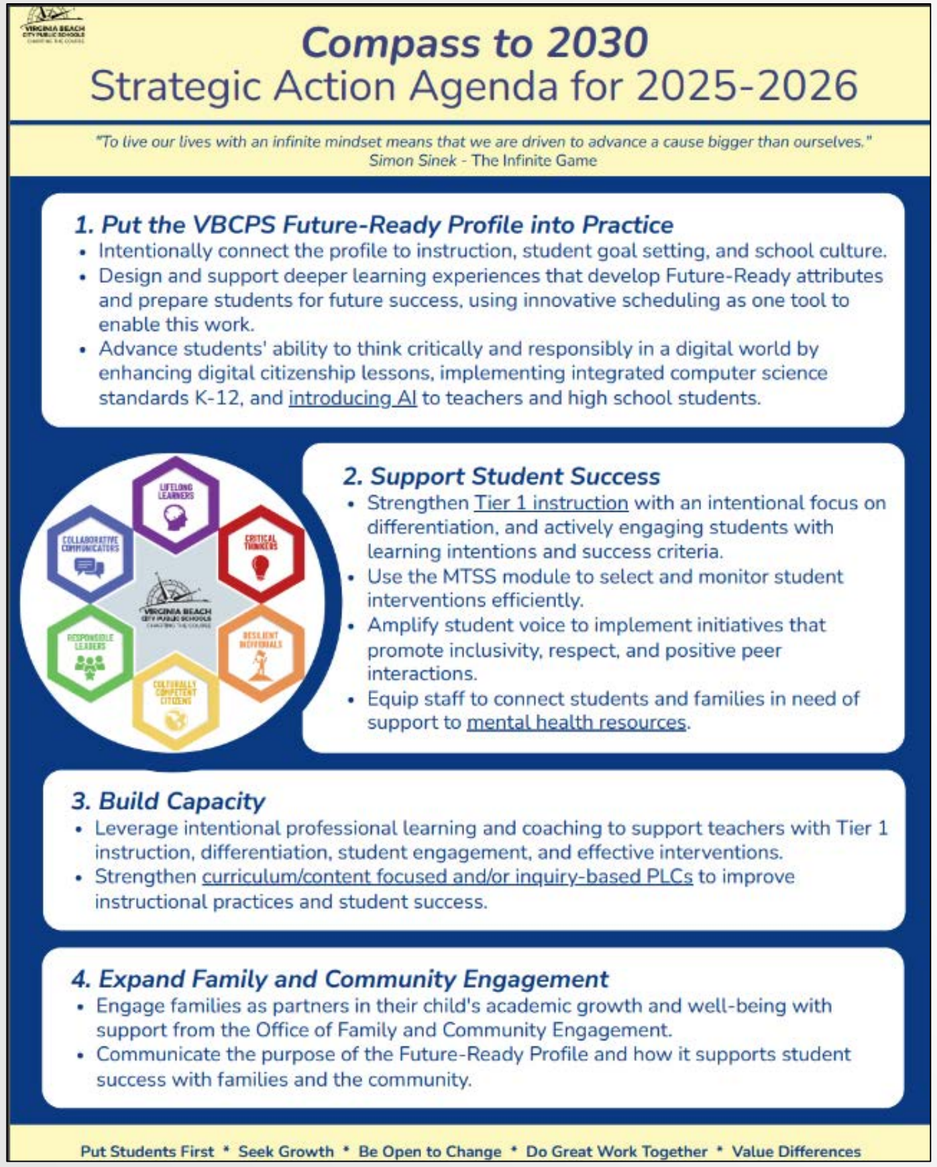
- Vision casting is just the beginning
- Creating shared meaning fuels shared action
- Real impact requires relentless execution



Relentless Execution

- Annual Strategic Action= Division roadmap for executing the strategic framework
- Provided well in advance of the new school year
- Used to communicate what is expected of schools and what schools can expect from central support

Compass to 2030 Strategic Action Agenda for 2025-26



Future-Ready Profile Front and Center

- Actions to make it part of the daily practice of schools
- Deeper learning experiences to develop attributes
- Critical thinking skills through digital citizenship, computer science, and AI for teachers and high school students

Compass to 2030 Strategic Action Agenda for 2025-26



Supporting Student Success

- Strengthen Tier 1 Instruction
- Monitor progress using Synergy MTSS module
- Address student belonging using student voice
- Connect students and families in need of support with mental health resources

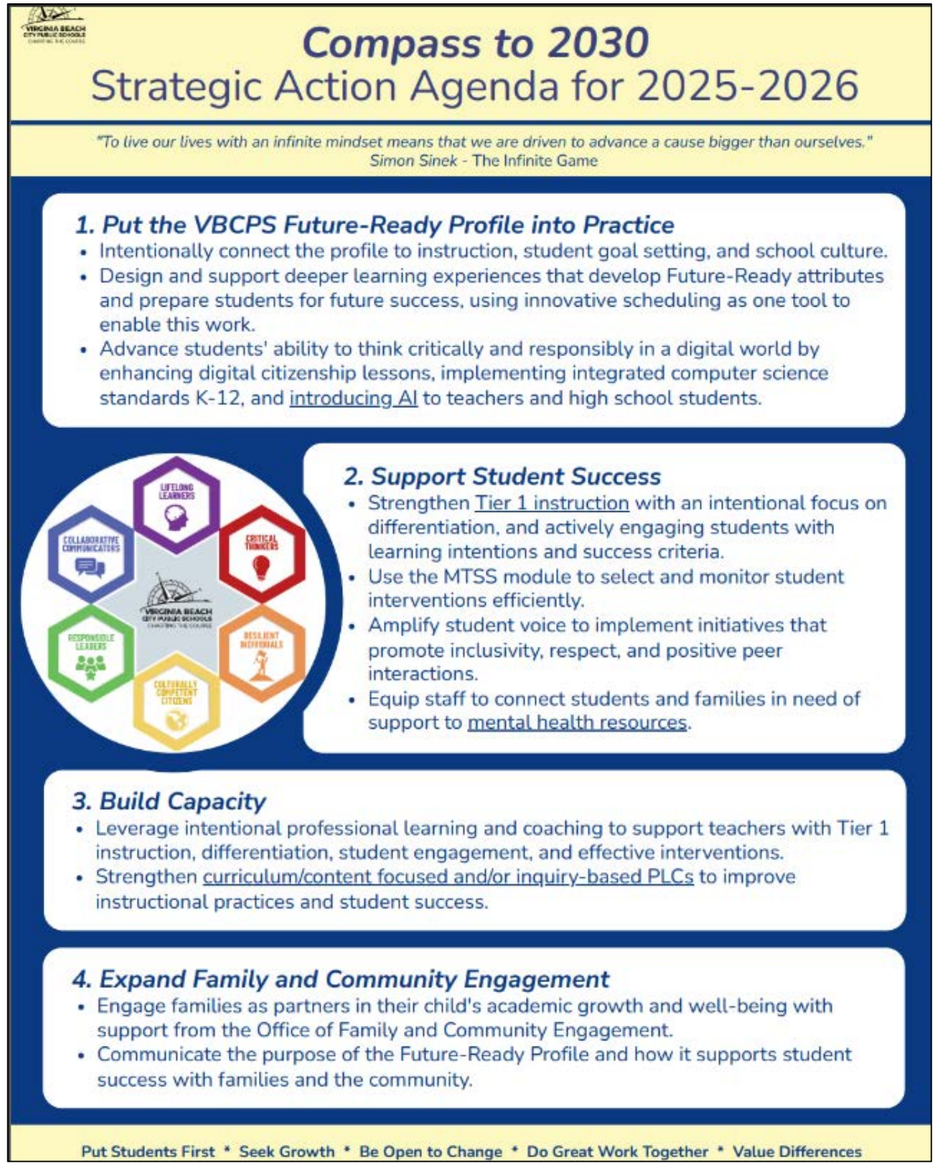
Compass to 2030 Strategic Action Agenda for 2025-26

Building Capacity

- Aligned, essential job-embedded professional learning
- Coaching
- Professional Learning Communities (PLCs)
  - Curriculum/content focused
  - Inquiry based



Compass to 2030 Strategic Action Agenda for 2025-26



Focus on Family and Community Engagement

- Engaging families as partners with support
- Introducing the Future-Ready Profile to families and community partners



Relentless Execution

- Holding high expectations while offering strong support:
  - Essential Professional Learning (PL) Sessions
  - Ongoing PL, instructional coaching support and resource sharing
  - Leadership Conference – Essential and Choice sessions
  - Teaching and Learning Conference
  - Assistant Principal Conference

Vision to Action to Impact

Relentless Execution

Compass to 2030

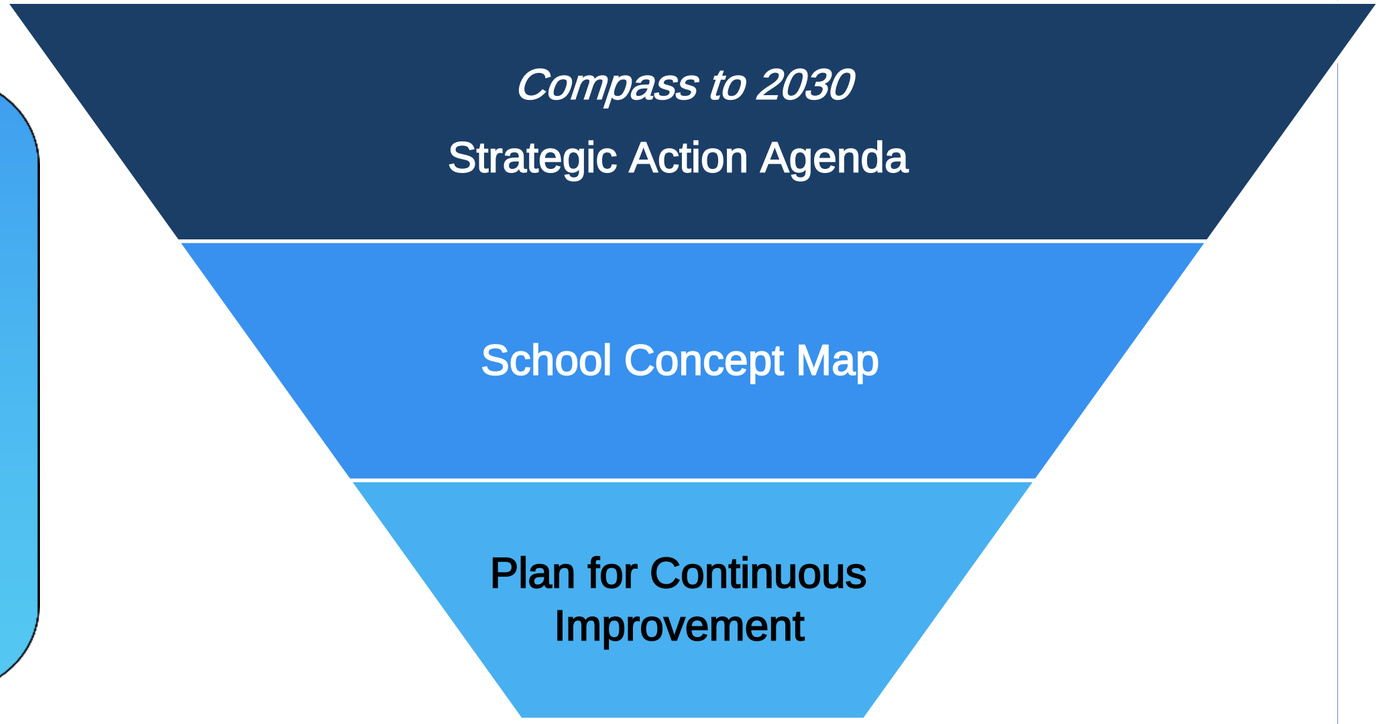
Strategic Action Agenda

School Concept Map

- One page summary of the school's mission, vision, and priorities for the year
- Aligned with the SAA but specific to the school
- Creates shared language and common understanding within the school

Vision to Action to Impact

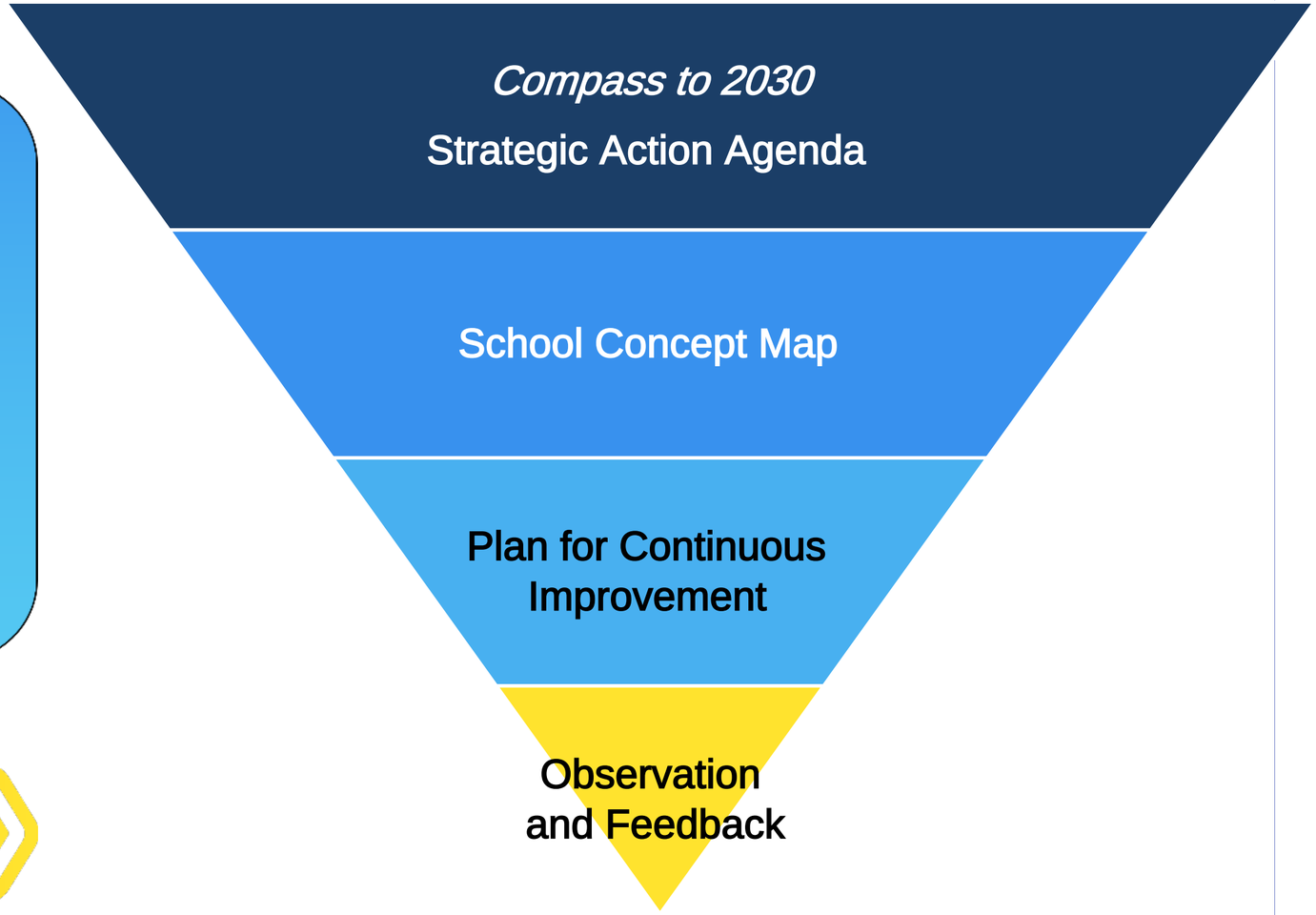
Relentless Execution



- Specific improvement goals, strategies to address the goals, and methods for monitoring

Vision to Action to Impact

Relentless Execution



Vision to Action to Impact

- Vision casting is just the beginning
- Creating shared meaning fuels shared action
- Real impact requires relentless execution

Next Steps

- Continued Launch of Compass to 2030 at Leadership Conference – Jul 16-17, 2025
- Start of School Year Kick-Off
- Revisiting Action Plans-Ongoing
- Baseline data for Key Navigational Markers Nov 2025



Put Students First. Seek Growth. Be Open to Change.
Do Great Work Together. Value Differences.

TECH SUPPORT | STRATEGIC PLAN | FAMILY & COMMUNITY ENGAGEMENT (FACE) | EMPLOYMENT | TRANSPORTATION

Questions?

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Instructional Technology Update

Artificial Intelligence
Digital Citizenship & Student Safety
Screen Time
Computer Science Standards

School Board Retreat
July 8, 2025
Department of Teaching and Learning
Department of Technology



Artificial Intelligence

A collection of technologies, software and data that make it appear that a computing device is intelligent. It appears to give a machine the ability to perform the cognitive functions we associate with human minds, such as perceiving, reasoning, and learning.



Types of AI

Narrow AI — Specific tasks

Excel at the tasks they are trained for but cannot generalize their knowledge or abilities to other areas.

General AI — AI with human-level cognitive abilities

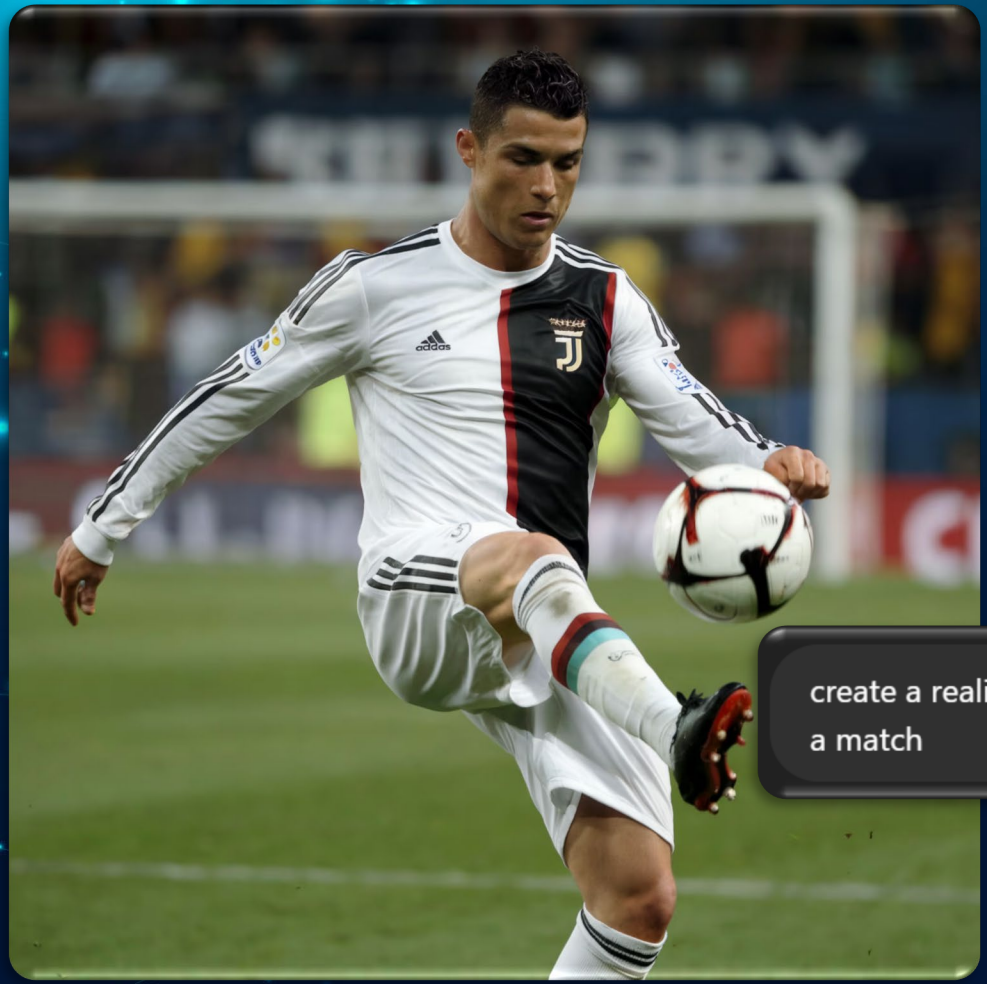
Possess the ability to adapt, learn from new experiences, and solve problems across various domains, similar to a human.

Super AI — AI that surpasses human intelligence and capabilities in all aspects

Able to think, reason, and make decisions far beyond human capacity, potentially leading to breakthroughs in science, technology, and other fields.

Generative AI

Amazing ability to create new content based on existing material



create a realistic picture of Christiano Ronaldo kicking a soccer goal in a match

Google VEO



AI Avatar





Agentic AI

Systems that can independently plan, reason, and act with little human input



AI Assistants



Advancing Artificial Intelligence Education for American Youth

Establishes a White House Task Force on AI Education to coordinate a nationwide strategy for integrating AI literacy across K–12, higher education, and teacher training. Within 90 days, the Task Force must launch plans for a “Presidential AI Challenge” to incentivize innovation among students and educators, while *partnering with public and private sectors to develop AI curricula, teacher development programs*, and utilize existing federal resources such as NSF-funded institutes. The order also directs federal agencies—through grants, scholarships, apprenticeships, and funding priorities—to emphasize AI proficiency, ensuring an AI-ready workforce and preserving U.S. leadership in emerging technologies.



IMPLEMENTATION OF STANDARDS FOR THE SAFE USE OF ARTIFICIAL INTELLIGENCE ACROSS THE COMMONWEALTH

The AI Education Guidelines enacted under this Executive Order recognize the dual nature- both the opportunities and risks-of this developing technology in education. *K-12 schools and postsecondary institutions must embrace innovation; experimentation, and new educational opportunities for students as well as ensure appropriate guardrails and necessary constraints exist to safeguard individual data privacy and mitigate discriminatory outcomes. Governing boards and system leaders at every education level require flexibility to offer different pathways for their institutions and schools based on their readiness and willingness to integrate this technology, while also prioritizing training for students, educators, and faculty to ensure the responsible and ethical use of AI technology.* The Guidelines are also meant to support education institutions to foster learning environments that *prepare all students with the knowledge, competencies, and skills for successful careers that utilize AI technology.*

AI Jobs

- **Explosive growth in AI job postings:** AI-related job listings have skyrocketed worldwide. Since late 2022 (post-ChatGPT), global AI job ads jumped about 68%. In 2024 alone, postings requiring AI skills surged 61% year-on-year, far outpacing the ~1.4% growth of overall job ads.
- **AI skills becoming ubiquitous:** Nearly 1 in 4 new tech jobs now explicitly seek AI skills. In fact, AI roles make up roughly 19% of all tech job postings today – more than double their share in 2022. Employers are increasingly asking tech hires: *"Do you know how to work with AI?"* as AI integration becomes a priority across roles.
- **Not just the tech workforce:** Broad-based demand for AI-proficient talent across many industries and roles.

VBCPS Future-Ready Profile



Preparing All Students to Be Future Ready

LIFELONG LEARNERS
Keep learning and apply new knowledge to strive for self-improvement

CRITICAL THINKERS
Ask questions, analyze information, and use creative thinking to solve problems and make decisions

RESILIENT INDIVIDUALS
Adjust to change by responding productively and managing emotions

CULTURALLY COMPETENT CITIZENS
Respect and understand their own and other cultures, and stay aware of how global issues affect people

RESPONSIBLE LEADERS
Take responsibility for their actions and contribute positively to their communities

COLLABORATIVE COMMUNICATORS
Clearly express ideas, actively listen, consider different viewpoints, and work together to achieve common goals

VBCPS Future-Ready Profile

LIFELONG LEARNERS

- Demonstrate literacy and numeracy skills—including financial and digital literacy—needed for success in school and life
- Apply knowledge across subjects to solve real-world problems
- Use reflection, goal setting, and feedback to improve themselves and pursue personal or professional goals
- Stay curious and keep learning beyond high school

CRITICAL THINKERS

- Solve problems by thinking carefully and logically
- Ask thoughtful questions and verify information before making decisions
- Look at problems from multiple angles to find creative and effective solutions
- Apply learning to turn ideas into action

RESILIENT INDIVIDUALS

- Keep going when things get tough and persevere through adversity
- Face challenges with determination and a positive attitude
- Manage emotions during stressful or challenging times
- Maintain balance and well-being

CULTURALLY COMPETENT CITIZENS

- Understand and respect their own and others' cultures
- Understand how global and local issues affect people from different cultures
- Value differences and learn from them
- Build relationships with people from different backgrounds

RESPONSIBLE LEADERS

- Take initiative and follow through to make a difference—at school, at home, and in their community
- Own their actions and lead by example
- Learn from their mistakes
- Listen to and include others when making decisions

COLLABORATIVE COMMUNICATORS

- Communicate clearly, listen carefully, and share ideas with others
- Work with others to reach shared goals and solve problems
- Build on each other's ideas and consider different points of view
- Stay open-minded and work through disagreements as a team

High 5/25

AI in the Classr



VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

February 2025

School Board Meeting Next Steps

- Finalizing professional learning related to artificial intelligence (AI)
- Continuing to investigate appropriate access to AI tools for high school students
- Implementing digital citizenship curriculum and computer science standards

The Strategic Framework

OF VIRGINIA BEACH CITY PUBLIC SCHOOLS

1 Challenge and Support Each Student to Excel and be Future Ready

Challenge and support each student to excel academically and gain the skills and attributes outlined in the VBCPS Future-Ready Profile to successfully navigate future pathways.

1.4 Implement comprehensive curriculums that equip students with the critical financial, digital, and media literacy skills needed to make informed decisions and engage responsibly with the world around them.

Digital literacy - the ability to effectively find, evaluate, create, and communicate information using digital technologies, such as computers and the internet. It also includes the responsible use of emerging technologies, like Artificial Intelligence, to enhance critical thinking and foster intellectual growth.



Commonwealth of Virginia
Office of the Governor

Executive Order

NUMBER THIRTY (2024)

IMPLEMENTATION OF STANDARDS FOR THE SAFE USE OF ARTIFICIAL INTELLIGENCE ACROSS THE COMMONWEALTH

By virtue of the authority vested in me as Governor, I hereby issue this Executive Order to promulgate important safety standards to ensure the responsible, ethical, and transparent use of artificial intelligence technology by state government in order to protect the rights of Virginians, to provide best-in-class state government services, and to ensure that our students are well prepared for this technology.

III. Education Guidelines

The AI Education Guidelines enacted under this Executive Order recognize the dual nature—both the opportunities and risks—of this developing technology in education. K-12 schools and postsecondary institutions must embrace innovation, experimentation, and new educational opportunities for students as well as ensure appropriate guardrails and necessary constraints exist to safeguard individual data privacy and mitigate discriminatory outcomes. Governing boards and system leaders at every education level require flexibility to offer different pathways for their institutions and schools based on their readiness and willingness to integrate this technology, while also prioritizing training for students, educators, and faculty to ensure the responsible and ethical use of AI technology. The Guidelines are also meant to support education institutions to foster learning environments that prepare all students with the knowledge, competencies, and skills for successful careers that utilize AI technology.

The AI Education Guidelines applies to both K-12 and postsecondary institutions AI Education Guidelines

Source: January 18, 2024 https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/eo/EO-30.pdf

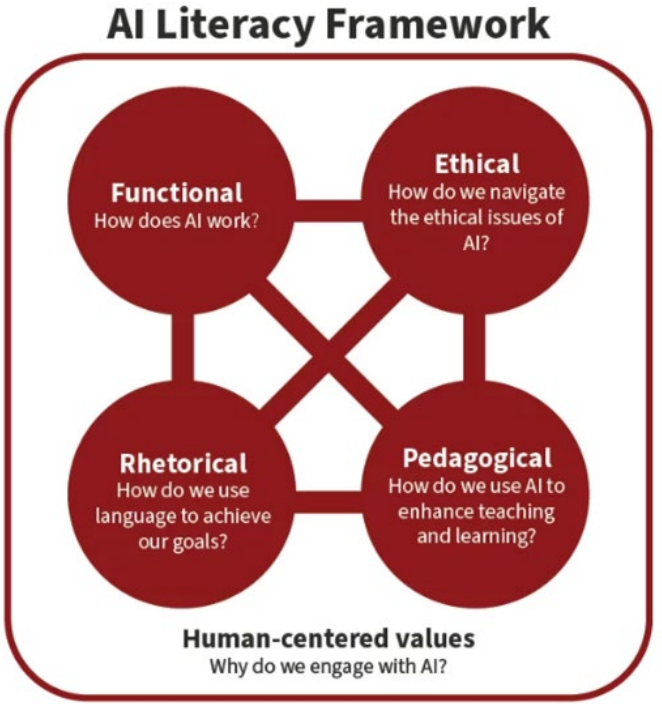
GUIDELINES FOR AI INTEGRATION THROUGHOUT EDUCATION IN THE COMMONWEALTH OF VIRGINIA

Artificial intelligence (AI) brings tremendous potential to transform education at all levels. By enabling more efficient, universal, and deeper learning, AI can unlock new realms of knowledge that were previously unimaginable. This emerging technology promises to catalyze business innovation and economic growth for the Commonwealth.

However, AI also poses risks that must be carefully managed. As we integrate these powerful tools into our schools and workplaces, we must urgently equip students and workers with the skills, knowledge, and competencies to harness AI responsibly and effectively. Our education system must adapt to prepare a workforce that can leverage AI to its full potential while safeguarding against its risks.

Strategic Preparation & Professional Learning

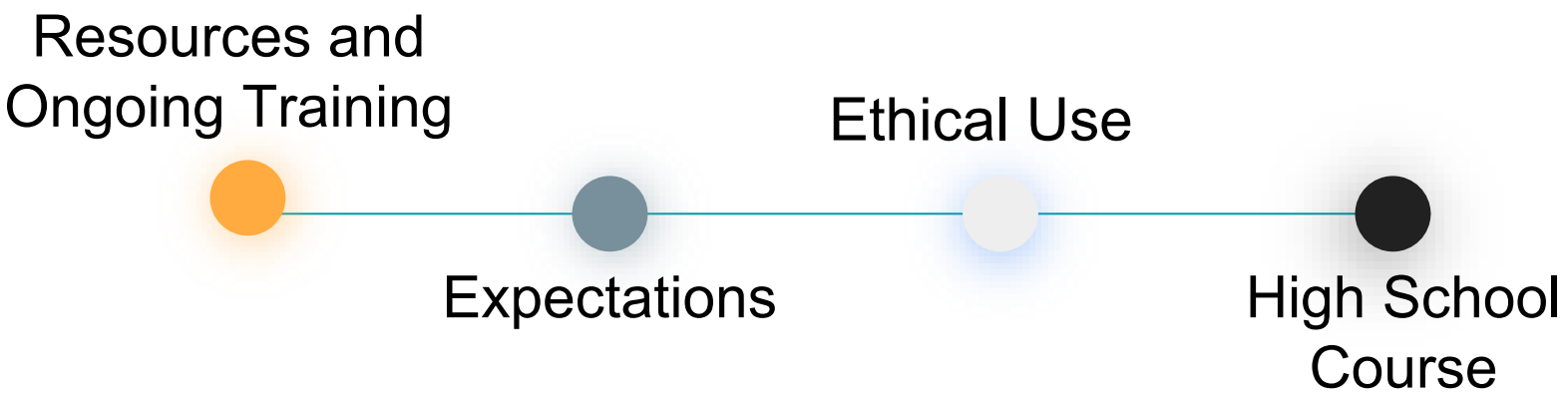
- Leadership Conference (24, 25)
- DTAL Conference (23, 24, 25)
- ITS/LMS monthly meetings
- DTAL coordinators and specialists
- Gifted Resource Teachers
- Administrators
- Optional professional learning for all staff
- AI guiding resources

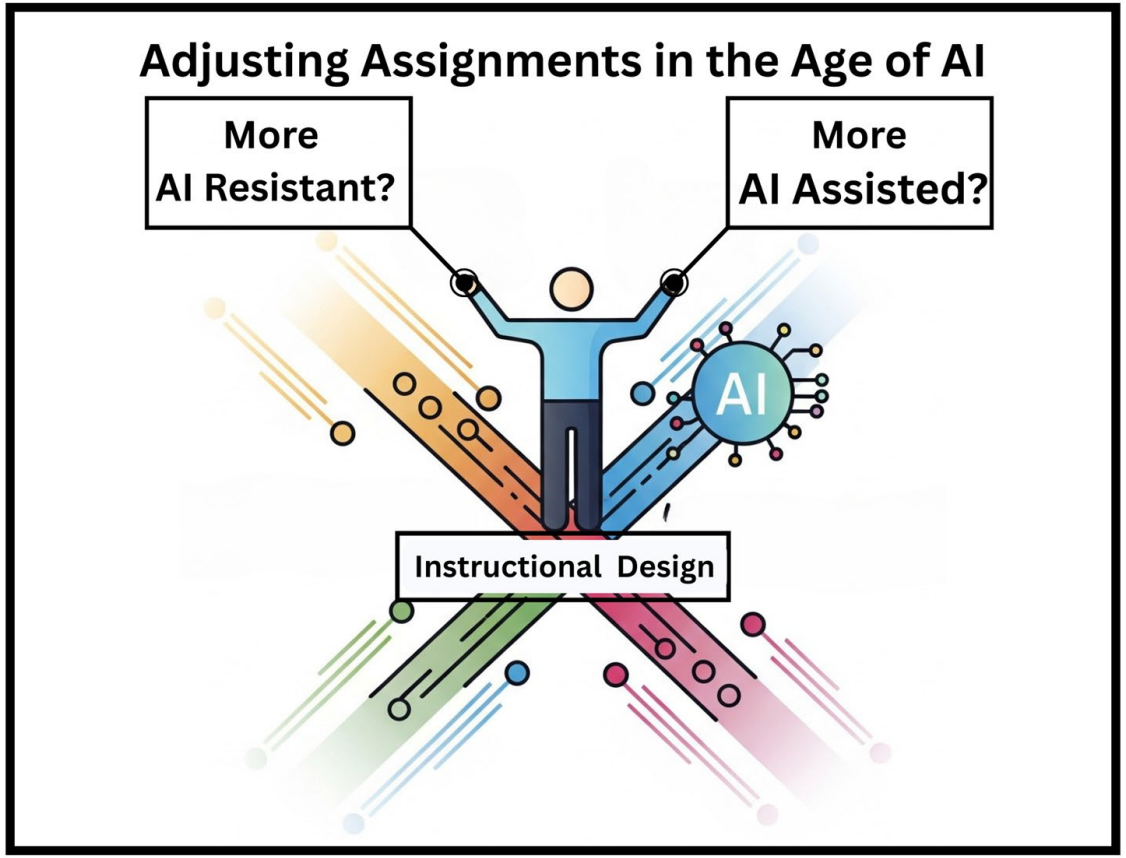


"AI Literacy Framework" by Stanford Teaching Commons is licensed under Creative Commons BY-NC-SA 4.0.

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Building Digital Literacy Related to AI in High Schools




Adjusting Assignments in the Age of AI
More
AI Resistant?
More
AI Assisted?
AI
Instructional Design

High School AI Sample Resources

Student AI Usage Levels for Empowered Learning

In Virginia Beach City Public Schools (VBCPS) we believe that understanding Artificial Intelligence (AI) and learning how to use it responsibly will open pathways to future opportunities and ensure high school students are prepared for the evolving demands of the digital age. Equally important is the development of critical digital literacy skills, which include comprehending how AI works, evaluating its outputs, and applying it ethically.



High School AI Level 0

- Student work is completed entirely without any AI assistance.
- Students rely on their prior knowledge, research, and newly acquired understanding.
- Any AI use is a violation of student academic integrity.

High School AI Level 1

- AI may be used for tasks such as brainstorming, planning, supporting creativity, building knowledge, feedback, editing, etc., as specified by the teacher.
- Students provide human oversight and evaluation of all AI-generated content.
- Students are required to clearly explain (disclose) how and when they use AI based on teacher directions.

High School AI Level 2

- AI may be used at the full discretion of the student in agreement with the teacher.
- Students provide human oversight and evaluation of all AI-generated content.
- Students are required to clearly explain (disclose) how and when they use AI based on teacher directions.

HIGH SCHOOL AI REMINDERS

1. **AI is a Tool, Not Your Brain:** Use AI to help you learn and create, but don't let it replace your own thinking, problem-solving, or creativity.
2. **Protect Your Privacy:** Never share personal details about yourself or others when using AI.
3. **Watch for Bias:** AI can reflect human biases. Be aware that its responses might sometimes be unfair or stereotypical.
4. **Think Critically:** Always question accuracy, reliability, & completeness of output. AI only gives you a starting point.
5. **Use AI Responsibly:** Properly acknowledging the use of AI demonstrates a commitment to academic integrity.

Adapted by VBCPS 1/13/2025 from the work of Vera Cubero, Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh Link to Original Work

Google Gemini: A Tool Designed for Student Safety and Privacy

- Data privacy and security guardrails
- Only major platform built specifically for teens
- Strict content policies and school-friendly version for teens (13 and up) with content guardrails to block inappropriate material



VDOE Model Policy Concerning Internet Safety →

DRAFT: VBCPS Digital Literacy and Internet Safety Draft Regulation 6-41.1

- Submitted to the Policy Review Committee (PRC) for Review and Questions
- Addresses Digital Literacy: Digital Citizenship, AI, Computer Science, and Safety

Digital Citizenship

- Maintain balance, limiting screen time
- Guard your privacy
- Ensure an adult approves your online usage
- Understand what to do when you experience a problem online
- Manage stress online
- Treat others with kindness and respect
- Understand the consequences of actions online, including cyberbullying

Types of Screen Time:

VBCPS Only Supports Educational Screen Time for Intentional Purposes

Social and Passive

Facebook, Facetime, texting, video games, scrolling through apps like Instagram or TikTok



Educational

Textbooks, research, assessments, educational videos, SAT prep, videography, differentiated math and reading programs, personalized projects, coding, music production, tutoring, virtual field trips, presentations, spreadsheet and data analysis, and cybersecurity

DEVICES & EDUCATIONAL USE

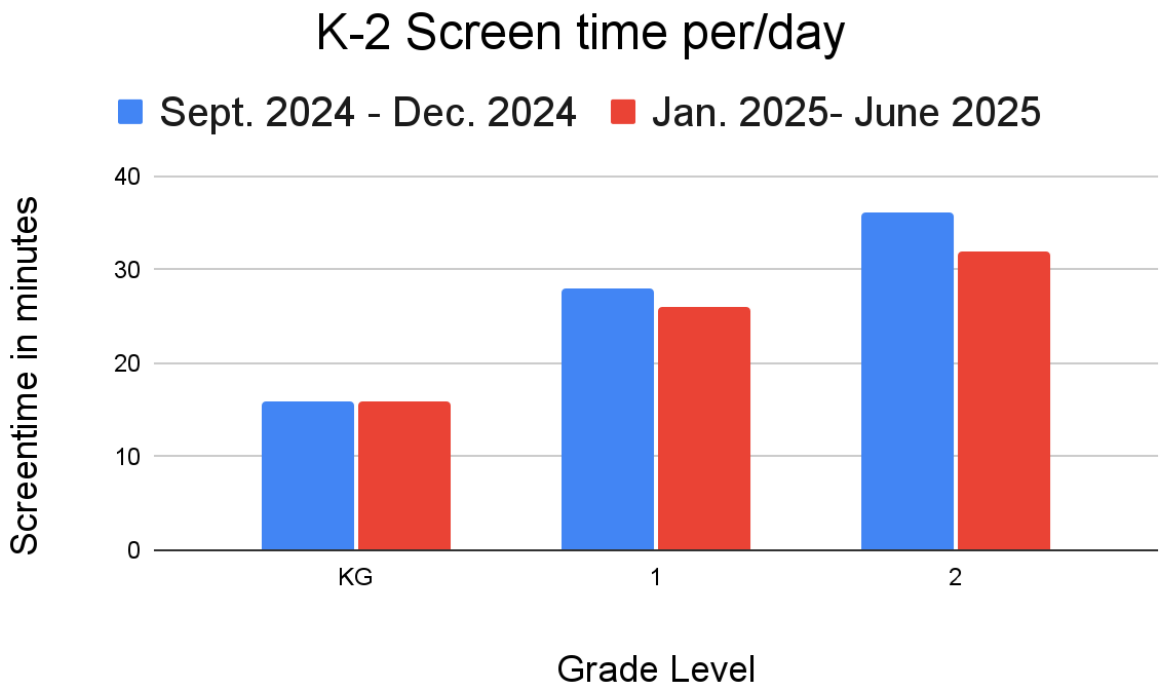
RECOMMENDED GUIDELINES

DEVELOPMENTAL STAGES AND EDUCATIONAL USE OF DIGITAL DEVICES:	STUDENT AND PARENT USE OF DIGITAL DEVICES AT HOME:
1. Use various types of digital devices, and transfer knowledge to explore emerging technologies. 2. Balance the effective and responsible use of digital devices and media developmentally from pre-school through high school. 3. Use digital devices as a classroom tool to promote critical thinking, creativity, communication, research, modeling, and data analysis. 4. Foster online safety in the use of digital devices and media to promote digital citizenship. 5. Encourage positive behavior that does not intimidate, bully, harass, or embarrass others. 6. Maintain individual privacy and do not reveal personal information.	1. Set clear, consistent, and realistic expectations for your children related to digital device and media use. 2. Monitor the use of digital devices, including how much time to spend on websites and social media. 3. Use reputable educational websites for videos, games, and apps that are developmentally appropriate to support learning at home. 4. Set up a learning workspace for learning and eliminate distractions. 5. Create rules for sharing Internet connection, bandwidth, and digital devices if parents are working from home and students learning from home. 6. Foster online safety in the use of digital devices, media, and social media considering the benefits and risks.



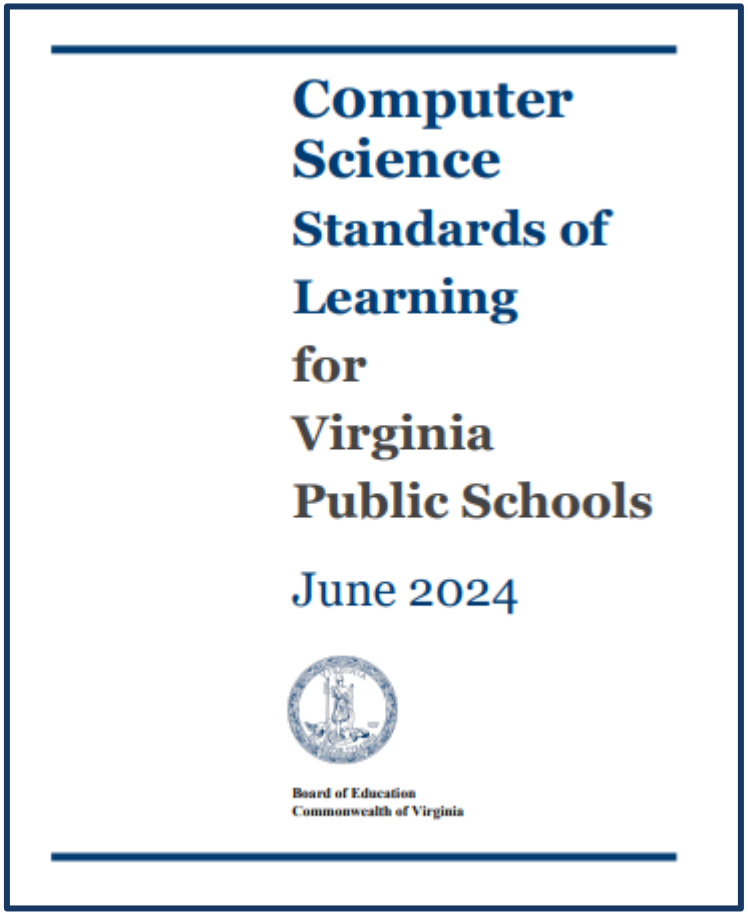
VIRGINIA DEPARTMENT OF EDUCATION

K-2 Educational Screen Time



VDOE Computer Science Standards

- K-12: **Math Integration;** Data Analysis Standard
- K-8: **Social Studies and Science Integration;** Algorithm Standard



Questions

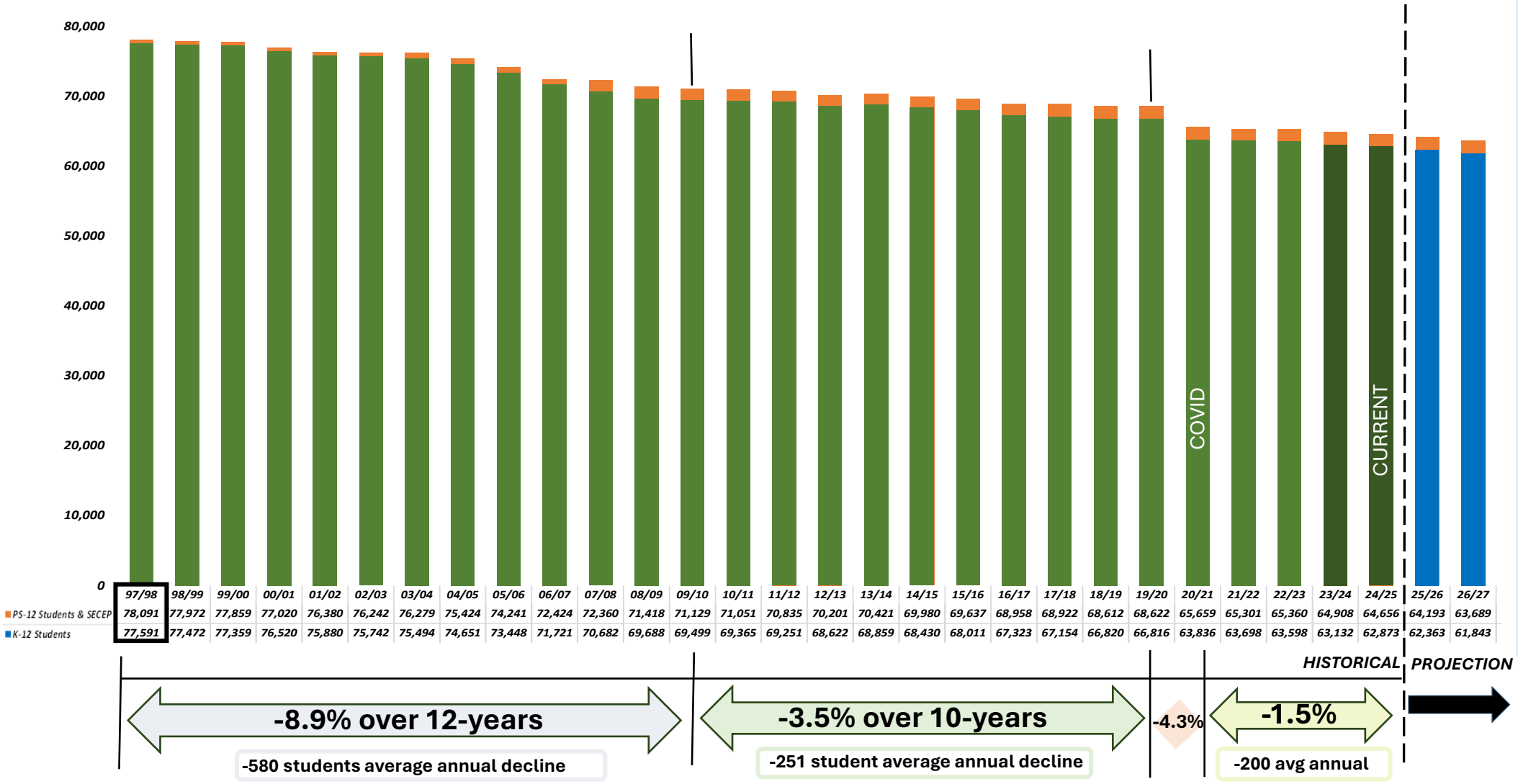
VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Building Usage and Redistricting

The Department of School Division Services
Office of Facilities Services

School Board Retreat
Tuesday, July 8, 2025

Historical Membership



	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27
PS-12 Students & SECEP	78,091	77,972	77,859	77,020	76,380	76,242	76,279	75,424	74,241	72,424	72,360	71,418	71,129	71,051	70,835	70,201	70,421	69,980	69,637	68,958	68,922	68,612	68,622	65,659	65,301	65,360	64,908	64,656	64,193	63,689
K-12 Students	77,591	77,472	77,359	76,520	75,880	75,742	75,494	74,651	73,448	71,721	70,682	69,688	69,499	69,365	69,251	68,622	68,859	68,430	68,011	67,323	67,154	66,820	66,816	63,836	63,698	63,598	63,132	62,873	62,363	61,843

Key Takeaways:

While enrollment has declined since 97-98, schools are no longer over capacity.

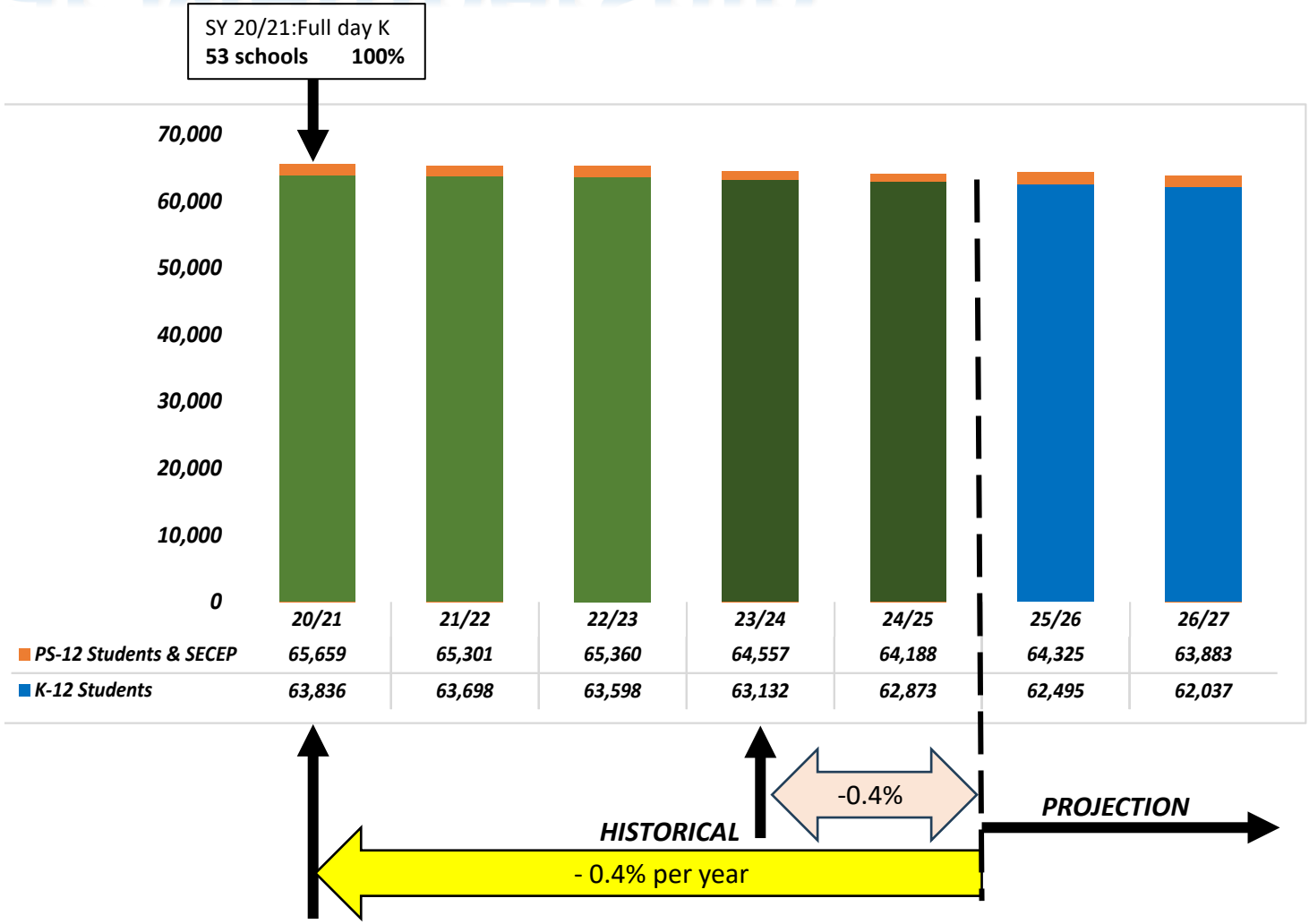
317 portables that helped manage over capacity conditions at peak enrollment have been demolished.

Additional programs such as full-day kindergarten have been accommodated within our schools.

Projections indicate steadier enrollments.

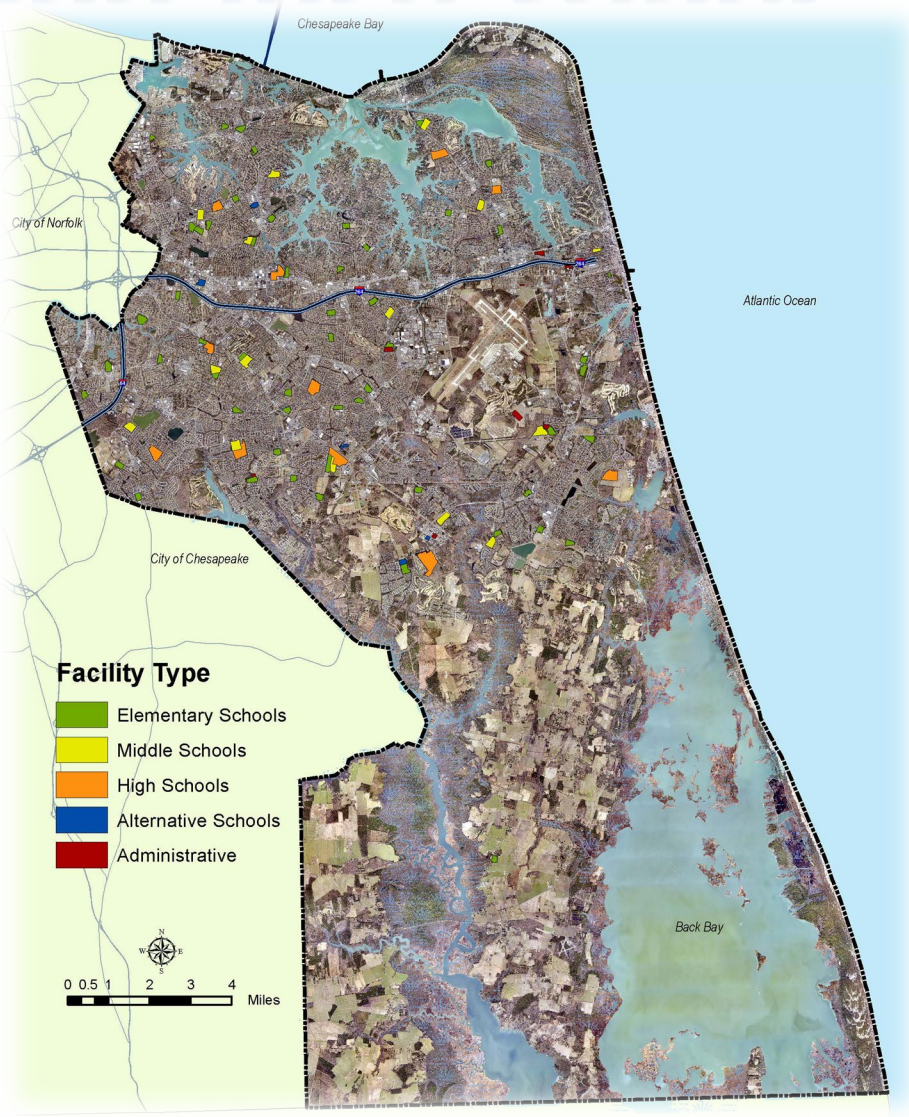
Historic Five-Year Membership

- SY 2020-21 to 2024-25
  - Change = -0.4% average per year
- SY 2023-24 to 2024-25
  - Change = -0.4%
- SY 2025-26 to 2026-27 Projections
  - Projected Change = -0.5%



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.



Building Utilization Committee (BUC)

- Comprised of :
  - Three representatives of the School Board
  - One representative Council of Civic Organizations
  - One representative PTA Council

- Annual assessment
  - School attendance zones
  - Building utilization
  - Student membership
  - Housing & other demographic trends
  - Student membership projections

Redistricting Process

➢ Monitoring Process for Possible Redistricting

- Impact to student population & program needs
  (K-3 ratio changes, programmatic needs, etc.)

- New housing developments and other population / demographic factors

- Impact after moving programs to other attendance zones

Redistricting Process

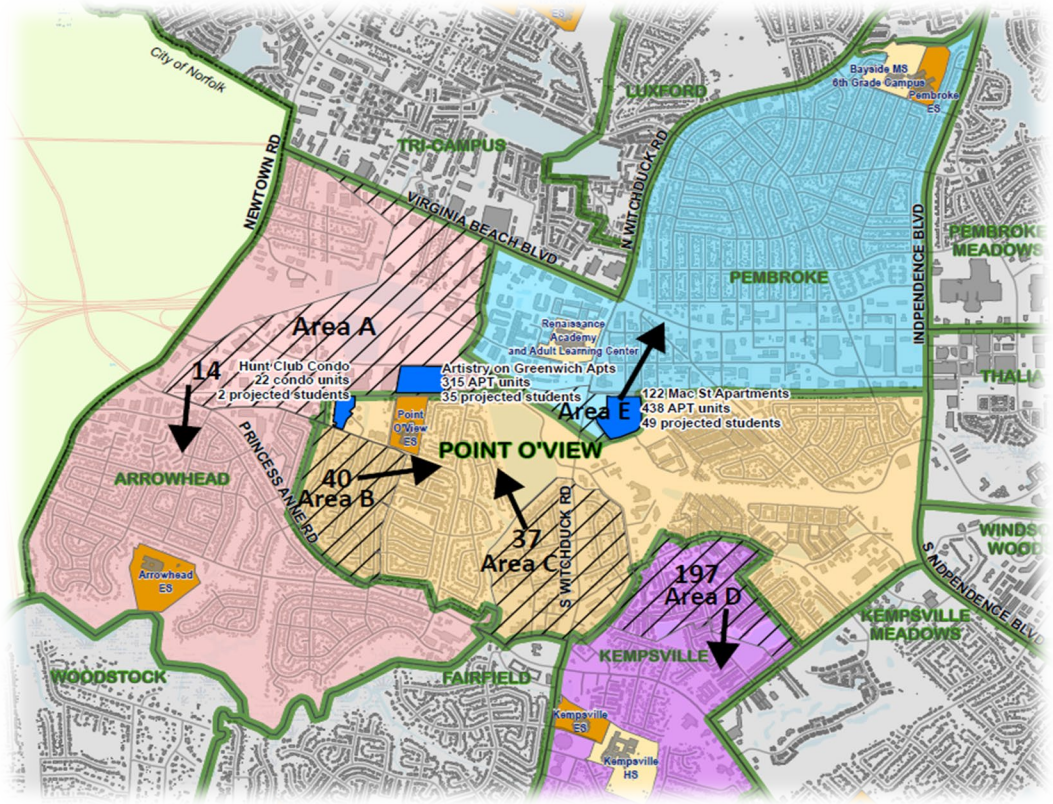
- **Redistricting Factors to Consider Policy 5-14**
  - Optimal school space utilization
  - Limiting multiple redistricting for areas to one time at each level
  - Keeping neighborhoods together
  - New housing and development
  - Construction considerations
  - Unify feeder patterns
  - Transportation efficiencies
  - Long-term solutions
  - Enhance student educational experience

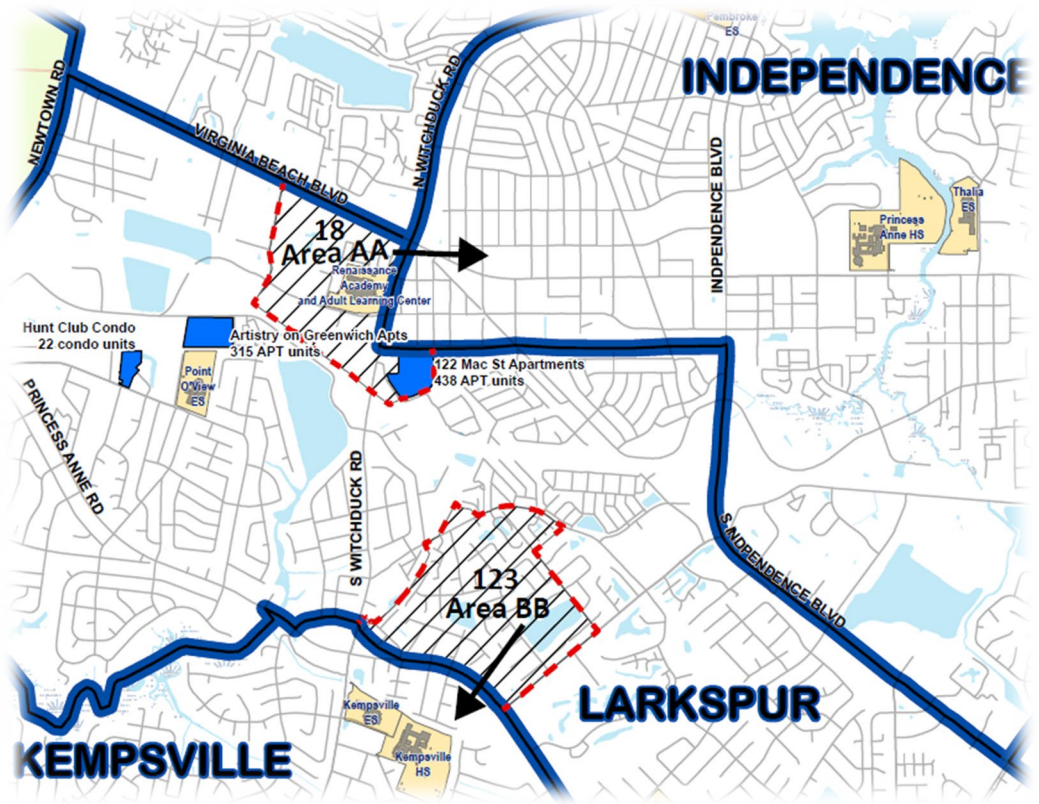
Redistricting Process

➢ Possible Timeline

- Evaluation
- Building Utilization Committee (BUC) Meeting #1
- School Board Workshop – BUC Recommendation
- Communications – website, survey, and notifications
- Public Community Meetings, Information, and Input
- Building Utilization Committee Meeting #2
- School Board Information and Public Hearing
- Other meetings / information gathering as necessary
- School Board Action

Approved SY 25/26 School Board Redistricting





- 1 elementary school need impacted 4 - 7 zones
- 1 middle school need impacted 3 - 4 zones

Questions / Discussion

Kathleen J. Brown, Chair
District 10

Carolyn D. Weems, Vice Chair
District 9

Mark Bohenstiel
District 3

Michael Callan
District 6

David Culpepper
District 8

Matt W. Cummings
District 7

Rose M. Dwyer
District 1

Sharon R. Felton
At-Large

Dr. Alveta J. Green
District 4

Kimberly A. Melnyk
District 2

Melinda J. Rogers
District 5

Donald E. Robertson, Ph.D., Superintendent

School Board Retreat/Abridged Meeting Proposed Agenda
Tuesday, July 8, and Wednesday, July 9, 2025
Professional Development Center
641 Carriage Hill Road
Virginia Beach, VA 23452
(757) 263-1000

The School Board Retreat will be streamed live on schoolboard.vbschools.com/meetings/live, broadcast on VBTV Channel 47, as well as through Zoom through the link below, for viewing by the public.

The School Board Abridged Meeting on July 8, 2025, at 4:30 pm will be streamed live on schoolboard.vbschools.com/meetings/live, broadcast on VBTV Channel 47, and on Zoom through the link below. The purpose of the Abridged meeting is for the School Board to address limited matters that cannot be put off until the next regular School Board meeting. School Board retreats and abridged meetings are not regular meetings and follow the agenda set forth for the meeting or as otherwise adopted by the School Board at the retreat or abridged meeting. Members of the Public may watch the Retreat/Abridged Meeting in person with limited seating. Notice of the School Board Meeting was posted in the School Administration Building #6, and on the VBSchools.com website.

Attendee link: https://us02web.zoom.us/j/88931640226 Call-in (301) 715-8592 ID 889 3164 0226

Media representatives should contact the Department of Communications and Community Engagement regarding accessing the Retreat and Abridged Meeting.

Abridged **School Board Meeting Proposed Agenda**
July 8, 2025

1. Call to Order and Attendance.....4:30 p.m.*

**Time may be adjusted due to early/later completion of the Retreat*

2. Moment of Silence followed by the Pledge of Allegiance

3. Adoption of the Abridged Meeting Agenda

4. Approval of Meeting Minutes

A. June 24, 2025, Regular School Board Meeting

5. Action

A. Personnel Report/Administrative Appointments Updated 07/17/2025

6. Closed Session *(as needed)*

7. Adjournment

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Approval of Minutes **Item Number: 4A**

Section: Approval of Meeting Minutes **Date: July 8, 2025**

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. June 24, 2025 Regular School Board Meeting

Background Summary:

N/A

Source:

Bylaw 1-40
Bylaw 1-43

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.

School Board Services

Kathleen J. Brown, Chair
District 10

Carolyn D. Weems, Vice Chair
District 9

Mark Bohenstiel
District 3

Michael Callan
District 6

David Culpepper
District 8

Matt W. Cummings
District 7

Rose M. Dwyer
District 1

Sharon R. Felton
At-Large

Dr. Alveta J. Green
District 4

Kimberly A. Melnyk
District 2

Melinda J. Rogers
District 5

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

School Board Regular Meeting MNUTES
Tuesday, June 24, 2025

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

DRAFT

1. Administrative, Informal, and Workshop: Chair Brown convened the Administrative, Informal, and Workshop session at 4:30 p.m. on the 24th day of June 2025. In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer (arrived at 4:33 p.m.), Ms. Felton, Dr. Green, and Ms. Melnyk.

The following School Board Member attended the meeting via Zoom: Ms. Rogers (personal/out of town). Chair Brown noted Mr. Culpepper would be arriving at the meeting later.

A. School Board Administrative Matters and Reports: There were no items discussed.

B. Harbor Hope Center Progress (Region 2 Recovery School) Update: Robert Jamison, executive director, Office of Student Support Services, provided the School Board information on the Harbor Hope Center progress and the work of the Region II Steering Committee from April 12, 2025 through June 13, 2025. Some key points included: awarded Virginia Opioid Abatement Authority (VOAA) Cooperative Partnership Grant totaling $1.5 million, the execution of memorandums of understanding, development of a website, interviewed for program coordinator, and continued the development of operational details and logistics.
The presentation continued with questions and comments regarding student recruitment; the number of openings for students, allotted seats for school districts; development of an informational flyer; military liaison; program funding; MOU and Bylaws; Ms. Weems was named Chair of the Governing Board; transportation; VBCPS as fiscal authority; information will be available on HHC website; thank you to leadership for their work; and sharing information with the School Board via their SharePoint site.

C. Forecast of Regular School Board Meeting Agenda Topics First Quarter 2025-26 (July, August, September): Superintendent Robertson provided the School Board with the forecast of agenda topics to be presented at School Board meetings during the first quarter (July, August, September) of the 2025-2026 school year. It was noted, the document is a planning document and subject to change. Some

upcoming topics included were: August 12 – Summer Programming Review, Summer Staffing Update, Program Evaluation Schedule for 2025-2026; September 9 – School Opening Update, CIP Committee Work Review, Budget Calendar; and September 23 – Staffing Up for Success: 20252026 Opening of School Update, and Interim Financial Statements. A brief discussion followed regarding an update on the transition of Bayside Middle School; work plan for move and staffing; visit during the first week of school; and will review during agenda planning to put topic on an upcoming meeting agenda.

2. ***Closed Session:*** At 5:02 p.m., Vice Chair Weems made the following motion, seconded by Ms. Dwyer, 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, Paragraphs 1, 3, 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. Any teacher shall be permitted to be present during a closed meeting in which there is a discussion or consideration of a disciplinary matter that involves the teacher and some student, and the student involved in the matter is present, provided that the teacher makes a written request to be present to the presiding officer of the appropriate board. Nothing in this subdivision, however, shall be construed to authorize a closed meeting by a local governing body or an elected school board to discuss compensation matters that affect the membership of such body or board collectively.

3. Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the public body.

7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in an 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. Superintendent's contract.
   B. Discussion on property at Jericho Road.
   C. School Board Attorney evaluation.
   D. Status of pending litigation or administrative cases.
   E. Consultation with legal counsel regarding probable litigation and pending litigation matters.

DRAFT

Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to recess into Closed Session: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Melnyk. The motion passed, 9-0-0. Note: Ms. Rogers did not participate in the vote, since she was attending the meeting via Zoom.

The School Board recessed into Closed Session at 5:05 p.m.

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

B. Discussion on property at Jericho Road: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Melnyk; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Jack Freeman, chief operations officer; Melisa Ingram, executive director, Office of Facilities Services; and Regina M. Toneatto, school board clerk.

D. Status of pending litigation or administrative cases; and

E. Consultation with legal counsel regarding probable litigation and pending litigation matters: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Melnyk; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Jack Freeman, chief operations officer; Melisa Ingram, executive director, Office of Facilities Services; and Regina M. Toneatto, school board clerk.

Jack Freeman, chief operations officer, and Melisa Ingram, executive director, Office of Facilities Services left the Closed Session at 5:19 p.m.

The School Board reconvened at 5:25 p.m.

Certification of Closed Session: Vice Chair Weems 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. Dwyer made the motion, seconded by Mr. Cummings. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion for Certification of Closed Session: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Melnyk. The motion passed, 9-0-0.

3. School Board Recess:

Chair Brown adjourned the Administrative, Informal, and Workshop session at 5:26 p.m.

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

5. Call to Order and Roll Call: Chair Brown convened the meeting of the School Board at the School Administration Building #6, School Board Chamber at 6:00 p.m. on the 24th day of June 2025. In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper (arrived at 6:17 p.m.), Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Melnyk.

The following School Board Member attended the meeting via Zoom: Ms. Rogers (personal/out of town).

6. Moment of Silence followed by the Pledge of Allegiance

7. Student, Employee and Public Awards and Recognition

The following recognitions given by the School Board on June 24, 2025, celebrated various student achievements across various categories.

A. Top 20 Under 20, Hampton Roads Workforce Council: The Hampton Roads Workforce Council honored eight students from four VBCPS high schools (Kempsville, Bayside, Landstown, and Ocean Lakes) for their commitment to serving the community, entrepreneurial endeavors, leadership and academic achievement.
B. VHSL Class 5 Extemporaneous Speaking, First Place – First Colonial High School: Noor Nagy from First Colonial High School was recognized for winning first place in this competitive speaking category, highlighting her exceptional skills.
C. VHSL Class 5 State Debate Champions – Princess Anne High School: The Princess Anne High School debate team was acknowledged for their outstanding performance, leading to their state championship title, with individual recognitions for team members.
D. VHSL Class 5 Track Individual and Relay Champions – Bayside High School: Andrew Salvodon from Bayside High School was celebrated for his individual achievements in track and field. Andrew won the 200-meter with a time of 21.74 seconds and the 400-meter with an outstanding time of 46.18 seconds. The members of the 2025 Class 5 State Champion Boys 4 by 100-meter relay team from Bayside High School - Halim Hardnett, Breon Hardnett, Kyree Ramseur, and Elijah Willoughby were also recognized for their achievements.
E. VHSL Class 5 Baseball State Champions – Ocean Lakes High School: Ocean Lakes High School's baseball team was recognized for winning their first state title, by a score of 2-1 on June 14.

8. Adoption of the Agenda: Chair Brown called for any modifications to the agenda as presented. Vice Chair Weems mentioned adding the VSBA Membership to the Action agenda – Item #15D. Without further modifications to the agenda, Chair Brown called for a motion to approve the agenda as presented and modified. Ms. Dwyer made the motion, seconded by Vice Chair Weems. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the agenda as presented and modified. The motion passed unanimously, 11-0-0.

9. Superintendent's Report *(second monthly meeting)* ***and recognitions*** *(first and second monthly meetings)*

Superintendent's Report: Superintendent Robertson shared the following information: 1) Graduation Success - statistics from the graduation ceremony, with 61.3% of graduates earning honors and 76% planning to attend college. The total scholarships accepted reached over $62 million, marking a significant increase.; 2) Oceans of Success Field Trip - approximately 150 of our third, fourth, and fifth graders were rewarded for their academic improvements with a field trip to the Virginia Aquarium, where they engaged with various marine life, enhancing their learning experience.; 3) Sea Summer Solstice Event – the

community event raised over $11,000 for the Virginia Beach Education Foundation, supporting innovative projects for teachers and Beach Bags, which provides meals to students in need.; and 4) Retirement Celebration – on June 17, there was a celebration of over 100 retirees, recognizing their contributions to public education and wishing them well in their future endeavors.

Administrative Recognitions: Superintendent Robertson introduced the following appointments, which were approved at the June 3, 2025, School Board Meeting: Catherine I. Gadzinski, administrative assistant, Virginia Beach Middle School, as assistant principal of Old Donation School; Kristyna A. Lange, administrative assistant, Bayside High School, as assistant principal of Bayside Middle School; Whitney N. Szoke, Ph.D., assistant principal, Bayside High School, as principal, Larkspur Middle School; and Domenica T. Worsley, health services nursing specialist, Office of Student Leadership, as coordinator, health services, Office of Student Leadership.

10. Approval of Meeting Minutes

A. June 3, 2025 Special School Board Meeting: Chair Brown called for any modifications to the June 3, 2025, Special School Board Meeting minutes as presented. Hearing none, Chair Brown called for a motion to approve the June 3, 2025, minutes as presented. Mr. Callan made the motion, seconded by Ms. Dwyer. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the June 3, 2025, minutes as presented. The motion passed unanimously, 11-0-0.

B. June 9, 2025 Regular School Board Meeting: Chair Brown called for any modifications to the June 9, 2025, Regular School Board Meeting minutes as presented. Hearing none, Chair Brown called for a motion to approve the June 9, 2025, minutes as presented. Ms. Dwyer made the motion, seconded by Vice Chair Weems. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the June 9, 2025, minutes as presented. The motion passed unanimously, 11-0-0.

11. Public Comments (until 8:00 p.m.)

There were three (3) in-person speakers and two (2) online speakers. The topics included DEI; SEL; bullying; cell phones; Regulation 5-52.1; time and place for cell phones; cell phone violations and processing referrals; restraint and seclusion; Gifted Committee recommendations; gifted plan; ODS budget; and retesting for gifted students.

The Public Comments concluded at 6:43 p.m.

12. Information

A. Interim Financial Statements – May 2025: Daniel Hopkins, director, Office of Business Services, presented financial information to the School Board for the period ending May 31, 2025. The overall revenue trends are acceptable, with state revenues projected to exceed the budget due to a $2.3 million increase in sales tax. State Basic Aid will decrease based on our composite index. Federal revenues are also favorable, with approximately $14.6 million received in impact aid year-to-date. Additionally, while other revenue sources are down by $400,000 from the previous year, sales tax receipts are slightly higher compared to last year, and expenditure trends remain acceptable.

B. Gifted Community Advisory Committee 2024-2025 Report: Crystal Wilkerson, Ed.D., director, Office of K-12 and Gifted Programs and Allison Krug, chairperson, Gifted Community Advisory Committee, presented information to the School Board regarding the 2024-2025 report of the Community Advisory Committee for Gifted Education and an update from the Office of Gifted Education. The Gifted Community Advisory Committee (GCAC) is responsible for reviewing the local plan annually and

determining the extent to which the previous year's plan was implemented. The GCAC collaborated with the Office of Gifted Programs and the Office of Planning, Innovation, and Accountability. They highlighted opportunities for gifted students to families, conducted site visits at schools, and engaged with the new VDOE School Performance and Support Framework. The following recommendations were reviewed: strengthen partnerships between the GCAC and district offices to evaluate the implementation of the Local Plan with integrity and fidelity; communicate essential responsibilities of gifted resource teachers (GRTs) to administrators to ensure strategic assignment of duties; advocate for the implementation of best practices and gifted pedagogy across all elementary and middle gifted resource-cluster classes; and prioritize staffing allocations for GRTs and provide additional support for schools with lower rates of identification for intellectually gifted students.

The presentation continued with questions and comments regarding gifted students from each school; coaching and supporting schools; staffing; Gifted Resource Teachers; data collection and data points, where students are starting and progress; parent and community engagement; schools and special programs; delivery of services; twice exceptional students; gifted services; IEPs; Old Donation School (ODS); curriculum and pacing; best practices, students reaching their potential; diverse population; meeting students where they are; identifying giftedness; helping students, finding strategies, supporting teachers; budget and ODS; cluster programs; and supporting gifted students.

C. Special Education Community Advisory Committee Annual Report: Roni Myers-Daub, Ed.D., executive director, Office of Programs for Exceptional Children and Meghan Ashburn, chairperson, Special Education Advisory Committee, provided the School Board information regarding the 2024-2025 report of the Special Education Advisory Committee (SEAC). The SEAC advises on the needs related to the education of students with disabilities, reviews policies and procedures, and participates in the review of the division's Local Special Education Annual Plan/Part B Flow-Through Application and Report. Key activities include soliciting public comments, participating in presentations by division staff, and engaging with the Parent Educational Advocacy Training Center (PEATC) Family Support Specialist for Region 2. Recommendations for the 2025-26 school year include reviewing and prohibiting the use of seclusion in schools, supporting the increase of students with disabilities accessing the Pre-K program, addressing findings from the VDOE Cyclical Review, and mandating training for school administrators and staff.

The presentation continued with questions and comments regarding the increase in numbers of special education students; number of Pre-K programs; disruptive behavior, positive behavior supports; support for teachers, access to a Special Education Teacher; services for the needs of students; support teacher training, VDOE training; IEP and 504 Plans; definitions; seclusion; and behaviors in the classroom.

D. Video Services Transition: David Din, chief information officer, provided the School Board with information regarding the division transition of video services provided by VBCPS instead of VBTV. A brief historic overview was provided. The following phases were reviewed – Phase 1 (July 2024 - June 30, 2025): VBCPS hires two new staff members to assume video services. The City trains VBCPS staff and updates all VBCPS broadcast equipment. Phase 2 (July 1, 2025 - June 30, 2026): VBCPS assumes video services, broadcast equipment, and programming responsibilities. The City provides support if needed. Phase 3 (July 1, 2026 and beyond): VBCPS receives 50% of revenues from public broadcast fees. VBCPS will manage broadcast content and schedule, incorporating AI-generated meeting summaries and streaming capabilities. The recordings will be smarter and connected to agendas. VBCPS positions have been hired, and training is in progress. VBCPS will assume video services by July 1. The next steps include determining streaming needs, such as committee meetings.

The presentation continued with questions and comments regarding location of meetings for streaming (either Einstein Lab or School Board Chambers); meeting summaries; tabs on videos for easier searching; cable TV; streaming platforms; fee revenue; additional costs, manpower; equipment; and the request for direction from the School Board regarding which meetings to stream.

E. Regulation 5-52.1 Update: Matthew Delaney, chief schools officer, provided the School Board information regarding School Board Regulation 5-52.1 Cellular Phones and Personal Communication Devices-Limitation on Use. It was mentioned that no information has been received from the VDOE (Virginia Department of Education) on recent legislation and implementation support. Data was reviewed regarding primary cell phone violations. During the 2024-2025 school year, there were over 6,600 referrals where cell phone violations were the primary reason for the referral. Data was also reviewed for the location of cell phone violations. In 2024-2025, 83% of cell phone violations occurred in the classroom.

The presentation continued with questions and comments regarding student cell phone use; phones during One Lunch; teacher responsibilities and student cell phone usage; cell phone free bell-to-bell; teaching students time and place to use cell phones; parents contacting students, family emergencies; calling the school; VDOE guidance; how students receive information, school announcements; student screen time; technology use and impacts on youth; use of phones during free time; focus on learning, cell phone free education; Student Code of Conduct; following the law; teacher support/help from building principal, parental support; model behavior; guidance from state; clarification on terms; plans to communicate to family regarding cell phone policy; expectations; consistency from school to school; and overview of the law.

F. Textbook Adoption: AP Latin: Crystal Wilkerson, Ed.D., director, Office of K-12 and Gifted Programs provided the School Board information regarding the adoption of the AP Latin textbook. Dr. Wilkerson mentioned Open Educational Resources (OER), free and perpetual permission for retaining, remixing, revising, reusing, and redistributing the resources. The textbook recommendation is "*College Pliny and Vergil (1st Ed.)*" by Geoffrey Steadman, which aligns with the AP Latin curriculum framework and includes all required readings, vocabulary lists, grammar explanations, and historical/cultural context. The initial implementation cost is $0, with no additional costs over the next five years. There was a brief discussion regarding cost; the number of students needing textbooks; and any additional costs if offered to more students.

13. ***Return to public comments if needed:*** As noted under Agenda Item #11, the Public Comments concluded at 6:43 p.m.

14. ***Consent Agenda:*** Chair Brown read the following items on the Consent Agenda:

A. Policy Review Committee (PRC) Recommendations: Recommended that the School Board approve Policy Review Committee (PRC) recommendations regarding the amendment of certain policies as recommended by the PRC at its May 21, 2025 meeting.
   1. Policy 3-67/Environmentally Sustainable Practices: The PRC recommends removing language that requires the School Division to design new construction to LEED standards and other minor formatting changes.
   2. Policy 4-3/Grievances and Grievance Procedures: Teachers: The PRC recommends minor scrivener's changes.

3. Policy 4-4/Equal Opportunity, Non-discrimination and anti-harassment and Compliance Officers: The PRC recommends including updating the language to align with the language in the Virginia Human Rights Act, updating address information throughout the policy.
4. Policy 4-15/Personnel Records: The PRC recommends updating the list of documents that are to be maintained in the official personnel file, rewording language for clarity, and minor scrivener's changes.

B. School Board Organizational Matters:
1. Superintendent's Designee in the Absence of the Superintendent: Recommended that the School Board approve the Superintendent's recommendation to appoint Cheryl R. Woodhouse, Chief of Staff, and Crystal M. Pate, Chief Financial Officer, as designees of the division superintendent to attend meetings of the School Board in the absence or inability to attend of the superintendent for the 2025-26 fiscal year pursuant to Code of Virginia § 22.1-76, … approval of division superintendent's designee.
2. Superintendent's Signature Authority: Recommended that the School Board authorize the Superintendent's recommendation to extend the term of signature authority for Cheryl R. Woodhouse, Chief of Staff, and Crystal M. Pate, Chief Financial Officer, through June 30, 2026 to sign all Virginia Department of Education correspondence (VDOE), reports, documents, requisitions and other official correspondence in the absence of the division superintendent.
3. Payroll Deductions: Recommended that the School Board authorize the following list of payroll deductions for the 2025-26 fiscal year pursuant to Board Policy 4-36 – Payroll Deductions; and its corresponding Regulation 4-36.1 – Payroll Deductions:

1. Health Plans	11. State Tax Liens	20. Employee Authorized Payment(s) owed to the School Division
2. Dental Plans	12. Local Tax Liens	21. VRS Service Buy Back
3. Tax Sheltered Annuities	13. State Education (Student Loans)	22. Workers' Compensation Salary/Leave Adjustments
4. Flexible Benefit Plans	14. Child Support	23. Travel Advance and Other Purchase Repayments
5. Long Tenn Disability Plan	15. Court Orders/Bankruptcies	24. Voluntary Benefits
6. Association Dues	16. Legal Resources	25. Administrative Processing Fees, where applicable
7. United Way	17. Direct Deposit	26. VRS Retirement - Member Contribution Rate
8. Deferred Compensation	18. VRS Optional Life Insurance	27. Virginia Beach Education Foundation
9. Garnishments	19. Salary/Leave Adjustments	
10. Federal Tax Liens		

C. Lynnhaven Elementary School HVAC Replacement: Recommended that the School Board approve a motion authorizing the Superintendent to execute a contract with JRC Services, LLC for the Lynnhaven Elementary School HVAC Replacement in the amount of $4,297,728.
D. Pembroke Elementary School HVAC Replacement: Recommended that the School Board approve a motion authorizing the Superintendent to execute a contract with Comfort Systems of Virginia for the Pembroke Elementary School HVAC Replacement in the amount of $1,139,000.
E. Updated General Fees Schedule 2025-2026: Recommended that the School Board approve the information presented on June 2 for the Revised FY 2025/26 General Fees Schedule, which includes revisions to the Adult Learning Center Adult Nursing Program rates.

DRAFT

F. Old Seatack Elementary School/Law Enforcement Training Academy (LETA) Lease: Recommended that the School Board approve a motion authorizing the Chair to execute the attached second Lease Extension to the original lease dated April 25, 2000 between the School Board and the City of Virginia Beach to continue to house the Law Enforcement Training Academy (LETA) at the Old Seatack Elementary School.

After reading the items on the Consent Agenda, Chair Brown asked if there were any objections to voting on the Consent Agenda as presented. Hearing none, Chair Brown called for a motion to approve the Consent Agenda as presented. Ms. Melnyk made the motion, seconded by Mr. Cummings. Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the Consent Agenda as presented. The motion passed unanimously, 11-0-0.

15. Action

A. Personnel Report / Administrative Appointments:
Chair Brown called for a motion to approve the June 24, 2024 personnel report and administrative appointments. Ms. Dwyer made the motion, seconded by Ms. Melnyk, that the School Board approve the appointments, and the acceptance of the resignations, retirements and other employment actions as listed on the June 24, 2025 personnel report along with the administrative appointment as recommended by the Superintendent. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the June 24, 2025, personnel report and administrative appointments. The motion passed unanimously, 11-0-0.

Superintendent Robertson mentioned the following appointments: Alicia A. N. Broadwater, instructional specialist, Department of Teaching and Learning, as assistant principal of Kempsville Meadows Elementary School; Jonathan M. Duggan, administrative assistant, Providence Elementary School, as assistant principal of Alanton Elementary School; Brittany M. Ferguson, instructional technology specialist, Red Mill Elementary School, as assistant principal of Birdneck Elementary School; Parker W. Thoroughgood, administrative assistant, W.T. Cooke and Luxford Elementary Schools, as assistant principal of Princess Anne Elementary School; Janay C. Washington, Ph.D., administrative assistant, Larkspur Middle School, as assistant principal of Landstown Middle School; Jeremy L. Cox, assistant principal, Salem Middle School, as assistant principal of Renaissance Academy; Sergio A. Guillen, administrative assistant, Landstown High School, as assistant principal of Kellam High School; Dennis O. Kelly, Jr., dean of students, Bayside Middle School, as assistant principal of Renaissance Academy; Meredith L. Brookman, instructional specialist, Office of K-12 and Gifted Programs, as coordinator, Fine Arts, Office of K-12 and Gifted Programs; Andrea N. Caretta, financial management specialist, as coordinator, budget development, Department of Budget and Finance; Bruce H. Clarke, assistant principal, Windsor Woods Elementary School, as coordinator, Regional Recovery School at Harbor Hope Center; Katherine R. Goldburg, Ph. D., principal, Point O'View Elementary School, as director, Instructional Technology, Department of Teaching and Learning; Thomas C. Shattuck, coordinator, Security and Safe Schools, as director, Safe Schools, Office of Security and Emergency Management; Caitlin B. Strom, assistant principal, Bettie F. Williams Elementary School, as employee relations specialist, Department of Human Resources; and Christie M. Verebely, principal, Southeastern Cooperative Educational Programs, as coordinator, Special Education, Office of Programs for Exceptional Children.

B. School Board Committee Assignment Modifications for term ending June 30, 2026: Chair Brown called for a motion to approve the School Board Committee assignment modifications for term ending June 30, 2026. Mr. Cummings made the motion, seconded by Mr. Culpepper. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the

motion to approve the School Board Committee assignment modifications for term ending June 30, 2026. The motion passed unanimously, 11-0-0.

C. Regulation 5-52.1/ Cellular Phones and Personal Electronic Communication Devices – Limitation on Use: Chair Brown called for a motion to approve Regulation 5-52.1/Cellular Phones and Personal Electronic Communication Devices – Limitation on Uses. Ms. Dwyer made the motion, seconded by Vice Chair Weems. A discussion followed regarding the motion on the floor and what was being voted upon. Vice Chair Weems made the following substitute motion to approve the regulation with the noted changes as follows:
Under A. Definitions, Section 2 – third line remove the words, …*for elementary and middle school students*. Under C. Students use of personal electronic communication devices – non instructional time, high school lunch time or special events, removal of Section 2 - *High School students may use personal electronic communication devices during their designated lunch period;* then renumber remaining sections accordingly. Ms. Dwyer seconded the substitute motion by Vice Chair Weems.

Without discussion, Chair Brown called for a vote to approve Vice Chair Weems' substitute motion. Vice Chair Weems restated her substitute motion, to approve Regulation 5-52.1 as changed, striking out A.2. "*for elementary and middle school students."* and C2, then renumbering three and four to two and three. The School Board Clerk announced there were nine (9) ayes in favor of the substitute motion by Vice Chair Weems: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings; Ms. Dwyer, Dr. Green, and Ms. Melnyk. There were two (2) nays opposed to the substitute motion by Vice Chair Weems: Ms. Felton, and Ms. Rogers.
The substitute motion passed, 9-2-0.

D. VSBA Membership: Note, item was added during the Adoption of the Agenda. See Agenda Item #8. Chair Brown called for a motion to approve the VSBA Membership for the fiscal year 2025-26. Ms. Dwyer made the motion, seconded by Ms. Melnyk. A discussion followed regarding professional development provided by VSBA; membership benefits.

Mr. Cummings called a point of order regarding the previous vote on the substitute motion for Regulation 5-52.1. A brief discussion followed on the difference between a substitute motion and an amended motion; and guidance to have a motion to reconsider.

The discussion on the floor then returned to the VSBA membership; another group for School Board Members to join; VSBA does not have individual memberships but a division as a whole; support for voting for VSBA membership even if disagrees with policies; VSBA and student recognitions, VBCPS staff presenting at VSBA functions; and networking with other School Board Members. Without further discussion, Chair Brown called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the VSBA Membership for the fiscal year 2025-26: Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. There were two (2) nays opposed to the motion to approve the VSBA Membership for the fiscal year 2025-26: Chair Brown, and Mr. Culpepper.

16. ***Committee, Organization or Board Reports:*** Ms. Lannetti mentioned the Gifted Community Advisory Committee Report and the Special Education Community Advisory Report; did not vote on the reports in the past, required to be presented to the School Board.

Mr. Cummings made a motion to reconsider his vote on Vice Chair Weems' substitute motion on

Regulation 5-52.1. Vice Chair Weems seconded the motion. There was clarification on what the motion entailed; vote on the substitute motion presented by Vice Chair Weems regarding the changes to Regulation 5-52.1. Without further discussion, Chair Brown called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion to reconsider: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Ms. Dwyer, Dr. Green, and Ms. Melnyk. There were three (3) nays opposed to the motion to reconsider: Mr. Cummings, Ms. Felton, and Ms. Rogers.
The motion passed, 8-3-0.

Vice Chair Weems mentioned the Policy Review Committee meeting on June 25 at 1:30 p.m. Mr. Bohenstiel mentioned GRC graduated every student from the class of 2025.

17. ***Return to Administrative, Informal, Workshop or <u>Closed Session</u> matters:*** At 10:09 p.m., Vice Chair Weems made the following motion, seconded by Mr. Cummings that 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, Paragraphs 1, 3, 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. Any teacher shall be permitted to be present during a closed meeting in which there is a discussion or consideration of a disciplinary matter that involves the teacher and some student, and the student involved in the matter is present, provided that the teacher makes a written request to be present to the presiding officer of the appropriate board. Nothing in this subdivision, however, shall be construed to authorize a closed meeting by a local governing body or an elected school board to discuss compensation matters that affect the membership of such body or board collectively.

3. Discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the public body.

7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in an 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:

DRAFT

A. Superintendent's contract.
C. School Board Attorney evaluation.
D. Status of pending litigation or administrative cases.
E. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Without discussion, Chair Brown 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 Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Melnyk.
The motion passed, 9-0-0.
Note: Ms. Rogers did not participate in the vote, since she was attending the meeting via Zoom.

The School Board recessed into Closed Session at 10:15 p.m.

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

A. Superintendent's contract: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer (joined the Closed Session at 10:18 p.m.), Ms. Felton, Dr. Green, and Ms. Melnyk; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; and Regina M. Toneatto, school board clerk.

   Superintendent Robertson left the Closed Session at 10:23 p.m.

   The following School Board Members left and returned to the Closed Session:
   Mr. Culpepper left at 10:49 p.m. and returned at 10:51 p.m.
   Mr. Cummings left at 10:46 p.m. and returned at 10:47 p.m.
   Ms. Dwyer left at 10:48 p.m. and returned at 10:49 p.m.
   Ms. Melnyk left at 10:22 p.m. and returned at 10:24 p.m.
   Vice Chair Weems left at 10:46 p.m. and returned at 10:48 p.m.

C. School Board Attorney evaluation: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Melnyk; Kamala H. Lannetti, school board attorney; and Regina M. Toneatto, school board clerk.

   Kamala H. Lannetti, school board attorney left the Closed Session at 10:55 p.m.

   The following School Board Members left and returned to the Closed Session:
   Mr. Callan left at 11:16 p.m. and returned at 11:18 p.m.; left at 11:43 p.m. and returned at 11:46 p.m.
   Mr. Culpepper left at 11:46 p.m. and returned at 11:48 p.m.
   Ms. Felton left at 11:11 p.m. and returned at 11:18 p.m.
   Dr. Green left at 11:39 p.m. and returned at 11:42 p.m.

The School Board reconvened at 11:58 p.m.

Certification of Closed Session: Vice Chair Weems 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. Melnyk made the motion, seconded by Ms. Dwyer. Without discussion, Chair Brown called for the vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion for Certification of Closed Session: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper; Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Melnyk. The motion passed, 10-0-0.

18. ***Adjournment:*** Chair Brown adjourned the meeting at 11:59 p.m.

Respectfully submitted:

_____
Regina M. Toneatto, Clerk of the School Board

Approved:

_____
Kathleen J. Brown, School Board Chair

DRAFT

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Personnel Report **Item Number:** 5A

Section: Action **Date:** July 8, 2025

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 R. 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 July 8, 2025, 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
July 8, 2025
2025-2026 SY

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Kingston	7/1/2025	Emanuela Wolf	Custodian II Head Night Elem	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Seatack	7/1/2025	Patricia A Mouser	School Administrative Associate I	Kentucky State University, KY	Norfolk State University, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	7/1/2025	Katharine A Fessel	School Improvement Specialist	Old Dominion University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	8/18/2025	Abigail E McLaughlin	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/19/2025	TeQuan D Lamell	Special Education Assistant	not applicable	Norman Public Schools, OK
Assigned to Unified Salary Scale	Appointments - Middle School	Landstown	8/11/2025	Shanti Murphy	Cafeteria Manager II	not applicable	United States Navy
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/19/2025	Anna M Roman-Mercado	Distance Learning Assistant	Old Dominion University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	7/1/2025	Stephanie D Smith-Durkin	School Counseling Department Chair	Old Dominion University, VA	Old Dominion University, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Virginia Beach	7/1/2025	Lesley E Groves	School Counseling Department Chair	Old Dominion University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	6/23/2025	Jay M Lahey	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	7/1/2025	Janine Powers	School Office Associate II	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	8/19/2025	Kyle Gillikin	Distance Learning Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	8/19/2025	Carson C Giocondo	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Salem	8/18/2025	Patricia Weir	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Communications & Community Engagement	6/23/2025	Corby Slaughter	Multimedia Communications Producer	not applicable	Wavy-TV 10, Nexstar Media Inc.
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	7/1/2025	Karen G Barr	Systems Administrator	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	7/1/2025	Tristica D Canady	Sous Chef	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	7/1/2025	Vanessa T Evans	Asst Cafeteria Manager	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	7/1/2025	Jennifer L Parker	Cafeteria Manager in Training, 6.0 Hours	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	7/1/2025	Leilani Tucker	Cafeteria Manager I	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	7/1/2025	William R Barnette	Instructional Specialist	Old Dominion University, VA	SECEP, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	7/1/2025	Melanie D Grindstaff	Instructional Specialist	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	6/30/2025	Pegi O Rowan	Cafeteria Assistant, 5.5 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Birdneck	6/30/2025	Cindy V Ortiz	Special Education Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Fairfield	7/24/2025	Frederick F Estrella	Custodian I (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Glenwood	5/22/2025	John W Graham	Custodian I (death)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Glenwood	6/3/2025	Sandy S Coronel	Custodian I (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2025	Sara Bell	School Nurse (continuing education)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	King's Grant	6/19/2025	Shawn M Harris	Custodian I (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Newtown	6/30/2025	Miasiyah V Hamberry	Special Education Assistant (continuing education)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	North Landing	6/30/2025	Katheryn R Lowe	Library/Media Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Providence	6/30/2025	Sean M Cabaday	Security Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Thalia	6/30/2025	Stacey R Dozier	Cafeteria Assistant, 5.0 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	White Oaks	6/30/2025	Jennifer D Ferguson	General Assistant (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Brandon	6/12/2025	Tiffany M Baker	ISS Coordinator (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempsville	6/30/2025	Shane N Land	Security Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempsville	6/30/2025	Cosette D Livas	School Improvement Specialist (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempsville	6/30/2025	Jalon Miller	ISS Coordinator (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	6/30/2025	Faye M Gorham	Baker/Cook (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Lynnhaven	6/30/2025	Michelle L Cifuentes	Cafeteria Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	7/2/2025	Tonya A Carney	Custodian I (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Renaissance Academy	6/30/2025	Verda Murphy	School Office Associate II, .600 (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Salem	6/30/2025	Ronel L Brewer	Assistant Principal (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Tallwood	6/30/2025	Sarah Gallagher	Security Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Technology	6/27/2025	Kyle G Russo	Technology Support Technician (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Technology	6/30/2025	Tierre A Walden	Technology Support Technician (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/27/2025	Zachary J Stafford	Fleet Technician III (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Holland	6/30/2025	Dawn D Worthington	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Custodial and Distribution Services	7/31/2025	Cindy L Mosley	Administrative Office Associate I	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Maintenance Services	8/31/2025	Eric Woodhouse	Director Maintenance Services	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	7/31/2025	Robin M Burnette	Bus Driver - Special Ed	not applicable	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Arrowhead	8/15/2025	Lauren F Lanier	Fifth Grade Teacher	Valdosta State University, GA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Brookwood	8/18/2025	Ann M Windsor	Special Education Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	College Park	8/15/2025	Bessie Johnson	Special Education Teacher	Liberty University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Fairfield	8/15/2025	Caroline C Zarpas	Pre-Kindergarten Teacher	George Mason University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	8/15/2025	Amanda N Kalyandjian	Special Education Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/15/2025	Courtney Hudson	Sixth Grade Teacher	University of North Carolina Greensboro, NC	Guilford County Schools, NC
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/15/2025	Kathy M Reaves	Literacy Teacher	Regent University, VA	Suffolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	8/15/2025	Rachel Bibb	Special Education Teacher	Longwood University, VA	Maryland Public Schools, MD
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempsville	8/15/2025	Ashley Austin	Sixth Grade Teacher	St Petersburg College, FL	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempsville	8/15/2025	Brianna R Squizzero	Seventh Grade Teacher	James Madison University, VA	Waynesboro Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempsville	8/15/2025	Whitney R Winters	Seventh Grade Teacher	Western Governors University, UT	Hampton City Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/15/2025	Casey Carpenter	Seventh Grade Teacher	Old Dominion University, VA	not applicable

Personnel Report
Virginia Beach City Public Schools
July 8, 2025
2025-2026 SY

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/15/2025	Anna Fisher	Sixth Grade Teacher	Sam Houston State University, TX	Fairbanks, TX
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/15/2025	Carolina Gonzalez Perez	Spanish Teacher	University of Cadiz, ES	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/15/2025	Emily J Oscar	Eighth Grade Teacher	College of William and Mary, VA	Hampton Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/15/2025	Rebecca Quatman	Special Education Teacher	Arizona State University, AZ	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/15/2025	Hadiyah Bacon	Special Education Teacher	DeVry University, IL	Hampton City Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/15/2025	Seth W Enderson	School Counselor	Virginia Tech, VA	Lynwood Unified School District, CA
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/15/2025	Wesley D McSwain	Sixth Grade Teacher	Appalachian State University, NC	Wilkes County Schools, NC
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/15/2025	Katherine M Talk	Special Education Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Old Donation School	8/15/2025	Maria Cruz Bauza Casqueiro	Spanish Teacher	University of Madrid, ES	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Old Donation School	8/15/2025	Halley J Rayl	Fourth Grade Teacher	New Mexico Highlands University, NM	Clovis Municipal School District, NM
Assigned to Instructional Salary Scale	Appointments - Middle School	Old Donation School	8/15/2025	Allyson C Roseberry	Fourth Grade Teacher	George Washington University, DC	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Plaza	8/15/2025	Lauren N McCutchen	Seventh Grade Teacher	University of Texas, TX	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Plaza	8/15/2025	Ryan D Mosher	Computer Science Teacher	SUNY Empire State College, NY	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Virginia Beach	8/15/2025	Jessi L Munford	Seventh Grade Teacher	James Madison University, VA	Wake County Public Schools, NC
Assigned to Instructional Salary Scale	Appointments - Middle School	Virginia Beach	8/15/2025	Devin R Raines	Sixth Grade Teacher	Christopher Newport University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/15/2025	Dakota J Davenport	English Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/15/2025	Madison Babb	English Teacher	University Central Arkansas, AR	Little Rock Christian Academy, AR
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	8/15/2025	Isabella S Fernandez	English Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	8/15/2025	Jennifer W Smith	Mathematics Teacher	College of William and Mary, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Lynnhaven (AADA)	8/15/2025	Ashley Ault	Art Teacher	Kutztown University, PA	Onslow County School District, NC
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/15/2025	Daniel M Doersam	Technology Education Teacher	Grand Canyon University, AZ	Portsmouth Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Salem	7/31/2025	Robert T Rigby	Band Instructor	Old Dominion University, VA	Roanoke City Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Salem	8/15/2025	Alexandria Hakim	Social Studies Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Salem	8/15/2025	Gina M Pacheco-Forehand	English Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Technical And Career Education Center	7/31/2025	Anna L Cannon	Nursing Instructor	University of Central Oklahoma, OK	VBCPS
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	7/1/2025	Mathew C Lemn	Adaptive Physical Education Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Resignations - Elementary School	College Park	6/30/2025	Tiffany G Rouse	First Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	College Park	6/30/2025	April R Sanders	Reading Specialist (moved to public school system)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Pembroke Meadows	6/30/2025	Kelly L Raine Akins	Physical Education Teacher (moved to public school system)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Rosemont	6/30/2025	Sharnika D Brown	Third Grade Teacher (moved to public school system)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Rosemont	6/30/2025	Xavier A Hendon	Music/Vocal Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Seatack	6/30/2025	Velda B Edwards	Second Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Great Neck	6/30/2025	Maria F Stevener	Spanish Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Independence	6/30/2025	Trendee E Bostick	Eighth Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	6/17/2025	Gina A Olivieri	Sixth Grade Teacher (death)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	6/30/2025	Robert Moeny	Sixth Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Plaza	6/30/2025	Meredith S Yracheta	Eighth Grade Teacher (relocation)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Cox	6/30/2025	Sarah M Pierce	Science Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	6/30/2025	Miranda Chavez	English Teacher (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	6/30/2025	Alexander M Kelly	Music/Instrumental Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	6/30/2025	Katelyn L White	Behavior Intervention Teacher (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Pembroke Meadows	6/30/2025	Jeanine A Leneski	Fifth Grade Teacher	not applicable	not applicable
Administrative	Appointments - Elementary School	Bettie F. Williams	7/9/2025	Megan D Davis	Assistant Principal	University of Denver, CO	VBCPS
Administrative	Appointments - Elementary School	Centerville	7/1/2025	Leticia W Swift-Newsome	Principal	University of Bridgeport, CT	VBCPS
Administrative	Appointments - Elementary School	Parkway	7/9/2025	Erin M Lucas	Assistant Principal	Old Dominion University, VA	VBCPS
Administrative	Appointments - Elementary School	Windsor Woods	TBD	Melinda Pezzella	Assistant Principal	Old Dominion University, VA	VBCPS
Administrative	Appointments - Middle School	Bayside	7/14/2025	Jennifer C Warren	Dean of Students	Cambridge College, MA	VBCPS
Administrative	Appointments - Middle School	Landstown	7/14/2025	Brian D Bevan Jr	Assistant Principal	Wilkes University, PA	VBCPS
Administrative	Appointments - High School	Bayside	7/9/2025	Ebony S Cherry	Assistant Principal	Longwood University, VA	VBCPS
Administrative	Appointments - High School	Landstown	7/9/2025	Sammi L Betham	Assistant Principal	Old Dominion University, VA	VBCPS
Administrative	Appointments - Miscellaneous	Department of Teaching and Learning	7/14/2025	Tiffany L Mack	Coordinator Language Arts	Liberty University, VA	Carlucci American International School of Lisbon, PT
Administrative	Appointments - Miscellaneous	Department of Teaching and Learning	8/1/2025	Rebecca L Carter	Coordinator Title I	Old Dominion University, VA	VBCPS

School Board Services

Kathleen J. Brown, Chair
District 10

Carolyn D. Weems, Vice Chair
District 9

Mark Bohenstiel
District 3

Michael Callan
District 6

David Culpepper
District 8

Matt W. Cummings
District 7

Rose M. Dwyer
District 1

Sharon R. Felton
At-Large

Dr. Alveta J. Green
District 4

Kimberly A. Melnyk
District 2

Melinda J. Rogers
District 5

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

School Board Retreat/Abridged Meeting Proposed Agenda
Tuesday, July 8, and Wednesday, July 9, 2025
Professional Development Center
641 Carriage Hill Road
Virginia Beach, VA 23452
(757) 263-1000

The School Board Retreat will be streamed live on schoolboard.vbschools.com/meetings/live, broadcast on VBTV Channel 47, as well as through Zoom through the link below, for viewing by the public.

The School Board Abridged Meeting on July 8, 2025 at 4:30 pm will be streamed live on schoolboard.vbschools.com/meetings/live, broadcast on VBTV Channel 47, and on Zoom through the link below. The purpose of the Abridged meeting is for the School Board to address limited matters that cannot be put off until the next regular School Board meeting. School Board retreats and abridged meetings are not regular meetings and follow the agenda set forth for the meeting or as otherwise adopted by the School Board at the retreat or abridged meeting. Members of the Public may watch the Retreat/Abridged Meeting in person with limited seating. Notice of the School Board Meeting was posted in the School Administration Building #6, and on the VBSchools.com website.

Attendee link: https://us02web.zoom.us/j/88931640226 Call-in (301) 715-8592 ID 889 3164 0226

Media representatives should contact the Department of Communications and Community Engagement regarding accessing the Retreat and Abridged Meeting.

WEDNESDAY, JULY 9, 2025

Time	Activity	Lead(s)
8:30 a.m. – 9:00 a.m.	**Breakfast**	
9:00 a.m. – 9:15 a.m.	Welcome and Review of Agenda	**Donald E. Robertson Jr., Ph.D.** *Superintendent* **Kathleen Brown** *School Board Chair*
9:15 a.m. – 10:15 a.m.	Gifted Education Plan Update	**Crystal Wilkerson, Ed.D.** Director of K-12 and Gifted Programs
10:15 a.m. – 11:15 a.m.	CIP Update	**Donald E. Robertson Jr., Ph.D.** *Superintendent* **Jack Freeman** *Chief Operations Officer*
11:15 a.m. – 11:45 a.m.	Jericho Road Update	**Carolyn Weems, Dr. Alveta Green** *School Board Members*
11:45 a.m. – 12:00 p.m.	Review of FERPA and Discipline Committee Best Practices	**Kamala Lannetti** *School Board Attorney* **Leeane Turnbull** *Director, Office of Student Leadership*
12:00 p.m. – 12:45 p.m.	**LUNCH**	
12:45 p.m. – 3:30 p.m.	Budget Process 1. Reconciliation 2. Plan for Board Input 3. Pay Scale Considerations 4. Next Steps	**Crystal Pate** *Chief Financial Officer* **Darnita Trotman, Ed.D.** *Chief Human Resources Officer*
3:30 p.m. – 4:00 p.m.	Retreat Summary and Next Steps	**Donald E. Robertson Jr., Ph.D.** *Superintendent* **Kathleen Brown** *School Board Chair*

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Gifted Education Plan Update

School Board Retreat

July 9, 2025

Department of Teaching and Learning

Purpose

The Office of Gifted Programs will provide the School Board with an update on gifted programs and services.

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Signature Gifted Program Offerings in VBCPS

- VBCPS staffs a Gifted Resource Teacher (GRT) in every comprehensive home school in addition to gifted cluster teachers
- VBCPS utilizes division-level testing assessment specialists to support schools in identification
- VBCPS staffs central office gifted administrators to support programming
- VBCPS is one of two Virginia school divisions with a school serving only gifted elementary and middle school students
- VBCPS is one of the few Virginia school divisions with a gifted elementary and middle school visual arts and dance education program

Gifted and Advanced Academic Models Used in Other Virginia School Divisions	Currently Used in VBCPS
Push-in model	✅
Pull-out model	✅
Honors or advanced courses (middle and high school)	✅
Differentiated, enriched instruction	✅
Cluster grouping	✅
Grade or subject acceleration	✅

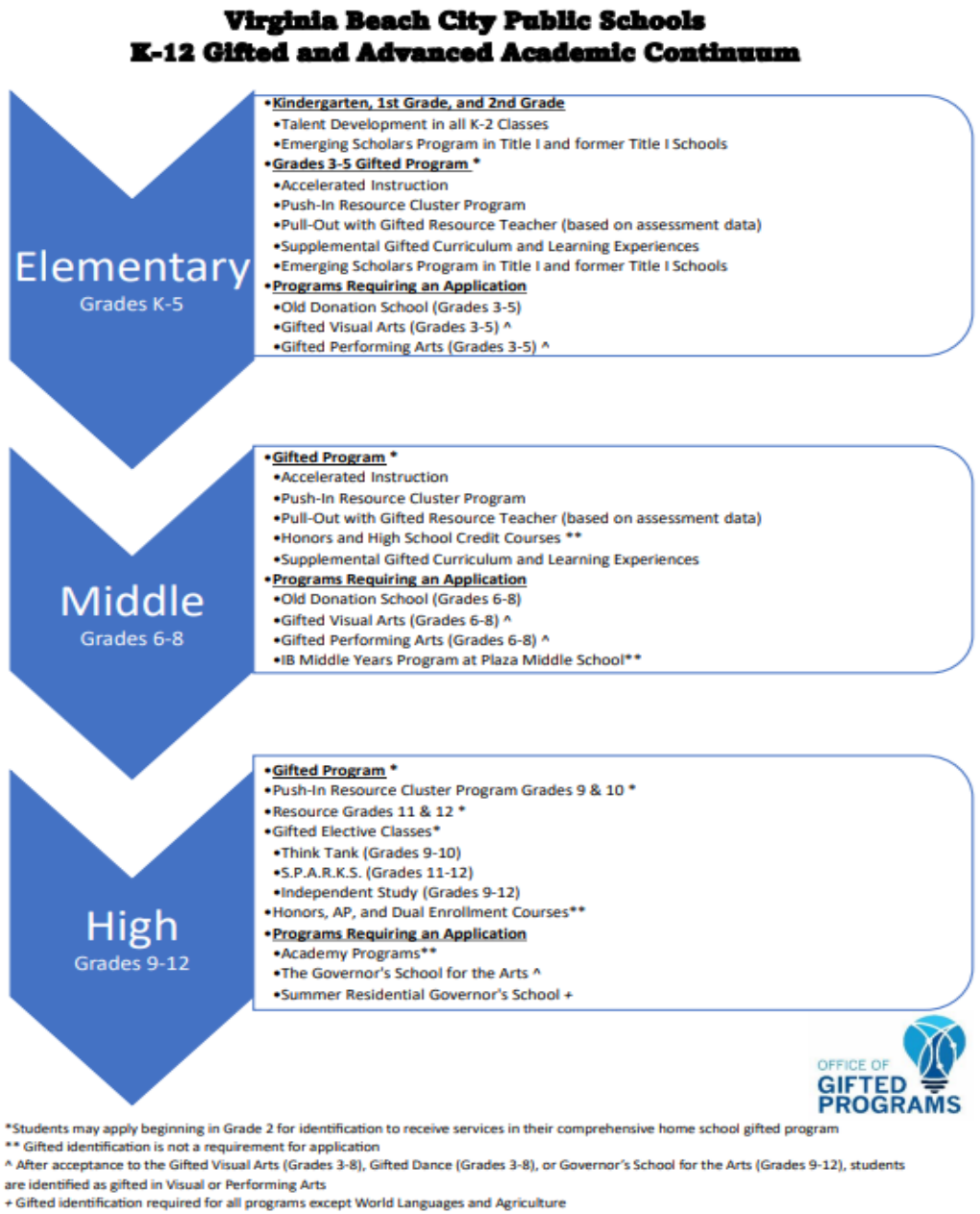
A Look Back

- Amended the 2020-25 Local Plan for the Education of the Gifted
- Gathered feedback and recommendations from the Gifted Community Advisory Committee (GCAC) and multiple stakeholders
- Consulted and reviewed local, state, and national sources
- Collaborated with other Virginia school divisions
- Solicited and responded to School Board and stakeholder input
- Received School Board approval for the 2024-29 Local Plan for the Education of the Gifted

Recent School Board Approved Changes to VBCPS Gifted Programs

- Removed Cognitive Abilities Test (CoGAT) as a 1st grade screener
- Removed 5th grade interview
- Removed 1st grade Performance-Based Task
- Shifted identification to begin in 2nd grade

VBCPS Continuum of Advanced Academics and Gifted Programs



Gifted Programs Initiatives During the 2024-2025 School Year

- Increased communication and partnerships with stakeholders
- Implemented Gifted Learner Updates
- Highlighted and enhanced curriculum resources
- Professional learning opportunities for Resource-Cluster Teachers
- Focused professional learning for GRTs

Enhanced Elementary Resource-Cluster Model Programming Resources

Design Your Own Flag



Have you ever thought about how countries design their flags?

The United States flag has 13 stripes for the 13 original colonies and the 50 stars represent the states.

There is an entire field about the study of flags called vexillology.



Project Directions

- Use a 9” x 12” sheet of paper
- Include:
  - At least one line of symmetry
  - At least two different quadrilaterals.
- On your practice sheet, create your original design and shade each shape a different color.
- Measure the side lengths and heights of the quadrilaterals to the nearest eighth of an inch using a ruler and record these on your flag. Number each of the shapes.
- Mark all of the lines of symmetry on your flag.
- Find the area and perimeter of each shape you measured and record this on the Flag Record Sheet.

Enhanced Partnerships in 2024-25

- Continued to conduct school site visits with GCAC members
- Collaborated with building administrators and central office departments
- Participated in community events
- Reciprocal learning walks between GRTs and ODS Teachers

Preparing for 2025-26 and Beyond

- Continue to enhance the Resource-Cluster Model
- Implement the K-2 Gifted Talent Development initiative
- Provide services for General Intellectual Aptitude (GIA), Gifted Dance and Gifted Visual Arts in 3rd grade
- Implement the revised selection process at ODS - the highest rated applicant from each school's rising 3rd graders is offered one of the first 53 seats out of the 156 total available seats
- Use data to inform continuous improvement and guide support for schools

Strategic Alignment: Gifted Programs and *Compass to 2030*

Goal 1: Challenge and Support Each Student to Excel and Be Future Ready

- Differentiate instruction to meet student needs
- Support access to advanced coursework
- Align experiences to the Future-Ready Profile

Goal 2: Enhance Student Well-Being, Responsibility, and Resilience

- Ensure gifted learners are known, supported, and encouraged to thrive

Goal 3: Value and Invest in Staff

- Ensure staff have the skills needed to meet the needs of a wide range of learners

Goal 4: Partner with Families and the Community to Support Students

- Communicate program and service options clearly
- Keep communication open, clear, and easy to access
- Connect families to resources that support learning and well-being

COMPASS to 2030
Learning Today, Leading Tomorrow

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Questions?

CIP Committee Update

A presentation to the School Board

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

Jack Freeman, Chief Operations Officer

Wednesday, July 9, 2025

Agenda

- ✓ Committee Purpose
- ✓ Committee Members
- ✓ Summary of meetings
- ✓ Findings
- ✓ Next Steps

CIP Committee Purpose

- ✓ To investigate new pathways to fund and allocate funds to the CIP.
- ✓ To investigate options to build a new PAHS as part of the next CIP.
- ✓ To share findings and seek feedback from the School Board in July and September.
- ✓ To incorporate final findings into the development of the next CIP.



CIP Committee Members

Dr. Donald Robertson, Superintendent, *Co-chair*

Jack Freeman, Chief Operations Officer, *Co-chair*

Cheryl Woodhouse, Chief of Staff

Crystal Pate, Chief Financial Officer

Matthew Delaney, Chief Schools Officer

Dr. Danielle Colucci, Chief Academic Officer

Melisa Ingram, Executive Director, Facilities Services

Donald Bahlman, VBCPS Architect

J. Ryan Hersey, Sustainability Officer

Tiffany Jacobs, Budget Director

Andrea Caretta, Coordinator of Budget Development

CIP Meeting Summary

- ✓ CIP Meeting #1
- ✓ CIP Meeting Protocols
- ✓ PAHS SWOT Analysis
- ✓ CIP SWOT Analysis



CIP Meeting Summary

- ✓ CIP Meeting #2
- ✓ CIP Meeting #2 MINUTES



CIP Meeting Summary

- ✓ CIP Meeting #3
- ✓ CIP Meeting #3 MINUTES



Early Findings - CIP

- ✓ VBCPS and VB have similar challenges – how to address the rising costs of maintenance and new construction in a level funding environment.
- ✓ Limited flexibility within the CIP to address funding challenges given debt service capacity.
- ✓ Investigate classifying major maintenance projects as capital projects eligible for debt service and, conversely, funding minor/routine maintenance projects through operating or reserved funds.
- ✓ Seek opportunities to reduce costs and use the savings by working with the BUC to examine the number of assets in use.
- ✓ Seek public/private partnerships that yield shared assets/costs, partner with VB in the reallocation of existing assets to meet city and school needs.

Early Findings - PAHS

- ✓ Considerations of educational specifications should be reviewed to find efficiencies (instructional programming, athletic complex).
- ✓ Considerations of space specifications should be reviewed to find efficiencies (size of gym, café, hallways; similar sizing high schools).
- ✓ Consideration of the impact of time on construction costs.
- ✓ Considerations should include the new seat-time flexibility when considering the number of students to be served.
- ✓ Considerations should include the opportunity for a private/public partnership (i.e., with higher education, City).

Next Steps

- ✓ July 15 - Committee meeting #4
- ✓ July 15 – Joint meeting with VBCPS and City Manager's staff
- ✓ August 7 – Committee meeting #5
- ✓ September 9 – School Board workshop

* *Other meetings may be scheduled based upon the work of the committee*

Questions?

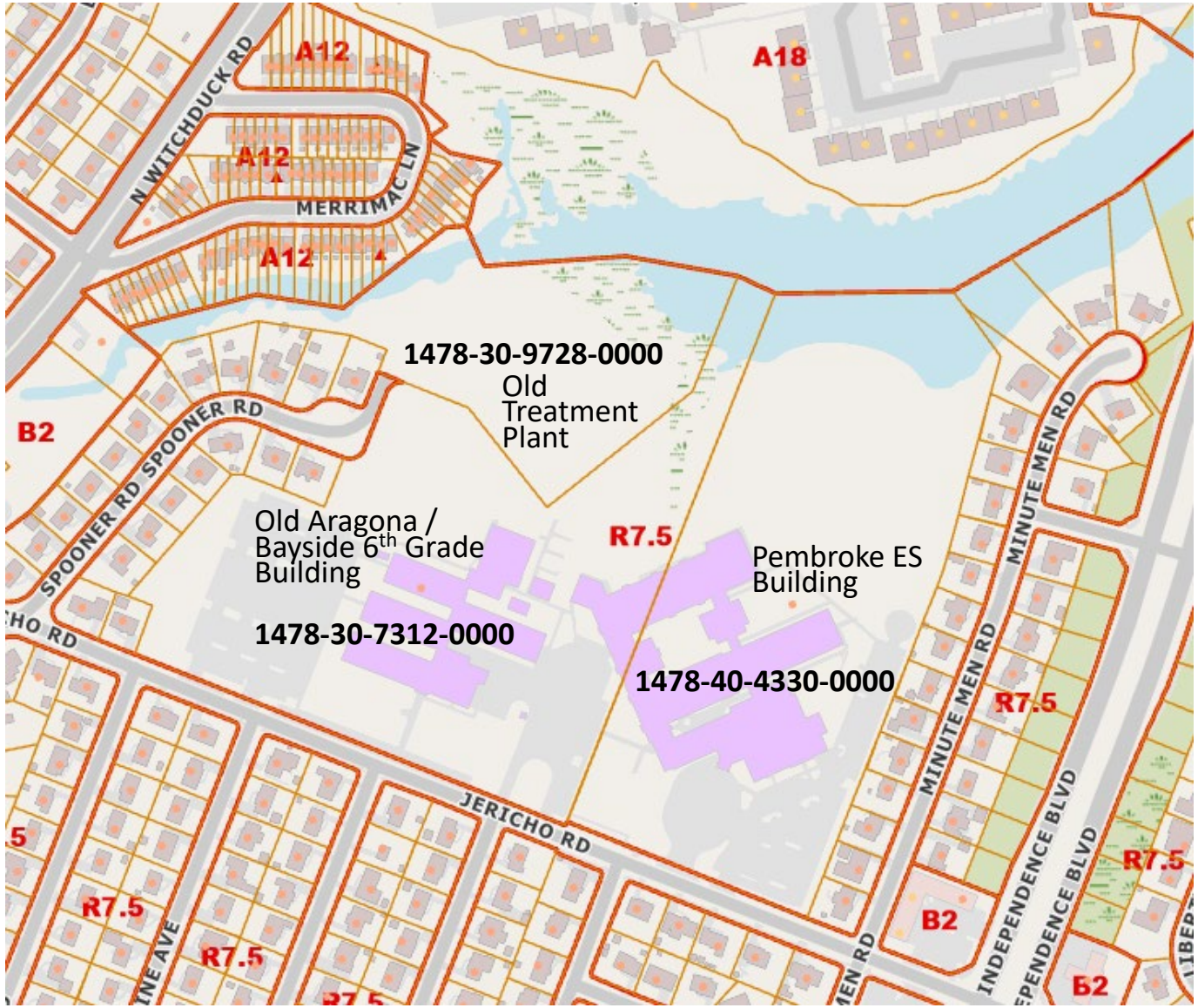


Ad Hoc Committee To Study Open Space Uses for School Property on Jericho Road

July 9, 2025

Department of School Division Services
Department of Legal Services

Existing Property Exhibit



Property Information:

1478-30-9728-0000
Northern Parcel Bayside 6th Grade Campus:
5.63 acres

1478-30-7312-0000
Partial Bayside 6th Grade Campus &
Partial Pembroke ES Parcel:
12.97 acres

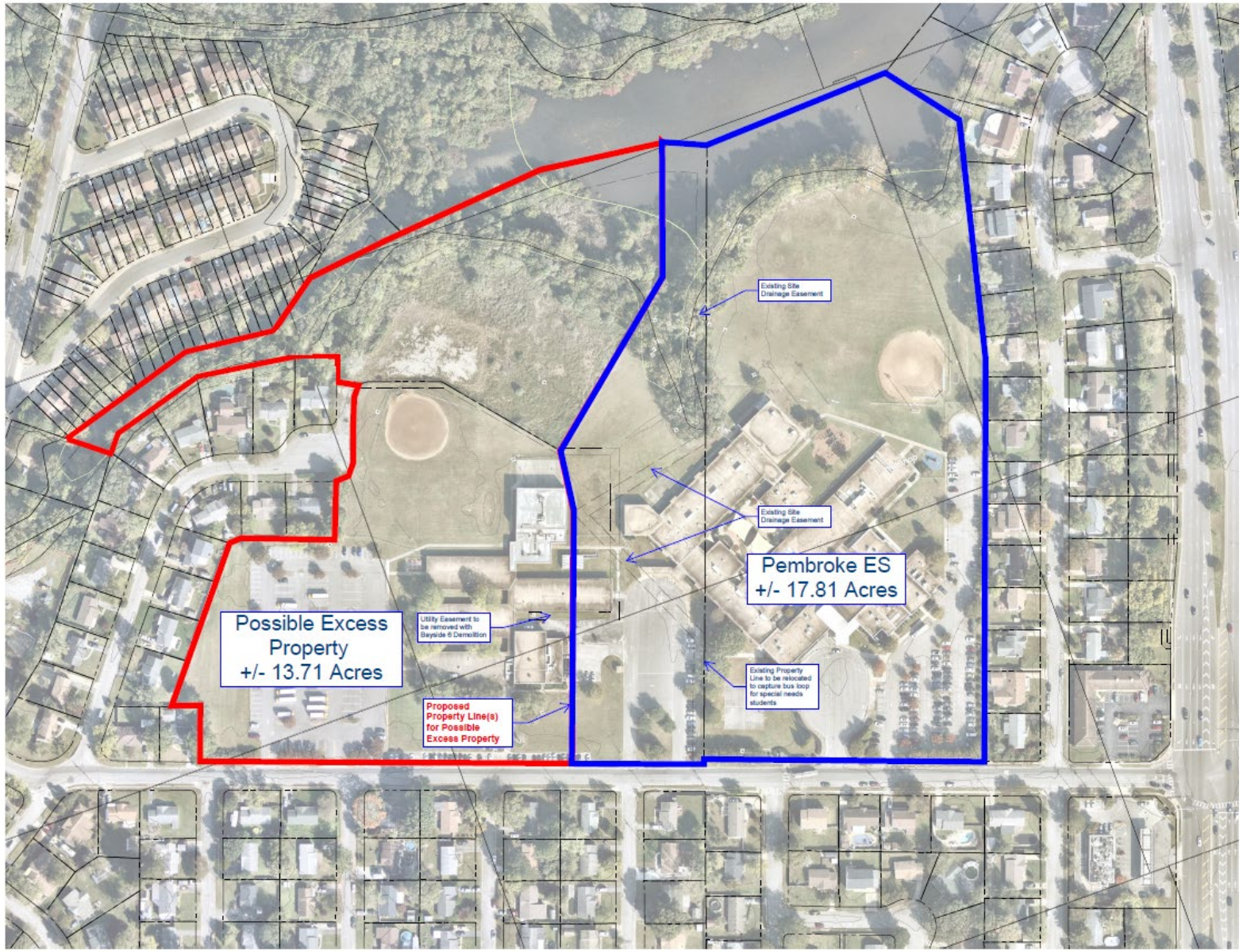
1478-40-4330-0000
Pembroke ES Parcel
13.24 acres

R-7.5 Zoning

Resubdivision Needed:

- Building unoccupied September 2025
- 3 properties into 2 properties
- Timing of demolition important to resubdivision

Conceptual Exhibit – Possible Excess Property 13.71 acres +/-



7 Options Considered

- **Option 1** School Board retains site and building
- **Option 2** School Board retains and leases the site & building
- **Option 3** Transfer or sale of the property to the City for open space or park use
- **Option 4** Transfer or sale of property to another entity
- **Option 5** Sale of property with a Request for Proposals (RFP) with defined reuse of the property and requiring a portion for dedicated open space or park
- **Option 6** Sale of Property with a Request for Information (RFI) with general parameters for reuse of the property and requiring a portion for dedicated open space or park
- **Option 7** Sale of property with a Request for Information (RFI) with general parameters for reuse of the property and no additional requirements.

Ad Hoc Committee Recommendations

1.) **Option 3** Transfer or sale of the property to the City for open space or park use

2.) **Option 6** Sale of Property with a Request for Information (RFI) with general parameters for reuse of the property and requiring a portion for dedicated open space or park

For short term consideration the Committee also discussed the following option as acceptable while one of the above options were being worked out, limiting any lease to a compatible use and entity:

- **Option 2** School Board retains and leases the site & building

Option 3 Transfer or sale of the property to the City for open space or park use

1. **Jul-Oct. 2025:** Work on an **agreement** with key City and School stakeholders

2. **Nov. 2025:** **Secure funding** to start the process
   - Possible Reversion funds
   - **$1,200,000** cost estimate including legal costs, environmental report, contractor work, and resubdivision fees

3. **Nov-Dec 2025:** **Sign agreement** with terms for transfer or sale

4. **Dec-Jul 2026:** Survey and construction work to **demolish** the building

5. **Nov-Jul 2026:** Legal and survey work to **resubdivide** the property

6. **Jul-Aug 2026:** Put the new property **plats to record**

7. **Jul-Aug 2026:** **Finalize / Close** transfer or sale

Option 6 Sale of Property with a Request for Information (RFI) with general parameters for reuse of the property and requiring a portion for dedicated open space or park

1. **Jul-Nov 2025:** Work with City and School **RFI Committee**
2. **Nov-Dec 2025:** **Interview & Select** RFI
3. **Jan-Feb 2026:** Develop and **sign agreement** for sale
4. **Feb-Sep 2026:** Allow time for pre-closing **planning activities**
   - Site Plan Development
   - Demolition Work
   - Resubdivision Work
6. **Sep-Oct 2026:** Buyer put the new property **plats to record**
7. **Sep-Oct 2026:** **Finalize / Close** sale

Ad Hoc Committee Recommendations

1.) **Option 3** Transfer or sale of the property to the City for open space or park use

2.) **Option 6** Sale of Property with a Request for Information (RFI) with general parameters for reuse of the property and requiring a portion for dedicated open space or park

Next Opportunity for School Board Action:

- **August 12, 2025**

Questions / Discussion

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Family Educational Rights and Privacy Act (FERPA) Review and Disciplinary Committee Best Practices

School Board Retreat

July 9, 2025

The Department of Legal Services

and The Department of School Leadership

What is FERPA?

- Family Educational Rights and Privacy Act (FERPA) federal law - often referred to as the “Buckley Amendment” (42 U.S.C. § 1232)

- Federal law and regulation that are enforced by the U.S. Department of Education (34 C.F.R. Part 99)



What is an education record?

Any information that is stored and maintained about a student. An education record may be:

- A document in the cumulative folder
- Any information in online systems that relates to a student
- A video or internet project that includes the student
- Special Education and Health Records
- MTSS, Behavior, Counseling, and 504

What is not an education record?

- Personal notes that a tteacher does not share with others.
- Information learned through personal observation and not through a record

Records that should not be released



- Grades, testing results
- Attendance records
- Discipline
- Special Education/Section 504
- Health records
- Economic information, including Free and Reduced Lunch
- Custody status, family status
- Court involvement

Who may access records?

Parent/legal guardian of a minor student

Exceptions for a student who is determined to be incapacitated, and a parent/legal guardian has been appointed by the court

Eligible student – 18 year old student or under 18 year old who is determined to be emancipated

When consent is not required

All parents, legal guardians, and step-parents who live with the minor student at least 50% of the time.

In the case of divorce, custodial and non-custodial parents have access to the child's record, unless a legally binding document declares differently.

Children over the age of 18, emancipated minors, or those attending post-secondary institutions.

In connection with financial aid, such as a college loan.

To comply with a judicial order or subpoena (reasonable effort to notify).

School officials, parent volunteers or researchers working with VDOE or USDOE with a legitimate educational interest.

School officials in a district to which the child intends to transfer.

Individuals connected with a health or safety emergency.

A person who has guardianship or is taking care of student in the absence of a parent has FERPA rights.

To parents of a dependent student (or parents of a student over 18 who they are claiming on their taxes).

Directory Information

Information that has been determined not to violate a student's confidentiality rights can be classified to be "directory information" and can be made available without consent (34 CFR Part 97.33)

- Code of Virginia § 22.1-287.1 Directory Information.



Examples include:

Sports/extracurricular participation, weight, height, stats

Playbills, graduation lists, honors designations, awards

DOB, addresses, telephone numbers, email addresses - must opt in for release

Enrollment information but not attendance

Rights Granted Under FERPA

The right to see the information that the institution is keeping on the student

The right to ask to change those records and make a statement to be added to the record

The right to allow disclosure of the student's records

The right to file a complaint with the FERPA Office in Washington, D.C.

Changing/Deleting Records

- Eligible students or parents/legal guardians of minor students do have the right to request that the records be changed
    - School Board Policy 5-31 and Regulation 5-31.1
- The request to change the records should be in writing
- The principal reviews the change request and either approves or denies - arbitrary, capricious, or without basis in law/authority is the standard
- If denied, the requester can write a letter to accompany the file for which the requested change was made

Other confidentiality laws

- Virginia Freedom of Information Act, Code of Virginia § 2.2-3700
- Government Data Collection & Disseminations Practices Act, Code of Virginia § 2.2-3800
- Virginia Public Records Retention Act, Code of Virginia § 42.1-76
- Code of Virginia Pupil Records, Code of Virginia § 22.1-287 through § 22.1-289
- Protection of Pupil Rights Act Amendment, 34 CFR Part 98
- IDEA
- Section 504 of the Rehabilitation Act
- Civil Rights Acts
- Title IX of the Education Amendments



School Board Access to Education Records

- School Board Members can access the same records that the public can access through FOIA
- School Board Members may access education records that are not available to the public when
  - SB Member has a “need to know”
  - What constitutes “not having a need to know”?
    - ➢Constituent seeks information about a student
    - ➢Media or other government agencies request information



Sharing records with assistants and other tips

- School Board Members are not authorized to share confidential information with assistants or helpers who are not authorized by the School Division to access student records
- School Board Members need to protect confidential student records from disclosure through work computers/phones or shared family computers or phones
- Protect paper files from disclosure by securing files from non-authorized persons
- Do not travel with confidential records



School Board Student Discipline Appeal Hearings

- 2024-2025 SB Appeal Numbers-61
  - DC I-15
  - DC II-23
  - DC III-23
- SB Appeal Hearing Schedule for 2025-2026
  - *2025-2026 SB Appeal Hearing Schedule*
- SB Appeal Hearing Processes & Procedures
  - Packet Access & Review Window
  - SB Hearing Duration
  - SB Hearing Facilitation Feedback



Questions



VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Budget Process

School Board Summer Retreat

July 9, 2025

Department of Budget & Finance

Agenda

- Budget Reconciliation Overview
- Reconciling Exercise
- City and Schools Budget/Reconciliation Processes
- Budget Process Comparison
- School Board Engagement in the Budget Process - Considerations
- School Board Budget Priorities
- Next Steps
- Questions

Budget Reconciliation Overview

- Process of aligning the proposed/adopted budget with actual revenues, expenditures, and priorities
- Reconciliation ensures that:
  - The budget remains balanced
  - Resources are aligned to strategic goals and operational needs
  - Stakeholder input is incorporated into final budget decisions



Reconciling Exercise

Proposed FY27 Operating Budget*	$500,000,000
Personnel (59%)	$295,000,000
Fringe Benefits (24%)	$120,000,000
Non-personnel	$ 85,000,000

Assumptions:

- FTEs Represent 85% of the personnel budget
- Includes a 2% FTE salary increase

Further Consideration

- $4 million in additional FY27 revenues projected

*Fictional Scenario

Reconciling Exercise

Requested*	Cost	Balance
Additional revenue from all sources		**$4,000,000**
Salary increase (1.5% additional; 3.5% increase overall)	$4,823,538	($823,538)
Increase CIP PAYGO contribution	$1,500,000	($2,323,538)
Increase Debt Service payment for CIP	$1,000,000	($3,323,538)
Federal funding cuts - additional 4 instructional positions	$409,952	($3,733,490)
Wellness day (one-time)	$350,000	($4,083,490)
Online literacy software licenses for VLA (grant expiring)	$289,000	($4,372,490)
Expansion of workforce development programs	$225,000	($4,597,490)
Additional ESL teachers to meet SOQ (required)	$204,976	($4,802,466)
Additional audio-visual equipment for schools (one-time)	$179,500	($4,981,966)
Program expansion - VPI local match funds	$41,248	($5,023,214)

*Fictional Scenario

Reconciling Exercise

Requested	Cost	Balance	
Additional revenue from all sources		~~$4,000,000~~	$3,795,024
Salary increase (1.5% additional; 3.5% increase overall)	$4,823,538	($823,538)	+$1,570,573
Increase CIP PAYGO contribution	$1,500,000	($2,323,538)	+$750,000
Increase Debt Service payment for CIP	$1,000,000	($3,323,538)	
Federal funding cuts - additional 4 instructional positions	$409,952	($3,733,490)	+$307,464
Wellness day (one-time)	$350,000	($4,083,490)	
Online literacy software licenses for VLA (grant expiring)	$289,000	($4,372,490)	+$150,000
Expansion of workforce development programs	$225,000	($4,597,490)	
Additional ESL teachers to meet SOQ (required)	$204,976	($4,802,466)	
~~Additional audio-visual equipment for schools (one-time)~~	~~$179,500~~	~~($4,981,966)~~	+$179,500
Program expansion - VPI local match funds	$41,248	($5,023,214)	+$20,624

*Fictional Scenario

City & Schools Budget Processes



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

City Budget/Reconciliation Process

- August/September: Initial department budget targets developed in
- October: Budget Kick-off
- December: Department budgets/requests are due
- December to January: Budget Office analysis of requests
- January/February: Departmental Budget Hearings
- March: Presentation of City Manager’s Proposed Budget
- April: Departmental presentations to Council
- March-May: Formal reconciliation process
- May: Final reconciliation is presented and the budget is adopted

Schools Budget/Reconciliation Process

- August: Baseline cleanup and setting budget targets
- September: Budget Kick-off
- Early November: Department budgets/requests due
- November to December: Budget Office analyzes requests
- January: Superintendent and Budget Office meet to develop SEON
- February: Present SEON and conduct budget workshops/public hearing
- March: Budget adoption
- April: Present the School's budget to the City Council
- May: City Council adopts the budget
- May/June: Amended budget to School Board and City Council if needed

Budget Process Comparison

City	Schools
• Budget targets based on calculated needs	• Level funding is the baseline target
• Budget requests classified by tiers	• Budget requests are classified as within or outside the baseline
• Budget Hearings occur between City Manager, departments and budget staff; City Manager prioritizes requests	• Budget staff conducts meetings with departments; Superintendent meets with the leadership team and budget to prioritize requests
• Budget presentations are delivered to City Council by budget staff and department representatives	• Budget presentations are delivered to the School Board by the CFO and budget staff
• Reconciliation occurs prior final budget adoption	• Reconciliation occurs prior to budget adoption and following approval of the state budget
• Budget adoption in May	• School Board approval of budget in March; formal adoption in May

School Board Engagement in the Budget Process - Considerations

1. Continue with existing processes
2. Reschedule the SEON presentation to late February
3. Move SEON presentation to late January*
4. Department-specific budget presentations
5. Implement a Budget Monitoring Committee (BMC)
6. Other

*State revenue information may not yet be available.

Identification of School Board Budget Priorities



FIFTEEN-MINUTE SMALL GROUP DISCUSSIONS



FIVE-MINUTE INDIVIDUAL REFLECTION



TWENTY-MINUTE GROUP DISCUSSION



IDENTIFICATION OF THREE BUDGET PRIORITIES

Next Steps

- Budget Kick-Off with Departments
- Budget Calendar Presented September 9
- Budget Calendar Adoption September 23



Questions



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Pay Scale Considerations

School Board Retreat

July 9, 2025

Department of Human Resources

Background

The School Board of Virginia Beach City Public Schools requested that administration evaluate the benefits and implications of:

- Reassigning Non-instructional Staff Remaining on the Instructional Scale
- Eliminating Pay Grade 7 on the Unified Pay Scale
- Developing a New Salary Scale for Senior Leadership Positions – Grades 26-28



Reassigning Non-Instructional Staff Remaining on the Instructional Scale

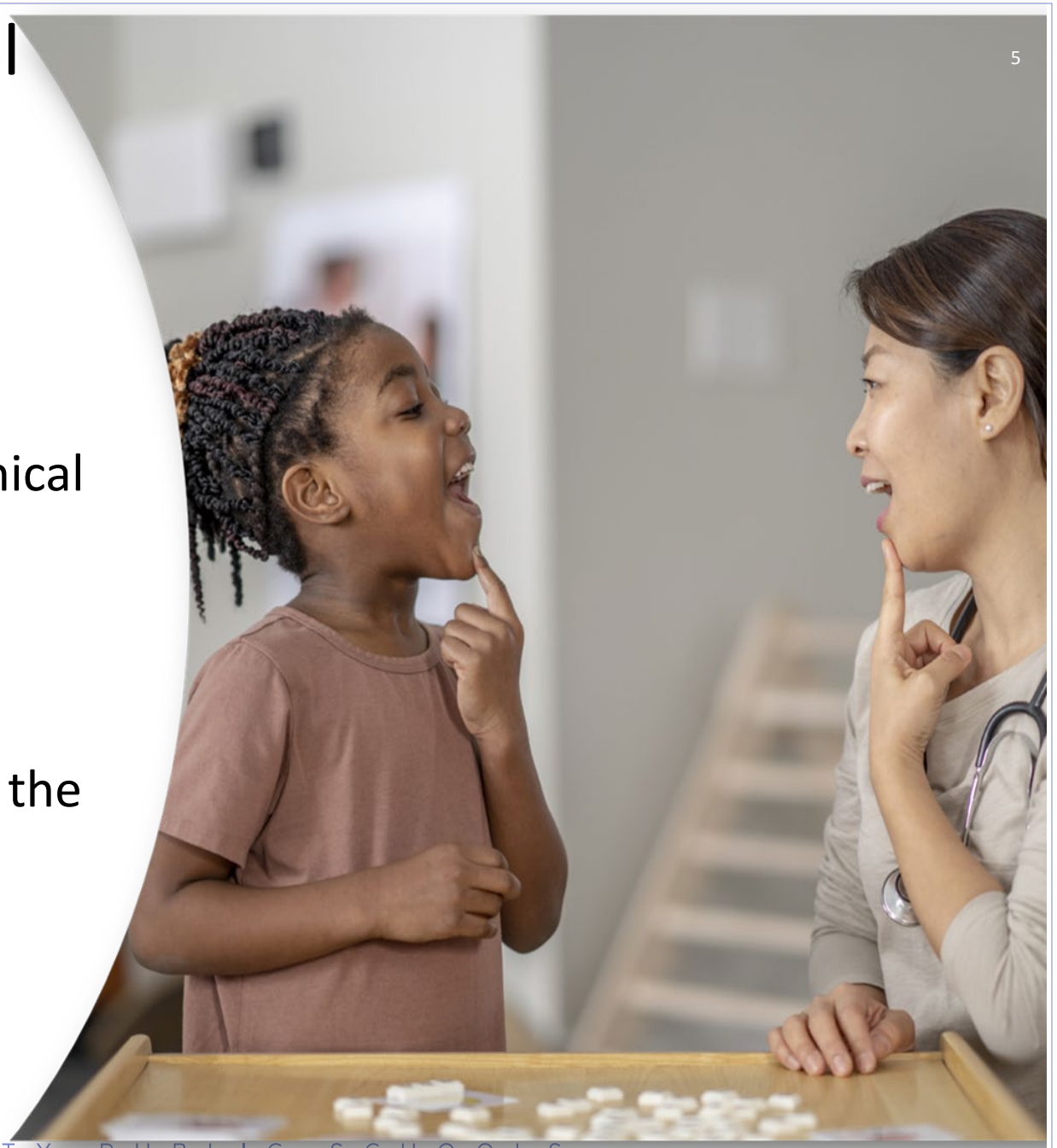
Background: Reassigning Non-instructional Positions on the Instructional Pay Scale

State Code Reference: 8VAC-441-10.1 states in part, teacher means a person (i) who is regularly employed as a teacher, school counselor, or librarian.

- School psychologists, school social workers, occupational therapist, and physical therapists, were moved to the Unified Pay Scale.
- The 2022–2023 compensation study with Segal led to creation of Professional Level II (PL2) pay grade.
- These positions were reclassified from Grade 19 to the new PL2 grade.
- The workday was reduced to 7.5 hours, excluding lunch.



Existing Position on the Instructional Pay Scale



Speech Language Pathologists (SLPs)

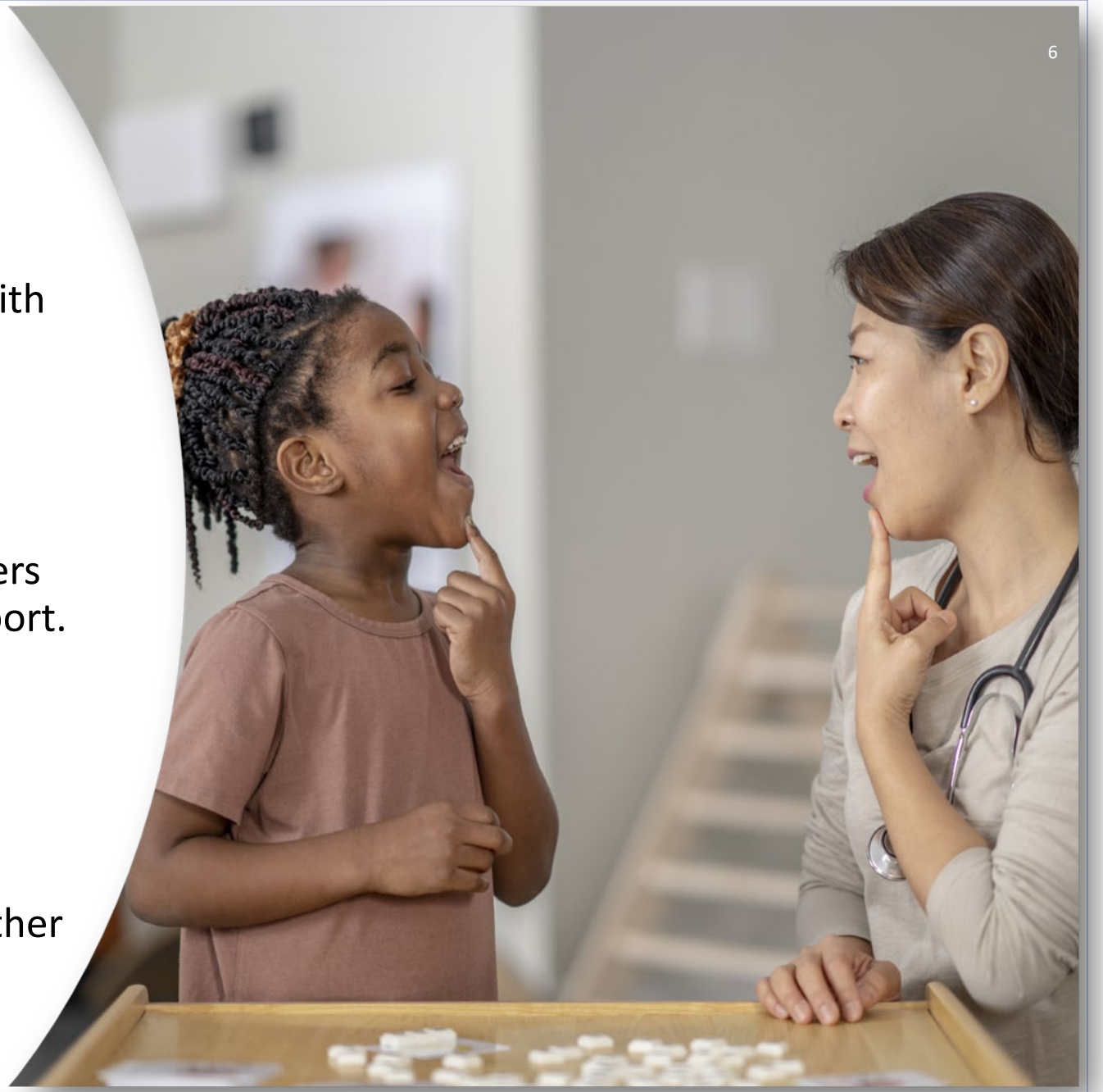
- **Classification**: Effective July 1, 2014, speech-language pathologists were designated as clinical professionals.

- **Licensing Authority**: The Virginia Board of Audiology and Speech-Language Pathology is the issuing authority for the license.

Benefits

Professional Alignment

- Aligns their licensure and professional identity with their actual scope of practice, like Occupational Therapist, Physical Therapists and School Psychologists.
- Being classified similarly to other specialists fosters better collaboration and integrated student support.
- SLPs often hold master's degrees and perform specialized clinical work.
- Placement on the unified pay scale aligns with other clinical professionals in VBCPS.



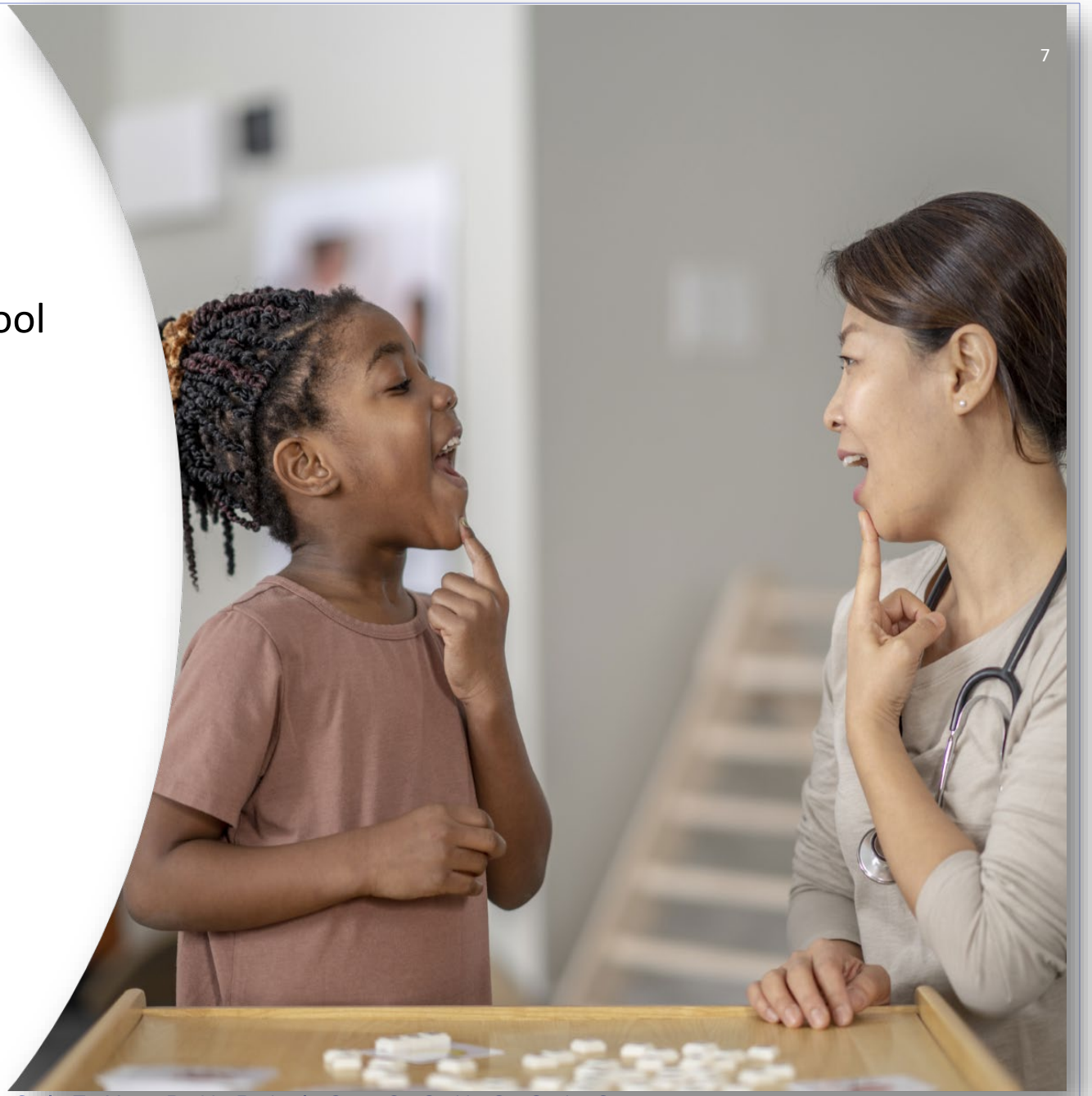
Challenges

Recruitment and Retention

- Despite being placed on the PL2 scale, some school divisions continue to place them on the teacher scale, which may lead to recruitment issues.

- The SLPs salary range may be lower on the PL2 scale, which could affect the ability to recruit employees.

- A total of 46 employees would need to be held harmless.



Eliminating Pay Grade 7 on the Unified Pay Scale

Eliminating Pay Grade 7 on the Unified Pay Scale

Jobs on Pay Grade 7 - Salary Range, $15.75 - $29.17

- Bus Assistants
- Cafeteria Assistants
- Custodian I
- Fleet Shop Helper



Domino Effect of Moving Positions on Grade 7 to 8

Grade 7 - $15.75

Bus Assistant

Cafeteria Assistant

Custodian I

Fleet Shop Helper

Grade 8 – $16.30

Baker/Cook

Cafeteria Manager in Training

Clinic Assistant

Custodian II

Grade 9 – $17.46

Assistant Cafeteria Manager

Clinic Assistant – EMT

Custodian III

ISS Coordinator

Office Associate II

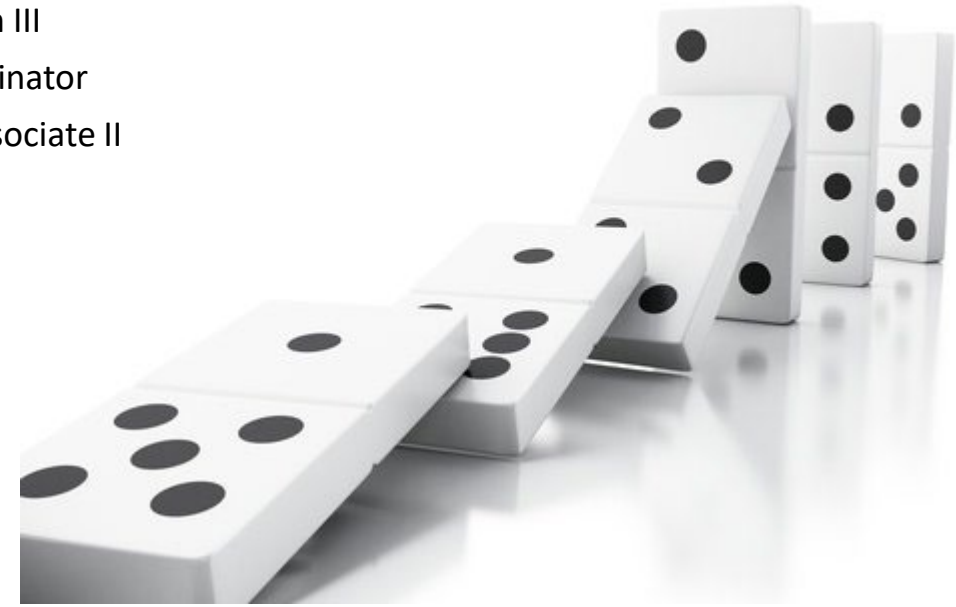
Grade 10 - $18.72

Teacher/ Security Assistants

Clinic Assistant – LPN

Custodian IV

Craftsman I



Benefits

- **Improved Recruitment –** A higher pay grade makes positions more attractive to qualified candidates, helping to fill vacancies more quickly and with better talent.
- **Retention of Skilled Employees and Market Competitiveness –** Upgrading roles and aligning pay with market rates not only supports the retention of skilled employees by reducing turnover, but also helps the division remain competitive and avoid losing staff to higher-paying employers.
- **Motivation and Morale Boost –** Employees feel valued and recognized, which can lead to increased job satisfaction, engagement, and productivity.



Challenges

- **Pay Compression and Job Alignment -** When lower-grade jobs are upgraded without moving higher-grade jobs, the pay difference between levels shrinks or disappears, making it hard to justify the hierarchy.
- **Morale Issues -** Employees already on the higher grade may feel undervalued or unfairly treated if their compensation doesn't reflect their greater responsibilities or qualifications.
- **Retention -** Higher-grade employees may seek employment elsewhere if they perceive that their roles are no longer competitive or compensated fairly.
- **Recruitment Challenges -** It becomes harder to attract qualified candidates for higher-grade positions if the pay is nearly the same as lower-grade roles with fewer demands.





Developing a New Salary Scale for Executive Level Positions – Grades 26-28

Developing a New Salary Scale for Executive Leadership Positions Grades 26-28

Separate pay scales for executive-level positions are not common among our local school divisions.

Grade 26	Grade 27	Grade 28
Sr Exec Dir Middle Schools	Chief Schools Officer	Chief of Staff
Sr Exec Dir Elementary Schools	Chief Financial Officer	School Board Attorney
Sr Exec Dir High Schools	Chief Human Resources Officer	School Board Auditor
	Chief Academic Officer	
	Teaching & Learning Chief Information Officer	
	Chief Operations Officer	
	Chief Communications & Community Engagement Officer	

Benefits

Flexibility and Market Responsiveness

- Provides greater flexibility in managing salaries for senior-level administrators
- Supports adjustments to keep pace with external market conditions without impacting other employee groups
- Allows for a custom-designed pay scale tailored to the specific needs of this employee subset

Compensation Management

- Enables the ability to limit pay increases for highly compensated employees
- Allows for targeted salary increases for this leadership group
- Provides flexibility to apply lower percentage or flat dollar increases.
- Creates an opportunity to implement a pay structure with open salary ranges rather than defined steps, allowing for differentiated compensation



Benefits

Employee Experience and Morale

- This change may improve morale among senior leadership administrators by signaling their importance within the organization, though this depends on how increases compare to those of other employee groups.

Administrative Efficiency

- This approach simplifies the ability to address unique benefit, retirement, or ancillary pay considerations.

Organizational Optics

- This change demonstrates the division's commitment to strategically managing compensation in a way that aligns with division goals.



Challenges

Perception and Optics

- Staff may perceive that senior administrators are receiving special or preferential treatment.
- Senior administrators may feel treated unfairly if their percentage increase ends up lower than some staff members.

Impact on Talent and Culture

- May affect morale across the organization, particularly among other administrators and aspiring leaders. It could also discourage lower-level administrators from pursuing senior leadership roles.
- There is a risk of turnover if senior leadership administrators perceive their salaries as reduced or misaligned, which could impact the division's ability to recruit and retain strong leaders.

Operational and Strategic Considerations

- May only produce minimal cost savings due to the relatively small number of affected employees.
- This approach does not align with how our peer school divisions manage executive compensation.





School Board Considerations

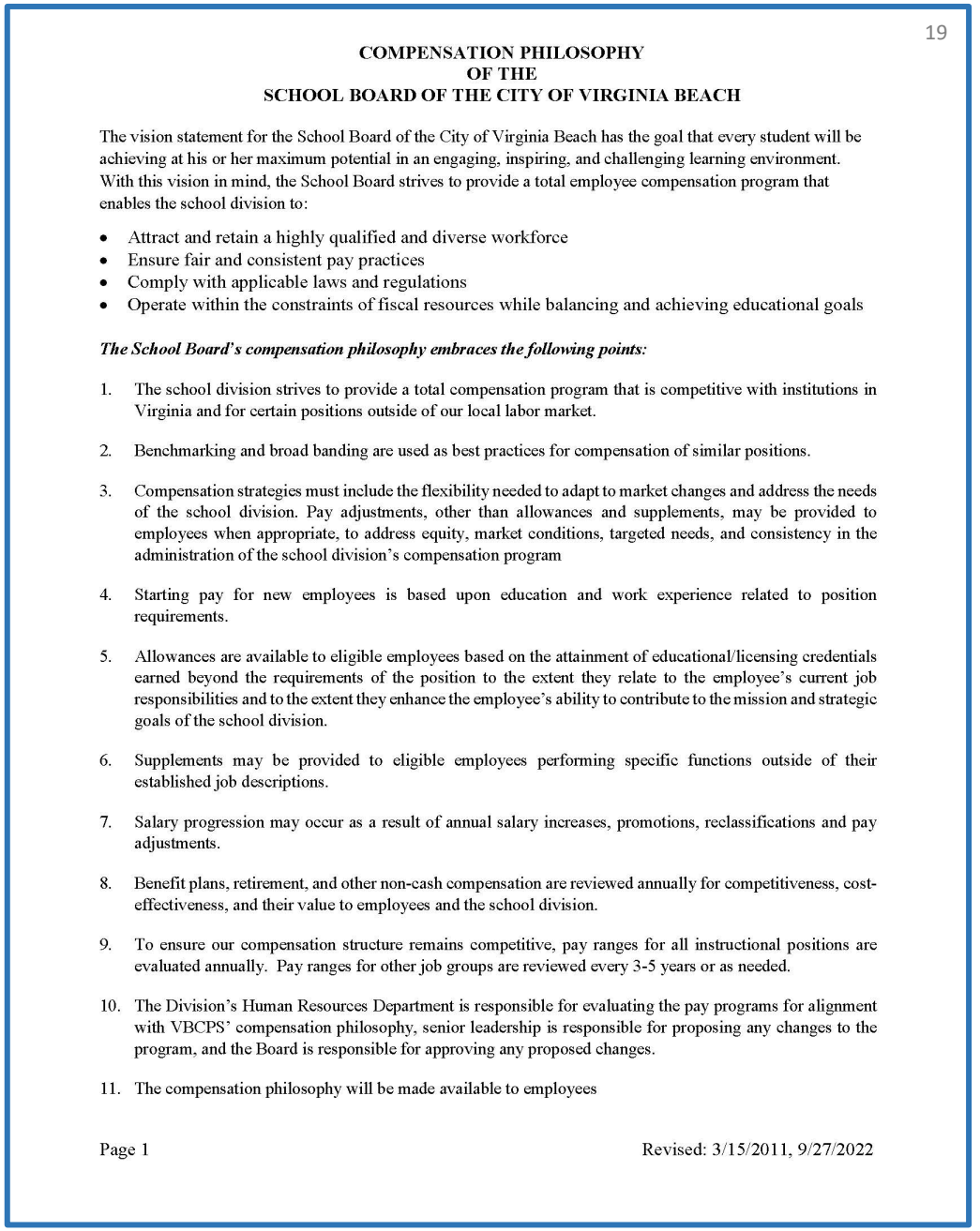
School Board Considerations

Strategic Purpose and Alignment

- Clarify the end goal: What issues are being resolved?
- Evaluate the alignment of this change with the School Board's Compensation Philosophy.
- Determine if the changes is worth any potential disruption, it may cause.

Organizational and Cultural Impact

- Assess the impact on division culture and how structural changes may influence perceptions.
- Consider how the change affects current administrators, aspiring leaders, teachers, and staff.
- Anticipate how the public may view the introduction of a separate executive pay scale.



COMPENSATION PHILOSOPHY
OF THE
SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH

The vision statement for the School Board of the City of Virginia Beach has the goal that every student will be achieving at his or her maximum potential in an engaging, inspiring, and challenging learning environment. With this vision in mind, the School Board strives to provide a total employee compensation program that enables the school division to:

- Attract and retain a highly qualified and diverse workforce
- Ensure fair and consistent pay practices
- Comply with applicable laws and regulations
- Operate within the constraints of fiscal resources while balancing and achieving educational goals

The School Board's compensation philosophy embraces the following points:

1. The school division strives to provide a total compensation program that is competitive with institutions in Virginia and for certain positions outside of our local labor market.
2. Benchmarking and broad banding are used as best practices for compensation of similar positions.
3. Compensation strategies must include the flexibility needed to adapt to market changes and address the needs of the school division. Pay adjustments, other than allowances and supplements, may be provided to employees when appropriate, to address equity, market conditions, targeted needs, and consistency in the administration of the school division's compensation program
4. Starting pay for new employees is based upon education and work experience related to position requirements.
5. Allowances are available to eligible employees based on the attainment of educational/licensing credentials earned beyond the requirements of the position to the extent they relate to the employee's current job responsibilities and to the extent they enhance the employee's ability to contribute to the mission and strategic goals of the school division.
6. Supplements may be provided to eligible employees performing specific functions outside of their established job descriptions.
7. Salary progression may occur as a result of annual salary increases, promotions, reclassifications and pay adjustments.
8. Benefit plans, retirement, and other non-cash compensation are reviewed annually for competitiveness, cost-effectiveness, and their value to employees and the school division.
9. To ensure our compensation structure remains competitive, pay ranges for all instructional positions are evaluated annually. Pay ranges for other job groups are reviewed every 3-5 years or as needed.
10. The Division's Human Resources Department is responsible for evaluating the pay programs for alignment with VBCPS' compensation philosophy, senior leadership is responsible for proposing any changes to the program, and the Board is responsible for approving any proposed changes.
11. The compensation philosophy will be made available to employees

Revised: 3/15/2011, 9/27/2022

School Board Considerations

Structural Considerations

- Ensure the integrity of how the pay scale structures relate to and support each other.
- Consider implementing changes in conjunction with the completion and sharing of a Compensation Study to provide context and rationale.

Leadership and Communication

- Emphasize the importance of clear communication across all employee groups.
- Partner with administration to ensue appropriate communication and transparency.

Sustained Focus on the Following Key Strategies

- Adjusting steps 1–14 to a 1.5% step increase on the Unified Pay Scale
- Improving the Instructional Pay Scale's current ranking (7th among local divisions)
- Increasing educational allowances and part-time hourly rates



COMPENSATION MANAGEMENT

Questions



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

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** 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.