



**MINUTES
SCHOOL BOARD MEETING
CHARLOTTESVILLE CITY SCHOOLS
Hilton Richmond, 12042 West Broad Street, Richmond
Friday, May 31, 2019 (3:00 PM)**

1.1 Call to Order: Board Chair Jennifer McKeever called the meeting to order at 3:00 p.m.

2.1 Roll Call:

The following Board Members were present:

Mr. James Bryant	Dr. Sherry Kraft
Ms. Jennifer McKeever	Mr. Edmund Michie
Ms. Leah Puryear	Ms. Lisa Torres
Mr. Juandiego Wade	

The following Board Members were absent: None

The following Staff Members were present:

Dr. Rosa Atkins	Dr. Kendra King
Mr. Jeff Faust	Dr. Gary Blair
Mr. James Henderson	Ms. Renee Hoover
Ms. Kim Powell	Ms. Bev Catlin
Ms. Beth Cheuk	Ms. Denise Johnson
Ms. Leslie Thacker	Ms. Julia Green

The following Staff Members were absent: None

Approval of Proposed Agenda: Mr. Wade made a motion, seconded by Mr. Bryant to approve the proposed agenda. Upon a roll-call vote being taken, the motion carried with Mr. Bryant, Dr. Kraft, Ms. McKeever, Mr. Michie, Ms. Puryear, Ms. Torres, and Mr. Wade voting yes. 7 ayes, 0 nays.

Items for Discussion

3.1 Equity (Top 5 Equity Issues): Dr. Rosa Atkins, Beth Cheuk, Denise Johnson, Dr. Gary Blair, Dr. Rosa Atkins, Superintendent, and senior staff presented information on Equity (Top 5 Equity Issues) for board discussion. Dr. Blair provided an update on:

- Recruiting and Hiring
- Recruitment Strategies Moving Forward
- Retention

There was discussion related to strategies to attract more teachers of color including keeping student/teacher ratios low and providing affordable and good quality health insurance and benefits.

Dr. Kraft asked if recruitment staff receive any comments related to climate in Charlottesville. Dr. Blair responded that to his knowledge there haven't been such comments. Dr. Atkins noted the importance of working together with other community agencies to address equity which will result in more diverse staff.

Dr. Atkins informed the Board that SCHEV recently approved allowing colleges to add education to their offerings as a major. This offering was removed years ago and HBCUs saw a rapid decline in education programs when this was put into place. It is estimated that this will result in an additional four hundred applicants in Virginia.

Mr. Henderson stated that he is currently working with Human Resources to provide mentoring for new teachers within the current budget including coaches and other building staff.

Ms. Puryear asked what supports are put in place beyond the building such as how to navigate and acclimate to Charlottesville. Mr. Henderson responded that there are two layers, instructional coaches will work with them through the year and will also have a mentor to help new teachers acclimate to their school building and school community/neighborhood.

Dr. Kraft asked what turnover at Walker looks like this year compared to last year. Dr. Blair responded that there seems to be stability this year and there doesn't seem to be more than in the past.

Ms. Cheuk provided an update on:

- 2019-2020 Equity Priorities
 - Process
 - Public/Staff Input
 - Equity Committee
 - Research Best Practices
 - Hiring and Supporting Teachers of Color
 - Equipping Teacher to Meet the Needs of All Students
 - Three emphases for professional learning (PL):
 - Differentiation, particularly within unlevelled classes
 - Cultural Competence and Responsiveness
 - School Culture (PBIS, responsive classroom, social-emotional learning, trauma-responsiveness, etc.)
 - Diversifying Classrooms and Learning Experiences
 - Growing Relationships, Community, and Communication
 - Intentional community-building
 - Positive school culture and proactive, equitable behavior supports
 - Social-emotional learning
 - Building out support networks with partnering organizations
 - Creating a city-wide mentorship program
 - Revising communications practices to be more student- and family-friendly
 - Equity Foundations
 - Clarifying the work of the division's Equity Committee
 - Establishing school-based Equity Councils
 - Aligning ourselves with one or more regional or national equity initiatives, including the Racial Equity Leadership Network
 - Establishing key goals, definitions, metrics
 - Thinking and acting systemically about policy and practices
 - Next Steps
 - Feedback on this framework
 - Movement to schools/ programs

Dr. Atkins noted that success will be measured by the outcome of student performance, student willingness and excitement for coming to school. She added that it is not only the right thing to do but the right thing to do to improve achievement.

Ms. Johnson highlighted new efforts such as a city-wide mentoring program, equity councils at every school, and intentional community relationships to ensure that families feel welcomed and supported.

Dr. Atkins stated that the true change will have to occur in the classroom and between teachers.

Dr. Kraft noted that there is a small portion of the community who have expressed concern that some initiatives might affect quality and highlighted the importance of messaging.

Ms. McKeever added that the top instructional priority is rigorous curriculum and that this should be included in messaging around equity.

Dr. Atkins noted that there was a recent conversation with Quest parents that was honest and parents were free to share their feelings.

Ms. Puryear emphasized the importance of educating parents on what equity will look like in the schools and classrooms.

Dr. Atkins suggested that the community will likely grapple with the fact that there have been discussions around the issue of equity for many years and now that we're putting new practices in place there will be change and also more conflict.

Ms. McKeever said that once there is a well communicated plan in place that parents should feel more settled and supportive.

3.2 Walker Upper Elementary School and Buford Middle School Honors Option: James Henderson, Associate Superintendent of Curriculum and Instruction, presented information on Walker Upper Elementary School and Buford Middle School Honors Option. Information presented included:

- Awareness and systems
- Intentional Planning Goals
- Ongoing PL to identify successes, challenges, and adjustments
- Classroom Walkthroughs, Refinement of Deliver and Practice

Dr. Atkins stated that the teacher preparatory programs in place have started to help teachers better understand diversity, how to embrace it, and how to meet the needs of a diverse population in schools and classrooms. The division will provide supports and refreshers to teachers to meet the diverse needs of students in a differentiated manner.

Mr. Henderson stated that schools are implementing “productive struggles” standards based learning which strives to ensure that every student is adequately challenged by providing differentiated instruction.

Ms. Torres asked for an update on these efforts in the future.

Ms. Puryear noted the importance of highlighting successes as they occur.

Ms. McKeever emphasized the importance of communicating what courses students may be taking especially honors option courses. She added that parents should be aware of what level courses their students are taking.

3.3 Future of Quest: Ms. Bev Catlin, Coordinator of Instruction, presented information related to the future of Quest. Information presented included:

- State Regulations
- Pathways: Areas of Giftedness
 - Charlottesville will identify students in:
 - Specific Academic Aptitude – English

- Specific Academic Aptitude – Math
 - Visual Arts Aptitude
- New Pathways: Identification
 - Use a universal screening protocol with all students in at least two grade levels
 - Review observation protocols and checklists
 - Revise portfolio creation & review processes
 - Purchase newest forms of nationally-normed tests
 - Have nomination forms online and translated
 - Classroom teachers & Specialists will:
 - Keep classroom observation notes
 - Collect student work for portfolios
 - Review notes, portfolio data, classroom performance, and achievement data
 - Respond with appropriate levels and types of differentiation
- New Pathways: Services
 - Specialists will:
 - Collaborate and plan with teachers
 - Provide resources for teachers to implement
 - Offer direct services in classrooms
 - Collect work samples for student portfolios
 - Teach whole class lessons that emphasize critical and creative thinking skills
 - Provide flexible interventions
 - Develop differentiated resource options based on curriculum frameworks in English & math
 - Use components of four curriculum models
 - CLEAR Curriculum Model (Callahan, UVA)
 - Depth & Complexity Model (Kaplan, USC)
 - Differentiated Instruction Model (Tomlinson, UVA)
 - Integrated Curriculum Model (VanTassel-Baska, W&M)
 - Provide ongoing professional learning on
 - Characteristics of gifted students, especially those from historically underrepresented groups
 - Screening, referral and identification process
 - Strategies for differentiating curriculum and instruction
 - Share information with parents & community
 - Help revise the division's Local Plan

Dr. Atkins stated that many parents have expressed appreciation for the Quest Program over the years and the benefits it has provided to their students. However, the current model does not serve all students equally. Division staff have looked at all aspects of the program to determine what services are ones to keep and what services are ones to change. The new model will be not just for students identified as gifted but for all students.

Ms. Catlin noted that she has been doing this work for a long time and that the program has changed many times. It is a good time for change to happen and this is a snapshot/framework with little detail and that details will be presented soon.

Ms. Torres expressed the importance of communication around the open access referral process, holding faculty and staff meetings addressing equity, and hosting parent meetings around identification.

Dr. Atkins noted that the effort is to provide a transparent process around identification and services provided. Details will be available on the division website. The proposed plan goal is to tap into giftedness early, avoid separating students, identify students with multiple points and allows for all students to receive services. Will include whole group lessons, opportunities in the classroom in which multiple teachers will be in the classroom with multiple groups including flexibility in changing groups/teachers. Dr. Atkins also noted one goal is to have two

gifted teachers in each school rather than the current staffing of one. This will allow more collaboration in the lessons.

There was discussion related to rebranding the terminology around Quest and Gifted students due to the negative feelings around the exclusion of minorities.

Ms. McKeever noted the case management benefit that students in the Quest Program receive.

Ideas and thoughts from the Board to help develop a plan for the June 13, 2019 meeting (discussed at the end of the meeting):

- Dr. Kraft: feels that the division is going in the right direction.
- Mr. Wade: the basis of new plan is to start working with all students earlier.
- Dr. Atkins on ideas about the structure of the Quest Program changes:
 - Put all the rigour of Quest into a talent development model for all students with no pull out but to include push in instead.
 - Additional staffing will be needed to include 2 teachers for the gifted at each elementary school
 - The proposal will not include identification at 1st grade and will not separate talent development from students identified as gifted.
 - The proposed plan will assume that all students have gifts and will provide a push in model where teachers will go in the classroom and help the general education teachers plan and deliver lessons.
 - Somewhere around 3rd grade students will be identified. This will allow more time to develop students' cognitive abilities.
 - Gifted teachers will also work with students who are not identified.
- Mr. Bryant: when he was teaching he saw many students who would have benefited from the gifted program who were not identified and that he is happy to be on the board during this time to help address the issue.
- Dr. Atkins: Dr. Catherine Brighton, Professor; Associate Dean for Academic Programs and Student Affairs at the Curry School of Education, will be asked to work with elementary school teachers and Dr. Carol A. Tomlinson, William Clay Parrish Jr. Professor at the Curry School of Education, will work with Walker and Buford to train teachers and help develop curriculum.
- Mr. Bryant: training for teachers and administrators will be an exciting time as they seem to be on Board.
- Dr. Kraft: suggested a different title for gifted teachers.
- Dr. Kraft: how will ArtQuest students be identified. Would like to leave the ArtQuest Program as it is.
- Dr. Atkins: it will be important to look at ArtQuest when looking at other areas of giftedness.
- Ms. Puryear: in broadening the use of instruments to identify underrepresented populations will the staff identifying the students be diverse?
- Dr. Atkins: there is a place, when students are identified properly, that will allow all students to get what they need to thrive.

3.4 Update on School & Campus Security: Kim Powell, Assistant Superintendent for Finance and Operations, presented the School & Campus Security Update including information on facility & equipment upgrades, an overview of CCS security practices/procedures including safety audits, and discussion of next steps in security continuous improvement efforts.

There was discussion related to installing cameras around the new track at CHS.

3.5 School Climate & Working Condition Surveys: Kim Powell, Assistant Superintendent for Finance and Operations, presented the School Climate Update - A review of the DCJS Secondary School Climate survey results.

Ms. McKeever noted that school climate is of concern to the community and asked how the division is addressing those concerns. Dr. Atkins responded that equity work will help improve the climate where all students feel

supported. The division will use approaches used in Social-Emotional Learning classrooms, engaging instruction, and high expectations to help address the issue.

There was discussion related to how to ensure a healthy school climate by getting buy in from teachers and all of those in the building.

3.6 AP Committee Update: Dr. Kendra King, Director of Student Services and Achievement, presented information on AP Course enrollment. Information presented included:

There was discussion related to the benefits of AP Courses and whether to limit the number of AP Courses that students are allowed to take. Colleges are looking to see if students have participated in AP classes and the most selective colleges are looking for students who participate and score 4 or 5 with seven or 12 AP classes.

Mr. Wade noted that he is on a committee with guidance counselors that recently discussed the overwhelming stress that students experience. Dr. Atkins responded that there is no data directly correlating AP classes with the amount of stress. If we limit courses, the variety of courses offered will be reduced.

Ms. Torres noted that she would like to hear more around the significant numbers of students reporting to guidance for stress and threats to self and how they may relate to AP courses.

Mr. Bryant noted the culture includes an AP “clique” for students enrolled in AP courses.

There was discussion related to requiring a parent/guidance counselor meeting before allowing students to take more than four AP courses.

Ms. Torres suggested that if a student takes more than three AP courses then a student/parent/counselor meeting be required.

4.1 **Adjourn:** The meeting adjourned at 9:01 p.m.

Jennifer McKeever, School Board Chair

Leslie Thacker, School Board Clerk