



MINUTES
CHARLOTTESVILLE CITY SCHOOL BOARD MEETING
Booker T. Reaves Media Center, Charlottesville High School
Thursday, May 30, 2024 (5:00 PM)

Closed Meeting of the Charlottesville City School Board was held on May 30, 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 passed 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 4:53 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. Richardson seconded the motion, the motion passed 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 4:53 p.m. to 5:01 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
Mr. Chris Meyer	Ms. Nicole Richardson
Ms. Lisa Larson-Torres	

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. Burns 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. Morse, Mr. Meyer, Ms. Richardson, and Ms. Larson-Torres, voting aye. 7 ayes, 0 nays.

6.1 Comments from Members of the Community:

- Derek Hartline, Jackson-Via Teacher, shared comments of concern around transparency and financial planning. Mr. Hartline argued that spending on non-essentials like renaming schools could be better directed towards supporting existing staff, especially Community Safety Advocates (CSAs). He suggested that CSAs might be undermined by the return of School Resource Officers (SROs), another proposed expense. He then urged the board to prioritize needs over wants and focus on efficiently using available funds.
- Peter Davis, CHS Teacher, shared his concern around the proposed grading policy. The policy includes a minimum 50% grade, unlimited retakes, flexible deadlines, and no strong attendance policy. Mr. Davis stated that these policies are harming students' work ethic, academic endurance, and attendance. He also noted that such policies don't prepare students for the real world where there are consequences for missing deadlines or not showing up. Mr. Davis advocated for more training on the policy and also shared comments of disapproval of the current cell phone policy.
- Jenn Horne, CHS Teacher, expressed gratitude to colleagues, the CEA union, and administrators. She then reiterated her concern around the issue of cell phones in school and stated that the current policy of keeping phones off and away all day isn't enforced, leading to constant distraction and hindering learning. Ms. Horne advocated for a school-wide ban where phones are kept in locked pouches (Yonder pouches) throughout the day and highlighted the positive media coverage of schools using this approach.
- Katherine Jenkins Djom and Jackie Morris, restorative justice facilitators with Central Virginia Community Justice, reflected on their work with students at CHS to provide restorative justice facilitation. They believe restorative justice is about humanization, finding solutions, and fostering collective problem solving. They have supported over a dozen incidents and 40 students so far. They are grant-funded and would love to continue their work next year.
- Chris Beyers, CSA at Charlottesville High School, spoke about the potential need for additional training for CSAs if the school board votes against having police officers in the school. He shared that CSAs feel they should be compensated more for this additional training.
- Reginald Anderson, CSA at Charlottesville High School, shared comments of concern about having police in the building. He stated that since the past situation in November, CSAs have built good relationships with students and prevented similar incidents. He advocated that any additional funding should go towards improving the entire school district, including teacher pay and student resources.
- Kea Anderson, CSA at Charlottesville High School, stated that she is not opposed to school resource officers, adding that it's crucial to have someone who possesses the right temperament for a school environment, someone who can contribute to positive change. This is key, especially during the selection process. Everyone here is part of a larger team. Ms. Anderson stated that she doesn't want the vital role of CSAs to be downplayed or neglected as they significantly contribute to the daily

functions of care and safety in schools. Duties go beyond monitoring hallways, breaking up fights, confiscating items, and checking bathrooms. In a sense, they are first responders and are often the ones who decide whether a student is removed from class or leaves on their own. They are their first point of contact for a variety of issues and act as mentors, counselors, or even nurses before directing them to the appropriate professional. Each relationship built with a student is unique. Ms. Anderson urged the Board to recognize the hard work and dedication of CSAs.

- Morgan Rose, CSA at Charlottesville High School, shared a story about connecting with a student's relative at the dentist. This chance encounter highlighted the impact CSAs have on students, even those facing challenges. Ms. Rose emphasized that beyond ensuring safety, CSAs provide crucial emotional support for students who might lack it at home.
- Terrance Ragland, CSA at Charlottesville High School, shared comments of opposition to implementing SRO's at CHS and highlighted that there are African American male students that are not comfortable around police.
- President Shannon Gillikin of the Charlottesville Education Association (CEA) presented a resolution passed by the CEA elected representative assembly. The resolution opposes the school board's proposal to employ police officers in schools and argues that such a program lacks community and staff input, and that resources would be better directed towards restorative justice programs and mental health support staff. Follows is a copy of the text:
 - RESOLVED, that the Charlottesville Education Association, the union representing the faculty and staff of Charlottesville City Schools, acting through our elected Representative Assembly, opposes the employment of police officers in our school buildings as currently proposed by Kim Powell and the school board. The process thus far has not included adequate feedback from the staff or community members. Moreover, the proposal is flawed for two primary reasons:
 - Evidence clearly indicates that police officers in schools do not increase school safety, and lead to large increases in student arrests for trivial offenses, which is counterproductive to creating a safe learning environment for all students.
 - Moreover, the money that would be spent employing police officers in our schools could be used much more effectively for restorative justice and community outreach programs, and/or additional social workers and counselors.
 - We therefore call on the Charlottesville City School Board to vote against moving forward with the Youth Resource Officer program that has been put forward by the school division staff.
- Laura Sirgany voiced opposition to police in schools and argued such a program exacerbates racial inequalities in punishment and creates a climate of fear that harms students' mental health. Ms. Sergani proposed alternative solutions backed by evidence, urging the board to invest in staff training for better behavior management, increased on-site mental health professionals, and student collaboration through research projects. She emphasized the need to fulfill the district's commitment to racial justice by prioritizing these measures that strengthen, not weaken, the school community.
- Christine Esposito, Gifted Specialist at Walker, spoke against police officers in schools highlighting the success of Care & Safety Assistants (CSAs). Ms. Esposito encouraged the board to prioritize desperately needed instructional positions like math and reading specialists, and mental health professionals, especially considering the recent budget gap. She also highlighted the ineffectiveness and cost of police in schools in addition to the potential negative impact on the student learning environment.
- Natalie Aviles shared voting no for SRO's Natalie Aviles, a parent and professor of Theology, shared comments of opposition to bringing back the YRO program. Her concerns are ineffectiveness, racial bias, and loss of administrator control in situations. She urged the board to consider these points and invest in proven programs like mental health support instead.
- Ian Mullins, a Charlottesville resident with a child in the school system, stated his opposition to returning SROs to Charlottesville City Schools and urged the board to reject the YRO program and focus on social workers, restorative justice, and supporting educators.

- Nick Stiner, a parent of two in Charlottesville City Schools, spoke against the proposal to bring back School Resource Officers (SROs). He argued that there wasn't clear evidence of benefit, funding for SROs could be better spent elsewhere, and the decision lacked proper exploration and community involvement. He believes the proposal is a way to avoid addressing the root causes of violence at the high school. Instead, he urged the board for transparency, trust, leadership, and collaboration with the community.
- Alix Heintzman, parent of two in Charlottesville City Schools, addressed the Board with comments opposing putting police back in schools. She advocated for funding CSAs, substitutes, and reading/math specialists instead of SROs. Ms. Heintzman shared examples of discriminatory and ineffective behaviors by SROs.
- Mimi Fitzpatrick, former student and parent of two in Charlottesville City Schools, addressed the Board with comments opposing SROs in schools. Ms. Fitzpatrick applauded the positive shift towards focusing on social emotional learning but noted the lack of funding to support teachers and students with well-trained mental health professionals in the capacity that is truly needed.
- David Beling, student at Charlottesville High Schools, opposed putting police back in schools and advocated for directing funding to things that uplift students and faculty.
- Katherine Laughon, former SRO Committee Member and CCS Parent, also opposed to returning SROs to the schools and shared comments about her experience as a committee member and the rationale on the committee's decision to remove SROs.
- Zyahna Bryant, Charlottesville High School Alum, addressed the Board with comments opposing putting police back in schools and shared reflections from her participation in founding the Black Student Union to elevate student voice around equity in Charlottesville City Schools.
- Emily Axelbaum, Clark Elementary Teacher, opposed putting SROs back in schools and advocated for additional security options in lieu of SROs.
- Amel Gorani, parent of a student at Charlottesville High School, opposes putting SROs in schools and advocated for alternative models.
- Maggie Pfuntner, Walker Upper Elementary School Teacher, opposes putting SROs in schools and encouraged the Board to listen to staff, parents, community members, and CSAs.
- Nic McCarthy-Rivera, History Teacher at Charlottesville High School, opposes putting SROs in schools and advocated for strengthening our restorative justice model.
- Josh Scott, Jackson-Via Elementary School parent, addressed the Board also in opposition to putting SROs in schools. Mr. Scott shared that as a black man he has personal traumatizing experience with police and advocated for more data and significant community engagement.

6.2 Comments from Students: Student comments are included above in 6.1 Comments from the Community.

7.1 Student Representative Report: Rayquel Allen, Student Representative was not present. Ms. Larson-Torres read an email from Ms. Allen, Student Representative, into the record that included comments of concern around Youth Resource Officers being reimplemented at Charlottesville High School. The email included examples of personal negative experiences with police and systemic issues. Ms. Allen also advocated for CSA training on de escalation practices.

8.1-7 Adoption of Consent Agenda: The following items were included in the consent agenda; [Personnel Recommendations, March 28, 2024 School Board Meeting Minutes, May 2, 2024 School Board Meeting Minutes, Business, Financial, Routine Reports, Approval - 2024-2025 School Board Meeting Schedule](#), and [Authorization of Signature in Absence of Division Superintendent through June 30, 2025](#). 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. Dooley, Mr. Morse, Mr. Meyer, Ms. Richardson, and Ms. Larson-Torres, voting aye. 6 ayes, 0 nays Ms. Cooper abstained from voting.

Action Items

9.1 Approval - School Resource Officer Model: On March 7, 2024, the Charlottesville City School Board received information and recommendations on the Youth Resource Officers that connect the Cambridge (MA) Police

Department with Cambridge Public Schools to explore its potential use within the existing Care & Safety Assistants (CSA) Model. At the Saturday, May 18, School Board work session, Charlottesville City Schools Superintendent Dr. Royal A. Gurley, Jr. and Charlottesville Police Chief Michael Kochis provided details and answered questions around the model and outlined what the model would look like if implemented in Charlottesville as a complement to the CSA Model.

Ms. Burns made a motion, seconded by Mr. Morse, to postpone this motion until the March 27, 2025 board meeting at which time Dr. Gurley will present his final recommendations to the board after a thorough process has been followed including but not limited to periodic progress reports at the October 19, 2024 and December 7, 2024 board meetings. Upon a roll-call vote, the motion carried with Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Morse, Mr. Meyer, Ms. Richardson, and Ms. Larson-Torres, voting aye. 7 ayes, 0 nays.

9.2 Approval - 2023-2024 Title I Application: On May 2, 2024, Federal Programs applications were presented by Stacy Reedal (Title I), Maria Lewis (Title II), Dr. Jeannie Pfautz (Title III), and Patrick Farrell (Title IV). The Federal Programs applications were presented for approval.

Ms. Dooley made a motion, seconded by Mr. Morse, to approve the 2023-2024 Title I Application. Upon a roll-call vote, the motion carried with Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Morse, Mr. Meyer, Ms. Richardson, and Ms. Larson-Torres, voting aye. 7 ayes, 0 nays.

9.3 Approval - 2023-2024 Title II Application: On May 2, 2024, Federal Programs applications were presented by Stacy Reedal (Title I), Maria Lewis (Title II), Dr. Jeannie Pfautz (Title III), and Patrick Farrell (Title IV). The Federal Programs applications were presented for approval.

Ms. Dooley made a motion, seconded by Mr. Morse, to approve the 2023-2024 Title II Application. Upon a roll-call vote, the motion carried with Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Morse, Mr. Meyer, Ms. Richardson, and Ms. Larson-Torres, voting aye. 7 ayes, 0 nays.

9.4 Approval - 2023-2024 Title III Application: On May 2, 2024, Federal Programs applications were presented by Stacy Reedal (Title I), Maria Lewis (Title II), Dr. Jeannie Pfautz (Title III), and Patrick Farrell (Title IV). The Federal Programs applications were presented for approval.

Ms. Dooley made a motion, seconded by Mr. Morse, to approve the 2023-2024 Title III Application. Upon a roll-call vote, the motion carried with Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Morse, Mr. Meyer, Ms. Richardson, and Ms. Larson-Torres, voting aye. 7 ayes, 0 nays.

9.5 Approval - 2023-2024 Title IV Application: On May 2, 2024, Federal Programs applications were presented by Stacy Reedal (Title I), Maria Lewis (Title II), Dr. Jeannie Pfautz (Title III), and Patrick Farrell (Title IV). The Federal Programs applications were presented for approval.

Ms. Dooley made a motion, seconded by Mr. Morse, to approve the 2023-2024 Title IV Application. Upon a roll-call vote, the motion carried with Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Morse, Mr. Meyer, Ms. Richardson, and Ms. Larson-Torres, voting aye. 7 ayes, 0 nays.

9.6 Approval - 2024-2029 Local Plan for the Gifted: On May 2, 2024, Dr. Anna Isley, Coordinator of Professional Learning and Gifted Education, presented the 2024-2029 Local Plan for the Gifted for Board information. The local plan was presented for action.

Ms. Dooley made a motion, seconded by Mr. Morse, to approve the 2024-2029 Local Plan for the Gifted. Upon a roll-call vote, the motion carried with Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Morse, Mr. Meyer, Ms. Richardson, and Ms. Larson-Torres, voting aye. 7 ayes, 0 nays.

9.7 Approval - Grading Policy IK: Reporting Student Progress and Grades: On May 2, 2024, Dr. Katina Otey, Chief Academic Officer, presented Draft Policy IK: Reporting Student Progress and Grades for Board consideration. Policy IK was presented for action.

Mr. Meyer: During our last discussion on this topic, a question arose regarding consequences, particularly those raised by a teacher today about timeliness. While I understand the equity model and its principles, if a student doesn't turn in an assignment, can they still face non-grading consequences? Is that an option for teachers under this policy?

Dr. Otey: As I mentioned before, we prioritize learning over penalizing behavior. Our goal is to prepare students for success beyond school, so we'll have conversations with students, set clear expectations, and involve parents. While points may not be deducted for late work, there can be other consequences, but the focus remains on supporting students, not punishing behavior.

Ms. Larson-Torres: I'm concerned about supporting staff who are facing challenges with this new approach. Is there a plan for follow-up to gather concrete data on its impact on student success? While accountability isn't necessarily the focus, it seems like there might be some areas for improvement. Ultimately, we all want our students to thrive. So, could you elaborate on who you'll be following up with? Is the plan to directly reach out to students as well?

Ms. Dooley: While I'm in favor of approving this policy today, I believe there's a separate informational item coming up that will delve deeper into grading expectations. Since this policy focuses on the broader framework and avoids implementation specifics, I recommend we approve the policy now and wait for the presentation to address any outstanding questions.

Ms. Dooley made a motion, seconded by Mr. Morse, to approve Grading Policy IK: Reporting Student Progress and Grades. Upon a roll-call vote, the motion carried with Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Morse, Mr. Meyer, Ms. Richardson, and Ms. Larson-Torres, voting aye. 7 ayes, 0 nays.

9.8 Approval - CCS Division Literacy Plan: On May 2, 2024, Stacy Reedal, Literacy Coordinator, PreK-12, presented the Division Literacy Plan for Board information. The literacy plan was presented for action.

Ms. Dooley made a motion, seconded by Ms. Cooper, to approve the CCS Division Literacy Plan. Upon a roll-call vote, the motion carried with Ms. Burns, Ms. Cooper, Ms. Dooley, Mr. Morse, Mr. Meyer, Ms. Richardson, and Ms. Larson-Torres, voting aye. 7 ayes, 0 nays.

Items for Discussion

10.1 Overview of Grading Expectations: Dr. T. Denise Johnson, Supervisor of Equity and Inclusion, and Dr. Anna Isley, Coordinator of Professional Learning and Gifted Education, presented the Overview of Grading Expectation for Board information. Information presented included an Overview of Equity-Based Grading, Grading Procedures, Transition Plan & PL Support, Communication, Questions/Concerns.

Ms. Richardson: My main concern is around parent engagement. How will we keep parents informed and involved during this transition to the new grading scale?

Dr. Johnson: We understand this is a significant change, and parent communication is a priority. We'll begin planning communication strategies this summer. We recognize this is a shift in mindset as well as communication style, as we all move away from traditional grading practices. We plan to utilize a variety of methods to keep everyone informed, including forums, interactive workshops, email blasts, and our parent communication app.

Ms. Dooley: While I acknowledge the significant effort involved, I'm very excited about this initiative. It empowers teachers and restores the professionalism that can sometimes be diminished by relying solely on automated grade book calculations. This approach prioritizes teachers' deep understanding of their students and the curriculum,

allowing them to assess knowledge mastery rather than get bogged down by a traditional 100-point scale or eliminating zeros and fifties. I'm eager to move beyond that and see teachers reclaim their professional agency in grading. It won't be easy – there's a lot of work to be done.

10.2 [2024-2025 Policy Updates](#): Carolyn Swift, Director of Assessment and Accountability, and the Executive Leadership Team presented the 2024-2025 Policy Update for Board consideration upon first reading. Virginia Code 22.1-253.13(7) requires that School Boards review all policies, at a minimum, every five years. In addition, the Board's policy service provider, The Virginia School Boards Association (VSBA), provides updates for consideration by the Board. Staff has reviewed a number of existing policies for revision, deletion, or review. A table summarizing the types of changes in each policy is attached. The Board will take action on August 1, 2024.

Ms. Larson-Torres: Following up on a related point, and because it's policy-related, I wanted to bring to your attention a potential discrepancy. I believe there's a reference in the Charlottesville City Schools policy (KNAG) that might conflict with the CPD policy we just discussed. We'd talked about this briefly before. I've shared some notes with you on this, so please take a look. As always, it would be helpful to keep the entire board informed as you move forward, ensuring all members are aware of this potential issue.

10.3 [Pre-K Summary](#): Sheila Sparks, Coordinator of Preschool and Family Support, presented the Pre-K Summary for Board information. Information presented included Purpose of the Preschool Program, State and Local Funding, Slots vs Seats, Coordinated Enrollment, VQB5, Partnerships and Initiatives, and Next steps.

Ms. Dooley: As we prepare to meet with legislators, a key point to consider is the allocation of preschool slots. Currently, funding is designated specifically for four-year-olds and three-year-olds. Ms. Sparks, perhaps we could advocate for the General Assembly to change this to a total preschool allocation, offering more flexibility for enrollment decisions.

Ms. Sparks: The current system requires manipulation to ensure we meet enrollment needs. Mixed-delivery slots serve preschoolers, regardless of age. Initially, three-year-old slots were a pilot program, but that's no longer the case. Frankly, a shift back to segregated funding would likely cause significant resistance. It's time to consider a broader "preschool allocation" category, allowing for more flexible placement based on individual needs. Currently, I have to inflate enrollment numbers to secure funding for all eligible children.

Mr. Meyer: With the recent closure of the MACAA preschool program, are the ten additional slots we see a significant increase? I imagine there were many more students impacted.

Ms. Sparks: The closure of MACAA's Head Start program affected more than ten children. However, a new organization, CDI Community Development Institute, has stepped in to continue running the program. When this transition happened, we at Charlottesville City Schools worked with MACAA staff to identify and successfully absorb all Charlottesville resident children enrolled for the remainder of the school year. We're prioritizing these children for potential enrollment come August to ensure they have a smooth transition. Their well-being within our city school system is a top priority.

Ms. Burns: Currently, preschool programs run from 7:45 am to 2:30 pm. Many parents work longer hours. I'm interested in learning how we're partnering with community agencies to bridge this after-school gap until parents finish work. What kind of support systems are available for these families?

Ms. Sparks: We do identify families with extended work hours during the preschool application process. While enrolled children can choose up to three programs, our priority is to place them in schools with mixed-delivery or early learning scholarship options that might offer extended hours. This is an area we're actively exploring.

The future Early Learning Center will likely provide more flexibility. In the meantime, I'm gathering data on Charlottesville resident children utilizing Child Care Subsidies, early learning scholarships, or mixed-delivery programs. We collaborate with these partner agencies to find the best placement for each family's needs.

However, it's important to understand that our current program hours are driven by funding limitations. Child care subsidy requirements have specific time constraints, and elementary schools aren't structured to accommodate extended care at present. The Early Learning Center, with its dedicated focus on early childhood education, could potentially offer more flexible solutions in the future.

Ms. Burns: Following up on our discussion about family engagement and enrollment, I'm curious about outreach initiatives. Ms. Sparks, or perhaps Dr. Johnson with her equity focus, could you elaborate on how we're reaching out to families in the community? How are we informing them about this preschool program as an option for their children?

Ms. Sparks: Our program has a strong reputation, and many families with older children in our elementary schools are already familiar with it. However, we understand there are also new families who may not be aware. To address this, we've implemented several outreach strategies:

- Collaboration: We're partnering with organizations like City of Promise, Greenstone on Fifth, Friendship Court, and Kindewood to connect with families in those communities.
- Targeted Communication: We identify Charlottesville resident siblings of preschool age and directly mail them program information.
- Accessibility: Our digital application process is a major advantage. It's available in multiple languages and can be completed on a phone, making it convenient for most families.
- Community Partnerships: We collaborate with the Department of Social Services. Elanor Barice, a staff member jointly employed by Charlottesville City Schools and DSS, connects with benefits workers, child care subsidy staff, and self-sufficiency program personnel to spread awareness.
- Internal Communication: We utilize ParentSquare messages and our website to keep families informed.

Ms. Cooper: I have a question about the GoToGrow application and the registration process. For some parents, especially those facing language barriers or who may find the process complex, could we pre-populate some information in the application to reduce redundancy?

Ms. Sparks: That's a very valid concern, Ms. Cooper. We've actually been discussing this for some time now – about a year or a year and a half ago. The goal is to explore the possibility of downloading data from GoToGrow and uploading it directly into either GoToGrow or PowerSchool. Unfortunately, there were initial technical hurdles on the GoToGrow platform that prevented us from moving forward. However, I believe we're nearing a solution. Patrick Moctezuma, Manager of Enterprise Systems, Anne Skipper, Technology Support Specialist, and I have been working collaboratively to address these challenges. While we're not quite there yet, it remains a priority for us to streamline the registration process, especially for families facing potential language or comprehension barriers.

Ms. Larson-Torres: It's been a privilege to witness the growth and evolution of this program over the years. I fondly remember volunteering for the in-person paper application process a few years back. The excitement was palpable – people knew about the program and arrived early for their time slots. It was a heartwarming experience to connect with families and children in such a personal way, with food and snacks adding to the welcoming atmosphere.

Of course, the pandemic presented challenges, but we successfully adapted with virtual Zoom meetings. The transition to the GoToGrow application brought its own learning curve, with initial concerns about bugs, language accessibility, and equity. However, I've been incredibly impressed by the collaborative spirit displayed by all our partners, as Ms. Sparks mentioned earlier. Their dedication to meeting the needs of our youngest community members and students is truly inspiring. These partners play a vital role in placing children appropriately.

I recall the initial discussions surrounding GoToGrow, focusing on glitches, potential improvements, and ensuring equitable access for all families, particularly those with language barriers. It's been exciting to see the app's flexibility and how it's designed to accommodate diverse needs.

10.4 Gifted Annual Review 2021-2024: Dr. Anna Isley, Coordinator of Professional Learning and Gifted Education, and Ashley Riley, Gifted Resource Teacher, presented the Gifted Annual Review for 2021-2024 for Board information. The State Department of Education asks each gifted local advisory committee to “review annually the local plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The recommendations of the advisory committee shall be submitted in writing through the division superintendent to the school board.” After completing a gifted program evaluation, the gifted advisory committee reviewed and approved the Annual Review at its May meeting. Information presented included Strategic Plan, Identification, Professional Learning, Elementary Services, and Secondary Services.

Mr. Meyer: Your presentation was very informative. You mentioned that a large number of students are identified as gifted. Do you have a specific percentage?

Dr. Isley: Thank you. We're currently finalizing our gifted student identification process for this year. While we don't have the complete data yet, our preliminary results from March indicate that 78% of students in grades 4 to 12 were identified as gifted.

Mr. Morse: Could you elaborate on the gifted advisory meetings?

Dr. Isley: Certainly. The gifted advisory committee consists of staff members and community representatives, including Ms. Larson-Torres. Additionally, our gifted resource teachers (GRTs) meet monthly. Is that what you were referring to?

Mr. Morse: Yes, please provide more details on the GRT meetings.

Dr. Isley: Our K-4 GRTs collaborate for an afternoon each month. This allows us to improve consistency across schools, align lessons with standards and core resources, and develop shared projects. For example, they've already started planning lessons for the new math standards. These meetings also serve as a space for GRTs to discuss and reflect on their teaching practices.

10.5 YMCA Update: Kim Powell, Chief Operations Officer, introduced Missy Corbin, Chief Operations Officer, and Bonita Patton, VP of Youth Development for the Piedmont Family YMCA, who presented an update on the afterschool program partnership. Information presented included History, Enrollment, Enrollment History, 2023-2024 Waitlist, Rates, December 2023 Survey Results, Parent Advisory Committee, Community Partners, and What's Next?

Mr. Meyer: Thank you. My children really enjoy your program and we appreciate the enriching curriculum. I'm excited about the program's potential and believe you're a valuable partner. We've participated in the teacher workday program and would love to see after-school care offered on those days. Many families in our neighborhood would benefit from this. I'm glad to hear you're aiming to increase enrollment to 350+ students. What changes are being made to accommodate the current waitlist of 93 students?

Ms. Corbin: We've adjusted our hiring process to start recruiting in January and February to secure staff earlier. Licensing requirements pose a challenge, but we've streamlined the onboarding process and created a dedicated recruitment position. By offering additional support like free CPR and first aid training, we aim to reduce barriers for potential staff and ensure they're ready to start working quickly.

Ms. Burns: I agree with Mr. Meyer regarding the potential for expanded after-school care options on teacher workdays. I'm also very interested in the pre-K after-school program.

I'd like to highlight the December 2023 survey results, which show that several Charlottesville City School staff members are successfully transitioning from school-based roles to positions at your organization. It's great to see these talented individuals taking on new responsibilities and contributing to your team.

Ms. Dooley: I want to echo Mr. Meyer's appreciation for the after-school program. My child loves it, and Mr. Payne and Mr. Nico are like celebrities at our house. Thank you for your work.

I'm wondering if there are opportunities for our HR team to partner with you to streamline the background check process, including fingerprinting and TB testing.

Also, I wanted to mention how impressed I was with your booth at the River Festival. It was incredibly engaging and creative.

Ms. Larson-Torres: Thank you for all you do for our students. I'm curious about the waitlist. You mentioned checking back with families; could you share how many families actually accept a placement versus finding alternative care?

Ms. Corbin: I don't have the exact figures on hand, but when school started, we had a waitlist of around 90-94 families. After contacting them in September and October, approximately 47-48 families enrolled in the program.

Ms. Larson-Torres: Is there a deadline for applying to the program, or is enrollment open year-round? Also, I'm curious how many families inquire about the program after the school year has started.

Ms. Corbin: Applications are open year-round. One of our biggest challenges this year was staffing. Due to licensing regulations, we rely heavily on Instructional Assistants (IAs), but they often arrive after the program has started. This staffing shortage has impacted our ability to fully serve all enrolled students. We're working closely with school principals to address this issue.

10.6 [CHS 50th Anniversary \(Golden Memories\)](#): Dr. T. Denise Johnson, Supervisor of Equity and Inclusion, presented a proposal for celebrating Charlottesville High School's 50th anniversary. The commemoration will include official school events, as well as opportunities for alumni and community members to host their own gatherings. The goal is to honor the school's history, engage alumni, and create a lasting legacy for future students.

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

12.1 [Comments from Members of the Community](#):

- Peter Davis, CHS Teacher, expressed concerns about the implementation of standards-based grading. He emphasized the need for adequate support for teachers during this transition, questioned how PLCs would be structured to accommodate the increased workload, and raised concerns about potential student accountability issues due to delayed implementation in certain subjects.
- Jenn Horne, CHS Teacher, expressed concerns about the proposed standards-based grading policy. She argued that the policy should emphasize rigorous curriculum, address student concerns about demotivation, and ensure equitable outcomes without compromising academic standards. She emphasized the need for a balance between rigor and support to prepare students for success in college and beyond.

13.1 [Board Member Comments](#):

- Ms. Richardson expressed excitement about joining the school board and navigating the new union. She also shared her anticipation for her son's upcoming graduation from Buford Middle School at Charlottesville High School.
- Ms. Dooley echoed Ms. Richardson's sentiments of appreciation for the work done by the board and division staff. She expressed optimism about implementing new processes and procedures to achieve positive outcomes. Ms. Dooley also shared her excitement for the upcoming Buford promotion ceremony and CHS graduation.
- Ms. Cooper expressed gratitude for the community input on the role of youth resource officers in schools. She highlighted the importance of community feedback on school safety and student well-being. Ms. Cooper

also shared concerns about the challenges faced by youth in the community, including difficulties with job applications and reading comprehension. She emphasized the need to consider these factors when developing the grading policy to ensure students are prepared for success after graduation.

- Mr. Meyer raised several concerns:
 - Cell phone policy: He expressed concern over the lack of a detailed implementation plan for the cell phone policy and emphasized the need for clarity on how it will be enforced.
 - Equitable grading: While supporting the concept of equitable grading, he emphasized the importance of consequences for missed assignments and poor performance, beyond simply adjusting grades. He suggested teachers should have flexibility in determining appropriate consequences.
 - UVA partnership: He expressed disappointment with a recent op-ed criticizing the district's college counseling services and questioned the nature of the partnership between Charlottesville City Schools and the University of Virginia. He suggested that the district should carefully consider the impact of UVA's actions on the school system.
- Ms. Larson-Torres expressed gratitude for the work of the school board and acknowledged the progress made in strengthening the board's collaboration. She also shared her excitement for the upcoming graduation ceremonies, particularly the Charlottesville High School graduation.

14.1 Superintendent's Comments: Dr. Gurley expressed gratitude for the opportunity to serve as superintendent for three years. He emphasized the importance of equity as an active process rather than simply a desired outcome. Dr. Gurley committed to continued work on equity initiatives and announced plans for a productive summer focused on strategic planning.

15.1 Work Session Wrap-Up: There were no requests from the Board.

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

17.1 Adjourn: The meeting adjourned at 8:12 p.m.

A video of the May 30, 2024 meeting can be located at:

https://drive.google.com/file/d/1pCS_NpLUB0iqNG9YTFa0uzzsjUgBw448/view?usp=drive_link

Lisa Torres, School Board Chair

Julia Green, School Board Clerk