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Henrico County School Board Work Session, Thursday, March 26, 2026

Date Thursday, March 26, 2026
Place Henrico County School Board, Virginia
Length 1h 36m (video)

- Official meeting video (YouTube): <https://www.youtube.com/watch?v=aUzB8ikIu3s>
- Official meeting portal (Henrico County Public Schools, Diligent Community): <https://henricoschools.community.diligentoneplatform.com/Portal/MeetingTypeList.aspx>

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Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-25. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:00:00] First time on the agenda is the first time on the agenda. Colleagues, your motion is for Ms. Young. Second, say aye. No, no, no, no, no, no, no.

[00:01:50] regarding actual or follow-up with the same call on the phone. A consultation is in the lab. Thank you. Thank you for the second. Zach is all just a prayer. Say hi. Hi. Hi.

[00:02:07] Guys, happy to have a good download for a special report.

[00:02:10] Oh, yes. I would. I would. I think it's a great one. I'm just curious.

[00:04:49] I think it's a question, right? One solo watch. Oh, yeah. Right. Right.

[00:06:08] I don't think it was easy. That's why I'm not there. I was thinking. I don't think we were walking down there. I was thinking. I know there are actually things playing with it. That would be easy.

[00:10:18] I was never, never did she. I'm like, "Sounds of a dude." Nothing. I don't watch her say anything. But not. No, not just trying to help. My daughter's in a house. She's hurt. Right. She can hear. She can hear. I'll put the head on my watch. But she has eight. Yeah, she's never been. Like, I mean, you can't. I think she's got a way to learn. There are some aspects. You got a kind of thank you. Do you have a kind of thank you? I have a kind of thank you. Good for all you've been to. Thank you. Okay. No, it was not.

[00:12:40] It's a bit of fun. Cry sometimes. Right. Yes.

[00:13:00] I'm a daughter. Are you funny? Yes. Crying shit. Yes. Are you dying?

[00:13:15] Yes. Like, "Mom, you think I don't want that?" That's good enough. So, yeah. Throwing up a little thing. Why don't you?

[00:13:34] How's the weather then? It's so tight. There's a good weather. It's really windy, but it's, you know, you can't do enough. Right?

[00:13:53] It's supposed to happen in New York. I'm sorry. Yeah.

[00:14:03] I think the biggest more you have, she goes by the phone, I want to tell you, so if she was walking in, like, oh, you can stop by the way, and she can, she can be like, oh, that's it, yeah, in a whole audition.

[00:14:44] I can tell you how to get to play, what's near, I got it, you know, the owners probably

[00:15:28] want to have been to realize everything on the, you know how to get to it. Look, I never get home. Well, that's good.

[00:15:51] I like to say what I'm saying, but it's hard to watch. I know, I know.

[00:16:08] Yeah. Still in New York. Oh, yeah. No, it is. He's still in New York. I like New York.

[00:16:37] Yeah. We have not. We have not.

[00:16:58] I was just talking about their emotions.

[00:20:18] Oh, my gosh.

[00:20:47] I'm a little bit.

[00:34:39] And some of that has already occurred and would have stated Dr. Joyce on the head, so we have the clue that, you know, that was still far enough away that we have to adopt this effort and that our schools and our schools staff were ready to adopt and we're ready to adopt with Dr. Scott.

[00:35:06] So actually, that's a month ago we learned with our advisory group. And we're getting to get a new feedback, and we're going to have a lot of decisions. We've got a lot of good information, and then we're going to have a comfortable group.

[00:35:30] And that's what we're going to do with the fact that our elementary schools already have all of this

[00:35:41] And so all the ones in all departments of the health department have to have that in place so that's hard and well underway and working at the congress level and at the division level as we approach what's moving on too far from now, but the first time we're doing this is that we're starting.

[00:36:16] Those are some of the ways, and there aren't some of the ways. And that was the whole website. It looks like something in that kind.

[00:36:36] We're just while we're doing and while we're marketing. And so ensuring that I know we're marketing, whether you're going to get by or do it.

[00:36:53] I'm going to have to get around in fashion. The other part is communication as well in the SA Bureau.

[00:37:04] English, but it's also a lot of different types of things. But, well, for these children, I was curious around, are there time on agencies so that they can effectively use that and try that very fast?

[00:37:33] And what did that look like, how was the rest of the class? So there was an original suggestion that was done from other types of alphametic, like for the first half of the free-play class or time-based, or however we began meeting with the staff who were worried that that might learn .

[00:38:05] So we made sure that that was the target. It could be that alphametic work, that's pool A, Or as students who are enrolling behind day 8, which is that was the beginning of the time.

[00:38:25] So that was a bit about some really different pathology. Each school has a classroom and it is a sound. However, it is either alphabetics or classrooms 4 and 6 one day by classroom.

[00:38:41] All students and students find it interesting. I recall other schools, what type of guidelines have you been doing?

[00:39:08] That they're in Dallas, not having one day versus others, and how else they're going to set up. They may want to do by classroom, they may want to do by school to find them now, and do a death basis and find them.

[00:39:27] So if there were 21 students in class, 12 students on day, I want to think of how they can arrive at that balance, just in your community, that balance will be useful, I think that's really interesting.

[00:39:47] I just want to add to that, so for schools, and so I hear what you're saying as well.

[00:40:03] It's more complicated than what it is, so understanding where we are aligned upon behind the schools.

[00:40:14] That's why we wanted to find the student stuff and how their resources will be allocated, but understanding why, I think it's critical, and that would be a product of talent, and that only half of the students arrived on the first day and half on the second come to the environment, and students know what another better, and they activated the students' environment, so a lot of different stuff.

[00:40:52] All right, thank you so much for the reason, thank you. First of all, welcome Dr. Boyd to the podium for the presentation. We're glad to have you.

[00:41:07] First I want to tell us that how we're looking for doctors for good reason. We are very ahead of this.

[00:41:25] Sometimes I can help to shuffle the numbers. I'm kind of finding what is going to go anywhere we can help. to elevate extra school calendar and be able to be helpful and so having it as an active leader is very helpful and also a very exciting note about calendar and appreciation NFL that they have finally gotten on board and the Super Bowl on the night before we had already had the full plan to be bought. That's like the number one thing to do that. You can do a full

[00:42:02] so there's a win moving it is your calendar I also really appreciate you highlighting the process because it's not created in the back it's not people from the start at a calendar saying oh I think this is one off, it is really in fact, it's a process, it's now faith leaders, it's now instructional leaders, it's now

[00:42:39] We can get different parents and students at all times, you know, and give the paper reminder from, you know, that it's not stated in a vacuum yet. It's enriching feedback all along the way, which is so helpful, as a reminder, to take it back, or through these pathways, including a long stage, through the spring.

[00:43:04] I would like to have there were coming off the field, I understand, of two years that have been extraordinary, right? So the water flow is here, and then the ice storm has a few years back-to-back where we've had the numbers of days off.

[00:43:23] And so, you know, fortunately, our calendar is very proactive in how it was needed. have a lot of instructional time above the anonymous required that our students are still giving the anonymous discussion required from the state.

[00:43:39] However, I wonder if it would be helpful to use today to the spring, and if we have another three figures on disclosure, what would be our fees that we would come from any process?

[00:43:55] I don't think we would ever use them, but if you had years, you could have never met. It wouldn't be helpful to do that.

[00:44:02] And then there are also the possibility that on men's call, that it doesn't have to come on the next.

[00:44:49] In other words, we often, I think anything on the table, that we did try that for, We've got my expertise about whether that was helpful, but we've tried to clear in the language of the answer that certain answer doesn't participate at any time for therapy.

[00:45:18] For example, before something occurs at the current year, our options are at the same time, whether we might be able to do that, It was then to make it more likely to be really wonderful why these planning days might be more valid.

[00:45:55] We can look at what we can have or what we can get. I think that's like an hour allign or if it's more possible.

[00:46:16] Honestly, there's certainly value in the travel. I'm wondering, and I know it's not the reason, but we all have that as a boss. So it doesn't go to the line at the top yet, because it's been quite a bit short and cool.

[00:46:40] And then the last, we're looking at our Staters firm. So you know what we understand, so next year will be our first two Staters firm. And it is right over, you know, two days of Staters and then all in. And then for this calendar that we're looking at here, it looks like it's one day of Staters, over two days.

[00:47:03] One day of Staters. So what is the philosophy on the 27th or the 28th of 27th? I can actually get to that.

[00:47:19] I have a few years we are working more and much so in the board groups and working on how we're working on how we can operate and what are we expecting?

[00:47:42] How are we going to do this? And at that time, several elementary leaders said, Why did he stop this way and not the elements?

[00:48:00] According to the calendar committee and evidence model, there's a lot of feedback that the calendar committee got from other staff who did it, so they worked for now in 2017 and put them on

element.

[00:48:19] So they felt that this way, it was just this way of pay. And then, you know, all of those things on the same day and then they're kind of bringing it over to it.

[00:48:37] That's correct, yeah, I understand the differences. Oh, yeah, Dave, I just did that. Correct. How does the one way, that's looking at them. And so, you know, I think it's important that we're still having to implement this cyber start, and really do that, we'd like to learn from that and achieve that from that.

[00:49:13] And so it's maybe that we'll come back to the end. So once you've actually done it, if there aren't any form of findings, you'll definitely still be able to do that and bring that dominant interaction to the building.

[00:49:39] All right. And that's all I have. Thank you. Thank you.

[00:49:53] It does vary because we don't see days and hours and then the length of the day by level

[00:50:29] And then, of course, we're tracking that tool itself is required to use that, not just the process of how we're out of it or what are main rates of companies.

[00:50:53] And then the active company, so we have a plan. And so we have a plan, etc.

[00:51:11] Why can't I go? I mean, if you're saying that they could get applied to a change, you know, more savings, and just kind of nothing.

[00:51:29] But the requirement is \$196,000. So our calendar is the \$196,000 requirement. And so we are seeing that as we provide the power that is, but we do have on that to make that as we get jobs, we are not really slow.

[00:51:56] The continuity of learning, we like to be able to get that more of the learning. at what time we make effort from powerful, have the opportunity to respond with content.

[00:52:17] So I think that's a strategy we leveraged, even before we were in the forum, for not to be in the office of the first morning. Especially early in a calendar, when we remember that we said about how we do that before.

[00:52:37] Understanding that calendar is certainly a closer to the process of the family, leveraging the good is to be very disrupted, I'm definitely in the report of the production of the day.

[00:53:04] We love the movement from the fall of the day. Definitely in the report in the day, we thought it was kind of, I think, that the first possibility of the plan process. I'll go ahead, Chair, I'm sure, with questions.

[00:53:24] Thank you, Josh. I've covered a lot of it. I'd say, yes, it's important for folks to recognize that it's not under 90 hours. We'll probably do 10 hours over a day.

[00:53:44] So it's important to share that we have the requirements that we have to do time in what we're made of as far as we did. That's when possible in the school long-term world. I'm going to start with the intent of time to do a thousand, not hours later.

[00:54:10] Thank you, sir. I'm very glad you did a great And then the religious holidays, I think it's wonderful how many religious holidays we have to celebrate like the county.

[00:54:39] Almost all of the holidays are celebrated, especially for the people who are in the South. I would encourage those people to celebrate the holidays, and I think it's a wonderful thing to celebrate.

[00:55:13] For the next item we have there are a couple of employees, as the board may recall, we were implemented with a listed number of features, and we were quickly getting lots of feedback out in the field for board members of footage and amended to that contract to allow on those additional, which have been put into the company, that's what that was like.

[00:55:49] Thank you for all of you using this video, it's been a very long way, it's been a automated call coming in and saying this is what you recorded.

[01:11:19] We are out of the reporting, so there is no reporting, but you can't do it. I am correct. It says, we have records that we're not encouraging and we want to have that.

[01:11:53] We have records. All the time, the mother, you know, 2 or 9, I'm not going to see if the record is set.

[01:12:17] It's not really. Let's say there's a health system. This is quite a recipe from every point of the record. - Thank you for that.

[01:12:33] Thank you for that. I just, I was just, I was just never out behind, but you're a common mistake. I'm so right. I have equalized and I'm tax-averse, of course,

[01:12:53] and I am very happy to walk here.

[01:13:15] Thank you. I'm so sorry. I'm so sorry. I have equalized and I'm tax-averse, of course, and I am very happy to walk here. We understand Google meetings and all of those things, so thank you for that.

[01:13:43] When the automated message comes along and says this is going to be recorded, we give guidance to our staff on how to respond to that.

[01:14:00] So the other question is, is this important and difficult to do with the last question?

[01:14:49] Yes.

[01:14:54] I'm sure that it's just a moment. So why is that moment, I think? Yeah, I'm saying that you might be a little bit long. So what are we thinking of today? So I'm sure that you should be around all day. So I'm thinking of that. Are there too many messages? When I'm looking to follow you, I'm going to find a lot of ways. Is there any message we're going to address?

[01:16:07] I love parents where I can attend the last two weeks.

[01:22:37] I really love whether I can just comment on the post or respond to the spread message.

[01:22:58] To me, the lab led to your own, which I feel like has to be like a very difficult, like very, um, waiting for her, you know, so right into now, where I think there's a follow-up on those, like, you know, whatever else, I would really like it, I would get, um, a lot, if you could keep up, can't be your guide to own that.

[01:23:29] I have another adult who loves adults, so I am glad that I have another beloved adult.

[01:24:36] So if ever, parents, whatever, isn't really going to have loved adults.

[01:24:59] Thank you for the presentation.

[01:27:57] I don't think I have any questions or questions, but just a feedback on my opinion, I don't think I have any questions.

[01:29:39] So I love that I need to come, have to bring them really calm. Thank you for the presentation, I'm the only one up here who is not doing 2027 with my birthday and my daughter.

[01:30:07] I didn't even know that. I'm useless for your parents. I do look forward to using it.

[01:30:27] From a teacher standpoint, this is a very cool idea. I think I have one question. Are students able to access therapy?

[01:31:06] Yeah, and the reason I ask is about having the lights on school grounds.

[01:31:37] Although, I do think that it is possible for contacting a child, perhaps setting a limit. Because you may need to do things about practice.

[01:31:57] to want that development. Are you able to do a program now? Very well. Thank you very much.

[01:33:12] So, given the recent planning discussion, I have your question on students here.

[01:33:43] All four things that lie to the topic of technologies and try to clearly put these questions together and I'm going forward and I'm going to respond to all of the questions.

[01:34:09] One is profitability. Question. Can you back play on the total revenue series including tax content? And how are these revenue being invested?

[01:34:25] My initiative, where they are in an industrial development. And the question area, can you keep the post and how to expand these nomination questions?

[01:34:41] As residential and customer development cycle, what do you have to be doing? Copy tax and profit? and how are we going to do this information? The 13th of my listeners have said "Are we going to do these questions?"

[01:35:02] What time are we going to do about allocating how are we going to do this information? And then the last one is I find that we didn't have a question on this book, "Clarity" or the question "Are we going to do this?"

[01:35:26] And that question is "What time are we going to do this information?" How do we say that we are going to do this information? So, again, these questions that I have been nominated for the forum on this number, instead of when you're seeing here, they're going to have a chance to come to you with the second college student.

[01:36:03] And also, we're going to share with you. College student is going to be in this long-day and out of the three-day school board's next meeting. Our next work session will be on Thursday, and then we'll be in this long-day and out of



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