



MINUTES
SCHOOL BOARD MEETING
CHARLOTTESVILLE CITY SCHOOLS
Booker T. Reaves Media Center, Charlottesville High School
Thursday, March 5, 2020 (5:00 PM)

1.1 Call to Order: School Board Chair Jennifer McKeever called the meeting to order at 5:00 p.m.

Ms. McKeever informed those in attendance that Dr. Rosa Atkins, Division Superintendent, and Ms. Kim Powell, Assistant Superintendent of Finance and Operations, were not present as they were attending the Charlottesville City Council Budget Work Session. She also noted that Mr. Bryant was absent due to illness.

2.1 Moment of Silence: School Board Chair Jennifer McKeever asked all those present to observe a moment of silence.

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

4.1 Roll Call:

The following Board Members were present:	Ms. Jennifer McKeever	Dr. Sherry Kraft
	Ms. Leah Puryear	Mr. Ned Michie
	Mr. Juandiego Wade	Ms. Lisa Torres
	Ms. Lashundra Bryson Morsberger	Student School Board Representative

The following Board Members were absent: Mr. James Bryant

The following Staff Members were present:	Mr. Jeff Faust	Mr. James Henderson
	Ms. Renee Hoover	Dr. Kendra King
	Ms. Beth Cheuk	Ms. Denise Johnson
	Ms. Leslie Thacker	Dr. E. Diane Behrens
		Ms. Julia Green

The following Staff Members were absent: Dr. Rosa Atkins Ms. Kim Powell

5.1 Approval of Proposed Agenda: Mr. Wade made a motion and Sherry Kraft seconded to approve the proposed agenda. Upon a roll call vote the motion carried with Ms. McKeever, Ms. Bryson Morsberger, Ms. Torres, Dr. Kraft, Mr. Wade voting yes. Ayes: 5 Nay: 0. The motion carried 5 - 0.

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

7.1 Board Member Comments: Dr. Kraft stressed the importance of the community supporting the school board budget and advocating to the Charlottesville City Council for funding. She also announced that Parent University will be held on March 14, 2020 at CHS from 10:30 a.m. until 1:00 p.m.

Ms. Torres announced that the Piedmont Regional Education Program (PREP) annually hosts a Life after High School and Transition Resource Fair which is scheduled for March 21, 2020. She also announced a Special Education Advisory Committee (SEAC) meeting on April 22, 2020 at 5:30 p.m. at Clark Elementary School.

Ms. Bryson Morsberger announced that Freedom Liberation Day is this week and includes many events. Additional information can be found on the Jefferson School African American Heritage Center website.

8.1-6 Adoption of Consent Agenda: Items from the consent agenda included **Personnel Recommendations, Business, Financial, Routine Reports, [Minutes from the February 11, 2020 School Board Meeting](#), [Minutes from the February 20, 2020 School Board Meeting](#), [Business, Financial, Routine Reports](#), and [Grant Awards](#).**

Dr. Kraft made a motion, seconded by Mr. Wade, to approve the adoption of the consent agenda. Upon a roll call vote the motion carried with Ms. McKeever, Ms. Bryson Morsberger, Ms. Torres, Dr. Kraft, Mr. Wade voting yes. Ayes: 5 Nay: 0. The motion carried 5 - 0.

9.1 [FY 2021 Budget Update - Reduction to Health Insurance](#): Kim Powell, Assistant Superintendent for Finance and Operations, presented the FY2021 Budget Update - Reduction to Health Insurance item for Board information. Information presented included:

Health Insurance Increase reduced from 15% to 10% - \$425,000 savings

- Employee benefit plans unchanged
- Employer & Employees share in the increase
- Employee per pay cost increase ranges from \$2 to \$36 depending on plan and tier

Dr. Kraft made a motion and Mr. Wade seconded to approve the Original motion to take action to reduce the FY 2021 budgeted health insurance cost by \$425,000 for a total budget of \$91,709,958. Upon a roll-call vote being taken, Ms. McKeever, Ms. Bryson Morsberger, Ms. Torres, Dr. Kraft, Mr. Wade voting yes, Ayes: 5 Nay: 0. The motion Carried 5 - 0.

Items for Discussion

10.1 [CLASS/YMCA Partnership](#): James Henderson, Associate Superintendent for Curriculum & Instruction, and Ms. Beverly Catlin, Coordinator of Instruction, presented information on the proposed CLASS/YMCA Partnership. Information presented include:

- The Planning Team: Beverly Catlin, CLASS Program Coordinator; Tracy Coleman, Senior Site Director; Suzan Roberts, Office Manager/Bookkeeper; CLASS Site Directors; Jessica Maslaney Piedmont Family YMCA Chief Executive Officer; Missy Corbin, Piedmont Family YMCA Chief Operating Officer; Roderick Howard, Piedmont Family YMCA Branch Executive Director; Bonita Patto, Piedmont Family YMCA Senior Youth & Family Director
- What's New - Part 1
 1. Provide registration online (YMCA) or in-person (at CLASS Office)
 2. Offer automatic bill payment system – YMCA platform
 3. Increase capacity to no more than 90 children per site
 4. Guarantee spot for any child who:
 - Is registered during the 1st week of registration (May 4–8) and
 - Falls within the 90-child capacity at that site
 5. Offer only full-time enrollment

- Walker has separate rate (less after school time, EDGE clubs, rehearsals)
- 6. Eliminate CLASS waitlist
 - Parents can ask to be notified if child withdraws and opening occurs
- 7. Have YMCA assist with recruiting group leaders

School		Enrollment	Full + Part time	Waitlist	Potential Increase
Burnley-Moran		84	62 + 22	0	+6
Clark		36	30 + 6	13	+54
Greenbrier		60	50 + 10	37	+30
Jackson-Via		52	47 + 7	3	+38
Johnson		82	71 + 11	0	+8
Venable		72	57 + 15	46	+18
Walker		30	29	0	+60
TOTAL		416	348 + 68	99	+214

- What's New - Part 2
 1. Provide registration online (YMCA) or in-person (at CLASS Office)
 2. Offer automatic bill payment system – YMCA platform
 3. Increase capacity to no more than 90 children per site
 4. Guarantee spot for any child who:
 - Is registered during the 1st week of registration (May 4–8) and
 - Falls within the 90-child capacity at that site
 5. Offer only full-time enrollment
 - Walker has separate rate (less afterschool time, EDGE clubs, rehearsals)
 6. Eliminate CLASS waitlist
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- What's The Same
 - Keep current registration fee and tuition rate
 - Maintain sliding scale with current levels & fee structure
 - Offer morning program at Walker School (7:30–8:30 AM)
 - Continue with our afternoon schedule at each site Play time, quiet/homework time, enrichment activities, snacks, clubs
 - Offer children an afternoon snack at no cost
 - Have staff continue as CCS employees
 - Continue to involve CLASS Parent Advisory Committee

- Moving Forward
 - Provide a needed resource to the community
 - Increase the role of the YMCA
 - Have a seamless transition
 - Continue to offer a quality program
 - Expand partnership between YMCA and CCS i.e. Safety Around Water, Summer Learning Loss, Youth and Government
- The mission of the CLASS program is to keep youth active, learning and engaged during out-of-school time in a quality, safe and nurturing environment.

- Benefits of the Partnership
 - CLASS program stays in our schools
 - More children can participate; waitlist goes away
 - Tuition rate and sliding scale remain the same
 - Parents can choose to register and pay online; no more waiting in line
 - YMCA helps recruit group leaders
 - Children continue in a quality program

Ms. McKeever expressed appreciation for the collaboration between CLASS and the YMCA.

Ms. Bryson Morsberger asked about the waitlist and the 90 students at each site. Ms. Catlin responded that parents need to understand that once enrollment gets to the 90 student capacity then there will be a slim chance to get in. She added that with the increased 90 student capacity, none of our schools should reach that capacity since enrollment was not that high during the current year.

Mr. Wade stated that he serves on the CLASS committee and that he expects that this collaboration will help meet the needs of families. He added that it may take a year or so to work out all of the challenges but that he feels this is a good solution.

Dr. Kraft asked whether preschool students will be able to have after school care. Ms. Catlin responded that this will not happen initially but that the YMCA is looking into how they can serve the preschool community as well.

Ms. Bryson Morsberger suggested increasing rates for those at the top of the fee scale to alleviate some of the issues with the lower fee scales. Mr. Wade responded that the CLASS Committee looked into the suggestion last year and after discussion and consideration did not make any changes to the scale.

Ms. Torres asked if any of the part-time students are enrolled because they cannot afford the full time. Ms. Roberts responded there is only a \$20 difference from part time to full time so doesn't believe that is the issue.

Ms. Torres noted that there has been difficulty in the past finding staff for the CLASS program and asked whether the YMCA will be able to find enough staff to allow for the 90 student capacity. Ms. Catlin responded that Charlottesville Park & Recreation reached out and would like to help with recruiting staff as some of their part-time employees might benefit from working additional hours with the school division.

Ms. McKeever thanked the YMCA and CLASS representatives and noted that this item will be approved at the following meeting.

10.2 Pathway for Gifted Education: James Henderson, Associate Superintendent for Curriculum & Instruction, and Ms. Beverly Catlin, Coordinator of Instruction, presented information on the Pathway for Gifted Education including identification process, screening and referral, data considered, new pathways, and measuring success.

New Pathways for Gifted Education:

Gifted Services

- All students in general education classrooms receive differentiated learning experiences.
- K–6 Gifted Resource Teachers
 1. Support the design and implementation of lessons
 2. Address English and math standards
 3. Engage students in productive struggle with depth, breadth and complexity
 4. Offer continual and sequential services
 5. Distribute time across grade levels & content areas.

Identification

- Grades K–2: nurture talent potential
- Grades 3–12: gifted identification
- Areas of Giftedness
- Specific Academic Aptitude – English
- Specific Academic Aptitude – Math
- Identification process is completed each spring

Screening & Referral

- Universal screening annually of every student in grades 3–12
- No parent or teacher referral is necessary
- Every student is automatically considered for gifted services
- Parent can deny permission for child to be considered for gifted identification
- Opt-out form available at each school and online

Data Considered

- Academic Tier in English and in math
- Charlottesville Tiered Systems of Supports
- National and/or state assessments
- ACCESS for ELLs, AP exam, MAP, PSAT, SAT, SOL
- Division term assessments
- Record of previous achievements
- Awards, honors, grades, etc.
- Student products and portfolios

Identification Process

- Use universal screening
- Identify annually every student who:
 - Responds fully to Tier 1 instruction in the general education classroom setting and
 - Participates in assessments based on grade-level standards

New Pathways - Art:

- Our Proposal:
 - Continue offering differentiated art curriculum designed to address artistic needs of all students enrolled in art class.
 - Continue after-school experiences but expand offerings to any student enrolled in art class.
 - Redesign after-school experiences for CHS students

As a result the division will:

- Discontinue identification of students gifted in visual arts
- Discontinue the use of the term ArtQuest

New Pathways:

- Art Goals of In-school and After-school Experiences
 - Cultivate talent
 - Present artistic learning and challenge
 - Refine skills of visual literacy and communication through artistic production
 - Support students in development of ideas with personal and cultural relevance
 - Engage students in visual creative process from idea formation, skill development, and artistic development
 - Encourage students to embrace new and challenging art perception and production

New Pathways: Art

Current Model: ArtQuest	New Model: Art Extensions
WALKER & BUFORD <ul style="list-style-type: none">· Differentiated art instruction· After-school seminars – 1 hour per week, 20 weeks· ArtQuest identified only	WALKER & BUFORD <ul style="list-style-type: none">· Differentiated art instruction· After-school seminars – 1 hour per week, 20 weeks· Any student enrolled in art class
CHS <ul style="list-style-type: none">· Differentiated art instruction· Studio Art and AP Art· After-school seminars· ArtQuest identified only	CHS <ul style="list-style-type: none">· Differentiated art instruction· Studio Art and AP Art· After-school seminars/studio time· Any student enrolled in art class

Measuring Our Success:

- Staff Input
 - Response to direct services – are teachers receptive?
 - Degree of collaboration
 - Participation in PLCs
 - Use of and/or follow through with lessons
 - Participation in gifted education endorsement cohort
 - Feedback from administrators and teachers
- Student Input
 - Response to challenging curriculum
 - Use of and/or follow through with lessons
 - Feedback from students
- Parent/Community Input
 - GRT–iSTEM quarterly newsletter to all parents
 - Q & A sessions at PTO meetings
 - Gifted Parent Advisory Committee meetings
 - Meetings with community groups
 - Feedback from parents and community members

Dr. Kraft noted that some students receiving gifted education services have been saying that they are not being as challenged as they were before. Ms Catlin responded that staff has heard some of those comments as well.

Dr. Kraft asked how this will affect the number of Art Quest students currently being served. Mr. Eichorst responded that there will be an increase, especially at Walker Upper Elementary School.

Mr. Wade stated that normally you would only see a school district identify about 10% of students as gifted. Ms. Catlin shared that they have talked with the state and we have to start looking at our students in a different way.

Ms. Torres was wondering if the board really wants data or do we want to hear that the students have enjoyed and feel so much better with being in class together.

Ms. McKeever said that we will take this action item next month.

10.3 Equity Update: Beth Cheuk, Community Relations Specialist, and Denise Johnson, Supervisor of Equity and Inclusion, presented an update on recent Community Conversations on Equity. Information presented included:

Planning and Process

- 4 community meetings
- 1 staff-only lunch
- Student focus groups planned

Format

- Brief Greetings, Group Norms, Overview of Equity Work
- Small-Group Discussion
- Brief Share-Out and Next Steps

Discussion Questions

- What have you seen, heard, or noticed about the schools' equity work this year?
- What's going well (with the schools' work on equity)?
- What still needs to happen (with the schools' work on equity)?
- What is a sign you could point to in the future that would show that the schools have made progress on equity?

Ways of Promoting the Events

- 2 auto-announcements (robo-calls, emails, texts)
- Monthly newsletter
- Staff emails
- Posted on website
- Social media
- Printed flyers sent home with students
- Insert in Daily Progress
- Flyers/promotion with community partners
- Media coverage during the week of the events

Estimated Participation by Event

- CHS: 60
- Friendship Court: 18
- Boys and Girls Club: 30
- City of Promise: 25
- Staff: 25

Representation

- The participants at the community sessions did not reflect either Charlottesville's or our students' diversity.
- We can keep tweaking and organizing these large-group settings and our communication, but we are also being creative about informal networks and everyday feedback.

"Big Ideas" as Reported by Small Groups

- Listen to and support staff and students since it's "their experience"
- Hire more staff and admins of color -- and find ways to support them.
- These conversations are a positive sign.
- Using gifted as an example, measure the before/after to document progress so that if future stakeholders don't understand the changes, they will see the value of the new systems
- Communicate more and better.
- The work is not one-and-done, it's a "new normal."
- Aside from big program or policy shifts, it's important to create a culture where we can recognize and course-correct when we find interactions marked by bias-- either in our own actions or in our peers'. This is offered in the spirit of mutual growth, not "gotcha."

12 Most Frequent Ideas (Tentative)

1. Communicate our equity work more. When parents understand, they are supportive.
2. The community is aware of and generally supports the new elementary gifted model.

3. Support and listen to teachers so they can make these changes successful.
4. Teach families so they can support these efforts & lead conversations at home.
5. The community sees and supports efforts to make history, libraries, activities more diverse and inclusive. Let's do more!
6. These meetings and other update/feedback opportunities are welcomed and important.
7. Listen to students to inform the equity work. (And tell the community what they have to say.)
8. Keep engaging and empowering families. Building relationships is key.
9. Continue offering PL around implicit bias, restorative justice, etc. Include non-teachers.
10. Hire more teachers and administrators of color -- and find ways to support them.
11. The community's (and to some, the schools') commitment to equity is clear.
12. Counselors, social-emotional learning, social workers, mental wellness, community are important to this work. These efforts are seen and appreciated.

Next Steps

- Posting these observations on the web
- More deeply reviewing feedback, especially pertaining to data and measurement since that's a time-sensitive priority
- Directing program-specific feedback to the proper staff member
- Organizing student focus groups
- Continuing to communicate and listen to community members

Ms. Bryson Morsberger suggested that the Board have equity meetings on weekends and at different times to allow for additional community input. She also asked if students have reported different discipline measures.

Mr. Wade noted that the equity meetings he attended have been brutally honest and that he shares those fears and joys whether they are good or bad.

Ms. McKeever asked that board members receive information and be included in equity meetings.

Dr. Kraft asked Ms. Cheuk and Ms. Johnson how they feel equity work is going. Ms. Cheuk responded that the community has responded that we are going in the right direction while noting that equity work is never ending. Ms. Johnson responded that there is still a lot of work to do but that the division is committed to keep the work going.

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

12.1 Board Member Comments: Ms. Torres provided an update on recent attendance at a SEAC meeting, Equity meetings, and announced that Monday March 9 at CHS the community is invited to the Virginia Strategic Plan on Diversity and Inclusion with Dr. Underwood and Kevin McDonald from University of Virginia.

Mr. Wade announced that the Liberation and Freedom Days are happening this week and that information can be found on the Jefferson Center Heritage website.

Ms. Puryear thanked all regional superintendents for helping with the Piedmont Regional Education budget that will be approved the following week. She also thanked Dr. Standish for the help with the PEF Summer Camp.

Dr. Kraft attended the central Virginia VASBA meeting at Orange County High School and I really enjoyed getting a tour of the high school and seeing what all they are doing in their schools. I also went to Buford and saw the production that they had for black history month. I attended a few equity meetings and I really appreciate the talks that we have.

Ms. Bryson Morsberger noted that the public still has time to contact state officials and city council members to ask for full funding for our schools. She also provided an update on a visit to Johnson Elementary School.

Ms. McKeever stated that census day is April 1 and that it is important for everyone in the community to complete the census and be counted.

13.1 Superintendent's Comments: Mr. Henderson announced that Art Connections will be taking place over the next two weeks.

14.1 Work Session Wrap-Up - Dr. Kendra King: There was one request from the Board:

- During the Board Retreat: discuss how to measure Equity results

15.1 Upcoming Meetings: Ms. McKeever read the list of upcoming meetings and activities.

16.1 Adjourn: The meeting adjourned at 7:11 p.m.

A video of the March 5, 2020 meeting can be located at:

<https://drive.google.com/file/d/1b2WUs8T4QfLMfjymO6SSP7kDufvUlrym/view?usp=sharing>



Jennifer McKeever, School Board Chair



Julia Green, School Board Clerk