



School Board Services

Kathleen J. Brown, Chair
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Mark Bohenstiel
District 3

Matt W. Cummings
District 7

Dr. Alveta J. Green
District 4

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District 6

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District 1

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District 2

Carolyn D. Weems, Vice Chair
District 9

David Culpepper
District 8

Sharon R. Felton
At-Large

Melinda J. Rogers
District 5

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

School Board Regular Meeting Proposed Agenda

Tuesday, September 9, 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_pHN4-L8KTnGMw1As1Yrhuv Call-in (301) 715-8592 ID 897 4778 1117

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 September 8, 2025.

1. **Administrative, Informal, and Workshop** (School Administration Building #6 – School Board Room)..... **3:30 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. School Opening Update
 - C. CIP Committee Update
 - D. Mercer Update **Added presentation 09/09/2025**
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**
 - A. VHSL Class 5 1600-meter state champion – Cox High School
 - B. VHSL Class 5 National Guard Cup – Kellam High School
 - C. VHSL Claudia Dodson Sportsmanship, Ethics and Integrity Award and the VHSL Stay in the Game Award – Kellam and Tallwood high schools
 - D. VHSL Class 5 Coach of the Year – Ocean Lakes High School
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. August 12, 2025 Regular School Board Meeting



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

The School Board will hear public comments at the September 9, 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 September 9, 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. September 9, 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. WHRO Educational Services Update
- B. Policy Review Committee (PRC) Recommendations:
 - 1. Policy 3-23 Sale/Exchange/Lease/Disposal of Property
 - 2. Policy 3-25 Trust Funds
 - 3. Policy 3-26 Investments
 - 4. Policy 3-42 Financial Record Keeping of Individual School Funds
 - 5. Policy 7-44 Awards to Students
- C. Middle School Dual Language Immersion (DLI) Considerations
- D. 403(b) Oversight Committee Membership
- E. Budget Calendar/Staff Engagement Added presentation 09/09/2025
- F. SOL Pass Rates Based on 2024-2025 Performance

13. *Return to public comments if needed*

14. *Consent Agenda*

- A. Policy Review Committee (PRC) Recommendations:
 - 1. Policy 2-57/Staff Members as Consultants Outside the School Division
 - 2. Policy 3-12/Capital Improvement Program (CIP)
 - 3. Policy 3-14/School Board Funds
 - 4. Policy 3-16/Local Funds: Virginia Beach Education Foundation, Inc.
 - 5. Policy 3-17/State Funds
 - 6. Policy 3-18/Federal Funds
 - 7. Policy 4-57/Licensed Personnel: Contracts
 - 8. Policy 4-91/Observation Students, Practicum Students, Student Teachers, and Interns
 - 9. Policy 5-18/Attendance Records
 - 10. Policy 5-43/Threats
 - 11. Policy 5-44/Sexual Harassment, sexual violence, and inappropriate sexual conduct prohibited – students
 - 12. Policy 5-66/Student Directory Information
 - 13. Policy 5-76/Homeless Children and Youth
 - 14. Policy 6-39/Mathematics
 - 15. 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. Religious Exemption(s)

15. *Action*

- A. Personnel Report / Administrative Appointments Updated 09/11/2025
- B. Policy Review Committee (PRC) Recommendations:
 - 1. Policy 6-10/Guest Speakers

16. *Committee, Organization or Board Reports*

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

18. *Adjournment*



Subject: School Division Services School Opening Update Item Number: 1B

Section: Administrative, Informal, and Workshop Date: September 9, 2025

Senior Staff: Jack Freeman, Chief Operations Officer

Prepared by: Jack Freeman, Chief Operations Officer

Melisa Ingram, Executive Director of Facilities Services

Kenneth Stealing, Assistant Director of Maintenance Services

Sam Nix, Director of Custodial and Distribution Services

Thomas C. Shattuck, Director of Security and Emergency Management

James T. Lash Executive Director of Transportation and Fleet Management Services

Rachel Amato, Director of Food Services

Frank Fentress, Administrator, Park & Landscape Services

Presenter(s): Jack Freeman Chief Operations Officer

Melisa Ingram, Executive Director of Facilities Services

Kenneth Stealing, Assistant Director of Maintenance Services

Sam Nix, Director of Custodial and Distribution Services

Thomas C. Shattuck, Director of Security and Emergency Management

James T. Lash Executive Director of Transportation and Fleet Management Services

Rachel Amato, Director of Food Services

Frank Fentress, Administrator, Park & Landscape Services

Recommendation:

That the school board receive updates from the offices within the Department of School Division Services.

Background Summary:

The Department of School Division Services consists of the offices of Facilities Services, Maintenance Services, Custodial and Distribution Services, Security and Emergency Management, Transportation and Fleet Management Services, and Food Services.

Source:

N/A

Budget Impact:

N/A

Next Steps:

N/A



School Division Services School Opening Update

School Board Workshop
Tuesday, September 9, 2025

Department of School Division Services

Office of Facilities Services

- Summer work at all school and administrative facilities
 - Over 90 sites
 - Over 11,000,000 SF of space
 - Approximately 1,900 acres
 - Coordination with all departments
- CIP maintenance projects
- Bayside MS school consolidation
- Preventative maintenance
- Cleaning protocols
- Special event support
- Summer School programs
- School readiness



Office of Facilities Services

Capital Improvement Program (CIP)

Work on over 30 sites including:

- Roof replacements
- HVAC replacements
 - 3 HVAC installs in school kitchens
- Chiller and boiler replacement
- Foundation repairs
- Fire alarm replacements
- Structural repairs
- Energy performance lighting
- Solar panel installations
- Stadium bleacher repairs
- Gym bleacher replacements
- Gym flooring replacements
- Scratch cooking
- Tennis court replacement
- Turf field and rubber track installation
- School playgrounds



Office of Maintenance Services

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Connecting with Technical and Career Education Students

Mentoring and training Technical and Career Education student workers by staff at Maintenance Services in different trades

- Plumbing
- Electronics
- HVAC
- Carpentry
- Masonry



Learning Environment Enhancements

- Bayside 6th Grade Campus moved to Bayside MS; mural moved, new rooms and walls were built, white boards were added, all in preparation for SY 2025-26.
- 5 Portables were moved to Woodstock ES from Lynnhaven MS and connected to electrical, HVAC, internet, decking and stairs were added, whiteboards installed, furniture moved, a solid surface walkway to the bus loop was built, and all interior spaces were painted.

Bayside 6th Mural



Building New Rooms at Bayside MS



New Decking at Woodstock ES



New Stairs at Woodstock ES



Fresh Paint in Portables at Woodstock ES



Trim Work in Portables at Woodstock ES



70 Repair Projects

- HVAC
- Electrical
- Plumbing
- Roofing Systems
- Elevators



Preventative Maintenance

- Electrical Switch Gears
- Doors
- Windows
- Intercom Systems



Custodial and Distribution Services

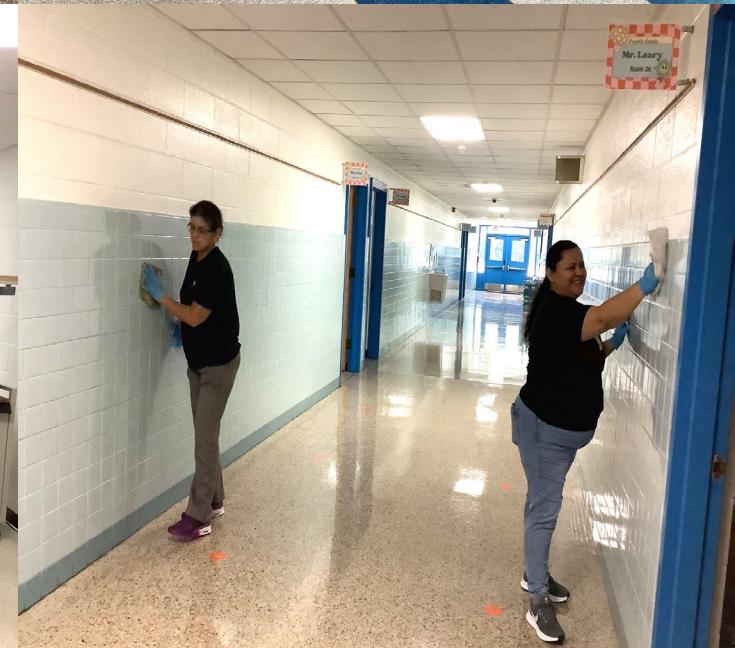
Summer Planned Projects

-  Screened & recoated 15 gym floors
-  Integrated Bayside Sixth Grade Campus into Bayside Middle School
-  Top scrubbed and waxed all floors
-  Performed comprehensive cleaning protocols



Custodial Services Team

- **Helping returning teachers set up classrooms**, fostering a fresh start each year
- **Engaging with students in the cafeteria**, creating a positive daily experience
- **Supporting Parks and Recreation programs** that enrich our neighborhoods
- **Preparing for special events** that bring our schools to life
- **Cleaning up after construction projects** to ensure safe, welcoming spaces
- **Assisting with voting and polling operations**, reinforcing civic engagement
- **Receiving and managing school deliveries** to keep operations running smoothly
- **Relocating classroom furniture** to meet evolving educational needs



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Distribution Services Team

📁 **Total Work Orders Processed:** Over 6,000

📦 **Deliveries Completed:**

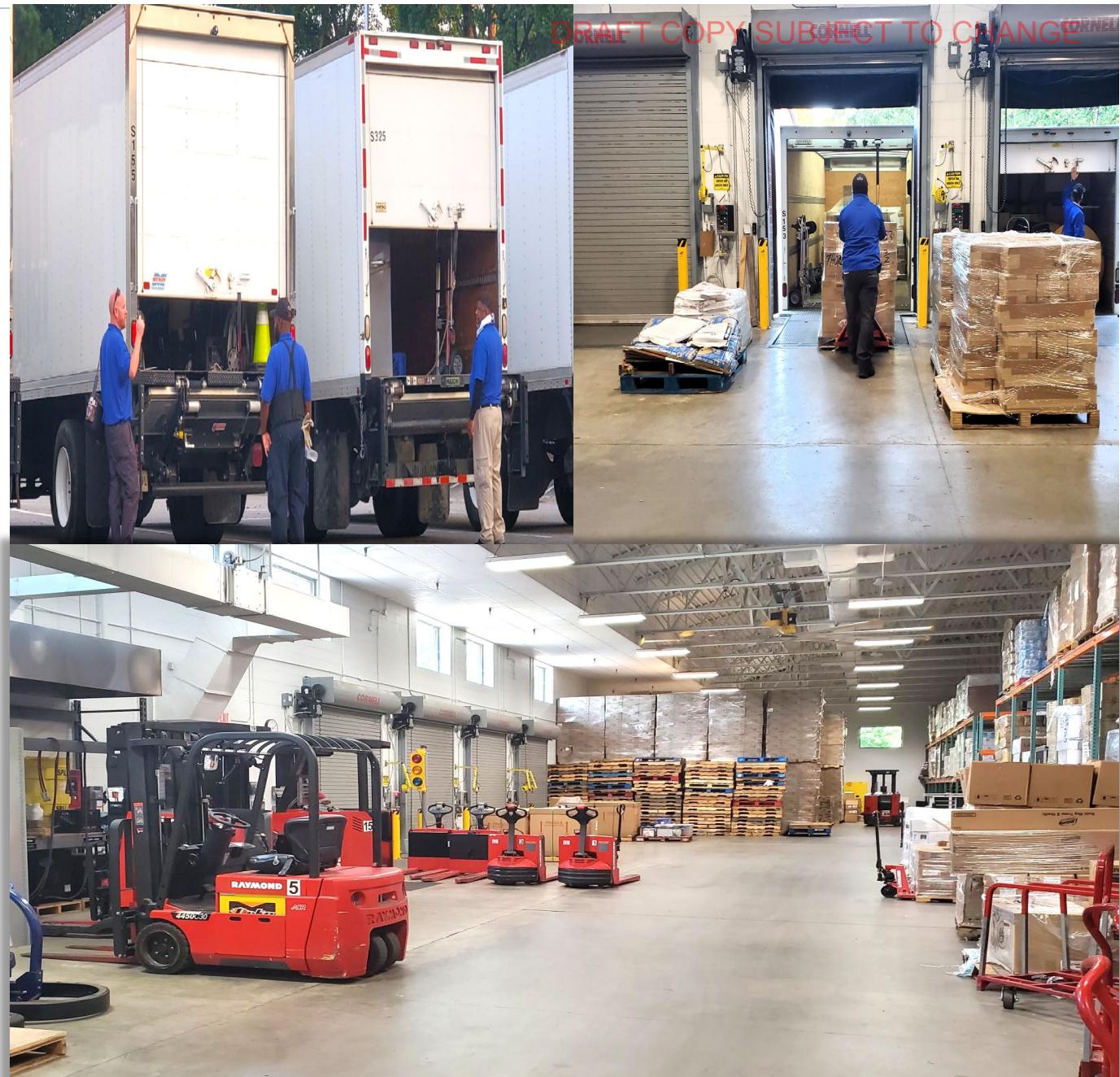
- Student records
- Textbooks
- Beach bags
- Pony mail
- Kindergarten materials
- Furniture
- Custodial supplies
- Printed materials/forms
- Teaching and learning materials
- DOT supplies to schools
- Kitchen equipment

♻️ **Removals Handled:**

- Kitchen equipment
- Surplus computers
- Surplus furniture

🎉 **Additional Services:**

- Special Event Support for multiple departments and offices



More Custodial and Distribution Services Projects



Office of Transportation and Fleet Management Services

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Total number of students registered for Transportation: 50,000+

Total Number of School Bus Routes: 550

Transportation Staffing Day One:

- Bus Drivers Currently = 530
- Bus Drivers Needed = 20
- Total Bus Driver Staffing Rate = 96%

Update: School Bus Drivers In Training:

- 3 Currently in various stages of training
- New training class began September 8th

Zum Routing and Tracking Software



- Successfully piloted last year at Old Donation School
- GPS – Tracks bus as it travels
- Parent App – Allows parents to track bus in real time
- Driver App – Turn-by-turn directions
- Routing & Analytics – Assists in data-driven decisions



BusPatrol Camera System

- **Safety!**
- Deterrent against motorists passing stopped school buses
- Previous vendor had only 150 buses in camera program
- New system includes all VBCPS yellow school buses
- Additional internal/external cameras
- VBPD reviews potential violations and issues citations



Office of Transportation and Fleet Management Services

Continuous Professional Development and Training

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Risk
Management

Security

Medical
Emergencies

Driving
Fundamentals

Bus Accidents

Human
Resources
Updates

New Routing
Software

Students with
Disabilities



Office of Food Services

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Operating the traditional National School Lunch Program (NSLP) and School Breakfast Program (SBP)

- Meal costs are based on individual student eligibility (Paid, Reduced, Free)
- Paid student
 - \$1.60 for breakfast
 - \$3.05 for lunch
- Reduced-price student meals are being waived by the state again this year, so they will receive no cost meals.

38 Community Eligibility Provision (CEP) Schools

- Over 21,600 students

Non-CEP Site Free and Reduced

- 13,600 students

Additional benefits include:

- Low-cost Internet, dental, daycare, AP & IB test fee and college application fee waivers, etc.

Community Eligibility Provision (CEP)* Schools

Elementary	Middle	High
Alanton ES	Arrowhead ES	An Achievable Dream Academy (AADA)
Bayside ES	Betty F. Williams ES	Brandon MS
Birdneck ES	Brookwood ES	Larkspur MS
College Park ES	Corporate Landing ES	Lynnhaven MS
Diamond Springs ES	Green Run ES	Virginia Beach MS
Holland ES	Kings Grant ES	
Linkhorn Park ES	Luxford ES	
Lynnhaven ES	Malibu ES	
Newtown ES	Parkway ES	
Pembroke ES	Pembroke Meadows ES	
Point O'View ES	Rosemont ES	
Seatack ES	Thalia ES	
W.T. Cooke ES	Windsor Oaks ES	
Woodstock ES	Windsor Woods ES	
28		5
		5

Total of 38 CEP schools

- Total of 8.8 million student meals served during fiscal year (FY) 2024-2025
- During the first five (5) meal service days:
 - Student meal participation increased by ___% from FY 21-22
 - Student meal participation increased by ___% as compared to FY 22-23
 - Student meal participation increased by ___% as compared to FY 23-24

Scratch Initiative's menu items are part of the division wide cycle menu and offered at all VBCPS schools.

- 53 school kitchens have been modernized and have new scratch cooking equipment and Holland Road Annex housing the New Scratch Lab (40 elementary, 7 middle, 6 high).
- This summer we modernized 4 kitchens and added HVAC at 3
- 47 active school gardens

First Five (5) School Days of Food Service Comparison of Meals Served

(Chart to be added)



Office of Food Services

GE
17

Food Truck



Plant to Plate



Culinary Clubs



FCHS Se



Office of Security and Emergency Management

Training

- School administrator safety and security training
- Virginia DCJS Initial Certification and Re-certification for VBCPS School Security Assistants
- Annual firearms qualification and training for the School Security Officer II program
- Tabletop and de-escalation training with the VBPD SRO Program

Security Personnel

- Every elementary school now has allocations for two School Security Assistants
- This was accomplished utilizing the Virginia SSO Incentive Grant Program which enabled VBCPS to add 15 additional School Security Assistants



Office of Security and Emergency Management

Security Infrastructure

- Installation of new security cameras and access control devices at 14 schools
- Kingston and Fairfield Elementary Schools perimeter fence projects
- Woodstock Elementary portable classroom infrastructure support
- Harbor Hope Center security infrastructure and training support
- Conducted assessment of the newly installed EPIC School Safety System at Kempsville High School



Routine Grounds Maintenance

16- to 18-day Maintenance Cycle

- (9) 4 to 5 person teams with 10 sites
- Accounts for 1200 out of 14,000 total PLS work orders in FY 25
- Mowing & Trimming
- Litter/Limb/Debris Removal
- Weed control

Trim shrubs and trees

Mulch beds annually

Safety yellow painting

Replenish playground mulch

Line/Prepare fields for 1700+ Games



Site Infrastructure Maintenance

- Parking Lot Striping/Signage
- Asphalt Repair/Potholes
- Sidewalk Repair/Concrete
- Fences/Gates/Backstops
- Site Grading & Drainage
- Stormwater/BMP Repairs
- Sports Courts and Amenities
- Tennis Court Lighting
- Playground Inspection/Repair
- Hazard Tree Removal



Park & Landscape Services

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Athletics-Focused Support



Stadium Fields

- Mow natural turf twice per week
- Nutrient/weed management
- Groom artificial turf weekly

Irrigation/well installation and repair

Infield grading, weed control and clay replenishment

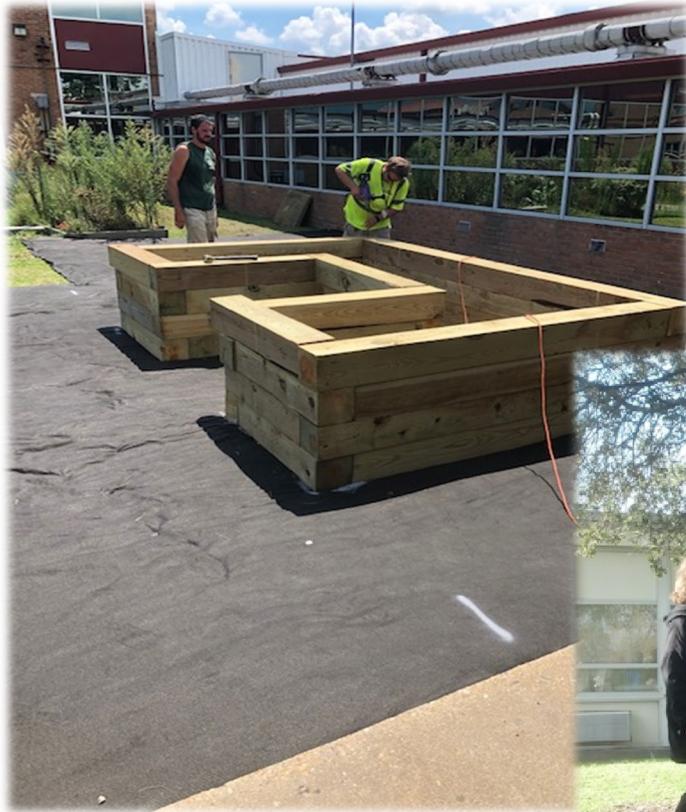
Track striping and repair

Tennis court repair

Moving/repairing bleachers and other athletics infrastructure

Park & Landscape Services

Teaching Curriculum Support



Scratch Cooking Gardens
Floating Wetlands Islands
Trees for Clean Waters
Green Roof Maintenance
Arbor Day Celebration

Park & Landscape Services

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Emergency Response



Questions



Subject: CIP Committee Update Item Number: 1C

Section: Administrative, Informal, and Workshop Date: September 9, 2025

Senior Staff: Donald E. Robertson, Jr., Ph.D., Superintendent

Jack Freeman, Chief Operations Officer, Department of School Division Services

Prepared by: Donald E. Robertson, Jr., Ph.D., Superintendent

Jack Freeman, Chief Operations Officer, Department of School Division Services

Presenter(s): Donald E. Robertson, Jr., Ph.D., Superintendent

Jack Freeman, Chief Operations Officer, Department of School Division Services

Recommendation:

That the School Board receive information regarding the Capital Improvement Program (CIP) Committee findings.

Background Summary:

A CIP Committee was formed and has met five times to address funding challenges and the rising costs of facility maintenance and new construction. The committee has now adjourned.

Source:

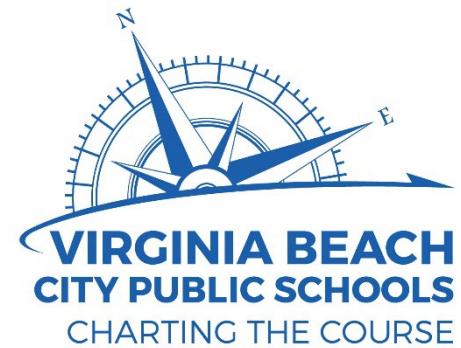
School Board Policy 3-12

Budget Impact:

TBD

Next Steps:

TBD



CIP Committee Update

School Board Workshop

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

Jack Freeman, Chief Operations Officer

Tuesday, September 9, 2025

Agenda

- ✓ Committee Purpose
- ✓ Summary of July 9 School Board Retreat presentation
- ✓ Summary of July 15 and Aug. 7 committee meetings,
July 15 joint meeting with city staff
- ✓ Findings
- ✓ Next Steps

CIP Committee Purpose

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



Summary of July 9 School Board Retreat

- ✓ Summary of first three committee meetings
- ✓ Summary of initial findings
- ✓ Sharing next steps



Initial Findings - CIP

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

Initial Findings – Princess Anne HS

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

CIP Meeting Summary

- ✓ July 15 - Committee meeting #4
- ✓ July 15 – Joint schools/city staff meeting #1
- ✓ August 7 – Committee meeting #5

CIP Meeting Summary

- ✓ CIP Meeting #5
- ✓ CIP Meeting #5 MINUTES



Updated Findings - CIP

- ✓ Includes all initial findings as noted on slide 7 from the school board retreat
- ✓ Determine how to fund the debt service needed to cover the cost of Princess Anne HS
- ✓ Work with city staff to evaluate impact on the city's debt metrics
- ✓ Determine balance between maintaining existing sites and allocating funds for new construction
- ✓ Acknowledgement of the challenges the city has with funding their capital project needs

Updated Findings – Princess Anne HS

- ✓ Includes all initial findings as noted on slide 8 from the school board retreat
- ✓ High interest among key stakeholders to complete this project
- ✓ Understand procurement options



Public Procurement Construction Methods

- Construction Management at Risk (CMR)
- Design-Bid-Build (DBB)
- Design-Build (DB)
- Multi-Prime (MP)
- Public-Private Partnerships
 - Solicited
 - Unsolicited



Questions?





Subject: Mercer Update

Item Number: 1D

Section: Workshop

Date: September 9, 2025

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

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

Recommendation:

That the School Board receive updated information from Mercer.

Background Summary:

Health care premiums for Virginia Beach City Public Schools (VBCPS) have been stable since 2019, with rates significantly reduced in 2023. However, due to rising medical and pharmacy costs, the district, which is a self-insured employer, is no longer able to absorb these increases alone. To ensure the long-term stability of the health care plan, employee premiums will be adjusted to a level similar to 2022 rates. This adjustment is necessary to preserve a positive health fund balance and align costs more closely with the actual price of coverage.

Source:

N/A

Budget Impact:

N/A

Next Steps:

Quarterly reports will be given to the School Board in the future.



School Board Meeting Financial Update

City of Virginia Beach and Virginia Beach City Public Schools

September 9, 2025

David Keogh
Principal, Richmond

Monica Wasik, ASA, MAAA
Senior Associate, Richmond

Jerry Kikwebati
Associate, Richmond

Agenda

1. Experience Review
2. Plan Year Projections 2025-2027
3. Appendix
 - Assumptions
 - Methodology

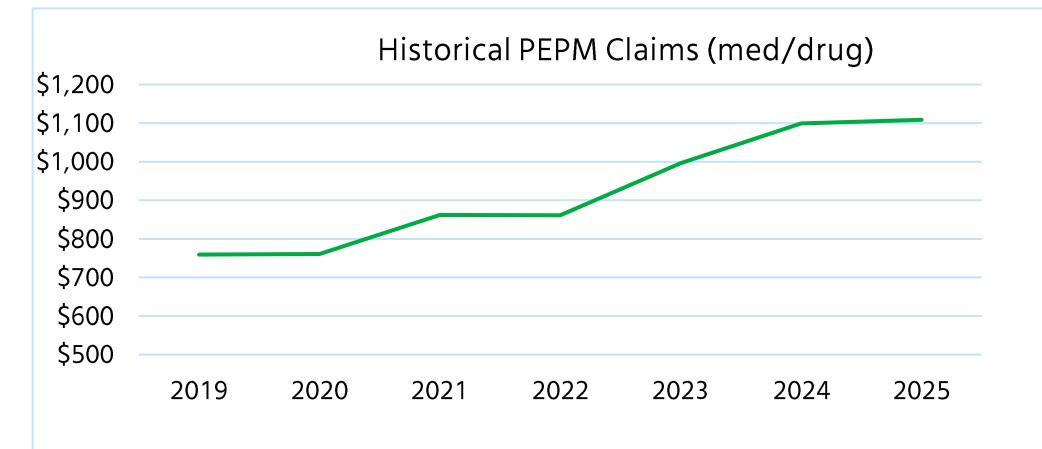
Experience Review

1

Historical Claims Trend

Schools

Schools Only: Historical PEPM Claims Trends (unadjusted for plan changes)			
	Med	Rx	Total
2020 / 2019	-4.1%	13.6%	0.2%
2021 / 2020	14.4%	10.5%	13.3%
2022 / 2021	-3.2%	8.1%	-0.2%
2023 / 2022	15.8%	15.7%	15.8%
2024 / 2023	8.5%	14.8%	10.3%
2025 YTD / 2024 YTD	2.6%	14.9%	6.2%



- The above chart illustrates year-over-year *incurred* claims for medical and pharmacy through June 2025 on a per employee basis for Schools
 - Claims are adjusted for expected stop loss reimbursements
- Historical trends shown are not normalized for plan changes and are shown gross of Rx rebates
- Trends from 2019 through 2024 for Schools are volatile

Medical/Rx Plan Projection

Trend Drivers

Utilization of Services	PER MEMBER PER MONTH (\$)		
	Jan – Jun 2024	Jan – Jun 2025	Change
Mental Health Cost	\$23.76	\$28.30	19.1%
Pharmacy Cost	\$190.17	\$214.43	12.8%
Professional Cost	\$260.92	\$282.59	8.3%
Outpatient Cost	\$55.54	\$56.88	2.4%
Inpatient Cost	\$136.97	\$106.65	-22.1%

High Cost Claimant (HCC) Activity	PER MEMBER PER MONTH (\$)		
	Jan – Jun 2024	Jan – Jun 2025	Change
HCC Plan Spend >\$200K	\$14,100,000	\$11,500,000	-18.4%
Number of HCC	33	36	9.1%
% of Total Payments	15.5%	12.2%	-3.3%
Average Spend per HCC	\$427,273	\$319,444	-25.2%

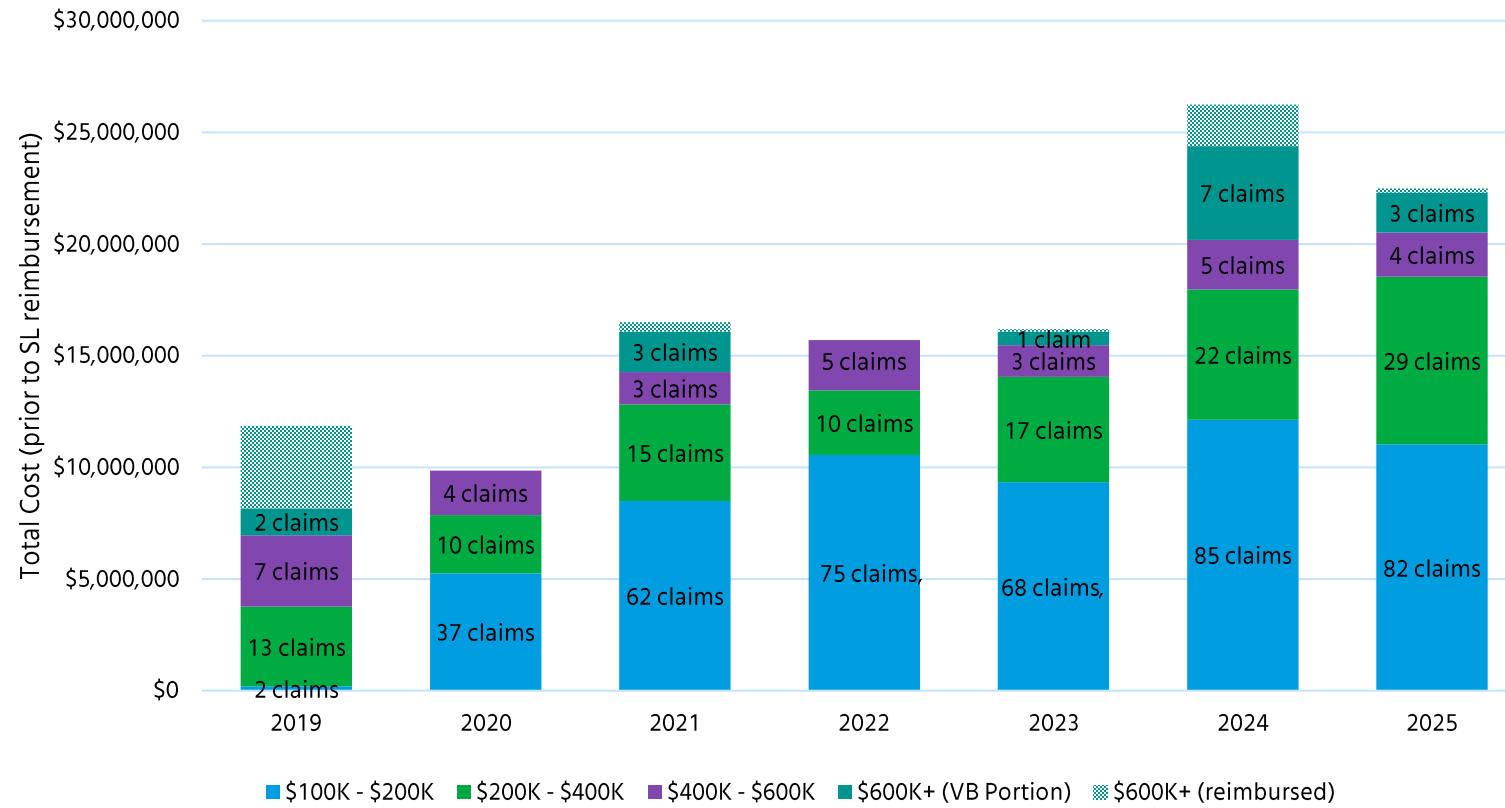
- The above exhibits highlight key drivers of the increase in projected costs for Q2 2025 compared to results with data through Q2 2024
- Above information provided by Sentara
- Utilization metrics:
 - Most significant increase (%) experienced within Mental Health costs, but highest PMPM cost from Professional services with trend aligned with status quo assumptions.
 - Inpatient costs are decreasing from the prior year, while all other service category costs are increasing compared to the prior year
 - High-cost claimant activity has seen a decrease compared to the prior year in average spend per HCC and total spend amount despite the increase in the number of claimants above \$200K.

*Data combined for City and Schools

Large Claims Experience

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High Cost Claim Experience (\$100K+)



- The above chart illustrates the historical counts and total spend on claims over \$100K
- 3 claimants have exceeded the \$600K stop loss threshold in 2025 with data through June which is an improvement over the prior year through June
- **2025 plan spend attributed to claimants in excess of \$100K (net of reimbursements) is 14.3% lower than 2024 (Jan - Jun) but 38.9% higher than 2023 (Jan - Jun)**

*Data combined for City and Schools



Average enrollment

	Prior	Current
EE Only	9,029	9,033
EE + Child	2,131	2,076
EE + Child(ren)	1,318	1,352
EE + Spouse	835	817
EE + Family	1,069	1,094

Gross plan cost vs gross budget*

\$18.1m \$16.3m \$10.9m \$15.7m \$15.3m \$15.8m



PEPM claims*

July '24 Aug '24 Sept '24 Oct '24 Nov '24 Dec '24 Jan '25 Feb '25 Mar '25 Apr '25 May '25 June '25

\$1,119 \$1,308 \$556 \$1,311 \$1,090 \$555 \$1,150 \$1,020 \$640 \$974 \$950 \$992



* Includes claims adjustments with the exception of Other Adjustments

*Data combined for City and Schools; Loss Ratio compares gross cost to total premium with HSA

Gross plan cost PEPM

+3.7%

\$1,068
prior YTD
\$1,029

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Gross paid claims

+2.7%

\$93.8m
prior YTD
\$91.3m

Gross budget PEPM

+7.3%

\$1,136
prior YTD
\$1,059

Adjusted paid claims

+3.8%

\$82.3m
prior YTD
\$79.3m

ER net cost PEPM

+4.4%

\$941
prior YTD
\$901

Fixed costs

+2.6%

\$9.8m
prior YTD
\$9.5m

Employees

-0.1%

14,371
prior YTD
14,382

Gross plan cost

+3.7%

\$92.1m
prior YTD
\$88.8m

Gross budget

+7.2%

\$98.0m
prior YTD
\$91.4m

Plan Year Projections

2025 - 2027



Medical/Rx Plan Year Projection

2025–2026 Outlook Updated with June 2025 data

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PER VBCS DIRECTION, ASSUMES ANNUAL COMBINED MEDICAL/RX TREND of 9% FOR THE SCHOOLS

		Schools	
		2025 Projected	2026 Projected
PLEASE NOTE SOME FIGURES WILL NOT ADD EXACTLY DUE TO ROUNDING			
Gross Cost (a)		\$122.0M	\$133.7M
Employee Contributions (b)		\$9.4M	\$18.4M
Net VBCS Cost (a-b) = (c)		\$112.6M	\$115.3M
VBCS Projected Funding(d)		\$100.2M	\$105.7M
Health Fund Balance (as of June 2025) (e)		\$16.9M	\$10.7M
Annual Health Fund Impact (d-c) = (f)		-\$12.4M	-\$9.6M
Drawdown remaining to year end (g)		-\$6.2M*	-\$9.6M
Projected Health Fund Balance at year end (e+g)		\$10.7M	\$1.0M
Projected 2 Months Reserve (2/12 of Gross Cost)**		\$20.3M	\$22.3M

*Reduction from CY 2025 assumes 6 months of annual HF impact remains from 7/1/25 to 12/31/25

**Projected 2 Month reserve values in red text reflect year end health fund balance below 2-month reserve amount

- Reflects projected plan costs for actives and retirees, using claims data thru June 2025. Enrollment reflects average 2025 year to date enrollment as provided by Sentara
- 2025, and 2026 figures reflect final 2025, and 2026 ER budget decisions assuming EE contribution increase of 97% annually for Schools.
- 2025 and 2026 aggregate rebate projection provided by Sentara for Schools. Rebate estimates factor in impact of AMP Cap Rebate settlement.
- Health fund balance provided by CVABPS as of June 2025. Any potential interest earned from the health fund or sweep amounts calculated at year end are not factored into above projections. Health Fund balance is not final and subject to change
- All projections are based on the information and data available at a point in time and the projections are not a guarantee of results which might be achieved. The projections are subject to unforeseen and random events and so must be interpreted as having a potentially wide range of variability from the estimates.

Medical/Rx Comparison

2026 Outlook

Draft copy subject to change

PER VBCS DIRECTION, ASSUMES ANNUAL COMBINED MEDICAL/RX TREND of 9% FOR SCHOOLS

	Schools (data through March)	Schools (data through June)	Schools (Impact of Updated Data)
	2026 Projected	2026 Projected	2026 Projected
Gross Cost (a)	\$135.6M	\$133.7M	Improved \$1.9M
Employee Contributions (b)	\$18.4M	\$18.4M	No Change
Net VBCS Cost (a-b) = (c)	\$117.2M	\$115.3M	Improved \$1.9M
VBCS Projected Funding(d)	\$105.8M	\$105.7M	Funding Estimate Reduced by \$0.1M
Health Fund Balance (e)	\$11.2M	\$10.7M	Worsened by \$0.5M
Annual Health Fund Impact (d-c) = (f)	-\$11.4M	-\$9.6M	Improved by \$1.8M
Drawdown remaining to year end (g)	-\$11.4M	-\$9.6M	Improved by \$1.8M
Projected Health Fund Balance at year end (e+g)	-\$0.2M	\$1.0M	Improved by \$1.2M

Projected 2 Months Reserve (2/12 of Gross Cost)**	\$22.6M	\$22.3M	Improved by \$.3M
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PLEASE NOTE SOME FIGURES WILL NOT ADD EXACTLY DUE TO ROUNDING

**Projected 2 Month reserve values in red text reflect year end health fund balance below 2-month reserve amount

- Reflects projected plan costs for actives and retirees, using claims data thru June 2025. Enrollment reflects average 2025 year to date enrollment as provided by Sentara
- Changes from prior projection using data through March 2025:
 - Projected 2026 Gross Cost has decreased by ~\$1.9M from the estimate using March 2025 data due to favorable medical claims experience in Q2 2025
 - Employee and Employer contributions only changed due to shifts in plan and tier enrollment with updated data
 - Starting Health Fund Balance was updated as of June 2025 which experienced a greater reduction than originally assumed for one month resulting in a lower ending balance
 - Net impact of all updates results in a positive Health Fund Balance
- All projections are based on the information and data available at a point in time and the projections are not a guarantee of results which might be achieved. The projections are subject to unforeseen and random events and so must be interpreted as having a potentially wide range of variability from the estimates.

Medical/Rx Plan Year Projection

2025–2027 Outlook

Draft copy subject to change

PLEASE NOTE SOME FIGURES WILL NOT ADD EXACTLY DUE TO ROUNDING

PER VBCS DIRECTION, ASSUMES ANNUAL COMBINED MEDICAL/RX TREND of 9% FOR THE SCHOOLS			
Schools			
	2025 Projected	2026 Projected	2027 Projected
Gross Cost (a)	\$122.0M	\$133.7M	\$147.5M
Employee Contributions (b)	\$9.4M	\$18.4M	\$22.0M
Net VBCS Cost (a-b) = (c)	\$112.6M	\$115.3M	\$125.5M
VBCS Projected Funding(d)	\$100.2M	\$105.7M	\$125.7M
Health Fund Balance (as of June 2025) (e)	\$16.9M	\$10.7M	\$1.0M
Annual Health Fund Impact (d-c) = (f)	-\$12.4M	-\$9.6M	\$0.0M
Drawdown remaining to year end (g)	-\$6.2M*	-\$9.6M	\$0.0M
Projected Health Fund Balance at year end (e+g)	\$10.7M	\$1.0M	\$1.0M

Projected 2 Months Reserve (2/12 of Gross Cost)**	\$20.3M	\$22.3M	\$24.6M
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*Reduction from CY 2025 assumes 6 months of annual HF impact remains from 7/1/25 to 12/31/25

**Projected 2 Month reserve values in red text reflect year end health fund balance below 2-month reserve amount

- Reflects projected plan costs for actives and retirees, using claims data thru June 2025. Enrollment reflects average 2025 year to date enrollment as provided by Sentara
- 2025, and 2026 figures reflect final 2025, and 2026 ER budget decisions assuming EE contribution increase of 97% annually for Schools.
 - 2027 total employee and employer contributions combined are assumed to match total projected costs. ER budget and EE contributions are assumed to match 2026 cost share while not relying on the health fund given health fund balance is projected to be below 2 months reserve in 2026.
- 2025 and 2026 aggregate rebate projection provided by Sentara for Schools. Rebate estimates factor in impact of AMP Cap Rebate settlement.
- Health fund balance provided by CVABPS as of June 2025. Any potential interest earned from the health fund or sweep amounts calculated at year end are not factored into above projections. Health Fund balance is not final and subject to change
- All projections are based on the information and data available at a point in time and the projections are not a guarantee of results which might be achieved. The projections are subject to unforeseen and random events and so must be interpreted as having a potentially wide range of variability from the estimates.

2027 Projected Costs are preliminary; the cost share split between employer and employee mirrors that of 2026 (w/o reliance on the Health Fund).

Appendix

7
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2025-2027 Plan Year Projections

Assumptions

- 2025 - 2026 Projections are based on monthly claims data through June 2025 provided by Sentara and adjusted to normalize historical experience for plan and tier changes
- 2025-2026 projections reflect average 2025 enrollment year to date as provided by Sentara.
- Recent 24 months of claims experience utilized with 66.7% weight on the most recent 12 months and 33.3% weight on the prior 12 months
- Assumed healthcare trend, per annum
 - 2025-2026 Projections per direction of Virginia Beach: 8% medical, 12.5% pharmacy, 4% vision
- Projections include 2.0% claims margin for 2025 – 2026 for medical, and pharmacy
- Claim adjustments were made for the following:
 - Contractual Rx discount improvements for PBM transition as provided by Sentara
- 2025 and 2026 rebate projections were provided by Sentara and include adjustments for the AMP Cap Settlement
- Assumes all retirees receive employer subsidy for medical coverage
- 2025 - 2026 projections do not include any explicit future impact for COVID-19
- 2025-2026 fees provided by Sentara.
- 2025 - 2026 internal administration expense:
 - Administrative costs include salaries and benefits, consulting (health care, GASB, claims audit), outside legal counsel, wellness incentives, health screenings, wellness and enrollment platform
- Stop loss premium reflects final renewals for 2025 as provided by Symetra. 2026 stop loss fee assumes 25% increase
- HSA funding of \$750 / \$1,250 assumed for 2025-2026 and reflects HSA participation rate of 57.6% for Schools based on 2025 OE census election.

2025-2027 Plan Year Projections

Methodology

- Mercer uses underwriting techniques, based on actuarial guidelines, to project the future plans costs for the self-funded plans.
- The key factor in projecting future results is the prior experience of a group, especially when the group consists of a large population. The process of forecasting past claims experience into the future takes into account plan designs, member demographics, trends and group credibility. These processes are widely accepted within the insurance market as the standard to establishing budget and premium levels that are appropriate to cover future risks.
- As a starting point to developing the 2024 and 2025 period funding rates, Mercer collected monthly claims and enrollment for Virginia Beach Public School's medical and pharmacy self-funded plans from the respective vendors (as stated in the Assumptions section).
- Mercer has utilized the information provided by Virginia Beach and its vendors to develop the enclosed budget projections. As such, Mercer has not independently verified this information for accuracy.
- The average cost per enrolled employee was then calculated by dividing the total incurred claims by the average number of enrolled employees in each plan. Incurred claims were estimated using the typical actuarial lag claims triangles and development methodology
- Once the average claims costs per employee were calculated, claims costs were projected to the 2025 and 2026 period by application of trend factors. The trend factors used in the projections are within the acceptable trend ranges published by Mercer's Actuarial and Financial Group.
- After application of trend, margin was added as stated in the Assumptions section.
- The last step is the addition of the administrative fees and funding to the projected costs. These fees include medical and pharmacy administrative costs, and the addition of stop loss premiums. The funding includes estimated HSA funding based on expected enrollment in the CDHP
- The combination of the fees, funding and trended claims costs allows us to establish funding levels that are appropriate to cover future risks. It is important to remember that these projections are only estimates. As with all estimates, they are based upon the information available at the point in time and are subject to unforeseen and random events. They must be interpreted as having a likely range of variability from the point estimate.

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Subject: Closed Session

Item Number: 2

Section: Closed Session

Date: September 9, 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, 7, and 8, as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals. Any teacher shall be permitted to be present during a closed meeting in which there is a discussion or consideration of a disciplinary matter that involves the teacher and some student and the student involved in the matter is present, provided that the teacher makes a written request to be present to the presiding officer of the appropriate board. Nothing in this subdivision, however, shall be construed to authorize a closed meeting by a local governing body or an elected school board to discuss compensation matters that affect the membership of such body or board collectively.
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. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.
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. Status of pending litigation or administrative cases.
- B. Status of student cases, complaints and student related matters.
- C. Personnel matters- Superintendent's annual goals and appointments to Gifted Advisory Committee.
- D. Status of federal cases and directives with legal consequences for the School Division.
- E. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Background Summary:

N/A

Source:

Code of Virginia §2.2-3711, as amended

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.



Subject: School Board Recognitions

Item Number: 7A-D

Section: Student, Employee and Public Awards and Recognition

Date: September 9, 2025

Senior Staff: Nicole Livas, Chief Communications and Community Engagement Officer

Prepared by: David Schleck, Public Relations Coordinator

Presenter(s): Carolyn D. Weems, Vice Chair

Recommendation:

That the School Board recognize the outstanding accomplishments of those receiving the September 9, 2025, School Board recognitions. These designated achievements should not be taken lightly as they fall within a listing of criteria that require achievements including a national or state-level win in a competition, event, or achievement. Examples would be those of National Merit Finalists, taking first place for a state-level sports competition, or other similar meritorious examples. This meeting we will recognize:

- A. VHSL Class 5 1600 meter state champion, Cox High School
- B. VHSL Class 5 National Guard Cup, Kellam High School
- C. VHSL Claudia Dodson Sportsmanship, Ethics and Integrity Award and the VHSL Stay in the Game Award, Kellam and Tallwood high schools
- D. VHSL Class 5 Coach of the Year, Ocean Lakes High School

Background Summary:

That the School Board allow time during School Board meetings to recognize students and/or staff who have accomplished notable recognitions that fit within the parameters of the School Board recognition criteria.

Recognition Criteria:

1. Achievement of first or second place in national competitions/events.
2. Achievement of national recognition for outstanding achievements, i.e., National Merit Finalists.
3. Achievement of first place in regional (multi-state) competitions/events.
4. Achievement of first place in state competitions/events.
5. Achievements beyond the scope of regular academics/activities and/or job performance.

Source:

Utilizing data from submissions made to the Department of Communications and Community Engagement, which have been approved by school principals or department heads recognizing a notable achievement from a student or staff member fitting the Board recognition parameters.

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.



Subject: Approval of Minutes Item Number: 10A

Section: Approval of Meeting Minutes Date: September 9, 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. August 12, 2025 Regular School Board Meeting*

Background Summary:

N/A

Source:

Bylaw 1-40
Bylaw 1-43

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.



School Board Services

Kathleen J. Brown, Chair
District 10

Mark Bohenstiel
District 3

Matt W. Cummings
District 7

Dr. Alveta J. Green
District 4

Michael Callan
District 6

Rose M. Dwyer
District 1

Kimberly A. Melnyk
District 2

Carolyn D. Weems, Vice Chair
District 9

David Culpepper
District 8

Sharon R. Felton
At-Large

Melinda J. Rogers
District 5

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

School Board Regular Meeting MINUTES

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

Closed Session: Chair Brown convened the meeting at 3:33 p.m. on the 12th day of August 2025. In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. The following School Board Members were not in attendance: Mr. Culpepper, and Ms. Melnyk.

At 3:34 p.m., Vice Chair Weems made the following motion, seconded by Mr. Callan, that the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 1, 2, 3, 7, and 8 as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
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.



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Virginia Beach, VA 23456

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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.

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

The School Board recessed into Closed Session at 3:36 p.m. Note, Mr. Bohenstiel recused himself from the Closed Session at 3:38 p.m.

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

B. Deliberation on student discrimination complaint appeal: School Board Members: Chair Brown, Vice Chair Weems, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Cheryl R. Woodhouse, chief of staff, and Regina M. Toneatto, school board clerk.

At 3:39 p.m., Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; and Cheryl R. Woodhouse, chief of staff, left the Closed Session. At 3:42 p.m., School Board Member, Mr. Bohenstiel, Kamala H. Lannetti, school board attorney; and Donald E. Robertson, Ph.D., superintendent, returned to the Closed Session.

C. Deliberation on requests to reimburse employees for legal fees: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Stephanie Enzmann, director, Office of Employee Relations, and Regina M. Toneatto, school board clerk.

At 3:45 p.m., Donald E. Robertson, Ph.D., superintendent, and Stephanie Enzmann, director, Office of Employee Relations, left the Closed Session.

- A. Amendment of the Superintendent's Contract: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers; Kamala H. Lannetti, school board attorney; and Regina M. Toneatto, school board clerk.

At 4:02 p.m., Donald E. Robertson, Ph.D., superintendent, returned to the Closed Session.



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D. Status of pending litigation or administrative cases; and
E. Consultation with legal counsel regarding probable litigation and pending litigation matters: School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Dannielle Hall-McIvor, senior school board attorney; and Regina M. Toneatto, school board clerk.

At 4:20 p.m., Simone S. Boothe, associate school board attorney, joined the Closed Session.

F. Discussion with legal counsel regarding Jericho Road properties:
School Board Members: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers; Kamala H. Lannetti, school board attorney; Donald E. Robertson, Ph.D., superintendent; Dannielle Hall-McIvor, senior school board attorney; Simone S. Boothe, associate school board attorney; and Regina M. Toneatto, school board clerk.

The School Board reconvened at 4:25 p.m.

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

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

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

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

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

It was noted that School Board Member, Mr. Culpepper joined the School Board Meeting via Zoom (personal reasons/out of state).

Ms. Dwyer read the following resolution:

**RESOLUTION
STUDENT DISCRIMINATION APPEAL 08/12/2025**

WHEREAS, on March 13, 2025, the parents of a Plaza Middle School student filed a complaint alleging discrimination, harassment, and retaliation regarding a student discipline investigation conducted by a staff member on October 25, 2024; and



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WHEREAS, on April 8, 2025, the School Administration issued an Investigation Report regarding the parents' complaint and concluded there was not sufficient evidence to support a finding of discrimination, harassment, or retaliation; and

WHEREAS, on June 4, 2025, a hearing officer conducted an appeal hearing regarding the Investigation Report and the parents' objections to the Investigation Report; and

WHEREAS, on June 26, 2025, the hearing officer issued Conclusions and Recommendations; and

WHEREAS, on August 12, 2025, the School Board deliberated on the June 26, 2025, hearing officer's Conclusions and Recommendations, the transcript, and the exhibits from the June 4, 2025, hearing.

NOW, THEREFORE, IT IS DETERMINED

1. That the June 26, 2025, hearing officer's report of Conclusions and Recommendations determination is upheld.
2. That the School Administration is ordered to notify the parents and student of this decision and to place a copy of this decision, the supporting documentation, and any recording of the hearing in the student's official files.

Adopted by the School Board of the City of Virginia Beach, Virginia this 12th day of August 2025.

Chair Brown called for a motion. Ms. Dwyer made the motion, seconded by Vice Chair Weems. Without discussion, Chair Brown called for a vote to approve the resolution read by Ms. Dwyer. The School Board Clerk announced there were nine (9) ayes in favor of the resolution read by Ms. Dwyer: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. There was one (1) abstention: Mr. Culpepper. The motion passed, 9-0-1.

Mr. Bohenstiel read the following resolution:

**RESOLUTION
REGARDING PAYMENT OF EMPLOYEE LEGAL FEES**

WHEREAS, on December 18, 2023, a VBCPS site assigned substitute was charged with assault and battery of a minor student related to an incident at school; and

WHEREAS, that the site assigned substitute was found not guilty by the Virginia Beach Juvenile and Domestic Relations District Court on June 3, 2024, and the charge was later expunged from the site assigned substitute's criminal record by the Virginia Beach Circuit Court on March 20, 2025; and

WHEREAS, the site assigned substitute and her attorney are seeking payment of legal fees in accordance with Policy 2-59 in the amount of \$4,012.00 in fees and costs incurred in defending this charge and having her criminal record expunged; and

WHEREAS, the Superintendent recommends that the School Board payment of the legal fees; and

WHEREAS, School Board Policy 2-59 allows the School Board to pay an employee's legal fees incurred as a result of a lawsuit filed against the employee in their official capacity and provided that the lawsuit is later dismissed against the employee.



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School Administration Building #6, Municipal Center
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Virginia Beach, VA 23456

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NOW THEREFORE, be it:

RESOLVED: That the School Board authorizes payment of the employee's legal fees and costs in the amount of \$4,012.00, with one \$2,000.00 payment directly to the employee as reimbursement for payment made and a second payment in the amount of \$2,012.00 to her attorney for legal fees not yet paid; and

FURTHER RESOLVED: That the Clerk is directed to send a copy of this Resolution to the site assigned substitute, the site assigned substitute's attorney, the School Board Attorney, the Chief Financial Officer, the Director of Business Services, and the Chief Human Resources Officer who is directed to place a copy of this Resolution in the employee's personnel file.

Adopted by the School Board of the City of Virginia Beach, Virginia, this 12th day of August 2025.

Chair Brown called for a motion. Mr. Bohenstiel made the motion, seconded by Vice Chair Weems. Without discussion, Chair Brown called for a vote to approve the resolution read by Mr. Bohenstiel. The School Board Clerk announced there were nine (9) ayes in favor of the resolution read by Mr. Bohenstiel: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. There was one (1) abstention: Mr. Culpepper. The motion passed, 9-0-1.

Mr. Cummings read the following resolution:

**RESOLUTION
REGARDING PAYMENT OF EMPLOYEE LEGAL FEES**

WHEREAS, October 16, 2024, a VBCPS principal was charged with assault and battery of a minor student related to an incident at school; and

WHEREAS, the charge against the principal was dismissed by the Virginia Beach Juvenile and Domestic Relations District Court on February 13, 2025, and the charge was later expunged from the principal's criminal record by the Virginia Beach Circuit Court on April 16, 2025; and

WHEREAS, the principal and her attorney are seeking payment of legal fees in accordance with Policy 2-59 in the amount of \$1,512.00 in fees and costs incurred in defending this charge and having her criminal record expunged; and

WHEREAS, the Superintendent recommends payment of the legal fees; and

WHEREAS, School Board Policy 2-59 allows the School Board to pay an employee's legal fees incurred as a result of a lawsuit filed against the employee in their official capacity and provided that the lawsuit is later dismissed against the employee.

NOW THEREFORE, be it:

RESOLVED: That the School Board authorizes payment of the employee's legal fees and costs in the amount of \$1,512.00; and

FURTHER RESOLVED: That the Clerk is directed to send a copy of this Resolution to the principal, the principal's attorney, the School Board Attorney, the Chief Financial Officer, the Director of Business Services, and the Chief Human Resources Officer who is directed to place a copy of this Resolution in the employee's personnel file.

Adopted by the School Board of the City of Virginia Beach, Virginia, this 12th day of August 2025.



Chair Brown called for a motion. Mr. Cummings made the motion, seconded by Vice Chair Weems. Without discussion, Chair Brown called for a vote to approve the resolution read by Mr. Cummings. The School Board Clerk announced there were nine (9) ayes in favor of the resolution read by Mr. Cummings: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. There was one (1) abstention: Mr. Culpepper. The motion passed, 9-0-1.

Mr. Callan made the following motion, I move that the School Board accept the Amendment #2 to the Superintendent's contract as presented to the School Board on August 12, 2025. Vice Chair Weems seconded the motion. A discussion followed regarding the contract amendment; doing a good job but cannot support the amendment; not a reflection on leadership; raises; benefits; optics; and confirmation that the details of the amendment were the same as briefed to the School Board. Without further discussion, Chair Brown called for a vote. The School Board Clerk announced there were six (6) ayes in favor of the motion to accept the Amendment #2 to the Superintendent's contract: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, and Ms. Dwyer. There were four (4) nays opposed to the motion to accept the Amendment #2 to the Superintendent's contract: Mr. Cummings, Ms. Felton, Dr. Green, and Ms. Rogers.

The motion passed, 6-4-0.

1. ***Administrative, Informal, and Workshop***

- A. **School Board Administrative Matters and Reports:** Chair Brown mentioned the School Adoption List for the upcoming school year. A discussion followed regarding how to proceed with the adoptions, either by choosing schools (as in the past) or by districts. The School Board will adopt/visit schools by districts. It was noted that School Board Members could visit any school. Superintendent Robertson mentioned his draft 2025-2026 goals. Chair Brown mentioned adding the health insurance topic to the information portion of the agenda. Ms. Rogers mentioned commemorative celebrations for the months of July and August.
- B. **Summer Programming Review:** Thomas W. Quinn, executive director, secondary teaching and learning, provided the School Board updates on the 2025 implementation of summer learning experiences in elementary and secondary schools. The presentation provided an overview of the summer learning programs for 2025, which included various initiatives for both elementary and secondary students. Elementary programs featured the Summer Learning Camp, STEM Camps, "Ready, Set, Kindergarten!" sessions, and tutoring opportunities. Secondary programs included Extended School Year (ESY) services, repeat courses, SOL Fast Track tutoring, and new courses offered through the Virginia Beach Digital Campus. The presentation highlighted the participation rates and success of these programs, noting that over 6,000 students took part in the summer learning opportunities. The repeat course pass rates were notable, with overall enrollment showing high success rates across different subjects. Additionally, the presentation mentioned the estimated 80 graduates from the summer graduation. The presentation continued with brief comments regarding the summer programs; supports for students; and the kindergarten program.
- C. **Summer Staffing Update:** Amy Church, director, employment services, James Avila, Ed.D., coordinator, recruitment and retention, and Kelly Knight, marketing specialist provided the School Board information regarding the current state of staffing for the 2025-2026 school year in Virginia Beach City Public Schools. The presentation provided an in-depth analysis of the critical shortage in the teaching workforce. It highlighted the significant gap between the number of openings and the availability of qualified candidates, emphasizing the impact of educator turnover on classroom staffing and student success. The presentation also detailed the enrollment and completion rates of Virginia Teacher



Preparation Programs, showing a disparity between the number of admitted candidates and those who completed the requirements.

Salary comparisons across various school divisions were presented, with Portsmouth offering the highest entry-level salaries. The presentation identified key issues impacting teacher retention, such as salary and benefits, professional demands, and staff recognition.

The top ten critical shortage teaching endorsement areas in Virginia were listed, with special education and elementary education being the most affected. Current instructional and non-instructional vacancies were outlined, revealing significant gaps in staffing across different levels and positions.

Recruitment and retention initiatives were discussed, including marketing strategies, recent campaign highlights, job fairs, community engagement efforts and the importance of branding. The presentation concluded with a call to action, an overview of the division's social media reach, encouraging stakeholders to stay connected and support the recruitment efforts of Virginia Beach City Public Schools.

The presentation continued with questions and comments regarding advertising; partnerships with local colleges; VBCPS future teachers program (VTFT), reaching the students in college; investing in current teacher assistants, pathways to licensure; food services, cafeteria assistants; college teaching programs; impact of social media on recruitment; number of new hires; exit surveys; branding; and social media.

2. **Closed Session:** The Closed Session occurred before the start of the Administrative, Informal, and Workshop Session.
3. **School Board Recess:** Chair Brown adjourned the Administrative, Informal, and Workshop session at 5:33 p.m.
4. **Formal Meeting (School Administration Building #6 – School Board Room) 6:00 p.m.**
5. **Call to Order and Roll Call:** Chair Brown convened the meeting of the School Board at the School Administration Building #6, School Board Chamber at 6:00 p.m. on the 12th day of August 2025. In addition to Superintendent Robertson, the following School Board Members were present in the School Administration Building #6, School Board Chamber: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. The following School Board Member attended via Zoom: Mr. Culpepper (personal reasons/out of state).
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition:** There were no awards presented at the meeting.
8. **Adoption of the Agenda:** Chair Brown mentioned adding Agenda Item #12F – Health Insurance Discussion. Without further modifications to the agenda, Chair Brown called for a motion to approve the agenda as presented and modified. Ms. Dwyer made the motion, seconded by Vice Chair Weems. Without discussion, Chair Brown called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the agenda as presented and modified: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. The motion passed, 10-0-0.
9. **Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings)**
Administrative Recognitions: Superintendent Robertson introduced the following appointments: **Alicia A. N. Broadwater**, instructional specialist, Department of Teaching and Learning, as assistant principal of Kempsville Meadows Elementary School; **Megan D. Davis**, teacher, Woodstock Elementary, as assistant principal of Bettie F. Williams Elementary School; **Jonathan M. Duggan**, administrative assistant, Providence



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

10. Approval of Meeting Minutes

A. July 8-9, 2025 School Board Retreat / Abridged School Board Meeting: Chair Brown called for any modifications to the July 8-9, 2025, School Board Retreat/Abridged School Board Meeting minutes as presented. Hearing none, Chair Brown called for a motion to approve the July 8-9, 2025 minutes. Ms. Dwyer made the motion, seconded by Mr. Cummings. 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 8-9, 2025, minutes as presented: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. The motion passed, 10-0-0.

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

There were thirteen (13) in person speakers. The topic included diversity; National Chaplain Program; closed session; Policy 5-7; Regulation 5-65.1; violation of rights; transgender students; teacher pay; health insurance increases; health premiums; teacher retention; Jericho Road property; Chromebook, accessing websites; and support for community park.

The Public Comments concluded at 6:53 p.m.



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12. Information

A. Policy Review Committee (PRC) Recommendations: Recommended 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. Kamala Lannetti, school board attorney, reviewed the following:

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. There was a brief discussion regarding the long range master plan and any updates.
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. There was a brief discussion regarding the frequency of having long-term substitutes in the classroom; qualifications; and long-term substitutes with degrees.
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. There was a brief discussion regarding students in the VTFT (Virginia Teachers for Tomorrow) Program.
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.
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. There was a brief discussion regarding students involved in other activities (dance, cheerleading, etc.).
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. There was a brief discussion regarding need for further understanding; regulation; and request to move to Action at next School Board meeting.



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. There was a brief discussion regarding parent choice and opt-out for students.

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. There was a brief discussion regarding resources for parents; AI regulations; guardrails in place; and doing too much, too quickly with AI.

B. Program Evaluation Schedule for 2025-2026: Heidi L. Janicki, Ph.D., director, Office of Research and Evaluation, provided the School Board information regarding the Pre-Kindergarten Program: Evaluation Readiness Report, including the program's goals and objectives and recommended evaluation plan. The presentation reviewed evaluations conducted in the 2024-2025 period, including the Pre-Kindergarten Program, Scratch Cooking Initiative, Behavioral and Mental Health Supports for Students, Renaissance Academy Alternative Education Program, and An Achievable Dream Academy.

The presentation also outlined Policy 6-26, regarding the evaluation of new and existing educational programs for two years and during the year of full implementation. The Program Evaluation Committee identified programs for the schedule based on criteria in the policy, and the proposed evaluation schedule was presented to the Superintendent and Senior Staff for approval.

The 2025-2026 program evaluation schedule included evaluations for the Recovery School (Year 1 Implementation Evaluation), Gifted Resource-Cluster Program (Evaluation Update), Scratch Cooking Initiative (Comprehensive Evaluation), and Pre-Kindergarten Program (Year 1 Implementation Evaluation). It was noted that additional evaluations or updates may be recommended based on 2024-2025 evaluation results presented this fall or winter.

C. Pre-Kindergarten Program: Evaluation Readiness Report: Allison M. Bock, Ph.D., program evaluation specialist, Office of Planning, Innovation, and Accountability provided the School Board information regarding the Pre-Kindergarten Program: Evaluation Readiness Report, including the program's goals and objectives and recommended evaluation plan. The presentation provided an overview of the Virginia Beach City Public Schools (VBCPS) Pre-Kindergarten program, which began in the 2016-2017 school year. Supported by a grant from the Virginia Preschool Initiative (VPI), the program aimed to serve at-risk four-year-old children not covered by Head Start. During the 2024-2025 school year, the program operated 53 classrooms across 30 elementary school sites, with a capacity of 954 seats. The plan for 2025-2026 included expanding to 36 sites with a capacity of 1,008 seats.

The presentation outlined the purpose of the evaluation readiness process, which was to refine goals and objectives and make recommendations for future evaluations. The process involved reviewing historical and current documentation and literature on pre-kindergarten programs, setting measurable goals, and developing an evaluation plan. The implementation goal was to provide a developmentally-appropriate, student-centered classroom environment with engaging, hands-on curriculum and positive interactions. The program aimed to establish a positive classroom climate, feature well-designed learning centers, and implement effective curriculum to promote cognitive and language development.

Student outcome goals included demonstrating growth in academic performance, self-regulation, and social skills, and preparing students for a successful transition to kindergarten. The program aimed for students to score in the growing or strong bands for literacy, language, numeracy, and self-regulation. Baseline survey data indicated a 33% response rate from pre-kindergarten teachers and assistants, with 100% agreement on classroom-related items.



The evaluation recommendation and plan proposed a two-year evaluation, focusing on implementation processes and baseline student outcome data in the first year, and program effectiveness and goal attainment in the second year. The evaluation would also consider any changes resulting from the program's expansion.

The presentation continued with questions and comments regarding parent component; family engagement; parent survey; response rate of 33%; support for the Pre-K Program; transition into Kindergarten; special education services; supporting Pre-K teachers; working collaboratively with OPEC and Pre-K; professional training; and layers of support.

D. Scratch Cooking Initiative: Evaluation Readiness Report: Noel G. Williams, Ph.D., program evaluation specialist, Office of Planning, Innovation, and Accountability, provided the School Board information regarding the Scratch Cooking Initiative: Evaluation Readiness Report, including the initiative's goals and objectives and recommended evaluation plan. The presentation provided an overview of the initiative's background, goals, and evaluation readiness process. The initiative aimed to enhance school meal programs by shifting from ready-made food to scratch cooking using minimally processed ingredients. It was piloted in Virginia Beach City Public Schools (VBCPS) at Old Donation School in 2016-2017 and later expanded to all comprehensive schools.

The presentation outlined the three-pronged approach of the initiative, which included increasing scratch and speed scratch items, implementing school gardens, and modernizing kitchen equipment. The goals were to modernize kitchen equipment, fully staff the initiative with trained professionals, and increase the number of scratch and speed scratch menu items along with locally sourced food.

Student outcome goals included increasing student participation in school meals and teaching healthy eating habits, as well as involving students in extracurricular activities and school gardens related to the initiative. Baseline data from 2024-2025 showed varying levels of awareness and implementation across schools. The presentation concluded with a recommendation to conduct a comprehensive evaluation of the initiative during 2025-2026, focusing on program implementation, outcomes, and effectiveness.

The presentation continued with questions and comments regarding the number of meals served and consumption; student participation in elementary and middle school (student clubs, garden); and experience learning and developing practical skills with scratch cooking.

E. Video Services: David Din, chief information officer, provided the School Board information regarding video services transitioned from VBTV and streaming. The presentation provided an overview of the transition plan for video services within the Department of Technology. In Phase 1, which spanned from July 2024 to June 30, 2025, VBCPS hired two new staff members to assume video services responsibilities. During this phase, the City trained VBCPS staff and updated all VBCPS broadcast equipment. Phase 2, from July 1, 2025, to June 30, 2026, involved VBCPS assuming full responsibility for video services, broadcast equipment, and programming, with the City providing support if needed. Phase 3, starting July 1, 2026, entailed VBCPS receiving 50% of revenues from public broadcast fees.

The presentation also highlighted new broadcast capabilities, including AI-generated meeting summaries, streaming capabilities, and smarter, agenda-connected recordings. VBCPS managed broadcast content and scheduling. The next steps included confirming streaming needs by various committees such as the Policy Review Committee, Building Utilization Committee, Audit Committee, and Legislative Committee. capabilities for committee meetings.



The presentation continued with questions and comments regarding new capabilities; revenues from broadcasting fees; great features, better transparency; and streaming on YouTube.

F. Health Insurance Discussion: Note, this item was added during the Adoption of the Agenda. See Agenda Item #8.

Crystal Pate, chief financial officer, and Linda Matkins, director, Office of Consolidated Benefits provided the School Board information on Health Insurance. On August 8, 2025, employees and retirees were notified of a decision to revert health plan premiums to 2022 levels due to escalating healthcare costs. This adjustment aligns with rates paid by City of Virginia Beach employees and aims to preserve the long-term sustainability of the health fund.

Despite \$19M in employer contributions over two years, trends have not stabilized. Mercer, the division's actuarial consultant, advised assuming 9% cost increases for 2025 and 2026. Reverting to 2022 rates projects a \$200K deficit by end of CY2026 but a \$9.7M surplus by end of FY2026, still below the recommended \$21.5M reserve.

The division remains committed to cost-saving strategies and preventive health programs. The Consumer Driven Health Plan (CDHP) remains a low-cost option with HSA contributions of \$750 (single) and \$1,250 (dependent tiers). Thirty percent of members are enrolled in CDHP.

Linda Matkins, Director of Consolidated Benefits, provided further analysis and emphasized ongoing efforts to maintain quality and affordability.

The discussion continued regarding funding; revenue sources and possibility of additional resources; flat funding; difficult decisions; comparison of health care, offerings in other divisions; self-insured; high claim costs and prescription costs; data trends; retention and recruitment issues; low income earners; use of reversion funds; salary and health insurance; understand the challenges; and upcoming presentations to the School Board.

13. ***Return to public comments if needed:*** As noted under Agenda Item #11, the Public Comments concluded at 6:53 p.m.

14. ***Consent Agenda:*** Chair Brown read the following items on the 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: Recommended 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	<i>College Pliny and Vergil (1st Ed.)</i>	Geoffrey Steadman	2023

C. Pembroke Elementary School HVAC Replacement: Recommended 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.

D. Cox High School Cell Tower Agreement: Recommended 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.



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After reading the items on the Consent Agenda, Chair Brown asked if there were any objections to voting on the Consent Agenda as presented. Hearing none, Chair Brown called for a motion to approve the Consent Agenda as presented. Ms. Dwyer made the motion, seconded by Mr. Callan. Chair Brown called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the Consent Agenda as presented: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. The motion passed, 10-0-0.

15. Action

A. Personnel Report / Administrative Appointments:

Chair Brown called for a motion to approve the August 12, 2024, personnel report and administrative appointments. Mr. Cummings made the motion, seconded by Ms. Dwyer, 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 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 August 12, 2025, personnel report and administrative appointments: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. The motion passed, 10-0-0.

Superintendent Robertson mentioned the following appointments: **Denise R. Ficco**, administrative assistant, White Oaks Elementary School, as assistant principal of Diamond Springs Elementary School; **Schylar M. Harrison**, school counselor, Strawbridge Elementary School, as assistant principal of Red Mill Elementary School; **Kathryn E. Johnson**, principal, Center Cass School District, IL, as assistant principal of Strawbridge Elementary School; **Caitlin H. Bucholz**, administrative assistant, Kempsville Middle School, as assistant principal of Independence Middle School; **Diane M. Rockhill**, administrative assistant, Green Run High School, as assistant principal of Kempsville Middle School; **Tori H. Beck**, assistant principal, Kempsville Middle School, as assistant principal of Landstown High School; **Derek R. Braxton**, teacher, Greenbrier Middle School, Chesapeake Public Schools, as assistant principal of Salem High School; and **Sarah A. Routsis**, teacher, Kempsville High School, as coordinator, business information technology, Office of Technical and Career Education.

B. Jericho Road: Chair Brown called for a motion to approve the resolution on Jericho Road. Vice Chair Weems made the motion, seconded by Ms. Dwyer. Vice Chair Weems read the following resolution:

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



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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.

There were comments shared regarding the resolution; thanks for emails, members of the City Council, community members; support to use land as a park for community; thanks for speakers talking about Jericho Road; thanks to the Ad Hoc Committee; and thanks John Aragona and family. Without further comments, Chair Brown called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the resolution on Jericho Road: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. The motion passed, 10-0-0.

C. Policy Review Recommendations:

1. Bylaw 1-36/Open Meetings, Closed Meetings, Electronic Meetings and Remote Location Participation in Meetings: Chair Brown called for a motion to approve Bylaw 1-36 as presented. Ms. Dwyer made the motion, seconded by Mr. Cummings. 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 Bylaw 1-36 as presented: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. The motion passed, 10-0-0.

D. Video Services: Chair Brown called for a motion to approve the streaming of committee meetings (Policy Review, Building Utilization, Internal Audit, and Legislative). Mr. Bohenstiel made the motion, seconded by Vice Chair Weems. 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 streaming of committee meetings: Chair Brown, Vice Chair Weems, Mr. Bohenstiel, Mr. Callan, Mr. Culpepper, Mr. Cummings, Ms. Dwyer, Ms. Felton, Dr. Green, and Ms. Rogers. The motion passed, 10-0-0.

16. Committee, Organization or Board Reports: Dr. Green mentioned back to school and the opening of Jump Start program, an annual event for students. Ms. Rogers mentioned getting information on the book policy.



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Mr. Bohenstiel mentioned the start of school and visiting schools. Chair Brown mentioned the Back-to-School Care Fair on August 16 from 12:00 p.m. to 4:00 p.m. at the Virginia Beach Convention Center. Mr. Callan shared a compliment to Mr. Bohenstiel about visiting all the schools in the district last year. Ms. Felton mentioned the Summer School Graduation on August 14 and the Leadership Conference.

- 17. *Return to Administrative, Informal, Workshop or Closed Session matters:*** None.
- 18. *Adjournment:*** Chair Brown adjourned the meeting at 8:59 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Kathleen J. Brown, School Board Chair

DRAFT



Subject: WHRO Educational Services Update Item Number: 12B

Section: Information Date: September 9, 2025

Senior Staff: N/A

Prepared by: Bert Schmidt, WHRO President and Chief Executive Officer; and
Elmer Seward, WHRO Vice President of Education

Presenter(s): Bert Schmidt, WHRO President and Chief Executive Officer; and
Elmer Seward, WHRO Vice President of Education

Recommendation:

That the School Board receive an update on WHRO services and programs.

Background Summary:

N/A

Source:

WHRO

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.



Subject: Policy Review Committee Recommendations Item Number: 12B 1 - 5

Section: Information Date: September 9, 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 policies by the Policy Review Committee at its August 27, 2025 meeting.

Background Summary

1. **Policy 3-23 Sale/Exchange/Lease/Disposal of Property** – the PRC recommends minor formatting changes and adding language to align with other recent changes made to other policies, as well as to clarify the procedures outlined in this policy.
2. **Policy 3-25 Trust Funds** –there are no recommended changes to this policy; it is being reviewed in accordance with the 5-year review requirement.
3. **Policy 3-26 Investments** – the PRC recommends updating the legal references.
4. **Policy 3-42 Financial Record Keeping of Individual School Funds** – the PRC recommends updating the legal references.
5. **Policy 7-44 Awards to Students** – the PRC recommends removing the Editor's Note to align with changes made to other policies.

Source:

Code of Virginia, 1950, as amended § 22.1-253.13:7 School board policies.
Policy Review Committee Meetings of August 27, 2025

Budget Impact:

None.

Next Steps:

These policies will move to the next School Board Meeting on Consent.

BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

Sale/Exchange/Lease/Disposal of Property

A. Generally

1. The sale of school property must be for the benefit of the School Division and consistent with good business principles. The School Board does not have the power to make a gift of school property, unless authorized by law.
2. No School Board member, employee, or any spouse or relative residing in the same household as any School Board Member or employee may accept, bid or benefit from the disposal of any surplus property.

B. Personal Property

1. The Superintendent or designee is shall be authorized by the School Board to sell or exchange personal property not exceeding five thousand dollars (\$5,000.00) in value. The Superintendent or designee shall make every effort to ensure receiving the best possible price or exchange.
2. Surplus vehicles are to be sold at public auction or by sealed bids. Use of public auctions by electronic means is permissible.

C. Real Property

The sale or exchange, or transfer of real property shall be in accordance with applicable law.

D. Lease of Property

The leasing of real and personal property shall be in accordance with applicable law.

E. Disposal of Surplus Personal Property

1. Personal property may be disposed of when it has been determined to be surplus, reported to the Superintendent, or designee, and approved in accordance with subsection B by the Superintendent (personal property valued at \$5,000 or less) or the School Board (personal property valued at more than \$5,000).
2. The following are examples of methods of disposal that may be used after approval:
 - a. Trade-in value on the purchase of other items
 - b. Repair and redistribution

- c. Transfer to city agencies
- d. Sale to other school divisions
- e. Sale by competitive bids or public auction. Use of public auctions by electronic means is permissible.
- f. Sale of items through a third party service for a fair market value.
- g. Repurpose.
- h. Dispose of as scrap.
- i. Donation to an affiliated group for public purposes.

F. Donation of Obsolete Educational Technology

The School Board authorizes the Superintendent or designee to donate obsolete educational technology hardware and software being replaced pursuant to Virginia Code § 22.1-199.1 (B)(4). Such donations must be made in accordance with applicable law.

G. Trade-in of ~~Non-Surplus~~ Personal Property

The Superintendent or designee shall be authorized by the School Board to trade-in non surplus personal property on the purchase of new property/equipment provided that the trade-in value of the item(s) is \$50,000 or less. The Superintendent or designee shall make every effort to ensure that the School Division receives the best possible trade-in value for the property.

Legal Reference

Code of Virginia § 22.1-129, as amended. Surplus ~~real~~ property; sale, exchange or lease of real and personal property.

Code of Virginia §22.1-129.1, as amended. Transfer of assistive technology devices.

Code of Virginia § 22.1-199.1, as amended. Programs designed to promote educational opportunities.

Adopted by School Board: July 21, 1970

Amended by School Board: November 21, 1978

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: February 16, 1993

Amended by School Board: January 6, 1998

Amended by School Board: August 2, 2000

Amended by School Board: May 20, 2003

Amended by School Board: April 18, 2017

Amended by School Board: January 28, 2020

Amended by School Board

APPROVED AS TO
LEGAL SUFFICIENCY

Kanata H. Lannom

School Board of the City of Virginia Beach
Policy 3-25

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Trust Funds

Funds or other property held by trustees for purposes of education in the School Division shall be periodically reviewed by the School Board as mandated in the legal reference to this Policy.

Legal Reference

Code of Virginia, § 22.1-111, as amended. Trust funds.

Adopted by School Board: February 16, 1993

Amended by School Board: January 28, 2020

Reviewed by School Board:

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lannom

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Investments

The School Board shall see that funds not immediately needed are invested in a manner consistent with fiduciary responsibility as mandated in the legal reference to this Policy. Individual schools may invest school activity funds not immediately needed in certificates of deposit in a manner consistent with the fiduciary responsibility. Proceeds from these investments shall accrue to the school fund from which they originated.

Legal Reference

Code of Virginia § 2.2-4302, as amended. Investment of funds of Commonwealth; political subdivisions, and public bodies in “prime quality” commercial paper.

Code of Virginia § 2.2-4500, as amended. Legal investments of public sinking funds.

Code of Virginia § 2.2-4501, as amended. Legal investments of other public funds.

Code of Virginia § 2.2-4505, as amended. Investment in certificates representing ownership of treasury bond principal at maturity or its coupons for accrued periods.

Code of Virginia § 2.2-4507, as amended. Investment of funds in overnight, term and open repurchase agreements.

Code of Virginia § 2.2-4509, as amended. Investment of funds in negotiable certificates of deposit and negotiable bank deposits.

Adopted by School Board: February 16, 1993

Amended by School Board: October 19, 1993

Amended by School Board: January 14, 2020

Amended by School Board

APPROVED AS TO
LEGAL SUFFICIENCY

Kandia H. Lassiter

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Financial Record Keeping of Individual School Funds

A. Generally

The ~~S~~superintendent or designee shall establish and maintain an active and continuing program for a safe, economic and efficient management of financial records.

B. Responsibility

The ~~S~~superintendent or designee shall ensure that an accurate record of all receipts and disbursements of school funds is kept.

C. Individual Schools

All school funds, including student activity accounts and athletic funds handled by school employees or students, shall be properly maintained and recorded. The superintendent or designee shall ensure that each school maintains an accurate account of all funds and that these funds be audited at least once each year.

Legal Reference

Code of Virginia § 22.1-68, as amended. Records.

Code of Virginia § 22.1-89.2, as amended. Financial records retention and disposition schedule.

Code of Virginia § 22.1-115, as amended. System of accounting; statement of funds available; classification of expenditures.

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

Related Links

School Board [Policy 3-51](#)

Adopted by School Board: February 16, 1993

Amended by School Board: September 16, 2014

Amended by School Board: August 25, 2020

Amended by School Board

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lassiter

School Board of the City of Virginia Beach
Policy 7-44

COMMUNITY RELATIONS

Awards to Students

The School Board approves of community-sponsored awards for students who achieve high academic standing, fine arts, dance or musical accomplishment, outstanding citizenship, physical or athletic accomplishment, and other characteristics that will make them better citizens. The School Board, however, does not approve of giving awards to students where the basic purpose is commercialism, or as incentives in fund raising or promotional drives.

Editor's Note

For awards for in school achievement see School Board Policy 5-29 and any implementing regulations.

Related Links

School Board [**Policy 5-29**](#)

School Board [**Regulation 5-29.1**](#)

Adopted by School Board: October 20, 1992

Scrivener's Amendments: June 10, 2014

Amended by School Board: October 29, 2020

APPROVED AS TO
LEGAL SUFFICIENCY

Kanada H. Lenore



Subject: Middle School Dual Language Immersion (DLI) Considerations **Item Number:** 12C

Section: Information **Date:** September 9, 2025

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

Prepared by: Crystal Lewis-Wilkerson, Ed.D., Director K-12 & Gifted Program
Kelly Arble, World Language Coordinator

Presenter(s): Crystal Lewis-Wilkerson, Ed.D., Director K-12 & Gifted Program
Kelly Arble, World Language Coordinator

Recommendation:

That the School Board receive information about the Middle School Dual Language Immersion (DLI) Program.

Background Summary:

The Department of Teaching and Learning is presenting the School Board with information about the Middle School Dual Language Immersion (DLI) Program, including an overview of the current program model and school sites, benefits and challenges with the current program and planned expansion, and proposed solutions.

Source:

N/A

Budget Impact:

Transportation costs varies by recommendation.

Next Steps:

Item will be on the consent agenda September 23, 2025.



Middle School Spanish Dual Language Immersion Considerations

School Board Information

September 9, 2025

Department of Teaching and Learning

Purpose

- Provide an overview of the Dual Language Immersion (DLI) program
- Identify implementation challenges
- Outline proposed solutions



VBCPS DLI Program Models

One-way, 50/50 Alanton, Christopher Farms, Trantwood	Two-way, 80/20 Bayside, Cooke
<ul style="list-style-type: none">• One-way: Mostly English speakers learning Spanish• Language allocation: 50% Spanish, 50% English• Two classrooms per grade level, one English, one Spanish• Subjects taught in Spanish: Math, Science• Subjects taught in English: Language Arts, Social Studies	<ul style="list-style-type: none">• Two-way: A balance of English and Spanish speakers• Language allocation: 80% Spanish, 20% English in Kindergarten; 50% Spanish, 50% English by Grade 3• One classroom per grade level, one bilingual teacher• Subjects taught in Spanish: Math, Science, Language Arts, Social Studies (K-1 Only)• Subjects taught in English: Language Arts, Social Studies (2-5 Only)

VBCPS DLI Implementation Timeline

One-way program
established at
Christopher Farms ES

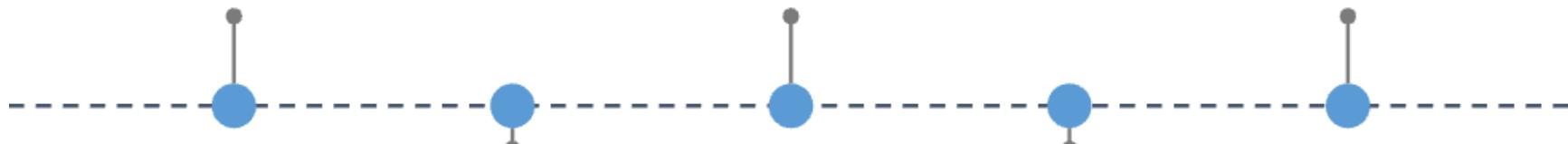
2002-2003

One-way programs
established at Alanton ES
& Trantwood ES

2015-2016

Two-way programs
established at Bayside ES
& Cooke ES

2021-2022



2007-2008
Middle school program
established at
Landstown MS

2020-2021
Middle school program
established at
Great Neck MS

Elementary DLI Enrollment 25-26

Grade Level	Alanton	Christopher Farms	Trantwood
K			
1	48	40	43
2	44	48	47
3	46	43	43
4	41	34	41
5	42	25	38
Total	221	190	212

Two classrooms per grade level, new students not permitted after first semester of 2nd grade (except Spanish speakers or transfers from a similar DLI program)

Grade Level	Bayside	Cooke
K	15	17
1	13	21
2	14	19
3	10	21
4	17	20
5	26-27 school year	
Total	69	98

One classroom per grade level, new students not permitted after first semester of 1st grade (except Spanish speakers or transfers from a similar DLI program)

Current DLI Feeder Patterns and Proposed Expansion

Elementary School	Middle School
Christopher Farms ES (2002)	Landstown MS (2006)
Alanton ES (2015) Trantwood ES (2016)	Great Neck MS (2020)
Bayside ES (2021)*	Bayside MS (Anticipated 2027)
Cooke ES (2021)*	Virginia Beach MS (Anticipated 2027)

*Grades K-4 implemented at Bayside and Cooke ES with grade 5 planned for 26-27. Expansion to Bayside ES, Cooke ES, Bayside MS, Virginia Beach MS approved by the School Board in 2019-2020.

Middle School DLI Program Benefits

Students continue to develop high levels of bilingualism, biliteracy, and cross-cultural competence through:

- content-based language learning in immersion social studies
- Immersion Spanish I, II, and III: High school credit-bearing world language courses designed for DLI students

Since 2021, 87 MS DLI students qualified for the Diploma Seal of Biliteracy at the end of 8th grade.

Middle School DLI Enrollment 25-26

Grade	Great Neck		Landstown	
	Student Enrollment	Attrition b/w grade levels	Student Enrollment	Attrition b/w grade levels
6	70	-7 (77 5th grade at AES/TES SY24-25)	12	-22 (34 5th grade at CFES SY24-25)
7	60	=	16	+4
8	48	+1	13	-2
Total	178		41	
	AES and TES students are zoned for GNMS or Lynnhaven MS. OOZ students have transportation to GNMS.		CFES students are zoned for LMS, Corporate Landing MS, or Princess Anne MS. OOZ students have transportation to LMS.	

Challenges with Current Middle School DLI Model

- Staffing
- Scheduling
- Content Course Offering

The current expansion plan would compound these challenges by adding Bayside MS and Virginia Beach MS.

Middle School DLI: Proposed Solutions

Implementation SY 27-28

Option One

- Consolidate MS DLI programs into a single site at Virginia Beach MS
- Continue to offer Immersion Spanish and at least one core class in Spanish

Option Two

- Phase out the MS DLI program
- Make regular Spanish I available in 6th grade at all feeder MSs

Option 1: Single MS DLI Site at Virginia Beach MS

Implementation SY 27-28

- Courses offered include Immersion Spanish I-III and at least one core class in Spanish (math/science) at each grade level
- Estimated net transportation cost: \$186,371.51/yr increase at full implementation (beginning SY 2029-2030)
- Staffing
- Communication with ES DLI families

Projected Enrollment for Single MS DLI Site at VBMS

School Year	DLI* OOZ from Alanton, Bayside, Christopher Farms, Trantwood	DLI* Zoned from Cooke ES	Projected 26-27 VBMS Enrollment	Total VBMS Enrollment w/ DLI OOZ
27-28	115	15	692	807
28-29	230	30	692	922
29-30	345	45	692	1037

*DLI projection based on 24-25 5th grade enrollment at one-way DLI schools and 3rd grade enrollment at two-way DLI schools assuming 15% rate of attrition between 5th and 6th grade

Option 2: Phase out Middle School DLI

Implementation SY 27-28

- Spanish I offered in 6th grade at feeder middle schools
- Immersion Social Studies discontinued
- Transportation cost savings
- Staffing
- Communication with ES DLI families

Benefits of a Single MS DLI Site at VBMS

Aligned with 2030 VBCPS Strategic Framework

Goal 1: Challenge and Support Each Student to Excel and be Future Ready	<ul style="list-style-type: none">✓ Continues and improves upon DLI program articulation presented to families✓ Provides more opportunities for students to develop high levels of language proficiency through content-based language learning
Goal 3: Value and Invest in Staff	<ul style="list-style-type: none">✓ Alleviates challenges with scheduling and staffing✓ Teacher recruitment and retention✓ Stronger DLI program model with limited budgetary impact

School Board Action Requested

Middle School DLI: Implementation SY 27-28

Option One

- Consolidate MS DLI programs into a single site at Virginia Beach MS
- Continue to offer Immersion Spanish and at least one core class in Spanish

Option Two

- Phase out the MS DLI program
- Make regular Spanish I available in 6th grade at all feeder MSs



Questions



Subject: 403(b) Oversight Committee Membership Item Number: 12D

Section: Information Date: September 9, 2025

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

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

Recommendation:

That the School Board approve the 403(b) Oversight Committee Membership as presented adding a Retiree Representative to the Committee.

Background Summary:

Virginia Beach City Public Schools established the 403(b) Retirement Savings Plan Oversight Committee on February 25, 2020. After much discussion, the committee members agreed that adding a retiree representative would be beneficial. This addition is intended to bring the perspective of someone who has retired from Virginia Beach City Public Schools and help ensure that the needs of retirees are effectively represented.

Source:

N/A

Budget Impact:

N/A

Next Steps:

The School Board will approve the recommendation to add a retiree as an additional member of the 403(b) Oversight Committee at its meeting on September 23, 2025.



403(b) Oversight Committee Members

Michael Callan – School Board Member

Charlene Garran – Principal, Alanton Elementary School

Daniel Hopkins – Director, Business Services

Tiffany Jacobs – Director, Budget Development

Linda Matkins – Director, Consolidated Benefits

Crystal Pate – Chief Financial Officer

Debbie Robertson – Instructional Technology Specialist

Dr. Darnita Trotman – Chief Human Resource Officer

Cheryl Woodhouse – Chief of Staff

Recommendation of Scott Zellner – Retiree Representative



Subject: Budget Calendar/Staff Engagement Item Number: 12E

Section: Information Date: September 9, 2025

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

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

Recommendation:

That the School Board receive information on the Budget Calendar for the FY 2026/27 Operating Budget and the 2026/27 – 2030/31 Capital Improvement Program.

Background Summary:

The Budget Calendar outlines specific dates and timeframes for the key components and activities in the budget development process. It serves as an important guide for management and the School Board, detailing the schedule of events that lead to an approved budget.

Source:

School Board Policy 3-6
Code of Virginia §22.1-93

Budget Impact:

Funds are budgeted across various funds and budget unit codes for FY 2026–27.

Next Steps:

The School Board will vote on this information at the next School Board meeting.



Budget Calendar

School Board Information

September 9, 2025

Office of Budget Development

Proposed Budget Calendar for FY 2026/27

Date	Description
September 9	The Budget Calendar is presented to the School Board for Information
September 23	The Budget Calendar is presented to the School Board for Action
October 15-31	Staff Survey on Compensation Priorities
October	Budget requests are submitted by senior staff and budget managers to the Office of Budget Development
October-November	Reversion presented to the School Board and the City Council
November 10	School Board Benefits Workshop (Quarterly update from Mercer)
November 18	The Five-Year Forecast is presented to the School Board and the City Council
November-December	Budget requests are reviewed, refined, and summarized by the Office of Budget Development
December 9	School Board Budget Workshop #1 (Department Presentations)

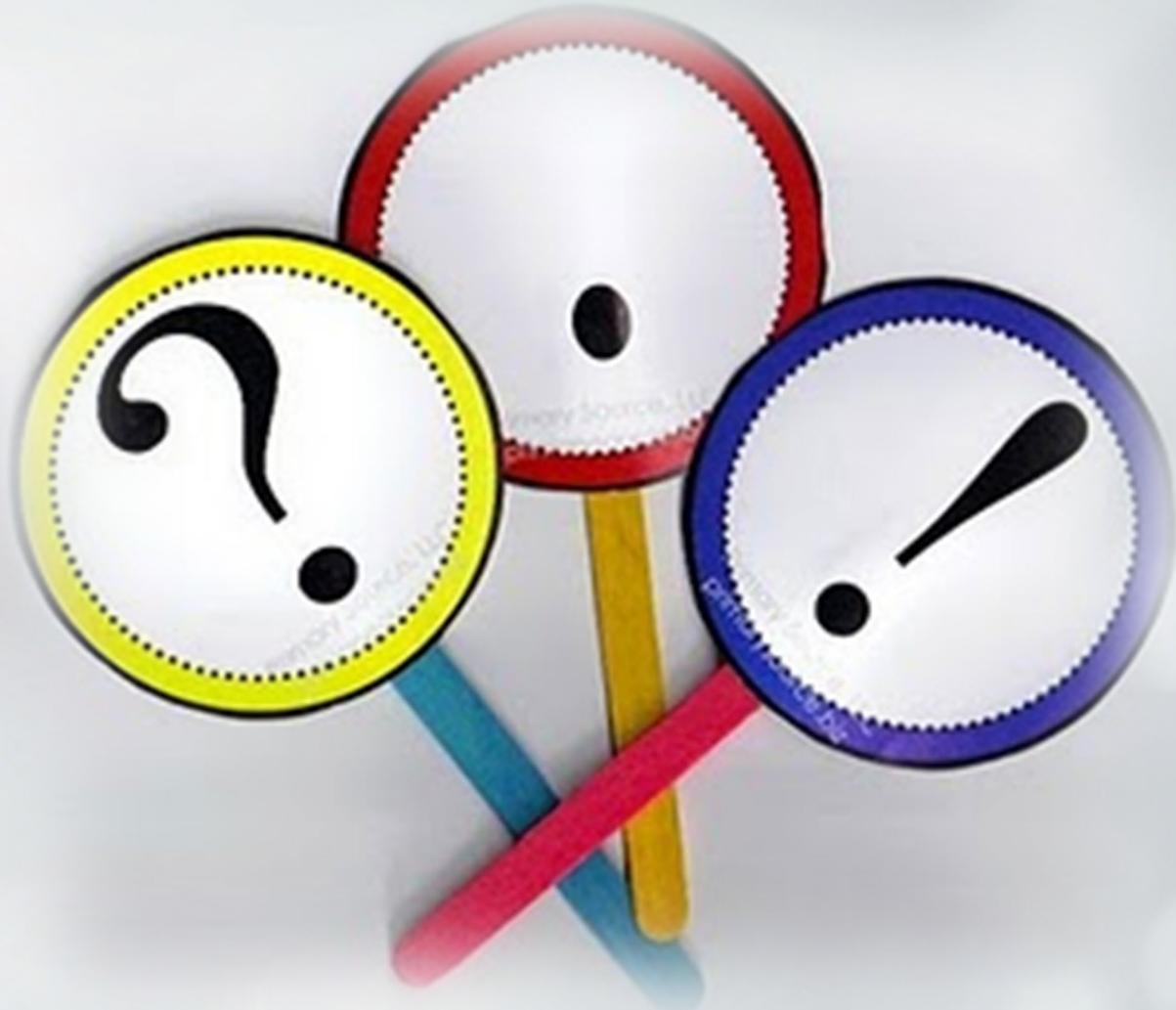
Proposed Budget Calendar for FY 2026/27

Date	Description
December 9	A public hearing is held to solicit stakeholder input for consideration in the development of the Superintendent's Estimate of Needs document (no document available at this time)
December (3 rd week)	State revenue estimates are released by the Virginia Department of Education
January	Budget requests are reviewed by the CFO and Superintendent
January 13	School Board Budget Workshop #2 (Department Presentations)
January 20	Special Meeting-School Board Budget Workshop #3 (Department Presentations) – Time TBD
January 27	School Board Budget Workshop #4 (Department Presentations)
February 10	School Board Benefits Workshop (Quarterly update from Mercer)
February 10	School Board Budget Workshop #5
February 17	Special Meeting-School Board Budget Workshop #6– Time TBD

Proposed Budget Calendar for FY 2026/27

Date	Description
February 24	The Superintendent's Estimate of Needs and the Capital Improvement Program are presented to the School Board
March 3	Special Meeting-School Board Budget Workshop #7 – Time TBD
March 10	School Board Budget Workshop #8
March 10	A public hearing is held to solicit stakeholder input and offer the community an opportunity to be involved in the development process
March 17	Special Meeting-School Board Budget Workshop #9 – Time TBD
March 24	The School Board Proposed Operating Budget and the Capital Improvement Program are adopted by the School Board
April (TBD by City)	The School Board Proposed Operating Budget and the Capital Improvement Program are presented to the City Council (Sec. 15.1-2508)
May 12	School Board Benefits Workshop (Quarterly update from Mercer)
No Later Than May 15	The School Operating Budget and the Capital Improvement Program budget are approved by the City Council (Sec. 22.1-93; 22.1-94; 22.1-115)

Questions/Discussion



Budget Calendar
FY 2026/27 School Operating Budget
FY 2026/27-FY 2031/32 Capital Improvement Program

2025

September 9	The Budget Calendar is presented to the School Board for Information
September 23	The Budget Calendar is presented to the School Board for Action
October 15-31	Staff Survey on Compensation Priorities
October	Budget requests are submitted by senior staff and budget managers to the Office of Budget Development
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November-December	Budget requests are reviewed, refined, and summarized by the Office of Budget Development
December 9	School Board Budget Workshop #1 (Department Presentations)
December 9	A public hearing is held to solicit stakeholder input for consideration in the development of the Superintendent's Estimate of Needs document (<i>no document available at this time</i>)
December (3 rd week)	State revenue estimates are released by the Virginia Department of Education

2026

January	Budget requests are reviewed by the CFO and Superintendent
January 13	School Board Budget Workshop #2 (Department Presentations)
January 20	Special Meeting – School Board Budget Workshop #3 (Department Presentations) – Time TBD
January 27	School Board Budget Workshop #4 (Department Presentations)
February 10	School Board Benefits Workshop (Update from Mercer)
February 10	School Board Budget Workshop #5
February 17	Special Meeting - School Board Budget Workshop #6 - Time TBD
February 24	The Superintendent's Estimate of Needs and the Capital Improvement Program are presented to the School Board
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April (TBD by City)	The School Board Proposed Operating Budget and the Capital Improvement Program are presented to the City Council (Sec. 15.1-2508)
May 12	School Board Benefits Workshop (Update from Mercer)
No Later Than May 15	The School Operating Budget and the Capital Improvement Program budget are approved by the City Council (Sec. 22.1-93; 22.1-94; 22.1-115)



Subject: SOL Pass Rates Based on 2024-2025 Performance

Item Number: 12F

Section: Information

Date: September 9, 2025

Senior Staff: Cheryl R. Woodhouse, Chief of Staff

Prepared by: Tracy A. LaGatta, Director of Student Assessment
Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Presenter(s): Martin Barritt, Testing Specialist

Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive information regarding *SOL Pass Rates Based on 2024-2025 Performance*.

Background Summary:

The Virginia Department of Education has released annual [SOL pass rates](#). The SOL pass rates are based on test scores earned on [Virginia SOL tests](#) taken by students in grades 3 through 12. These pass rates are posted as a part of [Virginia's School Quality Profiles](#). The Office of Student Assessment will review these pass rates, compare the rates for our division to the state and other comparable and local school divisions. The Department of School Leadership will share information related to how they are supporting schools in response to these data.

Source:

The Virginia Department of Education website.

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.



SOL Pass Rates

Based on 2024-2025 Performance

School Board Information

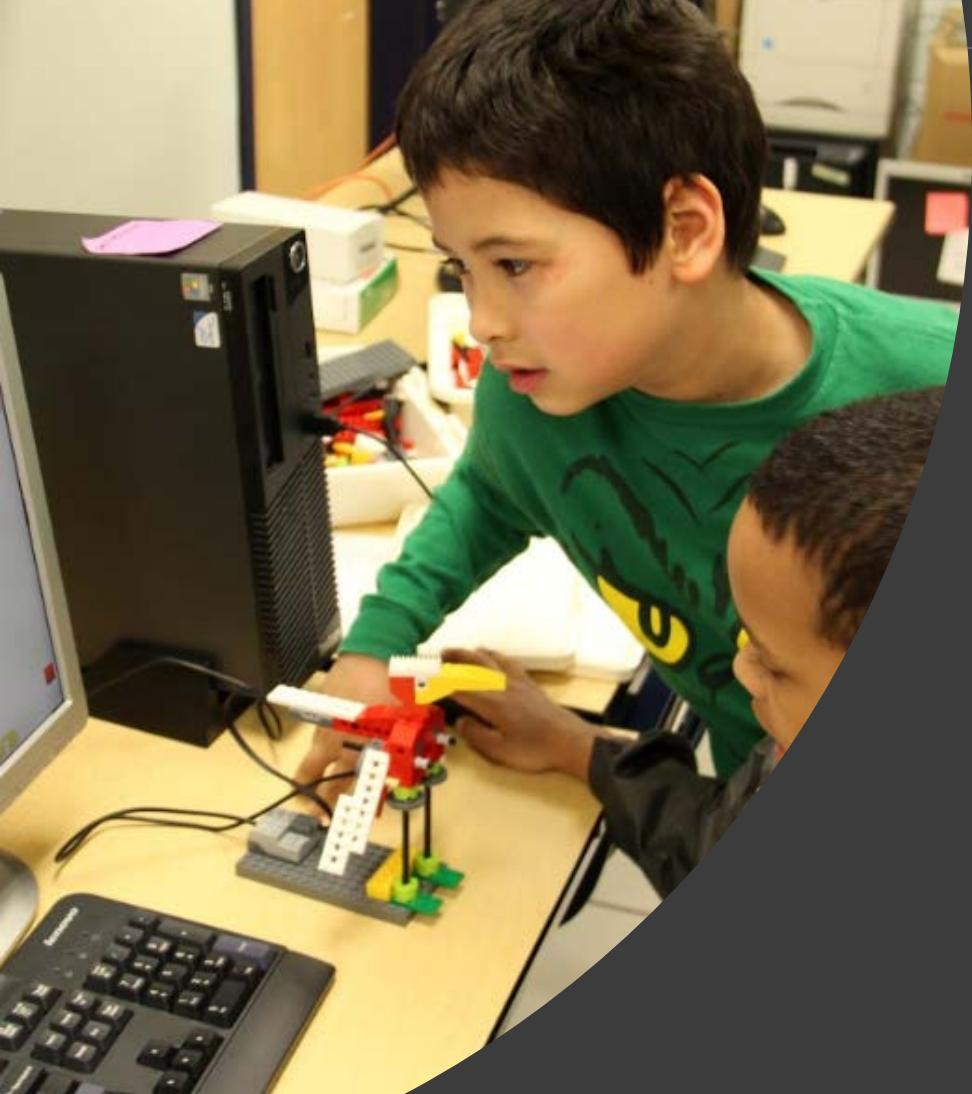
September 9, 2025

Office of Planning, Innovation and Accountability
Department of School Leadership

Virginia's Annual SOL Pass Rates and Accountability



- 2024-2025 VDOE Annual SOL Pass Rate Data
- Compare VBCPS Data to State Data and Other Divisions
- Support for Areas of Focus



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SOL Pass Rates by Test

Headline News

Pass Rates Improved on 64% of tests

Virginia Beach City Public Schools

Division Pass Rates Summary

MATHEMATICS SOL TEST

Math	22-23 Pass Rate	23-24 Pass Rate	24-25 Pass Rate	Change from 23-24
Grade 3	76	76	79	+3
Grade 4	75	77	77	0
Grade 5	75	76	79	+3
Grade 6	69	72	68	-4
Grade 7	50	50	47	-3
Grade 8	73	75	74	-1
EOC Algebra I	93	92	91	-1
EOC Geometry	90	90	91	+1
EOC Algebra II	96	94	96	+2
Overall Mathematics	77	78	79	+1



Division Pass Rates Summary

READING AND WRITING SOL TESTS

Reading	22-23 Pass Rate	23-24 Pass Rate	24-25 Pass Rate	Change from 23-24
Grade 3	75	77	75	-2
Grade 4	81	83	80	-3
Grade 5	80	80	79	-1
Grade 6	81	81	80	-1
Grade 7	81	82	82	0
Grade 8	81	79	83	+4
Grade 11 (EOC)	90	90	91	+1
Overall Reading	82	82	82	0



Writing	22-23 Pass Rate	23-24 Pass Rate	24-25 Pass Rate	Change from 23-24
Grade 11 (EOC)	82	81	83	+2

Division Pass Rates Summary

SCIENCE SOL TEST

Science	22-23 Pass Rate	23-24 Pass Rate	24-25 Pass Rate	Change from 23-24
Grade 5	70	72	73	+1
Grade 8	73	74	79	+5
EOC Earth Science	94	92	93	+1
EOC Biology	81	82	84	+2
EOC Chemistry	51	51	61	+10
Overall Science	77	78	81	+3



Division Pass Rates Summary

HISTORY SOL TEST



History	22-23 Pass Rate	23-24 Pass Rate	24-25 Pass Rate	Change from 23-24
VA Studies (Gr 5)	73	69	74	+5
Civics & Economics (Gr 8)	82	81	82	+1
EOC World Geography	78	78	80	+2
EOC World History I	73	77	78	+1
EOC World History II	31	36	37	+1
EOC VA & US History	51	44	52	+8
Overall History	73	73	77	+4

Division Pass Rates

Summary

- Improvement on 18 out of 28 tests, 64%
- Remained the same on 2 out of 28 tests, 7%
- Decreased on 8 out of 28 tests, 29%
- Scores on all science and history tests showed improvement from last year



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SOL Pass Rates by Reporting Group

Headline News

**Most Math and Reading Scores
Remained Relatively Stable**

Virginia Beach City Public Schools

Reporting Group Summary

MATHEMATICS

Reporting Groups	22-23 Pass Rate	23-24 Pass Rate	24-25 Pass Rate	Change from 23-24
All Students	77	78	79	+1
Asian	91	91	91	0
Black	60	62	62	0
Hispanic	73	73	74	+1
Multiracial	79	80	80	0
White	85	86	87	+1
Female	78	79	79	0
Male	77	78	79	+1
Economically Disadvantaged	66	68	67	-1
English Learners	56	57	56	-1
Students with Disabilities	44	46	46	0



Reporting Group Summary

READING



Reporting Groups	22-23 Pass Rate	23-24 Pass Rate	24-25 Pass Rate	Change from 23-24
All Students	82	82	82	0
Asian	89	90	91	+1
Black	67	66	67	+1
Hispanic	78	78	75	-3
Multiracial	83	84	84	0
White	88	89	89	0
Female	84	84	84	0
Male	79	79	79	0
Economically Disadvantaged	72	72	72	0
English Learners	46	50	44	-6
Students with Disabilities	48	49	47	-2



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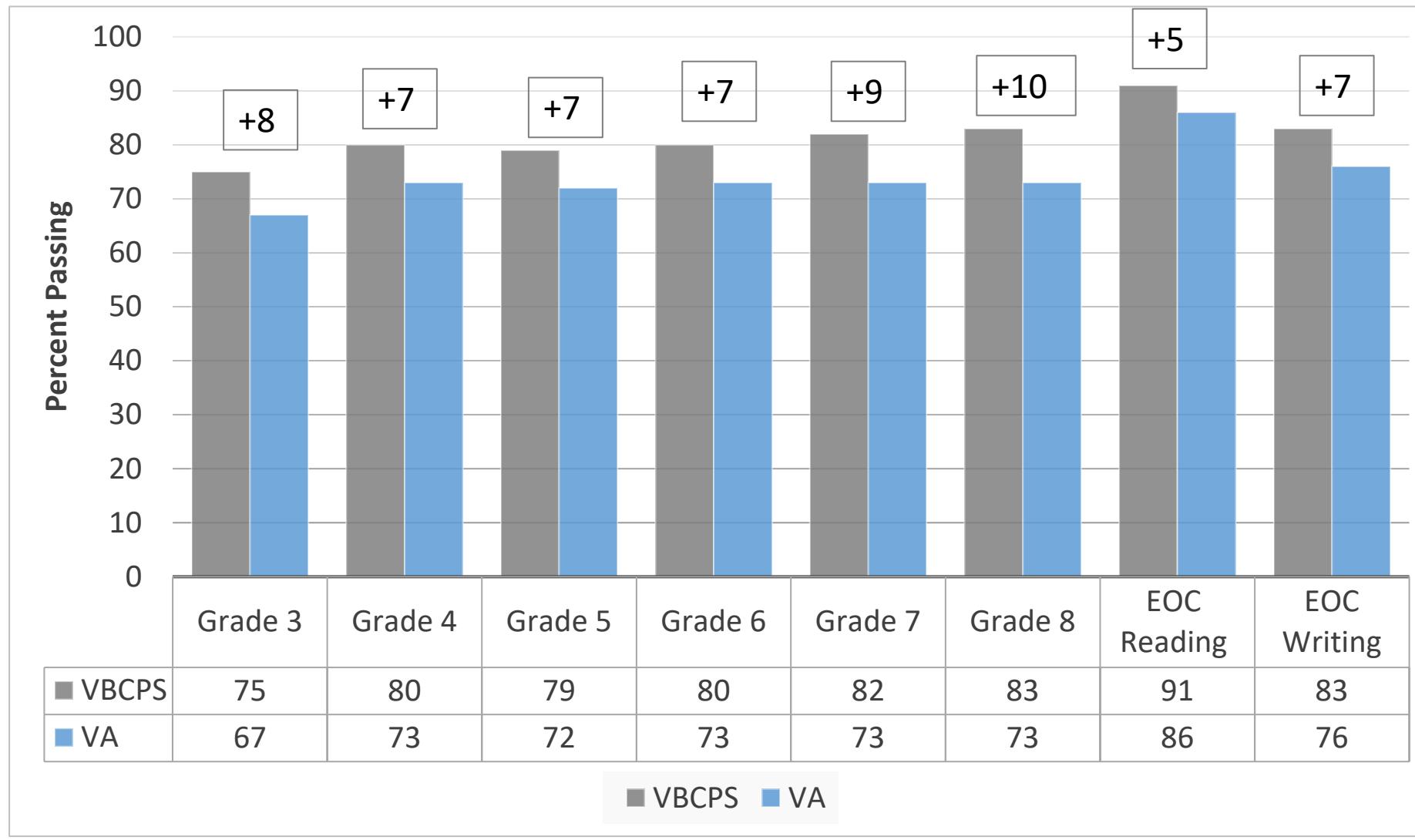
SOL PASS RATE COMPARISONS: VBCPS AND STATE

Headline News

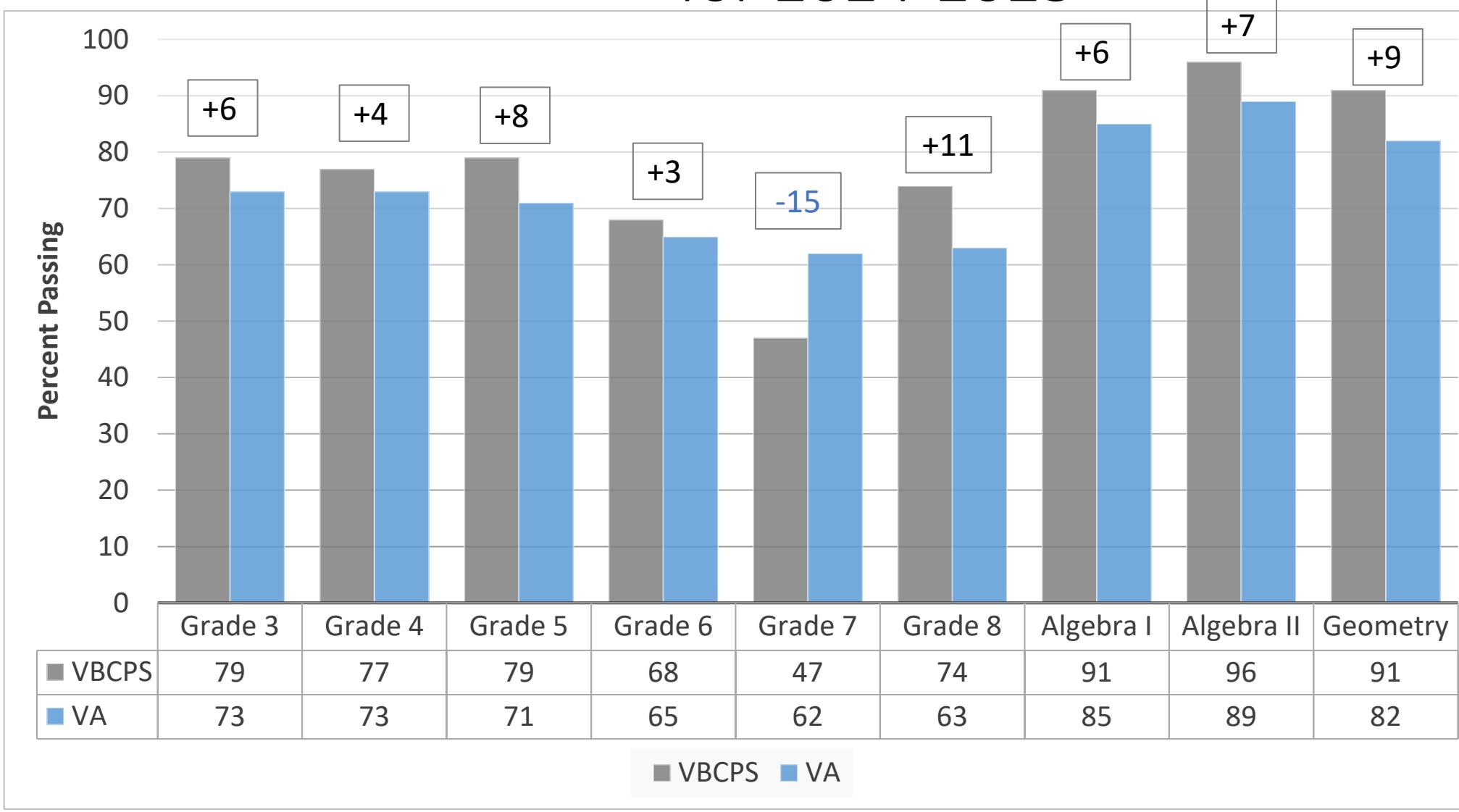
VBCPS Outperforms State on 26 of 28 SOL Tests

Virginia Beach City Public Schools

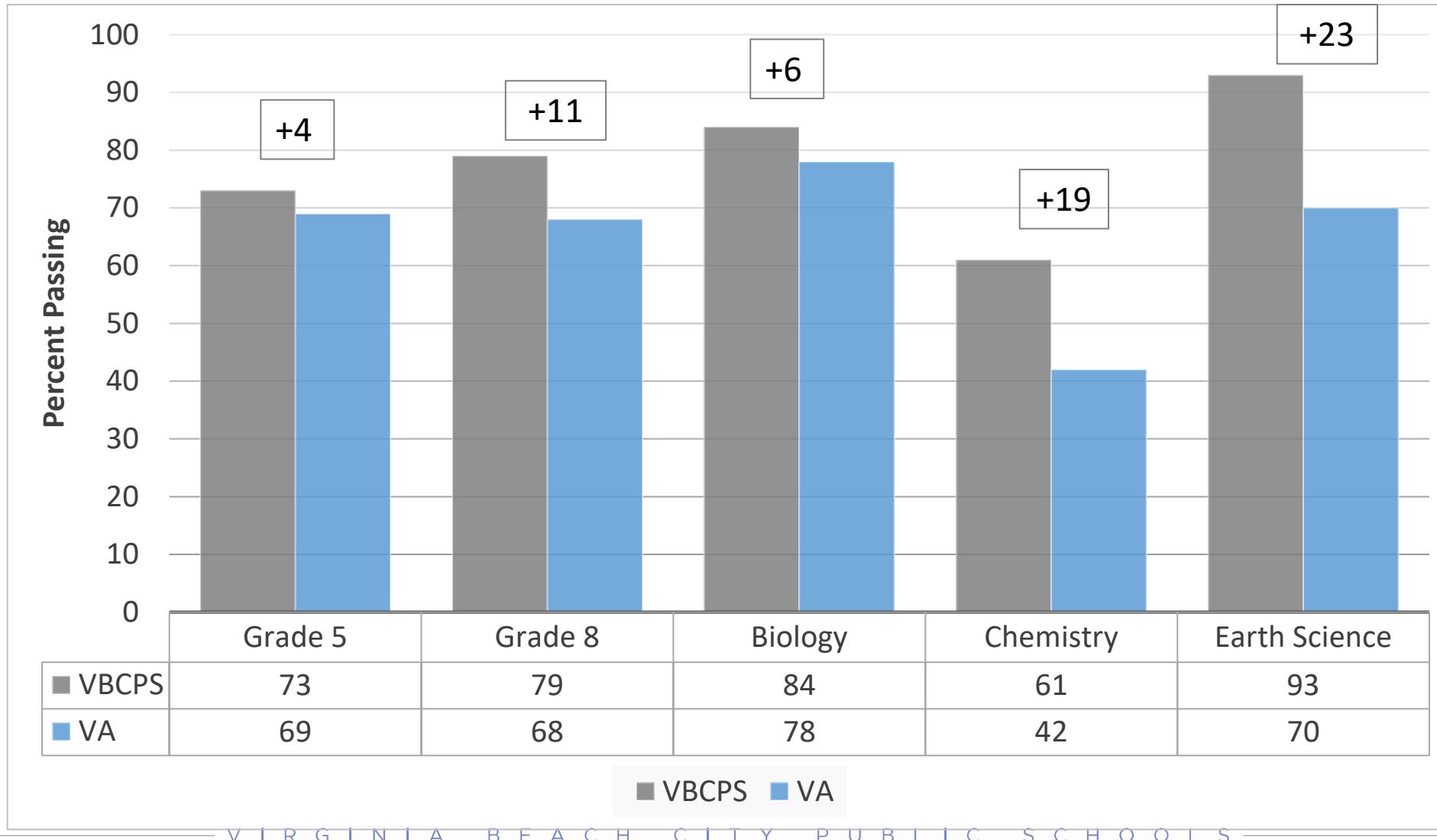
Reading and Writing SOL Pass Rates for 2024-2025



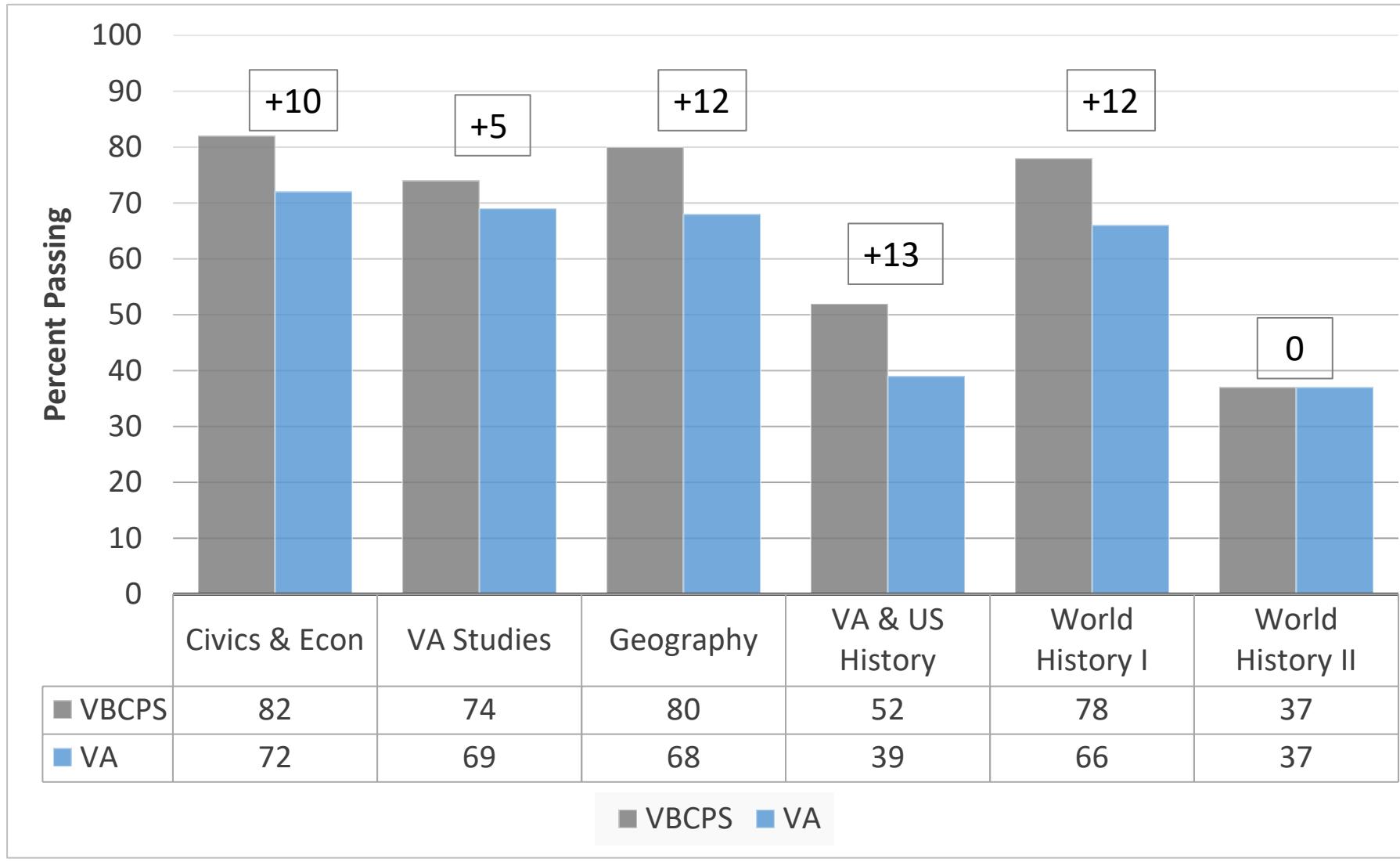
Mathematics SOL Pass Rates for 2024-2025



Science SOL Pass Rates for 2024-2025



History SOL Pass Rates for 2024-2025





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SOL PASS RATE COMPARISONS: VBCPS AND SELECT DIVISIONS

Headline News

VBCPS Outperforms Other Hampton Roads Cities

Virginia Beach City Public Schools

Overall Standards of Learning Pass Rates by Subject

Hampton Roads Cities

	Reading	Writing	Math	Science	History
Virginia State	74	76	72	71	66
Chesapeake	79	80	80	75	73
Hampton	73	75	76	78	70
Newport News	61	31	60	61	49
Norfolk	62	64	57	60	51
Portsmouth	60	67	58	56	66
Suffolk	72	77	73	68	61
Virginia Beach	82	83	79	81	77

Overall Standards of Learning Pass Rates by Subject

Other Comparable School Divisions

	Reading	Writing	Math	Science	History
Virginia State	74	76	72	71	66
Chesterfield County	72	67	70	72	64
Fairfax County	79	16	78	75	42
Henrico County	70	90	65	71	44
Loudoun County	82	90	82	80	86
Prince William County	76	79	75	72	75
Stafford County	73	80	70	70	65
Virginia Beach	82	83	79	81	77
Williamsburg - James City County	78	80	77	77	74



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IN SUMMARY

Summary - Accomplishments

- **Pass rates improved on 64% of tests**
 - 18 out of 28 tests, 64.2% improved
 - Scores on all science and history tests showed improvement from last year
 - 2 out of 28 tests, 7% remained the same
 - 8 out of 28 tests, 29% decreased
 - All high school reading and math end-of-course assessments at or above 91%
- **Improvement on all science and history assessments**
- **VBCPS outperforms state on 26 of 28 SOL tests**
- **VBCPS outperforms other Hampton Roads Cities**
 - Outperformed local school divisions in reading, writing, science and history

Summary – Areas of Focus

- Middle school mathematics
- Early literacy and Virginia Literacy Act (VLA) expansion
- Update history and social studies standards
- All reporting groups, emphasis on students with disabilities, English learners and black students

Looking Ahead

- **School Performance and Support Framework:** Office of Planning, Innovation, and Accountability – October 14, 2025
- **Core Content and Secondary Math Sequence Update:** Department of Teaching and Learning – October 14, 2025

Questions



Subject: Policy Review Committee Recommendations **Item Number:** 14A 1-15

Section: Consent **Date:** September 9, 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 recommendations regarding the amendment of certain policies by the Policy Review Committee at its June 25, 2025 and July 23, 2025 meetings.

Background Summary

1. **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.
2. **Policy 3-12 Capital Improvement Program (CIP)** – the PRC recommends updating the related links and legal references.
3. **Policy 3-14 School Board Funds** – the PRC recommends updating the legal references.
4. **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.
5. **Policy 3-17 State Funds** – the PRC recommends updating the legal references.
6. **Policy 3-18 Federal Funds** – there are no recommended changes to this policy, it is being reviewed in accordance with the 5-year review requirement.
7. **Policy 4-57 Licensed Personnel: Contracts** - the PRC recommends changing the dates in the notes to bring the policy current.
8. **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.
9. **Policy 5-18 Attendance Records** – the PRC recommends minor scrivener's changes.
10. **Policy 5-43 Threats** – the PRC recommends updating the legal references.
11. **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 in accordance with the 5-year requirement.
12. **Policy 5-66 Student Directory Information** – the PRC recommends updating the legal references.
13. **Policy 5-76 Homeless Children and Youth** – there are no recommended changes to this policy; it is being reviewed in accordance with the 5-year requirement.
14. **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.
15. **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:

There are no further steps.

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 Notman

APPROVED AS TO
LEGAL SUFFICIENCY

Kandia H. Lemoine

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~~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

APPROVED AS TO
LEGAL SUFFICIENCY

Kandise H. Lenotti

School Board of the City of Virginia Beach
Policy 3-14

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



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

APPROVED AS TO
LEGAL SUFFICIENCY

Kanaka H. Lenox

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

APPROVED AS TO
LEGAL SUFFICIENCY

Kandise H. Lassiter

School Board of the City of Virginia Beach
Policy 3-18

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

APPROVED AS TO
LEGAL SUFFICIENCY

Kandise H. Lennatti

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

Marnita Notman
Department of Human Resources

APPROVED AS TO
LEGAL SUFFICIENCY

Kandise H. Lannetti

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 colleges or university supervisors with the permission of ~~their~~ the principals or program managers.

G.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~~Students, 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

Kandia H. Lennarz

School Board of the City of Virginia Beach
Policy 5-18

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

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lockett

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 or 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. Lannatti

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

APPROVED AS TO
LEGAL SUFFICIENCY

Kandise H. Lenhart

School Board of the City of Virginia Beach
Policy 5-66

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

APPROVED AS TO
LEGAL SUFFICIENCY

Kandia H. Lenore

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

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lannetti

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

APPROVED AS TO
LEGAL SUFFICIENCY

Kandise H. Lanotte

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

APPROVED AS TO
LEGAL SUFFICIENCY

Kanisha H. Lassiter



Subject: Program Evaluation Schedule for 2025-2026 **Item Number:** 14B

Section: Consent **Date:** September 9, 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 approve 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:

No further action needed.



**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.



Subject: Pre-Kindergarten Program: Evaluation Readiness Report **Item Number:** 14C

Section: Consent **Date:** September 9, 2025

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

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 approve the Pre-Kindergarten Program goals, objectives, evaluation questions, and recommended two-year comprehensive evaluation plan developed during the evaluation readiness process. In response to a request from several members of the School Board at the August 12, 2025 meeting, an evaluation update will also be conducted following the two-year comprehensive evaluation that will continue to monitor the performance of former pre-kindergarten students throughout their first grade year.

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:

No further action needed.



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.

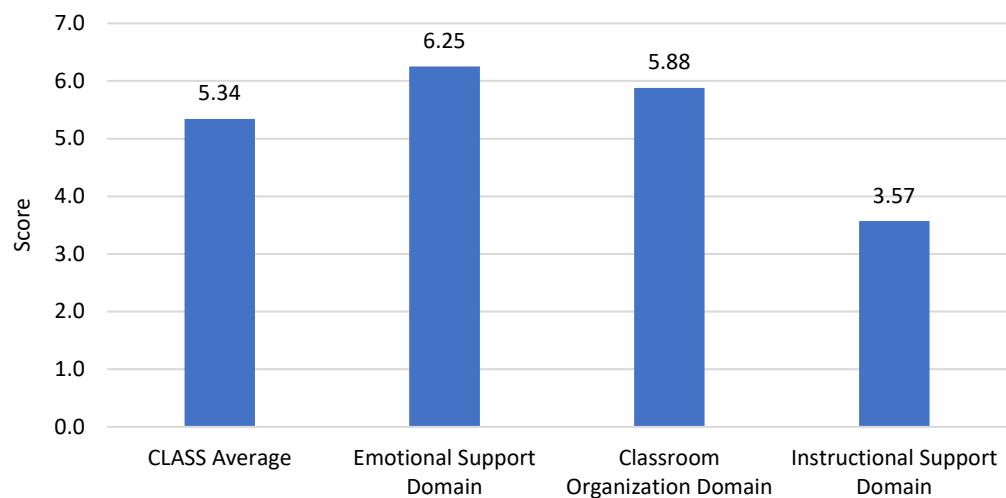
Baseline CLASS Results

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 VBCPS 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.

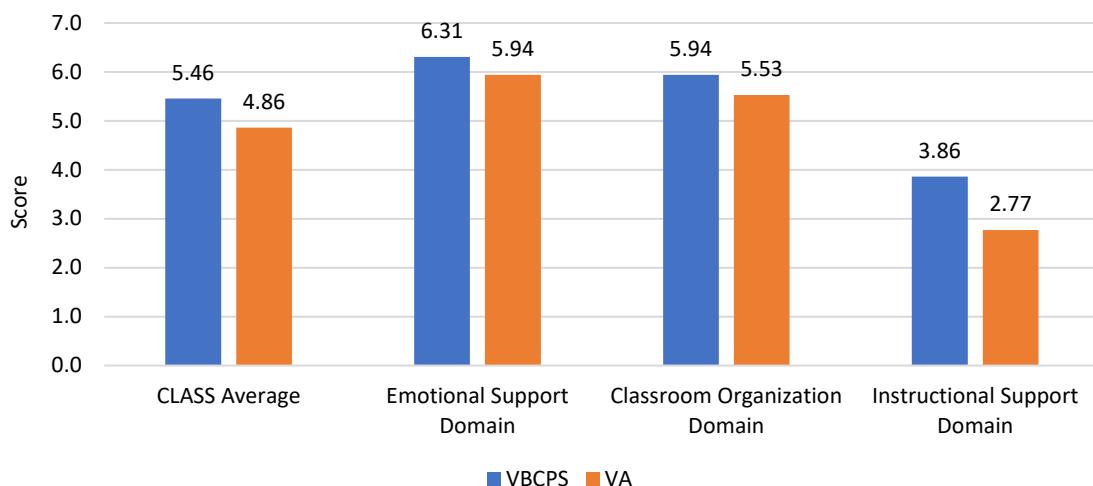
As shown in Figure 1, the overall score on the CLASS across all VBCPS VPI Pre-Kindergarten classrooms was 5.34, which is higher than the benchmark set by VDOE and suggests a mid-range score based on guidelines from Teachstone. Averages within the three domains show a higher average score on the emotional 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.

¹³ <https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/quality-measurement-and-improvement-vqb5>

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.

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August 2025



Subject: Scratch Cooking Initiative: Evaluation Readiness Report **Item Number:** 14D

Section: Consent **Date:** September 9, 2025

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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 approve the Scratch Cooking Initiative goals, objectives, evaluation questions, and recommended one-year comprehensive evaluation plan developed during the evaluation readiness process.

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:

No further action needed.



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

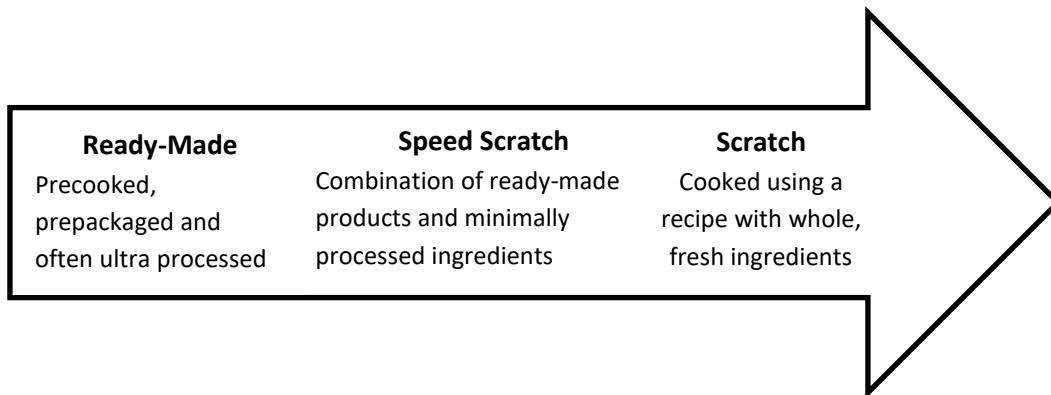
In 1946, the National School Lunch Program (NSLP) was formally established by President Harry S. Truman.¹ One of the major aims of the legislation was to “safeguard the health and well-being of the Nation’s children and to encourage the domestic consumption of nutritious agricultural commodities and 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).

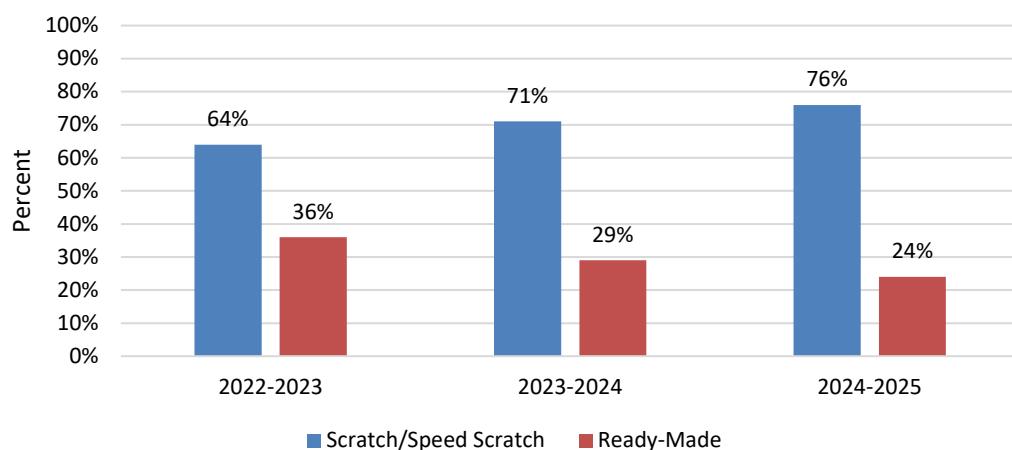
Objective 2: Schools will have active school gardens as measured by the percentage of schools having school gardens.

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



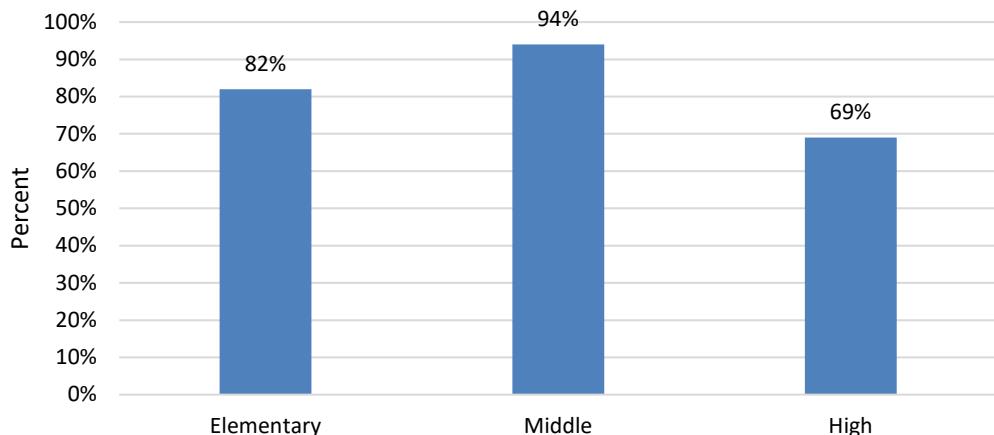
In 2024-2025, the Office of Food Services developed and worked on 14 new scratch/speed scratch recipes. Seventy percent, or 10 of these menu items, were finalized and implemented in 2024-2025. Examples of these new items include: Nashville hot chicken, orange creamsicle parfait, breakfast bake, beefaroni, 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

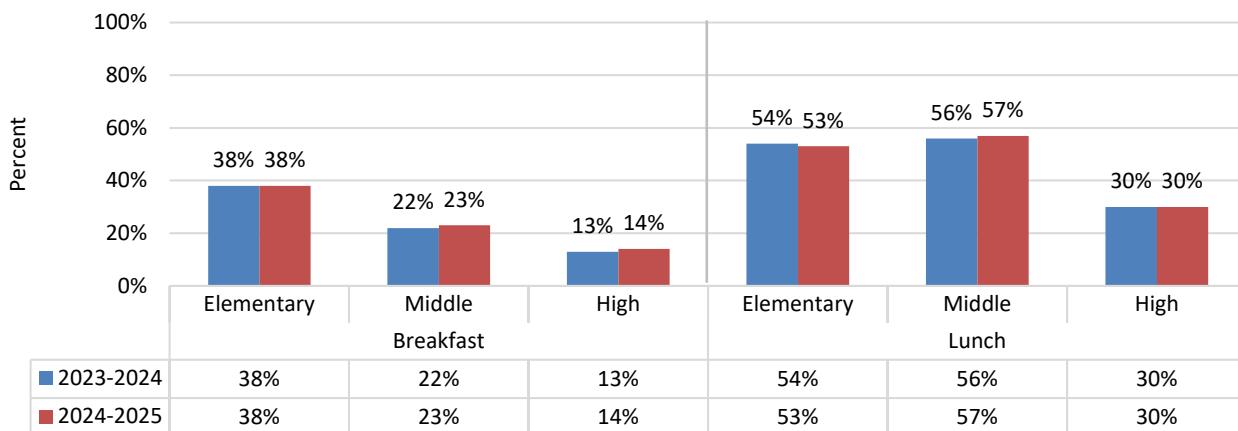


Table 2 displays the total number of meals served per month in 2024-2025. During the school year, August and June had fewer total meals served because there are fewer potential serving days in those months. The months with the highest total meals served for both breakfast and lunch were October, May, 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.

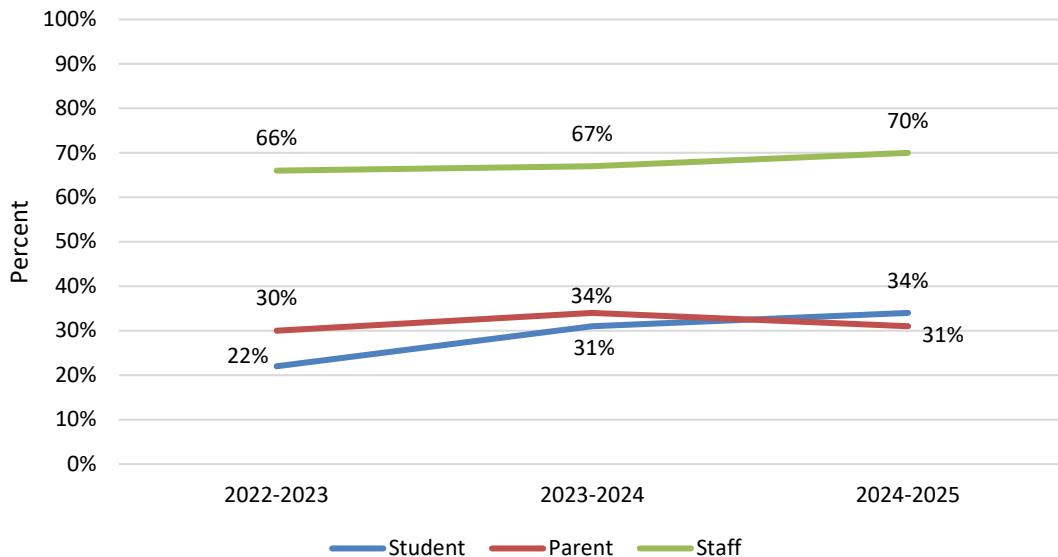
Table 2: Total Number of Meals Served Per Month in 2024-2025

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

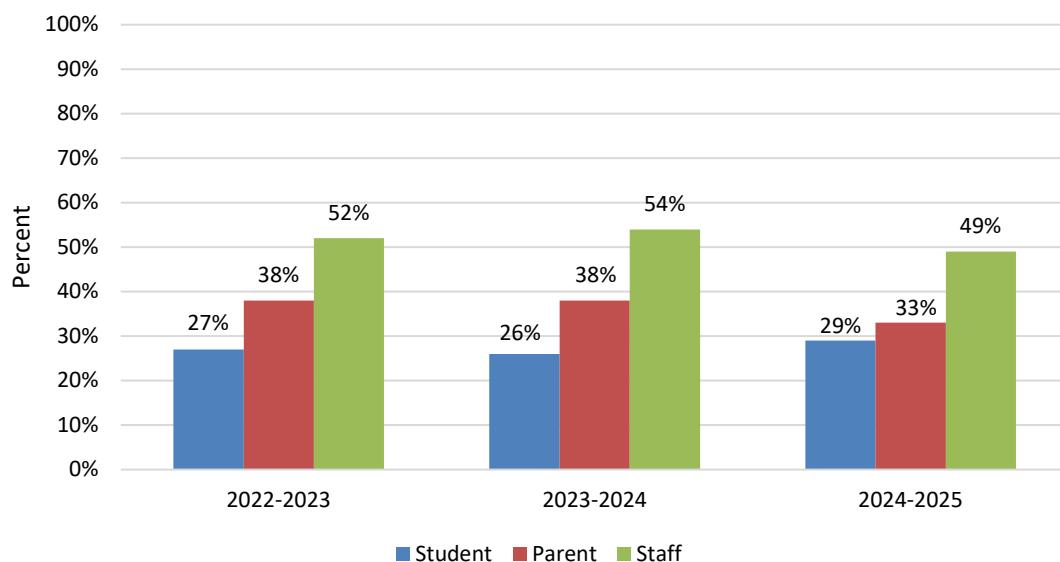
Additional baseline data related to the Scratch Cooking Initiative was gathered from ongoing menu surveys that are conducted by PIA for the OFS. Students, parents, and staff with an active SchoolCafé Account were surveyed each year about their perceptions of various aspects of the Office of Food Services 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	Professional development/ training calendars
		Percentage of respondents agreeing	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
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Produced by the Office of Planning, Innovation, and Accountability
For further information, please call (757) 263-1199

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August 2025



Subject: Religious Exemption(s) **Item Number:** 14E

Section: Consent **Date:** September 9, 2025

Senior Staff: Matthew D. Delaney, Chief Schools Officer

Prepared by: Jennifer L. Knight, Coordinator of Student Conduct/Services

Presenter(s): Leeane Turnbull, Director of Student Leadership

Recommendation:

That the School Board approve RE-26-01, RE-26-02, RE-26-03, RE-26-04, RE-26-05, RE-26-06 and RE-26-07.

Background Summary:

Administration finds documentation meets the threshold requirements stipulated in Virginia Code.

Virginia Code §22.1-254.B.1 states the following:

“B. A school board shall excuse from attendance at school:

1. Any pupil who, together with his parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, “bona fide religious training or belief” does not include essentially political, sociological or philosophical views or a merely personal moral code”

Virginia Code § 22.1-254.D.1 states the following:

“D. A school board may excuse from attendance at school:

1. On recommendation of the principal and the division superintendent and with the written consent of the parent or guardian, any pupil who the school board determines, in accordance with regulations of the Board of Education, cannot benefit from education at such school”

Source:

Virginia Code §22.1-254.B.1 and §22.1-254.D.1

School Board Policy 5-12, Legal Withdrawal

Budget Impact:

None

Next Steps:

The School Board approves the Religious Exemptions.



Subject: Personnel Report **Item Number:** 15A

Section: Action **Date:** September 9, 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 September 9, 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
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<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	8/18/2025	Freedom Collins	Clinic Assistant, .500	James Madison University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	8/19/2025	Casie Ayer	General Assistant	Roosevelt University, IL	Williamsburg Montessori School, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	8/19/2025	Kathryn Bunch	Special Education Assistant	not applicable	Wave Children's Learning Center, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	8/19/2025	Sarah E Parisi	Physical Education Assistant	Towson University, MD	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Arrowhead	8/18/2025	Amanda E Avila	School Administrative Associate I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Arrowhead	8/20/2025	Gabriella E Baxter	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Arrowhead	8/27/2025	Amber L Joiner	General Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	8/4/2025	Lorenzo G Galamay	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	8/13/2025	Denisha Shaw	School Office Associate II	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bayside	8/20/2025	Philip P Gilliam	Security Assistant	not applicable	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/19/2025	Ajeya S Hawkins	Special Education Assistant	not applicable	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/25/2025	Bradley W Bynum	Physical Education Assistant	Spring Arbor College, MI	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/19/2025	Marilyn Duncan	Pre-Kindergarten Teacher Assistant	Old Dominion University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/19/2025	Elizabeth S Marcum	Special Education Assistant	not applicable	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/20/2025	Kendall J Mills	Special Education Assistant	University of Tampa, FL	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	8/20/2025	Gabriel F Samaniego	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Centerville	8/19/2025	Rachael C Patel	Kindergarten Assistant	Regent University, VA	Veritas Collegiate Academy, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	College Park	8/18/2025	Vickie P Hart	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	College Park	8/19/2025	Kaitlynn E Forster	Special Education Assistant	Virginia Wesleyan University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Corporate Landing	8/11/2025	Adel Alejo	School Office Associate II	not applicable	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Creeds	8/18/2025	Joshua L Blankenship	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Creeds	8/18/2025	Barbara D Brown	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	8/15/2025	Devon F Adams	School Nurse	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	8/19/2025	James R Ruszala	Physical Education Assistant	Old Dominion University, VA	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	8/22/2025	Megan C Reed	Special Education Assistant	Tidewater Community College, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Diamond Springs	8/27/2025	Tiana A Harriott	Kindergarten Assistant	American Public University System, WV	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	8/15/2025	Lexis O Old	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	8/19/2025	Elena C Simmons	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	8/19/2025	Arilea N Hinkley	Pre-Kindergarten Teacher Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	8/22/2025	Jennifer S Geyer	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Green Run	8/22/2025	Regina O McRae	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Hermitage	8/19/2025	Sara M White	Kindergarten Assistant	University of Mary Washington, VA	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Holland	8/15/2025	Justin E Hollingsworth	Security Assistant	not applicable	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	8/13/2025	Joshua F Miller	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Indian Lakes	8/19/2025	Bryonna E Valero	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	John B. Dey	8/19/2025	McKenna A Johnson	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	John B. Dey	8/19/2025	Gretchen J Lerner	General Assistant	Norfolk State University, VA	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	8/15/2025	Corey Van Heest	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	8/15/2025	Kristen Webber	School Nurse	not applicable	Medical Management Services, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	8/18/2025	Lauren Diedrich	Clinic Assistant, .500	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	8/19/2025	Mia E Meinhardt	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville	8/19/2025	Lyndsey W Mull	Kindergarten Assistant	Old Dominion University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/19/2025	Cody Sandlin	Physical Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/27/2025	Davis J Versprille	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Kingston	8/15/2025	Brian D Brennan	Security Assistant	Old Dominion University, VA	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	8/19/2025	Arthi Chellamuthu Senthil K	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Landstown	8/27/2025	Anamaría Penalosa Gomez	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Luxford	8/15/2025	Kieshawnna Green	School Nurse	Norfolk State University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Luxford	8/19/2025	James Harrod	Special Education Assistant	Virginia Wesleyan University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Luxford	8/19/2025	Alyssa N Pentz	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	8/11/2025	Chasity D Womack	School Office Associate II	Bryant & Stratton College, VA	Norfolk Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	8/15/2025	Brandy N Lyons	School Nurse	not applicable	Chesapeake Regional Medical Center, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	8/19/2025	Zaria Alexander	Pre-Kindergarten Teacher Assistant	Norfolk State University, VA	Enoch Christian Academy, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Malibu	8/15/2025	Charles S Davis	Security Assistant	not applicable	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Malibu	8/20/2025	Regina M Fatigate	Physical Education Assistant, .500	not applicable	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	8/22/2025	Evelyn L Hall	General Assistant	Tidewater Community College, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	North Landing	8/15/2025	Jeffrey A Bradford	Security Assistant, .600	Southern Illinois University Carbondale, IL	NAVSATCOMMFC Northwest, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	North Landing	8/25/2025	Laura A Gonzales	Cafeteria Assistant, 4.5 Hours	not applicable	not applicable

Personnel Report
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2025-2026 SY

<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Appointments - Elementary School	Ocean Lakes	8/15/2025	Erin S Jacobus	Library/Media Assistant	James Madison University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Ocean Lakes	8/19/2025	Sierra Duffy	Kindergarten Assistant	Tidewater Community College, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Ocean Lakes	8/19/2025	Laura E Isaacs	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/19/2025	Alyssa G Hennig	General Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/19/2025	Chante Hood	Special Education Assistant	not applicable	Raise Christian Academy, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/19/2025	Katrina L McDonald	General Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/19/2025	Tessa Phelps	Kindergarten Assistant	not applicable	Galilee Montessori School, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/19/2025	Emily M Staats	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Parkway	8/20/2025	Taiya A Knox	General Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	8/6/2025	Laura Davis	School Office Associate II	not applicable	Colonial Webb, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	8/19/2025	Ida Billingsley	Physical Education Assistant	McKendree College, IL	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	8/27/2025	Kaylee Jost	General Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/11/2025	Katlyn N Young	School Office Associate II	not applicable	Sentara Health, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/15/2025	Gwendolyn W Painter	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/19/2025	Dakota B Gordon	Physical Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/19/2025	Enaiza Torres	Physical Education Assistant	Virginia Commonwealth University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/19/2025	Lavar K Cooper	Physical Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/19/2025	Kathryn J Coward	General Assistant	not applicable	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/19/2025	Jennifer L Johnson	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/19/2025	Subashree S Kumar	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/19/2025	Aleshia Washington	General Assistant	Lynchburg College, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/25/2025	Beate A Blek	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	8/25/2025	Tiffany A Hill	Baker/Cook	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	8/15/2025	Thomas J Faucette	School Security Officer I	not applicable	Virginia Beach Police Department, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	8/15/2025	Azure N Joynes	School Nurse	not applicable	Augusta Health, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	8/15/2025	Darrell H Stroud	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Providence	8/19/2025	Arianne Mattone	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	8/15/2025	Sherwin Billingsley	Security Assistant	McKendree College, IL	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	8/19/2025	Tony E Blackman Jr.	Physical Education Assistant	Averett University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	8/19/2025	Emily E Campbell	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	8/19/2025	Jenna E Latvis	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	8/19/2025	Allie Mora	Physical Education Assistant, .500	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	8/19/2025	Rebecca M Oakley	Special Education Assistant	Regent University, VA	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	8/11/2025	Emily F Towns	School Office Associate II	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	8/19/2025	Sara B McKee	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	8/20/2025	Rosa E Scherry	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Rosemont Forest	8/22/2025	Tasha N Diggs	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Seatack	8/19/2025	Kylee Rosette	Physical Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Seatack	8/25/2025	Andrew D Penny Jr	Custodian I	Virginia Wesleyan University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Shelton Park	8/15/2025	Sekou A Bangoura	Security Assistant	not applicable	Norfolk Police Department, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Shelton Park	8/19/2025	Colleain D Dillon	Special Education Assistant	Columbia College, MO	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Strawbridge	8/27/2025	Maria Laucella-Irwin	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	8/15/2025	Warren G Snyder	School Security Officer I	not applicable	City of Norfolk, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	8/19/2025	Isabelle Chavez	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	8/19/2025	Zhanara A Handy	Special Education Assistant	Southeastern Baptist Theological Seminary, NC	VCBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	8/19/2025	Casonna E James	Special Education Assistant	not applicable	First Discovery, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Thalia	8/19/2025	Anna Pedos	General Assistant	Old Dominion University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	8/13/2025	Trameeka Crosby	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	8/19/2025	Jessica D Castellanos	Kindergarten Assistant	Tidewater Community College, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Thoroughgood	8/19/2025	Lindsey L Judge	Special Education Assistant	University of Florida, FL	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Three Oaks	8/19/2025	Tristan B Thurman	General Assistant, .500	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	8/27/2025	Janelly Rosado	General Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	8/15/2025	Chrissie Baggerty	Library/Media Assistant	County College Morris, NJ	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	8/15/2025	Jonathan V Butcher	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	White Oaks	8/20/2025	Priscilla K Ly	General Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Oaks	8/19/2025	Monica Checo	Kindergarten Assistant	Tidewater Community College, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Oaks	8/19/2025	Lauren Gray	General Assistant	Old Dominion University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Woods	8/15/2025	Hu Li	Security Assistant	New England Conservatory Music, MA	not applicable

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Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Woods	8/19/2025	Shayna A Silva	Kindergarten Assistant	Centura College, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Woods	8/19/2025	Beth I Withers	Kindergarten Assistant	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Woods	8/20/2025	Trinity S Sweat	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	8/11/2025	Lisa Ferguson	School Office Associate II	Old Dominion University, VA	Ripley Heatwole, VA
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	8/15/2025	Richard L Rancour	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	8/25/2025	Opal N Grant	Cafeteria Assistant, 5.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Corporate Landing	8/27/2025	Emily M Dalton	School Office Associate II	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Great Neck	8/18/2025	Christopher Scheckells	Custodian I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	8/18/2025	Ciara D Williams	Cafeteria Assistant, 5.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	8/18/2025	Sing Leung	Cafeteria Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	8/19/2025	Najir T Barnes	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Old Donation School	9/2/2025	Kristen Schiano-Jones	Technology Support Technician	Tidewater Community College, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	8/11/2025	Rowena Gesick	Student Activities Coordinator	DeVry University Chicago, IL	Tidewater Driving School
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	8/22/2025	Akeilah K Bailey-MacDonald	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/18/2025	Brenda W Gilyard	Cafeteria Assistant, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/18/2025	Lori B Meigs	Cafeteria Assistant, 6.0 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/19/2025	Skylar Day	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/19/2025	Melissa A Knights	Special Education Assistant	Old Dominion University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/27/2025	Kenisha D Adams-Harris	Special Education Assistant	Tidewater Community College, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	8/27/2025	Karen M Armstrong	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	8/18/2025	Sharrott M Castillo Yatsko	Cafeteria Assistant, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Salem	8/27/2025	Elizabeth C Witt	Special Education Assistant	Old Dominion University, VA	Rockingham County Public Schools, PA
Assigned to Unified Salary Scale	Appointments - High School	Green Run	8/11/2025	Rachel S Faraizl	School Office Associate II	not applicable	Vickers and Nolan Enterprise, VA
Assigned to Unified Salary Scale	Appointments - High School	Green Run	8/15/2025	Veronica Chapman	Security Assistant	not applicable	Patriot Enterprises, VA
Assigned to Unified Salary Scale	Appointments - High School	Green Run	8/15/2025	Zion E Jones	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	8/15/2025	Billy A Russell	Security Assistant	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Green Run	8/22/2025	Joni Bonney	Distance Learning Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Kellam	8/18/2025	Allison Taylor	Clinic Assistant	not applicable	Chesapeake Public Schools, VA
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	8/19/2025	Tammy M McGhee	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Kempsville	8/20/2025	Chrissy K Stine	Special Education Assistant	not applicable	Sumner County Schools, TN
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	7/9/2025	Mark Q Dandridge Jr	School Counseling Department Chair	Old Dominion University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	8/11/2025	Elizabeth Z Cooper	School Office Associate II	not applicable	Wave Children's Learning Center, VA
Assigned to Unified Salary Scale	Appointments - High School	Ocean Lakes	8/15/2025	Tatiyana L Fentress	Security Assistant	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	8/18/2025	Tara Heyl	Clinic Assistant	not applicable	Atlantic Gynecology and Urogynecology, VA
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	8/15/2025	Ashley S Andel	School Nurse	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - High School	Salem	8/15/2025	Marc C Pressley	ISS Coordinator	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - High School	Salem	8/25/2025	Phyllis L Williams	School Office Associate II	not applicable	State of New Jersey Judiciary, NJ
Assigned to Unified Salary Scale	Appointments - High School	Tallwood	8/15/2025	Devon Hunter	Security Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	8/1/2025	Katie H Karr	Instructional Specialist	Old Dominion University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	8/25/2025	Donna L McCauley	Administrative Office Associate I	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Custodial and Distribution Services	8/11/2025	Rochelle N Nelson	Administrative Office Associate I	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/11/2025	Heidi S Angueira	Assistant Cafeteria Manager	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/13/2025	Jason L Arnette	Baker/Cook	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/18/2025	Lillian S Luck	Cafeteria Manager in Training	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/25/2025	Lucille Rang	Cafeteria Manager in Training	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Food Services	8/25/2025	Berlin Vowell	Baker/Cook	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	8/12/2025	Gabriel Staicer	HVAC Craftsman II	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	8/15/2025	Jonathan J Siegrist	Electronics Craftsman III	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	8/20/2025	Aaron S McMahon	HVAC Specialist	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	8/25/2025	Joseph A Mavins	General Maintenance Craftsman I	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Security and Emergency Management	8/4/2025	Genine J Duffy	Office Associate II	not applicable	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Security and Emergency Management	8/15/2025	Derrick T Fisher	Security Officer	not applicable	Hampton Roads Transit, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/4/2025	Jazmine M Flowers	School Social Worker	Norfolk State University, VA	VBCPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/11/2025	Lauren M Davis	Behavior Intervention Specialist	Florida Institute of Technology, FL	SECEP, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/11/2025	Keegan A Gopaul	Psychologist	University of Massachusetts Dartmouth, MA	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/11/2025	Erin D Marchand	Psychologist	Illinois State University, IL	not applicable
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	8/15/2025	Jordan L Martin	Behavior Intervention Specialist	University of Virginia, VA	Butterfly Effects, VA

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Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/18/2025	Kaitlin Rudman	Behavior Intervention Specialist	George Mason University, VA	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/19/2025	Haiilee R Barnes	Special Education Assistant	not applicable	Sunnybrook Day School, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/19/2025	Mara A Donahue	General Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/25/2025	LaTonya M Parker	School Counseling Department Chair	Old Dominion University, VA	Spotsylvania County Public Schools, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/19/2025	Lana M Adair	Bus Assistant, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/19/2025	Dean F Arrington	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/19/2025	Barbara D Crowley	Bus Driver, 7.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/19/2025	Mark R Mayo	Bus Driver, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/22/2025	Alicia L Madsen	Bus Driver - Special Ed, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	8/26/2025	Curtis Earling	Bus Driver Plan Bee, 6.5 Hours	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Arrowhead	6/30/2025	Tatyana Green	Kindergarten Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Arrowhead	8/29/2025	Sheila M Carlson	Baker/Cook (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	6/30/2025	Evalisse S Daniels	Kindergarten Assistant (continuing education)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	6/30/2025	Stephanie Duprey	Special Education Assistant (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	6/30/2025	Robert E Sanders	Security Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	9/5/2025	Maria D Aranda Palma	General Assistant (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Birdneck	6/30/2025	Robin L Hawkins	Cafeteria Assistant, 5.5 Hours (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Centerville	8/28/2025	Harrison L Hawkins	Custodian II Head Night (personal reasons)	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
Assigned to Unified Salary Scale	Resignations - Elementary School	King's Grant	6/30/2025	Alison A Clarke Standers	Cafeteria Assistant, 5.0 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	King's Grant	6/30/2025	Tara D Marsh	Cafeteria Assistant, 5.5 Hours (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	King's Grant	6/30/2025	Erica McLaurin	Cafeteria Assistant, 6.0 Hours (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	King's Grant	6/30/2025	Kimberly Savage	Security Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Newtown	6/30/2025	Dezheona Mitchell	General Assistant (continuing education)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Point O'View	6/30/2025	Megan White	Special Education Assistant (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Princess Anne	8/28/2025	Claire Blackwell	Cafeteria Assistant, 5.0 Hours (regular contract to temporary)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Red Mill	6/30/2025	Keith A Brautigan	Security Assistant (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Red Mill	6/30/2025	Ashley Kanzenbach	Special Education Assistant (career enhancement opportunity)	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	Tallwood	6/30/2025	Kristen M Euler	Special Education Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Thoroughgood	6/30/2025	Malika Augustin	Cafeteria Assistant, 6.0 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Thoroughgood	6/30/2025	Cassidy L Jarvis	Clinic Assistant, .500 (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Thoroughgood	7/31/2025	Kathryn Piersons	Custodian I (job abandonment)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Oaks	8/21/2025	Carrie G Tyree	Physical Education Assistant (relocation)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Landstown	9/15/2025	Andrea J Uhler	School Nurse (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	6/30/2025	Mattie Kilmer	School Nurse (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Lynnhaven	9/5/2025	Deborah A Owens	School Nurse (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Old Donation School	8/26/2025	Barry L Drake	Security Assistant, .400 (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Plaza	6/30/2025	Yasmine N Joyner	Special Education Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	6/30/2025	Marilyn A Glascock	Cafeteria Assistant, 5.5 Hours (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Virginia Beach	9/5/2025	Susan A Mensah	Special Education Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Kempsville	6/30/2025	Linda A Lese	Special Education Assistant (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	6/30/2025	Tamara Y Roberts	Special Education Assistant (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	8/15/2025	Charlie L Holmes Jr	Security Assistant (health)	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	Renaissance Academy	6/30/2025	John H Knight II	Special Education Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - High School	Salem	9/5/2025	Liberato F Estrella Jr	Custodian III Head Night (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Teaching and Learning	9/15/2025	Emily Cromwell	Administrative Office Associate II (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Food Services	8/16/2025	Jasmine L Abisia	Baker/Cook (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	8/19/2025	Connor N Siock	Geographic Information Systems (GIS) Analyst (career enhancement opportunity)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	6/30/2025	Paul T Metzger	Interpreter (moved to public school system)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	6/30/2025	Korbin Thompson	Behavior Intervention Specialist (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2025	Stephanie S Hight	Bus Driver - Special Ed, 6.5 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2025	Thomas O Morgan	Bus Driver, 6.5 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2025	Michael T Root	Bus Driver, 6.5 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2025	David Sawyer	Bus Driver, 6.5 Hours (personal reasons)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2025	Susan Woodward	Bus Driver - Special Ed, 6.5 Hours (family)	not applicable	not applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	8/27/2025	Mery Gonzalez Mota	Bus Driver, 6.5 Hours (personal reasons)	not applicable	not applicable

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<u>Scale</u>	<u>Class</u>	<u>Location</u>	<u>Effective</u>	<u>Employee Name</u>	<u>Position/Reason</u>	<u>College</u>	<u>Previous Employer</u>
Assigned to Unified Salary Scale	Retirements - Elementary School	John B. Dey	12/31/2025	Corinne G Gabriel	School Office Associate II	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Seatack	6/30/2025	Judith L Aycud	Kindergarten Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	White Oaks	6/30/2025	Sandra M Caldwell	Library/Media Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - High School	Renaissance Academy	8/28/2025	Charles P Pierce	Special Education Assistant	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Teaching and Learning	7/31/2025	Sheila L Cooper	Coordinator Title I	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Technology	10/31/2025	Joseph A Damus	Director Technology	not applicable	not applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Student Support Services	8/31/2025	Arlene Sosa	School Social Worker	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	7/31/2025	Barbour C Sprouse II	Coordinator Transportation	not applicable	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Alanton	8/15/2025	Alexa R Loya	Fifth Grade Teacher	University of Florida, FL	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	8/20/2025	Hilary Finch	Fifth Grade Teacher	Old Dominion University, VA	Suffolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/15/2025	Arie-Ana V Gassaway	Fourth Grade Teacher	Virginia Commonwealth University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/15/2025	Amber J Johnson	School Counselor	Alcorn State University, MS	Natchez-Adams School District, MS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/18/2025	Kristina G Relph	Library Media Specialist	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bettie F. Williams	8/20/2025	Ivy N Pringle	Fifth Grade Teacher	Virginia State University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	8/15/2025	Oneika J Hinnant	Special Education Teacher	Tiffin University, OH	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	8/18/2025	Shinethia L Davis	Special Education Teacher	James Madison University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Birdneck	8/22/2025	Josephine K Zobel	Special Education Teacher	Virginia Tech, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Brookwood	8/15/2025	Lindsay L Hakanson	Kindergarten Teacher	Radford University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Centerville	8/15/2025	Twanda L Emenhisier	Special Education Teacher	Regent University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	College Park	8/15/2025	Allison L Mullah	Fifth Grade Teacher	University of Maryland College Park, MD	San Diego Unified District, CA
Assigned to Instructional Salary Scale	Appointments - Elementary School	College Park	8/15/2025	Madeline M Rollins	Fourth Grade Teacher	Liberty University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Glenwood	8/15/2025	Shannon R Toohey	Special Education Teacher	National University, CA	Department of Defense Education, GU
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/15/2025	Jamie M Geis	Second Grade Teacher	University of Hawaii Manoa, HI	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Green Run	8/15/2025	Kelly M Kriss	Special Education Teacher	Indiana University of Pennsylvania, PA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Hermitage	8/15/2025	Abigail Isley	Fourth Grade Teacher	Bob Jones University, SC	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	8/15/2025	Madelyn K Gogan	Second Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	John B. Dey	8/15/2025	Delaney Raczyk	Special Education Teacher	Illinois State University, IL	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville	8/15/2025	Mairin E Genova	Fifth Grade Teacher	University of Mary Washington, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/15/2025	Jamie L Malin	School Counselor	Liberty University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Kempsville Meadows	8/15/2025	Lara W Pizzi	First Grade Teacher	East Carolina University, NC	Morris School District, NJ
Assigned to Instructional Salary Scale	Appointments - Elementary School	Luxford	8/15/2025	Marguerite E DeLeo	Third Grade Teacher	Virginia Wesleyan University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Luxford	8/15/2025	Mary E Lucas	Third Grade Teacher	Belmont Abbey College, NC	St. John Apostle Catholic, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Luxford	8/15/2025	Megan Preischel	Second Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Lynnhaven	8/15/2025	Courtney A Branchling	Fifth Grade Teacher	Liberty University, VA	Currituck County Schools, NC
Assigned to Instructional Salary Scale	Appointments - Elementary School	Lynnhaven	8/15/2025	Rachael A Kerr	Second Grade Teacher	Old Dominion University, VA	Oak Harbor Public Schools, WA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Lynnhaven	8/15/2025	Melanie L Rosenfelder	Fifth Grade Teacher	Western Governors University, UT	State of Hawaii, HI
Assigned to Instructional Salary Scale	Appointments - Elementary School	Lynnhaven	8/15/2025	Kiara Walton	School Counselor	Liberty University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Matibu	8/15/2025	Laura R Kasper	Fifth Grade Teacher	Grand Canyon University, AZ	St. John Apostle Catholic, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Matibu	8/15/2025	Cassandra Narby	Special Education Teacher	SUNY Binghamton, NY	SECEP, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Matibu	8/20/2025	Paige Childers	Fifth Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	New Castle	8/15/2025	Savannah M Strosser	Fourth Grade Teacher	Western Governors University, UT	Fairfax County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	North Landing	8/15/2025	Natalie Latham	Music/Instrumental Teacher, .600	Regent University, VA	Hooksett School District, NH
Assigned to Instructional Salary Scale	Appointments - Elementary School	Parkway	8/15/2025	David A Gonzalez	Third Grade Teacher	Christopher Newport University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke	8/15/2025	Suzanne M Buhner	Second Grade Teacher	Regent University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke	8/15/2025	Vanessa A Graves	Special Education Teacher	Old Dominion University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke	8/15/2025	Madelyn D Hines	First Grade Teacher	Palm Beach Atlantic College, FL	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke	8/15/2025	Amanda K Ledlow	Fifth Grade Teacher	Old Dominion University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke	8/15/2025	Jasper C McEwen	Music/Vocal Teacher	Old Dominion University, VA	Portsmouth Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke	8/15/2025	Catherine Walfall	Fifth Grade Teacher	Bowie State University, MD	Charles County Public Schools, MD
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/15/2025	Chelsie E Darling	Third Grade Teacher	Western Governors University, UT	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Pembroke Meadows	8/15/2025	Jennifer Turner	Third Grade Teacher	Liberty University, VA	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	8/15/2025	Jason Bedell	Special Education Teacher	Mid-Atlantic Christian University, NC	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	8/15/2025	Aaron G Hair	Physical Education Teacher	University of Pittsburgh, PA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	8/15/2025	Kendra M Hart	Special Education Teacher	University of North Dakota, ND	Norfolk Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	8/15/2025	Cecilia Johnson	First Grade Teacher	University of North Alabama, AL	Sheffield City Schools, AL
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	8/15/2025	Vanessa Mattingly	Fifth Grade Teacher	American Public University System, WV	Military Services
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	8/15/2025	Kerry J Suggs	Kindergarten Teacher	University North Carolina Pembroke, NC	Public Schools of Robeson, NC

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Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	8/20/2025	Jennifer N Ponce	Fourth Grade Teacher	Colorado Mesa University, CO	Mesa County Valley School District, CO
Assigned to Instructional Salary Scale	Appointments - Elementary School	Princess Anne	8/15/2025	June Hartman	Third Grade Teacher	Virginia Commonwealth University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Providence	8/15/2025	Kelly N Reece	Special Education Teacher	George Mason University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Providence	8/25/2025	Tracy L Grant	Special Education Teacher	Concordia University, MN	SECEP, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Red Mill	8/15/2025	Jessica J Gerling	Fifth Grade Teacher	Liberty University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Red Mill	8/15/2025	Colleen E Villalpando	Special Education Teacher	East Stroudsburg University of Pennsylvania, PA	Department of Defense Education Activity Pacific
Assigned to Instructional Salary Scale	Appointments - Elementary School	Rosemont	8/15/2025	Casey L Baugh	Third Grade Teacher	Franklin Pierce College, NH	Jeffco Public Schools, CO
Assigned to Instructional Salary Scale	Appointments - Elementary School	Rosemont	8/15/2025	Marilyn Niles	Music/Vocal Teacher	Virginia Commonwealth University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Rosemont	8/15/2025	Abbey M Stanley	First Grade Teacher	Western Governors University, UT	Fairfax County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Rosemont Forest	8/15/2025	Elizabeth D Fergelec	Third Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Rosemont Forest	8/15/2025	Meredith S Yracheta	Fourth Grade Teacher	Western Governors University, UT	Great Falls Public Schools, MT
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	8/15/2025	Devin M McAdams	Fifth Grade Teacher	Liberty University, VA	Piedmont Schools, OK
Assigned to Instructional Salary Scale	Appointments - Elementary School	Seatack	8/15/2025	Daphna V Segall	Second Grade Teacher	Touro College, NY	NYC Public Schools, NY
Assigned to Instructional Salary Scale	Appointments - Elementary School	Shelton Park	8/15/2025	Terry Sue Harris-Guill	Third Grade Teacher	Salem State College, MA	Dare County Schools, NC
Assigned to Instructional Salary Scale	Appointments - Elementary School	Shelton Park	8/15/2025	Natalee Jn Baptiste	Third Grade Teacher	Johns Hopkins University, MD	Dallas School District, TX
Assigned to Instructional Salary Scale	Appointments - Elementary School	Shelton Park	8/15/2025	Jessica S Lavris	Special Education Teacher	University of Maryland College Park, MD	Montgomery Public Schools, MD
Assigned to Instructional Salary Scale	Appointments - Elementary School	Shelton Park	8/15/2025	Brittney Longacre	Fifth Grade Teacher	Daytona State College, FL	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Shelton Park	8/15/2025	Jasmine L Speller	Fourth Grade Teacher	Virginia Commonwealth University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	8/15/2025	Ashley C Balch	Pre-Kindergarten Teacher	Seattle Pacific University, WA	Department of Defense
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	8/15/2025	Andrew Skinner	First Grade Teacher	Radford University, VA	Talbot County Schools, MO
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	8/15/2025	Steven B Thorne	Music/Instrumental Teacher, .800	Old Dominion University, VA	Norfolk Collegiate, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	8/15/2025	Kristin B Woodus	Kindergarten Teacher	University North Carolina Wilmington, NC	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Tallwood	8/20/2025	Emily Lajeunesse	Special Education Teacher	George Mason University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thalia	8/15/2025	Jasmine Kallasorg	First Grade Teacher	Arizona State University, AZ	Onslow County Schools, NC
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thalia	8/15/2025	Kelly J Molloy	Third Grade Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thalia	8/15/2025	Megan Weber	Kindergarten Teacher	Florida Atlantic University,	Palm Beach County, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Thalia	8/20/2025	Delaney M Garivay	First Grade Teacher	Western Governors University, UT	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Three Oaks	8/15/2025	Rebecca A Croft	Second Grade Teacher	James Madison University, VA	Clarksville-Montgomery Schools, TN
Assigned to Instructional Salary Scale	Appointments - Elementary School	Trantwood	8/15/2025	Tania D Bogart	Kindergarten Teacher	National University, CA	Literacy First Charter School, CA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Trantwood	8/15/2025	Beth A Cursi	Kindergarten Teacher	SUNY Buffalo, NY	Seminole County Public Schools, FL
Assigned to Instructional Salary Scale	Appointments - Elementary School	Trantwood	8/15/2025	Alma Lopez-Mitchell	Second Grade Teacher	Howard University, DC	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Trantwood	8/15/2025	Lindsay C Stewart	Special Education Teacher	Virginia Wesleyan University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/15/2025	Emily N MacMartin	Special Education Teacher	Virginia Commonwealth University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/15/2025	Darian N Socito	Kindergarten Teacher	Lubbock Christian University, TX	Merkel School District, TX
Assigned to Instructional Salary Scale	Appointments - Elementary School	White Oaks	8/15/2025	Cheryl A Zant	Fourth Grade Teacher	Regent University, VA	Stafford County Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Oaks	8/15/2025	Sophia Kadi	Music/Vocal Teacher	James Madison University, VA	Richmond Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Woods	8/15/2025	Savannah L Webb	Kindergarten Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Woods	8/15/2025	Mia S Williams	Fourth Grade Teacher	Clark Atlanta University, GA	Dekalb County Schools, GA
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Woods	8/20/2025	Kristin M Cole	Third Grade Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/15/2025	Olivia Chandler	Kindergarten Teacher	Towson University, MD	Baltimore County, MD
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/15/2025	Frances Hermoso	Second Grade Teacher	Indiana University of Pennsylvania, PA	Abilene School District, TX
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/15/2025	Lenice L Jones	Special Education Teacher	Norfolk State University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	8/15/2025	Cassie J O'Sullivan	Special Education Teacher	Longwood University, VA	Colonial Beach Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/15/2025	Chevonne U Drew	Special Education Teacher	East Carolina University, NC	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Bayside	8/15/2025	Brandon A Michal	Sixth Grade Teacher	Virginia Commonwealth University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Brandon	8/27/2025	Mary E Inman	Seventh Grade Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Great Neck	8/20/2025	Mark Mugler	Sixth Grade Teacher, .400	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/15/2025	Alfreda R Bell	Special Education Teacher	Capella University, MN	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Independence	8/15/2025	Liam Nealey	Eighth Grade Teacher, .500	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempsville	8/15/2025	Amanda Clifford	Music/Vocal Teacher, .800	Indiana Wesleyan University, IN	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempsville	8/15/2025	Heather R Hannock	Music/Instrumental Teacher, .800	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempsville	8/15/2025	Raven Kinsey	Special Education Teacher	Shenandoah University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/15/2025	Hanna Almashharawi	Special Education Teacher	Islamic University, GZ	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Larkspur	8/15/2025	Torrence Kelly	Health & Physical Education Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/15/2025	Glenn J Dano	Seventh Grade Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/15/2025	Trey Jackson	Health & Physical Education Teacher	North Carolina Wesleyan College, NC	not applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Lynnhaven	8/15/2025	May L Ngo	Seventh Grade Teacher	Regent University, VA	Chesapeake Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Middle School	Plaza	8/27/2025	Johnny R Manzella	Special Education Teacher	Norfolk State University, VA	not applicable

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Assigned to Instructional Salary Scale	Appointments - Middle School	Virginia Beach	8/5/2025	Evan Morgan	School Counselor	West Chester University Pennsylvania, PA	Ridley School District, PA
Assigned to Instructional Salary Scale	Appointments - Middle School	Virginia Beach	8/15/2025	Chloe J Beedy	Seventh Grade Teacher	California Baptist College, CA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Cox	8/15/2025	Miriam C Zerr	Mathematics Teacher, .400	Virginia Wesleyan University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Cox	8/22/2025	Marcelle Foucre	Science Teacher	Fitchburg State College, MA	Medway Public Schools, MA
Assigned to Instructional Salary Scale	Appointments - High School	First Colonial	8/20/2025	Laura D Harris	English Teacher	George Washington University, DC	Norfolk Christian Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	8/15/2025	Lisa Fox	English Teacher	George Mason University, VA	Hartford County Public Schools, MD
Assigned to Instructional Salary Scale	Appointments - High School	Green Run	8/15/2025	Ethan J Renager	Social Studies Teacher	George Mason University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Green Run Collegiate	8/15/2025	Shannon S Cole	Special Education Teacher	Old Dominion University, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Kellam	8/20/2025	Brooke E Boutwell	English Teacher	University of Texas El Paso, TX	London Independent School District, TX
Assigned to Instructional Salary Scale	Appointments - High School	Kempsville	8/15/2025	June E Brunelle	English Teacher, .200	Old Dominion University, VA	Hampton City Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	8/15/2025	Arlette Jeet Falone	Special Education Teacher	Regent University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Landstown	8/15/2025	Amanda L Spears	Special Education Teacher	Old Dominion University, VA	Hampton City Schools, VA
Assigned to Instructional Salary Scale	Appointments - High School	Lynnhaven (AADA)	8/15/2025	Joseph S Cursi	Health & Physical Education Teacher	University of Central Florida, FL	Orlando Science High School, FL
Assigned to Instructional Salary Scale	Appointments - High School	Ocean Lakes	7/28/2025	Melinda I Nearpass	School Counselor	College of William and Mary, VA	VBCPS
Assigned to Instructional Salary Scale	Appointments - High School	Princess Anne	8/15/2025	Shannon L Lawson	English Teacher	West Virginia University, WV	Carter County School District, TN
Assigned to Instructional Salary Scale	Appointments - High School	Renaissance Academy	8/15/2025	Caroline Willis	Health & Physical Education Teacher	Old Dominion University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Salem	8/15/2025	Russell L Tutt	Special Education Teacher	York College of Pennsylvania, PA	not applicable
Assigned to Instructional Salary Scale	Appointments - High School	Salem	8/18/2025	Kelly C Allman	Special Education Teacher	Liberty University, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Gifted Education & Academy Programs	8/27/2025	Jessie Cline	Gifted Resource Teacher	University of Mary Washington, VA	not applicable
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	8/15/2025	Brittany A Delong	Speech/Language Pathologist	James Madison University, VA	Williamsburg-James City County Public Schools, VA
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Student Support Services	8/20/2025	Tanya T Baughman	Teacher Facilitator	Atlantic University, VA	Greenbrier Christian Academy, VA
Assigned to Instructional Salary Scale	Resignations - Elementary School	Christopher Farms	8/28/2025	Sarah R Stryker	Third Grade Teacher (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Cooke	6/30/2025	David Caraballo	Second Grade Teacher (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville	9/12/2025	Benjamin E Compton	Physical Education Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Kempsville Meadows	6/30/2025	Leah Smith	Second Grade Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Luxford	6/30/2025	Julie A Copley	Second Grade Teacher (relocation)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Pembroke	6/30/2025	Jeniece L Taylor	Third Grade Teacher (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Point O' View	6/30/2025	Kiley M Grace	Kindergarten Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Point O' View	6/30/2025	Reshamah T Manley	Special Education Teacher (relocation)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Princess Anne	6/30/2025	Corrie E Sanders	Third Grade Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Providence	6/30/2025	Ava B Anderson	Music/Vocal Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Tallwood	6/30/2025	Alicia M Jerard	Special Education Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Trantwood	6/30/2025	Irene Goicoechea Rodriguez	Third Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Windsor Woods	6/30/2025	Alexandra J Johnson	Third Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Great Neck	6/30/2025	Lindsay M Morris Moreno	Spanish Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Lynnhaven	6/30/2025	LaVonna D Corbett	Reading Specialist (relocation)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Lynnhaven	6/30/2025	Mark A Gingerich	Seventh Grade Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Plaza	6/30/2025	Gaby Barritt	Special Education Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Princess Anne	9/5/2025	Peter D Ayala	Technology Education Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Cox	6/30/2025	Jessica C Van Veenhuyzen	Art Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	9/30/2025	Sarah B Wingate	Special Education Teacher (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	10/31/2025	Jordan S Reimel	Special Education Teacher (transfer of spouse)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Kellam	10/1/2025	Jennifer M Rodriguez	Art Teacher (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Lynnhaven (AADA)	8/21/2025	Stephen G Brown Jr	Administrative Assistant (career enhancement opportunity)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	6/30/2025	Lonice M Kenley	Health & Physical Education Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	6/30/2025	Lauren E Mangum	Science Teacher (personal reasons)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Renaissance Academy	6/30/2025	Ponetetheta I Taylor	Special Education Teacher (family)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - High School	Tallwood	6/30/2025	Cassidy D Mule'	Marketing Education Teacher (continuing education)	not applicable	not applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	6/30/2025	Julia A Sydnor	Speech/Language Pathologist (personal reasons)	not applicable	not applicable



Subject: Policy Review Committee Recommendations Item Number: 15B 1

Section: Action Date: September 9, 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 recommendations regarding the amendment to Policy 6-10 Guest Speakers by the Policy Review Committee at its June 25, 2025 and July 23, 2025 meetings.

Background Summary

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

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:

There are no further steps.

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

APPROVED AS TO
LEGAL SUFFICIENCY

Kamila H. Lanzetti



Subject: Closed Session **Item Number:** 17

Section: Closed Session **Date:** September 9, 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, 7, and 8, as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals. Any teacher shall be permitted to be present during a closed meeting in which there is a discussion or consideration of a disciplinary matter that involves the teacher and some student and the student involved in the matter is present, provided that the teacher makes a written request to be present to the presiding officer of the appropriate board. Nothing in this subdivision, however, shall be construed to authorize a closed meeting by a local governing body or an elected school board to discuss compensation matters that affect the membership of such body or board collectively.
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. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.
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. Status of pending litigation or administrative cases.
- B. Status of student cases, complaints and student related matters.
- C. Personnel matters- Superintendent's annual goals and appointments to Gifted Advisory Committee.
- D. Status of federal cases and directives with legal consequences for the School Division.
- E. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Background Summary:

N/A

Source:

Code of Virginia §2.2-3711, as amended

Budget Impact:

No budgetary implications.

Next Steps:

No further action needed.



Decorum and Order-School Board Meetings 1-48

School Board of the City of Virginia Beach
Bylaw 1-48

SCHOOL BOARD BYLAWS

Decorum and Order-School Board Meetings

A. Purpose of decorum and order during meetings

The School Board determines that decorum and order are necessary during School Board Meetings. The purposes for maintaining decorum and order are:

1. to ensure that the affairs of the School Board and School Board Committees may be conducted in an open, safe and orderly manner during meetings;
2. that all persons signed up to address the School Board during public comment sections of meetings have the opportunity to do so in an orderly and respectful manner and without being interrupted;
3. that persons in attendance may observe and hear the proceedings of the School Board without distraction and interruption;
4. that students and other young audience members who attend or watch such meetings are not subject to inappropriate language or conduct;
5. that School Board Members and School Division employees or other agents can transact the business of the School Board and the School Division with minimal disruption.

B. Limitations on addressing the School Board

Persons addressing the School Board during public comment sections of the meeting shall:

1. Limit their comments to matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.
2. Refrain from obscenity, vulgarity, profanity, and comments or actions with the intent to incite violence or other breach of peace.
3. Comply with the time limits and other rules for public comment set forth in the agenda or Bylaws.
4. During special meetings or public hearings, the School Board may set different rules or time limits for public comments.

C. Other expressive activities during meetings

1. Public comments during meetings limited to matters relevant to public education and the business of the School Board

At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The

School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.

2. Expressive activities during meetings

To maintain decorum and order and conduct the business of the School Board and the School Division during meetings, expressive activities by members of the public in meetings will be limited or prohibited. On any day that a meeting is scheduled to take place, the School Board prohibits certain expressive activity, including but not limited to the following, expressive activities:

- Petitioning, demonstrating, picketing, pamphlet distribution, conducting polls, or solicitation in the Building where the Meeting is taking place
- Displaying or using signs, posters or other items brought into the meeting room that block the view of persons in or observing the meeting or create a safety concern. Possession of such items while in the meeting location will not be prohibited.
- Use of noise making devices
- Use of excessive cheering, booing, clapping, or similar activity that disrupts the meeting, as determined by the Chair or designee.
- Calling out or making comments when not called to address the School Board
- Intimidation, harassment or threats to persons in the meeting or who are entering or departing the meeting or the location of the meeting
- Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting
- Other conduct that violates decorum and order as determined by the Chair or designee

3. School Administration Building or other locations for meetings are not open public forums for public expression

The School Administration Building (or another building or location where a meeting is scheduled to take place) its grounds and reserved parking spaces are not open for expressive activities unless a facility use request or application has been approved by the Superintendent or designees. The Superintendent or designees are authorized to designate areas of the School Administration Building (or other building or location for a meeting), the grounds and parking lots that may be considered for facility use request or application. The Superintendent or designee are authorized to develop and implement regulations and/or procedures related to such facility use requests or applications.

D. Other methods of communicating with the School Board

The School Board encourages citizens and other interested parties to communicate with the School Board regarding matters related to public education. Due to the limited time scheduled to conduct business and the need to follow approved agenda items, School Board meetings may not be conducive for all forms of communication to the School Board. Persons seeking to communicate with the School Board may contact School Board Members through other methods of communication, including SchoolBoard@VBCPSBoard.com 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.