



**Regional Board Meeting**  
**March 27, 2024**

- I. Call to Order
- II. Roll Call
- III. Approve Minutes: January 24, 2024
- IV. Public Comment
- V. Presentation from Dance and Vocal Music Departments
- VI. Closed Session
- VII. Reports
  - a. Financial Report.....Dr. Cihak
    - i. Revenue
    - ii. Expenditures
  - b. School Report.....Dr. Cihak
    - i. Third Quarter Review and Celebrations
    - ii. End of Year Preview
  - c. Foundation Report.....Foundation Representative
- VIII. Unfinished Business
  - a. VDOE Mid-Cycle Report Update
- IX. New Business
  - a. Personnel Actions
  - b. 2024-2025 Academic Calendar
  - c. FY25 Budget Public Hearing
- X. Items by Board Members
- XI. Adjournment

# REGIONAL BOARD MEETING

January 24, 2024

## MINUTES

The Regional Board of The Governor's School for the Arts met at SECEP offices and virtually on January 24, 2024. Attending the meeting were:

### Regional Board Members in Person

Ms. LaChanda Parker	Franklin
Mr. John Collick	Isle of Wight
Ms. Brandi Perkins (Alternate)	Isle of Wight
Mr. Carlos Clanton	Norfolk
Ms. Kim Melnyk (joined at 11:09am)	Virginia Beach

### Regional Board Members Virtual

Dr. Cardell Patillo	Portsmouth
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### Superintendents In Person

Dr. Jared Cotton	Chesapeake
Dr. Theo Cramer	Isle of Wight
Dr. Sharon Byrdsong	Norfolk
Dr. Elie Bracy	Portsmouth
Ms. Andrea Hall-Leonard for Dr. Shannon	Southampton
Dr. John Gordon, III	Suffolk
Dr. Donald Robertson	Virginia Beach

### Division Staff In Person

Dr. Crystal Wilkerson, Director K-12 and Gifted	Virginia Beach
Dr. Dornswalo Wilkins-McCorey, Gifted Coordinator	Virginia Beach

### Division Staff Virtual

Rebecca Geary, Gifted Education	Franklin
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### GSA Staff In Person

Dr. Shelly Cihak	Executive Director
Ms. Deborah Thorpe	Assistant Director
Ms. Kristen Outlaw Hartman	Office Manager

### GSA Instructors and Students In Person

Mr. Chip Gallagher, Chair	Musical Theatre
Zoe Roebuck, Norfolk	Musical Theatre
Tristan Rightsell, Chesapeake	Musical Theatre

**Call to Order** The meeting was called to order by Mr. Clanton at 11:02 a.m.

**Roll Call** As members, staff, and guests introduced themselves, attendance was taken by Ms. Outlaw-Hartman.

**Organization of the Board Election of Board Chair/Election of Vice Chair**

1. **Board Chair:** Dr. Cihak opened the floor to nominations for Regional Board Chair. Dr. Patillo nominated Carlos Clanton. Mr. Clanton accepted the nomination. Dr. Cihak called for a vote. The nomination was unanimously approved.
2. **Board Vice Chair:** Mr. Clanton asked Ms. LaChanda Parker if she would accept a nomination to continue to serve as Regional Board Vice Chair. Ms. Parker accepted the nomination. The nomination was unanimously approved.

**Appointment of Regional Board Representative to the Foundation Board**

1. Mr. Clanton offered to continue to represent the Regional Board as a liaison to the GSA Foundation Board. This was approved by unanimous consent.

**Approval of Minutes**

There were no corrections of the minutes for September 27, 2023. The minutes were approved as presented by unanimous consent.

**Public Comment**

None.

**Presentation by Musical Theatre Department**

Dr. Cihak introduced Chip Gallagher, Chair of the Musical Theatre Department, as well as Zoe Roebuck and Tristan Rightsell, both students from the Musical Theatre Department. They shared their October 2023 cultural exchange trip to Japan. Zoe, a senior at Maury High School in Norfolk, told the board about the itinerary and logistics of the trip – visiting schools and tourist sites, performances, and accommodations with host families. She shared that they performed in large venues in Miyazaki and Kitakyushu, the sister cities of Virginia Beach and Norfolk, respectively. They had the opportunity to exchange gifts and letters from the mayors.

Tristan, a Chesapeake senior who attends Western Branch High School, added that staying with host families and connecting with students was the best part of the trip. He shared how moving they all found their visit to the Hiroshima Peace Park.

Ms. Melnyk shared that her child was a GSA MT student years ago and that these students have already experienced more than most people and this is a life-changing event.

Dr. Byrdsong inquired about the Japanese students and what they were curious to know from the American students. Zoe shared that the communication barrier was “real,” and they communicated mostly through music. Both Tristan and Zoe shared anecdotes of relating to Japanese students by naming U.S. music stars.

Zoe added that they felt like celebrities during the trip.

Zoe and Tristan then offered a sneak peek of Musical Theatre’s spring show *Something Rotten*. Zoe sang an excerpt from the character Bea Bottom’s song, “Right Hand Man.” Tristan sang a piece from Nick Bottom’s “God, I Hate Shakespeare.”

Mr. Clanton asked what their plans were after graduation. They explained that they were both still in the audition process and had not yet chosen a college. Zoe had 12 auditions scheduled and was already accepted to University of the Arts and Oklahoma City University. Tristan had 19 auditions scheduled and was also accepted by Oklahoma City. His top choice is Texas State University.

### **Closed Session**

Mr. Clanton requested a motion to go into Closed Session for the purpose of discussing a personnel matter. Ms. Melnyk made the motion, seconded by Ms. Parker. The board voted unanimously to go into closed session at 11:27am.

At 11:29am, Ms. Melnyk made a motion to exit the closed session, which was seconded by Mr. Collick and approved by unanimous consent.

### **Reports**

#### **Financial Report**

- 1. Revenue:** Referring to the January 17, 2024 revenue report, Dr. Cihak noted that \$777,945.48 has been received toward the state entitlement, which is based upon the September 30, 2024 count of 396 students, while the FY24 budget was drafted on anticipated state entitlement numbers based upon enrollment of 355 students. Tuition received from localities totals \$951,369, as three school divisions have yet to pay. Dr. Cihak explained that she reached out to all three divisions, and they are processing payment.
- 2. Operational Budget Expenditures:** Dr. Cihak shared that the January 17, 2024 expenditure report is in line with where it should be this time of year and amounts approved for the FY24 budget. Encumbrances in contracts have carried over from FY23 to cover the security upgrade project and the project has been completed and the monies paid out.

Ms. Melnyk moved to approve the financial reports, seconded by Mr. Collick. The financial reports were approved unanimously.

### **School Report**

- Incredibly successful first semester with performances and exhibitions in every department, over 25 master classes with experts in their field, and participation in numerous community events with students using their art in service to the community.
- Students also continued to teach dance for students with Teens with a Purpose, culminating in a performance at the TWP gala choreographed by GSA students and performed by GSA and TWP participants, numerous food drives, volunteering to support local arts initiatives, and volunteering to support local exhibitions and productions. Two GSA Jazz students have joined together to perform at several nursing homes and rehabilitation centers---they were just featured in the *Virginia Pilot*---truly showcasing our mission. Students in the national Art Honor Society conducted a successful holiday market featuring their artwork and earned over \$1,000.
- GSA took the top prize at every art festival in Fall and every student auditioning for Senior Regional Orchestra and District Band were accepted to the ensembles. Interdisciplinary collaboration continues to occur with our orchestra and vocal music department joining together to produce two beautiful performances of Baroque holiday music at Monticello Arcade; we had numerous concerts, a successful fall show of *Metamorphoses*, and an incredible tour of Japan by our MT students, which culminated in last week's performance at the Sandler Center.
- Preparation for life after GSA is in full swing with visual arts students traveling to Richmond to participate in National Portfolio Review Day, theatre students participated in the Virginia Thespian Festival where students auditioned for colleges and professional opportunities, and faculty spent countless evening and weekend hours helping coach students and record their pre-screens for submission to post-secondary academic institutions, training programs, and professional companies.
- Earlier this week, GSA faculty participated in professional development on recognizing and supporting youth with anxiety and depression through the Virginia Center for Campus and School Safety.
- GSA is producing a music video for alum Jake Clemmons, the current saxophone player for the E Street Band. Working with alum Daniel Russell and Lachlan McClellan, GSA students and faculty from multiple departments are collaborating on the video for Jake's single "Born Like Me." The video will film in February and be released around Juneteenth.
- GSA will host the Regional High School Dance Festival from March 7 to the 10<sup>th</sup>, bringing over 1,200 students to town for auditions, classes, and performances. GSA submitted five dances for adjudication into the festival and all five were

accepted---two choreographed by faculty members and three choreographed by seniors as a part of their capstone showcase.

- Successful recruitment season with over 600 people attending our Open House, 7 virtual information sessions for students and families, over 20 middle school visits/performances, and several school groups visited GSA on field trips to participate in workshops with GSA Faculty. The results were the largest number of applications in GSA history and the most diverse applicant pool (375 thus far and 53% non-white applicants and 22% male).
- This past Saturday was the first of four Saturdays for GSA auditions, where we welcome our second-round candidates to GSAA. We also partnered again with Summer Residential Governor's School to host their Hampton Roads auditions this past weekend.
- **Alumni Updates**
  - Grant Gusten is preparing to open on Broadway as the lead in *Water for Elephants*---GSA Theatre students will attend a preview while in NYC.
  - Our Board Chair Carlos Clanton will take the stage in Virginia Opera's *Sanctuary Road*, along with alums Adam Richardson and Adriane Kerr.
  - Will Liverman is preparing to take the stage as Mercutio in *Romeo et Juliette* with the Metropolitan Opera.
  - Patrice Covington, who is also a GSA faculty member, will be appearing soon on *Chicago PD*.

Mr. Clanton shared that the Virginia Symphony Orchestra celebrated Martin Luther King, Jr. with concerts in Norfolk and Portsmouth. Summer Littles played violin for both. Summer is a senior who attends Nansemond River High School in Suffolk. Dr. Cihak added that Summer's quartet will accompany a dance at the Winter Dance Concert.

Mr. Clanton is workshopping a new opera, *Loving vs. Virginia*, with Virginia Opera. Will Liverman, a GSA alum, and Denyce Graves are also part of the project. Mr. Clanton said that Ms. Graves was interested in collaborating with GSA. Dr. Cihak shared that GSA Vocal Music has been in-touch with Ms. Graves's Foundation.

### **Foundation Report**

Ms. Thorpe reported that the GSA Foundation is reinvigorating the capital campaign. There have been several group tours of GSA. A donation from TowneBank is the first fruit of these efforts.

Dr. Cihak told the Board that the Foundation, led by Deborah Thorpe and Kathy Shelton, make sure GSA students have what they need, from dance shoes to trips.

### **Unfinished Business**

None.

### **New Business**

1. **Personnel:** Mr. Clanton requested a motion to accept the recommendation of the administration regarding the personnel issue.

Ms. Melnyk made the motion, seconded by Ms. Parker. The motion passed unanimously.

2. **FY24 Budget Adjustment Proposal:** Dr. Cihak reminded the board that additional funding had been expected from the state. She requested that the funds be used to update the access card-server, purchase additional access cards, and provide additional funds to each department. She also requested to allocate \$20,000 for bonuses for the fulltime staff and \$14,000 for administrative supplies. Dr. Gordon confirmed that this was recommended by the Board of Superintendents.

Mr. Collick moved to accept the budget adjustment. Ms. Melnyk seconded, and the motion passed unanimously.

3. **2025 International Trips:** Dr. Cihak shared that the Musical Theatre Department was invited to return to Japan in the fall of 2025. Also, the Vocal Music Department requests to travel to Italy, singing in Venice, Florence, and Rome (no school would be missed, as this trip is in June 2025). These trips typically take two years to organize, which is why permission is being requested in January 2024.

Dr. Patillo asked if the cost of the trip was covered by GSA or the parents and inquired to the total cost. Dr. Cihak explained that Japan will cost about \$5,000 per student before assistance and Italy will be about \$4,700 per student before assistance. Ms. Thorpe shared that the Foundation provided \$15,000 in assistance to offset the cost of the 2023 Japan trip, along with numerous student scholarships. Dr. Cihak explained that the Sister City organizations provide student scholarships.

Mr. Collick asked how many students would be on each trip. Dr. Cihak said that there would be 20 students or less per trip.

Ms. Parker moved to approve the international trips, as requested. Dr. Patillo seconded the motion. The motion passed unanimously.

4. **Activity Fund Audit Report:** Dr. Cihak shared that the FY23 audit of the GSA Student Activity Account was clean.

Mr. Clanton asked how much was paid to the accounting company for the audit. Dr. Cihak shared that GSA pays between \$4,000 and \$5,000. Mr. Clanton shared that audit costs are going up and can go up to \$20,000. He suggested that GSA be prepared for the increase. Dr. Cihak told the board that Colby & Associates had been very good to work with.

Ms. Melnyk moved to accept the Activity Fund Audit Report. Dr. Patillo

seconded the motion. The motion was approved unanimously.

5. **VACorp Audit Report:** Dr. Cihak reminded the Board that liability and workers' compensation insurance is provided by VACorp. Due to the increase in part-time instructor pay and the additional of a new full-time employee, GSA was pulled for an audit. NPS assisted in pulling the information needed. As a result of the audit, GSA's workers' compensation coverage increased by \$283.

Ms. Melnyk moved to accept the VACorp Audit Report. Ms. Parker seconded the motion. The motion was approved unanimously.

6. **VDOE Program Evaluation Mid-Term Report:** Dr. Cihak shared that Virginia's governor's schools are on a 5-year evaluation cycle. GSA has been pulled for its mid-cycle report from the 2021 evaluation. No action required.
7. **Approval of Foundation Board Member(s):** none

#### **Items from Board Members**

Mr. Clanton offered congratulations to Ms. Melnyk as the new chair of the Virginia Beach School Board. Congratulations were also extended to Robertson for his appointment as the Superintendent of Virginia Beach Schools.

#### **Adjournment**

The meeting was adjourned at 11:57 a.m. by Mr. Clanton



THE GOVERNOR'S SCHOOL FOR THE ARTS

FY24 Operational Budget  
Summary of Revenue

March 19, 2024

Revenues	FY24	YTD
Anticipated State Entitlement*	\$1,765,317.00	\$1,102,089.44
State Technology	\$26,000.00	\$0.00
Fund Transfer	\$0.00	\$0.00
Tuition**	\$1,738,864.00	\$1,465,744.00
Education Stabilization Fund	\$0.00	\$0.00
<b>TOTAL</b>	<b>\$3,530,181.00</b>	<b>\$2,567,833.44</b>

\*Revised based upon September 30, 2023 enrollment.

\*\*Funding 382 students for FY24.

**The Governor's School for the Arts  
Operational Budget Expenses for FY24  
Financial Report As Of March 19, 2024**

OBJECT CODE	DESCRIPTION	FY24 BUDGET ORIGINAL APPROPRIATION	REVISED EST REV	ACTUAL YTD	ENCUMBERED TO DATE	AVAILABLE BALANCE	% EXPENDED ENCUMBERED AS OF 3/19/2024
1110	Administrative Salary	\$ 238,201.00	\$ 238,201.00	\$166,212.66	\$0.00	\$71,988.34	69.80%
1120	Teachers: Contracted	\$ 695,238.00	\$ 695,238.00	\$469,186.57	\$0.00	\$226,051.43	67.50%
1121	Teachers: Hourly Salary	\$ 637,000.00	\$ 754,400.00	\$457,520.46	\$0.00	\$296,879.54	60.60%
1150	Clerical Salary	\$ 83,112.00	\$ 83,112.00	\$59,827.97	\$0.00	\$23,284.03	72.00%
1621	Stipends	\$ 11,300.00	\$ 14,800.00	\$9,434.60	\$0.00	\$5,365.40	63.70%
2100	Social Security	\$ 127,382.00	\$ 127,382.00	\$93,118.23	\$0.00	\$34,263.77	73.10%
2210	VRS Retirement	\$ 89,748.00	\$ 89,748.00	\$66,944.28	\$0.00	\$22,803.72	74.60%
2220	VRS Retirement - Hybrid	\$ 81,091.00	\$ 81,091.00	\$50,848.57	\$0.00	\$30,242.43	62.70%
2300	Health Insurance	\$ 154,393.00	\$ 154,393.00	\$95,876.00	\$0.00	\$58,517.00	62.10%
2400	VRS Group Life	\$ 13,779.00	\$ 13,779.00	\$9,476.76	\$0.00	\$4,302.24	68.80%
2510	VLDP Disability-Hybrid	\$ 4,802.00	\$ 4,802.00	\$1,430.92	\$0.00	\$3,371.08	29.80%
2750	VRS Retiree Healthcare	\$ 12,443.00	\$ 12,443.00	\$8,557.24	\$0.00	\$3,885.76	68.80%
2800	Terminal Leave Payment	\$ 3,000.00	\$ -	\$0.00	\$0.00	\$0.00	0.00%
3000	Contracts	\$ 298,800.00	\$ 441,686.32	\$268,402.07	\$73,043.91	\$100,240.34	77.30%
3117	Equip Maint Contract	\$ 500.00	\$ 500.00	\$430.51	\$0.00	\$69.49	86.10%
5110	Electricity	\$ 33,400.00	\$ 33,400.00	\$21,596.59	\$7,912.29	\$3,891.12	88.30%
5120	Natural Gas	\$ 2,950.00	\$ 2,950.00	\$1,399.07	\$189.67	\$1,361.26	53.90%
5130	Water	\$ 4,200.00	\$ 4,200.00	\$2,480.86	\$859.07	\$860.07	79.50%
5250	Postage/Courier	\$ 800.00	\$ 800.00	\$339.63	\$0.00	\$460.37	42.50%
5260	Telephone	\$ 22,700.00	\$ 22,700.00	\$16,096.69	\$5,574.31	\$1,029.00	95.50%
5300	Insurance	\$ 8,000.00	\$ 8,000.00	\$7,437.00	\$0.00	\$563.00	93.00%
5400	Leases/Rentals	\$ 620,568.00	\$ 604,168.00	\$576,935.58	\$25,856.00	\$1,376.42	99.80%
5501	Local Travel	\$ 26,000.00	\$ 26,000.00	\$16,030.50	\$0.00	\$9,969.50	61.70%
5550	Staff Development	\$ 3,000.00	\$ 800.00	\$135.23	\$0.00	\$664.77	16.90%
6000	Supplies	\$ 119,999.00	\$ 102,274.00	\$48,715.18	\$0.00	\$53,558.82	47.60%
6040	Technology	\$ 18,000.00	\$ 18,000.00	\$729.13	\$0.00	\$17,270.87	4.10%
8200	Equipment Additions	\$ 26,000.00	\$ 26,000.00	\$25,561.48	\$0.00	\$438.52	98.30%

\$3,336,406.00      \$3,560,867.32      \$2,474,723.78      \$113,435.25      \$972,708.29      72.70%

**GOVERNOR'S SCHOOL PROGRAM EVALUATION  
MID-TERM REPORT**

PROGRAM: The Governor's School for the Arts  
DIRECTOR: Dr. Michelle (Shelly) Cihak  
DATE OF MID TERM REPORT: March 27, 2024  
DATE OF PREVIOUS EVALUATION: April 19-21, 2021

The following information represents the actions taken at The Governor's School for the Arts (GSA) regarding the findings of the evaluation team's full site evaluation in April 2021.

Note: I = Implemented, PI = Partially Implemented, NI = Not Implemented

Recommendation # 1: (Please specify)

**It is recommended that GSA and the participating school divisions continue to explore new and novel ways to recruit a more diverse applicant pool (e.g., increasing parent awareness and investment; use of technology to reach students and parents; targeted outreach to elementary and middle students of color or underrepresented schools or communities; summer camps or classes; increasing awareness of school personnel; outreach to faith-based or other community organizations).**

Implementation Status: (Check one)

- I (Please describe action and results below)  
 PI (Please describe action and results below)  
 NI (Please justify below)

**Action taken:**

**Over the past three years, GSA has taken the following actions:**

- Expanded Community Outreach Efforts to the following:
  - Over 185 contacts with faith-based organizations
  - Military School Liaison Officers
  - Community centers and organizations (i.e., Boys and Girls Club)
  - Attendance at community events
  - Attendance at both private and public-school fairs and curriculum nights
  - Participation in ESL events
  - Participation with Believe in Learning Norfolk, which distributes information and events to otherwise hard-to-reach populations throughout the city.
- Visits to middle and elementary schools for an overview of GSA and performances, all conducted by GSA students under supervision of GSA faculty and administration.
- Virtual "Meet GSA" Nights are conducted for students and their families to receive an overview of GSA and hear from students in each department. Each session is also recorded and placed on the website.
- Implemented a Community Open House in the evening for perspective students, families, and interested community members.
- Open House for School Personnel (administrators, counselors, arts teachers, gifted resource teachers) to visit GSA during the school day to learn more about the program.
- Bring middle school students to GSA for master classes/tours as a part of their school day.

- Provide free tickets to middle school students and their teachers (both from public schools and private studios/lessons) to attend GSA productions.
- Offered an expansive menu of summer camps and classes:
  - Visual Arts Camps for Middle School Students
  - Vocal Music Camp Sessions for Middle and High School Students
  - Woodwinds Camp for Middle and High School Students
  - Community Dance Classes for all ages
  - Coastal Broadway Collective Camp for Middle and High School Students
  - Richmond Ballet Summer Intensive
  - Virginia Stage Company's Theatre Camp for Elementary, Middle and High School Students
- Targeted partnerships to reach underserved students:
  - TRSKids: GSA provides a location and resources for the TRS Kids summer camp, as well as evening workshops throughout the year.
  - Teens With A Purpose: GSA Dance Students teach and choreograph dance for young people from TWP throughout the school year.

**Results/Justification:**

The results of these efforts have been incredibly positive. All the efforts have been well received and have resulted in increased applicants to GSA. The Community Open House has proven to be wildly popular, with over 500 attendees in 2022 and over 600 attendees at the open house in 2023. In the Fall of 2023, GSA visited over 20 middle schools, specifically targeting underrepresented schools. Through summer programs, community outreach efforts, and community partnerships, the applicant pool has increased and is more diverse than ever before: For admission for the 2023-2024 school year, there were 348 applicants with 51% non-white and 20% male; For admission for the 2024-2025 school year, there were 376 applicants with 53% non-white and 20% male. This represents the largest, and most diverse, applicant pool in GSA history.

Recommendation # 2: (Please specify)

**It is recommended that GSA expand the recital or exhibition process to a juried one and make it part of the student's professional portfolio in all departments.**

Implementation Status: (Check one)

- I (Please describe action and results below)  
 PI (Please describe action and results below)  
 NI (Please justify below)

**Action taken:**

Capstone recital and exhibition process has been expanded to all but one department (Theatre and Film), which is currently being developed under the leadership of the new Department Chair. All students are assessed on their capstone project and receive valuable feedback, which can be included in their professional portfolios. All students sit for juries or portfolio reviews throughout their four years at GSA, following the same process used at post-secondary and professional institutions. Students participate in regional, state, and national events where they receive feedback such as National Portfolio Review Day, National High School Dance Festival, Virginia Thespian Festival, etc. Students also regularly submit work to be juried into local, regional, and national events.

**Results/Justification:**

Students continue to receive feedback through the jury process and develop their portfolios, resumes, and professional presence. All Visual Arts exhibitions are juried by professional artists who are not faculty members. Visual Arts students are also developing digital portfolios and professional social media sites, in line with what is expected in the professional art world. Representatives from post-secondary institutions (Conservatories, Colleges/Universities; Professional Performing Companies, etc.) repeatedly provide positive feedback regarding the preparation of GSA students and the professional nature of their portfolios. Additionally, students are successfully juried into outside exhibitions and performances to include:

- Stockley Gardens Fall Art
- Neptune Youth Boardwalk Art Show
- Oceanview Art Show
- Public Art Exhibitions
- National High School Dance Festival
- Regional High School Dance Festival

Recommendation # 3: (Please specify)

**It is recommended that GSA and the Foundation capture data into a usable executive summary that can be used to promote student achievement for fundraising purposes. This would also serve as a tool for program assessment to reinforce achievement and promote continuous improvement.**

Implementation Status: (Check one)

I (Please describe action and results below)

PI (Please describe action and results below)

NI (Please justify below)

**Action taken:**

The new Executive Director developed the first Executive Summary at the conclusion of the 2021-2022 school year, with an updated summary produced at the conclusion of the 2022-2023 school year. Additionally, monthly newsletters describing program accomplishments, instructional highlights, recruitment efforts, and upcoming events are developed and shared with stakeholders. One-page program summary and a white paper have been developed for outreach and fundraising.

**Results/Justification:**

The Executive Summary, one-page program summary, and white paper have been useful in the grant submission process, as well as sharing with potential corporate donors. The monthly newsletter has helped to reinforce student achievement and promote continuous improvement with the Committee of Superintendents, Regional Board, Foundation Board, donors, and community partners.

Recommendation # 4: (Please specify)

**It is recommended that GSA faculty continue to refine the current course guides to frame the content of each department into a schoolwide comprehensive curriculum with scope and sequence in alignment with the mission and goals of the school, national standards, and best practices in gifted and arts education. It is recommended that GSA work with an outside curriculum consultant to help foster the purposeful integration of written curriculum into daily practice.**

Implementation Status: (Check one)

- I (Please describe action and results below)  
 PI (Please describe action and results below)  
 NI (Please justify below)

**Action taken:**

The new Executive Director has a background in curriculum, instruction, and assessment and has worked with staff to view the curriculum as a dynamic document that should reflect the mission and goals of the school. Professional development has focused on the relationship between curriculum, instruction, and assessment. After conducting a needs assessment, it was determined that assessment was a more critical area on which to focus. The Executive Director has worked with department chairs regarding the development of clear assessment criteria and the use of rubrics to assess student learning. Additionally, work continues to develop curriculum for new courses and realign existing courses into a logical progression that builds a comprehensive course of study.

As the GSA course of study well exceeds the Standards of Learning, work continues to align the GSA curriculum with national and professional standards to include the following:

- National Core Arts Standards: <https://www.nationalartsstandards.org/> Anchor Standards
- Standards for Opera Singers (<https://www.operaamerica.org/industry-resources/2018/201811/standards-for-opera-singers/>)
- [http://www.musicstandfoundation.org/images/National\\_Standards\\_-\\_Music\\_Education.pdf](http://www.musicstandfoundation.org/images/National_Standards_-_Music_Education.pdf)

**Results/Justification:**

Work in this area continues and each department is making various levels of progress. In working to backward plan, assessment criteria have been articulated and communicated with students, helping students to understand their progress with regards to the intended outcomes of the curriculum. Courses in Jazz Studies, Dance, Vocal Music, and Theatre have been realigned to make a more meaningful progression and to best reflect the training that students are receiving. Alignment and refinement of curriculum, instruction, and assessment are topics of every instructional conversation at GSA.

Recommendation # 5: (Please specify)

**It is recommended that, in the process of developing curriculum, GSA use outside resources to assist with developing culturally responsive curriculum so that students “see themselves” reflected.**

Implementation Status: (Check one)

- I (Please describe action and results below)  
 PI (Please describe action and results below)  
 NI (Please justify below)

**Action taken:**

Professional development continues to occur with outside professionals (Virginia Center for Inclusive Communities; Side by Side, Inc.; Barbara Hamm Lee; Jackie Glass; etc.) to help provide the instructional staff with the knowledge and skills to increase the cultural responsiveness of the curriculum. Staff attend community opportunities, such as ODU’s Symposium on Antiracism in the Arts, and work to build partnerships with outside organizations to bring in guest artists and deepen the culturally responsive nature of the curriculum.

Guest artists and experiences (Tidewater African Cultural Alliance—Graphic novelist from Ghana, Keron, etc.)

**Results/Justification:**

These efforts have led to a revision of language used in the instructional setting and course expectations that are more culturally responsive, such as the dress expectations in dance classes. Course offerings have expanded to include a focus on typically underrepresented populations, such as Women in Composition, West African Dance, Queer Theater, Black Playwrights of the 20<sup>th</sup> Century, etc. Performance repertoire has expanded to include diverse works, such as Afro-centric works of art in addition to Eurocentric works. Guest artists from a variety of backgrounds are incorporated into the curriculum through partnerships with community organizations such as the Virginia Arts Festival, National High School Dance Festival, Tidewater African Cultural Alliance, and Virginia Symphony Orchestra. In the 2022-2023 school year, GSA hosted 49 master classes to enrich the curriculum with outside professionals.



Recommendation # 6: (Please specify)---

**It is recommended that GSA continue to develop cross-departmental collaborations and build interdisciplinary connections within the curriculum.**

Implementation Status: (Check one)

I (Please describe action and results below)

PI (Please describe action and results below)

NI (Please justify below)

**Action taken:**

Leadership of the departments, as well as instructional faculty continue to engage in opportunities for formal and informal collaboration. Feedback has been received from students regarding collaborations (such as a desire to play live music for dance performances) and collaborative projects have been sought after by the administration. Ongoing conversations are occurring about ways that collaboration can enrich the curriculum, while also maximizing staffing and instructional space.

**Results/Justification:**

In the 2022-2023 school year, the Instrumental Music and Dance Departments collaborated to perform alongside the Virginia Symphony Orchestra, while the Instrumental Music Department and Dance Department collaborated to perform together for the Barry Art Museum's Mars Festival. Over the past two years, the Visual Arts Department and Dance Department have collaborated to create both dance and works of visual art around a shared concept, with the artwork then displayed at the dance concert. The Musical Theatre and Theatre & Film Departments have collaborated on numerous productions, featuring students from both departments (*Immediate Family*, *The Piano Lesson*, *The Play the Goes Wrong*). This year, the Vocal Music Department collaborated with the Jazz Studies program to offer a History of Jazz course, as well as Jazz Techniques. This introduced Vocal Music students to a new genre of performance and culminated in a collaborative Jazz Club performance. Annually since 2019, the Instrumental Music and Vocal Music Departments collaborate to produce a full-length opera, as well as to produce a winter performance of classical music. Musical Theatre and Dance students are taking a Pas de deux class together this year, building the skills of partnering, which are important to both art forms. A cross-departmental collaboration is also occurring schoolwide with the development and creation of a music video for alum Jake Clemmons, which provides real-world application of the skills students are learning.

Recommendation # 7: (Please specify)

**It is recommended that GSA instructors be deliberate in showing students how the skills they are teaching transfer to other careers as well as art performance.**

Implementation Status: (Check one)

I (Please describe action and results below)

PI (Please describe action and results below)

NI (Please justify below)

**Action taken:**

In the past few years, an emphasis has been placed on deliberately showing students the connection to the 5 C's (collaboration, citizenship, communication, creativity, and critical thinking) that occurs organically in their art forms and their artistic process, while also highlighting the application of these skills to other careers (and life in general). Each department continues to focus on the real-world nature of the knowledge and skills students are learning and how they can be applied to various careers. For example, the Instrumental Music Department recently conducted a workshop on techniques for memorization, which is essential to music performance but also a valuable skill across career fields. Additionally, each department brings in alumni to speak with students about their current careers and how the skills learned at GSA apply to their field.

**Results/Justification:**

As students exit GSA and share their post-secondary plans, they are specifically pointing to the skills learned at GSA and how they influence their decisions to pursue other career fields: i.e., student discussing the discipline learned at GSA and how that will assist at the military academy to pursue career as a fighter pilot; student discussing how their knowledge of anatomy and movement learned through dance helped them decide to pursue a career in biomedical engineering in order to make prosthetics for others limited in their movement.

Recommendation # 8: (Please specify)

**It is recommended that GSA develop a comprehensive plan for updating and funding discipline-specific technology platforms and tools for instruction and collaboration. Emphasis should be placed on cutting-edge technology.**

Implementation Status: (Check one)

- I (Please describe action and results below)  
 PI (Please describe action and results below)  
 NI (Please justify below)

**Action taken:**

While not formally written, the Executive Director created and maintains a technology upgrade plan for the annual budgeting process. Additionally, the Executive Director works with the Foundation Director for planning annual projects that can be funded through the fundraising efforts of the Foundation (such as a massive upgrade of the audio engineering equipment. The Executive Director also worked with the external technology company responsible for the technology infrastructure of the building (including cameras, Wi-Fi, security access panels, and overall network) to articulate a plan for the upgrade and maintenance of the infrastructure.

**Results/Justification:**

Through budget planning and coordination with each department (and support from the Committee of Superintendents and Regional Board), the following has been completed:

- Established a rotating replacement cycle for staff and student computers.
- Upgraded the computers used for the entirely student-created yearbook course to support cutting-edge publishing and photography programs.
- Upgraded the Audio Engineering equipment to support industry-grade equipment.
- Lighting and computer upgrade in theatre so students work with industry-grade equipment.
- Equipment upgrade in the scene shop for students to work with traditional and modern tools (i.e., 3-D printer, C&C router, etc.).
- Purchased updated iPads and programs to support digital animation (students have used them to create two digital games that have become widely downloaded on a digital gaming platform).

Recommendation # 9: (Please specify)

**It is recommended that GSA continue efforts to implement its plan for partnering with CHKD and develop other strategies to address the social-emotional needs of students.**

Implementation Status: (Check one)

- I (Please describe action and results below)  
 PI (Please describe action and results below)  
 NI (Please justify below)

**Action taken:**

GSA is in the third year of partnering with CHKD to offer mental health skill-building workshops. Students register for four-week group sessions with licensed mental health professionals. These sessions are funded through the GSA Foundation. CHKD has also agreed to provide emergency mental health support in the event of a crisis. Staff members have also received training through the Virginia Center for School and Campus Safety regarding school safety and supporting the physical and mental needs of students. Most recently, staff participated in the Recognizing and Supporting Youth with Anxiety and Depression workshop in January 2024. Additionally, workshops are incorporated into the curriculum to help students develop skills that support their social-emotional needs to include mindfulness, tools to combat stage fright, breath support, yoga, etc.

**Results/Justification:**

Students respond favorably to the CHKD workshops, with over 60% of attendees signing up for multiple sessions over the past three years. The Foundation has secured funding for this partnership for at least the next seven years. Students maintain close relationships with GSA staff and actively communicate their needs. GSA actively communicates with school counselors at students' home schools, as well as with families, to address social-emotional needs of students.

Recommendation # 10: (Please specify)

**It is recommended that GSA continue to seek diversity in the full and part-time faculty and guest artists.**

Implementation Status: (Check one)

- I (Please describe action and results below)  
 PI (Please describe action and results below)  
 NI (Please justify below)

**Action taken:**

GSA continues to seek diversity among full and part-time faculty, as well as guest artists and masterclass experiences. GSA continues to partner with community organizations to increase the network for both recruiting full and part-time staff, as well as recruiting students. Over the past three years, GSA has seen positive benefits of partnerships with organizations such as Tidewater African Cultural Association (TACA), Virginia Arts Festival (VAF), Virginia Symphony Orchestra, Teens With a Purpose, TRSKids, and more.

**Results/Justification:**

GSA's efforts have resulted in the most diverse applicant pool in GSA's history (see Recommendation #1), as well as the most diverse faculty. Over the past three years, the faculty diversity has increased as follows:

Percentage of Non-White Staff		
	2021	2023
Full-Time	6%	20%
Part-Time	18.5%	26.8%

Just a few of the many diverse masterclass experiences that have resulted from community partnerships are as follows:

- In partnership with TACA, Beserat Debebe, the creator, writer and publisher of Etan Comics and graphic novels, visited the Visual Arts Department to share his journey and process with students. His work focuses on his native Ethiopia and features illustrations from artists in both Ethiopia and Nigeria.
- Kieron Sargeant, a Trinidadian-born interdisciplinary artist, choreographer, and dance researcher emerging out of the African-Caribbean tradition. Sargeant led a series of masterclasses with students in October 2022 and returned to choreograph pieces in which students performed with The Rhythm Project's *Rhythm Live* Performance Series in collaboration with the Virginia Arts Festival.
- Quinteto Latino, a San Francisco Bay Area wind quintet with a mission to build community through Latino Classical Music performance, as well as a masterclass with PUBLIQuartet, a Grammy nominated group with a modern take on chamber music. GSA students were able to perform and receive feedback from these talented musicians through our partnership with the Virginia Arts Festival.
- Orchestra students also observed the open coaching session with Grammy-winning composer Jessie Montgomery of her piece "Strum" with the GSA 25Cent Quartet. Work with Montgomery will continue over the next two years, as she is serving as the VAF's Composer in Residence.

Recommendation # 11: (Please specify)

**As a recruiting strategy, it is recommended that GSA seek funding or resources to provide late evening or weekend transportation and food for students who would otherwise not be able to participate.**

Implementation Status: (Check one)

- I (Please describe action and results below)  
 PI (Please describe action and results below)  
 NI (Please justify below)

**Action taken:**

Using an Amazon Wish-List, food is continually available in the GSA Office for students who are unable to bring or purchase food for late evening and weekend activities (as well as during the school day). Department Chairs use transportation surveys (via Google Forms) to identify students in need of transportation to rehearsals/performances/events. Staff, parents, and participating school divisions work together to provide transportation for students and GSA rents bus transportation when necessary to transport students to performance venues. The GSA Foundation doubled the amount budgeted for the Student Assistance Fund, which makes sure that socio-economic factors are not a barrier to participation for students.

**Results/Justification:**

As previously noted in Recommendation #1, GSA has the largest and most diverse applicant pool in program history. Additionally, the support of the GSA Foundation has made it so that no student's request for assistance has been denied. Recently, the Foundation assisted a student with a new pair of pointe shoes and another student with the repair of an instrument.

Recommendation # 12: (Please specify)

**It is recommended that GSA continue to partner with philanthropic organizations and higher education institutions and explore grant opportunities to support GSA program such as artist-in-residence, use of retired teachers and alumni, community enrichment, outreach for recruitment.**

Implementation Status: (Check one)

- I (Please describe action and results below)  
 PI (Please describe action and results below)  
 NI (Please justify below)

**Action taken:**

This is and will continue to be something that GSA does. Through the GSA Foundation, GSA continues to partner with numerous organizations to explore grant opportunities. Partnerships with the Downtown Norfolk Council, Virginia Arts Festival, Virginia Symphony Orchestra, Richmond Ballet form the foundation of many creative projects, which are funded through grant opportunities. GSA regularly reaches out to organizations with philanthropic arms for financial support, often providing tours to organizations and their leadership so they can see the GSA mission in person.

**Results/Justification:**

These partnerships continue to be vital to GSA's mission to provide pre-professional arts training to young people. Just a few of the successful results over the past three years include:

- Through partnership with the Downtown Norfolk Council, GSA was able to obtain philanthropic support from PRA Group for a massive artist in residence program. Muralist Matt McGuinness was in-residence for two quarters over two school years. Students worked with McGuinness and the NEON District to research, design, and produce a mural in Downtown Norfolk. Students connected with McGuinness in the spring of 2022 and explored the concept of lunchtime through history in the local area. Students then came up with mural proposals, which McGuinness combined into the final design. Throughout the first quarter, students planned and prepared for mural production.
- In 2023, students in the Theatre & Film Department participated in a devised theatre project, which resulted in the work *Young Adult Stories: Censored, Changed, & Canceled*, and was made possible by a grant from the Chesapeake Fine Arts Commission.
- TowneBank made a \$100,000 pledge of support to the GSA Foundation in January 2024 to continue to be the presenting sponsor of the GSA performance season.
- The Norfolk Sister City Association, Inc. and the Virginia Beach Sister City Association provide ongoing support for the Musical Theatre Department's cultural tour to perform throughout Japan.
- Through partnership with Virginia Arts Festival, the GSA Foundation has written several grants to support the Vocal Music Department bringing Alma Deutscher to the United States as an artist in residence and to conduct her opera, *Cinderella*.

Recommendation # 13: (Please specify)

**It is recommended that all GSA participate in on-going professional development and credentialing or endorsement opportunities in gifted.**

Implementation Status: (Check one)

I (Please describe action and results below)

PI (Please describe action and results below)

NI (Please justify below)

**Action taken:**

Five staff members have completed the coursework for the micro credential in gifted education (Courts, Coxe, Milam-Ratliff, Petre-Scholz, Thorpe, and Warner). The Executive Director has participated in numerous workshops with and taught for the Center for Gifted Education at The College of William & Mary (and serves as adjunct faculty for the School of Education at W&M). Gifted resources are shared with faculty on an ongoing basis and when one faculty member attends a workshop, they return to share the learning with the rest of the faculty. For example, the Executive Director participated in two days of learning with the Virginia Consortium of Gifted Education Administrators in the Fall of 2023 and returned to GSA to share the professional learning with the larger team. Also, the GSA Team actively participates in workshops and professional experiences specific to their artistic craft:

- Vocal Music Chair participates in annual professional learning with the Metropolitan Opera designed for vocal educators.
- Dance Faculty participate annually in the National High School Dance Festival and Regional High School Dance Festival (each held alternating years).
- Theatre Chair participates in ongoing workshops such as the Theater Educators Intensive through Virginia Thespian Association and completed the 10-week Viola Spolin Theater Games for Educators workshop in fall of 2023.
- Musical Theatre faculty travel annually to New York City to learn from Broadway professionals.
- Visual Arts faculty attend numerous workshops and participate in art shows throughout the year and serve on local art committees.
- Instrumental Music Chair is pursuing a master's degree in music education and participates with the Chautauqua Symphony in the summer and the Virginia Symphony Orchestra throughout the year, while the Associate Chair participates with Yellow Barn in the summer and serves as adjunct faculty at Old Dominion University throughout the year.

**Results/Justification:**

As the micro credential is no longer an option, the GSA team continues to participate in workshops and other gifted experiences when appropriate to the unique nature of the GSA curriculum. As the GSA faculty consists of working professionals in their craft, a gifted endorsement is not an option. However, the staff continue to seek professional learning opportunities to continue to meet the ever-changing needs of students.



Recommendation # 14: (Please specify)

**It is recommended that the Foundation consider supporting school-wide professional development in curriculum and instruction with a focus on talent development in gifted students.**

Implementation Status: (Check one)

- I (Please describe action and results below)  
 PI (Please describe action and results below)  
 NI (Please justify below)

**Action taken:**

Foundation continues to be supportive of GSA efforts with specific emphasis on student assistance, special projects, and relaunching the capital campaign. The primary areas of professional development support from the Foundation are mental wellness and diversity/equity, and inclusion. While the Foundation has not provided financial support for school-wide professional development in curriculum and instruction, the Executive Director has budgeted for professional development money in the operating budget to support this area. Using the “train the trainer” model, faculty have attended workshops in formative assessment, as well as supporting gifted children. Faculty return to GSA and share their learning with the rest of the faculty.

**Results/Justification:**

The faculty continue to work to meet students where they are and to help them grow through curriculum, instruction, and assessment. This is an area where professional development is, and will continue to be, ongoing to meet the changing needs of both our students and the professional landscape of the arts.

Recommendation # 15: (Please specify)

**It is recommended that GSA consider developing a long-range strategic planning document that addresses curriculum and student diversity.**

Implementation Status: (Check one)

I (Please describe action and results below)

PI (Please describe action and results below)

NI (Please justify below)

**Action taken:**

GSA has begun the initial steps for strategic planning. A survey was conducted of stakeholders regarding climate and culture. Additionally, staff have been given the opportunity to participate in individual meetings to share their “glows and grows” regarding GSA. Graduating students have completed an exit survey in the past two years. Additional work will continue to obtain input from families, current students, and continue gathering input from staff and alumni.

**Results/Justification:**

The primary focus of the Executive Director since joining GSA in 2021 was to obtain a strong understanding of the organization. In doing so, it was clear that the immediate focus needed to be a comprehensive crisis plan (and associated professional development), balanced budget, increase the assessment capacity of staff, and compensation increase for part-time staff. As these are either accomplished or in-progress, attention can now be turned to the strategic planning process using existing data, as well as gathering additional data from stakeholders.

**Personnel Report  
The Governor's School for the Arts**

**Resignations**

Sean Blue                      Technical Director                      Effective June 30, 2024

**Promotions**

Joni Petre-Scholz              Chair, Dance Department              Effective March 26, 2024  
Salary: \$64,362

**Elections**

Janelle Spruill              Associate Chair, Dance Department              Effective March 26, 2024  
Salary: \$54,148  
Advanced Degree Stipend: \$3,500

909 Ashbrook Court 757-553-4919  
Virginia Beach, VA Joni.Petre-Scholz@gsarts.net  
23464

## Joni Petre-Scholz

I am a former professional ballet dancer and now a teaching artist with a passion for dance education. I have been teaching since 1999 in diverse settings. I believe in creating an environment that includes rigor, relevance, and respect. These adjectives apply to my work with students and faculty as well as any other artists that I collaborate with. I am organized and focused and I possess an excellent aptitude for managing and balancing a complex work environment.

### Curriculum Vitae

#### Skills & abilities

Strong leadership skills and staff building.  
Exceptional organizational and project management skills.  
Capable of working to timelines and deadlines.  
Excellent at multitasking and managing overlapping projects.  
Adept at creating marketing materials.  
Excellent collaborator with other disciplines to create artistic experiences that enrich the students' educational experience.  
Willing to learn new skills.

#### Experience

##### The Governor's School for the Arts

###### Associate Chair

September 2011-present

Annually refashioned existing curriculum for a relevant dance education experience.

Created new curriculum: Dance Critique and Senior Capstone.

Scheduled all classes as well as placing students in the appropriate skill level class.

Created the master schedule, class rosters and input content into PowerSchool.

Scheduled and conducted parent-teacher conferences for struggling students:

- Met with students and parents to create a learning plan and provided support to help students succeed.

Facilitated and organized new student auditions.

- Created a partnership with Old Donation School for recruitment.
- Created rubrics and forms for evaluation process.
- Revamped content of audition materials. Determined which faculty to include in audition process.

Arranged guest artists and faculty to determine the content of annual Winter and Spring Concerts.

Mentored younger dance faculty members (and other department faculty) in PowerSchool, attendance, grading, and assessment and utilizing current curriculum guides.

Organized, planned, and led student juries and conferences.

Created all posters, postcards, and programs for dance department concerts.

Handled payroll for the dance department (2023-2024).

Organized contracts and budgets (2023-2024).

Organized all student transportation needs to off-site theatres.

Maintained correspondence with off-site venues (VAF and Hurrah Players) with schedule changes for our rental times.

Organized student trips to Richmond Ballet and NYC 2023-2024

Taught 14-18 hours each week. Classes taught included:

- Ballet 1, 2 and 3. Pointe 1, 2 and 3. Dance Critiques. PBT/Floor Technique, Choreography, Performing Company, and Dance Composition.

Restaged multiple historical ballets for annual Spring Dance Concerts. Created many original artistic choreographed works.

## Communication

Excellent written and verbal communications skills.

Weekly email communications with students and parents as well as administration and staff.

Skilled at navigating conflicts and misunderstandings.

## Leadership

Lead the dance department during administrative leave of the dance department chair November 2022-January 2023 and August 2023-January 2024.

Organized dance department's participation in Regional and National High School Dance Festivals. Chose which works were submitted for adjudication and organized and processed all relevant paperwork.  
Helped conduct routine safety inspections and safety drills.  
Maintained costume inventory.  
Assisted seniors with college pre-screens and underclassmen with summer program video submissions.

### The Governor's School for the Arts

#### Part-Time Dance Faculty

September 2005-2011

Taught numerous dance technique classes including ballet and pointe techniques.  
Restaged multiple historical ballets for annual Spring Dance Concerts.  
Created many original artistic choreographed works.

### Adjunct Faculty Old Dominion University

#### Dance Department

September 2005-2020

Taught Ballet Levels 2, 3, and 5 as well as Pointe Class.  
Created numerous choreographic works for University Dance Theatre as well as The Shakespeare Festival.

#### Principal Dancer,

#### Dances Patrelle New York, N.Y.

1998-2004

As a principal dancer I appeared in numerous Dances Patrelle productions. Two World Premier works including *Glad to be Unhappy* and *Pop!*  
As a result of my appearance as Lady Macbeth, I was interviewed by Dance Magazine and received numerous accolades and glowing reviews.  
I also worked as assistant to the choreographer, Francis Patrelle on the development of new ballets and hiring dancers.

#### Rehearsal Director, Répétiteur

#### Dances Patrelle New York, N.Y.

2000-2004

As a rehearsal director I performed the following duties:

- Assessed time constraints for material being learned for both new and revived works.
- Coordinated with dancers and other artistic staff to create a rehearsal schedule for learning material. Worked with management to budget rehearsal studio rentals.
- Coordinated with production team a technical week schedule and costume fittings.
- Restaged and taught ballets to dancers at Dances Patrelle as well as travelled to other ballet companies to set work.

#### Assistant to the Managing Director

#### Dances Patrelle New York, N.Y.

2000-2004

- Assisted in hiring of personnel dancers, wardrobe assistants, production personnel and other crew.
- Created job outlines for all personnel.
- Facilitated the creation of all press materials. Gathered information and images so the graphic designer could create press materials that fit the needs of the organization.

- Assisted with programs, fundraising mailings, individual and group ticketing, merchandise purchasing and design.

### Professional Dancer

Eglevsky Ballet, Manhattan Ballet New York, N.Y. 1981-1990

- Member of Eglevsky Ballet under the direction of Michael Vernon. Performed many classical ballets and original works in New York City, Long Island, and the New York Metropolitan area.
- Toured internationally to ten different countries as a member of Manhattan Ballet. Performed Soloist, principal and ensemble roles from repertory which includes works by Vincente Nebrada, Charla Genn, Francis Patrelle, Gary Pearce, and Robert North.
- Member of Berkshire Ballet. Performed numerous classical and contemporary works.

### Certifications, Ongoing Education: September 2005-2024

Certified in Progressing Ballet Technique® - Junior Senior and Advanced

Programs: October 2020, 2021, 2022, 2023.

Certification: Department of Criminal Justice Services

- Recognizing and Supporting Youth with Anxiety and Depression Virtual Training January 2024

Completed course: College of William and Mary:

- Meaningful Formative Assessment Summer 2022

2021 VDOE Fine Arts Virtual Summer Institute:

- Session: Infusing Creative Process into Middle and High School Curriculum July 2021

Earned 2 Micro-Credential in Gifted Education through Bloomboard Inc. - December 2019 and May 2020

National Dance Education Organization- Completed 1.5 Continuing Education Units (CEUs):

- Developing Cornerstone Assessments for New Dance Students-December 2015

Special student at Skidmore College in the Dance Department. 1983-1985

### Special Projects 2014-2024

- Coordinator of dance department involvement in music video for Jake Clemmons "Born Like Me".
- Project Coordinator for Neon Festival, Barry Art Museum Festivals, and Community Classes with Teens with a Purpose. 2022-2024
- Project Coordinator for Dance Department's work in the community: Virginia Arts Festival- Rhythm Project- 2016-2023, Birmingham Royal Ballet- *Romeo and Juliet*, 2016, Royal Winnipeg Ballet-*Swan Lake*, 2017, *The Bolero Project* in Norfolk, VA 2014

### Special Recognition and Awards 2005-2020

Original choreographic work *Past is Prologue* chosen to be performed in the Women in Dance Conference in Philadelphia, PA 2019

Six Time Awardee of "The Shining Star Award" for faculty at Old Dominion University.

JANELLE SPRUILL

1680 Hawks Bill Drive, Virginia Beach, Virginia 23464 | (757) 630-7811 | jnspruill11@gmail.com



**EDUCATION**

Goucher College

**M.A. in Arts Administration**

**May 2021**

Thesis: "Addressing Inequities and Diversity in Dance and Arts Education"

Marymount Manhattan College

**B.F.A. in Dance**

**May 2007**

Areas of Concentration: Modern Dance

Minor: Media Studies and Communications

**AWARDS**

Choreography Recipient: Regional High School Dance Festival

**March 2024**

Choreography Recipient: National High School Dance Festival

**March 2023**

Graduate Student Spotlight

**February 2020**

Choreography Recipient: National High School Dance Festival

**March 2018**

Choreography Recipient: Regional High School; Dance Festival

**January 2015**

NAACP Area II ACT-SO Coalition: Tribute to Excellence Award in Dance

**June 2013**

Choreography Recipient: Richmond Choreographer's Showcase

**April 2013**

Choreography Recipient: Regional High School Dance Festival

**March 2013**

**TEACHING EXPERIENCE**

The Governor's School for the Arts

**2010-Present**

**Part Time Dance Instructor – Teacher & Choreographer**

Develop syllabi and overall course structures for modern (Horton Technique) and jazz (both contemporary and classical styles)

classes for both the Dance and Musical Theatre departments and administers all grades. Annually choreographs for departmental shows and programs. Assists in creating schedules. Assists in show production for the Senior Showcase Performance, Winter, and Spring Dance Concerts. Academic Sponsor for the National Honors Society of Dance Arts. Teaches summer dance community classes.

Old Dominion University

**Adjunct Dance Instructor**

**2021- Present**

Teaches jazz dance classes. Choreographs for departmental shows and programs. Recruitment: teaching classes at local Virginia high schools. Develop course syllabi and overall course structure for jazz

**Professor Guest Choreographer**

**Fall 2017 & 2016**

Guest choreographer for ODU's Dance Department's fall performance.

National and Regional High School Dance Festivals

**2014-2023**

(Miami, Florida; Pittsburgh, Pennsylvania; Charleston, West Virginia; Norfolk, Virginia)

**Guest Faculty - Teacher**

Teaches jazz, modern, and contemporary dance classes.

Alabama School of Fine Arts

**2021**

**Guest Faculty - Teacher**

Guest modern teacher (Horton Technique).

Shenandoah University

**2019**

**Guest Teacher & Choreographer**

Guest teacher and choreographer for the Shenandoah Conservatory Dance Company.

Broadway Dance Center

**2006-2007**

**Teacher Assistant**

Teacher assistant to Shelia Barker for her intermediate and advanced jazz classes.



## **ADMINISTRATIVE AND PERFORMANCE/REHEARSAL EXPERIENCE**

Goucher College

Peer Review: Editor for Major Paper/Thesis

Spring 2022 & 2023

The Summer Residential Governor's School for Humanities

### **Dance Adjudicator**

Determine potential candidates for The Summer Residential Governor's School by interviewing and observing dancers in an audition.

2019 & 2020

Regional High School Dance Festival

### **Assistant to the Festival Coordinator**

Assist the Festival Coordinator: coordinate and fix festival performance and teaching schedules, produce informal showcases and manage merchandise table.

2018-2019, 2024

Todd Rosenlieb Dance

### **TRD Ensemble Director**

Plan, coordinate and implement all necessary tasks within the artistic and educational goals of the ensemble including rehearsals, community service, performances, special events, training of dancers and the organization and support required from within.

2014-2020

Richmond Ballet

### **Rehearsal Assistant**

Set repertoire and run weekly rehearsals for "The Nutcracker."

2013-2019

Todd Rosenlieb Dance

### **Company Dancer & Choreographer**

Company member/artist and performer as well as choreographer for the Norfolk based dance company.

2010-2018

Garth Fagan Dance

### **Company Dancer**

Company member/artist and performer for the Rochester, New York based dance company.

2008-2010

Elizabeth Higgins Dance Company

### **Company Dancer**

Company member/artist and performer for the New York City based dance company.

2006-2007

***MEMBERSHIPS AND TEACHER TRAINING/CERTIFICATION PROGRAMS***

**Teacher Training/Certification Courses:** Virginia State Employee Safety and Disaster Awareness Training, Civilian Response to Active Shooter Events (CRASE), The Road to Cultural Competence Training, Civility in the Workplace Training, Faculty and Instructor Sexual Harassment Training, and Minors on Campus/Risk Management Training

**2021-Present**

**Old Dominion University**

National Dance Education Organization

**2019-Present**

The Governor's School for the Arts  
2024-2025 Academic Calendar

July						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**Summer Schedule**  
**Closed on Fridays**  
 4: Independence Day

January						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-3: Winter Break  
 16: End of 2nd Quarter  
 (46 days)  
 17: Start 3rd Quarter  
 20: Martin Luther King, Jr. Day  
 25: GSA Auditions  
 27: Staff Workday

August						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

14: Dept. Chairs Return  
 22: Full-Time Faculty Report  
 22-30: Staff Workdays

February						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

1: GSA Auditions  
 8: GSA Auditions  
 15: GSA Auditions (If Needed)  
 17: Presidents' Day  
 19: Progress Reports

September						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
28	30					

2: Labor Day  
 3: Opening Day  
 25: Progress Reports

March						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21: End 3rd Quarter  
 (41 days)  
 24: Start 4th Quarter

October						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

23: End of 1st Quarter  
 (37 Days)  
 24: Start 2nd Quarter

April						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

14-18: Spring Break  
 30: Progress Reports

November						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

5: Prof. Development  
 11: Veterans Day  
 27-29: Thanksgiving

May						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31


26: Memorial Day  
 30: Senior Grades Due


December						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

5: Progress Reports  
 23-31: Winter Break

June						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**Week of June 2: Graduation**  
 6: Last day for students (47 Days)  
 9: New Student Orientation  
 12: Last Day for Full-Time  
 18: Last Day Dept. Chairs  
 19: Juneteenth

 Holiday: GSA is Closed

 Staff work day (No Students)