



MINUTES
CHARLOTTESVILLE CITY SCHOOL BOARD MEETING
Johnson Elementary School Media Center
1645 Cherry Avenue, Charlottesville, VA
Saturday, October 19, 2024 (8:30 AM)

1.1 Call to Order: Ms. Larson-Torres, School Board Chair, called the meeting to order at 8:30 a.m.

2.1 Roll Call of Board Members:

The following Board Members were present:

Ms. Amanda Burns	Ms. Shymora Cooper
Ms. Emily Dooley	Mr. Dom Morse
Ms. Nicole Richardson	Ms. Lisa Larson-Torres
Mr. Chris Meyer	

The following Board Members were absent: None

The following Staff Members were present:

Dr. Royal A. Gurley, Jr.	Dr. Katina Otey
Ms. Kim Powell	Ms. Carolyn Swift
Mr. Pat Cuomo	Ms. Rachel Rasnake
Dr. T. Denise Johnson	Ms. Maria Lewis
Ms. Beth Cheuk	Ms. Leslie Thacker
Ms. Julia Green	

The following Staff Members were absent: Ms. Renee Hoover

3.1 Approval of Proposed Agenda: Mr. Morse made a motion, seconded by Ms. Burns, to approve the proposed agenda. Upon a roll-call vote, the motion carried with Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Meyer, Mr. Morse, and Ms. Larson-Torres, voting aye. 6 ayes, 0 nays. Ms. Richardson was not present for this vote.

Items for Discussion

4.1 Safety Model Audit: Kim Powell, Chief Operations Officer, and Todd Koogler, Coordinator of Safety and Security, presented the Safety Model Update for Board information. The update included incident data and updates regarding various training and other aspects of school safety & security.

- Topics
 - Data
 - E911 Dispatches to CCS Addresses
 - Threat Assessments
 - Implemented State Update (5th Version)
 - New Priority Levels (1-5)
 - 5 - No Concerns/Routine
 - 4 - Low

- 3 - Moderate
 - 2 - High
 - 1 - Critical/Imminent
- Monthly School TA Team Meetings with CPD
 - Review all TAs for threats to others
 - Includes level 4 & 5 cases so CPD does not need to respond to those individually
- Threat Assessment Data (August - October 10th)
 - Threat to Self: 45
 - Threat to Others: 77
 - Both: 8
 - Total: 130
- Threat Assessment Data (Prior School Year - Up to October 13)
 - Threat to Self: 52
 - Threat to Others: 67
 - Total: 119
 - Elementary:
 - Total: 64
 - Priority 5: 32
 - Priority 4: 26
 - Full Threat Assessment: 6
 - Walker/Buford:
 - Total: 36
 - Priority 5: 15
 - Priority 4: 16
 - Full Threat Assessment: 5
 - CHS/LMA:
 - Total: 30
 - Priority 5: 17
 - Priority 4: 7
 - Full Threat Assessment: 6
- Training
 - Training - Annual Summer Safety Summit (6/12/2024)
 - Relationships are foundational for our safety
 - Relationships with students & colleagues
 - All CCS students are our students
 - We all own our safety. We take ownership of our school climate & culture.
 - We maintain a positive and productive school climate & culture by maintaining the critical balance of support & accountability for:
 - Our students
 - Each other (for ourselves and for our colleagues)
 - Annual Summer Safety Summit - 6/12/2024
 - Agenda
 - ALICE (Alert Lockdown Inform Counter Evacuate)
 - June 10th & 11th - 20 CCS Staff Certified as Instructors
 - School & Division Level Admin, 2 CSA's & 2 School Mental Health Professionals
 - Pre-Week Training at Each School Included:
 - Introduction to ALICE eLearning Module
 - Enhanced Lockdown Protocol introduced during school-wide safety sessions
 - February 7, 2025, Professional Learning Day:
 - ALICE simulation sessions at all schools
 - Enhanced Lockdown Drills

- A Guide for Enhanced Lockdown Drills at Cville Schools
 - Informed by Age-Appropriate ALICE Principles
 - Beginning in August 2024, Charlottesville City Schools began using enhanced lockdown drills. These drills are identical to the prior year's procedures except they now feature:
 - Scripted, age-appropriate class discussion about evacuation vs. lockdown and enhanced lockdown procedures, such as barricading
 - OPTIONAL age-appropriate debrief discussion prompts that a teacher might choose to use after the drill with the whole class or a small group
 - Introductory message to families sent August 20, 2024
 - ALICE On-Going
 - Dedicated Sessions for Division Administration & Nutrition Staff
 - Video module and simulation training for all new staff during summer orientation
 - ALICE review incorporated in pre-week safety sessions
 - Training - Pre Week
 - Together, we own our school climate & culture when we maintain
 - Consistency
 - Communications
 - The Critical Balance of Support & Accountability
 - With students
 - With each other
 - With ourselves
 - Whole School Meeting
 - Daily Routines & Safety Practices
 - Fight Protocol
 - Threat Assessment Overview
 - Standard Response Protocols:
 - Shelter
 - Stay Put Stay Tuned
 - Indoor Instruction
 - Lockdown
 - Evacuate
 - Building Level
 - Self-Evacuation
 - Introduction to ALICE
 - Enhanced Lockdown (demo & practice)
 - Required Safety Drills
- Crisis Management Plans
 - The new template released by DCJS on June 13, 2024
 - Significant Changes:
 - Standard Response Protocol
 - Reunification
 - September 25th Division Crisis Management Team (CMT) Meeting with First Responder Partners
- Physical Security Improvements
 - Physical Safety & Security - Progress YTD
 - Weapons detection implemented for large CCS-hosted public events
 - CHS access control system enhanced to include an audible alarm for unauthorized egress and door props
 - 3 additional doors to be addressed this month
 - CHS parking lot painting & curb painting
 - Signage and other improvements pending for traffic safety
 - Securely Visitor Management System
 - Roll-out included new visitor management protocols/SOP

- Addressing sticker printing concerns
 - Johnson camera system installation was completed this month
- Independent Security Audits
 - RFP issued in July
 - Contract finalized in September with Navigate 360
 - Three safety/security professionals on-site week of October 7th
 - Tested systems & structures
 - Conducted physical campus & building inspections
 - Talked with the admin and other staff
 - Report to be provided for the Board prior to next quarterly update

Questions/Discussion:

- Ms. Burns inquired about the consistency of responding officers for police calls at school locations. Mr. Koogler responded that officers are typically dispatched based on availability.
- Ms. Larson-Torres asked if there had been discussions about assigning specific officers to schools for threat assessments. Mr. Koogler indicated that while there is no formal arrangement for specific assignments, threat assessments involve officers with established relationships with the schools. Ms. Murphy noted that CPD has made efforts to train officers for threat assessments. She described a process where she communicates with Lieutenant Wade to request a trained officer for assessments. While there may be some variation in specific officers involved, Ms. Murphy indicated that they have developed positive relationships with these officers, which contributes to the smooth conduct of threat assessments. Additionally, she mentioned that the new threat assessment process, including monthly meetings, is progressing well.
- Ms. Larson-Torres requested examples of threat assessment situations at the elementary level. Ms. Murphy responded by describing a range of scenarios, including students expressing frustration or concerning language, potential underlying issues such as mental health or medical concerns, and the need to assess for potential threats and provide appropriate interventions. She emphasized the importance of distinguishing between concerning behavior and genuine threats, and the need to collaborate with families to address underlying issues.
- Ms. Burns inquired about family involvement in threat assessments. Ms. Murphy responded that while code technically does not require prior notification, they strive to assess each situation individually and determine the appropriate level of family involvement. While there is no one-size-fits-all approach, they often involve families in elementary cases, emphasizing the importance of children's participation in the assessment process. For older students, they generally prefer to speak with them without their parents present to facilitate open communication.
- Ms. Burns inquired about the training plans for CSAs and other staff members. Ms. Powell explained that while the initial training focused on certifying a group of staff as trainers, there are plans to provide further training opportunities for CSAs and other interested staff members. These opportunities will include workshops and simulations facilitated by certified trainers. The goal is to equip a wider range of staff with the necessary skills and knowledge to implement ALICE training effectively.
- Ms. Dooley inquired about the training and support provided for substitutes and volunteers, as well as the inclusion of all staff in professional learning days related to safety training. Ms. Powell acknowledged the need for additional training for school nutrition staff due to their unique schedule and work environment. While substitutes receive basic safety training during onboarding, more comprehensive ALICE training may be necessary. Ms. Dooley emphasized the importance of including school nutrition staff in safety training.
- Ms. Powell provided an overview of the enhanced lockdown procedures, highlighting the inclusion of barricading as a key component and the emphasis on communication and information sharing during lockdowns. She also mentioned that the administration scripts have been updated and that teachers have the option to conduct debriefing sessions with their students following drills. Additionally, Ms. Powell addressed the need for dedicated training sessions for division administrators and nutrition staff, as their work environments differ from traditional classrooms. She mentioned ongoing discussions with Carlton to schedule these sessions and ensure that all staff members receive appropriate training.

- Ms. Cooper inquired about tracking attendance for safety training sessions. Ms. Powell explained that while there is no formal attendance mechanism for the schoolwide meeting, they can track module completion for individual staff members, including custodians. Additionally, Ms. Powell mentioned that there will be upcoming pre-week training sessions that may include opportunities for custodians to participate.
- Ms. Burns suggested that tracking attendance for safety training sessions could be beneficial for accountability and communication purposes. Ms. Powell acknowledged the idea and mentioned that while there isn't a formal system in place, they sometimes arrange for custodians to participate in training sessions together, especially for those who may be less comfortable with technology.
- Ms. Dooley expressed concern about potential safety risks during lunchtime if custodians or school nutrition workers have not attended the necessary training. She suggested making attendance at safety training sessions mandatory for all staff, including teachers, to ensure everyone is prepared for emergencies.
- Ms. Larson-Torres agreed with the importance of mandatory training but noted the challenges of implementing it effectively, such as requiring staff to actively participate in training rather than simply completing online modules.
- Ms. Powell suggested using the Navigate 360 dashboard to track attendance and follow up with staff members who have not completed the required training. Ms. Burns emphasized the importance of treating all staff members as valuable members of the school community and building strong relationships with them to ensure the well-being of students. Ms. Powell acknowledged the validity of these points and expressed a commitment to addressing the identified deficiencies and continuing to improve safety and security measures.
- Ms. Larson-Torres raised concerns about the timing of the ALICE e-learning module as a pre-week activity. Mr. Koogler explained that while it's intended for pre-week, technical difficulties, and competing priorities delayed its implementation last year. He estimated that the module takes approximately 60-90 minutes to complete.
- Dr. Gurley acknowledged the concerns about adding more tasks to teachers' already busy schedules. He emphasized that while the module may seem short, it adds to the overall workload and might not be feasible for teachers to complete outside of school hours. He expressed openness to feedback but reiterated the importance of completing the training.
- Mr. Meyer suggested that the recent teacher workday could have been an opportunity for teachers to complete the ALICE e-learning module. However, Dr. Gurley clarified that the day was specifically designated for report card preparation and grading assignments.
- Mr. Meyer then inquired about future opportunities for teachers to complete the module, asking if there were any upcoming flexible days. Dr. Gurley acknowledged the challenge of balancing required training with teachers' workloads and noted that the last professional learning day had already involved reducing the number of required tasks to accommodate other priorities.
- Ms. Powell reiterated that the ALICE e-learning module is accessible to staff at any time, and encouraged those who haven't completed it to do so before the winter break. She emphasized that completing the module beforehand would enhance the effectiveness of the simulation training in February.
- Ms. Burns raised concerns about staff members using the correct email addresses for important notifications and training. Mr. Koogler explained that both the old and new email conventions are routed to the same inbox, but the e-learning modules require the use of the new email address for login purposes. He acknowledged that there were technical difficulties in the initial rollout of the e-learning module, which required individual support for many staff members.
- Ms. Larson-Torres raised concerns about the safety of the crosswalk near the stadium, citing issues with visibility and potential accidents due to parked cars. She suggested adding a flashing light to the crosswalk and potentially adjusting parking restrictions. Ms. Burns agreed with the concern and mentioned a similar issue at the crosswalk near the Botanical Garden. Ms. Powell acknowledged the importance of the issue and stated that she had previously advocated for a flashing light during the bridge renovation but was unsuccessful. She suggested bringing the issue up in the monthly Safe Routes meeting to seek further solutions. Ms. Larson-Torres added that the issue could also be raised during discussions related to the Capital Improvement Plan.
- Ms. Burns asked what specific information Securly looks for when scanning an individual's identification. Mr. Koogler explained that Securly primarily checks for two key pieces of information: the person's first and

last name, and their age. This information is then cross-referenced with the national sex offender registry. However, it's important to note that the level of detail in the registry varies by state, with some states providing more information like middle name, full date of birth, and even a photo. If there's a potential match, the system flags it for further review by school staff.

- Ms. Burns expressed concern about the potential for staff deficiencies in completing safety modules. She questioned whether Securly is aware of this issue and whether their assessment will address it. She emphasized the importance of expert input if Securly recommends a lower-than-ideal training completion rate. Mr. Koogler acknowledged the concern and stated that he would reach out to Securly to include e-learning modules in their assessment. Dr. Gurley confirmed next steps include that custodians and school nutrition workers will be fully trained by the next quarterly work session.
- Ms. Burns inquired about whether school nurses are expected to complete the pre-week training packages. Ms. Powell responded that the training packages are intended for the entire school, including nurses, although nutrition is not specifically addressed. She acknowledged the need for improved follow-up to ensure that all staff members, including nurses, are adequately trained.
- Mr. Meyer expressed support for additional funding to expedite teacher training on school safety protocols. Regarding the potential Memorandum of Understanding (MOU) with the Charlottesville Police Department, Ms. Powell clarified that there have been no recent discussions. The current focus is on evaluating the existing model, collecting data, and implementing improvements. The upcoming audit report is expected to inform future decisions regarding the school district's relationship with the police department.
- Ms. Larson-Torres expressed concern about the awareness of the existing skeletal MOU, particularly after the last work session. Ms. Powell clarified that while the police department has seen the document, their position, aligned with the Virginia Code, is that an MOU is not necessary without SROs. She explained that the MOU was intended to provide a framework for handling various situations, especially emergency calls, in the absence of a dedicated SRO partnership.
- Ms. Larson-Torres emphasized the importance of clarity regarding the existing document, whether it's called an MOU or a protocols document. She expressed concern about the lack of awareness about the document among certain parties. Ms. Powell acknowledged the challenges in ensuring compliance without dedicated SROs. She also suggested reviewing who experienced technical difficulties during the pre-week training. Dr. Gurley acknowledged the desire to compensate staff for additional training but noted the budget constraints, make it difficult to allocate funds for such initiatives.
- Ms. Larson-Torres acknowledged the increased workload and mandated training requirements for teachers. She suggested that the school board should prioritize essential training and consider implementing it before the start of the school year. This would involve a collaborative effort to determine the most critical training needs and develop a plan to ensure compliance. The board could potentially explore policy changes or contractual obligations to enforce these requirements.
- Mr. Meyer apologized for the misunderstanding regarding the timing of the safety training. He clarified that if time was provided at the start of the school year, it was expected that teachers would complete the training. He then transitioned the discussion to the next agenda item.

4.2 [Student Representatives to the School Board Policy and Role](#): The September 5, 2024 school board meeting featured a recommendation to discuss and reevaluate the Student Representative to the School Board Policy and Role. The Board discussed strategies to enhance student representative involvement and to better influence policy-making.

Key Points and Proposed Actions:

- Expanding the Role of Student Representatives:
 - Policy Development: Students should be involved in researching and proposing policies.
 - Decision-Making: Students should be consulted on decisions that impact them directly.
 - Mentorship: Assigning a board member as a mentor can provide guidance and support.
- Incorporating Middle School Voices:

- Liaison Role: A middle school student could serve as a liaison to the high school student representative.
- Advisory Committees: Middle school students could participate in advisory committees to share their perspectives.
- Recruitment and Selection Process:
 - Board Involvement: Board members should be involved in the selection process to ensure a diverse and representative group of students.
 - Transparency: The process should be transparent and inclusive, with clear criteria for selection.
- Training and Support:
 - Mentorship: Mentorship programs can provide guidance and support to student representatives.
 - Professional Development: Opportunities for training and development can enhance their skills and knowledge.
- Communication and Collaboration:
 - Regular Meetings: Regular meetings between student representatives and board members can foster open communication.
 - Collaborative Projects: Joint projects can strengthen the relationship between students and the board.

The board members expressed a strong commitment to empowering student voices and will take steps to implement these recommendations. They will work to revise the current policy to reflect these changes and ensure that student representatives have a meaningful impact on the school district.

4.3 School Board Salary Increase: Renee Hoover, Director of Finance, prepared the School Board Compensation Analysis to guide discussion around a potential School Board Salary Increase. The Charlottesville City School Board's salaries were last changed on December 4, 2014. At that time, the board approved an increase to \$5,300 for the Chair and \$4,500 for other members. This change took effect on January 1, 2016.

<https://law.lis.virginia.gov/vacode/title22.1/chapter5/section22.1-32/>

Code of Virginia § 22.1-32. Salary of members includes:

Any elected or appointed school board may pay each of its members an annual salary that is consistent with the salary procedures and no more than the salary limits provided for local governments in Article 1.1 (§ 15.2-1414.1 et seq.) of Chapter 14 of Title 15.2 or as provided by charter, provided that:

No school board shall be awarded a salary increase unless, upon an affirmative vote by such school board, a specific salary increase is approved. Local school boards shall adopt such increases according to the following procedures:

A local school board representing a county may establish a salary increase prior to July 1 of any year in which members are to be elected or appointed, or, if such school board is elected or appointed for staggered terms, prior to July 1 of any year in which at least two members are to be elected or appointed. Such an increase shall become effective on January 1 of the following year.

A local school board representing a city or town may establish a salary increase prior to December 31 in any year preceding a year in which members are to be elected or appointed. Such increase shall become effective on July 1 of the year in which the election or appointment occurs if the election or appointment occurs prior to July 1 and shall become effective January 1 of the following year if the election or appointment occurs after June 30.

Meyer: 50-100% with incremental increases around inflation

Questions/Discussion: The school board engaged in a comprehensive discussion about increasing their compensation, a topic initiated by Ms. Burns. The current compensation, which has remained unchanged since 2016, was deemed insufficient given the significant time commitment and responsibilities of the role.

Key Points and Proposed Actions:

- **Equity and Fairness:** Ms. Burns emphasized the need for fair compensation, especially considering the time and energy dedicated to board duties.
- **Accountability:** Mr. Meyer highlighted the importance of accountability and the potential benefits of increased compensation in attracting qualified individuals.
- **Financial Implications:** Dr. Gurley raised concerns about the budgetary impact of a significant pay increase and the need to balance it with other priorities.
- **Public Perception:** Ms. Larson-Torres acknowledged the potential public perception of a pay increase and the importance of transparency.

Proposed Compensation Increase:

After careful consideration, the board members proposed a specific pay increase to be presented for discussion on November 7, 2024:

- Board Members: \$8,500
- Chair: \$10,000

This proposal reflects a significant increase from the current compensation and aligns with the board's desire to recognize the importance of their role.

Next Steps:

1. **Data Analysis:** The board will review additional data and analysis provided by staff to inform their decision.
2. **Public Input:** The board will seek public input on the proposed compensation increase at the November 7, 2024 meeting.
3. **Final Decision:** The board will make a final decision on the compensation increase at the December 5, 2024 meeting.

The board members agreed to revisit the issue periodically to ensure that compensation remains competitive and aligns with the increasing demands of the role.

4.4 [School Calendar:](#) Dr. Katina Otey, Chief Academic Officer, presented an overview of different school calendar options and their implications for the 2024-2025 academic year, as part of the Strategic Plan 2023-2028. It discusses three main types of calendars: traditional, four-day, and year-round. The presentation covers Virginia Code requirements for instructional days and hours and explores the potential implementation of four-day and year-round calendars, including their pros and cons.

Information presented included:

- Strategic Plan 2023-2028
 - Priority 1: Increase Academic Achievement
 - Target 5: 80% student mastery in tier 1 instruction
 - Target 7: Increase access to rigor and professional support
- Sum and Substance
 - Types of Calendars
 - VA Code requirements
 - Four-Day Calendar
 - Year-Round Calendar
 - Pros and Cons
 - Next Steps
- Types of Calendars

- Traditional Calendar
 - Approx. 180 instructional days spread across nine months
 - Extended breaks in winter, spring, and summer
- Four-Day Calendar
 - Typically 4 school days per week, giving students a 3-day weekend
 - Extended hours on the 4 days
- Year-Round Calendar
 - Continuous learning throughout the year
 - Includes shorter, more frequent breaks (called Intercession breaks)
- Virginia Code Requirements
 - 88VAC20-671-420. Standard school year and school day. A. Each school shall have a standard school year of at least 180 teaching days or a total of at least 990 teaching hours per year. The standard school day for students in grades 1 through 12 shall average at least five and one-half teaching hours or an average of 27 and one-half hours weekly.
- What Does CCS Do About Instructional Days and Hours on a Calendar?
 - CCS calendars have exceeded 990 hours (approx 1,026) over the past several years
 - The focus is not just on quantity but on the quality and depth of learning experiences offered during the school year.
- What Does VA Code Say about Four-Day Calendars?
 - § 22.1-79.1. Opening of the school year; approvals for certain alternative schedules. C. Individual schools may propose, and local school boards may approve, pursuant to guidelines developed by the Board of Education, alternative school schedule plans to provide for the operation of schools on a four-day weekly calendar, so long as a minimum of 990 hours of instructional time is provided for grades kindergarten through 12.
- More about the Four-Day Calendar
 - One VA division implemented in 2022
 - Gaining popularity in other states, especially in rural areas,
 - Shifts in rural areas to address teacher shortages, reduce costs, and improve work-life balance
 - sacrifice instructional time
 - concerns about student achievement over time
- What Would a Four-Day Calendar in CCS mean?
 - During COVID, CCS implemented a four-day calendar with PL / planning on Fridays
 - Schools were under a waiver and 990 hours were not required
 - Now, the 990-hour minimum must be met
 - Example: 144×6.5 (instructional hours) = 936
 - Example: 144×7.5 (instructional hours) = 1,080
 - Staff buy-in
 - Family buy-in
- School Division Examples - Four Day
 - Colorado:
 - Moffat County
 - Hayden School District
 - Idaho:
 - The Nampa School District
 - New Mexico
 - Mora Independent Schools
 - Estancia Municipal Schools
- What Does the VDOE Say About Year-Round Calendars?
 - Instructional days are distributed across 10, 11, or 12 months rather than the traditional nine-month calendar.
 - Summer break may be shorter, while other breaks, known as intercessions, may be added during typical times of transition.
 - Intercessions may include opportunities for remediation or enrichment.

- More about Year-Round Calendars
 - A 2012 Joint Legislative Audit and Review Commission study (PDF) of year-round schools concluded that:
 - While, overall, SOL scores at year-round schools were similar to scores in traditional calendar schools, SOL scores of certain student subgroups were more likely to improve at a faster rate at year-round schools.
 - Year-round calendars increased annual school expenditures, on average, by about three percent.
- What Would a Year-Round Calendar in CCS mean?
 - Division-wide or individual schools
 - Planning Grant / Implementation Grant through VDOE
 - Staff buy-in
 - Family buy-in
- School Division Examples - Year-Round
 - Wake County Public School System
 - Chicago Public Schools
 - Los Angeles Unified School District
 - Broward County Public Schools
 - Fairfax County Public Schools
 - Chesterfield County Public Schools

Pros and Cons of the Traditional Calendar	
Pros	Cons
<ul style="list-style-type: none"> ● Consistency and predictability ● Extended break for students and teachers ● Alignment with community norms ● Familiarity 	<ul style="list-style-type: none"> ● Learning loss over the summer ● Childcare challenges during summer ● Uneven academic pacing ● Pressure during the school year

Pros and Cons of the Four-Day Calendar	
Pros	Cons
<ul style="list-style-type: none"> ● Cost savings ● Improved teacher and student attendance ● Teacher recruitment and retention ● Potential for increased focus 	<ul style="list-style-type: none"> ● Longer school days ● Childcare challenges ● Potential negative impact on academic performance ● Equity concerns

Pros and Cons of the Year-Round Calendar	
Pros	Cons
<ul style="list-style-type: none"> ● Prevents summer slide ● More continuity ● Frequent breaks ● Helps working parents manage childcare ● Reduction in need for remedial education 	<ul style="list-style-type: none"> ● Scheduling conflicts ● Potential for teacher burnout ● Increased operational costs ● No significant academic gains ● Difficulty in implementing extracurriculars ● Impact on summer jobs and programs ● Interferes with summer facility and technology upgrades

- Next Steps
 - The calendar process for 2025-2026 and 2026-2027 is underway, and we will present calendar drafts to the Board in November.
 - Continued conversation about different calendars if needed
 - Planning and stakeholder engagement

Questions/Discussion:

- Dr. Otey explained that Virginia state law mandates that school divisions must provide at least 180 instructional days or 990 instructional hours per year, with a minimum of 5.5 hours of instruction per day.
- Ms. Dooley questioned whether CCS exceeds the minimum 990 hours. Dr. Otey confirmed that CCS typically exceeds this minimum, aiming for around 1,026 hours. They noted that in the past, recess could be counted towards instructional time, but this is no longer the case.
- Dr. Otey estimated that CCS exceeds the minimum by approximately 30 days of instruction, considering the 5.5-hour daily requirement.
- Ms. Larson-Torres asked why Franklin City Schools chose to implement a 4-day school week. Dr. Otey explained that the previous superintendent initiated the change with the goal of improving student achievement, particularly in a struggling school district. However, data suggests that the 4-day model has not led to significant academic gains.
- Dr. Gurley pointed out that the state's 990-hour requirement, when divided by the average daily instructional time, doesn't accurately reflect the number of actual school days. Teachers often spend more time in school than the 5.5 hours of direct instruction, considering factors like preparation, planning, and student supervision.
- Mr. Morse questioned how a 4-day school week would address this issue, as it would require extending the length of the school day to meet the state's minimum hour requirement. Dr. Otey explained that a 4-day week would necessitate significantly longer school days, potentially leading to students attending school from 8:00 AM to 4:30 PM.
- Ms. Dooley questioned whether the 4-day model would involve extending the school year or simply redistributing the same number of instructional days across fewer days.
- Dr. Otey confirmed that the 4-day model would require longer school days to meet the state's minimum hour requirement.
- Ms. Burns suggested that the Franklin City Schools model might be a more balanced approach, as it involves a combination of full days, half days, and full days off. However, Dr. Gurley noted that half-day schedules are generally unpopular in the Charlottesville community due to scheduling challenges for families.
- Mr. Meyers inquired about the potential impact of a 4-day school week on student learning, particularly for younger students. He questioned whether such a model would be conducive to optimal educational outcomes.
- Dr. Otey acknowledged that, based on research and data, there is limited evidence to suggest that a 4-day school week would positively impact student learning in Charlottesville City Schools.
- Dr. Otey further explained that research on 4-day school weeks, particularly in rural districts, has yielded mixed results. Some districts have experienced a decline in student achievement, while others have reported minimal impact. Dr. Otey emphasized that the potential benefits of a 4-day week, such as reduced teacher burnout, may not outweigh the potential negative consequences for student learning. Additionally, logistical challenges, such as accommodating extracurricular activities and extended school days, would need to be addressed.
- Mr. Meyer asked about the JLARC report, specifically focusing on the improved educational outcomes for traditionally underperforming groups, particularly Black students and students with disabilities. Dr. Otey explained that these improvements were likely due to increased school attendance during intersessional breaks, allowing for targeted support and more continuous learning. Mr. Meyer then acknowledged the potential increase in costs associated with paying teachers and providing transportation during these intersessional periods.
- Dr. Gurley raised concerns about the overreliance on SOL scores as the sole measure of student success. He argued that while year-round calendars may offer benefits, such as improved student engagement and

targeted support, the focus on SOL scores can obscure these positive outcomes. He suggested that alternative assessments, like MAP and VALS, could provide a more comprehensive picture of student growth. However, he acknowledged that legislators and the public often prioritize SOL scores, limiting the recognition of other measures of student achievement.

- Ms. Larson-Torres mentioned that there was a previous discussion about implementing a year-round calendar model at one of the elementary schools, possibly Summit Clark or Jackson Via. However, the COVID-19 pandemic disrupted these plans, leading to the conversion of the school-year planning grant into an extended day grant for after-school literacy programs (Extended Bridges to Literacy). Dr. Otey confirmed this information, noting that the extended day program faced challenges due to pandemic-related fatigue and was ultimately discontinued.
- Mr. Morse sought clarification on the process of offering slots to teachers and students in Chesterfield County's year-round calendar implementation. Dr. Otey explained that the decision was made by the division to accommodate those who were not initially on board with the change. Surveys were conducted to allow parents to choose specific schools for their children, but transportation was not provided. Similarly, teachers had the option to transfer to different schools if they preferred not to work on the year-round calendar.
- Dr. Gurley added that some of the feedback from teachers and families concerned the alignment of the year-round calendar with holidays and other school schedules. This led to the request for flexibility in choosing schools to ensure better coordination for families with multiple children in different schools.
- Mr. Meyer highlighted the importance of a division-wide approach to year-round calendars, citing the challenges faced by Chesterfield County when implementing it in a limited number of schools. He emphasized the potential scheduling conflicts for families with children in different schools on different calendars.
- Dr. Otey shared the example of Hopewell Public Schools, which adopted a division-wide year-round calendar in 2020. While the data showed some improvement in student achievement, it was considered minimal, especially considering the overall recovery from the COVID-19 pandemic. Dr. Otey suggested that the impact of the year-round calendar on student achievement might not be as significant as anticipated.
- Mr. Meyer highlighted the importance of a control group in data analysis to accurately measure the impact of a year-round calendar. He suggested that Chesterfield County's approach of implementing the calendar in only some schools could have provided a valuable control group. In contrast, analyzing the data from Hopewell Public Schools, which adopted the calendar division-wide, would require a more complex analysis to isolate the effects of the year-round calendar. He praised the JLARC study for its rigorous approach to data analysis, which likely included a control group.
- Mr. Meyer pointed out the inconsistency in the pros and cons list for year-round calendars. He noted that while frequent breaks could be beneficial for teachers to reduce burnout, the list also includes potential burnout as a con. He questioned the reasoning behind this and asked for clarification.
- Dr. Otey explained the potential for teacher burnout in year-round calendars. While the frequent breaks might seem appealing, the shorter instructional periods could leave teachers with less downtime overall. This can be especially challenging for teachers who are accustomed to the traditional long summer break. Additionally, staffing year-round schools can be difficult, as not all teachers are willing to volunteer for such a schedule. While some teachers may appreciate the flexibility and opportunities for travel during off-peak times, others may find the constant cycle of shorter breaks to be exhausting.
- Mr. Meyer suggested that the length of summer breaks in traditional calendars might be excessive and that a shorter break, such as 8-11 weeks, could be sufficient for teachers to decompress. He emphasized the need for flexibility in designing year-round calendars to optimize both educational outcomes and staff well-being.
- Dr. Gurley pointed out the importance of teacher and staff volunteerism for the success of intersessions. He emphasized the need for childcare options during these periods, similar to summer programs, to ensure continuity of learning. He also highlighted the logistical challenges of staffing intersessions and the potential for conflicts with personal travel plans.
- Dr. Otey shared her initial enthusiasm for year-round calendars, having previously expressed interest in implementing such a model at the schools she led. She was curious to see the outcomes of the year-round calendar implementation in Chesterfield County but was disappointed to find that the data did not indicate significant benefits. This suggests that while the concept of year-round education can be appealing, its

effectiveness may vary depending on various factors, including specific implementation strategies and community support.

- Ms. Dooley expressed her interest in the idea of a year-round approach but indicated that she hadn't yet seen compelling evidence to support a full-scale change. She acknowledged the unique position of Charlottesville City Schools within Albemarle County and the potential impact of any changes on the county's calendar. She suggested focusing on smaller-scale changes to the current calendar, such as adding workdays for teachers, scheduling mental health breaks, and adjusting the calendar to accommodate family vacations. Ms. Dooley emphasized the importance of analyzing teacher absence data to identify potential improvements in scheduling.
- Mr. Morse expressed his appreciation for the research being conducted on various school calendar models but remains a strong advocate for the four-day school week. He believes that while the four-day model may not align perfectly with current strategic plans, he is willing to take risks and innovate to potentially benefit students and staff. He acknowledges the potential challenges, particularly regarding attendance, sick days, and after-school care, especially for elementary students. He suggests that a shift in instructional time and school day structure might be necessary, regardless of the calendar model. Ultimately, while he recognizes the limitations of the four-day model, he remains committed to exploring innovative solutions to improve education and well-being.
- Ms. Burns expressed agreement with Ms. Dooley's suggestion to review current calendars and identify potential opportunities for mental health days and designated safety training days. She emphasized the importance of recognizing staff feedback and ensuring accountability for these initiatives. While acknowledging the challenges of implementing a 4-day workweek, she highlighted the benefits of reducing burnout and providing meaningful time for staff. Drawing on her experience in healthcare, she noted the similarities between physician and teacher burnout and the need for strategies to support staff well-being. Ms. Burns also suggested involving families in professional learning days to provide additional support during times of increased stress.
- Mr. Meyer expressed his support for incremental changes to the school calendar, rather than a complete overhaul. He emphasized the importance of maximizing student learning time and suggested strategies such as adding a fall break, extending Thanksgiving break, and incorporating additional professional development days. He also discussed the potential benefits of a reduced workweek, such as decreased absenteeism and improved employee well-being. Overall, Mr. Meyer advocated for a balanced approach that prioritizes both student achievement and staff wellness.
- Mr. Morse highlighted the potential impact of holidays like Thanksgiving on instructional time, particularly on Tuesdays. He noted that in some schools, these days can be less productive due to holiday preparations and excitement. While acknowledging the importance of breaks, he emphasized the need to balance them with academic considerations. Mr. Morse also expressed support for a full week-long fall break to provide a meaningful respite for both students and staff.
- Mr. Meyer reiterated his belief that providing longer breaks for staff, without reducing the total number of school days, can help alleviate burnout. He expressed confidence in the ability of after-school care providers, such as the YMCA and Parks and Recreation, to accommodate any schedule changes. He cited the recent collaboration between the YMCA and the school district as evidence of their willingness to provide additional support. Ultimately, Mr. Meyer argued that these changes could positively impact both student achievement and staff well-being.
- Dr. Gurley acknowledged the challenges of implementing significant changes to the school calendar while adhering to state guidelines and respecting teacher workloads. He highlighted the constraints imposed by the Virginia Code of Education and the Department of Education's expectations. While recognizing the need for additional breaks and mental health days, he emphasized the difficulty of finding time to accommodate these without compromising instructional time or extending the school year. Dr. Gurley pointed out the potential impact of adding days to the end of the school year, such as increased testing time and reduced instructional effectiveness. He emphasized the importance of balancing the needs of students, staff, and families, and called for input from teachers to develop a feasible and effective calendar.
- Ms. Dooley acknowledged the trade-offs involved in balancing teacher well-being with instructional time. She suggested that further discussion with the CEA is necessary to find a compromise. She emphasized that while the board is receptive to teacher concerns about burnout, there are practical limitations to consider,

such as the need to meet state-mandated instructional hours. Ms. Dooley also highlighted the challenges of the current calendar, particularly the placement of breaks and the potential for extended learning opportunities after testing. She concluded by emphasizing the complexity of the issue and the need to consider multiple factors.

- Ms. Larson-Torres expressed appreciation for the presentation and acknowledged the complexity of the issue. She noted that while there's interest in alternative school models, there's a lack of definitive evidence supporting any particular model's impact on student outcomes. She highlighted the challenges of implementing significant changes, particularly in the post-pandemic context.
- Ms. Larson-Torres emphasized the importance of balancing staff well-being with student achievement. She expressed interest in exploring options like mental health days and extended breaks, such as a full week off for Thanksgiving. She also raised concerns about scheduling conflicts with Jewish holidays and the need for careful planning to avoid such issues in the future.
- Dr. Otey explained that the school district involves teachers, administrators, and families in the calendar development process. A committee is formed to collect input and develop potential calendar options. These options are then shared with the broader community through a survey.
- Regarding the Thanksgiving break, Dr. Otey noted that while the committee was initially excited about extending the break, the survey results revealed significant opposition from many families who found it inconvenient. This feedback led to the decision to maintain the traditional Thanksgiving break schedule in the current calendar.
- Dr. Gurley acknowledged the potential challenges of extending the Thanksgiving break, including the need to find additional instructional time and the impact on family schedules. He emphasized the importance of providing a clear end date to the school year and avoiding additional instructional days beyond the standard calendar. He also highlighted the need to balance the demands of state regulations, student learning, and teacher well-being.
- Dr. Otey further emphasized the impact of the new state mandate regarding recess, which will limit the flexibility in scheduling instructional time.
- Dr. Otey acknowledged the challenge of meeting the state-mandated 990 instructional hours, especially with the recent change regarding recess. She emphasized the importance of balancing the need for mental health days with instructional time. Dr. Otey also addressed the oversight regarding athletic scheduling conflicts with religious holidays and committed to addressing this issue in future calendar planning.
- Ms. Burns raised concerns about the potential for scheduling conflicts between school events and religious holidays, such as Diwali and Yom Kippur. She suggested that the district should be more mindful of these cultural observances when developing the school calendar. She also emphasized the importance of collaborating with school principals to ensure that events like Homecoming are scheduled appropriately, avoiding conflicts with religious holidays. By working with the equity team and the athletic department, the district can proactively address these issues and minimize disruptions to the school community.
- Ms. Cheuk proposed a broader approach to scheduling high school games, suggesting that the Virginia High School League (VHSL) could consider the religious observances of different student populations when creating the overall athletic schedule. She emphasized the importance of respecting Jewish holidays and avoiding scheduling conflicts with events like Homecoming. By working collaboratively with the VHSL, schools like Western Albemarle High School could potentially avoid scheduling issues in the future.
- Mr. Meyer raised concerns about the potential challenges of accommodating various religious observances within the school calendar. He questioned whether the district has a specific policy in place to address religious diversity and how to prioritize different religious holidays. He highlighted the complexity of balancing the needs of different faith communities and the potential for unintended consequences when making scheduling decisions.
- Dr. Gurley acknowledged the challenges of accommodating various religious observances within the school calendar. He highlighted the importance of being sensitive to different cultural and religious practices but also noted the practical difficulties of avoiding all potential conflicts. He emphasized the need for flexibility and understanding, recognizing that mistakes can happen despite best intentions. Dr. Gurley suggested that addressing scheduling conflicts with the VHSL could be a potential solution to mitigate future issues.
- Mr. Morse asked about the historical practice of starting the school year on Wednesdays in the Charlottesville area. He inquired about the rationale behind this tradition.

- Dr. Gurley explained that starting the school year on a Wednesday allows for a more gradual start, providing a "soft launch" for students and staff. However, he also noted that starting on a Monday could offer more flexibility in scheduling additional days off throughout the year.
- Dr. Gurley explained that the Wednesday start date was chosen based on feedback from parents, teachers, and families. This approach allows for a gradual introduction to the school year, particularly for younger students. He acknowledged that while a Monday start date could offer more flexibility in scheduling, the Wednesday start date has been generally well-received. Dr. Gurley emphasized the importance of balancing the needs of different stakeholders and making decisions that will satisfy the majority.
- Mr. Morse concluded the discussion by suggesting an asynchronous learning day as a potential strategy to address the challenges of the Career and Technical Education (CTE) program. He noted that Louisa County had successfully implemented such a day to facilitate work-based learning experiences. Mr. Morse suggested that this approach could be considered for high school or middle school students in Charlottesville. He also acknowledged the interest of some school board members in exploring alternative scheduling models.

4.5 Dress Code: Dr. T. Denise Johnson, Supervisor of Equity and Inclusion, presented an overview of the Charlottesville City Schools (CCS) dress code. The presentation will compare CCS' policy with other school divisions as well as the implementation of the Virginia "Dress Code Equity Act." The Act mandates specific requirements for school dress codes, including religious and ethnic accommodations, gender neutrality, and enforcement guidelines.

Information presented included:

- School Board Review of CCS Dress Code
 - History of CCS Dress Code
 - 2015: CHS staff and students work with students at UVA Batten School of Leadership and Public Policy to update the dress code to ensure that it applies to students equally regardless of gender. This arose in response to CHS students' concerns about the previous dress code.
 - 2018: School Board issues proclamation that bans students from wearing clothing that depicts symbols "associated with racial hatred and violence," including swastikas or Confederate imagery
 - 2020 – Virginia HB 837 "Dress Code Equity Act"
 - Requires any dress or grooming code included in a school board's code of student conduct to (Sec. 1):
 - Permit any student to wear any religiously and ethnically specific or significant head covering or hairstyle, including hijabs, yarmulkes, headwraps, braids, locs, and cornrows;
 - Maintain gender neutrality by subjecting any student to the same set of rules and standards regardless of gender;
 - Not have a disparate impact on students of a particular gender;
 - Be clear, specific, and objective in defining terms, if used;
 - Prohibit any school board employee from enforcing the dress or grooming code by direct physical contact with a
 - student or a student's attire; and
 - Prohibit any school board employee from requiring a student to undress in front of any other individual to comply with the dress or grooming code.
 - Dress Policy Comparisons (Charlottesville, Fairfax, Chesterfield, Henrico, Richmond, Albemarle, Cambridge, Arlington)
 - What are your concerns?
 - What problem are we trying to solve?
 - Implications?
 - Moving Forward

Questions/Discussion:

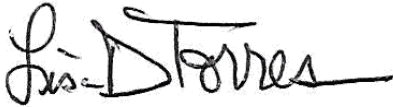
- Dr. Gurley acknowledged the evolving fashion trends among students, particularly the popularity of crop tops and tennis skirts. He noted that while these styles may be perceived as more acceptable for male athletes, they often raise concerns when worn by female students. He emphasized the importance of addressing these concerns without resorting to overly restrictive dress codes. Dr. Gurley suggested that the focus should be on ensuring that clothing choices do not disrupt the learning environment or promote inappropriate behavior. He also highlighted the need for open and respectful dialogue between students, staff, and parents to address these issues collaboratively.
- Mr. Meyer questioned whether the current dress code issues were significantly impacting the learning environment. Dr. Gurley acknowledged that while there have been discussions about enforcement, the primary goal is to foster understanding and promote appropriate dress. He emphasized the importance of open dialogue and a willingness to adapt to evolving trends and societal norms.
- Ms. Richardson shared her personal experience with stricter dress codes in the past. She expressed concern about the current trend of more casual attire, particularly short skirts and crop tops, which she believes may not be appropriate for a school setting. However, she acknowledged that the primary focus should be on academic learning and a respectful environment. Ms. Richardson suggested conducting a school walk-through to assess the current dress code adherence and identify any potential issues. She also raised the question of whether teachers and students feel uncomfortable with certain clothing choices.
- Dr. Gurley acknowledged that most teachers are not overly concerned with minor dress code violations as long as they do not disrupt the learning environment. He emphasized that the focus should be on creating a positive and inclusive learning atmosphere and that minor deviations from the dress code should not be a major point of contention.
- Dr. Johnson emphasized that the primary focus of the dress code should be on maintaining a safe and respectful learning environment. She noted that any clothing choices that could potentially disrupt the learning process or compromise safety should be addressed.
- Ms. Burns raised the concern that some students' clothing choices may not be appropriate for future professional settings. She emphasized the importance of preparing students for the workforce and suggested that the dress code could play a role in fostering a sense of professionalism. She also acknowledged the potential for bias in dress code enforcement and the need for sensitive and constructive conversations with students about appropriate attire. Ms. Burns highlighted the importance of creating a safe space for students to discuss these issues and receive guidance without fear of negative consequences.
- Dr. Gurley acknowledged the evolving nature of workplace dress codes and the increasing diversity of acceptable attire. He emphasized that the goal is to prepare students for a variety of professional settings, while also recognizing the importance of individual expression and comfort. He highlighted the need for open and honest conversations about dress codes, ensuring that expectations are clear and fair. Dr. Gurley also stressed the importance of addressing any underlying issues, such as hygiene or disruptive behavior, rather than solely focusing on clothing choices.
- Dr. Johnson emphasized the importance of building strong relationships with students as a key factor in addressing dress code issues. She suggested that open and honest conversations between teachers and students can be more effective than relying solely on strict enforcement of rules. By fostering positive relationships, teachers can help students understand the importance of appropriate attire and its impact on learning and social interactions.
- Ms. Cooper raised concerns about the consistency and equity of dress code enforcement. She highlighted the importance of ensuring that all students are treated fairly and that the dress code is applied consistently across different classrooms and schools. She emphasized the need for open communication and a safe space for staff to express their concerns and share their experiences. Ms. Cooper also acknowledged the challenges of addressing dress code issues in a sensitive and supportive manner, while also maintaining high expectations for student behavior.
- Ms. Burns raised the issue of students wearing slippers to school, questioning the appropriateness of this attire. Dr. Gurley acknowledged that while wearing slippers is generally not allowed due to safety concerns, there has been a trend towards more lenient dress code enforcement in recent years. He explained that the primary goal is to ensure student attendance and participation in learning, even if it means accommodating less-than-ideal footwear choices. However, Dr. Gurley also noted the potential challenges and safety risks associated with allowing slippers in school.

- Ms. Burns and Mr. Morse discussed the appropriateness of wearing slippers to school. While acknowledging the potential safety concerns associated with wearing slippers during an evacuation, they also recognized the practical challenges of enforcing strict footwear requirements. They debated whether the dress code should be updated to remove the specific mention of slippers or if it should be enforced more consistently. The conversation also touched on the broader issue of preparing students for the workforce and the importance of setting appropriate expectations for dress and behavior.
- Ms. Dooley suggested that the School Board should collaborate with teachers to review and potentially revise the dress code policy. She emphasized the importance of balancing individual expression with appropriate attire and suggested that the policy should be clear and practical. Ms. Dooley also raised concerns about equity and access to clothing, suggesting that the district should provide resources to help students who may not have the means to purchase appropriate clothing. She emphasized the need for ongoing dialogue and education to help students develop a sense of style and professionalism.
- Ms. Burns highlighted the importance of addressing equity issues related to access to clothing and hygiene. She suggested leveraging community partnerships and resources, such as those provided by Brooks Running, to provide essential items like shoes to students in need. She also proposed the idea of creating laundry facilities in schools or community centers to help families maintain clean clothing. Ms. Burns emphasized the need for a comprehensive approach to addressing student needs, including both academic and social-emotional support.
- Ms. Larson-Torres suggested creating a platform, such as a Google Sheet or email, for students, staff, and parents to anonymously share their needs or concerns related to the dress code or other school-related issues. She also emphasized the importance of leveraging community partnerships and resources, such as the Essential Needs Drive, to provide support to students who may be facing challenges related to clothing or hygiene. By creating a more accessible and confidential way for individuals to express their needs, the school district can better address the specific concerns of students and families.

5.1 Comments from Members of the Community: There were none.

6.1 Adjourn: The meeting adjourned at 12:52 p.m.

A video recording of the October 19, 2024 meeting can be located at:
https://drive.google.com/file/d/1dURDaqZbLYueYCW2VHo4z6kuuYV-5bCm/view?usp=drive_link



Lisa Torres, School Board Chair



Leslie Thacker, School Board Clerk