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Hanover County School Board Meeting, Tuesday, July 8, 2025

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Place Hanover County School Board, Virginia
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- Official meeting video (CivicClerk): <https://hanovercova.portal.civicclerk.com/event/1279/media>

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[00:00:00] I would like to make a motion to go into closed session per Code of Virginia, Section 2.2-3711A1, personnel review recommendations of the superintendent for resignations, appointments, transfers, assignments, promotions, terminations, salary adjustments, and leaves for teachers and other employees, Section 2.2-3711A2, consideration of requests for religious exemption from compulsory school attendance, Section 2.2-3711A8, consultation with legal counsel pertaining to actual or probable litigation

[00:00:38] where such consultation and open meeting would adversely affect the negotiating or litigating posture of the public body. Second. Okay, we have a second from Mr. Martin, and now we're going to vote.

[00:00:56] So all in favor say aye. Aye. All opposed. All right. We are now in closed session.

[00:06:49] Okay, we are going to return to open session and I need would like a motion please. So moved. So moved. Second. Thank you. Dr. Shove. Dr. Shove. Yes. Thank you. And all those in favor say aye. Aye. All those opposed. Okay, we are now in closed session. I mean, open session. Sorry.

[00:59:01] Now, Mr. Coleman, would you please motion to certify the closed meeting? Yes, Chairwoman Welsh, I would like to make a motion to certify our closed session. The board will certify the following, whereas the Hanover County School Board has convened closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information

Act, and whereas section 2.2-3712d of the Code of Virginia requires a certification by this school board that such executive meeting was conducted in conformity with Virginia law. Now therefore

[00:59:40] be it resolved that the Hanover County School Board hereby certifies that to the best of each member's knowledge only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the executive meeting to which this certification applies And only such business matter excuse me only such public business matters as were identified in the motion convening the executive meeting were heard Discussed or considered. Okay. We have a motion. Do we have a second second? Thank you. Dr. Shrove and any discussion?

[01:00:15] Okay, all in favor say aye. Aye. All opposed. Okay, we are we have certified the Closed meeting. I'd like to welcome our two new board members Dr. Shelp and Dr. Shrove. So welcome. Welcome to our new year. I'd also like to welcome Mr. Sutton and his wife. Thank you all for being here. Okay. Please join me in a moment of silence for the recent passing of Jalen Martinez. Jalen was a Liberty Middle School

[01:00:54] student and the son of one of our staff members, Sierra Martinez. Our thoughts and prayers are with Jaylen's family, friends, and teammates, and the entire Liberty Middle School community. We also pause to remember the many victims who lost their lives as a result of the recent and devastating flooding in Texas, as well as those who are still missing. Our thoughts and prayers are also with their families and loved ones. Thank you. We are now going to move on to

[01:01:31] the invocation given by me and the Pledge of Allegiance by Mr. Ryan Martin. Loving and gracious God, as we gather here today, we humbly seek your wisdom and guidance.

[01:01:48] Grant us the clarity of mind to make decisions that benefit our students and our educational community. May your light shine upon our discussions, illuminating the path towards excellence and education. May our decisions reflect a dedication to continuous improvement and a deep passion for learning.

[01:02:07] Guide us in our mission to create a nurturing and inspiring environment for all. We place our trust in you, knowing that with your guidance, we can accomplish great things. All glory be to you, loving God. Amen. Please join me in the pledge.

[01:02:52] Okay. At this time, the floor is open for nominations for person of chair. Do I have any nominations? Are there any nominations? I have one, Ms. Welsh. I'd like to nominate Ms. Welsh to serve as board chair for the 2025-26 school year.

[01:03:09] Second. Thank you. Are there any other nominations? Hearing none, nominations are closed. Now we need to vote. All in favor of Whitney Welsh for the position of chair, please signify by saying aye.

[01:03:31] Aye. All opposed, say no. Okay. The new chair will be Whitney Welsh, which is me, for the 25-26 school year. So now we need to elect a vice chair.

[01:03:49] At this time, the floor is open for nominations for the position of vice chair. Do we have any nominations? Madam Chair, I nominate Mr. Greg Coleman to serve as board vice chair for the 2025-2026 school year. Thank you. Do I have a second?

[01:04:05] Second. Thank you. Are there any other nominations? Hearing none, nominations are closed. So all in favor of Greg Coleman for the position of vice chair, please signify by saying aye.

[01:04:23] Aye. all opposed no okay um the new vice chair is greg coleman for the 25 26 school year okay and i'm gonna make a little statement um i am deeply honored and humbled to be before you as the newly elected chairperson of the hanover county school board i want to express my sincere gratitude to my fellow board members for their trust and support it is a privilege to lead this board as we work together to continue shaping the future of our students and school community Our primary focus as a board must always be the success of our students.

[01:05:00] My goal and commitment is to ensure every student in our district has access to a high-quality education that prepares them for the future. I look forward to collaborating, openly discussing ideas, and making decisions that are in the best interest for our students.

[01:05:23] Thank you all very much. Thank you. um we are moving on um so we need to designate a vsb a convention delegate and alternative the delegate and alternative is usually the chair and vice chair but it can be um it's it's up to the board so and we need to vote on this or get a consensus are there any nominations i nominate

[01:06:03] the chair and the vice chair to assume those positions unless someone else would like to nominate someone okay is there any discussion or a second second okay is there any discussion all right all in favor say aye aye all opposed say no okay we will move on to adoption of the BS BSBA code of conduct for school board members and you should have this in your packet nothing has changed for the previous board members and the new board members I believe you got this in

[01:06:39] your orientation as well but you should have they have a copy of it too right okay so we need to vote to approve these and then and then we will sign miss Brown has something to sign oh okay thank you okay so do I have a motion to approve the VSB code of conduct as presented so moved second okay thank you all in favor is there any

[01:07:12] discussion okay all in favor say aye all opposed no okay next we will be we need a motion to adopt the Hanover County School Board protocols and guidelines and this also is on board docs but I believe you got a copy as well at orientation oh we have one okay I'll pass one for signatures okay thank

[01:07:39] you um so do I have a motion okay second second thank you any discussion okay um then it's time to vote so all in favor say aye aye all opposed okay moving along um so now we need to approve the meeting minutes so do I have a motion to

[01:08:09] approve the recent held meeting minutes thank you so move oh so okay thank you Do I have a second second second. Okay. Any discussion all those in favor say aye. Aye. All opposed. Okay. Minutes are approved Now we are on are we on to recognition?

[01:08:41] Okay, wow, we went through that fast. Okay, so recognition and announcements So mr. Whitley, it's your show Thank you madam chair if you and the superintendent would like to come down front for our first recognition actually our only recognition for this evening. Madam Chair, board members, it is always a pleasure to bring forth the great news and accomplishments of our students and staff. As I mentioned, this is their one and only recognition of the evening, which goes to our talented students in the TV99 internship program

[01:09:20] who recently competed in the VHSL State Film Festival and earned first place in the documentary film category, marking the program's first state championship. The interns created a documentary that tells the story of Mechanicsville High school English teacher Andrew Van Landingham

is including his love of teaching English and his passion for performing get this in a hardcore punk rock band led by HCPS TV programming and production coordinator mr. Brian Capaldo the 2024-25 TP99 interns are as follows and please come forward when I call your name Declan Hutter and Brianna Foreman of Atlee High School

[01:09:59] Camden Bales of Hanover High School, Lucy Green and Ben Fan of Mechanicsville High School, and Carter Stanley of Patrick Henry High School. Congratulations, TV99 interns and Mr. Capaldo.

[01:10:17] And since Mr. Capaldo was used to being on the other end of the camera, I will do the honors tonight.

[01:10:26] We have two beautiful, I want to do a Brian Capaldo job here.

[01:11:05] All right. Congratulations.

[01:11:10] Okay, we're going to move on to board announcements.

[01:11:50] Do any board members have any announcements? I had a couple. First, I wanted to congratulate Ms. Welsh on being chair and say that running these meetings is really not very easy.

[01:12:09] Mr. May, whether you liked him or not, made it look pretty easy. I know he's watching, and he's going to love the ego stroke I just gave him. But it is not easy to do, especially with learning Robert's Rules of Order. So we're going to support Ms. Welsh along the way.

[01:12:25] So just wanted to congratulate her there and also welcome our two new board members. I wanted to talk about Mustang Leadership Camp at Mechanicsville High School. Registration is open. This year it will be held from August 4th to 6th at Mechanicsville.

[01:12:41] It is open to all rising 6th through 12th grade students across Hanover County. It is intended to develop character, leadership, and followership, introduce students to our NJROTC programs and competition teams, and more. More information, including how to register, can be found on the HCPS social media.

[01:13:00] That is all I got. Thank you. Okay, anybody else have any announcements? I've got one, just kind of a public service announcement regarding summer meals. I'd like to take this opportunity to remind our community that, as in prior years, we were participating in the U.S. Department of Agriculture's Summer Food Service Program.

[01:13:18] Meals are provided to all individuals 18 years and younger at no charge on first-come, first-served basis. Both breakfast and lunch are served at Ashland Elementary School as well as Mechanics Elementary School and Patrick Henry Family YMCA on weekdays through the end of July.

[01:13:34] Specific information can be found on the school's website. Thank you. And just for our rising seniors, the class of 2025 scholarships, members of the class of 2025 across all four high schools.

[01:13:52] Oh, excuse me. This is for 2025. But this is pretty impressive. Received a total of eight point one million in scholarships. So they are pretty pretty impressive group. So Class of 2026. Let's see if you can top that So and this is this is for our upcoming Seniors the college and career boot camp. I heard it's really good So hosts with there we're hosting a summer college and career boot camp during the week of July 28 including a college and career expo on thursday july 31st for the rising juniors and seniors

[01:14:28] more information including how to register can be found on the hcps social media i also think a message went out in our parent square okay so if you subscribe to that you should have you should be able to find it on parent square as well okay thank you for the announcements you have another one the only other thing i did forget to add is miss welsh has promised that we are going to try to start these meetings as close to 7 o'clock as possible.

[01:15:00] The past year, we had a lot of very long sessions, and we're going to wrap those up and be more respectful to those who are waiting on us to start. Thank you. Thank you, Mr. Martin. So that is all for our recognition.

[01:15:18] Now we need to approve our consent agenda. So do I have a motion to approve the consent agenda? So moved. Second. Thank you. Any discussion? this is well one of the things that I'd like to ask is on November 12th we usually use this room for our November 11th I'm sorry for our school board meetings but they have the county has this room reserved for Veterans Day activities so if it is okay to consider having it back at the central office on

[01:15:51] November 11th we'd like to ask that you consider that now okay and that's part of the that's an amendment to the or no I think it would just be something that we could have as consensus so that when we sent out the notice that it would we would notice that we would be at the central office on November 11th instead of here okay because if they have it reserved we wouldn't be able to notice in time if they didn't this room okay do we have a consensus that that's okay all right perfect thank you thank you and is there any so we've already done

[01:16:31] discussion there's no more discussion okay all those in favor say aye all those opposed okay and with that with the approval of the consent agenda I'd like to ask dr. Meredith Parker to stand please it is with great pleasure that we introduce our new assistant superintendent for human resources congratulations very pleased to have you so thank you very much stepping into

[01:17:08] that role big shoes to feel okay um and we are on to our information and discussion thank you madam chair school board members dr pennycuff i have the information and discussion items for tonight all five of them but i had a lot of help from my friends so from time to time i'll be recognizing some of the folks behind me and should you have any deep level questions they will be available to answer those for you.

[01:17:45] So the first proposed revision that we have for policy is 7-5.1. This is related to safety, and if you are able to scroll all the way to the bottom, that is where the new section exists for student athlete extreme heat safety and protection.

[01:18:03] This comes out from legislation that was passed by the GA. And so we are adopting the language that is necessary to make sure that we are in compliance with that legislation. Accompanying this will be some regulations that staff is currently working on, but it is a way for us to solidify the way that we will address this as a division moving forward. So you will have the opportunity for adoption in the next month. Okay, is there any

[01:18:35] questions on this? Okay, sure. This was, so this was recently changed? Yes. Okay, so have we, just on record have we had any incidences in the last year two or three we have had strong protocols in place um this is just codifying it at the state level and so we're incorporating it into our policy anyone else okay thank you all right agenda item two all right if we could go to the um text first

[01:19:11] staff is bringing forward a recommendation that was based upon a request from the school board to codify how we do selection for our specialty programs.

[01:19:35] And so we have written a regulation that will guide the work of staff to direct them to have a very specific process that gets reviewed each year. This would be applicable to all of our specialty programs, both the ones that are within our division, and those would be our ACA program, our Advanced College Academy.

[01:19:55] It would include our Hanover Science Center, And it would also include our trade school. And then externally, we have cooperative agreements with Maggie Walker, Governor's School, and Code RVA. And so to the extent possible, these guidelines would be with our partnerships externally as well.

[01:20:17] And you can see that the components that would be used are grades and GPA, teacher and or business representative recommendations, Student statement of interest, consideration of attendance, and consideration of disciplinary infractions. The new process will have a rank order, so those of you who are familiar with our lottery process where we had a threshold and any student above the threshold was placed into a lottery, that would now be replaced with a rank order where slots were made available as students accepted and declined.

[01:20:51] We do have a PowerPoint slide deck for you, and as I said, I have some friends in the background, Andrea Herndon, Ben Saunders, and Justin Rohrink, who will be able to provide more special information or more specific information, should you wish, but I'm going to run you through this slide deck, and then we can go back and take any questions that you may have.

[01:21:16] All right, so as I said, our programs at a glance, our internal programs are on the left, and our partnerships regionally are on the right. What we're looking at for recommended common components are the teacher recommendations, and those will be centered around a division-designated checklist, GPA, statement of interest, and then also attendance and discipline.

[01:21:40] Our regional program with Maggie Walker Governor's School, they are the ones who do the composite scoring. We provide some basic information for each of our students and allow for that breakdown to happen, but it also does include a regional evaluation session, as you can see.

[01:21:57] 50% of the score is that evaluation. Students go to Maggie Walker and take an assessment there. So you're looking at 50% being GPA, broken down 30, teacher recommendations at 15, and academic rigor at 5. So we have to understand that our students who are coming into most of our specialty programs are 8th graders.

[01:22:17] And so their GPA is only going to be based on a Spanish class, perhaps, and Algebra I. None of those classes are weighted. And so there's really no way to get to the idea of a weighted GPA like we have in high school without adding the idea of academic rigor.

[01:22:35] And so academic rigor considers how many of those high school credit-bearing classes a student is taking in middle school. And so they do the scoring for us. They provide us back with a list of their top scorers, and they rank those. What will be different is that we will give seats to students who are currently enrolled in Hanover County Public Schools as eighth graders ahead of any seats that would be available for students who are currently attending private schools as eighth graders or who are homeschooled as eighth graders. So that is a significant change for this particular process and that particular

[01:23:14] change would correspond across all five of our programs. Code RVA is similar in that they have their own approach to taking our students. In this way, they do operate from a lottery system, but we would be able to prioritize our students before they get to the lottery for the idea of our currently enrolled eighth-grade students as opposed to private and homeschooled students.

[01:23:46] The Advanced College Academy has traditionally been a lottery system. In this new change, we would be looking at composite score breakdown of GPA incorporating 30%, SOL performance as a way to distinguish amongst those students at 15%, teacher recommendation and counselor recommendation each at 15%, attendance, statement of interest, and academic rigor at 5%.

[01:24:13] For the Hanover Center for Trades and Technology, you can see the composite score breakdown GPA also 30%, attendance 20%. And the difference here, you're going to start seeing a few differences here. When we think about our Hanover Center for Trades and Technology, the time that they must spend within the hands-on activities is essential, and so attendance is a very important part of the academic record of the student in considering application.

[01:24:42] Also looking at discipline, and then teacher or business representative recommendations, we wanted to make sure that students who are truly interested in a very specific trade and who have already begun working in that trade or volunteering in that trade are able to shine in this application process, particularly because they may or may not have the top grades in the class, as someone who's interested in a different pathway to their future.

[01:25:07] And so we wanted to make sure that that was present in this particular area of study. And then their own statement of interest is also very important. Health Science Specialty Center is very similar to what you can see, a blend between the Trade Center and then also the ACA program. It does have SOL performance because those students again are coming in as eighth graders so we need a way to distinguish those students. Oftentimes our rising our students who are rising into ninth grade who are very interested in these competitive programs often all have A's

[01:25:43] and so we need something beyond a GPA to really start separating our students and putting them in rank so that is one of the avenues that we are going to be able to take for that. So also, teacher recommendations, discipline, and attendance. Academic rigor will be calculated the same way that Maggie Walker does, so that we have consistency across those.

[01:26:02] And then a statement of interest is also important. And my friends would be happy to come up and answer any questions that you may have. Does anybody have any questions? OK. The trades and technology program, it seems like things are pretty much the same, how they're selected.

[01:26:21] Is there any-- I would think whether the student had taken some shop classes things like that would be very valuable and some kid that maybe didn't have a great GPA but he was in that eighth grade class and just excelled at it but you know how does you know I'd like to find that student and get him to the program. Any thoughts on that?

[01:26:42] Staff really did wrestle with this because we recognize that some of our students who attend the trade school now are not you know in the top 10 percent of our classes. We have students with disabilities who excel at our trade school. We were trying to achieve consistency for the board's request to have a ranking set order for our different programs and to have consistency across those programs. We are certainly open to any revisions that the board would like to recommend. I'd love to see a student who you

know takes a class in the eighth grade or I don't know if they're even available you know technical classes sixth seventh but

[01:27:18] you know if they were to take one of those classes I would and do well that we could give them you know a boost right helped them so to clarify and I apologize I did not clarify this in the presentation our trade school students generally are not rising ninth graders right so they have had some opportunities to take similar types of CTE classes in high school before getting there now obviously we don't have culinary and cosmetology but they would have opportunities to take business classes or marketing classes where they might start showing some interest in the CTE world could could that be captured in

[01:27:54] teacher recommendations I mean what was that was teacher recommendations so teacher recommendations are 15% I've pulled the slide back up so GPA is consistent across all of the all of the application processes again staff is open if the board would like to recommend that we not look at significant as significantly at GPA for the Center for trades and technology I know that staff would be supportive of that as well could we switch the GPA percentage and the teacher recommendation percentage make the teacher recommendation for

[01:28:32] trades a little bit higher staff is certainly open to guidance from the board okay all right well I would certainly support that also because you know the GPA is so much based on the traditional classes which a lot of these students you know they're you know that's not their thing but you know get get them around electricity or carpentry, and they have a gift that, you know, the great English student or math student doesn't have. And so I just want to find those students and get them where they'll excel. Yeah, let's, you want to take that back and that feedback back and see what

[01:29:09] they come up with. Do we have any other discussion or questions? The timing, considering the full year, we're not going to impact the notification. No, we're all ready to go for the fall. The students know that they have been selected or they may remain on a wait list. This would be for the applications that open in the fall of 2025 for students entering these programs in the fall of 2026. So we have time. Good. Last question, sorry. Statement of interest. Is that handwritten? Is that typed? Is there a specific format for that? So we would certainly approach it as we would any

[01:29:46] student who has some accommodations but right now everything is done digitally so they would have the opportunity to revise and you know fine-tune that make it as pretty and as polished as they as they're able i think that's a i mean i i totally agree with um mr seifert and miss lynn with regards to that potential percentage shift to me my mind that statement of interest is pretty keen to me too from a standpoint of the the student being able to articulate why why would they would have an interest and so I think there's a lot of things behind that why but then also can they

[01:30:22] formulate their ideas and thoughts and put it on paper and and articulate themselves well so I think I think that's that statement of interest I think is important as well yeah so with the for clarification would the board like us to look at moving that percentage up as well not necessarily suggestion that I just think that I think when we present this kind of information to the students and if there's an interest in a particular program they want to take part in and going through all that i just i find the the statement of interest important important in a sense that it's developing not just the technical application that they're trying to get it's when they're going for a job

[01:31:02] interview at some point or having to reply to a customer or something in an email the idea of being able to put your putting your words on paper and saying what you mean and meaning what you say i

guess is i think that's important so yeah thank you mr seyfried i would just say ultimately uh Ultimately, you know, you are the experts at this. So just my are just things for consideration is what I'll leave it is Okay, mr. Martin I did one question on the health sciences Specialty center. Can you just give me a high-level overview of what changed to what what this is proposing?

[01:31:44] Mr. Saunders is gonna come because he knows what our rubric is right now And I don't have that off the top of my head. Thank you. I mean, he'll be able to go in more depth for you he's dressed so nice I knew he wanted to come appreciate it the biggest change in all honesty is that before it's a lottery system so there was like a basic baseline score that students would have to reach on the rubric and then they were all put equal opportunity from that point forward so it looked at attendance and looked at discipline it looked at their grades and then they did get two recommendations one from a school counselor and one from one of

[01:32:19] core subject teachers. Thank you. All right, thank you. Any more questions or discussion? You got any more? Okay. Oh, okay. All right, thank you. On to the third topic. If I could just get clarification. Madam Chair, is this a presentation that you want brought back for the August meeting or would you just like staff to make some adjustments and communicate it back with you? Y'all feel like we could vote on what they brought back? I think so. I think we can also provide some written feedback via email between now and then that we can make take action on

[01:32:57] this. That's my personal opinion. Does everybody feel good about that? Okay. Okay. All right. Thank you. Thank you. Yes. Topic number three. All right. This also is a change in order to be more consistent regionally. So as those of you who have had seniors in our graduating classes over the past, I can't even tell you how many years. We traditionally have calculated class rank at the semester of their 12th grade year.

[01:33:30] And so the Val and the Sal and the top 10 were known from January on. And to be blunt, the grades in the second semester no longer counted towards that recognition. And so this particular regulation revises that so that students will carry their second semester grades into computation of their class rank. So the consequences of that, if you will, is that it will be a surprise at the end of the year. And so students will know about, they will know where they are at mid-year, but that

[01:34:09] very well could change by the end. And so principals have been apprised of this regulation change, are supportive of that, and they know that they will need to work with perhaps the top five students in the class to get them prepared for graduation speeches, maybe make some other modifications, so that we're able to transition very nicely from the end of finals into our graduation ceremonies. And so there will be a little bit of getting used to a new way, but we wanted to put this in front of you now so that we can communicate it clearly to our seniors,

[01:34:44] Because our seniors who have had older brothers and sisters, we want to make sure that they know that second semester still matters. So when will they know? When will they know about their class rank? After exams end.

[01:35:02] So how many days between you find out and you've got to give the graduation speech? Probably two or three. We will prepare all of the students who might be in that eligibility window. And what's the problem with the old system?

[01:35:19] We've had over the years parents reach out to say that they felt that their child had stayed the course through the second semester and they didn't necessarily see other students staying the course and they wanted to know where they truly finished at the end, but we do not recalculate.

[01:35:37] And so this has been a conversation that bubbles up every once in a while related to how we give these honors. And there is a sense that the honor should be about how you play, as John Wheeler tells me, it's how you play all nine innings of the ballgame, not how you play the first eight of the ballgame.

[01:35:59] And so as a sports person, I can respect that perspective. How about, I mean, they're just being recognized for two or three days and then they're off to the wind. I think it's kind of nice that they're you know several months of recognition for for being the top person So it's a thought of mine What other divisions did we pulled in region one and the region one folks who got back to me with the exception of Henrico We're doing end of year and how would this change be I assume you've talked to the high school principals one of them's here

[01:36:40] So dr. Dr. Staley spoke directly with them and they're on board. They are Thank you, there's one more question in those two or three days. We find there's a mistake with the calculations versus having several months to Figure out there was a mistake so everything is done by our computer system, and I'm not saying that a computer system is flawless But in this case we are confident in the metrics that they use and the the way that we've been we've been calculating this Okay, do we have any more comments?

[01:37:14] Discussion questions on this all right? Thank you. And we will move to number four. All right. All right. I'm going to take a seat here.

[01:37:32] I'm just going to tee this one up. Dr. Reams and Dr. Staley have independently and then collectively been working on a question that has been posed many times by the school board. And so the question at hand really comes down to how are we accommodating teacher planning, both at elementary and at secondary. How can we give them more time for planning, for grading, for parent contact, those other pieces of the job that aren't when they're standing in front of students. And so the process for getting to this presentation looked very different, secondary and elementary,

[01:38:10] but not to steal their thunder. I know that they will have a joint recommendation for you at the end of this presentation for how they would like us to proceed. So Dr. Reams and Dr. Staley. Good evening, Madam Chair, board members, Dr. Penny Cuff, and senior staff.

[01:38:36] Tonight, Dr. Staley and I will share a general overview of what currently exists in terms of planning time for our wonderful Hanover County teachers. The exploration of our current planning structure aligns with some of the goals and objectives in our comprehensive plan, the most important being providing high-quality and relevant instruction that prepares our students to be life-ready, productive individuals, prioritizing time for planning and preparation to collaborate and create classroom experiences to accomplish

[01:39:11] these goals is essential for our staff. Increasing time could also aid in teacher retention as well as ensure proper resource allocations. I will begin our presentation focusing on elementary planning to include short-term plans and long-term recommendations to increase teacher planning time in our elementary schools. So what is planning time? Planning time is defined as a segment of time for elementary teachers that provides at least an average of 30 minutes per day for planning time during the student's week as provided in the Code of Virginia. This time should be unencumbered

[01:39:48] of any teacher, teaching, or supervisory duties. The current planning structure in our elementary schools is consistent across our 14 schools. While the instructional start and end times vary slightly for some of our elementary schools, the majority of our school's instructional day is from 7.30 to 2.30 with all schools operating for seven hours. All elementary schools have a 45-minute resource block when our students go to art, music, PE, etc., which exceeds the Code of Virginia expectation of 30 minutes. With transition time, our resource block yields approximately 200 minutes

[01:40:28] per week of planning. It's also important to note that our teachers during that seven hours are also expected to have various duties including morning and afternoon depending on the school. I want to highlight that there are different types of planning and if you were to ask everyone in this room everyone would probably have a different answer to what planning time means to them. The first is collaborative planning. Some examples of what this can look like are team planning with grade levels, planning with our Hanover County curriculum and instruction team when our coaches come in to

[01:41:04] support our teachers or our grade levels, our guiding coalition time. And then there's individual planning, which a lot of people who aren't in the educational world think of this as teacher planning time. Grading, making copies, individual planning, phone calls, the things that you want to have time for during the day that you don't necessarily have time for. So recognizing that our teachers and staff work extremely hard, our elementary school principals have committed to

[01:41:36] give a few opportunities a chance in the the year next year in the 25-26 school year. Our principals are always looking for ways to give their teachers some time back. It's important to acknowledge though that all of our schools are different in terms of size and what they can offer. In an effort to increase planning time for teachers all of our elementary school principals have committed to piloting a variety of new scheduling structures for the upcoming school year to provide teachers with more planning time during the school day.

[01:42:06] So these are just some examples of what a number of our schools will be trying. And I want to be clear that all 14 schools are not trying all of these. These are just examples that different schools are planning to try. One of our schools is doing morning coverage from 730 to 820, which gives our teachers 50 minutes of extra time one time per week covered by support staff.

[01:42:29] The majority of our elementary schools have already done this in the last few years, providing half day and full day planning for our grade levels every quarter. Recess coverage, allowing each teacher a day in during recess per week for additional planning, again covered by support staff. And then it's also important, and our principals are really going to be intentional about ensuring that our collaborative teachers are not always missing their resource block planning time due to special education meetings and other things, because that 45 minutes gets taken away very quickly when we have some of those meetings. So

[01:43:05] those are some of the examples that the principals brainstormed last month to give teachers additional time on top of that 45 minutes a day when the students are at art, music, PE, etc. When considering the sustainability of a long-term plan for increasing teacher planning time, the following recommendations serve just as a starting point to this work. In addition to any successful outcomes from the structures that I just mentioned that were being piloted for the 25-26 school year, we would recommend that we hire additional personnel to assist with

[01:43:44] the following. Supervision of recess time, supervision of morning arrival and afternoon dismissal for bus and car riders, and coverage for special education meetings. We also would recommend hiring additional substitutes at the elementary school level. Before Dr. Staley shares the secondary structures for planning i am happy to answer any questions that you may have thank you i know this has been a very hot topic does anybody have any questions or discussion more of a comment i think um this is as worthy of cause as we could do um that the teachers

[01:44:21] especially at the elementary level at least in my short time on the board are very overwhelmed with the demands of their job um i have kids that age so i talk to the teachers in their buildings um you know i've got a lot of friends who teach and and you see people leaving the the the job very early because of burnout um i get emails from my kids teachers at 9 30 at night you know if we can do things to get these folks to when they leave the building to not have to i'm not going to say they're going to not occasionally have to burn both ends because they're busy but If we can lessen that, then I think that's a real strong goal that we should have as a division.

[01:44:59] And it's not specific to Hanover County, but if we can make it a better place, our turnover numbers are going to get even better than they already are. So thank you. And I look forward to the results. Thank you, Mr. Martin. Mr. Coleman, do you have anything? Dr. Petticoff, from a budget standpoint, hiring additional substitutes, et cetera, no issues there?

[01:45:19] That is something that we will include as a budget request and consideration. So I asked the team to start what was at no cost first. One of the other things that we've talked about, and we might have one school that may want to pilot, is the content partners.

[01:45:36] So I know that there's been a reluctance to do that here, but elementary school teachers plan about 20 lessons a week. So for each content area, they plan five lessons for that week. So reading, math, science, and history.

[01:45:54] And then writing is different. So literacy can be two in one there. So when you think they're planning at least 20 lessons a week and they really have about 30 minutes a day that is sometimes collaborative and sometimes their own, so you think they have 150 minutes a week and they've got to plan at least 20 lessons.

[01:46:17] So it is a huge and monumental task. So it's something that we have to tackle, and we know that it may take us a few years to get this right, but we know it's a real problem. We have a similar problem at the high school, but they may plan for two or three blocks, which means they plan 10 or 15 lessons a week.

[01:46:37] They have 45 minutes instead of the 30, which gives them 225 minutes a week. So the priority that I would recommend is tackling elementary first and then working on secondary. So we'll be looking at that with the principals and as we're working through the budget process and bringing it to you there.

[01:47:00] So I think that we've looked at our budgets to see what can be supported in terms of the half day and the all day per quarter sessions. And I don't think that we currently have the money for more substitutes, but that is something that we're planning for the budget to consider.

[01:47:22] Thank you, Dr. Pennington. But I would coattail Mr. Martin's comments and sentiments to say to Lee. Thank you. Thank you. Do we have any other questions or comments? So, Dr. Pennington, what you're describing is kind of that subject matter expert.

[01:47:38] And so would a teacher just plan for one subject? No, and there has been a move away from that here in Hanover, so we would want to start slow and just pilot it to see what impact it had. So there are pros and cons, but the primary pro is for the teacher planning, and the outcomes for students are relatively the same.

[01:48:02] So the intent would be to try to get the teachers to a place where they had a better work-life balance. So we would want to start small and be sure that our outcomes remain strong. And so I think that we have one principal who might be interested in one grade level, and we would look at it as a pilot if we do that, so that we're able to start testing the waters on what we can do to manage that work-life balance that elementary teachers do not have.

[01:48:32] Thank you. I've heard teachers before complain about what they have to provide with their lesson plans and, you know, too much detail. They know what they're going to do. You know, why do they have to prove it to the detail, you know, that they have to do it?

[01:48:48] Have we looked at all of, you know, make it, especially you're an experienced teacher, you know, do you need to write out? And I don't know how detailed we're making them write it out. And I think Ms. Reams can take that and then I'll add on if there's anything that needs left to be said. Sure.

[01:49:04] We have moved away from the turning in lesson plans just to check them to make sure they're done. I think with the implementation of the new math standards and the HMH curriculum, a lot of the work is completed for the teachers. I'm not saying they still have a ton to do and they've had a huge lift this past year in learning that new curriculum, but a lot of things have come into play that have moved us away from that.

[01:49:30] I couldn't name a principal that collects lesson plans holistically just to check. That happens if there's a teacher that needs support and maybe they need help with instructional planning and things like that, but it isn't a common practice that happens in terms of what might have happened a number of years ago at the elementary level in Hanover.

[01:49:52] So you're confident the teachers are comfortable with the planning they're having to do? They're on board with what they're doing and they just need more time. Well we have a lot of teachers and I think just like I said in terms of collaborative planning and individual planning, you're going to have a different perception from every teacher that you speak to, but I would say that we have had a lot of positive feedback in terms of the support that our schools have been given from our curriculum and instruction team in planning the HMH implementation and I think that that was the biggest piece last So I would hope and think that the majority of our teachers felt supported in that way

[01:50:31] I think the majority would also say we wish we had more time in the day But we only have you know certain we only have a certain number of minutes to work with okay Thank you any more questions? Okay, I'm gonna turn it over to dr. Staley. Thank you Madam chair school board members dr. Penny cuff senior staff good evening and thank you for the opportunity to share just a

[01:51:05] general overview of what teacher planning looks like at the secondary level. What is teacher planning? You see the definition? I will read it to you, but it's a planning period which is a segment of time in middle and secondary schools during the instructional day that is unencumbered of any teaching or supervisory duties. It's not less than 45 minutes. Here's where you have to do a little bit of math, the equivalent of a class period, whichever is greater, and that includes passing

[01:51:40] time for class changes. So simply put, what does it mean? It means it's an unencumbered time for teachers during the instructional day to plan. That's what that means. So what does that look like in Hanover? It's a little bit confusing because when we talk about an instructional day, we think Monday, Tuesday, Wednesday, Thursday, Friday. In Hanover, the instructional day is over two days at the middle school and the high school level. So when we talk about an instructional day at middle and high school, it is over a two-period day. There's an A day, A one, two, three, four.

[01:52:16] There's a B day, one, two, three, four. A total of eight blocks over those two days, which is our instructional day at middle and high. Our teachers are generally assigned six teaching blocks during the instructional day. And they generally have 90 minutes of planning over those two days. And very similar to elementary school, there's individual planning that a teacher does by themselves. There's co-planning that might be a regular education teacher, a special education teacher, a gifted resource teacher where they're working together to meet the needs of all the

[01:52:54] children. There's team planning. There's content area planning, meaning where Algebra I teachers that get together and we plan, there's instructional coaches as well. So there's different definitions of what planning looks like. That's just a few examples. Similar to elementary school, we do have duty assignments at the middle and the high school. The essential duty assignments are determined by the principal. They're based on the needs of the school to ensure a safe and secure learning environment and middle and high in particular it might look one of two ways there are some folks

[01:53:32] that say i'll do this 45 minutes every other day for the year there's others that say i'll do it every other day for 90 minutes for the semester and similar to elementary school we have hallway duty we have bathroom duty we have lunch duty we have bus duty which also increase includes an increasing number of folks that are bringing their kids to school and dropping them off and and then also picking them up.

[01:53:56] We acknowledge that teacher duties vary by school and that teachers may receive additional pay for before and after school duties. So what are some barriers or some things we could do to improve planning time?

[01:54:15] First, we acknowledge that our teachers work hard to plan engaging lessons and to provide students with meaningful feedback on their work. This requires time to plan. So how do we remove these barriers? We can hire personnel for the following, supervision of morning bus and car drop-off, afternoon bus and car pick-off, and the monitoring of hallways, bathrooms, and the cafeteria during the school day, and we can also hire additional folks to supervise study halls at the high school.

[01:54:50] We can also increase the number of substitutes assigned to our secondary schools. We acknowledge, this came up already, that there is a price tag. We have a process for that, and we would certainly use that process through the budget season. What is the impact on teachers?

[01:55:09] Simply put, there's additional time for professional collaboration. That's time for instructional planning. That's time for assessment development, data review and analysis, cross-curricular planning, professional learning, and remediation and enrichment planning.

[01:55:25] And there's also time to develop teacher capacity. Our teachers are incredibly dedicated, and they want to continuously learn and grow as professional educators. They need time to do that. Dr. Pinnacuff, you mentioned this. I'd like to echo it as well.

[01:55:41] Finally, we can provide teachers with a better work and life balance. We know that teachers show up early to work with kids. We know they stay late to work with kids. We know that our teachers go to extracurricular activities. We know they grade at night, they grade on weekends, and they do it because they love our kids and they want our kids to be successful. A few acknowledgements.

[01:56:07] We acknowledge that this presentation provides a general overview of teacher planning time at the secondary level. We acknowledge that our secondary teachers include those that serve at the comprehensive middle and high schools, the Georgetown School, the Hanover Center for Trades and Technology, the Health Sciences Specialty Center as well. We acknowledge that teacher planning time varies at the different schools. We acknowledge that teacher duty assignments vary at the different schools, and we acknowledge that the recommendations we bring forth tonight are a starting point and that feedback from teachers may provide more

[01:56:46] comprehensive suggestions. Although planning time is important for all teachers at all levels in all locations, Dr. Reams and I believe that increasing teacher planning time at the elementary level should be a priority in the upcoming budget process. I'll end where I began. Thank you for an opportunity again to provide a general overview of what secondary planning looks like in Midland High School and I'm glad to answer any questions. Thank you. Do we have any questions? Again, just more of a comment this would be from Mandy I would be curious to look at

[01:57:25] turnover at secondary versus elementary and just see if there's a big disparity you may already have that I'm just curious I would be interesting to see thank you thank you dr. Staley yes sir thank you all very much I don't think we have any other questions but thank you all for coming and I know this is a hot topic for our teachers and so I'm glad we're focusing on it so thank you we're as well thank you okay so number five all right thank you madam chair Board members, the fifth topic is simply a review of information at the last

[01:58:04] opportunity when you came together in the fall. The board really synthesized a priority around the idea of professional learning on supporting student behaviors. And so what you have in front of you is a synthesis of the efforts that we have been able to make this year and the projected efforts that we will continue moving forward. So safety care, as you know, that is our training. It's a two-day training, and so we have to be careful. We want to make sure that safety care is a very structured training for both the de-escalation of student behaviors, but then if there has to be contact

[01:58:44] to restrain a student to prevent them from harming each other or themselves, then that also takes place within our safety care. So when I say safety care, it's very specific to this program. And when I say de-escalation, that's going to be just sort of the tip of the iceberg, the information that a routine classroom teacher might need to assist with student behaviors.

[01:59:07] So our safety care training from July through this spring had 33 administrators and 235 classroom staff. Two each initial and recertification trainings are going to be offered for this summer so that we can continue to provide that level of professional learning for our staff.

[01:59:31] And then when you look at how we're going to move on through the year from the training offered each month last year for that initial and recertification training is broken. Those are the dates. And I do believe, yep, we've got those for the next year. I apologize. My eyes were not trained on the on the dates correctly. This is what we're going to be offering in the upcoming school year, September 2025

through April 2026. All right. De-escalation training is very open, and that's not just specific to teachers. We are going to provide opportunities for de-escalation training

[02:00:10] to bus drivers and to cafeteria workers, for instructional assistants, anybody who comes into contact with students who want the opportunity to learn some of the strategies to bring a students' behavior down a notch. And so we have a lot of opportunities and a lot of other types of professional learning that is available to any school employee who wishes to partake of those.

[02:00:36] And so you can see the entire list. And in the third column, you can see whether it's a prevention strategy, a de-escalation, or both. It has a topic on the right, and then it also talks about who's doing the presenting. So as you know, we have behavior coaches in many of our schools, and those coaches have become experts in providing professional learning to be able to translate strategies to classroom teachers for their use. And so you can scroll through those types of opportunities, executive functioning, behavior in the brain. You can see a lot of different

[02:01:11] opportunities for teachers to hone their skills in these areas. And at the bottom, as I said, We are providing opportunities for non-teaching staff to receive de-escalation training as well.

[02:01:28] We have found that through our classified advisory that that is a point of professional learning that they would like to see available to them as well. And so this is a summary of a board priority from last year. We're not done. We will continue to grow in this area, but I'm very confident in the work that staff has done this year.

[02:01:47] Thank you. Do we have any questions or comments or discussion? Okay. can board members participate in any of that training so we do have uplc which is three days of professional learning and that is in the middle of july if you would like to take advantage of any of those trainings or any of the other topics we have quite a catalog this summer we would welcome you just reach out to steve castle and he will be able to tell you what some of the topics are and when you might be able to come in and do that yeah and i chuckled to myself a little bit i had a scenario where a school bus driver stopped in front of my house and gave me the finger to

[02:02:26] come over. I walk over and she says, sir, do you have kids on this bus? I said, yes, ma'am. And she said, yeah, there's them and the other three kids are giving me issues. And can you talk to him real quick? And I started to take a small step on the bus. And she said, no, sir. I said, she says, I said, so I hollered, I hollered into the bus. So I chuckled when you say de-escalation techniques for bus drivers because that was her technique sir can you help me tell them to sit their butts in their seats but anyway I just yeah I appreciate all that that work thank you sure thank you you

[02:03:00] said non-teaching staff could that be coaches like absolutely okay absolutely some of our coaches are on our staff but absolutely we can make sure that Ms. Moore gets that information out to coaches as well okay great thank you do we have any more comments questions discussion okay thank you

[02:03:19] Thank you. So now we will move on to our very robust public comment. Greg, are you gonna, or Mr. Coleman? I've got that. Thank you. I guess before we get started, a little OJT on the timer here, maybe? Wait, I don't have to do that? No. Well, you're right. You mean Ms. Holt, he doesn't get 60 minutes?

[02:03:49] you got it all okay i just this thing was intimidating sitting here like some sort of box i gotta de-detonate or something all right so the school board conducts the public comment segment of its meetings to receive information from the general public on matters related to hanover county public schools per

board policy the total time allotted for public comments shall not exceed 60 minutes speakers address speakers addressing the school board are requested to follow these guidelines as each speaker is recognized by the chairperson the speaker is asked to clearly state the speaker's name, magisterial district, and the subject of the speaker's remarks. Speakers are asked to address their comments to the board and not to the

[02:04:27] audience. The board requests that the audience refrain from responding to speakers' comments with applause or other audible expressions of approval or disapproval. The time allotted to each speaker shall be three minutes. Each speaker's elapsed time will appear on the screen. Speakers will also receive notification from the chairperson when the time is expired. Although the board does not permit the use of slideshows or other projected materials during this segment. Speakers are invited to provide printed copies of such materials to the board. The board expresses its appreciation for the public's input and cooperation during this segment of the meeting. With that being said,

[02:05:07] first on board is Ms. Kristen Holti, and next up is Kelly Merrill. Wow, Ms. Holti, 60 minutes? Well, you got practice. You got 60 minutes in here? No, I'm just kidding. Good evening, school board, superintendent, Dr. Penny Cuff and administration, and congratulations, Chair Welsh and co-chair Coleman. I am Kristen Holtze of the Cold Harbor District. First,

[02:05:41] I hope everyone had a safe and happy 4th of July. There have been a lot of sad incidents going on over the last few days, and I've been doing a lot of praying for those in Texas. I want to welcome Dr. William Strouf as my Cold Harbor District Representative. I also want to welcome Dr. Frank Shelp as the South Anna District Representative. Please stay strong and know that there is support behind you. I feel a responsibility to protect the children who are currently in the Hanover

[02:06:16] County school system. I have been speaking in front of the school board for the past five years and want to protect the children so that they do not grow up too fast with indecent material. Please stay strong in your moral compass and keep the children first in all aspects.

[02:06:38] Thank you for allowing me to speak to you tonight. Short and sweet. Thank you. Thank you. So now we will move on to our action agenda. And we have three items to vote on today.

[02:06:56] Um, the first up is going to be, um, consideration of proposed, um, revised policy 7-3.1 code of student conduct. And I believe, um, we are welcoming Ms. Hahn. Yes.

[02:07:12] And if you don't mind, I am going to, um, remain seated. We have, um, spoken about the, uh, code revisions for the code of student conduct, I think, at a few of our meetings, um, at this point. And so we've not made any changes since the last time you saw this.

[02:07:29] I'm happy to answer any questions that you have. Dr. Maltby is also in attendance. Should you have any additional questions? Just to recap, this did bump up some of the levels for available discipline to the principals for secondary.

[02:07:49] and this also establishes the disciplinary committee so that we can help our families that are making appeals of disciplinary decisions that they can be heard faster. Thank you.

[02:08:06] Oh, do we have a motion? I do have a motion. I move to approve the proposed revised policy 7-3.1 Code of Student Conduct as presented. Thank you, Mr. Steifert. Do we have a second? Second.

[02:08:22] Thank you, Dr. Schroff. although do we have any discussion okay all those in favor say aye aye all those opposed okay motion passes um next uh on the agenda is consideration of proposed policy 2-3.3 support organizations good evening good evening madam chair board members dr penny cuff um this also has been presented at the last two meetings um what we're requesting is consideration of a change

[02:08:54] to policy 2-3.3. The substantive change is to require an annual approval of use of the school name and logo by support organizations. So that's the most significant change. We talked last month making some exceptions for PTAs and I have nothing new to share tonight but I'm happy to take any questions. Thank you. Do we have any questions? Okay, seeing no questions. Oh, go ahead. One question I had was the financial records of the PT organization I would hope that the

[02:09:30] principal at the school is very familiar with those you know finances and that the financial records we're talking about are just up at the administrative level us not seeing them and until asked so the principals typically are a representative and they participate in those PTA meetings they see the treasurer's reports what's a little different about PTAs is they're required by the state organization to undergo an audit or an official review those records are submitted to the state organization and before they will release the continued use or of their not-for-profit

[02:10:07] status their irs not-for-profit status they review those financial records and that's what makes the pta a little different so principals will still see their treasurer reports and things like that but the level of detail that they provide to the state PTA actually will somewhat exceed what we're requesting and that's why we're recommending that we accept that annual statement of affiliation for PTAs that's what makes them a little different okay I just wanted to make sure I mean it's parent teachers you know principal obviously in there also so I mean it should just be

[02:10:43] open books and open everything there at the school level I would hope yes we have included what's included in here and will be included with the regulations and the procedures is if there's a question at any time if there's concerns then we can request of the PTA to see those more detailed records okay thank you um any more questions quick yeah just a quick comment I know that you had mentioned you got some some pushback a little bit when some of this came out I just want to you know make it very clear that this is not meant to be punitive

[02:11:18] Towards our PTAs and PTOs, but just put some safeguards around what we're doing because our PTAs and PTOs do Tremendous work for our schools and we're very grateful to have them I know the ones at the schools that I visit frankly, they get a lot of support from them so I just I felt important just to clarify that this is not a Punitive measure against our those organizations. Yes, I concur and and that's why we made that different consideration for PTAs because we understand that they're already providing that type of reporting to another entity. Thank you. Anyone else have any questions, comments? Okay, seeing

[02:11:57] none, do we have a motion, Mr. Martin? I do. I move to approve policy 2-3.3 and instruct staff to implement the support organization regulation and process changes as presented. Thank you, Mr. Martin. Do we have a second? Second. Thank you dr. Shrove any discussion seeing none all those in favor say aye all those opposed okay the motion passes moving on to action number action item number three consideration of Hanover Head Start baseline grant for the fiscal year

[02:12:32] 2526 there are no changes to our baseline grant request unfortunately we're operating with flat funding so we're getting the exact same amount amount that we did for 24 25 so no no major changes okay thank you any questions okay do i have um miss lynn do i have a motion you do i move to approve the

hanover head start baseline grant fy 25 26 in the amount of 1 million 222 114 dollars thank you miss lynn do i have a second

[02:13:07] second thank you dr schroff um uh is there any discussion excuse me okay seeing no discussion um all those in favor say aye aye all those opposed okay the motion passes thank you um next up is um so in your uh packets um or on board docs you will have your um facility usage reports and um also there is did everybody get the pink sheet okay so your pink sheet

[02:13:41] um is the um committee assignment sheet so if you are interested um definite or you want to remain on the committee that you uh support um please go ahead and fill that out if you need more time that's fine you can just submit it to me and and miss brown um the i do believe that miss brown has included what these advisory committees a definition of them and possibly when they meet if you have questions on when they meet definitely reach out to miss brown

[02:14:21] hopefully she can get that information okay um thank you and um calendar of board related events or activities um i do not have that on my sheet is that in our packet that list is on board docs mrs walsh okay um it is also on board docs and it looks like we do one of the major things is convocation correct that is coming up we have four four convocations um i'll start sending those to

[02:14:57] everyone's outlook now that the full board is on board wonderful thank you oh and summer school graduation, yes. Do you see any on July 24th? Is there any other upcoming events? VSBA Conference on Education, July 25th. Okay. All right. Thank you. And Dr. Pennycuff, schedule of topics for next school board's meeting? Thank you. At our next meeting, we hope to approve the advisory committee assignments. So if you will, as Mrs. Welsh said, get those to Mrs. Welsh, and then she'll work with Mrs. Brown, and we'll get those on for approval.

[02:15:37] Also, you may hear in the news that there has been some delays in funding of the title federal funds. And so we'll do an update on that in August when we have additional information. But our team has been looking at it to see what the potential impact to Hanover County could be.

[02:15:54] And we will be monitoring that closely, and we will provide an update in August. Thank you very much. well that is um all of our topics other than um to adjourn our first meeting together i make a motion to adjourn madam chair second thank you thank you both and um any discussion never is and all in all those in favor say aye all those opposed we are adjourned hey thanks felt like i was rushing a little bit



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