



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

Carolyn T. Rye, Chair
District 5 - Lynnhaven

Kimberly A. Melnyk, Vice Chair
District 7 – Princess Anne

Beverly M. Anderson
At-Large

Sharon R. Felton
District 6 – Beach

Jennifer S. Franklin
District 2 – Kempsville

Dorothy M. Holtz
At-Large

Laura K. Hughes
At-Large

Victoria C. Manning
At-Large

Jessica L. Owens
District 3 – Rose Hall

Trenace B. Riggs
District 1 – Centerville

Carolyn D. Weems
District 4 - Bayside

Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting Proposed Agenda Tuesday, April 5, 2022

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-serve basis. Members of the public will also be able to observe the School Board Meeting through livestreaming on www.vbschools.com, broadcast on VBT Channel 47, and on Zoom through the link below.

Attendee link: https://us02web.zoom.us/webinar/register/WN_8PF9XS3LThGBRZ1C1-xcJg Call-in (301) 715-8592 ID 851 7952 0093

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 vbcpschoolboard@googlegroups.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 April 4, 2022.

- 1. Administrative, Informal, and Workshop 4:00 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. Transportation Updates
 - C. School Resource Officer (SRO) Update
 - D. School Administration Building & Holland Road Annex
- 2. Closed Session (as needed)**
- 3. School Board Recess.....5:30 p.m.**
- 4. Formal Meeting (School Board Chambers)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. Ocean Lakes High School - VHSL Hall of Fame Induction
 - B. Kempsville High School - Virginia State DECA Competition
- 8. Adoption of the Agenda**
- 9. Superintendent’s Report (second monthly meeting)**
- 10. Approval of Meeting Minutes**
 - A. March 22, 2022 Regular School Board Meeting Added 04/01/2022
- 11. Public Hearing on Disposition of School Board Owned Property (Laskin Road Annex)**



VIRGINIA BEACH CITY PUBLIC SCHOOLS

CHARTING THE COURSE

School Board Regular Meeting Proposed Agenda (continued)
Tuesday, April 5, 2022

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

The School Board will hear public comments at the April 5, 2022 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 April 5, 2022. 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, 2512 George Mason Drive, Building 6, Municipal Center, Virginia Beach, Virginia 23456 by 5:45 p.m. April 5, 2022. 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.

13. **Information**

- A. Resolution Regarding Additional Grant Funding for FY 2021-20222
- B. Technology and Career Education Carl Perkins SY 2023 Grant **Backup documentation (grant application) added 04/07/2022**

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

15. **Consent Agenda**

- A. 2022-23 Special Education Annual Plan/Part B Flow Through Application
- B. New Course Proposals:
 - 1. Journalism IV
- C. Recommendation of General Contractor:
 - 1. Bayside Elementary School Roof Replacement
 - 2. Green Run High School Tennis Court
 - 3. Ocean Lakes High School Roof and Partial HVAC Replacement
- D. Policy Review Recommendations:
 - 1. Policy 7-5/ News: Division Wide and Individual School
 - 2. Policy 7-14/ Advertising in Schools
 - 3. Policy 7-40/ Performance of Students
 - 4. Policy 7-41/ Contests for Students
 - 5. Policy 7-45/ Recognition of Students and Staff by the School Board
 - 6. Policy 7-52/ Use of School Board Equipment/ Use of School Buses
 - 7. Policy 7-55/ Fees for Use of School Facilities
 - 8. Policy 7-56/ Concession Stands on School Property

16. **Action**

- A. Personnel Report / Administrative Appointments **Updated 04/07/2022**
- B. Textbook Adoption: Secondary English Textbooks

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

18. **Return to Administrative, Informal, Workshop or Closed Session matters** **Added Closed Session coversheet 04/01/2022**

19. **Adjournment**



Subject: Transportation Updates **Item Number:** 1B

Section: Administrative, Informal, and Workshop **Date:** April 5, 2022

Senior Staff: Jack Freeman, Chief Operations Officer

Prepared by: Jack Freeman, Chief Operations Officer
James T. Lash, Director of Transportation and Fleet Management Services

Presenter(s): Jack Freeman, Chief Operations Officer

Recommendation:

That the school board will receive information regarding the challenges to recruit and retain bus drivers and the recommended course of action.

Background Summary:

The last Transportation Update to the school board was Aug. 24, 2021.

Source:

School Board Policy 3-76

Budget Impact:

TBD



Subject: School Resource Officer (SRO) Update **Item Number:** 1C

Section: Administrative, Informal, and Workshop **Date:** April 5, 2022

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

Prepared by: Thomas A. DeMartini, Director of Safe Schools

Presenter(s): Thomas A. DeMartini, Director of Safe Schools

Recommendation:

That the School Board receive an update on the School Resource Office (SRO) Program by the Office of Safe Schools.

Background Summary:

School Resource Officers are uniformed Virginia Beach police officers assigned to schools to help create a safe and positive learning environment by building and maintaining successful working relationships between police, school administrators, students, parents and staff.

The school board was last updated on the SRO Program Apr. 27, 2021.

Source:

School Board Policy 3-56

Budget Impact:

N/A



Subject: School Administration Building & Holland Road Annex **Item Number:** 1D

Section: Administrative, Informal, and Workshop **Date:** April 5, 2022

Senior Staff: Jack Freeman, Chief Operations Officer

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

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

Recommendation:

That the school board will receive information on upcoming improvements at the School Administration Building and the utilization of Holland Road Annex as a swing space.

Background Summary:

The HVAC replacement project requires a new electrical switch panel to support the new HVAC requirements. This will result in the entire building being without power for five to seven days. In addition, the project includes complete replacement of the main air handling unit which will result in the first and second floors being without HVAC for three to four weeks. Significant amount of ductwork and above ceiling HVAC VAV box replacement, and baseboard unit removal will take place. Due to the complexity of remodeling, staff must vacate the building.

Source:

School Board Policy 3-55

Budget Impact:

TBD



Subject: School Board Recognitions **Item Number:** 7A-B

Section: Student, Employee and Public Awards and Recognitions **Date:** April 5, 2022

Senior Staff: Natalie N. Allen, Chief Communications and Community Engagement Officer

Prepared by: Mary R. Norton, Public Relations Coordinator, Dept. of Communications and Community Engagement

Presenter(s): Kimberly A. Melnyk, Vice Chair

Recommendation:

That the School Board recognize the outstanding accomplishments of those receiving the April 5, 2022 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:

1. Ocean Lakes High School - VHSL Hall of Fame Induction
2. Kempsville High School - Virginia State DECA competition

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:

None



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

Section: Approval of Minutes **Date:** April 5, 2022

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. March 22, 2022 Regular School Board Meeting

***Note:** Supporting documentation will be provided to the School Board under separate cover prior to the meeting.

Background Summary:

Source:

Bylaw 1-40

Budget Impact:

N/A



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Aaron C. Spence, Ed.D., Superintendent

School Board Regular Meeting MINUTES **Tuesday, March 22, 2022**

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

Closed Session (Einstein Lab): Chairwoman Rye began the closed session at 3:32 p.m. on the 22nd day of March 2022 in the Einstein Lab and provided a brief welcome. Vice Chair Melnyk made a motion, seconded by Ms. Riggs, that the School Board recess into Closed Session to deliberate on the following matters: into a closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A 1 and 8, Paragraph of the Code of Virginia, 1950, as amended, for

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; namely to discuss the:
 - A. Employee Dismissal Grievance No: 529-03-09-22 - namely for the School Board to make a determination on a grievant’s appeal of a dismissal from employment.
 - B. Employee Grievance No: 530-03-14-22 - namely to consider employee request for waiver of time period to file for the next step in the grievance procedure.
2. 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 or meeting merely because an attorney representing the public body is in attendance or is consulted on a matter: namely for a discussion of status of pending matters.

There were eight (8) ayes in favor of the motion to recess into closed session: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, and Ms. Riggs. The motion passed 8-0-0.

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

Ms. Sharon Felton arrived at the closed session at 3:37 p.m. School Board Legal Counsel, Kamala H. Lannetti, Deputy City Attorney and Cheryl Woodhouse, Chief Human Resources Officer departed the closed session at 3:39 p.m. before discussions regarding employee grievances.

- B. Employee Grievance No: 530-03-14-22: School Board members: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, and Ms. Riggs; Regina M. Toneatto, Clerk of the Board.

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- A. Employee Grievance No: 529-03-09-22: School Board members: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, and Ms. Riggs; Regina M. Toneatto, Clerk of the Board.

The School Board reconvened at 3:59 p.m.

Certification of Closed Session: Vice Chair Melnyk 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. Manning made the motion for the Certification of Closed Session, seconded by Ms. Anderson. There were nine (9) ayes in favor of the motion: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, and Ms. Riggs. The motion passed 9-0-0.

Vice Chair Melnyk made the motion, seconded by Ms. Hughes that in Employee Grievance No: 530-03-14-22 employee request for waiver of time period to file for the next step in the grievance procedure, the School Board has considered the employee's request and resolves that the School Board denies the employee's request for waiver of the employee's grievance time period to file for the next step in the grievance procedure. There were nine (9) ayes in favor of the motion: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, and Ms. Riggs. The motion passed 9-0-0.

Vice Chair Melnyk read the following resolution:

RESOLUTION REGARDING GRIEVANCE CASE NO. 529-03-09-22

RESOLVED: That on March 22, 2022, the School Board considered the Disciplinary Decision of the Chief Human Resources Officer, the transcripts of the February 24, 2022 hearing, and the exhibits, and it is;

RESOLVED: That the School Board adopts the Disciplinary Decision of the Chief Human Resources Officer that the Grievant be dismissed from employment; and

FURTHER RESOLVED: That the Clerk is directed to send a copy of this Resolution to the Grievant, the City Attorney, the Employee Relations Specialist, the Executive Director of the Office of Transportation and Fleet Management Services, and the Chief Human Resources Officer, who is directed to place a copy of this Resolution, the Disciplinary Decision of the Chief Human Resources Officer, and exhibits in the Grievant's personnel file.

Adopted by the School Board of the City of Virginia Beach this 22nd day of March 2022.

Ms. Anderson made the motion, seconded by Ms. Franklin. There were nine (9) ayes in favor of the motion: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, and Ms. Riggs. The motion passed 9-0-0.

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Tuesday, March 22, 2022
School Board Regular Meeting
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The Closed Session ended at 4:03 p.m.

- 1. Administrative, Informal, and Workshop:** Chairwoman Rye convened the administrative, informal, and workshop session at 4:00 p.m. on the 22nd day of March 2022 and announced members of the public will be able to observe the School Board meeting through live streaming on vbschools.com, broadcast on VBTV Channel 47 and on Zoom. It is the School Board's protocol to break at 5:30 p.m. to prepare for the Formal Session at 6:00 p.m. At 5:30 p.m., the School Board will conclude unless the School Board votes to continue to no later than 5:45 p.m. to allow the School Board and the School Administration to prepare for the Formal Session of the School Board Meeting at 6:00 p.m.

The following members were present in the School Board chamber: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, and Ms. Riggs.

Ms. Owens was not in attendance due to a personal matter; and Ms. Weems was not in attendance due to a personal health matter.

- A. School Board Administrative Matters and Reports:** Chairwoman Rye mentioned the Daughter's of the American Revolution event at Kempsville High School, four teachers were recognized and a student from each of the high schools; Virginia Beach Arts Center exhibit open until March 27, student artwork – students wrote poems and local artists created a portrait for the poem; and Connect with a Wish group had an event with a guest speaker, about 75 students were present.
- B. Forecast of Regular School Board Meeting Agenda Topics FY 22 – 4th Quarter: April, May, June:** Superintendent Spence provided the School Board a forecast of agenda topics to be presented during the fourth quarter – April, May, and June 2022; some topics included: transportation update, school resource officers update, PPEA update, budget reconciliation; compensation philosophy; employee input survey results; family and community engagement update; Virtual Virginia update; noted that topics are subject to change. The presentation continued with comments and questions regarding meet and confer; renewal of VSBA annual dues; Recovery School Program; summer retreat.
- C. Educational Equity Update:** LaQuiche Parrott, Ed.D., Director of Diversity, Equity and Inclusion and Lisa Banicky, Ph.D., Executive Director of Planning, Innovation and Accountability presented the School Board an educational equity update; Dr. Parrott provide an overview of the presentation; reviewed timeline of key actions, three community input opportunities, formed the administrative educational equity committee; Equity Council restructuring: January 2022 – revised application and call to action, 62 applications received, meeting will occur monthly beginning April 7, 2022, members to be assigned to workgroups in support of *Compass to 2025*; reviewed member structure of the administrative educational equity committee; provided an overview of February 23, 2022 administrative educational equity planning committee meeting – welcome and introductions, charge of the committee, planning context and process, surfacing hopes and fears related to the development of an equity plan.

Dr. Banicky continued the presentation; reviewed stakeholder input opportunities; listening sessions – three participant groups (secondary students, parents, staff), 278 participants, conducted March 1-17; reviewed key themes from listening sessions: what VBCPS does well, barriers/inequities, suggestions for advancing equity, hiring, retaining, and promoting teacher and administrators of color, addressing student discipline disparities, increasing access to rigorous learning opportunities for all; stakeholder input opportunities – feedback forum (virtual), hosted on DEI page on vbschools.com, open March 4-20, 57 participants generated 80 comments; reviewed next steps: Equity Planning Survey March 29-April 17, May 2022 – review survey results, June 2022 – continued drafting of action plans and input on key metrics, late June 2022 - finalize action plans and review key metrics. The presentation continued with comments and questions regarding timeline; differences between equity planning survey and feedback form; number of participants; student participants for listening session; modeling process similar to strategic planning process.

- 2. Closed Session:** There was a closed session at 3:32 p.m. prior to the administrative, informal, and workshop session.
- 3. School Board Recess:** Chairwoman Rye adjourned the administrative, informal, and workshop session at 5:06 p.m.
- 4. Formal Meeting (School Board Chambers)**

- 5. *Call to Order and Roll Call:*** Chairwoman Rye convened the meeting of the School Board in the School Board chamber at 6:00 p.m. on the 22nd day of March 2022 and noted members of the public will be able to observe the School Board meeting through livestreaming on vbschools.com, broadcast on VBT Channel 47, and on Zoom.

The following members were present in the School Board chamber: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, and Ms. Riggs.

Ms. Owens was not in attendance due to a personal matter; and Ms. Weems was not in attendance due to a personal health matter.

- 6. *Moment of Silence followed by the Pledge of Allegiance***

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

- A. National Board Certified Teachers: The School Board recognized the following eight National Board Certified Teachers:

- Charlene Barrow, a fourth-grade teacher at Red Mill Elementary School, received National Board certification in the area of exceptional needs specialist for early childhood through young adulthood.
- Dawn Brown, a fifth-grade teacher at North Landing Elementary School, received National Board certification in the area of generalist for middle childhood.
- Chirag Chhaya, a science teacher at Princess Anne High School, received National Board certification in the area of science for adolescence and young adulthood.
- Christy Flanagan, a kindergarten teacher at Salem Elementary School, received National Board certification in the area of generalist for early childhood.
- Jacquelyn McGuire-Day, a library media specialist at Lynnhaven Elementary School, received National Board certification in the area of library media for early childhood through young adulthood.
- Megan Richardson, a social studies teacher at Plaza Middle School, received National Board certification in the area of social studies and history for early adolescence.
- Amy Ricks, library media specialist at Brandon Middle School, received National Board certification in the area of library media for early childhood through young adulthood.
- Julia Schwenke, an English teacher at Floyd E. Kellam High School, received National Board certification in the area of English language arts for adolescence and young adulthood.

- B. Landstown High School – State Wrestling Champion: The School Board recognized Adonis Lattimore, a senior at Landstown High School, who became a VHSL Group 6 Wrestling State Champion in the 106-pound weight class. His own quote seems to serve as the best reminder of encouragement and perseverance – “You can do anything – even with a state championship without legs.”

- 8. *Adoption of the Agenda:*** Chairwoman Rye noted two modifications to the agenda: (1) removal of Action item #12C – New Course Proposal – Data Science; and (2) adjustment of 12C to read Journalism IV instead of originally presented as Journalism V. Without any additional modifications, Chairwoman Rye called for a motion to approve the agenda as modified. Ms. Holtz made the motion, seconded by Ms. Riggs. Chairwoman Rye called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion to approve the agenda as modified: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, and Ms. Riggs. The motion passed 9-0-0.

- 9. *Superintendent’s Report:*** Superintendent Spence shared the following information: 1) Spring Break begins with an adjusted dismissal day for students, Friday, April 8; Spring Break is April 11-15; return to school on Monday, April 18 which is the start of the fourth and final quarter of the school year; 2) In the month of March – highlighted Procurement Appreciation Day and Human Resources Appreciation Day; 3) highlighted National School Breakfast Week which aims to remind the entire school community that school breakfast provides a healthy and energizing start to the day for students; 4) recognized Barbara Donecuff, a baker/cook at Kellam High School, who won the School Nutrition Association’s employee of the year award for our Virginia Beach 4E Chapter; 5) recognized Bonnie Gassett, cafeteria manager from Landstown High School, for two different awards this month, one through the School Nutrition

Association for Manager of the Year for our Virginia Beach 4E Chapter; second award through the VDOE's Virginia Breakfast Club; 6) Virginia Beach Education Foundation is holding a Beach Bags food drive Thursday, March 24, at Pembroke Mall in the Kohl's parking lot from 10:00 a.m. to 6:00 p.m.; 7) Thursday, March 24 from 6:00 – 7:00 p.m., virtual Family Connection session as part of the 3 E series: Enlist; 8) recognized Skeyla Asadi, 8th grade student at Great Neck Middle School, who won WHRO's 2022 regional spelling bee.

10. Approval of Meeting Minutes

A. March 8, 2022 Regular School Board Meeting: Chairwoman Rye called for any modifications to the March 8, 2022 regular School Board meeting minutes as presented. Hearing none, Chairwoman Rye called for a motion to approve the March 8, 2022 meeting minutes as presented. Ms. Hughes made the motion, seconded by Ms. Anderson. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, and Ms. Riggs. The motion passed 9-0-0.

11. Public Comments (until 8:00 p.m.): Chairwoman Rye announced the School Board will hear public comments on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division from citizens and delegations who signed up with the School Board Clerk prior to the meeting. Chairwoman Rye mentioned information regarding speaker process, decorum and order, and submitting comments via group email.

There were nine (9) in person speakers; topics discussed were National Month of the Military Child; code of conduct; Bylaws; online English textbook; health mitigations during lunch time; School Board decorum; equity; First Amendment Rights; limiting access; retention of staff and compensation; social media; BYOD (bring your own device) guidelines; and apps on Chromebooks.

The public comments ended at 6:47 p.m.

12. Information

- A. Interim Financial Statements – February 2022: Daniel Hopkins, Director of Business Services presented the following financial information as of February 28, 2022 to the School Board: overall revenue trend remains acceptable at this point in the fiscal year; waiting for information on the state budget, updated forthcoming after final legislative action; federal revenues are showing an acceptable trend; received Impact Aid payments of approximately \$10 million year-to-date; sale tax receipts are at an acceptable level; year to date through February, approximately \$7.5 million higher than same time last year; expenditures and encumbrances trend continues to remain acceptable at this point in the fiscal year.
- B. 2022-23 Special Education Annual Plan/Part B Flow Through Application: Roni Myers-Daub, Ed.D., Executive Director of Programs for Exceptional Children presented the School Board information on the 2022-23 Special Education Annual Plan/Part B Flow-Through Application; provided information regarding the annual review; reviewed by local special education advisory committee (SEAC); statement of assurances – a Free Appropriate Public Education (FAPE) will be available, an individual Education Program (IEP) will be maintained, children with disabilities will be educated with children without disabilities to the maximum extent appropriate, policies and procedures are designed and maintained to prevent over-identification or disproportionate representation; reviewed additional components of plan – Local Jail Education Program (JEP), Maintenance of Effort (MOE), Proportionate Set-Aside (PSA), Title VI-B Grant Funds; budget information - reviewed the 2022-23 proposed part B Section 611 budget \$ 15,241,466 (personnel, benefits, administrative costs) & 619 budget \$ 517,711 (personnel, benefits, administrative costs, professional development, materials/supplies); Ms. Dodie McGuire, Chair, Special Education Advisory Committee (SEAC) provided the SEAC review and input, recommended to approve the plan. The presentation continued with a brief discussion regarding budget; regional program and VDOE.
- C. New Course Proposals:
1. Data Science: This item was removed from the agenda. See item #8 Adoption of the Agenda.
 2. Journalism IV: Angela Seiders, Executive Director Secondary, Department of Teaching and Learning presented the School Board information regarding the proposed course Journalism IV; Journalism IV offers continued practical experience in print and online media; students will exhibit leadership skills by: producing, editing, publishing and managing articles for student publications, understanding ethics and laws, producing a culminating portfolio; reviewed major learning objectives: history and the legal and ethical aspects of

- journalism, role of mass communication, proficiency in a variety of journalistic writing styles, familiarize themselves with available resources; course aligns with Compass to 2025 and graduate profile; supports students with changes to the HS schedule; no budgetary impact.
- The presentation continued with comments and questions regarding how long Journalism I, II, and III have been offered; reasons for course; possibility of dual enrollment; which high schools are offering; distance learning.
- D. Disposition of School Board Owned Property (Laskin Road Annex): Melisa Ingram, Executive Director, Office of Facilities Services provided the School Board information regarding the disposition of School Board owned property (Laskin Road Annex); approximately a 12.41 acre site at 1413 Laskin Road; purchase agreement which is a result of a joint City and Schools RFP process; purchase agreement has full price offer of \$7 million from Franklin Johnston Group; reviewed the disposition schedule: March 22 – present to School Board Information agenda item, April 5 – School Board Public Hearing, April 26 – School Board action on surplus resolution/purchase agreement, May 3 – City Council action on surplus resolution/purchase agreement, June-July 2022 – property rezoning, closing of sale – approximately 420 days after signed agreement; property for mixed use (office, restaurant, retail, apartments); shared an aerial view of property. The presentation continued with comments and questions regarding rezoning; the RFP process; community input.
- E. Policy Review Recommendations: School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney provided the School Board information on the following policies as reviewed by the PRC at its March 10, 2022 meeting:
1. Policy 3-84/ School Lunch and Breakfast Program/Generally: The PRC recommends formatting the Policy to be consistent with current policy and regulation formatting change to reflect current procedures, and updating the legal references. A brief discussion followed regarding the payment for meals; filing a lawsuit; need to explore legal language.
 2. Policy 7-5/ News: Division Wide and Individual School: The PRC recommends scrivener's changes and updating office titles.
 3. Policy 7-14/ Advertising in Schools: The PRC recommends changes to reflect current practice and procedures.
 4. Policy 7-40/ Performance of Students: The PRC recommends scrivener's changes.
 5. Policy 7-41/ Contests for Students: The PRC recommends scrivener's changes.
 6. Policy 7-45/ Recognition of Students and Staff by the School Board: The PRC recommends formatting the Policy to be consistent with current policy and regulation formatting, new language added to reflect current procedures.
 7. Policy 7-52/ Use of School Board Equipment/ Use of School Buses: The PRC recommends changes to include language from the Virginia Code and scrivener's changes.
 8. Policy 7-55/ Fees for Use of School Facilities: The PRC recommends scrivener's changes.
 9. Policy 7-56/ Concession Stands on School Property: The PRC recommends scrivener's changes and language update to reflect current procedures.

13. Return to public comments if needed: As noted above, public comments ended at 6:47 p.m.

14. Consent Agenda: Chairwoman Rye read the items on the Consent Agenda.

A. Resolutions:

1. National Month of the Military Child: Recommendation that the School Board adopt a resolution in observance of April as Month of the Military Child. Ms. Anderson read the following resolution:

RESOLUTION

National Month of the Military Child

April 2022

WHEREAS, approximately 13,000 students enrolled in Virginia Beach City Public Schools are military-connected with the majority having at least one parent serving on active duty or in the reserves of the Armed Forces; and

WHEREAS, these military-connected youth and their family have unique needs and face distinct challenges due to high mobility, lengthy deployments of one or both parents and the stresses of loved ones serving in times of combat; and

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WHEREAS, the school division reaffirms its commitment to providing support, resources and enriching programs to enhance the educational experiences of military-connected youth; and

WHEREAS, the Virginia Beach City Public School Board's Compass to 2025 strategic plan creates opportunities to actively engage military-connected parents and families in supporting student achievement and outcomes for success; and

WHEREAS, April has been recognized by the Department of Defense since 1986 as the Month of the Military Child;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes April as the Month of the Military Child, and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all school staff to initiate, support and participate in special activities to recognize the exceptional role and unique sacrifices our military-connected youth make in our nation's best interest; and be it

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

Adopted by the School Board of the City of Virginia Beach this 22nd day of March, 2022.

2. Mathematics Awareness Month: Recommendation that the School Board adopt the resolution recognizing the month of April as Mathematics Awareness Month. Ms. Hughes read the following resolution.

RESOLUTION
Mathematics Awareness Month
April 2022

WHEREAS, the National Council of Teachers of Mathematics recognizes April as Mathematics Awareness Month; and

WHEREAS, mathematical literacy is essential for all, and the inclusion of such in mathematics education ensures a culture of equity where students are empowered by the opportunities math affords; and

WHEREAS, mathematics is an essential skill, both in life and in the workplace; and

WHEREAS, mathematical reasoning, sense making, problem solving and communication are essential skills; and

WHEREAS, the language and processes of mathematics are basic to all other disciplines; and

WHEREAS, our expanding, technologically based society demands increased awareness and competence in mathematics; and

WHEREAS, school curricula in mathematics provide the foundation for meeting the above needs.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designate April 2022 as Mathematics Awareness Month in Virginia Beach City Public Schools; and be it

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FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourage all citizens, and especially our children and young adults, to continue mathematics studies and to understand how its application will relate to the occupations of the 21st century; and be it

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

Adopted by the School Board of the City of Virginia Beach this 22nd day of March 2022.

3. School Library Media Month and National Library Week: Recommendation that the School Board adopt the resolution recognizing the month of April as “School Library Media Month” and the week of April 3-9, 2022 as “National Library Week.” Ms. Franklin read the following resolution:

RESOLUTION

School Library Media Month and National Library Week

WHEREAS, school library media centers function as the information centers of the schools and provide for integrated, interdisciplinary, and school-wide learning activities; and

WHEREAS, school library media programs provide students with innovative learning opportunities that support their growth toward future readiness as inquirers, critical thinkers, problem solvers, collaborators, and communicators.

WHEREAS, school library media programs promote information literacy and the enjoyment of reading, viewing, and listening for young people of all ages and all levels of development; and

WHEREAS, school library media programs provide resources and learning activities that represent a diversity of experiences, opinions, and social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisites to effective and responsible citizenship in a democracy; and

WHEREAS, the Virginia Beach City School Board recognizes the vital role that school library media centers play in the educational process; and

WHEREAS, Virginia Beach Public Libraries and Virginia Beach school libraries have formed a unique partnership that provides for the sharing of resources and services to the mutual benefit of all patrons.

NOW, THEREFORE, BE IT RESOLVED: That the Virginia Beach City School Board reconfirm its belief in the value of the school library media program and officially recognize the month of April 2022 as School Library Media Month and the week of April 3-9, 2022, as National Library Week, calling their significance to the attention of all Virginia Beach citizens; and be it

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

Adopted by the School Board of the City of Virginia Beach this 22nd day of March 2022.

- B. Recommendation of a General Contractor: First Colonial High School HVAC/Partial Roof Replacement (Music Wing): Recommendation that the School Board approve a motion authorizing the Superintendent to execute a contract with E&P Electrical Contracting Company for the First Colonial High School Partial Roof and HVAC Replacement in the amount of \$1,552,522.

After the reading of the resolutions, Chairwoman Rye called for a motion to approve the Consent Agenda items as presented. Vice Chair Melnyk made the motion, seconded by Ms. Hughes. Chairwoman Rye called for a vote to approve the Consent Agenda item as presented. The School Board Clerk announced there were nine (9) ayes in favor of the

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motion: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, and Ms. Riggs. The motion passed 9-0-0.

15. Action

A. Personnel Report / Administrative Appointments: Chairwoman Rye called for a motion to approve the March 22, 2022 personnel report and administrative appointments. Ms. Riggs made the motion, seconded by Ms. Felton that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the March 22, 2022 personnel report along with administrative appointments as recommended by the Superintendent. Without discussion, Chairwoman Rye called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion: Chairwoman Rye, Vice Chair Melnyk, Ms. Anderson, Ms. Felton, Ms. Franklin, Ms. Holtz, Ms. Hughes, Ms. Manning, and Ms. Riggs. The motion passed 9-0-0. There were no administrative appointments.

16. Committee, Organization or Board Reports: Ms. Franklin mentioned the Gifted Advisory Committee, an overview presentation of Title I and Pre-K programs, Salem High School's Career Day, Army National Guard allows junior student to sign up; Ms. Manning mentioned the Mayor's Committee for Persons with Disabilities met on March 17, there was an awards ceremony which opened with a musical group Vocal Inclusion, awardees were Mutts with a Mission and Project Search; Chairwoman Rye mentioned adding liaison events to the School Board SharePoint site calendar; Ms. Hughes on behalf of Ms. Weems mentioned Special Education Advisory Committee meeting last week, an occupational therapist from CHKD was the guest speaker; Vice Chair Melnyk provided a reminder of the Audit Committee meeting on Thursday at 1:00 p.m. in the School Board chamber; Chairwoman Rye mentioned the Virginia Beach Education Foundation Pearls of Wisdom event on April 2; and Vice Chair Melnyk mentioned the Green Run Collegiate Gala the evening of April 2.

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

18. Adjournment: Chairwoman Rye adjourned the meeting at 7:34 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Carolyn T. Rye, School Board Chair



Subject: School Board Public Hearing Item Number: 11

Section: Public Hearing Date: April 5, 2022

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

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

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

Recommendation:

The School Board of the City of Virginia Beach is seeking public comment on whether a parcel that the School Board owns on Laskin Road (Currently known as the Laskin Road Annex, 1413 Laskin Road) should be declared surplus and sold to the Franklin Johnston Group Management & Development, LLC, or its related company, TFJG Canopy, LLC, for construction of a mixed-use development, including residential apartments, office, retail, and a restaurant. The School Board will take public comment by holding a public hearing during its regularly scheduled meeting as advertised on page 7 in the Sunday, March 27, 2022, edition of the Sunday Work & Money section of *The Virginian-Pilot* and duplicated below:



Background Summary:

The School Board owns the parcel of land located at 1413 Laskin Road and has used this parcel as both a school (former Linkhorn Park Elementary School) and later as the administrative offices known as the Laskin Road Annex. The School Division has now consolidated the services and offices that were offered in the Laskin Road Annex to the Plaza Annex. The School Board has no further use for this parcel of land and would like to declare it surplus and make it available for development. The School Board and the City Council assigned designees and staff members to solicit and collaborate on proposals for development of the parcel. The Committee has come to agreement to recommend that the proposal by the Franklin Johnston Group Management & Development, LLC, or its related company, TFJG Canopy, LLC, for construction of a mixed-use development, including residential apartments, office, retail, and a restaurant serves the needs of the School Board and the City. The School Board will vote on this recommendation at its April 26, 2022, School Board Meeting.

Source:

Code of Virginia § 22.1-129, as amended.

Budget Impact:



Subject: Resolution Regarding Additional Grant Funding for FY 2021/2022 **Item Number:** 13 A

Section: Information **Date:** April 5, 2022

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:

The administration recommends approval of the Resolution Regarding Additional Grant Funding for FY 2021/2022.

Background Summary:

The City of Virginia Beach's adopted Budget ordinance for the current fiscal year appropriated \$204,198,866 into the Categorical Grants fund. This budgeted amount is \$17,230,117 short of the amount needed to fund five new American Rescue Plan (ARP) awards and a proposed amendment to the Early Reading Initiative State grant as outlined in HB29/SB29.

Source:

Virginia Code Sections 22.1-115 and 22.1-89, Board Policy 3-10, and Board Regulations 3-10.1

Budget Impact:

Federal Grants funds will increase for FY 2021/22 in the amount of \$17,230,117.00.

RESOLUTION
Additional Grant Funding for FY 2021/22

WHEREAS, the City of Virginia Beach’s adopted Budget Ordinance for the current fiscal year appropriated funds to the School Board of the City of Virginia Beach; and

WHEREAS, the Schools have budgeted an amount of \$204,198,866 in the current fiscal year FY 2021/22 in the Categorical Grants fund; and

WHEREAS, this budgeted amount in the Categorical Grants fund is \$17,230,117 short of the amount needed to fund five new American Rescue Plan (ARP) awards and a proposed amendment to the Early Reading Initiative state grant as outlined in HB29/SB29; and

WHEREAS, examples of the proposed spending plan for the Early Reading Initiative state grant includes tutoring and related instructional support in the classroom; and

WHEREAS, examples of the proposed spending plans for the five ARP awards (ARP Coronavirus State and Local Fiscal Recovery Funds, ARP Unfinished Learning, ARP Before and After School Programs, ARP Summer Learning, and ARP Homeless Children and Youth) include HVAC replacement and renovations, stipends for reading and math teachers, instructional materials and supplies, additional instructional staffing before and after school, web-based STEM activities, transportation, summer school staffing, social emotional support through CHKD’s bridge program, and case management and school supplies for homeless children and youth respectively; and

WHEREAS, the School Board of the City of Virginia Beach requests an additional appropriation of \$17,230,117 into the Categorical Grants fund; and

WHEREAS, appropriations of funds must be approved by the City Council prior to the expenditure of funds by the School Board of the City of Virginia Beach.

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach approves and affirms the necessary appropriation and recommended uses of these funds; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach requests an additional appropriation of \$17,230,117 into the Categorical Grants fund; and be it

FURTHER RESOLVED: That a copy of this Resolution be spread across the official minutes of this School Board, and the Clerk of the School Board is directed to deliver a copy of this Resolution to the Mayor, each member of the City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 26th day of April 2022.

Carolyn T. Rye, School Board Chair

S E A L

Aaron C. Spence, Ed.D., Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Technology and Career Education Carl Perkins SY 2023 Grant **Item Number:** 13B

Section: Information **Date:** April 5, 2022

Senior Staff: Kipp Rogers, Ph.D., Chief Academic Officer

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

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

Recommendation:

That the School Board receive and review the Local Plan and Budget for Perkins Grant Funding for Career and Technical Education 2022-2023.

Background Summary:

In compliance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the 2022-2023 Local Plan and Budget for Career and Technical Education must be submitted annually. Based on requirements authorized by the Standards of Quality and Perkins V, the school division must submit its application to the Virginia Department of Education (VDOE) in substantially approvable form via the *Online Management of Education Grant Awards* (OMEGA) no later than April 30, 2022. This local plan is informed by a local needs assessment performed by the Office of Technical and Career Education and outlines required performance measures and a budget for Perkins funding.

At this time 2022-23 allocation amounts have not been released by VDOE. Localities are directed to prepare budgets using level funding from 2021-2022. The proposed Local Plan and Budget for Career and Technical Education 2022-2023 includes personnel and program support to expand work based learning, while maintaining funding for equipment, professional development, STEM, and support of co-curricular student organizations for members of special populations.

Source:

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Budget Impact:

Approval of the Annual Career and Technical Education Plan by the State Board of Education is a prerequisite for the receipt of funds - 8VAC20-120-40.

**Virginia Department of Education
Office of Career, Technical, and Adult Education**

**LOCAL PLAN
FOR
CAREER AND TECHNICAL EDUCATION (CTE) PERKINS FUNDS
2022-2023**

**A copy of this signed form must be faxed to the Office of Career, Technical, and Adult Education at 804-530-4560
or emailed to CTE@doe.virginia.gov**

Division and Contact Information - to be Completed by School Division

Division Applicant Name (Legal Name of Agency)		Division	CTE Administrator	
VIRGINIA BEACH CITY PUBLIC SCHOOLS		Number	128	Sara L. Lockett
Mailing Address (Street, City or Town, and Zip Code)		Mailing Address (If different than applicant address)		
1800 College Crescent, Virginia Beach, VA 23453				
Phone (ext.):	(757) 648-6180	Fax:	(757) 648-4234	
	Numbers Only Ext.		Numbers Only Ext.	Numbers Only
E-mail:		sara.lockett@vbschools.com		

Certification

The eligible recipient does hereby certify that the assurances and conditions stipulated in this plan will be complied with in providing programs and activities for career and technical education and that funds will be used as stipulated in the approved plan. The affixed signatures below certify this division will adhere to the requirements and regulations in the CTE Perkins Local Plan sections listed below:

**Requirements of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).
Please note this includes:**

- Perkins V Technical Skills Assessment Certification
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions (Conditions - Item 10)
- Certification of Non-Construction and Construction Programs (Conditions - Item 11)
- Disclosure of Lobbying Activities (Conditions - Item 12)
- Coordination of Sample Career Cluster/Pathway Plans of Study and/or Academic Career Plan*
- Performance Assessment Results (Performance Assessment Tab)
- Stakeholder Participation/Involvement CTEMS Schedule 1 (CTEMS Schedule Tab) and
- Evaluation of Career and Technical Education Programs CTEMS Schedule 9 (CTEMS Schedule Tab)

CTE Local Advisory Chairperson (Signature)	3/30/2022 Date
Local Community College Perkins Administrator (Signature)*	4/1/2022 Date
Local CTE Administrator (Signature)	3/30/2022 Date
School Board Chairperson (Signature)	4/26/2022 Date
Division Superintendent (Signature)	4/26/2022 Date

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
Assurances (continued on next page)

1. The applicant will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs. (Sec. 134(c)(2)(B) and (Sec. 135(b))

Size:

- a. A minimum of 11 courses in career and technical education is offered in each secondary school.
(Standards of Accreditation 8 VAC 20-131-100.B)

Scope:

- b. At least three different career and technical education programs, not courses, that prepare students as a career and technical education completer are provided. (Standards of Accreditation 8 VAC 20-131-100.A.1.)
- c. Instruction in career and technical exploration is provided in each middle school.
(Standards of Accreditation 8 VAC 20-131-90.B)

Quality:

- d. Career and technical education programs incorporated into the K through 12 curricula that include:
- * Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
 - * Career exploration opportunities in the middle school grades; and
 - * Competency-based career and technical education programs that integrate academic outcomes, career guidance, and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law. (Standards of Quality § 22.1-253.13:4.D.5)
- e. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy... (Standards of Quality § 22.1-253.13:4.D.2.) Note: Requirements for graduation (effective for the students entering ninth grade prior to the 2018-2019 school year) (8VAC 20-131-50). Requirements for graduation (effective for students who enter the ninth grade in the 2018-2019 school year) (8VAC 20-131-51).
- f. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education. School boards shall report annually to the Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments passed, and the number of career and technical education completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card. In addition, the Board may:
- i. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications, or state licensure examinations; and

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
Assurances (continued from previous page)**

- ii. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes. (Standards of Quality § 22.1-253.13:4.D.12.)
2. Programs, services, and activities included under this agreement will be operated in accordance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and all applicable Virginia Public School Laws. (8VAC 20-120-10)
3. Funds made available under this Perkins Act (Perkins V) may be used to provide additional funds under an applicable program, including the Workforce Innovation and Opportunity Act and the Wagner-Peyser Act. (Sec. 221(a)(b))
4. The applicant will submit descriptive and statistical reports containing complete, accurate, and reliable data that measure the progress of students, including special populations, as required by Perkins V, the Education Improvement Act of 1984, and the State Department of Education. (Sec. 122(d))
5. Students who participate in career and technical education programs will be taught the same challenging academic proficiencies as all other students. (Sec. 134(b)(4))
6. The applicant that receives funds under this part will use such funds to improve career and technical education programs. (Sec. 135(a))
7. Funds made available under this Perkins Act for career and technical education activities will supplement and shall not supplant, non-federal funds expended to carry out career and technical education activities. (Sec. 211(a))
8. No funds received under the Perkins Act will be used to require any secondary school student to choose or pursue a specific career path or major or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Sec. 214 (1) and (2))
9. No funds received under this Perkins Act will be used to provide career and technical education programs or programs of study to students prior to the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965), except that equipment and facilities purchased with funds under this ACT may be used by such students. (Sec. 215)
10. No funds provided under this Perkins Act will be used for the purpose of directly providing incentives or inducement to employers to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. (Sec. 222)
11. Funds used under this Perkins Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel may, upon request, permit program participation by career and technical education teachers, administrators, and other personnel in non-profit private schools offering career and technical education programs located in the geographical area served by such agency or recipient. (Sec. 217)
12. None of the funds expended under Perkins V will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (Sec. 122(d)(13))
13. Programs funded under the Perkins Act will be coordinated with the local workforce development boards and other local workforce agencies. (Sec. 134(b)(3))
14. The local school division will use the state-provided career and technical program area competency list identified for each course to provide instruction for students and to rate the student's level of competency attainment. (8VAC 20-120-120)

**Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
Assurances (continued from previous page)**

15. The local school division shall:
 - a. identify the number of special population students enrolled in career and technical education programs;
 - b. assess the career and technical needs of the students identified as special populations; and
 - c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students.
(Sec 134(2)(E))
16. This plan has been developed in consultation with the local career and technical education advisory committee, composed of representatives from business and industry, labor organization, Workforce Investment Council, local community colleges, special populations, teachers, parents, students, and other interested community leaders. In addition, the committee should include appropriate representation of both genders and the racial and ethnic minorities in the school, community, or region. (Sec 134(d)) (8VAC 20-120-50)
17. Local programs of career and technical education shall be evaluated annually using the performance standards and measures as approved by the Virginia Board of Education, and in compliance with the requirements of Section 113 of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) . (Sec. 113)
18. Equal opportunities in career and technical education programs will be provided to persons and without discrimination based on gender, race, color, national origin, religion, age, political affiliation, veteran status, persons with disabilities, and equal access to the Boy Scouts and other designated youth groups. (Sec. 134(b)(5) and (216)) (8VAC 20-120-100) (See 34 CFR Sections 100.3, 106.9, 104.8, 110.25, and 108.9)
19. Statistical, financial, and descriptive reports and data required by the Virginia Board of Education and/or the Virginia Department of Education with regard to career and technical education programs will be submitted as requested and within the specified timelines. (8VAC 20-120-70)
20. Procedures are in place to ensure that lists of essential competencies that are modified for students with Individualized Education Programs (IEPs) or Section 504 plans must, as a group, be selected so that student attainment of the modified list of essential competencies prepare the student for a job or occupation. (Sec. 134(b)(5)) (8VAC 20-120-130)
21. Career and technical services, programs, and activities will reflect labor market needs and student interest. (8VAC 20-120-110)
22. Career and technical student organizations will be an integral and active part of each career and technical program. (8VAC 20-120-160(B))
23. The local plan has been approved by the school board and will be implemented upon approval of the Virginia Department of Education. (8VAC 20-120-10)
24. The school division will conduct a comprehensive self-assessment of the career and technical education program. If applicable, the school division will develop a plan of action to address each unmet requirement and assure timely implementation of the plan. The CTE Federal Program Monitoring Review system requires school divisions to review the CTE program on a six-year cyclical schedule. If applicable, school divisions must complete a comprehensive self-assessment instrument and submit in conjunction with the CTE Local Plan by April 29, 2022.
(Refer to Superintendent's Memorandum #211-21, dated August 6, 2021)
25. The Comprehensive Local Needs Assessment will be due with submission of the 2022-2023 CTE Local Plan, and will subsequently be due every two years. (Sec 134(b)(c)).

Conditions

1. An inventory of all equipment purchased in whole or part with federal funds provided by the Virginia Board of Education will be maintained, and all such equipment will be available for use by students in the approved career and technical education program for which it was purchased. (8VAC 20-120-80)
2. Recipients of federal funding that plan to use any equipment purchased in whole or in part with federal funds provided by the Virginia Board of Education in any program, project or activity other than the one for which it was originally purchased, or who planned to dispose of or trade in such equipment, must comply with the provisions of Education Department General Administrative Regulations (EDGAR).
3. Funds will not be expended in any manner other than as budgeted in the original plan or amended plan (if applicable). In the event funds need to be expended (category or dollar amount) in any manner other than stipulated in this CTEMS plan, the eligible recipient must submit, in writing, a request to amend the CTEMS plan. This request must include an explanation of proposed changes along with a revised copy of Schedules 17 and 18.
4. Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan (if applicable).
5. The local plan shall be for the same period of time as the State Plan submitted under Section 122 (four-year plan).
6. The locality will not fund any project, service, or activity for more than three years—the year of its inception and the two following years—unless showing continuous improvement, meeting or exceeding all Perkins performance standards.
7. Career and technical education programs will operate consistently with all federal and state requirements and regulations.
8. Reports and other information required by the Virginia Board of Education will be submitted within the dates and timelines established, and documentation will be maintained for five years.
9. Reimbursement requests from school divisions will not be processed for those school divisions that have outstanding data and/or reports required by federal legislation, state legislation, or the Virginia Board of Education.
10. The locality will comply with certification regarding debarment, suspension, ineligibility, and voluntary exclusion – lower tier covered transactions.
11. The locality will comply with all applicable assurances in Office of Management and Budget (OMB) Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable federal laws, executive orders and regulations.
12. With respect to the certification regarding lobbying in Department Form 80-0013, no federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of federal grants under this program; the State will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all subawards at all tiers; and, the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B).
13. The locality will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 2 CFR Part 200—Uniform Administration Requirements, Cost Principles, and Audit Requirements for Federal Awards; 34 CFR Part 77—Definitions that Apply to Department Regulations; 34 CFR Part 81—General Education Provisions Act—Enforcement; 34 CFR Part 82—New Restrictions on Lobbying.

Perkins V Technical Skills Assessment Certification
(To be submitted annually with Local Plan and Budget Application.)

1. I certify that all Career and Technical Education (CTE) programs in my school division are using the state developed CTE course frameworks to teach essential competencies in each course. It is understood that locally developed competencies may be added as appropriate.

2. I certify that the following operational guidelines are being followed in all CTE programs in my school division.
 - a) Competencies are specified to students prior to instruction.
 - b) Competencies include “all aspects of the industry” and “workplace readiness skills.”
 - c) An internal evaluation system (i.e., state supplied Student Competency Record)* is utilized for rating and documenting the competency performance of each student. (Students may be involved in assessing their work, but only a teacher or administrator may rate and document the performance.)

*Student Competency Records should be used accordingly:

- a) Teachers should review the task definitions for each essential task/competency to examine assessment requirements.
- b) Based on the performance level criteria and task definitions, teachers make independent professional decisions about the performance attainment level of students on each essential competency.
- c) Grading rubrics should be used where appropriate in skill performance applications.
- d) Student competency records should be retained in the school division for five years after graduation.

**PERFORMANCE ASSESSMENT for 2020-2021
(Annual Submission Required)**

The school division's local plan should reflect activities/projects that address Perkins Performance Standards that have not improved or that do not meet the Virginia Agreed Upon Perkins Performance Levels. This information will be used to inform appropriate technical assistance, on-site visits, and/or local Federal Program Monitoring visits.

If a performance standard is not met, the school division must explain why and the actions taken to improve performance on the following page. Once a school division has met the state performance standards, they must maintain or show continuous improvement each year.

Directions: Provide the school division's actual performance levels for 2020-2021 for all completers and special populations.

Perkins V Secondary Performance Standards		Virginia Agreed Upon Target	2020 - 2021 Actual Performance from APR	
			All Completers	Special Populations
1S1	Four-Year Graduation Rate	93.50%	100.00%	
1S2	Extended Graduation Rate*	N/A*		
2S1	Academic Proficiency in Reading Language Arts	85.25%	93.86%	90.56%
2S2	Academic Proficiency in Mathematics	85.25%	96.68%	94.80%
2S3	Academic Proficiency in Science	85.25%	94.37%	91.06%
3S1	Post-Program Placement	93.25%	93.49%	
4S1	Nontraditional Program Concentration	28.25%	25.69%	
5S1	Program Quality - Attained Recognized Postsecondary Credential	65.25%	91.96%	88.12%
5S2	Program Quality - Attained Postsecondary Credits*	N/A*		
5S3	Program Quality - Participated in Work-Based Learning	10.25%	15.64%	14.17%
5S4	Program Quality - Technical Skills Attainment	80.50%	95.26%	94.10%

*The performance indicator will not be used.

In the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), a new baseline and new targets were established for academic attainment in reading, mathematics, and science. Previously the academic attainment targets for CTE Programs had been based on the targets contained in Virginia's Consolidated State Plan required under the Elementary and Secondary Education Act. However, because the average performance of CTE students now surpasses the targets contained in the most recent version of the Consolidated State Plan (approved by the U.S. Department of Education in May 2018), a new methodology was required. The current targets are based on analyses of the longitudinal performance of Virginia CTE students and consideration of the Measures of Interim Progress contained in Virginia's approved Consolidated State Plan as required under the Every Student Succeeds Act (ESSA).

**PERFORMANCE ASSESSMENT
(Continued from previous page)**

Refer to your school division's [Annual Performance Report](#) for detailed information.

1. How many performance standard(s)/element(s) were not met ?		1
Select the performance standard(s) not met from the drop down menu below (click in box - menu will open). Explain why each standard was not met.		
4S1-Nontraditional Program Concentration		
<p>The percentage of nontraditional program enrollments decreased during the COVID-19 pandemic. Our team attributes this decrease to changes in recruiting efforts when face-to-face events were difficult. Virtual models did not return the results that face-to-face recruiting and clubs targeting nonradiational genders yielded.</p>		

2021-2022 PERFORMANCE ASSESSMENT TARGETS

School divisions are required to meet or exceed the Virginia Agreed Upon Performance Levels. For your information, the following chart provides the list of Perkins Core Indicators of Performance, the 2021-2022 state (negotiated) agreed upon levels of performance, and the data collection sources.

Perkins Core Indicator of Performance		Virginia Agreed Upon Performance Levels for 2021 - 2022	Data Collection Source
1S1	Four-Year Graduation Rate	94.00%	Student Record Collection Completer Demographics Report
1S2	Extended Graduation Rate*	N/A*	N/A*
2S1	Academic Proficiency in Reading Language Arts	85.50%	EOC Standard of Learning Test Scores
2S2	Academic Proficiency in Mathematics	85.50%	EOC Standard of Learning Test Scores
2S3	Academic Proficiency in Science	85.50%	EOC Standard of Learning Test Scores
3S1	Post-Program Placement	93.50%	Completer Demographics Report CTE Follow-up Survey
4S1	Nontraditional Program Concentration	28.50%	Completer Demographics Report Student Record Collection SEDF Report Master Schedule Collection
5S1	Program Quality - Attained Recognized Postsecondary Credential	65.50%	CTE Credential Collection
5S2	Program Quality - Attained Postsecondary Credits*	N/A*	N/A*
5S3	Program Quality - Participated in Work-Based Learning	10.50%	Student Record Collection SEDF Report Master Schedule Collection
5S4	Program Quality - Technical Skills Attainment	81.00%	Student Record Collection Master Schedule Collection

*The performance indicator will not be used.

In the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), a new baseline and new targets were established for academic attainment in reading, mathematics, and science. Previously the academic attainment targets for CTE Programs had been based on the targets contained in Virginia's Consolidated State Plan required under the Elementary and Secondary Education Act. However, because the average performance of CTE students now surpasses the targets contained in the most recent version of the Consolidated State Plan (approved by the U.S. Department of Education in May 2018), a new methodology was required. The current targets are based on analyses of the longitudinal performance of Virginia CTE students and consideration of the Measures of Interim Progress contained in Virginia's approved Consolidated State Plan as required under the Every Student Succeeds Act (ESSA).

**CTEMS CHECKLIST
2022-2023**

1.

CTEMS Schedules Required for School Divisions and Regional Centers (All Schedules are required.)

X	Schedule 1 - Stakeholder Participation/Involvement	X	Schedule 10 - Improvement, Expansion, and Modernization
X	Schedule 2 - Advisory Committee Participation/Involvement	X	Schedule 11 - Using Data to Improve Career and Technical Education
X	Schedule 3 - Application for Local Career Cluster/Pathway Plans of Study	X	Schedule 12 - Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
X	Schedule 4 - Special Populations Report	X	Schedule 13 - Equity Provisions of General Education Provision Act
X	Schedule 5 - Strengthen/Improve Academic and Technical Skills	X	Schedule 14 - Labor Market Needs
X	Schedule 6 - Work-based Learning Opportunities	X	Schedule 15 - Participation in Regional Technical Education Programs
X	Schedule 7 - Technology in Career and Technical Education	X	Schedule 16 - Career and Technical Education Financial Data
X	Schedule 8 - Professional Development Provided	X	Schedule 17 - Budget of Perkins Funds and Schedule 18 - Administration/Administrative Equipment Funds and Budget Summary Worksheet (Go to CTEMS Budget Schedules Tab 17-18)
X	Schedule 9 - Evaluation of Career and Technical Education Programs	X	

**CTEMS SCHEDULE 1
Stakeholder Participation/Involvement
2022-2023 Plan**

Section 134(b): The local plan shall be for the same period of time as the State Plan submitted under Section 122. Please check the types of involvement each of the groups below have had in the development of your local plan.
Section 134(d) and Section 122(c)(1)(A): Describe how parents; students; academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; representatives of the Workforce Investment Council; representatives of business (including small business) and industry; labor organizations; representatives of special populations; representatives of agencies serving out-of-school, homeless, and/or at-risk youth; and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this Act, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title, including career and technical programs of study.

	<i>supplied information</i>	<i>provided substantive consultation</i>	<i>reviewed and critiqued the plan or sections of the plan</i>
Representatives of business/industry	X	X	X
Representatives of business/industry	X	X	X
Representatives of business/industry	X	X	X
Representatives of labor organization	X	X	X
Representatives of agencies serving out-of-school, homeless, and/or at-risk youth	X	X	X
Representatives of Workforce Investment Council	X	X	X
Community representatives and other interested individuals	X	X	X
Representatives of special populations	X	X	X
Representatives of local community colleges	X	X	X
Teachers	X	X	X
Parents		X	X
Students		X	X

Describe how the required respective groups were involved in the development, implementation, and evaluation of your career and technical programs utilizing data from prior year(s) and/or any local evaluations that may have been conducted during the 2021-2022 school year.

General Advisory Council (GAC) members provide information on local labor market data, assist in developing new courses, and provide assistance in disseminating information to other stakeholders outside the school division. Members support career and technical education (CTE) via presenting at public hearings, emailing legislators, and contacting other educational agencies for the betterment of CTE and education for all students. Members are involved in the evaluation of CTE programs, and programs regularly present to the GAC. GAC members are instrumental in fostering new partnerships between the CTE programs and other local businesses.

**CTEMS SCHEDULE 2
Advisory Committee Participation/Involvement
2022-2023 Plan**

The local advisory committee for CTE must be involved in the development, implementation, and evaluation of CTE programs and local needs assessment. The advisory committee, which meets regularly, is a group of persons representing business and industry; labor organization; Workforce Investment Council; agencies serving out-of-school, homeless, and/or at-risk youth; special populations; local community colleges; teachers; parents; students; and other interested community leaders for the purpose of providing recommendations, direction, and assistance to CTE. Other persons may be invited to participate at the discretion of the eligible recipient. Ex-officio members should include the CTE administrator.

This schedule must provide a list of the names of the stakeholders indicated on Schedule 1 that contribute to the development of the local Perkins plan.

List below only one individual from each category (with the exception of business and industry, which must list three-one for each of three different CTE programs) on the local advisory committee who have been appointed to serve in the development, implementation, and evaluation of CTE programs and local needs assessment. Additional members may be listed on the Comments Page of this application following Schedule 18.

Group ID Letter:	P : Parents S : Students T : Teachers L : Labor Organization W : Workforce Investment Council	B&I : Business and Industry (3 minimum) CC : Local Community College SP : Special Populations O : Community Representative/Other Interested Individuals A : Out-of-School, Homeless, and At-Risk Youth
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NAME/TITLE OR POSITION	NAME OF COMPANY/BUSINESS/ORGANIZATION	GROUP ID LETTER
Corso, Mike	Parent	P
Landstown Gov. STEM Student Reps (4)	Student	S
Rocks, Lane	Family & Consumer Science Teacher	T
Mallinson, Amy	Virginia Beach Schools Federal Credit Union	B&I
Summers, Mike, Academic Affairs	Tidewater Community College	CC
Myers-Daub, Roni - Executive Director Off	Virginia Beach City Public Schools	SP
White, Ron - Workforce Development Coord	City of Virginia Beach - Economic Development	L
Gall, Hunter - Biomodeling Engineer	CIRS	B&I
Wiley, Terri - Executive Director	Virginia Beach Hotel Association	B&I
Brooks, Christina - Senior Director, Youth	Hampton Roads Workforce Council	W
Rogan, Nancy -WHRO Community Liason	Virginia Beach Resident	O
Arnold, Aaron - Workbased Learning Speci	WIOA Contract Employee serving Out-of-Sch	A

Describe how members of the CTE advisory committee and the stakeholder participants involved in the development of the plan are annually informed about and assist in the understanding of the Act, and list activities planned in which the stakeholders will be involved for the 2022-2023 school year.

Members of the career and technical General Advisory (GAC) and the stakeholder participants are updated on the Perkins plan during the quarterly meetings. During the third quarter meeting/work session, data from the comprehensive needs assessment and the proposed plan are discussed, input in integrated, and the final plan is reviewed prior to submitting for approval of the School Board. The third quarter meeting was conducted at Landstown High School to allow students from various programs to participate. During the 2022-23 school year, committee members will remain actively engaged in promoting and sharing Virginia Beach CTE programs via presentations to local, state, and national audiences. Additionally, committee members will continue the review of CTE programs through participation in classroom visits, participation in the STEM Trifecta Challenge, and through their support for CTSO events and activities.

CTEMS SCHEDULE 3
Application for Local Career Cluster/Pathway Plans of Study
2022-2023 Plan

INSTRUCTIONS/PROCEDURES

Assistance for completing the CTE Career Cluster/Pathway Plans of Study may be found on the [CTE Career Cluster webpage](#).

Effective school year 2013-2014 and beyond, beginning in middle school, all students shall have an Academic and Career Plan that is reviewed before a student enters the ninth and eleventh grades (8VAC 20-131-140).

Assistance for completing Academic and Career Plans may be found on the [Academic and Career Plan webpage](#).

As of school year 2012-2103 and thereafter, all divisions shall implement at least one or more Career Pathway Plans of Study representing at least three or more corresponding Career Clusters (Section 134(b)(2)(B). However, to ensure your school division’s previous Plans of Study (submitted over the past 10 years) are preparing students to meet local, regional, and state economic and workforce needs, you are advised to review and revise each as necessary. Please email a Microsoft Word file of your completed 2022-2023 Plan of Study to CTE@doe.virginia.gov for separate approval.

LIST ALL PREVIOUSLY APPROVED PLANS OF STUDY

CLUSTER	PATHWAY	YEAR SUBMITTED	LOCAL OR STATE TEMPLATE (Please indicate which is being used)
Information Technology	Business Information Management-Business	2007-2008	State
Science, Technology, Engineering, & Transportation, Distribution, &	Engineering and Technology-Science, Facility and Mobile Equipment Maintenance-	2008-2009	Local
Science, Technology, Engineering, & Education & Training	Construction-Architecture and Construction Teaching/Training-Education and Training	2009-2010	Local
Marketing	Marketing Management-Marketing	2010-2011	State
Business Management & Finance	Business Information Management-Business Accounting-Finance	2011-2012	State
Manufacturing	Production-Manufacturing	2012-2013	Local
Information Technology	Information Support and Services-Information	2013-2014	Local
Information Technology	Network Systems-Information Technology	2014-2015	Local
Manufacturing	Production-Manufacturing	2015-2016	Local
Hospitality & Tourism	Lodging-Hospitality and Tourism	2016-2017	Local
Science, Technology, Engineering, & Education & Training	Engineering and Technology-Science, Early Childhood Development and Services-	2017-2018	State
		2018-2019	Local
		2019-2020	State
		2020-2021	State
		2021-2022	State

CTEMS SCHEDULE 3 (Continued)
Application for Local Career Cluster/Pathway Plans of Study
2022-2023 Plan

Section 134(b)(2)(B): Describe how the school division plans to implement the new Plan of Study to comply with all components listed on previous page.

Virginia Beach City Public Schools developed a plan of study to include Veterinary Science I & II at the Advanced Technology Center (ATC). The plan of study represents a new dual enrollment certificate program from Tidewater Community College (TCC). The ATC shares a campus with TCC and students will complete 17 college credits in TCC's National Association of Veterinary Technicians in America (NAVTA) approved program.. Upon graduation from a NAVTA approved Veterinary Assistant Program, a participant is eligible to sit for the national examination and upon successful completion will be designated an Approved Veterinary Assistant (AVA). The program supports an economic need in the region and student interest. Program information can be found at <https://tinyurl.com/4umwddsh>. The first cohort will begin in the fall of 2022 with 21 students enrolled.

**CTEMS SCHEDULE 4
Special Populations Report
2022-2023 Plan**

A. Identify the total enrollment as well as the number of economically disadvantaged, disabled, homeless, English learners, foster care, students with parent(s) in active military, single parent, nontraditional (underrepresented gender groups), and out-of-workforce individuals, students eligible for services provided by your school division.

Total CTE Enrollment (Grades 5-12)	Number of Economically Disadvantaged (Grades 5-12)	Number of Students with Disabilities (Grades 5-12)	Number of Homeless Students (Grades 5-12)	Number of English Learners (Grades 5-12)	Number of Students in Foster Care (Grades 5-12)	Number of Students with Parent(s) in Active Duty (Grades 5-12)	Number of Single Parents (Grades 5-12)	Number of Nontraditional (under- represented gender groups) (Grades 5-12)	Number of Out-of-Workforce Individuals (Grades 5-12)
35,349	17,562	4,980	180	818	55	7,097		3,122	

B. Section 134(b)(5) Describe how you will annually review career and technical education programs and identify and adopt strategies to overcome barriers that result in lowering rates of access to, and lowering success in, the programs for special populations.

The Annual Performance Report from the VDOE is used to identify areas of concern in CTE programming. Missed concerning trends are evaluated to identify barriers. CTE programs marketed in the Course Guide are open to all students. This document is ADA compliant and translated to multiple languages. Academic and career planning is done via schoolwide advisory blocks. In person and virtual information nights that include CTE are hosted. Referral to the Vocational Evaluation program helps evaluate students for program aptitude. Workshops and professional development opportunities targeted to supporting special populations prepare staff to support all students once they choose a CTE program. Students at risk of dropping out or having limited success in a traditional high school setting may attend Renaissance Academy or are supported through grant programs from the Hampton Roads Workforce Council. All eligible students may access Perkins funding CTSO activities.

CTEMS SCHEDULE 4 (continued)
Special Populations Report
2022-2023 Plan

C. Section 134(b)(5) Describe how you will annually provide programs designed to enable the special populations to meet the state adjusted levels of performance.

Virginia Beach City Public School's CTE staff, schools, and members of the General Advisory Council (GAC) will work collaboratively each year to update plans of study and supports necessary to provide access for students from special populations. For example, scaffolded options to build readiness will help all students access high level programs. In this example the CISCO academy requires a competitive application. Students who are not accepted may instead take IT Fundamentals or Cyber Security Foundations (one-year programs) and reapply the next year with qualifications earned in the pathway from these optional courses. Career and Technical Student Organization (CTSO) participation for members of special populations is funded. Programs will also be provided equipment and resources that support members for special populations. These include assistive devices, braille resources, multilingual resources, etc.

D. Section 134(b)(5)(D) Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

Examples of monitoring tools to ensure that individuals are not discriminated against include the 504 or Individualized Education Plan (IEP) or 504 which monitors supports and the progress of the student. Vocational evaluation reports ensure students with aptitude are connected with CTE programs. Additionally, CTE coordinators work with the schools to promote pathways for all member of special populations. Vocational assessments, school tours, open houses, center brochures, individual counseling and planning, and parent involvement are all avenues used in planning equitable access to programs of study. The Department of Technology generates a list of students eligible for Perkins funding as a member of special populations. This list is confidentially maintained in the CTE office. Schools and teachers are not given the complete list or the qualifier that adds a student to the list for privacy reasons.

**CTEMS SCHEDULE 4 (continued)
Special Populations Report
2022-2023 Plan**

E. Section 134(b)(5)(A-B) Indicate below the activities and other resources/services your school division provides to prepare special populations, including single parents and out-of-work individuals, for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency, including promoting preparation for nontraditional fields.

SERVICES PROVIDED	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	HOMELESS	ENGLISH LEARNERS	FOSTER CARE	PARENT(S) IN ACTIVE DUTY	SINGLE PARENTS	NONTRADITIONAL	OUT-OF-WORK INDIVIDUALS
Supplemental basic academic instruction	X	X		X					
Supplemental social growth activities		X		X		X		X	
High-interest reading materials for struggling readers	X	X		X				X	
Instructional or teacher aides		X		X					
Mentoring programs	X	X	X	X	X	X		X	
Systematic tutoring	X	X	X	X	X	X		X	
Career and technical assessment	X	X		X					
Career counseling	X	X	X	X	X	X		X	
Transportation for work experience		X	X						
Student Apprenticeship									
Work-study programs									
Coop education	X	X	X	X	X	X		X	
Job placement and follow-up	X	X	X	X	X	X		X	
Job-coach and job-transition services	X	X	X						
Work-site visitation	X	X	X	X	X	X		X	
CT student organizations	X	X	X	X	X	X		X	
Field trips	X	X	X	X	X	X		X	
Child care									
Special transportation									
Special seminars for fathers, teens, etc.									
Other: (specify)									
Please indicate if non-federal funds, in whole or in part, are used to support any of the above services.	X	X	X	X	X	X		X	

CTEMS SCHEDULE 5
Strengthen/Improve Academic and Technical Skills
2022-2023 Plan

Section 135(b) Please follow the directions below to show how you strengthen/improve the academic and technical skills of students participating in career and technical education programs.

Directions

For each of your Perkins supported programs, place an X by each activity that applies to that program and that is intended to improve the academic and technical skills of students participating in that program. For example, if “Using academic/career and technical team teaching” is designed to improve the academic and technical skills of students in Agriculture, place an X in the field marked “Using academic/career and technical team teaching” under Agriculture.

ACTIVITIES		DIVISION PROGRAMS							
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY & CONSUMER SCIENCES	HEALTH & MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a.	Integrating academics with career and technical education programs to ensure learning in the core academic and career and technical subjects	X	X	X	X	X	X	X	X
b.	Providing a coherent sequence of courses to ensure learning in the core academic and career and technical subjects	X	X	X	X	X	X	X	X
c.	Developing and implementing academic and career and technical collaborative lesson plans	X	X	X	X	X	X	X	X
d.	Implementing academic/career and technical team teaching			X	X		X	X	
e.	Providing dual credit options (Note: Also list on Schedule 12)		X		X	X	X	X	X
f.	Providing joint academic/career and technical instructional assignments	X	X	X	X	X	X	X	X
g.	Planning for and participating in joint academic/career and technical field trips to business/industry	X	X	X	X	X	X	X	X
h.	Providing a senior research project with academic and career and technical education components		X					X	
i.	Other (specify)								

CTEMS SCHEDULE 5 (Continued)
Strengthen/Improve Academic and Technical Skills
2022-2023 Plan

Section 134(b)(4) Describe how the school division will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical programs to ensure learning in the subjects that constitute a well-rounded education (as defined in Section 8101 of the Elementary and Secondary Education Act of 1965).

Curriculum writing teams and individual teachers utilize the crosswalks available through curriculum frameworks at the CTE Resource Center to make connections between CTE competencies, relevant SOL standards, and local Virginia Beach Objectives. Professional development for teachers and staff focuses on unpacking the state, local, and industry certification standards to be sure that all students receive rigorous instruction that aligns with each. Curriculum resources are offered for instruction, remediation, and personalized enrichment. CTE courses rely on this model to provide world-class instruction. These efforts are enhanced with access to relevant industry credentials and real-world internships. Additionally, CTE students enroll in the same rigorous core academic programs as all students in the division.

CTEMS SCHEDULE 6
Work-Based Learning Opportunities
2022-2023 Plan

Section 134(b)(6): Please follow the directions below to show how the school division will provide students with strong experience in, and understanding of, work-based learning opportunities.

Directions

For each of your Perkins supported programs, place an X in the field for every activity for school year 2022-2023 that are intended to provide students with work-based learning opportunities.

ACTIVITIES		DIVISION PROGRAMS							
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY & CONSUMER SCIENCES	HEALTH & MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. CTE curriculum frameworks reviewed by career/technical advisory committee to ensure that the local curriculum provides students with experience in and understanding of all aspects of an industry		X	X	X	X	X	X	X	X
b. Work-Based Learning experiences provided									
Clinical Experience						X			
Cooperative Education			X		X		X		
Entrepreneurship			X				X		
Externship		X	X	X	X	X	X	X	X
Internship			X		X			X	X
Job Shadowing		X	X	X	X	X	X	X	X
Mentorship			X					X	
School-based Enterprise							X		
Service Learning									X
Supervised Agricultural Experience									
Youth Registered Apprenticeship									
c. Participation of Business/Industry Reps									
Business/industry tours		X	X	X	X	X	X	X	X
Class presentations		X	X	X	X	X	X	X	X
Program evaluations		X	X	X	X	X	X	X	X
Other Specify:	Master Classes, Mentoring, Guest Teaching, etc.	X	X	X	X	X	X	X	X

CTEMS SCHEDULE 6 (Continued)
Work-Based Learning Opportunities
2022-2023 Plan

Section 134(b)(6): Describe the work-based learning opportunities that the school division will provide to students participating in career and technical education programs and how the school division will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable.

Local industry partners strengthen real-world connections in all CTE classes. These partners serve on the CTE General Advisory Council, volunteer in classrooms, and open their businesses to students. In the 2022-23 school year, Virginia Beach will begin full implementation of a Work Based Learning model. This includes traditional opportunities like Co-Op, COE, school-based enterprise, senior academy internships, VTfT practicums, and clinical experiences. It will expand mentorship and internship opportunities and debut service-learning partnerships with industry. It also adds an automated system for managing documentation. These efforts will continue to be led by a central Work Based Learning Specialist. Personnel will be added to support direct work with students in high schools. The work that was done in 2021-22 to build processes, partnerships, and a system for reporting will support 2022-23 goals to expand experiences for students in a post pandemic economy.

**CTEMS SCHEDULE 7
Technology in Career and Technical Education
2022-2023 Plan**

Please follow the directions below to show how the school division will develop, improve, or expand the use of technology in career and technical education.

Directions

For each of your Perkins supported programs, place an X in the field for any activity for school year 2022-2023 that are intended to develop, improve, or expand the use of technology.

ACTIVITIES		DIVISION PROGRAMS							
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY & CONSUMER SCIENCES	HEALTH & MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a.	Train career and technical personnel to use state-of-the-art technology, which may include distance/virtual learning.	X	X	X	X	X	X	X	X
b.	Provide students with the academic and career and technical skills that lead to entry into high-tech and communications fields.	X	X	X	X	X	X	X	X
c.	Work with high-tech industries to offer volunteer internship, mentoring, shadowing, and/or cooperative education experience(s).	X	X	X	X	X	X	X	X
d.	Provide technology applications in classroom instruction (including computer applications).	X	X	X	X	X	X	X	X
e.	Verify that instructional personnel demonstrate proficiency in Virginia Technology Standards.	X	X	X	X	X	X	X	X
f. Other (specify)									

CTEMS SCHEDULE 7 (Continued)
Technology in Career and Technical Education
2022-2023 Plan

Describe how the school division will develop, improve, or expand the use of technology in career and technical education.

The division remains committed to exposing students to the latest technologies and tools used in industry. Business partners from our General Advisory Council (GAC) work with curriculum coordinators and teachers to make recommendations on technology and equipment purchases. To support these recommendations, the division continues to allot Perkins funds to support purchases of technology and related training.

**CTEMS SCHEDULE 8
Professional Development
2022-2023 Plan**

Section 134(c)(2)(D) Please follow the directions below to show how the school division will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Directions

For each of your Perkins supported programs, place an X in the field for any activity for school year 2022-2023 that are intended to provide professional development to teachers, career/school counselors, and administrators associated with any CTE program.

ACTIVITIES	DIVISION PROGRAMS							
	AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY & CONSUMER SCIENCES	HEALTH & MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. In-service and pre-service professional development:								
(1) Training for guidance on (a) career clusters, career pathways, and career assessment; and (b) implementation of Plans of Study.	X	X	X	X	X	X	X	X
(2) Integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects as defined in section 9101 of the ESEA of 1965; and career and technical education subjects.	X	X	X	X	X	X	X	X
(3) Appropriate postsecondary courses and/or workshops for teachers with provisional licenses and/or career switchers	X	X	X	X	X	X	X	X
(4) State-of-the-art career/technical programs and techniques	X	X	X	X	X	X	X	X
(5) Effective teaching skills based on research	X	X	X	X	X	X	X	X
(6) Effective practices to improve parental and community involvement	X	X	X	X	X	X	X	X
(7) Opportunities for National Board Certification to provide teachers access to Virginia incentives	X	X	X	X	X	X	X	X
b. Programs for teachers and other school personnel to ensure they remain current with all aspects of an industry	X	X	X	X	X	X	X	X
c. Regional, state, and college teacher placement job fairs		X		X			X	
d. Virginia Teachers for Tomorrow training program.				X				
e. Business/industry internship programs for teachers								X
f. Other (specify)								

CTEMS SCHEDULE 8 (Continued)**Professional Development****2022-2023 Plan**

Section 134(c)(2)(D) Describe how the school division will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

VBCPS offers professional development opportunities for CTE teachers. To meet teacher needs and licensure requirements, CTE teachers are encouraged to attend summer conferences in their curriculum area (in person or virtually). They also may attend local seminars for professional development or propose their own professional development activities. These may include internships, shadowing, other conferences, and work with industry representatives. Additionally, the division sends teachers, administrators, and school counselors to national CTE and industry training/conferences each year. Attendees at these events are required to present best practices from the events to other staff members upon their return. To improve teaching practice CTE teachers are included with core practitioners in professional development geared toward pedagogy. (ex. VASCD conference)

CTEMS SCHEDULE 8 (Continued)
Professional Development
2022-2023 Plan

Directions

For each of your Perkins supported programs, indicate the number of teachers who will participate in the professional development activities.

ACTIVITIES		DIVISION PROGRAMS							
<p>Note: All professional development provided must meet requirements as identified in Perkins V.</p> <p>Indicate the number of teachers/ administrators participating within the fields for each program area(s).</p>		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY & CONSUMER SCIENCES	HEALTH & MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. State conferences, institutes, or workshops (including virtual training programs)			45		40	7	12	45	
b. National conferences, institutes, or workshops			10		10	4	5	10	
c. Local conferences, institutes, or workshops		1	93		88	7	20	60	20
d. Internship in industry									
e. Other (specify)									

Section 134(b)(8) Describe how the school division will coordinate with the state agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession.

Virginia Beach City Public Schools CTE administrative staff works with human resources to travel to hiring fairs and colleges (traditional and career-switcher) to recruit qualified teachers for hard-to-staff areas. Once hired, teachers from both traditional preparation programs and career-switchers are assigned veteran CTE mentors. Additionally, new teachers work closely with curriculum coordinators in their subject area to ensure a smooth transition. The accomplishments of teachers and school counselors are recognized each year through a program naming a citywide CTE Teacher (high school and middle school) and a CTE School Counselor of the Year.

***COVID again impacted participation in state and national professional development in 2021-22. Learning from larger organizations was included in local offerings to minimize teachers time away from the classroom during the pandemic.

CTEMS SCHEDULE 9
Evaluation of Career and Technical Education Programs
2022-2023 Plan

Section 134(c)(2)(A): Describe how the school division will use the state system of Performance Standards and Measures to develop, evaluate, and continuously improve the performance of the career and technical education programs carried out with funds under this Act, including an assessment of how the needs of special populations are being met.

Programs are evaluated using a combination of factors. These include student competency mastery as described in the curriculum frameworks provided by the CTE Resource Center, student performance on industry certification exams identified for each course, and completer follow-up survey data. Additionally, teacher performance is evaluated through the same system used to evaluate core subject teachers in Virginia Beach. These benchmarks are combined with out come on the Annual Performance Report (APR) and site visits from administrative staff and industry partners to provide comprehensive assessments of program performance. The needs of students from special populations are monitored by teachers, parents, CTE staff, and stakeholders from the Office for Programs for Exceptional Children.

**CTEMS SCHEDULE 10
Improvement, Expansion, and Modernization
2022-2023 Plan**

Section 135(b)(5)(D): Please follow the directions below to show how the school division will initiate, improve, expand, and modernize quality career and technical education programs.

Directions

For each of your Perkins supported programs, place an X in the field for any activity you will use to initiate, improve, expand, or modernize that particular program.

ACTIVITIES		DIVISION PROGRAMS							
		AGRICULTURAL EDUCATION	BUSINESS & INFORMATION TECHNOLOGY	CAREER CONNECTIONS	FAMILY & CONSUMER SCIENCES	HEALTH & MEDICAL SCIENCES	MARKETING	TECHNOLOGY EDUCATION	TRADE & INDUSTRIAL EDUCATION
a. Revise/update curriculum			X	X	X	X	X	X	X
b. Revise/update instructional materials		X	X		X	X	X	X	X
c. Obtain input from business/industry/ community representatives to improve/modernize program		X	X		X	X	X	X	X
d. Modernize program offerings in occupational area			X		X	X	X	X	X
e. Conduct labor market analysis related to area			X		X	X	X	X	X
f. Conduct community surveys (may include surveys of groups such as your local boards and community groups)		X	X		X	X	X	X	X
g. Initiate new program(s) or courses based on labor market needs		X							X
h. Expand career and technical program offerings to provide greater student choice		X							X
i. Incorporate technology applications in the classroom/laboratory		X	X		X	X	X	X	X
j. Certify teachers in industry or professional/trade association		X	X		X	X	X	X	X
k. Incorporate industry or professional/trade association certification standards		X	X		X	X	X	X	X
l. Provide training in high tech or telecommunications occupations			X			X		X	X
m. Other (specify)									

CTEMS SCHEDULE 10 (Continued)
Improvement, Expansion, and Modernization
2022-2023 Plan

Section 135(b)(5)(D): Describe how the school division will initiate, improve, expand, and modernize quality career and technical education programs.

Virginia Beach City Public Schools will continue to work with all stakeholders (students, parents, teachers, administration, and industry partners) to evaluate and improve CTE programs for all students. The General Advisory Council (GAC) meets quarterly to review programs and make suggestions for program improvements. Labor market data provided by VDOE subscription is fine tuned with stakeholders from the Virginia Beach Office of Economic Development and the Hampton Roads Workforce Council. Programs that do not meet identified current needs will be overhauled or retired and new opportunities will replace them.

CTEMS SCHEDULE 11
Using Data to Improve Career and Technical Education
2022-2023 Plan

Section 134(c)(2)(A): Describe the process the school division will use to evaluate and continuously improve performance, by using the data provided for your school division on the State System of Performance Standards and Measures, of career and technical education programs within the school division.

Virginia Beach City Public Schools will use the data provided on the State System of Performance Standards and Measures to explore the continued drop in the number of CTE completers from underrepresented gender groups, who during the reporting year, completed a program that leads to employment in non-traditional fields. Trend data at the class level will be examined. The Offices of Student Support Services and Family and Community Engagement and the Department of School Leadership will assist with marketing, recruitment, and administrative support of efforts to address this deficit.

CTEMS SCHEDULE 12

**Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
2022-2023 Plan**

Section 135(b)(1)(A-F) Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

Place an X in the field for each option you have implemented to facilitate a linkage between, and transition from, secondary to postsecondary programs.

Career assessment programs (please indicate programs that you are using).

	Virginia Education Wizard	
X	Or Other:	Describe: Career Scope is used in our vocational evaluation assessment program. The data provided from Career Scope is currently more valuable than that provided from Virginia Wizard. Major Clarity is used in Advisory.
X	Career and academic counseling/coaching. Section 135(b)(1)(D): Describe how career guidance and academic counseling provide information on postsecondary education and career options.	
	Describe: Virginia Beach has implemented regular school wide "Advisory" blocks for secondary students used for academic and career planning as well as exploration. Competencies for required career exploration are covered in this format. These efforts are paired with one-on-one counseling to prepare students to make informed choices about their futures. Student Support Services and the Office of Technical & Career Education have created a comprehensive plan for Academic and Career Planning. This plan includes a website with access to resources for families, an instructional video series, classroom instruction at the elementary, middle and high school levels, one-on-one career counseling in 7th and 10th grades. These resources have been demonstrated for all principals, all school counseling department chairs, and to the community on a Navigating the Journey night.	
X	Career fairs, placement services, work-based learning, and job seeking skills. Section 135(b)(1)(E): Describe activities that advance knowledge of career opportunities and assist students in making informed decisions about future education and employment goals, including nontraditional fields.	
	Describe: Schools continue to host career fairs virtually and in person. Students have the opportunity to attend regional career fairs and career chats hosted by the Hampton Roads Workforce Council, our regional workforce development authority. The division also plans to once again host citywide job shadow days in 2022-23. Examples include our city's Official for a Day and industry-sponsored events.	

**CTEMS SCHEDULE 12 (Continued)
Secondary/Postsecondary Linkages, Employment Counseling, and Placement Services
2022-2023 Plan**

	High Schools that Work (HSTW) and/or Making Middle Grades Work (Describe HSTW programs that will be implemented.)
	Describe:
X	Section 134(b)(7): Postsecondary Credit Options, such as dual or concurrent enrollment programs or early college high school. (Specify courses/programs.)
	Describe: Dual Enrollment credit is available to CTE students in: CISCO, Cybersecurity, Engineering, Early Childhood Education, Shipbuilding, Welding, Hotel, Veterinary Assisting, and Virginia Teachers for Tomorrow. Additionally, Governor's Health Science Academy students can take EMT on campus at Tidewater Community College and students at the Kempsville Entrepreneurship and Business Academy can earn an entire associates degree in Business while still in high school.
	Other (specify)
	Describe:

CTEMS SCHEDULE 13
Equity Provisions of General Education Provision Act
2022-2023 Plan

Section 134(b)(5)(C-D) Develop a brief plan stating steps that will be taken to ensure equal access to, and equal participation in the project or activity to be conducted with such assistance by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equal participation, including barriers based on race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy specifically prohibits discrimination against veterans.

Virginia Beach City Public Schools is committed to CTE programming that is accessible to all students. The resource evaluation and adoption process ensures that resources reflect the diversity of our city and provide awareness of people functioning in nontraditional roles, jobs, and professions. Job shadowing, field trips, career days, advisory committees, and tours of school facilities, classrooms, and laboratories highlight how chosen resources mirror our community and help students feel connected to industries in our region. Virginia Beach City Public Schools encourages participation in all programs and activities through active recruitment of under-represented genders, providing transportation, and exchanges among educators and business representatives. Virginia Beach City Public Schools ensures appropriate representation of genders, race, color, national origins, disabilities, and age in all instructional materials and promotional materials.

CTEMS SCHEDULE 14
Labor Market Needs
2022-2023 Plan

Section 134(e)(2)(C-D): Describe how labor market needs are reviewed and addressed to ensure programs and courses offered meet local, regional, and state economic and workforce needs.

Labor market needs are an integral part of the proposal process for new CTE courses and programs. IN addition to the information harvested from JobsEQ, the General Advisory Council for Technical and Career Education perpetually includes leaders from the Virginia Beach Office of Economic Development and the Hamptons Roads Workforce Council. These individuals share data and inform the proposal process for new career and technical education courses. Industry representatives from our most aligned career clusters provide more great insights into their needs advising on skills, credentials, equipment, and future deficits. Other groups like the Hampton Roads Chamber of Commerce and the Department of Labor also advise about current and future needs.

CTEMS SCHEDULE 15

Participation in Regional Technical Education Centers

(Only to be completed by school divisions participating in a CTE Regional Technical Center that serve multiple divisions.)

2022-2023 Plan

COLUMN A: Total CTE Students in School Division (Unduplicated Count, Grades 7-12) + Students Attending Regional Technical Center	COLUMN B: Number of CTE Students Participating In Regional Technical Center (Unduplicated Count, Grades 7-12, if applicable)	COLUMN C: Percent of CTE Students Attending Regional Technical Center (Column B/Column A)	COLUMN D: Amount of Perkins Funds Sent to Regional Technical Center (Based on percent in Column C)
		Complete Columns A and B for Automatic Calculation	

NOTE: Each school division that participates in a CTE Regional Technical Center must notify the center administrator of the amount of Perkins funding identified in Column D that will be allocated to the center.

CTEMS SCHEDULE 15 - A

CTE Regional Technical Center Funding

TO BE COMPLETED BY CTE REGIONAL TECHNICAL CENTERS ONLY

2022-2023 Plan

List each school division that participates in the regional technical center including the Perkins funding allocated to the center. (The "Amount" column must only contain numeric entries.)

School Division	Amount
TOTAL	\$0.00

**CTEMS SCHEDULE 16
Career and Technical Education Financial Data
2022-2023 Plan**

ADMINISTRATION		
Funding Categories	State	Local
1. Career and Technical Center Administrator/Principal (includes Special Career and Technical Centers)	\$21,803.20	\$207,742.69
2. Assistant Principal (includes Special Career and Technical Centers)	\$21,803.20	\$184,677.56
EXTENDED CONTRACTS, ADULT SUPPLEMENTS		
Funding Categories	State	Local
3. Extended Contract Costs	\$174,425.60	\$60,367.28
4. Adult Occupation Supplements	\$0.00	\$0.00
5. Adult Occupation Teachers (Full-time)	\$0.00	\$0.00
6. Adult Occupation Teachers (Part-time)	\$22,198.00	\$80,794.23
LOCAL FUNDS ONLY		
Funding Categories	State	Local
7. Operational Costs (other than Categorical): Teachers' Salaries Less Extended Contract Costs		\$10,972,976.52
8. Instructional Supplies/Materials		\$130,718.45
9. Other Instructionally Related Costs		\$98,637.71
10. Equipment		\$71,000.43

CTEMS SCHEDULE 17 (Continued on next page)

**Budget of Perkins Funds
2022-2023 Plan**

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment A, B, C, D, E, F		3 Local Use of Funds Options See Appendix B	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code See Appendix C	8 Budgeted Funds and Source of Funds	
								Fed, State, or Local	Amount
Required Use: Professional Development	A.)	D	1 (A-F)	R2A	All	VBCPS will provide professional development programs to support individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical educations standards and curricula to secondary teachers, faculty, school leaders, support personnel, administrators, and career and academic counselors who are involved in integrating career and technical education programs.	3000	Fed	100,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						
Required Use: Activities for Special Populations (to include nontraditional)	A.)	E	1 (A-F)	R1E	All	VBCPS will provide support for special populations including non-traditional: instructional materials, recruitment, evaluation and equipment as approved by VDOE.	8000	Fed	12,500.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						
Required Use: Regional Program Participation (only school divisions submitting Schedule 15)	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						
	A.)	C	1 (A-F)	R5D	All	VBCPS will initiate, improve, expand, and modernize quality career and technical education programs including relevant technology to provide students with the skills necessary to pursue careers in high-skill, high-wage, and in-demand industry sectors. All instructional materials and equipment purchases will be from the state approved equipment list. This funding will be utilized only after state equipment and additional state equipment funds are exhausted.	3000	Fed	15,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						
						8000	Fed	443,036.32	

CTEMS SCHEDULE 17 (Continued)
Budget of Perkins Funds
2022-2023 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds		
			See Appendix B				See Appendix C	Fed, State, or Local	Amount	
	A.)	E	1 (A-F)	R5M	All	VBCPS will develop, improve, and/or expand the use of technology in career and technical education, which may include providing students with the academic and career skills (including STEM) that lead to entry into the technology fields.	3000	Fed	12,000.00	
	B.)		2 (A-I)							
	C.)		3							
	D.)		4 (A or B)							
	E.)		5 (A-T)							
	F.)		6							
	A.)	E	1 (A-F)	P5F	All	VBCPS will provide support of other career and technical education activities that are consistent with the Act through offering industry credentialing opportunities to students enrolled in career and technical education programs. This amount will be utilized after spending the state industry credential allotments.	3000	Fed	80,000.00	
	B.)		2 (A-I)							
	C.)		3							
	D.)		4 (A or B)							
	E.)		5 (A-T)							
	F.)		6							
	A.)	E	1 (A-F)	P5O	All	VBCPS will assist career and technical education student organizations and support students from special populations and non-traditional genders for regional, state, and national competitions/conferences. These funds will only be used to support students in special populations, including non-traditional, and one advisor per organization/per school/per event for registration, transportation, lodging, and meals to CTSO district, regional, state, and national conferences.	5000	Fed	5,000.00	
	B.)		2 (A-I)							
	C.)		3							
	D.)		4 (A or B)					3000	Fed	100,000.00
	E.)		5 (A-T)							
	F.)		6							
	A.)	C	1 (A-F)	P5C	Marketing	VBCPS will provide support for entrepreneurship education through Virtual Enterprise International and Incubator EDU. Expenditures are limited to those that are consistent with the Act including network fees to access classroom resources, trade fair fees to access trade fairs, and teacher training.	3000	Fed	5,000.00	
	B.)		2 (A-I)							
	C.)		3							
	D.)		4 (A or B)							
	E.)		5 (A-T)							
	F.)		6							

CTEMS SCHEDULE 17 (Continued)
Budget of Perkins Funds
2022-2023 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds	
			See Appendix B				See Appendix C	Fed, State, or Local	Amount
	A.)	E	1 (A-F)	R1F	All	Support to provide work-based learning opportunities and real-world experiences for students in career and technical education courses	3000	Fed	10,000.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						
	A.)	B	1 (A-F)	R5E	All	Educational Specialist to plan and carry out a continuum of work-based learning opportunities, including simulated work environments; SY 2022-23 will be year two of a three-year position.	1000	Fed	81,500.00
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						

CTEMS SCHEDULE 17 (Continued)
Budget of Perkins Funds
2022-2023 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds Options	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds	
			See Appendix B				See Appendix C	Fed, State, or Local	Amount
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						

CTEMS SCHEDULE 17 (Continued)
Budget of Perkins Funds
2022-2023 Plan

1 Career and Technical Activities Funded	2 Aligned Comprehensive Local Needs Assessment		3 Local Use of Funds	4 Local Use of Funds Selection	5 Career and Technical Program Area(s) Funded	6 Narrative Description	7 Object Code	8 Budgeted Funds and Source of Funds	
			See Appendix B				See Appendix C	Fed, State, or Local	Amount
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						
	A.)		1 (A-F)						
	B.)		2 (A-I)						
	C.)		3						
	D.)		4 (A or B)						
	E.)		5 (A-T)						
	F.)		6						
Career and Technical Education Programs or Activities Funded						Federal	896,224.12		
						State	0.00		
						Local	0.00		
Administration/Administrative Equipment Total from CTEMS Schedule 18 (Line 3)							47,000.00		
Grand Total Career and Technical Education Federal Budget							943,224.12		

CTEMS SCHEDULE 18

**Administration/Administrative Equipment Funds and Budget Summary Worksheet
2022-2023 Plan**

(Administration/Administrative Equipment **not to exceed five percent of the total federal grant**)

Administration - Description		Amount
1000 - Personal Services	Proctors for industry credentialing	26,136.11
2000 - Employee Benefits	Benefits for proctors	1,999.41
3000 - Purchased Services		
4000 - Internal Services		
5000 - Indirect Cost	Indirect costs	18,864.48
5000 - Other Charges		
Line 1 Administration SUBTOTAL		47,000.00
Administrative Equipment - Description - (All Object Code 8000)		Amount
8000 - Capital Outlay/Equip.		
8000 - Capital Outlay/Equip.		
8000 - Capital Outlay/Equip.		
Line 2 Administrative Equipment SUBTOTAL		0.00
Administration/Administrative Equipment		Amount
Line 3 Administration/Administrative Equipment TOTAL (transfers to Schedule 17)		47,000.00

**CTEMS SCHEDULE 18 (Continued from previous page)
Administration/Administrative Equipment Funds and Budget Summary Worksheet**

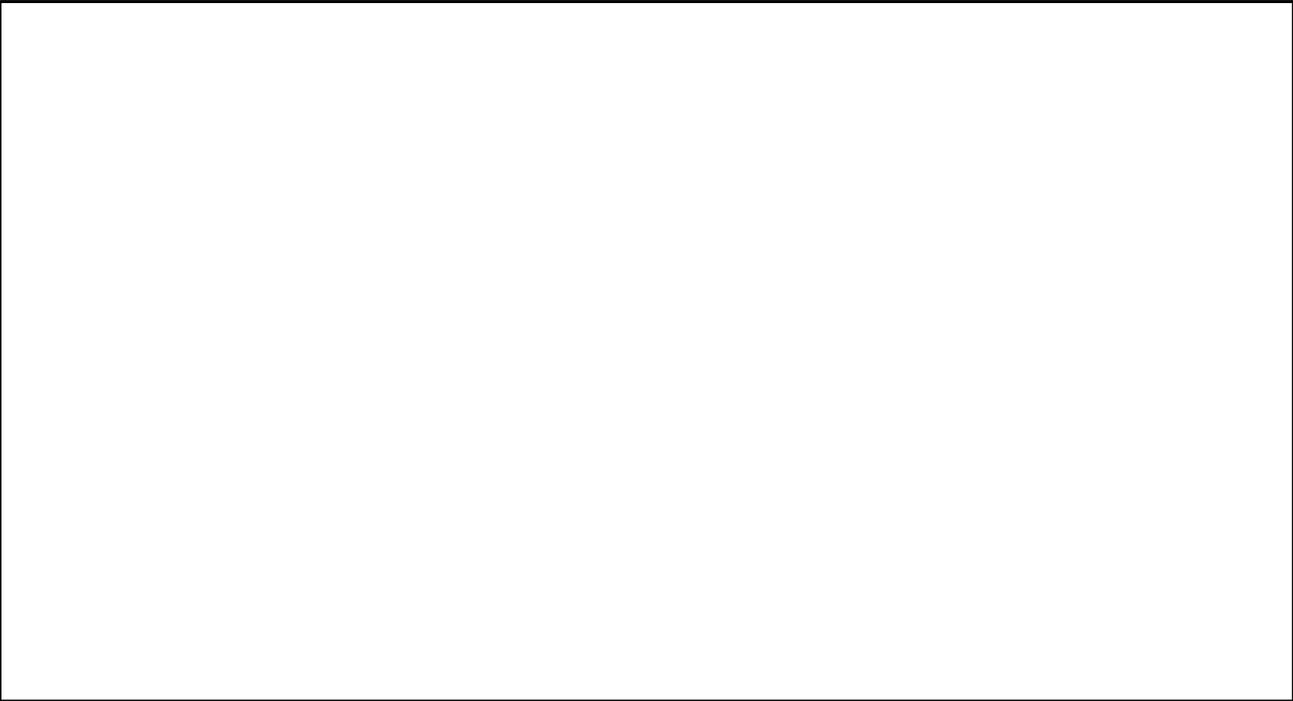
2022-2023 Plan

SUMMARY BUDGET WORKSHEET (A summary of the budget worksheets relevant to plan objectives that includes line items under the broad expenditures.)	
Expenditure Categories <small>See Appendix C for Object Code Definitions</small>	Amount
1000 - Personal Services	107,636.11
2000 - Employee Benefits	32,187.21
3000 - Purchased Services	322,000.00
4000 - Internal Services	0.00
5000 - Indirect Costs and Other Charges	25,864.48
6000 – Materials and Supplies (THIS IS NOT ALLOWED for Perkins funds.)	NOT ALLOWED
8000 – Capital Outlay/Equipment	455,536.32
TOTAL	943,224.12
<small>Expenditure Category Budget is calculated from the CTEMS Schedule 17 Budget and CTEMS Schedule 18 Administration/Administrative Equipment Funds and Budget Summary Worksheet (Federal)</small>	

COMMENTS

2022-2023 Plan

Please use this page for any additional comments you may have on any of the previous schedules. Please identify the schedule number with the comments.



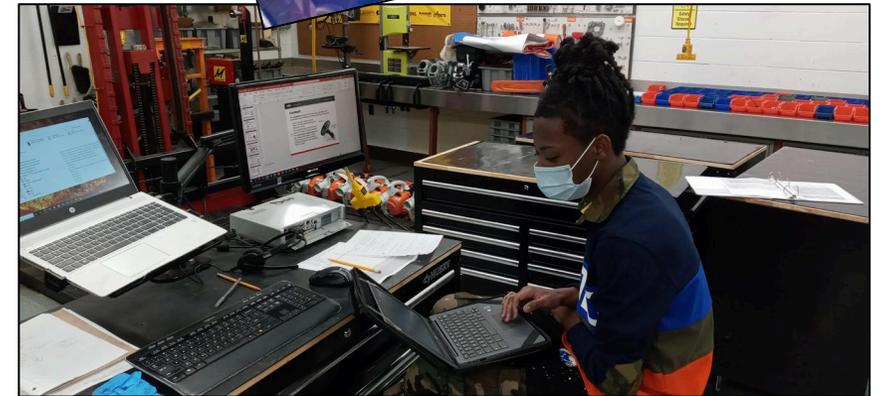
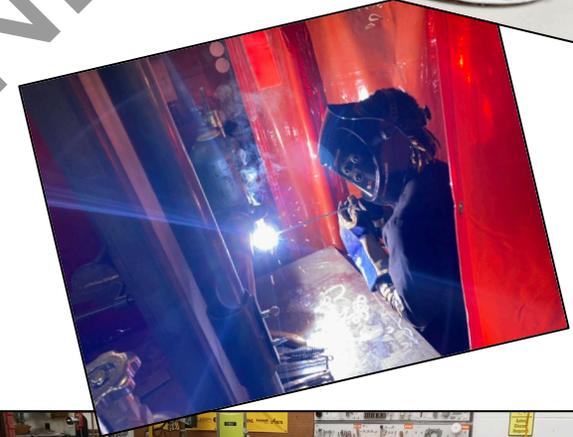


2022-22 Perkins V Local Plan and Budget Overview

Department of Teaching and Learning
Tuesday, April 5, 2022

Performance Measures for Career & Technical Programs

- ✓ Academic Achievement
- ✓ Technical Skill Attainment
- ✓ Attainment of Postsecondary Credentials
- ✓ Non-traditional Career Preparation
- ✓ Participation in Work-Base Learning
- ✓ Secondary School Completion
- ✓ Post Secondary Placement



Proposed Perkins V Local Budget Submission for 2022-23

<i>Category</i>	<i>Budget</i>
Indirect Costs (administrative costs)	\$18,864.48
Industry Credentialing Proctors (administrative costs)	\$28,135.52
Professional Development (teachers, counselors, administrators, and other staff)	\$107,000.00
Equipment, Instructional Materials, Software	\$470,536.32
Student Leadership Development (local, state, and national conferences)	\$105,000.00
Industry Certifications	\$80,000.00
STEM Initiatives	\$12,000.00
Work Based Learning (specialist and support for WBL activities) (Year 2)	\$121,687.80
Total	\$943,224.12



2022-22 Perkins V Local Plan and Budget Overview

Department of Teaching and Learning
Tuesday, April 5, 2022



Subject: 2022-23 Special Education Annual Plan/Part B Flow-Through Application Item Number: 15A

Section: Consent

Date: April 5, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer, Dept of Teaching and Learning

Prepared by: Roni Myers-Daub, Ed.D., Executive Director of Programs for Exceptional Children

Presenter(s): Roni Myers-Daub, Ed.D., Executive Director of Programs for Exceptional Children

Recommendation:

That the School Board review the 2022-23 Special Education Annual Plan/Part B Flow-Through Application.

Background Summary:

All school divisions in Virginia are required to establish eligibility for funding under the *Individuals with Disabilities Education Improvement Act (IDEA)*. IDEA and the implemented federal and state regulations require that each local school division, in providing for the education of students with disabilities within its jurisdiction, have in effect policies and procedures that are consistent with the Virginia Department of Education's (VDOE) policies and procedures. These policies and procedures have been established in accordance with IDEA. For this and the last several application periods, all submissions have been made via electronic transmission. All assurances are aligned with the provisions in *The Regulations Governing Special Education Programs for Children with Disabilities in Virginia*. As required, the VBCPS Special Education Advisory Committee (SEAC) reviewed this document with the Policy Subcommittee, and as a whole Committee, during March 2022.

This current Special Education Annual Plan contains no substantive changes to policies or procedures. Only those changes (e.g., implementation of prior approved funding proposals, proposed budgets for 611 and 619) required in an application for new funding have been made. The Special Education Annual Plan, when approved by the School Board, assures the school division's compliance with federal and state regulations pertaining to students with disabilities.

Source:

Individuals with Disabilities Education Improvement Act – 2004

Regulations Governing Special Education Programs for Children with Disabilities in Virginia – January 25, 2010

Budget Impact:

Approval of the Special Education Annual Plan/Part B Flow-Through Application by the School Board and the Virginia Department of Education is a prerequisite for the receipt of federal funds requested in the Part VI-B Flow-Through Application.



Subject: New Course Proposal: Journalism IV **Item Number:** 15B1

Section: Consent **Date:** April 5, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Prepared by: Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Cameron Vadersen-Jacob, Secondary English Coordinator

Presenter(s): Angela L. Seiders, Executive Director of Secondary Teaching and Learning

Recommendation:

That the School Board approve the proposed course *Journalism IV* and corresponding standards for implementation during the 2022-2023 school year.

Background Summary:

The proposed *Journalism IV* course would serve as a higher-level journalism elective credit for students in the division. The course is specifically designed for students who have completed Journalism I, II and III, but wish to further develop their journalistic knowledge of writing, editing, and producing various publications. Students will serve in a leadership position and demonstrate their growth as a journalist by curating a portfolio which can be used in post-high school opportunities.

Source:

N/A

Budget Impact:

There is no budget impact to implement this course.

Course Proposal

COURSE DESCRIPTION

The course offers continued practical experience in print and online media for the trained journalist through a workshop format in newspaper reporting and editing. Students apply and refine the principles learned in Journalism I, II, and III by producing, editing, publishing and managing articles for the public for the online formats of the student newspaper. The course stresses advanced journalistic and expository writing skills in addition to intense application of written conventions, word usage, grammar and style rules as carried out in all phases of the production of the school newspaper. Students participate in all phases of production, including but not limited to; write and edit in journalistic format; design and layout advertising; edit and lay out copy in WordPress, Instagram and school bathroom bulletin; take, film, and edit photographs and videos. The students must be committed to deadlines and be willing to take initiative and responsibility; all Journalism IV students must hold a leadership position on the staff, sharing expertise and leading by example for newer journalists. Instruction regarding ethics and law surrounding reporting, writing, and digital journalism are a daily part of the newsroom. Advice is always available to support the journalists, but each student bears the personal responsibility for understanding and being faithful to the laws and technical issues that affect journalists. As a culminating experience, students will produce a curated portfolio of works demonstrating their strengths, experiences, and growth as a journalist and throughout their journalistic experiences.

PREREQUISITE

Journalism I, II and III

OPTIONS FOR NEXT COURSE: N/A

REQUIRED STUDENT TEXTBOOK

News Reporting and Writing, Tenth Edition, Melvin Mencher

READING SELECTIONS

Newspapers and magazines from other schools in the city, state, and nation. Online journalism formats.

THE KNOWLEDGE, SKILLS, AND ATTITUDES THAT COMPRISE THE JOURNALISM IV COURSE ARE SUMMARIZED AS FOLLOWS FROM THE CURRICULUM:

SKILLS AND CONCEPTS

- Participating in planning the content and tone of a publication, leading brainstorming sessions.
- Demonstrating advanced proficiency in a variety of journalistic writing genres.
- Demonstrating skill for packaging articles on WordPress online media site, adding sidebars, photos, videos, creating polls, a variety of headlines.
- Evaluating journalistic products across U.S. and award winning VHSL newspapers; participating in the VHSL evaluation process and editor meetings for staff needs and demands (press passes, t-shirts, website badges and other online/Instagram site demands).
- Demonstrating proficiency in interviewing.
- Writing articles based on research (interviews, library research, polls, surveys, consumer reports).
- Copyreading, proofreading, editing copy accurately before, during, and after publication round.
- Curation of a body of work representing a student's journalistic experience while in high school.

MAJOR LEARNING OBJECTIVES

1.1 Indicate familiarity with the history and the legal and ethical aspects of journalism.

E 1.1.1 Understand the concepts applicable to laws and ethics governing the press.

1.2 Learn the role of mass communication within our society and the world.

E 1.2.1 Understand why mass communication is important to modern living.

1.3 Demonstrate proficiency in a variety of journalistic writing styles.

E 1.3.1 Develop skills in news gathering.

E 1.3.2 Cultivate awareness of audience and purpose.

E 1.3.3 Write straight news articles, features, editorials, and commentaries consistent with journalistic standards.

E 1.3.4 Provide focus with appropriate captions and headlines.

1.4 Familiarize themselves with available resources pertaining to computer software, photography, and other technology which enhance production and increase the impact of the publication.

E 1.4.1 Use available computer software and other technology in production of the publication.



Secondary Course Proposal

Recommendation to the School Board
From the Department of Teaching and Learning
March 22, 2022

Journalism IV

Journalism IV offers continued practical experience in print and online media for the trained journalist through a workshop format in newspaper reporting and editing.

Students will exhibit leadership skills by

- producing, editing, publishing and managing articles for student publications
- bearing personal responsibility for understanding the ethics and laws
- producing a culminating portfolio of his/her journalism career.

Journalism IV: Major Learning Objectives

- 1.1 Indicate familiarity with the history and the legal and ethical aspects of journalism.
- 1.2 Learn the role of mass communication within our society and the world.
- 1.3 Demonstrate proficiency in a variety of journalistic writing styles.
- 1.4 Familiarize themselves with available resources pertaining to computer software, photography, and other technology which enhance production and increase the impact of the publication.

Journalism IV

Alignment to Compass to 2025

- Expand authentic learning opportunities for students. (Goal 3.1)
- Ensure there are explicit connections within the curriculum to the 5Cs and the attributes in the division's Graduate Profile and use the curriculum in all areas of study to support students' acquisition of these skills and attributes. (Goal 1.6)

Graduate Profile

- Communicators and Collaborators
- Thinkers and Inquirers
- Problem Solvers and Creators

Journalism IV

- Supports students with changes to the HS schedule
- Reflected on high school transcript
- Over 5 high schools interested in offering
- Meeting the needs of students
- No budgetary impact



Secondary Course Proposal

Recommendation to the School Board
From the Department of Teaching and Learning
March 22, 2022



Recommendation of General Contractor:

Subject: Bayside Elementary School Roof Replacement **Item Number:** 15C1

Section: Consent **Date:** April 5, 2022

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

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

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

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute a contract with TST Tactical Defense Solutions, Inc. dba TST Roofing for the Bayside Elementary School Roof Replacement in the amount of \$1,921,836.

Background Summary:

Project Architect:	Woolpert, Inc. (Formally Waller, Todd & Sadler Architects)
Contractor:	TST Tactical Defense Solutions, Inc. dba TST Roofing
Contract Amount:	\$1,921,836
Construction Budget:	\$2,220,000
Number of Responsive Bidders:	1
Average Bid Amount:	\$1,921,836
High Bid:	\$1,921,836

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-019 Renovations & Replacements – Roofing – Phase III



Recommendation of General Contractor

Subject: Green Run High School Tennis Court Replacement **Item Number:** 15C2

Section: Consent **Date:** April 5, 2022

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

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

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

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute a contract with Eurovia Atlantic Coast LLC dba Virginia Paving Company for the Green Run High School Tennis Court Replacement in the amount of \$555,000.

Background Summary:

Project Architect:	Woolpert, Inc. (Formally Waller, Todd & Sadler Architects)
Contractor:	Eurovia Atlantic Coast LLC dba Virginia Paving Company
Contract Amount:	\$555,000*
Construction Budget:	\$610,500
Number of Responsive Bidders:	1
Average Bid Amount:	\$555,000
High Bid:	\$555,000

*This project is fully funded by the City's Department of Parks and Recreation.

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-002 Tennis Court Renovations – Phase II



Recommendation of General Contractor: Ocean Lakes High School

Subject: Roof and Partial HVAC Replacement: Phase I plus Fire Alarm Replacement Number: 15C3

Section: Consent Date: April 5, 2022

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

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

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

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute a contract with A. R. Chesson Construction Company, Inc. for the Ocean Lakes High School Roof and Partial HVAC Replacement Phase I and Fire Alarm Replacement in the amount of \$7,814,315.

Background Summary:

Project Architect:	HBA Architecture & Interior Design
Contractor:	A. R. Chesson Construction Company, Inc.
Contract Amount:	\$7,814,315
Construction Budget:	\$8,000,000
Number of Responsive Bidders:	4
Average Bid Amount:	\$7,076,607
High Bid:	\$8,999,000

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-018 Renovations and Replacements – HVAC – Phase III

CIP 1-019 Renovations & Replacements – Roofing – Phase III

CIP 1-020 Renovations and Replacements – Various – Phase III



Subject: Policy Review Committee Recommendations Item Number: 15D1-8

Section: Consent Date: April 5, 2022

Senior Staff: Donald E Robertson, Ph.D., Chief of Staff

Prepared by: Kamala Lannetti, Deputy City Attorney; John Sutton, III, Coordinator, Policy and Intergovernmental Affairs

Presenter(s): School Board Legal Counsel, Kamala Lannetti, Deputy City Attorney

Recommendation:

That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its March 10, 2022 meeting.

Background Summary

1. Policy 7-5/ News: Division Wide and Individual School- *the PRC recommends scrivener's changes and updating office titles.*
2. Policy 7-14/ Advertising in Schools- *the PRC recommends changes to reflect current practice and procedures.*
3. Policy 7-40/ Performance of Students- *the PRC recommends scrivener's changes.*
4. Policy 7-41/ Contests for Students- *the PRC recommends scrivener's changes.*
5. Policy 7-45/ Recognition of Students and Staff by the School Board- *the PRC recommends formatting the Policy to be consistent with current policy and regulation formatting, new language added to reflect current procedures.*
6. Policy 7-52/ Use of School Board Equipment/ Use of School Buses- *the PRC recommends changes to include language from the Virginia Code and scrivener's changes.*
7. Policy 7-55/ Fees for Use of School Facilities- *the PRC recommends scrivener's changes.*
8. Policy 7-56/ Concession Stands on School Property- *the PRC recommends scrivener's changes and language update to reflect current procedures.*

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of March 10, 2022

COMMUNITY RELATIONS

School News: School Division-wide and Individual School

A. School Division-wide ~~School~~ News

News items which may reflect a School Division-wide policy or practice must be approved by the Superintendent, or ~~his/her~~ designee, prior to release to news media.

B. Individual School News

The School Board encourages the dissemination of news regarding individual school events and the activities of the students. ~~The Department of Media and Communications~~ The Department of Communications and Community Engagement will oversee a network of staff members designated to promote ~~school~~ School Division-wide news and events within acceptable standards of content and journalism.

Editor's Note

See also Virginia Beach City Public Schools "Attribution Guidelines". For relations with the news media see School Board Policy 7-6 and any implementing regulations.

Related Links

School Board [Policy 7-6](#)

School Board [Regulation 7-6.1](#)

Adopted by School Board: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY



COMMUNITY RELATIONS

Advertising in the Schools

A. Generally

Students and employees shall be protected from exploitation by advertising in the schools.

B. Use of Commercial Materials

The School Board approves of the use of instructional materials developed by commercial organizations if the educational value of the materials outweighs their commercialism, if the advertising is in good taste and if the materials are not available elsewhere at a reasonable cost.

C. Announcements, Notices and Signs

Principals may permit the posting of announcements, notices, and signs in designated areas of the schools if the advertised activity will contribute to the students' education or if the proceeds of the activity will benefit the programs of instruction or extracurricular activities.

D. Billboard Advertising

Principals may accept appropriate billboard advertising at school facilities in accordance with applicable law and regulation. Advertisements for alcoholic beverages, marijuana, vaping related products, and tobacco are prohibited.

E. Corporate or Other Private Sponsorships

Advertising in the schools associated with corporate or other private sponsorship of interscholastic activities is governed by School Board Policy 7-70 and School Board Regulation 7-70.1.

F. Political Advertising

School facilities, school resources, email or other ~~web-based~~ web-based services, or equipment may not be used as a means of producing or disseminating to the community any material that advertises or promotes a political party, a political cause, or the candidacy of an individual for public office. During work hours employees may not participate in personal political activities.

Students and ~~e~~Employees of the School Board shall not be used to distribute campaign literature in within the schools, on school property, vehicles, or communication systems -or ~~at~~ school sponsored events ~~grounds~~, unless the distribution happens at a school in the area designated that day as a polling location.

G. Advertising in School Publications

School and/or student publications that normally solicit paid advertisements as a means of supplementing their income may accept and publish paid advertising copy that is appropriate for a school publication and that receives the prior approval of the principal or his/her designee.

Editor's Note

~~For distribution/announcement of outside communications see School Board Policy 7-15 and any implementing regulations.~~

~~For corporate sponsorship, see School Board Policy 7-70 and any implementing regulations.~~

~~For prohibition of expressive activities on school property see School Board Policy 7-16.~~

Related Links

School Board **Policy 7-15**

School Board **Policy 7-16**

School Board **Policy 7-70**

School Board **Regulation 7-70.1**

Adopted by School Board: October 21, 1969

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 20, 1992

Amended by School Board: June 17, 1997

Amended by School Board: September 16, 1997

Amended by School Board: December 19, 2000

Amended by School Board: August 17, 2010

Amended by School Board: August 19, 2014

Amended by School Board: 2022

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LEGAL SUFFICIENCY

Kamala H. Lenetti

COMMUNITY RELATIONS

Performances by Students

A. Generally

Principals may permit performances by students under the auspices of a school-sponsored organization when such performances:

1. Are desirable to accomplish the objectives of a school program;
2. Meet the needs and interests of the students;
3. Stimulate the students in improving their ability to perform;
4. Are appropriate to the participating age group;
5. Require no extraordinary training but are the natural outgrowth of the normal teaching sequence;
6. Do not encroach on the opportunities of professional performers or musicians; and
7. Comply with applicable copyright laws and regulations.

B. Performing for Outside Sponsors

Students performing under the auspices of a school-sponsored organization may perform for outside organizations where admission fees are charged only if the proceeds are used for charitable, educational, or civic purposes. Costs associated with these performances shall be borne by the sponsoring organization.

C. Payment for Performances

Payment for the performance is acceptable only in the form of a contribution to support the work of the performing organization.

D. Supervision

Performing students shall be supervised by adults under the direction of the school.

E. Political Rallies

The School Board does not believe it advisable to use the School Division's musical organizations for local political rallies.

The School Board does believe that the musical organizations may be used to honor the position represented by certain high public office holders or to honor visiting dignitaries to the area.

Legal Reference

The Copyright Act of 1976, 17 U.S.C. § 100, *et seq.*, as amended.

Adopted by School Board: October 20, 1992

Amended by School Board: May 9, 2006

Amended by School Board: August 19, 2014

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lenzetti

COMMUNITY RELATIONS

Contests for Students

Contests or other activities involving participation by students or the granting of awards or prizes to students, which are sponsored by organizations and/or agencies outside of the schools, shall not be announced, promoted, or permitted within the schools unless approved by the principal or designee. The principal or designee shall consider for approval contests or other activities that add value to the educational experiences of students and support school and community partnerships. Principals shall not approve any contest or activity being promoted for purely commercial purposes.

Adopted by School Board: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: 2022

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LEGAL SUFFICIENCY

Kamala H. Lanetti

COMMUNITY RELATIONS

Recognition of Students and Staff by the School Board

It is the policy of the School Board to recognize publicly at School Board meetings the outstanding accomplishments of those students and staff members whose designated achievements may be considered exemplary. These recognitions items may include 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 recognitions.

~~activities have reflected credit on themselves, as representatives of the School Division during school-related events/activities. Honors for consideration should be Sschool Ddivision or educational-based, or directly related to their role as a student or staff member within the School Division.~~

A. Recognition criteria include:

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 multi-state (i.e. east coast region, etc.) competitions/events.
4. Achievement of first place in state competitions/events.
5. Achievements beyond the scope of regular academics/activities and/or job performance.

B. Submission of names for recognition

Citizens, School Board Members and School Division employees are encouraged to ~~forward contact to the~~ Office of Department of Communications and Community Engagement ~~the for instructions on how to submit the~~ names of students and employees whose accomplishments warrant such recognition.

Adopted by School Board: October 20, 1992
Amended by School Board: May 25, 2004
Amended by School Board: August 19, 2014
Amended by School Board: 2022

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LEGAL SUFFICIENCY

Kamala H. Lencioni

COMMUNITY RELATIONS

Use of School Board Equipment: Use of School Buses

A. Eligible Organizations

In accordance with applicable law, the following agencies or organizations may enter into a contract for the use of school buses provided the request is approved by the School Division:

1. State government agencies;
2. Local government agencies;
3. Agencies organized under Public Law 89-73 (Older Americans Act of 1965) or any law amendatory or supplemental thereto providing for the use of school buses by such agency or by departments, board, commissions, or officers of the City for public purposes, including transportation of the elderly; and
4. Non-profit community organizations serving the mentally and/or physically disabled.

B. Contractual Arrangements

The Superintendent or designee is authorized~~School Board shall to~~ enter into ~~a~~ written contracts with the eligible agencies or organizations ~~y~~ covering, but not limited to, the following:

1. A Hold Harmless Agreement with the eligible agency that indemnifies and holds harmless the School Board from any and all liability of the School Board by virtue of use of such school buses.
2. The School Board shall be reimbursed for the operational cost, excluding drivers' salary and depreciation, on a mileage basis at the rate as reported on the Virginia Board of Education Transportation Report for the preceding year.
3. The School Board shall be reimbursed for the cost of the drivers' salary at the actual rate per hour paid plus 16 percent to cover fixed charges and administrative expense.
4. The School Board shall be reimbursed for depreciation of the capital expenditure based on the actual cost of the vehicle with a life expectancy of 100,000 miles.
5. Only regular employees of the School Board and employees of the City of Virginia Beach approved by the Superintendent or designee, licensed to drive school buses, will be permitted to drive.

5.6. The Superintendent or designee is authorized to waive or add contract terms not required by law, policy, or regulation.

Legal Reference

Code of Virginia § 22.1-182, as amended. Use of school buses for public purposes.

Editor's Note

~~See also Attorney General's Opinion February 7, 1984 ". . . A school board lacks the authority, aside from the instances specifically set forth in § 22.1-182, and referred to above, to permit the use of its school buses by a civic, eleemosynary or charitable group for transportation to the group's functions."~~

Adopted by School Board: October 20, 1992

Amended by School Board: May 17, 1994

Amended by School Board: August 19, 2014

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lantieri

COMMUNITY RELATIONS

Fees for Use of School Facilities

The School Board shall adopt a schedule of fees to be charged for the use of school buildings and grounds. The fees shall be based upon the actual cost to the School Division, the facilities to be used, required services of school personnel and the type of organization filing the application. Higher fees may be charged when facilities are used for events open to the public and an admission fee or donation is charged.

Principals or designee may waive custodial and/or supervisory fees when satisfactory alternatives are acceptable.

Civic and community organizations in the city-City not directly related to the School Division may be permitted the use of rooms for meeting purposes without charge for membership meetings. If such organizations request to use School Division facilities for fundraising or other events, a facilities use approval must be obtained and fees will be charged in accordance with the applicable School Board policies and regulations.

Boy Scouts and other patriotic youth organizations (as defined by U.S.C. Title 36) have the same ability to use school facilities as other community groups.

Editor's Note

~~*See School Board Policy 5-53: Activities: Access to School Facilities*~~

~~*See School Board Policy 7-48: Community Use of School Facilities/Generally*~~

~~*See School Board Policy 7-49: Organizations Eligible to Use School Facilities*~~

~~*See School Board Regulation 7-55.1: Fees for Use of School Facilities*~~

Legal Reference

Boy Scouts of America Equal Access Act § 9525 of the Elementary and Secondary Education Act of 1965, as amended by § 901 No Child Left Behind Act of 2001), 20 U.S.C. 7905.

Code of Virginia § 22.1-131, as amended. Boards may permit use of various school property; general conditions, electric vehicle charging stations.

Related Links

School Board **Policy 5-53**

School Board **Policy 7-48**

School Board **Policy 7-49**
School Board **Regulation 7-55.1**

Adopted by School Board: October 20, 1992
Amended by School Board: September 2, 2003
Amended by School Board: August 19, 2014
Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lantieri

COMMUNITY RELATIONS

Concession Stands on School Property

A. School Groups

With the approval of the principal, or ~~his/her~~ designee, school groups may be permitted to use concession stands located on school property. Such approval shall be contingent upon the group's submitting the proper application for use of school facilities and abiding by existing regulations.

B. Non-School Groups

With the approval of the principal, or ~~his/her~~ designee, and the Office of Business Services, non-school groups (such as PTAs/PTSA's or booster clubs) may be permitted to use concession stands located on school property or in school buildings. Such approval shall be contingent upon the group's submitting the proper application for use of school facilities and abiding by applicable laws, policies and existing regulations.

C. Private/Commercial Vendors

Private/commercial (for-profit) vendors are not permitted on school property except when a school-sponsored or associated group submits the proper application form for use of school facilities and receives approval from the principal and the Office of Business Services.

Adopted by School Board: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: 2022

APPROVED AS TO
LEGAL SUFFICIENCY





Subject: Personnel Report **Item Number:** 16A

Section: Action **Date:** April 5, 2022

Senior Staff: Mrs. Cheryl R. Woodhouse, Chief Human Resources Officer

Prepared by: Cheryl R. Woodhouse

Presenter(s): Aaron C. Spence, Ed.D., Superintendent

Recommendation:

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the April 5, 2022, personnel report.

Background Summary:

List of appointments, resignations and retirements for all personnel.

Source:

School Board Policy #4-11, Appointment

Budget Impact:

Appropriate funding and allocations

Personnel Report
Virginia Beach City Public Schools
April 5, 2022
2021-2022

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Arrowhead	3/21/2022	Joseph Molyneux	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Bettie F. Williams	3/24/2022	Yvonne Jones	Cafeteria Assistant, 4.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Centerville	3/24/2022	Bonnie L Varney-Lachance	Physical Education Assistant	Regent University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Christopher Farms	3/24/2022	Nicole L Clary-Lomerson	Special Education Assistant	Virginia Wesleyan University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	King's Grant	3/24/2022	Chelsea Harris	School Nurse	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Princess Anne	3/21/2022	Samantha Frazier	Special Education Assistant	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Tallwood	3/17/2022	Yanping Lin	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Trantwood	3/24/2022	Laurie S Hess	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Windsor Oaks	3/21/2022	Yajuan Hu	Library/Media Assistant	Zhengzhou University of Aeronautics, CN	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Corporate Landing	3/17/2022	Florencia Bravo Reyes	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Great Neck	3/24/2022	Toni White	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Landstown	3/24/2022	Eddie R Entimano	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	3/24/2022	Gina N Dewey	Library Media Assistant	Southern New Hampshire Univ, NH	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Salem	3/15/2022	Ramon Vargas	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Salem	4/4/2022	Alexis de la Cruz	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Teaching and Learning	4/8/2022	Theresa Tate	Administrative Office Associate I	Liberty University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	3/14/2022	Joseph A Yarbrough	Fleet Technician III	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	3/16/2022	Jacqueline Cobos	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	3/16/2022	Pamela J Drake	Bus Driver, 7.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	3/16/2022	Abigail A Medrano	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	3/16/2022	Rodney M Reed	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	3/16/2022	ToJuana Trotty	Bus Driver, 7.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	3/16/2022	Sherry R Warfield	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	3/23/2022	Keith Ethington	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	3/23/2022	leasha Key	Bus Driver, 7.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	3/24/2022	Tamikia C Outlaw	Bus Driver	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Birdneck	3/25/2022	Melissa S Frausto	Kindergarten Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Creeds	6/30/2022	Tiffany Froman	Kindergarten Assistant (family)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Creeds	6/30/2022	Brittany Kovacs	Physical Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Diamond Springs	3/15/2022	Vincent E Adams	Custodian I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Diamond Springs	6/30/2022	Janice Rivera	Kindergarten Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kempsville Meadows	3/14/2022	Tongie Rodriguez	Custodian II Head Night (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	King's Grant	3/25/2022	Lamekia S Brown	Cafeteria Assistant, 5.5 Hours (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Windsor Woods	6/30/2022	Michelle V Barone	Kindergarten Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Great Neck	3/16/2022	Tyeta Jones	Special Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Great Neck	4/8/2022	Kimberly L Hutchison	School Office Associate II (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Larkspur	6/30/2022	Myra J Payne	School Nurse (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Lynnhaven	3/25/2022	Kevin Craig	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Old Donation School	4/1/2022	Hathairat Soonthong	Physical Education Assistant, .500 (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Plaza	3/16/2022	Julius D Robinson	Custodian I (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Plaza	4/1/2022	Lisa D Arici	ISS Coordinator (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Adult Learning Center	5/20/2022	Heather M Allen	Coordinator Adult Academic Programs (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Cox	3/11/2022	Iyana M Betts	Cafeteria Assistant, 5.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Renaissance Academy	3/2/2022	Kiara Wood	Custodian I (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Tallwood	3/25/2022	Brian K Durbin	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Tallwood	6/30/2022	Felicia Loper	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Technology	3/30/2022	Maxwell Sarosdy	Network Technician I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Department of Technology	4/1/2022	Gavin T Schober	Technology Support Technician (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Maintenance Services	4/22/2022	Matthew J Rille	Occupational Health/Safety Specialist (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	3/14/2022	Amanda F Hartson	Bus Driver, 6.5 Hours (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	3/21/2022	Gary D Bull	Bus Driver, 6.0 Hours (expiration of long-term leave)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	4/8/2022	Desiree L Davis	Bus Driver - Special Ed, 6.5 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Diamond Springs	6/30/2022	Kin Chow	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Luxford	6/30/2022	Jennifer L Brademas	Library/Media Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Newtown	6/30/2022	Arlene Miller	Cafeteria Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	North Landing	6/30/2022	Maria B Artis	School Office Associate II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Elementary School	Providence	6/30/2022	Maureen M Zawistowski	Cafeteria Manager I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Brandon	6/30/2022	Teodoro C Cerdenola	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Landstown	6/30/2022	Christine Elliott	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Larkspur	6/30/2022	Christina C Bergren	School Counseling Department Chair	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Larkspur	6/30/2022	Ricky D Caffee	Custodian III Head Night	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Virginia Beach	6/30/2022	Carolyn D Murphy	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Advanced Technology Center	6/30/2022	Ann Marie C Garvey	Assistant Director Advanced Technology Center	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Cox	6/30/2022	Roberto Coronado	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Cox	6/30/2022	Thelma G Coronado	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Kellam	6/30/2022	Frank J Lipoli	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Landstown	6/30/2022	Ann Marie Murphy	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Princess Anne	6/30/2022	Sherril L Brooks	Assistant Principal	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Renaissance Academy	6/30/2022	Julius J Renna	Custodian II	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Department of Teaching and Learning	6/30/2022	Kimberly F Adams	Coordinator Instructional Technology	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Student Support Services	6/30/2022	Catherine L Quinn	Behavior Intervention Specialist	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2022	Carlton D Brown	Fleet Technician III	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2022	James A Little	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Transportation and Fleet Management Services	6/30/2022	Angelique Y Tanksley	Bus Driver, 7.5 Hours	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Bayside	3/29/2022	Edna J Ortiz Venegas	Kindergarten Teacher	Centennial Normal School of Jalisco, MX	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Point O'View	3/24/2022	David P Kendall	Fifth Grade Teacher	SUNY College Cortland, NY	Union-Endicott Central School District, NY
Assigned to Instructional Salary Scale	Appointments - Elementary School	Strawbridge	4/4/2022	Angela M Plante	Third Grade Teacher	Cal State Univ San Marcos, CA	Miami-Dade County Public Schools, FL
Assigned to Instructional Salary Scale	Appointments - Miscellaneous	Office of Programs for Exceptional Children	3/24/2022	Melanie B Haga	Speech/Language Pathologist, .400	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Arrowhead	6/30/2022	Sara P Fenner	Second Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bayside	3/30/2022	Vanessa A Sanchez Sanchez	Kindergarten Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Birdneck	6/30/2022	Kaylee F Adler	Fourth Grade Teacher (continuing education)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Birdneck	6/30/2022	Angelina M Occhiuzzo	Kindergarten Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Christopher Farms	6/30/2022	Alissa R Royal	Second Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Corporate Landing	6/30/2022	Alexis C Forgey	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Diamond Springs	6/30/2022	Gabrielle S Condecido	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Fairfield	6/30/2022	Sara H Coggin	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Green Run	4/8/2022	Brittany A Kutcher	First Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Hermitage	6/30/2022	Michelle N Hedish	Fourth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Hermitage	6/30/2022	Danielle B Strutton	Fifth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Holland	6/30/2022	Emma C Boltz	Fourth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Indian Lakes	6/30/2022	Ashley B Thompson	School Counselor (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Linhorn Park	6/30/2022	Kathleen J Limbaugh	Second Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Luxford	6/30/2022	Rachael A Kerr	First Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Malibu	6/30/2022	Alyssa R Schreyer	Special Education Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Rosemont Forest	6/30/2022	Justine Heriford	Special Education Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Trantwood	6/30/2022	Patricia Gray	Fourth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	White Oaks	6/30/2022	Amanda E Parkes	First Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	White Oaks	6/30/2022	Maryann Pavlik	Third Grade Teacher (transfer of spouse)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	6/30/2022	Renee B Courtney	Health & Physical Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	6/30/2022	Hannah M Crowder	Business Education Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	6/30/2022	Jack M Messick	Seventh Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	6/30/2022	Celeste Raub	Seventh Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Independence	6/30/2022	Paige M Gallagher	Sixth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Independence	6/30/2022	Zenilda Thompson	Sixth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Kempsville	3/22/2022	Karin L Sadowski	Sixth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Kempsville	6/30/2022	Carolyn S Ruffin	Sixth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	6/30/2022	Abigail L Baker	Eighth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	6/30/2022	Kimberly A Brooks	Eighth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Landstown	6/30/2022	Rebecca S Watts	Teen Living Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	6/30/2022	Catharine L Hall	Special Education Teacher (career enhancement opportunity)	Not Applicable	Not Applicable

Personnel Report
Virginia Beach City Public Schools
April 5, 2022
2021-2022

<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 Instructional Salary Scale	Resignations - Middle School	Larkspur	6/30/2022	Alison R Leaman	Seventh Grade Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Lynnhaven	6/30/2022	Jessica F Andrews	Seventh Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Lynnhaven	6/30/2022	Suzanne M Pease	Seventh Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Old Donation School	6/30/2022	Christopher E Bone	School Improvement Specialist (moved to private school)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Plaza	6/30/2022	Tianara Hall	Eighth Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Salem	4/15/2022	Natalia Alvarez-Morillo	Spanish Teacher (accepted a private sector job)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Salem	6/30/2022	Grace K Meier	Eighth Grade Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run	4/11/2022	Tiffany H McFadden	Spanish Teacher (expiration of long-term leave)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run Collegiate	5/13/2022	Pablo Lavin	Spanish Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Green Run Collegiate	6/30/2022	Eva M Dobak	Social Studies Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Landstown	6/30/2022	Olivia A Graham	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Ocean Lakes	6/30/2022	John M Parker	Band Instructor (continuing education)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	6/30/2022	Nicholas Corbett	Mathematics Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	6/30/2022	Amanda S Grimm	English Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	6/30/2022	Shawnee H Neubauer	Mathematics Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Salem	3/11/2022	Matthew G Terry	Special Education Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Salem	3/25/2022	Hollee E Kessler	English Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Salem	6/30/2022	Spenser C Garcia	Mathematics Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Tallwood	6/30/2022	Alina R Dougherty	Math Specialist (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Tallwood	6/30/2022	Katie M Tomlinson	Spanish Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Tallwood	6/30/2022	Wan Zhang	Chinese Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	6/30/2022	Kelsey M Burdett	Speech/Language Pathologist (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	6/30/2022	Therese B Fink	Hearing Impairment Teacher, 400 (temporary employment agreement expired)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	6/30/2022	Susan T Shepherd	Speech/Language Pathologist (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	6/30/2022	Rebecca R McAhren	Behavior Intervention Teacher (family)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Christopher Farms	6/30/2022	Sharon L Yager	Special Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Glenwood	6/30/2022	Pamela H Buchardt	Reading Specialist	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Pembroke	6/30/2022	Gina M Spencer	First Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Rosemont Forest	6/30/2022	Sheila J Kyle	Reading Specialist	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Three Oaks	6/30/2022	Amy Walters	Kindergarten Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Elementary School	Trantwood	6/30/2022	Debra-Lee E Chandler	Second Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Corporate Landing	6/30/2022	Sabrina Flegal	Library Media Specialist	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Independence	6/30/2022	Kellie L Jordan	Health & Physical Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Plaza	6/30/2022	Mary E Inman	Seventh Grade Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Middle School	Salem	6/30/2022	Angela B Reynolds	School Counselor	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Adult Learning Center	6/30/2022	Alice H Thomas	ALC Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Bayside	6/30/2022	Ginger Royals	Business Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Cox	6/30/2022	Carol C Paradiso	Special Education Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Cox	6/30/2022	Charles Traub IV	Social Studies Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - High School	Kellam	3/31/2022	Claudia T Holt	Social Studies Teacher	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Miscellaneous	Office of Programs for Exceptional Children	6/30/2022	Crystal L Richardson	Visual Impairment Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Elementary School	Salem	4/7/2022	Maureen E Fanelli	Principal	Regent University, VA	Not Applicable
Administrative	Appointments - Miscellaneous	Office of Student Support Services	7/1/2022	Robert B Jamison	Executive Director Student Support Services	Old Dominion University, VA	Not Applicable



Subject: Textbook Adoption: Secondary English Textbooks **Item Number:** 16B

Section: Action **Date:** April 5, 2022

Senior Staff: Kipp D. Rogers, Ph.D., Chief Academic Officer, Department of Teaching and Learning

Prepared by: Angela Seiders, Executive Director Secondary, Department of Teaching and Learning
Cameron Vadersen-Jacob and Britani Kerns, Secondary English Coordinators

Presenter(s): Angela Seiders, Executive Director Secondary, Department of Teaching and Learning

Recommendation:

That the School Board approve the following secondary English digital resource as recommended by the Secondary English Digital Resource Adoption Committee for implementation in the Fall of 2022.

Course Title	Digital Resources	Publisher	Copyright
Advanced English 6-8 English 6-8 Honors English 9-12 English 9-12	<i>Actively Learn</i>	Achieve 3000, a subsidiary of McGraw Hill	2022

Background Summary:

The members of the Secondary English Digital Resource Adoption Committee reviewed digital resources provided by the publishers. The committee evaluated the resources based on its alignment to the Virginia Standards of Learning, its ability to integrate seamlessly into our learning management system, and the digital resources it provides for students and teachers. The resources were reviewed by teachers, parents, literacy coaches, students, and a university representative. The digital resources were available electronically through our website for public comment and review. After reviewing the resources, the Secondary English Digital Resource Adoption Committee recommends the above digital resource as its first-choice recommendation for implementation during the Fall of 2022.

A negotiation team including the director of the Office of K-12 and Gifted Programs, the coordinators for Secondary English, and the director of Business Services communicated with the appropriate personnel from the publishing company to discuss a preliminary contract for the full adoption cycle pending approval by the School Board.

The proposed digital resource will replace the current textbooks as follows:

Course Title	Textbook	Copyright	Years in use (including this year)
English Grade 6-12	<i>Holt McDougal Literature</i> Houghton Mifflin Harcourt Publishing Co.	2013	8

Source:

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

Budget Impact:

Total initial implementation costs:

Course Title	First-choice Recommendation Totals	Second-choice Recommendation Totals
Advanced English 6-8 English 6-8 Honors English 9-12 English 9-12	\$706,000.00 per year *Additional discounts for three-year contract	1,095,500.00 per year *Additional discounts for three-year contract

**Secondary English
Digital Resource Adoption
Implementation for Fall 2022**

Course	Recommendations	Student Enrollment	Initial Implementation Cost	Two Year Additional Costs	Total Implementation Cost
Advanced English 6-8 English 6-8 Honors English 9-12 English 9-12	First Choice: <i>Actively Learn, Achieve 3000</i>	35,300	706,000.00	1,270,800.00	1,976,800.00
	Second Choice: <i>Into Literature, Houghton Mifflin Harcourt Publishing Company</i>	35,300	1,095,500.00	1,976,400.00	3,074,400.00

DIGITAL RESOURCE ADOPTION RECOMMENDATION

SECONDARY ENGLISH (GRADES 6-12)

February 22, 2022

*Department of Teaching and Learning
Secondary English*

SECONDARY ENGLISH DIGITAL RESOURCES ADOPTION TIMELINE

July/August 2021	Request for Proposal initiated. Nine companies submitted proposals.
September 2021	Initial RPF including members from Department of Teaching and Learning, Department of Technology and Business Services convened to review the nine products thus narrowing to the top five based upon the scoring criteria.
October 2021	Memo calling for secondary English teachers to serve on the Digital Resource Adoption committee by completing an application process distributed.
November 2021	English teacher committee members selected and notified. Initial meeting held with committee members explaining process and to review criteria rubric.
December 2021	The committee met two times in December: First, they convened to view 20-minute presentations from the top five vendors and used evaluation forms to rank. The second committee meeting discussed their findings and, through consensus, narrowed to the top two vendors.
January 2022	<p>The top two resource and evaluation forms were made available electronically through the Call-to-Action Page on the Virginia Beach City Public Schools website to allow for public comments. Additionally, digital access to the top two products along with evaluation forms were made available to all secondary English teachers, administrators, parents, students, select university professors, and building specialists (literacy coaches, computer resources specialists, gifted resources teachers) for comment, scoring and ranking.</p> <p>Negotiations were conducted with appropriate representatives from the publishers, the director of the Office of K-12 and Gifted Programs, a contract specialist from Purchasing Services, and the secondary English coordinators.</p>
February 2022	<p>Results of public review, scoring and rankings reviewed by 50 participants.</p> <p>The secondary English coordinators used the recommendations from the committee to prepare the report for the School Board.</p>

**Secondary English
TEXTBOOK ADOPTION COMMITTEE**

City-Wide Representatives:

Britani Kerns, Secondary English Coordinator
Cameron Vadersen-Jacob, Secondary English Coordinator

Instructor Representatives

Kristen Adesso, Great Neck Middle School
Julie Allen, Plaza Middle School
Brittney Purchas, Bayside Middle School
Kimberly Berry, Landstown Middle School
Melanie Bolick, Landstown Middle School
Heather Comer, Tallwood High School
Robin Copeland, Bayside HS
Deborah Jennison, Bayside HS
Katie Bennett, Landstown HS
Gina Pancheco-Forehand, Salem Middle School

Parent Representatives

Parent, Landstown HS
Parent, First Colonial HS

Student Representatives

Student, Landstown High School
Student, Landstown High School

University Representative

Dr. Kati Macaluso, Professor of English and Acting Academic
Director for ACE Teaching Fellows Program, University of Notre Dame

**SECONDARY ENGLISH DIGITAL RESOURCE ADOPTION COMMITTEES
FIRST RECOMMENDATION**

The Secondary English Digital Resource Adoption Committee recommends the following product as its first choice for adoption by Virginia Beach City Public Schools:

Actively Learn, Achieve 3000, subsidiary of McGraw Hill

The recommended textbook displays the following strengths:

- Aligns to the Standards of Learning and enduring understandings within the secondary English curriculum.
- Integrates with Canvas for a seamless digital experience.
- Includes a variety of thematically, multi-genre text collections by appropriate grade and reading levels.
- Includes high quality teacher resources, interactivity for students, summative performance-based assessments, and curriculum builder options allowing the teacher to differentiate lessons.
- Provides opportunities for customization to align with VBCPS Secondary English Curriculum.
- Offers access to copyrighted texts such as supplemental novels, contemporary stories and poetry, and current nonfiction.

**FIRST-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
*Actively Learn***

Student Textbook	Allocation	Number Needed	Cost Per Student Year 1	Cost Per Student Years 2-3	Total Implementation
<i>Actively Learn</i> Middle School Grades 6-8	One per student	14,200	\$284,000.00 (\$20.00/student)	\$511,200.00 (\$18.00 student/year)	\$795,200.00
<i>Actively Learn</i> High School Grades 9-12	One per student	21,200	\$422,000.00 (\$20.00/student)	\$759,600.00 (\$18.00 student/year)	\$1,181,600.00
TOTALS			\$706,000.00	\$1,270,800.00	\$1,976,800.00
Teacher Textbook	Allocation	Number Needed	Cost Per Teacher		Total Implementation
<i>Actively Learn</i> Grades 6-12	One per teacher	300	\$0.0		0.0
TOTALS			Year 1	Years 2-3	Total Implementation
			\$706,000.00	\$1,270,800.00	\$1,976,800.00

**SECONDARY ENGLISH DIGITAL RESOURCE ADOPTION COMMITTEES
SECOND RECOMMENDATION**

The Secondary English Digital Resource Adoption Committee recommends the following product as its second choice for adoption by Virginia Beach City Public Schools:

Into Literature, Houghton Mifflin Harcourt

The recommended textbook displays the following strengths:

- Aligns to the Standards of Learning and enduring understandings within the secondary English curriculum.
- Integrates with Canvas for a seamless digital experience.
- Includes collections based on an essential question with multi-genre selections.
- Includes teacher resources with before, during and after reading activities, summative assessments, and opportunities for writing.

The recommended textbook displays the following limitations:

- Resembles a traditional textbook formatting with limited student interaction.
- Challenging to navigate through product as a teacher and student.
- Organized by grade level limiting customization to alignment with VBCPS Secondary English Curriculum.

**SECOND-CHOICE RECOMMENDATION
IMPLEMENTATION COSTS FOR
*Into Literature, Houghton Mifflin Harcourt***

Student Textbook	Allocation	Number Needed	Cost Per Student Year 1	Cost Per Student Years 2-3	Total Implementation
<i>Into Literature</i> Middle School Grades 6-8	One per student	14,200	\$568,000.00 (\$40.00/student)	\$1,022,400.00 (\$36.00 student/year)	\$1,590,400.00
<i>Into Literature</i> High School Grades 9-12	One per student	21,200	\$530,000.00 (\$25.00/student)	\$954,000.00 (\$22.50 student/year)	\$1,484,000.00
TOTALS			\$1,098,000.00	\$1,976,400.00	\$3,074,400.00
Teacher Textbook	Allocation	Number Needed	Cost Per Teacher		Total Implementation
<i>Into Literature</i> Grades 6-12	One per teacher	300	\$0.0		0.0
TOTALS			Year 1	Years 2-3	Total Implementation
			\$1,098,000.00	\$1,976,400.00	\$3,074,400.00



Digital Textbook Resource Adoption: Secondary English

The Department of Teaching and Learning
Tuesday, April 5, 2022

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Why the need for a digital textbook?

2

- Last adoption in 2014
- Current digital resource access ended June 2021
- Open Educational Resources are not always vetted or aligned to standards
- Engaging, interactive platforms with embedded reading strategies
- Contain classic texts, contemporary fiction, nonfiction, poetry, drama, and media
- Customizable to fit our needs
- Easily accessible and aligned to Standards
- User friendly for teachers and students



VIRGINIA BEACH CITY PUBLIC SCHOOLS

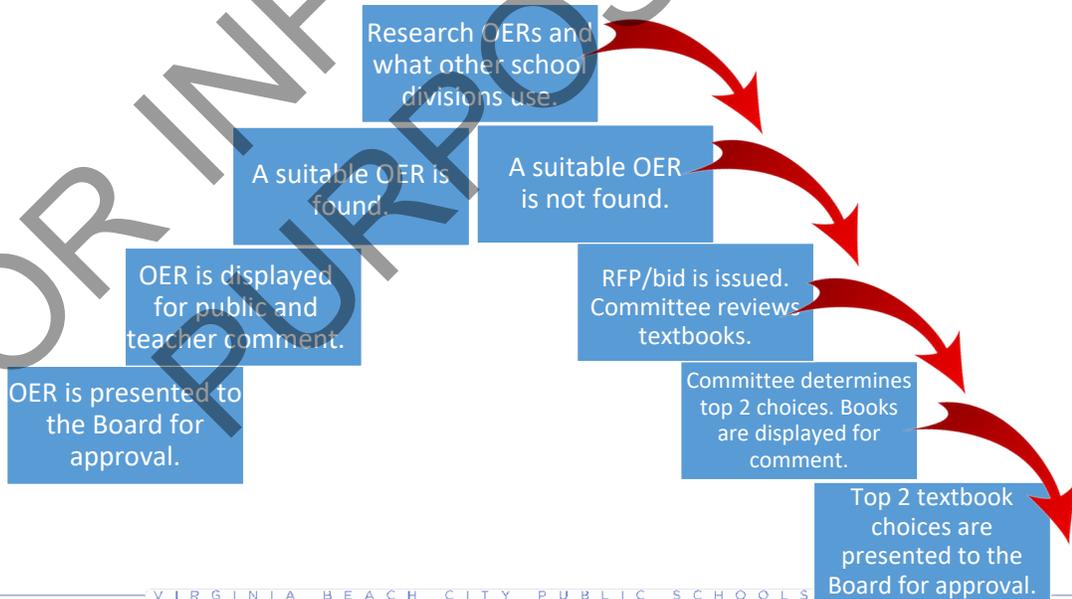
Differences between Digital Textbook Resources and Physical Textbooks

3

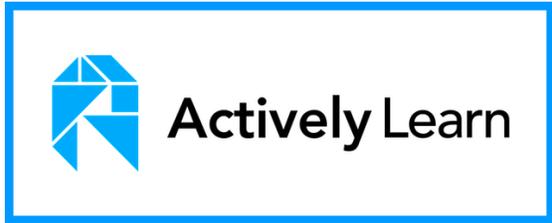
Digital Textbook Resource	Physical Textbook
<ul style="list-style-type: none"> • Web-based platform • Interactive texts (engaging for students) • Editable resources • Customizable for division • Continually updated • Short-term contracts • Student data usage available 	<ul style="list-style-type: none"> • Hard copy purchased for each student • Online add-on is not interactive • Not customizable • Long-term contracts

Textbook Adoption Process

4



Two Resources Reviewed by Committee



What did the committee consider?

- Curricular Goals
- Usability
- Support
- Equity, Multiple Perspectives, and Bias

Equity Policy - 5.4

F. Curriculum and Instruction

The Superintendent or designee(s) will ensure that curriculum and instructional materials reflect the School Board's commitment to educational equity.

2. All curriculum materials shall be examined for bias by the Department of Teaching and Learning. Where materials reflect bias, teachers utilizing the materials will acknowledge and seek to understand the bias and communicate this important context to students and parents/legal guardians prior to instruction.
3. The School Division shall develop, support, and implement curriculum and instruction as well as educational resources that have been reviewed and determined not to promote bias.

Resource Reviews and Considerations

13 Committee Members

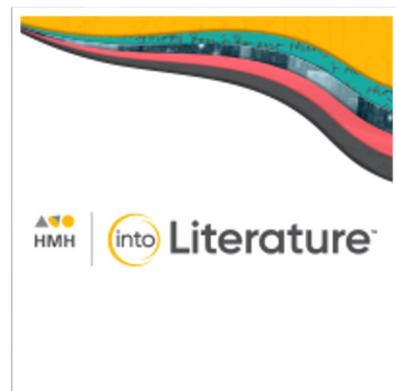
- 10 Teachers
- 2 School-based Literacy Staff
- 1 Notre Dame College Professor

125 Stakeholder Reviews

- **54% - Actively Learn**
 - 60% before Feb. 27
- **46% - Into Literature**
 - 40% before Feb. 27
- 10 people did not recommend either resource

Into Literature

- Offers lesson plans for teachers
- Student support during reading
- Skills-based activities
- Multiple choice assessments
- Supports all elements of a learning plan
- Texts offer multiple perspectives
- ESL support
- Adapted passages provided for support
- Format resembles a traditional textbook
- Not customizable by school divisions



Actively Learn- Committee Recommended

9

- Award-winning ELA Platform
- 24,000+ full-length novels, plays, short stories, and poems
- 650+ news and high-interest articles
- Chesapeake City Public Schools and Chesterfield County Public Schools also use the resource



Benefits of Actively Learn

10

- Engaging for students
- Ease of use for teachers
- Customizable district library with engaging, standards-aligned, and age-appropriate resources where teachers and students have access only to resources that have been approved by the district or teacher.



Support for Students

11

- Adaptive texts with targeted passages
- Support for ESL students
- Texts depict multiple perspectives
- Text-to-Speech translations in over 100 languages
- Vocabulary definitions in context
- Dyslexia settings
- Annotations
- Read-aloud feature to support students with disabilities



Actively Learn

A screenshot of the Actively Learn interface. It shows a reading passage about sled dogs with a highlighted sentence: "They've learned to move together and trade roles. 'In movies,' Klejka says, 'there's always one lead dog. But in reality, our kennel is all lead dogs. We switch them around.'" Below the passage is a multiple-choice question: "According to paragraph 10, which statement is MOST accurate about sled dogs?" with four options. The first option, "They all trust each other," is selected. A red arrow points from the highlighted text in the passage to the selected option. The interface also includes a "QUESTION 3" header, a "3 points" indicator, an "EDIT" button, and an "EXTRA HELP" button.

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Access to Content

12

- Curriculum Units in the resource are optional
- School divisions can curate a customizable collection of pre-approved texts and resources
- Teachers only have access to what is approved by the division
- Students only have access to what teachers assign



Actively Learn

VIRGINIA BEACH CITY PUBLIC SCHOOLS

How Actively Learn Vets Resources

13

- Actively Learn staff select, adapt, or write nonfiction and high-interest articles
- Articles reviewed by content and editorial teams
- Teams assure student engagement and alignment to standards
- A third party is engaged to check for bias and multiple perspectives



Actively Learn Concerns and Clarification

14

Multiple Perspectives and Bias	Actively Learn contracts with an outside auditor to ensure content is culturally responsive, historically accurate, and free of unconscious bias.
Poll Questions	These are optional, editable questions for student engagement. Data are not stored or shared.
Read-aloud Option	Support feature to assist students with reading challenges especially students with disabilities and English Language Learners.
Expense	Commensurate with other resources
McGraw Hill's Mission	Unlock the full potential of each learner

Estimated Implementation Costs for ~35,300 Students

2022 Adoption	3 Year Cost	3 Year Cost Per Student	~ Annual Cost Per Student (3 year)
Actively Learn	\$1,976,800.00	\$56.00	\$18.00
Into Literature	\$3,074,400.00	\$87.00	\$29.00

2014 Adoption	7 Year Cost	7 Year Cost Per Student (30K Students)	Annual Cost Per Student
Houghton Mifflin Harcourt	\$4,580,799.59	\$131.00	\$18.71



Actively Learn

Live Demonstration



Digital Textbook Resource Adoption: Secondary English

The Department of Teaching and Learning
Tuesday, April 5, 2022

VIRGINIA BEACH CITY PUBLIC SCHOOLS

DRAFT
FOR INFORMATIONAL
PURPOSE ONLY



Subject: Closed Session

Item Number: 18

Section: Closed Session

Date: April 5, 2022

Senior Staff: David Din, Chief Information Officer

Prepared by: Kamala H. Lannetti, Deputy City Attorney

Presenter(s): Kamala Lannetti, Deputy City Attorney

Recommendation:

That the School Board recess into Closed Session to deliberate on the following matters:

1. A closed meeting pursuant to the exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraphs 7 and 8, as amended,

A. 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 and

A.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:

1. Status of an investigation.

Source:

Code of Virginia §2.2-3711, as amended



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 VBCPSSchoolboard@googlegroups.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.