



MACHINE TRANSCRIPT • CORAGGIO CONSULTING

Chesterfield County School Board Work Session, Tuesday, June 2, 2026

Date Tuesday, June 2, 2026
Place Chesterfield County School Board, Virginia
Length 1h 17m (video)

- Official meeting video (Swagit): <https://chesterfieldschoolsva.new.swagit.com/videos/389853>
- Official minutes (BoardDocs, on the Aug 11, 2026 agenda for approval): [https://go.boarddocs.com/vsba/chesterfield/Board.nsf/pfiles/DWNRB36D1D53/\\$file/DRAFT%20MINUTES%20-%202026.06.02%20Work%20Session.pdf](https://go.boarddocs.com/vsba/chesterfield/Board.nsf/pfiles/DWNRB36D1D53/$file/DRAFT%20MINUTES%20-%202026.06.02%20Work%20Session.pdf)

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

Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-23. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:01] good afternoon i'd like to call the june 2nd 2026 school board work session to order first we have an update from on pre-k and ccla from ms taylor and dr harris hi how are y'all doing today um you know how excited and how proud i am to always talk about

[00:00:37] pre-k so um i'm just going to give you a few updates from this past year and then some highlights that we're looking for towards next year. All right, so our current overview, we serve up to 716 students across 41 classrooms in 15 schools. We have two programs which are broken down into Virginia Preschool Initiative and Title I Pre-K, and we also currently have 11 inclusion classrooms across those 41 classrooms. Here is a list of all of the schools that we have pre-k in the bolded ones are the ones where we have those inclusion programs and then of course

[00:01:14] CECLA with the asterisk feeds from 12 different schools throughout the county all right so just some highlights from this past year we were able to open up our first three-year-old classroom which is an inclusion classroom at CECLA we were able to open up also four new inclusion classrooms across the county we actively worked with Virginia Commonwealth University's t-tech program which their training and technical assistance for continuous improvement on inclusive practices all pre-k classrooms were performing at meets expectations or exceeds expectations in the

[00:01:50] class assessment tool that is used and then we recently started accepting students that are out of zone out of this actual school zone still in chesterfield but out of the actual school zone to catchment schools so we received a higher number of applications and were able to serve students across the county. And highlights for next year, we are opening up another three-year-old classroom that will be located at AM Davis. We will also have a new inclusion classroom at Deep Creek Elementary School, which is opening up a new program at a new school, which we're very excited

[00:02:27] about. As of when this PowerPoint was made, we had a little over 1,000 applications in. We're actually at about 1,300 now that we are currently processing. And then we're also already planning our new educator orientation and teacher week professional development. And we're continuing to focus on those inclusion practices, the collaborative team partnerships, and that quality instruction. And then again, I continue to collaborate with the early childhood special

[00:03:00] education coordinator in the county. Just to review the eligibility criteria for our program, because we are a needs-based program, we do have requirements that we have to follow. So Virginia Preschool Initiative looks at, and it's an income-based program primarily, we look at incomes that are 200% or below the poverty level, and or those families can meet other local criteria, which I will get into in a second. And then, of course, they must be now three or four by September 30th in order to be found eligible for our program.

[00:03:35] For Title I, there is no income requirement, but again, we look at that local criteria. We do that through an interview process. It really helps us to get to know the families and really figure out what their needs are. And then for Title I, we do not currently have any three-year-old classrooms, so they must be four by September 30th.

[00:03:57] Again, diving a little bit more into that eligibility, this is our local criteria that we look at. So categorically eligible children are children that may possibly be in foster care, children that are considered McKinney-Vento or homeless. We also look at parents if they have not completed high school.

[00:04:17] So we're looking at some factors that may help determine that need. We also look at the age of the student, the age of the mother at the time of the child's birth. We look at primary language, parental status, if there was any trauma or neglect for both the parent and or the child. We look at incarceration of whether a parent was incarcerated during the child's lifetime, whether they were witness to community violence, any physical or mental illness in the household, whether the families have any speech, developmental or behavioral concerns, or whether they currently have an active individualized education plan

[00:04:52] within the county. Going over our curriculum and an assessment, we have two primary curriculums that we use. The first is our creative curriculum. That's our more academic-based curriculum. The students get to go through different studies where they really dive into the subject area and it is very child-focused and child-driven. Then we have our PAS curriculum, which is our social emotional curriculum. We really focus on that within that first nine weeks of school, but will continue throughout the year just because, again, we want to make sure that they're kindergarten and ready. And how do you do that? You help work on their self-regulation and their sharing before

[00:05:31] getting into those academics. And then we have two supplementary curriculums. We have our Hegarty curriculum, which is a literacy curriculum. And then we have Zophonics, which is letter knowledge and sound knowledge. And then there are three assessments that are completed throughout

the year. The VALS, which is the Virginia Literacy and Language Screener, that looks at language and literacy skills that is completed three times a year first in the fall and then mid-year and then spring and then we have the vkrrp which is the virginia kindergarten readiness program that's

[00:06:08] completed twice a year so first in the fall and then in the spring the vkrrp is actually broken down into two sub tests which look at mathematic skills and then again at those social emotional skills so we're also able to determine for some of those paths lessons how it's affecting those social-emotional skills. And then four years ago, we created a report card, which I'm happy to say will now be on Synergy for the first time. We've always had to handwrite it, so we're very excited about that. And that just looks at other areas that aren't necessarily assessed on those two assessments. So we look at social sciences, science, but then we can also dive more into

[00:06:47] things that VKRRP and VALS might not necessarily look at. And then, as I said before, our teachers have either met expectations or exceeded expectations in the class tool this is a tool that is used across the state we have two internal observations that are completed during the school year so one in the fall and one in the spring the scores from this help determine how the student or how the teachers will be coached and then actually the virginia department

[00:07:21] of education completes external observations too so we can compare and again this kind of leads our instruction and leads our professional development for our teachers and again it's looking at the three different domains so emotional support group organization and instructional support it's really how the teachers are reacting to those students and how they're taking care of of the students' needs. Good afternoon, everyone. I am here to share some updates on CECLA.

[00:07:57] Again, these are the schools that CECLA does pull from. Most of our schools do come from the Bermuda District, and we have three schools in the Dale District. This year, we had about 363 students enrolled. We had 29 classrooms and five VPI inclusion classrooms. There is information related to our ECSE programs and the VPI programs, and the guidelines are listed there that Katie shared earlier.

[00:08:27] This is just a reminder of some of the engagement activities that we have at CECLA for Students. We do implement the class assessment tool. We've had the privilege of having internal observers come to the school as well as the external observers, and our scores have been very positive this year.

[00:08:44] We implement the PATHS curriculum, the Hegarty curriculum, and the VKRRP and Zuvonics programs as well. We have interactive hallways at CECLA, a full resource program, outdoor classroom, which gets lots of use in the springtime when it's nice and warm.

[00:09:01] We have our playgrounds and then our inclusive blacktop learning spaces so students have another opportunity to have some learning experiences outside. We have before and after school care with YMCA. We also have a partnership with the Chesterfield Tech Center Early Childhood Program.

[00:09:19] juniors and seniors in that program get an opportunity to work side by side in the classroom with teachers all of those high schoolers are working on their CDA in early childhood and that credential allows them to be able to apply for positions and jobs at local daycare centers we have 29 students participating in that program this is some impact data from last year and I also have some data from this year to share at the time we had to have our presentation to you all to review our end of year data hadn't been completed but last year in the

[00:09:54] area of letter recognition our students scored 20 percent in that strong category in the fall and that jumped to 68 percent in the spring for our vkp we were looking at students social regulation skills our students only scored three percent in that strong category and that jumped up to 28 percent in the spring. Then our ECSC students, our students with disabilities, do take the APES assessment. We looked last year at how those students scored in the area of cognitive

[00:10:28] development and social communication. Our students scored 19 percent in the fall and that jumped up to 29 in the spring and then nine percent in the fall up to 15 percent in the spring. Our students also last year scored 82 percent in the area of syllable segmentation on the vowels assessment and students that did not go to SQL only scored 78 percent so our students fared a little better in that area and then for this year in the area of letter name for vowels we had our students only

[00:11:04] 22 percent of our students were in the strong category in the fall and our end of the year assessment showed that that jumped up to 71% this year, so huge jump. In the area of letter sounds, this fall, we only had 15% of our students in the strong category, showing that they had a firm understanding of letter sounds. That jumped to 70% in the spring. And then in the area of, for our ECSE students, our students scored 31% in the area of cognitive development.

[00:11:39] That jumped up to 46% in the spring. So we've seen lots of gains with our students academically over the course of the year. This is just a list of some of the partnerships that we have at CECLA. We love having the community in our school. We have a strong partnership with Lego.

[00:11:56] We've had Lego into the building reading in classrooms. We have parents in the building as well throughout the year. We had a community day, community helpers day and career day. That's a picture of one of our parents who's a nurse who came into her child's classroom and talked with students about what it's like to be a nurse.

[00:12:15] Of course, we've had a partnership with Chesterfield Education Foundation. They supported us this year by providing backpacks filled with kindergarten school supplies for all of our students. When we had our kindergarten transition night, over 200 students and families were there, and they were able to get a backpack filled with supplies for the fall.

[00:12:35] We have lots of faith-based partnerships. Our greatest faith-based partnership, I think, is with the Heights Baptist Church. They support our school throughout the year by showing love to our teachers with breakfasts and lunches and also reading to students. We also had Santa, a.k.a. Dr. Mary, at CECLA this year passing out books.

[00:12:57] And his elf, Miss Coker, helping out passing out books and gifts to students, spreading a little holiday cheer. Oh, that's right. It was Chad this year. You're on deck for next year. And then we also have a strong partnership with Delta Kappa Gamma.

[00:13:14] That is an organization that supports our school with grants for teachers. So our instructional coach, Victoria Harris, got a \$500 grant, which she used to improve our sensory rooms. That's a space where teachers can take students when they need a sensory break.

[00:13:31] And then what's new at CECLA next year? We are excited to have a bilingual liaison next year. That's going to be a new position at our school. So we will have somebody in the office that can communicate with our families. We're also going to have a new three-year-old class next year and a rising four-year-old class.

[00:13:49] We are having a new framework and partnership with Virginia Commonwealth University and the TTAC program to help support our inclusion efforts at CECLA. We did have a kindergarten transition night on May 12th, as I mentioned, and I'm presenting this year at VAESP, presenting my research on family engagement, and I'm also presenting at the Family Engagement Summit later on this fall.

[00:14:15] Any questions at all for me or for Katie? Thank you. Thank you so much. Guys, do we have any questions? Mr. Bronto. Thank you, Madam Chair. Thank you for that presentation.

[00:14:32] Ms. Taylor, you mentioned the VALs and Dr. Harris, you as well. Do we have data that shows, and you threw out a lot of numbers, and all the numbers that you said at the end of that, those were larger than the beginning numbers, which is always a positive thing when we're looking at increase for our students' learning and testing.

[00:14:53] Over the years, four or five years, have we seen either an increase or a decrease in the overall percentage increase? It's dependent on the year, and so what my team does is usually in the June-July months, we'll get together, we'll take all of the data, and then that's what we really focus our professional development on, so it really does vary per year.

[00:15:18] But there's nothing that's like swung one way to where we go, okay, hold on, wait a minute, what are we doing, or wow, this is really working and we need to emphasize this. So I will say that we brought Zefonics on, I brought it on two years ago, because, as you know, vowels came from PALS, so the testing was a little bit different, and so we really wanted to promote more of that sound knowledge, so that's why I brought on Zefonics.

[00:15:45] I had used it previously, and so we had seen a huge increase in that since we started that curriculum. Fantastic. And then, Dr. Harris, you had mentioned the inclusive blacktop. Could you... Go a little bit in what exactly is that and what is available for our students?

[00:16:02] Yes. So when we first moved into that building, when it was the old Harrogate, there were just two blank blacktops, you know, and I think maybe previously they used it like for basketball or something. And so our staff actually used one of the CEF grants to paint the blacktop.

[00:16:20] So we have letter walks now painted on the blacktop. We have hopscotch. students can review numbers and shapes even patterns so it's just an opportunity for them to have another learning experience outside on the blacktop of course they bring teachers will bring out balls and hula hoops and that type of thing but if they want to go outside for a little mini lesson working on letter sounds they can do that with the letter walk that's painted outside on the blacktop thank you miss chatters thank you i just had one question is there any information that tells us how CECLIS students do in kindergarten?

[00:17:00] Like we can show that what we're doing is impacting them in the kindergarten classroom. Yes, we've looked at that data. We didn't look at it last year, but I have reached out to the research and evaluation department just to see. And I think next year will be the first year that our first year students will be taking the SOL.

[00:17:21] So I just reach out to the research and evaluation department for that data and they typically share it with me. Coker. Yes. I just want to say how wonderful CECLA is. It is such a bright place to go visit and the students are thriving there under your leadership. So thank you for everything that you're doing, Dr. Harris. I really appreciate it. And I'd like to see that we are increasing our number of classrooms next year. So what will that put CECLA as far as number of students?

[00:18:00] Well, our number of students is not necessarily increasing by very much because we're combining some. The addition of the three-year-old, additional three-year-old class, I think, will be another 16 students. Okay. Yes, another 16 students for the additional three-year-old class.

[00:18:22] Okay. Wonderful. Thank you both. Thank you. All right. And next, we have an update on food and nutrition services from Mr. Dunbrek.

[00:18:37] Good afternoon. I always appreciate the time to get to speak to you folks about our excellent food nutrition services department.

[00:18:54] So I'm going to spend a little bit of time today just giving a general program overview, State of the Union, if you will. So this year we are right around at our projection at the time we put this together. We were projecting to serve about 8.6 million meals.

[00:19:10] We were at about 8.67 to end the year. So pretty close to that, right around 3 million breakfasts, 5.5 million lunches, and about 100,000 snacks and suppers. So that's anything that would take place after the last spell of the day at our schools that qualify.

[00:19:26] Overall free and reduced percentage for CCPS is 36%. I do want to highlight that as that is a drop in our overall free and reduced percentage year over year. We were at 38%. Last year, two years ago, 39%. So we are seeing a fairly consistent drop in that.

[00:19:43] Um, my department is, should have 478 staff members and we are still a self-funded program as of today and going into next year, which we are very fortunate to be. Um, so I like to start with some of the awards, uh, not only that we have been fortunate enough to be recognized with, but also that my department tends to give out.

[00:20:04] So we had, um, two game changer awards this year, which is always nice that our folks are nominated by their community, um, for the outstanding work that they're doing every day. So we had Ms. Patterson, who's our manager at Reams Road Elementary this year, and Tracy Morton, who's our manager at Woolridge Elementary, received Game Changer Awards this year, which was excellent.

[00:20:24] Golden Tray is something that we instituted a couple years ago in our department. We have a lot of folks that work really hard making these awesome trays of food to put out and serve to the kids. And we wanted to recognize them, not just for the hard work that they're putting in, but from a marketing standpoint, we eat with our eyes first before we eat with our tummies.

[00:20:43] And we want to make sure that everything looks as good as it tastes. So we wanted to make sure that folks were focusing on that. And we've had a lot of folks that have taken the time to make really awesome presentation trays that they're putting out in their cafeterias and sharing with the kids. And a lot of times we can see the results of that in the participation on those days where they're seeing it, they're liking it, and they're coming in and eating it, which is the goal.

[00:21:05] So I wanted to share a couple of our Golden Trey Award winners this year, including Manchester High School, Reims Road Elementary School, Providence Middle School, Gordon Elementary School, Fawn Creek Elementary School. National School Breakfast Week is always an important week from us, and we like to utilize that to recognize a school breakfast champion who would be a principal that has worked closely with our team to improve their breakfast participation years over years.

[00:21:30] previous award recipients, Dr. Karen DeBeal, actually Dr. Harris, previous breakfast award champion, Mr. Altheiser, Clover Hill. This year was Dr. Craig Reed at Meadowbrook. So we have seen a large increase in their breakfast participation over the last two years. So I'm very fortunate to have Dr. Reed partnering with us on that. Farm to school is always something that I like to talk about because it is a big part of our program and something that we are consistently trying to improve. So in years past, we've had some issues bringing in a harvest of the month. So every month we like to focus on a local Virginia grown product and bring it into the cafeterias and highlight it.

[00:22:07] And we were struggling with that for a couple of years for a number of reasons, not only availability of product, but the ability to get it into our schools and to have it be a cost effective item. With the opening of our warehouse and a couple other improved vendor relationships, we've been able to reestablish our harvest of the month. So every month we're featuring a local produce item. This year, we've done things like Asian pears, zucchini, squash, apples. We have a great partnership with Crown Orchard out of Charlottesville, who will supply all of our apples for the majority of the year. Cucumbers, broccoli, kale, sweet potatoes, lettuce, strawberries.

[00:22:45] Do want to note that 100% of our lettuce now in Chesterfield County Food Nutrition Services is from a local purveyor in Goochland. So it is all local. Salad toppers, lettuce on a cheeseburger, anything like that. And of note today, actually, and tomorrow at our farmer's market, we are using lettuce grown by our CTCA courthouse students.

[00:23:08] So at Camp Epic today, they had a chicken Caesar salad that was grown by their constituency, and that is the lettuce we'll be using for our Caesar salads tomorrow at the farmer's market also. So Ms. Grigsby and her students over there are phenomenal, And they grow a lot of really nice produce, and we want to use it. So I'm fortunate to have that.

[00:23:25] And as I said, they're continuing farmer's market feeding this summer. That is a program that we are very fortunate to have in place, collaborating with not only our Parks and Rec folks, but a lot of the vendors that are out there. Every week we work with a different vendor, bring in their product, get it directly from them, from their farm, and that's what we're focusing on every week.

[00:23:44] So really as much of a community event as it is a feeding event for us. Warehouse, I touched on this briefly, and I know this has been a project that we've talked about a couple of times throughout the years. And this year, we had kind of seen our first real returns on the warehouse.

[00:24:00] We started to get in all of our USDA commodity food there. So that is quite a bit of food that is coming in from our purveyors that typically we were paying warehouse fees to store on their premises. Now we don't have to worry about that anymore. I have six full-time staff there.

[00:24:16] They've taken care of all of our commodities. And then next year, we will begin to bring in commercial food, which I think is very important. So that is really where a lot of our cost savings that the warehouse was initially set up for are going to be realized. And one product alone on our first set of bids to come in just for one entree product, we were right around \$280,000 in savings.

[00:24:40] So that is one product that would basically be enough to keep the lights on there for the year. So it is something that is definitely going to be of a benefit not only to the program but to the students ultimately because it will be a much more consistent product and we'll have a lot less times where we are

either running out or not having enough stock to properly service our cafeterias, which is certainly something that we always want to be mindful of.

[00:25:04] So CEP community eligibility provision is a huge part of our program. We currently have 42 schools in Chesterfield that participate in that, 43 actually. And what that program is is a program that allows for everybody to eat a free breakfast and lunch in the school based on a qualifying percentage or an ISP.

[00:25:25] The identified student percentage or ISP is those families or students that automatically qualify for some type of government assistance program. And the state automatically notifies us that these family students automatically qualify for a free and reduced meal. If we can get 30% of the entire building to qualify through the ISP list, then we will put that school on CEP, which means free breakfast and lunch for everyone, which is of huge benefit to those schools.

[00:25:52] And when we put a school on CEP, we see massive participation increases, particularly at breakfast, which is obviously the goal of enrolling schools in that program, and we definitely see the results from it. Currently, 60% of the students in Chesterfield County schools have access to a free breakfast and lunch every day at their building should they choose to take advantage of that.

[00:26:17] So a little bit of uncertainty moving forward from a federal government perspective. Obviously, our program is operated by the United States Department of Agriculture, which is seeing some effects from some of the federal bills being passed, particularly when it comes to H.R. 1 at the federal level.

[00:26:34] The biggest kind of issue that we're going to see from that is there are a lot of restrictions being put in place that will reduce eligibility for SNAP and Medicaid, which is a huge qualifier for many of our families locally for their ISP or CEP qualification.

[00:26:51] So we are currently seeing a little bit of a reduction in CEP percentages coming in, ISP percentages coming in. As these move forward, the federal government and the state are warning us that there could be continued reductions in those percentages, so to try to plan accordingly.

[00:27:09] We have locked in all of our schools for five more years at this point in time, so it is something that we're cognizant of, continuing to be mindful of. I think at least for next school year, we know where we're at. We know the funding is available in there. After that, I think we are cautiously optimistic and hopeful that we will be able to continue all of our schools as we currently have them in terms of CEP qualifications.

[00:27:35] And the other piece that will potentially come from H.R. 1 is updated dietary guidelines. So we are waiting some final decisions on that from USDA. The biggest issue with that would be there is a proposal to increase proteins on school meals, which is a good thing.

[00:27:51] Ultimately, the issue would be that it's not a funded mandate, so we will increase protein without any additional funding for that, and frankly, a lot of the products that we have access to will not meet those dietary restrictions, so we will have to somewhat piecemeal some things to make sure that we are hitting our protein metrics until we are able to bring in some items that would meet those parameters a little bit better.

[00:28:15] So obviously some things that still waiting on some direction on. And then obviously inflation, which I think is affecting all of us, not just division-wide, different departments, but I'm sure at our homes

and whatnot. So we are seeing increased costs, mainly in things like disposables, plastics.

[00:28:35] We are obviously not using foam products anymore, but recyclables and fuel surcharges and just getting groceries and those types of things actually to our kitchens, the things that we're not able to warehouse, huge increases in costs for that that we are seeing from vendors.

[00:28:53] One thing that I did want to note before we get into meal pricing, and we've spoken about this before, there is, we do not deny any student a meal, not just because we don't want to, but frankly, it is the law in the state of Virginia. So you come to my line, you tell me you're hungry, you're going to eat, and that's something that we're always going to make sure that we are doing.

[00:29:13] However, our schools that don't qualify for CEP, what we do see is meal debt that will come into place. Now, we never deny a student for meal debt. I'd just like to touch on the meal debt topic because it is increasing over the years. So we currently have 26 schools that can accrue meal debt.

[00:29:29] This year, we had \$351,430 in negative meal debt over 26 schools. So just under \$20,000 a school of negative meal debt. Obviously, when we're looking at CEP, if we extrapolate that out to our schools, that is a very large sum of money that could potentially be out there in negative debt.

[00:29:53] And it's just, you know, obviously something that not only do we want to avoid, but we want to make sure everybody's eating. And I think that there is obviously a cost for that that we just need to be mindful of. So for meal pricing, currently we are priced at \$2.50 for our breakfast, \$3.50 for our elementary school lunch, and \$3.75 for our middle school and our high school lunch.

[00:30:14] Difference in elementary and middle school and high school lunch there in price is really just because of portion amounts, we're able to give a slightly larger portion for a middle school and a high school student. so we are recommending a 25 cent per meal increase so that would take us to 275 at breakfast 375 at the elementary school lunch and four dollars even at the middle and high school lunch still waiting for final approval from the videoe on that they are currently going through what they refer to as their paid lunch equity calculators from all local divisions to to confirm that on their end

[00:30:47] so i uh like to always show folks kind of what comes on a tray what we have to offer and also kind of equate that to a cost, because I think that's important when we're talking about meal pricing. So on this is a standard breakfast tray. You can see that is a coffee cake that we are making in-house every morning. When it is on the menu, it's a cinnamon coffee cake. It's excellent.

[00:31:15] I believe the official name is breakfast bread, because coffee cake is not the most acceptable term. Breakfast bread, a little bit better for the younger kids. A half cup serving of pineapple, banana, a yogurt, which would count as our protein in this meal, and a milk. And in terms of food costs to our department, 27 cents for the carton of milk, 62 cents for the watermelon, 18 for the banana, and 79 for the combination of the yogurt and the breakfast bread. In that breakdown, it's 29 cents for the breakfast bread, and it is 50 cents for the yogurt. So total on that is going

[00:31:51] to be \$1.86. The federal reimbursement dollars for a breakfast are \$2.15 currently. So that every time we sell \$1.86 breakfast, they'll send us back \$2.25. This is our glazed chicken drumstick lunch. So obviously we have some grapes, fresh cauliflower, a roasted root vegetable medley, our glazed drumstick with a roll, chocolate milk. As you can see, a little bit uh root vegetables a little bit more pricey of a side than we will typically have but it's one that we like to try to introduce the students to some new things and we're always going to try

[00:32:29] that so as you can see overall plate cost on a meal like this is going to be three dollars and 34 cents our cost this is one of our harvest chicken salads this is actually a recipe developed in chesterfield county that is currently available not only in the video we use school nutrition recipe book but also in the USDA's meal kit recipe book so a pretty reasonable recipe I think that we have put together on this so as you can see this is served with a half cup of red peppers and strawberries our lovely grains which are savory crackers and a chocolate milk

[00:33:06] and total cost on something like that is going to be three dollars and fifty nine cents our cost in food. Went over some items that are obviously kind of a little bit more, I don't want to say well-received, but not necessarily some of our more sold items. So I did want to highlight some of the things that are our top sellers out in the field and what that is a cost to us. So as you can see, we have varying entree costs as they go down the menu, but realistically, a high school entree is going to cost us anywhere between two dollars and fifty cents upwards to about three

[00:33:46] twenty five three fifty um so that is just the uh the plate cost of the entree the fruit the vegetable and the milk and always like to point out to not just food so all those prices that i gave you were just the food cost just to bring in the food put it on the plate um it does not include labor or benefits for my folks the supplies the smallwares the forks the pans um the bowls all that kind of fun stuff. The dishwashers, ovens, the steamers, all that kind of stuff that we have to replace on a yearly basis. Our indirect costs, which is the easiest way to explain that, is that

[00:34:24] that's our rent that we pay to Mr. Meister in the county to make sure that we are being stewards of the division. Our training for our staff, our software costs that we have to have to be compliant with federal regulation in terms of meal tracking. So all that basically equates to two dollars and seven cents per meal so that would be in addition to that plate cost that I already shared with you so some of our meals are going to be between four and a half to five dollars before we get any type of reimbursement just on our costs so obviously this is a large increase when I started in this I can tell you

[00:35:02] that including labor and everything else typical average plate cost is right around three dollars and that was pretty high the goal at that point in time was 225 to 250. Obviously things change and prices go up and we know that but we want to make sure that we're trying to stay as current as possible. The other thing that we want to make sure that we're maintaining is quality and that is one thing that frankly sometimes we're going to have to pay a little bit more for and that is something that we're committed to is bringing in the highest quality that we can but there are costs associated with that. Just wanted to end with this because I thought it was such a cool project. We collaborated with Mr. Hurd and the art departments this year

[00:35:41] to honor our lunch heroes on school lunch day and we had 23 schools submit student artwork from their art classes that they put together and a lot of them wrote some really amazing things about the lunch crew at their school and what they meant to them and to the community and it was an excellent project all around.

[00:36:01] Appreciate Mr. Hurd and his work with that. I was able to share a copy with you all and Dr. Murray and just wanted to highlight that because that is something we plan to continue doing. We love getting the student involvement. We love having them kind of assist us. A lot of our advertising, we've been working with some of the Manchester High graphic design students and other schools to assist us as we move forward with the program and just love getting that involvement.

[00:36:25] So I always appreciate the opportunity to get to present to you all. Happy to answer any questions you may have. Thank you, Mr. Dunbarak. Board members, is there any discussion? Mr. Pronto. Thank you, Madam Chair. Thank you for that presentation. For the public that may not recognize or and rightfully not know, I had received a complaint from a parent with a picture of a cheese dog.

[00:36:53] Yes, sir. Pretzel dog. Pretzel dog. Thank you. And it did not go over very well. No, sir. And here's why I bring it up. And that's to praise you in particular, because you brought the vendor in that we bought that from. Yes, sir. And held them accountable for the product that we were offering to our students.

[00:37:12] And when they couldn't defend their product, we ended essentially that purchase moving forward. That's correct. And so, you know, for parents that are watching this, what you send us, the information that we get is taken very seriously. We look into it because the last thing we want is to take our money and spend it on, quite frankly, the lack of quality and then offer that to our kids.

[00:37:37] And so I just want to thank you very much, Berkeley, for jumping on that right away. And then on top of that, you followed up with the parent, held the vendor accountable, and it's no longer part of our menu item. So I greatly appreciate the due diligence you had around that.

[00:37:52] Absolutely. And I think, you know, that's part of trying new things. We're going to try new things, and not all of them are going to be home runs. And I think we need to be cognizant of that and not continue to offer something that, frankly, if the quality is not going to match what we want to put out there. You know, my hope in bringing in the vendor was that we could get to a point where potentially we could have them, you know, potentially offer a different way that we could cook it or achieve the quality that we wanted to.

[00:38:15] And, you know, at the end of the day, I would much rather have something that I'm proud to serve in our cafeterias than have something that we had already brought in. So we're always going to be flexible with things like that, but we're also going to make sure that we're offering the best thing that we can to our students. Absolutely. And I just appreciate your leadership on that.

[00:38:32] And I also want to highlight, there was a news story recently in which they highlighted the area divisions that were offering free meals to students, and Chesterfield was omitted. And I had a constituent reach out and ask, why are we not helping our students, which really caught me off guard.

[00:38:54] And so I reached out to staff, and the next thing I know, that particular news agency is reporting Chesterfield is effective June 23rd to July 17th. The only day not available is July 2nd, obviously sort of the 4th of July observation, and there's a list of schools and the available times.

[00:39:12] And so I greatly appreciate, you know, we think of summertime, we think of everyone's off and, you know, enjoying the break or what have you, but your staff is hard at work. And they're making sure that the quality meals are being, you know, prepared and delivered, so to speak, to the students who might need them over the summer.

[00:39:28] So thank you and your team for that as well. That does not go unnoticed. Absolutely. The only thing that was admitted for that that I did ask that they correct is that the farmer's market is every Wednesday over the summer we have free food out there for students, and that starts tomorrow. Starts tomorrow. And that is all summer through August after summer school, so every Wednesday we've got fresh food out there for them.

[00:39:48] Fantastic. Thank you. Of course. Ms. Chatters. I just had one question. When you were talking about the H.R. 1 impacts, you had mentioned that our schools are locked in for five more years. So does that mean 2030, 2031 school year? That would be the next time if we don't recertify over the next few years, the percentages start to go down. That would be when the schools would fall off.

[00:40:12] That year, 2030. So next year would be year one. Gotcha. Thank you. Of the five. Yes, ma'am. I have a quick question. So, you mentioned quite the hefty negative lunch balance. And I wondered if our students are aware that although you have a negative lunch balance, you are still welcome to get a sandwich or whatever it is.

[00:40:40] Yes, ma'am. So, a part of that is the students are never made aware of their balance. So, there isn't anything that is given to the students who take home or anything like that. there's no emails or calls or any those are all going to the parent um frankly unless a parent has that conversation with a student there's never going to be anything of that going on between my staff and them it's going to be hey nice to see you here's your lunch um so we we don't ever have those conversations with students okay i really love that yes that's great um okay well thank you so much we really appreciate you uh and all that you do for sure and your team next we have an

[00:41:15] update on the gifted plan from Dr. Foll. Good afternoon. Great to be here and to join some of my colleagues sharing some of the awesome stuff we're doing for kids in Chesterfield. I loved hearing some of this stuff today. And I'm really excited to share with you some of the work that we have been working towards with the gifted education plan. To give you a little bit of

[00:41:52] background, the regulations for the education of the gifted require us to construct a plan and have approved by the board on a regular basis and we've started this work well over a year ago when we brought together focus groups of administrators counselors teachers to really get their views on programs and services in Chesterfield so that really started the work then we actively used the gifted education advisory committee they reviewed the current plan then they reviewed each iteration of the draft of each part provided some great feedback that came

[00:42:27] into the document that we're gonna kind of take a look at the idea behind my presentation today is the somewhat overused image of our kids are on a lifelong journey as a learner but I love that because that's what we are we really are these travelers on a journey and they are in Chesterfield for a formative part of it and so that's how I've kind of themed a lot of the vision that I have for my team and the vision we have for gift education moving forward in the new plan.

[00:43:04] So you'll see a lot of those images here. I'm going to cover just a comparison between the two plans, the old plan and the upcoming plan, a little bit of philosophy. I will give you an overview of the program goals and the hopeful lasting impact we're going to see at the end of this plan. So when you look at this, the previous plan really focused on access, providing access for children to gifted education services, looking to bring services closer to their home so they're not having like an hour and a half long bus ride for gifted education services, revamping an

[00:43:43] identification process that was virtually unchanged for decades, and bringing in new, innovative, research-based strategies to find students that too would benefit from these services. We go to a new plan that now focuses on the impact. What impact are we making on the kids of Chesterfield through our gifted education services? And it really moves gifted education in our county from just a set of

programs and an identification process really to a division-wide instructional catalyst. The previous plan really focused on ensuring we could better find students

[00:44:23] and serve them. The new plan focuses on what the students experience in our division and how the Office of Gifted Education can partner with the other departments in Chesterfield really to support the elevation of instruction division-wide. That's the big picture vision with this new plan.

[00:44:46] I wanted to take a moment to share with you a philosophy because I love a good theme and I like stick into it. You'll see three pictures up here because it goes with the journey theme. And these three foundational pillars serve to really provide a good overview of what we are going to do with this new plan. You can see the first picture has supplies. And that is the supplies that all kids need in Chesterfield for their journey. And that is the place of our talent

[00:45:20] development programs. These are services for all kids that we are currently revamping and revitalizing so that we can cultivate critical and creative thinking skills in kids to prepare them for their journey that complement their instruction, that assist them in their learning, and to really help reveal their potential that they have inside of them. We've got the roadmap.

[00:45:44] You know, every kid has a story, and every student is going to have a different path towards graduation, and it may take some twists and turns. And differentiation is part of that. Differentiation lets us adapt and extend the learning environments and experiences to really meet the diverse needs of the kids that come to us. And then finally, enrichment, because every journey, you've got that, every once in a while, you see that path going off, and you just want to take in the scenic view. And that's important. Kids need to explore their passions and interests through enrichment experiences.

[00:46:18] They really need to find ways to extend their learning beyond the core curriculum. And so when we have talent development, differentiation, and enrichment, we have powerful tools to help kids on that journey. Now, this next part that I want to share with you is an overview of the program goals that we are required by the VDOE to prepare in our gifted plans.

[00:46:41] And what I wanted to mention is with these, this is kind of like the meat of the plan. This is where we're going to see a lot of the good stuff. And so I wanted to take some time to review these with you. The first part with identification, we did some great work over the last several years with the first plan.

[00:47:02] But this shows us that, you know what, we're not stopping there. We want to refine what we have. We don't want to rest in our successes, and we want to continue to revisit data and look at where we can make things better. So we definitely want to strengthen that identification process, continue to explore those multiple pathways for gifted identification so that more students can be brought to the table, so more students can benefit from the services that we offer in Chesterfield.

[00:47:32] One thing I did want to mention is we definitely want to make sure that we consistently implement it across our schools. That's very important to us so that we make sure that students have a consistent experience as they move through the identification process. The next part, this is one of the main focuses, the delivery of services.

[00:47:53] We are going to look to really refine what we have. We're going to rebrand and explore an expansion of gifted services, explore the feasibility of looking at visual and performing arts. Is there a way

that we could make that feasible in Chesterfield County? We are going to develop and really refine our program implementation documents to provide guidance, clear guidance for schools.

[00:48:16] And for the first ever in Chesterfield County, we are going to have established measurable program outcomes for our gifted programming so that we don't have tangential data, but we can have actual measured outcomes by which we can evaluate our programming.

[00:48:32] And then finally, a big part of this, we want to strengthen those programs for all kids that we refer to as our INSPIRE programs, really to support that talent development. So if you didn't go to the library before you came to Chesterfield County, we're going to help you.

[00:48:49] If you have a different story, totally cool. The next part is curriculum and instruction. We're going to continue to look forward and find ways to differentiate the curriculum and instructional practices in our division. We always want to continue to increase the engagement and growth, but we also want to strengthen the consistency of both of our school-based gifted programming and our center-based gifted programming.

[00:49:14] And that comes from defined guidance documents that help guide our schools in decision-making and program implementation. We also want to lead forward and think about ways that we can integrate other disciplines, but also how can we utilize generative AI and make that part of an active discussion in our professional learning in the experiences of our students so that they are equipped for the future.

[00:49:41] Now, I've talked about delivery of services and I've talked about identification, But running parallel to that are the teachers and administrators and counselors that work to support our students in the schools. And so with this, we have developed a, or we're going to develop a tiered and differentiated professional learning process to really support our schools in doing these.

[00:50:07] We want to strengthen the collaboration that exists. One of the things when I talk with teachers, some of them feel like islands. Like, oh, I'm the only one in my school that teaches, you know, this has this prep and this prep.

[00:50:23] I wish that I could talk with other people in the division like this. We want to find ways to make them feel more connected and to collaborate, kind of have a virtual PLC of sorts so that they can connect with someone that is in the same position and teaching content that they have.

[00:50:41] Also, we want to find ways to expand the gifted education support and provide opportunities for our teachers and our administrators to develop like advanced expertise in gifted education. And that goes in with our professional learning plan with a very tiered approach so that people, we can meet our teachers and our administrators where they are and help them grow in their expertise as well as professionals.

[00:51:06] Also, with our equitable representation of students, we've made great strides in this area, but we aren't finished yet. And so we really want to find ways to develop, provide opportunities for early talent development and explore these multiple pathways that gifted education research say are so beneficial to bringing students into these wonderful services that we have in Chesterfield.

[00:51:33] We want to look to see if there are disparities between identification and participation and really strengthen the family and community engagement part into our outreach. And speaking of

parenting and community engagement, we really want to continue the work that we began in providing transparency.

[00:51:58] One of the things that people will share is sometimes gifted education is a little scary because it feels like there's a lot of spoken mirrors sometimes in the field. And we like to break down those barriers. We like to provide information in multiple languages, in multiple ways, so that there aren't any myths, just the truth.

[00:52:21] And so we really are going to look for alternative ways to meet parents where they are, so that we can help them understand what opportunities exist for their children. Some of those things have come up in our Gifted Education Advisory Committee, such as talking about governor schools and specialty centers with fifth grade parents so that they are ready and prepared for when their child goes to middle school for these opportunities.

[00:52:48] We want to find ways to bring parents into the learning experience so they can see the cool stuff their kids are doing and really provide a level of experience where the parents see the students and the successes that they are bringing.

[00:53:06] And then finally, my last point on this slide really is just like, how else can we highlight and showcase the work of our students in our schools and bring parents aware and create this awareness of the program? The end goal is this. We want to find a way to have a lasting impact on our students and make them stronger. We want to work and become a force in Chesterfield to make our instruction stronger and increase and, you know, and all the while also make our partnerships with our parents and our community stronger.

[00:53:42] And I think with this plan that we have coming forward, it's very exciting because it takes what we have done with identification and it takes it to the next logical step of providing services that make an impact, not for our gifted and advanced learners, but then using those tools to engage students who are not yet gifted with some of the strategies and the critical and creative thinking skills that they need for their journeys.

[00:54:12] I love this new plan. I'm so excited about the collaboration, the ideas that people have brought to the table and the feedback that we've received, and I'm happy to entertain any questions that you may have. Okay, thank you, Dr. Fole. Board members, is there any discussion? Mr. Pronto. Thank you, Madam Chair. Thank you for that presentation. Two questions for you. You had mentioned identification earlier in your presentation. So the question is, has the enrollment in the gifted program increased over the last two to three years, if so, by how much?

[00:54:48] Yes, sir. We have seen an increased number of students identified. We've seen an increased number of students who were not from populations that were not currently represented as well. We, as far as specific numbers, I can get those to you.

[00:55:05] We report those numbers to the state every year, and I can give you a long, like a data over time. with the specific numbers. But, yes, they have increased, and we have a far more representative gifted population than of the population that we have in our county.

[00:55:23] Okay. Appreciate that. And then it kind of goes, my next question kind of ties into what you just said as far as reporting numbers. You mentioned in the presentation about data that you currently weren't tracking but are going to start tracking. What data is that that you're specifically referencing?

[00:55:40] One of the things that we want to keep a better track of is students who are identified for gifted education services but choose not to participate in CBG or in SBG. Some just opt out.

[00:55:56] And so we want to keep a better track of that so that we can see and investigate, are there barriers or is it perceptions of the program to get a better handle so that if something is preventing students from participating, we want to find out.

[00:56:15] Thank you. Ms. Chatters. Hi, George. I just want to say that the work done on the new plan is great. Like everything you said we're going to be doing, I'm excited about with you. And just for historical reference for families who might not have understood what the last plan was about, the things that you're trying to improve, to Mr. Paranto's question about the numbers of students who are identified but don't participate.

[00:56:43] We've talked that at length, and we have grown our center-based gifted program to try to accommodate some of those things. and so I appreciate the effort and the support from the superintendent and the board to continue to grow our gifted program but on one of the slides we also talked about under professional learning the expanded expanding gifted education support and I would ask the board to consider that when we get to the budget season again about in order to provide these world-class opportunities for our children the way they're meant to be delivered we have to consider putting

[00:57:19] money into that program. Because right now, George, how many people on your team? We have five. And we have 40. No, you didn't give me that number. The number of students we have that are participating in gifted services, it doesn't balance out. I know personally at one of our schools, you had to send support to a teacher who needed some help into the classroom. And that's what your team is there to do. My concern is that if we don't properly fund it, then someone's classroom might not get the support they need. And I love what you're doing for professional

[00:57:56] development for our future gifted educators. We're holding summer, I forgot what you called it, George, the summer collaboration that you do to help introduce gifted learning to our new gifted educators. Because educating a gifted child is a nuance all in itself. And so we have some new teachers who are doing that. And I appreciate the work you're doing to get them ready for the classroom and the continued support that you're giving them throughout the year and the last thing I would say is that I stood where you were a few years ago when we were talking about what the

[00:58:32] gifted program looks like back then and I appreciate the deliberate effort to make it more inclusive and the way we adjusted the testing mechanism and how we identify children that was very creative and very forward-thinking, and I appreciate the work that your team did to try to make sure we're giving opportunities where they're needed and identifying these children who are otherwise not being identified for gifted services. So I really appreciate the work you've been doing, and I look

[00:59:03] forward to what our new plan is going to do. I would echo what Ms. Chatter said about your forward thinking um more inclusive creativity uh i really appreciate that i appreciate you looking and finding gaps and instead of saying oh well that's just how it is going in and gathering those kids and saying okay there's a problem here with our our mechanism not our students and so i think it's um whenever you come up there's such a joy in what you do and you love what you do and

[00:59:42] you love sharing this love of learning with our students and that is near and dear to my heart and our hearts and so we appreciate what you do and we are really appreciative of the fact that you don't just continue as it's always been and you are you know having having um um a mindset of growth um you know similar to the students that you teach so i just really appreciate it thank you so much. Okay. That's it. All right. Thank you. Thank you. All right. Next, we have a finance

[01:00:20] update from Mr. Meister. And you want me to follow those three speakers. So I'll do my best. Madam Chair, Mr. Vice Chair, Dr. Murray, I appreciate the opportunity to come and talk to you a little bit about what's going on in the current fiscal year. I am not going to step into FY27 and what's going on in Richmond or what will be over the next hopefully few weeks.

[01:00:54] That's a future conversation for this board. This finance update is focused on what we need to do for the current fiscal year and closing that year out. You will see a memo on our action item agenda this evening. I want to take a little bit more time here to walk through what that is because there are a lot of moving pieces as there is with finance updates at this time of year typically.

[01:01:18] So the year-end process at the end of the day features three processes, right? One is carry-forward items that we need to continue to spend. It's money that's been allocated this year that we need to push into next year and, quite frankly, not wait for the county process to allocate those in November, December, when we get around to sort of seeing full-year results.

[01:01:42] Big one this year is the state bonus. I'll talk more a little bit about that in a slide or two. There is also what's called here a preliminary request. That's about as good as you can say it. We do a projection of where our year-end is likely to be, given what we know about revenue, what we can glean about expenses.

[01:02:01] I come to the board here in June and let you know sort of what we think the right use of funds are for what that is. Honestly, the shopping list this year is pretty slim, but I'll get into that as well. And last year, as we look at the final year in totals, we need to make sure dollars are appropriated in the right categories, and there's some adjustments that need to go along with that, most of which are related to the items we've talked about in the first couple of big bullets.

[01:02:30] So requesting carry forward for continuing activities. I mentioned the big highlight here is that state bonus of just under \$6.9 million when you combine CCPS with Argus. We also have just under \$9 million of carry-forward items for sort of traditional uses, and I'll talk about that as well.

[01:02:49] But starting with the state bonus, the FY26 state caboose bill did include funding for what we're calling the SOQ position bonus. This was \$6.9 million allocated to Chesterfield with a state math, a \$3.8 million match required on that.

[01:03:07] that is supportive of a \$1,500 per SOQ-funded position. Again, state math, not Chesterfield math. And those funds, we were fortunate as part of this that those funds can be used either in FY26 or FY27.

[01:03:24] Not knowing the state of the FY27 budget, these funds coming late in the year, we have made a decision and a firm recommendation to the board to delay the payment of that bonus until FY27. So as part of this night's activities, we'll ask you to appropriate the revenue, appropriate the expense.

[01:03:44] And here we're asking you to carry forward that expense into 27 so we can pay that bonus in whatever form it happens to look like in the early part of the school year. We'll just say fall more generally.

Again, as we look at this, our plan is to not necessarily just fund the SOQ-funded positions, but our actual plan will be dependent on sort of, quite frankly, what that final state budget looks like and we'll continue to keep the board updated and the public and our staff as we learn more from what the state ultimately decides.

[01:04:19] The traditional carry forward, this is an item list that looks very similar to previous years. We've got about \$8.9 million. The bulk of that, not surprisingly, is in our instruction category. just under \$5 million for digital content, algebra readiness and early reading intervention, specific set of funds that also require carry forward, and a handful of other smaller items, the biggest of those being local match to grant and some mega trailer leases that we need to carry forward.

[01:04:46] This does drift a little bit bigger than it probably would be in what I'll call a normal year. We're sitting on the back of several years of one-time funding, whether it's ESSER or all-in, So we don't want to, we want to dip into those funds that have an expiration date on them before we use ongoing funds.

[01:05:05] So we are building a little bit of a surplus here that will carry us for some of these items into next year. Probably a little bit more than you might see in a typical year. But all these items are the items that you would typically see on any given carry forward list. The second piece of the puzzle is the request for surplus at the end of the year.

[01:05:26] We obviously manage our budget as tightly as we can. We take a close look at revenue. We take as close a look at expenses as we can. This year is a little bit more challenging because of the workday transition that happened mid-year. So these numbers are based on mid-year projections and whatever we can glean from what we've learned since the workday rollout, give or take, mid-year.

[01:05:48] But as we sit here today, we're looking at a net expense savings of just under \$9 million, about \$8.8 million, and a little bit lower revenue based on some just ADM trends, specifically around ESL mostly, from what the state math looks like, of about a half million in lower revenue.

[01:06:06] You put those together, that's the \$8.3 million that, as I sit here in June, is what I anticipate being the year-end surplus. The expenses are pretty typical reasons, and I'll get into that. It's largely staff vacancies. We'd love to fill every position.

[01:06:22] we know that's not practical or feasible, which leaves us with a little bit of surplus at the end of each year. And the revenue numbers, as I said, primarily a little bit lower ESL on the state counts. When you look at each of these by individual appropriation category, you can see each appropriation category is relatively tight. The largest variance in any category is that 3% in admin, relatively small bucket of funds relative to the items here. But generally vacancies, We are benefiting a little bit from lower fuel costs in the first half of the year, which is buoying the transportation number.

[01:06:59] I anticipate that number will decrease over the back half of the year for obvious reasons, but we still view the overall projection to be a pretty fair way at about \$8.8 million on the expense side and, again, that half million on the revenue side. So what does that lead us to as a proposed shopping list?

[01:07:17] Unfortunately, nothing too exciting. First and foremost, as part of the FY27 budget, you'll recall that part of our revenue is attributed to what we call one-time funding. This is the source of that one-time funding in a typical year.

[01:07:32] As part of the FY27 process, the board approved, I recommended \$7 million from this process to go to that funding. So that's our first and largely committed portion of this money, which leaves us about \$1.3 million of what my projection is today.

[01:07:51] for what I will just call future school needs. We've talked about bonus. We've talked about a match. That's probably the first use of that. We've got debt service increases, as we've talked about in years past, as well, that may be another use for whatever other surplus may come forward.

[01:08:07] So our shopping list this year is largely administrative, important items that we need to keep our eye on, but this does not look like a list of going to Costco and buying a lot of cool stuff. This is really important stuff that we need to continue to invest in for our schools.

[01:08:25] Last, the most exciting part of this evening's discussion is the technical adjustments to make all this possible. I'm not seeing the excitement. That's fine. So as part of this, first and foremost, revenue. As I mentioned, we've got to allocate the, give or take, \$6.9 million of new state funding for that bonus.

[01:08:44] I'll carry it forward as part of the other piece. The next piece is the expense side. So I've got to appropriate those monies on the expense side. That's the first \$6.9 million, and if you remember back on that previous page, I have some overspend in operations, largely from operation maintenance needs.

[01:09:02] We typically underfund that, unfortunately, as part of each budget, so at this point in the year, we need to make Reed and John's budgets whole. That first \$2 million transfer from essentially staff vacancies and instruction to operations fills that gap, and similarly in technology, although much smaller, you lose a zero, on the technology side, largely due to some logistics with the new Chromebook servicing agreement.

[01:09:26] We need to spend a little bit more money here than we anticipated in the budget, largely because we got the revenue on the other side. It's largely technical in nature, but it's related to the Chromebook lease payments on the technology side.

[01:09:44] So you put that all together, it creates a, I think it's straightforward, but some may look at it as a complicated memo this evening, which features three big schedules around that. The first one you'll see is an appropriation change. The second one you'll see is the request for the use, that \$8.3 million. And the third and final is that reserve list where we actually ask you to carry forward, primarily that staff bonus and those other uses. All of that piece is largely preliminary as we need to get through the actual year-end process and actual carry forward and actual dollars that are available for school needs will be completed

[01:10:24] as part of that process. But this allows us to keep operating in July, August, September until that process winds down. So with all that said, I'll turn it back to you, Madam Chair, for any questions on the finance update. All right. Thank you, Mr. Meister. Board members, is there any discussion?

[01:10:41] Ms. Chatters. Hi, Bob. Just one. On the slide where you talked about the year-end technical adjustment, it says the VDOE is required to make the payments of school divisions June 1st? Did we get that? Did they pay it on time? Probably not.

[01:10:57] I haven't looked at our bank account yesterday, but they will make the payment. I'm confident of that, yes. Okay, but they're late. Do we get money for them extra for being late to pay their bill? I mean, is there interest? No? Okay. That was my only question, if they managed to get into the account on time.

[01:11:13] Yeah, I'll verify that and confirm that before I leave today. Thank you. Next, we have announcements, communications, and school board comments hey school board members oh no we have no announcements okay next school board business meeting will be held this evening June 2nd 2026 at 6 30 p.m here in the public meeting room if there's no further public business we will enter into a closed session which will be held in the public meeting rooms conference room madam clerk please announce the

[01:11:52] 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 2.2-3711.A of the Code of Virginia, the Virginia Freedom of Information Act, and specifically under subsection 1, the discussion and consideration of personnel disciplinary matters.

[01:12:12] 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? Ann Coker.

[01:12:27] Aye. Jennifer Darby. Aye. Dominique Chatters. Aye. Stephen Pronto. Aye. Lisa Hudgens. Aye. We are now in closed session. Good evening.

[01:12:47] I'd like to call the June 2nd, 2026 School Board Business Meeting to order. Back up, JK. All right. Age three.

[01:13:16] Do I have a motion to reconvene an open session? So moved. Is there a second? Second. Okay. The board is now in open session. Madam Clerk, would you please read the resolution certifying the closed session?

[01:13:34] Now, therefore, it be 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 board.

[01:13:58] 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?

[01:14:13] Aye. The motion carries. Is there a motion regarding the first personnel matter? In case number 2025-26-71-HR, it is recommended that the superintendent's recommendation be upheld. Is there a second?

[01:14:29] 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?

[01:14:45] In case number 2025-26-72-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.

[01:15:01] 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 2025-26-73-HR, it

is recommended that the superintendent's recommendation be upheld.

[01:15:19] 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?

[01:15:37] In case number 2025-26-74-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.

[01:15:52] 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 2025-26-75-HR, it is recommended that the superintendent's recommendation be upheld.

[01:16:09] 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?

[01:16:25] In case number 2025-26-76-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. Jennifer Darby?

[01:16:41] 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 2025-26-77-HR, it is recommended that the superintendent's recommendation be upheld.

[01:16:58] 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 Prata. Aye. Lisa Hudgens. Aye. The motion carries.



Coraggio Consulting · aguyonx.com