



MINUTES
CHARLOTTESVILLE CITY SCHOOL BOARD MEETING
Booker T. Reaves Media Center, Charlottesville High School
Thursday, September 5, 2024 (5:00 PM)

Closed Meeting of the Charlottesville City School Board was held on September 5, 2024, at 4:00 p.m., in the Division Annex Student Services Conference Room.

PRESENT: Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Morse, Mr. Meyer, Ms. Richardson, and Ms. Larson-Torres
ABSENT: None

STAFF PRESENT: Dr. Royal A. Gurley, Jr., Superintendent, and Maria Lewis, Director of Human Resources

1.1 Call to Order: Ms. Larson-Torres, School Board Chair, called the closed session meeting to order at 4:00 p.m.

1.2 Closed Meeting: At 4:00 p.m. Mr. Morse offered a motion to go into Closed Session as authorized by the Virginia Freedom of Information Act, Sections 2.2-3711 (A) (1), for the purpose of discussing personnel matters. Ms. Burns seconded the motion, the motion carried with Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Meyer, Mr. Morse, Ms. Richardson, and Ms. Larson-Torres, voting aye. 7 ayes, 0 nays

1.3 Closed Meeting Certification: At 4:54 p.m. Mr. Morse offered 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. Dooley seconded the motion, the motion carried with Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Meyer, Mr. Morse, Ms. Richardson, and Ms. Larson-Torres, voting aye. 7 ayes, 0 nays

Action: None

The Board recessed from 4:54 p.m. p.m. to 5:00 p.m.

2.1 Moment of Silence: Ms. Larson-Torres, School Board Chair, asked all those present to observe a moment of silence.

3.1 Pledge of Allegiance: The Board began the meeting with the Pledge of Allegiance to the Flag of the United States of America.

4.1 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	Nulia Obiorah, Student Representative

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
Ms. Renee Hoover	Ms. Maria Lewis
Ms. Beth Cheuk	Dr. T. Denise Johnson
Ms. Julia Green	Ms. Leslie Thacker

The following Staff Members were absent: None

5.1 Approval of Proposed Agenda: Ms. Richardson made a motion, seconded by Ms. Dooley, to approve the proposed agenda. Upon a roll-call vote, the motion carried with Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Meyer, Mr. Morse, Ms. Richardson, and Ms. Larson-Torres, voting aye. 7 ayes, 0 nays

6.1 Comments from Students: There were none.

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

7.1 Student Representative Report: Student Representative Nulia Obiorah shared concerns from the Charlottesville High School student body:

- **BKT (Black Knight Time):** Students expressed concerns about the effectiveness and comfort level of BKT, particularly for emotional learning discussions. They also felt limited by restrictions on leaving BKT during the first week.
- **Water Fountains:** Students highlighted the need for improved maintenance and filter availability for water fountains. **Bathroom Passes:** Students found the pass system helpful for classroom management but raised concerns about scheduling passes and accessing the athletic trainer during lunch.
- **Lunch Lines:** Students expressed dissatisfaction with the uneven distribution of lunch times for seniors and a lack of information about senior lunch options.
- **Recycling:** The Green Bacon Club, responsible for maintaining recycling, expressed concerns about the club's sustainability and advocated for shared responsibility.

Student and Staff Recognitions

8.1 Longwood Cohort: Dr. Katina Otey, Chief Academic Officer, presented the inaugural Longwood Cohort, a group of Charlottesville City Schools teachers who successfully completed the Longwood University Ed Leadership program. She highlighted the valuable skills the teachers gained and the division's support for their professional development. Dr. Otey asked those present to join her in celebrating the cohort's accomplishments.

8.2 2024-2025 Student Representatives to the School Board Recognition: Dr. Katina Otey, Chief Academic Officer, and Dr. Justin Malone, CHS Principal, introduced and recognized Harper Ullrich (11th grade), Nulia Obiorah (12th grade), and Anya Hudock (12th grade). These exceptional students will serve as the voice of their peers, providing valuable insights to the School Board. Each representative shared information about their academic achievements, extracurricular activities, and goals as student representatives. The student representatives were approved on August 1, 2024, but students were not able to attend.

8.3 2024-2025 Shannon Foundation Grant Award Winners: Beth Cheuk, Supervisor of Community Relations, invited attendees to celebrate the 2024-2025 Shannon Foundation Grant Award Winners. The Edgar and Eleanor Shannon Foundation for Excellence in Public Education was established in 1990 to support innovative classroom teaching ideas in Charlottesville and Albemarle County public schools.

A total of \$19,043 was awarded to 11 teachers for the 2024-2025 school year:

- Lauren Mackey and Desiree Conner, Greenbrier Elementary School: \$750.00 for a Sensory/Emotional Regulation Space for All
- Christy Herring and Gay Singletary, Jackson-Via Elementary School: \$739.00 for Everybody Plays
- Maggie Pfuntner, Walker Upper Elementary School: \$511.00 for Making Math Visual
- Sydney Buppert and Leslie Scally, Johnson Elementary School: \$2,280.00 for iPads to Accelerate English Acquisition

These grants will empower teachers to implement creative and engaging learning experiences for their students.

9.1-5 Adoption of Consent Agenda: The following items were included in the consent agenda; [Personnel Recommendations](#), [August 1, 2024 School Board Meeting Minutes](#), [Business, Financial, Routine Reports](#), and [August 2024 VSBA Policy Updates](#). Ms. Dooley made a motion, seconded by Mr. Morse, to approve the proposed consent agenda. Upon a roll-call vote, the motion carried with Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Meyer, Mr. Morse, Ms. Richardson, and Ms. Larson-Torres, voting aye. 7 ayes, 0 nays

Action Items

10.1 Non-Resident Tuition Rates: Kim Powell, Chief Operations Officer, presented background information and current data regarding the CCS Non-Resident Tuition Program on August 1, 2024 for Board consideration. The presentation also highlighted the need to resume regular tuition rate increases that were paused during the pandemic. The Board requested additional information regarding other tuition programs in other area public school divisions. Staff collected that supplemental information, and that information was provided to the Board with this agenda item for public reference.

Ms. Dooley made a motion, seconded by Mr. Meyer, to approve the Non-Resident Tuition Rates as presented (a 10% increase on all current year rates for next school year (25-26), to be followed by annual increases of 5% per year for at least the two subsequent school years. This will bring the High School tuition rate to ~\$10/day in 3 years, then revisit the annual rate of increase moving forward). Upon a roll-call vote, the motion carried with Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Meyer, Mr. Morse, Ms. Richardson, and Ms. Larson-Torres, voting aye. 7 ayes, 0 nays

Due to Dr. Malone's temporary absence from the Media Center, Agenda Item 11.2 was presented before Agenda Item 11.1. Dr. Isley presented the 2024-2025 Professional Learning Update first.

11.1 Charlottesville High School Updates: Dr. Justin Malone, CHS principal, shared updates on the 2024-2025 Charlottesville High School opening including:

- Strategic Plan Alignment: Focus on equipping learners for the future and promoting a safe, positive learning environment.
- Cell Phone Policy: Phones are to be off and away all day; generally successful but needs ongoing enforcement.
- Building Security:
 - Improved exterior door access and visitor management using the Securly Pass system.
 - Enhanced accountability and supervision with positive feedback from staff and students.
- E-Hall Pass System:
 - Integrated with Securly Pass for better hallway supervision and accountability.
 - Expanded use for scheduling interventions, enrichment, and tracking student release or late arrivals via kiosks.
- Bathroom Renovations: Completed all-gender, single-stall toilets to improve privacy and supervision.
- Future Plans: Expand the Securly Pass system and replicate bathroom models throughout CHS.

Questions/Discussion:

- Ms. Richardson asked about designated times or areas for students to use their phones at school. Dr. Malone responded that the expectation is for phones to be off and away throughout the school day, from 9:00 AM to 4:00 PM. There are no designated times or areas for phone use.
- Ms. Burns asked about the school's guidelines for habitual phone offenders.
- Dr. Malone explained that there is a tiered approach in place, but no student has reached the point of needing to have their phone confiscated. The administration is closely monitoring students' behavior and is prepared to escalate interventions if necessary. Additionally, parents or guardians are involved in the process when a student's phone is confiscated, and these conversations are typically constructive and supportive.
- Ms. Burns asked about the progress of the door installation project.
- Dr. Malone confirmed that there are three remaining doors to be installed, but expects them to be completed before the end of the month. Two of the remaining doors are located in a high-traffic area, while the third is in a less frequented area.
- Ms. Burns asked about the process for students to obtain a pass for a doctor's appointment or other scheduled absences during BKT.
- Dr. Malone explained that the school uses an appointment pass system that allows staff to create and manage passes in advance. Families can call the school to request a pass, and the pass will be visible to all staff. This system also facilitates transitions between BKT and other activities, such as receiving additional academic support.
- Ms. Burns asked how students can request a pass to see a specific teacher during BKT.
- Dr. Malone explained that while students can technically request their passes, the ideal process involves communication between the BKT teacher and the desired teacher. He emphasized the importance of refining this process to ensure smooth transitions and student understanding.
- Dr. Gurley added that meeting with students to discuss their concerns and explain the procedures can help clarify any misunderstandings and improve the overall experience.
- Ms. Larson-Torres asked about the water quality and filtration system at the school, specifically addressing concerns raised by Ms. Obiorah and referencing an email from Mayor Wade. Ms. Powell responded that the school uses two types of bottle fillers, some with filters and indicators and others without. The maintenance team conducts regular water quality testing and replaces filters as needed.
- Ms. Larson-Torres offered to schedule a written report on the water testing procedures and filter replacement schedule, but Ms. Dooley declined, stating that she is comfortable with the already filtered tap water.
- Both Ms. Powell and Ms. Larson-Torres confirmed that the water is safe to drink, despite temporary discoloration issues that can occur due to water shutdowns or filter replacements.
- Mr. Meyer expressed his appreciation for the comprehensive presentation and highlighted his satisfaction with the school's direction. He specifically commended the school's approach to cell phone usage, emphasizing his support for the "off and away" policy. While acknowledging that there will always be students who do not follow the rules, he was impressed with the school's current implementation and expressed confidence in its future development.
- Ms. Burns asked about physical altercations that have occurred at the school. Dr. Malone responded that there had been three such incidents, which were promptly addressed with no injuries. He emphasized the restorative approach taken in these situations and attributed the manageable nature of the altercations to the positive school climate and the work done in elementary schools. Ms. Burns expressed her appreciation for the staff's quick response and accountability measures. Dr. Malone acknowledged the significant role played by Mr. Byers, the lead CSA, and his team in creating a positive and supportive school environment. Ms. Larson-Torres also recognized Mr. Byers' contributions, noting his involvement in crossing guard duties at Burnley-Moran Elementary School.

11.2 [2024-2025 Professional Learning Update](#): Dr. Anna Isley, Professional Learning Coordinator, presented an update on 2024 - 2025 professional learning opportunities for CCS staff. Information presented included:

- Alignment to Strategic Plan: Focus on professional learning to address instructional needs, strengthen equitable teaching, and support staff's professional growth.

- Key Areas for 2024-2025:
 - Equitable grading, content knowledge, pedagogy, and differentiation.
 - Literacy, SIOP, MTSS domains, and support through instructional coaches and mentoring.
- Summer and Pre-Week Sessions: High effectiveness ratings; sessions on safety, grading, MTSS, and literacy.
- Ongoing Learning: Emphasis on job-specific professional development, support through collaborative coaching, and regular division-wide learning days.
- Additional Initiatives: Launch of the "Snapshots!" video library for instructional practices.

Questions/Discussion:

- Ms. Dooley expressed support and appreciation for the inflatable costumes used at the PL Palooza and inquired about the coach-sharing model at the elementary level. Dr. Isley responded by explaining that a system was developed to quantify the need for coaching support based on factors such as teacher experience and school improvement status. Coaches were paired with schools based on this assessment, with additional support provided to schools with greater needs. Dr. Isley noted that the coach-sharing model is being implemented and evaluated this year to refine the process and ensure effective support for teachers.
- Ms. Burns expressed appreciation for the professional learning opportunities but raised concerns about the limited time available for teachers to prepare their classrooms during pre-week.
- Dr. Isley acknowledged the feedback and explained that the current year's calendar had been established, limiting the number of division-wide professional learning days. She noted that school-based pre-week activities offered some flexibility for classroom preparation but that the shorter new teacher orientation may have contributed to time constraints for new teachers. Dr. Isley assured the board that the division would consider these factors when planning future professional learning opportunities.
- Ms. Larson-Torres inquired about the tracking and usage of the Snapshots initiative, a video-based library of instructional practices. Dr. Isley explained that Snapshots is a valuable tool for coaches, teachers, and specialists. It can be used for individual coaching, team collaboration, and professional development. Canvas tracks user data, allowing for monitoring of usage and engagement.

11.3 [2023-2024 Standards of Learning \(SOL\) Pass Rates for English/Reading and Mathematics](#): Carolyn Swift, Director of Assessment & Accountability, will present the 2023-2024 English/Reading and Mathematics Standards of Learning (SOL) Pass Rates for Board information. Information presented included:

- Overview Contents:
 - Reading & Math Annual Pass Rates - All Students
 - Grades 3-8 Pass Rates
 - High School Pass Rates
 - Strategic Focus
- Strategic Plan Alignment:
 - Priority 1: Increase Academic Achievement
 - Target 9: Increase reading achievement to at least 75%
 - Target 10: Increase math achievement to at least 70%
 - Target 11: Reduce failure rate by 10% or more for Black/Brown students and Students with Disabilities
- Types of Assessment Results Discussed:
 - State Assessment Results (Annual Pass Rates)
 - State Accreditation Rates
 - ESSA Federal Pass Rates
- Grades 3-8 Reading Performance:
 - Overall improvement since school closures
 - Increase of 14.3% since the 2020-21 school year

- One-year increase of 3.2% (compared to the state's 1.4%)
- Grades 3-8 Math Performance:
 - Significant improvement since school closures
 - Increase of 48% since the 2020-21 school year
 - One-year improvement of 5.4% (compared to the state's 2%)
- Performance of Specific Student Groups:
 - Improvements noted for Black, Hispanic, English Learners, Students with Disabilities, and Economically Disadvantaged students in both reading and math
- High School Pass Rates:
 - Mentioned but specific details not provided in the excerpts
- Conclusion:
 - Opportunity for questions and comments

Questions/Discussion:

- Mr. Meyer inquired about how local data compared to state averages when considering socioeconomic and demographic factors. He asked if there was a way to adjust pass rates based on socioeconomic factors to create a more accurate "apples to apples" comparison with state pass rates. He used the example of free school lunch percentages as a potential indicator that might impact student results.
- Ms. Swift acknowledged that the local breakdown by demographics was trailing the statewide averages overall. When asked about whether the comparison was already "apples to apples" or if the data needed to be adjusted, Ms. Swift suggested that the current comparison was indeed "apples to apples."
- Mr. Meyer expressed concern about a 10-point decline in reading pass rates among high school students. Ms. Swift confirmed that this is likely due to disruptions caused by the COVID-19 pandemic in earlier grades. She also explained that the data presented is based on grade 11 students and may not fully reflect the school's overall performance. Ms. Swift noted that the school will receive more comprehensive data in October, including pass rates from substitute tests and alternative assessments.
- Ms. Dooley asked if the 81% pass rate from 2022-2023 refers to the same group of students. Ms. Swift confirmed that it does, but noted that the conditions for both years were similar.
- Ms. Larson-Torres expressed concern about the low reading pass rate among 11th graders. She questioned whether there were underlying issues related to COVID-19 disruptions or other factors.
- Ms. Swift acknowledged the decline and attributed it to factors such as increased chronic absenteeism and challenges with test-taking conditions. She also mentioned the school's efforts to address these issues through new initiatives, including hiring a literacy specialist and utilizing intervention funds.
- Dr. Gurley emphasized that while the decline in reading pass rates is concerning, it's important to consider factors beyond students' actual reading abilities. Test-taking conditions, such as the student's state of mind on the day of the test, can significantly impact performance. He also highlighted the school's efforts to address the issue. The hiring of a literacy coordinator and specialist, along with the use of intervention funds, demonstrates the school's commitment to providing targeted support to struggling students. Additionally, the school is utilizing tools like MAP assessments to identify students in need of assistance and tailor interventions accordingly.
- Dr. Gurley further noted that the division is focusing on providing support early in the school year to prevent students from falling further behind. This proactive approach aligns with the school's overall goal of improving student outcomes.
- Ms. Burns expressed concern about the significant decline in reading pass rates. While she acknowledged that test anxiety could contribute to some of the decline, she expressed doubt that it could account for such a large drop. She emphasized the urgent need for effective interventions to help students prepare for life after graduation, as many of them struggle with basic reading skills essential for everyday tasks like job applications. Ms. Burns called for a clear and timely plan to address this critical issue.

11.4 [2024-2025 Ten-Day Enrollment Update](#): Kim Powell, Chief Operations Officer, provided an overview of total enrollment (preschool to post-grad) and elementary class sizes.

- Total District Enrollment: The district has a total enrollment of 4,446 students across all grade levels and schools (as of August 28, 2024):
 - Elementary Schools:
 - Burnley-Moran Elementary: 309 students
 - Greenbrier Elementary: 263 students
 - Jackson-Via Elementary: 358 students
 - Johnson Elementary: 323 students
 - Summit Elementary: 285 students
 - Trailblazer Elementary: 319 students
 - Upper Elementary:
 - Walker Upper Elementary: 578 students (289 in each grade)
 - Middle School:
 - Buford Middle School: 556 students (279 in 7th grade, 277 in 8th grade)
 - High Schools:
 - Charlottesville High: 1,423 students
 - Lugo-McGinness Academy: 32 students

Questions/Discussion:

- Mr. Meyer inquired about the high enrollment at Jackson Via Elementary School and whether there is a capacity limit. Ms. Powell explained that while there is a maximum capacity for each building, the school is more concerned about the functional capacity, which is the ideal enrollment for running programs smoothly. Jackson Via has been rapidly growing, and the school division is considering rezoning to address this issue.
- Mr. Meyer asked about elementary schools with lower capacity. Ms. Powell mentioned Greenbrier and Burley-Moran as schools that had more capacity in previous years. She noted that the school division has looked at reconfiguration options, but current utilization data for this year is not available. Ms. Powell also shared how Greenbrier's enrollment has changed significantly over the past decade, going from a school with high enrollment to one with excess capacity.

11.5 Elementary Rezoning Update: Kim Powell, Chief Operations Officer, presented information regarding the current elementary school attendance zones, the potential reasons CCS may need to adjust these attendance zones, and the process that will be used to evaluate the needs and options to make recommendations.

Information presented included:

Why consider rezoning?

1. Affordable housing development/redevelopment is in progress and pending
 - a. South 1st Street - Phase 2 (current zone: Jackson-Via)
 - b. Kindlewood (current zone: Summit)
 - c. 6th Street (current zone: Summit)
 - d. Westhaven (current zone: Trailblazer)
2. UVA student housing policy changes
 - a. The plan will require all second-year students to live in campus housing
 - b. Between 2012 to 2020 a City K-12 student population increase of ~9% was driven by single-family home stock becoming available as UVA students moved into the new high rise apartments on West Main St.
3. City upzoning
 - a. Allows for up to three units of housing in lots previously zoned for single-family units in some areas

The near-term affordable housing developments are in the current Jackson-Via and Summit zones where there are not good or viable locations for modular units

What has been done so far?

- 2017 Capacity Study by VMDO
- 2023 Monthly Meetings with City Neighborhood Development Services (NDS)
- 2023 to July 2024 Updated Housing Yield Rates by the UVA Weldon Cooper Center
- Meetings with CRHA and Piedmont Housing
- Organizational & System Changes with Pupil Transportation
- RFP for Rezoning Consultant Support

What are housing student yield rates?

Yield (generation) rates are used to forecast how many students are expected to be generated per 100 units of various housing types.

- 3 Housing Types:
 - Apartments
 - Single-Family
 - Single Family Attached
- Charlottesville City yield rates have generally ranged between 14 to 30 students per 100 housing units depending on type and zone; however, yield rates have been much higher in public housing and section 8 homes

Key Considerations:

- Maximize walkability
- Maximize bus route efficiency
- Adhere to recognized neighborhood boundaries (whenever possible)
- Maintain or improve diversity & demographic balance across schools
- Maximize zone sustainability (minimum 5 years before any future rezoning)

How does this process work?

- Key Components:
 - Staff Work Group for Rezoning
 - Provides data & works with the consultant to support community outreach and meetings
 - Consists of:
 - COO
 - Transportation
 - Technology
 - Community Relations
 - Equity & Inclusion
 - Superintendent's Advisory Committee for Rezoning
 - Reviews the overall process, initial rezoning options and the community engagement plan
 - Consists of:
 - Elementary PTA Leadership (6 - one per current zone)
 - Charlottesville Education Association (CEA) representatives (up to 3)
 - Board Members (2)
 - The Staff Work Group for Rezoning
 - Community Outreach & Feedback
 - In-Person & Zoom Meetings
 - Rezoning webpage
 - Public Hearing(s)

Timeline

- October 2024 - Consultant finalizes initial set of rezoning scenarios from data & first Superintendent's Advisory Committee meeting
- November 2024 - Public presentations and survey
- January 2025 - Refined options for review/discussion
- February 2025 - Board action on the final recommendation
- August 2026 - Likely implementation
 - coincides with the return of 5th-graders to elementary schools

Near-Term Next Steps:

- Finish contract negotiation with the consultant
- Finalize project process & timeline
- Complete consolidation and review of supporting data

Questions/Discussion:

- Mr. Meyer expressed support for the ambitious timeline for rezoning and encouraged public engagement in the process.
- Ms. Larson-Torres requested the sharing of the 2017 VMDO capacity study. Ms. Powell summarized the study's findings, which presented two options for addressing school capacity:
 - Expanding existing schools: The study suggested expanding three of the current six elementary schools to accommodate larger student populations. While specific school names were not mentioned, Ms. Powell confirmed that Summit and Jackson Via were not among the proposed schools for expansion. Potential candidates included Burnley Moran, Johnson, Trailblazer, and GreenBrier.
 - Building a new school: The study also explored the possibility of constructing a seventh elementary school on the Walker campus, where the preschool center is located. This option would be considered if there was a preference for maintaining similar-sized elementary schools throughout the city.
- Ms. Larson-Torres praised the detailed renderings and pricing included in the 2017 VMDO capacity study and inquired about the availability of the information. Ms. Powell confirmed that the study would be made publicly available on the website.
- Ms. Larson-Torres recalled a previous conversation where Mike Goddard mentioned a potential workaround. Ms. Powell expressed her ongoing concerns and emphasized the need for a resolution. She noted that the city would likely cooperate, but she hoped rezoning would prevent the need for modular housing in high-impact areas.
- Ms. Larson-Torres invited board members to join the advisory committee and asked for their interest. She aimed to have at least one representative from each cohort. Ms. Powell indicated that the committee would likely schedule meetings after school hours to accommodate CEA Representatives.

11.6 [Buford/Charlottesville Middle School Project Update](#): Kim Powell, Chief Operations Officer, will provide an update on the Charlottesville Middle School construction project at Buford. The presentation includes a review of the phasing plan.

- Elementary Rezoning Update (September 5, 2024):
 - Current situation: Six elementary school zones (Burnley-Moran, Summit, Greenbrier, Jackson-Via, Johnson, Trailblazer)
 - Reasons for rezoning consideration:
 - Affordable housing developments in progress and pending
 - UVA student housing policy changes
 - City upzoning allows more housing units in previously single-family zones
 - The rezoning coincides with the return of 5th-graders to elementary schools
- Rezoning Process:

- Near-term next steps: a. Finish contract negotiation with the consultant b. Finalize project process & timeline c. Complete consolidation and review of supporting data
- Key components:
 - Staff Work Group for Rezoning
 - Superintendent's Advisory Committee for Rezoning
 - Community Outreach & Feedback
- Timeline:
 - October 2024: Consultant finalizes initial rezoning scenarios
 - November 2024: Public presentations and survey
 - January 2025: Refined options for review/discussion
 - February 2025: Board action on the final recommendation
 - August 2026: Likely implementation
- Key Considerations for Rezoning:
 - Maximize walkability and bus route efficiency
 - Adhere to recognized neighborhood boundaries when possible
 - Maintain or improve diversity & demographic balance across schools
 - Maximize zone sustainability (minimum 5 years before any future rezoning)
- Housing Student Yield Rates:
 - Used to forecast the expected number of students per 100 housing units
 - Three housing types were considered: Apartments, Single Family Attached
 - Charlottesville City yield rates generally range between 14 to 30 students per 100 housing units
 - Higher yield rates were observed in public housing and Section 8 homes
- Previous Work and Studies:
 - 2017 Capacity Study by VMDO
 - 2023 Monthly Meetings with City Neighborhood Development Services (NDS)
 - 2023 to July 2024 Updated Housing Yield Rates by the UVA Weldon Cooper Center
 - Meetings with CRHA and Piedmont Housing
 - Organizational & System Changes with Pupil Transportation
 - RFP for Rezoning Consultant Support

Questions/Discussion:

- Mr. Meyer inquired about the project's progress and budget. Ms. Powell responded that while she doesn't manage the budget, all indications suggest the project is on time and within budget. She acknowledged that there have been some changes, such as unexpected costs due to rock removal, but these are within the project's contingency plan.

11.7 [Transportation Update](#): Kim Powell, Chief Operations Officer, will provide a transportation update, including the current status of bus drivers and information regarding other aspects of pupil transportation.

- Where We Are Now
- No waitlist for bus transportation
- Staffing: 15 pupil drivers, 4.5 relief drivers (2 CCS staff) & 3 leads
 - 2 resignations since the start of school
 - 1 driver in the hiring process (training to start mid-September)
- Appreciation was expressed for patience with new drivers, start-of-school delays, and driver illnesses
- Ongoing Improvements:
 - Re-routing work (effective September 9th):
 - Rebalancing for actual ridership and capacities
 - Addressing GIS boundary error in original routing
- Organizational Changes:

- We are working with the City to move the position that does routing, reporting, special needs transportation planning and other technical & support functions out of the contract for Pupil services.
- Transferring the VersaTrans routing program to CCS IT
- Goal: Improve operational & systems integration and functionality
- Long-term Strategy:
 - Year 3 of a new approach to school transportation
 - Focus on long-term culture shift and solutions-oriented approach
- Partnerships:
 - With organizations to build family agency
 - With City to improve bike & pedestrian infrastructure:
- Completed: Rosehill & Rugby intersection improvements
- In progress/planned:
 - Oakleaf improvements
 - Addition of sidewalk below E. High & Hazel
 - Johnson sidewalk improvements
 - Belmont Ave. at Clark, etc.
- Knowledge Sharing and Recognition:
 - Guidance provided to Raleigh, NC & Winchester, VA schools
 - Presented at national school communications conference in July 2023
- City Safe Routes program part of state & national conversations:
 - Presented at the National Association of City Transportation Officials (NACTO) in May 2024
 - Presented at Virginia Bicycle & Pedestrian Advisory Committee in July 2024
- Recruitment Needs:
 - Substitute crossing guard (paid & volunteer opportunities available)
 - Regular or relief bus driver

Questions/Discussion:

- Mr. Meyer inquired about the capacity to meet all transportation needs, including field trips and extracurricular activities. Ms. Powell responded that City Transportation had proactively offered additional bus support, including restoring after-school activity buses and adding a fourth day for Buford Athletics. While there have been challenges due to driver absences and increased demand, Ms. Powell confirmed that no field trips have been denied due to capacity issues. She mentioned that new processes are being implemented for field trips and that there are unfilled positions for bus drivers.
- Ms. Larson-Torres inquired about the volunteer process, specifically for the walking groups. Ms. Powell explained that there is a formal process involving completing a form and undergoing training. She also noted that City of Promise, an organization dedicated to community engagement, is now coordinating volunteer efforts for walking groups.
- Ms. Powell clarified that all crossing guards are paid employees and not volunteers. She emphasized that individuals interested in volunteering as crossing guards would need to go through the official hiring process, including training and background checks. While some existing CCS employees occasionally fill in as crossing guards, they are not considered volunteers.
- Ms. Larson-Torres emphasized the importance of volunteer training and mentioned that the training can be found on the Charlottesville City Schools website. She encouraged individuals to volunteer and go through the training, highlighting the benefits of contributing to the community and supporting local schools.

11.8 [Legislative Priorities Development for the 2025 General Assembly](#): Lisa Larson-Torres, School Board Chair, led a discussion around the development of the School Board's Legislative Priorities for the 2025 General Assembly.

- Ms. Larson-Torres introduced an opportunity for school board members to share their concerns and priorities in preparation for the October 15, 2024, Legislative Priorities meeting with Senator Deeds and Delegate Callsen. One priority mentioned was the reinstatement of the one-cent sales tax legislation, which was passed by the Senate and House last year but vetoed by the governor.
- Mr. Meyer expressed a desire for the school board to have more autonomy in raising revenue, such as through taxing authority or bonds. He acknowledged the challenges of achieving this but indicated interest in learning more about legislative advocacy strategies at the upcoming VSBA Legislative Advocacy training.
- Ms. Dooley expressed a desire to discuss the funding mechanism for preschool programs and support increased gun safety measures statewide. She suggested that legislative action might be necessary to address both issues.
- Mr. Meyer highlighted the Joint Legislative Review Committee's findings on the flaws in the “black box” funding system. He advocated for the implementation of the committee's recommendations to adjust the standards of quality for ESL teachers and other resources to be more realistic and representative of the district's needs.
- Ms. Larson-Torres expressed interest in prioritizing the physical measures and quality of school buildings and ensuring that ELL students are not disadvantaged by testing requirements. She expressed a desire to discuss these issues with Senator Deeds and Delegate Callsen and seek their support for appropriate legislation.
- Mr. Morse expressed support for combining funding for preschool programs and reinstating the 1% sales tax. He also suggested addressing the issue of grid capacity with Dominion Energy and advocating for more flexibility in student assessments to account for cultural differences and alternative forms of evaluation.
- Ms. Burns emphasized the importance of addressing substance abuse disorders specifically, rather than providing blanket mental health support. She suggested focusing on hiring substance abuse mental health counselors and prioritizing the treatment of substance abuse issues where they are identified.
- Ms. Larson-Torres emphasized the importance of securing funding for any new mental health initiatives. She noted that mandates often place financial burdens on schools, so it's crucial to advocate for adequate funding to support these programs. Additionally, she called for fair assessments for English Language Learner students to ensure their needs are met.

Board Response to Written Reports

12.1 [2024-2025 Advisory Committees to the School Board](#): Dr. Katina Otey, Chief Academic Officer, and staff prepared the 2024-2025 Advisory Committees to the School Board, for consideration. According to School Board policy BCF, the School Board is to review proposed membership lists of the Special Education Advisory Committee (SEAC), School Health Advisory Board (SHAB), Gifted Education Advisory Committee, CTE Advisory Committee, Mentor Teacher Advisory Committee, and Parent Advisory for Title I, Title II, Title III, and Title IV at the September meeting and then approve membership at the October meeting. Staff will continue to update committee membership as meetings are held and members are identified in advance of the October 10, 2024 meeting. There were no questions from the Board.

12.2 [2024-2025 Staffing Report](#): Maria Lewis, Director of Human Resources, prepared the 2024-2025 Staffing Report written report for Board information. This report summarizes 2023-2024 staff hiring, focusing on teacher and administrator positions. This report includes retention rates. It also includes a snapshot of licensed staff across the division. The division exceeded strategic plan goal expectations for the retention of administrators within the division (increased retention by 12.6%) and fell short of retention expectations for teachers (increased retention by 1.14%).

- Mr. Myer commended the administration and HR team for their efforts in improving employee retention and building a positive work culture. He highlighted the diversity of the workforce as presented in the Staffing report and expressed appreciation for the structures and policies put in place to support staff. Mr. Myer also suggested that the public should be made aware of this report to better understand the school district's progress.

12.3 [School Board Member Committee Reports](#): Board members shared updates on recent activities in this written report.

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

14.1 Board Member Comments:

- Ms. Richardson expressed appreciation for the updates on the construction projects at Buford and the middle schools. She noted that this was a highlight of the meeting.
- Ms. Cooper thanked CCS staff for their hard work and expressed gratitude for the information provided. She also shared information about a grant opportunity available through the Public Education Foundation of Charlottesville-Albemarle. The grant can be used by teachers and classrooms, with a deadline of October 31st, 2024. Ms. Cooper encouraged CCS teachers to apply for the grant, as it could be a valuable opportunity for professional development and classroom engagement.
- Mr. Meyer expressed his support for the cell phone-away policy at CHS and thanked the administration for implementing it. He also suggested that the school division schedule should be reviewed to explore potential improvements in student outcomes. Additionally, Mr. Meyer inquired about the implementation of the additional tutoring funding provided by the state, emphasizing the importance of addressing learning loss and utilizing the funds effectively.
- Mr. Morse advocated for strengthening the role of school board representatives, suggesting that they should be more involved in policy development and decision-making. He highlighted the value of their expertise and the potential for them to contribute meaningfully to board meetings. Mr. Morse offered to provide resources and information on best practices from other school districts.

15.1 Superintendent's Comments: Dr. Gurley acknowledged the recent tragedy and expressed condolences to the affected families and community. He praised the educators for their efforts in keeping students safe and acknowledged the emotional impact on the school community, emphasizing the heaviness of the situation.

Dr. Gurley announced that the First Lady of Virginia would be hosting a fireside chat with the author of "The Anxious Generation" on September 19th, which will be streamed to public schools. He shared that Ms. Cheuk and Ms. Korman had already reached out to the PTOs about collaborating on the event.

Dr. Gurley also acknowledged that there might be scheduling conflicts with other school activities on that day, as it was a relatively last-minute announcement. He assured the audience that the event would still be hosted for those who were available and interested and that more information would be forthcoming.

In conclusion, Dr. Gurley thanked everyone for attending the meeting and wished them a good evening.

16.1 Work Session Wrap-Up: There were two requests from the Board:

- Include information on the CHS English Assessment plan in the November Literacy Update presentation.
- Include information on SOA adjustment for ELs in the November ESL Update during that time so we'll have Dr. Pfautz talk about that SOA adjustment for the ELs

17.1 Upcoming Meetings: Ms. Larson-Torres read the list of upcoming meetings.

18.1 Adjourn: The meeting adjourned at 7:59 p.m.

A video recording of the September 5, 2024 meeting can be located at:

https://drive.google.com/file/d/1VZGC-rJWF2cAvdOfIT9dB62L7bcNp7hH/view?usp=drive_link