



MACHINE TRANSCRIPT • CORAGGIO CONSULTING

Albemarle County School Board Regular Meeting, Thursday, April 10, 2025

Date Thursday, April 10, 2025
Place Albemarle County Public Schools / School Board meeting, Virginia
Length 0h 43m (video)

- Official meeting video (YouTube): <https://www.youtube.com/watch?v=-ueD9SaVjK4>

Machine transcript (speech-to-text) produced by Coraggio Consulting. Not an official county record. Names and numbers may be misspelled; check the video at the timestamp before quoting.

Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-14. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:02] Good evening, everyone. This April 10th, 2025 business meeting of the Albemarle County School Board is now in session. First order of business will be a roll call to identify everyone up on the dais. Ms. Schmidt. Good evening. Rosalind Schmidt, Chief Operating Officer. Judy Lee, Rivanna District. Allison Spillman, at-large representative. Graham Page, Miller District.

[00:00:25] Kate Acuff, Jack Jewett District. Ellen Osborne, Scottsville District. Leslie Pryor, district. Chandra Hayes, assistant superintendent of instruction. Matthew Hawes, superintendent. Josiah Black, school division counsel. Erin Stern, assistant school division counsel. Christine Thompson, clerk of the board. That was Ms. Thompson and in the back our new officer. Thank you. Next order of

[00:00:54] business is Pledge of Allegiance. Let's stand. We'll now pause for a moment of silence. I'd like to have us note that earlier this week we lost one of our senior students, Hayden Shiflett, who attended Monticello High School. To lose someone so young

[00:01:31] and full of promise is always difficult, so let us dedicate this moment to him. Next item of business

[00:02:06] is approval of tonight's agenda. Do we have a motion? I move to approve tonight's agenda. Second. Motion made by Ms. Lee, seconded by Ms. Spillman. All in favor? Aye. Opposed? Motion passes.

[00:02:23] next item of business our announcements uh and first is spotlight on education who has that tonight's spotlight on education is all about brain power nerves of steel and some seriously impressive spelling skills we're excited to celebrate this year's division spelling bee winners two students who rose to the top with focus determination and a love for language our Our 2024 division champ is Claire Ming, an eighth grader at Lakeside Middle School.

[00:02:58] Claire sealed her victory with the word dynasty, which feels pretty appropriate considering the spelling dynasty she might be starting. Claire is 13, and she wowed the judges with her calm, confidence, and sharp spelling all the way through. Right behind her, and just as impressive, is our runner-up, Mila Giruffe Lopez.

[00:03:20] Mila is 12 years old and a seventh grader at Community Lab School. She gave Claire some serious competition and held her own through a tough field of contenders. Congratulations to both Claire and Mila for spelling their way to the top. We are so proud of you and can't wait to see what you conquer next, letters and all.

[00:03:37] Thank you. Thank you, Claire. So do any of my colleagues have questions for you? What did you do to prepare for this? Is this your first spelling bee, for one?

[00:03:53] And secondly, what did you do to prepare? I've been doing spelling bees for a pretty long time now. The first time I did one, I was in third grade. I was in fifth grade when I won my school spelling bee for the first time. And then I want to get in sixth and seventh for school spelling bee.

[00:04:11] Last year, I made it to the national spelling bee. Unfortunately, I got out at regionals this year, which I'm a bit disappointed about. But I think regionals was more competitive this year than it was last year. So I'm not too upset about that.

[00:04:26] normally when I study there's an app that the like scripts natural spelling organized and it's like a list of all the words so I typically use that to study and then sometimes I'll just like look through the dictionary for like difficult words but mostly I just use that app to study are there any words that you particularly enjoy thinking about or using or spelling there aren't really any that come to mind right now um I think I think German words are fun

[00:05:03] because they typically sound difficult to spell but like German follows some pretty specific language patterns so they're also like fairly easy to memorize um and I think what does that follow like like Latin and Greek roots are nice because like once you know them then it's sort of like piecing together a little puzzle and you don't have to do like as much guessing which It's nice.

[00:05:26] Well, I'm always very impressed by our spelling bee winners, because my spelling, which used to be pretty good, has gone down the toilet with using computers and spell checks. So I admire your hard work, and I may have to get out my dictionary and relearn some words.

[00:05:45] Get the app. Get the app. Is there anything else you would like to say, or any words of encouragement for some of your classmates who may want to be in a spelling bee? - I think, hang on, let me think for a second.

[00:06:06] I think since I've done it for so long, I think a lot of spelling feels sort of like habits, like, oh, it's like spelling bee season again, so all right, let me study again, brush up all the words I don't know. But it's always nice to come prepared because that sort of gets rid of a lot of the nervousness early on.

[00:06:26] Like I remember when I was in elementary school, I was super scared when I was in third grade but like once it becomes more routine you definitely become less nervous later on um there are like two students in my school in seventh and sixth grade respectively who I also think are pretty good spellers so I'll be rooting for them once I'm in high school and I'm like I'd say I'm like friends with both of them so I'm sort of I'm looking forward to see what sort of spellers will have next year once I'm no longer eligible just because it's been part of my life for so long that it sort of like feels like a thing that I've grown attached to um and yeah I don't

[00:07:04] really think I have anything else to say oh thank you well thank you so much why don't you come up we'd love to shake your hand and congratulate you

[00:08:03] great job and you show such good poise even talking with us tonight thank you for being here tonight Claire the next next on our agenda is school board and superintendent business. I just have a quick item and I just want to say kids are awesome before I say that. That's why we're all here. I just want to let the

[00:08:39] board know that Dr. Dunn and several other staff and I have prepared a letter in response to the Crozet Gazette's April 5th article regarding administrative staffing at Almal County Public Schools and we'll be sending it to the Gazette shortly. The letter to the Gazette addresses inaccuracies and a lack of context in their April 5th, 2025 article concerning ACPS budget and administrative staffing.

[00:09:06] It explains that the reported 54% increase in administrative roles is based on a broad internal classification system that includes school-based leaders, curriculum directors, and support staff, not solely departmental administrators. Many of these roles were reclassifications of existing positions that are not new positions, and they were reclassified following a compensation study to remain regionally competitive.

[00:09:34] The letter outlines that staffing changes have been made carefully and strategically to meet the growing needs in special education, student mental health and safety, technology, and capital projects. These roles support enrollment growth, students with special needs, the launch of new programs, and the opening of new school facilities. Importantly, the letter also emphasizes that continued administrative growth is both necessary and expected. As the division opens new schools and implements new programs, we will continue to need school-based and central leadership to ensure

[00:10:11] strong implementation, student support, and accountability. This growth reflects the community's priorities for expanding capacity rather than overcrowding existing facilities. Some key points from the letter. The 54% increase in administrative roles cited in the article is based on an internal pay grade grouping, not on newly created central positions. Many of these roles were existing positions reclassified due to added responsibilities or compensation adjustments from a 2022 market study, competitive market study.

[00:10:47] The administrator category includes a range of staff: school leaders, counseling directors, special education coordinators, athletic directors, project managers. Administrative staff and growth has been strategic and student focused in terms of managing capital projects, expanding special education services, increasing school safety and mental health support, meeting technology demands, launching new programs and sites.

[00:11:15] This article was published without consulting ACPS, missing the opportunity to clarify these points with readers. ACPS remains committed to transparency, responsible budgeting, and clear communication with the community.

[00:11:31] Thank you very much. And that's all I have. Thank you, Dr. Haas. I've been informed that our other spelling bee winner has come into the auditorium.

[00:11:46] I don't know if you want to come up. I think that's your name.

[00:12:01] We just spoke a bit to Claire, who I guess won, and we would like to offer you time to talk about your experience in the spelling bee and say we're so very proud of you. Thank you. What was your favorite part about participating in it?

[00:12:22] You can move the speaker a little closer. It moves up and down. Was this your first time? Yeah. Yes?

[00:12:37] Yeah. You did very well since it's your first time. well we're very proud of you congratulations and did did your parents drill you at home when you're did you have spelling flashcards how do you how do you actually prepare yeah she she started hard team we used to live in Manchester UK before coming here and they have like spelling tests every week oh wow so I think she was trained there and also she's a very hard worker well

[00:13:10] did you did you something so did your spelling improve as well yeah well do you plan to compete again next year probably probably well we look forward to talking to you again next year and thank you for being here and we'd love to shake your hand and congratulate you for all your hard

[00:13:32] work you can just after helen takes your pictures a lot of hard work thank you thank you so much for

[00:14:24] being here tonight um the other uh is there anybody else have any school board or superintendent business um i just had a couple of things i think you were going to talk were you planning to talk about the emily curick one you can go straight ahead okay um i have the names of all the people okay um several of my colleagues and i had the honor of attending the um annual emily curick uh scholarship lunch today and it's just so inspiring every year when we go and these young women are just I think they're gonna change the world and I sit there and I'm

[00:15:00] just it's hard not to cry I was sitting with miss sublet from Western and she was crying too and said every year it gets us but we had several students one from each of our our upper schools represented there and did you want to read them just to just to refresh people's memory the correct this is the 25th year for the Emily Couric Awards or scholarships they started out maybe two or three thousand dollars this year the

[00:15:35] ten runners-up got eighteen thousand dollars each the second runner it's not runner-up it's a different but if the next level was a thirty eight thousand dollar scholarship and the top the top scholarship was fifty thousand dollars So we're talking serious scholarships.

[00:15:54] We had our own Margaret Lee from Western Albemarle, who received the \$38,000 scholarship. We had Gwyneth Cox from Community Lab School. And we had Vidaya-- no, I made a mistake.

[00:16:12] Margaret Lee won \$18,000. And Vidaya Arbati-- I'm destroying her name-- from Albemarle High School won the \$38,000. So we were well represented, and they were all totally amazing people. Yeah,

agreed.

[00:16:28] I had two other things. Dr. Haas and I ran into each other just before this at the Community Lab School's IB Art Show. And our own Mary McIntyre's daughter was one of the people displaying.

[00:16:43] And both students just had really incredible art. We both took some pictures, but it was really inspiring. And you could just see how much time and effort and creative energy they put into that. And then lastly, yesterday I was at Western.

[00:17:00] They are putting on Legally Blonde, their drama department. And I surprised them. I have one of my best friends growing up-- one of my best friends from college grew up with Laura Bell Bundy, who originated the role of Elle Woods on Broadway. So she sent them a shout-out video, and it's posted on ACPS's socials today.

[00:17:20] But it was a bright light in my week to surprise all those students with that. And several of them burst out crying and were fangirling out. And it was the highlight of my week. And I'm really excited to see the show. So I hope you guys will join us there.

[00:17:38] That's all I have. Thank you. Anyone else? And let's move right along. Tonight, I don't believe we have any public comment. Is that correct? - That's correct. - Thank you, Ms. Thompson. Then we need a motion to approve tonight's consent agenda. - I move we approve tonight's consent agenda.

[00:17:55] - Second. - Motion made by Ms. Lee, seconded by Mr. Page. All in favor? - Aye. - Opposed? Motion passes. Next, we're moving right along to school division business.

[00:18:11] First is the special education annual plan for this next school year. and Ms. Katie Kompel, sorry. That's an easy one and I messed it up, but you can correct me.

[00:19:06] - Good evening, I'm Katie Kompel, Director of Special Education. And tonight I'm gonna share two main items. First, the current state of special education in Albemarle County Public Schools. And then second, I'll share a look forward for next school year as I break down the 2025-26 Special Education Annual Plan.

[00:19:29] The Albemarle County Public Schools Strategic Plan, Learning for All, is at the center of our work as educators. It's also at the center of our work in special education, as evidenced by the ACPS mission statement, which includes working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high quality teaching and learning for all.

[00:19:52] Special capacities, as you would imagine, at the heart of our work in special education every single day. Tonight's presentation has three components: current state, looking forward, and then time for any questions you might have. But in order to paint the picture of the current state of special education at Albemarle County Public Schools, I'm going to walk you through some data. This data demonstrates factors such as the number of students with special needs that we serve, the intensity of services that are required, the different programs that serve students with special needs, and the growth in the population

[00:20:26] OF STUDENTS WITH DISABILITIES IN ACPS. ON THE SCREEN IS THE DECEMBER 1st COUNT OF THE TOTAL NUMBER OF STUDENTS WITH DISABILITIES ENROLLED IN ACPS FROM DECEMBER 2011 TO DECEMBER 2024. THE DECEMBER 1st COUNT IS A BENCHMARK THAT WE USE TO COMPARE YEAR-TO-YEAR NUMBERS.

[00:20:45] IT'S ALSO THE NUMBER THAT THE VIRGINIA DEPARTMENT OF EDUCATION USES AS A COMMON CHECK OR COMPARISON ACROSS THE STATE. IN 2011, AS YOU CAN SEE, WE WERE SERVING 1,449 STUDENTS WITH with disabilities.

[00:21:00] Our highest number of students is this current year at 2018 students, as of December 1st. On the screen now is data that demonstrates not only the increase in the number of students, but the increase in the intensity or level of service that students with disabilities are requiring in order to receive a free and appropriate education.

[00:21:24] The dark blue bar on the top shows students who require special education services for 50% or more of their school day. The light blue bar on the bottom shows students who require 49% or less of their school day. As you can see, while our numbers are going up, the intensity of the level of service that's required is also going up. On this slide is the enrollment trend for our post-high program. We use the December 1st count as that comparison point as well.

[00:21:59] host high serves our students 18 to 22 who require special education services but have not yet earned a applied study have not yet earned an advanced or standard diploma now that we have a picture of kind of the basic data for special education let's look forward to the 2025-26 special education annual plan federal regulations that were last reviewed in 2004 require every school division to submit a special education annual plan. The annual plan is required to be shared with the

[00:22:38] special education advisory council and approved by the school board in order for any state or federal funds to be appropriated for the education of students with disabilities. The annual plan can appear overwhelming if you just look at the application we have to submit, but it's much simpler when it's broken down into its four main components. Those four components are the regional jail agreement, Part B set-aside funds, CCEIS, and federal grant funds. The first component of the

[00:23:12] annual plan is the regional jail agreement. Details about this portion of the annual plan are on page eight of the annual plan document. All school divisions with a local or regional jail inside their jurisdiction are required to establish an interagency agreement. When we speak about the Charlottesville Albemarle Regional Jail, that is for our adult 18 and over. ACPS has an agreement with the Charlottesville Albemarle Regional Jail. This agreement provides an ACPS special education

[00:23:45] teacher who provides educational services to persons in CARJ who are 18 to 22 who have IEP services, and she also supports young people who are enrolled in the GED program. The second The second component of the annual plan is focused on Part B set-aside funds.

[00:24:07] Details about this portion of the annual plan can be found beginning on page 11. Federal regulations require that each school division spend a portion of the IDEA Part B funds on students with disabilities who are placed in private schools by their parents.

[00:24:23] In ACPS, we utilize these funds to provide a special education teacher who works with our private schools to provide consultative services to those schools for our students who have service plans there also he works with families of students enrolled in private school who have child find concerns or have concerns their child might have a disability he also provides 14 vouchers for students in private schools to receive speech and language services and one voucher for occupational therapy an annual meeting is required with

[00:25:00] private schools and parents of students with disabilities at those private schools each year at that meeting we talk with parents and private schools and get their input on what those services that mr armstrong provides are going to look like and what they if they want to continue with the speech and language and occupational therapy services the third component of the annual plan is focused on cceis and the details of that can be found on page 11.

[00:25:27] cces stands for comprehensive coordinated early intervening services the extra c really means that it's mandated by the state of Virginia that ACPS participate, but this year, for the first time ever, ACPS is no longer required to set aside 15% of Part B federal funds towards CCEIS. What that means is that for the first time ever, we are not cited as disproportionately identifying students with disabilities who are black in the category of intellectual disability.

[00:26:00] and while you know if you know me I'm not one that talks about our accolades in special education or our successes much I prefer to just kind of keep my head down and do the work but I think it's really important to focus on this achievement because the data started being collected in 1999 so for 26 years we were right cited and this coming school year will be the first time ever that we are not and so i think that it's the hard work of a lot of people but it really matters and

[00:26:34] so i think it's important that our community and you all and our educators who worked on helping us get out of disproportionality celebrate that and really focus on what a tremendous achievement it is to not be having to fill out and participate in disproportionality set aside the fourth component of the annual plan are the federal grant funds which can be found on page 13 and 14 in the document acps utilizes the ide a federal grant funds for in two ways one is to fund our a base

[00:27:11] teachers our a base or autism based teachers provide direct services to students in a base programs and their least restrictive environment or inside acps schools the second part that we use the funds for have to apply to preschool and we use that to fund because it's a very small amount of money we use that to fund two teaching assistants who work in our early childhood special education programs i'm not going to read all of this about autism base but i do think each year i just like to remind people that our a-based program was created so that students with autism

[00:27:48] can remain in our schools in general education classrooms with their peers but have teachers and teaching assistants that can provide them direct instruction in academics social skills and communication is needed they can also they have staff who can serve as their advocates intervening and supporting general education staff and administrators when the need arises and so this is what we use primarily use our federal funds for currently we have a base programs at the elementary level at 12 of our 15 schools and as you can see when it says two in parentheses that That just means we have two A-based programs at the elementary school.

[00:28:27] Those tend to be our larger elementary schools where we have more students who demonstrate that need. We have A-based programs at every middle school and two programs at three of the middle schools. And we have at least two programs at every high school and Albemarle, our largest, as you would imagine, has three.

[00:28:50] So that's a summary of the annual plan. And I'll just pause there for any questions or reflections you have for me. This isn't so much about the plan, but just in terms of our future development of Ivy School and bringing in some of the kids who are now placed outside, how will that affect Part B funding?

[00:29:17] Or is that part of the calculation or not? It is. And so it won't really affect, because some of our students will be served by the teachers that are included in the grant.

[00:29:33] But we have a different streamline of funding for students who are in a separate public day school, which is where they currently attend Ivy Creek, and we use that for those students as well.

[00:29:50] - And the students that need aid-based services, that's at one of the smaller elementary schools, are they transported to the nearest school that would have those facilities? - Correct, yes. - Okay. - I remember hearing about the CCEIS last year it was the first year that we were close to not close being out of original um so but i didn't realize that 15 percent of the our the funding that we had to set aside um what will that funding go to now then so now we'll be able to use all of that towards our um a base and preschool funding

[00:30:29] whereas now we had to um locally cover that 15 so that we have because we had to set aside those funds for um for disproportionality and when you have to set aside the funds for disproportionality you have to use it solely on general education students and intervention and so it didn't allow us to use 100 of the special education funds for special education so progress on that feels like a really big deal yes and so thank you for doing that i want to know what you're doing differently

[00:31:02] to have made that change in the right direction for us i think a few things one is um when we three years ago now when we really dove into the students who were eligible in that category and what led them to reach that we learned a lot about students who come in as transfer students already eligible and what we needed to do in the category of intellectual disability what we needed to do different there but also did a lot of professional development and norming of appropriate

[00:31:38] practices for identify correctly identifying students who have an intellectual disability because there are going to be those students but ensuring that it's equitable and not different based on your social economic status or your ethnicity or those types of things I think also just having those conversations and now each the school psychologist team and each school based team if they have a student where they are concerned that might have an intellectual disability, we get around the table and look at testing results and all

[00:32:13] of those things beforehand to figure out where are the gaps, where are we concerned that we didn't, you know, explore effectively and come to the table with informed decisions. And I think involve parents early on in that process has made a huge difference.

[00:32:31] Great job. Thanks. I was wondering about B and C base I didn't see that in the presentation do you have those numbers or why they're not in there I guess yes so we the federal funds is such a small amount that we just you have to use it for one thing so we were able to cover all of the a base teachers with that okay and we still write fund the B and C and preschool and all of that but through our local funds I gotcha okay thank you sure thank you I guess we need to as a

[00:33:06] board approve this plan do we have a motion to approve the special education annual plan for school year 20 25 26. dr acuff um point of order i believe it's on the agenda for next week for approval this is the first read if i'm not mistaken yes for april 24th okay yeah thank you thank you for catching that miss thompson i do want to point out that katie brought a lot of her staff with her and just really want to thank all of you for the outstanding work you do for our students so thank

[00:33:40] you thank you all um the next item of business is maya kumazawa and a budget update actually the 24th i need to learn how to read good evening i'm maya kumazawa director of budget and planning this evening i have a few items that relate with our budget development process

[00:34:20] First, we'll start off with process and the calendar. We have come a long way since February 20th when the draft funding request was presented. Since then, a lot has changed, including the Board of Supervisors setting their maximum tax rate for advertisement and for them to propose a budget.

[00:34:39] The updates are all based on the current versions of what the Board of Supervisors have approved. So this evening I'll provide some updates and then in two weeks we'll have time to continue discussing any of the scenario that will be presented and also receive any public feedback.

[00:34:57] You're scheduled to adopt a balanced budget on May 8th and that's one day after the Board of Supervisors approves the local transfer to us. So I also want to frame all the steps we've taken to get here and so I'll kind of go through the dates that are on the slide.

[00:35:16] On February 20th, we presented a draft funding request that had a funding deficit of \$7.8 million. A week after that, we presented a local revenue update based on the county executive's recommended budget that increased local tax revenues, and that would provide us with an additional \$2.8 million in revenues.

[00:35:37] So it brought the revenues up by \$2.8 million starting to close our gap. On March 13th, as part of your approved funding request, you approved service reductions of an additional \$4.2 million to try to bring that deficit closer to zero.

[00:35:59] And what's remaining in that gap is about \$0.8 million today. So the balancing scenario that I'll present this evening is \$283.9 million, which equals our projected revenues for FY26.

[00:36:14] And in order to get there, we would have to reduce expenditures by about \$.8 million. Here's some more detail about what we're projecting for school fund revenues of \$283.9 million. The local revenues is about \$212 million, and this does include the most recent updates that the Board of Supervisors have provided in terms of what they project the local transfer will be to us.

[00:36:41] The state revenue has been slightly updated based on the General Assembly's amendments that were adopted at the last legislative session we don't anticipate this to change much but again it's not final until the budget is adopted the federal revenues remain the same since the draft funding request so total projected revenues are 283.9 million dollars representing an increase of 14.5 million dollars or 5.4 percent from the fy25 adopted budget so switching over to the expenditure

[00:37:16] side what this table shows is as part of the approved funding request what were the expenditure changes from year to year so the approved funding request was a 15.3 million dollar expenditure increase broken down into these four categories there have been technical updates made since you lost all these numbers but I'll just go over some of the more notable changes the baseline adjustment is reduced by a little less than \$200,000 based on a reduction of shared licensing costs that Albemarle County is charging to us. So that number did go down slightly. The other area

[00:37:56] is service reductions. As part of the balancing scenario, we recommend increasing the service reductions or decreasing our expenditures by about six FTEs, which I'll cover in the next slide.

[00:38:12] So in total, our expenditure increase from year to year would decrease from \$15.3 million to \$14.5 million, with a change of about \$0.8 million. So this is that last category, which was reductions in services, and this is the detail behind the \$7 million reduction.

[00:38:36] What we've discussed previously remains on the list. One item is updated, and that is to reduce other school-based positions. Originally we showed about 8 FTE. This scenario shows 14 FTE at a total reduction of \$1.4 million.

[00:38:53] Here's some more detail about the service reduction of 14 other school-based FTE. The first area is to revise staffing standards that include physical education teachers at a total of 3.3 FTE division-wide, a 0.33 reduction in a middle school media specialist, 1.36 FTE total across secondary schools for the step counselor. The second category includes the elimination of some legacy staffing and this totals about 1 FTE at the middle

[00:39:29] school level. You've seen those reductions before but what's new this evening is to increase student to teacher class size ratios by reducing an average 0.6 FTE per school. So that totals about 8 FTE division-wide. Combined, this makes up the category of a reduction of 14 FTE and other school-based FTE. Before I turn it back over to you for questions and discussion, I did want to put a list of all of the expenditure investments and increases that continue to remain in the budget. It's a lengthy list. I'm not happy to

[00:40:09] answer any of these questions but these are also all included in throughout the budget book but this just can kind of puts it in one place and you can see the investments we are making what the 5.4 percent increase in expenditures represents since we have been focused on reductions lately we just wanted to put it back into perspective so that's it for my presentation but if you have any questions I'd be happy to answer those or if you would like to discuss the

[00:40:39] balancing scenario can you back it up a couple of slides so another one yeah 46 ftes is a lot of ftes

[00:41:12] anyone have any any questions or comments i think you've you've presented it in a pretty straightforward fashion uh what our option what our option is at this point i don't know if anybody

[00:41:45] has any anything to add. So procedurally, Ms. Kumazawi, we would approve this on the 8th? Yes, if you would like, I can bring back the same information in a couple of weeks after you've had some time. And then on May 8th, you would approve, assuming that the revenues don't change, which we don't anticipate at this point, you would adopt this version of the balancing

[00:42:16] scenario this has been a challenging budget year but as usual you have made the presentations understandable uh if not something that i enjoy doing but um thank you uh without any further questions uh until next time thank you thank you very much thank you maria is there any other

[00:42:51] business by board members or you're good oh I thought you were well in a record early adjournment if there be if there is no other business tonight this school board meeting is adjourned at 7:14 p.m.



Coraggio Consulting · aguyonx.com