



**School Board Budget Work Session
Charlottesville City Schools
Walker Upper Elementary School Cafeteria, 1564 Dairy Road
Thursday, October 19, 2023 (5:00 PM)**

1.1 Call to Order: Mr. Bryant, Board Chair, called the budget work session to order at 5:00 p.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. Lisa Torres	Mr. Dom Morse

The following Board Members were absent: Ms. Jennifer McKeever

The following Staff Members were present:

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

The following Staff Members were absent: Dr. T. Denise Johnson

3.1 Approval of Proposed Agenda: Dr. Kraft made a motion, seconded by Mr. Morse, to approve the proposed agenda. Ms. Torres offered a friendly amendment to move agenda item 5.1 to before the budget presentation. Upon a roll-call vote, the motion carried with Mr. Bryant, Ms. Dooley, Dr. Kraft, Mr. Morse, and Ms. Torres, voting yes. 5 ayes, 0 nays. Ms. Bryson Morsberger was not present for this vote.

Budget Documents

4.1 October 19, 2023 Budget Work Session Presentation: Renee Hoover, Director of Finance, presented information on prior budget year's priorities and the results of the budget survey conducted from Oct 5th - Oct 16th. There was also discussion around setting budget priorities for the FY 2024-2025 budget development. Information presented included:

FY 2024 - 2025 Budget Priorities - School Board Work Session Thursday, October 19, 2023

Agenda

- Prior Year Budget Priorities
- Results of Budget Survey
- Discussion on Setting the Priorities for
- FY 2025 Budget Development

FY 2023 - 2024 Budget Priorities

- Building Up Foundational Skills: Improve learning skills, understanding, and achievement to promote equitable outcomes for all students.
- Supporting Social, Emotional, and Mental Health for Students & Staff: Provide a caring and supportive environment for students and staff through counselors, psychologists, social workers & other resources.
- Maintaining Competitive Staff Compensation & Benefits: Maintain competitive market position in wages and benefits to recruit & retain talented, experienced, diverse and equity-focused individuals.
- Reconfiguration: Address aging facility issues, reduce student transitions during critical middle school years, provide modern, state of the art facilities to support best practices for early learning and middle school education, and improve safety and reduce carbon footprint
- Student Programs: Focus on maintaining and optimizing programs for both academic and social emotional student success.
- Staff Compensation & Benefits: Maintain competitive market position in wages and benefits to recruit & retain high quality and diverse teachers and staff.

Budget Survey Results

Overarching Message Align spending with goals of strategic plan

Top 5 Themes

1. Invest in Staff (Compensation and Recruitment)
2. Academic Learning and Resources (Small Classes, High Expectations)
3. Mental Health Resources
4. Facility Renovations and Safety
5. Special Education

Discussion on Setting the Priorities for FY 2025 Budget Development

Next Steps - 12/7/2023 - Update on FY 24-25 Budget Development Process

Setting the Priorities for FY2025 Budget Development:

Ms. Torres:

- Requested information on unfilled positions (budgeted but vacant) and expressed concern that there are currently two special education positions unfilled. Ms. Torres asked who is providing those services and how the unfilled positions are impacting staff. Dr. Gurley responded that CCS caseload is about 9 students, while most other divisions (and the state cap) have about 20. Ms. Torres added that she would like to know when positions are reorganized to fit other school needs.

Dr. Kraft:

- Requested more information on what the current mental health support staff are doing in order to help determine student needs. Specifically, are they able to see all the students who need to be seen, or is there a wait list. She would also like data on the number of students being seen, and what a typical day looks like for the mental health staff.

Ms. Dooley:

- Building modernization
- Compensation
- Funding science based professional development
- Funding for alternative pathways

Mr. Morse:

- Under Academic Learning and Resources (Small Classes, High Expectations): more dual enrollment opportunities

Ms. Bryson Morsberger:

- More resources and offerings for Walker and Buford

Mr. Bryant:

- Compensation
- Hiring and retention
- Programs to support the teaching profession
- CATEC/Workforce development/technical education opportunities

Information Items

5.1 [Legislative Priorities Process](#): Beth Cheuk, Supervisor of Community Relations, led discussion around the Legislative Priorities Process for the 2024 General Assembly. She shared that the Albemarle County School Board, the Virginia Association of School Superintendents, and other sources have yet to release their Legislative Priorities for the 2024 General Assembly.

Ms. Cheuk reached out to Senator Creigh Deeds office who shared that the number of bills that can be brought forward during this session might be limited and will need to be submitted early in the session. She also noted that local legislators Creigh Deeds, Katrina Callsen, and Amy Laufer tend to be supportive of school division legislative issues.

Ms. Dooley recommended meeting with local representatives instead of state representatives. The group also discussed meeting with City Council for a pre-budget meeting, as the City is currently moving through the process of Collective Bargaining and a pre-budget/work session could be beneficial.

5.2 [CHS Master Schedule Overview](#): Dr. Royal A. Gurley, Jr., Superintendent; Rashaad Pitt, Charlottesville High School Principal; and Jason Bennett, Charlottesville High School Assistant Principal, presented the CHS Master Schedule Overview for Board information. Dr. Gurley shared that the presentation is crafted to provide school board members with a general overview of the intricacies involved in developing a master schedule for the high school level. Additionally, it will serve as a prelude to the upcoming conversation as the school board prepares to review modifications to the program of studies in December.

Information presented included:

Master Schedule: How does it all work?

Why this Matters?

- Disrupting the tried-and-true schedule is complicated and intimidating, Chenoweth concedes. But when scheduling is used as a response to what data tells us that students need—and when it properly aligns the human and fiscal resources necessary to ensure that happens—then it not only will support teaching and learning, but also begin to unravel some of the instructional inequities that cause societal inequities.
- quote by Author Karin Chenoweth

Scheduling Considerations

- Does the schedule align with the school's values and priorities?
- Are class sizes balanced throughout the master scheduled?
- Do all students have access to advanced classes?
- Do students that participate in specialized programming have the appropriate course requests?
- Are key student needs being met? (ie: graduation requirements, IEPs, ELL)

What has happened historically?

- January
 - Teacher Recommendations Submitted
 - Curriculum Fair (Lunches & After School)
- February - March
 - Program Planning - Students make Course Requests
- April
 - Administration reviews course requests and determines which courses do not have enough requests to be offered
 - Course Request Tallies provided to Department Chairs for determine teaching lines (this includes out of district students)
 - Administrators review teaching lines and adjust as needed
- May
 - Administration inputs teaching lines into PowerSchool
 - Adjustments made based upon student need
- June
 - Identify constraints to Master Schedule that prevent students from not getting most of their requests
 - End of June - Commit Master Schedule.
- July
 - Staff review student schedules for accuracy
- August
 - Student Schedules released to students and families

Program of Studies

- Provides an overview of Charlottesville City Schools' academic offerings.
- Placement of students in most academic courses is based on individual achievement in prerequisite classes, needs, and interests.
- The student, parent, school counselor, and teacher decide placement in a subject area or level of a subject cooperatively.
- This decision includes a thorough review of student progress, results of standardized test scores, passing necessary prerequisite classes and teacher evaluation of student performance on formative and summative assessments.

Student Course Requests

- Barriers to Courses with High Requests
 - Prioritization of Graduation Requirements
 - Classroom Size
 - Highly Qualified Staff
- 2023-2024 Master Schedule Data
 - 75% of students had schedules with all of their requests
 - 91% of student requests were filled

Low course requests are forwarded to the school administration for further discussion.

Staffing/Licensure

- When assessing the feasibility of fulfilling student course requests, staffing considerations must be taken into account.
 - Those factors include:
 - The number of staff
 - Teacher qualifications and licensure
 - There are currently
 - 97 full-time licensed personnel
 - 05 part-time licensed personnel

CHS Bell Schedule

Leading Forward

- Process Improvement
- Honoring Student Interest

- Increase Diverse Course Offerings
- Equity Considerations for scheduling

During discussion around course selections, Dr. Gurley shared that teachers recommend classes for the following school year, students then state what classes they would like to take. He also shared that tough decisions have to be made around discontinuing classes when there isn't enough student interest to continue them.

Dr. Gurley emphasized that the master schedule is a balancing act, and that CHS is considering changing the schedule to have more class periods. There are many variations that CHS could consider, including starting learning academies for different areas of interest.

The master schedule is a complex process that involves balancing the needs of students, teachers, and the school as a whole. CHS is considering a number of options for changing the schedule, and Dr. Gurley is open to feedback from the community.

Dr. Gurley said that CHS could benefit from a Counseling Director position and that he challenged Mr. Pitt and Mr. Bennett to try and balance the master schedule workload.

Ms. Dooley noted the importance of the Board making decisions based on the best interest of students.

Ms. Torres asked the team to make sure the needs of English Language Learners (ELL) students and students with Individual Education Plans (IEPs) are met in any changes to the schedule. Dr. Gurley responded that ELL and SPED students go through a different process when registering for classes to ensure that they get what they need.

5.3 [Evergreen Compensation & Classification Study](#): Maria Lewis, Director of Human Resources, presented an update on the Evergreen Compensation & Classification Study. Information presented included:

Compensation & Classification Study Charlottesville City Schools

Timing of Implementation

- Initial salary study recommendations were presented in the middle of the 2023 budget process
- Fiscally challenging to implement recommendations this year considering
 - Signification budgeted implications
 - Alignment to identified budget priorities

Overview

- Study Goals
- Project Phases
 - Internal Review
 - External Review
- Recommendations

Study Goals

- Review current classification and compensation system to ensure internal equity
- Survey peer organizations to ensure external equity
- Produce recommendations to provide the Division with a system that is equitable, both internally and externally

Study Initiation

- Project Kick-Off Meeting
 - August 19, 2022: Met with Division Project Managers (Director of Finance & Director of Human Resources)
- Data Collection
 - Employee Database
 - Salary Schedules
 - Job Descriptions

- Organizational Charts
- Personnel Policies and Procedures

Assessment of Current Conditions

- Current structure is inconsistent and does not follow best management practices
 - Varying range spreads between 28 and 75 percent; best practice suggests consistent spreads between 50 and 70 percent
- Strong correlation between tenure and salary
 - Overall average tenure of 3.9 years in the first quartile, 8.3 years in the second quartile, 10.2 years in the third quartile, and 17.1 years in the fourth quartile

Employee Outreach

- On-site Interviews and Focus Groups
 - October 27 – 28, 2022
 - Cross section of employee classifications
 - Approximately 85 participants
- Survey to all employees
 - Released October 28, 2022
 - Received 418 responses
- Employees share that they came to work for the Division as well as remain because of the following:
 - Location
 - Reputation of Division
 - Job Satisfaction/Enjoyment
 - Coworkers
- Compensation Concerns
 - Instructional Coach v. Administrator Pay -- incentive to move into an administrative role, a promotion, often results in pay cut
 - Pay does not keep up with the cost of living in Charlottesville
 - Staff would like more transparency regarding how starting pay/step is determined
- Classification Concerns
 - Would like clarification on how classifications are determined (i.e., Coordinators v. Supervisors v. Directors)
 - Job descriptions do not include all essential tasks; some positions at the elementary level are responsible for more than the same position at the secondary level

Job Assessment Tool (JAT)

- Released October 31, 2022
- Provided data on roles and responsibilities by classification
- Produced classification scores based on five (5) factors:
 - Leadership
 - Working Conditions
 - Complexity
 - Decision Making
 - Relationships
- Multiple verification steps:
 - Employee Input
 - Supervisor Review
 - Reviewed by Evergreen
 - Reviewed by Division Project Managers
- Market Salary Survey
 - 64 classifications used as benchmarks
 - 584 data points collected
 - Results finalized January 2023
 - On average, the Division was found to be:
 - 0.6 percent above market minimums
 - 7.8 percent below market midpoints

- 11.9 percent below market maximums

Salary Plan Considerations

- Based on being competitive at the 50th percentile
- Provide consistency in structure
- Decrease number of pay tables for ease of management
 - Administrative, Certified, General

Recommended Implementation

- Current Range Penetration Capped at 4.5%
 - A calculation is performed to determine the percentage through the current range an employee's salary falls. The employee's recommended salary calculation will place them at the same percentage through the proposed range or at a rate no more than a 4.5% increase to their current hourly rate.
- Step +1
 - This option adds an additional step to the employees' current step to account for the progression they would receive in the next fiscal year.

Implementation - Varied Approach	Total Implementation Cost	# Employees Receiving Adjustments	Average Salary Adjustment	Average Percentage Adjustment
Admin - RP Capped	\$292,431.59	55	\$5,316.94	5.7%
General - RP Capped w/ 4% Min	\$471,206.26	233	\$2,022.34	5.4%
Certified - Step +1	\$1,882,398.08	498	\$3,779.92	5.9%
Total	\$2,646,035.93	786	\$3,706.40	5.7%

Recommendations

- Revise the titles of some classifications to better reflect job duties.
- Revise all job descriptions to include updated classification information provided in the JAT; review job descriptions annually for accuracy.
- Implement three (3) new pay plans for Administrative, Certified, and General employees; slot all classifications into the plans based on external and internal equity; transition employees' salaries into the new plans.
- Conduct small-scale salary surveys as needed to assess the market competitiveness of hard-to-fill classifications and/or classifications with retention issues and make changes to pay grade assignments if necessary.
- Conduct a comprehensive classification and compensation study every three to five years subject to budget constraints and as market conditions are warranted.
- Review and revise, as appropriate, existing pay practice guidelines including those for determining salaries of newly hired employees, progressing employee salaries through the pay plans, and determining pay increase for employees who have been promoted to a different classification.

Next Steps

- Finalize project report
- Update job descriptions

Dr. Gurley stated that his previous school division used a unified plan for hourly pay rates for school staff, in lieu of annual salaries and that this change should improve staff retention and recruitment.

Before the related budget discussion, current information will be reanalyzed based on new market information to help consider potential raises for staff. This would also provide pathways to employees around increases.

5.4 School Safety Model: Kim Powell, Chief Operations Officer, and Todd Koogler, Coordinator for School Safety & Security, presented data from school climate surveys and discussed the school safety model. Information presented included:

Update Topics

- Summary of 2023 Survey of Climate and Working Conditions Survey
- Trends Observed in CCS
- National Trends Reported on School Safety
- CCS Safety and Security Initiatives - Next Steps

The Virginia School Survey of Climate and Working Conditions 2023

- The purpose of this legislated survey administered by DCJS is to provide schools with information on school climate, safety, and working conditions in order to maintain a safe and orderly school environment conducive to learning.
 - Annual process
 - Student survey is administered in alternating years; middle school students are surveyed in odd years and high school students are surveyed in even years
 - Companion survey for adults administered to all licensed staff (instructional and support personnel) and may also be administered to non-licensed staff
 - Evolving instrument – DCJS has changed the instrument and reporting each year
 - 2023 student survey issued to Walker 6th grade and Buford 7th & 8th grade
 - 2023 staff survey encompassed the elementary schools in addition to Walker & BufordAdditional information and all survey results available at: dcjs.virginia.gov

First Responder Contacts School Year 22-23

- Over 32% increase in first responder contacts from SY21-22 to SY22-23
- Incidents that can be classified as some type of threat increased over 80%
 - There is some overlap between the threat assessment numbers and the numbers reported in the threat category for first responder contacts; however:
 - Not all threat assessments involve first responders, such as most threats of harm to self
 - Not all threats on the first responder contact log involve students or threat assessments, for example the “swatting” incidents
 - Both threat assessment & threat response needs have increased sharply since the pandemic
 - Consistent with national trends for both mental health and school violence
 - The FBI reported threats against schools increased 60% nationwide in 2022

Threat Assessment Data

- 2021-2022 School Year
 - 182 Responses
 - No screen out process for Non-threats
 - 85 threats to others
 - 97 threats to self
- 2022-2023 School Year
 - 361 Total responses
 - 163 Non-threats
 - 198 full threat assessments
 - 105 threats to others
 - 95 threats to self
- Changes for 2023-24
 - Ensure every new threat assessment team member is initially trained and each current member is refreshed every 3 years, as mandated by Code, effective 7/2023 (4 hour training)
 - School based team training - pre-week, including Emergency Custody Orders -when and why - and other needed information
 - Quarterly Threat Assessment Team meetings (school based)
 - Establish “leads” for each school based team

- Create a Division level threat assessment team (review data, training, etc)
- Bullying Protocol rolled out in compliance with SB 1072

Post Pandemic Trends in Education

- In a School Safety Trends Report, which encompassed three separate survey periods (the Fall 2020, Spring 2021, and Fall 2021) it was observed that:
 - Student behavior incidents increased 250%
 - Medical incidents increased 130%
 - Safety incidents per school increased 150%
 - Number of staff requesting help increased 100%
 - Staff called for help 22% more often

“School violence has risen to levels that we haven’t seen quite frankly.” -Mo Canady, Executive Director of the National Association of School Resource Officers.

Opportunities for Enhancements

- Cell Phones
 - Students have used phones to avert school security at CHS
 - Off & Away for the Day push has yielded some improvements in classrooms
 - Hallways and common areas still challenging
 - Yondr pouch information sessions held with CHS staff on Wednesday, October 18th
- Restroom Remodels
 - Gender neutral
 - Improved individual privacy
 - Improved area supervision
 - Supports better monitoring for unsafe behaviors

CHS Design work in progress for 2024 construction.

Other Physical Security Improvements

- Camera system upgrades & expansion to elementary schools
- Access control system expansion coupled with master re-keys
- Security film for glass in entry areas and select interior areas
- Visitor vestibule installations & improvements
 - Weapons Detection
 - Considering the Ceia OpenGate System
 - Lightweight and portable
 - Can be utilized indoors and outdoors
 - Unlike typical metal detector gates, OpenGate detects metal threats without mechanical or electrical connection between the two pillars
 - Reporting software measures false alarms, throughput, and sensitivity
 - Currently utilized by Louisa County, Thomas Jefferson’s Monticello, and UVA

Other Areas for Improvement

- First Responder Communications & Coordination
- Challenges:
 - Threat assessment volume
 - School Incident volume and variety
 - Community incident impacts

Dr. Gurley stated that some students are not able to regulate themselves and will possibly make decisions that require a threat assessment.

Dr. Otey provided an update on the Yondr introductory session that was held on Wednesday, October 18.

There was discussion around the cost and effectiveness of Yondr pouches as well as potential disciplinary consequences.

Dr. Gurley then shared that of all the choices he believes the CEIA Electromagnetic Inspection System makes the most sense for Charlottesville High School because it is an open system and doesn't have that "jail" feeling.

Ms. Torres inquired about the cost of the CEIA system and the number of incidents involving weapons at the school. Ms. Powell responded that the system costs less than \$20,000 and there have been a few incidents. However, students involved claimed they did not intend to use the weapons at school but needed them for personal reasons in the community. Dr. Gurley added that students posting about having weapons on social media is causing concern among teachers.

Ms. Powell noted that the cost of the CEIA system could be covered by the security grant and that CSAs would be able to man the units at student arrival and would not require additional staffing.

Dr. Gurley emphasized his desire for the school to feel like a school, stressing that the recent uptick in disruptive behaviors, such as fighting and disrespect towards teachers, was not solely due to classroom arguments but was also influenced by issues arising within the community.

Ms. Torres asked to see data around the effectiveness of weapons detection systems.

Board Response to Written Reports

6.1 [Accreditation Update](#): Carolyn Swift, Director of Assessment & Accountability, prepared the 2023-2024 Accreditation for Board information. There were no questions from the Board.

7.1 [Comments from Members of the Community](#): There were none.

8.1 [Upcoming Meetings](#): Mr. Bryant read the list of upcoming meetings.

9.1 [Adjourn](#): The meeting adjourned at 8:34 pm

James Bryant, School Board Chair

Julia Green, School Board Clerk