



**SCHOOL BOARD ADVANCE  
CHARLOTTESVILLE CITY SCHOOLS  
Charlottesville-Albemarle Technical Education Center (CATEC) Auditorium  
1000 Rio Road East, Charlottesville, VA 22901  
Saturday, June 11, 2022 (8:30 AM)**

A Closed Meeting of the Charlottesville City School Board was held on June 11, 2022 at 8:30 a.m., in the Charlottesville-Albemarle Technical Education Center Career Services Center.

**PRESENT:** Mr. Bryant, Ms. Bryson Morsberger, Ms. Dooley, Dr. Kraft, Ms. McKeever, Mr. Morse, and Ms. Torres

**ABSENT:** None

**STAFF PRESENT:** Dr. Royal A. Gurley, Jr., Superintendent; Ms. Leslie Thacker, Deputy Clerk of the School Board; Kim Powell, Chief Operations Officer; and Chip Royer, Attorney at Royer Caramanis Attorneys (attended via Zoom).

**1.1 Closed Meeting:** At 8:32 a.m., Dr. Kraft made a motion to convene into Closed Session as authorized by the Virginia Freedom of Information Act, sections 2.2-3711 (A) (3) of the Code of Virginia to discuss property matters. Mr. Morse seconded the motion, and the motion passed with Mr. Bryant, Ms. Dooley, Dr. Kraft, Ms. McKeever, Mr. Morse, and Ms. Torres voting aye. 6 ayes, 0 nays. Ms. Bryson Morsberger was not present for this vote.

**1.2 Closed Meeting Certification:** At 9:50 a.m., Dr. Kraft made a motion that the Board certify by recorded vote that to the best of each Board member's knowledge, only public business matters lawfully exempted from the open meeting requirements of the Virginia Freedom of Information Act and identified in the motion authorizing the Closed Meeting were heard, discussed or considered. Mr. Morse seconded the motion, and the motion passed with Mr. Bryant, Ms. Bryson Morsberger, Ms. Dooley, Dr. Kraft, Ms. McKeever, Mr. Morse, and Ms. Torres voting aye. 7 ayes, 0 nays. There was no action taken.

The Board recessed from 9:50 a.m. until 10:00 a.m.

**2.1 Roll Call of Board Members:**

The following Board Members were present:	Mr. James Bryant	Ms. Lashundra Bryson Morsberger
	Ms. Emily Dooley	Dr. Sherry Kraft
	Ms. Jennifer McKeever	Mr. Dom Morse
	Ms. Lisa Torres	

The following Board Members were absent:      None

The following Staff Members were present:	Dr. Royal Gurley	Dr. Katina Otey
	Ms. Kim Powell	Ms. Beth Cheuk
	Ms. Leslie Thacker	Ms. Julia Green

The following Staff Members were absent:     None

## Action Items

**3.1 Personnel Recommendations:** Ms. McKeever made a motion, seconded by Mr. Morse, to approve the June 11, 2022 Personnel Recommendations. Upon a roll-call vote being taken, the motion was carried with Mr. Bryant, Ms. Bryson Morsberger, Ms. Dooley, Dr. Kraft, Ms. McKeever, Mr Morse, Ms. Torres, voted yes. 7 ayes, 0 nays.

## Items for Discussion

**4.1 School Safety & Security and Pupil Transportation:** Kim Powell, Chief Operations Officer, led the discussion on School Safety & Security and Pupil Transportation. Highland Electric Fleets representatives Gerald Chessman, Regional Business Manager; and Benjamin Foley, Fleet Solutions Manager; also presented information on Type-A Non-CDL Vehicles.

Transportation information presented included:

Pupil Bus Transportation Overview - Where We Are Now (by the numbers)

- At “Best” Since the March 2020 School Closures (spring 2022):
  - 16 Pupil Drivers
  - 6 CAT Drivers Assisting
  - 22 Routes
  - 24 is the absolute minimum required to address the demand for school bus transportation (with pre-COVID very crowded buses)
- As of June 1st:
  - 2 Pupil Drivers are retiring
  - 2 Pupil Drivers resigned, giving 2 weeks notice on 6/1
  - 1 CAT Driver who has been helping is retiring
  - 2 CAT Drivers have expressed they will not drive for Pupil next school year
  - 2 Additional Pupil resignations were rumored/pending as of 6/1
  - As of the close of the 21-22 school year, only ~10 drivers remaining/identified for Pupil
  - 10 is the same number of buses/routes in the September 3, 2020 Board update presentation
- The following actions have been taken to improve CDL-S driver recruitment & retention:
  - Advertising/Recruiting budget increased 10x+
  - Base driver wages increased by over 12%
  - \$2,400 retention bonus
  - Full time benefits eligible at 24 hours per week
  - Paid for 40 hours at the 24 hour minimum (making the effective hourly rate much higher than the publicized pay rate)
  - Overtime pay for driving athletics, etc. because drivers are reluctant to work hours beyond the minimum required for full-time wages and benefits. (Payment for 40 hours at the 24 hour minimum ends this month)
- As we continue monitoring our own situation and learning from the CDL (and CDL-S) shortage situation across the state and nation, several things have become apparent:
  - Just giving more money to drivers does not provide a sustainable solution.
  - A combination of significant societal forces have come together to create this situation, and schools can't solve it alone (- The work to solve this problem requires a comprehensive community effort)
  - We (the City and Schools) need to look at what other cities have done to address this problem, even prior to the pandemic

- Ideas to Move Forward from Other Localities
  - Some Virginia Localities:
    - [Fairfax](#)
    - [Arlington](#)
  - Smaller Cities/College Towns Outside Virginia:
    - [Berkeley \(CA\)](#)
    - [Burlington \(VT\)](#)
    - [Cambridge \(MA\)](#)
    - [E. Lansing \(MI\)](#)
    - [Oshkosh \(WI\)](#)
- Ideas to Move Forward - Walk Zones
  - Charlottesville City:
    - .3 miles for K-4
    - .5 miles for Walker & Buford
    - .7 miles for CHS
- Other Public Schools Comparative Information (all numbers below are pre-COVID):
  - Waynesboro City – 1 mile for all students
  - Richmond City – 1 mile for elementary / 1.5 miles for all other
  - Fairfax County – 1 mile elementary / 1.5 miles all other
  - Manassas City – 1 mile for all students
  - Alexandria City – 1 mile elementary & middle / 1.5 miles high school
  - Loudoun County – 1 mile elementary / 1.25 miles all other
  - Arlington County – 1 mile elementary / 1.5 miles all other
  - **RECOMMENDATION: .75 Elementary / 1.5 Secondary**
- Ideas to Move Forward - Bike Programs
  - Expanded & Enhanced Programming for:
    - Free Bikes
    - Free Helmets
  - Existing Resource:
    - Charlottesville Community Bikes
    - PE Classes - Bike Safety
    - Safe Routes To School Program
  - Safe Routes to School
    - Walk to School
      - Walking School Buses A walking school bus is a group of children walking to school with one or more adults
    - Bike to School
      - Bike Trains A variation on the walking school bus is the bicycle train, in which adults supervise children riding their bikes to school
    - Infrastructure Improvements
    - Adding and/or Relocating Crossing Guards
    - Photo Traffic Enforcement
    - Additional Bike Parking/Racks at Schools
    - Improving and Adding Off-Street Trails
    - Crossing Improvements
    - New/Temporary Sidewalks and Walkways
- Ideas to Move Forward - Public Transportation (Catch the CAT)
  - All schools zones are served by existing CAT routes except Greenbrier:
    - CHS is on Route 9 (pink)
    - Buford has close stops on Route 4 and 6 (red & yellow)
  - CAT has continued operating FARE-FREE since the pandemic. Free and/or subsidized passes would need to be funded for students when/if FARE-FREE ends.

- Opportunity to support expansion and enhancement of the system while developing students at public transit users
- Ideas to Move Forward - Type A Buses
  - Critical component to reduce dependency on scarce CDL-S Drivers
  - Supports future transition for CCS to manage all pupil transportation, and Transit focus exclusively on improving public transportation for all of Charlottesville (including CCS students & families)
  - Additional earnings opportunity for CCS staff
  - Additional opportunity to build relationships with smaller groups of students, and more drivers will have existing relationships with the students
  - Electric option helps advance City climate goals
  - Opportunity for a more cost effective way to transport students
- Ideas to Move Forward - Summary
  - What is the Vision? What is the Timing? - Many Considerations:
    - Staffing
      - Crossing Guards
      - Type A Bus Drivers
      - Extended Hours or Staggered Schedules (support for multiple runs)
    - Infrastructure
      - Type A Buses
      - Bikes & Helmets
      - Other
    - Program Planning
      - New Routes
      - Driver Selection, Training, Compensation
      - School Schedules
      - Incentives

Information presented by Gerald Chessman and Benjamin Foley from Highland Electric Fleets:

- Charlottesville City Schools – “Defining the Project”
  - Problem 1: Drivers
    - Charlottesville is experiencing the same issue as other school transportation operators across the United States: CDL driver shortages.
  - Solution
    - Charlottesville City Schools is proposing a creative solution to address its need for school bus drivers: Deploy Type-A school buses that fall below CDL requirements, and employ School staff members as drivers.
  - Problem 2: Technology Selection for New Vehicles
    - Should the City deploy gas or electric Type-A vehicles next year?
  - Solution
    - Electric school buses solve the many well-known challenges of ICE vehicles. Charlottesville will benefit from all that EVs have to offer should it choose to upgrade to electric:
    - Gas vehicles are noisy, dirty, and unpredictable; EVs are quiet, clean, and reliable.
    - And Highland will take care of all the costs, complexity, and uncertainty around electrification for, and on behalf of, Charlottesville.
    - With Highland, Charlottesville City can deploy EV school buses efficiently, cost effectively, and free of complexity – Charlottesville’s EV school buses will be fully charged every school day, and the City will know exactly what a Type-A EV will cost during the contract term.

- A Partnership between Charlottesville and Highland The Challenges of Fleet Electrification, and the Highland Solution
  - What do you need to electrify a depot?
  - Buses, Chargers, Training, Maintenance Costs, Charge Management
- Highland's Services Contract Includes
  - Buses, Chargers, Training, Maintenance Costs, Charge Management
- A partnership between Charlottesville and Highland - How does the Highland Model Work?
  - Plan - We design and implement the entire project.
  - Budget - We create a subscription plan that includes all your buses, chargers, and depot improvements.
  - Build - We procure the school buses and manage the construction of depot upgrades.
  - Train - We train your team to use and maintain your fleet.
  - Charge - We charge the school buses during off-peak hours, ensuring a "full tank" before each trip.
  - Maintain - We provide a complete service plan, reimbursing for all repair costs, including parts and labor.
- Summary and Recommendation to the Charlottesville City School Board
  - Deploy Type-A Non-CDL Vehicles
    - Creative solution to the driver shortage
    - Build community for teachers and students
  - Upgrade to Electric Type – A School Buses
    - Advantages versus ICE equivalents
    - Clean, quiet, reliable
    - Cost-effective solution long-term
  - Partner and Collaborate with Highland
    - Experience Scale
    - Customer Service and Support

Ms. McKeever expressed support for the idea of reducing the distance for walk zones adding that the recommended 1.5 mile for secondary schools seems long.

Ms. McKeever was wondering why we were not looking at the bus yard to put a charging station. Ms. Powell shared that what makes this incentive for a dual staff member is that they would be able to drive the bus home. The buses would charge during the day while the staff member was working at the school.

The Board discussed the agreement of the lease and the infrastructure that would need to be in place to make sure the program would work for the division.

Ms. Powell shared that Montgomery County has a rideable contract that they could use to start a contract with Highland. Ms Powell also shared that the city is supposed to transport our students and we would have to look into the contract and see how we need to negotiate with them on redoing the contract. With the savings on dollars going to the city would go to the new agreement.

There was discussion about what decisions need to be made for dual employment as drivers and their usual job duties.

There was discussion about the walk zones. With moving forward with the walkzones Ms. Bryson Morseberger would like more information on the structure of how the walk zones will be for every school. Mr. Bryant, Ms. Dooley, Dr. Kraft, Ms. McKeever, Mr. Morse and Ms. Torres would like to move forward with the walk zones that were presented today.

Dr. Gurley would like to move the Type A Electric Buses as an info/action item in August. This would allow stakeholder involvement into this program.

**4.2 Literacy Update:** Dr. Katina Otey, Chief Academic Officer, presented the Literacy Update for Board information. Dr. Otey shared the PALS Update to the Board.

**Information presented on the PreK-Pals Data for 2021-2022 included:**

- Of Note:
  - Pre-K PALS does not create a summed score for rating for four-year-olds, so that children can be “PALS ID’ed” as it does for kindergarten and up, so each component has to be reviewed separately.
  - Pre-K PALS will be one of the four components of Virginia Kindergarten Readiness Program (VKRP) data once it is compiled this summer.
- Definitions
  - MEAN: average of a set of numbers
  - MEDIAN: the middle number in a given sequence of numbers
  - MODE: most frequent number
  - SPRING DEVELOPMENTAL RANGE: Expected range of scores for 4YO children who are preparing to start kindergarten
- Name Writing
- Upper-Case ABC Recognition
- Lower-Case ABC Recognition
- Letter Sounds
- Beginning Sound Awareness
- Print and Word Awareness
- Rhyme Awareness
- Number of Students Assessed by Sub-test
- Updates:
  - PALS is updating the screener to reflect the most current evidence base. It is being piloted now across the state.
    - Revise PreK - Grade 3
    - Expand to 3-year-olds
    - New oral language component
    - New and improved online score entry and reporting system

Ms. Dooley requested that future reports on PALS include the specific number of students taking/advancing to the next step.

**Information presented during the Literacy Update included:**

- Sum and Substance
  - PALS performance
  - Reading MAP performance
  - Science of Reading
  - HMH / Science of Reading
  - LETRS Update
- How did students perform on PALS?
- How did students perform on RMAP?
- Where are we with implementation of the science of reading?
  - 2019 - 2020
    - VDOE Literacy Summits held for division leadership across Virginia to bring awareness of the Science of Reading.
    - CCS adopted HMH Into Reading as the core curriculum for K-5 and MyPerspectives for 6-8 after rigorous curriculum adoption processes.
    - Teacher teams began to work on alignment and implementation.
  - 2020-2021

- Presentations on the Science of Reading provided for all elementary staff.
  - First CCS LETRS cohort.
  - Selected components of HMH Into Reading implemented across K-5.
  - During virtual grades K-4 offered literacy only twice a week.
- 2021-2022
  - Second LETRS cohorts, 1 reading specialist trained as LETRS facilitator.
  - First full year of HMH implementation.
  - PLC-embedded PL in K-4 delivered by reading specialists and instructional coaches focused on implementation of evidence and science based reading and literacy instruction using HMH as the core resource.
  - Reading Specialist / ESL Teacher Book Study “Literacy Foundations for English Learners” focused on multilingual learners and the Science of Reading
- 2022-2023
  - Third year of LETRS cohorts, 4 total reading specialists trained as LETRS facilitators.
  - Will continue to provide PLC-embedded PL by reading specialists and Instructional Coaches on evidence and science based reading and literacy instruction using HMH as the core resource.
  - Will implement Handwriting without Tears in Kdg to better align to the science of writing and support a strong foundation in writing.
- HMH Into Reading has been essential to move us away from Balanced Literacy and Whole Language towards implementation of the science of reading.
  - It includes a phonics scope and sequence, decodable text, and an instructional flow that reflects structured literacy for Tier 1 INSTEAD of the Word Study incidental phonics approach that tracks students into low level activities.
  - The Foundational Skills scope/sequence and instruction are systematic, explicit, cumulative, and aligned to the standards.
  - It includes thematic - topical units of study with diverse grade-level complex text sets INSTEAD of leveled readers that promote 3-cueing and tracking students into low level text.
- We are using what we know from LETRS to be smarter than our resources. Teams of reading specialists, teachers, and instructional coaches continue to refine our implementation of the resource. Every program requires PL, teacher support, and modification to be responsive to student needs.
  - Literacy block structures and phonics lesson plan templates provided for each grade level K-5
  - We have modified some routines in HMH to enhance the strategies aligned to the science of reading.
  - Supplemental standards-based lessons provided where needed, such as syllabication lessons starting in grade 2.
  - Bite-sized PL modules are provided to support teachers with implementation of HMH (ex: Phoneme Grapheme Mapping of Heart Words, Scaffolding Complex Text, Text-First Planning Process, etc)

There was Board discussion related to the RMAP growth summary for Walker. Dr. Gurley shared that there will be more Professional Learning opportunities at Walker.

The Board engaged in discussion on how to best incentivize additional teachers to be trained in LETRS.

Dr. Gurley provided an overview of SOL scores and noted that there is work to do at Walker and Buford to improve scores.

**4.3 Buford Update:** Dr. Royal A. Gurley, Jr., Division Superintendent, presented an update on Buford Course Information and master scheduling. Information presented included:

- Course Selection Process
  - Course selections were completed at Buford on March 1st.
  - Course selections were completed at Walker on March 9th and March 10th.
  - All who were in attendance were Ms.Sapp, Mr. U, Ms. Salzburg, Ms. Washington, Ms. Z (intern).
- Selection of Band Students
  - According to the 2022 Program of Studies, students are able to enroll in band at Buford if one of two things occur:
    - Teacher recommendation
      - Middle School Concert Band - Full Year
      - Middle School Concert Band Percussion - Full Year
    - Audition and Teacher Recommendation
      - Middle School Symphonic Band - Full Year
    - Demographics of Courses with High School Credits
- Teaming & Schedule Model
  - Introducing Team Instruction
  - Teams are already successfully in place at Walker
    - Two teams per grade level
    - Strong sense of community and deeper relationships among team members
    - Better coordination among the 6-8 teachers who lead each team
  - Each team moves follows the same bell schedule (which is unique to their team)
    - Reduces number of students moving through hallways during class transitions, increasing safety
    - Teams were recommended as part of Buford’s modernized facilities. Why wait?
  - New Bell Schedule
    - Supports team structure
    - Developed with consultant who has worked across the state and nation
    - New schedule better aligns with common practices around the state
    - Based on student/staff feedback, this schedule reduces the longest learning block from 93 minutes to 80
    - Allows every teacher to have two consecutive 45-minute planning periods, daily
    - Adds instructional minutes to math/English to meet students’ core needs
    - Gives electives the same or more minutes compared to Walker’s schedule

2021-22 vs. 2022-23 Schedules	
<p>What’s the Same Next Year?</p> <ul style="list-style-type: none"> <li>● Same number of course selections (4 core classes plus 2 or more electives)</li> <li>● 25 minute lunch</li> <li>● Offers early morning or afternoon PE for students who choose it</li> <li>● Allows students to select high school credit-earning courses</li> <li>● Some electives will meet every day; most will meet every other day</li> </ul>	<p>What’s New Next Year?</p> <ul style="list-style-type: none"> <li>● Each team will have different a unique bell schedule (like at Walker)</li> <li>● Each student will have same bell schedule every day of the week</li> <li>● Students can now participate in up to 4 elective classes during the school day (if the electives are not high-school credits)</li> </ul>

- Sample Student Schedules, Side-by-Side
- When Will Courses Meet (2022-23)?
  - Core classes:
    - English and Math: 80 minutes daily
    - Social Studies and Science: 80 minutes every other day



- Electives:
  - High-school credit courses: 45 minutes daily (this is required to meet state standards for learning time)
  - Other electives: 45 minutes every other day (fine arts classes also have 35-minute practice times every other day)
- WIN (intervention/enrichment):
  - 35 minutes daily (again, sometimes this is practice time for fine arts classes)
- More about Electives
  - High School Credit Electives that Meet Every Day:
    - Engineering 1 (8th grade)
    - Entrepreneurship to Urban Farming (8th grade)
    - World languages (French 1-2, Latin 1-2, Spanish 1-2)
  - Electives that Meet Every Other Day:
    - AVID
    - Fine arts (art, band, choir, orchestra, theatre)
    - Foundations of Engineering,
    - Introduction to urban farming
    - Physical education (PE)
  - More about PE:
    - PE is called an elective since it is not a core class, but it is required in both 7th and 8th grade.
    - Students can choose to take PE before or after regular school hours to free up more space for electives during the school day.

**Example A: 4 non-high school credit courses**

Monday	Tuesday
PE	Band
Intro to Engineering	Art

**Example B: 1 high school credit course, 2 other electives**

Monday	Tuesday
French 1	French 1
PE	Theater

**Example C: 1 high school credit course, 2 other electives, PE**

Monday	Tuesday	Outside School Hours
Latin 1	Latin 1	Early Morning PE
Intro to Engineering	Orchestra	

**Example D: 2 high school credit courses, PE**

Monday	Tuesday	Outside School Hours
French 2	French 2	
Engineering 1	Engineering 1	After School PE

- Reminders/Next Steps
  - There is no rush to start earning high school credits. Allowing your child to explore a variety of classes is part of the fun of school.
  - In year one, we may have some students who need to revisit their course selections due to staff limitations or classes where not enough students enrolled to “make” the class.
  - In future years, based on feedback, we may revise elective offerings to make sure they meet the needs of our students (we do that every year, anyway).
- Conclusion
  - Teams and the new schedule will promote:
    - Relationship-building/community
    - Better coordination
    - Safety
    - Better staff planning times
    - More predictable student schedules (same bell times daily)
    - Student exploration of classes

Dr. Gurley proposed potentially changing the name of Buford to Charlottesville Middle School.

The Board discussed the importance of ensuring early morning classes are equitable and how band and orchestra classes should be more inclusive with all students.

**4.4 [New Pathways Academy](#):** Dr. Royal A. Gurley, Jr., Division Superintendent, and Dr. Katina Otey, Chief Academic Officer, presented information on the New Pathways Academy. Information presented included:

- Presentation Overview
  - Background- Why do we need an alternative learning center?
  - Program Goals- What do we want to accomplish?
  - Phase 1- Students and Staff
  - Other Considerations- Next steps for implementation
- Background
  - Strategic Plan: Safe and Supportive Schools
    - Our learning communities will promote social, emotional, and physical wellness in facilities that are safe and conducive to learning
    - We have a need to provide alternatives to suspensions and provide social emotional support in an environment that supports the learning needs of all of our students.
- Program Goals
  - Provide options for students who, for a variety of reasons, are not thriving in the comprehensive school setting.
  - Provide an environment that helps to create a successful pathway to graduation
  - Provide flexibility, intensive behavioral supports, self-regulation, social and emotional supports, and intensive instruction and remediation.
- Placement & Admission Criteria
  - Behavioral Support, SEL Support, and/or Mental Health
  - Evidence of Tiered Supports (Interventions)
  - Self Referrals
  - School Board Placement

New Pathways Academy: Phase 1	
Staff <ul style="list-style-type: none"> <li>● 2 Full-Time Teachers</li> </ul>	Students <ul style="list-style-type: none"> <li>● Grades 7 &amp; 8</li> </ul>

<ul style="list-style-type: none"> <li>● 2 Instructional Assistants</li> <li>● Itinerant Instructional Support for Core Content Areas</li> <li>● Itinerant SEL Support</li> </ul>	<ul style="list-style-type: none"> <li>● 14 Students</li> <li>● School Board Referred</li> <li>● Self-Referred</li> <li>● School-based Referrals</li> </ul>
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- Where are we now?
  - We are finalizing the MOU with the B&G club.
  - We have identified rooms that will be used for our alternative learning program.
  - We will be recruiting B&G staff to fill our instructional assistant positions.
  - The referral/application process has started.

Ms. Dooley asked if students attending the New Pathways Academy will be allowed to participate in extracurricular activities. Dr. Gurley responded that he is not opposed to allowing participation in activities on an individual basis.

Ms. McKeever shared that students in the New Pathways Academy may have IEPs and noted that she would like to see enrichment opportunities in the program.

**4.5 Disciplinary Committee (Policy and Committee Member Make-up):** Dr. Royal A. Gurley, Jr., Division Superintendent, led discussion related to the School Board Disciplinary Committee (Student Suspension/Expulsion Policy JGD and JGE and Committee Member Make-up). Dr. Gurley indicated that Dr. Katina Otey will serve as the Hearing Officer and will receive state training to ensure full compliance.

The Board discussed strategies to better capture the full picture of a students academic and social emotional profile in advance of disciplinary hearings to include the full list of resources and consistency across schools on the process and documentation. The Board agreed to hold every third Thursday in case there is a need for personnel matters and/or student disciplinary matters.

**4.6 School Board Protocol and Operations:** During the January 14, 2022 School Board Advance, Ms. Dooley and Dr. Kraft were asked to review the School Board Duties, Protocols and Expectations document and make appropriate recommendations and revisions for Board review. Ms. Dooley and Dr. Kraft completed their review and provided the attached document for Board consideration and further editing if indicated.

The Board agreed to move the protocol document to the consent agenda in August.

**5.1 School Board Annual Self-Evaluation:** The Charlottesville City School Board establishes the vision, mission and goals for the school division. Policy BBA, Role and Evaluation of the School Board, states that the School Board will conduct a formal self-evaluation annually to ensure the proper discharge of its responsibilities to the community. Since the Board engaged in a comprehensive self-evaluation on January 14, 2022 board members were asked to answer the following overarching questions:

- Overall, how are things going? (as related to meetings, meeting preparation, meeting materials, communication)
- What areas, if any, do you feel like you would like support in developing as a Board member?
- Are there any processes that you feel we need to alter or improve to enhance the effectiveness of this Board?

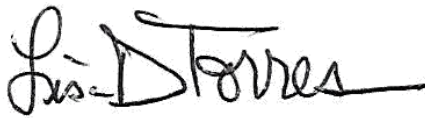
The Board discussed holding quarterly work sessions to allow sufficient time to dive deeper into items for discussion. The Board noted that one item to discuss is rezoning elementary schools.

**6.1 Closed Meeting:** At 3:17 p.m., Mr. Bryant made a motion to convene into Closed Session as authorized by the Virginia Freedom of Information Act, sections 2.2-3711 (A) (1) of the Code of Virginia to discuss personnel

matters (Superintendent's Evaluation). Dr. Kraft seconded the motion, and the motion passed with Mr. Bryant, Ms. Bryson Morsberger, Ms. Dooley, Dr. Kraft, Ms. McKeever, Mr. Morse, and Ms. Torres voting aye. 7 ayes, 0 nays.

**6.2 Closed Meeting Certification:** At 4:39 p.m., Mr. Bryant made a motion that the Board certify by recorded vote that to the best of each Board member's knowledge, only public business matters lawfully exempted from the open meeting requirements of the Virginia Freedom of Information Act and identified in the motion authorizing the Closed Meeting were heard, discussed or considered. Ms. McKeever seconded the motion, and the motion passed with Mr. Bryant, Ms. Bryson Morsberger, Ms. Dooley, Ms. McKeever, Mr. Morse, and Ms. Torres voting aye. 6 ayes, 0 nays. Dr. Kraft was not present for this vote. There was no action.

**7.1 Adjourn:** The meeting adjourned at 5:13 p.m.



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Lisa Torres, School Board Chair



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Julia Green, School Board Clerk