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Henrico County School Board Work Session, Thursday, June 6, 2024

Date Thursday, June 6, 2024
Place Henrico County School Board, Virginia
Length 1h 21m (video)

- Official meeting video (YouTube): <https://www.youtube.com/watch?v=iGswGwH4MQs>
- Official meeting portal (Henrico County Public Schools, Diligent Community): <https://henricoschools.community.diligentoneplatform.com/Portal/MeetingTypeList.aspx>

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Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-26. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:00] good afternoon today is june 6 2024 and it is the last school board work session of the 23 24 school year at this time i want to note mrs kinsella's physical absence from today's work session mrs kinsella previously notified board members of her request to participate electronically from a remote location due to a personal reason that prevents her physical attendance our school

[00:00:39] board policy p2-04-006 electronic participation in meetings from remote locations requires a majority vote of the board members present at the primary or central meeting location to allow a board member to participate in a meeting from a remote location per the school board policy is there a motion i move that the school board approve ms kinsella's participation from a remote

[00:01:10] location is there a second second we will move forward with a roll call vote mrs shea yes aye mr irving aye mr young aye and mrs kinsella aye and i vote aye mrs kinsella's request has been approved this meeting is being live streamed on the hcps website we will begin our meeting with an attendance roll call when i call your name please verbally indicate your presence

[00:01:49] by saying present mrs kinsella present mr irving present mrs shea present mr young present and i am present please let the record reflect that a quorum of the board is physically present and mrs

kancella is participating electronically i ask mrs kancella to verbally note if she needs to leave the meeting and subsequently verbally note when she returns next is the approval of the

[00:02:26] agenda is there a motion to approve the agenda i move that the school board approve the agenda for for today's meeting. Is there a second? Second. We will move forward with a roll call vote. Mr. Young. Aye. Mrs. Kinsella. Aye. Mr. Irving. Aye. Mrs. Shea. Aye. And I vote aye. The ayes have it.

[00:02:54] The agenda is approved. Moving right along to the next agenda item, which is closed session. Is there a motion to go into closed session? I move that the school board go into closed session for the discussion of matters covered under Items A1 and A2 of Section 2.2-3711 of the Code of Virginia 1950 as amended pertaining to the assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific school board employees, including the evaluation of the superintendent,

[00:03:28] the admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student. Thank you Mrs. Shea. Is there a second? Second. We will move into a roll call vote. Mr. Irving. Aye. Mrs. Kinsella. Aye.

[00:03:50] Mrs. Shea. Aye. And Mr. Young. Aye. And I vote aye. The ayes have it. We will now go into closed session we will reconvene the work session at the conclusion of our closed session we're back and we're going to continue with our agenda the next item on the agenda is certification of closed session is there a motion to certify closed session i move that the school board certify by

[00:04:25] a recorded vote that to the best of each school board member's knowledge only public business matters lawfully exempted from the open meeting requirements of the Virginia Freedom of Information Act and identified in the motion authorizing the closed meeting were heard, discussed, or considered in the closed meeting. Thank you, Mr. Irving. Is there a second? Second. Thank you, Mrs. Kinsella.

[00:04:51] We'll now move forward with a roll call vote. Mrs. Shea? Aye. Mr. Young? Aye. Mr. Irving? Aye. Mrs. Kinsella. Aye. And I vote aye. The ayes have it. Closed session has been certified. Madam Superintendent.

[00:05:11] Thank you. For the next item, I am recommending the school board approve the readmission of student case number 22-23-S-9. Thank you, Dr. Cashwell. Is there a motion? I move that the school board approve the readmission of student case number 22-23-S-9.

[00:05:29] Is there a second? Second. Moving forward with a roll call vote. Mr. Irving? Aye. Mrs. Kinsella? Aye. Mrs. Shea? Aye. Mr. Young? Aye. And I vote aye. The ayes have it. The readmission has been approved. Dr. Cashwell? Thank you. Next, I'm recommending the school board approve the appointment of administrative personnel.

[00:05:54] Colleagues, we have received the recommendation to approve the appointment of administrative personnel. Is there a motion? I move that the school board approve the appointment of administrative personnel. Is there a second? Second. We'll move forward with a roll call vote.

[00:06:10] Mr. Irving? Aye. Mr. Young? Aye. Mrs. Shea? Aye. Mrs. Kinsella? Aye. And I vote aye. The ayes have it. The administrative appointment has been approved. Dr. Cashwell. Thank you, Madam Chair, members of the board. You've just appointed Monique Barnes, Director of Budget in the Budget Department.

[00:06:31] Madam Chair, I would like to make a motion to amend the agenda to go ahead and move the presentations that involve guests to happen now before our policy review. Thank you, Mrs. Shea. The motion is on the floor. Is there a second?

[00:06:47] Second. We'll now move forward with a roll call vote. Mrs. Kinsella? Aye. Mrs. Shea? Aye. Mr. Young? Aye. Mr. Irving? Aye. And I vote aye. The motion has been approved, Dr. Cashwell.

[00:07:04] Thank you. Given the amended agenda, we'll now start with item 6.02, which will allow us to hear a presentation and update from our Career and Technical Education Advisory Committee. Welcome and thank you for your patience.

[00:07:20] Good afternoon, everybody. Madam Chair, members of the board, Dr. Cashwell, colleagues and guests.

[00:07:45] We are so fortunate to have a dedicated business committee that supports our students in our CTE programs. We are particularly grateful for the members of this outstanding business advisory committee. The partnerships between Henrico County Public Schools and these businesses benefits our students by providing real world learning opportunities and perspectives.

[00:08:11] I'm joined tonight by our current secretary, Mr. Chris Smith and our secretary for next year, Mr. Jeff Lewis. But first, we're gonna take just a second and look at a video to celebrate.

[00:08:32] - Hi, I'm Chris Smith. I'm the general manager of Bill Talley Ford. I'd like to start by thanking Henrico County and the leadership in Henrico County for having such a great program that provides us with workforce ready students. It's real important to us out in the automotive community to have students come out ready to work.

[00:08:51] We have a grow your own policy, we have to have that to get good technicians, and there's nothing better than getting a student that comes out of Henrico County, taught by somebody that's done this work, and they show up for work ready to work.

[00:09:06] So I'm Jeff Lewis, I'm with the Virginia chapter of the American Fire Sprinkler Association, as well as with VSC Fire and Security. We're assisting with curriculum development, we're getting feedback from the curriculum, We're getting to do things that really have never been done before.

[00:09:22] You know, we're going to be providing fire sprinklers in a house that the Henrico students have built. And moving forward, we're getting a fire sprinkler lab in a high school. And all of this is to dovetail with, you know, other trades. We're not trying to take over, but to dovetail with other trades, but to just give us an opportunity to get in front of the kids, the students, and say, "Hey, we're a viable career offering, we have great credentialing, and you can make good money working in our industry.

[00:09:50] The forward thinking of Henrico County, the schools, the career and technical ed, the whole business development, the way that Henrico is looking at their county and how they build a place where people want to live, work, and raise their kids.

[00:10:07] It really shows. We've had such good success with the students out of Henrico County that I personally just want to say a big thank you. And thanks for supporting the board that helps makes all this possible, for getting the word out, for getting businesses involved, for supporting the business community so that we in turn can support our kids, your kids, the community's kids as they get out there and conquer the world.

[00:10:31] That video demonstrates the impact and the power when business and industry partner successfully with their schools.

[00:11:41] Today, we'll be focused on the Business Advisory Committee's work during the 23-24 school year, presenting their selected officers for next year, and looking ahead to the future. BAC has a strong leadership team for the 23-24 school year, which includes Tyson Bates, who was the chair, Charles Tilley was the vice chair, Chris Smith, our secretary, and Mike Wooden was the past chair.

[00:12:10] The advisory committee's mission, which aligns with the school division's strategic plan, is to help make sure our students graduate life-ready. Whether deciding to enter the workforce or college, it's important that all students are prepared.

[00:12:26] An objective of the Destination 2025 is to provide opportunities for students to engage in rigorous, learning experiences. BACC has helped not only our CTE students, but all Henrico County Public School students develop a career plan by members sharing experiences at career fairs, providing learning labs, and one of the examples is a career fair that the American Fire and Sprinklers Association had, where over 300 students had an opportunity to explore

[00:13:02] a career they had no concept of for the members of the committee it's more than just an opportunity to serve it's an opportunity to build the community because each member of the committee sees the direct correlation to the quality of our cte programs and the economic success of the community i will now turn the presentation over to chris smith our current secretary of the business advisory committee yes good evening my name is chris smith i'm the general manager of Bill Talley Ford and I have had the privilege of being elected as vice chair for the back committee

[00:13:38] for the next school year for 24-25. With me this afternoon is our newly elected secretary Jeff Lewis. Charles Tilley who is our newly elected chair cannot be with us due to our prior commitment. We are excited to continue building on the great work that the back committee has done to help ensure workforce and career development programs are meeting the needs of all the Henrico students. While we all do this because of the intrinsic rewards, the value to the business community of CTE programs cannot be underestimated. Our futures depend on the success of the schools

[00:14:17] to prepare students to be life-ready. As outlined in the committee's bylaws, we have 20 voting members on the back committee. We also have a large number of businesses that want to be engaged with CTE and the committee. The goal is to have business partners that represent all 17 clusters engaged in the work that we do. While all the committees that support the school system are important to the success of students, the back committee has a direct impact on the success of students to be prepared for the workplace of the future. We are able to bring business needs to the

[00:14:56] front of the conversation as it applies to the CTE programs in the school. While we are considered an advisory committee, our goal is to be a partner in the educational process. In the fall of 2020, the back committee developed a three-prong approach to support Henrico County Public Schools in ensuring that CTE students are getting the opportunities and the instruction needed to be ready to graduate as enrolled, enlisted, and/or employed. We review this at each committee meeting

[00:15:33] and we use it as our guide to work. The back committee work is focused on three things: One, ensuring that the CTE programs are meeting the needs of businesses and industry by making sure the methodology and the tools used are representative of the workplace for today and for tomorrow.

[00:15:53] Number two, ensuring that we have students prepared to enter the workforce in an area where the demands are high for skilled workers. And three, ensuring that everyone is aware of the CTE programs that are available and the value of those programs.

[00:16:11] are very familiar with the mission of having every student graduate enrolled enlisted and or employed or as we call it life ready and it is our mission to ensure that the cte programs are working to help drive this mission i will now turn the program over to jeff lewis to talk about our efforts and our accomplishments this year good evening i'm jeff lewis vp of inspections and learning and development with vsc fire and security highlighting the efforts of our committee in the accomplishments of the committee and CTE would be a meeting in and of itself, so I'm going

[00:16:48] to do everyone a favor and not cover everything. Buddy, we are going to highlight a few of the major accomplishments. As a committee, we have advocated for the expansion of the ACE programs. We have, as a committee, helped increase the number of work-based learning opportunities, which we believe have a direct impact on students graduating life-ready. The committee promotes business and industry partnerships and the benefits of collaborating with Enrico County Public Schools.

[00:17:19] The back committee continues to assist and promote students being life ready by helping celebrate all students, recognizing students when they graduate not only for being prepared and ready to attend college, but also being prepared to enter either the workforce or the military.

[00:17:36] And as a committee, we would like to publicly thank you, the board and the county leadership for making CTE truly a national model of success. We are excited to continue the work we've started.

[00:17:53] The committee is dedicated to the advancement of CTE and the opportunities it provides to students. So as we look to the future, the BAC offers the following recommendations. Number one, continue to explore expanded needs-based CTE programs, courses and work-based learning opportunities, especially those related to health and medicine number two we want to leverage unique learning opportunities supported by the new fire protection lab at the ace virginia randolph and number three investigate the financial feasibility of equipment upgrades to support the changing industry

[00:18:32] landscapes the committee is also excited that cte will be offering new programs next year And I will tell you, as a member of the Virginia chapter, the American Fire Sprinkler Association, I am personally very excited about the fire protection lab that's going into Virginia Randolph.

[00:18:50] There's no other high school in the nation that has a working fire sprinkler lab in it. It's just tremendously exciting, I will just say that. The lab is, like I said, the first in the country. The industry has stepped up, they are making all the equipment available, and it is just gonna be the envy of the industry.

[00:19:08] The students are gonna not only have marketable skills, but they're really gonna have a leg up when they graduate out of this program. So thank you for the opportunity to share these recommendations on behalf of BAC, and we look forward to working with Mac and the entire Henrico Public Schools system and team to advocate the CTE programs.

[00:19:29] - On behalf of Dr. Cashwell, the entire CTE staff, I can tell you that we 100% agree with the back recommendations and already poised to continue this work.

[00:19:45] At this time, we'll be happy to take any questions. - Colleagues, are there any questions or feedback at this time? I'll start with Ms. Shea.

[00:20:02] - Thank you again for your patience to get to this point, but just a quick comment to say thank you. And Mr. Lewis, I loved the excitement which you talked about the Sprinkler Lab, just the joy and giddiness in your voice. And I think that's our hope for every instructor to feel about their subject and for every student to feel about hopefully everything, but something that they're studying, right?

[00:20:29] That this is their path for the future. And so, BAC and CTE are certainly a huge part of that. And it just really filled my bucket for how excited you are about a sprinkler lab. And it mirrors the excitement for Mac and all of his programs and back and growing.

[00:20:48] So it was a great example. So thank you so much to all of you. - Thank you, Ms. Shea. Mr. Irving. - I have no questions, but just thank you for all that y'all do. We appreciate the presentation and the work that you do for our students and our community. - Mr. Yum. - I'll echo.

[00:21:04] Thanks again, Mac. I'm the son of a masonry. My dad has a construction company right now that we run. So I definitely understand CTE and having a trade. So I definitely appreciate your presentation. Thank you guys. Keep up the great work. And I'm coming over with you to AVR to see that sprinkler system.

[00:21:21] You're open soon, hopefully. And Mrs. Kinsella. Yes. First, I would just like to thank prior leadership on the back committee, as well as incoming membership for choosing to serve, as well as all the members.

[00:21:38] I think this is one of our most well-attended committees. Very proud to be a board member in which it feels like to me the 23-24 school year was the year of CTE. Very excited by that.

[00:21:56] I feel like one of the goals for back to increase awareness of opportunities, no matter your pathway, right? You can enrolled, enlisted, and or employed, CTE can still be for you. I think we've made a lot of progress there.

[00:22:12] I think perhaps there's still more work to do, and with that, I just want to make a recommendation that, you know, our strategic plan calls for us to be life ready, but I think that the board and Dr. Cashwell and team can continue to advocate for lower counselor-student ratios that would support a more personalized approach and would support our kids and our graduation rates.

[00:22:43] But not just our graduation rates, but truly having life ready students. I know students have given specific feedback as recently in our as our climate survey for the division saying they're not as informed of college and career pathways and learning experiences.

[00:22:59] So that is a growth area for us as a division. But I think a way specifically is to lower the counselor ratios so that students really can find the pathways they're interested in to be more successful post-Henrico schools.

[00:23:17] Outside of that, I mean, I just couldn't be more proud because of the, I feel like it's long overdue. If you've been following CTE like I have, so much of our progress this year is just tremendous. I mean, not only have we expanded and renovated facilities, we expanded programming, more programming expansion to come.

[00:23:39] Just so much to be excited about. Thank you, team. It's no wonder Mr. Bacon is getting the ICON Award this afternoon. Good segue. thank you thank you Mrs. Kinsella what a wonderful segue as I look at Mac's face my colleagues and I are going to come down shortly I do want to make one brief

statement I echo all that was said here we have our three E's enlist and enrolled employed I do think we're missing an E which is excellence which is what you've demonstrated and I think that maybe perhaps in the future you should include a

[00:24:17] fourth e as you talk about the programming and your service and we're going to join you down on the

[00:24:24] floor thank you good evening good afternoon madam chair members of the board and dr cashwell it is

[00:25:01] indeed an honor to recognize mac bayton as the icon in education design award winner learning by design magazine is a national source for educational design and innovation excellence whose mission is to promote education and recognize the impact of the physical environment on learning teaching programming and related social outcomes the magazine has teamed up

[00:25:32] were Tarket flooring to recognize significant K-12 educators, architectural influencer, and consultant professionals who are change agents, who go beyond the norm, and who step out of the box as reflected in their body of work that was influenced and shaped by the learning environments they have created. Quinn Evans nominated Mac Baten for this award giving his strong record of innovation leadership as the director of workforce and career development. We are pleased

[00:26:10] to announce that Mac has won one of these awards. His efforts have improved the educational experiences by offering career opportunities and readiness for students throughout his career. This includes impacting students' cultural, social, emotional, economic, and academic outcomes through the improvement of CTE programming and built environment. In addition to these recognition, MAC is receiving a plaque today. MAC will be featured in the summer 2024 edition of the

[00:26:48] learning by design magazine and has been offered an opportunity to participate in the 2024 tarquette

[00:26:56] education healthy building summit congratulations mac bayton icon and education you're quite welcome

[00:27:33] thank you congratulations again to our icon award winner and thank you again to the advisory committee moving on we're going to hear from our other advisory committees and uh next up we have

[00:28:08] our gac committee coming forth and then we're going to hear from um two other advisory committees again we appreciate everyone's patience patience i'll turn it over to our gac presentation good afternoon madam chair atkins members of the board dr cashwell my name is mike dusall and i'm the director of teaching and learning with me in spirit today is dr robin binford weaver member of the Henrico Gifted Advisory Committee, or better known as GEAC, and with me at the podium today is Dr. Leslie Hughes, Chief Learning Officer. We are pleased to present to you the board update with an overview of the GEAC 23-24 annual update.

[00:28:47] On the slide you will see the main focus of today's presentation. We will start with a brief overview of the Gifted Education Advisory Committee, present the names of our officers and members elect, review their 23-24 meetings, and unpack GEAC goals and recommendations, wrap up the presentation with the district administrative responses and upcoming meeting dates. As with all our work,

the Division's strategic plan serves as the blueprint towards our goals. Our objective is to ensure that all students have opportunities to engage in rigorous

[00:29:23] learning experiences. For those of you who may not be familiar with the GEAC, it is comprised of a group of dedicated parents, Henrico staff, community members, and students. Their main function is to examine, collaborate, and advise the gifted department in an effort to enhance opportunities for Henrico's advanced learners. The officers and members elect you see on the screen represent only those who are new to their respective role or terms. Other magisterial districts are represented equally amongst the larger committee and will be shown

[00:29:59] on the next slide. Altogether, 20 members representing all five magisterial districts participate on the Gifted Education Advisory Committee. 23-24 GEAC meetings took place in September, October, December, January, March, and April. Officers and members-elect were presented to the board in May and are being recommended for the board's approval today. On this slide, you will see the full list of members on our advisory committee. As you well can imagine,

[00:30:32] this group of members, officers, and officers-elect have worked tirelessly this past year to ensure that the GEAC is prepared to work hand-in-hand with our gifted department to make certain that we reach our goals. This slide represents the goals for the 23-24 school year. GEAC sought to increase awareness of gifted programs and advanced learning opportunities for Henrico students.

[00:31:01] Members were able to attend several division and school-level events to share information about Henrico's gifted program and identification process. We seek to expand that effort in 24-25. Some of the highlights from the meetings this year included connections to ongoing professional learning, talent development expansion, and increased opportunities for secondary, advanced, and gifted learners.

[00:31:28] In November, GEAC hosted Dr. Katherine Little, author of content-based curriculum for advanced learners. She spoke to the members and guests about supporting students with potential through talent development and provided several engaging examples for our students and families to participate. In January, students, staff, and families were invited to the Henrico High School Center for Arts and Specialty Center to see an excerpt from the musical Sister Act. This meeting broke all previous attendance records with over 70 attendees. And in March, we participate in a strategic plan focused activity, which was led

[00:32:05] to a meaningful follow-up of conversations with committee members around the diverse needs of our gifted population, including advocacy for additional staffing. This year, the gifted advisory committee saw increased attendance and interest from additional parent and guardians who attended our hybrid meetings in person or virtually.

[00:32:29] On this slide, you will see the foundational recommendations for our GEAC 24-25 school year. Each of these components helped frame our recommendations moving forward. In the area of talent development, GEAC is excited to build upon our strong foundation and include such efforts as continued exploration for secondary opportunities, continued exploration of resources that promote critical thinking, and continued expansion for talent development services and gifted programming. Another recommendation is that

[00:33:07] the mentoring and support for our gifted local plan. Updating and revising the local plan for 2026 through 2031 will take place over the next school year, and we invite the Henrico community to

participate in this stakeholder process. We will be sharing some dates in the near future to invite all interested Henrico community members to participate in this update.

[00:33:31] Following the board's approval of the slate of officers in membership, HCPS administration will work alongside the GEAC to work towards their goals and recommendations. Continuing to connect with other superintendent, advisory, and stakeholder committees, we will ensure that a strategic alignment of priorities takes place. Looking to the fall of 2024, GEAC will join the process of drafting that local plan for gifted education. This plan will outline our long-term strategies

[00:34:10] and goals for identifying and nurturing gifted and talented students across our district. The gifted department will be seeking input, again, from those educators, parents, and community to ensure we have a comprehensive plan that meets the needs of all students. The gifted department is also poised to expand our talent development programming in both our elementary and secondary schools at the elementary level this fall henrico's gifted department will be providing all schools with access to resources such as think law pbl project word masters and math league along with

[00:34:46] taking the district's rubik cube kiva and 24 tournaments to the next level at the middle school level programming such as the new think law elective course will launch in the fall at the center for innovation at rolfe middle school it's designed to help develop critical thinking skills and open doors to advanced accurate academic opportunities at the high school level henrico will see expansion of our national ed equity lab courses which were piloted at verina high school this past year. These courses provide students a college in high school program to take college

[00:35:26] level classes to earn credits at major universities. The gifted department will continue to maximize our current allocated staffing heading into the 24-25 school year with the hopes of adding additional complement to expand talent development initiatives and ensure that programming efforts are comprehensive and effective. GEAC meetings are open to the public and we welcome the Henrico community to attend. Meeting dates and sites and links will be posted on Henrico School's gifted webpage. Four of the five meetings will be hybrid to allow for virtual attendees to participate.

[00:36:02] Feel free to come out and join us at one of these collaborative meetings and share in the experience. At this time that concludes our presentation and we'd be happy to answer or entertain any questions. Thank you so much Mr. DeSalt for the presentation and team and putting this together along with the the committee efforts. I'll turn the floor over to my left starting with Mr. Young. I just want to say thank you for the presentation and looking at some of the things that GEAC is tackling I think they almost mimic some of the things that EDAC will present to us in a little bit so I like how

[00:36:41] the two are seeing the same issue and tackling it so I look forward to what we have in the future we're both committees but thank you for the presentation today thank you mr irving thank you for the presentation i would say as someone who represents a community that has a lot of interests in gifted education i i am thankful to see the recommendations of program expansion and additional staffing and certainly something we'll take under advisement and it's appreciated thank you mrs kinsella yes um it's certainly been a busy year for the gx

[00:37:19] appreciative of of all the folks who volunteer for this committee um it's certainly important and it's nice to see um so many of the suggestions we've heard about through community surveys or that have come to the gac or the board specifically um being implemented i would just like to ask um dr cashwell

that um i think mr de salt said that the dates the meetings would be shared on the gifted website but i would ask that that would be shared of course through division

[00:37:53] level communication so that families can attend in person or virtually as so many families in the division are interested in gifted education and the expansion of our programming that's all i have thank you mrs gonsella mrs shea yeah thank you um to piggyback on my mr dusall called covered everything on my list. But to piggyback on what he said, as well as Ms. Kinsella, the meetings are open to all stakeholders, and so I think the more that we can put the states out for not only GEAC,

[00:38:29] but all of our advisory committees for the community to know, and while there's nothing like meeting in person to be able to exchange ideas, giving the hybrid option really allows for for more access for more stakeholders. So I appreciate that.

[00:38:45] But so often I hear from people only when they are frustrated about something, well, where has this been? I didn't know that there was a committee or the local plan, you know? And so what we're, we want our stakeholders involved early and often, if you will, in terms of the things that resonate them.

[00:39:09] So whether that be GIFTED or the EDAC or SEAC or SHAB or any of these, we want our community engaged, especially with the development and the revision of our local plan. Like, this is what drives the division for the next handful of years, as well as, if we look at that more broadly, our new strategic plan for the whole division that we're working on.

[00:39:35] So thank you to all of you. Just now getting my feet wet with being the GIAC representative, and I've enjoyed learning along with our community members, but to all of our community, if you're interested in these things, come participate, come be part of it.

[00:39:53] You don't have to be an official member. You can't vote, but you don't have to be an official member to be part of the conversation and attend the meetings, and so hopefully we'll get some more engagement. Thank you so much. Thank you, Mrs. Shea. And thank both of you and the team again for all that you do. Dr. Cashwell.

[00:40:11] Thank you. Two more community advisories to hear from. And next we have our EDAC committee coming forward. I should say representation from the EDAC committee.

[00:40:27] Good afternoon, Chairwoman Atkins, members of the board, and Dr. Cashwell.

[00:40:44] As the new Chief Equity, Diversity, and Opportunity Officer, it is a pleasure to be here with you this afternoon. For today's presentation, I am joined by Nicole Henderson, EDAC member and HCPS principal, and Kyle McCollum, Equity, Diversity, and Opportunity Education Specialist.

[00:41:06] Together we will present the board with the EDAC 2023-2024 annual update. I will now turn it over to Kyle, who will talk with you about the EDAC's strategic plan alignment and past recommendations. - Thank you, Tiffany.

[00:41:23] As you know, the Equity and Diversity Advisory Committee serves to provide recommendations to the board and to HCPS administration on issues relating to diversity and equity throughout the school division. As with all of our work, the division's strategic plan, Destination 2025, serves as the blueprint and framework.

[00:41:41] Specifically, the Equity Diversity Advisory Committee aligned with the three goals on the screen and the division's commitment to leverage its strength of diversity to lead a dialogue to ensure

equity and access for all to foster an inclusive safe and supportive climate for stakeholders and to provide equitable and secure environments that inspire community pride the edac is comprised of community representation including but not limited to parents students professionals and educators within the hcps school community on this slide you'll see the current members of the committee who supported our efforts during the 23-24 school

[00:42:19] term members are appointed for three-year terms and may be reappointed a slate of nominees is sent to the superintendent for consideration ultimately the school board appoints new members to the committee our current committee members will continue to serve for the 24-25 school year barring any extenuating circumstances we are planning to submit additional members to the board for the 24-25 slate of nominees at a later date. Subsequently, we also plan to submit a new slate of nominees for the 25-26 school year after the upcoming school year's application cycle.

[00:42:51] Each year EDAC members identify an area of focus for their committee. Throughout EDAC's history, it has provided recommendations on a variety of topics, some of which are listed here, including diversifying the demographic enrollment in advanced coursework and advocating for for multilingual learner families.

[00:43:10] The EDAC chair, in collaboration with EDO staff, leads the committee through comprehensive data analyses with a wide variety of quantitative and qualitative sources. From there, research into best practices from across the country is conducted, shared, and discussed among the committee.

[00:43:27] After hearing from HCPS experts, recommendations are crafted by the committee and provided to the school board. I will now turn it over to Nicole, who will share you with our growth and our current recommendations. - Thank you, Kyle.

[00:43:43] Good evening. Over the past three years, there has been significant consideration given to our gifted and talented identification process. To solidify this year's recommendations, the Equity and Diversity Advisory Committee received presentations from HCPS employee experts in gifted education and the specialty centers.

[00:44:03] We thank HCPS education specialists, Jenna Conley and Stephanie Lambrecht for their time supporting EDAC and these efforts. Their presentations enlightened our members on existing programming and efforts already underway, which helped to inform our recommendations.

[00:44:25] The EDAC has reviewed literature and best practices from across the country on how to conceptualize and implement gifted and talented programs. The committee also recognizes the work that has been done by the board and other committees to explore gifted education opportunities.

[00:44:42] In alignment with the strategic plan, and in an effort to reduce barriers and to support equitable access, EDAC recommends that along with considerations of academic prowess and acuity, we also recognize the diverse continuum of the types of students' gifts and talents.

[00:45:02] EDAC members have identified three opportunities for continued growth and improvement in these efforts. They include explore critical thinking course opportunities with a focus at the middle school level. An example may include an elective course or a summer course open to all students that would serve as a supportive platform for students transitioning into advanced honors or AP classes.

[00:45:30] This adjustment aims to assist talented students who are stepping into these challenging courses for the first time. Two, communicate guidance for families to navigate pathways from elementary through middle and high school, including specialty center options made available in print and digital formats and across multiple languages.

[00:45:54] And three, explore application platform options for students and parents to easily navigate selecting specialty center and program opportunities. I will now turn it back over to Tiffany to share the HCPS administrative response to these recommendations.

[00:46:14] - Thank you, Nicole and Kyle. I want to thank all of the EDAC members for their careful consideration of equity and diversity issues and for their thoughtful recommendations. As expressed by other advisory committees and HCPS departments, we're eager to continue in collaboration and partnership.

[00:46:33] On behalf of Dr. Cashwell and school administration, I am happy to share the HCPS administrative response and next steps to the provided considerations, which include collaborating with the Department of Learning to evaluate pilot programming opportunities of critical thinking learning platforms to help build students' intellectual capacity for gifted and talented learning opportunities, collaborating with the Department of Learning and School Counseling to share pathway guides with families, and collaborating with other HCPS departments

[00:47:09] to explore application platform options for families. - Thank you for your time, and we are happy to answer any questions you may have. - Thank you, Ms. Lewis and team. I will start with Mrs. Kinsella.

[00:47:28] - Thank you so much. If I may be the first one to congratulate you on the record today, Ms. Lewis, for your new position leading our equity and diversity as chief, congratulations. - Thank you. - And then moving right along into the presentation, I definitely, sitting on the multilingual committee, I appreciate the recommendation for not only print and digital access, but also the differing languages.

[00:48:03] The more I'm out in the community, the more I hear about the need for print, for items in print and items translated. So thank you to the committee for recommending that. If I may add another recommendation for us for the 24-25 school year, it's to expand student voice in EDEC.

[00:48:28] If we could please implement a mechanism to ensure all students and all voices are represented. And then that's all I have. Thank you. Thank you, Mrs. Kinsella. Mrs. Shea. Thank you so much. Welcome, Chief Lewis. It sounds so lovely.

[00:48:49] as well as Mr. McCollum and Ms. Anderson, thank you for being here. I love this idea of critical thinking course or coursework. When I taught physics, I used to, I mean, I do love some Newton's law and kinematics, but I used to always say that, you know, my focus is not just teaching physics.

[00:49:11] My real focus is teaching critical thinking and problem solving skills. And physics was just the conduit into which we did that. And so any way that we can really enforce critical thinking skills and problem solving perseverance with our students is excellent. And middle school is such that challenging time that we know student engagement can be extra hard.

[00:49:34] And so to get them something to sink their teeth in and get excited about and move them into high school coursework, I think is such a great idea. So thank you for bringing that forth. And I also love

this idea of what almost sounds like an HCPS common app for the specialty centers to make it more accessible in terms of applying and make the application process more streamlined.

[00:49:58] So thank you for bringing these recommendations forward and I really appreciate the admin response too so we can understand how this is impacting the work that's gonna be done. So thank you all. - Thank you Mrs. Shea and I just wanna make sure that we note where we are with our time at 5:45, colleagues make sure that we are being good stewards of time and making sure that we get through our topics in time for our monthly meeting with that being said i'll turn the floor over to mr young all right thank you chief lewis um cal and principal nicole i do sit on this committee and

[00:50:38] the work that that we all do in this space is really important and we're a better county for it. I like how we find the gaps and then we reduce those barriers. Like that's the biggest thing that EDAC does is go out and find the gaps that no one knows exists such as streamlining the specialty center application process. Having one place to go for our parents, for our stakeholders to kind of look and see what they can do in one spot. So I'm thrilled to be on this committee. I can't wait to see what we do in the future. I've only been to two committee meetings since January but i'm thrilled um i'll be a good steward of time as well because i can talk about this for a while

[00:51:16] but thank you for all the work that this committee does thank you mr young mr irving thank you all for the presentation in light of the time i will just say that i concur with all the recommendations and thank you for taking time to come and present them to us thank you thank you again chief and team dr cashwell thank you again i really appreciate hearing from the committee and our final committee

[00:51:41] report for this evening is our SHAB, our School Health Advisory Board. Good evening, Chair Atkins, Superintendent Cashwell, and board members. My name is Liz Parker, and I'm the Director of Student Support and Wellness. And this evening, we will be providing the School Health Advisory Board,

[00:52:13] or otherwise known as the SHAB, annual update to include presenting the 2024-27 slate of recommended members for your consideration for the 2024-25 school year, as well as the administrative response to the priorities for the 2024-25 school year. In direct alignment with Destination 2025, the purpose of the Student Health Advisory Board is to assist Henrico County's school board and superintendent in the development of school health policy, including nutrition and

[00:52:48] and physical activity standards, as well as in the evaluation of the statues of school health, status of school health, health education, the school environment, and health services. The SHAB committee holds public semi-annual meetings and encourages participation by the HCPS community and general public to develop, implement, and maintain wellness goals for HCPS students. Additionally, the SHAPS purpose includes assisting HCPS in conducting a triennial assessment of its local school wellness policy, as required by the U.S. Department of Agriculture

[00:53:25] and Virginia Regulations. And this is to determine compliance with and in regulated, with regulated regulation, related regulation, the extent to which the HCPS school wellness policy compares to other model local school wellness policies and the school division's progress in obtaining the goals of the HCPS wellness policy. HCPS is currently in the final stages of completing this policy and assessment and the results of the 21 to 24 local school wellness policy assessment will be available on June 30th and made public on the school nutrition

[00:54:04] Services webpage. Annually, the Student Health Advisory Board forwards a slate of membership nominees for consideration and appointment by the school board. Per its bylaws, the SHAB's membership will be comprised of no more than 20 members, and members will include broad-based community representation, including parents and legal guardians, students, health professionals, educators, and others. Before you is the recommended 2024 to 2027 membership slate of nine new parent guardian members by magisterial district, so a total of 10.

[00:54:42] On this slide, you'll see the recommended 2024 to 27 membership slate of seven community members and professionals, as well as one student member. And finally, on this slide, you'll find the 2024 to 27 recommended membership slate of two Henrico County Public School principals providing representation from both the elementary and secondary level. In addition to the membership slates just shared, there are a number of ex-officio non-voting members, including those members listed here. That concludes the membership slate recommendations for consideration, and now

[00:55:21] we'll shift our focus to SHAB's previous recommended goals and priorities. As you will recall, the SHAB was reinstated in December of 2020. Since then, the committee, with the support of its four established subcommittees, has focused on the four goals seen here, which encompasses the work of policy, nutrition, social, emotional, and overall student wellness, as well as digital citizenship.

[00:55:49] For the 2024-25 school year, SHAB recommends continuing to prioritize the same four goals that are already in place to further positive outcomes for students related to school health and overall well-being. The SHAB's new membership slate will also have an opportunity to calibrate and discuss any additional goals specific to the needs of our HCPS students for prioritization in the 2024-25 school year.

[00:56:16] Results from the local school wellness policy triennial assessment will also be available to help inform the SHAB's development of wellness initiatives in the school environment for the next three years. HCPS administration is eager to collaborate with the SHAB's new membership slate once appointed to support and promote all finalized goals and priorities for the 2024-25 school year.

[00:56:40] Looking ahead, the SHAB's meeting dates, times, and locations listed here will also be posted on the HCPS public calendar. Meetings are open to the public and all are welcome and encouraged to participate in working together to meet the goals of the School Health Advisory Committee.

[00:56:58] Thank you and at this time I'm happy to answer Any questions that you might have about the School Health Advisory Committee? Thank you so much. We will begin to my right with Mrs. Shea. I'm excited to see goal number four around digital citizenship to be part of y'all's focus because we know that has such a profound impact on students, students' mental health, students' academics, all sorts of things.

[00:57:20] And so we need all stakeholders wraparound to figure out how to, I don't know if solve but it's the best word, but how to best support our kids and find the right boundaries and implementations. And so thank you for tackling this.

[00:57:35] - Thank you. - And Mr. Irving. - Thank you for presenting to us. This is useful information and it is well appreciated and taken. - Thank you. - Mr. Young. - Yeah, no questions, but thank you for the presentation. - Thank you.

[00:57:50] - And Mrs. Kinsella. - Yes, thank you for the presentation. I would just like to tell you how much I appreciate the goals remaining the same. um because the goal we still have work to do on those goals right yes especially when we compare it to our climate surveys from this year um social emotional support

for students was a priority consistency of behavior expectations from staff is a priority and an opportunity student conflict resolution the staff said it was a priority bullying student staff and family said it was

[00:58:30] an opportunity for the division so i just commend the committee's work here and look forward to hearing about the progress we make in these areas thank you so much thank you mrs kinsella and being on the committee i guess five years now we've come a long way coming through covet and we continue to do excellent work and purposeful work and work in which we see positive results for and there is more to do but please take my sentiment and share with the rest

[00:59:05] of the committee to celebrate and replenish so that we can continue to be excellent in what we do in wellness across the board for every student staff and school communities thank you so much for all that you do thank you dr cashwell thank you members of the board that completes the review of the annual reports from our advisory committees. The next item we have is a brief recap of the previously presented Student Code of Conduct set of revisions. We've made some additional revisions related to board feedback. I know you've had an opportunity to review those, so we'll just cover

[00:59:42] some highlights here and answer questions you may have, and then we'll be seeking your approval at our monthly meeting following this meeting. Dr. Noel. Thank you. Madam Chair, members of the board, Dr. Cashwell. Today I'll be sharing with you the second reading of the proposed changes to the 2024-2025 Code of Student Conduct. As you recall, on April 18th we discussed the previously proposed edits, including those related to student activities contract, technology and internet, alternative placements of students, and the self-defense definition.

[01:00:15] There are no new proposed changes to the above topics. Before we begin, I believe it is worth repeating that each year we consider input from a variety of HCPS community members when proposing changes we listen to the voices of our students staff parents guests parents guardians including student advisory committee teacher advisory committee and a policy committee as we prepared recommendations for your consideration in April we did not bring any proposed changes to the cell phone policy but based on feedback from the school board and input from HCPS leaders today we will we'll review some proposed changes to the cell phone policy.

[01:00:50] As stated in April, our current policy has been carefully crafted and has received affirmation from various stakeholder groups. Current guidelines for cell phone usage in schools are comprehensive and designed to ensure a conducive learning environment. They outline clear guidelines for when and how cell phones can be used.

[01:01:08] The proposed changes before you today reflect suggestions from the April meeting related to inclusion of smartwatches and bring further clarity and consistency in language. From the feedback given by our elementary and secondary administrators, we've also updated language related to consequences for those students who do not meet our expectations.

[01:01:26] The goal of these changes is to support consistent implementation across the district. The current code of student conduct has elementary and middle schools in one section with the following language. The proposal is to remove middle school and add the new language seen here in red.

[01:01:43] The major proposed change in this section is the revised prohibition of devices from scheduled class time to the school day. And we propose adding smart watches with cellular service with Wi-Fi connectivity. If approved, the final elementary school policy will look like this.

[01:02:01] Next, we'll discuss recommended consequences for elementary schools who do not meet our expectations. The current list of recommendations are here. The proposal is to change this section again and remove middle school and add the language in red.

[01:02:17] If approved, the final recommendation for these elementary school students are seen here. Moving now to cell phone policy for high schools, our current policy has the language you see here on screen.

[01:02:34] Our proposal is to first change it from high schools and make it secondary schools, which also includes middle schools, and remove the current language. The proposed language for 2425 will be the language you see here in red. It again aligns with, it again includes smart watches and makes introductory language consistent with elementary.

[01:02:55] The use of the devices will continue to be prohibited instructional time unless approved by the teacher. And if approved, the final 24-25 Code of Student Conduct for cell phones will be as follows. The 23-24 Code of Student Conduct lists the following consequences for violations of our cell phone policy. For this section, we again propose shifting from high schools to secondary schools and adding the language you see here in red. And lastly, if approved, the final recommended consequences for secondary schools shall be the following consequences you see here. The edits strive to bring additional clarity and consistently to the

[01:03:34] policy. Furthermore, we recognize that there must be consistent and effective implementation across the entire school district in every school. Our commitment to assisting and supporting schools and consistently implementing cell phone policy in the upcoming year will include, but not be limited to, sharing guidance, resources, and best practices from within HCPS, professional learning for school leaders on consistent implementation of current range of consequences, interactive norming exercises of the 24-25 Code of Student Conduct at the Day of Positive School Climate and Outreach, and updating documents providing training for administrators and holding school assemblies. All of the above contribute to ensuring clarity and effective implementation.

[01:04:15] These measures can help align everyone's understanding and approach to behavioral expectations with the goal of leading to a more cohesive and effective implementation. As I close, we will have the Code of Student Conduct available online, translating to the five most common languages. Other languages will be available upon request.

[01:04:32] Hard copies of the Code of Student Conduct will be provided to our comprehensive and alternative schools. Thank you, and I will answer any questions that you might have. Listen, Dr. Noel, you certainly got that memo that I gave to my colleagues on our 6.30 time frame, and I want you to recognize that I noticed, and I'm sure my colleagues did as well.

[01:04:53] So I want to say that specifically to you. I'll now open up the floor to my colleagues, starting with Mr. Irving. Thank you for the presentation. I appreciate that our feedback from the previous meeting was heard on this. I would like to commend on the changes.

[01:05:10] I think segregating elementary from middle and high school makes a lot of sense just developmentally. I like the language changes where it says for the entire school day for elementary so that they were just in backpacks and put away. You know, at that age, it's just developmentally not great to have the cell phone during that time.

[01:05:31] For middle and high school, and I should say, I commend the fifth accountability measure for elementary, turning in the device daily. I think that is a type of consequence that is only done after all other options have been exhausted.

[01:05:48] But it is a way that, you know, if implemented correctly, and that's that's going to be the key with all of this is implementation and building administration, feeling that they have the authority to do this and that they will be backed up by not only the central office team, but also by us as a board to implement this.

[01:06:07] I think that that's an effective deterrent mechanism, you know, for for secondary. I think that the only thing that gives me pause as a high school teacher myself is unless being used for instructional purposes with the teacher's permission.

[01:06:24] I think that that is a gray area that could potentially lead to uneven application of this because, you know, I love all my teacher colleagues, but not all of us are as firm in enforcement of rules as we could be.

[01:06:41] and I worry that a teacher's permission could be very broad around cell phone usage, and so that's the only thing there that gives me pause. I think the rest is great, and again, the fourth offense for accountability is, again, the type of thing that is needed to be a deterrent mechanism, and it, again, as always, comes down to implementation. I think if we do the implementation effectively, then this will yield a lot of positive results that'll make, you know, students' lives easier and better. And I, you know, I can experience that myself. I had some my students tell me at the end of the year that at the beginning of the year, they hated how strict I was about cell phones. But at the end of the year, they enjoyed my class the most because it

[01:07:21] actually made them interact with each other. And so I think that while there will be nervousness about this and a lot of anger, I think, from students initially, they will come to appreciate this. They will come to appreciate the better connections with each other. The staff, I think, appreciate this tremendously, and I think parents will too. So thank you for all of this. Thank you.

[01:07:42] Mr. Young. Thank you, Dr. Noel, for the presentation. Everything Madison said is true. I guess the biggest thing for me is going to be consistent enforcement at different schools, at different levels, and just having that consistency across the division is going to be extremely important, even with consequences. Not sure how many chances we will give at a first offense or a third offense, right? I just want to see consistency there. When it comes to high school, I'm not sure how you all are going to implement, whether I have the cell phone out in first period versus fifth period, but I'm guessing that's all going to fall under implementation, correct?

[01:08:21] Yes. And training. Any ideas around implementation right now that you guys can share? I'm happy to speak to that and also want to address Mr. Irving's comment related to the teacher autonomy piece. So, you know, one of the things Dr. Noel and his team and all of our directors and school leadership really leaned in both to our teacher advisory committees. And one thing we heard was balancing that there are times when teachers may have an instructional practice or use in which they'd like students to leverage their phone. And so, you know, we wanted to maintain that autonomy. Again, also really enforcing that teachers have the

[01:08:59] authority to then say, put it away. And when there are students who break the rules, that the consequences are supported and are clear. So certainly as we lean into implementation this year, that's an area we can continue to monitor as far as ensuring consistency. As far as implementation, we also, a number of our secondary schools, both middle and high school, were using practices that very much mirror what these changes reflect and had either pouches or boxes in the classroom, depending on the school and what they chose to purchase, that were effective

[01:09:34] in allowing the devices to be placed there and out of the hands of the students during class time. And so that was the desire of the principals. And so there were a couple of options, and we want to make sure we're honoring what buildings may already be using, but also providing support for all buildings to have a consistent plan within some parameters. So yes, that's what it'll look like. And again, we'll work through those implementation pieces with our schools driving towards consistency. All right. Thank you. Thank you. And Mrs. Kinsella. Yes. Thank you so much for

[01:10:13] all of your work on this, Dr. Noel, especially for hearing the feedback from the board and then Dr. Cashwell and Dr. Noel and team for taking it back to the building leaders to vet what does it look like at the elementary school and the middle school and the high school I even looked through some of my high school syllabi at home and fortunately they all referenced the Henrico Schools policy as it existed before each and every syllabus I looked at at home so I was pleased to

[01:10:49] see that so I think the two key words here are consistency and communication I think with these changes or um it's not really changes because the policy existed um i think with the consistent enforcement of the cell phone policy across the division i think communication is going to be key no matter what level your students are in school and somewhere in our communication can we please disclose that our medically challenged children who rely on cell phone devices with medical apps

[01:11:27] on them will not be compromised um with this policy and that's all i have thank you thank you thank you mrs kinsella dr cashwell i heard you did you want to speak just i was acknowledging uh mrs kinsella's feedback and yes absolutely and we'll make sure it's clear to our administrators for students with medical health plans as would be the case for any accommodation whether it be a phone or some other um procedure we'll we'll make sure that's clear thank you and mrs shea um thank you so much a lot of almost all my boxes have already been checked by you dr noel

[01:12:04] or one of our colleagues but i really appreciate the specificity around electronic devices and smart watches including that i appreciate you sharing how we're going to build consistency across buildings i think that was really what we talked about a lot a couple months ago is we've got the policy. How do we be consistent? And Mr. Irving, absolutely ensuring principals and staff feel the support and the authority to implement it is crucial. And I was going to ask what Mr. Young did about what we're purchasing to support schools with implementation. But Dr.

[01:12:39] Katchel, I really appreciate how you're supporting whatever school culture, whatever best fits the school culture to implement this with consistency, so thank you for allowing the building some autonomy with how it's implemented, as long as it's implemented consistently.

[01:12:56] I think that's important. And then just one question, well, just one comment, I should say, is as we look at implementation, please ensure that we make sure that for staff, when staff confiscate a device, that it does not become an extra lift on that staff as much as possible.

[01:13:24] I know in some years prior, the act of having to confiscate a device was then a lot of paperwork and that sort of thing for the teacher on the back end, which could be a deterrent from implementation. So looking at that as well.

[01:13:40] And then I've had quite a few constituents reach out to me about some of these policies discussed and lots of support for limiting usage of cell phones. And one parent shared that she, just for anybody listening, she turns on the screen time limit from the Apple app. So her child cannot actually use the phone during school hours, that it's like blocked off and locked off and limited through that way. So obviously not something for our policy, but for those who are interested in this and looking at ways to creatively ensure their child is following it,

[01:14:19] it has worked for them. So thank you. Thank you, Ms. Shea. I have a question and just a few brief comments. First, thank you for your efforts. I acknowledge that you've taken this feedback and thoughtfully put it in your presentation. I also wouldn't like Dr. Cashwell for the board to receive an overview of the implementation schedule along with understanding how the, speaking to Mrs. Shea, I also am pleased to know that principals who understand the culture of the building are best at figuring out what to put in it, whether it's a pouch or whatever

[01:14:58] it is. So I'd like for the board to receive a high-level overview of all of that. Absolutely. The other part of this is there was one piece of feedback that I shared, and I just want to learn what the outcomes was, whether it was a conversation or not regarding strengthening the language in the last bullet on page six. It was under responsibilities of parents and guardians. That's not in here. Now I'll give you a moment. I will have to get that because it's not presented in the presentation today, but I will absolutely get that information for you. That's fine, and I want to be clear. I definitely did some research on this, and the reason why it is

[01:15:38] important to me. And I think it's also important when it comes to conflict with parents and confiscating devices. It's not that easy. It's not that easy for teachers to take a cell phone from a high school student at times as well. And so being clear on the responsibility for parents is helpful when you're having a conversation with a parent to say, listen, it's in our code of conduct your responsibility around your conduct the bullet currently asks for parents to be polite

[01:16:13] and while that is kind i would like that language to change from polite to respectful and i'm going to tell you why because politeness is more about outward behavior and adhering to social norms respect is more about an inward attitude and recognizing the value of other people and that's why it's important if we're going to ask that from our staff because that line of respect is in responsibilities for staff and our code of conduct it certainly should be

[01:16:44] a bullet point for parents as well because it helps us with being authoritative in requiring respect if we have something to speak to and it's listed and memorialized in our code of conduct So again, I would love to learn more about what conversations you have about it.

[01:17:05] You are the expert in figuring out the wording of it, but I am going to harp on that so that our teachers or whomever is confiscating devices have another tool to use and they can refer to. Because right now what they have to refer to is please be polite, not looking for polite.

[01:17:23] I can be polite and say something really nasty, but what I can't do is be respectful unless you put this in there and speak to it so I won't harp on it I'm grateful for all of your feedback and thank you so

much for your presentation thank you thank you and I just noted your suggestions Mrs. Atkinson not just within the code but in communications will prepare for schools related to implementation and for families your point is well noted related to parent responsibility guardian responsibility all right the next and the last items I have for you are a brief review and really an opportunity to take a quick look and answer any

[01:18:02] questions about policies. There are 24 being reviewed. Again, many of these you have seen before. Others are on first review based on some legislative changes and needs to enact changes based on federal changes to Title IX. So the first one is 5.01 and that's a new standalone English learner policy and this is a second review and again seeking your approval this evening if there are any questions. Thank you Dr. Cashwell. I am going to ask collectively versus individually for feedback colleagues. Are

[01:18:36] there any feedback on this policy? Seeing heads say no. I'll turn the floor to you. The next are 5.02 through 5.12. This is a package again for second review. You've seen these before related to research and evaluation policies.

[01:18:53] Thank you, Dr. Cashwell. Colleagues, again, I'm going to open the floor for feedback collectively. Colleagues, is there any feedback on any of these policies? Just a quick question. Superintendent, did we get any public feedback on any of these policies?

[01:19:09] No, we did not. Thank you. Dr. Cashwell. Next, our policies, items 15.13, 15.15, and that was a batch related to technology and acceptable use-related policies, and again, this is a second review of those.

[01:19:30] Colleagues, do you have any questions, concerns, or feedback? Dr. Cashwell. Thank you. Next, the next batch, 5.16 through 5.19, are proposed changes to implement legislation from the 2024 session, which need to go into effect July 1, 2024. So this is a first review of those. And again, they're based on legislative changes. Colleagues, do you have any feedback, questions, or concerns? Dr. Cashwell. Thank you. The next one, 5.20, is an annual review as required

[01:20:07] by law of our seclusion and restraint policies. So again, this is a first review as part of that annual review. Thank you, Dr. Cashwell. Colleagues, do you have any questions, feedback, or concerns? Hearing none. Dr. Cashwell. And the final batch 5.21 to 5.24 proposed changes to implement federal U.S. Department of Education regulations on Title IX, which go into effect August 1, 2024. This is a first and only review, and you'll notice there were a number of edits there again to bring us

[01:20:45] into alignment with the new approved Title IX regulations. Thank you, Dr. Cashwell. Colleagues, feedback, questions, concerns? Dr. Cashwell. That concludes items from me. The next item on our agenda is unfinished business. Colleagues, I invite you to address any outstanding matters at this hearing none I'll move on to agenda item number 10 which is new business

[01:21:19] colleagues do you have any new business to present at this time hearing none the next item and the last item on our agenda are the announcement of the meeting dates the next school board meeting is this evening June 6 2024 at 6:30 p.m. right here in our new bridge auditorium this meeting is adjourned



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