



MACHINE TRANSCRIPT • CORAGGIO CONSULTING

Hanover County School Board Meeting, Tuesday, February 10, 2026

Date Tuesday, February 10, 2026
Place Hanover County School Board, Virginia
Length 3h 53m (video)

- Official meeting video (CivicClerk): <https://hanovercova.portal.civicclerk.com/event/1511/media>

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 2026-10-24. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:00] Yes, Madam Chair. I move to enter closed session in accordance with Code of Virginia, Section 2.2-3711A1, Personnel Review Recommendations of the Superintendent for Resignations, Appointments, Transfers, Assignments, Promotions, Terminations, Salary Adjustments, and Leaves of Absence for Teachers and Other Employees, Section 2.2-3711A2, Consideration of Request for Religious Exemption from Compulsory School Attendance.

[00:00:30] Thank you, Mr. Coleman. I have a motion. Do I have a second? Thank you, Dr. Shelp. Is there any discussion? Okay, seeing none, all those in favor say aye. Aye. All those opposed? Okay, we are now in closed session.

[00:44:43] Okay, welcome. It is now 7.01, and we are going to get started with our meeting,

[01:14:09] so I'm going to bring us back into open session, and welcome to our February meeting. Just in a quick announcement as you are aware In accordance with policy 1 - 6.9 electric electronic participation and meetings for remote locations Mr. Seifert will be participating by phone from Florida due to a work commitment So we have him online. So thank you. And now I will get a certification of the closed meeting from mr. Coleman

[01:14:43] oh i'm sorry we need a motion to come back into open session sorry thank you very much uh i move to return to open session thank you miss lind um thank you dr schroff all uh do we have any

discussion all those in favor say aye aye all those opposed okay we are now in open session um now mr coleman do we have a certification of closed meeting yes madam chair i move the board will certify the following whereas the hanover county school board has convened closed meeting

[01:15:18] on this date pursuant to an affirmation recorded voted 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 the school board that such executive meeting was conducted in conformity with Virginia law. Now therefore 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 public business matters as were identified

[01:15:58] in the motion convening the executive meeting were heard discussed or considered thank you mr coleman i have a motion do i have a second second uh thank you mr martin um do we have any discussion okay seeing none all those in favor say aye aye all those opposed okay um now we are going to have a moment of silence the invocation um and our pledge of allegiance and so um please join me in a moment of silence for the recent passing of charlotte powell a member of our

[01:16:33] transportation team for 17 years she most recently serviced cool spring elementary school and oak nol middle school she loved her job and her students and she will be greatly missed our thoughts and prayers are with miss Powell's family friends and our school communities thank you now I will give the convict the invocation and miss Lynn will give our Pledge of Allegiance will lead us in the Pledge of Allegiance so I

[01:17:11] gotta find it sorry there it is all right please yes loving and gracious God as we gather here today we humbly seek your wisdom and guidance grant us the clarity

[01:17:47] 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 in education may our decisions reflect a dedication to continuous improvement and a deep passion for learning 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.

[01:18:17] All glory be to you, loving God. Amen. Thank you. And Ms. Lynn. I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible with liberty and justice for all.

[01:18:38] Thank you. Okay, and now we need an approval, a motion for approval of minutes I move to approve the minutes for the recently held meetings Thank You miss Lynn I have a motion do I have a second second thank you dr. Shrove is there any discussion okay seeing none all those in favor say aye all those opposed okay we have an approval we have an approval of the minutes now we're gonna go into recognition and announcements mr. Whitley

[01:19:16] but at first I wanted to recognize all of our principals if y'all could stand for us please so we can give you a round of applause I know you're out there thank y'all very much for being here we had the pleasure of having food and fellowship with them tonight it was wonderful to show our appreciation for them and all the wonderful things that they do so thank you all for being here tonight okay thank you

thank you madam chair members of the school board it is always a pleasure to bring forth the great news and accomplishments of our

[01:19:53] students and staff our first recognition of the night goes to a talented career counselor from Patrick Henry High School who was selected as this year's recipient of the Outstanding Professional in Counseling and Career Development Award by the Association for Career and Technical Education. This award recognizes the recipient's leadership, dedication, and contributions to advancing counseling and career development, exemplifying the very best in the field. Please join me in congratulating Mrs. Jennifer Crowder

[01:20:20] from Patrick Henry High School. Next recognition of the evening goes to the

[01:21:12] recipient of the Superintendent's Professional Development Scholarship. Each year, a \$1,000 is awarded to a teacher whose potential of achieving greater things with and for students in the classroom would be enhanced if afforded a significant professional development opportunity. Since 1999, the Hanover Education Foundation has graciously funded this scholarship that can be used to support tuition, books, travel, and other related activities.

[01:21:35] This year's recipient is a dedicated and talented Jobs for America's graduate teacher, also Patrick Henry. She will use this award to attend a professional learning conference in California that is designed specifically for educators to collaborate with peers, participate in engaging workshops, and expand their professional networks.

[01:21:53] She plans to use the conference to deepen relationships with students and sharpen instructional strategies that build college readiness, employability skills, and authentic classroom engagement, advancing student success in school and beyond. In addition, she hopes to share the strategies she has learned with other CTE teachers across the division.

[01:22:12] Please join me in congratulating Ms. Elizabeth Markwood from Patrick Henry High School. And her principal is here. Perhaps he could come forward and I could put him on the spot. Welcome, Mr. Martinez.

[01:22:32] Oh, okay. No picture. We can AI a picture or something. All right. Up next are the Advanced Placement or AP School Honor Roll recipients.

[01:22:51] The College Board recognizes schools that have done outstanding work to welcome more students into AP courses and support them on the path to college success. Schools can earn this recognition annually based on criteria that reflect a commitment to increasing college-going culture, providing opportunities for students to earn college credit, and maximizing college readiness.

[01:23:11] It takes a significant school-wide effort, including dedication from teachers, counselors, administrators, students, and parents to make AP access a priority. We are proud to share that all four, yes, all four Hanover County High Schools were awarded 2025 AP Honor Roll Recognition Status by the College Board.

[01:23:32] Congratulations goes to Atlee High School, Silver Award, Hanover High School, Bronze Award, Mechanicsville High School, Bronze Award, Patrick Henry High School, Bronze Award. Will all representatives present from each school please come forward to be recognized at this time?

[01:23:48] For our next recognitions of the night, I'm pleased to introduce our quarterly senior showcase.

[01:25:58] We will recognize one senior from each high school who models the Hanover County Public School values, inspire, empower, and lead. We will also recognize one senior from each high school who models our focus on kindness. Finally, we will recognize one senior from the Hanover Center for Trades and Technology for their excellence in work-based readiness and teamwork.

[01:26:17] Our high school principals will introduce each student being recognized. First up is Attlee High School, Dr. Wheeler. Welcome to the podium, and take it away. Good evening, Madam Chair, members of the school board, Dr. Pennecoff, and members of senior staff, thank you for allowing us to showcase some truly outstanding seniors.

[01:26:40] First up is the very bold senior Cullen Citrin, who embodies our motto of inspire and empower and lead. Cullen embodies the Raider way. It is not because of his academic prowess, but because of the person he is.

[01:26:59] Cullen is kind and inclusive. Cullen inspires others to send you a Schoology message just to check in on you. Cullen's leadership is through helping a group finish their work even after his group work is done. Cullen empowers others with his ability to work with everyone regardless of their abilities.

[01:27:16] He is the kind of student who brightens everyone's day with a smile and a shy joke. Cullen deserves to be recognized in the Senior Showcase for Inspire, Empower, and Lead because he is truly the best a Raider can be. Cullen shines as a student who has performed well, but he is also a person with great integrity and commitment.

[01:27:34] He is everything that you would want to see in a student, analytical, insightful, hardworking, dependable, and collaborative. When thinking about Cullen, you think about his positive demeanor and his persistent work effort. In class, Cullen loves to work through tough problems together with other students, as well as his ability to help his other peers when they are struggling.

[01:27:55] He does a great job of staying engaged with the material as well as keeping his friends' attention on the task we are working on. Cullen's leadership in the classroom is invaluable to teachers as well as to the students in the class as Cullen helps to create a positive classroom environment. In addition to being a leader in the classroom, Cullen is a leader here at Attlee High School and the school community.

[01:28:15] He has distinguished himself through academics, athletics, and extensive service. In these roles, he has led efforts to give back to the community through service projects, partnerships, and outreach activities, organized member sign-ups and recruitment, collaborated with local organizations and school administration, as well as mentor peers to prepare for district and state competition.

[01:28:35] Athletically, Colin is a dedicated soccer player serving as captain of his travel soccer team and is a proud member of the Raiders soccer team. He also volunteers through the Compass Sports Challenger League, supporting participants with special needs to build their confidence, social skills, safety while playing and serves as an ambassador for the big feet meet through the special olympics helping elementary school students engage with the event in all these roles colin is the consummate raider who demonstrates every day what it means to inspire and power and lead through a strong

[01:29:06] commitment to helping others succeed senior colin zittrain next up is senior kayla hall kayla hall is a natural leader who guides others through intentionality she is an old soul who possesses a grounded wisdom that allows her to navigate challenges with a steady positive outlook.

[01:29:46] Her kindness is not just a trait but a practice as she treats every person she encounters with genuine respect ensuring that no one feels overlooked or sidelined. By fostering an inclusive environment Kayla creates a space where everyone feels as though they belong proving that true leadership is rooted in how well you lift others up. Her warmth is simply contagious. Kayla exudes kindness in every space she enters, offering it freely and without condition. No matter who you are, no matter what grade you are in, or what clubs you are a part of, Kayla Hall treats everyone with

[01:30:21] the same genuine respect and compassion. Her kindness is not loud or performant. It is steady, sincere, and felt deeply. Kayla listens with intention, speaks with care, and acts with empathy. She has a natural ability to make others feel seen, valued, and safe, often without realizing the impact she is having. Whether through a reassuring smile, a thoughtful word, or a quiet act of support, Kayla constantly chooses understanding over judgment. What sets Kayla Hall apart is that her kindness is rooted in authenticity. It does not depend on recognition

[01:30:58] or reward. It simply reflects who she is. She reminds us, those around her, that kindness is indeed powerful, contagious, and capable of transforming even the smallest moments. Through her daily interactions with both staff and students, Kayla Hall sets a meaningful example

[01:31:14] of what it looks like to lead with your heart. Senior Kayla Hall. Apologize, I forgot to introduce

[01:32:12] my counterpart, Ms. Christina Reese from Hanover High School. He's a tough act to follow.

Good evening, Madam Chair, Board, Dr. Penny Cuff and senior staff. Thank you for giving us the opportunity tonight to highlight our seniors and specifically our two Hawks. It is a privilege to recognize Declan Blankenship, a student who exemplifies the idea of true leadership is rooted in kindness and service to others. To look at Declan's transcript is to see a student of immense

[01:32:47] drive and intellect, whether he's mastering the complexities of AP calculus, diving into the depths of AP European history, or exploring the human mind in AP psychology. His work ethic is described by his teachers as unmatched. However, what truly sets Declan apart isn't his ability to find the right answers. It's his commitment to helping others find them too. Declan has become a vital mentor within our Hawk community. His teachers frequently pair him with struggling students because they know that he won't just give them the answers. He will give them his time,

[01:33:25] his patience, and his encouragement. When a freshman recently expressed interest in the robotics team, Declan didn't just welcome him. He personally offered to meet him and guide him through the social and technical transition, ensuring that his new peer felt seen and appreciated.

[01:33:43] From his creative contributions in the classroom, like hand crafting a Phineas Gage model in psychology, to his leadership in 7th Up and the Positive Dogs leadership group, Declan's presence is a gift to our school. He proves every day that you can be a fierce competitor a top-tier student, while remaining gentle, supportive, and a humble friend.

[01:34:09] Declan, thank you for being a role model to those who lead with compassion, and we're honored to recognize you tonight. It is also my honor to recognize Ainsley Davis, a student whose journey at our school has been defined by a remarkable trifecta of strength, the ability to inspire through adversity, empower through mentorship, and lead with unwavering integrity.

[01:34:42] Ainsley's story is one of profound resilience. Over the last few years, she has navigated personal losses and hurdles that would discourage many. Yet she has emerged not just stronger, but with a

deeper sense of empathy. As her teachers note, she carries a determination that is both inspiring and humbling.

[01:35:02] In the classroom, she inspires her peers by approaching every challenge with a growth mindset, proving that persistence and a positive outlook are the keys to overcoming any obstacle. Ainsley does more than just succeed individually.

[01:35:18] She creates a space where others can succeed alongside of her. She is known for her quiet confidence and a kindness that brightens any room she enters. Whether or not she's offering a patient explanation to a classmate or leading them with her uplifting attitude, She empowers those around her to approach their own challenges with confidence.

[01:35:42] She sees what needs to be done and steps up before being asked, naturally encouraging others to find their own voice and capabilities. Leadership is where Ainsley truly shines. Serving as the FFA chapter president for an impressive three years, she has demonstrated a vision and poise far beyond her years.

[01:36:04] Her leadership isn't just about a title. about her unwavering work ethic and unquestionable integrity. From her years in agriculture to her current role as a leader in our Hawk community, Ainsley has proven that a true leader is someone who lifts others up by simply being in the room. Ainsley, your grit and your grace are a testament to your character. Thank you for being a leader who truly inspires and empowers us all.

[01:37:09] This time, I'll turn it over to my colleague, Dr. Petroski. See, they're already out of the game.

[01:37:32] Good evening, members of the board, Dr. Penny Cuff and senior leadership and families. It is my honor tonight to recognize two fantastic Mustangs. First, there are students who stand out because of what they achieve, and then there are students who stand out because of what they achieve, and also how they make other people feel about them while they're achieving.

[01:37:54] I want to recognize a student who consistently makes others feel seen, welcomed, and valued. That student is Lindsay Hanson. Kindness is not always loud or dramatic, in fact, the most meaningful kindness often happens in small, ordinary moments, like in Ms. Dull's class, when no one is watching.

[01:38:11] Lindsay has a rare ability to notice those moments and step right into them. In the classroom, Lindsay has an instinct that cannot be taught. When students are asked to partner up or form groups, she scans the room and finds those who need help the most. If she notices a student without a partner, she invites them in naturally and warmly.

[01:38:30] What could have been an isolating moment for that student becomes one of belonging and inclusion. That simple act tells you a great deal about who Lindsay is, but outside the classroom, her kindness is just as evident. For several years, Lindsay has worked closely with students in our adaptive curriculum program at McKanksville High School.

[01:38:49] She's been a mentor and a friend, helping coach the all-star dance and cheer team and participating in the Champions Together Unified Track and Field Meet. She sees our students not for their disabilities, but for their abilities. She meets them with patience, respect, and care.

[01:39:06] One of the most meaningful examples of Lindsay's kindness is the authentic friendship she has built with a classmate with Down syndrome, beginning in the ninth grade chorus class. Lindsay

consistently supported her, helped her navigate a new experience, and made sure she felt loved and included.

[01:39:23] This friendship was never performative. It was natural, steady, and sincere. That kind of kindness isn't taught. It comes from the heart. Lindsay brings that same spirit into every role she holds. As a copy editor on the yearbook staff, she offers feedback with kindness and encouragement, helping her peers grow while making their work better.

[01:39:42] In her senior capstone course, she has made her mission to spread positivity throughout our building by recognizing the accomplishments of others and intentionally building community. Outside of school, Lindsay serves with the same joy and compassion. She's an enthusiastic member of the Compass Crew Youth Group, where she supports her peers as they share their lives and faith.

[01:40:01] She also volunteers her time with the Children's Choir at Fairmount Christian Church, showing gentleness and patience with young children. What makes Lindsay truly special is that she never seeks recognition. She does not announce it. She simply lives her kindness day after day. Through her actions, she creates belonging.

[01:40:18] She reminds us all of what it means to care for one another. Lindsay is the kind of student who leaves the school better than she found it, not because she set out to be noticed, but because she leaves with her heart. So when we talk about preparing students for empathy, citizenship, and character, this is what it looks like.

[01:40:35] We're very fortunate to have you, Lindsay. I'm very proud of you. Thank you for sharing your gifts with Mechanicsville High School. I am confident you will continue to bring kindness and light to those around you, wherever you do next. Thank you. Next, I'm going to talk about a young man who possesses a trait that we all value, that we're all seeking, and we love being around, but it can sometimes be elusive.

[01:41:06] So Seth, I want to honor you specifically, Seth Hardy, sorry, about your ability to empower others. We often recognize students for being strong, smart, fast, accomplished, intelligent. Seth is all those things, but what truly sets him apart is how he has used those gifts to empower other people at Mechanicsville High School. One of the most meaningful descriptions of Seth's strengths came from Chief Kelly in our NJRTC program, who shared that Seth's greatest strength is his humanity. That is not a word you hear every day in a performance review or a description of another human, and it is certainly not something that can be measured on a scoreboard. Last year,

[01:41:44] Seth noticed a fellow cadet and just made a quiet decision. Didn't seek counsel, just made a decision. No announcement, no spotlight, he simply took this other cadet under his wing and made sure he was included, staying right alongside him during physical training. Seth consistently encouraged him, motivated him, ensured he never felt left behind.

[01:42:02] From that very first day that cadet stepped out with the group, Seth was there, not pulling ahead or showing off, just staying with him. That's leadership. If you know Seth, you also know he's a two-year captain of our football team. He is strong, talented, and disciplined in this arena, but he also maintains a 4.0 GPA, completes community service hours, earns postseason honors, and brings a relentless work ethic to everything he does. Coach Shane Reynolds stated very well, all that being said,

Seth is an even better person. Seth lifts others up. He does not allow adversity to discourage himself or his teammates. He does not make excuses either on the field or in the classroom. The respect he's earned

[01:42:41] on and off the field did not come from a title but from showing up every day and doing the work. That's why his teammates follow him. He leads by example first. Seth's impact extends beyond our school. As part of the Images football team, he took time to visit elementary schools, welcoming younger students and helping start their day with encouragement and positivity. He understands something that many adults take years to learn, that leadership is not about being the center of attention, but about making other people feel seen and empowered. Whether he is lifting morale within the football program, inspiring younger cadets, or quietly making sure someone else belongs,

[01:43:16] Seth empowers others wherever he goes. And what I find most impressive about what he does is he does all of this without seeking recognition, and that's exactly why he's here today. Seth, we're fortunate to have you at McKenksville High School. I am proud of everything you do. You stand out, you lead, you're an example to others. You're one of the first students. You just catch my eye as you walk through the hallway when I first got to MHS. People pointed to you then as a leader and somebody that I should get to know, and I'm glad that I have. So thank you very much, Seth.

[01:43:50] Next up, my dear friend, Mr. Chris Martinez. Good evening, members of the board, Dr. Pennecos,

[01:44:47] senior staff. It is truly a pleasure to be here this evening to recognize two amazing members of our family at Patrick Henry. First up for us is Mr. Benjamin Speed. It's a privilege to recognize a student who serves as an impactful member of the Patrick Henry High School community. Ben Speed is a senior who does not just attend our school, he elevates it. Through his diverse roles and unwavering character, Ben perfectly exemplifies the Hanover County Public Schools model to inspire, power, and lead, all while maintaining a deep focus on kindness. Ben's presence as a drum major for the Patrick Henry Marching Patriots

[01:45:24] is a master class in inspiration. He leads the band with a clear purpose and intent, pushing every musician to reach their highest potential. But his ability to inspire extends far beyond the podium. He maintains a rigorous schedule that includes AP Environmental Science, wrestling, and his duties as an Eagle Scout. He has embraced a powerful growth mindset, shifting his perspective from can I do this to I'm going to figure out how to do this.

[01:45:51] He does not simply check boxes for accolades. He invests fully in every endeavor to ensure he excels. True leadership is about creating space for others to grow, and this is where Ben truly shines. He fosters an environment of camaraderie with the band, actively providing his peers with opportunities to find their own voices and develop their own leadership skills. Even in his academic life, he empowers those around him by assisting peers with their writing whenever they seek his guidance. What makes Ben truly special is that his leadership is rooted in a genuine commitment to service and kindness. As an officer and events coordinator for the Hope Squad, a student-led

[01:46:28] suicide prevention and inclusivity program, Ben works tirelessly to ensure every student feels like family. He champions outreach activities like hot chocolate days and staff appreciation events to brighten the school atmosphere. He demonstrates quiet courage by approaching those sitting alone to strike up a conversation and break the ice. He has been described as a gift to the program, helping to establish a culture of care at PH. Ben, your energy, insight, and commitment to make any difference have

enriched our entire community. Whether you are leading the marching band or planning your future in biomedical engineering to help others through prosthetics, you lead with your heart first. Congratulations, Ben, on this well-deserved

[01:47:07] recognition. Next up is Ms. Elena Cooper. It's an honor to stand before you today to recognize a student who truly defines the spirit of Hanover County Public Schools. To inspire, empower, and lead are not just words on a mission statement for this young woman, they are the standard by which she lives every single day. Elena's presence at Patrick Henry High School was marked by a relentless pursuit of excellence. Whether she's balancing the rigors of the Advanced College Academics academic program or participating in the National Honor Society in dance,

[01:47:46] she sets a pace that inspires everyone around her. As a key leader of our all-female Raider Challenge teams, Elena doesn't just compete. She motivates her team to excel, frequently leading them to outperform the vast majority of the male teams through her own personal example and high standards. True empowerment comes from the courage to face challenges head-on and the humility to grow from them. Earlier this year, when a grade in her dual enrollment biology 101 class didn't reflect her hard work, Elena just didn't settle. Instead, she took the initiative to meet with her teacher, analyze her mistakes, and implement entirely new study strategies. By reflecting

[01:48:21] on her own process and mastering new tools, she turned the obstacle into a triumph, finishing semester with the results her hard work deserved. Finally, Elena's leadership is nothing short of extraordinary. She carries the weight of leading 125 cadets, a level of responsibility that seems almost impossible for a single student. She has spent countless hours after school and nearly every weekend ensuring the success of the NJRTC program. Her leadership reached a pinnacle during the recent area manager's inspection. Elena independently developed and presented a complex unit briefing that left such an impression that the area manager specifically recognized her with

[01:48:56] a special appearance award. Under her command, our unit has achieved incredible success, including a second-place finish in our very first drill competition against 14 other teams. Elena, you are the embodiment of what it means to be a patriot and a member of the family. Your dedication to your peers, your academics, and your unit has made a lasting impact on Patrick Henry.

[01:49:17] Congratulations on your well-deserved recognition. Miles, everybody.

[01:49:48] Congratulations.

[01:50:00] I learned from the best. Sometimes we forget, but we have to come back. I'd like to go ahead and introduce Mr. Roaring, Principal DeHannover Center for Trade and Technology.

[01:50:21] Good evening, Madam Chair. members of the board, Dr. Pennecuff and senior staff. It is an absolute pleasure to be with you tonight to recognize our senior showcase nominee for the Workplace Readiness Trait of Work Ethic.

[01:50:38] John Jack Wilson Jr. has consistently exemplified our Workplace Readiness Trait focus of work ethic throughout his time at the Hanover Center for Trades and Technology. His automotive instructor, Mr. Regan, describes him as the strongest senior he is taught to date, noting that Jack truly embodies the meaning of exceptional work ethic. Jack demonstrates his trait not only through his strong academic performance in the classroom, but also through his professionalism and dedication in the lab and shop setting, as well as beyond the school day. He actively seeks out complex

[01:51:14] and technically challenging concepts and repairs, approaching each task with focus, persistence, and a genuine desire to learn. Jack is also a student who supports those around him. He encourages his peers, asks thoughtful, higher-level questions, and willingly shares his knowledge.

[01:51:34] Notably, Jack mastered the brake lathe early in the program and took the initiative to teach several classmates how to use it effectively, further reflecting his commitment to excellence and collaboration. As a result of a strong work ethic, commitment, and diligence, Jack has excelled in the automotive program, and outside of school, his work ethic is equally impressive.

[01:52:00] At just 13 years old, Jack transformed a personal interest into a successful boat repair business during the COVID pandemic, an accomplishment that speaks volumes about his drive, responsibility, and entrepreneurial spirit.

[01:52:15] In addition, Jack is a dedicated member of the Atlee High School lacrosse team, balancing his athletic commitments alongside his academic and professional pursuits. Following graduation, Jack plans to attend Maine Maritime Academy to pursue a career in marine technology, a path that aligns seamlessly with his skills, interests, and relentless work ethic.

[01:52:40] Jack is exceptionally deserving of this recognition, and we are proud to honor him through the Senior Showcase for exemplifying the workplace redness trait of work ethic. Congratulations.

[01:52:50] Stay right there for a moment. That would be wonderful.

[01:54:20] It is my pleasure to introduce now our Director of Elementary and Director of Secondary, Dr. Reams, and Dr. Staley, who have a few remarks. You're almost off the hook, seniors. Good evening, Madam Chair, School Board members, Dr. Penny Cuff, and senior staff.

[01:54:39] In Virginia, February is designated as School Board Appreciation Month. The 2026 theme, From Strong Roots Comes Endless Possibilities, highlights the vital role you play in planting the seeds for student success. We are honored to celebrate you and are thankful for your dedication to our students and those that serve our students.

[01:55:03] Thank you, Mrs. Welsh, Mr. Coleman, Mr. Seifert, Mrs. Lynn, Dr. Schelp, Mr. Martin, and Dr. Strofe for your commitment to ensuring that every student has the resources needed to grow, thrive, and reach their full potential.

[01:55:19] Your dedication helps us keep the main thing the main thing, and that main thing is our students. Because of your vision and support, our students are inspired, empowered, and ready to lead. Good evening. On behalf of our students, our parents, our guardians, our families, our teachers, our school and division administrators and support staff, we say thank you.

[01:55:51] We appreciate you, and we appreciate and value your strong and thoughtful leadership. We have a gift for you. Dr. Reams will model it. It's artwork.

[01:56:08] It has the logos of our 24 schools. They're organized by corridor. We know that is very important. It also features the Hanover County Public School seal right in the middle. Up top, it says School Board Appreciation 2026. And at the bottom is the theme, from strong roots come endless possibilities.

[01:56:29] We do want to give a shout out to Ms. Munteen and to Ms. Stackpole. They took our vision and they brought it to life, so we thank them. Our senior showcase students will now present you with your

artwork.

[01:57:50] Okay, do we have everybody? We also have one for Mr. Seifert, and we will give that to him when we have the opportunity to do so. Again, thank you so much. Thank you for all you do for us. Thank you for all you do for Hanover County Public Schools.

[01:59:06] Madam Chair, that concludes my portion of the recognitions.

[01:59:25] We'll wait just a moment until we clear the room. For those who need to leave, and I'll hand it off to you.

[01:59:53] Okay.

[02:00:09] Tonight, we also have the opportunity and the pleasure to celebrate two of the people who, as we like to say, make the magic happen. So this week is School Board Clerk Appreciation Week as well. There's a lot of appreciation going on this month.

[02:00:27] And as a school board, we are blessed to have Ms. Kate Brown serve as our clerk and Ms. Ann Huckstep serve as our deputy clerk. So if y'all could come down here. While their work is often done behind the scenes, it is absolutely essential to everything we do.

[02:00:46] They keep us organized and prepared with attention to detail. It allows us to focus on serving students, staff, and families. Please join me in thanking Ms. Brown and Ms. Huckstep for their dedication and for all they do to serve our community. Thank you.

[02:01:03] Thank you all for sticking around and seeing that.

[02:02:45] We had some wonderful recognitions tonight that we're very proud of. I just want to turn it over to Dr. Pennycuff for a few words. Thank you, Mrs. Welsh. I would also like to express my sincere gratitude for our school board members and the strong leadership and support that each of you provide for our students, our families, our faculty, and our staff to help us ensure that our tradition of excellence in Hanover remains intact.

[02:03:15] And to our school board clerk and deputy clerk, Kate and Ann, I hope you know that you hold a special place in all of our hearts. You are truly the glue that helps keep us organized and focused among our many demands, and you do so with tremendous patience, grace, and kindness.

[02:03:34] Thank you. Thank you to our school board. Thank you all. That is a wonderful gift. I'm very excited. I think I speak on behalf of us when we really, truly love what we do.

[02:03:54] And I think you see the passion come alive in each and every one of us. while sometimes the passion is a lot we we do love what we do and I think you know we are truly here for the students and the children of this community so thank you very much and we will move on to board member announcements so do I have any announcements I do yes I have two okay mrs. Bagley's third grade students at Elmont Elementary School recently designed their own winter hats and after designing their hats Miss Bagley crocheted each student a hat that matched their

[02:04:31] design I love that I know yeah my second one comes from Ashland Elementary while we look forward to celebrating him at a future meeting we want to make this opportunity to congratulate Ashland Elementary School family engagement support specialist AJ Young for winning his Grammy AJ wrote two songs for the mad skills album words for days volume one which won the Grammy for Best Spoken Word

Poetry Album. AJ was at the Grammys on Sunday February 1st to celebrate this momentous win. Thank you Miss Lynn. Does anybody

[02:05:09] else have any announcements? Yeah. Okay, Dr. Schultz. I just want to remind everybody that the REB teacher nominations are coming up. The Community Foundation is accepting nominations for the 2026 REB Awards for Teaching Excellence. It's a program that recognizes Hanover County Public Schools teachers and others in the Richmond area for their distinguished work in the classroom and those applications are due on February 17th. I just want to go on the record too and say I know all the parents left but I just want to congratulate all the parents on those fine young people that were up here it takes a lot and I just

[02:05:46] want to say congratulations to them. Thank you Madam Chair. Thank you Dr. Shroves. Anybody else have any announcements? Okay, I have a couple. You stole my thunder. I was gonna go there with the senior senior spotlight whoever's idea that was deserves a big pat on the back that has been an awesome addition to our meetings um i think we're all at times fighting back tears looking at the parents and guardians um as parents ourselves thinking gosh if my kid ever was spoken of this way man i'd feel like i did something right so really really cool to see uh amazing kids so so thank you dr penny cuff and staff for doing that because that's just that's awesome um two other ones i have real

[02:06:24] Real quick, Atley High alum, Tyler Warren, his historic NFL rookie season now includes a selection to the NFL Pro Bowl. Tyler was just the 18th rookie tight end in NFL history to be named to the Pro Bowl. In his rookie season, Tyler set a Colts franchise record for most receptions and receiving yards by a rookie tight end.

[02:06:46] So shout out to Tyler continuing to make his county proud on a national level. The second one, Washington Henry Elementary School Law Enforcement Appreciation Parade. For Law Enforcement Appreciation Day last month, Washington Henry Elementary School hosted a surprise gratitude parade for Deputy Baker.

[02:07:06] The deputy assigned to the school with smiles and thank you notes aplenty. The parade was a wonderful demonstration of our appreciation for Hanover County Sheriff's Office partners. And I've said this before, and I can't say it enough, how appreciative we are of our SROs.

[02:07:23] I'll brag on Officer Deputy Baker. Excuse me. My kids go to that school and absolutely adore her. She works at Mechanicsville Elementary also. And not only does she do the role of the SRO, but I stopped by Mechanicsville last week when they were giving out free meals while we were closing.

[02:07:40] And there's Deputy Baker in line giving out free meals to people. So volunteering her time outside of the duties of her job. And we have many SROs across this county that go above and beyond to be part of our schools. And we're just so grateful to the sheriff and the sheriff's office for making them available to us.

[02:07:56] So thank you. Thank you, Mr. Martin. Mr. Coleman. I do. I have a very exciting one that happened out at Beaver Dam Elementary School, the water tank delivery. The teachers made, as teachers do, they make it worth learning about something, taking the opportunity to teach.

[02:08:16] And so the students studied the simple machines that were used to deliver it. they measured how long the tank was they even played a game of predicting what the tank was for and believe it or not there was one one guess that it would be a water park so unfortunately he was wrong but nonetheless it

made the NBC 12 news thank you mr. Coleman I'm so glad that was beaver dam district that I got to that you got to share that do we have any other announcements okay no

[02:08:53] Okay. Okay. Thank you all for your announcements and we are going to go into our consent agenda. So I need a motion to motion for our consent agenda.

[02:09:09] Madam Chair, I move to approve the consent agenda as presented. Thank you, Dr. Strove. Do I have a second? Thank you, Ms. Lynn. Do we have any discussion? Okay. All in favor say aye. Aye. All is opposed. Okay. Motion passes. And now we're going to go into our instructional highlight strong start bright futures building a foundation for future success through early intervention and early childhood special special education and I think we have We have a team We're very excited about this

[02:09:57] Sorry, I'm good evening madam chair school board members dr. Penny cuff and senior staff tonight am pleased to introduce our early childhood special education team. They're going to share an overview of our services, how we support our youngest learners with disabilities, and the impact that this work has on our students and our families and our community. And we appreciate your continued support of early childhood special education. I'm going to introduce the team, and then I'm going to sit down. First, we have Ms. Bobbi Silverstein, who is our early childhood,

[02:10:34] no, sorry, early intervention, also known as Part C coordinator. We have Tiffany Johnson, who is our early childhood special educator coordinator. And we have Melinda Simon, who is our lead speech therapist. And their leadership works with a lot of our staff in the schools and really makes a difference, providing a strong start to our youngest learners.

[02:11:04] Good evening. I'm Bobbi Silverstein with Hanover County's Early Intervention Program. It is my pleasure to share with you information on early intervention, otherwise known as the Infant and Toddler Connection of Hanover, and our role in Hanover County schools. At the Infant and Toddler Connection of Hanover, we pride ourselves on our commitment to outstanding service and care.

[02:11:30] This is often the entry point for families interacting with Hanover County school system, and we want this experience to be fulfilling and positive. Hanover's mission to inspire, empower, and lead are crucial cornerstones to this program. We empower families through coaching to create a strong foundation for learning which leads to better outcomes, increased confidence, and reduced needs for intensive services in the future. We inspire families with tools and

[02:12:10] resources to understand and support their child's unique needs. We give them the ability to lead their own child's development. Early intervention provides services and support to families for their children between the ages of birth and three, those children with developmental delays or known disabilities that are likely to cause delays in the future. This unique service addresses a child's physical, cognitive, social-emotional communication and feeding skills

[02:12:50] Through therapies and parent coaching done in the child's natural environment, which is usually their homes or daycare, we focus on helping children to learn and grow in their daily routines.

[02:13:08] At this time, we are actively working with 149 children as of today and with 130 enrolled in our program. We are constantly receiving referrals from families, pediatricians, NICUs, Department of Social Services, and daycares.

[02:13:31] Every child that is referred is evaluated by our multidisciplinary team. This includes a physical therapist, an occupational therapist, two speech therapists, a service coordinator, a teacher of the hearing impaired, and myself, the program coordinator.

[02:13:51] We feel very fortunate that Hanover supports our program and realizes the importance of starting to work with these children at a very young age. I'd like to share a quote from one of our parents. Our family has utilized early intervention services in Hanover for our three daughters over the last nine years.

[02:14:17] I firmly believe that the services we have had in the home have had a profound impact on their development. We have been given many tools to help our daughters in both speech and physical therapy. But most of all, we've been encouraged and supported when the delays and needs feel heavy and overwhelming.

[02:14:40] this team goes above and beyond to care for the kids they serve and we are so thankful for each one of them that's entered our home so bobby did a fantastic job of talking about how we get our kiddos in early on so then our first introduction into the public school system is early childhood special education and we can serve two to five-year-olds within our county so what that is

[02:15:17] is we provide individualized evidence-based instruction for kiddos three to five-year-olds can be served within the preschool setting if you guys are familiar with that and then we work to address all five of the developmental needs and maximize their active participation in the educational setting right now we have 15 teachers you can see one of our amazing teachers right there 22 instructional assistants myself and we have about 90 students right now so as we're serving our kiddos we want to make sure that we're providing services in the least restrictive environment allowing them to have access to a regular rigorous curriculum peer interactions

[02:15:57] and then social connections to help with relationship building as well as empowering their families outside of hanover preschool we also provide services in a few other settings including school drop-in community preschools and then our play group we also work with the community and other community preschools to support training for their staff and for supporting families outside of our school system. Some of the things that we've done are supporting our trainings. We work with VCU's Teacher Training and Technical Assistance Center, the I'm Determined

[02:16:35] Center, Thrive B5, the Inclusive Classroom Profile Cohort through VDOE, and then we're also class observers. We're also part of a pilot program with DMU VDOE's I'm Determined Center, where we are working on teaching our youngest learners how to build their self-determination skills. So we have some examples here. One of the elements of self-determination is goal setting.

[02:17:03] So who doesn't want to learn to do one push-up as a goal? So that's just one of the activities we worked on with our kiddos coming back from break. And then our next slide talks about self-advocacy. And this is one of our friends who went around and invited her own team member to her upcoming IEP meeting. So working on building those skills when they're super young. Oh, and lastly, we have Murphy is a therapy dog who works a lot with our early childhood programs.

[02:17:33] He is my dog, but here's some pictures of him here. If you've ever seen Murphy around, please say hello. But he's an integral part of our team as well. Yes, and Murphy is a wonderful conversation starter, especially with our little ones.

[02:17:53] I'm representing our Hanover County speech-language pathologist, and they serve children with speech-language impairments in their least restrictive environment. that does include many different types of settings and service models. We serve children that have everything from articulation deficits to stuttering to some children that aren't even able to talk at all. So we really have a gamut of different needs within our community. We have 26 speech therapists that serve over 208 preschool children throughout Hanover County Public Schools and our

[02:18:31] services can take place as drop-ins where they drop in our students at the local elementary schools. We can also go out to community preschools where we get to see our kids in action and then also the preschool classrooms through our early childhood special education program. Now, students who do not primarily use verbal language to communicate can also find communication skills with AAC, augmentative or alternative communication, to communicate with their peers and also try to engage in our community and the educational environment

[02:19:09] around them. And this is what we do. We have this wonderful assistive technology team which is made up of two speech therapists as well as two occupational therapists that provide training and support for staff and families.

[02:19:27] What we try to do is we try to train our students and parents before the devices that they use go home. And so all of the speech therapists are trained to give this training and really support the families. We also do individual sessions throughout the school year to really, if parents have questions, this is one of the best times to come in and they can be supported. We also have different events. We have actually a literacy night coming up at Kersey

[02:19:58] creek that's going to specifically focus on aac as well as a night that where our kids could come out and decorate pumpkins and use their language communication devices and see the fire trucks so and that was in october so it's a wonderful time to do that so thank you for your time this evening if you all have any questions or need to get in touch with any of us our contact information is right there. Thank you again for your time. Thank you. Thank y'all so much. Do we have any

[02:20:35] questions for the team? Okay. Just one comment that I would like to share. Our team had the opportunity for Mrs. Johnson to provide a presentation to about a little over a hundred of her peers through the Virginia Department of Education, and the state superintendent wrote to me and thanked us for sending such a wonderful person to present for them. And it was such an honor to be recognized in that way. So we thank you for being a leader among the school divisions

[02:21:11] that they would call on us to have you present. We're very proud of all of you. Thank y'all so much. We appreciate it. Okay, so I see Ms. Hahn walking this way. So I think we're on to information and discussion. I think she has some first reads for us. That is correct. So we have two policies and one regulation that goes along with one of the policies. So these are for first read. You do not need to take any action on them this evening. This is just for you to familiarize

[02:21:48] yourself with them. The first one is policy 5-1.6. This provides clarification that the school division does not compel staff or students to refer to others in a manner that could violate their constitutional rights. This statement is consistent with current case law and reiterates what is already being done in our division. Can I ask a question? I'm sorry. Yes, Ms. Lynn. I'm sorry. I'm asking now just because this is the one that was brought up. There was

[02:22:28] some concern in the community about this one in particular, about why this change was being made or what would be different if this were passed. So I just wanted to, if you could clarify a little bit, that would be great. Absolutely. So as I said, this is a reflection of what current case law requires and has said is appropriate, that there should not be any compulsion one way or the other. And so there has not been a practice of compulsion previously. And so this really does

[02:23:03] do to, it restates what we're already doing and it is consistent with Fourth Circuit case law. Absolutely. Any other questions about that one? No. And then the second one that you see, 5-7.9, This is one that came out of Dr. Parker's shop.

[02:23:27] This helps to provide more opportunities for staff who has previously worked with county government. they can now use their time with county government, add it to their time with HCPS, and be able to count that towards the required amount to meet certain sick leave benefits that they're able to take.

[02:23:56] Do we have any questions on that one? Okay. All right. Perfect. And then the regulation that goes along with that is simply consistent with that policy update. Okay. Thank you very much, Ms. Hahn. Okay. Now we have a team coming up here as well. Another large team. So this is our academic quarterly review. So thank you, Dr. Fisher. Good evening, Madam Chair, members of the board,

[02:24:33] Dr. Pennycuff, senior staff. With the second quarter of the school year recently ending, the curriculum and instruction team is excited to provide you with a snapshot of student progress from across our school division. We appreciate the opportunity to showcase the impact of our teachers' high-quality classroom instruction as outlined in our comprehensive plan. During our academic update at the end of the first quarter, we described what literacy and math instruction looked like across elementary and secondary schools, and we shared

[02:25:08] steps that we've taken to develop teacher expertise. We also provided you with an update and an overview of literacy and math data that we had collected throughout the first quarter to assess our students current level of understanding. Tonight we will provide updates in literacy and math and we will also introduce you to our instructional focus and current student performance in science and social studies. During the second quarter we continue to measure students mastery of skills through a variety of common assessments. Tonight we plan to share an overview of that student performance data in each content area and then the strategic steps

[02:25:48] that we will take in response to that data. So you may recall us referencing this dashboard image during our quarter one academic update. At that time, we emphasized how data sources vary in relevance and importance depending upon the person who's reviewing that data source.

[02:26:08] Similarly, data may be used differently depending on the person reviewing the data. For example, while we use data sources we're reporting on this evening to determine where resources and professional learning may be needed, our principals should be able to use it to determine an appropriate response to support their school or a specific grade level or team, and our teachers should be able to use it to identify which students require that additional support or extension. One goal of the curriculum and instruction team this year has been to ensure that when we dedicate instructional time to assess students, we're able to capture and report that

[02:26:47] data in a way that's relevant to the school division, the school team, and to individual teachers. To achieve this, our team has developed accessible data reports and overall analysis and actionable

feedback following the completion of each common assessment. This allows our coaches and principals to confidently facilitate rich data conversations following the assessments so that all can be responsive to the data. This evening, each specialist will provide an overview of trends noted in elementary and secondary data, as well as their identified division level next

[02:27:25] steps. We will pause between each content area so that you'll have the opportunity to ask questions before we move on to the next specialist. And we're going to begin our evening with an update from our literacy team. Here to lead us through the elementary portion of that information is Christina Whitfield, our English and Language Arts Coordinator. Good evening. It's great to be with you guys to share some literacy updates in regards to quarter two. In quarter one, we shared

[02:28:00] fall data from the Virginia Language and Literacy Screener. We're encouraged to begin the school year with a large percentage of students at each grade level, kindergarten through third grade, in the low-risk category. From the fall into quarter two, we continue to see strong evidence-based literacy instruction across the division. While we are just finishing up our mid-year VALS testing window. We do not have finalized data to present to you yet, but want to share that we're seeing positive trends as we prepare to dig into that mid-year data for grades K through 8 in the coming

[02:28:32] weeks. Based on the mid-year data that's been collected thus far, we noticed some division-wide trends at the elementary level. In grades K through 3 so far, we're seeing that the percentage of students in high risk is decreasing and the percentage of students in low risk is increasing.

[02:28:53] Low risk means that students are developing strong foundational literacy skills. In grades four through five, data is trending to show improvements in decoding and encoding, which is the ability to read and spell words at grade level across the division. As a result of these initial mid-year data trends, we've determined specific next steps as we continue to support elementary leaders and teachers.

[02:29:19] We've already scheduled mid-year intervention meetings to address students' needs based on current data and to develop specific plans for continued tier two intervention in each building. Division leaders and school leaders as well as intervention teams in each building will collaborate to ensure plans are in place for quarters three and four. In addition we will utilize the mid-year data as it becomes finalized to determine personnel support for each elementary school to provide appropriate teacher and student support across the division. We are excited about the possibility of additional literacy coaches at the elementary level and appreciate your continued

[02:29:57] support in this work as we continue to support teachers and tier one evidence-based instruction division leaders and coaches will support implementation of our most recent writing professional learning across the remainder of the school year and i will turn it over to jan collins to discuss secondary hello in middle school we administered the new state required VALS assessment to every student in grades six through eight who did not pass the reading SOL last spring. Although we are unable to report mid-year finalized data at this time, we look forward to sharing more specific data with you during the third quarter. Right now, we can report

[02:30:37] that middle school students are progressing very well in the assessed areas of decoding, encoding, and oral reading fluency, which is certainly a celebration. Based on these positive trends, we are beginning to see with VALS data and our full implementation of VLA legislation in grades six through eight this year we will continue to focus on evidence-based literacy instruction we call it EBLI with both teachers and our middle school students in the fall we reported student needs in decoding and coding and

fluency instruction although we have seen growth in these areas we will continue to include a text-based vocabulary word study grammar or syntax instructional routine

[02:31:17] as part of our daily teaching. We are also happy to share that reading specialists have written and distributed updated student reading plans to families and these plans will be used to continue the support we offer students in the Tier 1 whole class and Tier 2 intervention settings. Our current 11th grade students recently completed the argumentative writing performance assessment which replaces the previous writing SOL. Our results on this assessment were extremely positive as you can see from the data here we learned from this data that our high school

[02:31:56] students are responding very well to our writing instruction as a result we will continue to focus on structuring student support using the four pillars that we feel move readers and writers forward modeling volume choice and feedback and create personal writing plans for any student who did not score in the proficient or advanced categories as always we look forward to sharing additional data with you regarding 9th grade and 10th grade as it becomes available and we complete these assessments. Thank you so much for the opportunity to be with you tonight. Do you have

[02:32:28] any literacy questions for us? Do we have any questions? Okay. Thank you, Ms. Collins and Ms. Whitfield. We appreciate it. It's very exciting. Can't wait to see the VALS data. Yeah. At this time, we will turn it over to one of our math counterparts, Mr. Ian Schenk. Good evening. Our Our focus in mathematics continues to be founded in the vision and belief that all students can learn mathematics at a high level.

[02:33:00] To achieve this vision, we continue to support teachers in providing high-quality instruction that meets or exceeds the expectations in the Virginia Standards of Learning. We recognize that students are empowered to do mathematics when they are in a supportive environment where they encourage to explore, create, construct, prove, and share their ideas. And the support that the division provides the teachers in the form of resources, professional learning, and instructional mathematics coaching is designed to help teachers provide that type of environment for our students. In the elementary schools, we continue to use the resource ST Math

[02:33:39] for all students. This is a research-based, entirely visual mathematics program that builds conceptual understanding and strengthens procedural skills through challenging puzzles and the providing of non-routine feedback. This program is used at all grade levels in all of our elementary schools, and teachers use it as one of the learning stations that students can do while the teacher pulls small groups of students for targeted and differentiated small group instruction. The goal we've set for students is for each one to spend an average of 60 minutes per week engaging with

[02:34:15] ST Math. So far you see that we are under that goal as a division, although it's worth noting that that time includes non-school weeks such as the winter break and the school closure due to snow. More typical weeks are seen in the couple of weeks that we've been in school so far since winter break that have us closer to that goal of 60 minutes. Note that on average each student has completed about 592 puzzles or five overall mathematics objectives and collectively that amounts to four million puzzles for our students in ST Math so far this year. At the middle school level,

[02:34:55] we use the program EDIA as a supplementary resource for our students at Bell Creek and Liberty. With this program, teachers assign practice sets to students that are designed to practice current curriculum as well as fill any gaps that may be present in student understanding.

[02:35:10] EDIA then uses the power of AI to provide students with individualized mathematics coaching that's based on the way the students responded to those questions. One measure we look at for effective use of EDIA is the number of assignments that teachers provide per week. We are currently just under our goal of two assignments per teacher per week, but you see that so far this year our teachers have assigned a total of nearly 1,000 assignments and our students at those two schools have answered about 420,000 questions. At the division level we continue to monitor student

[02:35:50] performance on our division-provided assessments. As a division, we collect and analyze data from three questions from each unit assessment from kindergarten through algebra 2. We also provide support to schools in analyzing the data from the remainder of their unit assessment, as well as common formative assessments. In general, we see that performance on these assessments for the second quarter is at or above the performance seen on those same unit assessments for the 24-25 school year. At our three high school SOL tested courses, we provide three division-wide benchmark assessments, the second of which we gave the week before

[02:36:30] what do we call it? Snowmageddon? Was that the word? So the data that you see reflects the amount of students who took it that week, which is about 60% of possible test takers. Current data from that gives us enough to make some projections and we see that our students are at, above, or in the case of geometry, significantly above their progress for where we were in the previous school year. From analyzing all of that available data, we come up with some next steps for the second semester and beyond.

[02:37:04] We begin by recognizing where we have made gains, and we celebrate those gains. We identify the successful teaching strategies, the coaching, the professional learning that contributed to those gains in an effort to replicate where we can. We also recognize that where there is room for growth, we need to support that growth through additional instructional coaching, through providing additional resources, and continuing to have conversations around how to provide students with targeted review or reteaching. At the division level, we prioritize our time in schools, collaborating with school administrators, coaches, and teachers to help all students achieve at the

[02:37:42] level of which we know they are capable. I'll echo the sentiments from my language arts counterparts that we're very excited to see the inclusion of two additional mathematics coaches in the superintendent's proposed budget for fiscal year 2027. These two new positions would greatly increase the amount of support that we can directly provide to teachers in the form of coaching, professional learning, and resource creation.

[02:38:05] I'm happy to answer any questions that you may have about mathematics instruction in Hanover. Thank you, Mr. Schenck. Do we have any questions? Well done. Thank you. And I will turn it over to Mr. Wayne Gilchrist, Curriculum Specialist for Science.

[02:38:21] Thank you. Good evening. I'm excited to discuss science in Hanover. Science is more than a body of knowledge. It's more than a collection of facts. Science is a verb. It is a method of thinking and acting. It is the practical application of the skills that we've just talked about in math and literacy. It is used to explain how the world works.

[02:38:45] All students should be doing science investigations throughout their K-12 experience in an inquiry manner. As we look at the instructional focus, all K-12 students should be sciencing. Students activity should explore the phenomena before the teacher explains the content. What that does by doing a front-loaded lab is that it sparks wonder, encourages engagement and curiosity-based learning

[02:39:19] compared to an end-of-unit lab where the students already kind of know what's going to happen. It's a foregone conclusion. You want to spark that wonder. Our content knowledge and the science and Engineering practices will also continue to spiral and grow throughout the K2, the 3-5, the 6-8, and the 9-12 years.

[02:39:45] As we look at fifth grade science, you can see the units that the students have completed so far. And moving from left to right, you can see a colored bar chart showing student performance at the below 70s, 70s, 80s, and 90s percentiles by color.

[02:40:03] Then you can see the average score and the pass rate, and as you go, you can kind of see as we move through the year, the amount of red tends to shrink, and the amount of green and blue is increasing as we're beginning to build that level of mastery.

[02:40:21] The average scores are also increasing. The pass rates are also increasing. So that is where we're attempting to show and build our students' skill levels. Our response to this, particularly as we look at the energy unit, our first unit, one of the areas that showed up as a discrepancy with the students was with both collisions and potential in kinetic energy.

[02:40:51] So the response to feedback in that was with that extended recess time is show them a real live example. What happens when a ball collides with a wall? How does it bounce? What happens when you get on the top of the slide and you increase your potential energy versus your kinetic energy?

[02:41:13] I'm a firm believer that what is learned on a playground slide is going to be far more memorable than a Google slide. Next, please. Fourth grade is interspersed with Virginia studies. Dr. Williams will be talking more about that. There's a lot more Virginia studies in fourth grade, but we've done two units and we're in the midst of another one that we will come back as we return from the ice age.

[02:41:47] And so far we've looked at these skills and fourth grade and fifth grade are a cumulative to your exam. So the students need to learn this in a way that is memorable enough that they will remember with a little bit of review in fifth grade. Just like the last one you see the percentiles increasing. Then next steps in elementary science. This Thursday we have the assessment coordinator from BASCL actually coming in to work with teams of fourth and fifth grade teachers,

[02:42:26] coaches, and administrators developing aligned rigorous instruction. Then they will take that as a follow-up back to their schools and there will be implementation teams to take those skills that they've developed and turn that into captivating lessons for two of the units that were the most challenging based on last year's data. We are currently working on a textbook resource adoption for K-5. Ms. Lynn is part of that team and we are working on

[02:43:03] creating additional resources to build those skills out and then coming this summer we will be doing PL based on the new resources that we adopt. As we move into high school biology, high school biology is the ESSA accountability test for federal accountability. The county level common assessments have been developed by CNI led teams starting this year and what you can see on this graph here is depicted is we took the 2025 last spring SOLs from the students who

[02:43:40] took it last last spring and we saw where the gaps were and we worked to create lessons and instruction to build on that and those are depicted by the common summative assessments depicted in green so as you can see where we had some gaps were working in building that and the green bars tend to be higher.

[02:44:00] The one notable exception is cell transport and we discovered after the fact that there were some issues with the testing program and how that test was written in that program. So those have already been addressed and will be adapted for the future for that.

[02:44:18] The biology teachers in each of the four high schools are collaborating in professional learning teams in biology content teams to work on developing their assessments, their instruction, based on the model of instructional design that we've previously introduced to you.

[02:44:42] And then lastly, our secondary steps, next steps, we are continuing to work on resource creation across all secondary courses with the revised biology tests. We have some new courses and some new standards from the state for anatomy, physiology, oceanography, and our recently adopted environmental science course.

[02:45:07] So those will require new pacings, new resources to be developed for that, and we'll be doing professional learning this summer to reinforce that to ensure that our students are successful in those endeavors.

[02:45:25] I am happy to answer any questions you have about science. Thank you, Mr. Gochrist. Do we have any? Okay. Is science a noun or a verb? I'm going to say sciencing is a gerund. With the nodding approval of Jan, without even having to look.

[02:45:45] I can see it. Sir. Okay. Do we have any other questions? I think we're all air fist. Oh, did you? No, I was just going to comment. They go easy on the kids with regards to that cell development. I took a cell biology course in college, and I think I got a C.

[02:46:04] So I'm just saying. Secret cell. That's right. We'll build on that. But since Greg said that, I want to remind us that an egg is a cell. Yes. And my kitchen is my greatest laboratory, and I do cell science almost every morning.

[02:46:23] I do as well. Yes, an ostrich egg is the largest single cell. Very cool. Well, thank you so much. And I know Mr. Seifert is going like this online right now because of your connection with the additional recess and science. So thank you for that. And thank you for making it instructional time as well. And they don't even know it.

[02:46:49] That's it. All right. Thank you so much. I will turn it over to Dr. Williams about social studies. Thank you. Thank you, Mr. Gilchrist. Good evening. I'm not nearly as clever as Mr. Gilchrist, so I have low expectations here.

[02:47:05] That playground slides and Google slides was amazing. I'm going to use that sometime. I'm here to talk about social studies this evening. And among the aims of any social studies program are the dual components of historical thinking and civic engagement.

[02:47:22] To this end, instructional focus of social studies in Hanover County classrooms is to develop the capacity for young people to be civic-minded critical thinkers who possess the knowledge and skills that will assist them in navigating an increasingly complex world.

[02:47:40] A key element of instruction across the division is student engagement with primary and secondary sources. Learning to analyze sources of information is foundational to critical thinking and informed citizenship. In elementary schools, curriculum guides aligned with the new state standards continue to be updated and instructional resources supporting student engagement and inquiry.

[02:48:01] In middle schools, students are learning to use document-based questions to analyze information sources and begin to create and defend written arguments based on evidence. In high schools, the transition from traditional end-of-course tests to inquiry-based assessments has led to a shift in instruction, requiring students to analyze and synthesize information from multiple sources to create and support claims with credible evidence.

[02:48:28] We collect data from common end-of-unit assessments in fourth-grade Virginia Studies across all 14 elementary schools in the division. What you see on the slide are the results of those assessments from a division-level view.

[02:48:44] Virginia Studies students have completed five units to date from geographic regions of the Commonwealth to the role Virginians played in the American Revolution. The color-coded bar charts on the right side of the slide indicate the percentage of students scoring at certain levels on each assessment.

[02:49:00] Red indicates the percentage of students scoring below 70%, and blue indicates students scoring above 90%. The number on the far right is the average score students earned across the division. Trends in this data indicate that the percentage of students scoring 80% or above, as indicated in the green and blue bands, is gradually increasing along with average scores.

[02:49:25] Data is broken down further for principals and teachers at the building level so they can see specifically what types of questions and what content students struggle the most with so they can plan and provide remediation and intervention. You recall that like nearly half the divisions in Virginia, HCPS has transitioned from traditional multiple-choice standards of learning tests to inquiry-based performance tasks in high school history classes.

[02:49:54] Students take three or four state-developed written assessments throughout the year, depending on which course they're in. They must earn a minimum score on a state-developed rubric to earn credit for the assessment, and they must be successful on a majority of these assessments to earn verified credit in the course.

[02:50:13] As you can see across the board, students have been overwhelmingly successful on these assessments. in all four high schools and in all courses participating in these assessments. The pass rate shown in the chart for all students is just that.

[02:50:30] All students enrolled in the course. The rate shown for needing VC indicates the percentage of students passing who have not earned a verified credit in history in a previous course to the one they're enrolled in now. The information in this chart is encouraging because it shows that our students are being successful on state assessments, and that certainly is a reason to celebrate.

[02:50:54] But perhaps more than that, it is also an indication that our students are experiencing instruction that transforms learning into an investigation driven by compelling questions, moving away from a reliance on rote memorization and toward critical thinking and analysis, and the skills that will help them navigate that increasingly complex world ahead.

[02:51:18] Next steps in social studies include building out curriculum guide resources that support elementary instruction aligned with new standards, providing professional learning for middle school teachers to incorporate DBQ project resources which the division has provided and continuing to build current success and inquiry based assessments in high school by providing focused writing instruction

happy to answer any questions about social studies thank you dr. Williams do we have any questions no I just want to say one thing about the fourth grade Virginia Studies units that

[02:51:54] they they do it's pretty amazing what they accomplish in in a fourth grade year to talk about all the things Virginia because there's a lot of history there and um and I hope we're still utilizing um the field trip uh the SOL field trip at the Hanover um tavern because that's a fabulous field trip and they do a really good job it absolutely is and we have we highly encourage it for our students great great thank you very much you're welcome um thank you on behalf of the C&I team thank you for this opportunity to share this information with you tonight thank y'all very

[02:52:29] much. Do we have any other questions? Okay. Thank y'all very much. Okay, and now we have Dr. Maltby with the Discipline Quarterly Review. Good evening, Madam Chair, School Board, Dr. Penicoff, and senior staff. I appreciate you inviting me back to share the updated information about discipline through the first semester. Captured in front of you, we'll be looking at data that

[02:53:06] captures unique incidents, unique students, and suspension days assigned because of those incidents broken up by ISS and OSS. You will also see first nine weeks and second nine weeks this year as compared to last year. I'll share some general observations of that data, walk you through a number of different information sets, and then be happy to answer any questions you have either during or following all the information, whatever you prefer. So if you wouldn't mind sharing the first two, first nine weeks and second nine weeks for elementary. And again, this is broken down elementary, the first two sets, then it'll be middle, then it'll be high.

[02:53:40] So what you can see is ISS, in-school suspension, is up while OSS is down compared to the first nine weeks. OSS is down as you compare it to this time last year. So we are seeing some trends. Like if you look at ISS incidents first in and second nine weeks, it's actually the exact same number.

[02:53:59] What we're seeing is like ISS a little higher, OSS down, which is good. We want to keep kids in school as much as possible. Going down to middle school, bounces between.

[02:54:14] Sorry about that. So in ISS, again, if you're looking at middle school from this year and last year, you'll find ISS and OSS are up for the first nine weeks, but both are down as compared to this time last year. So what we're seeing this year is we're making improvements into the total number of days assigned, which is also a very good trend.

[02:54:35] If we look at high school, we'll see again ISS is up for the first nine weeks while OSS is down, and it's also down as compared to this time last year. If you scroll down just a little bit further, I do want to say the BSO 13 data, which we continue to capture as we look at cell phone violations, what you've seen there is in elementary, there has been no OSS or ISS assigned, generally because it's a single-time violation, if at all.

[02:54:59] Middle school, we've only just started reaching ISS, which, again, means, generally speaking, we're not having nearly as big as an issue. In high school, we'll see 55 ISS. When you start getting to OSS, that means you've had three or four or five violations. Nine seems bad, but frankly, it's way down from last year.

[02:55:18] And we'll talk about that a little more in a few minutes, seconds really, when we look at the codes that are being used, because I actually think there's some really great data within that. So again, if

we look at the codes that are most used throughout the first nine weeks and second nine weeks, again, this year as compared to last year, we'll find that the codes themselves are pretty similar.

[02:55:39] In fact, you'll see number one is exactly the same every nine weeks, both years. And that stays pretty consistent. So there's a lot of consistency and similarity there. Numbers have decreased from the first nine weeks, which is actually the opposite of what was going on this time last year.

[02:55:55] They were actually increasing as we move through the year. What we're seeing is actually there's a decrease from the beginning of the year, which again, is a good trend. We're getting on top of things early. If you move down to middle school, and this is embedded in this, I think is some really interesting data. So if you look at second nine weeks, the first code, BSO3, while not good knows itself, For the first time in any level for two years, cell phones are not number one.

[02:56:25] I was looking at that and I thought I ran it wrong, honestly, when I looked at it the first time. Because again, if you look at the numbers, if you look at first nine weeks last year, we're at 22 now. We were at 102 then. Again, it was new last year.

[02:56:41] They were learning it. They were trying to figure out what the boundaries were. We were making sure our administrators were up to what our expectations were and were holding kids accountable. So to see that big a drop in a year. Now, again, if you look at it this time, the first nine weeks, it was only 24.

[02:56:56] It wasn't much then either, but still a huge drop from last year to the point where there's other codes that are actually more so. Again, I'm not happy that refusal to comply is higher than that, but it's nice to see that cell phones has started to decrease that much. If you scroll down to high school, cell phones is still number one.

[02:57:15] However, go ahead and look at what it was the first nine weeks of last year, right? It's 511. It's down to 234. So it's more than halved what it was this time last year. Again, a lot of the codes are very similar, where the freezer will apply, profane language. Tobacco is a persistent issue, which, again, I will mention in a few minutes as we look at our substance abuse numbers.

[02:57:36] But I want you to just take a vision there that when we put that in place with the cell policy a couple of years ago, it was a number of kids that were getting caught as they learned what our new expectation was. It's considerably down now, which is great. It's less work for our administrators, certainly less disruption for our teachers, and more learning for our kids.

[02:57:57] So moving on to intervention data, what you'll see is our numbers are actually up this year. If you look through the first semester last year, it was 142 incidents. This year it's 177. I mentioned a second ago tobacco being a persistent issue.

[02:58:16] Embedded within those numbers are 35, I think first, similar numbers, second nine weeks, just tobacco. And in most cases, it's not cigarettes, it's not chewing tobacco anymore, it's vapes. Now, as you know, we've identified that as being something we want to focus on this year.

[02:58:36] So I believe there was 90 unique incidents the first nine weeks of a student being caught with a vape device. 13, 14 times, a student was caught a second time of that 90. So the great majority of them, it's been a one-time thing, there hasn't been a secondary issue. For those that have been caught a second time, and I think two cases, more than two, they were actually required to come with a parent to an after-school

learning session with one of our intervention counselors. I can share, having talked to somebody just today about it actually, talking to me about attendance? What does it look like? Have there been any issues? I will tell you, it was a concern of

[02:59:13] mine if we tell a parent they have to attend something after school that they're just going to say, no, we have not had that issue at all. In fact, all of them attended. I actually got a story today from one of our counselors. She said the older brother was setting such a bad example for the younger brother. She made the younger brother attend the session with them. And so that there was that additional learning for the whole family that she's had, this particular person has had some great feedback. We've also, unfortunately, seen THC vapes being a big thing, right? And so within that, I've shared with the schools, I don't care what kind of vape it is, whether it's one-time

[02:59:49] THC and one-time tobacco or second offense, they're going to attend this with a family member. What I'll also share is that the counselors have adjusted their lesson a little bit to make sure it's inclusive now that we're, unfortunately, capturing some of those as a second-time offense.

[03:00:06] Within the THC use as well and within tobacco use, just for your own information, generally speaking, that first-time offender with tobacco, they always are going to have to do a module. They're going to have a conversation potentially with a family member and that counselor. They're going to be assigned probably ISS that first time, again, depending on age.

[03:00:24] Second time is going to be OSS without a doubt. And if it's THC, that first time is 10 days out. That second time they're being referred to me. So just know any time there is tobacco use, it's consequence, but also there's an educational component. And that second time, there's a family member involved in that educational component.

[03:00:41] With THC, there's a considerably more strict disciplinary sanction. And that second time, they're very likely looking at Georgetown for 45 days on top of all the additional educational pieces. So if you could scroll down just a little bit further. Beyond intervention data, threat assessments.

[03:00:59] Again, there's good news embedded in here. They're way down, specifically the division level ones. Now, what's unique about the division-level ones is when school goes through the team process, they collect information, they rate how high a threat the student poses.

[03:01:17] If it is high or imminent, they are automatically sent to a division-level meeting where the division-level team meets with the school-level team to figure out what strategies in sports are needed for that kid and that space to make sure it's safe. The fact that I've only had two this year is frankly phenomenal.

[03:01:32] It was 14 this time last year. There was a huge number of kids that we had an enormous number of concerns about. What that also tells me is those kids aren't showing up again this year having done something additional, right? So whatever supports, whatever sanctions we put in place this year, whatever assistance we're able to provide that school, that kid, that family, seems to be keeping them from having repeat incidents, which again, if we can lower recidivism, if we can keep our schools safer, that is the goal of all of this.

[03:02:00] And so to see those numbers lessen, now I will tell you, our team, the division level team still meets or has time set aside to meet every week so that we can consult with folks that continue, school teams, that continue to have concerns about their kids. So we are always available, but we're not being

called to a new situation much at all. It's more about consulting about older concerns and what we can still do to assist schools. So that is great news. Safety being our number one concern, the fact that so few kids are rising to that level means that support in the schools is just incredible right now. So hold on a little bit further for me. Looking at

[03:02:36] Georgetown. So a few things here. The total students they've served this year is 63. Again, you can see the breakdown of students that are placed because of outside of school, generally criminal charges. How many come by application versus through my office and those ones that are coming through my office, how many of those are because of weapons, drugs, violence. You can see the number of kids there that have IEPs or 504s is a huge percentage of that school. I also want you to know, generally, if you're looking at capacity in speaking to the school's principal, Mr. Ford. Total, they could run it pretty well, I think, at about 76 kids total, with 60 being high,

[03:03:13] 16 being middle. They're less than that right now, of course. Their total right now, as of today, they've served 63. There's 44 current kids enrolled right now, 15 being middle, which is just about their capacity based on the desks and the size of those classrooms, with about 30 being high school kids. And that changes constantly as kids finish suspensions and go back to their homeschools or are suspended and come back or have charges or applied. We've put some processes in place this year actually to try to streamline applications. There's a team that reviews them very regularly,

[03:03:47] myself included, to try to get more kids in more quickly. So that being said, the last little piece of information is just some preventative measures. So what we can see, things that we're trying to do to get ahead. There was a number of behavior coaches. I went with them, attended a conference earlier, reaching and teaching boys. If we dig into our division data, we will see a wide disproportionality in the number of boys that are suspended. It's insanely high. And so we were trying to figure out what are those strategies we can do to help that out? What does that look like?

[03:04:21] And those folks that attended that have already met and are actively creating professional learning for our teachers and our schools, specifically figuring out what we can do to help reduce those suspensions. Just a little something I did, I worked with elementary assistant principals, specifically look at discipline data to discuss what those folks are seeing and how they can then attack those issues, whatever is identified for not only divisional, but school-wide issues within their school. So we did some problem-solving work. And then in January, the VTSS Coaches Clinic, which is a representative from each school meeting with Lisa Wynn, myself, and a division team,

[03:04:56] they looked at semester referral data. Once again, what actions can we take to reduce incidents, behavior, and safety concerns in this school? And with that, I am happy to answer any questions you might have. Thank you, Dr. Mulvey. Okay, it's Lynn. I do have a question. So in the first nine weeks, there were 18 RB9 violations, but in the second, there were none. Is there like something that happened, or why do you think that is?

[03:05:24] So RB9, for those that don't know just by the mention of the code, is racial incidents. It doesn't only mean racial, it could capture a number of different things. Most often what we're seeing, however, are those racial incidents. Earlier in the year, we had a number of kids make some significant mistakes.

[03:05:43] Some of those mistakes were consequenced significantly. And I don't want to say word got out, but in some cases, to not have any more at the schools where that happened may be a result of that. I couldn't say specifically. I can tell you that I had a conversation actually earlier today with a counselor, and

I don't want to get ahead of myself because this isn't done yet, but we were chatting very specifically similar to what we're doing with the tobacco violations as a second time offense for vape. Are there things that we could in place specifically some sort of restorative prompt that a kid has to acknowledge what they did, who is impacted, and how they might restore that? So we are looking at something that

[03:06:22] we can add as a component to discipline that's less of a consequence and more of an educational piece that's a little bit more self-reflective about those that were harmed. So we're actually working on that as we speak. I am thankful to see it, quite frankly, that we're having less. I hope that trend continues. I can't tell you it's anything I or anybody specific did, but I can tell you the word has gotten out that we're not tolerating it. Sure.

[03:06:46] Thank you. Do we have any other questions? Okay, Mr. Martin. Yeah, I have a few. Thanks. Thank you for presenting the data like this. This is very helpful, especially looking at the year-over-year trends. A couple things. Total incidents at the elementary level are up about 50%. Do you have any sense of, because we're down at the other secondary, but do you have any sense of what that might be about? Yeah, I'll tell you a couple things. First of all, it's ongoing conversation we're having with folks about, I'm measuring myself here, a little bit less coddling and more getting on top of it immediately, right? And so there's a permission structure in place now because we don't want to see people

[03:07:26] injured because we want to protect the classroom that when you are seeing this behavior there is an expectation now that you take certain steps and so you may already be aware but behavior in schools is measured sort of two different ways one way being Swiss which is an in-school measurement for referrals the second way is our state accounting which is power school which is generally when we've assigned OSS or ISS Swiss referrals tend to be much higher than ISS or OSS, most specifically in elementary schools.

[03:07:56] What I can tell you now, it's unfortunate. A number of these incidents still do involve kids that are, frankly, just learning to communicate and what that looks like. And so there is an assignment of consequences. And so what I'm seeing is folks, a little bit less questioning, should I?

[03:08:12] And it's more, how long? And so we're trying to get on top of, once again, of curbing behaviors as quickly as possible. But when we're doing that, numbers go up. Got it. Thank you. And then my second one was, I know we don't have behavior coaches at all of our elementary schools.

[03:08:28] We do. They're just not all 100% of the time. So it's not one-on-one. There are six schools that split. Okay. So do you have school-level data that you can look at to show the impact of, I guess, ones that may happen more often than others? Yeah. No, absolutely. So what I can tell you is myself, Lisa Wynn, and Dr. Reams meet throughout the year.

[03:08:49] Specifically now, we are actually looking at the assignment of where those coaches are. Because we're not one-on-one, those folks that are in that program are aware that they were hired to a team, not to a school. And so every year, we'll look at what does the data look like for all of our division, and are there schools that need more time with a behavior coach because they're seeing a change arising or a lowering of data.

[03:09:14] So that's something we specifically look at every year to determine. I will tell you we're holding off a little bit on this right now because of rezoning. And so as we look at schools that are losing 100 kids or gaining 100 kids, I will tell you I care less about the volume and I care who's moving.

[03:09:30] So if they're gaining 100 kids, that's an issue, sure. But if they're gaining 100 kids that also were the top 100 discipline issues at that other school, then that school is probably going to need additional assistance, right? And so right now, again, the conversation we've been having behind the scenes is let's take a look at those schools when we know what those numbers are.

[03:09:46] and more specifically who those numbers are about so that we can decide where does that resource best used. Got it. Thank you. Great job. Appreciate it. Of course. Thank you. Do we have any other questions? Thank you so much. Great data.

[03:10:02] Love how you put it together too. Thank you so much and excited about the cell phone policy numbers. My pleasure. Have a great evening. Thank you. Okay, so it looks like it is public comment time and bear with me because I have two statements that I'm going to read.

[03:10:19] before we start and then greg will take over so before we begin tonight's public comment we recognize that several individuals are here to speak regarding the proposed reduction in contractual counseling services on behalf of the school board welcome and thank you for your advocacy as we discussed at last month's budget presentation and last week this is a very challenging budget year that has required many difficult decisions both the school board and school division administration recognize that there are many important items and initiatives

[03:10:57] that would benefit our students and staff we also recognize that we must balance these competing priorities with the financial realities we face this informed the development of the proposed budget and we are grateful for all the hard work that took place in its preparation with specific regard to the reduction in contractual counseling services, it is important to note that the program is an extension of the Community Services Board, which is a Hanover County government agency.

[03:11:29] These services have been and would remain available to all to our students through the Community Services Board. The school-based program was originally funded through a state grant that is no longer available, meaning local funding would be needed to fund the program. Since the introduction of the proposed budget, we have continued to work closely with our county funding partners to explore other possibilities that may exist in this regard. Specifically, we will be working with the county on a revised program over the next 60 days that would include funding to

[03:12:03] retain a few community services board clinicians who would be able to work with our schools to address our greatest area of need. Again, these are clinicians who provide intake and mental health treatment at the same time it is important to note that students will continue to have access to high quality mental health supports that are provided in our schools our school counselors will continue to be able to link students and families to mental health treatment through the community services board if needed at if needed as again this will remain available to our community

[03:12:40] this proposed adjustment is yet another representation of the strong partnership between our school board board of supervisors county administration and school division administration on behalf of the school board we are great we are grateful for this continued collaboration and shared commitment that allows us to make decisions that are both student-centered and fiscally responsible again thank you to those who are here this evening for your your advocacy and to our county funding partners for their strong support of our schools

[03:13:19] and i have another statement um on behalf and this is you know most of us up here have children in the school system and so the last nine days or last two weeks was very challenging for us too and it's not something that um you know we ever want to have to go through again but it was extreme circumstances so bear with me with this statement on behalf of the school board i would like to take this opportunity to address the recent extended school closures due to the highly unusual inclement weather we experienced over the past couple weeks please know that both the school board

[03:13:56] and school division administration are truly sensitive to the impact these inclement weather and associated decisions have on our families their schedules and the burden these decisions place on them. Please also know that above all considerations is the safety of our students, buses, employees, student drivers, and parents who drive their children to and from school.

[03:14:25] Each life is precious to us. As a result, you can always assume that we will err on the side of caution as we would rather be proactive and safe versus reactive and unsafe. We also recognize that no solution is perfect, especially under imperfect and highly unusual circumstances, and this includes the use of remote learning days. As the school division shared in its messages over the past few weeks, remote learning days are not intended to replace the high quality

[03:15:04] in-person instruction that our students receive in our schools, nor are they meant to shift the role of teacher onto our families. Rather, as best as possible, remote learning days help to maintain the instructional momentum of what our students are learning in person. The use of remote learning days allows us to avoid extended school days, which tax our students' capacity for learning, the loss of spring break, extending the school year, or Saturday makeup sessions, which poses

[03:15:40] issues issues with transportation family work or competing commitments and staffing challenges still please know that we understand our family's frustration in the recent weeks like our families we want our students back in school learning in person in the event of extended school closures our goal is always to provide as much continuity of learning as possible while prioritizing the safety of students staff and families we appreciate our family's patience and partnership as we worked to balance safety learning and the needs of our communities through

[03:16:17] the highly unusual weather event we experienced thank you very much and greg you can take it over mr coleman thank you madam chair procedures for public comment the school board conducts the public comment segment of its meeting to receive information from the general public on matters related to hanover county public schools per board policy the total time allotted for the the public comment will not exceed 60 minutes. Speakers who wish to address 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

[03:16:57] the speaker's remarks. Speakers are asked to address their comments to the board and not the audience. The board requests that the audience refrain from responding to the speaker's comments with applause or other audible expressions of approval or disapproval. The speakers are allotted three minutes to address the board. Each speaker's lapsed time will appear on the screen. Speakers will also receive notification from the chairperson when time has 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 requests any person with

[03:17:36] a complaint about a school division employee to first address the concern to the division superintendent in accordance with board policy. Comments targeting, criticizing, or attacking individual students are not permitted during this segment, and speakers should refrain from using personally identifiable information in connection with an individual student. Speakers should be aware that while the board allows speakers to address any matter within the board's purview, speakers may be held legally responsible if they make statements that violate the legal rights of others, including threatening or defamatory statements made against staff members, students,

[03:18:10] or parents. The board expresses its appreciation for the public's input and cooperation during this segment of the meeting. First up is Meredith Holder and next after that is Ashley Miller. Good evening. My name is Meredith Holder and I reside in the Henry District and I'm here to speak about the removal of our mental health clinician. I am a graduate of Patrick Henry High School and I currently serve as a school counselor at Patrick Henry High School. As a school counselor for the

[03:18:48] last 25 years, I've seen significant changes in students' overall well-being and mental health. Our students' realities are incomprehensible and cannot compare to our own school experiences. Our mental health clinicians bring invaluable resources to our students and their families.

[03:19:06] I'm going to share a couple of brief statements from former students. I began meeting with Mrs. Simmer's spring semester of my senior year, and it was a new experience for me. I was originally resistant to the idea of discussion therapy at Patrick Henry but it was easy for me to access as a student. She caught me at a low point in my academic career and mental health and our discussions provided me with a safe place in which I could vent and expel my negative emotions in a rather healthy manner. Overall her presence offers students a very healthy outlet for students especially those that are struggling financially or those struggling to provide to find proper

[03:19:43] outlets themselves. Another student stated to me, Mrs. Simmers was a safe haven for me at Patrick Henry. Everyone always asks students if they have an adult at school they feel comfortable talking to. She was that person for me. I never would have been successful in high school if it was not for her never-ending support and guidance. I'd like to reference this statement that was read prior to public comment and specifically stating that the contractual services that are an extension of community services board and that these services will remain available to our students through the

[03:20:21] community services board this statement is inaccurate as the ability for intake and services in our building will be removed parents will now need to schedule these services at the csb or other agencies where there is a known wait and students will need to be taken out of school missing instruction which has been stated to be your number one priority our in-house clinicians work with teachers with as little disruption as possible all of this takes time and adds a great deal of stress onto all parties as part of hanover's comprehensive plan it was stated that we

[03:21:00] believe students will thrive in a secure and nurturing environment further that resource allocation matches the complex needs of students 30 seconds and employees the student statements that I read to you are those experienced suicidal ideations parental overdoses and by their words having access to our mental health clinician has allowed them to graduate this is a necessary component of fulfilling our hanover promise at the beginning of the school year you said we are family in the western corridor we spell it differently but our family would not have reached

[03:21:35] our accomplishments without mrs simmers thank you thank you next up ashley miller following ashley is eric herman who forgive me on this one meryl kudy olson did i say that next yeah yeah yeah i do right okay last night okay good evening everyone i want to say to the school board thank you for granting me this time to speak i'll try to go as quickly as possible my husband and i are parents of two elementary school students a kindergartner and third grader who both attend pole green

[03:22:12] elementary school. We would like to request the board's consideration of alternative remote learning options for elementary age students. While we appreciate the effort the district has put into providing remote learning opportunities, the current structure is extremely taxing on working parents. Much of the remote work requires adult supervision, real-time support, and schedule flexibility that many families simply do not have during the workday. This places parents in the difficult position of trying to fulfill full-time job responsibilities while also acting as a full-time learning facilitator and caregiver. Our children are ages five and eight. While the work

[03:22:49] sent home for them to complete is appropriate for the classroom setting, it is overwhelming and challenging for an at-home setting. Much of the material provided for them to complete was not a review, yet new concepts for us to teach our children. At these tender ages of five and eight, they are not yet full independent learners. An alternative remote option that allows for more asynchronous learning, streamlined assignments, and reduced reliance on continuous parental involvement would better support students like mine while also acknowledging the realities faced by working families. I respectfully ask the board to consider flexible remote learning models that

[03:23:28] reduce the need for constant adult oversight during the school day when they're out for these inclement weathers maintain academic rigor while offering age-appropriate autonomy better align with the schedules of working families providing these options would help ensure that remote learning is equitable sustainable and effective for a broader range of students and families thank you for your time and for your continued commitment to supporting students and families in our community and i really appreciate your consideration of this request and welcome further

[03:23:58] discussion thank you yes ma'am and following miss cootie olson did i say that correctly thank you uh miss kristen holt is next good evening um i reside in the mechanicsville elementary district um my questions i had a lot of questions um inclement weather plans and remote learning um with we all agree that this ice storm was really really bad at least the first week

[03:24:34] by the weekend the main roads were pretty clear i'm not saying the back roads the main roads were pretty clear they did call on Tuesday for the cancellation of Wednesday and Thursday why why are we not doing a day-by-day why did we do two days at a time there were some schools that did go back with a two-hour delay which we possibly could have done I think we could have done that would have had our kids in school a little bit longer than being out for those extended days has Hanover ever had each individual school had the option of open opening rather than waiting on more of the remote areas to clear.

[03:25:13] I know all the schools are kind of in this together. Have we ever looked at each individual school if that area and the surrounding areas by that school are able to open? And would they be able to versus thinking of the more remote areas like Beaver Dam? We have to wait on possible roads to be cleared out there.

[03:25:31] I just don't think that that's fair for everybody that's able by our area. And I really appreciate the choice for letting parents choose to send their kids to school on Friday or not.

[03:25:47] It wouldn't be held against them if they weren't. I feel like that should be used more often. Sometimes I feel that when we have a couple inches of snow, three inches of snow, we're out for an extended amount of time. And to have that option for even the last day to be open, that could definitely benefit our children.

[03:26:07] As far as remote learning, understanding that it's in place to help the children not fall back on their studies. But for elementary school, it does not count towards a grade. And then the students that don't do it, I understand that they might not have the support system at home to help them. But how can we implement it in a way that it does count towards a grade?

[03:26:26] Because there were a lot of kids struggling. My children were struggling out of their routine, not learning from a teacher, having to learn from a parent. It was very stressful on them. How can we use that to their benefit? And how about the rest of February we still have the rest of February to get through and possibly the beginning of March. If we have another snowstorm all those days, how are we going to make those up?

[03:26:48] How are my kids going to be able to benefit from this? Can we start taking from summer vacation so we can kind of be a little bit less lack 30 seconds on? The school closures. Thank you. I appreciate it. Thank you. Miss Holti after that is Miss Patricia Hunter Jordan Good evening, Chair Welsh, Vice Chair Coleman, School Board, Dr. Penning Cuff, Administration, and Public.

[03:27:18] I am Kristen Holti of the Cold Harbor District, which I am very proud of. I appreciate all of you. I really appreciate Ms. Brown. It's like with this new system, I had to email her yesterday saying, did you get my form?

[03:27:35] And as far as this latest ice, I mean, this was the worst I have ever seen us have an ice storm. It was dangerous just getting from my porch to my car. I mean, it was like endangering my life.

[03:27:51] I know Virginia Orthopedic is getting a lot of business. I also would like to suggest, I know whether it be the Board of Supervisors or School Board, it's an honor system when we speak during public comment time but I am concerned that there are some that are coming up to speak that are not Hanover residents I mean I have got my my ID I'm just saying you might want to think about having a photo ID to prove that one is a Hanover

[03:28:27] County resident so that Richmond City Henrico etc residents do not take an opportunity to fraudulently claim to be a Hanover resident. I mean, you have to have an ID to get a library card, get on an airplane, get certain cold allergy medicines, cigarettes, alcohol, certain weight loss medicines, ibuprofen, PM, drive a vehicle, cash a check, and even get lighters. So there's no reason why one should not have a photo ID unless it is a child in school. And then as far

[03:29:01] as the tobacco use, I am concerned that vaping and tobacco use will get worse in the schools because in the General Assembly legislation, they want to legalize marijuana pot cannabis stores on corners. Just like the vaping stores, they want to legalize cannabis stores on the corners. So I'm concerned high schoolers will get addicted not only to vaping, which is worse than

[03:29:35] cigarettes, but also to marijuana. So that is a concern of mine. And I just want the school board to continue to be strong in putting the welfare and education of children first, with no boys and girls sports or restrooms, and that all students should be held accountable no matter what race.

[03:29:57] Because as they get older, they have a sense of entitlement, and they'll try to get away with even more things. I also want to say, I love the song No Fear by John Reddick. Yea, though I walk through the shadow of death, I will fear no evil. Thank you for letting me speak to you tonight.

[03:30:12] Thank you. Ms. Jordan, after that is Alaysia Coney. Elijah, Alaysia. Alaysia, good evening. Thank you for having us here this afternoon.

[03:30:35] First, I'd like to thank you and acknowledge the fact that you did have our students here for academics and the recognition, and I appreciate that. I know I'd spoken several times and said that we were not recognizing them, and so I do appreciate you recognizing all of them here this evening.

[03:30:59] I am concerned because the report that we heard tonight for racial slurs, I find it odd that we had so many at one time and then all of a sudden there are none.

[03:31:19] I wonder why. I wonder what is going on with that. I do understand that once you're caught, there's going to be a decrease, but to go from this amount to none, I think, especially when we're still hearing that it's taken place, that this is, we may be missing some.

[03:31:42] I am here tonight again to speak because I believe that we seriously need to have mental health counselors in our schools. Governor Youngkin did not include that in the budget that we're now operating under.

[03:32:04] And so that source of funding is gone. But in some way, I think we can find a way to make sure. I believe some of the successes that we are seeing are due to the fact that we have had mental health counselors in our school because they can first reach the kids right there and stop some of the issues that they have and help them to continue to stay in school and keep their academics up.

[03:32:36] And so I would encourage you to find some funding. I looked at the physical status report. And in that, I see a lot of the money that is still left. It says percentage remaining.

[03:32:53] And if I look at, let's say gifted and talented, there's a whole lot of funding left there. So is there a possibility that we could move some things around to fund those mental health counselors? for the coming year. I believe your teachers would appreciate that. I know they will because we've heard them say they're willing to give up their raise to keep them. And so we encourage you to look for opportunities to continue to fund mental health counselors in our school. Thank you.

[03:33:30] Thank you. Ms. Coney. Good evening, Madam Chair, Vice Chair, Dr. Pennecoff, and senior staff.

[03:33:46] My name is Alaysia Coney. I'm in the South Anna District. Today I come before you in regards to the budget cuts to mental health clinicians in our middle and high schools. I will say I sit on a lot of boards across Hanover, and I've been a substitute teacher for years. So when I say I have seen crisis in schools, I have seen it.

[03:34:03] But tonight I'm coming as a parent. I'm a mother of 11 beautiful children that have come from trauma backgrounds in the foster care system. So it's amazing to know that this program is available to those students facing trauma daily. But I was shocked by the amount of students that this program serves on a weekly basis.

[03:34:22] I'm also so proud that Hanover County took on this program. So why are we cutting our clinicians from seven to three? As you are aware, this program serves as a wraparound, take-action-out

service. A student struggling with depression, suicide ideation, eating disorders, anxiety, bullying, self-esteem issues, death of a family member, and I can go on and on.

[03:34:42] Why would it be a thought to cut this in half? Well, 57%. We're talking about 105 students not being treated weekly. We're talking about suicide rates increasing. We're talking about parents having to wait for an appointment to see a clinician outside of school. I'm sorry, a student should not have to put their self-harming thoughts on hold until they get in to see a mental health clinician when it's provided right there at school.

[03:35:06] Have you thought on other ways to keep this funded? Maybe pull back on athletics? I'm sure coaches have had athletes with mental health crisis. I'm a basketball coach and I've seen it myself. I've had teachers come up to me saying they will give half a percent or even a percent of their salary increase just to keep this here.

[03:35:23] have you asked them teachers are not equipped and should not have to take this on it even gives them peace of mind of knowing someone is there if one of their students are in crisis there should not be a price tag on our students mental health and for the record sports alone does not cure it thank you thank you that's all we have madam chair thank you very much for all of our public commenters um and we are going to go into our action items um so we will wait for miss han to get down here With that squeaky door.

[03:35:58] No, you're coming. We do. Can of oil with me for the next meeting. So what you have before you are two policies that you saw at our last meeting that were on for first read.

[03:36:15] Tonight, I'm going to ask that you adopt these policy revisions. They involve student records and opioid antagonists within schools. The description that is there is a good summary of what is going on with both of these policies.

[03:36:35] I'm happy to answer any questions that you may have about any specifics, but I don't want to read to you what you have right in front of you. Thank you. Do we have any questions for Ms. Hahn? Okay, then I will need a motion.

[03:36:54] Madam Chair, I move to approve the proposed revised policy 7-1.4 student records and 4-2.9 opioid antagonist as presented. Thank you, Mr. Martin. I have a motion. Do I have a second? Second. Thank you, Dr. Shroff. Is there any discussion?

[03:37:13] Okay. Seeing none, all in favor, say aye. Aye. All those opposed? Okay, motion passes. Thank you. you okay and we have Ms. Stone to talk about the modification of the approved boundary yes good evening and what we have here is an excerpt from the presentation from last month and as discussed at that time MGT presented the enrollment projections and they also discussed or shared that based upon their recommendations and the boundary adjustments that were approved May of

[03:37:49] 2025, there was one exception that we may want to reconsider. There was an area that was slated to move from Cold Harbor to Battlefield Park Elementary School. And if we moved forward with doing that, when we look out to 2030, Cold Harbor would be at 75% utilization versus Battlefield Park at 99% utilization. So they suggested that we reconsider keeping those focus area groups at Cold Harbor based upon the changes that they had seen since last year. By doing that in 2030,

[03:38:30] Cold Harbor would be at 84% utilization and then Battlefield Park at 86% utilization. So, again, the recommendation was that all boundary adjustments remain as approved except for there be the consideration for an exception to that one area to keep that at Cold Harbor Elementary School.

[03:38:53] And I'd be happy to take any questions. Thank you. Do we have any questions for Ms. Stone? Okay, seeing none, I would like to see if there's a motion. Madam Chair, I move to approve a modification to the approved boundaries as presented.

[03:39:10] Thank you, Dr. Schroff. I have a motion on the table. Do I have a second? Second. Thank you, Mr. Coleman. Is there any discussion? Okay. Seeing none, all those in favor say aye. Aye. All those opposed? Okay. The motion passes. Ms. Stone, I think you have the superintendent's fiscal year 2027 proposed budget.

[03:39:31] Yes. so the proposed budget was presented last month and we had the public hearing last week this is a summary of all of the funds as presented in the budget and i'd be happy to take any questions regarding the budget or we could move on to the motions to approve the superintendent's proposed budget it then becomes the school board approved budget it's communicated to the county for consideration and we come back in may for an adopted budget okay thank you do we have any

[03:40:03] questions for mr mr dr shell no question oh okay um so um no questions so then we will go on to the motions um and i think we have several um so um i think that's what we're looking for Yes, so I move that we approve the 2027 superintendent's proposed operating budget in the amount of \$272,403,720 U.S.

[03:40:37] And to approve the 2027 through 2031 Capital Improvement Plan in the amount of \$157,920,750 for all five years, including \$15,827,750 for fiscal year 2027.

[03:41:03] and to approve the fiscal 2027 school nutrition services budget in the amount of \$10,598,189 and in addition to approve the recommended order of campus-style school replacement.

[03:41:27] We're not to that one. Not that one yet. Not that one yet. Just the three budget ones. Okay. all right so i have a motion uh for those for the budget items um do we need to vote on these separately okay so the first motion is um can you put that one up on the i hit the button sorry oops i gotta go back it is not liking me here we go okay so we have a motion um for the fiscal

[03:42:00] year 2027 superintendents proposed school operating budget um do i have a second second thank you dr strove do we have any discussion okay seeing none all those in favor say aye all those opposed okay thank you that motion passes the next motion we had on the table is capital improvement yes the fiscal year 2027 through 2031 capital improvement plan. I have a motion. Do I have a second? Second.

[03:42:35] Thank you, Dr. Shrove. Is there any discussion? Seeing none, all those in favor say aye. Aye. All those opposed? Okay, motion passes. And then the third motion for the budget, we have the motion to approve the fiscal year 2027 school nutrition services budget. Do I have a motion on the table?

[03:42:56] do have a second? Second. Thank you, Dr. Stroff. Is there any discussion? Seeing none, all those in favor say aye. Aye. All those opposed? Motion passes. Now we're going to go to the consideration of the recommendation for fiscal year 2030 and fiscal year 2033 campus style school replacements.

[03:43:20] And I believe that's still you, Ms. Day. Still me. I'm not going anywhere until we're done. Mrs. Welch, Mr. Seifert just wanted to register that he was also in agreement with those votes Thank you very

much. I appreciate it. Yes. Okay, so next is a discussion regarding the campus style Schools and the priority review this will look very familiar to you This is the presentation that we shared with the Board of Supervisors at the Joint Education Committee and these first few slides the source is the 2018 capital study that was refreshed in 2021 so the

[03:43:58] information you're seeing in these first few slides is a bit dated but we're going to add on to it at the end and as you can see that basically mechanics fell element Elmont Elementary and Pearson's Corner are all generally at that time considered to be in a similar condition there was discussion at that time by in the capital study to consider renovations to these schools but when we discussed it during the joint education committee we talked about all the challenges related to renovations and you see all of those listed there there's

[03:44:35] a disruption to student learning the logistics the timeline employee morale and then multi-phasing with general contractor awards sometimes you get multiple contractors we start with finger pointing we also looked at the timing, the useful life associated with a renovation versus a replacement. So in the time useful life of new construction, you actually have the need for three different renovations generally in that same time period. And again, these dollars are based upon that original study

[03:45:09] that was completed in 2021. We know that since that time with inflation impacts, there have been lot of changes at the end of that discussion and supported by the board of supervisors board of supervisors was the replacement of these three schools so then we drilled down and said well let's look at some comparisons between the three schools and making the distinction of the timing or the priority no one's winning any competitions here between these three schools but some things

[03:45:44] that are different. Sanitary sewer, you can see issues at Mechanicsville Elementary is poor, it's moderate at Elmont, and then minor issues at Pearson's Corner. So that is one distinction between the schools. I think I skipped one potentially. Yes, I'm sorry. I keep pushing the wrong button. I'm going to get there. One other thing, so that's our sanitary sewer.

[03:46:12] We're going to go forward, I apologize. We also, when we looked at the maintenance feedback regarding the sanitary sewer, you can see that there are multiple repairs a month at Mechanicsville, multiple repairs a year at Elmont, and few repairs at Pearson's Corner.

[03:46:33] There's a comparison there between the HVAC, the roof. We looked at the work order count between the different schools. And then also some recent projects and then paving conditions because we know that's important.

[03:46:51] Safety and security. That was one of the last things we looked at between the schools. And you can see that when we look at Mechanicsville, there's a high density population and traffic in that area. There's a greater amount of pedestrian traffic through there.

[03:47:08] When we look at Elmont, it's more secluded areas with a heavy wood line. There's moderate calls for service. Pearson's Corner, there's limited pedestrian traffic. And of all the schools, that has the fewest calls for service in regards to safety and security.

[03:47:26] So based upon all of that feedback from staff, from our maintenance team, as we know, Mechanicsville Elementary is already included in our budget for fiscal year 2028. And at this time, staff recommends that the board consider prioritizing the schools as Elmont Elementary for fiscal year 2030, Pearson's Corner for fiscal year 2033.

[03:47:55] Once there is a prioritization that the school board prioritizes these projects, it then goes over to the Board of Supervisors for consideration. We do have now an established process that we go through, and the first step is receiving feedback from the school board in regards to how to prioritize that, and then we will go through the rest of the process for those projects.

[03:48:25] I'd be happy to take any questions. Thank you, Ms. Stone. Do we have any questions about the prioritizing or the recommendations for prioritizing these two schools? Okay, no questions. So now I'm looking for a motion to accept the recommendation and move on to move through the process of taking it to the Board of Supervisors.

[03:48:57] So I move to approve the recommended order of Campus South school replacement as Elmont followed by Pearson's Corner from the county funding consideration as presented. Thank you, Dr. Schelp. I have a motion. Do I have a second? Second. Thank you, Dr. Schroff. Is there any discussion? Okay, seeing none. All those in favor say aye. Aye. All those opposed? Okay, motion passes. We will take that.

[03:49:27] Again, if you would please record Mr. Seifert as also in agreement. Great. Thank you very much. And I just want to back up one second. I appreciate the approval of the budget, but I have to thank the team. that helped us with that and Angela Melton our finance director is here in the audience Melanie Terrell is our budget guru our perfectionist we also have Chris Whitley Justin Mattingly and his team and all the help that they do in terms of Brian Capaldo helping us make it look pretty if we lift it up to the accountants we would just have a bunch of

[03:50:07] numbers in black and white paper so um i just want to express my appreciation to all of them so thank you if i could add to that and a big thank you to you to mrs stone and the wonderful team and everyone who put thought into what went into that budget we know it doesn't have everything that we wish it had um but it's the best we could do by putting teaching and learning as the focus with the funds that we have this year thank you thank you and and i would just echo that i know it takes a lot of work it's a it's a huge effort um but i do think that we have

[03:50:45] a solid uh budget to take to the supervisors um and when is that what's the date for us to present to the supervisors february 18th got it thank you very much and um so we are through our action agenda um and now we are on to uh you have your fiscal status report and your facilities usage report um in your packets and um we uh calendar board related events um we do you have some that

[03:51:21] you want to highlight yes please okay so um the pta reflection ceremony contest has been rescheduled for saturday february 14th at one o'clock at atlee high school mr whitley i believe has agreed to be the speaker because I will be out at a conference and I thank you for that. On February 16th we'll have our National Board Certified Teachers Pinning Ceremony and we have on February 18th is when we will present the school board approved budget now to the Board of Supervisors and we have set our

[03:51:57] groundbreaking date for washington henry elementary school for march 12th march 12th so at 3 30 so mrs brown will get that on everyone's um calendar outlook calendar for us thank you very much for those important calendar events and the other one mr martin um okay so uh the topics for our next board meeting we'll have the consideration of the revised policies that we

[03:52:34] saw for first read this evening okay wonderful thank you very much and um we are at the end of our meeting so mr martin madam chair i move to adjourn our february 10th 2026 meeting second

wonderful is there any discussion okay seeing none all those in favor of adjourning our meeting say aye all those opposed okay we are officially adjourned thank you



Coraggio Consulting · aguyonx.com