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Chesterfield County School Board Work Session, Tuesday, April 14, 2026

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[00:00:06] Good afternoon. I'd like to call the April 14th, 2026 School Board Work Session to order. First, we have a presentation on equity and student support services from Dr. Spurlock. Greetings, Madam Chair, Vice Chair, members of the board, Dr. Murray, Dr. High.

[00:00:37] Good afternoon. I am excited to share our annual update on the Department of Equity and Student Support Services. Today's agenda will include an overview of the work of the department and its leaders who oversee specific work through each of the offices in our department.

[00:00:56] We wanted to change it up a little bit and put names and faces together. So pictured on this slide, you will see each coordinator in our department. And so I'm pleased to introduce Laura Early, who's our coordinator of psychological and diagnostic services, Dr. Tynisa Giles, who's the coordinator of school social work services,

[00:01:18] Tara Jenkins, who is our coordinator of ESL and Title III, Audra Lancaster-Boyce, who is the coordinator of school counseling and mental health services, our award-winning Heather Snyder, who is the coordinator of student health services, and Dr. Carmen Waterford, who is our coordinator of equity.

[00:01:42] I'll jump right in and frame our conversation for this afternoon, centering the work of the Office of Equity. The Office of Equity strengthens CCPS by developing leaders, supporting schools, and

building partnerships that help embed equitable practices across the entire division.

[00:02:02] A systems leadership approach helps ensure equity is embedded with decision-making rather than addressed after problems emerge. Another area of priority is equitable leadership development in the ongoing work with our equity leads, professional learning for our school-based administrators, our principals, assistant principals, and deans.

[00:02:26] Through a variety of professional learning experiences, leaders have access to learning on stronger, equitable practices and tools that help leaders facilitate necessary conversations and reflections within their teams.

[00:02:45] And also, partnership and pipeline section here. I want to highlight that the work of the Office of Equity also supports long-term workforce and community partnerships. This includes, as you know, Mirror Me teacher pipeline program and our partnerships with various community organizations, family engagement efforts, and expanding student opportunities through scholarships and career exposure experiences.

[00:03:13] Together, these efforts strengthen access, belonging, and connection for all of our students by strengthening the work of the adults and the systems that support them. On this slide, we really zero in on how the Office of Equity approaches impact.

[00:03:32] This work focuses on building that leadership capacity that is so necessary, thereby strengthening practice and ultimately improving the experience for every one of our students. By supporting inclusive decision-making, culturally responsive leadership, and intentional use of data, this work helps create a deepened sense of belonging for our students, improve access to opportunities, stronger connections between students, and ultimately we're hoping for a more positive school climate across the school division.

[00:04:07] At the core of its work, the Office of Equity's work is about strengthening adult leadership so that every student can experience the level of excellence they deserve in order to succeed. Our next slide here is a snapshot.

[00:04:27] One picture of several slides that were recently shared in our ESL update. As shared in that update, English as a Second Language is our program that supports our students who are English learners, L's for short.

[00:04:44] We are continuously striving to support every English learner always and in all ways. We started this school year with over 10,000 L students with over 100 countries and languages represented across our school division.

[00:05:03] That number has risen and the student record count from the beginning of the year is shown here on the screen. As recently shared, there are various programmatic supports in place to provide the best opportunities for our students who are acquiring the English language and engage in ongoing professional learning and development for staff in an effort to best prepare them to set up our ELs for success.

[00:05:29] We choose to employ an asset-based approach to best support our ELs. We are continuously striving to support every English learner, always and in all ways. Our next slide is the first of three that highlights the work of school counseling and mental health.

[00:05:51] CCPS school counselors serve in every school to provide comprehensive school counseling services aligned with our state and national standards. School counselors work collaboratively to meet the needs of our students within three domains of practice, academic, social, emotional, and career.

[00:06:11] And our counselors also provide a holistic approach to supporting the success of every student. There are teams of school counselors at every school site. Currently, this time of year, our school counselors at the secondary level are working to prepare preparations for next year through scheduling processes, academic and career planning, starting at grade five and preparing students to transition to the next grade.

[00:06:39] School counselors take an active role in connecting students with future opportunities like specialty centers, tech centers, governor schools, which I had an opportunity to visit one of those today, Maggie Walker, and countless programs.

[00:06:55] They do this all while supporting the social and emotional growth of students and communities. There are many other services under the school counseling umbrella, and two examples shown here that also highlight the important work of this office and team are maintaining student records and also the work of home instruction.

[00:07:19] We are grateful for the board's approval of an additional position in this office to carry on this important work. Our next slide here really highlights the work and the importance of our division-level mental health team, which works to build capacity and training to all schools, as well as provide direct crisis response and real-time support for schools.

[00:07:44] Our mental health support specialists, also called MHSSs for short, work in feeder patterns to support communities and build partnerships to support families in crisis and overall wellness. Each member works collaboratively with school teams to support the specific needs in each building, often providing consultation and responsiveness in their service.

[00:08:10] The team has worked hard to exceed the new training requirements set by the state to train all threat assessment team members and as well as develop valuable partnerships with local agencies to support students and families. Our mental health interventionists, which is a different position, support safety around the clock, days and nights, including weekends, snow days, holidays, and so forth.

[00:08:38] This team works collaboratively with school teams, our police department, and child protective services to support the needs of our community. I do want to highlight our recent event, the Spring into Wellness event, held last Thursday, April 9th, at Falling Creek Middle School is the whole school.

[00:08:58] As you know, this is an annual opportunity for resources to be showcased, and many local agencies and other entities are represented at this event. Finally, here on the right side of this slide, we capture several highlights for school counseling and mental health services.

[00:09:18] From threat assessment training, to programming, to noticing the signs of suicide, to coffee and conversation topics, the work is broad and wide. This final slide for school counseling and mental health functions and collaborations really showcases the work of the team for the Office of School Counseling.

[00:09:43] As shown, the team has a broad reach in some other areas to support our communities. Extensive partnerships and collaborations are vital and key components to this team and office. We work

diligently to create connections that support our prospective job force, hosting interns and practicum students from all over the Commonwealth.

[00:10:07] Participating in regional, state, and national platforms helps CCPS lead in this work. Our offices within the Department of Equity and Student Support Services work together to provide expanded training and constantly improve our practices and procedures to meet the needs of all of our students.

[00:10:28] We often find ourselves participating in research opportunities and advisories that also connect and link our work. This next slide highlights the work, the important work of our school social work team.

[00:10:45] The coordinator oversees school social work services, the McKinney-Vento grant, fostering connections, and attendance initiatives. Across our school division, 34 school-based social workers have completed nearly 1,400 sociological assessments, participated in over 700 school attendance team meetings, and provided more than 3,000 direct social-emotional supports to students.

[00:11:16] The attendance team plays a critical role with two assistance, I'm sorry, attendance social workers dedicating almost 65% of their time to intense case management, including home visits for students with the most significant needs.

[00:11:36] Additionally, we're grateful for the nine attendance intervention specialists who have delivered over 2,500 Tier 2 and Tier 3 interventions for chronically absent students. To further support our schools, the team developed an attendance hub that's one of the highlights for this year.

[00:11:55] It's an internal resource guide featuring strategies, interventions, and an attendance manual to support schools in mitigating chronic absenteeism. This next slide continues to highlight the work of school social workers.

[00:12:14] The team is instrumental in fostering collaboration, enhancing student engagement, promoting student well-being, providing crisis intervention, leading data-informed attendance interventions, and implementing and monitoring evidence-based strategies to address chronic absenteeism.

[00:12:39] We'll now jump to the work of our school psychologists and educational diagnosticians. Both our school psychologists and diagnosticians are vital members of our school-based teams as they promote effective home-school collaboration and wraparound services for our students.

[00:13:01] When appropriate, psychologists also collaborate with other community providers to coordinate mental and behavioral health services for our students. As noted here, our psychologists conduct cognitive assessments, and educational diagnosticians are key players for educational assessments.

[00:13:23] Sometimes people wonder what is the distinguishing factor. We are grateful for the inclusion of additional diagnosticians in the upcoming budget so that our expertise of the educational diagnosticians can be employed more proactively in helping school teams show up to support our students in the best manner.

[00:13:46] This slide highlights our current staffing model and the psychologists and diagnosticians who are currently serving to meet the needs across the division. As an important highlight, the opportunity to

host graduate students as interns and practicum students has proven to be an effective pipeline for recruitment of highly qualified school psychologists.

[00:14:15] In addition to what is noted here on the far right for interns for this year and our plan And for next year, another noteworthy highlight is one of our bilingual practicum students from 25-26, which is this year, has been hired as an intern for next year, and one of our bilingual interns from this school year has been hired as a school psychologist for the upcoming year.

[00:14:45] Here we shift to student health services, and we see on this slide a lot of numbers. these numbers tell a story. We look at this snapshot and we can see that our school student health services team has been busy. In addition to the coordinator, the team consists of four nursing supervisors who oversee 71 school nurses, four special ed nurses. And we are proud to

[00:15:22] announce we have 16 national board certified nurses here in CCPS. We are proud of the care and expertise shown by our team recognizing their work is so much more than band-aids and ice and are proud of the 31 schools who have received the project adam heart safe schools designation our school teams are really proud of the ways in which the clinics whether it's vaccinations vision or hearing are played out at the schools and these numbers do tell the story of access and

[00:16:01] impact across the division some specific highlights and students health services as i begin to wrap up here really include a focus on dental clinics and so this is something new for us this year at 15 of our elementary schools we're grateful for this opportunity in partnership with virginia Department of Health. We also are grateful for two opportunities for grant-funded temporary work assignment positions to help with the ESL Welcome Center, as well as immunization support on our

[00:16:41] nursing team. As I wrap up here, hopefully this update has provided some new information about how our Department of Equity and Student Support Services not just exists, but it really is intentional about showing up for our students and families the work of department of equity and student support services really is to champion inclusivity and belonging prioritize wellness bridge the gaps foster relationships cultivate partnerships and ultimately empower our school

[00:17:18] communities thank you for the opportunity for this update i'd be happy to answer any questions Thank you, Dr. Spurlock. Board members, is there any discussion? Okay.

[00:17:34] Thank you so much. We appreciate it. Madam Chair. Sorry, I didn't see it. Both Mrs. Chatters and I. Apologize. Ms. Chatters. Thank you, Mr. Perotto and Madam Chair. First, I just want to say a shout-out for Sources of Strength. My oldest child went through Sources of Strength, and it opened his eyes to how he can help his peers.

[00:17:56] It gave him confidence, and it gave him the opportunity to help in a way that he didn't know he could help. So I really appreciate that program. The other, the next two or three things, the equity lead role, can you tell us what the job is of the equity lead at our schools?

[00:18:15] Yes, so we are grateful to say that every school has equity leads. Some schools have two, depending on the size of the school. And they ultimately support the principal, the administrative team, our school improvement teams to make sure that access, belonging, and connection are happening, not just at a surface level.

[00:18:36] A lot of times it could be one-to-one consult with a colleague. It could be that the equity lead shows up. If they're not able to attend the school improvement team meetings, they may have a pre-meeting or a post-meeting with part of that team.

[00:18:54] One of their responsibilities is to make sure that they are constantly leaning into opportunities for professional learning. Dr. Waterford has ongoing professional learning and this year has taken a different stance in providing it in a differentiated way to ensure that each school gets what they need.

[00:19:13] So there are some foundational things, and I mentioned those, like the ABCs of equity. It's their job to understand that work and to know it deeply and then to show up at their school, their respective schools, meeting the specific needs, whether it's unpacking discipline data, finding ways that we can really authentically hear student voice and anything that can positively impact the climate and culture of their schools so the last question related to that would just be is there some metric that we can see to see how well our schools are performing as far as their equity is in their schools is you know i'm saying

[00:19:50] like if there's how do we measure success for our equity leads and how it's how it's impacting our schools it's a great question as a standalone measurement or metric we won't see equity isolated. A lot of it is included in the conversations. I can speak a little bit from my former role as a leadership director when meeting with principals and principal administrative teams, really looking at climate survey data, looking at just some specific authentic feedback that you might get from parents and from students. And so right now I say there are multiple

[00:20:27] opportunities for us to look at qualitative data. A lot of times the work of equity is about telling the story of the student experience. And once we've heard that, how do we then challenge ourselves to do better to make sure it is an excellent experience? Thank you. Thank you, Madam Chair.

[00:20:45] Thank you, Madam Chair. Thank you so much for that presentation. I do have a few questions for you. One is the purple rose you have on your jacket. Do you have another one by chance? Sean Smith said he wanted one. No, that's okay. That's okay. I'll pay for that later. Oh, he loaned it.

[00:21:09] In all seriousness, on page 10, slide 10, you talk about the two attendance social workers dedicated 63% of their time to tier three case management. So the other 37%, could you just go a little bit about what that particular role is primarily designed for and then with the 63% I just want to have a spotlight on this because I think it's extremely important that number is highlighted for a reason I just want to

[00:21:44] dive a little bit deeper into that to understand strain might be the wrong word but just the overall complexity of that role thank you for that question yes Those positions came from a place definitely of need and some dedicated attention to attendance.

[00:22:03] And so the other, you said about 37% of the time could be between school-specific needs, home visits, and also time that is spent perhaps even in court in supporting attendance.

[00:22:20] And so we do have an opportunity for those two attendance social workers to also meet regularly with the nine intervention attendance intervention specialists. So they're involved in those meetings. And so it could be a variety of things.

[00:22:36] But if you're looking for something more definitive, I can also follow up with you to see what that looks like. No, and I appreciate that. It's you know, this board has structured itself on many fronts and

one of them being attendance. so that we can have kids in school that are receiving an education and that truancy, you know, is not as big of a problem in Chesterfield County as it once was in years past.

[00:23:01] And so having stats like this, I think, is extremely important because it goes to show, one, we recognize it, and then, two, here's what we're doing about it. And I think the more opportunities we have to talk about it and champion that so that the community understands, yes, this is a real problem facing a lot of our students, and here's how we're responding to that.

[00:23:20] So I greatly appreciate your department being the one that championed that and had that up. And then lastly, on page, or excuse me, slide 13, you had mentioned about hiring, or we hired, CCPS hired. One of our interns that came from was a CCPS student at one point in time, went to college, became our intern, and now we're hiring them.

[00:23:43] What a great pathway for our students to get involved, to give back, and then get back into the school system with their passion. So I'm not sure who recognized that, but kudos to whoever that is, your department, HR, collaboration of the two.

[00:24:01] I think that's a great pipeline that hopefully we are able to robust that even more as we continue further. So thank you for highlighting that. Thank you for noticing. I just have one question. Is that it? Oh, my gosh. Ms. Coker.

[00:24:18] You had turned your head. I did. Thank you, Dr. Spurlock, for your presentation. I just have one quick question, kind of piggybacking off of the absenteeism. You mentioned on slide 10 that there's two tiers, tier two and tier three. Can you elaborate a little bit on the difference between those two tiers?

[00:24:38] Right. So when we speak of tiers, we have to also make sure we challenge ourselves as educators to make sure that we're really clear with that. So Tier 1, to put it in full context, would be interventions and what's in place for all students, how we support all students in making sure that they're present.

[00:24:58] And each of the other tiers gets a little bit more intense in how we intervene. And so when we talk about attendance intervention specialists delivering over 2,500 Tier 2 and Tier 3 interventions, some of those could include specific attendance plans that have to be put in place once students reach a certain number of absences.

[00:25:24] And in that plan, those can kind of vary. You have some standard things that we would expect to see in a plan. Who's noticing? Who's connecting with the student to make sure that they feel invited and expected to show up at school? And so that could look like an administrator, a specific teacher, or auxiliary staff.

[00:25:45] That would be an example, for instance, of something for Tier 3. If we're not seeing any improvement in attendance, it could lead to a need for Tier 3 interventions. And so in addition to an attendance plan, we also might have more frequent check-ins, also home visits.

[00:26:05] We really want to invite the parents to be partners in this because I know it has been said in many different spaces that really the attendance, as much as school is reaching out, it really is about partnering with our parents.

[00:26:20] to make sure that our students are showing up and that they know we want them in school. Yes, thank you. Yes, and it's not just the student. It's the parents and the family members that are

supporting them. So thank you.

[00:26:35] Thank you for all of your work. I have one small question. On page or slide seven, we have the home instruction little piece, and we reference 33% increase in homeschool students since COVID.

[00:26:57] I just wonder, I knew that there was a large increase, but I wasn't sure if it, have we seen it level off? Did it dip back down? Like, what's that line? You may not know this. I'm just curious. I'd be happy to follow up with that. It's a great question, but we do want to know, to put it in context, the reason why we have the numbers, you know, of students who are receiving home instruction.

[00:27:19] And so what I have seen in just about, just under a year and a half of being in this role is, the number has not taken a significant change or dip since last year okay and so there's definitely a need for that role having recently had our home instruction audit there were some great questions that came out of that that really challenge us to just make sure that we're doing the best job we have a wonderful specialist who's been in the role and monitoring that and she can speak directly to the volume that she's seen that increase since COVID so I'd be

[00:27:55] happy to follow up um so you can really see a numbers trail that's what you like no thank yeah thank you so much i appreciate it thank you for your work madam chair would it be helpful if we provide um like a numerical value from 20 uh 20 and 21 school year each year up to this one it would okay yeah very good thank you sorry for the homework perfect sorry thank you i appreciate it Thank you.

[00:28:24] Thank you. Next, we have an update on math pathways from Dr. Staines.

[00:28:46] Good afternoon, Madam Chair, Vice Chair, School Board members, and Dr. Murray. I am Dr. Emily Staines, Director of Secondary Curriculum Development and Support. I'm pleased to be here today to provide a comprehensive mathematics update and update you on our progress after two years of implementing the new CCPS math pathways.

[00:29:07] While I am presenting this evening, I want to recognize the dynamic leadership of our division's mathematics curriculum team here with us tonight. Dr. Deanna Moreau, who supports elementary, Jill Miller, who supports middle school, Stephanie Burton, who supports middle school intervention, and Stephanie Lyon, who supports high school.

[00:29:27] We last provided a Math Pathways update to the school board on May 12, 2025. The topics I'll present to you today are listed here for your review. This board adopted a new on-grade level math pathway in 2024.

[00:29:43] By offering both on-grade level and accelerated options, we give families the flexibility to choose the math pathway that best meets their child's needs each year. Importantly, all CCPS students continue to have the opportunity to reach Algebra 1 in middle school.

[00:30:02] For example, a student in Math 7 can move into Algebra 1 in 8th grade by successfully completing a summer bridge course, ensuring that opportunities remain open for all of our learners. We have also updated the CCPS website and the Program of Studies to reflect these changes, including clear information about which specialty centers require Algebra 1 prior to enrollment.

[00:30:29] Now, let's take a look back on our second year of implementation. This slide shows our enrollment data from 2024 through 2026, along with our projected enrollment for 2026 through 2027. Here are a few important points to keep in mind when reviewing this data.

[00:30:48] First, Math 8 was not available in 2024-25 due to the division's previous math sequencing. Looking ahead to 2026-27, we see projected increases in enrollment for both Math 6 and Math 7. We also see that families are choosing to take advantage of the Math 8 option.

[00:31:09] Feedback from our middle schools indicates that students and families appreciate having on-grade level options as they enter middle school, along with the flexibility to accelerate or decelerate over time. Building math confidence in sixth grade supports student success and can position students to move into honors courses in seventh grade and beyond.

[00:31:31] Our division curriculum team and teacher leaders have been working diligently to develop instructional resources that support both the Virginia Department of Education's math standards and our CCPS middle school math pathways. In elementary school, Dr. Deanna Moreau led a team of teacher curriculum writers to create resources along to the new state standards.

[00:31:54] She also partnered with special education and gifted teams to support all learners through professional learning and acquiring specific resources for each group. This included additional materials to support differentiation in Math 5A, as well as the addition of Bridges Intervention Kits, which will launch in summer school alongside what we currently have of Imagine Math and Imagine Math Facts.

[00:32:19] At the middle school level, the division added a math interventionist to help schools more effectively use supplemental resources and strategies to support more students. Jill Miller led a team of teacher curriculum writers to develop division resources aligned to state standards based on ongoing teacher feedback.

[00:32:38] She also collaborated with special education and gifted teams to create comprehensive instructional resources and assessments. Through our all-in funding and in collaboration with special education and English as a second language, the middle school math team secured supplemental and intervention resources for all of our middle schools.

[00:32:57] These included an intervention math elective class and an intervention kit that can be continued to use during FLEX. Both options support student learning gaps and will be launched next year by Stephanie Burton. CCPS has also expanded implementation of our new instructional resource, MathSpace.

[00:33:16] Aligned to the 2023 math standards of learning, we included four additional schools this year. We brought in Chesterfield Virtual School, Deep Creek Middle School, Providence Middle School, and Salem Church Middle School. These schools joined schools who already had access, Falling Creek Middle School, Tomahawk Creek Middle School, Meadowbrook High School, Elsie Bird High School, and Metoica High School.

[00:33:39] In addition, division staff worked collaboratively to finalize our summer bridge course. This course is required for students in Math 7 who wish to accelerate to Algebra 1 and 8th grade and ensures students do not miss essential content.

[00:33:55] We were able to provide two free options for students, an in-person and an asynchronous virtual learning experience. We also streamlined the process across Math and Science bridge courses to make it easier for families to navigate. We're grateful for the collaboration that occurred in this endeavor between school leadership, school counseling, summer school, and CCPS Online in supporting this work.

[00:34:20] Ongoing feedback is essential as we work to understand how implementation is impacting instruction, and we remain committed to continuous data-driven improvement. Our survey data shows that teachers are actively using the updated resources. In fact, 97% of surveyed staff report using division-provided instructional materials at least weekly.

[00:34:42] This high level of engagement helps ensure consistent implementation of the curriculum across the division. Some of the most widely used resources include our quarterly instructional guides, which support lesson sequencing, sample assessment questions within each unit, and alignment checklists that help teachers through professional learning communities design instruction that meets both the content and the rigor of the standards.

[00:35:08] Now, this is our third year implementing and refining a potentially new math resource that I just shared, MathSpace. Currently, nine of our schools have been utilizing these resources and will continue to gather professional learning and feedback as we move towards full implementation across all middle schools and high schools in 2026-27.

[00:35:29] This level of consistency of resources, combined with ongoing feedback and professional learning, ensures that all students, regardless of their school, have access to high-quality, standards-aligned instruction that supports their success.

[00:35:46] But the numbers only tell part of the story. Teachers are sharing that the new resources are making a meaningful difference in their work each day. One teacher noted that the materials are, quote, easy to navigate, end quote, and that the standards progression sheets have been a game changer for lesson planning.

[00:36:04] Another shared that the day-by-day topic breakdown ensures each standard is taught in depth rather than being briefly addressed. This kind of feedback is critical as we continue to refine our materials for next year. And our team is committed to continuous improvement.

[00:36:20] Being the best at getting better is our motto. That means intentionally gathering both formal and informal feedback to strengthen our resources, course offerings, and support for teachers and schools across all levels each year. As we look forward to the 2026-27 school year, our work is far from finished.

[00:36:42] We will continue to collect that formal and informal feedback that we just addressed to strengthen our in-house resources, and our goal is to ensure that the transition from elementary to middle school and middle to high school is as seamless as possible for every student. At the elementary level, schools will continue using Bridges intervention kits across all classrooms. In addition, our division-created curriculum framework pages now incorporate these resources to further support teacher planning. We're also excited to continue using Imagine Math and Math Facts, which provide students with personalized adaptive learning pathways.

[00:37:22] Along these resources, we remain committed to providing high-quality professional learning for both teachers and leaders grounded in our CCPS best practices. For the upcoming year, we have finalized our middle school math pathways to align with the newly implemented state math acceleration legislation.

[00:37:43] This ensures that CCPS remains both compliant and a leader in expanding opportunities for students. Each year, we review our course offerings to remain responsive to feedback from school leaders

and teachers, and we will also continue to provide targeted professional learning focused on our CCPS best practices, as well as the effective use of supplemental and intervention resources.

[00:38:07] Finally, as our current middle school students transition to high school, we're turning our focus to high school math pathways. As part of our proposed updates, we will collaborate with school leadership, career and technical education, English as a second language, school counseling, special education, and math teacher leaders. This work will ensure alignment with college and career readiness indicators and help us clearly define recommended math pathways that support all students in taking math all four years of high school. Similar to our middle school efforts, we will continue to provide ongoing

[00:38:44] professional learning focused on our updated CCPS best practices in mathematics and the effective use of high-quality instructional materials to ensure strong, consistent instruction that prepares all students for post-secondary success.

[00:39:00] In closing, this work reflects our commitment to providing every student with access to high-quality mathematics instruction, meaningful learning experiences, and multiple pathways to success. Through thoughtful design, ongoing feedback, and strong collaboration, we're building a system that is both responsive and forward-thinking.

[00:39:22] Most importantly, we're ensuring that our students, all of our students, are prepared, confident, and equipped for their next steps, both in school and beyond. Thank you for your time this afternoon, as well as your commitment to math for all students in Chesterfield County Public Schools.

[00:39:39] Happy to answer any questions you might have at this time. Thank you, Dr. Staines. Board members, is there any discussion? Mr. Pronto. Thank you, Madam Chair. Dr. Stans, thank you for that presentation and for you and your team rolling this out over the past couple of years.

[00:39:55] I am curious if you would not mind gathering the data for, but huge browning points, if you can spit this off the top of your head, that'd be amazing, but not expected at all. No pressure. Correct. The GPA increase. So we have restructured the math layout for our students.

[00:40:15] so the accumulative GPA if you will prior to the rollout versus after the rollout are we seeing the students excel in this area versus before if that's some data that I would be able to see I greatly appreciate it unless you had it off the top of your head I would be so impressed with myself if I had that off the top of my head but I do not but we can absolutely gather that for you

[00:40:40] I appreciate that. Thank you. Of course. Thank you. Ms. Chatters. Hi, Dr. Sains. Thank you for that. My question was regarding the focused math facilitators, right? So we, in your presentation, you talked about, I'm going to go there. Sorry. For the high school students that we're, the goal is to get them to take math for four years, every year. What is the percentage of students who actually want to take math if they're, and you probably don't have this answer. So that's fine too.

[00:41:12] but the focused math facilitator being in the classroom versus a live teacher in the classroom how does that impact our children's ability to want to take math for four years if three of those years i'm going to have a person on a computer teaching me when i rather have a like a live person in front of me the goal is always to ensure that we have a physical person in front of our students and i do not have access to that data however i will tell you that the focused teachers are not all teaching the same classes in our

high schools, so they really are filling in the gaps based on the required needs of the school, so some are teaching geometry, some might be teaching

[00:41:51] algebra, some might be teaching statistics, and those are at very different ends of the spectrum, so I'm not sure what classes each focus teacher is teaching right now, but I could find out that information for you. And then not necessarily for you, I guess it's more for Dr. Murray, is what What are we doing to try to eliminate the focused math facilitators in our classrooms?

[00:42:12] Because it is a learning constraint for those children who did not sign up for, like, CCPS online. If you do that, then you obviously are okay with the person on the computer. But in a classroom, we would probably prefer a teacher. I mean, I'll echo what Dr. Staines has said.

[00:42:29] And we are hyper-focused on attracting and retaining highly qualified in-person instructors to teach our kids. And I'll give a shout to Kim and her team who are doing, I want to say, recruitment events, it feels like, every single week.

[00:42:51] This year coming up, Participate is actually authorizing math as one of their focus areas. So that will help us out. I don't know to what extent yet, but I'm not going to put Kim on the spot, hires and offers.

[00:43:14] And, you know, appreciating where we have a higher number of focus teachers, Meadowbrook had a booming success, what, about a month ago with two or three individuals who wanted to go and teach math, and they were endorsed and certified. So that's going to allow us to move away to an extent. But I would much prefer someone credentialed in higher level math teaching, even if it's virtually and having a supervisor in the room, than a substitute who

[00:43:51] may struggle with that content we just have some students that are struggling with uh the virtual teacher and so just to echo what or to reiterate for the community what it is that we're actually doing to try to bring that number down and bring more live math teachers into the classroom so it was appreciative for thank you kim and john for explaining what we're currently trying to do to make sure we eliminate that number well it's a it's a heavy lift um you know i know you all are familiar with this and i'll get some of the numbers um wrong so i'll talk maybe in approximations

[00:44:27] but for any of the general public who may be tuning in virginia universities out um put out what close to 70 math teachers kim um in the previous year we could have filled all of those vacancies and then you think about the competition around uh the commonwealth as a whole uh and then how many of those folks or graduates would prefer to go into another field where they might make more money.

[00:45:02] That number gets even smaller very, very quickly. So we lean and rely heavily on our career switcher pathways, subsidizing, getting fully endorsed in a particular content, and we've seen some growing success there.

[00:45:22] Looking at slide five, so you have projected numbers for next year. So obviously parents are still having input, math teachers are still having input.

[00:45:38] We don't know who will be sitting in those classrooms next year. But what types of conversations are we having throughout the next couple of months to make sure that those students are representing an equitable distribution by socioeconomic status or by gender or by any of the metrics that we are hoping that we are not stifling some of our students to go to a lower level than they need to be?

[00:46:06] Absolutely. So one of the big changes in our division versus some other opportunities that you've heard in surrounding districts and within the Commonwealth is that we are not saying that students have to have a certain score, quantitative score on an SOL or a MAP test or the VGA previously and move them into a specific course.

[00:46:26] So what we have really been intentional about is trying to make qualitative data. How confident does the student feel? That involves having a conversation with the student. Do you feel that you are excited about what middle school math has to offer or Math 7 or Math 8?

[00:46:43] And what we've actually done is in guidance documents, we've really articulated for families exactly what each course, the characteristics of each course. A student would be most successful in this course if, and none of them are involving test scores.

[00:46:58] All of it is about the confidence that a student has. We really want to make those individual decisions back with the families. And then the teacher input is coming in with what's the teacher seeing in class. So there are opportunities for the teachers to give some feedback. We still have that quantitative piece, but by not leading with that piece, it really does bolster the opportunity for more students to see themselves in higher level math.

[00:47:24] Do you work hard? Sure do. Let's see what kind of a challenge we can give you. Additionally, each year we will, and we made this commitment to the board back in 2024, we maintain it. Each year we look at the school's demographic and then we pull a report in conjunction with database services to say, based on the demographics of your school, what are we seeing is the demographic compilation of students in math six versus math six H versus double accelerated. And then we work really closely with school leadership, as well as the principals to go and have those really brave

[00:47:59] and courageous conversations to say, we have some more lenses that we need to explore so that we can figure out what's the disconnect here so that more students can find themselves in these classes is a part of the messaging? Do we need to shift how we're communicating? Do we need to start advocating differently or better through other means? So for example, if we only have one method of a rising sixth grade night, and that's the only time we're talking about it, when else can we facilitate conversations for the families who didn't come to that rising sixth grader night?

[00:48:29] So we're really, we are really trying to have a comprehensive approach. Thank you. I have one other follow-up question um so you have that um you've been asking teachers are they using these new math resources at the middle school level and it seems like they are using them and they feel positive about them but um feelings only go so far how do we know whether these resources are preparing our students like what types of data have we been collecting all along the way to know that this is a good change fantastic question so we last year was our first year of

[00:49:04] brand new standards it also was the first year that teachers saw these standards so we asked teachers last year to both teach these standards and take a brand new test last year to give them more time typically we get a crosswalk year year we can integrate the standards more authentically into our classrooms and that's completely okay what we've been focusing on this year in particular with the SOLs that students are either starting to take right now or are soon going to be taking in the next week or so, we're really looking at what does the SOL data tell us as a summative measure. We're also, we've been administering NWEA MAP to students three times a year in sixth

[00:49:43] grade, seventh grade, and eighth grade. We really use that at the district level as our benchmarks to see how are our students progressing. While we don't necessarily break it down by class into grades or the sixth grade math class, we're able to see how the entire grade level does. And then we've been offering professional learning and really working with each of our schools in addition to school improvement. How do you then have conversations with those individual teachers about individual performance levels in their grade level professional learning communities?

[00:50:13] So we are really trying to take a higher level approach of how we're looking at data. And this year is really our test. We're really trying to see, as some other variables have normed, what do we start to look at apples to apples? Thank you, Dr. C.

[00:50:30] I don't have a question, but I do have a comment similar to what Dr. Darby was talking about. This 97% of teachers surveyed are saying that they are using the resources that you and your team have provided.

[00:50:52] I have been the beneficiary of resources provided that were not used, And they weren't used because they were not what Dr. Darby was talking about, meaning they were lackluster.

[00:51:09] So I would venture to say 97% of them using it is a, I congratulate you and your team for creating some resources, seriously, for creating resources that they are feeling, oh, I can use this.

[00:51:28] This is fantastic. It's exactly lining up. That's a ton of hard work. So thank you for doing that and digging in and caring. And I love your energy and your exceptionalism, you and your team. Thank you so much, Dr. Sainz.

[00:51:43] Thank you all so much. Next, we have an update on school construction from Dr. Wadaka. Good afternoon.

[00:52:00] I'm so excited to be with you, as I always am, to talk about our four major school construction projects and give you an update on all the great work that's going on throughout the county. I know I've said this from this podium probably now a number of times in the 10 months I've been here, but I'll say it again.

[00:52:16] It is indeed an exciting time to be in Chesterfield County to celebrate all of the great construction and work that we're doing here, all the great future building for this community that we're doing. And I can tell you, having been on the other side of this, and that's closing the school down, this is a much better place to be.

[00:52:33] And so really thankful. And frankly, I think we're all honored to be a part of the development of new schools or even just replacement schools. It's really a great time to be here. So this presentation is primarily pictures or some words and that sort of thing, too. But we thought, hey, listen, let's show you what's going on out in the field and show you what the buildings look like and talk to you about the spaces that students are going to be in.

[00:52:54] Really, in some cases, in just a few months. And so really excited to share that with you. So we'll get started and move in first to our new West Area High School. I know a little later this evening, Mr. Smith is going to talk about naming it formally, but we're still calling it the West Area High School at this point.

[00:53:10] And in this case, as we are in all of these projects, we are on time and on budget. You'll note that there is a comment about a couple of change orders that have occurred throughout this process.

Those are all within our budgeted contingencies and our allowances. So no concern about additional funds that are needed.

[00:53:26] But we have a group that is very, very dedicated to making sure that we are keeping costs in line, making sure that schedule is in line, making sure that we're on point where we need to be. So very, very thrilled with the progress we've made here as well going forward. So coming up, we have our permanent electric service.

[00:53:44] I'll talk a little bit more about that in just a few minutes. that will be coming forward, as well as the installation of the roof sections on areas where there is no roof just yet, as well as gym floor concrete that you'll see a couple of pictures of in just a few minutes. So this project in particular, all these projects do, but in particular this project has taken a tremendous amount of collaboration and cooperation from lots of different folks.

[00:54:08] So certainly our construction team, but also our friends at the county, our friends at the utility companies and everywhere else, and we've had a lot of really great interaction where we've been together. So, a couple of those things related to utilities. Electric service is expected to be installed and ready from the main power line into the site by June of the end of June of 2026, so coming up. We had a good relationship there. We're also working on a process right now to determine whether or not it makes sense to transition to natural gas at this site. So the building was designed with propane for the boilers, the generator, the water heaters.

[00:54:46] We think there might be an opportunity to work with Columbia Gas because there's so much development going on in the area to get a reasonable amount of time, amount of money to bring natural gas to the area. We'll continue to work on that and figure out what those proposals are going to look like. But in terms of certainly the reliability of the service, it can be a valuable thing for us.

[00:55:10] So we're going to continue to move forward with that. Water service continues. That is a part of the CDOT project related to John Thomas Way. I'll talk a little bit more about that in just a moment. And then our sewer service has been installed and is ready on site. There was a lot of rock to get through, had to blast through a lot of rock in the area.

[00:55:25] Fortunately, that was all within budget as well. So lots of great work, moving fast, moving quickly through the process, and going well. On the transportation side, John Thomas Way is continuing, as well as Duval Road improvements. You may know that there's a section of road that's closed down now for our project, really.

[00:55:45] And so there's great work going on as well. Final naming, as I mentioned before, will be upcoming. The athletic field turnover will be coming up later this year. And then color selections with our principal are ongoing right now. The primary school colors were chosen a little while ago.

[00:56:01] We're working with Dr. Bayward to figure out exactly how we want those accent walls to be designed and really making it that special, wonderful place that we know that it should be and can be. So a few pictures just to share what the site looks like right now. So this is a site picture, of course.

[00:56:18] You can see towards the back of the picture there's a parking lot for staff, and then you'll see the main academic building and the main classroom building there. To the left of the building that's built is the gym, and in the middle of the auxiliary gym and the auditorium. So you'll note that in most of those cases, the roof decking has been installed.

[00:56:36] We're starting to work on that now in the auditorium as well. You'll also start to see in the foreground, the arts classrooms and the locker rooms are starting to come out of the ground. So lots of exciting work going on right now as well. Inside the building, this is a photo of inside, just inside the academic building or the sort of two-story building that we have.

[00:56:58] What you'll see eventually is two, we're calling them grand staircases. It might be a little bit of an exaggeration, but they're big staircases that will go to the second floor. That's sort of on the right side of the picture that will be a part of that entry into the academic building and creating that space that feels important and is important.

[00:57:15] And then to the left, you'll see one of two courtyards that's designed in the building and will provide great instructional flexibility for space for students and staff to be on nice days like today, maybe a little bit cooler as well. This is a photo of our advanced manufacturing classroom.

[00:57:35] The purpose of this photo is just to show you the studs going up. So we're starting to see classrooms starting to look like classrooms in this building as we go forward, as well as you'll start seeing duct work and HVAC work going in as well. So good progress. This is auxiliary gym.

[00:57:52] As I mentioned before, the roof is on the building. However, we have a lot of work to do to bring this to being ready for a PE class or a basketball game. We'll be installing the concrete floors shortly, and then, of course, we'll be filled in with a gym floor after that.

[00:58:10] And this is a picture, this last picture of the high school. This is a picture I think is really interesting, is standing where the stage will be. And I like to think about those generations of students that are coming before us in the next, we'll call it 60 or 70, or maybe 80 years that this building is in service, how many students will be standing there giving a performance, will be maybe speaking or enjoying their time at their high school.

[00:58:35] And so they will have this view, but certainly much more finished by the time they're there. But thinking about those students going forward. So that's our high school. We're going to move now across the county to Binsley Elementary School. This is a replacement school for the existing Binsley, the former Binsley.

[00:58:52] And just like the high school, we are on target for schedule and budget in this project. That actually in this project is just a few weeks away for substantial completion. So lots of great work going on there. I will note that I did find out this morning that we may need to push that substantial completion date maybe a week.

[00:59:10] But there's no impact to moving in, students joining or school opening. But that's really more of a contractual thing. But I just didn't want you to get to the point where you say we actually hit substantial completion just a little bit later. and say I thought we were on time, but we're in good shape on that. We will move in that first week after June 8th of this year.

[00:59:29] So a couple of points just to note. Utility connections are made to the building. One thing we're working through just because this is an existing school is the Verizon telephone turnover. This is something we dealt with at AM Davis. In order to keep the same phone number, you can't have the same phone number in two places, obviously, so that will kind of take that switch over as soon as we move out.

[00:59:50] So that's one thing that's sort of holding up us a little bit, but we know how to deal with it, and we will continue to move on with that. Over the summer, we will get our certificate of occupancy. We will get our furniture installed, AV device installed, playground installation will occur, and then we'll start our punch list process.

[01:00:08] So a few great pictures here. This is just the site in the foreground. You'll see the parking lot starting to take final shape in the background. It's kind of hard to see, but kind of behind the building is where the bus loop will be. And then in the dirt area next to the end of the wings, that's where our playgrounds will be built over the summer.

[01:00:25] And so we'll be excited to see students out there. Moving inside, there's some classrooms that are starting to see casework being installed, painting. And obviously, we'll need a ceiling before we get going. But we're making really good progress and feeling really good here.

[01:00:42] This is in the gym. So obviously, the next step here is gym floor installation. So, again, making good progress, but we expect that to be done right on time. And then I believe that's the last one. Finally, in the cafeteria, this is the kitchen and serving line, and so you start to see what that will look like moving forward.

[01:01:03] So really, really great progress. This school is looking really good. If you drive off of Chippenham Parkway and come into the neighborhood, it's a really beautiful sight to see, and I think will contribute substantively to the neighborhood, As the school has for many, many decades, but in a new and special way that is beautiful and will create an even greater space for our students to attend every single day.

[01:01:26] So very excited about that. So we're going to go back across the county to Deep Creek Elementary. Again, we're feeling really good about schedule and budget here. In this case, you'll see a little bit more done in the gym and common spaces as opposed to where Bensley was.

[01:01:43] But we have a little bit more to do in the classroom spaces here. So we'll be working on installing casework and trim, ceiling tiles, final paint, that sort of thing going forward. No major concerns with schedule at this point, and you can see where we are. Just like Binsley, all major utilities are connected.

[01:02:01] We will be doing that final landscaping, getting that certificate of occupancy, building those playgrounds, and doing that punch list that we know will be there. So a couple pictures of the site. On the right side, you'll see that staff and visitor parking. On the left side, you'll see that bus loop.

[01:02:18] It's a little bit different design just as a result of the space. And then sort of in the foreground at the end of the classroom wings will be where, just like the playgrounds will be there as well. So beautiful site. It connects us very nicely to the middle school site.

[01:02:34] And in the back, in the very back of the picture, you can see the John Thomas Way coming in. That's also where the waterline came. So that will stop for now. It will be open when school is open. but then we'll continue on down to the high school as that process.

[01:02:53] Here's just a ground-level photo. As you can see, the parking lot is finishing up, and you can see the exterior of the school really starting to look like a space that's starting to look finished. We're excited about that. Very exciting is in the gym.

[01:03:09] In this school, we see the gym floor has been installed. We're starting to see some paint on the wall. You'll start seeing some of the logos being installed here very soon, And it's really starting to look like a finished space in this picture.

[01:03:26] And then this is one of our classrooms. As I mentioned before, casework as well as ceiling installation and other work in the classrooms will be sort of the next major step coming as we go forward. And then we'll finish up with our renovation of CTC Hull.

[01:03:42] This is a great project that allows us to expand our number of seats for CTE students to nearly 1,000 students. That is, again, on budget and on track. You will not see as many exciting pictures in these slides.

[01:03:58] You're really sort of in that really final demolition phases here. But we are on track and on budget, ready to be, will be ready to be open next school year. And so if you drive by CTC Hall any day of the week, I do every day going home, you'll see lots of dumpsters filled with what used to be there.

[01:04:16] I think a lot of old offices, right? Maybe you have Deputy Superintendent's office at some point. is no longer there. So we're renovating that space as we come forward. And we're starting to look like this, where things have been pulled out. You'll start seeing the floor that will be, again, recovered with new carpet and new walls.

[01:04:36] And we're in this kind of space right now. The last picture we have, this is just the picture of the footing for the new entrance to the conference center, which, of course, is a very important part of this project as well, that separation between the classroom space and the conference center.

[01:04:52] So that's coming up and will be a big part of that and continue to be valuable for our community. So that's my exciting pictures that we have going forward. I'm happy to take any questions you might have and excited to welcome you to come visit. I know Mr. Pronto is coming to visit tomorrow.

[01:05:08] If anybody else wants to visit any schools, we're happy to welcome you as well. Thank you, Dr. Wodica. Board members, is there any discussion? Mr. Pronto. Thank you, Dr. Wodica. I am looking forward to meeting up with you tomorrow and seeing the elementary and the high school.

[01:05:27] One of the things you had highlighted, I think it was for the high school, was one of the classes, the classrooms, you said it was an engineering class. It's an advanced manufacturing. Advanced manufacturing class. I think we just leave it as it is, and their grade is completing that. Think of the cost savings.

[01:05:42] I'll tell you. I'll tell you. And the learning opportunity, we're good. We're good. But no, in all seriousness, I do appreciate you and your team and the leadership. With these multiple projects, there's a lot to juggle and a lot of things going on at once, and you're pulled in different directions. And so there's a lot of things that go on behind the scenes is what I'm getting at that the general public may not understand that I do get an insight to.

[01:06:05] And so just with that being said, I appreciate your leadership and your team supporting you to make sure these projects not only stay on task, in some cases under budget and on time, which obviously is extremely important so that we can open up for our students. So thank you. Thank you for that.

[01:06:21] That was very kind. I should have said at the beginning, but there's a tremendous number of people that are involved in these projects. John Belasa, our director of construction, is behind me, and his

team is incredible. We also have an incredible team with our partner at MVP, who is our construction project for these very large projects.

[01:06:37] So really thankful for the support and thankful for our wonderful board and leadership as well. I just want to say thank you as well, and I can't wait for the ribbon cuttings, as the rest of us, I'm sure, can't wait either. So I will be getting on your calendar to come take a tour of Bensley.

[01:06:55] I think Dr. High is going to accompany me. So awesome. Thank you. Thank you. All right. Thank you so much. Next, we have announcements, communications, and school board comments. School board members, are there any announcements or comments?

[01:07:15] Okay. The next school board business meeting will be held this evening, April 14, 2026, at 6.30 p.m. here in the public meeting room. If there is no further public business, we will enter into closed session, which will be held in the public meeting room's conference room.

[01:07:33] Madam Clerk, please announce the items for today's closed session. It is my understanding that the school board desires to enter into a closed session in accordance with Section 2.2-3.711.A of the Code of Virginia, the Virginia Freedom of Information Act, and specifically under subsection 1, the evaluation of the performance of a specific employee, The discussion and consideration of personnel disciplinary matters, and two, the discussion and consideration of student matters that would involve the disclosure of student records.

[01:08:05] Members of the board, you've just heard the items requested to be discussed in closed session. Do I have a motion in that regard? So moved. Is there a second? Second. Madam Clerk, would you please call roll on the motion?

[01:08:22] Ann Cooker? Aye. Jennifer Darby? Aye. Dominique Chatters? Aye. Stephen Pronto? Aye. Lisa Hutchins? Aye. We are now in closed session. Do I have a motion to reconvene in open session?

[01:08:43] I make a motion to reconvene in open session. Is there a second? Second. 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 the school

[01:09:19] 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? Ann Coker? Aye. Jennifer Darby? Aye. Dominique Chatters? Aye. Stephen Pronto? Aye. Lisa Hudgens? Aye. The motion carries. Is there a motion regarding the first student matter in case number 2025-26-4 it is recommended that the superintendent's recommendation be upheld is there a second second madam clerk would you please call

[01:09:57] roll on the motion and coker aye jennifer darby aye dominique chatters aye steven pronto aye lisa hedges aye the motion carries is there a motion regarding the remaining student matter in case number 2025-26 slash RE33, 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? Ann Coker. Aye. Jennifer Darby. Aye. Dominique Chatters. Aye. Stephen Pronto. Aye. Lisa Hudgens. Aye.

[01:10:31] The motion carries. Is there a motion regarding the first personnel matter? In case number 2025-26 slash 63-HR, it is recommended that the superintendent's recommendation be upheld. Is there a second? Second.

[01:10:47] Madam Clerk, would you please call roll on the motion? Anne Coker. Aye. Jennifer Darby. Aye. Dominique Chatters. Aye. Stephen Pronto. Aye. Lisa Hudgens. Aye. The motion carries. Is there a motion regarding the next personnel matter? In case number 2025-26-64-HR, it is recommended that the superintendent's recommendation be upheld.

[01:11:09] Is there a second? Second. Madam Clerk, would you please call roll on the motion? Ann Coker? Aye. Jennifer Darby? Aye. Dominique Chatters? Aye. Stephen Pronto? Aye. Lisa Hudgens? Aye. The motion carries. Is there a motion regarding the next personnel matter?

[01:11:25] In case number 2025-26-65-HR, it is recommended that the superintendent's recommendation be upheld. Is there a second? I second. Madam Clerk, would you please call roll on the motion? Ann Coker?

[01:11:41] Aye. Jennifer Darby? Aye. Dominique Chatters? Aye. Stephen Pronto? Aye. Lisa Hudgens? Aye. The motion carries. Is there a motion regarding the next personnel matter? In case number 2025-26-66-HR, it is recommended that the superintendent's recommendation be upheld.

[01:12:00] Is there a second? I second. Madam Clerk, would you please call roll on the motion? Ann Coker. Aye. Jennifer Darby. Aye. Dominique Chatters. Aye. Stephen Pronto. Aye. Lisa Hudgens. Aye. The motion carries. Is there a motion regarding the next personnel matter?

[01:12:15] In case number 2025-26-67-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? Anne Coker? Aye.

[01:12:31] Jennifer Darby? Aye. Dominique Chatters? Aye. Stephen Pronto? Aye. Lisa Hudgens? Aye. The motion carries. Is there a motion regarding the next personnel matter? In case number 2025-26-68-HR, it is recommended that the superintendent's recommendation be upheld.

[01:12:50] Is there a second? Second. Madam Clerk, would you please call roll on the motion? Ann Coker? Aye. Jennifer Darby? Aye. Dominique Chatters? Aye. Stephen Pronto? Aye. Lisa Hudgens? Aye. The motion carries. Is there a motion regarding the next personnel matter?

[01:13:05] In case number 2025-26-69-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? Ann Coker? Aye.

[01:13:20] Jennifer Darby? Aye. Dominique Chatters? Aye. Stephen Pronto? Aye. Lisa Hutchins? Aye. The motion carries.



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