



MINUTES
CHARLOTTESVILLE CITY SCHOOL BOARD MEETING
Booker T. Reaves Media Center, Charlottesville High School
Thursday, October 10, 2024 (5:00 PM)

Closed Meeting of the Charlottesville City School Board was held on October 10, 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. Dooley seconded the motion, the motion carried with Ms. Burns, Ms. Dooley, Mr. Morse, Ms. Richardson, and Ms. Larson-Torres, voting aye. 5 ayes, 0 nays. Ms. Cooper and Mr. Meyer were not present for this vote.

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. Dooley made a motion, seconded by Mr. Morse, 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:

- Peter Davis, a parent and CHS Teacher, expressed concern about the lack of substitute teachers in the school division. He highlighted the strain this places on teachers, who are often pulled from their regular classes to cover for absent colleagues. Davis emphasized that this issue is not unique to his school and that it is a systemic problem that needs to be addressed. He called on the school division to prioritize finding a solution to the substitute teacher shortage.
- Jenn Horne, a CHS teacher, expressed concerns about the overuse of technology in the classroom. She argued that excessive screen time is detrimental to student learning, motivation, and overall enjoyment of education. Horne shared quotes from her students who expressed similar sentiments about the impersonal nature of digital learning. She advocated for a more balanced approach, using technology as a tool rather than a primary means of instruction. Horne also emphasized the importance of experiential learning and real-world connections to foster critical thinking and engagement.
- Michele Yeaton, Reading Specialist, expressed gratitude to the Charlottesville school district for the support provided to her family, who were displaced by Hurricane Helen. She highlighted the warm welcome and care her niece and nephew received from teachers and staff at both Bedford and Charlottesville High Schools. Yeaton emphasized the importance of belonging and normalcy for children during such a traumatic time and thanked the community for their kindness and generosity.
- Laura Thomas, former Charlottesville High School orchestra director and current music education professor, emphasized the importance of continued support for the instrumental music program in the Charlottesville City Schools. She highlighted the program's long-standing excellence and its role in producing successful musicians. Thomas urged the school board and administration to maintain their commitment to the program, especially during the upcoming grade reconfiguration. She emphasized the need to involve stakeholders and ensure that the program remains a priority in the division's budget and planning.

7.1 Student Representative Report: Student Representative Nulia Obiorah shared an update on the recent implementation of aperture testing, a mental health assessment, and its impact on students. While students appreciated the opportunity to discuss mental health, concerns were raised about anonymity. Obiorah also addressed the impact of BKT on students' schedules and the use of phone pouches in classrooms. She noted a positive change in the school's approach to reporting physical altercations, which has contributed to a more positive school climate.

Student and Staff Recognitions

8.1 Disability History and Awareness Month 2024: Rachel Rasnake, Director of Student Services, presented the Resolution on Disability History and Awareness Month for Board approval. Mr. Morse made a motion, seconded by Ms. Cooper, to approve the Resolution on Disability History and Awareness Month as presented. 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

8.2 [Dyslexia Awareness Month 2024](#): Rachel Rasnake, Director of Student Services, presented the Dyslexia Awareness Month Resolution for Board approval. Mr. Morse made a motion, seconded by Ms. Dooley, to approve the Dyslexia Awareness Month Resolution as presented. 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

8.3 [Virginia School Boards Association Bullying Prevention Month 2024](#): Rachel Rasnake, Director of Student Services, presented a Bullying Prevention Resolution for Board approval. Mr. Morse made a motion, seconded by Ms. Dooley, to approve the Resolution on Bullying Prevention Proclamation 2024 as presented. 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

8.4 [Virginia School Boards Association Academy Awards](#): The Virginia School Boards Association recognizes and honors school board members, superintendents, clerks, and deputy clerks who have improved their boardmanship skills by participating in in-service education programs. Time, dedication, hard work and consistent efforts are required of each board member to stay well-informed on complex issues. The VSBA “Academy Awards” acknowledge these dedicated board members for their different levels of achievement.

The Certificate of Recognition includes a certificate in recognition of 15 hours of Academic Credit (2 years) and was awarded to Dr. Royal A. Gurley, Jr.

The Award of Achievement includes a certificate and bronze pin in recognition of 24 hours of Academy Credit (2 years) and was awarded to Amanda Burns.

The Award of Excellence includes a certificate and silver pin in recognition of 48 hours of Academy Credit (2 years) and was awarded to Dom Morse.

The Award of Distinction includes certificate and starfish pin in recognition of 84 hours of Academy credit (2 years) and was awarded to Lisa Larson-Torres.

9.1-7 [Adoption of Consent Agenda](#): The following items were included in the consent agenda; [Personnel Recommendations](#), [September 5, 2024 School Board Meeting Minutes](#), [September 19, 2024 School Board Meeting Minutes](#), [Business, Financial, Routine Reports](#), [2024-2025 Advisory Committees to the School Board](#), and [Legislative Priorities Development for the 2025 General Assembly](#). Mr. Morse made a motion, seconded by Ms. Dooley, to approve the adoption of 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

Items for Discussion

10.1 [Alternative Programming](#): Dr. Lamont Trotter, Program Administrator at Lugo-McGinness, and Micah Washington, Intervention Specialist, presented an update on the Charlottesville City Schools’ Alternative Programming. Lugo-McGinness Academy student Taisyss Nelson shared reflections of experiences and support found at LMA.

Information presented included:

- Strategic Plan 2023-2028 Alignment
 - Priority 1: Increase Academic Achievement
 - Priority 2: Provide a Culture of Safety, Wellness, and Belonging
- Alternative Programming
 - Overview of Alternative Programs

- WALK Program
 - LMA (Lugo-McGinness Academy)
 - Knight School
 - Various Programming Options
 - Next Steps for Alternative Programming
 - Questions
- WALK Program (Work Achieves Lasting Knowledge)
 - WALK uses the National Alternative Education Association (NAEA) exemplary practices of 12:1 teacher ratio.
 - Smaller class sizes for increased one-on-one attention
 - WALK benefits from donor funding, which allows us to address students' needs for food and clothing. Additionally, WALK has been able to assist students and their families with timely necessities, including household items, transportation assistance, and other critical resources.
 - WALK Staffing: 5 full-time and 1 hourly staff
 - WALK Coordinator - locally funded
 - WALK Junior Senior Teacher - locally funded
 - WALK Nutrition and Wellness Teacher - private funding
 - WALK Teacher Aide - private funding
 - WALK Counselor - private funding
 - 2023-2024 School Year WALK Served 116 students. 76 Juniors and Seniors and 41 Freshman and Sophomores.
 - Freshman and Sophomore students are enrolled in the Nutrition and Wellness program, where they engage in cooking activities, explore healthy eating habits, and participate in project-based learning within a dynamic classroom environment.
 - Juniors and Seniors, who are at risk of not graduating, are participating in a digital learning program with the support of a teacher and an aide to facilitate credit recovery.
 - Outcomes
 - WALK has helped over 500 seniors graduate on time since 2008.
 - Our goal is to ensure that students successfully WALK across the graduation stage. We achieve this by providing support to those who are under-resourced and facing challenges that hinder their academic success. We strive to be a comprehensive and adaptable partner in addressing the gaps and imbalances they encounter.
- LMA (Lugo-McGinness Academy)
 - LMA Staff
 - 4 Content Teachers
 - .5 Special Ed Teacher
 - 1 Student Engagement Facilitator
 - 1 School Counselor
 - .5 School Social Worker
 - Current Enrollment: 35 students
 - 19 Seniors
 - 3 Juniors
 - 7 Sophomores
 - 6 Freshmen
 - Academy focus
 - Instruction
 - Student Engagement
 - Student Wellness & Responsibilities
 - Strategic Plan alignment
- Why Knight School?
 - Individualized Learning Pace
 - Allows for smaller class sizes and increased attention from teachers, catering to diverse learning needs

- Alternative Learning Environment
 - Provides a change of setting that may be more conducive to students' academic success
- Reducing Dropout Rates
 - Can help reduce dropout rates. It provides a second chance for students who may have struggled in traditional daytime settings
- Targeted Support for At-Risk Students
 - Offers additional support services, counseling, and resources to help students overcome challenges
- Types of Knight School Students (students who are)
 - Unsuccessful in the Comprehensive Setting
 - Credit Deficient
 - In Need of Personalized Learning
 - Seeking a Second Chance
 - In Need of a Supportive Community
- Days & Hours of Operation
 - Monday through Thursday at Lugo-McGinness Academy
 - 3:45 pm - 6:45 pm
- Knight School
 - Goal: Knight School is designed to support students' academic needs through credit recovery, individualized instruction, and experiential learning opportunities.
 - Current Enrollment:
 - 12 students
 - 9th -2
 - 10th -7
 - 11th -2
 - 12th -1
 - Knight School Staff
 - Dr. Lamont Trotter - Program Facilitator
 - Mrs. Latoya Brown - Facilitator
 - Mr. Wayne Chambers- PE Teacher
 - Mr. James Bryant - School Counselor
 - Mr. Hunter Hall - Science Teacher
 - Ms. Jensyn Worrell - English Teacher
 - Mr. Dominic Williams - Student/Parent Engagement
 - What's New with Knight School?
 - Refined Processed and Procedures
 - Dialectical Behavior Therapy (DBT) Facilitator
 - Textile sewing and embroidery class
 - Modern Improvisational Music Appreciation
 - Health & PE Elective
 - Student Scheduling Grouping
 - Field Trips and Incentives
 - Knightly Focus
 - Experiential Learning
 - Student Engagement
 - Instruction
 - October Attendance Incentive
 - Alternative Programming Options
 - WALK
 - Support students through credit recovery.
 - Continued implementation of Edgenuity & Direct Instruction
 - Collaborate with CHS for student enrollment
 - LMA (Academy)

- Three ways in which students are enrolled:
 - Principal Selection
 - School Board/ Division Placement
 - Self Referral
 - Student enrollment is reviewed individually at each semester and school year
- KNIGHT School
 - Students are enrolled in various measures:
 - School Board/ Division Placement
 - BRDC Placement
 - School Referral for Credit Recovery
- Next Steps for Alternative Programming
 - Collaborative partnership with all Alternative Programs • Work with division PL team about PL topics of alternative education & conferences
 - Continue collaborative talks with CHS & CATEC on alternative school programming
 - Streamline all alternative programming documents in one location for division accessibility

Questions/Discussion:

- Mr. Meyer asked about the total number of students served by the program and the percentage who graduate. Ms. Washington responded by providing data on credits earned (31) by students.
- Ms. Dooley inquired about the number of graduating seniors at LMA and the school's plans for future enrollment and programming. Dr. Trotter responded by discussing the school's efforts to prepare seniors for their post-graduation plans, including individual meetings with a counselor, college visits, and targeted support for students in need. He acknowledged the significant turnover that will occur with the graduation of 19 students and discussed potential strategies for filling the gaps, such as transitions from Knight School WALK Program, and additional support at LMA.
- Mr. Meyer inquired about the limited capacity of alternative programs at CHS. He noted that only a small percentage of students (around 4%) were enrolled in these programs, which were already at maximum capacity. He questioned whether this was the norm or if more students should be served. Dr. Trotter confirmed that the LMA Day program was full but that KNIGHT School still had available spots. Dr. Gurley acknowledged the need for expansion and highlighted the WALK Program as a valuable intermediary. He explained that while the WALK Program allowed students to recover credits, a larger facility would be ideal for accommodating more students in the LMA program.
- Dr. Trotter emphasized the growing awareness and popularity of the alternative program. He mentioned that students were recommending the program to their friends and parents were inquiring about enrollment. As the program continues to develop, he anticipated an increase in enrollment.
- Mr. Meyer expressed gratitude for the WALK Program as a hybrid option. He emphasized the need for colleagues to explore ways to increase the number of seats available in alternative programs for students who are not benefiting from the traditional high school experience.
- Ms. Cooper inquired about attendance at Knight School. Dr. Trotter responded that there are approximately 13 students enrolled. He explained that the school staff actively monitors attendance and conducts home visits if students miss multiple days consecutively. He emphasized the proactive approach taken by the school to ensure student attendance.
- Ms. Cooper commended the school for the positive shift in perception of the LMA program. She noted that the program has gone from being viewed negatively to being highly sought after.
- Ms. Larson-Torres inquired about the role of Edgenuity in the school's alternative programs. Dr. Trotter highlighted Mr. Melvin Grady's expertise in Edgenuity. He explained that Mr. Grady uses Edgenuity in his class to teach various subjects, and students may work independently or on specific assignments. He also mentioned that other teachers, like Mr. Chambers, use Edgenuity for quizzes or to supplement other learning activities.

10.2 Accreditation Report (Assessment Update and Graduation Rates) and Data Dashboard: Carolyn Swift, Assessment & Accountability, presented 2024-2025 Accreditation information based on the data from the 2023-2024 school year as well as an overview of the [CCS Data Dashboard webpage](#).

Information presented included:

- State Accreditation Results for 2024-2025
- Strategic Plan 2023-2028: Priority 1: Increase Academic Achievement
- Overview of the School Accreditation Model is provided, detailing School Quality Indicator Performance Ratings:
 - Level One: Meets or exceeds the state standard or making adequate improvement
 - Level Two: Near the standard or making sufficient progress
 - Level Three: Below the standard
- Accreditation Performance Levels for Academic Achievement Indicators are outlined for English, Math, and Science:
 - English Combined Rate (Grades 3-8): Level One: At least 75% or 66-74% with 10% improvement Level Two: 66-74% or 50-65% with 10% improvement Level Three: 65% or lower or Level Two for more than four years
 - Math Combined Rate (Grades 3-8) and Math Pass Rate (high school): Level One: At least 70% or 66-69% with 10% improvement Level Two: 66-69% or 50-65% with 10% improvement Level Three: 65% or lower or Level Two for more than four years
 - Science Pass Rate: Level One: At least 70% or 66-69% with 10% improvement Level Two: 66-69% or 50-65% with 10% improvement Level Three: 65% or lower or Level Two for more than four years
- Achievement Gaps for English and Math are also evaluated:
 - Level One: No more than one student group at Level Two
 - Level Two: Two or more student groups at Level Two; no more than one at Level Three
 - Level Three: Two or more student groups at Level Three
- Student Engagement Indicators are assessed, including Graduation and Completion Index, Dropout Rate, Chronic Absenteeism, and College, Career and Civic Readiness.
- Charlottesville City Schools 2024-25 Accreditation Results (based on 2023-24 data) are presented:
 - Accredited schools: Buford Middle School, Burnley-Moran Elementary, Greenbrier Elementary, Jackson-Via Elementary, Johnson Elementary, Trailblazer Elementary, Charlottesville High School
 - Accredited with Conditions: Summit Elementary, Walker Upper Elementary
- The presentation included information on where to find and how to understand the state data, including the [School Quality Profiles website](#).

Questions/Discussion:

- Mr. Myers inquired about the high absenteeism rates at some schools. He asked if there were specific reasons for the increase in absences, beyond factors like the bus system. Dr. Gurley acknowledged that there were multiple factors contributing to absenteeism. He mentioned that clear communication with families about the importance of regular attendance, even for excused absences, was crucial. He also highlighted the school division's efforts to restructure the attendance model to address this issue.
- Dr. Gurley emphasized that chronic absenteeism, whether excused or unexcused, negatively impacts the school's accreditation and the teachers' workload. He stressed the importance of addressing this issue with families to ensure that students are present for their education.
- Ms. Cooper inquired about the school's support for families of chronically absent students. Ms. Rasnake responded that schools meet weekly to review student attendance data and identify students who have accrued a number of absences. They then assess the risk factor associated with these absences, considering factors such as whether the absences were due to illness or other reasons. Based on this assessment, schools implement appropriate interventions. Two elementary schools, in particular, have additional staff dedicated to supporting chronically absent students due to their high rates of absenteeism last year.

- Ms. Burns inquired about the strategies used to incentivize and engage students at CHS. Ms. Rasnake explained that CHS, in collaboration with Dr. Malone, focuses on attendance as part of its positive school culture plan. While there are consequences for poor attendance, the school also offers incentives like concession tokens for good attendance. They emphasize positive academic and non-academic engagements and provide individual support for students with chronic absenteeism, including home visits and social worker support. Dr. Gurley added that it's important to find ways to incentivize students beyond just participation. He suggested using activities and events that students are interested in to encourage attendance. He also emphasized the role of the equity team in engaging students and identifying high-interest activities.
- Mr. Meyer acknowledged the extensive data presented and expressed his intention to review it in more detail. He inquired about incorporating the data into an upcoming strategic plan review and using it as needed for relevant agenda items. Dr. Gurley explained that the data is used internally to assess progress towards the strategic plan goals. He emphasized that the data can inform budget priorities and help identify areas where adjustments or increased emphasis are needed. He recommended using this information regularly to evaluate the school's progress in achieving its strategic plan objectives.
- Ms. Larson-Torres thanked the team for their hard work and expressed appreciation for the data presented.
- Mr. Morse inquired about the definitions of "on track," "making progress," and "needs attention" in relation to the strategic plan. Dr. Hastings explained that these terms were defined based on the specific language of the strategic plan. "On track" means the school is implementing the strategies as planned. "Making progress" indicates that the school has partially addressed the strategies but is not fully meeting the goals. "Needs attention" means the school is either not implementing the strategies or is not doing so effectively enough.

10.3 [Equity / Family and Community Engagement \(FACE\) Update:](#) Dr. T. Denise Johnson, Supervisor of Equity and Inclusion, provided an overview of CCS's past, present, and future equity work.

Information presented included:

- Overview
 - [Data Dashboard:](#) The first installation of the CCS Data Dashboard is ready for display.
 - Equity Certificate: Development is underway for an asynchronous, virtual certificate program.
 - School Naming:
 - School naming committees for Burnley-Moran, Johnson, Jackson-Via, and Greenbrier schools will begin meetings this month.
 - The goal is to provide a recommendation to the Superintendent by Winter Break.
 - Volunteers:
 - 2023-2024: 588 volunteers completed training.
 - 2024-2025: 385 volunteers have completed training as of October 3, 2024.
 - From A-Z Pop-Up Shops:
 - Up to 6 resource fairs will be held at neighboring schools.
 - Partnering with The Equity Center and The Fountain Fund.
 - Long-term goal: to acquire a bus for these initiatives.
 - FACE Ambassadors:
 - Ambassadors focus on outreach, communication, building relationships, collecting feedback, promoting events and initiatives, providing resources, and fostering a positive image.

Ms. Larson-Torres expressed appreciation for the presentation.

10.4 [Substance Use Prevention Resources:](#) Rachel Rasnake, Director of Student Services; Jessica Brantley Coordinator of Health and PE; and Zarina Burdge, Director of Prevention Services Region Ten; presented information on Substance Use Prevention. Information presented outlined a multi-tiered approach to preventing and addressing substance misuse among students. The plan focuses on three levels: Primary prevention through education and promoting healthy behaviors with new curricula like Botvin Life Skills and Too Good for Drugs, along with awareness programs and partnerships with Region 10 and UVA. Secondary prevention targets early detection with Screening, Brief Intervention, Refer to Treatment SBIRT programs, new screening tools (BSTAD, S2BI), and mental health

interventions for at-risk students. Plans include expanding these initiatives and integrating behavioral interventions. Tertiary prevention aims at harm reduction and treatment through community referrals, staff training in Rapid Revive, and plans to introduce the Seven Challenges program. The strategy is supported by professional learning for staff, updated informational flyers, and expanding partnerships to enhance substance use prevention efforts across all grade levels.

Questions/Discussion:

- Ms. Cooper observed marketing materials for vaping and substance abuse prevention (SAP) in the bathroom at CATEC and inquired about prevention and marketing strategies being implemented at CHS and elementary schools. Ms. Rasnake responded by discussing the exploration of structured curriculum for younger age groups, such as the "You and Me Vape Free Elementary School" program, which aims to educate students about the dangers of vaping and equip them with refusal skills.
- Ms. Rasnake introduced two potential intervention materials for substance misuse: Natural High and Brief Challenges. Natural High uses storytelling to engage students, while Brief Challenges focuses on motivation and coping skills. Ms. Rasnake mentioned that the district is exploring funding options for the initial training cost of implementing these programs, with plans to sustain ongoing costs through their budget. The training is targeted towards Master's level clinicians, including school counselors and social workers. Ms. Rasnake collaborated with Deputy City Manager Ashley Marshall to discuss potential funding sources for the initial training cost of implementing the intervention materials.
- Ms. Burns inquired about the Elk Hill partnership and how it would function within the school day. Ms. Rasnake explained that the partnership would involve a combination of group and individual sessions, potentially taking up a significant portion of students' time. She emphasized that the program would be conducted through Elk Hill and not at the high school. The scheduling and specific group arrangements are still under development.
- Ms. Richardson asked if parents would be informed or required to give consent for their child's participation in the Elk Hill partnership. Ms. Rasnake clarified that substance use information disclosed during confidential sessions would not be shared with parents unless the student was at risk of serious harm. She emphasized that the confidentiality of mental health services is crucial for both the student and family. While parents won't be notified of substance use information, they can still be involved through other aspects of the SAP (Substance Abuse Prevention) program.
- Zarina Burdge from Region Ten's Prevention Services discussed various programs and challenges related to teen interventions and substance use treatment in the area. She highlighted the Teen Intervene program, which requires parental permission but is voluntary, and the Student Assistance Program (SAP), which offers confidential support to all students. Burdge emphasized the limited options for substance use treatment in the area, making it difficult to find specialized providers. She also stressed the importance of early prevention strategies as they are more effective than seeking treatment later.
- Ms. Cooper inquired about the number of students currently being served by Region Ten's Student Assistance Program (SAP) services in Charlottesville and Albemarle County. Zarina Burdge, the Director of Prevention Services, estimated that over 500 students have engaged with SAP services in the region, with a higher concentration in the county compared to the city. Dr. Gurley suggested that the specific number for the high school be gathered and shared with the board for further discussion.
- Ms. Burns asked if parents are notified when their child self-identifies for SAP services and declines offered assistance. Zarina Burdge responded that while best practices involve parental involvement, the approach often includes a conversation with the young person to encourage them to accept support and involve their family.
- Mr. Morse inquired about parent notification practice in general. Ms. Rasnake explained that while parental permission is required for students to access services from school clinicians, social workers, or mental health professionals, the specific reason for the referral (self-identification as using substances) is not typically disclosed to parents. The goal is to involve families in the intervention process while respecting the student's privacy and encouraging them to engage with their support network. The approach aims to balance these factors to maximize student participation and progress.

- Zarina Burdge highlighted that in Virginia, 14-year-olds can independently seek mental health treatment, including at Region 10. She discussed the potential risks associated with providing substance abuse treatment within schools, including confidentiality concerns. While Region 10 plans to continue referring students to community resources for treatment, they are also considering training their staff in the Seven Challenges program. As school-based providers take on additional responsibilities related to screening, brief interventions, and referrals, the division is considering the need for an additional school mental health professional to meet the growing needs of students.
- Ms. Dooley expressed appreciation for the comprehensive overview of mental health and substance abuse services, emphasizing the importance of providing support to students in need. She also inquired about the training status of coaches and athletic trainers regarding Rapid Revive, suggesting that it would be beneficial to have more individuals trained in Narcan administration, especially during community events with large attendance. Ms. Rasnake confirmed that all CCS staff members have received Rapid Revive training but acknowledged that coaches might not be included. She committed to following up with **Andy** to clarify their training status.
- Mr. Meyer expressed his support for focusing on tier one and tier two interventions, referring to tertiary services as needed. He questioned whether the district had experienced overdoses that required Narcan administration and the rationale behind the Rapid Revive training. Ms. Rasnake confirmed that while there have been concerning situations, Narcan has not been used in schools within the district. Dr. Gurley explained that the legislation mandating Narcan availability in schools stemmed from incidents in other parts of the Commonwealth where it was necessary.
- Mr. Meyer inquired about the prevalence of harder substances within the student population at CHS, Walker, and Buford. While Ms. Rasnake acknowledged the potential risks, and stated that further data would be needed to provide a definitive answer regarding the specific situation within the schools.
- Ms. Larson-Torres expressed the need for data and numbers to support the request for an additional CCS clinician, emphasizing the importance of making informed decisions. Ms. Burns asked if the requested clinician would be specifically focused on substance abuse treatment. Ms. Rasnake explained that if a request for an additional CCS clinician is made, it will be supported by data such as current caseloads, student capacity, and the impact of existing support. She emphasized that the goal is to increase the ability to serve more students with mental health and substance misuse needs. Rather than requesting a specific substance abuse treatment provider, the focus would be on expanding the skills of the existing team of school mental health professionals at CHS. By training all providers in primary and secondary prevention strategies, they can better identify and address co-occurring issues through their intervention process.

10.5 Fiscal Year-End 2024: Renee Hoover, Director of Finance, presented information on 2024 FYE and designating a portion of CCS's share of the 2024 gainshare to capital projects. The numbers presented are preliminary until the school's financial records are closed and audited. At the end of each fiscal year the division's fund balance is adjusted from that fiscal year's generation of revenues and expenditures. Included in the presentation is a preliminary amount for FY 2024 Gainshare with the City.

Key highlights include:

- 2024 Fiscal Year End (FYE) Update
- Strategic Plan Priority 4: Ensure Effective and Efficient Operations
- General Fund 2024 Excess Revenue Before Gainshare with the City
 - Unaudited Revenue over Expenditures at 6/30/2024 is \$5,409,279 (preliminary). This number is preliminary until the school's financial records are closed and audited.
 - Received additional revenue from reimbursement of ESSER III grant funds from FY 2023-24 eligible expenditures.
 - Reimbursed expenditures including personnel cost for instructional assistants, care and safety assistants, social and emotional counselors, and technology.
- Gainshare with the City After the Financial Audit
 - \$2,654,639 added to the General Fund - Fund Balance

- Remit to the City \$2,654,639 per the gain sharing agreement. These funds will be applied toward the City's CIP - School Construction Projects as presented in the City's March 30, 2023 Budget Work Session. This is the second year of the school's commitment of funds through gainshare to the Buford construction project.
- CCS's Fund Balance
 - Beginning Fund Balance 7/1/2023: \$6,823,823
 - Increase from Fiscal Year 2024: \$2,654,639
 - Ending Fund Balance 6/30/2024: \$9,478,462
- Capital Projects From CCS FY 24 Share of Gainshare (Rounded Project Estimates):
 - CHS Athletic Track & Field Lighting: \$350k
 - CHS Girls Softball Field Scoreboard: \$10k
 - CMS Student Restroom Safety: \$290k
 - Other Safety/Security Infrastructure: \$500k
 - Total proposed capital project expenditures: \$1.2 million
 - November meeting action to designate funds for these projects

Questions/Discussion:

- Ms. Burns inquired about the specific locations for planned additional access control and security cameras. Ms. Powell responded that a detailed update would be provided at the next work session on October 19, 2024, but noted that many elementary schools still lack cameras. Access control upgrades are ongoing, with some campuses requesting additional doors and cameras. An independent audit is expected to recommend access control for internal classroom doors. While the allocated funds won't cover all necessary security measures, they are a significant contribution towards improving the district's safety infrastructure.
- Mr. Meyer inquired about the funding sources for the additional \$5.4 million. Ms. Hoover confirmed that a substantial portion comes from the ESSER III grant funds, which are federal dollars. While the funds are initially federal money, once they are received by the district, they become local funds for budgeting purposes.
- Mr. Meyer inquired about the gain share agreement between the district and the city. Ms. Hoover confirmed the existence of the agreement, stating that it has been in place since 1998 and involves a 50/50 split of surplus funds over \$200,000. Ms. Hoover also mentioned that the agreement is not part of the city ordinance but rather a mutual agreement between the city manager and the superintendent.
- Ms. Burns asked when the 1998 agreement was last reviewed. Ms. Hoover indicated that she is not aware of any recent reviews of the agreement since she joined the district.
- Ms. Powell explained that gain share agreements are not common among school divisions, and her previous district did not have one. She highlighted that gain share agreements can be beneficial in addressing concerns about over-appropriation of funds and emphasized that gain share agreements create a win-win situation by encouraging responsible spending and ensuring that surplus funds are returned to the general coffer.
- Dr. Gurley echoed Ms. Powell's sentiments, noting that without a gain share agreement, there can be a tendency to spend down all available funds at the end of the year.
- Ms. Powell highlighted the effectiveness of the gain share agreement in managing ESSER funds, emphasizing its role in building trust and ensuring responsible use of resources.
- Ms. Burns inquired about the district's involvement in determining how the returned surplus funds are used.
- Ms. Larson-Torres emphasized the importance of continued oversight and input to ensure that the funds are allocated to school CIP projects.
- Mr. Meyer expressed that he is not opposed to the gain share agreement but also highlighted the district's role in identifying and advocating for specific projects that benefit the school community.
- Ms. Hoover confirmed that the proposed capital improvement projects will be managed and executed by the city facilities department.

- Mr. Meyer inquired about the recommended fund balance percentage for the district's operating budget. Ms. Hoover referenced the Government Finance Officers Association's recommendation of at least three months of expenditures for reserves. Based on the current fund balance of \$8.2 million, the district has approximately one month's worth of expenditures set aside for reserves.
- Mr. Meyer inquired about the prioritized list of capital improvement projects and their associated costs. Ms. Powell explained that while the Capital Improvement Plan (CIP) contains some projects, it is not exhaustive. Ms. Powell highlighted several projects that were not initially included in the CIP but emerged as needed during the construction process, such as track lighting, bathroom features, and the softball field scoreboard. Ms. Powell emphasized the importance of addressing these needs as they arise, as they often represent one-time expenditures.
- Mr. Meyer expressed his support for all the proposed projects and recognized their benefits for both the school community and the broader community.
- Mr. Meyer advocated for the city to contribute to these projects, highlighting the division's role in providing public goods for the community.
- Ms. Larson-Torres expressed appreciation for the identification of the girls' softball field scoreboard and inquired about additional needs, such as seating or dugout improvements. Dr. Gurley informed the board that dugout work is currently underway as part of the Capital Improvement Plan (CIP).

10.6 [Budget Development Process \(2025-2026 Proposed Budget Development Calendar\)](#): Renee Hoover, Director of Finance, presented the 2025-2026 Budget Calendar for Board information. The budget calendar sets the public meetings schedule for the fiscal year 2025-2026 budget development process and outlines the proposed budget preparation, discussions, and approvals. There are changes with the FY 2026 budget calendar. The 2025-2026 budget calendar kicks-off a month later. There is a joint School Board and City Council meeting planned for December to focus on the school's budget priorities. February will be packed with budget meetings, leading up to the final approval on Thursday, February 20th.

Questions/Discussion:

- Mr. Meyer inquired about the status of planned meetings between the PTO and school administration. Ms. Hoover confirmed that meetings are scheduled for October and January/February to discuss various topics, including the budget development process and budget requests.

Board Response to Written Reports

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

11.2 [Outcome of Student Disciplinary Matters - October 3, 2024](#): On Thursday, October 3, 2024 at 5:00 p.m., the Charlottesville City School Board will convene a Closed Session meeting as authorized by Section 2.2-3711 (A) (2) of the Code of Virginia, for the purpose of discussing student disciplinary matters. The meeting will be held in the Division Administration Office Conference Room located at 1562 Dairy Road, Charlottesville, VA. The outcome of the meeting was shared as a written report.

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

13.1 [Board Member Comments](#):

- Nulia Obiorah suggested attendance awards as a potential incentive for students at CHS. She recalled her previous school's use of perfect attendance awards, which motivated students to achieve high attendance rates. Nulia proposed a tiered system for attendance awards, such as the Golden Attendance Award for perfect attendance over three consecutive months and the Outstanding Attendance Award for perfect

attendance throughout the entire school year. She believes these awards could be beneficial for students, especially when applying to colleges, as they can enhance their profiles and highlight their commitment to education.

- Mr. Meyer expressed interest in discussing the impact of technology on student learning, particularly in light of Ms. Horne's screen and technology observation. He shared a personal anecdote about his child's recent experience with a teacher's concern about excessive screen time during class. Mr. Meyer referenced the BBA activity, where a panel discussed the appropriate use of technology in the classroom, emphasizing the need for balance and considering the specific requirements of different subjects. He raised questions about how technology is currently being used in various classrooms and whether there is a general consensus on its effectiveness. Mr. Meyer suggested that the topic could be explored further among colleagues, discussing individual practices and experiences. He also acknowledged the potential challenges and concerns associated with excessive screen time, citing the example of a family that left the district due to frustration with screen usage.
- Ms. Burns highlighted the ongoing need for substitute teachers in the community. She emphasized the importance of substitute teachers in providing continuity and support for students when regular teachers are absent. Ms. Burns encouraged individuals to consider applying for substitute teaching positions as a way to contribute to student learning and support teachers. She emphasized the flexibility and potential benefits of substitute teaching, including the opportunity to impact students' educational experiences.
- Mr. Morse emphasized the importance of voter participation during the upcoming election season. He encouraged individuals to exercise their right to vote as a means of influencing government policies and holding public servants accountable. Mr. Morse emphasized that voting is a crucial way for citizens to be heard and actively participate in the democratic process.
- Ms. Dooley addressed the ongoing issue of chronic absenteeism within the division, referencing discussions from the accreditation report and teacher feedback. She emphasized the significant impact that absences have on both students and teachers. Ms. Dooley highlighted the division's efforts to address the substitute teacher shortage, including the recent approval of 20 new substitutes and ongoing recruitment efforts. However, she stressed that the problem cannot be solely solved by hiring more substitutes. Ms. Dooley called upon teachers to prioritize regular attendance and be committed to their work for the benefit of students. She emphasized the importance of adult role models in demonstrating the value of consistent attendance and engagement in learning.
- Ms. Richardson expressed gratitude to the presenters and recognized the proactive measures being implemented to reduce conflicts and promote positive interactions among students at CHS. She was particularly pleased to hear about the decrease in physical conflicts, which she found encouraging as a parent of a ninth-grade student at the school.
- Ms. Larson-Torres expressed appreciation to the board and staff for their engagement and participation in the meeting. She thanked everyone for their presentations and contributions.

14.1 Superintendent's Comments: Dr. Gurley extended his gratitude to staff for their hard work and dedication throughout the first nine weeks of the school year. He expressed his satisfaction with the positive energy and enthusiasm displayed by both students and teachers.

Dr. Gurley encouraged everyone to continue supporting and uplifting one another as they move into the second nine weeks. He also recognized the efforts of school principals during Principal's Month, acknowledging their significant contributions to the school's success.

15.1 Work Session Wrap-Up: There was **one** request from the Board:

- Identify the number of CCS students who are receiving services through Region 10

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

17.1 Adjourn: The meeting adjourned at 7:47 p.m.

A video recording of the October 10, 2024 meeting can be located at:

https://drive.google.com/file/d/1bIV-FSxZehS_Bz2lGpiuPjN9mIC2mb99/view?usp=drive_link

Lisa Torres, School Board Chair

Leslie Thacker, School Board Clerk