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Chesterfield County School Board Work Session, Tuesday, June 3, 2025

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[00:00:05] afternoon everyone i'd like to call the june 3rd 2025 school board work session to order first we have an update on facility maintenance from mr davis and mr thuma good noon madam chair members of the board dr murray dr hi i'm prepared to give you a 60 minute lecture not really but we do have a lot of material uh mr thuma is going to talk about facilities maintenance for a bit

[00:00:41] and then i have some materials that the director of construction scott carson would have given but he's off to his next step in his career and i'm happy to cover those materials with you. So no further ado, Mr. Thuma. Good afternoon. I'm going to start with just a quick introduction.

[00:01:06] Basically, we've been working harder this last year and we're trying to continue to improve what we're doing. One of our programs, we're going to start with first with the custodial program. We're continuing to keep HAPITU and we've been successful with that. We're starting a new custodial pilot program to see with delivery of our materials.

[00:01:33] We've picked seven schools near our facilities office to start this. The schools are listed up there. We're going to track it within FMX, which is our maintenance management program. We're going to see if we can actually reduce the cost and the weight and have more transparency on the chemicals we're using.

[00:01:53] We're also beginning to change. Currently, we're just doing APA, which means you go and you look at something, and you can't tell if it's clean because your opinion and clean and my opinion and clean are two different things. So we're looking to bring some technology in it using ATV meters and UVs so you can actually see if there's cleaning in this. We'll see how that works over the next year. Here's our four partners we have with Custodial, ABM, Golden Gate, S, and XL. ABM, Golden Gate, and XL have been

[00:02:27] with us. Hess is a new addition and they've been performing well. We're changing the way we're doing our floors. Previously it was just wax. Now we're using the Pearl Program, which is a program that uses a less toxic chemical that is also harder. You can see the difference where the one on the left, I have to check my fingers, is the new Pearl Program. The one on the right is wax so it will actually help our floors look cleaner brighter for a longer period of time

[00:03:01] our summer program we're hoping to have the high schools done in seven weeks middle schools in five and elementary schools in four weeks the ones that have middle have summer schools will be done as quickly as possible we're also piloting a robotics program at tomahawk creek middle school And we're going to have two different companies come in, and they're going to clean the halls, and we're going to measure the success of that.

[00:03:33] This will hopefully allow us to give our day porters more time to do cleaning during the day, and so they won't have to focus on the floor. Here's the different examples of the technology we'll be using. It will give us a lot more time to spend cleaning the harder things.

[00:03:52] The floors will be done automatically. We have, again, now we're going to talk about maintenance. We still have a very active PM program, our HVAC, fire protection, roofing. This year, we're transitioning from doing it by contract back to in-house.

[00:04:12] This is going to save us a significant amount of money. The three years that we did by contract, we got a very detailed understanding of the existing condition of our roofs. So we're going to be using our in-house forces and some minor contracts to do that.

[00:04:30] And it'll save a couple hundred thousand dollars a year for us doing it that way. We just completed a three-year inspection of all our electrical panels. I'll show you a little bit of the results in a minute. And we're continually doing our water quality. Every three years, we're testing for lead and copper.

[00:04:46] This year, I think we had 0.7% fixtures found that had lead in it. That's like six fixtures out of 450 fixtures we tested. And I think it was 1.2% for copper, which is like 10 or 11 fixtures.

[00:05:04] So it's been a very successful program. Everything that we did test that had any kind of lead or copper, when we flushed it, it immediately cleared. So that shows success. And we're also developing in-house FCA.

[00:05:21] So we've collected all this data from PM. And we just don't ask the contractors to go out and boil and lube. We ask them to look at the condition, life expectancy, and so forth. Now we're beginning to put that information together so we can create our own FCIs based on information that we know are right.

[00:05:40] When you have a contractor do it and they're doing it quickly within three or four months, they miss things. So this is a more earthy way of doing things. Here's some of what we found. 54% of our HVAC systems have zero to five years left.

[00:06:00] Don't worry, we'll keep them running. Even though they are showing red, we will keep them running. We have a very active program with that. 14 are yellow and 32 are green. It's funny. Sometimes we have problems with the green ones too.

[00:06:17] Roofing, we only have 7% of red. We have 61% or yellow. What we try to do is whenever we're doing our repairs, we do the yellow first. Because if we can get them back in good condition, we can extend them another 30, 40 years.

[00:06:34] the reds are as long as they're not really leaking badly we can wait when they start leaking badly they get to the top of the list but we want to get all the yellows to green that way we spend our money more wisely we went through our electrical panels we only have nine percent of those red most of those are just obsolete in other words if they did fail we'd have a hard time repairing them so as we do replace them we're going to keep the parts from the ones we're replacing because the other 8% or 7%, we can utilize those parts, and we do that all the time. I think we're over at

[00:07:10] Davis scavenging stuff now to make sure we have repair parts. 30% were yellow and 61% are green. Mr. Davis asked me to look at our seven oldest schools that are not on the CIP to do condition assessments based on the information we got from our PMs, and this is what we found. They all have significantly high fcis if it's the higher the number the worst of scores kind of like golf

[00:07:44] so uh that's 64 percent of 46 percent of thomas dale is uh it means it's got a lot of things that need to be done hopkins i think this is the best no no bellwood's the best condition and it still has 21 so we're going to continue down the list for the age of schools and try to get this completed for all our schools. And this is based on information that we collected. We had control of, so we know it's good information. This is kind of an understanding of what my staff does

[00:08:20] in a year. We do over 10,000 work orders for the people that work directly for facilities. What's nice about that is 36% are now generated by us. These are through our guys being in the field doing PMs and finding the work. It's showing that we're becoming less and less reactive.

[00:08:41] And that's our goal. Here's the work orders done by the BOS, the guys in the field, the guys that work at the schools. They do another 11,000 work orders. A lot of these are smaller, replace lights, so forth, and things like that. But it shows that we do a lot of work in one year.

[00:09:02] Here's the major maintenance program. My staff does the HVAC major maintenance. And we've completed \$3.1 million of work in HVAC this year. These are more the small, most of these are the smaller jobs.

[00:09:18] It's like, oh my goodness, this has failed. This is part of that one of zero to five years. So as soon as we find it fails, we fail. We are out there fixing it. We have a good program where we can contract for things quickly and get things done.

[00:09:33] All this work is above \$5,000. We got another \$3.1 million underway. So again, we're very active managing and making sure that zero to five gets fixed enough to keep us moving forward we have two projects three projects that are actually under trying to get under contract evergreen and gates this is these are evergreen gates are phase two we've already done the system replacement this is actually going back in in getting some of the the smaller components repaired and bringing it back up to air the new air standards the initial projects were

[00:10:13] just the big bulk equipment we don't do that anymore if we would do these over again now we would fix everything up front and then we have our tritium which is a conversion of our building automation system to a new open protocol system then we have four four projects under development metal brook which will be a complete upgrade of the system we actually have had a commissioning agent come out and look at it before we even started the design we'll learn about we'll be

[00:10:52] talking about that tonight. So we know the problems with the school and they're going to use that for the basis of design. And we have Gordon and Swift Creek and Hopkins, which are similar jobs to the Evergreen and Gates. And then we have the additional phases for Tritium. We've also done a lot of work under \$50,000, \$2.6 million of work under \$50,000 in our HVAC and plumbing world. So we are very active in making sure our HVAC systems are operational. Here are some pictures of my team

[00:11:32] out there putting in systems Falling Creek, Providence, Hopkins, Jacobs, Wells, Courthouse, Bonaire, CTC, Courthouse, Thomas Dale, Flashing Light Program. You're all very aware with this.

[00:11:52] My team is very active in getting this going. This program right here, that picture, that can be on an app it can be on a computer we can change the times anytime we want we it will tell us notify us whenever there's a battery problem when somebody the purple one somebody knocked it down so it lets us know when there's something wrong with it so we don't have to go out we get notifications in advance so that's a very positive thing that we've been working on with with the police here's some

[00:12:26] carpentry work roof repairs ada grading pencil at green greenfield matoka roof repair some stairs repair ada ramp this is the small trailers we only have to do four of them this year we're very ecstatic about that two to matoka one to reams and one to providence the time that that frees up for us we'll be going inside the trailers and trying to bring them up to standard so anything so we'll be working hard inside, not outside.

[00:13:06] I think my guys will like that because it's pretty hot. I went out there and visited them, and they're sweating pretty hard whenever you're picking at the nose trailer. We are in the process of updating the MOU with Parks and Rec.

[00:13:23] We meet tomorrow. There's two older versions, 2015, 2021. The MOU covers all the grounds, use of property, construction, renovation, just the major maintenance, and we'll be sitting down with them and rewriting that starting tomorrow.

[00:13:43] Okay, resources that you need to maintain facilities. Our CPV is somewhere around \$2.76 million. I know it's getting updated, which means if you look at the benchmark, we need \$82.9 million.

[00:14:00] Currently, we're getting about \$67.8 million. Not bad. Of course, we need more, but my life in facilities, which now has exceeded 40 years, that's not that bad of a number, but we need to be pushing as much as we can to get it higher so I can do some of the more, the aesthetic things like painting.

[00:14:30] Here's the trend, and I'm very happy about this. I came here in 2019. Look at the delta between 2019 and now that 2026. That shows that you guys have shown some dedication to bringing us closer to the model, and I really do appreciate that.

[00:14:53] Here's kind of a big picture of where we spend money, about \$16 million on utilities. That keeps on going up. Custodial is up to \$35 million, and that's both contract and in-house. It's everything we do within custodial, and maintenance is only \$33.7 million.

[00:15:13] We are expected to be about \$2.3 million over budget this year, But we spend it on air conditioning and other things that were needed. There's very little fluff in what we do. When we paint, it's usually because we went to our painting contractor and we buy it and we have our team paint.

[00:15:35] If we were able to get more money, here's a list of what we would spend it on. This is alphabetical. You guys can figure out what's important. HVAC, lighting, painting, repair, replace fencing, flooring, furniture, staffing, compensation.

[00:15:54] And once I'm going to get dear to my heart, vehicle replacement. And that's what this side is. If you look, we have 139 vehicles of which 131 county fleet says need replaced.

[00:16:12] I think the average mileage is over 150,000 miles. Ford is now telling us that the van we have most of, in 2026 they're going to stop making that transmission we can buy after market we tried that to begin with you know last as long and they're more expensive that's 93 of our vans are in that category that's going to cause some stress to us we have a lot of times we are doing

[00:16:48] repairs when the cost of the repair is over 50 of the vehicle keep on running until we we can't anymore and josh you have any questions sure yes um thank you um ford members is there any discussion for mr thuma miss chatter hello mr thuma thank you i did have one question about the new floor scrubbers that you mentioned is there going to be one per building is that how it works are we rotating them we're gonna do the pilot first and if it is successful we'll come up with

[00:17:28] a plan on how to uh roll it out if it's not successful we're just gonna and this pilot's not costing us anything we have two contractors coming in for a month they're going to show us their equipment and we'll go from there it'll depend on the size of the school we'll probably start with the middle schools because they have the smallest day porter staff for the size of the buildings and then from there we'll move to the high schools and then probably would be one per elementary school it'll depend on the size and the shape of the building one you know when you

[00:18:01] have two floors, most likely there will need to be two scrubbers. Thank you. Mr. Pronto. Thank you. Just to clarify on the scrubbers that we're trialing, should we move forward with that?

[00:18:18] That's not replacing headcount, right? That's taking whoever is there and purposing them on something else. Is that accurate? We would, nobody would, nobody, this is not about reducing staff at all. This is about making staff more efficient. This will give the staff time to do more things if we are real successful we may look at taking those people and transitioning them to a maintenance maintenance function but right now it is just looking at will this work and if it works and it works real successful at that point in time we might say hey we have several billets that we

[00:18:55] might be able to convert to a maintenance function of which many of our day porters are highly qualified and our goal would be to transition the day porters that we have existing if we made any changes. Thank you. Thank you, Mr. Thuma. Thank you. Y'all have a wonderful evening. You too.

[00:19:20] Next, we have a, oh, no, sorry. We're more. I was skipping ahead. Thank you, Josh. So we're going to chat more about the major maintenance functions that John's team don't do that are performed by our construction department, plus a brief update on construction program.

[00:19:42] Mr. Carson has shown this slide over the recent years in regards to the expenditures that we've made since our funding became more robust in FY20. And so total now of over \$136 million, that's spread

over about six fiscal years, it shows. And a lot of details, if we were to home in on this, you see colored bars representing those expenditures again. FY25 is a higher bar.

[00:20:14] Recall I showed how much we'd spent so far. There's quite a bit of encumbered projects that still haven't been completed or hit the accounting books. But you see the colors, the light green being HVAC is pretty steady, large chunks of those bars. Roofing became especially heavier in the last three years.

[00:20:35] Equipment and security has also blossomed over time. So, again, these 10 categories of jobs all have important work that we've performed in the last several years. So we'll go through a few of the projects right now that are underway for this summer.

[00:20:54] Roof reconstruction. Again, this is once it's gotten into the red, and we've, as Mr. Thuma described, and we need to remove and reconstruct good pieces of us or a large percentage of a roof, And we're going to do that at Manchester High School and Falling Creek Elementary.

[00:21:13] So these crews have already mobilized and are on site, and that important work will be done before school opens. An important renovation project is CTC Hull transforms into a center of innovation that will host more high school students now that the entire senior, excuse me, central office has moved to the Springline facility.

[00:21:37] You've received multiple presentations on this. I'm not sure if Chad Macklin is going to talk a little bit more about it later this afternoon. But we're simply showing the floor plans. We've got multiple contractors underway. We've got about \$3 million in the major maintenance budget.

[00:21:53] There is work happening now. It will continue through this summer and next school year to prepare for those students in August of 26. We've done a lot of these electronic message centers. And we've got multiple ones underway right now.

[00:22:09] Another group of them that have just been funded. And the county's funding with the district improvement funds has been very helpful here. And Mr. Bowles and I are talking about, and there will be a survey of all of our principals so that the county can understand who already has these and who is still lacking them.

[00:22:28] Because there's certainly some sentiment that if we do it at 40 schools, we ought to do it on the other 26, if that's what the Delta is. So I appreciate that initiative from the county. But we're continuing to build them, and they're popping up, and they look great. And they also were getting the capability to network them if we need to put a common message.

[00:22:49] Sean's team is working very hard to give us that type of capability in addition to the tailored messages from each school. Another fun project this summer is to develop some veterinary science capability at Monacan High School.

[00:23:04] The old photography studio is having a facelift. We're spending a good amount of money. We're going to have this one ready for students and their subjects again in this August. Megatrailers. It seems like we have a megatrailer project or two every summer, and we certainly do this year.

[00:23:25] Fortunately, with the opening of Deep Creek Middle School, the megatrailer that's at Tomahawk Middle will no longer be needed there. However, there is a need at Watkins Elementary. So we

are moving that eight-classroom megatrailer, and it's Photoshopped in that photo there on Watkins, So you can see exactly where it is going to go.

[00:23:44] And below that, you see a diagram of CTC Courthouse, where we actually have two projects underway. We are renovating the Welcome Center, and we're building a nicer facility to replace some individual trailers that the transportation team, specifically their trainers, use.

[00:24:02] And adding some parking. You see the grid and the parking down there. As we've added more emissions there at CTC Courthouse, there was a need for more parking. We planned that this fall, and we're executing it this summer. Here's that Welcome Center mega-trailer.

[00:24:19] That's our oldest one, probably, and it definitely has multiple issues. These folks, there's actually three separate offices that reside in that trailer. They are now at 9900 Kraus Road until we finish this, and we'll have a much more refurbished and modern unit that will keep people dry and comfortable, and the floor won't creak, hopefully, anymore.

[00:24:45] and we were getting them some furniture from CTC Hall. Electrical system improvements. You passed some of these contracts just in the last couple of months. We talked about we don't want our transformers to deteriorate to the function like they have or to the condition that they have in some of our neighboring counties.

[00:25:06] So, again, both John and Scott's team have done a good job of identifying these projects. Monacan High School is the one that's depicted here, and it also will be done, And it will involve turning off the electricity there for a couple of weeks. And so we've planned out portable generators that will keep the building conditioned.

[00:25:26] We cannot afford for that building to go hot for a couple of weeks in July. So we're spending some money to rent some units to keep the building conditioned. Obviously, we're not having summer school there. And, of course, we're still doing work at the veterinary science. So a lot going on at Monacan.

[00:25:43] Our solar project continues. I just saw a report that showed all of our solar installations that have taken place and the amount of electricity that's been generated and the revenue that's associated with it. And so we're next moving to Meadowbrook High School, where we did a roof job over the last two summers.

[00:26:03] So we've got a nice, freshly repaired roof that's now prepared to take these panels and will generate electricity for the next 25 years. So that's the major maintenance projects, the highlights for the summer. Yes, there are other things going on, and we can provide that info if you have any questions about specific schools.

[00:26:24] But to briefly revisit our capital improvement program and the school construction, Davis Elementary, the first version of our new two-story prototype. And these are good pictures from the existing site. You can see the learning stair in the upper left-hand corner.

[00:26:42] Collaboration spaces are depicted on the right along the main classrooms. And we're going to cut that ribbon on July 30th. That'll be a festive day. And I'm hoping that Mosley Architects will put in for some awards for this building and its design.

[00:26:59] And because we're going to build it multiple times. Here's the next one, Bensley, where we recently topped it off with the final piece of steel construction in a ceremony that the county suggested.

We've got a couple of photos from that that are, I think, pretty cool with the United States flag and the sunrise in the morning.

[00:27:18] But you can see the structure definitely emerging in the upper right-hand corner. Oyster Point's doing a real fine job with us so far, and they're going to be ready about a year from now to cut the ribbon on this one so that we can welcome our students back to a brand-new building.

[00:27:33] The high school, you're going to have a presentation here in a little while from our principal architect, Bill Bradley, at Stantec, and he's going to give you some great details about this high school. What we're showing is the general geographic area of the school and on the right side where it is in relation to Deep Creek Middle and the new Western Area Elementary Schools, both of which have slides that I'm about to show you also.

[00:28:01] So this is just showing the locations. Deep Creek Middle is the first of the three to be completed. It's big. It's going to be really nice like Falling Creek has been. These are some, again, recent photos showing the gymnasium, the compass rose, which is outside the main hallway where all of the three-story areas of the classroom wings come to meet the main corridor.

[00:28:28] And you can see the overhead shot from the drone here that shows not only the building but some of the parking and athletic fields. So, again, another ribbon-cutting in July. I'm excited. And its neighbor is the Western Area Elementary School.

[00:28:45] Again, the new prototype, Davis-Bensley, this will be our third one. And it's underway. You can see there's concrete that's been laid. There's some block in place, and we're starting to put up steel. So that one's underway, and we'll be ready next summer to open it.

[00:29:00] And it's really needed because, as you know, we have many overcrowded schools, and we expect this school to, of course, take some of Grange Hall, where it resides, but also provide relief to Mosley and to Woolridge, where we have megatrailers in place. And the Western Area High School, a design from Stantec.

[00:29:22] We looked at some of the buildings that they had pieced together. Bill's going to give you a lot of great information on this. We received a very favorable bid from Gulf Seaboard, who built those two middle schools also. So they've been a very fine partner for us. You see a couple of depictions, first on the left of those three photos, and then an actual shot showing how much of the land has actually been cleared and what it looks like today.

[00:29:46] And we're going to be out there in a couple of weeks. to break ground, and there's a parking spot being generated. You're actually going to be able to park your vehicle, and we're going to put out some balloons showing the corners of the building and envision a few things and take a shovel full.

[00:30:06] One that we've added that's not formally in the CIP, but we've had discussions amongst the board and county officials as we think about the Dale District and its needs is, of course, first of all, that elementary school where we really need the 50 classrooms from the two-story building to help relieve the 75 classrooms that are in trailers today.

[00:30:25] But another way of whittling into that deficit would be to have an early childhood academy because our pre-K classrooms are occupying space in each of those very overcrowded buildings. So we do have a steering committee in place, and we're beginning a programming effort. And this won't be the size

of the full-size elementary school, probably about half or maybe a little less than half, and we're going to get the right folks in the room to start talking about what this is going to look like, and the county is making some progress on the land for this one, which we can't say about every project. Speaking of those projects, we've discussed all the ones

[00:31:01] here on the left. The future projects are listed on the right. This is directly out of the presentations that you received during the budget season. I've spoken to the Dale Area Elementary School. The old 100 area, again, would be a plus one new capacity. We need to replace our 100-year-old buildings Grange Hall Midlothian either had been supported by the referendum as was an expansion of Thomas Dale Matoica middle is in the CIP as is a gym just replacement it's a full renovation making it larger hopefully we will find the funding in the land and the wherewithal to get all of these projects

[00:31:40] done in a reasonable amount of time because they're all needed by the county and our students so that's all we've got for you this afternoon to be happy to take a few more questions or comments if you'd like. Thank you, Mr. Davis. Board members, is there any discussion? Ms. Heffron? Thank you.

[00:32:00] Josh, I just wanted to thank you for all of your work and preparing this and everything that you've put into getting us to this point. And I do hope that you have the ribbon cuttings on your calendar for this summer. Your summer's not completely booked.

[00:32:16] I'll be here. I'll be there. Wonderful. And I think that was really all I wanted to tell you. I think this is wonderful. I appreciate Mr. Thuma pointing out that we've really done a lot to close that gap in our maintenance budget, but we do still have a ways to go.

[00:32:39] But thank you so much for your work and for a great presentation. Mrs. Chatters. Hey, Josh. I had a question regarding the impact that the facility condition assessments will have based on the HVAC systems that we're replacing and the roofing that we're doing.

[00:33:00] So does that mean we can do another assessment on those top seven and maybe the number won't be so high and they have a little bit more life left in them? So that's a great point. If we spend a few million dollars of one of those schools to upgrade, to replace those systems, Hopefully there won't be other systems that are also aging out, but yes, they could be recalculated.

[00:33:25] The Thomas Dale West one is the one that sticks out the most, but we are actively replacing some of the units there. Can we get that down from 46%? Possibly, but that's going to be a tough one. Thank you, Josh.

[00:33:46] Next, we have a Stantec presentation on West Area High School from Mr. Davis and Mr. Bradley. Again, we're so pleased to have one of the principal leaders and main architects, Bill Bradley from Stantec.

[00:34:10] He's leading our efforts there. They've got a great team, and he's going to show you a lot of exciting information and cool depictions of what our high school is going to be like. This is a presentation that I suggested and wanted you to see because you're going to be out there envisioning a building in a couple of weeks when we break ground.

[00:34:28] And so Bill's going to really let you understand what it's going to look like when it's done. Thank you, Josh. And thank you for the opportunity to be here today. It's a pleasure. And I'm here on behalf of Stantec and architects, engineers, interior designers, Brian Haskins, who's here with MBP and folks like

Dr. High and Mr. Davis, who were dispensed in this process. So it was a big group effort and it's come together really nicely at the end. And part of it is the favorable pricing that we got from Gulf Seaboard. It's great to see that come in. And that's by design. The school was designed to be economically built. And so it's nice to see that pay out.

[00:35:05] All right, let's take a walk through this, and I understand that Mr. Davis has walked through this with you before, so I'll move through it in a stepwise progression, and if you have questions, don't hesitate to stop me. Project schedule, site context, floor plans, interior perspectives, and the exterior renderings.

[00:35:23] Project schedule, we're on schedule, and we're here at our school board meeting today, so I'm projecting a 2027 opening for the school building. Site context, you're familiar with your county, Chesterfield, and this is on the west area off of Duval Road.

[00:35:40] Approximate to as was mentioned before the new middle and elementary schools. So zooming in there This was the image that you saw earlier from Mr. Davis The new John Thomas way through way will be in place Which will connect those two major roads and allow access between the middle elementary and high schools To happen zooming in further. Here's the site north being up plan north And this is the extent to which it's been cleared today day and you see the wedge there that's currently owned privately but my

[00:36:16] understanding is that perhaps that's under consideration for purchase I hope I didn't misspeak okay good I thought it's much it's hard to get this site plan onto a slide in this orientation so we're going to turn it to the left but what you see here is the outline of the site it's 99 acres of the southern border is along Duval with John Thomas Way along the east and so we're going to flip it counterclockwise 90 degrees so now we have plan left is north. So Duval runs up and down

[00:36:55] on the right side and this is just a diagram of the overall layout and you see that the school is roughly in the middle of the site oriented with as you'll see in a moment the entrance towards the new parkway. Athletics are concentrated in the back and you'll see we have a really nice athletic complex that all ties together with pedestrian paths and really nice line of sight also easily secured during and after events parking for students teachers and visitors all

[00:37:29] separate separate car and bus drive separate car and bus drop-off as is typical for safety and then a nice student drop-off path that goes through and connects Duval and the new parkway through the site. So let's hone in on the athletic complex, which you see there in the northeast corner of the site, top left as you look at this. The student parking lot is in the bottom right of that, and you enter the building into the gymnasiums from there. So the gymnasiums led onto that parking lot and then through across the pedestrian parkway, walkway to the fields.

[00:38:08] As you make your way, there is a football stadium for general field events, also a track there. And then beyond that, you have the baseball and the softball stadiums radiating out from a plaza.

[00:38:25] I want to note that the softball, the baseball, and the football, lacrosse, soccer, those are down a step. So you enter the stadiums from the top and you walk down the bleachers. so that you stand at the top and look down on the field as opposed to coming in at field level and climbing the bleachers. So it makes a really nice vantage point from the plaza and there's a concession stand there and bathrooms as well. Tennis is up top as well and then the back of the site you see the practice fields for baseball and softball. Zoomed in view there number eight

[00:39:04] you see is the concession stands in that plaza. There are stairs as well as accessible access that ramp down to the field levels below. It should be a really nice vantage point for people who come in and want to survey the whole scene when you have multiple events going on at one time.

[00:39:22] Focusing on the building then, as you can see, the building, it's large. It's a large high school, right? It's 350,000 square feet. So how do you make sense of something that's that large so that not just the students that go there every day, but the visitors aren't overwhelmed by the size of it and the complexity of it? And the idea is to create a very simple pathway that, as you can see is orthogonal and easily monitored because lines of sight are readily apparent you enter the building and we'll look at in a second but i just want to orient you the um the building

[00:39:59] entrance is bottom center between the the purple and and the orange okay so that's where you enter from um the entrance off of the the parkway but we'll go around here and take a look here's your competition gymnasium 384 foot basketball courts with volleyball courts stanchions for them one competition basketball court bleachers, two PE rooms, and four team rooms. And again, you exit from the top onto that parking lot and the students can get out to the play fields from there. I'll

[00:40:33] take a step back so you can see how that is relative to the site plan. Moving down, we have an auxiliary gym as well as wrestling, which also has room for four wrestling mats and put a batting cage in there. We also have fitness room and four health classrooms. So all of these are proximate together so that your PE, your competition athletics, your health classes are all located in that part of the building.

[00:41:05] Taking a step further down, now you have your performing and graphic arts, including the auditorium which you see there, which will be immediately on your left as you come into the building, music, all the different music programs, 2D and 3D art, and the art classrooms are there west facing you can exit from them to a art plaza there in front of the school. Hopping to the back now we have the cafeteria with the kitchen also back of house service area. I want to point out that the the bump out there at the cafeteria which you see on the right side is where

[00:41:44] the students will come into the building. So students who are dropped off will come into the building and the cafeteria will then be the place where they're held before the bell rings. So we needed a big repository for them. So that'll be that space. And when the bell rings, then they'll be released into the building. So a secondary, but no less formal entrance. Stepping down, this is the library. It's literally at the heart of the school, the middle of the school. And the idea was that this becomes not just a repository for the books, but the central gathering space for the students. And in addition to having stacks, there's also a lot of space for collaboration,

[00:42:23] small group breakout. You can take classes there for whole group instruction. But the idea is that students meet there and as you see that the the library will open on to these courtyards and i've got some interior perspectives that helps you see that bringing natural light into these interior spaces this is the admin and counseling suites again starting from the the bottom you will go through this security vestibule a three-part system into the admin area on the back side of that are the counseling suites and the health suite i want to point out that the health suite

[00:43:01] so-called clinic, opens directly to the outside, which is relatively new since COVID, so that students who are ill can move outside of the building when their parent comes to get them without going through the admin and exposing or compromising anybody in those areas.

[00:43:19] Also part of this is the counseling suite, opening on to the classroom areas so the students and the counselors have direct access to one another, which is very important. And then the largest part of this is a series of classrooms, all the typical classrooms you would have in a comprehensive high school, including science classrooms as well, that are grouped contiguously along that southern edge, the rightmost edge. This is a two-story building, so it repeats on the second floor. All right, let's take a look at some of the interiors. And I want to point out that the

[00:43:54] interior palette is intentionally, I'll say muted, because we want to allow for you to come back and decorate it in the ways that you want, given the choice of school colors, etc. But in the meantime, we're going to build the building and create the pallet for you so we'll take a walk through the building and this these dots show exactly where we'll be and where the camera's facing so we're going to I'll just point it out as we're going to start at that vestibule and then we'll move inside the admin to the right and we'll come back in the hallway we'll move back up the page

[00:44:31] towards the lobby sorry the the auditorium lobby don't go inside the auditorium come back around to where the guidance counselors are go into one of of the classrooms, come across to the cafeteria, and then in and around the library. If you didn't follow that, that's okay, because we're going to walk through it here just a second. So here we are inside the vestibule, and you can see there's a lot of transparency, a lot of glazing. People who come in will have to be buzzed into this area, and then once in this area, they'll be greeted by an attendance officer who will then check credentials and deem whether or not they can

[00:45:10] then pass further into the admin on the right. If they're able to do that, check in there, and then finally be buzzed into the school proper. Stepping into the admin, looks like an admin. And this is the main hallway where visitors and students will process. Admin on the right, auditorium, back of house on the left. As you move further down this, the library will be on your right, group toilets on your left, and eventually the gymnasium. So looking back on the left towards the entrance you see daylight there on the left but this is the auditorium

[00:45:50] lobby stepping inside the auditorium hopping across now this is one of the wellness centers and you can peek to the right and see a collaboration area it's very small in the picture but beyond that is the one of the two courtyards so natural light is coming into this area through the courtyard and then you can catch a peek of the stairs that take the students from the first floor to the second floor yes there's also an elevator but typically the students will

[00:46:22] use the stairs and there's two sets of stairs mirrored typical classroom cafeteria and here we are outside the library library to the right looking back down to the counseling center also on your right but in the distance in the left you can catch a glimpse of the courtyard so natural light coming in borrowed light coming through into the library one of the two stairs in the distance beyond but the idea then is that the library would actually be open you see the the person who is

[00:47:01] walking through a door that's been lifted and so there's a formal more traditional part of the library but then they can also spill out into this area and sit next to the windows etc so one of the paths kind of goes through the library which is by design and intentional per the per steering committee looking out into one of the courtyards with one of the stairs on the right inside the library again you see traditional stacks but also places for for students to gather and collaborate

[00:47:33] Outside the library on the other side, looking back to the entrance of the school, we'll step outside to the exterior. I want to point out that the public was given three options for the exterior, the way in which it was clad, and they voted on it, and that's what we got.

[00:48:00] We step back and say this is the entrance at the front of the school, so behind us would be the parkway. So this is the visitor entrance, the formal entrance with the admin. I'm going to go around the building to that back side where the students will enter. That's the student entrance into the cafeteria.

[00:48:19] Another look at the front of the school. Thank you. Can I answer any questions for you? Thank you very much, Mr. Bradley. Board members, is there any discussion? Mr. Perranto?

[00:48:39] Thank you very much for that presentation. And very excited to get this out for the public to see so that they can envision what's coming and make that groundbreaking even more exciting for what we have for our students out in that part of the county.

[00:48:54] So greatly appreciate the time and you coming here. You mentioned a team member was here with you as well, and we're just excited to move forward. So thank you for that. Thank you. Yes, thank you. It's beautiful. Can't wait to see it as it comes to fruition.

[00:49:12] We'll see you June 18th. Yeah. Thank you very much. Thank you. Next, we have an update on CTE pathways, CTC expansion, and work-based learning from Mr. Macklin. Good afternoon.

[00:49:39] Thank you, Chair, Vice Chair, Superintendent Murray. We have Brian Russell, our Tech Center principal with us, and Katie Stokes, our work-based learning coordinator, and they're going to fill in any gaps or poke me where I've misstepped or haven't covered thoroughly enough, but excited to bring you an update for where we are and talk about where we're going and opportunities for our students to have connections to what's next for them.

[00:50:02] So we're excited about an opportunity today. We're just going to spend a minute talking about what CTE is, where it is, what's going to happen at Hall Street as we expand, and opportunities for our students, and then the great work-based learning opportunities we have for our students to experience and affirm outside of our classrooms in the field.

[00:50:22] And so we're excited about that. We're going to start with just a general definition. And this just helps connect for what current educational education is and how our students have the opportunity to gain hands-on skills and knowledge for specific jobs that they may be interested in exploring.

[00:50:40] We take that everywhere from awareness of careers all the way deep into fully in-depth in those courses where they're earning credentials that get them higher wages and earning dual enrollment credits as well. So just defining that for the public about what CTE is and stands for who connects in, because I'm pretty sure everybody has a career, and all those careers have technical skills, regardless of the discipline that you're in.

[00:51:08] So where are and where is CTE? It's in all of our middle school and high schools, and this represents just the representation this year of where we are, and we're in all of our middle schools and high schools, and we know we have our two technical centers. But it's helpful to understand the representation that we have collectively. It's about twenty seven thousand six hundred students who are enrolled in CTE classes It's important to know that is a duplicate of count Many students will take a semester class as a fall semester in a spring semester This so we actually get counted twice in that so that's

the end point But it's important to know that does make up about a about 43 percent of our students that are enrolled in CTE

[00:51:47] From that standpoint, and that's all led by 186 of the most amazing teachers that you could ever find helping kids connect to their career future So we're very proud to be in all of our middle schools and high schools and serving our students Specifically what sectors are represented and where our students finding themselves and finding their passions That's always connects back to their academic career plan that they start in middle school and even awareness in elementary school that's carried through in high school and you can see here the different sectors of where our students are participating and these are our high school numbers they still include our middle school but this is specifically

[00:52:24] a high school where students find themselves it's important to note that finance does include economics and personal finance which is a graduation requirement so I don't want anybody to think we have that many students who are interested in a career in finance but but it is important today because EPF is an amazing class for our students for sure but important to note representing about 15,000 of our students.

[00:52:45] Where are they? This is a chart that I share with employers all the time to help them connect. From a standpoint, if I talk to an HVAC company, they're looking for a technician. But then I say, who's maintaining your vehicle? Who's answering your service call? Who's handling your billing? It's everybody, and so we help connect our students in.

[00:53:03] In that too, we're also able to look at and see what are the outcomes for our students. I do need to say that when we had to submit this document, it was a few weeks ago, and I'm happy to report that are the top number there, that 8547 number and counting, it's still counting, but today it reads 9,188. We still have EMT, nurse aide, and our IB students left to either finish the second part of their credential or waiting on IB to give us our scores over the summer. So we're expecting that to go up just a little bit more. We're very proud of that. We're also proud of the fact that

[00:53:39] it continues to increase more students earning those credentials, as well as if you look at that dual enrollment. More students earning dual enrollment credits in CTE is also very important and positive for us. How do students find their way to CTE? This is a new structure. So this is new, a new look. We have, there's a new model, a national career clusters model. Currently there's 16 and Virginia has adopted a 17th at the national level. They've changed that and there's now six.

[00:54:09] It's important to note that what we're calling marketing management and technology at the level is actually cross-cutting and it's a very confusing place. We think this is more purposeful for students to find their connections into our IT courses, our business courses, and our marketing courses. This has been advised by our CTA Advisory Committee as well as been through all of our teachers and counselors and administrators for feedback as well. Even Point, we have changed that bottom one. It used to say something different. It now says Marketing Management Technology just for clarity. So we're happy about this and And this is the start overarching, and you can see some of the careers that are connected into those.

[00:54:48] And this will be connected into our academic career plans for students to connect to these courses and careers for themselves. So that's kind of the breadth of CTE as its offering. And now we need to move into Brian's realm of the Tech Center and all the great things that he does and kind of the why and asking, why are we expanding CTE programs?

[00:55:12] Well, as you can see here, if you just look at our numbers and our enrollments, we're 274% oversubscribed, which means we have more students that want current education programs than we're currently able to find seats for programming for. Our expansion is going to help. It's not going to solve that, but it's going to help that tremendously.

[00:55:30] It'll also have tremendous effort on our schools to reduce some enrollment issues in classes, because if we can serve more students at the Tech Center, that's some students that are coming out of the high schools make it a little bit more space in those schools, so that's a help too there. But I think it really speaks to the volume of Brian's leadership with his teachers when we look at the second bullet there, and that's our returning students.

[00:55:52] At what rate do our students find connections to teachers and to careers and willing to come back and are giving their time? And at an 89% return rate, that speaks tremendous volumes. I want to say 100% of those students are bound and down and determined for that career, but we know sometimes they just made a connection with a good teacher and they want to come back for that teacher and that's good too because we're going to find a connection for that student and help them transition to what's next their career future so as we expand the Tech Center here are some of the areas that we will be expanding into as well as the seat capacity ultimately we'll be

[00:56:31] adding about 650 seats at the Tech Center in that you can see we offer some energy courses, and Dominion's been very, very important with us as a partner to identify what those courses are, as well as our health sciences are important for caring communities.

[00:56:48] Our financial services, we're looking at a bookkeeping class to go with our accounting program to help students come out to be small business bookkeepers, as opposed to just looking for students who want to be accountants. We see this as a stackable credential, because you can be a bookkeeper while you're continuing an education on to be a CPA, if that should be your path.

[00:57:07] You can see the rest there, and you see the approximate numbers of seats that we have, including everybody wants to be a YouTuber and video content, and so we're going to look at maximizing the TV studio for that opportunity as well. So we're excited to bring these seats to the tech center.

[00:57:24] Brian has the large job of finding the talent from these industries to come create these amazing learning experiences for our students. So a play to our community. If you are an industry leader in these sectors, let's give us a call.

[00:57:43] Let's connect because we'll be looking for teachers in a minute for sure. did I cover that right? Finding good teachers in these lanes will be an opportunity. But here are just some quick graphics to go through and orientate. I think a lot of people in the community are familiar with CTC at Hull. Grounding, this is the first floor that has the Fulgram Center as part of it. We're looking there will be a new conference center entrance, kind of separating the conference center from the school. We'll also be relocating the front of the school, which is the current flagpole location to number one, down to what you currently know is the Fulgram

[00:58:20] Center entrance. That's going to be the main center point entrance of the school. There's more parking, there's more accessibility for parents and for students' access. It just makes a lot more sense than that, that whole street side. But on the first floor, we'll be gaining, that's where we're going to utilize the TV studio in place. So minimal impact there, except for a whole bunch of editing stations. So we're excited

about the TV studio there you can also see Recovery Academy is still in its place and technology will also have a home office there at CCPS online will also remain in this space as well as well as some other programs that will be there as well

[00:58:55] moving upstairs to the second floor we showed this as a large diagram just showing identifying that the current tech center existence on the right hand side there will continue so most of the construction will be on the left hand side which was the former central office side so I'm next going to zoom into that just a little bit because it's really hard to read that bubble diagram so zooming in here you can see our energy and our information technology and our finance and our hospitality and the constituent services will remain where it is for our community that that works there and an opportunity to have a conversation about a possible JNTC and a health suite as well I've anchored the

[00:59:35] first floor media production there just on this slide as a as another reference of a program that will be coming so the this is a bubble diagram this isn't by any way shape or more form programming or layout but it's more generalized as we're working with the architects through this so we have great programs we have fantastic credential rates students are having dual enrollment experiences we're gonna have an expanded Tech Center opportunity with with Brian leading the expansion there not to mention what we already have as well as the courthouse campus and our it's worth mentioning our off-site programs too

[01:00:14] which is our early childhood at CECLA, as well as our automotive at Midland High School. It's great that we have these opportunities for students, but it's also better when we can send students out into the field and they can see, oh, this is what it's really like, and we can see rate of production, and we can see temperature environments because we don't always build houses when it's nice and calm and sunny.

[01:00:35] Sometimes it's rainy and sometimes it's snowy, and so how do we help students connect with what's outside? And Katie's team with Career Experience Consultants, working in our schools, making connections for students, we're going to share some staggering opportunities that students have had to learn outside of our classrooms.

[01:00:51] And for us, that's really affirming. Yes, this is for me and my future, and also it's okay if they affirm. This isn't for me. Both of those are equal and important. We want the affirmation, but we'll take the it's not for me as we have an opportunity to learn. But it's also important to acknowledge that this year we have been affected.

[01:01:09] Is that the right word to use? By VDOE's performance framework changes. And this is still evolving, but it does land now primarily with these. And one additionally didn't make this list because it's just happened.

[01:01:26] Internships, clinical experiences, school-based enterprises, and entrepreneurship. And that's not just owning the business, but it's actually operating the business. Apprenticeships, which we have a lot of work to do with Virginia Works and Virginia Dolly. And what did make this list, what has been added, is supervised agriculture experiences for our ag program.

[01:01:43] So we're excited about that opportunity to lean in there and a lot to learn about apprenticeships and how we can make that work in connection. So there's a fun little picture here because we think credentials and experiential learning go together like peanut butter and jelly. We hope nobody takes offense to that, but we do.

[01:01:59] We just think that the affirmation of I've learned the skills and I can master the curriculum and I've gone out into the field and I've walked it. when I affirm this is for me, there's nothing better than that sweet spot. I can think of several students come to mind who have done just that. They've had opportunities in our class to earn their credentials in the field and come back and said, absolutely, that's for me.

[01:02:20] And that confirmation of those students is just fantastic. And Katie gets to work with these students, and it's just, there's nothing better than that. When you see the student know and you see the parents thankful for that connection and opportunity, it's just great. But here you can see the many different work-based learning experiences that we've tracked by BDOE, and every one of these was an experience that in the previous month was qualified as the College and Career and Civic Readiness Index, which had a short life by BDOE.

[01:02:48] But these were all the experiences we used to track. We don't track this many anymore. We will because it's good for students, but from an accountability standpoint. And I think what's important is probably the next slide, because the next slide is really going to speak to the investment and the investment of the experiences that we've had, the partners that we have. But that middle section there speaks to the hours of investment by our business community with our students. That speaks to how valuable our student experiences are and how our businesses keep coming back for our students. There's no better testament than having an experience. When they come back for

[01:03:28] more, it seems you're doing something right, but I think that's part and parcel because we ask, are we doing it right? What do we need to be doing different? What are you looking for that we're not providing? And that part of the feedback loop with our students when they go out is critically important for us. But very proud to see we're over 31,000 experiences this year for students. That's just fantastic. But it's on the back of 544 employer partners that are actively involved with us. And if you just look at the school-based enterprises and the mentorship and the internships and the clinical experiences, 15,000 experiences in a doctor's office or a hospital in 15,000 hours, that commitment when you think about the businesses, we can't say

[01:04:08] thank you enough for what they're doing with our students. Katie's got a couple of fantastic experiences she does. We call it a shame wall, I mean a celebration wall. It's our thank you wall where we thank our employers for coming out and we have a breakfast sponsored by our employers where we give them a plaque and it's the 5280 club plaque. You might know what 5280 is? 5,280 feet in a mile because our employers go the extra mile with our students and so that's the cute things. So if you see that plaque hanging around, a lot of people want to ask about it. It's designed

[01:04:45] to do just that, but how our students are connecting is super important for us. And then I think it's important to circle back with and say, that's great. You say this, but what does it really mean? Well, this is we're required to have follow-up surveys with our students and submit reports.

[01:05:02] And so a four-year graduation rate for CTE is at 99.85%, meaning to be in this category, you took two CT classes in sequence makes you a completer. We're now tracking you. Those students who took two CT classes in sequence are graduating on time before you're ready at 99%, which speaks to being connected. Many other programs connect the same way. When you connect with that student, they're going to complete and finish for sure. But when we look at student satisfaction a year after they left us, and at 94% they're satisfied or very satisfied, speaks well of our programs.

[01:05:35] Transition to school, work, and military, and you can see the data points there, How successful students are transitioning after being a CT completer speaks volumes to us, to where they're going. Whether it's school, whether it's work, or whether it's the military, we take all those as successes.

[01:05:51] There's just one category we don't count as success, and that's at home on the couch. But for the rest, it's all the success from that standpoint. But school-to-work-related, CT study, which means are you continuing your study in the field that you were in in high school at 82%?

[01:06:07] Again, it's still a pretty fantastic rate, which means I was taking engineering classes in high school, and 82% of our students are continuing to take engineering classes at the next level. So I'm proud of what we do, amazingly proud of our programs, our leaders.

[01:06:24] Katie's leading 31,000 experiences in a year. Brian's bringing students from every high school with every different pepper rally schedule and every different passion and every different employer connection on any given day. and working with people who literally, I think Brian says this best, they had a tool belt on Saturday and they had a roll book on Monday teaching class and we want to help that carpentry teacher or electrical teacher transition and matriculate in.

[01:06:52] So a lot of the work that's done with Brian's team is helping take folks from career to education and helping them stick. And what does it mean to be an ASE mechanic, to teach students to be an ASE mechanic? And Brian does a fantastic job when we look at those credential rates.

[01:07:09] A lot of those are on his back for what his students do. So Brian's the point for the expansion of all things TechCenter. Katie's the point for all things out in the field. And I'm anything else that you might have and we're here to answer any questions you may need. Thank you, Mr. Macklin.

[01:07:26] Board members, is there any discussion or questions? Mrs. Hutchins? Just I want to congratulate you and your team. You all are extraordinary, and it is extraordinary what you're doing for our county, for our students. And I love those, that final slide with, you know, the kids staying in that same area. That's really a big deal. And I like that you admit, hey, we give them the opportunity to go, to see, to feel. And if it's not okay, it's not for them. It's not for them. There's

[01:08:03] no shame. There's no, that's way better than having a four-year degree and \$200,000 in debt. and you realize, oh, wait, maybe I don't like blood. So well done, you. And I don't know if this is the time to ask a question, but my eyeball did catch the AI, so I thought that was pretty cool.

[01:08:25] Did you just type it in there? Is it just a placeholder, or is it a? Part of our process. That's a great question, because the process by which we identified the programming started off with a flat survey. It's then gone back to the CT advisory committee where we've engaged our community members to say, what should we be?

[01:08:45] AI, they keep saying, yes, you need to have lanes in that. They also say it's hyper-secured. They also say, we say, what does that look like? And they go, yeah, we're working on that. So it's a soft build, but it's really about data management and smart data. And what are we doing with data centers and how do we manage data is where we think that may end up.

[01:09:03] We are asking that question. VDUE's asked that question. I think business is also asking it. So definitively, where are we at? I don't think we can hang ahead on that other than we want to get there and

we're going to use our colleges and our businesses to help us make those decisions. Yeah, I think that's very wise.

[01:09:18] I heard this weekend, we have no idea where we're going to be in five years. And so you having that on that page is a big deal. Thank you. Mr. Perronto? Thank you. So, Mr. Russell, I know you're doing a phenomenal job managing everything that's going on inside.

[01:09:38] My question is, how are we getting folks that had the tool belt on Friday in the classroom on Monday? Great question. This is something that we've been doing for the last eight to 10 years, and it is simply we have partners that are already invested in our students.

[01:09:57] So when they come to meet with our students, we also ask that question, do you have someone that may have interest in teaching in the program? Any of our teachers will tell you, hey, I have a friend. And so that's one way we market. But the one that we also continue to remember is that our families continue to call in and say, hey, I love what you do at the Texaner.

[01:10:17] I have someone that's interested in working with you. How can we make this happen? And so many of our relationships that we create with families is by sheer, by their own children being in our buildings. And again, we talk about just 15, 20 years ago, the Texaner was not a desirable place to be.

[01:10:33] And so therefore, now that we've turned that corner where we have dual enrollment programs, we have an advanced placement program. um now we're getting the visibility that we need and so therefore families are more interested in supporting us to get those those teachers yes it will be hard because some of the programs that we are getting ready to have um do require a little bit more from the industry and um but we we have we have confidence that we'll get those teachers in those positions thank you thank you um where

[01:11:08] And Mr. Russell, where do we stand with, I know there was some talk of being able to move to a system where we recognized years in the industry. Did I just step on the third rail? All right.

[01:11:24] It's a little hot. So there is some legislation that worked out this summer, this legislative session. It wasn't, it provides opportunities for one-to-one or one-to-two based on what the licensure requirements. And so there's different CT licensures, and it's almost as hard to figure out the difference why one person can eat one versus another, and that's a VDOE license.

[01:11:45] But there is some flexibility where years of experience above an apprenticeship level are called for in the licensure code. And so that's something that this division's been applying as best it could for many years. And we thought the language was going to go a little further than that, but it didn't.

[01:12:01] it stopped a little short of that, so we're kind of in a place where in courses where a licensure endorsement is beyond a year's apprenticeship, there can be a credit awarded, and that's something that the HR team has been working on and monitoring for years. Thank you.

[01:12:18] And I must have missed it. I'm sure you said it. How many, or do you know, how many seats will open up with this expansion? 600? 650? Thank you. Thank you. I did have one quick question for Ms. Stokes, as far as community partners that want to get involved and open up those opportunities for work-based learning, how do they reach us? We try to network as many ways as we can. We come out and we speak at different sessions, different group offerings, but there's a website that's

[01:12:56] attached to the wall of thanks at the tech center that has a scan code that people can do the QR, and it takes them right along to site up, and so that my team or myself can reach out to them to walk them through the process. We have people call every day to the Tech Center to say how do they get involved. And it really is a simple process. We come out and we talk for about 30 minutes about this is what work-based learning looks like in Chesterfield. These are what our requirements are. These are the expectations. These are what the students must do and what the business partners are being asked to do as well. So we really try to walk them through the entire thing. I ask them also, I always leave every meeting I talk to, could you just come and be a guest speaker for one class, one group? And oftentimes when I have a small tangible asks like that and they come out and they get to engage with the students they're very

[01:13:36] excited about it and then they want to know other ways to get involved but the best way is give me a call give me an email my team members and we'll definitely connect and reach out and help to set those employer partners up with us wonderful thank you thank you all appreciate it so next we have announcements communications and school board comments school board members are there any announcements or comments the next school board business meeting will be held this evening June 3rd 2025 at 6 30 p.m here in the public meeting room if there's no further business we will enter

[01:14:11] into closed session which will be held in the pmr conference room madam clerk please announce the items for today's closed session it is my understanding that the school board desires to enter into closed session in accordance with section 2.2-3711.a of the code of virginia the virginia freedom of information act and specifically under subsection one the discussion and consideration of personnel disciplinary matters. Members of the board, you have just heard the items requested to be discussed in closed session. Do I have a motion in that regard? So moved. Is

[01:14:45] there a second? Second. Madam Clerk, would you please call roll on the motion? Dot Heffron. Aye. Dominique Chatters. Aye. Stephen Pronto. Aye. Lisa Hutchins. Aye. Ann Coker. Aye. We are now in closed session. Do I have a motion to reconvene in open session? So moved. Is there a second? Second.

[01:15:17] The board is now in open session. Madam Clerk, would you please read the resolution certifying the closed session? Now, therefore, be it resolved that the school board hereby certifies that to the best of each member's knowledge, one, only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification resolution applies, and two, only such public business matters as were identified in the motion convening the closed meeting were heard discussed or considered by

[01:15:52] the school board is there a motion to adopt the resolution so moved is there a second second madam clerk would you please call roll on the motion dot heffron aye dominique chatters aye stephen pronto aye lisa hudgens aye and cooker aye the motion carries is there a motion regarding the first personnel matter? In case number 2024-25-62-HR, it is recommended that the superintendent's recommendation be upheld. Is there a second? Second. Second. Madam Clerk,

[01:16:31] would you please call roll on the motion? Todd Heffron? Aye. Dominique Chatters? Aye. Stephen Pronto? Aye. Lisa Hudgens? Aye. Van Coker? Aye. The motion carries. Is there a motion regarding the next personnel matter in case number 2024-25-63-hr it is recommended that the superintendent's recommendation be upheld is there a second second madam clerk would you please call roll on the motion don heffron aye dominique chatters aye steven pronto aye lisa hudgens aye and koker hi the motion carries is there a motion regarding the next personnel matter

[01:17:10] In case number 2024-25-64-HR, it is recommended that the superintendent's recommendation be upheld. Is there a second? Second. Madam Clerk, would you please call roll on the motion? Todd Heffron.

[01:17:26] Aye. Dominique Chatters. Aye. Stephen Pronto. Aye. Lisa Hudgens. Aye. Ann Cooker. Aye. The motion carries. Is there a motion regarding the next personnel matter? In case number 2024-25-65-HR, it is recommended that the superintendent's recommendation be upheld.

[01:17:47] Is there a second? Second. Madam Clerk, would you please call roll on the motion? Todd Heffron. Aye. Dominique Chatters. Aye. Stephen Pronto. Aye. Lisa Hudgens. Aye. Ann Coker. Aye. The motion carries.



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