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Henrico County School Board Work Session, Thursday, October 9, 2025

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[00:00:59] Good afternoon. Welcome to the October 9th, 2025 work session of the Henrico County School Board.

[00:02:20] The first item on the agenda is the Pledge of Allegiance and Moment of Silence. Dr. Cashwell? Oh, Dr. Cashwell's team, Mrs. Cooley. Good afternoon. Please join me in the Pledge of Allegiance.

[00:02:39] I pledge allegiance to the flag of the United States of America, to the republic, one nation of God, visible, with liberty, and justice for all.

[00:02:56] As you're able, please join us for a moment of silence. That concludes our moment of silence. Thank you. Thank you so much, Ms. Coy. Colleagues, the next item on the agenda is the approval of the agenda.

[00:03:15] Do I have a motion? I move that the school board approve the agenda for today's meeting. Moved by Mr. Irving. Is there a second? Second. Seconded by Ms. Kinsella. All those in favor say aye. Aye. Opposed. The ayes have it. The agenda has been approved. The next item on the agenda is to move into closed session. Colleagues, is there a motion?

[00:03:37] I move that the school board go into closed session for the discussion of matters covered under items A2 of section 2.2-3711 of the code of Virginia, 1950, as amended pertaining to the request for religious exemption from compulsory attendance that would involve the disclosure of information contained in scholastic records concern and individual students moved by mr young is there a second seconded by miss atkins all those in favor say aye any opposed the ayes have it we're now going to move into closed session we

[00:04:06] will resume our open meeting at its conclusion welcome back um colleagues is there a certification

[00:36:51] of closed session move that the school board certified by 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 REGINIA FREEDOM OF INFORMATION ACT AND IDENTIFIED IN THE MOTION AUTHORIZING THE CLOSED MEETING WERE HEARD, DISCUSSED, OR CONSIDERED IN CLOSED MEETINGS.

[00:37:15] MOVED BY MR. YOUNG. IS THERE A SECOND? SECOND. SECONDED BY MR. IRVING. ALL THOSE IN FAVOR SAY AYE. ANY OPPOSED? THE AYES HAVE IT. CLOSED SESSION HAS BEEN CERTIFIED. DR. CASHWELL. THANK YOU. AND GOOD AFTERNOON, MADAM CHAIR, MEMBERS OF THE BOARD, AND TO THOSE WHO HAVE JOINED US. THE FIRST RECOMMENDATION is that the school board approve requests for release from compulsory school attendance for student case numbers 25-26-RE-6 and 25-26-RE-7 based on bona fide religious beliefs and as always the names of the students are protected under the virginia freedom of information act colleagues

[00:37:54] is there a motion i move that the school board approve the request for religious exemption from compulsory attendance for student case number 25-26-RE-6 and 26- I'm sorry 25-26-RE-7 thank you Ms. Atkins moved by Ms. Atkins is there a second second seconded by Ms. Kinsella all those in favor say aye aye any opposed the ayes have it the religious exemptions have been granted thank you

[00:38:29] FOR THE NEXT ITEM, THE BOARD WILL RECEIVE A PRESENTATION OF UPDATES TO THE REQUESTED ADJUSTMENTS TO ATTENDANT ZONES USING NEWLY AVAILABLE CURRENT YEAR ENROLLMENT FIGURES, AND MS. RACHEL THAYER IS COMING FORWARD TO PROVIDE THAT INFORMATION TO THE BOARD.

[00:38:46] GOOD AFTERNOON, MADAM CHAIR, MEMBERS OF THE BOARD AND DR. CASHWELL.

[00:39:01] TODAY I WILL BE PRESENTING THE BOARD WITH UPDATED ENROLLMENT FIGURES FOR THE STANDING REQUESTED BOUNDARY ADJUSTMENT SCENARIOS THAT RESPOND TO YOUR AUGUST 28TH REQUESTS. given the board request for scenarios in august staff used the most current data available at the time to prepare scenarios for prompt review with an understanding that new data would be available in early october we are here to take a look at the new enrollment data to provide a new lens to examine the proposed scenarios as a reminder school spaces fall within journey to 2030's focus area of learning environment with the goal of all students and staff learning and working in safe

[00:39:40] welcoming and innovative spaces the division's enrollment count is taken annually on september 30th per guidance issued by the virginia department of education this ensures each division provides the state with comparable enrollment data this count is taken by utilizing our student information system power school and it goes through a preliminary review process with the state for

accuracy then a final version is submitted to vdoe at the end of october and hcps releases the official enrollment counts at the november school board meeting the figures we are

[00:40:15] discussing today do come from our September 30th count however these figures have not gone through that initial review process yet any figure we discuss today is still in the preliminary stages and while they will be close to the final figures that will be released in November there may be some minor changes seen between now and then generally functional capacity is an estimate of how many students a school can accommodate the video provides a formula that takes into account the various ways in which rooms are used depending on grade levels and program types. Thus, each year, functional capacity is assessed for each school to account for

[00:40:52] any changes in programming or number of grade level classrooms or sections. Fluctuations in functional capacity year to year are generally minimal and can occur regardless of the number of total students served in a building. As a reminder, all of our schools are built to operate at 100% functional capacity. However, functional capacity is only one way of assessing a school's capacity for serving the students and programs within it. Many older buildings were not designed with current programs or office spaces in mind. Therefore, we work with school administrators to support the specific needs of their building within the

[00:41:28] context of their unique physical layouts. Our total enrollment for this school year is 49,008 students. It is important to note that enrollment figures fluctuate throughout the year, which is why VDOE has designated September 30th as a static point in time for all divisions across the state. Comparing September 30th counts between last year and this year, HCPS has decreased by nearly 400 students across K through 12. The division also calculated a total functional capacity of 57,504. This means about 84% of our current

[00:42:05] capacity is being utilized. This table shows the enrollment of our elementary, middle and high schools for the last five years. As you can see, enrollment at all three levels has had periods of growth and periods of decline over the last five years. However, one consistent trend has been a steady decline in high school enrollment since the 2022-23 school year.

[00:42:32] As enrollment numbers are finalized this fall, the board will be provided specifics by school. For today's presentation, we will look at the updated enrollment and capacity figures in the context of the proposed boundary adjustment scenarios. Getting into the scenarios themselves, staff have updated the slides to reflect the removals of the Davis and Hungry Creek scenarios, along with the requested change to the Cuyahuisin scenario. Starting with Carver, the functional capacity for Carver has increased by 4.3% from last school year to this current year. This scenario remains unchanged from the September

[00:43:07] 11th presentation. As you can see here, the left-hand side illustrates the impact of the scenario using the 2024-25 data, and the right side illustrates the impact using 2025-26 data. The change here is fairly minimal. At the middle school level, staff have prepared a new Cuyahawson SCENARIO BASED ON FEEDBACK FROM THE SEPTEMBER 25TH WORK SESSION. THE NEW CUYAQUISON IS SCHEDULED TO OPEN IN THE 2027-28 SCHOOL YEAR WITH AN ADDITIONAL 100 SEATS. HERE'S A BRIEF REMINDER OF THE

[00:43:45] AREAS UNDER CONSIDERATION. SECTION 1, SEEN IN THE BLUE STRIPE AREA IN THE BOTTOM CENTER, INCLUDES MOVING STUDENTS IN THE BRANDON, DEER LODGE, MORELAND WEST, AND SLEEPY HOLLOW NEIGHBORHOODS WHO ARE CURRENTLY ZONED FOR TUCKAHOE MIDDLE

INTO CUYAQUISON MIDDLE. STUDENTS IN SECTION 2 SEEN IN THE ORANGE STRIPE AREA NEAR I-64 WOULD MOVE STUDENTS FROM CUYAQUESON TO TUCKAHOE.

[00:44:06] THIS INCLUDES ANDOVER HILLS, MAYLAND TOWNS, PEMBERTON OAKS AND WEST BRIER. THIS SCENARIO ALSO MOVES STUDENTS LIVING IN SECTION 3, THE CROSSINGS AT SHORT PUMP, FROM CUYAQUESON TO POCAHONAS MIDDLE. THIS BOUNDARY ADJUSTMENT IS SHOWN IN THE SMALLER PURPLE STRIPED AREA NEAR THE TOP CENTER OF THE MAT. SECTION 4 WAS REMOVED AT REQUEST OF THE BOARD. THE SUBDIVISIONS ON THE slide are not a comprehensive list of all the impacted neighborhoods involved in this or any of the scenarios these are simply to provide a general idea of where these sections are a comprehensive list of all of the subdivisions is available on the hcps webpage titled redistricting

[00:44:45] 2025. this slide illustrates the scenario impact using school year 2024 enrollment and a new chart showing impacts of the scenario using this year's updated data you will know a significant impact to tuckahoe middle in this scenario due to the higher than projected enrollment at this particular middle school last fall qms was at 77 and this fall they are at 73 last fall tms was at 82 and this year they are at nearly 90 as it relates to programs the 150 cfi seats are consistent in both

[00:45:23] of these charts however there is a numerical change in ibc balancing between the two charts THIS DOES NOT REFLECT A CHANGE TO PROGRAMMING OR FEWER STUDENTS BEING REBALANCED. IT DOES REFLECT THE BALANCING OF IB SEATS THAT IS NOW UNDERWAY THAT WAS NOT UNDERWAY DURING THE 2024 SCHOOL YEAR. IN THE 2025 YEAR DATA, 25 OF THE 105 STUDENTS ARE CURRENTLY ATTENDING TUCKAHOE MIDDLE AND THEREFORE ARE ACCOUNTED IN THE TOTAL ENROLLMENT OF TUCKAHOE MIDDLE.

[00:45:52] AS A REMINDER, THE REBALANCING OF IB SEATS AT THE MIDDLE SCHOOL LEVEL SLOWLY MOVES SEATS FROM moody to tuckahoe as new classes of sixth graders enter the program each year additional seats are phased out of moody ib and into tuckahoe ib the 80 seats accounted for in the chart reflect the total number of ib seats that will shift over the next three years so that the entirety of the shift can be estimated in the scenario at the request of chair shea i want to share enrollment projections at these schools with the programmatic changes but without the impact of boundary adjustments

[00:46:31] In this case, Fuyaquasin would be at 78.5% after accounting for current enrollment and the new Center for Innovation seats with no boundary adjustments. Likewise, Tuckahoe would be at 95.8% after accounting for current enrollment and the additional 80 seats for IB rebalancing. Again, these are estimations at this point of time and are subject to change throughout the year or year to year. As with any school with capacity in the high 90s, HCPS will closely monitor enrollment numbers but more importantly we'll work with school leaders to support the actual needs of

[00:47:07] students and staff in the building and consider any mid-year or year-to-year adjustments as needed moving on to high schools the functional capacity for freemen has decreased by three percent from last school year to this current year this is before ace center students are accounted for on day one or day two this proposed scenario remains unchanged from the september 11th presentation section one seen in the orange stripe area in the center of the map includes moving students in the Candlewood, Gateshead, and Pinedale West neighborhoods from Freeman to Godwin. Section

[00:47:45] two, seen in the purple stripe area below section one, would move students from the Ednam West or Ednam Forest and Cabin Creek areas from Freeman to Godwin. Section three is similar to the area

shown in the Carver scenario with the Patterson West neighborhood moving from Freeman to Godwin as seen in the green stripe area in the lower left of the map. These charts show the net changes in enrollment and functional capacity and a comparison between the estimates using school year 2024 enrollment and school year 2025 enrollment. ACE impacts will be accounted for on the following

[00:48:22] slide freeman is estimated to have a net reduction of 133 students placing the school's functional capacity at around 94. This is due to the 52 student decrease in enrollment at freeman from last school year to the current school year. Godwin would have an estimated net gain of 133 students placing the school's functional capacity at around 95 percent. These are the ACE impacts. The top chart shows the original approximate impacts using school year 2024 data and the bottom chart shows the impacts using school year 2025 data. On day one, freeman would be at 88.6

[00:49:01] and on day two they would be at 90.9. These are significant drops from the estimations using school year 2024 data. Godwin would be at 91.5 on day one and 91.4 on day two, an increase from the school year 2024 estimations of 84.6 and 84.5. Tucker has experienced a decrease in functional capacity by 1.9% from last school year to this school year. As a reminder, the sections under consideration are section one, seen in the light orange stripe area in the center of the map,

[00:49:38] includes moving students in the Bonnie Bray, Glenside Woods, and Worcester Place neighborhoods from Tucker to Hermitage. Similarly, section two, seen in purple, includes moving students from Tucker to Hermitage, including the Westchase Townhomes development. Section 3, found on the far left of the map in green, includes the crossings at Short Pump moving from Tucker to Godwin. Looking at the impacts, Tucker is estimated to have a net reduction of 306 students, placing the school's functional capacity at around 87.2%. This is due to the 37-student decrease in enrollment

[00:50:16] at Tucker from last year to the current school year. Hermitage would have a net gain of 277 students placing the school's functional capacity at around 96.3 percent. Godwin would have an estimated net gain of 29 students placing the school's functional capacity at around 89.4. These capacity estimates reflect only the changes in this Tucker scenario moving on to ACE impacts. On day one, Tucker would be at 83.3 and on day two they would be at 84.3. These are drops from the school year 2024

[00:50:54] estimations. Hermitage would be at 89.4% on day one and 89.5% on day two. This is in part because Hermitage has the highest number of students enrolled in the ACE Center programs, with 15.3% of the student population participating this school year. Godwin would be at 86.1% on day one and 86% on day two. Finally, we'll review the Henrico scenario. This scenario remains unchanged from the September 11th work session. Section one, seen in the orange stripe area in the top

[00:51:31] center of the map includes moving students from the Chamberlain Farms and Lakeside Terrace neighborhoods from Hermitage to Henrico. Section 2, seen in the lower center of the map in purple, includes moving students from Highland Springs to Henrico, which impacts the Central Gardens and Woodville neighborhoods. Finally, Section 3, found adjacent to Section 2 in green, includes the portion of the fairways development zone for Highland Springs moving to Henrico.

[00:51:56] This scenario has Henrico increasing by a net 333 students, with 75 of those students being the seats slated for the new cybersecurity specialty center that is opening in school year 2026-27.

[00:52:16] Henrico would be an estimated 80.7% functional capacity. Highland Springs would have a net reduction of 61 students, placing the school's functional capacity at around 83.1%. Please note that Section

3 now has a student population included in the school year 2025 data, as these residential units are actively being built and sold.

[00:52:38] The projected number of student yields is maintained at 20 in the Henrico portion of the chart. Hermitage would have an estimated net reduction of 182 students, placing the school's functional capacity at around 73%. These capacity estimates reflect only the changes in this Henrico scenario.

[00:52:57] Moving along to ACE Center impacts for these three schools, Henrico on day one would be at 76.4% and day two would be at 78.9%. These are drops from the school year 2024 estimations due to Henrico's high enrollment decreasing by 49 students this year. Highland Springs would be at 76.8% and 79.3% for day one and day two, respectively. Hermitage would be at 66.2% on day one and 66.3%

[00:53:32] on day two this slide provides an overview of the high schools when all three scenarios are implemented simultaneously with the updated school year 2025 data this chart displays the net changes for each of the six high schools that could be impacted should these scenarios move forward two of these schools are impacted by more than one scenario specifically godwin and hermitage so it is important to note that these figures will not match prior slides for their estimated enrollments or functional capacity percentages as a review of the overall functional capacities for

[00:54:07] these schools before ACE Center students are adjusted for from the capacity. Freeman is estimated at 94%. Godwin is estimated at 96.4%. Henrico is estimated at 80.7%. Hermitage is estimated at 87%. Highland Springs is estimated at 83.1%. And Tucker is estimated at 87.2%.

[00:54:32] And for the board's convenience, here's a chart displaying the day one and day two estimated functional capacities for all six potentially impacted high schools using the school year 2025-26 preliminary enrollment data now that you've seen the overall changes using the new enrollment staff were asked to show impacts if not all students move to their newly zoned schools right away the school board has the ability to determine which grades are allowed to choose to remain at their previously zoned schools hcps has traditionally allowed for rising 11th and 12th grade students

[00:55:12] to choose to remain at their priorly zoned school for these next three charts staff were asked to show an approximation on what this would look like should rising 10th 11th and 12th grade students be allowed the choice to stay this chart assumes half of those eligible students remain at their priorly zoned schools these are only estimations to give a general sense of how this would how this could look if these scenarios are implemented for the freeman scenario there would be an offset of 48 students choosing to remain at Freeman. This brings the estimated functional capacity of Freeman

[00:55:47] for the first year of implementation down to 96.7%. At Godwin, it is the same offset of 48 students from those choosing to remain at Freeman, bringing Godwin to 92.4% functional capacity.

[00:56:03] These functional capacities will continue to adjust as more cohorts move into the newly zoned schools. For the Tucker scenario, there would be an estimated offset of 102 students choosing to remain at Tucker between 10th, 11th, and 12th grade. This brings the estimated functional capacity of Tucker for the first year of implementation down to 92.4%. At Hermitage, it is an offset of 93 students from those choosing to remain at Tucker, bringing Hermitage to 91.5%

[00:56:38] functional capacity for the first year. For Godwin, there's an estimated offset of five students remaining at tucker bringing them to 89.2 percent for the henrico scenario there would be an estimated offset of 90 students choosing to remain at either hermitage or highland springs this brings the estimated

functional capacity of henrico for the first year of implementation down to 75.9 percent for highland springs it is it is an offset of an estimated 22 students bringing them to 84.2 percent

[00:57:15] At Hermitage, it is an offset of 68 students from those choosing to remain at Hermitage, bringing that school down to 76.5% functional capacity. Again, these are just estimates based off 50% of eligible students remaining to give a general idea of impacts, as we cannot know exactly what percentage of students may choose to remain or move. You've seen the new scenarios with the new enrollment data and some estimates around expanding high school transition options. I'm I'm happy to answer questions about the data at this time

[00:57:51] before the board moves to discussion. - Thank you so much, Ms. Thayer. I know you have spent extensive amounts of time with the new membership counts and really appreciate you updating our scenarios for today.

[00:58:06] I think this is a critical piece as we continue to look at our proposals. So board members, I think we should tackle this kind of in some pieces. First, kind of some discussion amongst us. And then after we have gotten through discussion, we can go through and see where our consensus is for any modifications, et cetera.

[00:58:30] If we can go to the Kwiakasen middle school slide, I think it's like 10 with the new numbers. It is very clear seeing this year's numbers, you know, as Kwiakasen actually decreased from the projection and Tuckahoe increased the projection um that this is not a viable um it's not a viable solution in terms of section one and section two of the middle school map um i can't intentionally support putting a school

[00:59:06] over 100 especially looking at that with 104 that's just not a sustainable solution for any school or any school community um even with and then if we can go to the i think it's the next slide that looks at the numbers so this is the numbers without making any adjustments correct okay so if we reacted project with the programmatic seat increases but it again assumes enrollment would look the same over the next few years and as we've seen it could be up or down up and down yeah so this is our our our best um projection and um this gives me pause um looking at this

[00:59:46] As we see, you know, opening a new building at 79% while, you know, neighboring at 96% projected. Especially as this week we've heard considerable concerns from the Tuckahoe Middle School community about some constraints they're feeling now this year at 90%.

[01:00:09] Rachel, you talked a little bit about the functional capacity algorithm that's used. does this algorithm include, like, campus building style? For example, Tuckahoe Middle is an outdoor campus. Is that something that's included in the state algorithm?

[01:00:27] VDOE does not include that in the state algorithm. It is based specifically on classroom use. Okay. So, because I know you talked a little bit about new buildings versus old buildings. And so a traditional campus versus an open campus isn't taken into account in terms of functional capacity. And I know historically, we've kept some of our secondary open campuses kind of intentionally lowered. Like when we looked at the original Tucker building, when Ms. Kinsella and Ms. Atkins and I came on board before the rebuild, you know, they were considerably lower in their functional capacity because of some of the logistics of having an open

[01:01:06] campus, secondary open campus with class changes and that sort of thing. So I need to understand a little bit of how we got here and where we're going in terms of this capacity number. So

Rachel, what's the delta from our projected to our actual? So we projected Tuckahoe Middle to be at 1,197 students, which was about 88.8%. It is an increase of about 15 students from that projection TO PERCENT YEAR ENROLLMENT. OKAY. AND YOU KNOW, OBVIOUSLY UP FROM LAST YEAR AS WELL.

[01:01:47] SO DO WE KNOW WHERE, WHERE THESE EXTRA STUDENTS ARE COMING FROM IN TERMS OF FEEDER PATTERN OR NEIGHBORHOOD OR DEVELOPMENT? IS THERE SOME TREND WE SEE AS TO WHERE THESE INCREASES ARE WITHIN THAT ZONE? PART OF IT IS WE ARE SEEING SPECIFICALLY IN THE TUCKAHO MAGISTERIAL DISTRICT THAT SINGLE FAMILY HOMES ARE YIELDING MORE STUDENTS. SO PART OF THAT IS FAMILIES MOVING OUT OF their homes maybe their children have already graduated they're selling them to new families so we are beginning to see an uptick of students specifically in the tuckahoe magisterial district

[01:02:21] from single-family homes we are surprisingly seeing a decrease in students in apartment buildings in the tuckahoe magisterial district specifically interesting okay um so you know for me when i look at this capacity and you know hearing from our community pretty strongly this week and last week specifically about these numbers I think we definitely need to dig deeper into the Tuckahoe middle school capacity I pulled some numbers just from previous years to see where we were it looks

[01:03:00] like in 2023 um it was about at 78 percent in 2024 82 now we're at 90 um so to me as not a planning expert but you that's that seems to be suggesting a possible upward trend part of it is older housing stock typically sells for lower so that it's typically more affordable for families uh and IN TUCKAHOE WE ARE SEEING SOME OF THAT HOUSING STOCK BEGIN TO AGE TO THE POINT WHERE

[01:03:36] WHILE THE PRICES MAY BE HIGHER THAN OTHER PORTIONS OF THE COUNTY THEY ARE STARTING TO FALL DOWN SO THAT IS DEFINITELY A PORTION OF IT OF HOUSING AFFORDABILITY IS SHIFTING WITHIN THE COUNTY SO THAT WOULD BE ONE POINT THAT I WOULD POINT TO SPECIFICALLY WELL AND THAT LINES INTO WHAT YOU WERE SAYING EARLIER ABOUT THE SINGLE FAMILY HOMES YIELDING MORE WITH TURNOVER SO FOR ME I I don't think it's I don't think it's prudent to make any adjustments for section one or section two of this map in December.

[01:04:09] However I also don't think as a board it's responsible for us as we as we see what is possibly an increasing trend to kind of close our eyes and say oh it's just gonna be fine. You know we've seen Freeman just down the road they've been over 100% capacity for the better part of the last decade.

[01:04:30] I don't I don't want that same thing for Tuckahoe Middle School so I would like to see additional information around this as we get to second semester kind of a second semester check-in I know it's not the official membership count but kind of a second semester check-in as to what the Tuckahoe middle enrollment numbers look like are we still you know trending up kind of mid-year as well as to understand what the incoming cohorts look like for zoned students, as well as

[01:05:05] pending development. I know that there's not a lot of pending development kind of in that immediate area. RISE is currently building out. We haven't seen in RISE phase one huge yields of students, but we have RISE phase two building out. I know Reynolds has been approved, but that's a longer timeline but a significant number of units perhaps in there so kind of understanding I believe it's like six phases eight phases maybe but phase one is my understanding supposed to be

[01:05:41] a residential build out and so really understanding what the timeline of that looks like and how that could impact um as well and so um anyway i think obviously for me um sections one and two not a

viable solution um but and not prudent um to to move forward with in december but also as a as a board i think in order to be responsible we need to be looking at this and taking it taking a deeper or dive into where these capacity numbers are going.

[01:06:18] Section three, would you mind going back to section three of the map? So section three of the map is that pink part at the top. Section three is kind of independent of section one and section two, just as a reminder, this is the section of the map that is at Colonial Trail Elementary School then currently goes to Kuyakasen Middle School and Tucker High School it's also included because of that it's also included in the high school maps for a high school change and so I think that could

[01:06:54] remain in our consideration here if it was removed from consideration we would also need to update the Tucker map with the students moving from Tucker to Godwin and so yes so those are those are my my thoughts on the on the maps to start us off with um but also um i really appreciate you putting forth um these estimations for the high school transitions i think it's really helpful for us to see um actual projected numbers um by cohorts um i know you had to pick i apologize for

[01:07:31] interrupting you midstream i wonder if we could pause as you're giving your thoughts if other board members may have questions along with your thoughts would it be possible to sort of pause before going into transitions excellent i love that let's do that ms atkins and how about i um yeah so how about i go straight to you didn't expect that okay i'll throw it to you thanks one question that i have that i think would be incredibly helpful is a comprehensive understanding

[01:08:06] of planning and development for each district i think about the brand new highland springs there are things that we can plan for and things that we cannot however having a better understanding of projected development inclusive not separated out so that we could better understand i do not know if that's available but if it is i think that's something if board members agree that that we could see right now i know it's possible to independently see each district but it's hard to

[01:08:40] understand the impacts as they all spill over i think that would be very helpful especially when we are having new school buildings built um the second question may i just respond to that just because i want to make sure that you know you're heard related to what we provide for projected development so we certainly do work to keep the board apprised as the board of supervisors or the county government is approving development or considering development approval we do weigh in on that and when we are making projections for each and every school and or district those numbers are

[01:09:15] factored once the development is approved so while you might not be seeing it unpacked it is factored into those so we can work to sort of unpack how we get to those projections for board members hopefully to provide a little more insight there so it's interesting um the numbers we're receiving it's really on the back end that makes sense to me because you want to give factual information but i wonder if we could see what's being proposed so an example would be i know in my district

[01:09:50] there was a request for the planning commission and the planning commission gave the recommendation not to move forward it doesn't mean that it may not go forward but i also think that just having the insight to help us understand how the future of our areas are changing that part really would be helpful so one piece of this is facts we know the final decision from the board of supervisors for planning but the other part of this is really trying to understand trends for schools so even

[01:10:27] though a project doesn't go through there may be a trend in the types of developments that are coming that could help us assess an example would be what you just shared around affordable housing so affordable housing in one district in price range may be different for affordable housing in another district in price range and if we understand the type of projects that are coming forward in our districts we may be able to see some trends ahead of time that is very um complex digested it's just something for consideration i think we're at a place where we are going to have

[01:11:03] to learn what trends look like not from construction but from what's being requested in our districts i don't know if colleagues if you find it helpful then i would like for us to move forward if you don't then that's not something i would want the division to explore yes so so i agree with that i think for me perhaps even a map with each of the new developments that's been approved and where they are exactly on the map i think because i'm a visual person seeing that may be useful because we you know like dr cashwell said there's the individual numbers but i think

[01:11:39] if they're all kind of put onto a visual um that may be easier to understand it's like oh this school is right here and this school is right here and overlay with the elementaries and middle schools maybe that's useful. Ms. Kinsella? I'm extremely interested in the development conversation.

[01:11:58] I don't know when I think about doing this having watched it and waited for this process for six years and and I'm looking at development numbers I mean Tuckahoe is just an example how fast things have changed because I have questions I'm like is that public is that maybe some of our private school students coming back in because to Tuckahoe Middle School and it's not just single family homes but back to development, you know, and at Glen Allen High School, for example, and my Hungry Creek

[01:12:29] feeder pattern. I think my pocket was, what, 87 at the high school? Yes. It was 87 students. I could not, we couldn't move forward with the pocket because I know, because I've read and followed some of the planning commission meetings, that I've still got 146 single-family detached homes, 150 townhome units, 285 apartment units that are going to feed Glen Allen High School zone.

[01:13:02] And I just support what the board is, what I believe all of us are probably going to support. The ask is understanding development, because when I think about making these decisions, especially the ability to phase in, or let's just use the word grandfather students in these scenarios the one thing i've heard from families is let us start at the high school and finish at the high school where we started and i need to know development as well as all the other pieces to the puzzle um to be a proactive i want to be a proactive board member and not a reactive one

[01:13:42] because as a parent whose kids my youngest is now a senior my kids were not only in overcrowded classes but they were also in overcrowded schools in my district and I want to prevent that for as many families as possible so development is really a missing part of the puzzle because I know Ms.

[01:14:02] Thayer if we're not worried about development your report says something to the effect of boundary adjustments or temporary capacity won't be needed for the next five years right isn't that kind of the timeline or in the next five years when when you're recommend you know when you're weighing in on a potential project and its impact on schools aren't you saying or additional capacity or boundary adjustments will be needed within the next five years right based on impact yes we look at the functional capacity of the school and we adjust it for each school so even if something is

[01:14:42] potential for trailer usage or other adjustments at the high school level but not the middle or elementary we will break that out and say well at the elementary level for the next five years this school is not projected to be at or over capacity but maybe this other school we need to start looking at modular units potential other adjustments we can make and then boundary adjustments if necessary yes i'd like for the board to definitely receive more information on that so that we can be proactive and not reactive mr young on development yeah um i think the term they've been using for development in my district is Fairfield's on fire a lot of development is

[01:15:20] coming and I don't want the public to think that we don't have knowledge of the development I think we just are asking for more detailed put a visual together for us because I know I have Helios on Chamberlain I have some townhomes on Wilmer I think Brook Road corridor is coming up with tons of townhomes and apartments so I think it's just a visual will help but it's not like I don't want to publicly think that we did not know as we go into redistricting and we do know that some things are being built and projects have started and begun and i think some of those numbers are factored in to the henrico scenario as well right now so but more the more info the better yeah um so other

[01:15:59] board members outside of districts can understand a little bit more about what's going on outside of our district where we live and you know move around and drive every single day so i just wanted to very fast and we do receive those um impact reports you know from the planning commission and whatever passes the board of supervisors um i think what i'm hearing from the board is it would be helpful to have them compiled kind of in one place instead of isolated from you know each each month or each couple months um but i i know the the vice chair and i have been talking about as we work with our board of super counterparts and along with the superintendent on how we

[01:16:36] um deep in conversation there back and forth um as we talk about development we talk about impact schools um as as to see how we can communicate more collaboratively with that i know you work very closely with the planning commission but to to ensure it's not just flowing through our planning departments but as boards that were working collaboratively on that yes a request heard and understood and certainly we can work to provide some tools i think put together the bits and pieces of information that you receive in a way that may be more digestible and helpful to the

[01:17:12] context of these types of conversations and appreciate the reiteration that you know these are certainly known to us we weigh in on them we are not decision makers we're not a decision-making body on that but we do weigh in and monitor you know as the board of supervisors is approving any development related to the potential impact on schools and then once those are approved you know our planner is using formulas as we're projecting enrollment in capacity and all of that was included in the numbers you received but to your point growth can happen rapidly and certain areas can experience more of it at various times and so we will work to see if there are some tools

[01:17:51] we can put together that would assist the board in broadening your your vision on what's happening in each of your districts and across Henrico County thank you Dr. Cashwell let's circle back to thoughts uh on our proposals as well miss atkins do you want to continue uh there no i just recognize um the the jump um for certain schools and want to better understand um the reasoning for that and i think additional information i think the development additional and the layered visual

[01:18:29] all those things are going to help with digesting what's the trigger here and what's causing shifts it could be a shift from one one district to another district the impact of ACE as well so there's several

different components however the only area for question or ask was the one that I've already shared so that would be it thank you so much Ms. Atkins Ms. Kinsella specifically

[01:18:59] still on the Cuiacusson scenario? Yes. Let's see. You've already asked about if there was a bubble. I've asked maybe was it, you know, private coming back in the public to help us explain it, and then of course with the renovating, right, versus buying a new home, especially with mortgage rates, where they are now versus maybe where they were. So I do appreciate the answer to that, but something constituents have specifically asked me for regarding this scenario and so much talk about

[01:19:33] program, whether it's IB programs specifically, not just balancing seats, but I think constituents, especially potentially impacted constituents, would like to know if the IB program could be moved to Cuyacusson, since there is a lot of space. I mean, I know four or five years ago, Mrs. Shea and I asked if IB could be at Cuyacusson Middle School, but I think the public needs to hear on the record all the people, well, at least some of the pieces and parts as to why

[01:20:09] this isn't as easy as it sounds. Sure, and certainly anything is possible, so I put that out there first. However, you're right, there would be some challenges, so particularly the staff training THAT'S INVOLVED WITH PROVIDING THE MYP IB CURRICULUM IS EXTENSIVE AND SOME STAFF WITHIN THAT PROGRAM MAY ALSO BE TEACHING COURSES OUTSIDE THE PROGRAM SO IT HAS SOME PRETTY SIGNIFICANT IT'S NOT IT'S NOT JUST A MATTER OF MOVING STUDENTS IF YOU THINK ABOUT THE INCREDIBLE TALENTED STAFF ALL ACROSS THE SCHOOL THAT WOULD SOMEHOW BE IMPACTED AND WHAT THAT WOULD MEAN

[01:20:45] WHETHER IT WOULD BE THE UPHEAVAL OR TRANSFERRING OF STAFF THE RETRAINING OF A NEW STAFF AND THERE'S TIME THAT WOULD BE NEEDED FOR THAT IB SITES ARE ACTUALLY THERE'S A CERTIFICATION PROCESS THAT'S LENGTHY SO IT WOULDN'T JUST BE AS SIMPLE AS MOVING STUDENTS FROM ONE SCHOOL TO ANOTHER IN A PROGRAM AS FAR AS THE INFRASTRUCTURE OF THE IB PROGRAMMING ITSELF FROM THE CERTIFICATION AND THE STAFFING AND THOSE SORTS OF THINGS BUT CERTAINLY IF WE WANTED TO EXAMINE A LONG-TERM plan for something like that. We could certainly explore that. Thank you for providing more context

[01:21:23] on that. I just know that's been a hot topic of conversation, right? And then I just want to highlight that based on some of the numbers I've seen over time, it would appear that just with the seat rebalancing, given current enrollment as of September 30th, Tocahe Middle School is our highest capacity middle school. Is that correct? Yes, ma'am. Thank you so much. I just wanted to highlight that. Madam Chair. Mr. Irving. Just to the point about programmatic changes and the

[01:22:02] moving of IB, I've had some questions about that as well. My big consternation with that would be that would be somewhat similar to what's happened over time with Tucker and then has created a situation over time where I think they're facing capacity issues. So I think it's very easy in a vacuum to say, oh, you can just move programming. But when you do that, sometimes you create unintended consequences that are not properly understood in the moment. And I would hate for Koyakasen to, you know, with the new development that's going on, suddenly turn into a situation where they're far over capacity, and then we're right back at the drawing table. So I think it's,

[01:22:39] you know, sometimes things seem easy when there's no friction in the world. But, you know, when you actually examine it in greater detail, it becomes more challenging. Not to mention all the things

that Dr. Casual said, like as a teacher is a massive undertaking to just switch a program of that nature, like it does have certain specifications for a reason.

[01:23:02] And that would be potentially moving teachers on top of kids having to go to a new place that they've not been before. So I think it's just highlighting that that's more challenging than I think it appears on the surface. And Mr. Irene, just for a point of context, while you're on that point, Dr. Casual, approximately HOW MANY STUDENTS, IB STUDENTS ARE, PLOTS ARE THERE AT TUCKAHO, IF WE WERE TALKING ABOUT MOVING OVER.

[01:23:26] IT'S IN THE 400s. THAT SOUNDS RIGHT. A STAFF MEMBER MAY HAVE IT HANDY. DR. HUGHES SEEMS TO HAVE THE SHEET HANDY. I THINK I REMEMBER, SOMEWHERE IN 450. YES. SO IN YEAR 2028-2029, AFTER THE COMPLETE rebalancing um tuckahoe middle would have um sorry second chief here tuckahoe middle would have 495 ib students so you know just to add the context so to what mr irving is saying on top of the challenges that dr cashwell is saying um it would require wherever that program was to move to

[01:24:03] empty out considerable amount of capacity to to take it in so all things um germane to that point sorry to interrupt yeah no i was gonna say that alone would would take koiakasin to 100 absent anything else so it's it's you know i i understand the impulse to to think it's you know that that easy but it's oftentimes more complicated than that i would just like to say that's just a question i've received i am not requesting it it's just a question i've heard over and over and over again and as the board has said we do we look at everything we can especially adjustments to

[01:24:39] programming which fall under you dr cashwell and your team that was not an ask it was just could you please explain so constituents can understand frequently asked question that we were happy to respond to and provide some clarity we we also do not recommend that programmatic shift at this time yeah and i i you know i just talking about the scenario itself i would just reiterate everything that chair shea said i think you know the capacity numbers just don't make it workable but i do want to monitor tuckahoe middle school's capacity as we move forward and you know if changes are needed in the future to reduce capacity there then we need to we need to be taking those seriously i

[01:25:19] don't think it's something where this is this thing per se is off the table but that we just forget about the school in general um you know i'd also like us to look at for tuckahoe being the highest capacity middle school you know what extra compliments look like there and supports just given the nature of the building. Making sure that all spaces of the building are operational.

[01:25:44] I've heard advocacy about cafeterias that they have, and just making sure that quality of life there is as high as it can possibly be while we're monitoring these trends and figuring out what makes sense in the future. Yeah, that's my only comments about it.

[01:26:02] Yeah, and I just want to note to your point about making sure schools get what they need, and that we're monitoring the situation there I would note that certainly we see that unexpected fluctuation at Tuckahoe Middle School as we're looking at the numbers at this moment in time and we monitor regularly our school enrollment so you know there are schools who may see fluctuations up and down from now till the end of this you know end of this calendar school year and we're always monitoring that to make sure that our schools have the right staffing and resources and that we're we're helping them with space utilization because, you know, while we're looking at numbers at a

[01:26:40] moment in time, it is a dynamic process that's ongoing for staff. So I just want to assure everyone that all schools are being examined in that way and in that context. So yeah, and I think Dr. Cashwell made a great point and something that I've had conveyed to me about by constituents in terms of, you know, the numbers and the numbers not being accurate. I think it's these numbers will never be accurate at any point. We always operate within a tight band of plus or minus, you know, I think about engineering standards, and they always allow some variants one way or another. And that's how these numbers should be understood. They are constantly changing. Humans

[01:27:17] are not, you know, little pegs on a board that just stay there and stay stationary. So we always have to operate with a margin of error when looking at these things. And it's, you know, it's imperfect, but it's it's how it has to be viewed. And I think that's important context.

[01:27:33] Thank you, Chair Shea. While we're here, I would like to say I do support you removing, I guess, this proposal outside of the, I think it's Section 3, but I also want to commend you for trying to get this through.

[01:27:50] I think it's very important because when I look at this map, it still does not make sense to me. And I'm just going to be honest, this map does not make sense when it comes to feeder patterns and what schools we go to. So I do want to continue to monitor this, and I do commend you for trying to fix feeder patterns, for trying to make maps make sense for everyone.

[01:28:10] I do want to commend you that, and I do want to apologize to the Cuyacuson Middle School families that have been sort of dragged through this. If we're being honest, they weren't treated fairly, and, you know, we don't have good schools and bad schools in Henrico.

[01:28:25] We have schools with different stories, different challenges, different strengths. All of our schools are good in Enrico County, but I wanted to add that in, but I do support removing this right now because we've been consistent about not putting any school over 100%. So let's remain consistent. So I do support that 1,000% here today. Thank you.

[01:28:46] Mrs. Shea, may I have a redirect? As I listen to all of our feedback and processing it, I do support the request. However, I am a bit indifferent because I think this requires more than monitoring.

[01:29:10] I do think we need to really dive deep into solutions. So as we're monitoring this, perhaps one thing that we could consider is getting an update more often.

[01:29:31] As these numbers and as these trends and as more information comes available, I am proposing that we do not have to wait that we get these updates a little bit more frequently, only specifically in this case because it is the highest capacity.

[01:29:49] And as more information comes, that we remain abreast of what that information is and not just wait until it all compiles. Whatever that process may look like, Dr. Cashwell, we do not want to overwhelm staff.

[01:30:08] I want to thank staff in this process as well, because just as emotional as it is for our families, the school board, it's the same for our staff who cares deeply as well. So for knowing we have a middle school at the highest capacity to me deserves more conversation more than monitoring.

[01:30:30] I'm talking about action, giving us what these updates are as new information surfaces and working through solutions, whether they're temporary or permanent, and I'll just leave it at that. Thank

you, Ms. Atkins.

[01:30:46] So I said we wait for consensus until like in the end, but it sounds like right here, we can it sounds like we're at a place of consensus um with sections one and two from this map um in order to uh to remove them from consideration for a december 18th vote is that what i'm hearing colleagues for clarity yeah with a school that's pushing capacity with known development coming the highest capacity middle school that we have you're saying continued monitoring in the new year

[01:31:22] like this is not going away this is staying on the table help me understand for the questions that we will receive um so mrs gonsella what what i'm saying and it sounds like you and i are lying this requires more than monitoring we need solutions whether it's temporary or permanent i don't know what that looks like i think as we get more information some of the examples provided thus far has been having the overlay of development on the map with the visual it could also be as we

[01:32:02] learn more about trends around the affordable housing what does that shift what is that trend not in isolation but across districts i i just feel very concerned knowing that we understand that this scenario is not the solution let's be clear but we also understand that monitoring in my opinion is helpful but i think as we get responses from these questions and receive an update we should be figuring out what's next along the way so i just want to be clear i'm

[01:32:40] understanding the ask from the board it's a little fuzzy to me now but i want to and i and maybe it's still working itself out organically so i'm happy to circle back for clarity i understand the will to remove this particular redistricting scenario related to Section 1 and 2, I hear you related to continuing to watch the enrollment and capacity at Tuckahoe Middle School. They are higher than expected. They are at 95%. Are you asking for a redistricting proposal for Tuckahoe Middle School?

[01:33:11] This proposal was not designed to eliminate or relieve capacity at Tuckahoe, but it sounds like that may be the ask and I just want to understand what I'm bringing back. If I may I absolutely would like a something that's going to bring at least something for the board to consider given the capacity and it continues as Mrs. Shea said to be in an upward trend and given development in the area unless Mrs. Shea feels differently I mean it's it's your it's your district and and

[01:33:46] Well, it's interesting because where you live and where you go to school, right? So if you two would weigh in, I would appreciate exactly what we're asking. I think it's premature to ask for a specific scenario to relieve capacity at this juncture.

[01:34:05] I think we need more information. I would like to see second semester numbers to see if it continues to trend up to understand if that kind of action is necessary. I think it's premature right now, especially in this process that, you know, we're more than halfway through.

[01:34:23] I think adding a new proposal is not in the best interest of this community or us as a as we're trying to target in on some other solutions.

[01:34:40] So I would like to see sections one and two removed from our December decision. I would like more information in second semester to see if that time it's warranted to talk about a need for a boundary change for capacity relief.

[01:34:59] But I'm not personally, I'm not specifically asking for a scenario at this time for capacity relief. I'm saying that this needs to stay top of conversation with more information with second semester

numbers. - So I'm gonna say what I need to say.

[01:35:17] This is your district. All of us care about each of our districts, and I am not asking for a proposal. Our proposals is what we put up here on this screen, and that's what we're speaking to. I am saying that it is concerning to watch and monitor.

[01:35:36] I think it's proactive as information comes that we learn about it swiftly and as a board hold ourselves accountable for what we can do. That doesn't look like a proposal today.

[01:35:52] What that looks like is giving direction to our superintendent so that she is clear on next steps. If that information comes tomorrow, I am asking that we receive it swiftly so that we in our next meetings can address it.

[01:36:09] However, again, this is your district, how you want to move within it for your area and your communities are up to you. And I will not push. - Mr. Irving. - I would second what she said. I think section one and two removal, leaving section three for now, and then looking at second semester enrollment numbers and trends and having conversations about them and staying on top of it for future action if it's needed.

[01:36:41] But I think, like you both said, a proposal is not needed at this time. And I think that would just muddy the waters because we were talking about this proposal, but we do have other ones as well. And I think that those need to stay top of mind as we move forward to a December 18th vote. And those are important moves as well.

[01:37:00] And I think we shouldn't lose sight of those, but we can walk and chew gum and we can, and we can, well, some people can, but we should look at second semester enrollment numbers and be very mindful of it with the knowing that they are the highest capacity middle school and that something may need to be done in the future, but that decision's not gonna be made this day right here.

[01:37:28] - Ms. Cantal. - I'm with Ms. Atkins on this. And I realize it's you two have Mrs. Shea and Mr. Irving that you serve this district and this community. While this solution may not be the right one, Tuckahoe Middle School is on fire and growing rapidly and having listened closely in a lot of town hall sessions and just, I have a question about classroom sizes.

[01:38:01] If we change the capacity of the school, class sizes would or would not get smaller because of the way class sizes are done. Because parents basically said how concerned they were about class sizes. So when I see this going over 95 percent, are class sizes going to get better?

[01:38:25] If we were to do something, would class sizes get smaller? Not necessarily, because you're allocating your number of complement or teachers per the students who are actually enrolled. Right. Which is why you can have an under-capacity school, but yet oversized classrooms, correct?

[01:38:49] Or they would feel oversized, but that's based on the complement from DOE, correct? And I would note that, yes, absolutely. And so when we're providing staff to our schools, we obviously are staffed before the first day of school.

[01:39:07] We have a number we're targeting based on the number of students we are expecting to arrive at a building. And sometimes the actual number of students arrive does not match. And so we make adjustments through the first weeks and months of school, and sometimes even in the middle of the year.

[01:39:22] So as I was stating earlier, this is a dynamic process. We don't look at numbers at one point of time, allocate staff and supports, and then wait till that next point in the year again. It is something we're always doing as a team. For example, your enrollment could be down as an elementary school, but you have more kindergartners than you expected, and now you need another section of kindergarten.

[01:39:45] and some school may have fewer kindergartners than they were expecting, and that requires shifting about and allocating resources. It may be that our staffing projected, again, matches the overall, you know, the number of students who arrive are very similar to what we expected, but there are some specific unique needs with an exceptional education or so on that require us to staff a little different.

[01:40:08] So it is truly a dynamic process and one that we're monitoring all year long as we work with our administrators understand what their needs are. And that would be no different for Tuckahoe Middle. So, you know, we're getting the September 30 count as you're getting it. Certainly you're looking at it today in context of this proposal. We're looking at it and every single school's enrollment and capacity number to understand where we may need to make adjustments programmatically on a staffing perspective, if there may be some space utilization concerns that we need to assist with.

[01:40:39] so you know that's happening at every school outside of this proposal regardless and certainly we can continue to update the board not just on on Tuckahoe Middle that's been brought up today because it was part of this redistricting proposal but you know we'll be looking and I'll be providing the board information about where all of our schools fell out in regards to membership at September 30 and where they are with capacity and if there are any other spots that you know I recommend we monitor outside of what what's being tackled here so certainly it sounds like a second

[01:41:14] semester conversation to look at not only tuckahoe middle but any or all schools who weren't part of this proposal that may also have some unexpected enrollment um spikes and we have and um dr catchwell can you yeah what would say can you remind us when the um full membership report and that's usually tagged with the CIP sometimes we usually discuss that in November so the September 30 count that's the draw of the data then we're making sure we're finalizing the data cleaning it up we've provided a little early and unofficial here because it's important that it be considered very much

[01:41:51] appreciated in context of this this boundary adjustment that's being considered but yes once that report is finalized for video purposes we also use that as we begin our CIP discussions in in the fall we'll look at all schools overall capacity and to the board's requests looking at revisiting that in the second semester as well and in a more ongoing way whatever you know might suit board members best and maybe layering in that projected development and in some of those pieces and looking at it a little differently than we have in the past we have revamped our CIP planning cycle to be a lot more robust over time and I'm kind of envisioning

[01:42:30] there may be a way to fold in some of those other pieces you requested with that through November and really into the new year so happy to do that. I would just like to thank you for addressing class size in general whether it was this proposal or any proposal or we're speaking to capacity I appreciate it being covered in this meeting so now I can refer to it to explain right class sizes under capacity school class sizes aren't necessarily going to be larger right because of the DOE and the complement but having seen a watch

[01:43:09] report because I've followed this for years as a community member and a board member we used to have a watch report at 95% it was watched at what point do we stop watching it and you know what

percentage perhaps are we gonna stop watching and waiting and take action I'd like clarity maybe around that or at least for us to have a conversation or have some thoughts share thoughts about how long do we watch and wait because we no longer have the watch report well when we'll provide overall capacity we do flag all of the schools who are in

[01:43:47] that range in the high 90s and we look again to couple that with any known development at that time and make recommendations to the board at that time as to whether redistricting may be warranted or if there are other programmatic changes.

[01:44:02] So certainly happy to do that differently or however the board wishes. Colleagues, do we have consensus that sections one and two are not a viable part of this proposal and to remove those from our December 18th vote?

[01:44:21] Yeah. Okay. Yes. All right. I would like to hear members' thoughts. At what point do we action? I mean, is it 100% since our buildings are built to 100%?

[01:44:39] - So here's what I know. What I know is the information that's been provided to us. And I keep our membership counts for all of our schools. And I compare them as I look at this data as well.

[01:44:58] It is complicated because if a school is at, It depends on the goals of the district. It depends on the leadership of the school board member, and it depends upon the desires of the community. It is Henrico County Public Schools.

[01:45:16] You can have a school over capacity and survey the parents and students and say they never want to leave. So you have to pay attention to culture as well. There are so many different layered reasons that we all look at.

[01:45:34] general statement of when do we stop watching, I cannot answer that. Or when do we start? I cannot answer that. But here's what I can answer. When I see a school on a very significant trajectory with unexplained reasons, it concerns me. I think it deserves more than monitoring. I said that before. However, you know your district best. And to Mrs. Kinsella's question, when do we move from

[01:46:12] monitoring to action? Some of that is in policy and is dictated through boundary adjustments. Some of it we can make shifts and changes through programmatic adjustments. I think it's too general to give you one answer. The only answer that I have for you is on this particular school that I am concerned about on a trajectory that I do not like because I do not have answers on how to provide solutions. Now what I've heard thus far is that we're going to wait until we have more

[01:46:49] information and if that is your desire to wait until more information comes then from me that is what we're going to do. My recommendation was to get the answers to those questions that we ask for and once we get those answers make a decision on what's next instead of waiting till spring thank you mrs kinsella does that answer your question it does it does i appreciate that all right so it's so we have consensus i'm looking i'm looking at megan i know she loves

[01:47:26] for us to be real specific about this we have consensus to remove sections one and two of this map from the December vote okay section three remain I'm looking section three to remain yes no consensus Mr. Irving says yes yes okay not so yes for section three remains I do I do want to bring up one piece of clarity here that I think is really important and would you mind going to

[01:48:02] the Carver map okay so the Carver map this is Patterson West and two an area that's going to be developed it is also in the Freeman map to move so this is currently this section right here is currently Mayberry Tuckahoe Middle School Freeman High School okay this slide right here this proposal this slide right here moves this area from Mayberry to Carver you will also see you can

[01:48:37] stay here but you will also see in the Freeman map that it moves this area from Freeman to Godwin okay because the feeder pattern of Carver for this part of Carver is Carver Quiocasson Godwin SO BECAUSE WE'RE REMOVING SECTIONS 1 AND 2 FROM THE MAP, WE NEED TO KIND OF AMEND WHERE THIS PROPOSAL IS TO MAKE SURE THAT THIS SECTION OF CARVER OR THIS SECTION THAT'S MOVING TO CARVER

[01:49:09] WILL FOLLOW CARVER'S FEEDER PATTERN, WHICH IS CARVER-QUIACISON-GODWIN. SO WE JUST NEED TO MAKE SURE THAT WE PROVIDE CLARITY BECAUSE OTHERWISE THIS SECTION WOULD BE THE ONLY SECTION FROM CARVER THAT WENT TO TUCKAHOE MIDDLE SCHOOL IF I CAN REITERATE AS I UNDERSTAND IT TO BE THIS THIS CHANGE IN ELEMENTARY ZONES DOES HAVE A MIDDLE AND A HIGH SCHOOL ASSOCIATED CHANGE WITH IT SO THAT THEY WOULD FOLLOW THE CARVER PATTERN THE HIGH SCHOOL PIECE OF THAT IS CURRENTLY REFLECTED ON THE FREEMAN MAP AND WOULD REMAIN THERE BUT BECAUSE WE ARE MOVING

[01:49:48] out sections of the section one of the queue map the koiakuson map we are going to have to reflect the middle school associated middle school change with the carver map because that place that that piece is remaining so when you're saying removing section one all but the piece that affects the carver correct community through the middle school and the high school feeder pattern so you're maintaining a piece of section one in order to continue to accomplish this questions on that

[01:50:21] section one except for this piece section two removed and section three remaining correct okay i understand that's great because i'm still confused um do we have the numbers on does the numbers change significantly because of that or no no changes for elementary school it's about nine students for high school it is seven I believe seven students there's a middle school there's a middle obviously a middle school piece but around that number um the biggest piece is is

[01:51:00] is right to the to right of that that um just got rezoned for development and so there's going to be a significant number of units um built right there and so really it's um moving in Mayberry's tends to be high in number obviously Tuckahoe Middle School's high in number obviously Freeman's high a number and so it's moving that relief over. So for the part that hasn't been developed yet is what you're speaking to and doesn't currently have students but it does impact current students while there are a few I just want to make sure I'm answering your question which was a good one who is impacted. Who's impacted? I'm just

[01:51:36] confused with the number. It's nine students at the elementary school level who would shift from Mayberry to Carver as was in the Carver proposal and then at the middle school level could you reiterate the number of students who would shift from Tuckahoe to Kwiakasen? For current year numbers it is six students. Okay then you have the high school students who are already reflected in the Freeman map shifting to Godwin. Yes those are about seven students. So it does impact current students. So that was all in that section one of the Kwiakasen

[01:52:14] MAP AND SO WHEN WE REMOVE SECTION ONE I JUST WANT TO BE CLEAR AS A BOARD WE SHOULD MAINTAIN THAT SMALL SECTION OF SECTION ONE OTHERWISE WE CREATE A VERY DISJOINTED FEEDER PATTERN FOR THAT NEIGHBORHOOD IF YOU'RE KEEPING THE CARVER

SCENARIO THEN WE WOULD NEED TO ADDRESS THAT MIDDLE SCHOOL PORTION THAT YOU CURRENTLY HAVE ADDRESSED OTHERWISE HERE I NEED TO SEE AN UPDATED

[01:52:46] maps if consensus is to remove of section one all but this piece section two and not section three we would remake them to reflect that i got a thumbs up yes yes yes yes okay so that so we'll get an updated map but that is the consensus of the board understand you all right um any comments on the other proposals because remember there are other proposals any any comments on the other

[01:53:25] proposals and then we'll move to transitions also i want to keep track of time we have a public hearing in eight minutes um but we can pause and and restart as needed so chair shea i did want to take a moment to specifically address marina sanston highland springs i know the community has asked me some questions specifically around why aren't we changing much at Lorina high school and some of the other schools and so I do want to let communities know that I am closely monitoring

[01:54:00] and engaging this work with intention and you know this work includes things like enrollment trends student growth staffing needs resource allocations and it's not just to understand where we are today but it is also to understand where we think we're going to be tomorrow, and one of the questions that I got, and I saw a trend in this question, so I want to address, which is how will this serve our students, families, and educators, and staff, particularly in Varina, Sanston, and Highland Springs, because I've not touched Varina High School, and there is a plan for that. I want to

[01:54:39] also share that right now there are no schools in the Varina district operating above 101 percent capacity we have Highland Springs that shifts from 90 to 100 it shifts but we don't have any schools that are at 101 percent capacity or more and some of that planning and so that you understand the approach for us is really strategic it's really looking at capacity changes when there is new

[01:55:12] development or a new school built or perhaps if there's some residential or commercial development that could impact this so i want to give you a quick update which is we have two elementary schools which is baker and ward they're right around 90 capacity and i'm going to continue to take a look at those but at 90 the goal right now is around increasing successful resources and stability there as well as when we look at our middle schools both ralph and elco are right

[01:55:48] around mid 60 percent range around capacity and that does give us an opportunity to enhance or either expand some programmatic options but again the goal is around retaining and recruiting experts for us so our students can continue to receive excellence and then looking ahead I'm laser focused on development whether it's residential or commercial because they both have impacts in our communities and when it comes to Highland Springs like I said before they are between 90 and 100% and

[01:56:28] and they are on track to continue growing. And so that's the reason for the scenario and the collaborative efforts between Mr. Young and I to address that. And then also when we look at Bovrina High School, they have available capacity, which positions it to welcome new families.

[01:56:49] I'm very intentional with capacity at Bovrina High School because I know we have significant development coming. And so those numbers are absolutely going to increase. So timing is important in our district in shifting and moving, whether it's students or building new facilities, along with looking at the programs, we are doing very well and not doing comparisons, but bringing in things that are very, very new.

[01:57:20] And that's going to position our students, our families and our community successfully in the future. So hopefully that gives you some insight into my approach for our district and really only making changes and using new development, using like the scenario in which Mr. Young has presented and using that type of approach and making sure that we are either under or right between 90 and 100% today and moving forward.

[01:57:50] Thank you, Chair Shea, for giving me the opportunity just to give a bit of context into the decision-making as a leader and how we're moving with growth in our district. Thank you. - Thanks so much. Colleagues, other thoughts, reflections, requests about proposals before we move to transitions?

[01:58:11] - I have a few, I have a few. - Yes, Ms. Kinsella. If I interrupt you in three minutes, it's 'cause we have to do our real estate. - I understand, I'll just tee it up- - Yeah, go ahead. - By saying, let me see, what slide is Tucker?

[01:58:35] - So while we're reducing, if we can have this slide on capacity, while we're reducing capacity at Tucker, we certainly aren't fixing five middle schools feeding Tucker community.

[01:58:51] You know, it seems that other folks in Henrico have the right to have community and feeder pattern and so forth. But apparently the solution for Tucker doesn't. So because we're gonna break, I just wanna say, I'd like to definitely go deeper for Tucker High School because the students and staff deserve it.

[01:59:17] This has been talked about for years. So I'd like for the board to go deeper. I'm not opposed, however, to the students, actually Dumbarton and Holiday Elementary School students that will read it's a better K-12 feeder pattern for them to feed into Hermitage.

[01:59:39] I don't disagree with that because that seems to be the only solution on the table that we've shared with the public. And then I will say briefly in regards to whether it's the Tucker High School folks being impacted or the Hermitage High School folks being impacted with Henrico have not heard enough from the community.

[02:00:05] And I wonder, do they even know these proposals are on the table? And then I still have more. - Thank you. We'll pause there in order to do our public hearing, which is agenda item number 9.01.

[02:00:29] Ms. Watkins, do we need to officially amend the agenda to pause and move forward? Okay, so we're going to pause where we are on item 6.01, because it is almost 4:30, not because it's 4:30, we're gonna move to our legal public hearing solicit input related to a resolution for sale of real property and retention of a portion of real property state proceeds. Let me start that again. The next item on the agenda is the public

[02:01:07] hearing to solicit public input related to a resolution for the sale of real property and retention of a portion of real property sales at 7850 Carousel Lane, formerly Mount Vernon Adult EDUCATION CENTER. TODAY'S PUBLIC HEARING IS FOR THE SOLE PURPOSE OF SOLICITING THE PUBLIC'S INPUT RELATED TO THIS RESOLUTION, AND THE BOARD WILL BE VOTING ON THE RESOLUTION AT TODAY'S MEETING.

[02:01:32] SOME CITIZENS MAY HAVE SIGNED UP IN ADVANCE WITH THE SCHOOL BOARD CLERK. WE WILL FOLLOW THAT LIST FIRST AND THEN ALLOW ANYONE WHO WISHES TO SPEAK SO TO DO SO AFTER WE HAVE COMPLETED THE LIST. MS. BURTON, DO WE HAVE ANYONE SIGNED UP FOR THE PUBLIC HEARING? WE DO NOT. those in attendance is anyone here for the public hearing of um the real

estate property are you sure all right hearing none CA none that concludes our public hearing on real estate all right moving

[02:02:12] back to item 6.01 Mrs. Kinsella thank you so much um where we ended was with communication and there has been not much feedback, like I said, from Tucker, the Tucker folks impacted, or the Hermitage folks impacted into Henrico. So I'd like to learn a little bit more about what's been done. And then, once again, I just want to highlight, while we are fixing, we have a solution for capacity, reducing capacity. It is not a solution to still have Cuiocasin, Pullman,

[02:02:52] tuckahoe hungry creek and brooklyn middle school feeding one high school that is unlike any other high school in henrico schools but i would like to know about communication i would like to know about communication especially since um i know a lot of the the folks um dumbarton and holiday folks uh leaving tucker so many are multilingual so i'd like to know about communication so our parents square notifications about the process are available to them in the language in which

[02:03:28] they subscribe to it so hopefully that hasn't been a barrier to access it we can certainly you know I know I shared this previously as the timeline was being developed it's a busy time of year for families they're newly involved in a school getting to know teachers and routines and so bandwidth is always difficult in communicating other topics and getting everyone's attention but we can certainly double down particularly after this meeting we will send an update out to the community, but particularly targeting these communities that may be impacted by the changes.

[02:04:01] So we'll continue efforts there and those are available in their language. I would appreciate that because in the Brooklyn District, since we are in the middle, this is how things have happened to the folks that live in my district. Feeder patterns broken, driving by schools, this is how it's happened. I need my community to know this is happening to them because I want to know how they feel about it. Thank you Ms. Kinsella. Ms. Atkins. Thank you Chair Shea. One question

[02:04:35] that I do have is I know we are communicating to families. Are we providing guidance to principals as they receive these questions and as changes happen are principals receiving talking notes or guidance to share back with families or perhaps even students that have questions as well?

[02:04:58] certainly they've received updates as scenarios have been added or left if it's impacted their community but we're happy to provide additional information that might be helpful specifically to the principles of students where students may be impacted we can certainly double down on those efforts you know and have assisted as needed if questions have come up in those communities i also think that as um as those talking points or the the guidance that's given keeping in mind

[02:05:31] that one family may have students that attend multiple schools and so that communication is is so important to be consistent absolutely which is one reason why we you know we looked at a more narrow targeted approach realizing we were leaving people out that way so we have communicated to the entire division on this topic regularly frequently we have the website dedicated all families receive the survey so that we're not leaving anyone out but certainly can double down in specific areas as needed thank you you know Ms. Kinsella I certainly hear your frustration with feeder

[02:06:11] patterns and and Mr. Young I appreciate your acknowledgement as well of the complex feeder patterns um it's it's kind of where our districts come together actually with with Tucker and Kwiakasen and all of that um where some of these feeder patterns are really muddy obviously um you know I appreciate

the division putting together um you know a preliminary proposal as a solution as we got capacity numbers obviously that um became not viable because it was going to give Tucker one less feeder middle school but also 50 of their students coming from one middle school together right one core and so um you know unfortunately a consequence of not being able

[02:06:51] to move forward with sections one and two is that um tucker uh will not be able to reduce their their feeder patterns or have that community but as a board i you know i remain dedicated to looking at this this feeder pattern issue um and you know i think as we look broadly at programming at cip how can we be strategic in continuing to work on this obviously doing it at the cost of putting a school over 100 capacity as Mr. Young said just isn't you know it isn't viable and so theater

[02:07:28] patterns are easy to break hard to fix and so it's gonna it's gonna take dedication from us as a board and creativity and continuing to to think outside the box and dig into things together. And we have the CIP conversation coming up in a couple months, too, that we can kind of tie in to that as well. I would like to move to transitions. So we've got, again, Sarah, I really appreciate you putting together these transitions. If we could go, I think it's very helpful for us

[02:08:04] as board members, or for me as a board member, to be able to see the specific numbers that we're actually talking about when we're talking about uh what grades uh would transition um and and which would have the option to remain where they are um so we've talked that traditionally that would um impact rising 11th and 12th um so to be clear the rising 11th and 12th are are which grades on this

[02:08:39] slide is there so for the purpose of these estimations because we can't know rising ninth that is a very difficult population to pinpoint right now in this process as we just got our current enrollment numbers this is just an estimation using current year 10th 11th and 12th of students who would be matriculating to the newly zoned school yeah and assuming half of them go and half of them remain choose to remain if you extended that option I think that's what you

[02:09:13] wanted to see potentially how that would impact capacity generally given these moves were designed to either alleviate capacity or grow capacity at a high school if you didn't do it as originally considered where only 11th and 12th graders would be given consideration remain and you extended that to those who would be rising into 10th grade so really we're here at for Freeman we're looking at an estimated delta of 50% using a 50% utilization yes not 50 sorry 15 students using a 50%

[02:09:49] utilization and so when I see that that 15 that that number of 15 students to me is not having a significant mathematical impact on the functioning of the school for that one year however that's a really significant impact to those 15 students individually and so as we're looking that even with extending extending that to include any students who have started at the high school to be able to finish at the high school it's still with a 50 utilization estimation it still gets

[02:10:28] both Freeman and Tucker under a hundred percent in year one and then that would improve or continue to decrease for years two and three as well correct so for me I absolutely support this to me it is doing what's best by students while also being able to get buildings under a hundred

[02:10:57] percent and so I will yield to my colleagues to see how you're feeling on this. Madam chair I got a couple of clarifying questions are you saying that if you start at high school you get to remain in high school? Yes. Okay second question as we look at transition enrollment I'm looking at Henrico High

specifically if we can that number 313 for ninth enrollment that's not including the abbey center or the center for the arts no okay so that number ideally would be higher

[02:11:36] than 313 assuming we have 50 to 75 kids coming in well i apologize i did misspeak so that 313 is our current and ninth grade enrollment which does have ib and it does have the art center in it it predicts any potential new ninth graders coming in it would be hard to know exactly how many would be in IB or the various programs there but it is a similar sized freshman class to that which has been traditional. All right let me let's clarify a little bit more so the 313 is zoned kids students for Henrico High School? For those in a specialty program those who would be coming in

[02:12:16] new as ninth graders. How many ninth grade allotments are there for IB? I will defer to Dr. HUGHES? 75. CFA? 75. All right, so that's 150. Correct. All right, plus another 75 with the cybersecurity. Think that puts us at 225? I think so. All right, so the 454 could be essentially higher. It could be. Okay, I just wanted to clarify a question, just trying to figure out where the specialty programs sort of fall in line with when I'm looking at the number of enrollment

[02:12:54] for our students here. Madam Child, yield back. I might have another question, but if anyone else head to ask any clarifying questions um okay so these slides on the 23 to 25 um this is assumes all the high school's scenarios go through right yes it assumes that but then that's just base functional capacity not day one day two right okay just so yes that's a very i'm really following

[02:13:31] And then in terms of day one, day two, any ACE impact that you've shown us today or in these scenarios includes current ACE programming, yes? Yes. Because then my concern is, as we're looking at all these scenarios and talking about development impact and how, you know, we have capacity, it just may not be where we need it. And the ACE programming that is yet to come is about half a high school.

[02:14:07] I believe so. Yes. Right. 900. It's about 900, 1,100 seats. So my specific question, the second floor of ACE recently at Business Advisory and I know the Tech Foundation had the same discussion. Have we found the funding to complete the second floor, which is an impact of 400 seats to ACE?

[02:14:31] I'm not specifically updated on timelines and funding sources, but progress is well underway. And a good bit of it is thanks to the donations of incredible partners in both the time they're spending with our young people and monetarily, as well as some of our own funding. And again, this was a not funded project going into the building, but something we're eager to fund because of the programs it offers for our students. And to your point, the additional seats.

[02:15:01] We anticipate opening those as we've previously advertised. Now, staffing could be a challenge related there because they are unique specialty programs. But assuming we would have even half of those seats, you will see an ACE impact.

[02:15:18] What we do know is that ACE enrollment continues steady or to increase. There's a demand for the seats that we do have, and we would anticipate as those new seats come on board. we'll see so right now we know these these figures if we factored in a stay one day two will drop and by the time we project to this next school year if new a seats are available there could potentially be a larger impact as i think what you're aiming towards correct well confirm i just i just know that the impact ace hermitage completing that building expanding program

[02:15:53] because prior to my service on this board and mrs shea and miss atkins and record schools was to not turning down a thousand students a year we weren't meeting the needs so to hear that i mean i

know a lot had been donated but the second floor of ace herm had been paused because of mechanical funding um and we received lots of donations and because when i look at the projections and i realize how much ace day one day two really are saving the schools that have been over capacity

[02:16:25] deep run 101.3 freeman 101.5 glen allen 100.4 tucker 102.6 like ace day one day two impact right it just demonstrates the program programmatic impact does we've adding new kids adding new specialty centers as well we had the new environmental center come on board we saw students making choices there we all have the new cyber security program coming on board so i think with ace programming specialty centers and while we've seen some inconsistent trends with overall enrollment in henrico county public schools we have seen that steady decline at the high school

[02:17:03] level so i think you can attribute the decline in high school enrollment with the availability of specialty programming both at ace and otherwise new opportunities to really helping us in schools where we had seen you know a much tighter tighter fit so it has certainly been significant thank you for that i mean this is like i said earlier this is one of the things at least with transition the if you're there if you start there you finish there and that was one of the most consistent things throughout all the town halls we heard so that's all i had madam chair

[02:17:41] so chair shay if we could just reiterate uh that coming from you so that we are very very clear on the statement of start there finish there I think let's have a discussion because it is not as simple as that you know we have to think about transportation and other pieces to that so I just want to be very clear with if you started there you get to stay there but there are other factors

[02:18:12] that is being taken into consideration and discussion yes so I would like to see seeing that you can we can get under 100 with the option of you start there stay there I would like to see we offer that opportunity to students and families and so it would be great if we could you know give our families some direction on that if we could get to consensus on that so if we need

[02:18:47] what other clarifying questions colleagues do you need information on in order to be able to opine yes or no? - Yeah, so some of the things that we should have conversations on is transportation.

[02:19:03] And what are the costs? Are additional resources necessary? And what impacts to students can we project? That's a few at top of mind for me.

[02:19:18] - So I cannot give you exact figures, but I can tell you that providing transportation for students represented in every one these high school scenarios it's a significant number of students to have the option to remain in the high school they've been attending even if rezoned we would not feasibly be able to offer transportation we could certainly extend the courtesy of staying in that school um you know certainly if a student is already being transported there they're part of a specialty center or

[02:19:54] whatever that would remain i'm talking about students who live in the home zone who are already attending there in their zone changes, for example, from Hermitage to Henrico, we wouldn't be able to run double bus buses through every single one of the neighborhoods represented for every one of the high schools in the scope of this scenario, though I certainly do hear the board support for it sounds like generally allowing students to remain and certainly, you know, the figures support that's very possible and Dr. Cashwell point of clarity when you're talking about the that providing

[02:20:32] transportation would not be feasible that regardless if it's 11th and 12th or 10 11th and 12th correct correct so typically if the school division has changed a boundary and the students boundary

changes I'll use the same example from Hermitage and RICO if they were a 10th or 11th grader who would remain to be a rising 11th and 12th grader it would be on the assumption that you provide your own transportation so extending the ability one year is not changing our transportation

[02:21:07] ability no correct okay i just wanted to have that point of clarity um but didn't want to interrupt ms atkins if you have some additional questions no i just want us to get the conversation started yeah i have a clarifying question dr cashwell what if someone ideally changes their mind and want to go to the to the zoned school let's just use the same example Herm to Henrico they decide to stay at Herm next year but then decide that they want to come to Henrico the following year what does that scenario look like well they would be able to do that because that

[02:21:43] would be there in their zoned school of attendance and they would simply transfer to that school perfect thank you yep but they would it can a great question that's exactly what i was thinking So if they change their mind, right, Herm to Henrico, you said they would, what, just re-enroll at their home school?

[02:22:07] And, you know, I think that's one of the things we talked about earlier in this process is, you know, trying to predict what would it look like if you offer this extended window. And, you know, we kind of give you a snapshot at a year's point. But to your point, you know, that's going to then fluctuate at the giving and sending schools, if you will, a bit in those first years because some students may avail themselves one year or both years depending on if they're uh depending on what grade level they're in they may choose to remain the whole time or part of the time but we wouldn't preclude someone if you opted to stay you wouldn't

[02:22:43] be locked into that until graduation your home school attendance zone would still be um available to you i think it's also important to point out the the opposite where i do believe that if you choose to go to then you have to stay yes you would have to then apply for a variance in which other factors would need to be true in order to attend a school outside of your home zone this would be the board approving that unique case in which students would remain because their attendance

[02:23:20] boundary changed that would be the reason and so that reason would only apply for the time in which that applied and not beyond that yeah so then I would you know just reiterate my support for all current high schoolers who would like to stay have the ability to but that you know providing transportation to those folks would not be feasible it would be even less so feasible extending that down to all high schoolers rather than just rising juniors and seniors anybody else need clarifying

[02:23:55] questions or would like to opine so mr irving and i support extending the ability if you have started at the high school to have the option to finish at the high school other members i support that as long as capacity is not an issue which as shown today it doesn't seem to be yes thank you miss kinsella miss atkins absolutely mr young i support fantastic colleagues so it sounds like

[02:24:32] we have support uh unanimous support in order to offer students who had in impacted areas um the opera who have started at the high school the opportunity to finish at the high school provided they can they would need to provide their own transportation and for clarity it's also fifth and eighth as well we would yes we're not forgetting that high school but i just wanted to reiterate that that was yes but i don't think that's under contention thank you mr urbane do you need any more clarity on that item no i think i'm clear so for the high schools uh

[02:25:08] rising ninth graders would attend their newly zoned high school others who have been attending a high school may opt to remain without transportation provided by the division and for the middle school and elementary you're you continue with the traditional five eight transition years five eight yes all right madam chair i'm sorry one more question that came to love it bring it on um when it comes to truancy um with children that are going to other schools that are that we don't provide transportation for what would what would we do as a division

[02:25:48] would we require them to go to the home school at that point that's a really good quite a good question and a real life example and so uh students who find themselves in a position where they are having truancy meetings or there are attendance concerns that appear that it's due to the fact that they can't ride a bus to school would be asked to attend where they can have regular transportation we want our students to be present in school uh to learn each and every day thank you all right uh i think we've covered everything of adjustments for this go-round

[02:26:24] with this information but colleagues correct me if i'm wrong are we good miss there i think you you got all your standing minutes for the day. We really appreciate your work on these numbers, your expertise to be able to ask questions. Colleagues, thank you for working through those things.

[02:26:40] I know we made some asks of you coming up in the, you know, coming up for continued conversation. So thank you, thank you, everyone. Anything else on this topic? Great, glad to hear. Next item.

[02:26:59] I think that's all, is that all from you, Dr. Cashwell? - That is. Alright the next item on the agenda is the consent agenda. This is items 7.01 through 7.08. Colleagues, are there any of these items that you would like to separate out for questions, discussions, separate vote? Hearing none, I would like an approval of the consent agenda.

[02:27:28] I move that the school board accept, adopt, approve, and/or award items 7.01 through 7.08 on the consent agenda as presented all those in favor say aye second oh sorry who would like to second that second then thank you mr um young for seconding that all in favor say aye aye any opposed the ayes have it um the consent agenda has been approved the next item on the agenda is public forum there are written public comments um for this work session they are posted in um board docs Additionally, each board member received them before the meeting.

[02:28:05] Thank you for compiling those, Ms. Burton. Next item on the agenda was actually the public hearing. We did it at 4.30, so that is completed. The next item on the agenda is just a separate action item on that public hearing item, so the approval of the sale of the real estate property.

[02:28:27] Is there a motion? I move that the school board adopt the superintendent's recommendation APPROVING THE RESOLUTION FOR THE SALE OF PROPERTY LOCATED AT 7850 CAROUSEL LANE, THE FORMER MOUNT VERNON ADULT EDUCATION CENTER, AND THE RETENTION OF A PORTION OF THE SALES PROCEEDS. MOVED BY MR. IRVING. IS THERE A SECOND? SECOND. SECOND BY MS. KINZELLA. ALL THOSE WHO IN FAVOR SAY AYE. ANY OPPOSED? THE AYES HAVE IT. THE SALE HAS BEEN APPROVED. THE NEXT ITEM ON THE AGENDA IS UNFINISHED BUSINESS. COLLEAGUES, ANY UNFINISHED BUSINESS? ALL RIGHT.

[02:29:04] hearing that I just want to give just one little shout out I brought I brought a souvenir Godwin for the next I believe two weeks is hosting some students from Germany it's part of an exchange program

where the students are coming in to kind of learn what school looks like in America and living with host families Mr. Rogish Ms. Roundtree and I were able to have breakfast with them yesterday ahead of the convocation um to talk to our godwin students and the exchange students about the experience um and then they gifted the um a piece of ceramics to the school board and

[02:29:42] henrico for uh to say thank you all right um any new business colleagues mrs shea i have a few um first i just don't i want to make sure we don't miss the excitement i want to share that highland springs high school theater is presenting talent show and murder at the haunted house so these are two unforgettable shows and if you are interested please visit island springs high school website or contact the school also i want to personally thank our school resource officers our administrative teams

[02:30:20] the leadership team just want to say thank you thank you for excelling at keeping us safe also i want to share a message really for all families but i have been receiving requests individually so as we approach another day of impacts of furloughed employees and some of the changes that some families have to make because of that if you need assistance food housing assistance or help with some of the senior fees we want our seniors to go across the stage if you

[02:30:56] need help with some of that there are resources available reach out whether it's to hcps administrative team we have an outstanding family and community engagement team there are community partners as well that are here and want to help so please please ask so that you can get the help and resources that are available chair shea that is all thank you so much anything else colleagues and sorry for my excitement about the ceramics that I put it in unfinished business

[02:31:33] instead of new business listen excitement is exciting I think that's outstanding all right um hearing none um our next item on the agenda is announcement of meeting dates um our next meetings are on October 23rd and there's a lot so listen up um we at 3 p.m we have a work session HERE IN NEW BRIDGE. AT 6:30 WE'LL HAVE OUR MONTHLY MEETING, OUR TYPICAL MONTHLY MEETING.

[02:32:04] AT 7:00 P.M. THERE WILL BE A PUBLIC HEARING ON REDISTRICTING. SO ALL OF THAT IS ON THURSDAY, OCTOBER 23, 2025, HERE AT NEW BRIDGE. THE MEETING TIMES MAY BE ADJUSTED AS NEEDED. THIS MEETING IS ADJOURNED.



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