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 Regular Meeting Proposed Agenda
Tuesday, August 12, 2025

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

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

Attendee link: https://us02web.zoom.us/webinar/register/WN_GLlxDpJhTFChIdGRNBcJeQ Call-in (301) 715-8592 ID 880 3375 3865

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws 1-47 and 1-48. Public comment is always welcome by the School Board through their group e-mail account at SchoolBoard@VBCPSboard.com or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on August 11, 2025.

Closed Session ..... 3:30 p.m.

1. ***Administrative, Informal, and Workshop*** *(School Administration Building #6 – School Board Room)*..... ***4:00 p.m.**** *(*Time approximate, to begin after Closed Session)*
   A. School Board Administrative Matters and Reports
   B. Summer Programming Review
   C. Summer Staffing Update
2. ***Closed Session*** *(as needed)*
3. ***School Board Recess..... 5:30 p.m.***
4. ***Formal Meeting*** *(School Administration Building #6 – School Board Room)* ***..... 6:00 p.m.***
5. ***Call to Order and Roll Call***
6. ***Moment of Silence followed by the Pledge of Allegiance***
7. ***Student, Employee and Public Awards and Recognition***
8. ***Adoption of the Agenda***
9. ***Superintendent's Report*** *(second monthly meeting)* ***and recognitions*** *(first and second monthly meetings)*
10. ***Approval of Meeting Minutes***
    A. July 8-9, 2025 School Board Retreat / Abridged School Board Meeting
11. ***Public Comments (until 8:00 p.m.)***
    The School Board will hear public comments at the August 12, 2025 School Board Meeting. Citizens may sign up to speak by completing the online form here or contacting the School Board Clerk at 263-1016 and shall be allocated three (3) minutes each. Sign up for public speakers will close at noon on August 12, 2025. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the School Administration Building #6, 2512 George Mason Drive, Virginia Beach, Virginia 23456 by 5:45 p.m. August 12, 2025. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet School Board Bylaws, 1-47 and 1-48 requirements for Public Comment and Decorum and Order.

12. Information

A. Policy Review Committee (PRC) Recommendations
   1. Bylaw 1-36/Open Meetings, Closed Meetings, Electronic Meetings and Remote Location Participation in Meetings
   2. Policy 2-57/Staff Members as Consultants Outside the School Division
   3. Policy 3-12/Capital Improvement Program (CIP)
   4. Policy 3-14/School Board Funds
   5. Policy 3-16/Local Funds: Virginia Beach Education Foundation, Inc.
   6. Policy 3-17/State Funds
   7. Policy 3-18/Federal Funds
   8. Policy 4-57/Licensed Personnel: Contracts
   9. Policy 4-91/Observation Students, Practicum Students, Student Teachers, and Interns
   10. Policy 5-18/Attendance Records
   11. Policy 5-43/Threats
   12. Policy 5-44/Sexual Harassment, sexual violence, and inappropriate sexual conduct prohibited – students
   13. Policy 5-62/Student Athletes – Sudden Cardiac Arrest Prevention Awareness, Cardiac Emergency Response Plans and Extreme Heat Safety and Protection
   14. Policy 5-66/Student Directory Information
   15. Policy 5-76/Homeless Children and Youth
   16. Policy 6-10/Guest Speakers
   17. Policy 6-39/Mathematics
   18. Policy 6-41/Digital Literacy and Internet Safety Policy
B. Program Evaluation Schedule for 2025-2026
C. Pre-Kindergarten Program: Evaluation Readiness Report
D. Scratch Cooking Initiative: Evaluation Readiness Report
E. Video Services

13. Return to public comments if needed

14. Consent Agenda

A. Policy Review Recommendations:
   1. Policy 5-62/Student Athletes – Sudden Cardiac Arrest Prevention Awareness, Cardiac Emergency Response Plans and Extreme Heat Safety and Protection
B. Textbook Adoption: AP Latin
C. Pembroke Elementary School HVAC Replacement
D. Cox High School Cell Tower Agreement

15. Action

A. Personnel Report / Administrative Appointments Updated 08/18/2025
B. Jericho Road
C. Policy Review Recommendations:
   1. Bylaw 1-36/Open Meetings, Closed Meetings, Electronic Meetings and Remote Location Participation in Meetings
D. Video Services

16. Committee, Organization or Board Reports

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

18. Adjournment

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

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Closed Session **Item Number:** Pre-Meeting

Section: Closed session **Date:** August 12, 2025

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Kamala H. Lannetti, School Board Attorney

Recommendation:

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraphs 1, 2, 3, 7, and 8amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system.
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 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. Amendment of the Superintendent's Contract.
B. Deliberation on student discrimination complaint appeal.
C. Deliberation on requests to reimburse employees for legal fees.
D. Status of pending litigation or administrative cases.
E. Consultation with legal counsel regarding probable litigation and pending litigation matters.
F. Discussion with legal counsel regarding Jericho Road properties.

Background Summary:

N/A

Source:

Code of Virginia §2.2-3711, as amended

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Summer Programming Review **Item Number:** 1B

Section: Workshop **Date:** August 12, 2025

Senior Staff: Danielle E. Colucci, Ed.D., Chief Academic Officer

Prepared by: Thomas W. Quinn, Executive Director of Secondary Teaching and Learning

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

Lorena Kelly, Ph.D., Executive Director of Elementary Teaching and Learning

Robert Jamison, Executive Director of Student Support Services

Laura Silverman, Director of Title I Programs

Natalie Meiggs, Coordinator of Military Connect Services and Academic Support Services

Recommendation:

The School Board will receive updates on the 2025 implementation of summer learning experiences in elementary and secondary schools.

Background Summary:

Virginia Beach City Public Schools continued to offer summer learning opportunities this past summer. This presentation is an update of the learning opportunities that were provided to strengthen student understanding and support an effective school opening.

Source:

N/A

Budget Impact:

No budgetary implications.

Next Steps:

No further action is needed.

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Summer Programming Review

School Board Workshop
August 12, 2025

Department of Teaching and Learning



&

Summer Programming Review

Overview of Summer Learning Programming 2025

Elementary

- Summer Learning Camp
- STEM Camps
- “Ready, Set, Kindergarten!”
- Tutoring
- Boost Opportunities
- ESY

Secondary

- ESY
- Repeat Courses
- SOL Fast Track
- New Courses
- “Step Up”
- Boost Opportunities
- Summer Graduates

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Summer Support for All Families

https://www.vbschools.com/academics/summerschool

Elementary

Boost Your Child's Learning This Summer!



All PreK-5 students enrolled in VBCPS for the 2024-2025 school year can access **Summer Learning Boost** lessons—fun, engaging activities designed to keep young minds growing all summer long!

Scan the QR code to watch a quick video with step-by-step directions on how to get started.

Secondary

Summer School

Elementary

Middle School

High School



The school division's 2025 Summer School programming will offer opportunities for elementary, middle and high school levels. Summer school opportunities are for students whose parents/guardians are residents of Virginia Beach. The summer school opportunities for Summer 2025 will be different based upon the level and/or option chosen. Please select a level below for information on the school division's 2025 Summer School opportunities.



Elementary Summer Learning Opportunities

July 7-30

Summer Learning Camp at select sites

July 1-August 15

Tutoring funds provided for schools who do not have Summer Learning Camp (Site-Based)

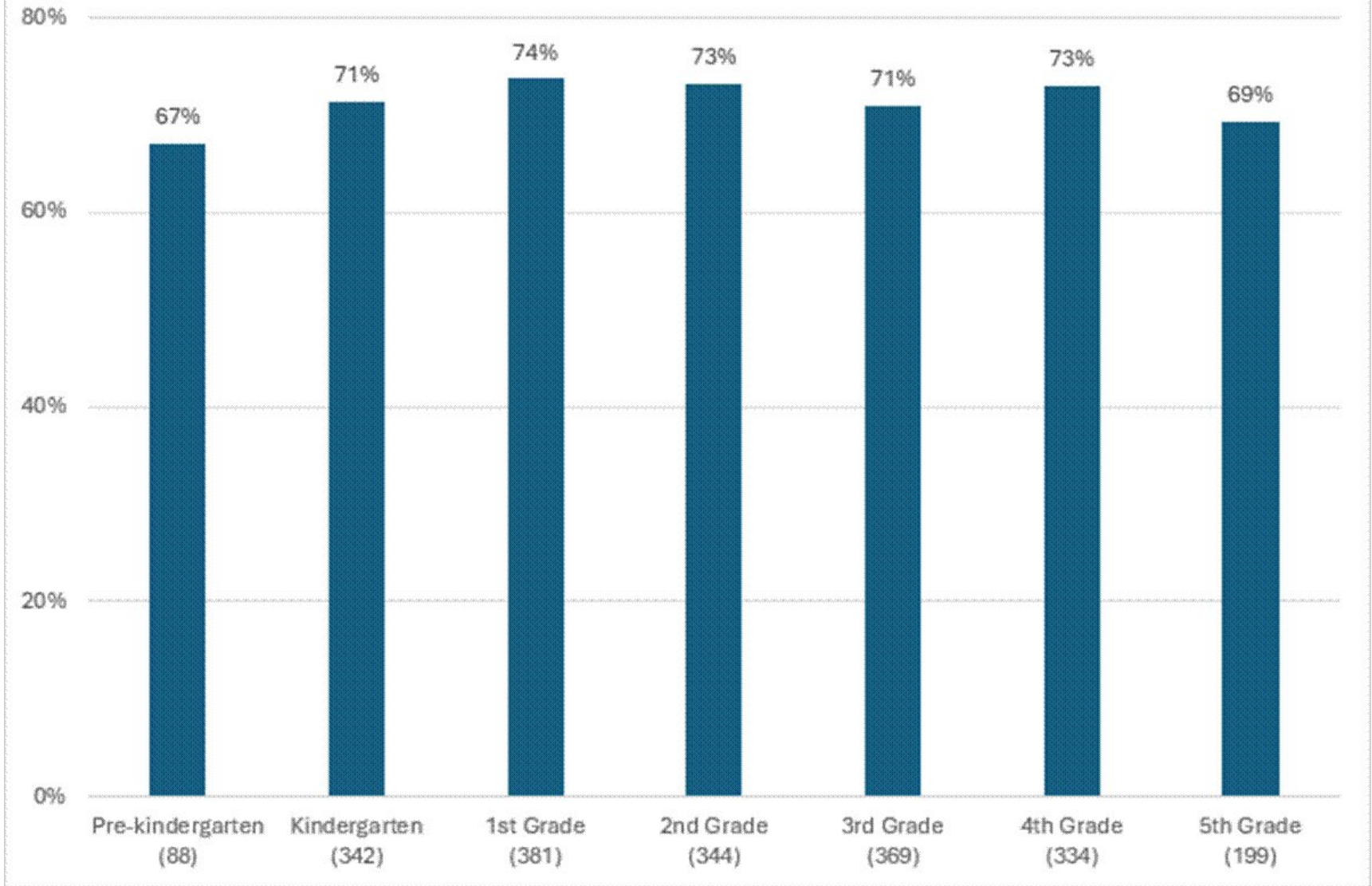


Summer Learning Camp



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Percentage of students who attended 11 or more of the 15 instructional days



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Title I Elementary Summer Learning Opportunities

July 7-30
STEM Camp for current fourth and fifth graders in Title I schools

July 7-30
United Way Enrichment Summer Camp for K-3 students at select Title I schools

August 11-14
“Ready, Set, Kindergarten!” Camp for rising K students at select Title I schools



2025 Extended School Year (ESY)

- ESY services are special education and/or related services provided beyond the typical school year
- Consideration of ESY services is a part of the IEP process

Elementary	816
Secondary (MS/HS)	281
SECEP (All Programs K-12)	195
Total	**1292**

Secondary Summer Learning Opportunities

July 7-30 Repeat Course(s)

- Larkspur & Lynnhaven MS
- Kellam HS & Kempsville HS
  - ESL support will be provided



July 7-30 SOL Fast Track Tutoring

- English, Mathematics, Science, History/Social Science/Financial Literacy
- Held at High School Host Sites



June 17-August 5 First Time Courses

- Virginia Beach Digital Campus only

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Repeat Course Pass Rate (Face-to-Face)

	MS Students Enrolled	Pass Rate	HS Students Enrolled	Pass Rate
Overall Enrollment	880	• available August 5	1181	• available August 5
Math	333	• available August 5	304	• available August 5
English	232	• available August 5	338	• available August 5
Science	212	• available August 5	285	• available August 5
Social Studies	103	• available August 5	258	• available August 5

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Secondary Summer Learning Opportunities

July 7-30 "Step Up" Offerings

- 10 students attended for MS English
- 51 students attended for MS Mathematics

June 18-August 5 "Boost" Opportunities

- 634 students accessed Mathematics Boosts
- 170 students accessed Science Boosts



First Time Course Takers - Virginia Beach Digital Campus High School Level Courses

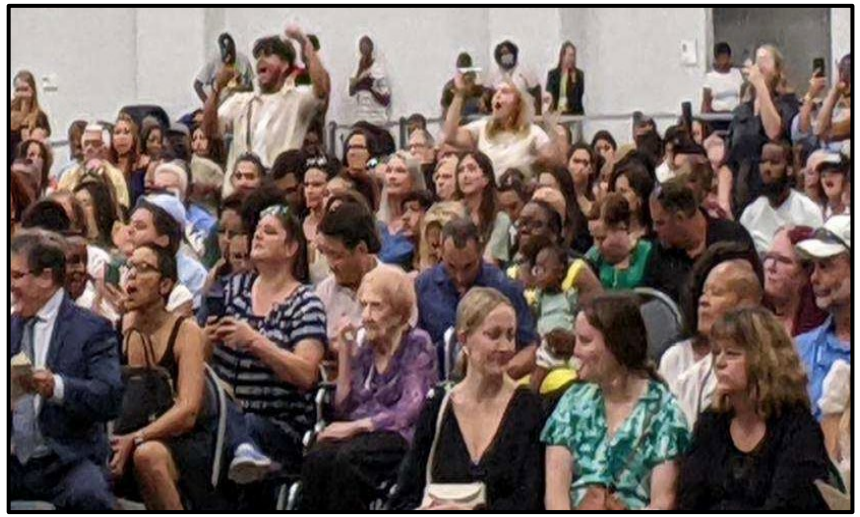
- 1,831 total registrations
- registrations ended with a passing grade
- Overall pass rate: % (available August 5)



VIRGINIA BEACH
DIGITAL CAMPUS

Summer Graduation

Estimated 80 Graduates





Impact

More than *5000 students participated in Summer Learning Opportunities



VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Questions

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Summer Staffing Update **Item Number:** 1C

Section: Workshop **Date:** August 12, 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): Amy Church, Director of Employment Services; James Avila, Ed.D., Coordinator of Recruitment and Retention; and Kelly Knight, Marketing Specialist

Recommendation:

That the School Board receive information regarding the current state of staffing for the 2025-2026 school year in Virginia Beach City Public Schools. The presentation will cover several key topics, including the critical shortage in the teaching workforce, current totals of positions that have been filled and those that remain vacant, and continued strategies for recruitment and retention.

Background Summary:

N/A

Source:

N/A

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.



Summer Staffing Update

Presented by the
Department of Human Resources

August 12, 2025

Agenda:

- Critical Shortage Teaching Areas
- Staffing Updates
- Recruitment and Retention Initiatives





VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

COMPASS TO 2030
GOAL 3:
VALUE & INVEST IN STAFF

Enhance and sustain a positive work culture and climate that values and invests in recruiting, supporting, and retaining a high-quality workforce exemplifying the division's core values.

The Critical Shortage in the Teaching Workforce

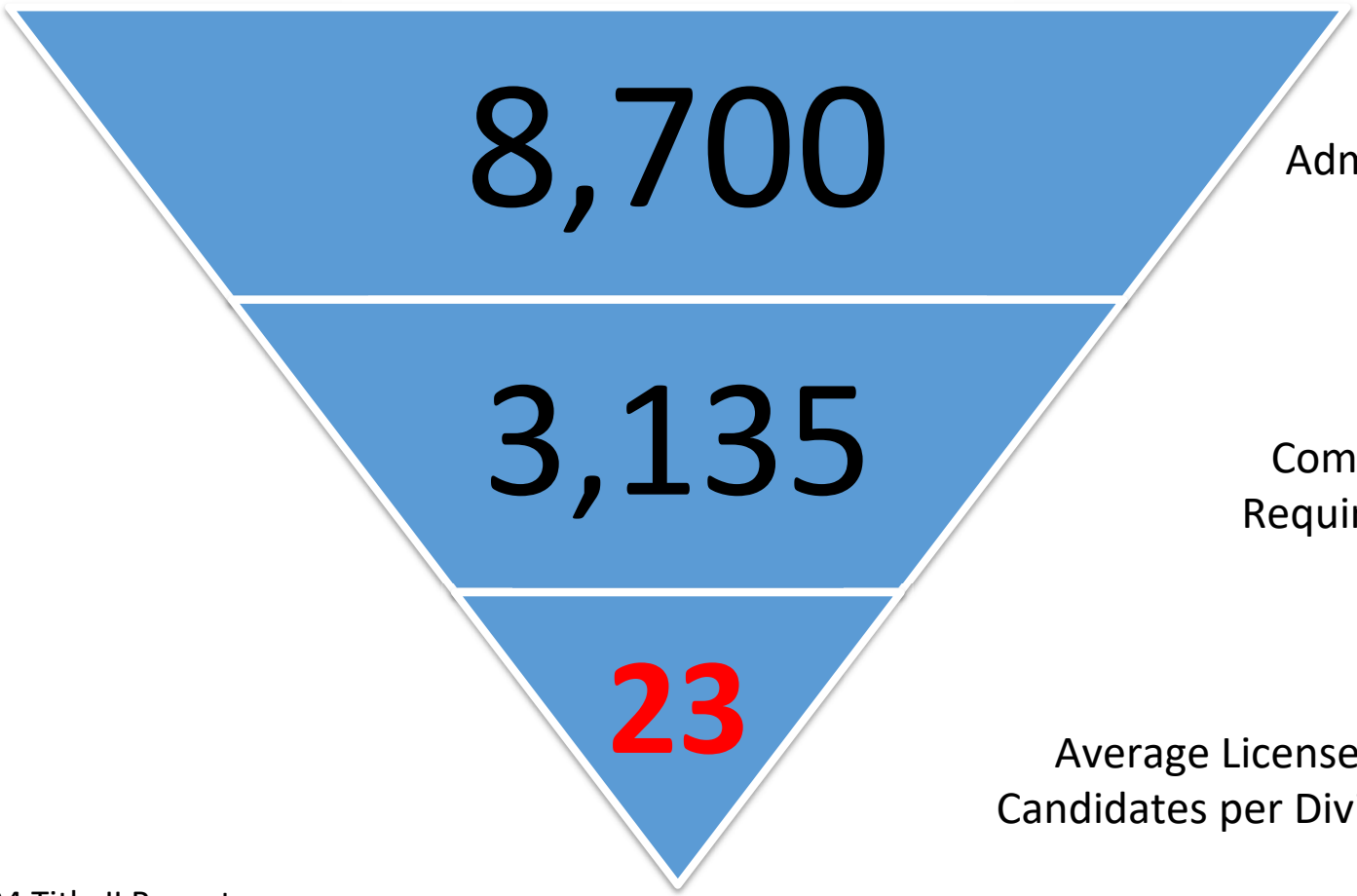
The teacher labor market has more openings than qualified candidates, and educator turnover is at a record high. This makes it harder for schools to staff classrooms effectively.

Raising teacher pay can help attract new talent and retain experienced educator, strengthening the workforce and supporting student success.

Ongoing shortages lead to larger class sizes, overburdened teachers, and wider learning gaps (Wething, 2024).



Virginia Teacher Preparation Program Enrollment and Program Completers



Admitted to VA Teacher Prep Programs

Completed Requirements

Average Licensed Candidates per Division

Department of Education, 2024 Title II Report

Salary Comparisons

Ranking	School Division	2025-2026 Entry-level Salaries
1	**Portsmouth**	**$60,564**
2	Norfolk	$60,088
3	Suffolk	$60,000
4	Hampton	$56,750
5	Chesapeake	$56,564
6	Newport News	$56,000
7	**Virginia Beach**	**$55,687**

School Division Websites, 2025-2026 SY

Issues Impacting Teacher Retention

Salary and Benefits

Professional Demands

Staff Recognition









Staffing Updates

2025-2026 Top Ten Critical Shortage Teaching Endorsement Areas in Virginia

1. Special Education PreK-12
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. English (Secondary)
5. Mathematics Grades 6-12 (including Algebra 1)
6. Science (Secondary)
7. History and Social Science (Secondary)
8. Career and Technical Education
9. Health and Physical Education
10. World Languages (PreK-12)



(Virginia Department of Education, 2025)

Current Instructional Vacancies as of August 4, 2025

Level	Instructional Vacancies	Classroom Vacancies*
Middle	13	7
High	15	9
Total	**57**	**31**

***Classroom Vacancy:** Full-time teacher of record supporting students within the classroom.*

Current Non-Instructional Vacancies as of August 4, 2025

Hard-to-Staff Positions	Vacancies
Bus Assistants	36
Cafeteria Assistants	51
Custodian I	28
Total	**115**

Current New Hires as of August 4, 2025

Employee Type	Total
Instructional	352
Non-instructional	192
Total	**544**















Recruitment and Retention Initiatives:

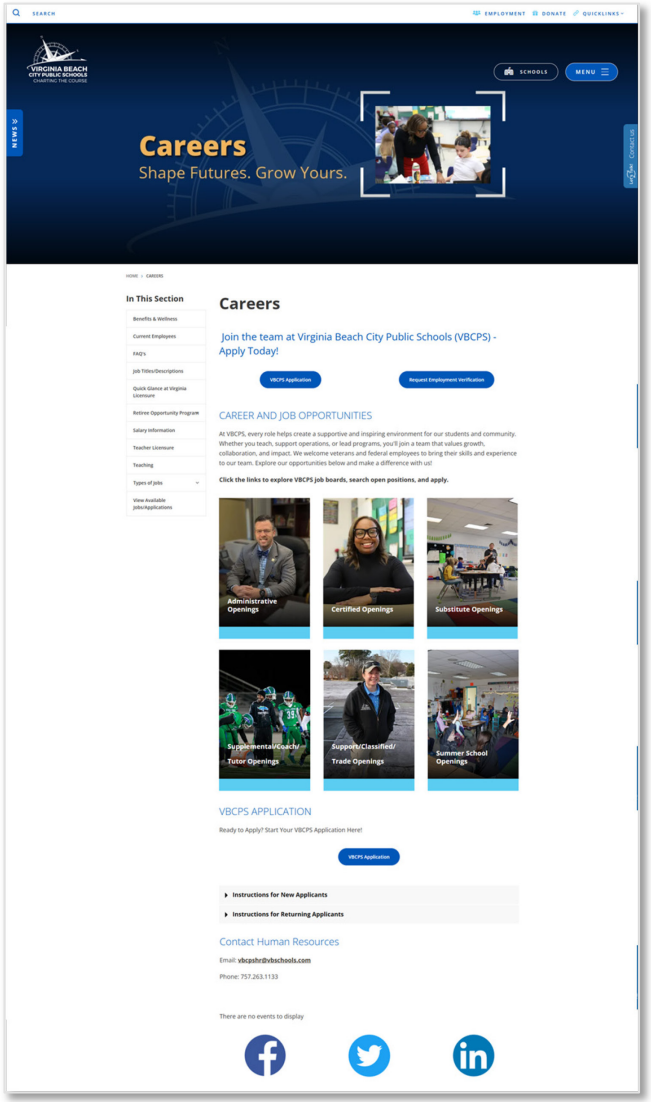
Telling Our Story, Growing Our Team

Why Marketing Matters



- Job Boards and Sites
- Digital and Social Media
- Events and Promotions
- Outdoor Signage
- Ads, Television, News, and Radio

Branding Helps Us Stand Out







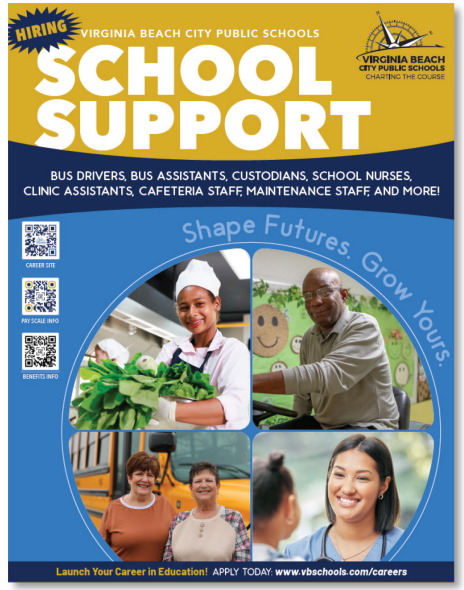












Recent Campaign Highlights



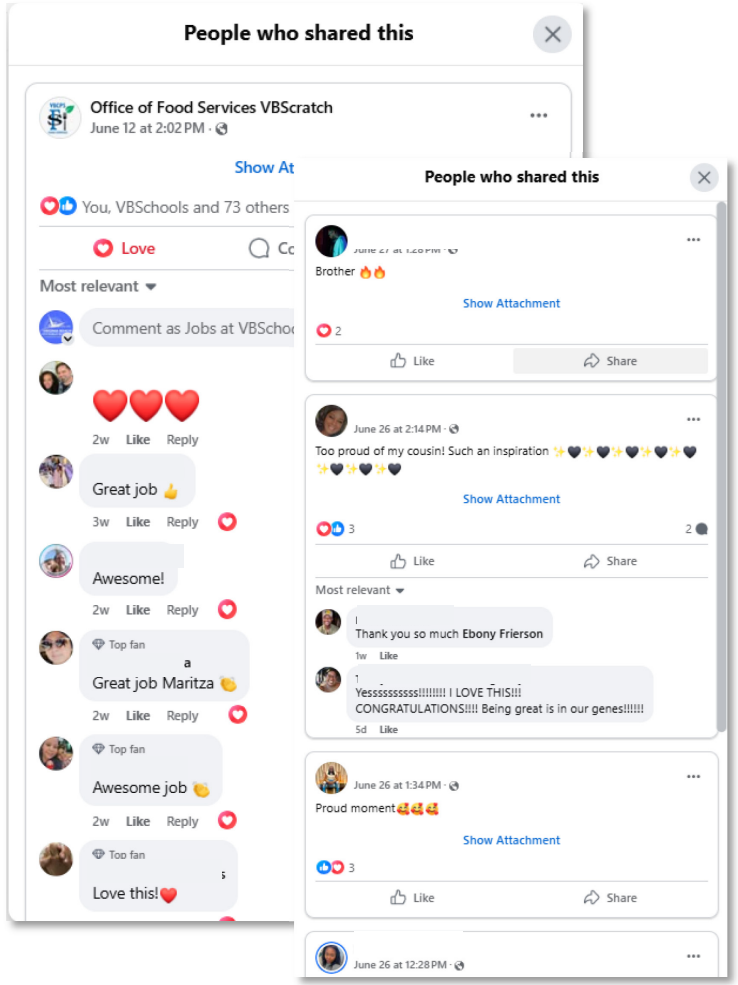






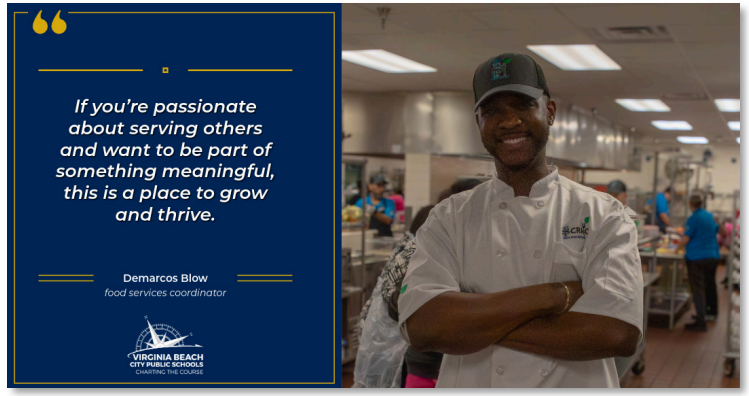
- “Share Your Why”
- Veteran and Federal Employee Outreach

“Share Your Why” Campaign















Veteran and Federal Employee Outreach Campaign







Bigger Audience, Bigger Impact

Comparative Follower Counts (as of June 30, 2025):

Division	Facebook Likes	Instagram Followers	LinkedIn Followers
Virginia Beach	**30,600**	**14,200**	**14,606**
Norfolk	23,400	3,900	7,039
Newport News	21,000	8,000	6,052
Hampton	15,400	4,200	4,280
York County	12,100	5,000	2,154
Chesapeake	11,000	1,800	3,057
Suffolk	10,900	4,500	3,153
Williamsburg-James City	10,000	--	1,122
Portsmouth	7,700	3,400	2,118

Our Reach is Our Advantage

Facebook	30,600 page likes	281,653 profile visits	2,658,213 accounts reached
Instagram	14,200 followers	88,147 profile visits	245,423 accounts reached
LinkedIn	14,606 followers	13,600+ page views	--
YouTube	7,265 subscribers *(as of July 22, 2025)*	130,328 video views	--

Data presented as of June 30, 2025, unless otherwise noted.



Smart Ads with Strategic Placements













New 15-second Recruitment Ads









Recruitment and Retention







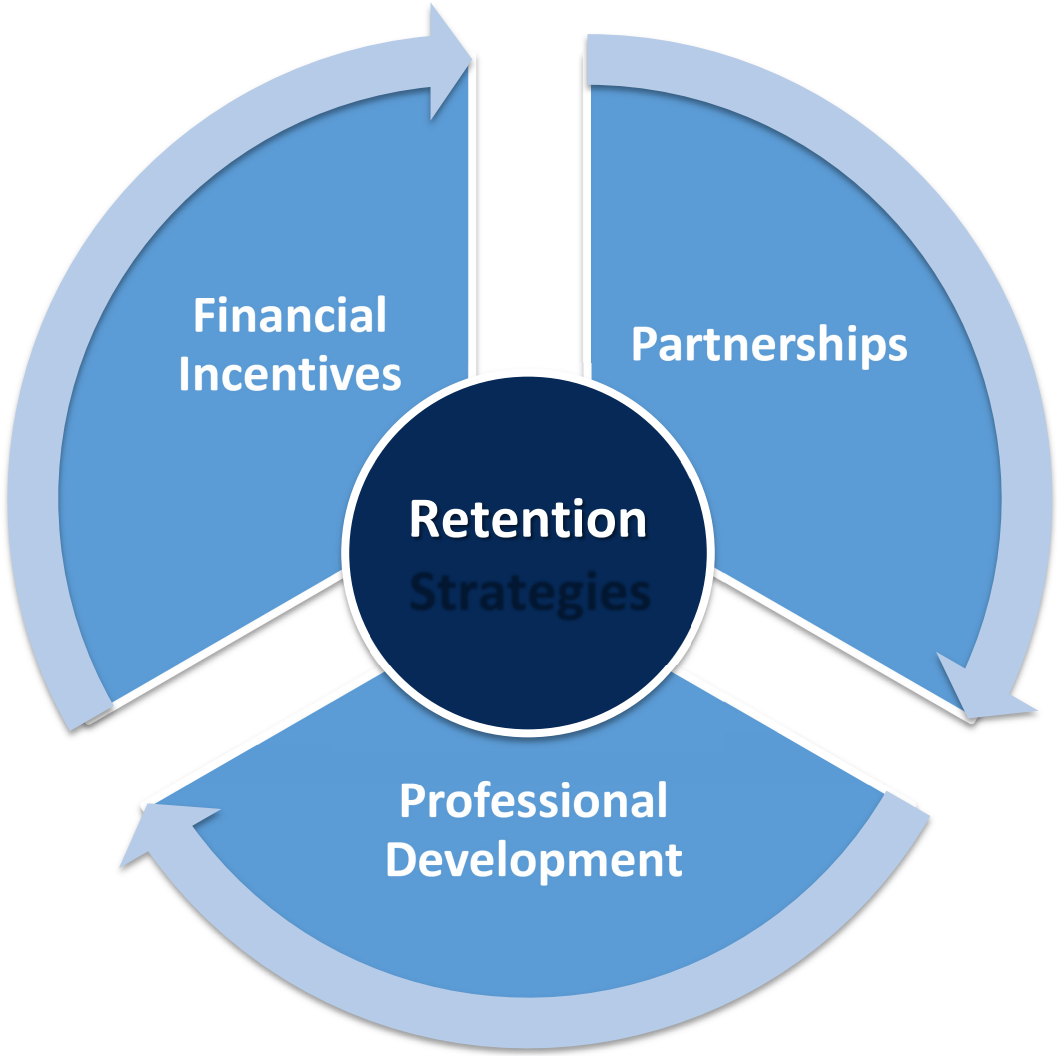


Recruitment and Retention

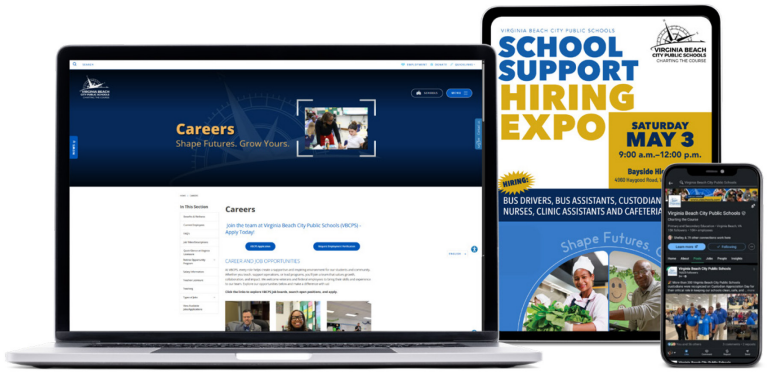
iteach
A K12 Coalition Company







Stay Connected



- Visit our **Career Site**: www.vbschools.com/careers
- Follow **Virginia Beach City Public Schools** on LinkedIn: https://www.linkedin.com/company/virginia-beach-city-public-schools/
- Follow **JobsatVBSchools**:
  - facebook.com/JobsatVBSchools/
  - x.com/VBCPS_HR
- Follow **VBSchools**:
  - facebook.com/VBSchools/
  - x.com/vbschools
  - www.youtube.com/@VirginiaBeachSchools
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We're hiring!
Search opportunities at vbschools.com/careers.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Closed Session **Item Number:** 2

Section: Closed session **Date:** August 12, 2025

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Kamala H. Lannetti, School Board Attorney

Recommendation:

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraphs 1, 2, 3, 7, and 8amended, 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.
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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.
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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. Amendment of the Superintendent's Contract.
B. Deliberation on student discrimination complaint appeal.
C. Deliberation on requests to reimburse employees for legal fees.
D. Status of pending litigation or administrative cases.
E. Consultation with legal counsel regarding probable litigation and pending litigation matters.
F. Discussion with legal counsel regarding Jericho Road properties.

Background Summary:

N/A

Source:

Code of Virginia §2.2-3711, as amended

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

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

Section: Approval of Meeting Minutes **Date: August 12, 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. July 8-9, School Board Retreat / Abridged 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
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Donald E. Robertson Jr., Ph.D., Superintendent

School Board Retreat/Abridged Meeting MINUTES
Tuesday, July 8, and Wednesday, July 9, 2025
Professional Development Center
641 Carriage Hill Road
Virginia Beach, VA 23452

TUESDAY, JULY 8, 2025

Chair Brown convened the School Board Retreat at 12:33 p.m. on the 8th day of July 2025. In addition to Superintendent Robertson, the following School Board Member were present at the Plaza Annex, Professional Development Center: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings (arrived at 12:34 p.m.), Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers.

The following School Board Member was not in attendance: Mr. Culpepper.

Superintendent Robertson welcomed the School Board Members and provided a brief overview of the retreat topics.

Student Achievement Results: Lisa Banicky, Ph.D., executive director, Office of Planning, Innovation and Accountability, provided the School Board with a comprehensive overview of student achievement results, focusing on core academic performance, student performance by group, and readiness beyond the Standards of Learning (SOLs). The presentation began with an overview of core academic performance, highlighting preliminary SOL passing rates for the 2024-2025 school year. Reading and mathematics showed stable performance with passing rates of 81% and 79%, respectively. Science and history saw improvements, with passing rates of 81% and 77%. Detailed passing rates for various courses and student groups were provided, highlighting areas of strength and opportunities for improvement.

The presentation then emphasized the importance of readiness beyond the SOLs, focusing on college, career, and life readiness. Early indicators such as PSAT/NMSQT results and CTE credentialing assessment results were highlighted. The successful completion of advanced coursework by secondary students and the various industry certifications achieved were also highlighted.

Student performance by group was analyzed to respond more precisely to student needs and strengthen support where it mattered most. Data from SOLs, advanced coursework, and PSAT/NMSQT were used to evaluate performance across different student groups, including economically disadvantaged students, English language learners, and students with disabilities.

The presentation summarized key patterns observed in reading, math, science, history, advanced coursework, and credentialing assessments. Reading and math showed generally stable performance, while science and history saw consistent improvements across most tests and student groups. Advanced coursework completion and credentialing assessments had high and rising pass rates in most program areas.

An estimated timeline for the release of official statewide SOL passing rates and school accountability designations was provided. Preliminary SOL passing rates were shared with the School Board in July 2025, and official statewide SOL passing rates were expected to be released by the Virginia Department of Education in late July 2025. School accountability designations were anticipated to be released in September 2025, with a public presentation of the accountability designations and results for the division scheduled for October 2025.The presentation concluded with a focus on using data to inform action, keeping students at the center of every conversation, and continuing to monitor progress and adjust supports as needed.

Following the presentation, the School Board provided comments and inquired about PSAT testing; elementary reading scores; student performance data; PSAT scores, which grades take the test; focus on student achievement and support; school support process; monitoring data; summer programs, engaging parents, use of resources (ParentVue, report cards, progress reports, deskside chats); intervention programs, Federal funding, impacts; PSAT and scholarship opportunities, how to inform parents; and student cohort data.

***Compass to 2030* – A Closer Look**: Lisa Banicky, Ph.D., executive director, Office of Planning, Innovation and Accountability, provided the School Board information on *Compass to 2030.* The strategic planning process involved five broad goals grounded in community input, supported by strategic, specific, and feasible strategies aligned to each goal. Key navigational markers were established to measure progress, and a revised Future-Ready Profile for K-12 students was introduced. The plan was shaped by key contributors, including the Ad Hoc Strategic Planning Committee, select central office leaders, and the Compass Collaborative.

The presentation detailed the five goals of the Compass to 2030 initiative:

Goal 1: Challenge and Support Each Student to Excel and be Future Ready.
Goal 2: Enhance Student Well-Being, Resilience, and Responsibility.
Goal 3: Value and Invest in Staff.
Goal 4: Partner with Families and the Community to Support Students.
Goal 5: Advance Organizational Excellence.

The transition from the Graduate Profile to the Future-Ready Profile was discussed, emphasizing the need to streamline, simplify, and shift the focus from “graduates.” Student feedback on the Future-Ready Profile was gathered from more than 450 students across various schools, which helped develop the descriptors in the final profiles. The presentation also covered the action planning process, which involved defining intended outcomes, identifying key milestones, and specifying action steps, timelines, and owners. The collaborative and iterative process included strategic priorities for schools, central office strategy leads, and the Compass Collaborative.

The strategic action agenda for 2025-26 focused on supporting student success, building capacity, and engaging families and the community. The importance of relentless execution was emphasized, with annual strategic actions provided well in advance of the new school year to communicate expectations. The presentation concluded with the next steps, including the launch of *Compass to 2030* at the Leadership Conference, the start of the school year kick-off, revisiting action plans, and establishing baseline data for key navigational markers.

Following the presentation, the School Board provided comments and inquired about graduate profile for elementary, middle and high school; concept map for each school; school supports; teacher workload; vision to action to impact, relentless execution; Plan for Continuous Improvement, observation and feedback; student data and targeted supports; TalentED; reporting data; and differentiation by school level.

The School Board had a break from 2:01 p.m. to 2:11 p.m.

Instructional Technology Update: Artificial Intelligence (AI) and Chromebook Usage: David Din, chief information officer, and Danielle Colucci, Ed.D., provided the School Board information on artificial intelligence and Chromebook usage. The presentation provided a comprehensive update on instructional technology, with a particular focus on the advancements and implications of AI in education. It explained that Artificial Intelligence (AI) was a collection of technologies, software, and data that made it appear that a computing device was intelligent. The presentation discussed the different types of AI, including Narrow AI, General AI, and Super AI, and mentioned Generative AI for its ability to create new content based on existing material.

The presentation also addressed AI Assistants and Agentic AI systems, which could independently plan, reason, and act with minimal human input. It emphasized the importance of balancing innovation with appropriate guardrails to safeguard data privacy and mitigate discriminatory outcomes.
The presentation highlighted the explosive growth in AI job postings, noting that AI-related job listings had skyrocketed worldwide since late 2022. Nearly one in four new tech jobs explicitly sought AI skills.

Danielle Colucci, Ed.D., continued the presentation and covered the integration of AI in the classroom and the next steps taken during the February 2025 School Board Meeting - to finalize professional learning related to AI, investigate appropriate access to AI tools for high school students, and implement digital citizenship curriculum and computer science standards. The presentation continued with a focus on resources and ongoing training expectations, emphasizing the ethical use of AI and building digital literacy in high schools. High school AI sample resources were provided to support this initiative.

Data privacy and security guardrails were highlighted, mentioning Google Gemini as a tool designed for student safety and privacy. The VDOE Model Policy concerning internet safety and the VBCPS Digital Literacy and Internet Safety Draft Regulation 6-41.1 were discussed, addressing digital literacy, digital citizenship, AI, computer science, and safety.

Digital citizenship was emphasized, focusing on maintaining balance, guarding privacy, managing stress online, and treating others with kindness and respect. The presentation also discussed the consequences of actions online, including cyberbullying 4. It highlighted the different types of screen time, distinguishing between social and passive activities and educational activities, with VBCPS only supporting educational screen time for intentional purposes. The presentation concluded with a discussion on K-2 educational screen time and the integration of computer science standards in K-12 education, covering the integration of math and data analysis standards in K-8 and the social studies and science integration with algorithm standards.

Following the presentation, the School Board provided comments and inquired about keeping current with emerging technologies; AI software/programs; monitoring and protections; critical thinking; teacher training; parental involvement, acceptable use of technology form; clear expectations on use of AI, consistency; levels of AI usage; use tools effectively; digital literacy; Code of Virginia 22.1-24.2; educate and prepare students; AI use at high school level; instructional coaches; screen time usage, active and passive usage; types of screen time; teacher learning modules; cell phone use; what other school districts are doing; strategies for success; and challenges in staying ahead.

Building Usage and Redistricting: Melisa Ingram, executive director, Office of Facilities Services provided the School Board with an overview of focused on building usage and redistricting. The historical data showed an 8.9% decline over 12 years, with an average annual decline of 580 students. The more recent data indicated a 3.5% decline over 10

years, with an average annual decline of 251 students. The Building Utilization Committee (BUC) conducted annual assessments of school attendance zones, building utilization, student membership, housing, and other demographic trends. The redistricting process involved monitoring the impact on student population and program needs, considering new housing developments and other demographic factors, and evaluating the impact after moving programs to other attendance zones.

The presentation outlined the factors to consider in the redistricting process, including optimal school space utilization, limiting multiple redistricting for areas to one time at each level, keeping neighborhoods together, and considering new housing and development. The process also aimed to unify feeder patterns, enhance transportation efficiencies, and provide long-term solutions to enhance the student educational experience.

The presentation ended with a discussion on the redistricting process. The possible timeline would include multiple meetings and workshops, public community meetings for information and input, and final actions by the School Board. Lastly, the approved redistricting for the school year 2025-26 impacted one elementary school and one middle school, affecting several zones.

Following the presentation, the School Board provided comments and inquired about rezoning and redistricting; attendance zones and transportation; reduction of portables; and monitoring population (growth/decline).

Closing Thoughts: Superintendent Robertson shared a general recap of the presentations and mentioned student achievement results, and the use, training and introduction of AI, and departments working together on AI.

The School Board recessed at 4:10 p.m. to prepare for the abridged School Board Abridged Meeting.

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Abridged School Board Meeting MINUTES
Tuesday, July 8, 2025
Plaza Annex - Professional Development Center
641 Carriage Hill Road
Virginia Beach, VA 23452
(757) 263-1000

1. ***Call to Order and Attendance:*** Chair Brown convened the abridged meeting of the School Board at the Plaza Annex, Professional Development Center – Room B & C at 4:31 p.m. on the 9th day of July 2025. In addition to Superintendent Robertson, the following School Board Members were present in the Plaza Annex, Professional Development Center, Room B & C: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. Note: Mr. Culpepper was not in attendance.

2. ***Moment of Silence followed by the Pledge of Allegiance***

3. ***Adoption of the Abridged Meeting Agenda:*** Chair Brown called for a motion to approve the abridged meeting agenda as presented. Mr. Cummings made the motion, seconded by Mr. Callan. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the abridged meeting agenda as presented: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. The motion passed, 10-0-0.

4. ***Approval of Meeting Minutes***

A. June 24, 2025, Regular School Board Meeting: Chair Brown called for any modifications to the June 24, 2025, regular School Board Meeting minutes as presented. Hearing none, Chair Brown called for a motion to approve the June 24, 2025, minutes as presented. Mr. Callan made the motion, seconded by Ms. Rogers. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the June 24, 2025, minutes as presented: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. The motion passed, 10-0-0.

5. ***Action***

A. Personnel Report/Administrative Appointments: Chair Brown called for a motion to approve the July 8, 2025 personnel report and administrative appointment. Ms. Rogers made the motion, seconded by Vice Chair Weems, that the School Board approve the appointments, and the acceptance of the resignations, retirements and other employment actions as listed on July 8, 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 ten (10) ayes in favor of the motion to approve the July 8, 2025, personnel report and administrative appointments: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers. The motion passed, 10-0-0.

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Superintendent Robertson mentioned the following appointments: Megan D. Davis, teacher, Woodstock Elementary, as assistant principal of Bettie F. Williams Elementary School; Erin M. Lucas, administrative assistant, Woodstock Elementary School, as assistant principal of Parkway Elementary School; Melinda C. Pezzella, specialist professional learning, Office of Professional Growth and Innovation, as assistant principal of Windsor Woods Elementary School; Leticia W. Swift-Newsome, assistant principal, Parkway Elementary School, as principal of Centerville Elementary School; Brian D. Bevan, Jr., administrative assistant, Frank W. Cox High School, as assistant principal of Landstown Middle School; Jennifer C. Warren, administrative assistant, Bayside Middle School, as dean of students at Bayside Middle School; Sammi L. Bethan, administrative assistant, First Colonial High School, as assistant principal of Landstown High School; Ebony S. Cherry, assistant principal, Independence Middle School, as assistant principal of Bayside High School; Rebecca L. Carter, instructional specialist, as coordinator, Title I, Department of Teaching and Learning; and Tiffany L. Mack, innovation and curriculum coordinator, Carlucci American Internation School of Lisbon, as coordinator, language arts, Department of Teaching and Learning.

6. ***Closed Session:*** There was no Closed Session.

7. ***Adjournment:*** Chair Brown adjourned the abridged meeting at 4:37 p.m.

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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 MINUTES
Tuesday, July 8, and Wednesday, July 9, 2025
Professional Development Center
641 Carriage Hill Road
Virginia Beach, VA 23452

WEDNESDAY, JULY 9, 2025

Chair Brown convened the School Board Retreat at 9:01 a.m. on the 9th day of July 2025. In addition to Superintendent Robertson, the following School Board Member were present at the Plaza Annex, Professional Development Center: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, Ms. Melnyk, and Ms. Rogers.

The following School Board Member was not in attendance: Mr. Culpepper.

Superintendent Robertson mentioned the feedback from the first day of the retreat was beneficial. He reviewed the retreat topics for the day.

Gifted Education Plan Update: Crystal Wilkerson, Ed.D., director, K-12 and Gifted Programs provided the School Board with an update on the gifted programs and services offered by the Office of Gifted Programs. The presentation highlighted several key aspects of the gifted programs in Virginia Beach City Public Schools (VBCPS). It detailed the signature offerings, including the staffing of Gifted Resource Teachers (GRTs) in every comprehensive home school, the use of division-level testing assessment specialists, and the presence of central office gifted administrators. Additionally, it was noted that VBCPS is one of the few Virginia school divisions with a school dedicated solely to gifted elementary and middle school students, as well as a visual arts and dance education program for gifted students.

The presentation also reviewed the various gifted and advanced academic models used in VBCPS, such as the push-in model, pull-out model, honors or advanced courses, differentiated and enriched instruction, cluster grouping, and grade or subject acceleration. It provided a retrospective look at the amendments made to the 2020-25 Local Plan of the Education of the Gifted, which included gathering feedback from multiple stakeholders and receiving School Board approval for the 2024-2029 Local Plan.

Recent changes to the gifted programs were discussed, including the removal of the Cognitive Abilities Test (CoGAT) as a 1st-grade screener, the removal of the 5th-grade interview, and the shift of identification to begin in 2nd grade. The initiatives undertaken during the 2024-2025 school year were also highlighted, such as increased communication with stakeholders, implementation of Gifted Learner Updates, and professional learning opportunities for Resource-Cluster Teachers and GRTs.

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The presentation concluded with a look ahead to the 2025-2026 school year and beyond, focusing on the enhancement of the Resource-Cluster Model, the implementation of the K-2 Gifted Talent Development initiative, and the revised selection process at ODS. The strategic alignment of the gifted programs with the *Compass to 2030* goals was also emphasized, highlighting the importance of communication, staff development, student well-being, and differentiated instruction.

Following the presentation, the School Board provided comments and inquired about cluster-model; ODS and home schools; research on gifted models; twice-exceptional students; percentage of students identified as gifted; meeting the needs of gifted students; number of gifted students in home schools; resources for gifted education; budget impacts; identification process for gifted; academies; spectrum of giftedness; cluster models at schools; and cluster classrooms and non-cluster classrooms.

CIP Update: Donald E. Robertson, Jr., Ph.D., superintendent, and Jack Freeman, chief operations officer, provided the School Board with a CIP Committee Update which covered the committee's purpose, members, summary of meetings, findings, and next steps. The CIP Committee aimed to explore new funding pathways for the CIP, investigate options for building a new PAHS (Princess Anne High School), share findings with the School Board, and incorporate these findings into the next CIP (Capital Improvement Program).

The committee held three meetings where they discussed protocols, conducted SWOT (Strengths, Weaknesses, Opportunities, Threats) analyses for PAHS and CIP , and documented the minutes. Dr. Robertson reviewed and highlighted various items from the three meetings. Mr. Freeman continued the presentation and shared early findings highlighted challenges such as rising maintenance and construction costs, limited flexibility within the CIP, and the need for public/private partnerships. Specific considerations for PAHS included reviewing educational and space specifications, the impact of construction costs over time, and opportunities for private/public partnerships. The next steps involved upcoming meetings in July and August, with a School Board workshop scheduled for September.

Following the presentation, the School Board provided comments and inquired about collaboration with city; need to find a way to build new schools; seniors graduating early; partnerships with colleges; public-private partnerships; having a model for high school buildings; Princess Anne High School; construction costs and available funding; public education in the future; partnership with city; CTE paths for students; and all working together to solve challenges.

The School Board had a break from 11:05 a.m. to 11:16 p.m.

Jericho Road Update: School Board Members, Vice Chair Weems and Dr. Alveta Green provided the School Board with an overview of the existing property, which included three parcels of land with a total area of approximately 31.84 acres, a brief history of the property and outcomes from the Ad Hoc Committee.

The committee considered seven options for the use of the property, ranging from retaining the site and building to selling the property with various conditions. The committee recommended two primary options: transferring or selling the property to the City for open space or park use and selling the property with a Request for Information (RFI) with general parameters for reuse and a portion dedicated to open space or park.

The presentation outlined the steps and timelines for both recommended options, including securing funding, signing agreements, and completing necessary legal and construction work. The next opportunity for School Board action was scheduled for August 12, 2025.

Following the presentation, the School Board provided comments and inquired about supporting open space idea; size of space available; community park; underserved district area; support from City Council Members; maintenance of property would be a cost to VBCPS; intended use of property; community input, wanting open space/park; CIP and financial challenges; and support of options to transfer of sell property to the City.

Review of FERPA and Discipline Committee Best Practices: Kamala Lannetti, school board attorney and Leeane Turnbull, director, Office of Student Leadership provided the School Board with an overview of FERPA, a federal law enforced by the U.S. Department of Education, and its implications for educational records. It defined what constitutes an education record and highlighted the types of records that should not be released, such as grades, testing results, and health records.

The presentation also outlined who may access these records, including parents, legal guardians, and eligible students, and specified situations where consent is not required for record access. Additionally, it discussed the concept of directory information, which can be made available without consent, and the rights granted under FERPA, such as the right to see and request changes to records.
Other confidentiality laws relevant to education records were mentioned, including the Virginia Freedom of Information Act and the Virginia Public Records Retention Act. The presentation emphasized the importance of protecting confidential student records and provided guidelines for School Board Members on accessing and sharing these records.

Ms. Leeane Turnbull continued the presentation and covered data regarding the School Board Student Discipline Appeal Hearings for the 2024-2025 school year. She detailed the number of appeals for the 2024-2025 school year, which included 61 School Board (SB) appeals. The schedule for the 2025-2026 SB Appeal Hearings was outlined along with information on the packet access and review window, the duration of the hearings, the facilitation of the hearings, and the feedback process.

Following the presentation, the School Board provided comments and inquired about discipline hearings; family members attending; schedule of discipline hearings; and FERPA.

The School Board had a lunch break from 12:21 p.m. to 1:03 p.m.

Budget Process (Reconciliation and Plan for Board Input): Before the presentation, Superintendent Robertson shared information with the School Board regarding freezing of federal funds and the impact on grant funding (Title I, Title IV, Title III, and Title II) for VBCPS.

Crystal Pate, chief financial officer, provided the School Board with an overview of the budget reconciliation process, a detailed reconciling exercise, and a comparison of the city and school budget processes. The budget reconciliation process was explained as a method to align the proposed or adopted budget with actual revenues, expenditures, and priorities, ensuring that the budget remained balanced and resources were aligned with strategic goals. The reconciling exercise provided a fictional scenario to illustrate the process, including assumptions and further considerations.

Tiffany Jacobs, director, Office of Budget development lead the School Board Members in the reconciling exercise followed by a group discussion on budget priorities. Ms. Pate continued the presentation and compared the city and school budget processes, highlighting the differences in budget targets, classification of budget requests, and the timing of budget hearings and adoption. Additionally, considerations for school board engagement in the budget process were discussed, including the timing of state revenue information and

potential changes to the SEON presentation schedule. The presentation concluded with the identification of school board budget priorities, followed by the next steps in the budget process, including the budget kick-off with departments and the adoption of the budget calendar.

Budget Process (Pay Scale Considerations): Darnita L. Trotman, Ed.D., chief human resources officer, and Judith R. Wood, human resources specialist, provided the School Board with a presentation which evaluated the benefits and implications of three key initiatives: reassigning non-instructional staff remaining on the instructional scale, eliminating Pay Grade 7 on the Unified Pay Scale, and developing a new salary scale for senior leadership positions (Grades 26-28).

The reassignment of non-instructional staff aimed to align their licensure and professional identity with their actual scope of practice, fostering better collaboration and integrated student support. However, challenges included potential recruitment issues and the need to hold harmless a total of 46 employees. Eliminating Pay Grade 7 was proposed to improve recruitment, retention, and market competitiveness by upgrading roles and aligning pay with market rates. Challenges included pay compression, morale issues, and potential retention and recruitment challenges for higher-grade positions.

The development of a new salary scale for executive-level positions aimed to provide greater flexibility in managing salaries, support adjustments to keep pace with external market conditions, and enable targeted salary increases for senior leadership. However, it also posed challenges related to perception, morale, and potential turnover among senior leadership administrators. The presentation concluded with considerations for the School Board, emphasizing the strategic purpose and alignment of the proposed changes, their organizational and cultural impact, and the importance of clear communication and transparency.

Following the presentation, the School Board provided comments and inquired about compression and the effects on the division, impact of moving grade positions; compensation is high on the list of priorities; concerned about compensation; competitive market; every position is important; need to review the market to remain competitive; recruitment, retention, and morale; employee exit surveys; merit based compensation; turn-over, critical shortage areas, and hard to fill positions; reviewing budget and making reductions; importance of resources; and challenges in recruiting and retaining employees.

Retreat Summary: Superintendent Robertson recapped highlights from the retreat including AI, Gifted Plan, and budget and thanked the School Board for their input and feedback. The following priorities were shared from the outcome of budget exercise: compensation/benefit packages, CIP, student achievement/academic outcomes, and workforce development.

Chair Brown thanked the School Board for their insights and collaboration. Chair Brown adjourned the School Board Retreat at 3:45 p.m.

Respectfully submitted:

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Regina M. Toneatto, Clerk of the School Board

Approved:

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Kathleen J. Brown, School Board Chair

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Policy Review Committee Recommendations **Item Number: 12A 1-18**

Section: Information **Date: August 12, 2025**

Senior Staff: Cheryl R. Woodhouse, Chief of Staff

Prepared by: Carolyn Weems, PRC Chair and Kamala Lannetti, School Board Attorney

Presenter(s): Kamala Lannetti, School Board Attorney

Recommendation:

That the School Board review recommendations regarding the amendment of certain bylaws and policies as recommended by the Policy Review Committee at its June 25, 2025 and July 23, 2025 meetings.

Background Summary

1. **Bylaw 1-36 Open Meetings, Closed Meetings, Electronic Meetings and Remote Location Participation in Meetings** – the PRC recommends changing the title to better reflect the contents of the bylaw and reminds the School Board of the requirement under the Virginia Code to adopt the bylaw each year after reviewing the remote participation clause. The PRC is requesting that the School Board move this matter to the Action Agenda at the 8/12/25 meeting to ensure that the Bylaw is updated in a timely manner.

2. **Policy 2-57 Staff Members as Consultants Outside the School Division** – the PRC recommends clarifying the types of leave that can be used when staff members are on leave working as a consultant.

3. **Policy 3-12 Capital Improvement Program (CIP)** – the PRC recommends updating the related links and legal references.

4. **Policy 3-14 School Board Funds** – the PRC recommends updating the legal references.

5. **Policy 3-16 Local Funds: Virginia Beach Education Foundation, Inc.** – the PRC recommends removing the editor's note to align with recent changes to the formatting of policies and updating the legal references.

6. **Policy 3-17 State Funds** – the PRC recommends updating the legal references.

7. **Policy 3-18 Federal Funds** – there are no recommended changes to this policy, it is being reviewed to conform to the 5-year review requirement.

8. **Policy 4-57 Licensed Personnel: Contracts** - the PRC recommends changing the dates in the notes to bring the policy current.

9. **Policy 4-91 Observation Students, Practicum Students, Student Teachers, and Interns –** the PRC recommends adding Section B to reflect what is currently in practice, minor scrivener's changes, and the addition of legal references and related links.

10. **Policy 5-18 Attendance Records –** the PRC recommends minor scrivener's changes.

11. **Policy 5-43 Threats –** the PRC recommends updating the legal references.

12. **Policy 5-44 Sexual Harassment, sexual violence, and inappropriate sexual conduct prohibited- students –** there are no recommended changes to this policy. It is being reviewed to meet the 5-year requirement.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Policy Review Committee Recommendations (cont.) **Item Number: 12A 1-18**

Section: Information **Date: August 12, 2025**

Senior Staff: Cheryl R. Woodhouse, Chief of Staff

Prepared by: Carolyn Weems, PRC Chair, and Kamala Lannetti, School Board Attorney

Presenter(s): Kamala Lannetti, School Board Attorney

13. **Policy 5-62 Student Athletes – Sudden Cardiac Arrest Prevention Awareness, Cardiac Emergency Response Plans and Extreme Heat Safety and Protection** - the PRC recommends updating the title and add language from recently adopted legislation requiring school divisions to develop cardiac emergency response plans and guidelines regarding extreme heat safety. The PRC is requesting that the School Board move this matter to the Action Agenda at the 8/12/25 meeting to ensure that the policy is in effect for the fall sports season.

14. **Policy 5-66 Student Directory Information –** the PRC recommends updating the legal references.

15. **Policy 5-76 Homeless Children and Youth –** there are no recommended changes to this policy. It is being reviewed to meet the 5-year requirement.

16. **Policy 6-10 Guest Speakers –** the PRC recommends generalizing the language in the policy and creating a more detailed regulation that provides details on the process for inviting guests to speak at schools and school sponsored events.

17. **Policy 6-39 Mathematics** – the PRC recommends adding language that reflects recent changes to the Code of Virginia requiring automatic enrollment of certain students in advanced mathematics courses.

18. **Policy 6-41 Digital Literacy and Internet Safety Policy** - the PRC recommends that the policy be amended to reflect changes in the law required by the Virginia General Assembly.

Source:

Code of Virginia, 1950, as amended § 22.1-253.13:7 School board policies.
Policy Review Committee Meetings of June 25, 2025 and July 23, 2025

Budget Impact:

None.

Next Steps:

These policies will be on the September 9, 2025 School Board Consent Agenda for approval, except for Bylaw 1-36 and Policy 5-62 which will be voted on at the 8/12/25 School Board meeting.

SCHOOL BOARD BYLAWS

Open Meetings, ~~and~~ Closed Meetings, Electronic Meetings and Remote Location Participation in Meetings

A. Open Meetings

Meetings of the School Board shall be open to the public except those meetings when the School Board adjourns to a closed meeting as allowed by the Virginia Freedom of Information Act. When health, safety or emergency conditions exist that are not conducive to accommodating in person observation of School Board meetings, the Chair and the Superintendent or designees are authorized to determine other means by which the public may observe the meeting.

B. Closed Meetings

1. Authority/Attendees

The Code of Virginia permits closed meetings to discuss specific topics in private. Closed meetings must be convened by affirmative vote in open session of the majority of the School Board Members in attendance at the meeting. No vote may be taken in Closed Meetings. School Board Members may poll each other regarding the intent of the School Board to act but no action that requires a vote of the School Board may take place in closed session unless otherwise authorized by law. In open session immediately following any closed meeting, the School Board Members must certify by an affirmative vote that no matter was discussed in closed meeting that was not encompassed in the topics authorized in the motion to convene in closed meeting. Any School Board Member who believes that there was a departure from the requirements for closed session set forth in Virginia Code § 2.2-3712, as amended, shall so state prior to the vote, indicating the substance of the departure that, in the School Board Member's judgment, has taken place. The statement shall be recorded in the minutes of the School Board.

Closed meetings are attended by School Board Members. The School Board may invite persons to attend closed meetings to provide necessary information.

2. Minutes

The School Board Clerk or designee shall attend closed meetings (unless expressly excused) for the purpose of taking brief minutes. These minutes which shall be part of the School Board's official minutes shall include:

a. Date, time and place of meeting.

b. Record of all persons in attendance.

c. Motion for Closed Meetings.

d. Certification of Closed Meetings; and

e. Any action taken.

Closed meetings shall not be recorded with the exception of student discipline hearings, employee discipline or license revocation hearings or other matters authorized by law.

3. Confidentiality of Closed Meeting items

School Board Members who access or discuss information or materials in preparation for or during closed meetings will maintain all such information in a confidential manner. School Board Members will not record or copy such confidential information. Unauthorized persons may not be provided access to confidential information. Personal notes taken while preparing for or attending closed meeting should be destroyed as soon as the closed session matters are concluded or should be turned over to the School Board Clerk or School Board Legal Counsel to maintain in a confidential manner and in accordance with applicable record keeping requirements. Failure to protect the confidentiality of closed session material or information may constitute sufficient reason to restrict that School Board Member from participating in future closed sessions or serving on School Board Committees that handle confidential items.

C. Electronic communication meetings during declared states of emergency

The School Board may meet by electronic communication means without a quorum of the School Board physically assembled at one location when the Governor or the City of Virginia Beach has declared a state of emergency, and the following conditions are met:

1. the catastrophic nature of the declared state of emergency makes it impracticable or unsafe to assemble a quorum in a single location,

2. the purpose of the meeting is to address the continuity of operations of the School Board and School Division or the discharge of the School Board's lawful purposes, duties, and responsibilities,

3. under other conditions allowed by the Governor or the Virginia General Assembly and adopted by the School Board,

4. The School Board must give public notice using the best available method given the nature of the emergency, which notice shall be given contemporaneously with the notice provided to School Board Members.

5. Agenda packets and all nonexempt materials should be available electronically or at all locations where public access will be provided and at the same time as the meeting.~~,~~

6. Arrangements must be made for the public to access the meeting through electronic means. When the School Board determines, or the Chair or designee determine (when there is insufficient time for the School Board to act) that in person observation is unreasonable or unsafe under the circumstances, the Superintendent or designee will arrange for electronic or, telephonic access for the public if reasonably possible or the meeting will be recorded and made available to review when such means are not available. Provide the public with the opportunity to comment at those meetings when public comment is customarily received.

7. The meeting minutes must state the nature of the emergency, the fact that the meeting was held by electronic communication means, and the type of electronic communication means by which the meeting was held.

8. Votes taken during any such meeting shall be recorded by the name in the roll-call fashion and included in the minutes.

9. School Board Committees may follow the same procedures for electronic meetings.

10. The Clerk of the School Board or designee will make a written report of such meeting as required by the Virginia Freedom of Information Act.

D. Remote location participation in meetings

School Board Members may participate in School Board Meetings or School Board Committee Meetings through electronic communication means from a remote location that is not open to the public under conditions set forth in this Bylaw. A vote to approve remote location participation is not required unless the conditions in Section D (1)(c) exist and are brought to the School Board or a Committee to vote to limit remote location participation.

1. Temporary or permanent disability or other medical condition that prevents physical attendance

    a. On or before the day of a meeting, a School Board Member must notify the School Board Chair for School Board Meetings or the School Board Committee Chair for Committee Meetings that the School Board Member is unable to attend the meeting due to: i) a temporary or permanent disability or other medical condition that prevents the School Board Member's physical attendance; or ii) a medical condition of a member of the School Board Member's family requires the School Board Member to provide care that prevents the School Board Member's physical attendance.

1) A "member of a School Board Member's family" will follow the definition of a family member set forth in Regulation 4-55.1, as amended, or the Family Medical Leave Act, as amended.

2) "Caregiver" means an adult who provides care for a person with a disability as defined in Code of Virginia § 51.5-40.1, as amended. A caregiver shall be either related by blood, marriage, or adoption to or be the legally appointed guardian of the person with a disability for whom the caregiver is caring.

b. The Chair or designee will note during the meeting that the School Board Member is remotely participating due to a temporary or a permanent disability or other medical condition that prevents the School Board Member's physical attendance. The general location from which the School Board Member participates will be included in the meeting minutes, but the exact nature of the disability or medical condition does not need to be announced publicly or be included in the meeting minutes. For the purposes of determining whether a quorum is physically assembled, an individual member of the School Board, who is a person with a disability as defined in Code of Virginia § 51.5-40.1, as amended, and uses remote participation counts toward the quorum as if the School Board Member is physically present.

c. A School Board Member's ability to remotely participate due to a temporary or permanent disability or other medical condition of the School Board Member or a family member will not be limited in number as long as such remote participation: i) does not create an unreasonable hardship for the School Board or the Committee to administer; ii) does not unreasonably interfere with the School Board's or the Committee's ability to conduct its business; and/or iii) the School Board Member can clearly be heard and/or seen through the method of remote participation throughout each meeting. Before limiting continued remote participation pursuant to this subsection, the School Board or the Committee members must vote to discontinue the remote participation.

2. Personal matter prevents physical attendance

a. On or before the day of a meeting, a School Board Member must notify the School Board Chair (for School Board Meetings) or the School Board Committee Chair (for Committee meetings) that the School Board Member is unable to attend the meeting due to a personal matter and must identify with specificity the nature of the personal matter.

b. The Chair will note during the meeting the specific nature of the personal matter and the remote location from which the School Board Member is participating.

c. During a calendar year (January 1 – December 31), a School Board Member will be limited to remote participation for personal reasons to three meetings for School Board Meetings and three meetings each for every School Board Committee that the School Board Member is assigned to serve on.

d. Once a School Board Member has participated remotely three times that calendar year under this subsection, the Chair or designee will inform a School Board Member that no further remote participation will be allowed during the calendar year for personal reasons.

e. Committee Members should be consulted prior to rescheduling a meeting so that Committee Members have the opportunity to participate and do not have to use limited remote participation opportunities.

3. A School Board Member's remote location participation shall be counted separately for School Board Meetings and each School Board Committee meeting when considering limitations on use of remote location participation.

4. In any meeting at which one or more School Board Members participates from a remote location: 1) a quorum of the School Board or the School Board Committee must physically assemble at the primary or central meeting location; and 2) the Chair or designee must make arrangements for the voice of the remote participant(s) to be heard by all persons at the primary or central meeting location. No more than two School Board Members can be in the same remote location during a meeting unless that remote location is open to the public to physically access it.

5. The Chair or designee will determine the appropriate method, if reasonably available, for the School Board Member to remotely participate in a meeting.

6. School Board Members may not participate from a remote location in any closed session meeting.

7. Conditions regarding remote location participation may be suspended or modified in accordance with applicable School Board action or resolution, Governor's action, or Virginia General Assembly action.

8. The electronic communications methodan used for a meeting will allow the public to hear all members of the public body participating in all virtual public meetings. A phone number or other live contact information is provided to alert the public if the audio or video transmission of the meeting fails, such contact number is

monitored during the meeting, and the School Board or School Board Committee takes a recess until public access is restored if transmission fails for the public.

Legal Reference

Code of Virginia § 2.2-3700, *et seq.*, as amended. Virginia Freedom of Information Act.

Code of Virginia § 2.2-3708.2, as amended. Meetings held through electronic communications means during declared states of emergency.

Code of Virginia § 2.2-3708.3, as amended. Meetings held through electronic communications means; situations other than states of emergency.

Code of Virginia § 2.2-3712, as amended. Closed meeting procedures; certification of proceedings.

Related Links

School Board **Bylaw 1-28**
School Board **Regulation 4-55.1**

Adopted by School Board: July 21, 1992
Amended by School Board: September 5, 1995
Amended by School Board: August 17, 1999
Amended by School Board: February 20, 2001
Amended by School Board: May 14, 2002
Amended by School Board: December 2, 2008
Amended by School Board: September 1, 2015
Amended by School Board: August 2, 2016
Amended by School Board: August 25, 2020
Amended by School Board: January 12, 2021
Amended by School Board: February 23, 2021
Amended by School Board: September 28, 2021
Amended by School Board: December 13, 2022
Amended by School Board: November 29, 2023
Amended by School Board: August 13, 2024
Amended by School Board: August 2025

APPROVED AS TO
LEGAL SUFFICIENCY
Kamala H. Lannetti

ADMINISTRATION

Staff Members as Consultants Outside the School Division

With ~~the~~ administrative approval ~~of the Superintendent~~, staff members may use ~~leave time approved~~, earned leave types such as annual ~~leave~~ and personal reasons leave to do private consulting. Private consulting work will not be done on School Division time or with the use of School Division facilities, equipment, computers systems or materials. Staff members are responsible for confirming that the consulting work is not a violation of the Virginia Conflict of Interests Act.

Legal Reference

Code of Virginia § 2.2-3100, *et seq*., as amended. Virginia State and Local Government Conflict of Interests Act.

Adopted by School Board: October 20, 1992
Amended by School Board: December 3, 2013
Amended by School Board: October 29, 2020

Amended by School Board: 2025

Content Approved
July 9, 2025
Marnita Trotman

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LEGAL SUFFICIENCY
Kamala H. Lannetti

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Capital Improvement Program (CIP)

The School Board, in cooperation with the Superintendent, shall adopt~~draft~~ a Capital Improvement Program (CIP) which will project School Division capital needs for a six-year period. Individual capital projects shall be assigned priorities. The Capital Improvement P~~p~~rogram shall be reviewed and updated annually. Copies shall be submitted to the School Board for review and consideration. The Long-Range School Facility Master Plan will serve as an ongoing resource for the School Division's anticipated capital improvement needs.

Related Links

~~*The*~~ Long-Range School Facility Master Plan ~~*serves as an ongoing resource for the School Division's anticipated capital improvement needs.*~~

Legal References

Code of Virginia § 22.1-100, as amended. Unexpended school and educational funds; capital reserve fund permitted.

Code of Virginia § 22.1-138.1, as amended. School maintenance program established.

Code of Virginia § 22.1-138.3, as amended. Department; school division maintenance reserve tool.

Code of Virginia § 22.1- 140.1, as amended. School Construction Fund and Program.

Adopted by School Board: February 16, 1993
Amended by School Board: February 25, 2020
Amended by School Board: 2025

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BUSINESS AND NONINSTRUCTIONAL OPERATIONS

School Board Funds

Receipts include such monies as are defined in the legal reference to this Policy. Such funds include monies derived from state and federal appropriations, local appropriations granted by the appropriating body, donations or the income arising therefrom, and any other funds that may be set apart for public school purposes.

Legal Reference

Code of Virginia § 22.1-88, as amended. Of what school funds to consist.

Code of Virginia § 22.1-89, as amended. Management of funds.

Code of Virginia § 22.1-89.1, as amended. Management of cafeteria funds.

Code of Virginia § 22.1-91, as amended. Limitation of expenditures; penalty.

Code of Virginia § 22.1-116, as amended. How and by whom funds for school division kept and disbursed.

Adopted by School Board: February 16, 1993
Scrivener's Amendments: September 11, 2014
Amended by School Board: January 28, 2020
Amended by School Board: 2025

APPROVED AS TO
LEGAL SUFFICIENCY
Kamala H. Lannetti

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Local Funds: Virginia Beach Education Foundation, Inc.

A. Generally

In accordance with applicable law, it is the desire of the School Board to accommodate a nonprofit, nonstock corporation under the name of Virginia Beach City Public Schools Education Foundation, Inc. (the "Corporation").

B. Objectives and Purposes

The objectives and purposes of the Corporation are enumerated as follows:

1. To raise private sector support to fund innovative learning programs and initiatives that support the whole child for the students of Virginia Beach City Public Schools and to reward educational excellence.

2. To manage award programs and scholarships, approved by the Education Foundation Board, that offer School Division teachers, staff and scholarship awardees the opportunity to acquire funding that would not otherwise be available through the School Board's operating budget.

3. To develop meaningful opportunities for community members/businesses to be involved with the School Division through initiatives aligned with Education Foundation goals.

4. To assist in making the instruction or training in the vocational education program a more practical and meaningful experience through unique hands-on learning opportunities for students.

~~***Editor's Note***~~
~~*See also the Corporation's bylaws.*~~

Legal Reference

Code of Virginia § 13.1-801, as amended, *et seq*, Virginia NonStock Corporation Act.

Code of Virginia § 22.1-212.2:2, as amended. Educational technology foundations and public school foundations.

Adopted by School Board: May 21, 1991
Amended by School Board: February 16, 1993
Amended by School Board: June 20, 2006
Scrivener's Amendments: September 11, 2014
Amended by School Board: February 25, 2020
Amended by School Board: 2025

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BUSINESS AND NONINSTRUCTIONAL OPERATIONS

State Funds

State funds, both categorical and general, are based on objective formulas and are provided to Virginia Beach City Public Schools through the Direct Aid to Public Education budget in the Appropriation Act. The Virginia General Assembly appropriates the funds and the Virginia Department of Education (VDOE) administers the funding. Funding is appropriated into four major categories (Standards of Quality Programs, Incentive Programs, Categorical Programs, and Lottery Programs).

The Superintendent or designee shall file the required reports and forms to secure the amount of state funds to which the School Division is entitled.

Legal Reference

Code of Virginia § 22.1-88, as amended. Of what school funds to consist.

Code of Virginia § 22.1-99, as amended. Approval and certification of apportionment of school funds.

Code of Virginia § 22.1-253.13:1, as amended. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.

Constitution of Virginia, Article VIII Section 2, as amended. Standards of Quality; State and local support of public schools.

Adopted by School Board: February 16, 1993
Scrivener's Amendments: September 11, 2014
Amended by School Board: February 25, 2020
Amended by School Board: 2025

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LEGAL SUFFICIENCY
Kamala H. Lannetti

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Federal Funds

The receipt and use of federal funds for a specific project/grant are approved by the School Board and/or the grantors

The School Board shall request of the City Council an appropriation in anticipation of the receipt of federal funds.

The funds for such federally-funded program or project shall be maintained and accounted for in accounts in accordance with state and federal requirements.

Adopted by School Board: February 16, 1993
Scrivener's Amendments: September 11, 2014
Amended by School Board: February 25, 2020
Reviewed by School Board: 2025

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Kamala H. Lannetti

PERSONNEL

Licensed Personnel: Contracts

A. Contracts

A written contract, in a form prescribed by the Virginia Board of Education, shall be made by the School Board with each teacher employed by it, except those temporarily employed. A temporarily employed teacher means i) one who is employed to substitute for a contracted teacher for a temporary period of time during the contracted teacher's absence or ii) one who is employed to fill a teacher vacancy for a period of time, but for no longer than ninety (90) teaching days in such vacancy [1], unless otherwise approved by the Superintendent of Public Instruction on a case-by-case basis, during one school year.

Temporarily employed teachers will sign a Substitute Assignment Sheet or a Temporary Employment Agreement, depending upon the nature of the employment. Such agreement will set forth the terms and conditions of employment and shall provide that there is no promise of continued or future employment by the School Board.

B. Special Covenants

Special covenants relating to each year's contract shall be sent to the teacher at the time the contract for the ensuing year is made. All contracts shall include as a provision or special covenant a condition that the terms of the contracts are issued contingent upon continued appropriation of funds (including receipt of federal and/or state funds) necessary to meet the contracts.

Notes

[1] During the ~~2023-2024~~2025-2026 and ~~2024-2025~~2026-2027 school years, the School Board may employ a temporarily employed teacher to fill such a vacancy for a period of time not to exceed 180 days during one school year.

Legal Reference

Code of Virginia § 22.1-302, as amended (2025). Written contracts required; execution of contracts; qualifications of temporarily employed teachers; rules and requirements.

Code of Virginia § 22.1-298.8, as amended. Public elementary and secondary school teachers; certain training activities; frequency.

Virginia Department of Education Regulations 8VAC20-441, as amended. Regulations Governing the Employment of Professional Personnel.

Related Links

School Board **Policy 2-50**
School Board **Policy 4-1**

Adopted by School Board: October 21, 1969
Amended by School Board: August 19, 1975
Amended by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by School Board: January 18, 2000
Amended by School Board: June 8, 2004
Amended by School Board: March 27, 2018
Amended by School Board: September 12, 2023

Amended by School Board: 2025

CONTENT APPROVED
July 17, 2025
Department of Human Resources

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LEGAL SUFFICIENCY

PERSONNEL

Observation Students, Practicum Students, Student Teachers, and Interns

A. Purpose

To outline procedures for the placement of field-experience (observation) students, practicum students, student teachers, and interns.

B. Memorandum of Agreement Requirement

An approved and active Memorandum of Agreement (MOA) between the requesting entity and the Department of Human Resources is required before any student can be placed as a student teacher, practicum student, or intern within the School Division. The MOA shall ensure compliance with placement standards.

~~B.~~C. Application and Placement

1. Observation Students

Field-experience students who are observing in classrooms or who are assigned to other work sites to observe for short periods of time, shall be placed in accordance with procedures established with the institution of higher education and the Department of Human Resources.

2. Practicum Students and Interns – Non-instructional

Practicum students and interns seeking placement in technical positions that are not directly related to the instructional program, shall be placed in accordance with procedures established with the educational institution and the Department of Human Resources.

3. Practicum Students, Student Teachers, and Interns – Instructional

a. Universities submit requests for student teachers and internship placements in the School Division directly to the Department of Human Resources. Intern placements include administrative, psychologist, school counselors, social workers, and speech language pathologist. Direct requests from students are not accepted.

b. Application(s) for placement(s) shall be denied when the Chief Human Resources Officer ~~, Department of Human Resources,~~ or ~~their~~ the designee judges them to ~~be in conflict with~~conflict with the best interests of the School Division.

c. School Division employees who are fully endorsed in the areas of ~~their~~ the current assignments and are seeking advanced degrees in those endorsement areas, may be observed by ~~their~~ the college~~s~~ or university supervisors with the permission of ~~their~~ the principal~~s~~ or program manager~~s~~.

~~C.~~D. Supervision of Practicum Students, Student Teachers, and Interns

1. School Division employees who serve as supervisors or cooperating teachers of practicum students, student teachers, or instructional interns shall meet the following minimum requirements:
    a. Recommendation of the principal or director.
    b. Willingness to serve as a role model and mentor.
    c. Have a ~~licensure~~license/endorsement in the teaching assignment for practicum students, student teachers, and instructional interns (school counselors, psychologist, speech and language pathologist, etc.) or an administrative endorsement for administrative interns (must have a Collegiate Professional or Post Graduate Professional ten (10) year renewable teaching license.
    d. Minimum of three (3) years of teaching/administrative experience as appropriate to student supervision assignment.
    e. Minimum of one (1) year in the current teaching/administrative assignment.
2. School Division employees who serve as supervisors for non-instructional interns shall meet the following minimum requirements:
    a. Recommendation of the director.
    b. Willingness to serve as a role model and mentor.
    c. Minimum of three (3) years of experience as appropriate to the student supervision assignment.
3. Honorariums from universities may be accepted in accordance with the following provisions:
    a. Non-administrative supervisors and cooperating teachers may accept honorariums for personal use.
    b. If the supervision of a practicum student, student teacher, or intern is divided among staff members, the honorarium shall be divided accordingly.
    c. Administrative employees may not accept honorariums for ~~their~~ personal use but shall have them made payable to Virginia Beach City Public Schools and credited to appropriate school or department codes to use in improving educational programs (e.g. in-service activities, consultants, materials, supplies, field trips, student activities, etc.).

~~D.~~E. Evaluation of Practicum Students, Student Teachers, and Interns Instructional

Practicum s~~S~~tudents, student teachers, and interns shall be evaluated jointly by ~~their~~ the university site supervisor and the School Division cooperating teacher/administrator.

~~E.~~F. Non-Instructional

Practicum students, and interns shall be evaluated jointly by ~~their~~ the university/technical school site supervisor and the cooperating School Division employee.

~~F.~~G. Tuberculin Test

Each assigned practicum student, student teacher, and intern shall meet state requirements regarding tuberculin tests.

~~G.~~H. Background Check Required

All practicum students, student teachers, and interns must have completed a background check through ~~their~~ the university program prior to being assigned to a classroom or office in the School Division.

If the school or university does not provide a background check process the student must provide personal descriptive information to the school division to obtain criminal history record information for the purpose of screening for placement in a classroom or work area in the School Division. The cost of the screening will be the responsibility of the student/intern.

Legal Reference

Code of Virginia § 19.2-389, as amended. Dissemination of criminal history record information

Code of Virginia § 19.2-390.1, as amended. Sex Offender and Crimes Against Minors Registry; maintenance; access

Code of Virginia § 22.1-296.1, as amended. Data on convictions for certain crimes and child abuse and neglect required, penalty

Code of Virginia § 22.1-296.2, as amended. Fingerprinting required; reciprocity permitted

Code of Virginia § 22.1-296.4, as amended. Child abuse and neglect data required

Code of Virginia § 23.1-607, as amended, Compensation of Cooperating Teachers

Code of Virginia § 22.1-300, as amended, Tuberculosis Certificate

Related Links

School Board Policy 4-10

School Board Regulation 4-91.1

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by School Board: October 23, 2018
Amended by School Board: September 12, 2023

Amended by School Board:2025

Marnita Hotman

12/13/2024

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lannetti

STUDENTS

Attendance Records

A centralized pupil accounting system shall be instituted in accordance with all applicable federal and state law or regulation for the purpose of proper pupil accounting in the instructional program, for school administration, and for the distribution of major state school funds.

Legal Reference

Virginia Board of Education Regulations, 8VAC20-110, *et seq.*, as amended. "Governing Pupil Accounting Records".

Adopted by School Board: May 1, 1991
Amended by School Board: June 15, 1993 (Effective August 14, 1993)
Amended by School Board: January 28, 2020
Amended by School Board: 2025

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Kamala H. Lannetti

STUDENTS

Threats

A. Threats

Students may be disciplined for making or contributing to the making of threats against school personnel, students, volunteers or agents, school visitors, school vehicles, school communication devices, school property or property where a school is sponsoring an activity when such threat is communicated under any of the following circumstances:

1. coming to and from school;
2. on School Board provided transportation;
3. on School Board property or at property used for School Board sponsored or approved activities;
4. through School Board communication devices or School Board provided communication access or networks;
5. outside of school hours or school days;
6. from personal communication devices and networks; and
7. off of school property.

B. What constitutes a threat

A communication or behavior may be determined by school administrators to be a threat if a reasonable person would believe that the communication or behavior could result in violence, fear, apprehension for safety, or substantial and material disruption to the educational and work environment. School administrators may consider, but are not limited to, the following factors in determining whether a communication constitutes a threat:

1. Nature of the communication or behavior- including timing and method;
2. Recent or past history of similar threats including national or international events;
3. Past educational, medical, psychological, and criminal history of student making communication;
4. Reaction of School Division personnel, students, students' families, and community members;

5. Media coverage;

6. Information provided by outside agencies concerning the maker of the threat and matters outside of the School Division's jurisdiction;

7. School Division resources required to investigate and/or respond to the threat;

8. other good and just cause.

Intent or ability to carry out the threat is not a determining factor. Criminal charges or a pending criminal investigation are not determining factors for disciplining a student for threats.

C. Discipline and threat assessment

The Superintendent or designee is authorized to develop regulations and procedures to discipline students for violations of this Policy and, as appropriate, refer students for a threat assessment. Students may be disciplined for violations of this Policy up to long term suspension or expulsion. Appropriate limitations may be placed on the student's ability to access School Board transportation, property, communication devices and networks, and to use personal devices and communication systems at school or school sponsored events. The student may be reassigned to another school, home based or homebound placement, online educational services or private placement if the Superintendent or designee determines that the student's return to the school setting would or could constitute a safety issue or would cause substantial disruption to the educational or work environment. At the principal's or equivalent administrator's determination that the conduct that constituted a violation of this Policy has caused the student to no longer have the privilege of participating in special opportunities, a student may be removed from sports or extracurricular teams or clubs, specialized programs, academies and/or may be denied the opportunity to represent the school in other manners.

Legal References

Code of Virginia § 18.2-60, as amended. Threats of death or bodily injury to a person or ~~member of~~ his family; threats of death or~~to commit serious~~ bodily ~~harm~~injury to persons on school property; threats of death of bodily injury to health care providers; penalty.

Code of Virginia § 18.2-83, as amended. Threats to bomb or damage buildings or means of transportation; false information as to danger to such buildings, etc.; punishment; venue.

Code of Virginia § 18.2-84, as amended. Causing, inciting, etc., commission of act proscribed by § 18.2-83.

Adopted by School Board: October 23, 2018

Amended by School Board: 2025

APPROVED AS TO
LEGAL SUFFICIENCY
Kamala H. Lannetti

STUDENTS

Sexual Harassment, sexual violence, and inappropriate sexual conduct prohibited - students

A. Policy

The School Board does not condone or tolerate any form of sexual harassment, sexual violence, inappropriate sexual conduct or retaliation for reporting such conduct. Each employee, including non-employee volunteers who work subject to the control of school authorities (hereinafter collectively referred to as employees) and students shall promote an atmosphere of mutual respect among students and staff that provides an environment free from discrimination of any kind including sexual harassment, sexual violence and inappropriate sexual conduct.

B. Responsibility for compliance with Policy

1. Sexual harassment, sexual violence and inappropriate sexual conduct are serious offenses. As a consequence, complaints of such conduct will be thoroughly investigated, and any employee, student, School Division agent, volunteer or invitee who engages in such conduct or encourages such behavior by others shall be subject to corrective action.

2. When a complaint is filed with the Title IX Coordinator for students, the complaint will be handled using the School Division's Title IX Guidelines. If the complaint does not constitute a complaint under Title IX, it may be investigated as complaint of this Policy and/or the Code of Student Conduct.

3. Depending on the circumstances involved, such disciplinary action may include: discipline action as set for in the Code of Student Conduct including suspension or expulsion from school; disciplinary action up to and including termination; ban from School Board property, busses, communication systems and school sponsored events; referral for criminal prosecution; and other actions deemed appropriate to address the specific circumstances. Reprisals against students or employees who file complaints of such conduct shall be prohibited; however, such protection will not condone unrestricted engagement in unfounded or vindictive accusations of others. To the extent permitted by law, the School Board will protect the legitimate interest of all parties concerned in a dispute involving allegations of sexual harassment, sexual violence, and inappropriate sexual conduct. All inquiries will be treated as confidentially as possible.

4. School Division administrative and supervisory employees have a duty to report and investigate allegations of sexual harassment, sexual violence and

inappropriate sexual conduct and take immediate and appropriate corrective action. Reports of sexual harassment, sexual violence, and inappropriate sexual conduct, should be reported to the School Administrator as well as the Title IX Coordinator for students.

5. Administrative and supervisory employees who allow sexual harassment, sexual violence and inappropriate sexual conduct to continue or fail to take appropriate corrective action shall be considered a party to the act of behavior, even though they may not behave in such a manner. Such personnel shall also be subject to corrective action. Depending on the circumstances, such corrective action measures may include demotion from a supervisory position and/or dismissal from School Division service.

6. Each principal, assistant principal, teacher and other employee or other agent of the School Division has an affirmative duty to maintain a school environment free of sexual harassment, sexual violence, and inappropriate sexual conduct.

C. The Superintendent or designees are authorized to develop appropriate regulations, guidelines, procedures and trainings for the reporting, investigating and resolving of complaints of sexual harassment, sexual violence and inappropriate sexual conduct. The Superintendent or designees are authorized to develop appropriate training and notifications regarding the School Board's commitment to providing an environment free of sexual harassment, sexual violence, and inappropriate sexual conduct.

Legal Reference

Title IX of the Education Amendments of 1972, as amended. 34 C.F.R. §106, *et seq.*, as amended.

Virginia Board of Education Guidelines for Prevention of Sexual Misconduct and Abuse in Virginia Public Schools, approved March 24, 2011, as amended.

Adopted by School Board: July 16, 1991
Amended by School Board: August 18, 1992
Amended by School Board: June 15, 1993 (Effective August 14, 1993)
Amended by School Board: August 18, 2015
Amended by School Board: October 29, 2020

Reviewed by School Board: 2025

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Kamala H. Lannetti

STUDENTS

Student-Athletes – Sudden Cardiac Arrest Prevention Awareness, Cardiac Emergency Response Plans and Extreme Heat Safety and Protection

A. Sudden cardiac arrest- guidelines and procedures

The Superintendent or designee will develop guidelines and procedures to inform and educate coaches, student-athletes, and student-athletes' parents/guardians about the nature and risk of sudden cardiac arrest; procedures for the removal from and return to play, and risks of not reporting symptoms. Such guidelines and procedures shall be reviewed and updated biennially for compliance with applicable law and regulation and be posted on the School Division's website. Prior to participation in any extracurricular physical activity, student-athletes and parents/guardians of student-athletes will be required to annually review and sign a statement acknowledging receipt of such information.

B. Cardiac Emergency Response Plans

Each school will develop and implement a cardiac emergency response or athletic emergency action plan that addresses the appropriate use of school personnel to respond to incidents involving sudden cardiac arrests or a similar life-threatening emergency (i) while on school grounds and (ii) while attending or participating in an athletic practice or program or a school sponsored event. The cardiac emergency response plan (CERP) or athletic emergency action plan (EAP) will be annually reviewed and will be consistent with Code of Virginia § 22.1-271.9, as amended, and applicable Virginia Department of Education guidance.

C. Student Athlete Extreme Heat Safety and Protection

In accordance with applicable law and guidance, the Superintendent or designee will create regulation and guidelines regarding preventing, recognizing, and addressing heat-related illnesses, including dehydration, heat syncope, heat exhaustion and heat stroke in student athletes. Such regulation and guidelines will include parameters for outdoor athletic events and practices, unhindered access to hydration and cooling space, and a process for reporting and investigation of student-athletic incidents of severe heat-related illness requiring emergency medical treatment or resulting in a death.

Legal Reference

Code of Virginia § 22.1-271.8, as amended. Sudden cardiac arrest prevention in student-athletes.

Code of Virginia § 22.1-271,9, as amended. Cardiac emergency response or emergency action plans, required.

Code of Virginia § 22.1-271.10, as amended. Guidelines and policies on student-athlete extreme heat safety and protection.

Adopted by School Board: June 23, 2020
Amended by School Board: 2025

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LEGAL SUFFICIENCY
Kamala H. Lannetti

STUDENTS

Student Directory Information

A. Generally

The School Board authorizes making student directory information public as permitted under state and federal laws and regulations.

B. Definition

Directory information is defined as information in scholastic records regarding a student that the School Division has determined is unlikely to be harmful if released to a third party. Student directory information is defined to include the following:

1. Name of student in attendance or no longer in attendance;
2. Date and place of birth;
3. Dates of attendance;
4. Participation in officially recognized activities and sports;
5. Height and weight, if member of athletic team;
6. Awards and honors received; and
7. Recordings of virtual instructional activities;
8. Photographs or digital images, including recordings of educational or school related sporting/extracurricular events that third parties attended;
9. Yearbooks, class pictures, playbills or programs for shows, plays, concerts, graduations or similar school created publications or advertisements; and
10. Other similar information.

C. Release of Directory Information

Prior to release of such information the Superintendent or designee, or principals shall give notice to parents/legal guardians/adult students by sending home through hard copy or electronic means an announcement describing the information defined as "directory information". Annual notification of the Family Educational Rights and Privacy Act (FERPA) constitutes sufficient notice that directory information may be released unless the

parent/legal guardian/adult student provides written notice of objection to the School Division.

D. Discretionary Selection of Directory Information by Superintendent or designee

Student directory information may be released at the discretion of the Superintendent or designee or principal. The Superintendent or a designee is authorized to determine those categories to be made public and under what circumstances the information will be released. Directory information will not be released for commercial or marketing purposes. Principals are authorized to release directory information related to participation in officially recognized activities and sports, height and weight for members of athletic teams, awards and honors, playbills or programs for shows, plays, concerts or graduations or similar school created publications or advertisements without seeking further authorization from the Superintendent.

No directory information concerning a student will be released without prior approval of the Superintendent or designee or principal.

E. Directory Information to Military Recruiters

Schools may release the names, addresses and telephone numbers of students to military recruiters. Parents/legal guardians or adult students may file a written objection with the school requesting that such information not be released without their prior written consent.

F. Release of address, telephone number or email address

A student's address, telephone number or email address may be released to students enrolled in the school or to School Division employees for educational purposes or school business only after the parent/legal guardian of a minor student, -or an adult student consents in writing to such disclosure.

Legal Reference

Code of Virginia § 22.1-130.1, as amended. Access to high schools and high school students for military recruiters.

Code of Virginia § 22.1-287, as amended. Limitation on access to records.

Code of Virginia § 22.1-287.01. as amended. Student Information; release to federal government agencies.

Code of Virginia § 22.1-287.02, as amended. Students' personally identifiable information.

Code of Virginia § 22.1-287.1, as amended. Directory information.

Code of Virginia § 22.1-288, as amended. Furnishing information to public or private school or institution of higher education or private business or professional school or institution of higher education or military force.

Code of Virginia § 22.1-289.01, as amended. School service providers; school-affiliated entities; student personal information.

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232 *et seq.*, 34 C.F.R. Part 99, as amended

Virginia Board of Education Regulations, "Governing Management of the Student's Scholastic Record." (January 1991)

Elementary and Secondary Education Act, 20 U.S.C. §7908 and 10 U.S.C. §503 (c) as amended.

Adopted by School Board: June 15, 1993 (Effective August 14, 1993)
Amended by School Board: September 2, 2003
Amended by School Board: April 4, 2006
Amended by School Board: October 29, 2020
Amended by School Board: 2025

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Kamala H. Lannetti

STUDENTS

Homeless Children and Youth

A. Generally

Subtitle B of Title VII of the federal McKinney-Vento Homeless Assistance Act cited in the legal reference to this Policy ensures that children and youth experiencing homelessness have full and equal access to an appropriate public education and that they experience success in school.

B. Definition

Homeless children and youth are defined as:

1. Children and youth who lack fixed, regular, and adequate nighttime residence, including children and youth who are:
    a. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason.
    b. Living in motels, hotels, trailer parks, or camping grounds due to lack of adequate alternative accommodations.
    c. Living in emergency or transitional shelters.
    d. Abandoned in hospitals.
2. Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
4. Migratory children who qualify as homeless because they are living in circumstances described above.

C. Homeless Liaison Responsibilities

The Superintendent shall designate a person to serve as the School Division's homeless liaison, who is able to carry out his/her legal duties, and whose duties shall ensure that:

1. Homeless children and youths are identified by school personnel and through outreach and coordination activities with other entities and agencies;

2. Homeless children and youths enroll in, and have a full and equal opportunity to succeed in schools, programs, and services of the local educational agency;

3. Homeless families, children, and youths receive educational services for which such families, children, and youths are eligible, including Head Start, early intervention, and preschool programs administered by the local educational agency;

4. Homeless families, children, and youths are provided resources to health care services, dental services, mental health services, and other appropriate services;

5. The parents or legal guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

6. Public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens;

7. Enrollment disputes are mediated in accordance with Regulation 5-76.1;

8. The parent or legal guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school that is selected as described in Regulation 5-76.1;

9. School personnel providing McKinney-Vento services receive professional development and other support;

10. Public Notice of McKinney-Vento rights is disseminated in locations frequented by parents, legal guardians, and unaccompanied youth, in a manner and form understandable to them;

11. Unaccompanied youth are enrolled in school and that procedures are implemented to identify and remove barriers that prevent them from receiving credit for full or partial coursework satisfactorily completed at a prior school in accordance with state, local and school policies; and

12. Liaisons must participate in professional development and technical assistance as determined appropriate by the State Coordinator.

Legal Reference

The McKinney-Vento Homeless Assistance Act at Subtitle B of Title VII, 42 U.S.C. 11431, *et seq.*, as amended.

Elementary and Secondary Education act of 1965 as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. 6301, *et seq.*

Related Links

Regulation 5-76.1

Adopted by School Board: June 15, 1993 (Effective August 14, 1993)
Amended by School Board: September 2, 2003
Amended by School Board: May 12, 2020
Reviewed by School Board: 2025

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Kamala H. Lannetti

INSTRUCTION

Guest Speakers

The School Board recognizes that guest speakers may enhance educational programming and supports the invitation of guest speakers to address students during the school day or at school sponsored events when the purpose of the guest speaker's presentation directly supports the strategic plan, and/or the School Division's or school's priorities. Additionally, guest speakers may be invited to address commemorative events, awards or other ceremonies that honor students, staff or officials for their academic or other achievements. Consideration of the need to balance academic learning time and School Division resources should be made prior to extending invitations to guest speakers.

~~**A. Generally**~~

~~The School Board encourages the use of capable and well-informed persons from the community as outside speakers and resource persons.~~

~~**B. Classrooms**~~

~~Teachers desiring to invite outside speakers to present pertinent information to their classes should be guided by the maturity of the students and the relationship of the material to be presented to the instructional program. Teachers shall obtain the permission and the advice of the principal or designee prior to extending any invitations to outside speakers. Outside speakers are not authorized for use in Family Life Education classes.~~

~~**C. Assemblies**~~

~~Outside speakers invited or engaged to speak before any school assembly shall be approved by the principal or designee.~~

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by School Board: June 13, 2022

Amended by School Board: 2025

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INSTRUCTION

Mathematics

The School Board believes the Mathematics instruction program should provide instruction commensurate with the goals, interests and abilities of all students. Because the goals of each student vary, the program should be flexible enough to provide for individual interests and abilities through appropriate instruction. Mathematics instruction is designed to develop students' mathematical knowledge and skills and strengthen students' abilities to think and reason mathematically. All students should have the opportunity and the support necessary to learn mathematics with depth and understanding, through multiple pathways. Opportunities for differentiation and acceleration will be provided based on multiple data points.

A. Advanced or accelerated mathematics – automatic enrollment

Beginning the 2025-2026 school year, any student in grades five through eight who earns a scale score on the end-of-year Standards of Learning mathematics assessment that is in the statewide, grade-level upper quartile and also meets criteria to enroll in advanced or accelerated coursework (e.g., demonstrate proficiency in prerequisite Standards of Learning and passed prerequisite courses), will be automatically enrolled in advanced or accelerated mathematics during the following school year, provided that such class or course is offered and available. Eligible students and parents/legal guardians of minor students will be offered the opportunity to opt out of automatic enrollment in advanced or accelerated mathematics for the following school year.

B. Multiple additional pathways to enrollment in advanced or accelerated mathematics

The School Division will ensure that multiple additional pathways to enrollment in advanced or accelerated mathematics, such as teacher recommendations, parental recommendations, student preference, or student aptitude as demonstrated through other means of evaluation such as grades, other standardized testing, portfolios, or observation will be provided.

C. Notification of advanced or accelerated mathematics coursework – grades five through eight

Annually, eligible students and parents/legal guardians of minor students in grades five through eight will be notified of the following:

1. the criteria and process for enrollment in advanced or accelerated mathematics, including automatic enrollment and opt-out procedures.

2. the importance of middle school mathematics coursework.

3. the impact of middle school mathematics coursework on the high school mathematics coursework sequence.

4. the mathematics courses available within the School Division.

Legal Reference

Code of Virginia § 22.1-207.9, as amended. Certain advances or accelerated mathematics opportunities; policies and criteria for enrollment; data reporting.

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by School Board: June 6, 2006
Amended by School Board: June 20, 2017
Amended by School Board: February 13, 2024
Amended by School Board: 2025

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Kamala H. Lannetti

INSTRUCTION

Digital Literacy and Internet Safety Policy

Safe and responsible use of internet resources is an important component of preparing students to be productive citizens. Therefore, the School Board adopts this Policy to promote safe and responsible use of the Internet within the School Division, supporting students, educators, and families. Aligned with the Virginia Department of Education's (VDOE) guidance, this Policy emphasizes digital citizenship, ensuring that individuals navigate the digital world with respect, integrity, and empathy. It also addresses digital citizenship, media literacy, computer science, artificial intelligence (AI), and internet safety through actionable guidelines, encouraging a balanced approach to technology use. Critical components of supporting school safety involve the infusion of digital access, use, and design practices as well as engagement in conversations about digital citizenship and internet safety. In addition, resources and assistance programs must be available for any student or parent who may have encountered online solicitation by sexual predators or other illegal online communications or activities. The School Board authorizes the Superintendent or designee to develop regulations and/or procedures that are consistent with Virginia Department of Education regulations and other applicable law regarding internet safety.

Related links:

Policy 6-62 Computer systems

Policy 6-64 Acceptable Use Policy

Legal references:

Code of Virginia §22.1-24.2, as amended. Internet Safety Advisory Council.

Virginia Board of Education, *Model Policy on Internet Safety. (2025)*

~~**A. Definition**~~

~~Digital literacy includes, but is not limited to, knowledge of and experience with computers and technology involving drill, tutorial or simulation lessons and problem solving. The term also includes an awareness of the potential that technology has for the future - for jobs and for everyday living.~~

~~**B. Implementation**~~

~~Within reasonable budgetary limitations the School Board encourages the use of technology as tools for instruction at all grade levels.~~

~~**Legal Reference**~~

~~Virginia Board of Education Standards of Learning for Digital Integration (2020), as amended.~~

~~**Related Links**~~

~~School Board **Policy 6-64** Acceptable Use~~

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)
Amended by School Board: June 23, 2021
Amended by School Board: 2025

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VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Program Evaluation Schedule for 2025-2026 **Item Number:** 12B

Section: Information **Date:** August 12, 2025

Senior Staff: Lisa A. Banicky, Ph.D.

Prepared by: Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Office of Planning, Innovation, and Accountability

Presenter(s): Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive information regarding the schedule of program evaluations that will be completed by the Office of Planning, Innovation, and Accountability (PIA) during the 2025-2026 school year.

Background Summary:

The attached 2025-2026 Program Evaluation Schedule includes programs or initiatives recommended for evaluation during the 2025-2026 school year based on School Board Policy 6-26. Programs included on the evaluation schedule for 2025-2026 include the Recovery School, the Gifted Resource-Cluster Program, the Scratch Cooking Initiative, and the Pre-Kindergarten Program.

Source:

School Board Policy 6-26

Budget Impact:

No budgetary implications.

Next Steps:

Agenda item is scheduled for School Board consent on September 9.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Planning, Innovation, and Accountability
Office of Research and Evaluation

2025-2026 Program Evaluation Schedule

Review of 2024-2025 Program Evaluation Schedule*	
Program	**Reporting Schedule**
Pre-Kindergarten Program (Evaluation Readiness Report)	Summer 2025
Scratch Cooking Initiative (Evaluation Readiness Report)	Summer 2025
Behavioral and Mental Health Supports for Students (Multiple Initiatives)**	Fall 2025
Renaissance Academy Alternative Education Program	Fall 2025
An Achievable Dream Academy**	Winter 2025

2025-2026 Program Evaluation Schedule (Submitted for School Board approval in accordance with School Board Policy 6-26)	
Program	**Proposed Reporting Schedule**
Recovery School	Fall 2026
Gifted Resource-Cluster Program***	Fall 2026
Scratch Cooking Initiative	Fall 2026
Pre-Kindergarten Program	Winter 2026

*Once evaluation results have been presented to the School Board, recommendations may include additional evaluations to be completed by the Office of Research and Evaluation (ORE) during the 2025-2026 school year.

**Added to the Program Evaluation Schedule based on School Board Policy 6-26 which stipulates that new educational programs or initiatives that operate with local resources will be evaluated for a minimum of two years. Programs or initiatives that take more than two years to fully implement will also be evaluated during the year in which the program or initiative reaches full implementation. The Behavioral and Mental Health Supports for Students evaluation in 2024-2025 addressed several recently added or expanded programs including the following: Behavior Intervention Support Team (BIST) Professional Learning and Strategies, Behavior and Social Emotional (BASE) Program, and Communities in Schools.

***An evaluation update was added to the Program Evaluation Schedule based on a School Board approved recommendation from a previous comprehensive evaluation.

DRAFT COPY SUBJECT TO CHANGE

VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Program Evaluation Schedule for 2025-2026

School Board Information

August 12, 2025

Planning, Innovation, and Accountability
Office of Research and Evaluation

Review of Evaluations Conducted in 2024-2025

- **Pre-Kindergarten Program:** Evaluation Readiness Report
- **Scratch Cooking Initiative:** Evaluation Readiness Report
- **Behavioral and Mental Health Supports for Students:** Year 2 Outcome Evaluation
- **Renaissance Academy Alternative Education Program:** Year 3 Outcome Evaluation
- **An Achievable Dream Academy:** Comprehensive Evaluation

Policy 6-26: Evaluation of New and Existing Programs

- New educational programs/initiatives evaluated for two years and during year of full implementation
- Previously evaluated programs may remain on the program evaluation schedule based on School Board approved multi-year evaluation plans
- Program Evaluation Committee identifies programs for schedule based on criteria in policy
- Proposed evaluation schedule presented to Superintendent and Senior Staff
- Evaluation schedule requires School Board approval each year

2025-2026 Program Evaluation Schedule

- **Recovery School:** Year 1 Implementation Evaluation
- **Gifted Resource-Cluster Program:** Evaluation Update
- **Scratch Cooking Initiative:** Comprehensive Evaluation
- **Pre-Kindergarten Program:** Year 1 Implementation Evaluation

Note: Additional evaluations or updates may be recommended based on 2024-2025 evaluation results presented this fall or winter.

Questions?

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Pre-Kindergarten Program: Evaluation Readiness Report **Item Number:** 12C

Section: Information **Date:** August 12, 2025

Senior Staff: Lisa A. Banicky, Ph.D.

Prepared by: Allison M. Bock, Ph.D., Program Evaluation Specialist
Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Presenter(s): Allison M. Bock, Ph.D., Program Evaluation Specialist
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive information regarding the Pre-Kindergarten Program: Evaluation Readiness Report, including the program's goals and objectives and recommended evaluation plan.

Background Summary:

The Pre-Kindergarten program within Virginia Beach City Public Schools (VBCPS) implements a developmentally-appropriate, hands-on curriculum that engages students in learning literacy, developing numeracy, and growing socially and emotionally. The purpose of the VBCPS Pre-Kindergarten program is to prepare students for a successful transition to kindergarten while they become independent, enthusiastic, and self-confident learners. During 2024-2025, the Pre-Kindergarten program in VBCPS included 53 classrooms across 30 elementary schools with a capacity for 954 students.

In accordance with School Board Policy 6-26, existing programs are evaluated based on an annual Program Evaluation Schedule that is approved by the School Board annually. On September 10, 2024, the School Board approved the 2024-2025 Program Evaluation Schedule, in which the Pre-Kindergarten program was recommended for an evaluation readiness report. Based on the policy, the Pre-Kindergarten Program Evaluation Readiness Report focuses on the outcomes of the readiness process, including the refinement of goals and measurable objectives and the recommended evaluation plan.

Source:

School Board Policy 6-26
School Board Minutes September 10, 2024

Budget Impact:

No budgetary implications.

Next Steps:

Agenda item is scheduled for School Board consent on September 9.



Pre-Kindergarten Program: Evaluation Readiness Report

By Allison M. Bock, Ph.D., Program Evaluation Specialist and
Heidi L. Janicki, Ph.D., Director of Research and Evaluation

August 2025

Planning, Innovation, and Accountability
Office of Research and Evaluation
Virginia Beach City Public Schools

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Background

Program Description and Purpose

Pre-Kindergarten Program in Virginia Beach City Public Schools

The Pre-Kindergarten program within Virginia Beach City Public Schools (VBCPS) implements a developmentally-appropriate, hands-on curriculum that engages students in learning literacy, developing numeracy, and growing socially and emotionally.[1] The purpose of the VBCPS Pre-Kindergarten program is to prepare students for a successful transition to kindergarten while they become independent, enthusiastic, and self-confident learners. The Pre-Kindergarten program began in VBCPS during the 2016-2017 school year with 40 classrooms across 20 elementary schools and served 704 students. Prior to that time, a separate preschool program called Early Discoveries was offered in some VBCPS school buildings and was provided through the YMCA. Although this program was implemented in VBCPS school buildings, it was run entirely by the YMCA organization, and there was no direct oversight by VBCPS employees. It's also important to note that a separate program, Early Childhood Special Education (ECSE), is offered for preschool-aged children from age two through five who have an identified disability or developmental delay and have an Individualized Education Plan (IEP).[2] IEP teams make the determination of which program is most appropriate considering what is the least restrictive environment (LRE) based on the child's strengths and needs as written in the student's IEP.[3]

As shown in Table 1, nearly every year since the VBCPS Pre-Kindergarten program began in 2016-2017, there have been increases in the number of elementary schools, classrooms, and/or total students served by the program with the exception of the 2019-2020 through 2020-2021 school years. During the 2024-2025 school year, there were 53 classrooms across 30 elementary school sites and 954 students served. School sites had a range of one to four classrooms within the buildings. For each classroom, there was one pre-kindergarten teacher and one teacher assistant. In 2025-2026, there will be an expansion to a total of 36 elementary school sites and 56 classrooms that will serve 1,008 students. Once implemented, this will be the largest increase in the number of elementary school sites with a classroom since the program began with an increase in 7 new school sites.[4]

Table 1: VBCPS Pre-Kindergarten Schools, Classrooms, and Students From 2016-2017 to 2024-2025

School Year	Pre-K Elementary School Sites	Pre-K Classrooms	Total Students*
2016-2017	20	40	704
2017-2018	24	46	817
2018-2019	26	48	853
2019-2020	26	48	853
2020-2021	27	48	853
2021-2022	27	50	900
2022-2023	27	51	918
2023-2024	27	52	936
2024-2025	30	53	954

*Note: The total students column indicates the total number of students or spots at any one point in time. Due to fluctuations in enrollment, there may have been additional students who were served by the program throughout the entire school year.

The VBCPS Pre-Kindergarten program is designed to be an intervention program for those who meet established criteria and is supported by a grant offered through the Virginia Preschool Initiative (VPI). VPI was created in Virginia in 1994 to serve at-risk four-year-old children who were not being served by the federal Head Start program.[5] The initiative is overseen by the Virginia Department of Education (VDOE) and provides

state funding to quality preschool programs with the purpose of reducing disparities among young children upon formal school entry and reducing or eliminating risk factors that lead to early academic failure. To acquire state funding through VPI, localities must develop and annually submit a written local plan for programs that include provisions for a quality preschool education, health services, family engagement, facilitation of comprehensive services, and a plan for transportation.[6] The VBCPS Pre-Kindergarten program also receives some funding support through federal Title I funds.[7]

Pre-Kindergarten Program Eligibility and Application Process

As part of the VPI, VDOE established eligibility criteria for student participation in Pre-Kindergarten programs which include: having low family income (based on Federal Poverty Guidelines); having a parent who did not complete high school; lacking fixed, regular, or adequate housing (homelessness); and/or having an Individualized Education Plan (IEP).[8] Additional eligibility criteria include being four years old on or before September 30 and having a primary residence in Virginia Beach. Within VBCPS, additional factors, such as having a parent who is active military, may be considered when determining eligibility and priority for placement into the program versus placement on the waitlist.

Families of students must complete an application on the VBSchools.com website, which includes several questions about the student and family. There were 2,023 total applications for placement into the Pre-Kindergarten program for the 2024-2025 school year. As shown in Table 2, 1,435 applications (71%) were for students who were considered eligible for the program based on the criteria listed above. The most common reason students were not eligible for the program was they were too young (10%) or they did not meet one of the criteria established through VPI or additional local factors (10%). Some of the applications were duplicated submissions, while a couple applications were withdrawn from being considered for various reasons (see Table 2).

Table 2: Number of Pre-Kindergarten Applications and Eligibility for 2024-2025 Enrollment

Eligibility Determination	Number of Applications
Eligible	1,435 (71%)
Ineligible Total	486 (24%)
Ineligible – Too young	196 (10%)
Ineligible – Too old	75 (4%)
Ineligible – Non-resident	13 (1%)
Ineligible – No VPI or local criteria	202 (10%)
Duplicates	78 (4%)
Withdrawn	24 (1%)
Total Applications	**2,023**

After the eligibility review, the selection of which students will be enrolled in the Pre-Kindergarten program is determined, which involves several factors. First, students attend the Pre-Kindergarten program at their zoned school or assigned Pre-Kindergarten site (if their zoned school does not have a Pre-Kindergarten classroom). Parents may request a different school based on childcare needs.[9] Second, as previously noted, because there are a limited number of available seats, students with the greatest level of need at each Pre-Kindergarten school site are prioritized for placement once they are found eligible, as determined by all reported factors. Therefore, not all eligible students are guaranteed placement in the program, and some may be placed on a waitlist if space is not available at their zoned or assigned Pre-Kindergarten site. As previously noted, during the 2024-2025 school year, there were 53 classrooms across 30 school sites and 954 students served at any given point in time. Therefore, at the beginning of the year, a total of 481 students were on the waitlist for participation in the program.

Pre-Kindergarten Program Curriculum and Classroom Quality

To ensure high-quality curriculum in Pre-Kindergarten programs, VDOE released the Virginia Early Learning and Development Standards (ELDS), Birth-Five Learning Guidelines in 2020.[10] These guidelines articulate the skills and knowledge young children should develop by the end of preschool to support success in kindergarten. The ELDS focus on five areas of development: approaches to play and learning; social and emotional development; communication, language, and literacy development; health and physical development; and cognitive development (science, social sciences, math, and fine arts). In addition, to support implementation of high-quality instruction aligned with the ELDS, VDOE provides a list of free or low-cost approved curriculum options. The STREAMin3 curriculum is one of the approved curricula and was selected by the VBCPS Pre-Kindergarten program beginning in 2023-2024. The digital platform for the STREAMin3 curriculum is available at no cost to school divisions for publicly funded early childhood education programs in Virginia.[11] According to the director of Title I programs, although the digital platform is available at no cost, there are multiple costs related to using the STREAMin3 curriculum, including curriculum manuals, teacher books and materials as well as library books and various instructional items for the students.[12]

Another important aspect of Pre-Kindergarten programming monitored through VPI is classroom quality. All publicly funded birth-to-five early childhood programs in Virginia are required to participate annually in the Unified Virginia Quality Birth to Five System (VQB5).[13] VQB5 is Virginia's quality measurement and improvement system that promotes continuous quality improvement and provides publicly-available data about the quality of programs. To measure classroom quality, the VQB5 uses the Classroom Assessment Scoring System (CLASS), which is an observation tool that assesses the quality of teacher-child classroom interactions.[14] The CLASS is a well-established, research-based tool widely used across the United States and internationally to assess classroom quality and support professional development.[15] The CLASS is the mandated scoring tool required by the state. The CLASS focuses on interactions that have been shown to promote children's social-emotional and academic development. The three broad domains assessed through the CLASS are: Emotional Support, Classroom Organization, and Instructional Support. As shown in Table 3, each of the three domains includes three or four dimensions. The emotional support domain measures how teachers provide a warm, respectful, and supportive climate. The classroom organization domain measures how teachers manage behavior, routines, and transitions for student engagement. The instructional support domain measures how teachers promote cognitive development and language skills through instructional interactions.

Table 3: CLASS Domains and Dimensions

Emotional Support	Classroom Organization	Instructional Support
Positive Climate	Behavior Management	Concept Development
Negative Climate*	Productivity	Quality of Feedback
Teacher Sensitivity	Instructional Learning Formats	Language Modeling
Regard for Student Perspectives		

*Note: The negative climate dimension is reverse scored, lower ratings represent a more favorable classroom climate.

Both local and external observers who are trained and certified in the use of the CLASS conduct observations. Local observers are VBCPS staff, while external observers are coordinated by Teachstone, the organization that publishes, manages, and supports the CLASS tool. Local observers conduct observations for every VBCPS Pre-Kindergarten classroom, while according to VDOE, external CLASS observers conduct observations in at least one classroom at every site once per year.[16] During the 2024-2025 school year, the CLASS observations were conducted for each classroom in the fall and in the spring. The observations in the fall were conducted from September through December, while the observations in the spring were conducted from January through April. In addition, to promote continuous improvement, within seven business days of each classroom observation, feedback sessions were held and feedback emails were sent to the teacher, teacher's assistant,

and the building principal. Although scores are provided for the fall and spring, averages of scores across observations are summarized by the state. Baseline data for the CLASS for 2023-2024 and 2024-2025 are included in the Baseline Data section of this report.

Selection and Approval of Program for Evaluation

The Pre-Kindergarten program was selected and approved for the 2024-2025 Program Evaluation Schedule based on criteria specified in School Board Policy 6-26, adopted by the School Board on September 5, 2007. The following excerpt is from School Board Policy 6-26:

Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually. On a yearly basis, the Program Evaluation Committee will present a list of programs recommended for evaluation to the Superintendent and the School Board. This listing will include the rationale for each recommendation based on an approved set of criteria. All programs will be prioritized for evaluation based on the following factors:

1. Alignment with the school division's strategic plan and School Board goals;
2. Program cost;
3. Program scale;
4. Cross-departmental interest;
5. Community/stakeholder interest in the program;
6. Availability of information on the program's effectiveness; and
7. Date of most recent evaluation.

On July 24, 2024, members of the Program Evaluation Committee attended a virtual meeting, which included reviewing a PowerPoint with information about the process for developing the school division's Program Evaluation Schedule and the list of eight existing educational programs to review and rank based on the criteria above. Members who were unable to attend the meeting were emailed the PowerPoint and the list of existing educational programs to review and rank with instructions for returning their rankings.

Rankings were compiled and programs recommended for evaluation were determined and shared with the committee. The Pre-Kindergarten program was selected as one of the top programs for evaluation based on the Program Evaluation Committee members' perceptions that it had the potential to have a large and positive impact on VBCPS reaching its goals and cross-departmental interest with multiple departments being involved in implementation. It was determined that the Pre-Kindergarten program would be scheduled for an Evaluation Readiness Report to define divisionwide measurable goals and objectives and to develop an evaluation plan. The proposed Program Evaluation Schedule was presented to the School Board on August 27, 2024 and approved on September 10, 2024.

Overview of Current Goals and Objectives

On the VBSchools.com website, the Pre-Kindergarten program is described as implementing a developmentally-appropriate, hands-on curriculum that engages students in learning literacy, developing numeracy, and growing socially and emotionally.[17] In addition, the purpose of the VBCPS Pre-Kindergarten program is described as preparing students for a successful transition to kindergarten while they become independent, enthusiastic, and self-confident learners. In addition, the VPI guidelines provide a framework for the work of the Pre-Kindergarten program in VBCPS. As part of the evaluation readiness process, information about the VBCPS program and the VPI were the basis for the development of formal measurable goals for the Pre-Kindergarten program. The next section of this report describes the process for developing goals and objectives for the Pre-Kindergarten program with input from the program managers.

Process for Developing Revised Goals and Objectives

According to School Board Policy 6-26, for programs selected for an Evaluation Readiness Report, Planning, Innovation, and Accountability (PIA) staff will "assist program staff in defining measurable goals and objectives, as well as linkages with activities and outcomes. An Evaluation Readiness Report focusing on the outcomes of this process and baseline data (if available) will be presented to the Superintendent and School Board …" The process to complete the Evaluation Readiness Report began during the 2024-2025 school year with a review of existing documentation for the Pre-Kindergarten program by program evaluators from the Office of Research and Evaluation. There was also a review of a Research Brief by PIA staff in July 2013 that detailed a longitudinal study of preschool and kindergarten student experiences. In addition, literature searches were conducted to locate other evaluations of Pre-Kindergarten programs, and those were reviewed to assist with the development of goals.

A committee of seven participants consisting of the chief academic officer, director of Title I services, Title I coordinator, instructional specialist, and program evaluators was formed to develop goals and measurable objectives for the Pre-Kindergarten program as stated in School Board Policy 6-26. Committee members initially met on January 23, 2025 to discuss the evaluation readiness process, the overall evaluation of the Pre-Kindergarten program, and to begin defining the goals and objectives. The discussion also centered on the proposed scope of the evaluation, including the development of the Evaluation Readiness Report. Two questions were considered to frame and focus the discussion:

- If the Pre-Kindergarten program were successful, in general, what would success look like?
- If the Pre-Kindergarten program were successful, what specific outcomes would be expected?

Discussion during the initial meeting also focused on reviewing the available information regarding the Pre-Kindergarten program's background and purpose and identifying additional components that would provide useful information regarding implementation and student outcomes. Following the initial meeting discussion and review of documents, goals and specific measurable objectives were developed, which focused on key implementation components and student outcomes. In addition, wording for each objective stated explicitly the manner in which the objective would be measured and evaluated during the evaluation process.

A second meeting was held on February 10, 2025 with the committee to review the draft program goals and measurable objectives and obtain any additional feedback about measuring progress toward meeting each goal. The committee provided feedback regarding the goals during this meeting, and on May 30, 2025, a final meeting was held to finalize the updated revised goals and objectives and gather final feedback from the committee. The final version of goals and objectives is included in the next section of this report.

Revised Goals and Objectives

As a result of the evaluation readiness process, there was a total of three goals and eight objectives for the Pre-Kindergarten program evaluation. The first goal and its four objectives focused on program implementation, specifically classroom quality. The remaining two goals and four objectives focused on student outcomes including demonstrating growth and meeting benchmarks for academics, self-regulation, and social skills as well as being prepared for a successful transition to kindergarten.

Implementation Goal and Objectives

Goal 1: The Pre-Kindergarten program will provide a classroom environment that is developmentally-appropriate and student-centered with engaging, hands-on curriculum and positive interactions.

Objective 1: Teachers will establish and promote a positive climate in their classroom through their everyday interactions as measured by average score on the emotional support domain on the CLASS and staff survey responses.

Objective 2: Pre-Kindergarten classrooms will feature consistent schedules, well-designed learning centers, established routines, and sensitive and appropriate guidance strategies as measured by average score on the classroom organization domain on the CLASS and staff survey responses.

Objective 3: Teachers will implement the curriculum effectively to promote cognitive and language development as measured by average score on the instructional support domain on the CLASS and staff survey responses.

Objective 4: Teachers will provide pre-kindergarten students with meaningful academic experiences through the STREAMin3 curriculum as measured by staff and family survey responses.

Outcome Goals and Objectives

Goal 1: Students in the Pre-Kindergarten program will demonstrate growth and score in the growing or strong bands for academic performance, self-regulation, and social skills.

Objective 1: Pre-kindergarten students will demonstrate growth in their literacy and language, numeracy, and self-regulation and social skills as measured by the percentage of students who have increases in VKRP scores (i.e., VALLSS, EMAS, CBRS).

Objective 2: Pre-kindergarten students will score in the growing or strong bands in their literacy and language, numeracy, and self-regulation and social skills as measured by the percentage of students who are in the growing and strong bands on the VKRP (i.e., VALLSS, EMAS, CBRS).[18]

Goal 2: The Pre-Kindergarten program will prepare students for a successful transition to kindergarten based on their academic, self-regulation, and social skills.

Objective 1: Pre-kindergarten students will be prepared for a successful transition to kindergarten as measured by parent survey responses.

Objective 2: Former pre-kindergarten students will be prepared for kindergarten as measured by the percentage of students who meet benchmarks in their literacy and language, numeracy, and self-regulation and social skills on the VKRP in the fall of their kindergarten year (i.e., VALLSS, EMAS, CBRS).[19]

Baseline Data

Pre-Kindergarten Program Participants and Characteristics

While data for the program goals and objectives and evaluation questions will be collected in 2025-2026 as part of the evaluation, this section provides baseline data regarding the students who participated in the Pre-Kindergarten program during the 2024-2025 school year. During the 2024-2025 school year, there was a total of 954 seats for students to be served by the Pre-Kindergarten program. Due to fluctuations in enrollment, there was a total of 987 students who were served by the program at any point during the 2024-2025 school year. There were four students who were enrolled at two separate schools during the school year. Approximately 81 percent of the students were enrolled in the Pre-Kindergarten program for the entire school year (180 days). Table 4 displays demographic data for these students based on information from the VBCPS data warehouse as of the end of the 2024-2025 school year.

Table 4: Demographic Characteristics of Pre-Kindergarten Program Students in 2024-2025

Characteristic	Total (N=987)	
	N	%
Gender		
Female	510	52%
Male	477	48%
Ethnicity		
American Indian	<	< 1%
Asian	39	4%
Black/African American	359	36%**
Hispanic	205	21%**
Multiracial	114	12%
White	263	27%*
Economically Disadvantaged	596	60%**
Identified Special Education	154	16%
Military Connected	264	27%

Note: *More than 5 percent **below** the percentage of kindergarten students. ** More than 5 percent **above** the percentage of kindergarten students.

Slightly more than half of the enrolled pre-kindergarten students were female (52%), while 48 percent were male. Approximately 36 percent of the enrolled pre-kindergarten students were Black, 27 percent were White, 21 percent were Hispanic, and 12 percent were Multiracial. A smaller percentage were Asian (4%) or American Indian (< 1%). The majority of students enrolled in pre-kindergarten were economically disadvantaged (60%). Approximately 16 percent were special education students, and 27 percent were military connected.

Given that the Pre-Kindergarten program is an intervention program for students meeting eligibility criteria, it is not necessarily expected that pre-kindergarten students would be representative of the general population of students entering kindergarten in VBCPS. However, for reference purposes, the demographic characteristics of kindergarten students enrolled at any time during 2024-2025 were examined with differences noted in the table. Relative to the kindergarten students, there was a higher percentage of pre-kindergarten students who were economically disadvantaged.[20] There were higher percentages of pre-kindergarten students who were Black and Hispanic compared to the kindergarten student population, while there were lower percentages of pre-kindergarten students who were White compared to kindergarten students. See Appendix A for demographic data for pre-kindergarten and kindergarten students.

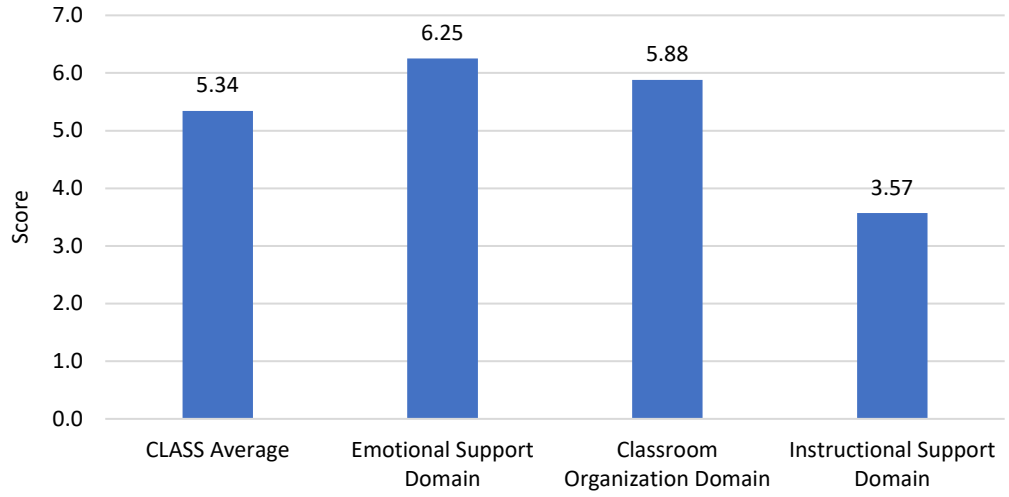
Baseline CLASS Results

Baseline CLASS data for VBCPS are provided for the 2023-2024 and 2024-2025 school years as well as comparable statewide CLASS data for Virginia from 2023-2024. According to Teachstone, the organization that publishes, manages, and supports the CLASS tool, scores on the CLASS range from 1 to 7. Internal and external observers assign scores for individual dimensions, and averages can be calculated at the domain and overall levels. If there is a one-point discrepancy between internal and external observation scores, the external observation score is used.[21] VDOE has established benchmarks for each CLASS domain: a score of 5 for the emotional support and classroom organization domains and 3.25 for the instructional support domain. In addition, Teachstone offers general guidelines for interpreting scores for dimensions: scores of 1 to 2 indicate behaviors were low in quality or rarely present, scores of 3 to 5 indicate behaviors were inconsistent or somewhat present, and scores of 6 to 7 indicate behaviors were high quality, meaningful, and consistent.[22] As previously noted, although scores are provided for the fall and spring, averages of scores across both observations are typically summarized by the state. In addition, it is important to note that any CLASS data for

VBCPS sites published publicly by VDOE, such as through the VQB5 dashboard, include both VPI Pre-Kindergarten classrooms and ECSE classrooms. Data provided in this report for VBPCS classrooms include only VPI Pre-Kindergarten classrooms, while state data includes average data for VPI Pre-Kindergarten classrooms, ECSE classrooms, Head Start classrooms, and private childcare settings.

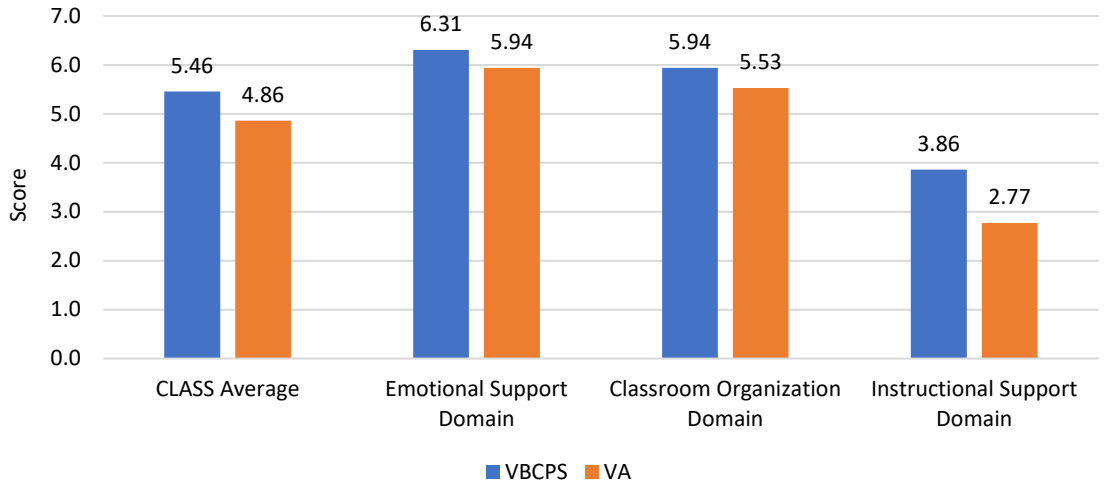
As shown in Figure 1, the overall score on the CLASS across all VBCPS VPI Pre-Kindergarten classrooms was 5.34, which is higher than the benchmark set by VDOE and suggests a mid-range score based on guidelines from Teachstone. Averages within the three domains show a higher average score on the emotional support (6.25) and classroom organization domains (5.88) than the instructional support domain (3.57). According to Teachstone, previous national data from Head Start programs suggest that scores tend to be lower in the instructional support domain.[23] Scores in all three domains are higher than the benchmarks established by VDOE. See Appendix B for additional data by dimension.

Figure 1: VBCPS Pre-Kindergarten Classrooms Average Scores on the CLASS in 2024-2025 Overall and by Domain



Although data are not yet available statewide for the CLASS for the 2024-2025 school year, data from the 2023-2024 school year show VBCPS VPI Pre-Kindergarten classrooms have higher averages in each domain and dimension as well as the overall score in comparison to the statewide pre-kindergarten averages across different types of pre-kindergarten programs (see Figure 2).[24] See Appendix C for additional data by dimension.

Figure 2: VBCPS and Virginia Statewide Pre-Kindergarten Classrooms Average Scores on the CLASS in 2023-2024 by Domain



Baseline Survey Results

To obtain baseline survey data, survey items regarding the Pre-Kindergarten program were administered from April 21 to May 9 as a supplemental survey linked through the VBCPS Annual Spring Survey. Pre-kindergarten teachers and teacher assistants had the opportunity to continue to these additional survey items at the end of the VBCPS Annual Spring Survey. Of the 104 pre-kindergarten teachers and teacher assistants as of April 2025,[25] 34 responded to the survey items regarding the Pre-Kindergarten program, which was an approximate 33 percent response rate. It is important to note that staff were asked to indicate whether they were a pre-kindergarten teacher or teacher assistant who worked with the Virginia Preschool Initiative Pre-Kindergarten program to distinguish them from teachers or teacher assistants who worked with the ECSE program.

When surveyed about the quality of the classroom environment, all teachers and teacher assistants (100%) agreed that the Pre-Kindergarten program provided a classroom environment that had a positive climate during everyday interactions, supportive relationships between teachers and children, consistent schedules and routines, teachers who effectively managed classroom time and transitions between activities, an effective curriculum that promoted cognitive and language development, and teachers who provided specific and constructive feedback to children (see Table 5). As shown in Table 5, at least 76 percent of teachers and teacher assistants indicated *strong* agreement regarding each of these items.

Table 5: Pre-Kindergarten Teacher and Teacher Assistant Agreement Regarding Classroom Quality

The Pre-Kindergarten program provides a classroom environment that has:	Strongly Agree	Agree	Total Agreement
A positive climate during everyday interactions.	88%	12%	100%
Supportive relationships between teachers and children.	88%	12%	100%
Consistent schedules and routines.	82%	18%	100%
Teachers who effectively manage classroom time and transitions between activities.	85%	15%	100%
An effective curriculum that promotes cognitive and language development.	76%	24%	100%
Teachers who provide specific and constructive feedback to children.	76%	24%	100%

When surveyed about the Pre-Kindergarten program preparing students for kindergarten, all teachers and teacher assistants (100%) agreed the program prepared students for a successful transition. Further, 76 percent of teachers and teacher assistants *strongly* agreed with this item (see Table 6).

Table 6: Pre-Kindergarten Teacher and Teacher Assistant Agreement Regarding Preparation for Kindergarten Transition

Survey Item	Strongly Agree	Agree	Total Agreement
The Pre-Kindergarten program prepares students for a successful transition to kindergarten.	76%	24%	100%

Evaluation Plan and Recommendation

According to School Board Policy 6-26, an Evaluation Readiness Report will focus on the outcomes of the evaluation readiness process and "will be presented to the Superintendent and School Board with a recommendation regarding future evaluation plans for the program. If appropriate based on the evaluation readiness process, the program will be scheduled for a comprehensive evaluation." In accordance with this policy, a proposed plan of action for the evaluation of the Pre-Kindergarten program is described below.

Scope and Rationale of Proposed Evaluation

The scope of the Pre-Kindergarten program evaluation will include both the implementation of the Pre-Kindergarten program and student outcomes for those served by the Pre-Kindergarten program, including analyzing student outcome data for various student groups. The implementation of the program will include the application and acceptance processes, curriculum and classroom quality aspects, staffing and professional learning, and family engagement and support opportunities. A two-year program evaluation is planned based on the expansion of the Pre-Kindergarten program to seven new elementary school sites in the 2025-2026 school year. Year-one of the evaluation plan during 2025-2026 will focus on the operation and implementation of the Pre-Kindergarten program. Devoting one year of focus to program operation will allow processes to be examined along with any modifications or changes made due to the expansion of the program to additional schools. Baseline student outcome data related to the goals and objectives will be analyzed during the first year. The second year of the evaluation will focus on assessing the program's effectiveness in terms of student outcomes and the degree to which the program met its goals and objectives. In addition, longitudinal data for the former pre-kindergarten students will be examined during the second-year evaluation as 2025-2026 pre-kindergarten students enter kindergarten in 2026-2027.

For the evaluation during the two years, information will be provided for the following seven areas:

1. **Alignment with the Strategic Plan**
   Rationale: The alignment with the division's strategic plan, *Compass to 2030*, will be assessed to ensure the program aligns with the division's broader goals.

2. **Operational Components**
   Rationale: It is standard practice within an evaluation framework to examine issues related to implementation, including implementation goals, to assess program operation and the extent to which the program is being implemented as intended (i.e., implementation fidelity).

3. **Characteristics of Pre-Kindergarten Students**
   Rationale: The purpose of identifying characteristics of students in the Pre-Kindergarten program is to better understand the population of students being served.

4. **Meeting Goals and Objectives**
   Rationale: Progress made toward meeting the outcome goals and objectives will be assessed to determine the extent to which the program is effective, including analyzing data by various student groups.

5. **Longitudinal Trends of Former Pre-Kindergarten Students**
   Rationale: Longitudinal trends through kindergarten will be assessed to examine outcomes of students who participated in the program and comparisons will be made to students who did not participate in the program as appropriate.

6. **Stakeholder Perceptions**
   Rationale: Assessing perceptions of the Pre-Kindergarten program stakeholder groups (i.e., parents, Pre-Kindergarten teachers and teacher assistants, and administrators at schools with Pre-Kindergarten classrooms) will identify strengths and potential areas for improvement, as well as support a general understanding of the Pre-Kindergarten program.

7. **Cost**
   Rationale: The cost of the Pre-Kindergarten program will be determined to provide information about the benefit of the service in relation to its overall cost.

Proposed Evaluation Method

In preparation for this Evaluation Readiness Report, the VBCPS longitudinal Research Brief on preschool and kindergarten student experiences and other literature on Pre-Kindergarten programs were reviewed. The reports provided a resource for planning the current evaluation. To the greatest extent possible, the proposed evaluation methods are aligned with information in the literature about best practices in the evaluation of Pre-Kindergarten programs.

The proposed evaluation will include mixed methodologies to address each of the evaluation questions, including the goals and objectives. Goals and objectives will be evaluated based on multiple measures when possible. Data collection will occur during 2025-2026 and 2026-2027 and include both quantitative (e.g., student demographics, academic performance, behavioral data, etc.) and qualitative data (e.g., open-ended survey questions, interview responses). The majority of quantitative data will be extracted from the VBCPS data warehouse, including student demographic data and assessment data (i.e., VALLSS, VKRP). To gather perception data, surveys will be administered to key stakeholder groups including parents, pre-kindergarten teachers and teacher assistants, and building administrators for schools with Pre-Kindergarten classrooms. Surveys will be conducted near the end of the school year. Qualitative data will be gathered from open-ended survey items and meetings with the Pre-Kindergarten program staff. During the second year of the evaluation, information will be gathered about any actions taken regarding recommendations from the year-one evaluation as needed.

Evaluation Design and Questions

The proposed evaluation questions are listed below.

1. **How does the Pre-Kindergarten program align with the VBCPS strategic framework, *Compass to 2030*?**
2. **What are the operational components of the Pre-Kindergarten program, and what progress was made toward meeting key implementation goals and objectives?**
   a. What is the process for families to apply for their child to attend the Pre-Kindergarten program and what are the eligibility criteria?

b. How many applications were received for the Pre-Kindergarten program throughout the school year and how many students were eligible and accepted?
c. What is the transportation process for the Pre-Kindergarten program?
d. What are the Pre-Kindergarten curriculum components and key aspects of Pre-Kindergarten classroom quality (implementation goal area)?
    i. Virginia's Early Learning and Development Standards (ELDS), Birth-Five Learning Guidelines
    ii. Classroom Assessment Scoring System (CLASS) (i.e., emotional support, classroom organization, instructional support)
    iii. Implementation Goal #1: Developmentally appropriate and student-centered classroom with engaging, hands-on curriculum and positive interactions
e. What are the staff characteristics and qualifications (i.e., teachers and teacher assistants) and what professional learning opportunities are provided for Pre-Kindergarten staff?
f. What engagement and support opportunities are provided to families of students in the Pre-Kindergarten program?
    i. Opportunities for families of students in the Pre-Kindergarten program to be engaged in the program
    ii. Health services and facilitation of comprehensive services provided to students and/or families
    iii. Community partners involved in the Pre-Kindergarten program

3. **What are the characteristics of the students attending the Pre-Kindergarten program, as well as characteristics of eligible students on the wait list?**
4. **What progress has been made toward meeting the student outcome goals and objectives of the Pre-Kindergarten program?**
    a. Outcome Goal #1: To what extent are pre-kindergarten students demonstrating growth and scoring in the growing and strong bands for academic performance, self-regulation, and social skills?
    b. What, if any, comparable data are available for pre-kindergarten students statewide?
    c. Outcome Goal #2: To what extent are former pre-kindergarten students prepared for a successful transition to kindergarten based on academic, self-regulation, and social skills?
5. **What are the longitudinal trends of students who attended the Pre-Kindergarten program into spring of their kindergarten year on the VKRP assessment (i.e., VALLSS, EMAS, CBRS, and behavioral data)?**
    a. What percentage of pre-kindergarten students enroll in kindergarten the next year?
    b. How do former pre-kindergarten students perform compared to other groups of students (e.g., students with other preschool experiences [HeadStart, private preschool], and students with no preschool experience)?
6. **What were stakeholders' perceptions of the Pre-Kindergarten program (i.e., school administrators, pre-kindergarten teachers, families of pre-kindergarten students, and kindergarten teachers)?**
7. **What is the cost of the Pre-Kindergarten program to the school division?**

Table 7 outlines the process for collecting data to address the implementation goal and objectives covered in Evaluation Question 2D, while Table 8 outlines the process for collecting data to address Evaluation Question 4 focused on student outcome goals and objectives. For reference, the complete list of goals and objectives can be found beginning on page 9.

Table 7: Data Collection Process for Implementation Objectives

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	CLASS and staff perception data on teachers establishing and promoting a positive climate in their classroom through their everyday interactions.	CLASS score on emotional support domain. Percentage of respondents agreeing.	CLASS Data Survey
Goal 1 Objective 2	CLASS and staff perception data on Pre-Kindergarten classrooms featuring consistent schedules, well-designed learning centers, established routines, and sensitive and appropriate guidance strategies.	CLASS score classroom organization domain. Percentage of respondents agreeing.	CLASS Data Survey
Goal 1 Objective 3	CLASS and staff perception data on teachers implementing the curriculum effectively to promote cognitive and language development.	CLASS score on instructional support domain. Percentage of respondents agreeing.	CLASS Data Survey
Goal 1 Objective 4	Data regarding staff and parent perceptions of teachers providing pre-kindergarten students with meaningful academic experiences through the STREAM-3 curriculum.	Percentage of respondents agreeing.	Survey

Table 8: Data Collection Process for Outcome Objectives

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	Data regarding pre-kindergarten students' performance on the VKRP (i.e., VALLSS, EMAS, CBRS) in the fall and spring.	Percentage of students who have increases in VKRP scores from fall to spring.	VALLSS EMAS CBRS
Goal 1 Objective 2	Data regarding pre-kindergarten students' performance on the VKRP (i.e., VALLSS, EMAS, CBRS) in the fall and spring.	Percentage of students who score in the growing and strong bands on VKRP in the fall and spring.	VALLSS EMAS CBRS
Goal 2 Objective 1	Data regarding parent perceptions of their pre-kindergarten student being prepared for a successful transition to kindergarten.	Percentage of respondents agreeing.	Survey
Goal 2 Objective 2	Data regarding former pre-kindergarten students' performance on the VKRP (i.e., VALLSS, EMAS, CBRS) in the fall of kindergarten.	Percentage of students who meet the benchmarks on VKRP in the fall of kindergarten.	VALLSS EMAS CBRS

Summary of the Evaluation Readiness Process

The Pre-Kindergarten Evaluation Readiness Committee and staff from the Office of Research and Evaluation met to discuss the evaluation readiness process and to identify measurable divisionwide goals and objectives. As a result, a total of three goals and eight accompanying objectives for the Pre-Kindergarten program evaluation was identified, including one goal for implementation and two goals for outcomes. The implementation goal focused on the classroom environment, including teachers establishing and promoting a positive climate; classrooms featuring sensitive guidance and consistent schedules, centers, and structure; and effective curriculum implementation. The student outcome goals focused on students demonstrating growth and scoring in the growing and strong bands for academic performance, self-regulation, and social skills and students being prepared for a successful transition to kindergarten based on their academic, self-regulation, and social skills. Objectives for these goal areas include demonstrating growth and scoring in the growing and strong bands in literacy and language, numeracy, and self-regulation and social skills in pre-kindergarten and meeting benchmarks in these areas in kindergarten, as well as parent perceptions of students' preparation for the transition to kindergarten.

As part of the evaluation readiness process, an evaluation plan was developed including evaluation questions that will be addressed, the design and methods of the evaluation, and data that will be collected and analyzed. The evaluation plan includes a two-year evaluation of the Pre-Kindergarten program beginning in 2025-2026 and continuing through 2026-2027. The first year of the evaluation will focus on the operation and implementation of the Pre-Kindergarten program, while the second year will focus on student outcomes and the degree to which the program met its goals and objectives. In addition, longitudinal data for the former pre-kindergarten students will be examined during the second-year evaluation as the 2025-2026 pre-kindergarten students enter kindergarten in 2026-2027.

Recommendation and Rationale

Recommendation #1: Conduct a two-year evaluation of the Pre-Kindergarten program with reports provided to the School Board during fall 2026 and 2027.

(Responsible Group: Office of Planning, Innovation, and Accountability)

Rationale: It is proposed that a two-year evaluation of the Pre-Kindergarten program be conducted during 2025-2026 and 2026-2027. Year one of the evaluation plan during 2025-2026 will focus on the operation and implementation of the Pre-Kindergarten program. Devoting one year of focus to program operation will allow processes to be examined along with any modifications or changes made due to the expansion of the program to additional schools. Student outcome data related to the goals and objectives will be analyzed as baseline data during the first year of the evaluation. The second year of the evaluation will focus on assessing the program's effectiveness in terms of student outcomes and the degree to which the program goals and objectives were met. In addition, longitudinal data for the former pre-kindergarten students will be examined during the second year evaluation as the 2025-2026 pre-kindergarten students enter kindergarten in 2026-2027.

Appendices

Appendix A: Demographic Characteristics of Pre-Kindergarten Program and Kindergarten Students

Characteristic	2024-2025 Pre-Kindergarten (N=987)	2024-2025 Kindergarten (N=4,580)
Gender		
Female	52%	48%
Male	48%	52%
Ethnicity		
American Indian	< 1%	< 1%
Asian	4%	6%
Black/African American	36%	24%
Hispanic	21%	15%
Multiracial	12%	12%
White	27%	42%
Economically Disadvantaged	60%	41%
Identified Special Education	16%	15%
Military Connected	27%	25%

Appendix B: VBCPS Pre-Kindergarten Classrooms Average Scores on the CLASS

Domain/Dimension	2024-2025 Average Scores (Range 1-7)
CLASS Average	**5.34**
Emotional Support Domain	**6.25**
Positive Climate (PC)	6.43
Negative Climate (NC)*	1.04*
Teacher Sensitivity (TS)	6.20
Regard for Student Perspectives (RSP)	5.38
Classroom Organization Domain	**5.88**
Behavior Management (BM)	6.22
Productivity (PD)	6.12
Instructional Learning Formats (ILF)	5.31
Instructional Support Domain	**3.57**
Concept Development (CD)	3.08
Quality of Feedback (QF)	3.88
Language Modeling (LM)	3.75

*Note: The negative climate dimension is reverse scored, and lower ratings represent a more favorable classroom climate.

Appendix C: VBCPS and Virginia Statewide Pre-Kindergarten Classrooms Average Scores on the CLASS

Domain/Dimension	2023-2024 VBCPS Average Scores	2023-2024 Virginia Statewide Average Scores
CLASS Average	**5.46**	**4.86**
Emotional Support Domain	**6.31**	**5.94**
Positive Climate (PC)	6.48	5.88
Negative Climate (NC)*	1.03*	1.11*
Teacher Sensitivity (TS)	6.26	5.85
Regard for Student Perspectives (RSP)	5.53	5.14
Classroom Organization Domain	**5.94**	**5.53**
Behavior Management (BM)	6.26	5.73
Productivity (PD)	6.1	5.83
Instructional Learning Formats (ILF)	5.45	5.02
Instructional Support Domain	**3.86**	**2.77**
Concept Development (CD)	3.3	2.29
Quality of Feedback (QF)	4.32	2.63
Language Modeling (LM)	3.96	3.41

*Note: The negative climate dimension is reverse scored, and lower ratings represent a more favorable classroom climate.

Endnotes

[1] https://www.vbschools.com/academics/pre-kindergarten
[2] https://www.vbschools.com/families/special-education/preschool-assessment
[3] L. Silverman, personal communication, July 14, 2025.
[4] Although numerically, the increase in the number of sites is six, there will be seven new pre-kindergarten elementary school sites starting in 2025-2026 due to the one elementary school no longer having the space and allocations for a pre-kindergarten classroom.
[5] https://rga.lis.virginia.gov/Published/2022/RD336/PDF
[6] https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/virginia-preschool-initiative
[7] L. Silverman and S. Cooper, personal communication, January 23, 2025.
[8] https://www.vbschools.com/academics/pre-kindergarten/sites-eligibility
[9] L. Silverman, personal communication, July 14, 2025.
[10] https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/early-childhood-standards-instructional-supports
[11] https://streamin3.org/streamin%c2%b3-curriculum-model-2/get-the-curriculum/
[12] L. Silverman, personal communication, July 14, 2025.
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[14] https://aeiionline.org/wp-content/uploads/sites/5/2021/10/CLASS-PK-Summary-for-AEII.pdf
[15] https://teachstone.com/class/
[16] https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/quality-measurement-and-improvement-vqb5/measuring-quality-interactions
[17] https://www.vbschools.com/academics/pre-kindergarten
[18] The three score bands on the VKRP assessments (VALLSS, EMAS, CBRS) for pre-kindergarten students include beginning, growing, and strong.
[19] At the kindergarten level, there are benchmarks for the VKRP assessments. The VALLSS kindergarten assessment uses three scoring bands based on risk-level: at-risk, some-risk, and low risk. The EMAS and CBRS assessments use three scoring bands based on readiness: below readiness, approaching readiness, and ready.
[20] There was a total of 4,580 kindergarten students enrolled at any point during the 2024-2025 school year.
[21] R. Carter, personal communication, July 15, 2025.
[22] https://info.teachstone.com/blog/2013/09/18/understanding-the-highs-and-lows-of-class-scores?scrlybrkr=3e37665a
[23] https://info.teachstone.com/blog/what-were-reading-how-to-structure-a-classroom-schedule
[24] L. Silverman and R. Carter, personal communication, June 17, 2025.
[25] In April 2025, Human Resources records indicated there were 53 Pre-Kindergarten teachers and 51 Pre-Kindergarten teacher assistants employed with VBCPS.

Donald E. Robertson Jr., Ph.D., Superintendent
Virginia Beach City Public Schools
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August 2025

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Pre-Kindergarten Program: Evaluation Readiness Report

School Board Information

August 12, 2025

Planning, Innovation, and Accountability
Office of Research and Evaluation

Background

- VBCPS Pre-Kindergarten program began in 2016-2017
- Supported by a grant offered through the Virginia Preschool Initiative (VPI) overseen by the Virginia Department of Education (VDOE)
  - Provides state funding to quality preschool programs who serve at-risk four-year-old children not being served by Head Start
- Students must be 4 years old, live in Virginia Beach, and meet one of the VDOE VPI eligibility criteria or local factors
- Families must complete an online application
- During 2024-2025, 53 Pre-K classrooms across 30 elementary school sites with the capacity of 954 seats
  - In 2025-2026, expanding to 36 elementary school sites with a capacity of 1,008 seats

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Purpose of Evaluation Readiness Process

School Board Policy 6-26

- Requires an annual Program Evaluation Schedule
- Evaluation staff assist in refining goals and objectives
- Evaluation readiness process leads to recommendation about future evaluations

Pre-Kindergarten Program Evaluation Readiness Process

- Historical and current VBCPS documentation and Pre-Kindergarten literature
- Measurable goals and objectives
- Evaluation plan



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Implementation Goal

Goal #1: The Pre-Kindergarten program will provide a classroom environment that is developmentally-appropriate and student-centered with engaging, hands-on curriculum and positive interactions.

- Establish and promote a positive climate in their classroom through their everyday interactions (Emotional Support CLASS Domain)
- Feature consistent schedules, well-designed learning centers, established routines, and sensitive and appropriate guidance strategies (Classroom Organization CLASS Domain)
- Implement curriculum effectively to promote cognitive and language development (Instructional Support CLASS Domain)
- Provide pre-kindergarten students with meaningful academic experiences through the STREAMin3 curriculum

Student Outcome Goals

Goal #1: Students in the Pre-Kindergarten program will demonstrate growth and score in the growing or strong bands* for academic performance, self-regulation, and social skills.

- Growth in literacy and language, numeracy, and self-regulation and social skills
- Score in the growing and strong score bands* for literacy and language, numeracy, and self-regulation and social skills in the spring

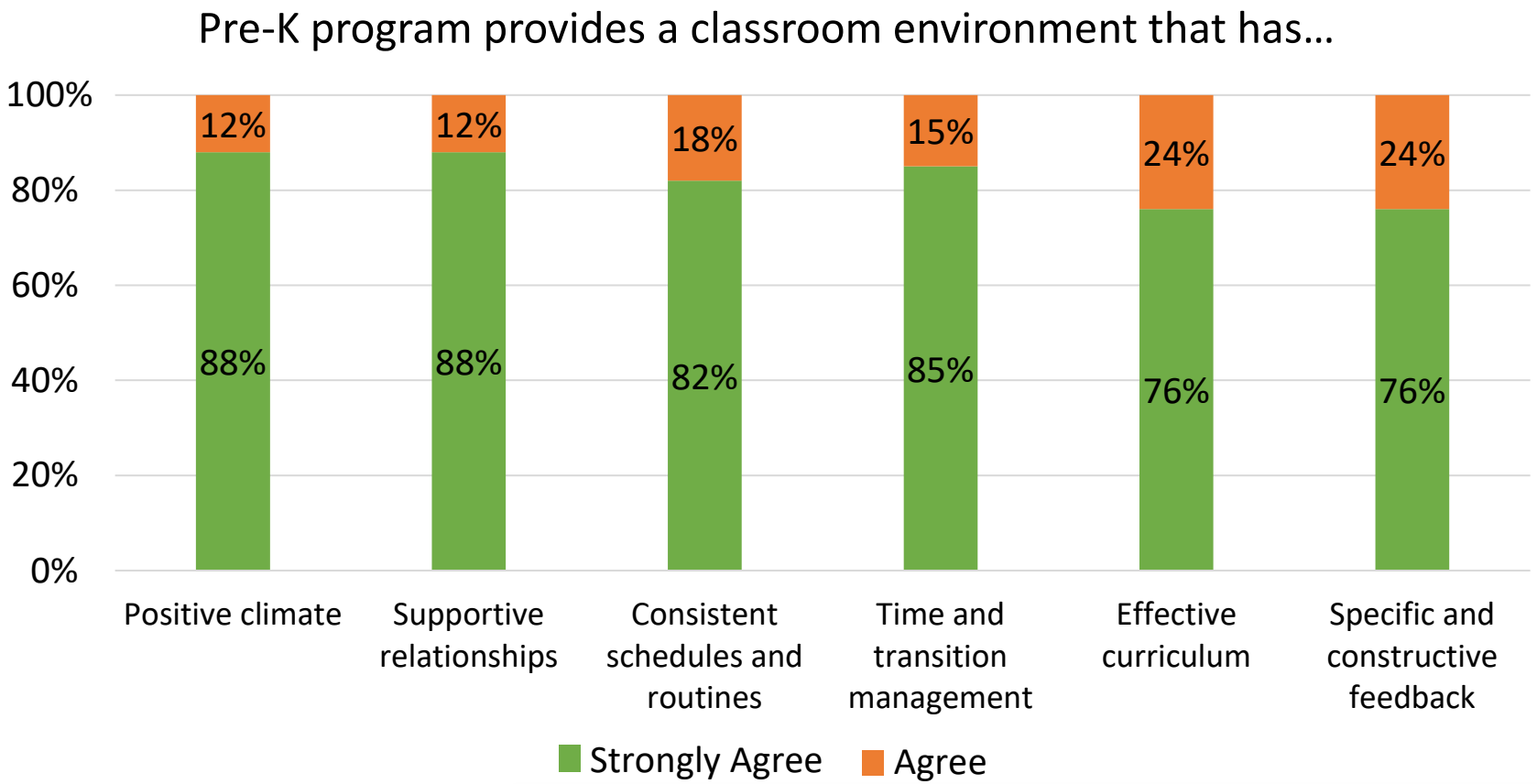
Goal #2: The Pre-Kindergarten program will prepare students for a successful transition to kindergarten based on their academic, self-regulation, and social skills.

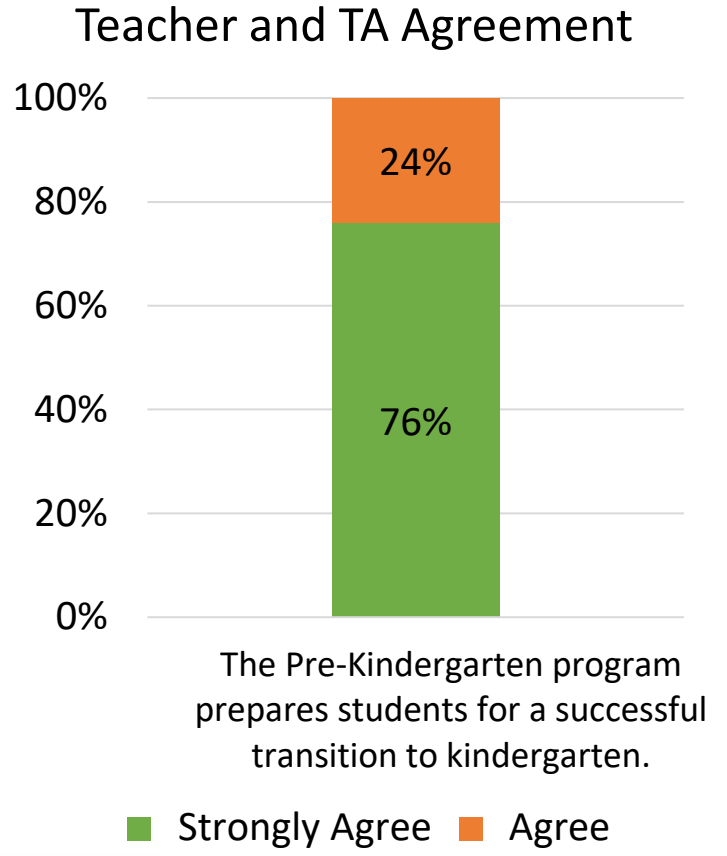
- Parents' perceptions of pre-kindergarten students being prepared for a successful transition to kindergarten
- Former pre-kindergarten students meet benchmarks for literacy and language, numeracy, and self-regulation and social skills in the fall of kindergarten

* There are three score bands on the VKRP in pre-kindergarten: Beginning, Growing, Strong.

Baseline Survey Data

- Pre-kindergarten supplemental survey on the VBCPS annual spring survey
- 33% response rate for pre-kindergarten teachers and teacher assistants
- 100% agreement about classroom-related items





Evaluation Recommendation and Plan

Conduct a two-year evaluation of Pre-Kindergarten

- Year 1 (2025-2026):
  - Focus on implementation processes
  - Analyze baseline student outcome data
- Year 2 (2026-2027):
  - Focus on program effectiveness and attainment of goals and objectives
  - Focus on any changes based on expansion to additional schools



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Evaluation Recommendation and Plan
(continued)

Evaluation Focus Areas

- Strategic framework alignment
- Operational components (i.e., application process, eligibility and acceptance, transportation process, curriculum and classroom quality components, staff characteristics, family engagement and support opportunities)
- Student characteristics
- Progress toward goals and objectives
- Monitor former pre-kindergarten students' performance through kindergarten
- Stakeholders' perceptions
- Cost

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Questions?

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School Board Agenda Item

Subject: Scratch Cooking Initiative: Evaluation Readiness Report **Item Number:** 12D

Section: Information **Date:** August 12, 2025

Senior Staff: Lisa A. Banicky, Ph.D., Executive Director

Prepared by: Noël G. Williams, Ph.D., Program Evaluation Specialist
Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Presenter(s): Noël G. Williams, Ph.D., Program Evaluation Specialist
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive information regarding the Scratch Cooking Initiative: Evaluation Readiness Report, including the initiative's goals and objectives and recommended evaluation plan.

Background Summary:

The Scratch Cooking Initiative was piloted by the Office of Food Services (OFS) in VBCPS during the 2016-2017 school year. The goal of the initiative was to transform school meal offerings in VBCPS cafeterias from ready-made or mostly heat and serve food items to scratch and speed-scratch menu items. Scratch cooking is defined as preparing food using minimally processed ingredients, and speed-scratch is defined as a combination of ready-made products and minimally processed ingredients. As of the 2024-2025 school year, all comprehensive schools in VBCPS participated in the Scratch Cooking Initiative.

In accordance with School Board Policy 6-26, existing programs are evaluated based on an annual Program Evaluation Schedule that is approved by the School Board annually. On September 10, 2024, the School Board approved the 2024-2025 Program Evaluation Schedule, in which the Scratch Cooking Initiative was recommended for an evaluation readiness report. Based on the policy, the Scratch Cooking Initiative Evaluation Readiness Report focuses on the outcomes of the readiness process, including the refinement of goals and measurable objectives and the recommended evaluation plan.

Source:

School Board Policy 6-26
School Board Minutes September 10, 2024

Budget Impact:

No budgetary implications.

Next Steps:

Agenda item is scheduled for School Board consent on September 9.









Scratch Cooking Initiative: Evaluation Readiness Report

By Noël G. Williams, Ph.D., Program Evaluation Specialist and
Heidi L. Janicki, Ph.D., Director of Research and Evaluation

August 2025

Planning, Innovation, and Accountability
Office of Research and Evaluation
Virginia Beach City Public Schools

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Background

Program Description and Purpose

National Meal Programs

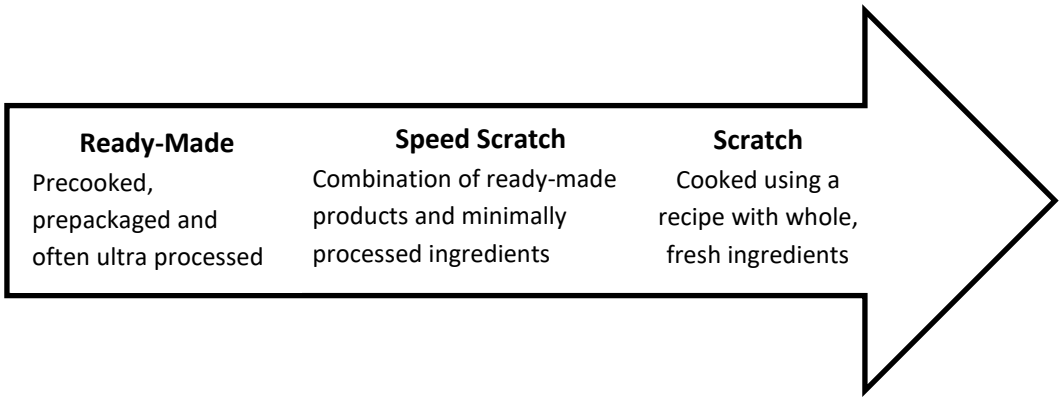
In 1946, the National School Lunch Program (NSLP) was formally established by President Harry S. Truman.[1] One of the major aims of the legislation was to "safeguard the health and well-being of the Nation's children and to encourage the domestic consumption of nutritious agricultural commodities and other food." In 1975, federal funding for the School Breakfast Program (SBP) was allocated. NSLP and SBP are two separate programs and schools can choose to operate one and not the other, but schools typically operate both programs.[2] Participating in the NSLP and SBP is not required by federal law, but in accordance with Virginia Code, public local school divisions must participate in the NSLP.[3] Virginia Code has more stipulations with the SBP as it states that each school board must establish a school breakfast program in each public school in which 25 percent or more of the currently enrolled children are determined to be eligible to receive free or reduced price meals.[4] In Virginia, any and all students have the option to participate in the NSLP. For example, students can participate in the NSLP by either qualifying for free meals, qualifying for reduced meals, or by paying for meals at USDA-subsidized prices. Recent data suggests that approximately 30 million children each day participate in the NSLP and SBP.[5] The program is administered by the U.S. Department of Agriculture (USDA) which provides federal aid to state agencies, typically to state departments of education, for distribution to local school districts. According to the USDA, of the schools that operate the NSLP, approximately 57 percent of children participate in school lunch, and of the schools that operate SBP, approximately 30 percent of children received breakfast.[6]

School meal programs are administered and operated by school divisions. For example, school divisions are responsible for planning meals and ensuring their programs meet USDA standards, procuring food for meals, training and supervising staff to prepare and serve meals, and operating and maintaining equipment for preparing meals.[7] Because school divisions have autonomy for how the school meal programs are administered, they are all run differently. The Scratch Cooking Model for K-12 school meals began in 2009 by Chef Ann Cooper.[8] Scratch Cooking is defined as preparing food using minimally processed ingredients. It gained momentum when child nutrition became more of a focus for school lunch programs.[9] The Scratch Cooking model gained even greater popularity in schools in 2010 when the Healthy Hunger-Free Kids Act of 2010 was signed into law because it raised the nutrition standards for school meals. The new standards required more fruits, vegetables, and whole grains; reducing levels of sodium; reducing saturated and trans fats; and meeting the nutritional needs of school children within their age group's calorie requirements.[10] The following sections will discuss how the Scratch Cooking Initiative as a model for the school meal program was piloted in Virginia Beach City Public Schools (VBCPS) as part of the division's school meal program.

Scratch Cooking Initiative in Virginia Beach City Public Schools

The Scratch Cooking Initiative was piloted by the Office of Food Services (OFS) in VBCPS with the help of a consulting firm in the 2016-2017 school year at Old Donation School (ODS). ODS was selected because building modifications were still under Capital Improvement Plan (CIP) funding and any kitchen revisions needed could be covered with CIP funds. The goal of the initiative was to transform school lunch offerings in VBCPS cafeterias from ready-made or mostly heat and serve food items to scratch and speed-scratch menu items. Another goal of the initiative was to focus on healthy eating habits for all students while meeting state and federal nutrition guidelines of the Healthy Hunger-Free Kids Act (HHFKA) of 2010. Figure 1 displays a visual representation of the scratch cooking continuum.

Figure 1: Scratch Cooking Continuum



Timeline and Scratch Cooking Initiative Evolution

In 2018-2019, the OFS expanded the Scratch Cooking Initiative to Landstown elementary and middle schools. The initial implementation plan was a five-year phased-in approach. This approach required modernizing kitchen equipment in 13 to 16 schools per school year, and only schools with modern kitchen equipment were able to serve students scratch menu items. Kitchen modernization included a combination double stack oven, convection oven, kettle and/or tilt skillet, steamer, mixer, and blender. By 2019-2020, eleven school kitchens were modernized to include scratch cooking equipment. At this time, only schools that were modernized were able to employ bakers/cooks and could offer scratch menu items to students. However, there were several challenges with the original phased implementation plan including impacts from COVID-19 (e.g., school building closure), a reorganization within the OFS, and cost factors. For example, it was determined that some of the schools' kitchens required an exhaust hood replacement that would cost over $230,000 each. These challenges led the OFS to adjust the Scratch Cooking implementation plan to allow all school cafeterias across the division to offer scratch menu items to students regardless of kitchen modernization, which is possible by developing speed scratch recipes on the scratch cooking continuum that do not require complete kitchen modernization to prepare or cook. The current implementation plan began in the 2022-2023 school year and has a three-pronged approach:

1. Divisionwide execution with the goal of increasing scratch and speed scratch offerings across the division without the need for new technology. This includes increasing student meal participation; eliminating non-scratch items; offering samplings, tastings, and school garden sourced items; expanding salad bars; and farm-to-school produce offerings.

2. School garden implementation to support students' nutrition and wellness education, food system sustainability appreciation, and social-emotional learning through positive connections to the environment.

3. Kitchen equipment modernization and understanding the kitchen technology needed to complete scratch and speed scratch menu items. Kitchen equipment modernization will be accomplished in collaboration with the Office of Facilities Services with six to nine equipment upgrade projects per year.[11]

For the Scratch Cooking Initiative, the OFS develops a fall and spring menu about one and a half years in advance. All lunches have the following components: protein, vegetable, fruit, whole grain, and dairy. The menu operates on a three-week cycle and is driven by seasonal food items.

OFS operates as the School Cafeterias Fund which is a special revenue fund within the Department of School Division Services. According to the Scratch Cooking implementation plan, "it is the only VBCPS department that is funded entirely through earned revenues and receives no direct financial support from the School Board's annual operating budget."[12] With the exception of the general kitchen maintenance and collaboration with facility services for kitchen renovations, the Scratch Cooking Initiative is funded through earned revenues.[13] It is worth noting that the School Cafeterias Fund balance can only be used for school nutrition programs service-related purchases, such as equipment replacement, labor including staff and benefits, and food. According to the Scratch Cooking implementation plan, "OFS adheres to a conservative fiscal policy grounded in detailed budgeting and close monitoring of all funded revenues and expenditures."[14]

Scratch Cooking Staff and Resources

To support the Scratch Cooking Initiative, VBCPS hired a sous chef to help guide the initiative, and the OFS created a career ladder focused on developing the talents within VBCPS. The training program focused on providing cafeteria managers and cafeteria assistants culinary training to help them with recipe preparation and teamwork skills needed to implement a scratch-based menu. In addition, a goal is to have one baker/cook at each school to balance the chef scratch menu execution with staff skill level.[15]

In addition to staff, additional resources for the initiative include a Scratch Lab that is being built at Holland Road Annex to support recipe development, professional development, a potential future field trip location for students, and Iron Chef or Top Chef competitions. The lab is supposed to be completed by the end of 2025. The space will house an open kitchen and serve as a hub for the Scratch Cooking Initiative. In addition, with the support of No Kid Hungry and the Hansen Family Foundation, the Scratch Cooking Initiative has acquired a food truck to support the project. This food truck serves Scratch Cooking menu items at select high schools to support the longer lines during lunch. While it typically serves high schools, it can visit any of the schools by request. The food truck also serves as a method for marketing the initiative as it is often used to provide opportunities to sample menu items at school or community events.

Student Engagement Opportunities

Another component of the Scratch Cooking Initiative is related to opportunities for student engagement with the initiative. Several opportunities include student participation in school gardens and greenhouses as well as school involvement in menu item creation, chef mentor programs, and meal competitions. This includes taste tests to introduce students to new scratch foods to gain their insight and tailor menus. It is planned that the Office of Food Services Coordinator of Student Nutrition and Wellness will collaborate with the division's Sustainability Officer and Department of Teaching and Learning (DTAL) staff to update and modify the division's K-12 math and science curriculum to include additional aspects of nutrition education. For the secondary level curriculum, this integration will expand to student electives and involve inclusion of personal student wellness and nutrition goals and will use the cafeteria, gardens, and greenhouse, whenever possible, as learning outlets.[16] In addition, according to the Office of Food Services, there are schools or teachers who have taken initiative in making connections to the curriculum in regards to the Scratch Cooking Initiative. The Office of Food Services has supported these schools and teachers with their interests. For example, at Diamond Springs Elementary School, the Office of Food Services hosted sandwich making lessons for healthy eating for four pre-kindergarten classrooms.

Selection and Approval of Program for Evaluation

The Scratch Cooking Initiative was selected and approved for the 2024-2025 Program Evaluation Schedule based on criteria specified in School Board Policy 6-26, adopted by the School Board on September 5, 2007. The following excerpt is from School Board Policy 6-26:

Existing programs will be evaluated based on an annual Program Evaluation Schedule which will be developed by the Program Evaluation Committee and approved by the School Board annually. On a yearly basis, the Program Evaluation Committee will present a list of programs recommended for evaluation to the Superintendent and the School Board. This listing will include the rationale for each recommendation based on an approved set of criteria. All programs will be prioritized for evaluation based on the following factors:

1. Alignment with the school division's strategic plan and School Board goals;
2. Program cost;
3. Program scale;
4. Cross-departmental interest;
5. Community/stakeholder interest in the program;
6. Availability of information on the program's effectiveness; and
7. Date of most recent evaluation.

On July 24, 2024, members of the Program Evaluation Committee attended a virtual meeting, which included reviewing a PowerPoint with information about the process for developing the school division's Program Evaluation Schedule and the list of eight existing educational programs to review and rank based on the criteria above. Members who were unable to attend the meeting were emailed the PowerPoint and the list of existing educational programs to review and rank with instructions for returning their rankings.

Rankings were compiled and programs recommended for evaluation were determined and shared with the committee. The Scratch Cooking Initiative was selected as one of the top programs for evaluation based on the Program Evaluation Committee members' perceptions that it had the potential to have a large and positive impact on VBCPS reaching its goals and cross-departmental interest with multiple departments being involved in implementation. It was determined that the Scratch Cooking Initiative would be scheduled for an Evaluation Readiness Report to define divisionwide measurable goals and objectives and to develop an evaluation plan. The proposed Program Evaluation Schedule was presented to the School Board on August 27, 2024, and approved on September 10, 2024.

Overview of Current Goals and Objectives

The Scratch Cooking Initiative is guided by School Board policy, federal guidelines, mission statement, and initiative plan. School Board policy states, "The School Board is responsible for any school lunch program operated on school property. The School Board directs the Superintendent to subscribe to the federal School Lunch and Breakfast Programs which provide balanced hot meals. In order to participate, the School Board Chair and the Superintendent are authorized to certify that the School Division complies with state and federal regulations."[17] The Scratch Cooking Initiative is guided by federal guidelines including the HHFKA Act regarding nutrition requirements. The mission of the Office of Food Services is to "Provide students and staff with quality, nutritious meals at affordable prices. We also strive to educate our students about the importance of eating a healthy balance of grains, fruits, vegetables and meats."[18]

The Scratch Cooking Initiative document outlines implementation plans for the initiative and goals. The document discusses the alignment between the initiative and Compass to 2025's Goal 2 of addressing student physical health and wellbeing through nutrition. The implementation plan discusses one of the goals of the initiative to integrate student wellness and nutrition education into the existing student curriculum at all grade levels. In addition, the initiative plan discusses a goal of having one baker/cook at each school and increase scratch and speed scratch offerings across the division.

The next section of this report describes the process for developing goals and objectives for the Scratch Cooking Initiative based on essential input from the program manager and staff of the Office of Food Services.

Process for Developing Revised Goals and Objectives

According to School Board Policy 6-26, for programs selected for an Evaluation Readiness Report, Planning, Innovation, and Accountability (PIA) staff will "assist program staff in defining measurable goals and objectives, as well as linkages with activities and outcomes." An Evaluation Readiness Report focusing on the outcomes of this process and baseline data will be presented to the Superintendent and School Board. The process to complete the Evaluation Readiness Report began during the 2024-2025 school year with a review of existing documentation of the Scratch Cooking Initiative by program evaluators from the Office of Research and Evaluation.

A committee of 15 participants consisting of the director of food services, 4 coordinators of food services, 8 area supervisors, the district sous chef, sustainability officer, and program evaluators was formed to develop goals and measurable objectives for the Scratch Cooking Initiative as stated in School Board Policy 6-26. Committee members initially met on January 30, 2025 to discuss the evaluation readiness process, the overall evaluation of the Scratch Cooking Initiative, and to begin defining the goals and objectives. The discussion also centered on the proposed scope of the evaluation, including the development of the Evaluation Readiness Report. Two questions were considered to frame and focus the discussion:

- If the Scratch Cooking Initiative were successful, in general, what would success look like?
- If the Scratch Cooking Initiative were successful, what specific outcomes would be expected?

Discussion during the initial meeting also focused on reviewing the available information regarding the Scratch Cooking Initiative's background and purpose and identifying additional components that would provide useful information regarding implementation and potential student outcomes. Following the initial meeting discussion and review of documents, goals and specific measurable objectives were developed, which focused on key implementation components and student outcomes. In addition, wording for each objective stated explicitly the manner in which the objective would be measured and evaluated during the evaluation process.

A second meeting was held on May 12, 2025, with the committee to review the draft program goals and measurable objectives and obtain any additional feedback about measuring progress toward meeting each goal. The committee provided feedback regarding the goals and objectives during this meeting and no additional feedback was received. The final version of goals and objectives is included in the next section of this report.

Revised Goals and Objectives

As a result of the evaluation readiness process, 5 goals and 10 objectives were developed for the evaluation of the Scratch Cooking Initiative. Three goals were focused on implementation and two goals were focused on student outcomes.

The implementation goals focused on kitchen modernization, staffing and training, recipe development, and locally sourcing food items. Student outcome goals focused on student participation in the Scratch Cooking Initiative, learning healthy eating habits, and participating in opportunities that connect the Scratch Cooking Initiative with related curriculum.

Implementation Goals and Objectives

Goal 1: The Office of Food Services will modernize kitchen equipment in schools to support the Scratch Cooking Initiative.

Objective 1: Kitchen equipment will be upgraded as measured by an increase in the percentage of schools with upgraded kitchen equipment each year.

Goal 2: The Scratch Cooking Initiative will be fully staffed with trained professionals.

Objective 1: The Scratch Cooking Initiative will be fully supported by having one baker/cook at each school as measured by percentage of schools with a baker/cook.

Objective 2: Staff involved in the Scratch Cooking Initiative will participate in effective professional development as measured by the percentage of Scratch Cooking staff members participating in professional development/culinary arts training and staff perceptions that it prepared them to successfully implement the initiative.

Goal 3: The school division will increase the Scratch and Speed Scratch menu items along with recipe development and access to locally sourced food.

Objective 1: The school division will increase their Scratch and Speed Scratch menu items as measured by an increase in the percentage of scratch or speed scratch items and a corresponding decrease in the percentage of ready-made items by seasonal menu.

Objective 2: The Scratch Cooking Initiative will increase the number of new scratch recipes as measured by the total number of recipes developed each school year.

Objective 3: The Scratch Cooking Initiative will increase the amount of locally sourced food items as measured by the percentage of total food purchase costs spent on local food.

Outcome Goals and Objectives

Goal 1: Students will participate in school meals and learn healthy eating habits as part of the Scratch Cooking Initiative.

Objective 1: Student participation in VBCPS meal service will increase as measured by the number of meals served, average participation in school meals by level, and the percentage of average daily participation in school meals by school level.

Objective 2: Students will learn healthy eating habits as part of the Scratch Cooking Initiative by having access to healthy options as measured by the percentage of students who report that their school Scratch Cooking menu items offer healthy options (e.g., protein, vegetable, fruit, whole grain, or dairy).

Goal 2: Students will participate in the Scratch Cooking Initiative curriculum connections such as related extracurricular activities and school gardens.

Objective 1: Students will participate in extracurricular clubs or programs related to the Scratch Cooking Initiative as measured by the number of students participating and an increase in the percentage of schools offering related clubs or programs each year (e.g., culinary clubs, garden clubs, Jr. Chef Chopped competition, Jr. Chef Mentor Program, environmental club, Sous Chef for the Day).

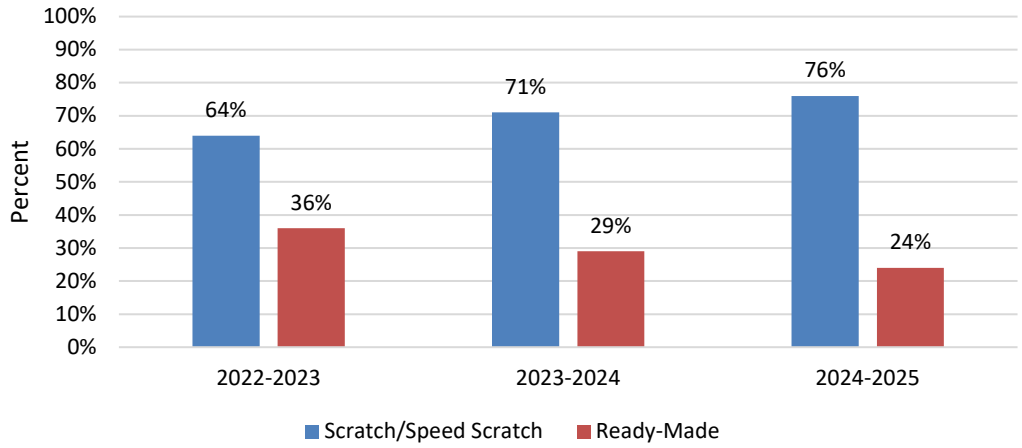
Objective 2: Schools will have active school gardens as measured by the percentage of schools having school gardens.

Baseline Data

Scratch Cooking and Kitchen Modernization

According to OFS, as of 2024-2025, all comprehensive schools in VBCPS participate in the Scratch Cooking Initiative. By June 2025, 60 percent of schools reported upgraded kitchen equipment to help support the Scratch Cooking Initiative. A timeline through 2030 has been developed to track the remaining schools that require kitchen upgrades. Figure 2 displays the percentage of meals in the spring menu that were scratch/speed scratch or ready-made from the 2022-2023 school year to the 2024-2025 school year. Overall, the spring menu has included more scratch/speed scratch items compared to ready-made items, and the trend appears to show that the percentage of scratch/speed scratch items is increasing, while the percentage of ready-made items is decreasing.

Figure 2: Percentage of Spring Menu Scratch/Speed Scratch and Ready-Made Items



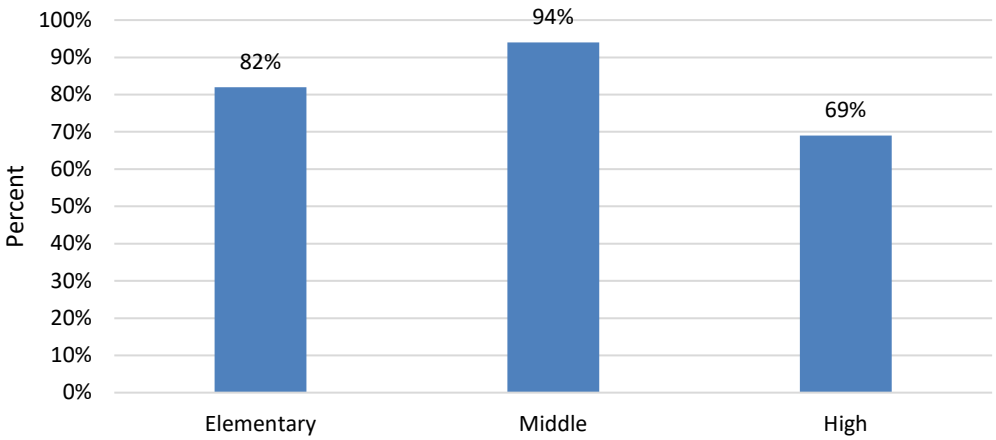
In 2024-2025, the Office of Food Services developed and worked on 14 new scratch/speed scratch recipes. Seventy percent, or 10 of these menu items, were finalized and implemented in 2024-2025. Examples of these new items include: Nashville hot chicken, orange creamsicle parfait, breakfast bake, beefaroni, beach minis, and chicken Caesar pita. The remaining four menu items are planned for implementation in 2025-2026. According to OFS, there was a focus on creating more scratch items for breakfast in the past year. In addition, according to the Virginia Local Food Tracking Tool, 15 percent of total food purchased in 2024-2025 in VBCPS was spent on local food items. Local food is defined as food purchased within a 400-mile radius of the School Administration Building.[19]

Staff Professional Opportunities and Information

In 2024-2025, VBCPS offered a variety of "tracks" or professional development avenues for its food services staff ranging from "Back to Basics" to "Culinary Principles Accredited." The various tracks provided staff with courses related to knife training, culinary terminology, food safety and sanitation, kitchen equipment, cooking methods, and principles of culinary arts. These courses were available at Tidewater Community College. VBCPS also offered its own professional development opportunities for staff. In 2024-2025, Office of Food Services staff had access to 14 different professional learning opportunities. A select list of these opportunities included: American Commodity Distribution Conference, Manager in Training Course, Nutrition and Culinary Bootcamp, and ServSafe. As of May 28, 2025, VBCPS had a total of 73 full-time bakers/cooks. Sixty-nine are site based across the elementary, middle, and high schools. Figure 3 displays the percentage of schools with a baker/cook by school level. Middle schools had the largest percentage of baker/cook staff employed, followed

by elementary schools and then high schools. All schools that had a baker/cook had one with the exception of Old Donation School which had two bakers/cooks.

Figure 3: Percentage of Schools With Baker/Cook by School Level



Note: Old Donation School is included in the Middle School total and Renaissance Academy is included in the high school total.

Student Engagement

Baseline data provided by the OFS for 2024-2025 showed that a total of 10 schools had an active culinary club, including 6 elementary schools, 3 middle schools, and 1 high school. A total of 40 schools had a school garden, including 28 elementary schools, 4 middle schools, and 8 high schools.

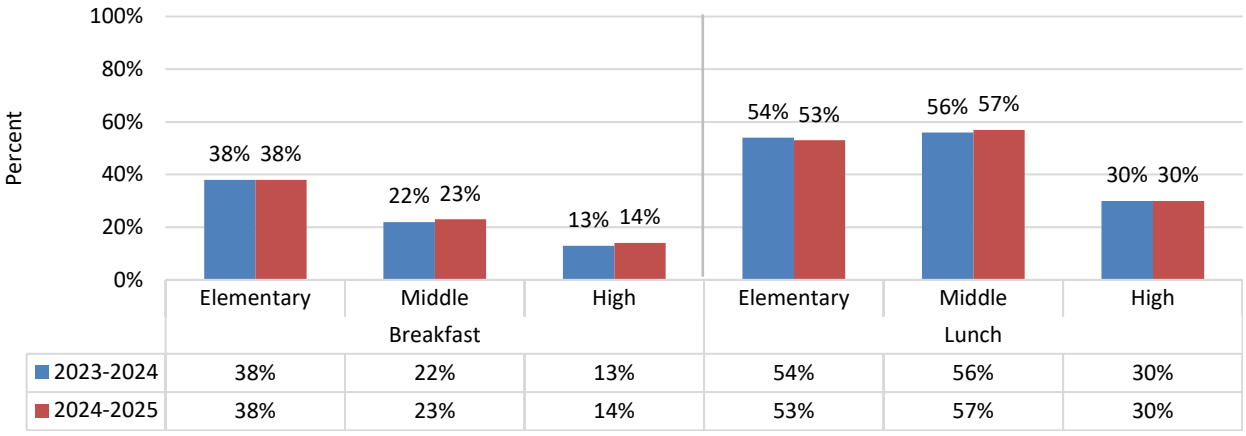
Data about the average participation in school meals was provided by the OFS and is displayed in Table 1. This average is calculated by the total number of meals served for the year by level divided by the total number of school sites by level. Overall, middle schools had higher lunch participation than elementary and high schools across both years. From 2023-2024 to 2024-2025, there were slight increases in the average participation for breakfast at the middle school and high school levels, while there were decreases in the average participation for breakfast at the elementary school level and lunch at all levels.

Table 1: Average Participation in School Meals by Level in 2023-2024 and 2024-2025

School Level	Breakfast		Lunch	
	23-24	24-25	23-24	24-25
Elementary	38,959	37,105	55,681	52,571
Middle	41,024	41,177	103,323	101,204
High	38,238	38,812	87,562	85,664

Figure 4 displays the percentage of average daily participation in school meals by school level. This percentage represents how many students participate in breakfast or lunch on an average day compared to how many students are enrolled. There is little change in the percentage of daily participation from 2023-2024 to 2024-2025. Overall, elementary students participated in breakfast at the highest percentage, followed by middle school students and then high school students. Middle school students had the highest average percentage participating in lunch, followed by elementary students and then high school students.

Figure 4: Percent of Average Daily Participation in School Meals by Level in 2023-2024 and 2024-2025



	Breakfast			Lunch		
	Elementary	Middle	High	Elementary	Middle	High
2023-2024	38%	22%	13%	54%	56%	30%
2024-2025	38%	23%	14%	53%	57%	30%

Table 2 displays the total number of meals served per month in 2024-2025. During the school year, August and June had fewer total meals served because there are fewer potential serving days in those months. The months with the highest total meals served for both breakfast and lunch were October, May, and March. Overall, more than 8.7 million breakfast and lunch meals were served during 2024-2025. With supper and snacks included, more than 8.8 million meals were served in 2024-2025 in VBCPS.

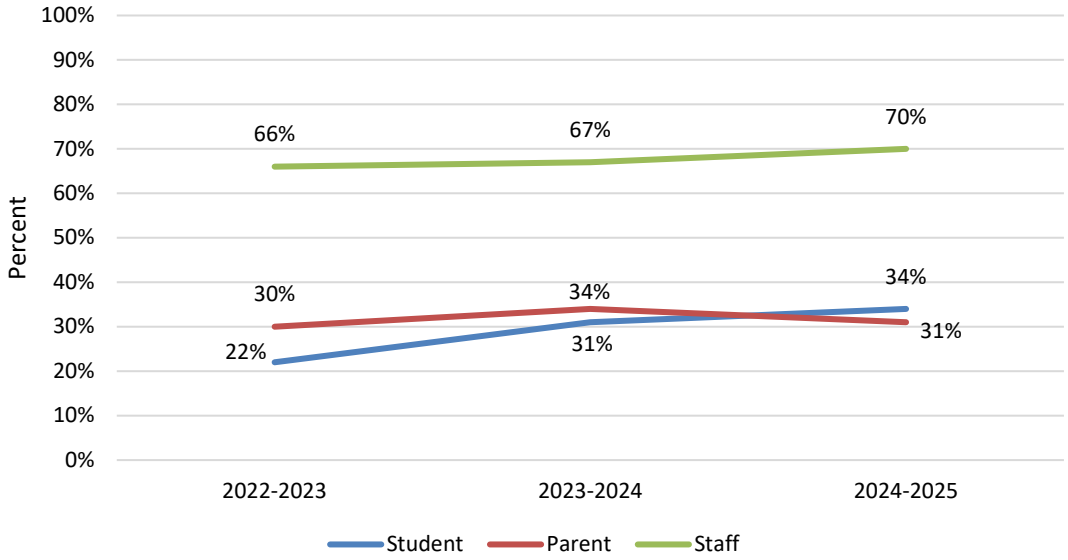
Table 2: Total Number of Meals Served Per Month in 2024-2025

Month	Breakfast	Lunch	Supper	Snack
July	19,565	25,600	0	0
August	56,624	111,610	1,787	0
September	352,190	611,222	7,815	0
October	415,015	701,854	11,043	19
November	287,157	484,104	8,904	0
December	276,715	480,417	8,868	25
January	246,283	472,066	9,832	0
February	292,882	517,784	12,910	0
March	392,171	679,693	17,206	0
April	302,307	522,119	12,970	0
May	393,299	681,456	13,896	0
June	162,980	280,084	4,628	0
Total by Meal Type	3,197,188	5,568,009	109,859	44
Total Meals	8,875,100			

Stakeholder Perceptions

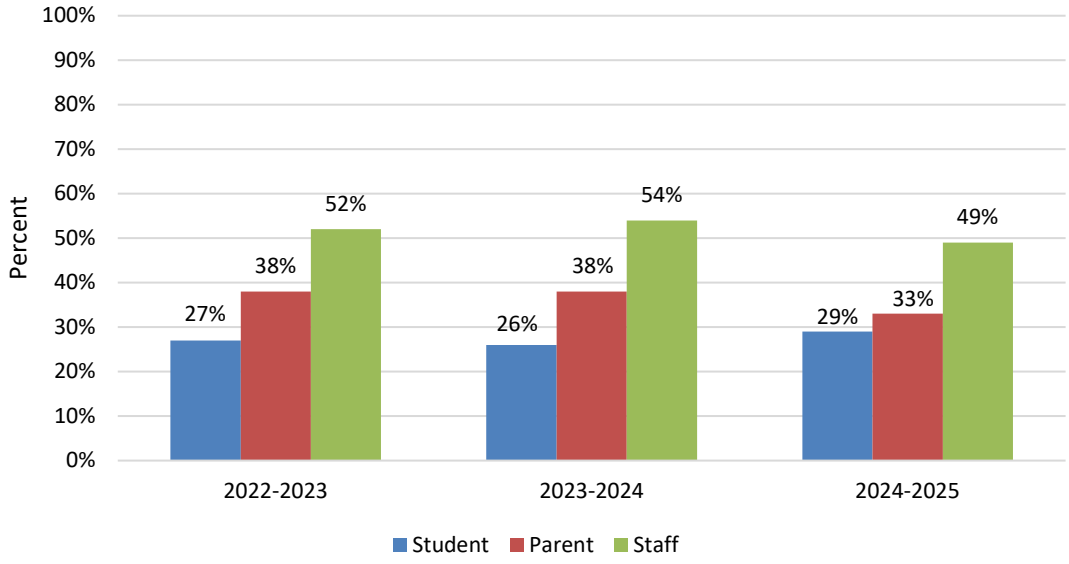
Additional baseline data related to the Scratch Cooking Initiative was gathered from ongoing menu surveys that are conducted by PIA for the OFS. Students, parents, and staff with an active SchoolCafé Account were surveyed each year about their perceptions of various aspects of the Office of Food Services including the Scratch Cooking Initiative.[20] Figure 5 displays results from students, parents, and staff from the survey item, "Are you aware of the Scratch Cooking Initiative and the VBScratch program?" Overall, staff reported the highest levels of awareness with 66 to 70 percent of staff being aware of the initiative. Parents and students had more similar percentages reporting awareness. The percentages of staff and students reporting awareness of the initiative have shown an upward trend over the last three years.

Figure 5: Awareness of Scratch Cooking Initiative and VBScratch Program Over Time



The survey also asked stakeholders to select options from a list that they wanted more of on the school menu. Some examples included scratch items, variety, or choices per day. Figure 6 displays results for the percentages of students, parents, and staff who indicated they wanted more scratch items on the school menu. Each year, staff were most likely to select that they wanted more scratch items on the menu compared to students or parents which may have been related to their higher level of awareness of the Scratch Cooking Initiative (see Figure 5). Forty-nine to 54 percent of staff indicated they wanted more scratch items over the last several years. Thirty-three to 38 percent of parents indicated they wanted more scratch items over the last several years, and from 26 to 29 percent of students indicated they wanted more scratch items, with a small increase in 2024-2025.

Figure 6: Stakeholders' Perceptions of Wanting More Scratch Items on the School Menu



Evaluation Plan and Recommendation

According to School Board Policy 6-26, an Evaluation Readiness Report will focus on the outcomes of the evaluation readiness process and "will be presented to the Superintendent and School Board with a recommendation regarding future evaluation plans for the program. If appropriate based on the evaluation readiness process, the program will be scheduled for a comprehensive evaluation." In accordance with this policy, a proposed plan of action for the evaluation of the Scratch Cooking Initiative is described below.

Scope and Rationale of Proposed Evaluation

The scope of the Scratch Cooking Initiative program evaluation will be a one-year comprehensive evaluation focused on implementation components as well as outcomes. Implementation components will include kitchen modernization, recipe development and local food sourcing, and staff development. Outcomes will include school meal service participation, learning healthy eating habits, and student participation in extracurricular activities related to the Scratch Cooking Initiative.

For the comprehensive evaluation, information will be provided for the following six areas:

1. **Alignment with the Strategic plan**
   Rationale: The alignment with the division's strategic plan, *Compass to 2030*, will be assessed to ensure the program aligns with the division's broader goals.

2. **Operational Components**
   Rationale: It is standard practice within an evaluation framework to examine issues related to implementation, including implementation goals, to assess program operation and the extent to which the program is being implemented as intended (i.e., implementation fidelity).

3. **Student Engagement Opportunities**
   Rationale: The purpose of including student engagement opportunities is to identify avenues students have to be engaged, and understand how they are engaging in the Scratch Cooking Initiative.

4. **Meeting Goals and Objectives**
   Rationale: Progress made toward meeting the outcome goals and objectives will be assessed to determine the extent to which the program is effective.

5. **Stakeholder Perceptions**
   Rationale: Assessing perceptions of the stakeholder groups (i.e., students, parents, and staff) will identify awareness, strengths, potential areas for improvement, and a general understanding of the role of the Scratch Cooking Initiative within the division.

6. **Revenue and Expenses**
   Rationale: Revenue and expenses for the Scratch Cooking Initiative will be gathered and assessed to identify scratch cooking-related expenses and the extent to which Office of Food Services revenues support the initiative.

Proposed Evaluation Method

In preparation for this Evaluation Readiness Report, the VBCPS Scratch Cooking Initiative Plan was reviewed, federal and state policy was reviewed, and research on Scratch Cooking initiatives was conducted. The documents provided a resource for planning the current evaluation.

The proposed evaluation will include mixed methodologies to address each of the evaluation questions, including the goals and objectives. Goals and objectives will be evaluated based on multiple measures when possible. Data collection will occur during 2025-2026 and will include both quantitative (e.g., kitchen modernization data, menu data, survey ratings, etc.) and qualitative data (e.g., open-ended survey questions, interview responses). The majority of quantitative data will be provided by the Office of Food Services (e.g., kitchen modernization information, menu spreadsheets, VDOE local food tracking tool). To gather perception data, surveys will be administered to key stakeholder groups including students, parents, and staff.

Evaluation Design and Questions

The proposed evaluation questions are listed below.

1. **What is scratch cooking and how does it align with the VBCPS strategic framework, *Compass to 2030*?**
2. **What are the implementation components of the Scratch Cooking Initiative and what progress has been made toward meeting the key implementation goals and objectives?**
    a. Implementation Goal #1: What kitchen equipment has been modernized in the schools to support the Scratch Cooking Initiative?
    b. Implementation Goal #2: What recipes have been developed to support the Scratch Cooking Initiative and how has locally sourced food been utilized?
    c. Implementation Goal #3: What staff are involved in the Scratch Cooking Initiative and what professional learning opportunities (e.g., culinary arts courses/VBCPS training) are provided?
3. **What opportunities are provided for students to be engaged in the Scratch Cooking Initiative?**
    a. What opportunities (e.g., clubs, gardens) are available for students to participate in scratch cooking-related activities?
4. **What progress has been made toward meeting the outcome goals and objectives of the Scratch Cooking Initiative?**
    a. Outcome Goal #1: To what extent do students participate in school meals and learn healthy eating habits as part of the Scratch Cooking Initiative?
    b. Outcome Goal #2: To what extent do students participate in curriculum connections such as related extracurricular activities as it relates to the Scratch Cooking Initiative?
5. **What were the stakeholders' perceptions of the Scratch Cooking Initiative (i.e., students, staff, parents)?**
6. **What is the cost of the Scratch Cooking Initiative to the school division and what funds are used to support the initiative?**

Table 3 outlines the process for collecting data to address implementation objectives, and Table 4 outlines the process for collecting data to address outcome objectives.

Table 3: Data Collection Process for Implementation Objectives

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	Data regarding kitchen equipment upgrades	Percentage of schools that upgraded kitchen equipment	Food Services kitchen improvement plans
Goal 2 Objective 1	Baker/cook employed at schools	Percentage of schools with a baker/cook	Crystal Reports
Goal 2 Objective 2	Staff participation in professional development/culinary arts training and perceptions of it preparing them to implement Scratch Cooking Initiative	Percentage of food services staff participating in professional development/culinary training Percentage of respondents agreeing	Professional development/ training calendars Participation records Survey
Goal 3 Objective 1	Data regarding scratch and speed scratch menu items and data regarding ready-made items	Percentage of scratch and speed scratch menu items and percentage of ready-made items by seasonal menu	Food Services seasonal menu spreadsheet
Goal 3 Objective 2	Data regarding new scratch recipes	Total number of scratch recipes developed each school year	Food Services recipe development documentation
Goal 3 Objective 3	Data regarding locally sourced food items	Percentage of food purchases spent on local food	VDOE Virginia Local Food Tracking Tool

Table 4: Data Collection Process for Outcome Objectives

Program Objective	Data Used to Evaluate Progress Toward Meeting Objectives	Measure	Data Source
Goal 1 Objective 1	Data regarding number of meals served and participation in school meals	Number of meals served, average participation in school meals by level, percentage of average daily participation in school meals by school level	Food Services meal participation data
Goal 1 Objective 2	Data regarding students' access to healthy food options	Percentage of students who report meals that offer healthy options such as protein, vegetable, fruit, whole grain, and dairy	Survey
Goal 2 Objective 1	Data regarding student participation in clubs or programs related to Scratch Cooking Initiative	Number of students participating in Culinary or Garden Clubs and an increase in the percentage of schools offering related clubs or opportunities each year	Culinary/Garden Club Participation Numbers School Club or Related Opportunities Participation Numbers Survey
Goal 2 Objective 2	Data regarding school gardens	Percentage of schools with school gardens	Food Services school garden data

Summary of the Evaluation Readiness Process

The Scratch Cooking Initiative Evaluation Readiness Committee and staff from the Office of Research and Evaluation met to discuss the evaluation readiness process and to identify measurable divisionwide goals and objectives. As a result, a total of 5 goals and 10 accompanying objectives for the Scratch Cooking Initiative were identified, including three goals for implementation and two goals for outcomes. The implementation goals focused on school kitchen modernization, staffing and training, recipe development, and locally sourcing food items. The student outcome goals focused on students participating in the Scratch Cooking Initiative through school meal service participation, learning healthy eating habits, and student participation in extracurricular activities related to the Scratch Cooking Initiative. Objectives for these goal areas include increasing student participation in VBCPS meal service, learning healthy eating habits, participating in extracurricular activities and school gardens, and active school gardens. As part of the evaluation readiness process, an evaluation plan was developed including evaluation questions that will be addressed, the design and methods of the evaluation, and data that will be collected and analyzed. The evaluation plan includes a one-year comprehensive evaluation focused on operational aspects of the initiative, outcomes, and program effectiveness.

Recommendation and Rationale

Recommendation #1: Conduct a comprehensive evaluation of the Scratch Cooking Initiative with a report provided to the School Board during fall 2026. *(Responsible Group: Office of Planning, Innovation, and Accountability)*

Rationale: It is proposed that a comprehensive evaluation of the Scratch Cooking Initiative Program be conducted during 2025-2026. The comprehensive evaluation will focus on all aspects of the initiative including its operation, outcomes, and program effectiveness. Having completed the evaluation readiness process, which resulted in the development and refinement of the program goals and measurable objectives and the development of an evaluation plan, a comprehensive evaluation is now recommended.

Endnotes

[1] The National School Lunch Program | GovFacts
[2] https://www.congress.gov/crs_external_products/R/PDF/R48515/R48515.1.pdf
[3] § 22.1-79.7:1. School meals; availability to students
[4] § 22.1-207.3. School breakfast programs
[5] Program Information Report (Keydata)
[6] School Lunch and Breakfast Participation: A Snapshot of Recent Trends
[7] The National School Lunch Program: Background, Trends, and Issues, 2024 Edition
[8] Chef Ann Foundation | Who We Are
[9] https://ers.usda.gov/sites/default/files/_laserfiche/publications/110126/EIB-279.pdf?v=55475
[10] COMPS-10332.pdf
[11] Scratch Cooking Initiative Plan, pps. 10-13
[12] Scratch Cooking Initiative Plan, page 1.
[13] R. Amato, personal communication, July 22, 2025.
[14] Scratch Cooking Initiative Plan, p. 1
[15] Scratch Cooking Initiative Plan, p. 13
[16] Scratch Cooking Initiative Plan, p. 10
[17] https://schoolboard.vbschools.com/policies/section-3/3-84
[18] Virginia Beach City Public Schools, Office of Food Services, Goal Statement.
[19] This includes total amount spent July 1, 2024-June 30, 2025.
[20] Stakeholders who had a SchoolCafé account may have had varying levels of participation in school meals. The total number of respondents for the survey each year were as follows: 2022-2023 student n=426, staff n=208, parent n=2,583; 2023-2024 student n=242, staff n=183, parent n=1,234; and 2024-2025 student n=597, staff n=265, parent n=2,744.

Donald E. Robertson Jr., Ph.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Office of Planning, Innovation, and Accountability
For further information, please call (757) 263-1199

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August 2025

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VIRGINIA BEACH
CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Scratch Cooking Initiative: Evaluation Readiness Report

School Board Information

August 12, 2025

Planning, Innovation, and Accountability
Office of Research and Evaluation

Background

- Federal funding for National School Lunch Program (NSLP) began in 1946 and School Breakfast Program (SBP) began in 1975
  - Approximately 30 million children participate each day
- School meal programs administered by US Department of Agriculture (USDA) and operated by school divisions
- Scratch Cooking as a model for school meals began in 2009
- Scratch Cooking defined as preparing food using minimally processed ingredients
  - Gained popularity with Healthy Hunger-Free Kids Act of 2010 standards
- Scratch Cooking Initiative piloted in VBCPS at Old Donation School in 2016-2017
  - VBCPS goal to shift from ready-made food to cooking with whole, fresh ingredients
  - All comprehensive schools participate in Scratch Cooking Initiative
  - Three-pronged approach: increase scratch and speed scratch items, school garden implementation, and kitchen modernization
- Office of Food Services funding through earned revenues

Purpose of Evaluation Readiness Process

School Board Policy 6-26

- Requires an annual Program Evaluation Schedule
- Evaluation staff assist in refining goals and objectives
- Evaluation readiness process leads to recommendation about future evaluations

Scratch Cooking Initiative Program Evaluation Readiness Process

- Historical and current VBCPS documentation and School Lunch Program and Scratch Cooking literature
- Measurable goals and objectives
- Evaluation plan



Implementation Goals

Goal #1: The Office of Food Services will modernize kitchen equipment in schools to support the Scratch Cooking Initiative.

- Schools upgrade kitchen equipment based on timeline

Goal #2: The Scratch Cooking Initiative will be fully staffed with trained professionals.

- Initiative will be fully supported by having one baker/cook at each school
- Staff will participate in effective professional development

Goal #3: The school division will increase the scratch and speed scratch menu items along with recipe development and access to locally sourced food.

- Increase scratch and speed scratch menu items
- Increase the number of new scratch recipes
- Increase the amount of locally sourced food items

Student Outcome Goals

Goal #1: Students will participate in school meals and learn healthy eating habits as part of the Scratch Cooking Initiative.

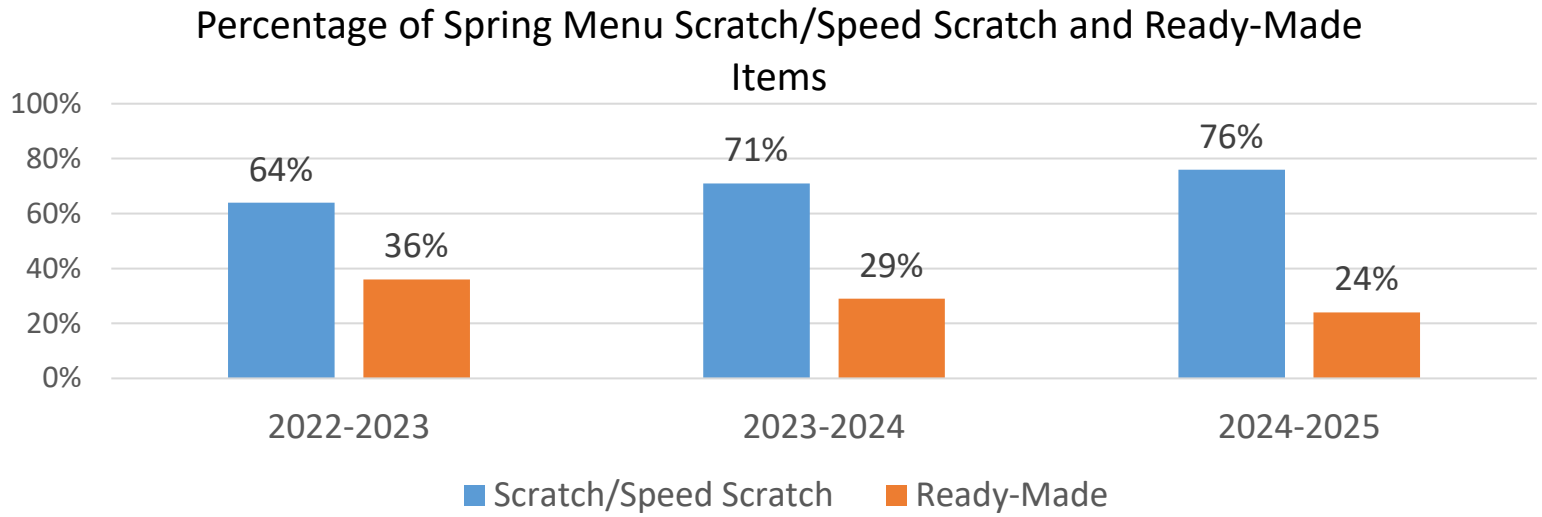
- Student participation in VBCPS meal service will increase
- Students will learn healthy eating habits

Goal #2: Students will participate in the Scratch Cooking Initiative curriculum connections such as related extracurricular activities and school gardens.

- Students will participate in extracurricular clubs or program related to the Scratch Cooking Initiative
- Schools will have active school gardens

Baseline Implementation Data

- In 2024-2025, 34% of students, 31% of parents, and 70% of staff were aware of the Scratch Cooking Initiative
- As of 2024-2025, 60% of schools reported upgraded kitchen equipment
- As of May 2025, 82% of elementary, 94% of middle, and 69% of high schools had a baker/cook
- Over 8.8 million meals were served in 2024-2025



Evaluation Recommendation and Plan

Conduct a comprehensive evaluation of the Scratch Cooking Initiative during 2025-2026

- Focus on program implementation components, outcomes, and effectiveness

Evaluation Focus Areas

- Strategic framework alignment
- Operational components (i.e., kitchen modernization, recipe development and locally sourced food items, staff involvement and professional learning opportunities)
- Student engagement opportunities
- Progress toward goals and objectives
- Stakeholders' perceptions
- Revenue and expenses



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Questions?

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Video Services Update **Item Number: 12E**

Section: Information **Date: August 12, 2025**

Senior Staff: David Din, Chief Information Officer

Prepared by: David Din, Chief Information Officer

Presenter(s): David Din, Chief Information Officer

Recommendation:

That the School Board receive information regarding video services transitioned from VBTV and streaming capabilities for committee meetings.

Background Summary:

The board was previously updated about the transition plan for video services from the City broadcast team (VBTV). This is an update preparing the board to vote on the ability to stream committee meetings.

Source:

N/A.

Budget Impact:

No budgetary implications.

Next Steps:

- Board to vote on desire to stream committee meetings.

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Video Services Transition Update

The Department of Technology
Tuesday, August 12, 2025

Transition Plan Update

Phase 1
July 2024 - June 30, 2025

- VBCPS hires two new staff to assume video services
- City trains VBCPS staff
- City purchases\updates all VBCPS broadcast equipment

Phase 2
July 1, 2025 - June 30, 2026

- VBCPS assumes video services, broadcast equipment and programming responsibilities
- City provides support if needed

Phase 3
July 1, 2026 +

- VBCPS receives 50% of revenues from public broadcast fees

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New Broadcast Capabilities

- ✓ VBCPS manages broadcast content and schedule.
- ✓ Smarter, agenda connected recordings.
- AI generated meeting summaries.
- ✓ Streaming capabilities.



Next Steps

- Confirm streaming needs.
  - Policy Review Committee
  - Building Utilization Committee
  - Audit Committee
  - Legislative Committee
- QUESTIONS



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Policy Review Committee Recommendations **Item Number: 14A 1**

Section: Consent **Date: August 12, 2025**

Senior Staff: Cheryl R. Woodhouse, Chief of Staff

Prepared by: Carolyn Weems, PRC Chair and Kamala Lannetti, School Board Attorney

Presenter(s): Kamala Lannetti, School Board Attorney

Recommendation:

That the School Board approve the amendment of Policy 5-62 as recommended by the Policy Review Committee at its June 25, 2025 meeting.

Background Summary:

1. **Policy 5-62 Student Athletes – Sudden Cardiac Arrest Prevention Awareness, Cardiac Emergency Response Plans and Extreme Heat Safety and Protection** - the PRC recommends updating the title and add language from recently adopted legislation requiring school divisions to develop cardiac emergency response plans and guidelines regarding extreme heat safety. The PRC is requesting that the School Board move this matter to the Action or Consent Agenda at the 8/12/25 meeting to ensure that the policy is in effect for the fall sports season.

Source:

Code of Virginia, 1950, as amended § 22.1-253.13:7 School board policies. Policy Review Committee Meetings of June 25, 2025

Budget Impact:

None.

Next Steps:

There is no further action.

STUDENTS

Student-Athletes – Sudden Cardiac Arrest Prevention Awareness, Cardiac Emergency Response Plans and Extreme Heat Safety and Protection

A. Sudden cardiac arrest- guidelines and procedures

The Superintendent or designee will develop guidelines and procedures to inform and educate coaches, student-athletes, and student-athletes' parents/guardians about the nature and risk of sudden cardiac arrest; procedures for the removal from and return to play, and risks of not reporting symptoms. Such guidelines and procedures shall be reviewed and updated biennially for compliance with applicable law and regulation and be posted on the School Division's website. Prior to participation in any extracurricular physical activity, student-athletes and parents/guardians of student-athletes will be required to annually review and sign a statement acknowledging receipt of such information.

B. Cardiac Emergency Response Plans

Each school will develop and implement a cardiac emergency response or athletic emergency action plan that addresses the appropriate use of school personnel to respond to incidents involving sudden cardiac arrests or a similar life-threatening emergency (i) while on school grounds and (ii) while attending or participating in an athletic practice or program or a school sponsored event. The cardiac emergency response plan (CERP) or athletic emergency action plan (EAP) will be annually reviewed and will be consistent with Code of Virginia § 22.1-271.9, as amended, and applicable Virginia Department of Education guidance.

C. Student Athlete Extreme Heat Safety and Protection

In accordance with applicable law and guidance, the Superintendent or designee will create regulation and guidelines regarding preventing, recognizing, and addressing heat-related illnesses, including dehydration, heat syncope, heat exhaustion and heat stroke in student athletes. Such regulation and guidelines will include parameters for outdoor athletic events and practices, unhindered access to hydration and cooling space, and a process for reporting and investigation of student-athletic incidents of severe heat-related illness requiring emergency medical treatment or resulting in a death.

Legal Reference

Code of Virginia § 22.1-271.8, as amended. Sudden cardiac arrest prevention in student-athletes.

Code of Virginia § 22.1-271,9, as amended. Cardiac emergency response or emergency action plans, required.

Code of Virginia § 22.1-271.10, as amended. Guidelines and policies on student-athlete extreme heat safety and protection.

Adopted by School Board: June 23, 2020
Amended by School Board: 2025

APPROVED AS TO
LEGAL SUFFICIENCY
Kamala H. Lannetti

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Textbook Adoption: AP Latin **Item Number: 14B**

Section: Consent **Date: August 12, 2025**

Senior Staff: Danielle Colucci, Ed.D., Chief Academic Officer

Prepared by: Crystal L. Lewis-Wilkerson, Ed.D., Director of K-12 and Gifted Programs

Kelly F. Arble, K-12 World Languages Coordinator

Presenter(s): Crystal L. Wilkerson, Ed.D., Director of K-12 and Gifted Programs

Recommendation:

That the School Board approve the following high school textbooks as recommended by the Latin Textbook Adoption Committee for implementation in the fall of 2025.

Course Title	Textbook	Publisher	Copyright
AP Latin	*College Pliny and Vergil (1st Ed.)*	Geoffrey Steadman	2023

Background Summary:

The members of the Latin Textbook Adoption Committee reviewed textbooks and materials made available digitally by two publishers. The committee evaluated the textbooks based on their alignment with the recently revised College Board Advanced Placement framework and the digital resources provided for students and teachers. The textbooks were reviewed by teachers, parents, and student representatives. The textbooks were available for public comment and review at the School Administration Building and the Virginia Beach Central Library. After reviewing the textbooks, the Latin Textbook Adoption Committee recommends the above textbook as its first-choice recommendation for implementation in the fall of 2025.

The proposed textbook will replace the current textbook as follows:

Course Title	Textbooks	Copyright	Years in use (including this year)
AP Latin	*Vergil's Aeneid: Selected Readings from 1, 2, 4, & 6* (*2nd Ed.*), Bolchazy-Carducci *Vergil Workbook (2nd Ed.)*, Bolchazy-Carducci *Caesar: Selections from his Commentarii De Bello Gallico (2nd Ed.),* Bolchazy-Carducci *Caesar Workbook (2nd Ed.)*, Bolchazy-Carducci	2012	12

Source:

Code of Va., § 22.1-238-22.1-239, § 22.1-251-22.1-252
School Board of the City of Virginia Beach Policy 6-60

Budget Impact:

Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
AP Latin	$0	$2,090.70

World Languages: AP Latin
Textbook Adoption
Implementation for Fall 2025

Course(s)	Recommendations	Student Enrollment	Initial Implementation Cost	Five Year Additional Costs (3%/yr.)	Total Implementation Cost
AP Latin	**First Choice:** *College Pliny and Vergil (1st Ed.),* Geoffrey Steadman	15	$0	$0	$0
	Second Choice: *Pliny: 20 Letters and Suggested Companion Texts (1st Ed.),* Bolchazy-Carducci Publishers, Inc.; *Vergil: Selections and Suggested Companion Texts (1st Ed.)*, Bolchazy-Carducci Publishers, Inc.	15	$1,818.00	$272.70	$2,090.70

TEXTBOOK ADOPTION RECOMMENDATION

WORLD LANGUAGES
AP LATIN

August 12, 2025

Department of Teaching and Learning
Office of K-12 and Gifted Programs

WORLD LANGUAGES
AP Latin
TEXTBOOK ADOPTION TIMELINE

April 2025	All Latin teachers were invited to serve on the Textbook Adoption Committee. Three teachers accepted the invitation to serve on the committee.
April 2025	Sample materials and pricing were obtained from one vendor. Digital materials were obtained from one OER. An RFP was not required since the purchase is under $100,000. Teachers were given the links to all digital materials to review and evaluate.
May 2025	The Textbook Adoption Committee met to discuss the resources. Prior to the meeting, each committee member completed an evaluation form for each resource. The team discussed their individual evaluations, built consensus, and determined which textbooks were their first and second recommendation.
May 2025	An announcement calling for public review of the textbook materials was made through the Call-to-Action Page on the VBSchools website. The recommended textbooks and QR code link to evaluation forms were made available at the School Administration Building, and the Central Branch of the Virginia Beach Public Library to allow for public comments. No public comments were received.
June 2025	The K-12 World Languages coordinator used the recommendations from the committee to prepare the report for the School Board.

WORLD LANGUAGES
AP Latin
TEXTBOOK ADOPTION COMMITTEE

City-Wide Representative

Kelly Arble, K-12 World Languages Coordinator

Instructor Representatives

Elizabeth Navarre, Kempsville High School
Ryan Peck, Tallwood High School
Leslie Pierce, Old Donation School

Parent Representative

Parents from Tallwood High School

Student Representatives

Latin students from Kempsville and Tallwood High School

Higher Education Representative

Jana Adamitis, PhD., Associate Professor of Classics and Dean, College of Arts and Humanities, Christopher Newport University

WORLD LANGUAGES TEXTOOK ADOPTION
AP Latin
FIRST-CHOICE RECOMMENDATION

The Latin Textbook Adoption Committee recommends the following textbook as its first choice for adoption by Virginia Beach City Public Schools:

College Pliny and Vergil (1st Ed.), Geoffrey Steadman

The recommended textbooks display the following strengths:

- Aligns to the thematic course content and skills outlined in the AP Latin curriculum framework set forth by the College Board.
- Includes all required readings on the AP Latin syllabus updated for SY 2025-2026.
- Readings are well-organized and include a running vocabulary list and detailed grammar explanations.
- Cultural and historical context is provided through additional readings and captions in English as well as illustrations and images of cultural and historical artifacts.
- Well-organized, easy-to-use format that is appropriate for an intermediate level student.
- Additional free resources are provided on the publisher's website, including student translation sheets and vocabulary PowerPoints.

FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
College Pliny and Vergil (1st Ed.)

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3%/yr.)	Total Implementation
College Pliny and Vergil (1st Ed.), Digital Textbook, Freely Available Online	One per student	$0	15	$0	$0	$0
Total Implementation Cost				**$0**	**$0**	**$0**

WORLD LANGUAGES TEXTOOK ADOPTION
AP Latin
SECOND-CHOICE RECOMMENDATION

The Latin Textbook Adoption Committee recommends the following textbooks as its second choice for adoption by Virginia Beach City Public Schools:

Pliny: 20 Letters and Suggested Companion Texts (1st Ed.), Bolchazy-Carducci Publishers, Inc.
Vergil: Selections and Suggested Companion Texts (1st Ed.), Bolchazy-Carducci Publishers, Inc.

The recommended textbook displays the following strengths:

- Aligns to the thematic course content and skills outlined in the AP Latin curriculum framework set forth by the College Board.
- Includes all required readings on the AP Latin syllabus updated for SY 2025-2026.

The recommended textbook displays the following limitations:

- Not as well-organized as the first-choice option.
- Supplemental resources are available at an additional cost.

SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
Pliny: 20 Letters and Suggested Companion Texts (1st Ed.), Bolchazy-Carducci Publishers, Inc.
Vergil: Selections and Suggested Companion Texts (1st Ed.), Bolchazy-Carducci Publishers, Inc.

Textbook	Allocation	Cost	Number Needed	Initial Implementation	Five-Year Projected Costs (3%/yr.)	Total Implementation
Pliny: 20 Letters and Suggested Companion Texts, Hardcover	One per student	$59.00	15	$885.00	$132.75	$1,017.75
Pliny: 20 Letters and Suggested Companion Texts- Teacher's Guide	One per teacher	$24.00	1	$24.00	$3.60	$27.60
Vergil: Selections and Suggested Companion Texts, Hardcover	One per student	$59.00	15	$885.00	$132.75	$1,017.75
Vergil: Selections and Suggested	One per teacher	$24.00	1	$24.00	$3.60	$27.60

Companion Texts- Teacher's Guide						
Total Implementation Cost				$1,818.00	$272.70	$2,090.70

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Pembroke Elementary School HVAC Replacement **Item Number: 14C**

Section: Consent **Date: August 12, 2025**

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

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

Presenter(s): Melisa A. Ingram, Executive Director, Facilities Services

Recommendation:

That the School Board approve a motion correcting its June 24, 2025 consent item 14D 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 to amend the agenda coversheet Background Summary to read Contractor: Comfort Systems of Virginia.

Background Summary:

Project Architect:	Dills Architects
Contractor:	Comfort Systems of Virginia Inc.
Contract Amount:	$1,139,000.00
Construction Budget:	$1,389,981.00
Number of Responsive Bidders:	5
Average Bid Amount:	$1,199,376.40
High Bid:	$1,296,500.00

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-018 Renovations and Replacements- HVAC Phase III

Next Steps:

No further action needed

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Cox High School Cell Tower Agreement **Item Number:** 14D

Section: Consent **Date:** August 12, 2025

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

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

Presenter(s): Melisa A. Ingram, Executive Director, Facilities Services

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute a First Amendment to Communication Tower Lease Agreement with New Cingular Wireless PCS, LLC to the existing cell tower at Cox High School.

Background Summary:

The School Board approved a lease with New Cingular Wireless PCS, LLC successor by merger to Triton PCS Property Company LLC, for a cell tower at Cox High School on February 13, 2004.

Source:

Virginia Code §22.129 Surplus Property; Sale, Exchange, or Lease of Real and Personal Property

Budget Impact:

$51,600 annually with an annual CPI increase of no more than 7% or less than 2.5%.

Next Steps:

No further action needed.

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Cell Site No.: 49747
Cell Site Name: COX HIGH SCHOOL/NF289
Fixed Asset No.: 10087581
Market: VA/WVA
Address: 2425 Shorehaven Drive, Virginia Beach, VA 23454

FIRST AMENDMENT TO COMMUNICATION TOWER LEASE AGREEMENT

THIS FIRST AMENDMENT TO COMMUNICATION TOWER LEASE AGREEMENT ("Amendment") dated effective as of the date that the last of Lessor and Lessee execute this Amendment, by and between School Board of the City of Virginia Beach, a political subdivision of the Commonwealth of Virginia having a mailing address at 2425 Shorehaven Drive, Virginia Beach, Virginia 23454 (hereinafter referred to as "Lessor") and New Cingular Wireless PCS, LLC, a Delaware limited liability company, successor by merger from Triton PCS Property Company LLC, having a mailing address at 1025 Lenox Park Blvd NE 3rd Floor Atlanta, GA 30319 (hereinafter referred to as "Lessee").

RECITALS:

WHEREAS, Lessor and Lessee (or their predecessors in interest) entered into a Communication Tower Lease Agreement dated February 13, 2004 (hereinafter, the "Lease"), whereby Lessor leased to Lessee certain Leased Premises, therein described, the same being a portion of the Owned Premises which is located at 2425 Shorehaven Drive, Virginia, Beach, Virginia 23454; and

WHEREAS, the term of the Lease expired on July 6, 2024, and Lessor acknowledges that Lessee has been occupying the Premises on a month-to-month basis and Lessor has accepted Rent during such month-to-month basis from Lessee and the parties mutually desire to renew the Lease, memorialize such renewal period and modify the Lease in certain other respects, all on the terms and conditions contained herein; and

NOW THEREFORE, in consideration of the foregoing and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Lessor and Lessee agree as follows:

Reinstatement and Ratification. The Lease including all amendments thereto, if any, entered into prior to the date hereof, is attached hereto as **Exhibit A**. Lessor and Lessee hereby reinstate, ratify, confirm, and adopt the Lease, as amended herein, as of the latter signature date below

1. **Defined Terms**. All capitalized terms used in this Amendment and not otherwise defined shall have the respective meanings ascribed to them in the Lease.

2. **Lease Term.** Lessor and Lessee agree that Section 2 of the Lease is hereby amended to provide that Lessee shall have five (5) additional renewal terms as set forth herein. Lessor and Lessee have agreed that commencing on July 7, 2024, when the existing Renewal Term expires, the term of the Lease shall be extended for an additional term of five (5) years (the "Additional Term") without further notice or action by either party. Lessor and Lessee further agree to extend the term of the Lease for four (4) additional renewal periods of five (5) years each (the "Additional Renewal Terms") on the same terms and conditions of the Lease except as set forth herein. The term shall automatically be extended for each successive Additional Renewal

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Term unless Lessee notifies Lessor of its intention not to renew at least sixty (60) days prior to commencement of the applicable Additional Renewal Term. The Initial Term, the Renewal Terms, the Additional Term, and the Additional Renewal Terms are referred to collectively herein as the "Lease Term."

3. **Rent**. Lessor and Lessee hereby agree as follows:

A. Section 3(a) of the Lease is hereby amended and restated in its entirety as follows:

> "3. **Rent**. (a) Commencing on July 7, 2025, Lessee shall pay to Lessor as rent for the Leased Premises the sum of Fifty-One Thousand Six Hundred and No/Dollars ($51,600.00) per year, and thereafter annually in advance on each anniversary of the Commencement Date. Rent shall be increased annually as described hereafter."

B. The first sentence of Section 3(b) of the Lease is hereby deleted and restated in its entirety as follows:

> "(b) Commencing on July 7, 2026 the Rent shall be increased annually effective as of each anniversary of the Commencement Date by an amount equal to the percentage increase in the CPI over the prior CPI for the month twelve (12) months prior to the adjustment date, but no more than seven percent (7%) or less than two and one-half percent (2.5%) in any year."

4. **Use of Premises**. Lessor and Lessee hereby agree as follows:

A. Section 6(b) of the Lease is hereby amended to delete the last two (2) sentences and insert the following in their place: "Title to the Lessee Facilities, except for the Antenna Facilities, shall be held by Lessor, and all Antenna Facilities and related equipment owned by Lessee, or any subtenant/lessee(s) as applicable, shall be deemed to be the personal property of Lessee or any subtenant/lessee(s) as applicable, and not fixtures. Lessee shall have the right to remove all Antenna Facilities and related equipment owned by Lessee, or any subtenant/lessee(s) as applicable, at its sole expense on or before the expiration or earlier termination of this Lease, provided that Lessee shall be required to repair any damage and to restore the Leased Premises to their original condition, ordinary wear and tear, casualty and the acts or omissions of Lessor or third parties excepted. Lessor waives any and all rights it may have, including any rights it may have in its capacity as Lessor under this Lease to assert any liens, encumbrances or adverse claims, statutory or otherwise, related to or in connection with the Antenna Facilities and related equipment owned by Lessee, or any subtenant/lessee(s) as applicable, or any portion thereof."

B. Lessor and Lessee agree that Section 6(i) of the Lease is hereby deleted and restated in its entirety as follows:

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"6(i) Lessee shall remove all Antenna Facilities and related equipment owned by Lessee, or any subtenant/lessee(s) as applicable, upon termination or expiration of this Lease, and shall restore the affected area to its original condition, ordinary wear and tear, casualty and the acts or omissions of Lessor or third parties excepted. Such removal shall be done in a worker-like manner and without interference or damage to any other equipment. All costs and expenses for such removal and restoration shall be borne by Lessee. Lessor agrees all Antenna Facilities and related equipment owned by Lessee, or any subtenant/lessee(s) as applicable, brought to the Leased Premises by Lessee, its agents, contractors, predecessors-in-interest or subtenant/lessee(s), shall be and remain Lessee's personal property or the personal property of its subtenant/lessee(s), as the case may be. Lessor waives any and all rights it may have, including any rights it may have in its capacity as Lessor under this Lease to assert any liens, encumbrances or adverse claims, statutory or otherwise, related to or in connection with the Antenna Facilities and related equipment owned by Lessee, or any subtenant/lessee(s) as applicable, or any portion thereof."

5. **Termination.** Lessor and Lessee agree that Section 9(c) of the Lease is hereby deleted in its entirety and replaced with the following:

"(c) Upon termination or expiration of this Lease, Lessee shall have sixty (60) days from the date of termination or expiration to remove the Antenna Facilities and related equipment owned by Lessee, or any subtenant/lessee(s) as applicable, from the Leased Premises and to restore the Leased Premises to their original condition, ordinary wear and tear, casualty and the acts or omissions of Lessor or third parties excepted."

6. **Notices**. Lessor and Lessee agree that Section 15 of the Lease is hereby deleted in its entirety and replaced with the following:

"15. Notices. All notices hereunder must be in writing and shall be deemed validly given if sent by first class certified or registered mail, return receipt requested, or by a nationally recognized overnight courier, addressed as follows:

If to Lessor to: Office of Facilities Services
1568 Corporate Landing Parkway, Suite 200
Virginia Beach, Virginia 23454
Attn: Melisa Ingram, Executive Director

With a copy to: School Board Attorney
Municipal Center, Building Six
2512 George Mason Drive
Virginia Beach, Virginia 23456

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If to Lessee, to: New Cingular Wireless PCS, LLC,
c/o AT&T Network Real Estate Administration,
Cell Site #: 49747, Cell Site Name: Cox High School/NF289
Fixed Asset No: 10087581
1025 Lenox Park Blvd NE
3rd Floor
Atlanta, GA 30319

With a copy to: Attn.: AT&T Legal Department,
New Cingular Wireless PCS, LLC,
Re: Cell Site #: 49747, Cell Site Name: Cox High School/NF289
Fixed Asset No: 10087581
208 S. Akard Street
Dallas, TX 75202-4206"

7. **Sale of Property**. Lessor and Lessee agree that the following is hereby inserted as a new Section 23 of the Lease:

"23. **Sale of Property**. If Lessor, at any time during the Lease Term, decides to rezone, sell, subdivide or otherwise transfer all or any part of the Owned Premises, Lessor shall promptly notify Lessee in writing, and such rezoning, sale, subdivision or transfer shall be subject to this Lease and Lessee's rights hereunder. In the event of a change in ownership, transfer or sale of the Property, within ten (10) days of such transfer, Lessor shall provide to Lessee a copy of the document(s) evidencing such change or transfer together with the full contact information for the transferee."

8. **Ratification of Lease**. Except as expressly amended pursuant to the terms of this First Amendment, the Lease shall remain in full force and effect in accordance with its original terms, and the Lease, as amended pursuant to this First Amendment, is hereby ratified and confirmed by Lessor and Lessee.

[SIGNATURE PAGE FOLLOWS]

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Cell Site No.: 49747
Cell Site Name: COX HIGH SCHOOL/NF289
Fixed Asset No.: 10087581
Market: VA/WVA
Address: 2425 Shorehaven Drive, Virginia Beach, VA 23454

IN WITNESS WHEREOF, the parties have caused their properly authorized representatives to execute and seal this Amendment on the date and year below.

LESSOR:	LESSEE:
Virginia Beach School Board	New Cingular Wireless PCS, LLC, a Delaware limited liability company
	By: AT&T Mobility Corporation Its: Manager
By: _____	By: Signed by: Keith Currier D3FEC3D7727049E...
Print Name: _____	Print Name: Keith Currier
Title: _____	Title: Associate Director - Network Design Eng
Date: _____	Date: 7/14/2025

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Cell Site No.: 49747
Cell Site Name: COX HIGH SCHOOL/NF289
Fixed Asset No.: 10087581
Market: VA/WVA
Address: 2425 Shorehaven Drive, Virginia Beach, VA 23454

Exhibit A

(LEASE AGREEMENT)
(shown on following pages)

Docusign Envelope ID: 5D2E2365-E8C8-4D74-9329-3EA3AEB77731

Communication Tower Lease Agreement

Virginia Beach School Board, Lessor

and

Triton PCS, Lessee

(Cox High School)

February 13, 2004

wmm\telecom\coxhigh#2.lse

Docusign Envelope ID: 5D2E2365-E8C8-4D74-9329-3EA3AEB77731

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LEASE AGREEMENT

THIS LEASE is made as of the 13th day of February, 2004, by and between the School Board of the City of Virginia Beach, a political subdivision of the Commonwealth of Virginia and Triton PCS Property Company L.L.C., a Delaware limited liability company, having its principal place of business at 100 Westgate Parkway, Richmond, Virginia 23233, ("Lessee"),

WITNESSETH:

WHEREAS, Lessor is the owner of a parcel of land (the "Owned Premises") located at 2425 Shorehaven Drive, Virginia Beach, Virginia 23454, which parcel is legally described on the attached Exhibit A and on which parcel a secondary school known as Frank W. Cox High School is located; and

WHEREAS, Lessee desires to lease a portion of the aforesaid parcel, for the purpose of constructing, operating and maintaining certain radio communications facilities, including a communication tower and related facilities for the purpose of providing personal wireless telecommunications service to the general public;

Now, therefore, for good and valuable consideration, the parties do hereby agree as follows:

1. **Leased Premises.** (a) Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, space on the monopole-style communications tower hereinafter described at 125 feet above ground level and at 110 feet above ground level, and a portion of the aforesaid parcel (the "Leased Premises"), as described in Exhibit B attached hereto, together with easements for vehicular and pedestrian access and the installation, maintenance and replacement of necessary utilities, wiring, cables and other conduits for the purpose of constructing, maintaining and operating radio communications facilities, including a communication tower, directional antennas, connecting cables and appurtenances (collectively, the "Antenna Facilities"), as shown on the attached Exhibit C, and for the construction, maintenance and operation of an accessory building housing equipment to be used in conjunction with the Antenna Facilities (the "Ground Facilities"), as shown on the attached Exhibit C. The Antenna Facilities and Ground Facilities shall collectively be referred to as the "Lessee Facilities."

(b) Lessee shall, at its sole cost and expense (which shall include the cost and expense of obtaining any permits or other regulatory approvals from any governmental entity), construct SEE NEXT LINE a monopole communications tower having a maximum height of 129 feet, including a 4-foot high lightning rod, and an accessory building having the approximate (but no larger) dimensions of 20' X 20" housing equipment to be used in conjunction with the Antenna Facilities. The Lessee Facilities shall be developed in compliance with the site location plan entitled "TRITON, COX H.S., SITE #NF-N-289A, 2425 SHOREHAVEN DR., VA.

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BEACH, VA. 23454, JURISDICTION: VA. BEACH," prepared by Lewis White and Associates, dated February 28, 2002, including the Site Development Plan and Tower Schematic attached thereto. A copy of such plans was exhibited to the Lessor and is on file in the Planning Department of the City of Virginia Beach.

(c) Except as provided Paragraph 6(b) of this Lease, title to the Lessee Facilities shall, at such time as they have been inspected and approved by the City of Virginia Beach, vest in Lessor, and Lessee shall have no rights or duties with respect thereto except as set forth in this Lease. Lessee shall not grant, or allow to be placed, any lien or other form of security upon the Lessee facilities.

2. **Term.** The initial term of this Lease shall be ten (10) years, commencing on the date of issuance of the building permit authorizing construction of the Lessee Facilities, or any portion thereof (the "Commencement Date"), and ending on a date ten (10) years after the Commencement Date (the "Initial Term"). At the option of Lessee, this Lease may be extended for two (2) additional renewal periods of five (5) years each (the "Renewal Terms") on the same terms and conditions as set forth herein. This Lease shall automatically be extended for each successive Renewal Term unless Lessee notifies Lessor of its intention not to renew at least sixty (60) days prior to commencement of the succeeding Renewal Term. The Initial Term and Renewal Terms, if any, are referred to collectively herein as the "Lease Term."

3. **Rent.** (a) Lessee shall pay to Lessor as rent for the Leased Premises the sum of **THIRTY THOUSAND DOLLARS ($30,000.00)** per year. Rent for the first year of this Lease shall be paid within ten (10) days of the Commencement Date, and Rent for the remainder of the Lease Term shall be paid annually in advance on each anniversary of the Commencement Date. Rent shall be increased annually as described hereafter.

(b) The Rent shall be increased annually effective as of each anniversary of the Commencement Date by an amount equal to the percentage increase in the CPI over the prior CPI for the month twelve (12) months prior to the adjustment date, but no more than seven per cent (7%) or less than three and one-half per cent (3.5%) in any year. "CPI" means the Consumer Price Index for All Urban Consumers, U.S. City Average, All Items, issued by the Bureau of Labor Statistics for the United States Department of Labor (1982-84 = 100). If the CPI is converted to a different standard reference base or otherwise revised, the adjustment set forth in this paragraph shall be made with the use of the conversion formula published by the Bureau of Labor Statistics.

(c) For each additional antenna installed by Lessee beyond the initial array depicted in Exhibit C, Lessee shall pay an additional fee of **THREE HUNDRED DOLLARS ($300.00)** per year, prorated in the event such an antenna is installed on other than an anniversary of the Commencement Date, which amount shall increase annually under the same terms provided hereinabove and shall become part of the Rent. No such additional antennas not shown in Exhibit C may be installed without the consent of Lessor, which consent shall not be unreasonably withheld, delayed or conditioned.

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(d) In addition to the amounts set forth in subparagraphs (b) and (c), Lessee shall also pay to the Lessor, as Additional Rent, an amount equal to fifty per cent (50%) of any and all rents charged under any sublease of all or a portion of the Leased Premises entered into by Lessee, irrespective of whether Lessee receives any rents from such sublease. Additional rent shall be due and payable annually in advance. Lessee shall, upon reasonable request of Lessor, provide Lessor with a copy of any such sublease.

(e) Upon execution of this Lease by Lessee, Lessee shall reimburse Lessor for all costs of advertising for bids for the use of the Leased Premises.

(f) Lessee shall pay to Lessor all actual and reasonable increased costs of maintenance of the Leased Premises directly attributable to Lessee's use and occupancy thereof within thirty (30) days of presentation to Lessee of an itemized statement delineating such costs, accompanied by reasonable documentation supporting such costs.

(g) Lessee shall pay Lessor a late payment charge equal to five percent (5%) of the late payment for any payment not paid when due. Lessor shall provide Lessee with written notice of non-receipt of any amounts due within five (5) days of the due date. Any amounts not paid when due shall bear interest at the rate of one per cent (1%) per month from the date which is five (5) days after the mailing of such notice until paid.

(h) Subject to the provisions of Paragraph 5(d) and Paragraph 9(b), in the event of termination of this Lease, all prepaid Rent shall be refunded to Lessee, without interest, within sixty (60) days of the effective date of such termination.

4. **Security Deposit.** Upon commencement of this Lease, Lessee shall deposit with Lessor the sum of Ten Thousand Dollars ($10,000), which shall be fully refunded to Lessee upon the timely removal of the Lessee Facilities, and related equipment, and the repair and the restoration of the Leased Premises in accordance with the terms of this Lease. If the Lessee Facilities and related equipment are not removed to the reasonable satisfaction of Lessor within sixty (60) days after the termination or expiration of this Lease, they shall be deemed abandoned and shall become the property of Lessor and Lessee shall have no further rights thereto. Lessee has notified Lessor that the following entities have an interest in the Antenna Facilities and related equipment because of financing arrangements with Lessee:

If Lessor removes the Lessee Facilities or any portion thereof, Lessor must give written notice to Lessee and the listed entities at the addresses provided, informing them that the Lessee Facilities or portion thereof, have been removed and will be deemed abandoned if not claimed by said entities and the storage fees and other reasonable costs paid within thirty (30) days.

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5. **Governmental Approval.** (a) Lessee agrees that all construction upon and use of the leased premises shall comply with all terms and conditions of any conditional use permit or any modifications or amendments thereof made by the City Council of the City of Virginia Beach.

(b) Lessee's right to use the Leased Premises is contingent upon Lessee obtaining all certificates, permits, zoning and other approvals (whether discretionary or ministerial), specifically including, without limitation, a conditional use permit, site plan approval and a building permit, that may be required by any federal, state, or local authority, for Lessee's use to take place at the Leased Premises ("Governmental Approvals"). It shall be the sole and entire responsibility of Lessee to determine what Governmental Approvals are needed for the construction and operation of the Lessee Facilities. Lessor agrees to reasonably cooperate with Lessee (at no cost to Lessor) in its efforts to obtain such approvals; provided, however, that Lessor's agreement to cooperate shall not in any way limit or otherwise affect the authority or discretion of either the City of Virginia Beach's or Lessor's governing body, or any department, division, officer or employee of either the City of Virginia Beach or Lessor, in the conduct of its or his duties with respect to any such Governmental Approval and provided further, that Lessor shall not be required to join, be joined, or otherwise participate as a party in any judicial or administrative action brought by Lessee, or any person or entity claiming under Lessee, in which the denial or conditioning of any Governmental Approval is in issue. Lessee hereby expressly acknowledges and agrees that neither the execution of this Lease by Lessor nor any act by Lessor or any of Lessor's officers, agents or employees or, those of the City of Virginia Beach, in anticipation or in furtherance of the execution of this Lease, shall entitle Lessee to any Governmental Approval, whether discretionary or ministerial, and Lessee shall not be entitled to reimbursement of any costs or expenses of any kind or nature made or incurred in expectation of, or preparation for, the use of the Leased Premises.

(d) Lessee warrants that it has performed, or caused to be performed, a radio frequency emissions study ("RF Study") showing that Lessee's intended use will not interfere with any existing communications facilities, and that such RF Study was conducted by a qualified engineer licensed to practice in the Commonwealth of Virginia. Lessee shall, prior to the issuance of a building permit for any of the Lessee Facilities, deliver a copy of such RF study to Lessor. Lessor shall, upon request of Lessee, provide such information regarding Lessor's communications facilities as is necessary for Lessee to avoid interference with such facilities.

(e) If any application for a necessary Governmental Approval is denied, or if any certificate, permit, license, or other Governmental Approval issued to Lessee is canceled, expires, lapses, or is otherwise withdrawn or terminated by governmental authority so that Lessee will be unable to use the Leased Premises for Lessee's intended purpose, and all administrative and judicial appeals of such action have been exhausted or the time for filing of such appeals has expired, both Lessor and Lessee shall have the right to terminate this Lease by written notice to the other, and upon such termination, this Lease shall become null and void.

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(f) Notwithstanding the provisions of subparagraph (e), in the event of termination by Lessee pursuant to subparagraph (e) , Lessee shall be liable to Lessor for Rent for a period of 120 days from the date of such termination, unless such termination is by reason of the denial of a conditional use permit or other approval of a discretionary nature by Lessor's governing body. Nothing in this subparagraph shall relieve Lessor of its duty to mitigate its damages in the event of termination by Lessee.

6. **Use of Premises.** (a) Lessee may use the Leased Premises for the installation, operation, and maintenance of the Antenna Facilities and the Ground Facilities for the purposes set forth in this Lease, and no other. Lessee may erect and operate such Antenna Facilities and Ground Facilities as are depicted on the attached Exhibit C, and may expand such Antenna and Ground Facilities only with Lessor's consent, which consent shall not be unreasonably denied, delayed or conditioned, and only after Lessor has obtained, at Lessee's expense, a certified evaluation indicating that each antenna will not interfere with the signals of existing antennas, and that the communication tower can structurally support the antennas and related equipment. In connection therewith, Lessee shall have the right to do all work necessary to prepare, maintain and alter the Leased Premises for Lessee's business operations under this Lease and to install transmission lines connecting the antennas to the transmitters and receivers. If Lessor fails to respond in writing in the manner provided in this Lease for the giving of notices within fifteen (15) days following the receipt of Lessee's request for such approval, such request shall be deemed to have been approved by Lessor; provided, however, that if such approval requires the issuance of a new or modified conditional use permit, the provisions of Paragraph 5(a) of this Lease shall apply.

(b) Lessee shall, at its sole cost and expense, construct, operate and maintain the Lessee Facilities in accordance with all applicable rules, regulations, requirements, policies, standards and specifications of Lessor, all applicable ordinances, permits and other requirements of the City of Virginia Beach and all applicable FCC rules and regulations. Lessee's installation of the Antenna Facilities and construction of the Ground Facilities shall be in accordance with the plans approved by Lessor and the City of Virginia Beach, which approval shall not be unreasonably withheld, denied or conditioned. Any damage done to the Owned Premises or any other property of Lessor during installation or operation of the Lessee Facilities shall be repaired at Lessee's expense within thirty (30) days after notification of damage. Title to the Lessee Facilities, except for the Antenna Facilities, shall be held by Lessee, and all Lessee Facilities owned by Lessee shall be deemed to be the personal property of Lessee and not fixtures. Lessee shall have the right to remove all Lessee Facilities, except for the Antenna Facilities, at its sole expense on or before the expiration or earlier termination of this Lease, provided that Lessee shall be required to repair any damage and to restore the Leased Premises to their original condition, ordinary wear and tear, casualty and the acts or omissions of Lessor or third parties excepted.

(c) All modifications or improvements of the Leased Premises made for Lessee's benefit shall be at the Lessee's expense, and such improvements shall be maintained in a good state of repair by Lessee at Lessee's expense. Except in the event of an emergency,

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Lessee shall provide written notice to Lessor not less than seventy-two (72) hours before commencing any maintenance of the Lessee Facilities or construction of additional Lessee Facilities on the Owned Premises. The Antenna Facilities shall, at all times and at Lessee's expense, be painted such color as Lessor deems appropriate.

(d) Lessee shall, within sixty (60) days of the Commencement date, provide Lessor with as-built drawings of the equipment and improvements installed on the Leased Premises showing the actual location of all Antenna Facilities and Ground Facilities and of all other improvements installed on Lessor's property by Lessee in connection with this Lease. The drawings shall be accompanied by a complete and detailed inventory of all equipment, personal property, Ground Facilities and Antenna Facilities to be placed on the Leased Premises or other property of Lessor in connection with this Lease. At Lessor's option, such as-built drawings and inventory may be attached to this Lease as Exhibit E.

(e) Lessee shall, at its expense, maintain any equipment on or attached to the Leased Premises in a safe condition, in good repair and in a manner reasonably suitable to Lessor so as not to conflict with the use of the other property of Lessor, subject to the provisions of Paragraph 8 of this Lease. Lessor shall maintain, at its sole expense, access roadways to the Leased Premises in a condition which will allow pedestrian and vehicular access under normal weather conditions; provided, however, that Lessee shall be responsible for the repair of any damage or deterioration caused by Lessee's use of such roadways.

(f) Lessee shall have access to the Leased Premises at all times in order to install, operate and maintain its Antenna Facilities; provided, however, Lessee shall not disturb Lessor's use of the Owned Premises. In the event Lessee accesses the Leased Premises during Lessor's normal business hours, Lessee shall sign in at the Lessor's business office located near the Leased Premises. In the event Lessee accesses the Leased Premises at a time other than Lessor's normal business hours, Lessee shall first notify Lessor of such visit by calling the principal of Cox High School at (757) 496-6767. In the event of an emergency visit outside of Lessor's normal business hours, Lessee shall be required to notify Lessor by phone of such visit within twenty-four (24) hours of the visit.

(g) Lessee shall install utilities to serve the Antenna Facilities and Ground Facilities in the location shown on Exhibit B at Lessee's sole expense. Lessee shall separately meter all utilities associated with its use of the Leased Premises and shall promptly pay all costs for such utility services. Lessor shall, without charge to Lessee, sign such documents as may be required by utility providers to provide such service to the Leased Premises, including the grant of permits required by Lessor or a utility provider to provide service as provided herein.

(h) Lessor warrants and agrees that: (i) Lessor owns the Owned Premises and has rights of access thereto; (ii) Lessor has full right to make and perform this Lease; and (iii) Lessee, upon paying the rent and performing the covenants herein provided, shall peaceably and quietly have and enjoy the Leased Premises for the purposes herein contemplated. Lessor shall not cause or permit any use of the Owned Premises which materially and unreasonably interferes with or impairs the operation of the Lessee facilities or the quality of

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the communications services being rendered by Lessee from the Leased Premises, nor shall Lessor have unsupervised access to the Leased Premises, except in the event of an emergency requiring immediate access to the Leased Premises.

(i) Lessee shall remove the Lessee Facilities, except the Antenna Facilities, upon termination of this Lease unless Lessor otherwise agrees, in writing, and shall restore the affected area to its original condition, ordinary wear and tear, casualty and the acts or omissions of Lessor or third parties excepted. Such removal shall be done in a workmanlike manner and without interference or damage to any other equipment. All costs and expenses for such removal and restoration shall be borne by Lessee.

7. **Equipment Upgrade.** Lessee may update or replace the Antenna Facilities or the Ground Facilities, or both, from time to time with the prior written approval of Lessor, which approval shall not be unreasonably withheld, delayed or conditioned, provided that any change in their location is satisfactory to Lessor. Lessee shall submit to Lessor a detailed proposal for any such replacement facilities and any supplemental materials as may be requested for Lessor's evaluation and approval.

8. **Interference.** (a) Lessee's installation, operation, and maintenance of the Lessee Facilities shall not damage or interfere in any way with Lessor's current operations. If the Lessee Facilities cause interference to such operations, Lessee shall take all measures reasonably necessary to correct and eliminate the interference. If such interference cannot be eliminated in a reasonable time, Lessee shall immediately cease operating the Lessee Facilities to the extent necessary to stop the interference. If the interference cannot be eliminated within thirty (30) days, Lessor may terminate this Lease.

(b) Lessee's use and operation of the Leased Facilities shall not interfere with the use and operation of other communication facilities on the Leased Premises which pre-existed the Lessee Facilities. If the Lessee Facilities cause interference, Lessee shall take all measures reasonably necessary to correct and eliminate the interference. If the interference cannot be eliminated in a reasonable time, Lessee shall immediately cease operating the Lessee Facilities to the extent necessary to stop the interference. If the interference cannot be eliminated within thirty (30) days, Lessor may terminate this Lease.

(c) Subsequent to the installation of the Lessee Facilities, Lessor shall not permit itself, its lessees or licensees to install new equipment on the Owned Premises or property contiguous thereto owned or controlled by Lessor, if such equipment is likely to cause interference with Lessee's operations. In the event interference occurs, Lessor agrees to take all action necessary to eliminate such interference within thirty (30) days. If the interference cannot be eliminated within thirty (30) days, Lessee may terminate this Lease.

9. **Termination.** (a) Except as otherwise provided herein, this Lease may be terminated upon sixty (60) days written notice to the other party as follows:

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(i) by either party upon a default in the performance of any covenant or term hereof by the other party, which default is not cured within sixty (60) days of receipt of written notice of the default (without, however, limiting any other rights of the parties pursuant to any other provisions hereof);

(ii) subject to the provisions of Paragraph 5(c) of this Lease, by Lessee if it is unable to obtain or maintain any license, permit or other Governmental Approval necessary for the construction or operation of the Lessee Facilities or of Lessee's business;

(iii) by Lessee if the Lessee Facilities are destroyed or damaged by an act of God so as to, in Lessee's judgment, substantially impair Lessee's effective use of the Lessee Facilities, upon thirty (30) days' written notice to Lessor, which notice must be given within thirty (30) days of the date of such destruction or damage. If Lessee so terminates this Lease, Lessee shall be entitled to reimbursement of prepaid Rent covering the period subsequent to the date of destruction or damage;

(iv) by Lessor, upon six (6) months' notice, if it determines that a potential user which is a public safety agency of the federal or state government or of the City of Virginia Beach cannot obtain another adequate location;

(v) by Lessor, if after a public hearing, the Virginia Beach City Council determines that Lessee's use of the Leased Premises is not in compliance with any applicable ordinance, or state or federal law, or any conditions of any Governmental Approval, and Lessee fails to cure such noncompliance within thirty (30) days after such determination is rendered. Such failure shall be a default of Lessee's obligations under the terms of this Lease;

(vi) by Lessee, if Lessee is unable to occupy and utilize the Leased premises due to an action of the FCC, including, without limitation, a take-back of channels or change or reallocation of the frequencies at which Lessee may operate its communications facilities which renders Lessee's operation of its communications facilities at the Leased Premises obsolete; or

(vii) by Lessee within ninety (90) days of the execution of this Lease if Lessee determines that the Leased Premises are not suitable for its operation for economic or technological reasons, including, without limitation, signal interference. For purposes of this subdivision, "economic reasons" shall not include the availability of an equivalent site at commercial terms more favorable to Lessee than are contained in this Lease.

(b) The parties shall give notice of termination in writing. Lessee shall be liable to Lessor for all Rent and other consideration under Paragraph 3 of this Lease for the period of this Lease prior to said termination date.

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(c) Upon termination or expiration of this Lease, Lessee shall have sixty (60) days from the date of termination or expiration to remove the Lessee Facilities, except the communication tower, and related equipment from the Leased Premises and to restore the Leased Premises to their condition prior to installation of the Lessee Facilities, ordinary wear and tear and damage caused by casualty, Lessor or third parties excepted.

10. **Cure by Lessor.** In the event of any default of this Lease by Lessee not cured by Lessee within the applicable cure period, Lessor may at any time, after notice, cure the default for the account of and at the expense of Lessee. If Lessor is compelled to pay or elects to pay any sum of money or to do any act which will require the payment of any sum of money or is compelled to incur any expense, including reasonable attorney fees in instituting, prosecuting or defending any action to enforce the Lessor's rights under this Lease, the sums so paid by Lessor, with all interest, costs and damages shall be deemed to be Additional Rent and shall be due from the Lessee to Lessor on the first day of the month following ten days' written notice by Lessor and submission by Lessor to Lessee of an itemized statement, with supporting evidence, of Lessor's costs and expenses. Lessor may, at its sole discretion, apply any portion or all of Lessee's security deposit to such Additional Rent, and Lessee shall be required to deposit with Lessor, as a Security Deposit, the amount so applied.

11. **Condemnation.** In the event the Leased Premises is taken by eminent domain by the state or federal government, or any instrumentality thereof, or by the City of Virginia Beach, this Lease shall terminate as of the date title to the Leased Premises vests in the condemning authority. In the event a portion of the Leased Premises is taken by eminent domain, either party shall have the right to terminate this Lease as of said date of title transfer, by giving thirty (30) days' written notice to the other party. In the event this Lease is not thereby terminated, Rent shall be reduced or abated in proportion to the actual reduction or abatement of use of the Leased Premises. Lessor and Lessee shall each be entitled to pursue its own separate awards in the event of a taking of the Leased Premises.

12. **Defense and Indemnification.** (a) Lessee agrees to defend, indemnify and hold harmless Lessor and its elected officials, officers, employees, agents, and representatives from and against any and all claims, costs, losses, expenses, demands, actions, or causes of action, including reasonable attorneys' fees and other costs and expenses of litigation, arising from the negligence, willful misconduct, or other fault of Lessee. Lessee shall defend all claims arising out of Lessee's use of the Leased Premises and out of the installation, operation, use, maintenance, repair, removal, or presence of Lessee's Antenna Facilities, equipment and related facilities on the Leased Premises. In no event shall the liability of Lessee under this sub-paragraph include damages for lost profits, consequential or punitive damages.

(b) Without limiting the scope of Subparagraph (a) above, Lessee shall be solely responsible for and will defend, indemnify, and hold Lessor, its agents, officers and employees harmless from and against any and all claims, costs, and liabilities, including reasonable attorneys' fees and costs, arising out of or in connection with the cleanup or

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restoration of the Leased Premises associated with Lessee's use of hazardous materials. For purposes of this Lease, "hazardous materials" shall be interpreted broadly and specifically include, without limitation, asbestos, fuel, batteries or any hazardous substance, waste, or materials as defined in any applicable federal, state, or local environmental or safety statute, ordinance, regulation or requirement. Lessor represents that, to the best of its knowledge and belief, it has received no notice of any action, suit, proceeding or claim concerning a release of hazardous substances on or affecting the Leased Premises, and that, to the best of its knowledge and belief, there is no release of hazardous substances on or affecting the Leased Premises which would render the Leased Premises unsuitable for the purposes contemplated by this Lease. Lessor agrees to notify Lessee of any such release as soon as reasonably practicable after receiving notice thereof. Notwithstanding the foregoing, it shall be the responsibility of Lessee to determine whether or not there are any adverse conditions, including, without limitation, a release of any hazardous substance on or affecting the Leased Premises which would prevent Lessee's proposed use thereof, and in no event shall any liability of Lessor for any such condition include damages for lost profits, consequential or punitive damages.

(c) Lessee represents and warrants that its use of the Leased Premises will not generate, and Lessee will not store or dispose of on the Leased Premises, nor transport to or over the Leased Premises on the property of Lessor, any hazardous materials other than those ordinarily used in the provision of communications services as permitted hereunder and in compliance with all applicable laws, unless Lessee specifically informs Lessor thereof in writing twenty-four (24) hours prior to such storage, disposal or transport or otherwise as soon as Lessee becomes aware of the existence of hazardous materials on the Leased Premises.

(d) Lessor and Lessee release each other and their respective principals, officers, directors, employees, representatives and agents, from any claims for damage to any person or to the Leased Premises or to the Lessee Facilities thereon caused by, or that result from, risks insured against under a standard all risk insurance policy. Lessor and Lessee shall cause each insurance policy obtained by them to provide that the insurance company waives all right of recovery by way of subrogation against the other in connection with any damage covered by any policy.

(e) The obligations of this Paragraph shall survive the expiration or termination of this Lease.

13. **Insurance**. (a) During the Lease Term, Lessee shall maintain, or cause to be maintained, in full force and effect and at its sole cost and expense, the following types and limits of insurance. All policies other than those for Worker's Compensation shall be written on an occurrence and not on a claims made basis. The coverage amounts set forth below may be met by a combination of underlying and umbrella policies so long as in combination the limits equal or exceed those stated.

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(i) Worker's compensation insurance meeting applicable statutory requirements and employer's liability insurance with minimum limits of One Hundred Thousand Dollars ($100,000) for each accident.

(ii) Comprehensive commercial general liability insurance with minimum limits of One Million Dollars ($1,000,000) as the combined single limit for each occurrence of bodily injury, personal injury and property damage. The policy shall provide blanket contractual liability insurance for all written contracts, and shall include coverage for products and completed operations liability, independent contractor's liability; coverage for property damage from perils of explosion, collapse or damage to underground utilities, commonly known as XCU coverage; and broad form property damage coverage. Lessor shall be named as an additional insured under such policy.

(iii) Automobile liability insurance covering all owned, hired and non-owned vehicles in an amount not less than One Million Dollars ($1,000,000), combined single limits.

(b) Certificates of insurance for each insurance policy required to be obtained by Lessee in compliance with this paragraph shall be filed with Lessor annually during the Lease Term. Lessee shall immediately advise Lessor of any claim or litigation that may result in liability to Lessor.

(c) All insurance policies maintained pursuant to this Lease shall contain the following endorsement:

> "At least thirty (30) days prior written notice shall be given to Lessor by the insurer of any intention not to renew such policy or to cancel, replace or materially alter same, such notice to be given by registered mail to the parties named in the Lease."

(d) All insurance shall be written by insurers licensed to conduct the business of insurance in the Commonwealth of Virginia and rated A- or better by Best.

(e) Lessee shall require that each and every one of its contractors and their subcontractors who perform work on the Leased Premises carry, in full force and effect, workers' compensation, comprehensive public liability and automobile liability insurance coverages of the type which Lessee is required to obtain under the terms of this paragraph with like limits of insurance.

14. **Assignment and Sublease.** (a) This Lease, and the rights hereunder, may not be sold, assigned, or transferred at any time by Lessee except upon prior written notice to Lessor; provided, however, that Lessee may assign its interest to its parent company, any subsidiary or affiliate of it or its parent company or to any successor-in-interest or entity acquiring fifty-one (51%) or more of its stock or assets, subject to any financing entity's

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interest, if any, in this Lease, without Lessor's consent. Lessee shall have the right to sublet under this Lease without Lessor's consent. Upon notification to Lessor by Lessee of any such assignment or subletting, Lessee shall be relieved of all future performance, liabilities and obligations under this Lease. Notwithstanding anything to the contrary contained in this Lease, Lessee may assign, mortgage, pledge, hypothecate or otherwise transfer without consent its interest in this Lease to any financing entity, or agent on behalf of any financing entity to whom Lessee (i) has obligations for borrowed money or in respect of guaranties thereof, (ii) has obligations evidenced by bonds, debentures, notes or similar instruments, or (iii) has obligations under or with respect to letters of credit, bankers acceptances and similar facilities or in respect of guaranties thereof.

(b) This Lease shall run with the property and shall be binding upon and inure to the benefit of the parties, their respective successors, personal representatives, heirs and assigns.

15. **Notices.** All notices hereunder must be in writing and shall be deemed validly given if sent by certified mail, return receipt requested, or by a nationally recognized overnight courier, addressed as follows or if sent by facsimile to the facsimile number set forth below, with a hard copy contemporaneously mailed as previously specified:

If to Lessor to:	Division Superintendent Municipal Center, Building Six 2512 George Mason Drive Virginia Beach, Virginia 23456-6038 Fax no. (757) 426-5680
With a copy to:	City Attorney Municipal Center, Building One 2401 Courthouse Drive, Room 260 Virginia Beach, Virginia 23456 Fax. no (757) 427-5687
If to Lessee, to:	Attention: Property Manager Triton PCS Property Company L.L.C. 100 Westgate Parkway Richmond, VA 23233
With a copy to:	Attention: Treasurer Triton Management Company, Inc. 1100 Cassatt Road Berwyn, PA 19312

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Lessor or Lessee may from time to time designate any other address for this purpose by written notice to the other party.

16. **Miscellaneous Provisions.** (a) This Lease constitutes the entire agreement and understanding of the parties, and supersedes all offers, negotiations and other agreements. There are no representations or understandings of any kind not set forth herein. Any amendments to this Lease shall be effective only if made in writing and executed and acknowledged by both parties.

(b) Each party agrees to cooperate with the other in executing or having executed any documents (including a Memorandum of Lease in a form acceptable to both parties attached hereto as Exhibit D, Non-Disturbance Agreement, easement agreements, or other documents) necessary to protect its rights or use of the Leased Premises. Either party may record a Memorandum of Lease or easement agreement, but neither party may record this Lease.

(c) This Lease shall be construed in accordance with the laws of the Commonwealth of Virginia. Any court action relating to this Lease may be maintained only in the Circuit Court of the City of Virginia Beach or United States District Court for the Eastern District of Virginia. Lessor and Lessee hereby waive jury trial on any issue arising under this Lease.

(d) If any term of this Lease is found to be void or invalid, such invalidity shall not affect the remaining terms of this Lease, which shall continue in full force and effect. The parties intend that the provisions of this Lease be enforced to the fullest extent permitted by applicable law. Accordingly, the parties shall agree that if any provisions are deemed not enforceable, they shall be deemed modified to the extent necessary to make them enforceable.

(e) The persons who have executed this Lease represent and warrant that they are duly authorized to execute this Lease in their representative capacities as indicated.

(f) The submission of this document for examination does not constitute an offer to lease or a reservation of or option for the Leased Premises and shall become effective only upon execution by both parties.

(g) This Lease may be executed in any number of counterpart copies, each of which shall be deemed an original, but all of which together shall constitute a single instrument.

(h) The parties understand and acknowledge that Exhibit A (Description of Owned Premises), Exhibit B (Description of Leased Premises) and Exhibit C (Description of Antenna Facilities and Ground Facilities) may be attached to this Lease in preliminary form. Accordingly, the parties agree that upon the preparation of final, more complete exhibits,

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Exhibits A, B and C may be replaced by the parties with final, more complete exhibits which shall be agreed to and conformed by the parties.

(i) This Lease shall be governed as to all matters, whether of validity, interpretation, obligations, performance or otherwise, exclusively by the laws of Virginia, and all questions arising with respect thereto shall be determined in accordance with such laws. Regardless of where actually delivered and accepted, this Lease shall be deemed to have been delivered and accepted by the parties in the Commonwealth of Virginia.

(j) During the performance of this Lease, the Lessee agrees that it will not discriminate against any employee or applicant for employment because of race, religion, color, sex, handicap or national origin, except where religion, sex, handicap or national origin is a bona fide occupational qualification or consideration reasonably necessary to the normal operation of the Lessee. The Lessee agrees to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause. The Lessee, in all solicitations or advertisements for employees placed by or on behalf of the Lessee, will state that such Lessee is an equal opportunity employer. Notices, advertisements and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting the requirements herein. Lessee agrees to comply with the good faith minority business efforts required by the Virginia Beach City Code.

(k) Lessee hereby certifies that it did not, directly or indirectly, enter into any combination or arrangement with any person, firm or corporation or enter into any agreement, participate in any collusion, or otherwise take any action in restraint of free, competitive bidding for this Lease in violation of any of the laws of the United States or the Commonwealth of Virginia.

(l) Lessee represents and warrants that it: (1) is the holder of a valid license issued by the Federal Communication Commission to construct and operate radio transmitting facilities within a territory including the City of Virginia Beach pursuant to Section 309 (h) of the Communications Act of 1934 (47 U.S.C. § 309 (h)); or (2) will allow use of the Lessee Facilities for the purposes contemplated by this Lease the only by a person or entity described in part (1) of this subparagraph. Lessee hereby agrees that, if for any reason, such license is revoked or otherwise terminated, it will immediately so notify Lessor, and Lessee shall have the right to terminate this Lease pursuant to Paragraph 9 (a) (ii) of this Lease.

17. **Tests and Constructions.** Lessee shall have the right at any time following the full execution of this Lease to enter upon the Owned Premises for the purpose of making appropriate engineering and boundary surveys, inspections, soil test borings or other reasonably necessary tests. In the event of any inconsistency between this Lease and any survey performed, Lessor shall make such amendments to this Lease and adjustments in the location of Leased Premises as shall be reasonably necessary for Lessee's use and satisfactory to Lessee. If the title search or the survey discloses any matters which Lessee deems unsuitable or which interfere with Lessee's use and enjoyment of the Leased Premises,

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Lessor shall cure such defects within sixty (60) days. If Lessor does not or cannot cure such defect within such sixty (60) days, Lessee shall have the right, without obligation, to terminate this Lease and render it null and void from the date of termination.

18. **RF Compliance.** Subsequent to the installation of the Lessee Facilities, Lessor shall not permit itself, its lessees or licensees to install new equipment on the Owned Premises or property contiguous thereto owned or controlled by Lessor, if such equipment is likely to cause the Owned Premises to exceed the FCC radiated power density maximum permissible exposure ("MPE") limits for workers and the general public. Such excess radiated power densities shall be deemed a material breach by Lessor. In the event excess radiated power densities occur, Lessor agrees to take or to cause any subsequent lessee or licensee whose use of the Owned Premises results in the FCC specified MPE limits being exceeded to promptly take all mitigation action necessary to eliminate such excess radiated power densities within thirty (30) days. In the event Lessor fails to comply with this paragraph, Lessee may terminate this Lease and/or pursue any other remedies available under this Lease, at law, and/or at equity, including injunctive relief. Lessee shall operate the Lessee Facilities in a manner that will not cause the Owned Premises to exceed the FCC specified MPE.

19. **Marking and Lighting Requirements.** (a) Lessor shall be responsible for compliance with all marking and lighting requirements of the Federal Aviation Administration ("FAA") and the FCC, provided that if the requirement for compliance results from the Lessee Facilities, Lessee shall pay for such reasonable costs and expenses (including for any lighting automated alarm system). Should Lessee be cited because the Owned Premises is not in compliance and, should Lessor fail to cure the conditions of noncompliance, Lessee may either terminate this Lease or proceed to cure the conditions of noncompliance at Lessor's expense, which amounts may be deducted from the Rent.

(b) If lighting requirements apply and a lighting automatic alarm system has been installed by Lessor, Lessor shall allow Lessee to bridge in to the system to permit a parallel alarm or to install a second alarm if a bridge would interfere with Lessor's alarm. Lessee shall be responsible for the cost and expense of maintaining the bridge or parallel alarm. Notwithstanding anything in this Paragraph 19(b), the responsibility for compliance with FAA and FCC requirements shall remain with Lessor as provided in Paragraph 19(a) above.

20. **Waiver of Lessor's Lien.** (a) Lessor waives any lien rights it may have concerning the Lessee Facilities which are deemed Lessee's personal property and not fixtures, and Lessee has the right to remove the same at any time without Lessor's consent.

(b) Lessor acknowledges that Lessee has entered into a financing arrangement including promissory notes and financial and security agreements for the financing of the Lessee Facilities (the "Collateral"), with a third party financing entity (and may in the future enter into additional financing arrangements with other financing entities). In connection therewith, Lessor (i) consents to the installation of the Collateral, except as

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provided by Paragraph 1 (c) of this lease; (ii) disclaims any interest in the Collateral, as fixtures or otherwise; and (iii) agrees that the Collateral shall be exempt from execution, foreclosure, sale, levy, attachment, or distress for any Rent due or to become due and that such Collateral may be removed at any time without recourse to legal proceedings.

21. **Brokers.** Lessor and Lessee represent to each other that they have not negotiated with any real estate broker in connection with this Lease. Lessee agrees that, under no circumstances shall Lessor be required to pay any real estate broker's or agent's commission, finder's fee or the like by reason of the leasing of the Lessee facilities and agrees to indemnify and hold Lessor party free and harmless from all losses, damages, claims and expenses in connection therewith.

22. **Taxes.** Lessee shall be responsible for paying all personal property taxes assessed upon the Lessee Facilities and for paying taxes on its leasehold interest pursuant to Virginia Code Section 58.1-3203, or any successor statute.

IN WITNESS WHEREOF, the parties hereto have respectively executed this Lease to be effective as of the date hereinabove stated.

VIRGINIA BEACH SCHOOL BOARD

by _____
Superintendent or Designee

ATTEST: Supt's Signature

_____
Clerk

APPROVED AS TO LEGAL SUFFICIENCY:

_____
Department of Law

APPROVED AS TO CONTENT:

_____
Virginia Beach School Board

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LESSEE:

TRITON PCS PROPERTY COMPANY L.L.C.
By: TRITON MANAGEMENT COMPANY, INC.,
its manager

Date: 1-9-04

By: _____

Name: Scott D. Basham

Title: Vice President of Network Implementation

STATE OF VIRGINIA:
CITY OF VIRGINIA BEACH

I, Kimberly P. Hacutt, a Notary Public in and for the City and State aforesaid, do hereby certify that Timothy R. Jenney, Superintendent of the Virginia Beach School Board, whose name as such is signed to the foregoing Lease Agreement, has acknowledged the same before me in my City and State aforesaid.

GIVEN under my hand this 13th day of February, 2004

Notary Public Kimberly P. Hacutt

My Commission Expires: 8/31/05

Docusign Envelope ID: 5D2E2365-E8C8-4D74-9329-3EA3AEB77731

COMMONWEALTH OF VIRGINIA

COUNTY OF HENRICO to-wit:

ACKNOWLEDGMENT

On January 9, 2004, before me, the undersigned Notary Public in and for the Commonwealth of Virginia, personally appeared SCOTT D. BASHAM, on behalf of Triton PCS Property Company L.L.C., a Delaware limited liability company, by Triton Management Company, Inc., its Manager, and SCOTT D. BASHAM as Vice President of Network Implementation of said Triton Management Company, Inc., personally known to me to be the person whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his authorized capacity, and that by his signature on the instrument, on behalf of Triton PCS Property Company L.L.C. by Triton Management Company, Inc., its Manager, executed the instrument. He further acknowledged in due form of the law that he is authorized on behalf of said entity to execute all documents pertaining hereto and acknowledged to me the same as his voluntary act and deed on behalf of said company.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed, my official seal at my office in said County and Commonwealth of the day and year last above written.

Donald S. Gerke (SEAL)
Notary Public

My commission expires: September 30, 2005

Docusign Envelope ID: 5D2E2365-E8C8-4D74-9329-3EA3AEB77731

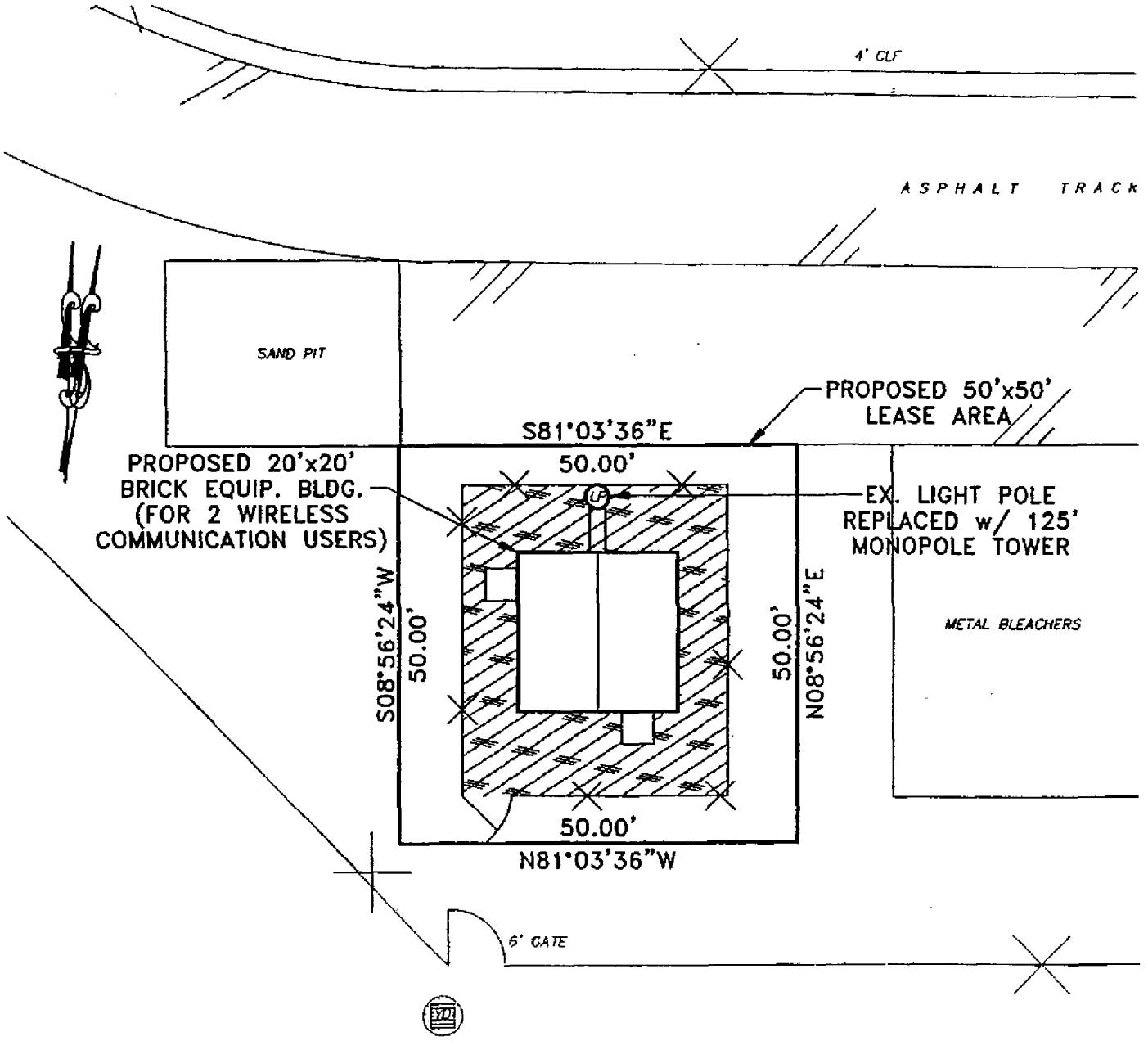
EXHIBIT A (DESCRIPTION OF OWNED PREMISES)

All those certain lots, pieces and parcels of land, together with any improvements thereon and appurtenances there unto belonging, situate, lying and being in the City of Virginia Beach, and known and designated as 'PARCEL B-1, 50.000 ACRES" on that certain plat entitled, 'SUBDIVISION OF PROPERTY FOR BROAD BAY MANOR, INC. LYNNHAVEN BOROUGH -- VIRGINIA BEACH, VIRGINIA," dated November 1977, made by Marsh and Basgier, Inc. P.C., intended to be recorded simultaneously herewith and made a part hereof and to which reference is made for a more particular description thereof.

It being a part of the property conveyed to the Grantor by deed of Broad Bay Manor, Inc., a Virginia Corporation, dated July 27, 1978, duly recorded in the Clerk's Office of the Circuit Court of the City of Virginia Beach, Virginia, in Deed Book 1806, at Page 237.

Docusign Envelope ID: 5D2E2365-E8C8-4D74-9329-3EA3AEB77731

EXHIBIT B



SHEET 3 OF 4

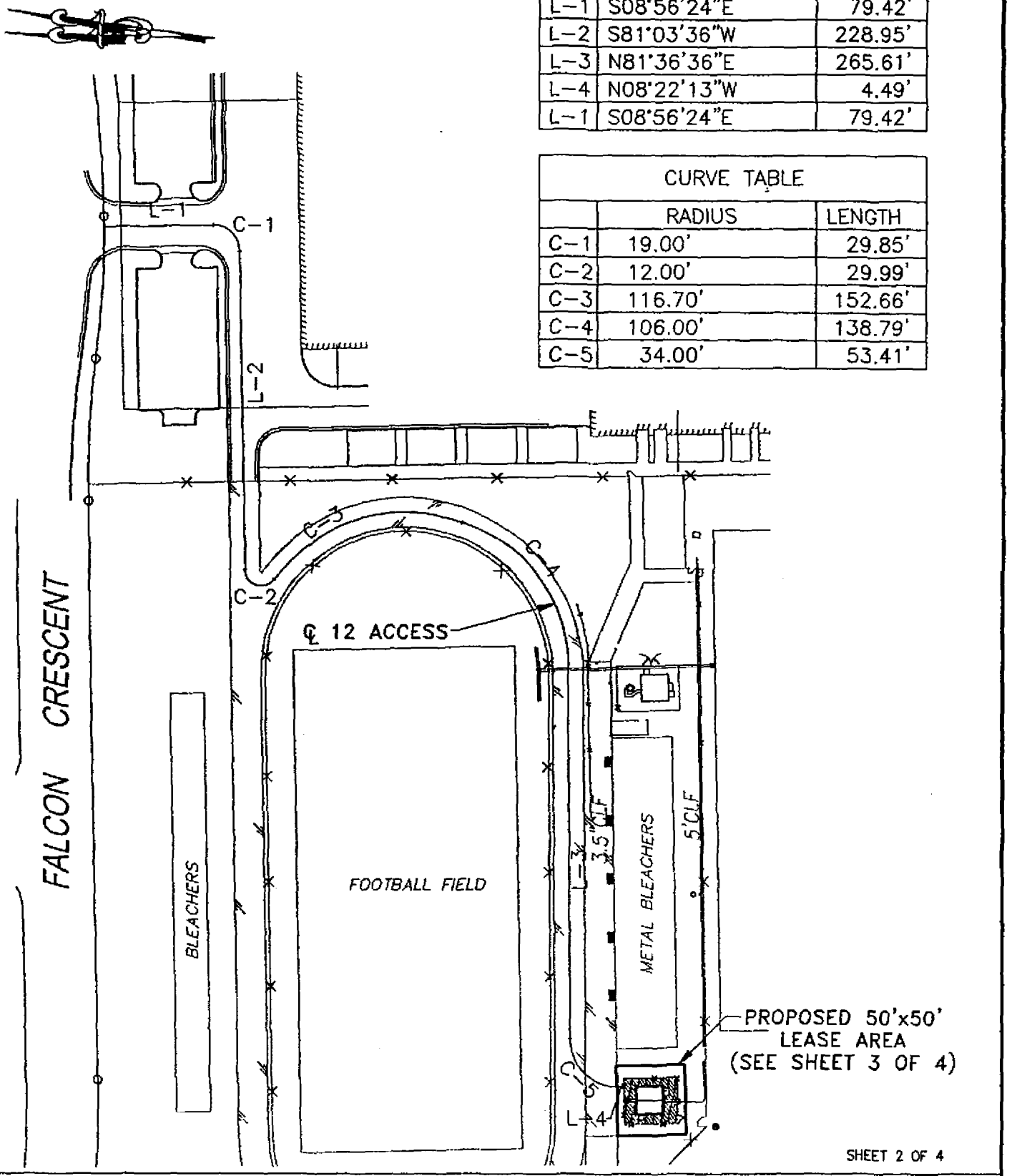
TRITON PCS, INC. 4880 SADLER ROAD SUITE 300 GLEN ALLEN, VA 23060 TEL: (804) 364-7958	LEASE EXHIBIT SITE No. NF-N-289-A COX H.S. 2425 SHOREHAVEN DR. VA. BEACH, VA. 23454	Lewis White & Associates 4605 PEMBROKE LAKE CIR. SUITE 101 VIRGINIA BEACH, VA. 23455 VOICE (757) 671-9032 FAX (757) 671-9071	DATE :03/01/02 DRAWN BY:GS DESIGN BY:LWA CHECKED BY:LRW FILE # :201-198 SCALE :1"=20'

NF-N-289A
Cox High School

Docusign Envelope ID: 5D2E2365-E8C8-4D74-9329-3EA3AEB77731

LINE TABLE		
L-1	S08°56'24"E	79.42'
L-2	S81°03'36"W	228.95'
L-3	N81°36'36"E	265.61'
L-4	N08°22'13"W	4.49'
L-1	S08°56'24"E	79.42'

CURVE TABLE		
	RADIUS	LENGTH
C-1	19.00'	29.85'
C-2	12.00'	29.99'
C-3	116.70'	152.66'
C-4	106.00'	138.79'
C-5	34.00'	53.41'



SHEET 2 OF 4

TRITON PCS, INC.
4880 SADLER ROAD
SUITE 300
GLEN ALLEN, VA 23060
TEL: (804) 364-7958

LEASE EXHIBIT

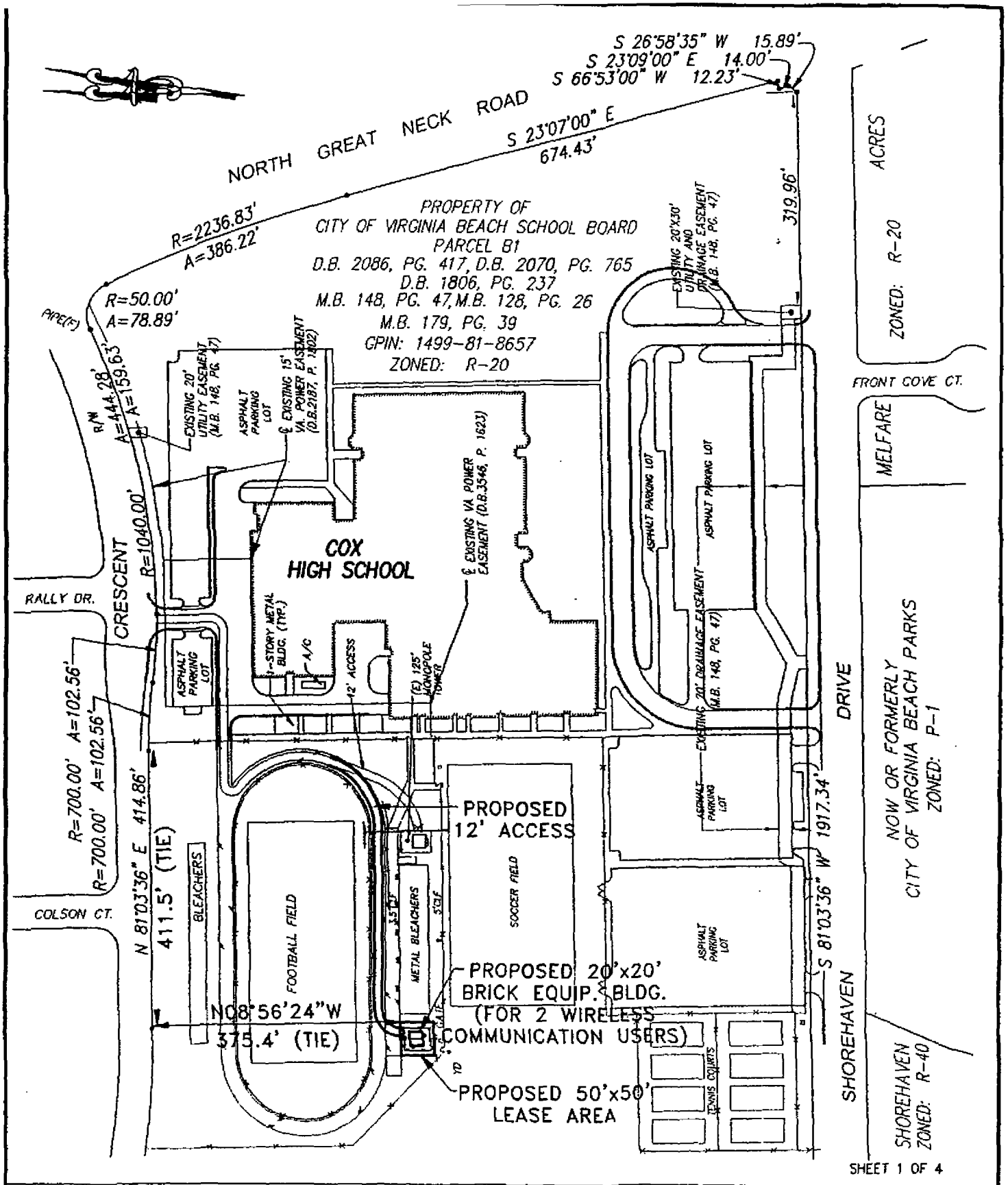
SITE No. NF-N-289-A
COX H.S.
2425 SHOREHAVEN DR.
VA. BEACH, VA. 23454

Lewis White & Associates
4605 PEMBROKE LAKE CIR.
SUITE 101
VIRGINIA BEACH, VA. 23455
VOICE (757) 671-9032
FAX (757) 671-9071

DATE :03/01/02
DRAWN BY: GS
DESIGN BY: LWA
CHECKED BY: LRW
FILE # :201-198
SCALE :1"=100'

NF-N-289A
Cox High School

Docusign Envelope ID: 5D2E2365-E8C8-4D74-9329-3EA3AEB77731

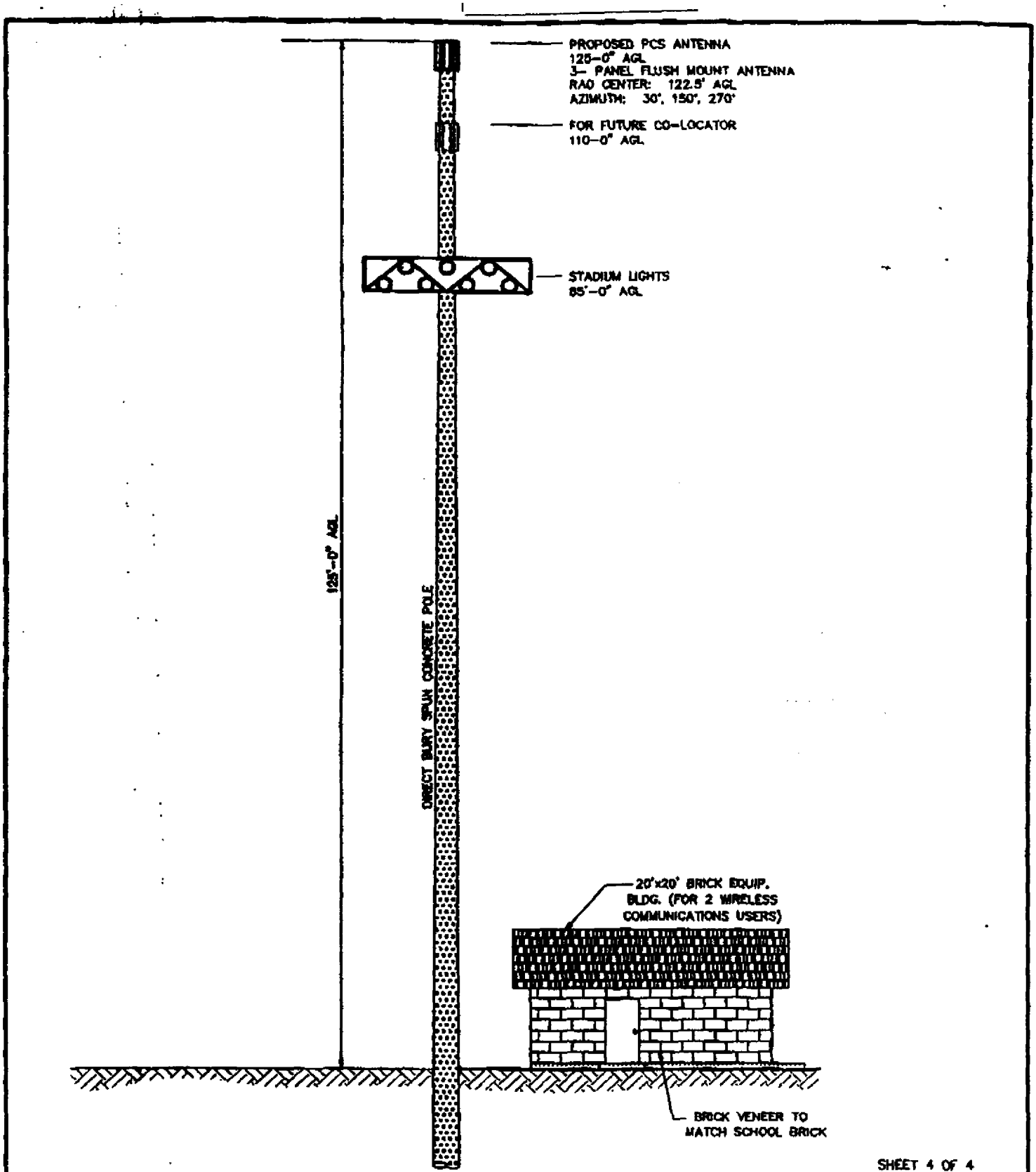


SHEET 1 OF 4

TRITON PCS, INC. 4880 SADLER ROAD SUITE 300 GLEN ALLEN, VA 23060 TEL: (804) 364-7958	LEASE EXHIBIT SITE No. NF-N-289-A COX H.S. 2425 SHOREHAVEN DR. VA. BEACH, VA. 23454	Lewis White & Associates 4605 PEMBROKE LAKE CIR. SUITE 101 VIRGINIA BEACH, VA. 23455 VOICE (757) 671-9032 FAX (757) 671-9071	DATE :03/01/02 DRAWN BY:GS DESIGN BY:LWA CHECKED BY:LRW FILE # :201-198 SCALE :1"=200'

NF-N-289A
Cox High School

Docusign Envelope ID: 5D2E2365-E8C8-4D74-9329-3EA3AEB77731



SHEET 4 OF 4

TRITON PCS, INC. 4660 SADLER ROAD SUITE 300 GLEN ALLEN, VA 23060 TEL: (804) 364-7900	LEASE EXHIBIT SITE No. NF-N-289-A COX H.S. 2425 SHOREHAVEN DR. VA. BEACH, VA. 23454	Lewis White & Associates 4605 PEMBROKE LAKE CIR. SUITE 101 VIRGINIA BEACH, VA. 23455 VOICE (757) 671-9032 FAX (757) 671-9071	DATE :03/01/02 DRAWN BY: GS DESIGN BY: LWA CHECKED BY: LRW FILE # :201-198 SCALE :N.T.S.

NF-N-289A
Cox High School

Docusign Envelope ID: 5D2E2365-E8C8-4D74-9329-3EA3AEB77731

EXHIBIT D (MEMORANDUM OF LEASE)

Docusign Envelope ID: 5D2E2365-E8C8-4D74-9329-3EA3AEB77731

After recording return to:
Triton PCS Property Company L.L.C.
100 Westgate Parkway
Richmond, Virginia 23233
Attention: Property Manager

For Indexing Purposes Only:
Grantor: School Board of the City of Virginia Beach, a Political Subdivision of the Commonwealth of Virginia
Grantee: Triton PCS Property Company L.L.C.
TAX MAP No. 1496-81-8657 DB 2086/Pg 417

MEMORANDUM OF LEASE AGREEMENT

THIS MEMORANDUM OF LEASE AGREEMENT is made and entered into on this _____ day of _____, 2004, by and between **Triton PCS Property Company L.L.C.** (the "Tenant"), and the **SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH** (the "Landlord").

W I T N E S S E T H:

Recitals

By a **LEASE AGREEMENT** between Tenant and Landlord, dated _____ _____, 2004, Landlord has agreed to lease to Tenant a certain parcel of real property, including improvements and fixtures thereon and appurtenant rights thereto, located in the City of Virginia Beach, Commonwealth of Virginia, more particularly described on Exhibit A attached hereto and made a part hereof (collectively, the "Leased Property"). Tenant and Landlord now desire to enter into this memorandum of the Lease Agreement, in accordance with the provisions of Section 55-57.1(A) of the Code of Virginia of 1950, as amended, and to record such Memorandum of Lease Agreement in the Clerk's Office, Circuit Court, City of Virginia Beach, Virginia (the "Clerk's Office"), to give record notice of the Lease Agreement.

Memorandum of Option and Lease Agreement

Pursuant to Sections 55-57.1(A) of the Code of Virginia of 1950, as amended, Lessor and Lessee do hereby state the following:

1. The name of the Tenant is Triton PCS Property Company L.L.C.

2. The name of the Landlord is the SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH.

3. Landlord has agreed to lease the Leased Property to Tenant pursuant to the terms, provisions and conditions contained in the Lease Agreement.

4. The address of Tenant set forth in the Lease Agreement is: Triton PCS Property Company L.L.C., 100 Westgate Parkway, Richmond, Virginia 23233 Attn: Property Manager, with a copy to Triton Management Company, Inc., 1100 Cassatt Road, Berwyn, PA 19312 Attn: Treasurer, and, the address of Landlord

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set forth in the Lease Agreement is Municipal Center, Building Six, 2512 George Mason Drive, Virginia Beach, Virginia 23456-6038 Attn: Division Superintendent, with a copy to City Attorney's Office, Municipal Center, Building One, 2401 Courthouse Drive, Room 260, Virginia Beach, Virginia 23456 Attn: City Attorney.

5. The date of the Lease Agreement is _____, 2004.

6. A description of the Leased Property is attached hereto and made a part hereof as Exhibit A.

7. The initial Lease term shall run from _____ on _____, _____ until _____ on _____, _____; and, thereafter the Lease is renewable for two (2) extension terms of five (5) years each.

8. Tenant agrees to execute and deliver to Landlord such reasonable documents as Landlord may request upon the expiration or any earlier termination of the term of the Lease Agreement to terminate and release this Memorandum of Lease Agreement in the Clerk's Office.

9. Landlord executes this Memorandum of Lease Agreement for the sole purpose of providing record notice of the Lease Agreement in the Clerk's Office. Any conflict between the terms of this Memorandum of Lease Agreement and the Lease Agreement shall be resolved in accordance with the terms, provisions and conditions contained in the Lease Agreement, which are paramount and controlling.

THE REMAINDER OF THIS PAGE HAS BEEN LEFT INTENTIONALLY BLANK

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IN WITNESS WHEREOF, each party hereto has caused this Memorandum of Lease Agreement to be executed in its name and on its behalf by its duly authorized representative.

TENANT:
TRITON PCS PROPERTY COMPANY L.L.C.
By: Triton Management Company, Inc., its Manager

By: _____
Name: Scott D. Basham
Title: Vice President of Network Implementation
Date: _____

LANDLORD:
SCHOOL BOARD OF THE CITY OF VIRGINIA BEACH

By: _____

Name: _____
Title: _____
Date: _____

Docusign Envelope ID: 5D2E2365-E8C8-4D74-9329-3EA3AEB77731

COMMONWEALTH OF VIRGINIA
City of Virginia Beach, to wit:

I, _____, a Notary Public in and for the City and State aforesaid, do hereby certify that _____, _____ of the Virginia Beach School Board, whose name as such is signed to the foregoing Lease Agreement, has acknowledged the same before me in my City and State aforesaid.

GIVEN under my hand this _____ day of _____, 2004.

_____Notary Public

My Commission Expires: _____

Docusign Envelope ID: 5D2E2365-E8C8-4D74-9329-3EA3AEB77731

COMMONWEALTH OF VIRGINIA

CITY/COUNTY OF _____to-wit:

ACKNOWLEDGMENT

On _____, 2004, before me, the undersigned Notary Public in and for the Commonwealth of Virginia, personally appeared SCOTT D. BASHAM, on behalf of Triton PCS Property Company L.L.C., a Delaware limited liability company, by Triton Management Company, Inc., its Manager, and SCOTT D. BASHAM as Vice President of Network Implementation of said Triton Management Company, Inc., personally known to me to be the person whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his authorized capacity, and that by his signature on the instrument, on behalf of Triton PCS Property Company L.L.C. by Triton Management Company, Inc., its Manager, executed the instrument. He further acknowledged in due form of the law that he is authorized on behalf of said entity to execute all documents pertaining hereto and acknowledged to me the same as his voluntary act and deed on behalf of said company.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed, my official seal at my office in said County and Commonwealth of the day and year last above written.

_____ (SEAL)
Notary Public

My commission expires: _____

Docusign Envelope ID: 5D2E2365-E8C8-4D74-9329-3EA3AEB77731

EXHIBIT A

All those certain lots, pieces and parcels of land, together with any improvements thereon and appurtenances there unto belonging, situate, lying and being in the City of Virginia Beach, and known and designated as 'PARCEL B-1, 50.000 ACRES" on that certain plat entitled, 'SUBDIVISION OF PROPERTY FOR BROAD BAY MANOR, INC. LYNNHAVEN BOROUGH -- VIRGINIA BEACH, VIRGINIA," dated November 1977, made by Marsh and Basgier, Inc. P.C., intended to be recorded simultaneously herewith and made a part hereof and to which reference is made for a more particular description thereof.

It being a part of the property conveyed to the Grantor by deed of Broad Bay Manor, Inc., a Virginia Corporation, dated July 27, 1978, duly recorded in the Clerk's Office of the Circuit Court of the City of Virginia Beach, Virginia, in Deed Book 1806, at Page 237.

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EXHIBIT E (AS-BUILT DRAWINGS AND INVENTORY OF EQUIPMENT)

[TO BE ATTACHED AT LESSOR'S OPTION]

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Personnel Report **Item Number:** 15A

Section: Action **Date:** August 12, 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 August 12, 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
August 12, 2025
2025-2026

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	8/18/2025	Rhonda Ashliman	Cafeteria Assistant, 5.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	8/19/2025	Taylor D Casey	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Arrowhead	8/19/2025	Brendon L Parker	Physical Education Assistant	not applicable	Capital School District, DE
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	8/15/2025	Nolin L Feller	School Nurse	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	8/19/2025	Brooke Beddingfield	General Assistant	University of North Texas, TX	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	8/19/2025	Emmaus Nieves	Physical Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	8/19/2025	Aaron M Rattley	Special Education Assistant	Southern Connecticut State University, CT	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/15/2025	Fatima E Larbaoui	Library/Media Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/19/2025	Chelsea Gonzalez	General Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/4/2025	JaVona L Johnson	Custodian I	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/19/2025	Mary K Upham	Special Education Assistant	Old Dominion University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/19/2025	Kimber Vasilakis	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	7/9/2025	Timothy L Jackson	Custodian I	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Brookwood	8/19/2025	Aisha L DeCastro	Pre-Kindergarten Teacher Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	7/28/2025	Brenda A Barholm	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	8/19/2025	Lisa J Gollihur	Pre-Kindergarten Teacher Assistant	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	8/19/2025	Kimberly D Jacobs	General Assistant	High Point University, NC	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	College Park	8/19/2025	Rae A White	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	8/15/2025	Jadyn B DeLany	School Nurse	Baylor University, TX	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	8/19/2025	Sara M Arguello	General Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	8/19/2025	McKenna K LaFontaine	Pre-Kindergarten Teacher Assistant	University of Mary Washington, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	8/19/2025	Deirdre N O'Mara	Kindergarten Assistant	University of Texas Dallas, TX	Nashua School District, NH
Assigned to Unified Salary Scale	Appointments - Elementary School	Cooke	8/19/2025	Dawn M Wall	Special Education Assistant	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Creeds	8/19/2025	Jocelyn D Kennedy	Physical Education Assistant	Old Dominion University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Creeds	8/19/2025	Kate Lineberry	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Creeds	8/19/2025	Misty K Williams	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	8/15/2025	Devon Johnson	School Nurse	not applicable	Children's Hospital of The Kings Daughters, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	8/19/2025	Lillianna J Burton	Physical Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	8/19/2025	Emily A Mastropasqua	Special Education Assistant	Tidewater Community College, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	7/21/2025	Bailey White	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Glenwood	8/19/2025	Mallory McLemore	Special Education Assistant	Tidewater Community College, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Hermitage	8/11/2025	Samantha L Hathaway	School Office Associate II	Virginia Wesleyan University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Hermitage	8/19/2025	Wanda R Calhoun	Special Education Assistant	Middle Tennessee State University, TN	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Hermitage	8/19/2025	Avery L Carrow	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Holland	8/19/2025	Nicola Goodwine-Samuels	Pre-Kindergarten Teacher Assistant	Nassau Community College, NY	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	8/15/2025	Katherine Martinez	School Nurse	Sentara College Health Science, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	8/15/2025	Samuel Woodhouse	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	8/4/2025	Ruperto B Bumacod	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	8/19/2025	Melissa E Salinas	Physical Education Assistant, .500	Old Dominion University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/19/2025	Erin Hobbs	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	8/19/2025	Shemsa Lopez	General Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	8/19/2025	Margaret E Osborne	Kindergarten Assistant	Tidewater Community College, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Linkhorn Park	7/28/2025	Ferdinand Glenn C Rosete	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Linkhorn Park	8/19/2025	Julia M Corrente	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	8/19/2025	Guerline G Petitma	Kindergarten Assistant	Southern New Hampshire University, NH	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Malibu	8/15/2025	Jill D Schmeiser	Library/Media Assistant, .500	University of North Florida, FL	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	New Castle	8/19/2025	Holly A Barrett	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	North Landing	8/15/2025	Nina Young	Library/Media Assistant	Florida Atlantic University, FL	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Ocean Lakes	8/19/2025	Destini M Cheek	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/11/2025	Teresa D Settelen	School Office Associate II	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/15/2025	Makenna A Courtney	School Nurse	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/19/2025	Eiona J Averett	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	7/9/2025	Michelle C Balfe	School Office Associate II	not applicable	Lind-Ritzville County Schools, WA
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	8/19/2025	Kendra S Wilson	Physical Education Assistant	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/19/2025	Taylor A Greene	Pre-Kindergarten Teacher Assistant	Virginia Commonwealth University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	8/19/2025	Aurelia Oentiarto	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	8/19/2025	Christie C Jackson	General Assistant, .500	Baylor University, TX	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont	8/15/2025	Marlene E Patterson	Library/Media Assistant, .500	Millersville University Pennsylvania, PA	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	8/19/2025	Taylor Heinrichs	Special Education Assistant	Tidewater Community College, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Salem	8/19/2025	Rebecca B Steiner	Physical Education Assistant, .500	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Seatack	8/19/2025	Avavictoria Sheff	General Assistant	Old Dominion University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Shelton Park	8/11/2025	Veronica Rueda	School Office Associate II	University Texas San Antonio, TX	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Shelton Park	8/19/2025	Caulese M Blakeney	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Shelton Park	8/19/2025	Shawna Hayward	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Shelton Park	8/19/2025	Tiffany L McMann	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thalia	8/15/2025	Andrew M Herring	Security Assistant	not applicable	not applicable

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Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	8/19/2025	Kathy O Donahue	Pre-Kindergarten Teacher Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	8/15/2025	Faith M Carroll	School Nurse	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	7/24/2025	Francia Y De Aza	Baker/Cook	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	8/18/2025	Anita Dailey	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Bayside	8/19/2025	Lindsey M Baker	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	8/18/2025	Mayra Reveron	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/4/2025	Lindsey M Patterson	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/15/2025	Amy Giordano	Library/Media Assistant	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	Henrico County Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	7/29/2025	Sandra Murphy	School Office Associate II	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	8/11/2025	Amanda L Harney	School Office Associate II	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	8/19/2025	Kyonda T LeePadilla	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Larkspur	7/15/2025	Joseph E Wafford	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	8/15/2025	Nicole L Rasmussen	Library/Media Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	8/1/2025	Mark A Pereira	Custodian IV Head Day	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	7/23/2025	Lynn A Coughlin	School Administrative Associate I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	8/15/2025	Valerie A Legrone	School Nurse	University of Texas Arlington, TX	Military Services
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/15/2025	Elaine W Payne	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/15/2025	Angela R Strong	School Nurse	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/18/2025	Curtis L Collins	Cafeteria Assistant, 5.5 Hours	not applicable	Military Services
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/18/2025	Lina A Scales	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
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	Virginia Beach	8/19/2025	Dawn M Miller	Special Education Assistant	Ashford University, AZ	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run Collegiate	8/19/2025	Aiymaris J Elliott	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Kellam	8/4/2025	Darrick Whitehurst	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Kellam	8/11/2025	Candice L Lancaster	School Office Associate II	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	8/18/2025	Maria P Edmonds	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Lynnhaven (AADA)	8/18/2025	Angela G Artis	Clinic Assistant	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	7/9/2025	Matthew Guimba	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	7/9/2025	Yumita P Guimba	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	7/1/2025	Tracy E Boline	Bookkeeper	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	8/19/2025	ShaCori D Conyers	Special Education Assistant	not applicable	Chesapeake Public Schools, VA
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	8/19/2025	Aubry Lugo	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	7/23/2025	Abraham Perez	School Office Associate II, .600	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	8/15/2025	Tariq W Wrim	Library/Media Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	8/15/2025	Cortney Cleveland	School Nurse	not applicable	Kempsville Center for Behavioral Health, VA
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	8/19/2025	Jasmine Payne	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Adult Learning Center	7/7/2025	Brenda D Hornbaker	Data Processing Specialist	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Budget & Finance	8/4/2025	Tammara J Sherard-Dunlap	School Administrative Associate I	Norfolk State University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Planning Innovation & Accountability	7/14/2025	Ashleye Mitchell	Research Evaluation & Assessment Assistant	Bryant & Stratton College, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	7/1/2025	Korrin M Nash	Instructional Specialist	Syracuse University, NY	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	7/1/2025	Marcia E Gardner-Moore	Cafeteria Manager in Training	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/11/2025	Jasmine L Abisia	Baker/Cook	not applicable	Goldkey PHR, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/11/2025	Jennifer Fleetwood	Cafeteria Manager in Training	not applicable	Flynn Restaurant-Pizza Hut, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/11/2025	Siege Jones	Baker/Cook	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Gifted Education & Academy Programs	7/1/2025	Jessica M Bradford	Instructional Specialist	Old Dominion University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Gifted Education & Academy Programs	8/11/2025	Mary J Cowen	Administrative Office Associate I	Florida State University, FL	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/15/2025	Jennifer Thompson	Occupational Therapy Assistant	Tidewater Community College, VA	SECEP, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Leadership	8/11/2025	Susan A Brown	Health Services Nursing Specialist	Old Dominion University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/4/2025	Logan Dasher	Psychologist	James Madison University, VA	Newport News Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/4/2025	Amanda Rohan	Psychologist	Illinois State University, IL	Saint Lucie Public Schools, FL
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/11/2025	Michelle N Bautista	Behavior Intervention Specialist	Regent University, VA	Chesapeake Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/11/2025	Nicole M Smrz	Behavior Intervention Specialist	Florida Institute of Technology, FL	SECEP, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/14/2025	Julie I Durdle	School Social Worker	Aurora University, IL	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/19/2025	Darlene Massey	General Assistant	not applicable	Light Year Child Development Center, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	7/16/2025	Courtney L Caccia	Fleet Technician III	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	7/16/2025	Kennith Heckman	Fleet Technician III	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	7/16/2025	Matthew L McCutcheon	Fleet Technician III	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	7/28/2025	Jonathan Montney	Bus Driver Trainer	not applicable	VBCPS
Assigned to Unified Salary Scale	Resignations - Elementary School	Alanton	6/30/2025	Christina L Caesar	General Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Arrowhead	6/30/2025	Ryan W Gibson	Security Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Arrowhead	6/30/2025	Christine R Wray	Special Education Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Arrowhead	7/25/2025	Marie R Karczski	School Administrative Associate I (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	7/28/2025	Stephany S Muhammad	School Administrative Associate I (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bettie F. Williams	6/30/2025	Callie M Jordan	Physical Education Assistant (moved to public school system)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	College Park	6/30/2025	Veronica Tyson	Cafeteria Assistant, 5.0 Hours (personal reasons)	not applicable	not applicable

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Assigned to Unified Salary Scale	Resignations - Elementary School	Cooke	8/19/2025	Loren Y Serrano-Torres	Kindergarten Assistant (expiration of long-term leave)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Creeds	8/22/2025	Gregory K Watts	Technology Support Technician (moved to public school system)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Diamond Springs	6/30/2025	Bree D Coffman	Kindergarten Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Diamond Springs	8/22/2025	Karen J Drosinos	Assistant Principal (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Hermitage	6/30/2025	Kathryn H Meeks	General Assistant (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Holland	6/30/2025	Jasmine J Tucker	Cafeteria Assistant, 5.0 Hours (regular contract to temporary)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2025	Patricia F Kolpien	Kindergarten Assistant (moved to public school system)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempsville Meadows	7/1/2025	Justin E Hollingsworth	Custodian I (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Landstown	6/30/2025	Linda D Guevara	Kindergarten Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Ocean Lakes	6/30/2025	Tonya D Powell	Special Education Assistant (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke	7/7/2025	Lucille P Brown	School Office Associate II (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke	8/8/2025	Angela Neseth B Malpaya	School Office Associate II (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Pembroke Meadows	6/30/2025	Angela R Johnston	Physical Education Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Red Mill	7/31/2025	Hannah J Pritchard	Assistant Principal (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Seatack	6/30/2025	Kela L Somerville	Physical Education Assistant (continuing education)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Thoroughgood	6/30/2025	Anna Guzman	Cafeteria Assistant, 6.0 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Oaks	6/30/2025	Brookelyn J Harris	Kindergarten Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Bayside	7/22/2025	Patricia Gaylor	Custodian I (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Great Neck	6/30/2025	Julia L Smith	Special Education Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Independence	6/30/2025	Selma Tufan-Soylu	Special Education Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Landstown	6/30/2025	Ryan C Rountree	Special Education Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	6/30/2025	Jessica A Russell	Special Education Assistant (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Green Run	6/30/2025	Michelle Boral	School Office Associate II (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	6/30/2025	Dawn R Everix	Special Education Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Ocean Lakes	8/26/2025	Juan S Aguda	Custodian I (health)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	6/30/2025	Shamera E Daye	Special Education Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	6/30/2025	Joanne L Hodgson	Special Education Assistant (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Princess Anne	6/30/2025	JulieAnne Maceira	Clinic Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Renaissance Academy	6/30/2025	Gina M Gaston	Student Support Specialist (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Adult Learning Center	7/3/2025	Anne B Bibee	Foundation Transition Planner, .800 (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Communications & Community Engagement	7/11/2025	Ashley G Clark	Administrative Office Associate II (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Human Resources	7/23/2025	Taylor Hitchman	Employee Relations Associate (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	7/25/2025	Ryan S Donoghue	Refrigeration Craftsman II (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	7/31/2025	Eric R Harrell	HVAC Specialist (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	8/8/2025	Donavan X White	HVAC Craftsman II (continuing education)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/13/2025	Shirley Guiden	Bus Assistant, 6.5 Hours (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2025	Chui Ching Ling	Bus Assistant, 7.5 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	7/18/2025	Amanda L Carey	Bus Driver Plan Bee, 7.0 Hours (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Lynnhaven	6/30/2025	Mary J Taylor	School Nurse	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Corporate Landing	6/30/2025	Tiziana A Siemieniak	School Office Associate II	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Corporate Landing	6/30/2025	Cynthia Wilkes	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Princess Anne	2/28/2025	Rowena Layao De Luna	Cafeteria Assistant, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - High School	Cox	10/31/2025	Deborah A Longwell	School Nurse	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - High School	Green Run	6/30/2025	Natalia Korsh	Distance Learning Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Student Support Services	9/30/2025	Adrian J Day	Director Student Services	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2025	Sava I Selamaj	Auxiliary Driver Special Education, 6.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Other Employment Actions - Middle School	Old Donation School	8/29/2025	Maureen C Fowler	Technology Support Technician	not applicable	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Alanton	8/15/2025	Abigail S Crawford	Third Grade Teacher	Saint Leo College, FL	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Alanton	8/15/2025	Colleen A Johnson	Special Education Teacher	University of the Cumberlands, KY	Clark County School District, NV
Assigned to Instructional Salary Scale	Appointments - Elementary School	Alanton	8/15/2025	Gabrielle A Nesbitt	Fourth Grade Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Alanton	8/15/2025	Alexis C O'Donnell	First Grade Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Alanton	8/15/2025	Madeline Ripa	First Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Arrowhead	8/15/2025	Kimberly E Campbell	First Grade Teacher	University of Arizona, AZ	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Arrowhead	8/15/2025	Annabel V Escudero	Kindergarten Teacher	San Jose State University, CA	Prince George's County Public, MD
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	8/15/2025	Dayana P Cameron	First Grade Teacher	National University of San Agustin, PE	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	8/15/2025	Colleen P Roady	Kindergarten Teacher	Longwood University, VA	Gloucester County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	8/15/2025	Keagan D Schwab	Third Grade Teacher	University of Mary Washington, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/15/2025	Carrie A Deane	Special Education Teacher	Liberty University, VA	Northeast Academy for Aerospace & Advanced Technologies, NC
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/15/2025	Emily L Flynn	Fifth Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/15/2025	Gail G Jackson	Reading Specialist	Liberty University, VA	Department of Defense Education Activity, GA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	8/15/2025	Nicole H Linderman	Reading Specialist	SUNY College Potsdam, NY	Paradise Valley School District, AZ
Assigned to Instructional Salary Scale	Appointments - Elementary School	Brookwood	8/15/2025	Ashley Centeno	First Grade Teacher	Old Dominion University, VA	Portsmouth Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Centerville	8/15/2025	Lovenia W Gerardo	Kindergarten Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Christopher Farms	8/15/2025	Sabrina P Kracke	Third Grade Teacher	Arizona State University, AZ	Avondale Elementary School District, AZ
Assigned to Instructional Salary Scale	Appointments - Elementary School	College Park	8/15/2025	Brianna M Benson	Kindergarten Teacher	Western Governors University, UT	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	College Park	8/15/2025	Tavia M Wray	First Grade Teacher	Old Dominion University, VA	not applicable

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Assigned to Instructional Salary Scale	Appointments - Elementary School	Cooke	8/15/2025	Diana A Romero	School Counselor	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Corporate Landing	8/15/2025	Darneece Allen	Second Grade Teacher	University of Memphis, TN	Memphis-Shelby County Schools, TN
Assigned to Instructional Salary Scale	Appointments - Elementary School	Corporate Landing	8/15/2025	Aimee P Knight	Fourth Grade Teacher	Old Dominion University, VA	Saint John the Apostle Catholic School, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Creeds	8/15/2025	Taylor A D'Angelo	School Counselor	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Creeds	8/15/2025	Madison M Starner	Third Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Fairfield	8/15/2025	Laci Murray	Second Grade Teacher	Virginia Tech, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Fairfield	8/15/2025	Krista Zinner	Kindergarten Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Glenwood	8/15/2025	Sarah Lukert	First Grade Teacher	Old Dominion University, VA	Portsmouth Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Glenwood	8/15/2025	Madisyn S Mann	Second Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/15/2025	Roxanna M Atuel	First Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/15/2025	Victoria J Mason	Third Grade Teacher	Lynchburg College, VA	Lynchburg City Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/15/2025	Karina L McLaggan	Second Grade Teacher	Virginia Commonwealth University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/15/2025	Jazmin A Sherard	Fourth Grade Teacher	Norfolk State University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	8/15/2025	Haylee J Dauzat	Third Grade Teacher	Western Governors University, UT	Central Kitsap School District, WA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	8/15/2025	Michele B Ginley	Kindergarten Teacher	American University, DC	Maple Shade Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	8/15/2025	Reaghan K Kolb	Special Education Teacher	Radford University, VA	Hanover County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	8/15/2025	Faith R Mounce	Fifth Grade Teacher	Regent University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	8/15/2025	Haley M Wagner	Third Grade Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Holland	8/15/2025	Natasha M Cameron	Third Grade Teacher	Liberty University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Holland	8/15/2025	Dakota Edwards	Third Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	8/15/2025	Brianna Wise	School Counselor	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	John B. Dey	8/15/2025	Sarah C Coles	Second Grade Teacher	University of New Orleans, LA	Saint John the Apostle Catholic School, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	John B. Dey	8/15/2025	Marissa Giamportone	Second Grade Teacher	Ohio State University, OH	Delaware City Schools, OH
Assigned to Instructional Salary Scale	Appointments - Elementary School	John B. Dey	8/15/2025	Katie R Lake	Gifted Resource Teacher	Walden University, MN	Fauquier County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	John B. Dey	8/15/2025	Kelly S McMullan	Second Grade Teacher	University of Denver, CO	Adams 12 Five Star Schools, CO
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/15/2025	Makayla Daniels	Fifth Grade Teacher	Regent University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/15/2025	Alexandra J Goltry	Fourth Grade Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/15/2025	James S Jones	First Grade Teacher	Radford University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/15/2025	Isabella R Lee	First Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/15/2025	Kiel Phillips	Fourth Grade Teacher	Indiana University of Pennsylvania, PA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/15/2025	Alyssa Prast	Fifth Grade Teacher	Old Dominion University, VA	Newport News Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/15/2025	Danica M Turk	Fourth Grade Teacher	Radford University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/15/2025	Nicole Anthony	Kindergarten Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/15/2025	Jasmine N Pendleton	Special Education Teacher	Liberty University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	King's Grant	8/15/2025	Grace E Hobbs	Second Grade Teacher	Methodist College, NC	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	King's Grant	8/15/2025	Ashley E Pond	Music/Vocal Teacher	University of Florida, FL	Collier County Public Schools, FL
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kingston	8/15/2025	Brittney N Debity	First Grade Teacher	Morehead State University, KY	School District of Palm Beach, FL
Assigned to Instructional Salary Scale	Appointments - Elementary School	Landstown	8/15/2025	Amber J Launstein	Fourth Grade Teacher	Saginaw Valley State University, MI	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Landstown	8/15/2025	Samantha A Levowitz	Special Education Teacher	Old Dominion University, VA	SECEP, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Linkhorn Park	8/15/2025	Jill K Woods	Special Education Teacher	University of Tennessee, TN	Knox County Schools, TN
Assigned to Instructional Salary Scale	Appointments - Elementary School	Luxford	8/15/2025	Christine Griffin	Special Education Teacher	Liberty University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Luxford	8/15/2025	Marlene A Hedberg	Reading Specialist	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Malibu	8/15/2025	Margaret R Malley	Fifth Grade Teacher	Point Park College, PA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	New Castle	8/15/2025	Megan Crawford	Second Grade Teacher	Arizona State University, AZ	Lindbergh Schools, MO
Assigned to Instructional Salary Scale	Appointments - Elementary School	New Castle	8/15/2025	Taylor A Dody	Second Grade Teacher	Longwood University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/15/2025	Juliana M Bleecker	Second Grade Teacher	University of Mary Washington, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/15/2025	Emily G Flamm	Second Grade Teacher	University of Mary Washington, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/15/2025	Megan N Jenkins	Second Grade Teacher	Grand Canyon University, AZ	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/15/2025	Marquita Lewis	Third Grade Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/15/2025	Hope M Morgan	Third Grade Teacher	Regent University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/15/2025	Jeffrey R Shield	Third Grade Teacher	Old Dominion University, VA	The Barry Robinson Center, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Newtown	8/15/2025	Jacqueline Washington	Third Grade Teacher	University of Hawaii at Manoa, HI	Hawaii Department of Education, HI
Assigned to Instructional Salary Scale	Appointments - Elementary School	Ocean Lakes	8/15/2025	Paula Palmitessa-Hardin	Third Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Parkway	8/15/2025	Beverly A Brown	Special Education Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Parkway	8/15/2025	Danielle S Byers	First Grade Teacher	Virginia Tech, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Parkway	8/15/2025	Robyn Rictor	Special Education Teacher	Western Governors University, UT	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Parkway	8/15/2025	Erin T Stephenson	First Grade Teacher	American Public University, WV	Military Services
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/15/2025	Jessica L Firme	Physical Education Teacher	Longwood University, VA	Haxtun School District, CO
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	8/15/2025	Christina M Clark	Second Grade Teacher	Auburn University, AL	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Princess Anne	8/15/2025	Eleanor T Carlson	Music/Vocal Teacher	Old Dominion University, VA	Newport News Public School, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Princess Anne	8/15/2025	Jennifer J Iulo	First Grade Teacher	Californina State University Fullerton, CA	Mansfield School District, TX
Assigned to Instructional Salary Scale	Appointments - Elementary School	Providence	8/15/2025	Linda M Dowdy	Special Education Teacher	Florida Southern College, FL	Polk County Schools, FL
Assigned to Instructional Salary Scale	Appointments - Elementary School	Red Mill	8/15/2025	Zoe M Floyd	Third Grade Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Rosemont Forest	8/15/2025	Cearra L Arnold	School Counselor	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Rosemont Forest	8/15/2025	Caitlin E Williams	Kindergarten Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Salem	8/15/2025	Chelsea M Campbell	Third Grade Teacher	Virginia Tech, VA	not applicable

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Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	8/15/2025	Jennifer Johnson-Parks	Fifth Grade Teacher	National University, CA	Killeen School District, TX
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	8/15/2025	Kirsten A Lyck-McSwain	Fifth Grade Teacher	Appalachian State University, NC	Wilkes County Schools, NC
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	8/15/2025	Marquita J Mack-Scanlan	Third Grade Teacher	University of Phoenix, AZ	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	8/15/2025	Victoria Stackfield	First Grade Teacher	Old Dominion University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Shelton Park	8/15/2025	Cynthia M Lane	Math Specialist, .500	University of Southern Florida, FL	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Strawbridge	8/15/2025	Nicholas J Cirillo	Third Grade Teacher	University of Maryland University College, MD	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Strawbridge	8/15/2025	Kristina Rodak	First Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	8/15/2025	Rachel M Bond	First Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	8/15/2025	Kristin L Claytor	Fourth Grade Teacher	Old Dominion University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	8/15/2025	Angela M Hypes	Fourth Grade Teacher	Liberty University, VA	Richmond Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	8/15/2025	Calah Savage	Second Grade Teacher	Western Governors University, UT	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	8/15/2025	Taylor L Wolfe	School Counselor	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thalia	8/15/2025	Colleen G Blanchard	Fifth Grade Teacher	Christopher Newport University, VA	Fairfax Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thoroughgood	8/15/2025	Gabrielle Fugere	First Grade Teacher	Virginia Tech, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thoroughgood	8/15/2025	Leslie B McAloose	Fifth Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Three Oaks	8/15/2025	Taylor R Cook	Special Education Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Three Oaks	8/15/2025	Alexa N Henson	Fourth Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Three Oaks	8/15/2025	Angela D Marks	Fourth Grade Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Three Oaks	8/15/2025	Susan H Voss	Special Education Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Trantwood	8/15/2025	Marissa A Boniface	Fifth Grade Teacher	James Madison University, VA	Duval Public Schools, FL
Assigned to Instructional Salary Scale	Appointments - Elementary School	Trantwood	8/15/2025	Leighton A Caldwell	Kindergarten Teacher	Appalachian State University, NC	Buncombe County Schools, NC
Assigned to Instructional Salary Scale	Appointments - Elementary School	Trantwood	8/15/2025	McKenna C Nacey	Fifth Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/15/2025	Ashley Vago	Special Education Teacher	Longwood University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Oaks	8/15/2025	Chelsea N Katz	School Counselor, .600	Old Dominion University, VA	Walsingham Academy, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Woods	8/15/2025	Brittany P Heil	Special Education Teacher	Old Dominion University, VA	Spotsylvania Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/15/2025	Christina M Kerrigan	Kindergarten Teacher	Western Governors University, UT	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	7/31/2025	Allyson B Hughes	English Second Language	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/15/2025	Travis M Butler	Sixth Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/15/2025	Elianna Callahan	Sixth Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/15/2025	Zachary N Crouch	Business Education Teacher	Old Dominion University, VA	Gloucester County Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/15/2025	Merrilea K Duke	Seventh Grade Teacher	University of Alabama Brmnghm, AL	Magic City Acceptance Academy, AL
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/15/2025	Delaney Fox	Seventh Grade Teacher	Kent State University, OH	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/15/2025	Maria D Pomales	Sixth Grade Teacher	West Virginia University, WV	Pedleton County Schools, WV
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/15/2025	Zena Valencia	Eighth Grade Teacher	Norfolk State University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	8/15/2025	Louis Arthur J Hellein	Eighth Grade Teacher	Virginia Wesleyan University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	8/15/2025	Kadin L McCants	Eighth Grade Teacher	Christopher Newport University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Corporate Landing	8/15/2025	Emy Segarra Choe	Spanish Teacher	University of Puerto Rico, PR	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	8/15/2025	Danni M Buddenhagen	Seventh Grade Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	8/15/2025	Ashley N Mansell	Eighth Grade Teacher	Old Dominion University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	8/15/2025	Aimee L Martin	Sixth Grade Teacher	Shippensburg University Pennsylvania, PA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	8/15/2025	Jessica D Miller	Special Education Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	7/31/2025	Elise J Six	English Second Language	University of South Florida, FL	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/5/2025	Raven Hoggard	School Counselor	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/15/2025	Lucero P Cardenas	Music/Vocal Teacher, .800	University of Texas Austin, TX	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/15/2025	Kara Crimminger	Seventh Grade Teacher	College of Charleston, SC	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/15/2025	Raven A Fiebig	Sixth Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/15/2025	Julie A Norton	Health & Physical Education Teacher	Virginia State University, VA	Portsmouth Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/15/2025	Valerie Spechio	Special Education Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/15/2025	Michael B Warren Jr	Special Education Teacher	Regent University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempsville	8/15/2025	Kate Box	Sixth Grade Teacher	James Madison University, VA	Harrisonburg City Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempsville	8/15/2025	Hunter Goins	Health & Physical Education Teacher	East Carolina University, NC	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempsville	8/15/2025	Laura J Lemm	Seventh Grade Teacher	Marshall University, WV	not applicable
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 Public 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
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/15/2025	Demmetri Cuffee	Seventh Grade Teacher	Virginia State University, VA	Suffolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/15/2025	Anna Fisher	Sixth Grade Teacher	Sam Houston State University, TX	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/15/2025	Anthony L Goins Jr	AVID Instructor	Old Dominion University, VA	Widefield School District 3, CO
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/15/2025	Reese M Johnson	Eighth Grade Teacher	Texas A&M Corpus Christie, TX	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/15/2025	Jillian Kruger	Literacy Teacher	California State University San Bernardino, CA	Sky Mountain Charter School, CA
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/15/2025	Allison T McConnell	Eighth Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/15/2025	Jami D Muse	Sixth Grade Teacher	Old Dominion University, VA	Fairfax County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/15/2025	Olivia A Patrick	Sixth Grade Teacher	Liberty University, VA	Lynchburg City Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/15/2025	Jessica A Slade	Eighth Grade Teacher	Boston College, MA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/15/2025	Andrew J Vallance	Health & Physical Education Teacher	SUNY College Cortland, NY	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Landstown	8/27/2025	Kristen N Brazier	School Counselor	Regent University, VA	Chesapeake Public Schools, VA

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Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	7/31/2025	Delilah Orengo	English Second Language	Norfolk State University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/15/2025	James Forestiere	Sixth Grade Teacher	Emerson College, MA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/15/2025	Reysan E Guillen	Sixth Grade Teacher	Saint Louis College, PH	Our Lady of Mt. Carmel, PH
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/15/2025	Christian Kaczmarek	Special Education Teacher	Ashford University, IA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/15/2025	William M Shults	Sixth Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/15/2025	Christine A Hebert	Special Education Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/15/2025	Timothy J Jameson	Sixth Grade Teacher	Virginia Commonwealth University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/15/2025	Nicole M Jay	Eighth Grade Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/15/2025	Vicki L Keener	Eighth Grade Teacher	Norfolk State University, VA	Commonwealth Challenge Youth Academy, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/15/2025	Janice E Lyons	Seventh Grade Teacher	James Madison University, VA	not applicable
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	Reese E Owen	Seventh Grade Teacher	Virginia Tech, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/15/2025	Keri K Schoeffel	Seventh Grade Teacher	Radford University, VA	VBCPS
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	Rahni C Davis	Fourth Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Old Donation School	8/15/2025	Shawna E LoMonaco	Library Media Specialist	Old Dominion University, VA	Portsmouth Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Old Donation School	8/15/2025	Allyson C Roseberry	Fourth Grade Teacher	George Washington University, DC	Loudoun County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Plaza	8/15/2025	Matthew Baer	Seventh Grade Teacher	Radford University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Plaza	8/15/2025	Demesha J Foster	Health & Physical Education Teacher	Georgia State University, GA	The Kindezi Schools, GA
Assigned to Instructional Salary Scale	Appointments - Middle School	Plaza	8/15/2025	Lauren N McCutchen	Seventh Grade Teacher	University of Texas Tyler, 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	Plaza	8/15/2025	Riley L Tsikuris	Sixth Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	8/15/2025	Lauren A Beasley	French Teacher	Ball State University, IN	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	8/15/2025	Megan N Borden	Eighth Grade Teacher	Longwood University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Princess Anne	8/15/2025	Erin Higginbotham	Health & Physical Education Teacher	Liberty University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	8/15/2025	Tessa Hawley	Library Media Specialist	Salem State College, MA	Wall Township Public Schools, NJ
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	8/15/2025	Rebecca L Tilley	Seventh Grade Teacher	University of Central Missouri, MO	Independence School District, MO
Assigned to Instructional Salary Scale	Appointments - Middle School	Salem	8/15/2025	Megan A Van Oekel	Sixth Grade Teacher	Old Dominion University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Virginia Beach	8/15/2025	Rhonda M Kinley	Seventh Grade Teacher	Regent University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Virginia Beach	8/15/2025	Stacey S Luck	Special Education Teacher	Old Dominion University, VA	VBCPS
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	Logan R Raburn	Eighth Grade Teacher	West Virginia University, WV	Mecklenburg County Schools, VA
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	7/31/2025	Valeria P Lepe Navarro	English Second Language	Universidad de Santiago de Chile, CL	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/15/2025	James C Boyce	Social Studies Teacher	Old Dominion University, VA	Franklin City Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/15/2025	Michael B Castillo	Spanish Teacher	Virginia Tech, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/15/2025	Nana Cole	Technology Education Teacher	East Tennessee State University, TN	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/15/2025	Ryan T Conley	Social Studies Teacher	University of North Carolina Wilmington, NC	Military Services
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/15/2025	Katherine D Fly	Social Studies Teacher	Regent University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/15/2025	Marissa J Gross	Art Teacher	Virginia Wesleyan University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/15/2025	Hope I Luning	English Teacher	University of North Carolina Greensboro, NC	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/15/2025	Cavon Mills	Family & Consumer Science Teacher	Stratford College, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Bayside	8/15/2025	Hanna R Moreland	Science Teacher	Virginia Tech, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Cox	8/15/2025	Victor M Garcia	Health & Physical Education Teacher, .400	San Diego State University, CA	Military Services
Assigned to Instructional Salary Scale	Appointments - High School	Cox	8/15/2025	Kelsey Lewis	Special Education Teacher	Cairn University, PA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Cox	8/15/2025	Lindsay E Love	Family & Consumer Science Teacher	University of Phoenix, AZ	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/15/2025	Virginia Grice	Business Education Teacher	University of Georgia, GA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/15/2025	Elizabeth K Hagadorn	Family & Consumer Science Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/15/2025	Lee R Norman	Science Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/15/2025	Parker R Strangways	Science Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/15/2025	Matthew S Wallace	Technology Education Teacher	George Washington University, DC	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/15/2025	Lynne Weisskopf	Mathematics Teacher	George Mason University, VA	Charleston County School District, SC
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	7/31/2025	Joshua C Stone	Band Instructor	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	8/15/2025	Sara M Dias	Science Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	8/15/2025	Samantha Myrtle	Math Coach	SUNY College Cortland, NY	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Green Run Collegiate	8/15/2025	Audrey Cobb	Mathematics Teacher	Regent University, VA	Ivy Hawn Charter School for the Arts, FL
Assigned to Instructional Salary Scale	Appointments - High School	Kellam	7/31/2025	Dylan K Root	Band Instructor	Morningside College, IA	Scottsdale Unified School District, AZ
Assigned to Instructional Salary Scale	Appointments - High School	Kellam	8/15/2025	Kerri L Drake	Mathematics Teacher	Quinnipiac College, CT	Wake County Public Schools, NC
Assigned to Instructional Salary Scale	Appointments - High School	Kellam	8/15/2025	Sarah E Grady	English Teacher, .800	Regent University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Kellam	8/15/2025	Kelly A Rice	Social Studies Teacher	Old Dominion University, VA	Fairfax County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	8/15/2025	Danielle E Dalton	Special Education Teacher	Norfolk State University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	7/28/2025	Martha A Johnson	School Counselor	University of Wisconsin River Falls, WI	Accomack County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	8/15/2025	Samantha G Henry	Technology Education Teacher	Christopher Newport University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Lynnhaven (AADA)	8/15/2025	Madisyn L Hoggard	Science Teacher	Elizabeth City State University, NC	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Lynnhaven (AADA)	8/15/2025	Nekeila D Mangrum	Mathematics Teacher	Strayer University, DC	Hampton Public Schools, VA

Personnel Report
Virginia Beach City Public Schools
August 12, 2025
2025-2026

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Instructional Salary Scale	Appointments - High School	Lynnhaven (AADA)	8/15/2025	Shannon K Winters	Spanish Teacher	Middlebury College, VT	Episcopal High School, VA
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	8/15/2025	Jacqueline A Blair	Mathematics Teacher	George Washington University, DC	Fauquier County Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	8/15/2025	Meghan M Henson	Literacy Coach	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	8/15/2025	Michael Stopper	Science Teacher	Massachusetts Institute of Techology, MA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	8/15/2025	Anchu Tom	Technology Education Teacher	Regent University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	7/28/2025	Erica King	School Counselor	Rosemont College, PA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/15/2025	Christopher Beyer	Mathematics Teacher	Penn State University, PA	Military Services
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/15/2025	Catrina T Froehler	Special Education Teacher	Old Dominion University, VA	SECEP, VA
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/15/2025	Donna Gaughan	Special Education Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/15/2025	William J Geis	Business Education Teacher	Penn State University, PA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/15/2025	Anthony V Wood	Special Education Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	8/15/2025	Suzanne E Early	Health & Physical Education Teacher	Bridgewater College, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	8/15/2025	Keisha L Fedderman-Morris	English Teacher	Indiana-Purdue University Fort Wayne, IN	Clarksville-Montgomery County School System, TN
Assigned to Instructional Salary Scale	Appointments - High School	Salem	7/31/2025	Sarah M Mannix	English Second Language	University of Southern California, CA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Salem	8/15/2025	Gloria Collins	Special Education Teacher	Grand Canyon University, AZ	Newport News Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Salem	8/15/2025	Paul Shaffer	Drama Teacher	Oklahoma State University, OK	Katy Independent School District, TX
Assigned to Instructional Salary Scale	Appointments - High School	Tallwood	8/15/2025	Brandon Allen	Special Education Teacher	Averett University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Tallwood	8/15/2025	Joseph C Bray	Music/Vocal Teacher	Virginia Wesleyan University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Tallwood	8/15/2025	Glenwood A Ferebee	Special Education Teacher	Liberty University, VA	Charlotte Mecklenburgh Public Schools, NC
Assigned to Instructional Salary Scale	Appointments - High School	Technical And Career Education Center	7/31/2025	Matthew M Bland	Trade & Industrial Teacher	not applicable	Snow Jr & King, Inc., VA
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/15/2025	Cora Cielinski	Speech/Language Pathologist	Minnesota State University Mankato, MN	St. Johns County School District, FL
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/15/2025	Jeannine M Ellingson	Speech/Language Pathologist	Hampton University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/15/2025	Emily Gottfried	Hearing Impairment Teacher	University of Pennsylvania, PA	not applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/15/2025	Caitlin Seguin	Speech/Language Pathologist	Boston University, MA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/15/2025	Jorde Thompson	Speech/Language Pathologist	North Carolina Central University, NC	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/15/2025	Emily Weisskopf	Speech/Language Pathologist	Florida State University, FL	Speech Tree Therapy Center, CA
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Technical & Career Education	8/15/2025	Lauren K McIntyre	Special Education Teacher	Averett University, VA	VBCPS
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bettie F. Williams	6/30/2025	DeQuan L Edwards	Special Education Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bettie F. Williams	6/30/2025	Erin L Paton	Fifth Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Cooke	6/30/2025	Victoria L Alexander	Reading Specialist (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Cooke	6/30/2025	Valentina D O'Brien	Third Grade Teacher (accepted a private sector job)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Glenwood	6/30/2025	Lee S Cathon	Music/Vocal Teacher, .600 (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Indian Lakes	6/29/2025	Ashley S Warren	First Grade Teacher (death)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville Meadows	6/30/2025	Christine M Marsh	Special Education Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Lynnhaven	6/30/2025	Krystal J Salaam	Second Grade Teacher (relocation)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Red Mill	6/30/2025	Lani M Johnson	Special Education Teacher (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Tallwood	6/30/2025	Allison K Graves	First Grade Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Thoroughgood	6/30/2025	Tara M Pfeifer	School Counselor, .200 (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Trantwood	6/30/2025	Stephanie D Franco	First Grade Teacher (relocation)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Windsor Oaks	6/30/2025	Sarah Murphy	Fourth Grade Teacher (moved to public school system)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	6/30/2025	Madalyn E Lee	Health & Physical Education Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Kempsville	6/30/2025	Jeremiah I Lewis	Health & Physical Education Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Lynnhaven	6/30/2025	Patricia A Simon	Seventh Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Lynnhaven	7/2/2025	Bianca M McCaney	Seventh Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Princess Anne	6/30/2025	Kristofer A Bowers	Health & Physical Education Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Princess Anne	6/30/2025	Rosie Wei	Special Education Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Virginia Beach	6/30/2025	Andrea L Kenyon	Eighth Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	6/30/2025	Roderick Zano	Social Studies Teacher (moved to public school system)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kellam	6/30/2025	Emma G Batton	English Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Ocean Lakes	6/30/2025	Lindsay M Roberts	Art Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	6/30/2025	Kathryne A Kontra	English Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	6/30/2025	Melanie M Blakely	Eighth Grade Teacher (moved to public school system)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	6/30/2025	Brita R Hampton	Hearing Impairment Teacher (relocation)	not applicable	not applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Corporate Landing	6/30/2025	Louisa M Kamp-Morrison	Seventh Grade Teacher	not applicable	not applicable
Assigned to Instructional Salary Scale	Retirements - High School	Renaissance Academy	6/30/2025	Teresa Whitehurst	Health & Physical Education Teacher	not applicable	not applicable
Administrative	Appointments - Elementary School	Diamond Springs	8/18/2025	Denise R Ficco	Assistant Principal	Gannon University, PA	VBCPS
Administrative	Appointments - Elementary School	Red Mill	8/13/2025	Schylar Harrison	Assistant Principal	Liberty University, VA	VBCPS
Administrative	Appointments - Elementary School	Strawbridge	8/15/2025	Kathryn E Johnson	Assistant Principal	University of Colorado Denver, CO	Cherry Creek School District, CO
Administrative	Appointments - Middle School	Independence	7/14/2025	Caitlin H Bucholz	Assistant Principal	University of Pittsburgh, PA	VBCPS
Administrative	Appointments - Middle School	Kempsville	8/6/2025	Diane M Rockhill	Assistant Principal	Old Dominion University, VA	VBCPS
Administrative	Appointments - High School	Landstown	8/13/2025	Tori H Beck	Assistant Principal	Old Dominion University, VA	VBCPS
Administrative	Appointments - High School	Salem	TBD	Derek Braxton	Assistant Principal	Regent University, VA	Chesapeake Public Schools, VA
Administrative	Appointments - Miscellaneous	Office of Technical & Career Education	TBD	Sarah A Routsis	Coordinator Business & Instructional Technology	Old Dominion University, VA	VBCPS

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Jericho Road Properties **Item Number:** 15B

Section: Action **Date:** August 12, 2025

Senior Staff: Jack Freeman, Chief Operations Officer, and Melisa Ingram, Director of Facilities and Planning

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Carolyn Weems, School Board Member, and Kamala H. Lannetti, School Board Attorney

Recommendation:

That the School Board adopt a Resolution to authorize the Superintendent and staff and legal counsel to develop and negotiate terms and conditions for the transfer of certain School Board properties on Jericho Road to the City of Virginia Beach for the purposes of parks and/or recreation use and to bring those terms and conditions to the School Board for review and a vote.

Background Summary:

The School Board has determined that approximately +/-13.71 acres of property on Jericho Road are no longer needed for educational purposes and seeks to transfer this property to the City of Virginia Beach for the purposes of parks and recreation use. On March 19, 2025, the Ad Hoc Committee to Study Open Space Uses of School Property on Jericho Road presented its Report and Recommendations of the Ad Hoc Committee to Study Open Space Uses for School Property on Jericho Road to the School Board. On July 8, 2025, the School Board discussed the recommendations and directed the Superintendent and School Board Attorney to prepare a Resolution implementing the Ad Hoc Committee's recommendation to transfer unneeded property to the City of Virginia Beach for use as parks and/or recreation facilities with terms and conditions to be mutually developed and agreed to by the School Board and the City at a later date.

Source:

Code of Virginia §22.1-129, as amended

Budget Impact:

Approximately $1 million for demolition, property preparation and resubdivision work.

Next Steps:

Adoption of Resolution.
Negotiation of Terms Sheet with the City Staff.

RESOLUTION
NEGOTIATION FOR DISPOSITION OF CERTAIN JERICHO ROAD PROPERTIES

WHEREAS, the School Board owns three properties on Jericho Road; and

WHEREAS, on June 23, 2023, the School Board appointed an Ad Hoc Committee to Study Open Space Uses for School Board Property on Jericho Road ("Ad Hoc Committee") and charged the Ad Hoc Committee to study and bring back recommendations regarding open space uses for any unneeded school property that is located on Jericho Road; and

WHEREAS, the Ad Hoc Committee included School Board Members, City Council Members, knowledgeable School Division and City staff members and representatives of the Aragona and Pembroke Manor Civic Leagues whose neighborhoods have long advocated for repurposing of any unneeded school property on Jericho Road to address the need for services and facilities in these neighborhoods; and

WHEREAS, on March 19, 2025, the Ad Hoc Committee submitted its *Report and Recommendations of the Ad Hoc Committee to Study Open Space Uses for School Property on Jericho Road;* and

WHEREAS, on July 8, 2025, the School Board considered the recommendations of the Ad Hoc Committee; the consensus of the School Board is to accept the Ad Hoc Committee's recommendation that the School Board transfer an approximately 13.71 acre portion of the School Board's property, which is a portion of the former site of the Bayside 6 campus, to the City of Virginia Beach for park and passive recreation purposes on terms and conditions which are acceptable to both the School Board and the City, including identification of funding for necessary demolition of existing improvements, resubdivision work necessary to create a separate parcel, parks and recreation uses for the property which are compatible with the surrounding neighborhoods and the existing school which will remain, and other terms and conditions.

NOW, THEREFORE, BE IT RESOLVED

1. That the School Board authorizes the Superintendent or designees and legal counsel for the School Board to work with City representatives to negotiate mutually agreeable terms and conditions for the transfer to the City of the portion of the Jericho Road's property which is no longer needed for school purposes.
2. That the proposed terms and conditions for the transfer of such property to the City be presented to the School Board at a later date for School Board consideration, any necessary public hearing and decision.
3. That a copy of this Resolution and the March 19, 2025 *Report and Recommendation of the Ad Hoc Committee to Study Open Space Uses for School Property on Jericho Road* be transmitted to the City Council, the City Clerk and the City Manager.

Adopted by the School Board of the City of Virginia Beach, Virginia this 12th day of August 2025.

_____

Kathleen J. Brown, School Board Chair

ATTEST:

_____

Regina M. Toneatto, Clerk of the Board

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Policy Review Committee Recommendations **Item Number:** 15C 1

Section: Action **Date:** August 12, 2025

Senior Staff: Cheryl R. Woodhouse, Chief of Staff

Prepared by: Carolyn Weems, PRC Chair and Kamala Lannetti, School Board Attorney

Presenter(s): Kamala Lannetti, School Board Attorney

Recommendation:

That the School Board approve the amendment of Bylaw 1-36 as recommended by the Policy Review Committee at its July 23, 2025 meeting.

Background Summary:

1. **Bylaw 1-36 Open Meetings, Closed Meetings, Electronic Meetings and Remote Location Participation in Meetings** – the PRC recommends changing the title to better reflect the contents of the bylaw and reminds the School Board of the requirement under the Virginia Code to adopt the bylaw each year after reviewing the remote participation clause. The PRC is requesting that the School Board move this matter to the Action Agenda at the 8/12/25 to ensure that the Bylaw is updated in a timely manner.

Source:

Code of Virginia, 1950, as amended § 22.1-253.13:7 School board policies. Policy Review Committee Meetings of July 23, 2025

Budget Impact:

None.

Next Steps:

There is no further action.

SCHOOL BOARD BYLAWS

Open Meetings, ~~and~~ Closed Meetings, Electronic Meetings and Remote Location Participation in Meetings

A. Open Meetings

Meetings of the School Board shall be open to the public except those meetings when the School Board adjourns to a closed meeting as allowed by the Virginia Freedom of Information Act. When health, safety or emergency conditions exist that are not conducive to accommodating in person observation of School Board meetings, the Chair and the Superintendent or designees are authorized to determine other means by which the public may observe the meeting.

B. Closed Meetings

1. Authority/Attendees

The Code of Virginia permits closed meetings to discuss specific topics in private. Closed meetings must be convened by affirmative vote in open session of the majority of the School Board Members in attendance at the meeting. No vote may be taken in Closed Meetings. School Board Members may poll each other regarding the intent of the School Board to act but no action that requires a vote of the School Board may take place in closed session unless otherwise authorized by law. In open session immediately following any closed meeting, the School Board Members must certify by an affirmative vote that no matter was discussed in closed meeting that was not encompassed in the topics authorized in the motion to convene in closed meeting. Any School Board Member who believes that there was a departure from the requirements for closed session set forth in Virginia Code § 2.2-3712, as amended, shall so state prior to the vote, indicating the substance of the departure that, in the School Board Member's judgment, has taken place. The statement shall be recorded in the minutes of the School Board.

Closed meetings are attended by School Board Members. The School Board may invite persons to attend closed meetings to provide necessary information.

2. Minutes

The School Board Clerk or designee shall attend closed meetings (unless expressly excused) for the purpose of taking brief minutes. These minutes which shall be part of the School Board's official minutes shall include:

a. Date, time and place of meeting.

b. Record of all persons in attendance.

c. Motion for Closed Meetings.

d. Certification of Closed Meetings; and

e. Any action taken.

Closed meetings shall not be recorded with the exception of student discipline hearings, employee discipline or license revocation hearings or other matters authorized by law.

3. Confidentiality of Closed Meeting items

School Board Members who access or discuss information or materials in preparation for or during closed meetings will maintain all such information in a confidential manner. School Board Members will not record or copy such confidential information. Unauthorized persons may not be provided access to confidential information. Personal notes taken while preparing for or attending closed meeting should be destroyed as soon as the closed session matters are concluded or should be turned over to the School Board Clerk or School Board Legal Counsel to maintain in a confidential manner and in accordance with applicable record keeping requirements. Failure to protect the confidentiality of closed session material or information may constitute sufficient reason to restrict that School Board Member from participating in future closed sessions or serving on School Board Committees that handle confidential items.

C. Electronic communication meetings during declared states of emergency

The School Board may meet by electronic communication means without a quorum of the School Board physically assembled at one location when the Governor or the City of Virginia Beach has declared a state of emergency, and the following conditions are met:

1. the catastrophic nature of the declared state of emergency makes it impracticable or unsafe to assemble a quorum in a single location,

2. the purpose of the meeting is to address the continuity of operations of the School Board and School Division or the discharge of the School Board's lawful purposes, duties, and responsibilities,

3. under other conditions allowed by the Governor or the Virginia General Assembly and adopted by the School Board,

4. The School Board must give public notice using the best available method given the nature of the emergency, which notice shall be given contemporaneously with the notice provided to School Board Members.

5. Agenda packets and all nonexempt materials should be available electronically or at all locations where public access will be provided and at the same time as the meeting.~~,~~

6. Arrangements must be made for the public to access the meeting through electronic means. When the School Board determines, or the Chair or designee determine (when there is insufficient time for the School Board to act) that in person observation is unreasonable or unsafe under the circumstances, the Superintendent or designee will arrange for electronic or, telephonic access for the public if reasonably possible or the meeting will be recorded and made available to review when such means are not available. Provide the public with the opportunity to comment at those meetings when public comment is customarily received.

7. The meeting minutes must state the nature of the emergency, the fact that the meeting was held by electronic communication means, and the type of electronic communication means by which the meeting was held.

8. Votes taken during any such meeting shall be recorded by the name in the roll-call fashion and included in the minutes.

9. School Board Committees may follow the same procedures for electronic meetings.

10. The Clerk of the School Board or designee will make a written report of such meeting as required by the Virginia Freedom of Information Act.

D. Remote location participation in meetings

School Board Members may participate in School Board Meetings or School Board Committee Meetings through electronic communication means from a remote location that is not open to the public under conditions set forth in this Bylaw. A vote to approve remote location participation is not required unless the conditions in Section D (1)(c) exist and are brought to the School Board or a Committee to vote to limit remote location participation.

1. Temporary or permanent disability or other medical condition that prevents physical attendance

    a. On or before the day of a meeting, a School Board Member must notify the School Board Chair for School Board Meetings or the School Board Committee Chair for Committee Meetings that the School Board Member is unable to attend the meeting due to: i) a temporary or permanent disability or other medical condition that prevents the School Board Member's physical attendance; or ii) a medical condition of a member of the School Board Member's family requires the School Board Member to provide care that prevents the School Board Member's physical attendance.

1) A "member of a School Board Member's family" will follow the definition of a family member set forth in Regulation 4-55.1, as amended, or the Family Medical Leave Act, as amended.

2) "Caregiver" means an adult who provides care for a person with a disability as defined in Code of Virginia § 51.5-40.1, as amended. A caregiver shall be either related by blood, marriage, or adoption to or be the legally appointed guardian of the person with a disability for whom the caregiver is caring.

b. The Chair or designee will note during the meeting that the School Board Member is remotely participating due to a temporary or a permanent disability or other medical condition that prevents the School Board Member's physical attendance. The general location from which the School Board Member participates will be included in the meeting minutes, but the exact nature of the disability or medical condition does not need to be announced publicly or be included in the meeting minutes. For the purposes of determining whether a quorum is physically assembled, an individual member of the School Board, who is a person with a disability as defined in Code of Virginia § 51.5-40.1, as amended, and uses remote participation counts toward the quorum as if the School Board Member is physically present.

c. A School Board Member's ability to remotely participate due to a temporary or permanent disability or other medical condition of the School Board Member or a family member will not be limited in number as long as such remote participation: i) does not create an unreasonable hardship for the School Board or the Committee to administer; ii) does not unreasonably interfere with the School Board's or the Committee's ability to conduct its business; and/or iii) the School Board Member can clearly be heard and/or seen through the method of remote participation throughout each meeting. Before limiting continued remote participation pursuant to this subsection, the School Board or the Committee members must vote to discontinue the remote participation.

2. Personal matter prevents physical attendance

a. On or before the day of a meeting, a School Board Member must notify the School Board Chair (for School Board Meetings) or the School Board Committee Chair (for Committee meetings) that the School Board Member is unable to attend the meeting due to a personal matter and must identify with specificity the nature of the personal matter.

b. The Chair will note during the meeting the specific nature of the personal matter and the remote location from which the School Board Member is participating.

c. During a calendar year (January 1 – December 31), a School Board Member will be limited to remote participation for personal reasons to three meetings for School Board Meetings and three meetings each for every School Board Committee that the School Board Member is assigned to serve on.

d. Once a School Board Member has participated remotely three times that calendar year under this subsection, the Chair or designee will inform a School Board Member that no further remote participation will be allowed during the calendar year for personal reasons.

e. Committee Members should be consulted prior to rescheduling a meeting so that Committee Members have the opportunity to participate and do not have to use limited remote participation opportunities.

3. A School Board Member's remote location participation shall be counted separately for School Board Meetings and each School Board Committee meeting when considering limitations on use of remote location participation.

4. In any meeting at which one or more School Board Members participates from a remote location: 1) a quorum of the School Board or the School Board Committee must physically assemble at the primary or central meeting location; and 2) the Chair or designee must make arrangements for the voice of the remote participant(s) to be heard by all persons at the primary or central meeting location. No more than two School Board Members can be in the same remote location during a meeting unless that remote location is open to the public to physically access it.

5. The Chair or designee will determine the appropriate method, if reasonably available, for the School Board Member to remotely participate in a meeting.

6. School Board Members may not participate from a remote location in any closed session meeting.

7. Conditions regarding remote location participation may be suspended or modified in accordance with applicable School Board action or resolution, Governor's action, or Virginia General Assembly action.

8. The electronic communications methodan used for a meeting will allow the public to hear all members of the public body participating in all virtual public meetings. A phone number or other live contact information is provided to alert the public if the audio or video transmission of the meeting fails, such contact number is

monitored during the meeting, and the School Board or School Board Committee takes a recess until public access is restored if transmission fails for the public.

Legal Reference

Code of Virginia § 2.2-3700, *et seq.*, as amended. Virginia Freedom of Information Act.

Code of Virginia § 2.2-3708.2, as amended. Meetings held through electronic communications means during declared states of emergency.

Code of Virginia § 2.2-3708.3, as amended. Meetings held through electronic communications means; situations other than states of emergency.

Code of Virginia § 2.2-3712, as amended. Closed meeting procedures; certification of proceedings.

Related Links

School Board **Bylaw 1-28**
School Board **Regulation 4-55.1**

Adopted by School Board: July 21, 1992
Amended by School Board: September 5, 1995
Amended by School Board: August 17, 1999
Amended by School Board: February 20, 2001
Amended by School Board: May 14, 2002
Amended by School Board: December 2, 2008
Amended by School Board: September 1, 2015
Amended by School Board: August 2, 2016
Amended by School Board: August 25, 2020
Amended by School Board: January 12, 2021
Amended by School Board: February 23, 2021
Amended by School Board: September 28, 2021
Amended by School Board: December 13, 2022
Amended by School Board: November 29, 2023
Amended by School Board: August 13, 2024
Amended by School Board: August 2025

APPROVED AS TO
LEGAL SUFFICIENCY
Kamala H. Lannetti

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Video Services **Item Number: 15D**

Section: Action **Date: August 12, 2025**

Senior Staff: David Din, Chief Information Officer

Prepared by: David Din, Chief Information Officer

Presenter(s): David Din, Chief Information Officer

Recommendation:

That the School Board vote to approve video services transition from VBTV to streaming capabilities for committee meetings.

Background Summary:

The board was updated about the transition plan for video services from the City broadcast team (VBTV).

Source:

N/A.

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Subject: Closed Session **Item Number:** 17

Section: Closed session **Date:** August 12, 2025

Senior Staff: N/A

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Kamala H. Lannetti, School Board Attorney

Recommendation:

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraphs 1, 2, 3, 7, and 8amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system.
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 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. Amendment of the Superintendent's Contract.
B. Deliberation on student discrimination complaint appeal.
C. Deliberation on requests to reimburse employees for legal fees.
D. Status of pending litigation or administrative cases.
E. Consultation with legal counsel regarding probable litigation and pending litigation matters.
F. Discussion with legal counsel regarding Jericho Road properties.

Background Summary:

N/A

Source:

Code of Virginia §2.2-3711, as amended

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.

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.