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Manassas City School Board Meeting - October 14 2025

Date Tuesday, October 14, 2025
Place Manassas City Public Schools / School Board meeting, Virginia
Length 1h 23m (video)

- Official meeting video (YouTube): https://www.youtube.com/watch?v=nW-xo5_IwDQ

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Speech-to-text: whisper.cpp, model large-v3-turbo. Produced 2026-10-17. Each paragraph starts with its time [HH:MM:SS] in the meeting video.

[00:08:59] activities run by our student leadership group along with our school counselors that build community and encourage peer connection. We also run during the month of October new segments where counselors and our broadcast team highlight positive messages and anti-bullying themes and in addition to these ongoing efforts like you've heard earlier we actively are looking forward to unity day this year where we wear our orange tie-dye t-shirts which will be on Wednesday the 22nd on that day we will also be having leadership selfie cameras and photo booths so that we're able to promote inclusion and fun but without

[00:09:35] having students use their own personal cell phones and then our positive change ambassadors with the helpful school counselors have designed and will be distributing flyers highlighting the signs of bullying and also the strategies the students can use to combat it so if you are a target of bullying what can you do who can you go see and if you're maybe a stand or someone that's just standing by what can you do to help the situation so these initiatives not only raise awareness but also are fostering a sense of ownership and a pride among our students when students really take the charge the message resonates more

[00:10:12] deeply and that leads directly to our source of the strength campaigns that will be coming up shortly but I won't go into that today because I know that Mr. Immel will go a little bit more in depth. Thank you. Thank you all. Mr. Immel. So as you've heard throughout the presentation, there are many ways that our K-12 school counselors support bullying prevention. As Ms. Rotella stated, another tool that is being used across all levels, thank you,

[00:10:43] and I forgot. Another tool that is being used across all levels is Sources of Strength. As shared in a prior school board presentation, Sources of Strength is an evidence-based program that we are using K-12 to support the work of social and emotional learning. While Sources of Strength may look differently at the elementary, middle, and high school levels, at all levels it is focused on students using their strengths to build community. Through Sources of Strength, students are learning how to celebrate each other, make an appropriate apology if necessary to each

[00:11:21] other and see the perspectives of other students. For example, at the elementary and intermediate levels, students learn to exercise patience and build community and talking circles where each student has a chance to share celebrations. At the middle and high school levels, students from diverse groups, student-athletes, students in performing arts, students who achieve, and students who struggle academically are all trained as peer advisors as they implement school-wide campaigns focused on building community and positive school culture and climate. So thank you very much. Thank

[00:11:59] you to the counseling team and Mr. Emel. That was great to hear. I'm welcoming Mrs. Radford back up for another presentation. Thank you, Chair Siebert. I'm going to ask our clerk to come down and join me with this presentation. Virginia School Boards Association or VSBA Academy Awards. The Virginia

[00:12:37] school boards association recognizes school board members for their dedication time and commitment to strengthening board governance through participation in vsba meetings conferences and professional development our members earn credits through the vsba school board academy based on participation from July 1st to June 30th each year this evening we recognize the following board members for their continued professional growth and service and as I call your names if you don't mind coming down Miss Garza has certificates for you and we will take a group picture at the conclusion

[00:13:15] our award of distinction for 84 credits in two years receives a certificate and starfish pin that is chair Suzanne Seberg and vice chair Jill Spall for the award of excellence 48 credits in two years, receives a certificate and silver pin. That is board members Sarah Brescia and Dr.

[00:13:45] Kevin Newman. He did receive it though. The award of achievement for 24 credits per year receives a certificate and bronze pin, and that's Dr. Zella Jones and Ms. Lisa Stevens.

[00:14:13] And the award of recognition, which is 15 credits per year as a certificate, Diana Brown, Dana Marie Miles and Miss Alba Garza again it's noteworthy to speak on this because I know lots of times people see our board members here that you might see them in our schools on various occasions but they do a lot of professional development traveling to Charlottesville traveling to Richmond networking with other boards across the state and so I think it's fitting that

[00:14:51] VSBA takes time to recognize that you don't just show up at events you know that you are definitely doing things to help with board governance and we appreciate everything that you do for Manassas City Public Schools this

[00:15:25] concludes our spotlights for tonight thank you thank you Mrs. Radford and I did want to mention that there's some construction going on at the building next door so when you hear the banging and clanging it's that's what that is and I'm sorry if it was disruptive to our presenters tonight okay now we're on

[00:16:04] board committee reports and Mrs. Stevens would like to make a mention for the policy committee. Thank you, Chair. The policy committee is going to be meeting at 5 p.m. on the 28th of this

month, just before the regular school board meeting. We're going to discuss three VSBA policy updates, and then two policies we're going to look at, JHCF and IGR. We will be meeting here in one of the front rooms. Thank you. Thank you. And now I'll go to Educational Support

[00:16:39] and Finance Committee chair Ms. Jill Spall hello we did meet back in September possibly the 23rd the 16th of September was the day that we met and we talked about a couple different things we are wait going to be receiving information from staff about story plans for Jenny Dean launch of that new school in 2026

[00:17:13] six and we are also going to hear from staff about finance from our finance department about a return on investment for work sessions that we are going to be having a joint meeting with our council in November so those were two things that were decided and I think we put about a couple other things back to staff but they won't come before the board so things like the 50th anniversary were discussed but not necessarily something that's going to come back to us anytime soon thank you chair

[00:17:53] thank you vice chair next up is public comments at this time we welcome members of the public who wish to speak about services policies and affairs of the city of manassas public schools because we have an agenda we need to complete we ask that comments be limited to three minutes we appreciate the time you have taken to be here. We treat public comments as a public hearing and do not engage in conversation with speakers. The lack of an immediate response to your comments should not be taken as a lack of interest or concern. Please be respectful when presenting your comments. And signed in first, I have Anna DeMaria.

[00:18:32] Good evening. I am Anna DeMaria, president of the Manassas Education Association, and I find it coincidental that you all just received certificates for professional development because that's what I'm here to speak about.

[00:18:50] So we, the MEA, sent out a survey about how staff felt the professional development and in-service week went before kids arrived back to school. We had a lot of very detailed data, and I'm just here to give a quick snapshot, but I do have an email ready to send to you and central office staff what our members and other staff members had to say because we opened up the survey to any staff.

[00:19:14] So overall, our teachers appreciate the professional learning that is professional learning that is practical, collaborative, and relevant to their roles. Departmental meetings, content-focused workshops, and sessions led by district staff were consistently cited as valuable and immediately applicable to classroom practice.

[00:19:32] These examples show that when PD is thoughtfully designed, it can truly support teachers and improve student learning. Staff also identified several challenges. Many felt overwhelmed by the volume of PD, with limited time for classroom setup, lesson planning, and team collaboration.

[00:19:48] especially new teachers who felt underprepared for the start of the year. Repetitive or one-size-all sessions were viewed as low-value, and specialized staff, such as our ESPs, often lack PD relevant to their responsibilities.

[00:20:06] Additional concerns included scheduling issues, the timing of convocation, and limited opportunity for meaningful feedback. So based on the feedback we received, these are just some recommendations to keep in mind for next year.

[00:20:20] Staff would like protected, full, unencumbered classroom preparation days, differentiated PD by role and experience, including targeted sessions for ESPs, new teachers, and veteran staffs, reducing repetitive or low-impact sessions and prioritizing PD with clear classroom relevance, improved scheduling and calendar design, including reconsidering the timing and format of convocation, and strengthened feedback systems to ensure that staff voices guiding PD planning are anonymous.

[00:20:53] so in summary our educators want professional development that respects their time supports their work and prepares them to give students the best possible start to the year and since I have a little bit of time left just two things one personally I was part of a PD that I found very valuable it was the elevation training that mr. Emil organized for us I use that website every single day so we definitely have PD that is supportive and I use it as an as an ESOL teacher every single day and then also the Osborne Alumni Association reverse raffle is this saturday if you are looking for something to do tickets are a hundred dollars

[00:21:28] it gets two people in for all you can eat buffet and drinks okay thank you thank you mr marion next up is jenny higginbotham i don't care how large i make this font i still need glasses good evening madam chair members of the school board and dr newman i am jenny higginbotham mea education support professional at large and the chair of the virginia education association

[00:22:03] Education Support Professional Committee. I wanted to speak with you tonight about my passion for the Education Support Professionals, or ESPs, in MCPS. In my over 20 years in this division, I have seen some amazing work by the ESPs here. There are nine job families that are under the ESP umbrella, and we have outstanding people and doing great things in all of those areas, which is why it saddens me that we do not offer relevant job category-specific professional development in all ESP categories at MCPS. I also find it a bit questionable how the meet and confirm program

[00:22:40] excludes members of, excludes members from all ESP job families. The plan for one ESP to represent the five elementary schools to cover ESPs from paras to clerical to food service to custodians to translators seems ridiculous and as if those higher and as if those higher up don't see the importance of representation. Our education support professionals have watched as the pay divide between teachers and ESPs continue to grow. We see the disparity in the increase in salaries

[00:23:15] for certified staff versus classified staff while continuing to increase the responsibilities of the classified staff. We see that you don't plan relevant PD for us. We see when you try to say meet and confers for all, but yet not all will be at the table. Education support professionals are the workhorses of the division.

[00:23:37] You cannot run schools without us. Perhaps it's time for MCPS to honor the work and commitment of your classified staff with decisions that you make. Thank you. Thank you, Ms. Higginbotham. I don't have anyone else signed up. Is there anyone that wishes to speak?

[00:23:54] Okay, moving on. Can I get a motion for the consent agenda? Chair, I move that the school board of the city of Manassas approve the consent agenda as presented. Second. I have a motion by Mrs. Stevens, second by Mrs. Brescia, that the School Board of the City of Manassas approve the consent agenda as presented.

[00:24:12] Is there any discussion? All in favor? Any opposed? The motion carries 7-0. Ms. Brown, would you please read the proclamation for this evening?

[00:24:29] - Good evening, everyone. The Virginia School Board Association recognizes Bullying Prevention Month to raise awareness and promote action to ensure that all students can learn in a safe, supportive environment. Whereas school bullying has become an increasingly significant problem in the United States and Virginia, and whereas nearly 20% of the youth in the United States are estimated to be involved in bullying each year, either as a bully or as a victim, and whereas an estimated 10% of elementary schools,

[00:25:05] 15% of high schools, and 28% of middle schools reported the occurrence of bullying at school at least once a week and whereas bullying can take many forms including verbal physical and electronic and can happen in many places both on and off school grounds and whereas it is important for Virginia parents students teachers and school administrators to be aware of bullying and to encourage discussion of the problem as a school community and whereas the VSBA

[00:25:42] has developed sample policies to encourage positive behaviors and to eliminate bullying behaviors. Now, therefore, the Virginia School Boards Association recognizes the month of October 2025 as VSBA Bullying Prevention Month with the intention that the issue of bullying and its prevention be discussed in Virginia schools and classrooms during that time. Thank you and it was unanimously voted on and approved by the school board this evening. Thank you Ms. Brown. On our discussion

[00:26:21] agenda tonight we have student achievement and Ms. Betty Jo Wynnum, director of school leadership and Dr. Jennifer Quesada, executive director of finance and accountability will present an update on the new alternative education program. Good evening Chair Seberg, Dr. Newman and Vice Chair fall along with all other esteemed members of the board. This evening I'm going to be joined by Dr. Hussata to provide an initial update on the restructuring of alternative education within Manassas City Public Schools. We will present an overview of the current framework and support

[00:26:57] systems in place along with our progress toward the launch of Manassas Pathways. This program is our division's distinctive alternative education initiative funded and approved through the partnership of this board and the city council as a pilot project. As you know, one of the school board's priorities has been to create an alternative education program to better serve students whose needs are not fully met in traditional settings or who require a different school environment to succeed both academically and behaviorally. This initiative began in 2023 and a presentation was

[00:27:31] delivered to the school board during its retreat in June of that year. During that year of 2022 to 2023 we started exploring ways to support students who learn differently and need an alternative pathway to success since then this topic has been discussed in joint meetings with the city council in February 2024 June 2024 and March 2025 as well as in multiple discussions with the school board throughout last year 2024 and 25. so today it's exciting for me to be here share tangible evidence that this has resulted great things are starting to

[00:28:10] result from these focus efforts in tonight's presentation you will learn about the progress made so far to ensure that Manassas pathways opens on time as scheduled this work directly supports our NCPS strategic plan which calls for inclusive and collaborative learning environments where all students feel safe support it engaged and most importantly valued it also reinforces the school board's commitment to increase in student achievement and graduation rates by keeping students on track to earn their diploma following tonight's presentation as you'll see on the slide

[00:28:44] you will receive two additional updates um november and december on november 5th we're going to provide an in-depth logistics update and on december 9th you will receive information regarding staffing and programmatic development so those will be a little more detailed and extensive but the goal tonight is for you to really get the gist and we want and the public to get a gist of what we are working on and what we're excited about so the next slide shows our current team last school year a budget request for the school year 2026 was approved to fund a coordinator of alternative education programs to oversee and align our division's alternative

[00:29:24] education programs for students receiving education through non-traditional means both within and outside of MCPS while our school division has provided various alternative ways for students to engage with academic these programs have often been implemented and operated in isolation rather than under a cohesive framework and network that we really are guiding the work of together so the purpose of this request was to establish and align a common vision for all these programs ensuring that they work together with clarity and systematic processes that are equitable to enhance student achievement these alternative education options which will sound

[00:30:03] familiar to you include it and still include evening school our ged program ohs's blended learning home-based instruction cvi and independence excitingly this school year we have added two additional options including virginia virtual at manassas which we call vava and manassas pathways miss cherished skinker was hired for this position in the spring of 2025 and she's joined us here tonight so i just like you guys to see who she is she's behind a lot of this work additionally students participating in these programs particularly those students who receive

[00:30:39] instruction outside of our school's offerings due to long-term suspensions expulsions or placements in alternative education for disciplinary reasons have experienced limited academic progress monitoring so there was a recognized need for enhanced student support and accountability for these students to address this need a 10-month position this school year so before the before we received the two million dollar before that we repurpose a 10-month position to be the role of alternative education case manager so this was not a new position at it but we repurpose the 10 month and this position currently Bridget Pierce serves primarily as the

[00:31:19] academic and success liaison between students, their caregivers, the school, and the district. In this role, she will also provide direct student support services to students enrolled in Manassas Pathways on a daily basis. So those two positions that I just talked about, they're supporting all of our students who receive some form of alternative education.

[00:31:40] And then in July, it was really exciting, the successful partnership between the school board and city council resulted in an approved allocation of \$2 million from the fund balance to support the implementation and operation of a pilot alternative education program which we now call manassas pathways for fiscal year 2026 the alternative education program administrator and administrative associate are the only positions thus far that are in place and funded through that fund balance mr brian coleman also present tonight was appointed as the manassas pathways program administrator and he will oversee the day-to-day operations of manassas pathways

[00:32:20] He is working closely with the Coordinator of Alternative Education Programs, Ms. Skenker, to prepare for the program's launch scheduled in January 2026. Additionally, the Administrative Associate from NASA's Pathways, Erica Causer, is also in place. She also has served as our Virginia Virtual Academy

Registrar. She has been appointed to begin the necessary planning and preparatory projects to ensure that Pathways opens on time for our students. To date, her work and dedication to meeting the needs of our students has contributed to a very very successful launch and partnership with Virginia Virtual Academy which has really been successful I didn't put

[00:32:57] very very in my notes but really has been successful I'm excited about it and she works alongside Miss Skinner and myself currently in that role. This team that's listed above has achieved so much since the school year began and we started working together this summer and we keep adding to the team but tonight's update focuses on the launch of Manassas Pathways but I did think it was important to show where we are building from so the table in front of you provides

[00:33:32] outlines of all of the deliverables that we have accomplished to date so everything up there is accomplished at this point along with the various partnerships involved in completing each task as you will see on the chart. This is not a one-man show it's a huge collaboration project because number one, these are all of our kids and require all of our services and deserve all of our services. Next month, our presentation will showcase an even greater number of achievements as we continue to work through our task list related to program logistics. I compare it to like a punch list when you're building a new house, right? You're really looking at every

[00:34:07] little detail. Key areas currently being developed and finalized, which will be shared in future updates include hiring onboarding training completing renovations finalizing program handbooks assessing student enrollment status and planning day-to-day operations for the new program. I am proud of the work of Mr. Coleman and he is igniting a leadership retreat for his small but mighty team already so that's coming in the coming weeks so again like we really are taking this work seriously this project truly represents a collaborative effort reaching this stage has required careful planning and teamwork across various departments including instruction

[00:34:46] transportation security food services and technology together we are building a solid foundation for the successful launch of this program in January we remain positive we remain hopeful and we are really prepared to tackle any obstacle that's coming our way so in front of you now you're going to see a little bit of the design. Manassas Pathways is designed for approximately 30 to 40 students at a time who require a non-traditional learning environment.

[00:35:15] This need is typically identified through disciplinary hearings for long-term suspension and alternative education recommendations. Additionally, principals can collaborate directly with the coordinator of alternative education programs, Ms. Kinker, to explore options for students who may benefit from a non-traditional setting. And again, that's the beauty of having her position overseeing all the different programs because we really can be equitable, meaningful, and intentional with getting students where they are best served, and we do offer a lot of options here, and I do think as a board that's something to be really proud of because I've been in other divisions where that isn't the case. So even if it's not mandated by the discipline

[00:35:53] hearing officer, she is available to help schools navigate and help those kids get what they need. Referrals from the principal, of course, will depend on capacity and what we have available at the time if it's a pathways placement, and these details and workflow and the referral process are currently being worked through and finalized by them so I'm sure you know there's questions around it but we are being very careful in how we're planning so that when we do communicate plans they're ready to go and to

minimize miscommunications. Manassas pathways offer smaller class sizes individualized instruction and social and emotional support aligned to the students

[00:36:30] individuals needs and strength this primary goal is clear we're going to help students make academic progress maintain a connection to school earn their high school diploma and help them find post-secondary success after that. The scheduling structure utilizes a hybrid model to accommodate students in grades 5 through 12 based on capacity. High school students will attend classes in half-day shifts while middle and intermediate students will attend full day shifts. Additionally, Pathways will implement an off-site restriction support service aimed at reducing unexcused absences resulting from short-term

[00:37:05] suspensions for specific code of conduct violations for example so this is going to be a hypothetical situation that i'm going to share to help you understand what our vision and our goal is for an off-site restriction this is only to illustrate the intent and purpose of the support service so again this is not like that we're working on building it so instead of suspending a student for three days due to a qualifying violation let's just say the qualifying violation is a student just refusing to go to class just walking around you know warning progressive discipline we've had conferences we met and a principal reaches out to mr coleman so let's say that's a qualifying

[00:37:43] violation instead of sending that home that student home for three days to still not be engaged with learning we would have an option to consider that student to attend pathways where they would get restorative support and resource to help them return to school in those three days they would be counted in attendance not as an unexcused absence which a suspension out of school is an unexcused absence for a student so in saying that instead of suspending a student for three days due to a qualifying qualifying violation which Miss Kinker and Mr. Coleman are working through now to determine what those violations would qualify and what can what are we best student to serve

[00:38:21] school administrators could consult with the pathways administrator to check if there is capacity available for an off-site restriction assignment. This assignment would include restorative practices related to the initial minor offense, helping to prevent such issues from escalating if they are not addressed. This support service is currently in the planning phase with a goal for a soft launch in March. So we're going to open in January. Our goal is to implement that in March as we want it to be successful. The alternative education team is diligently work and to create streamlined systems to ensure that processes and methods are solidified

[00:38:57] and communicated clearly. Upcoming principal meetings will serve as a means to disseminate program information as it is formalized and finalized. And looking ahead, one challenge we aim to overcome soon is hiring qualified staff who are enthusiastic and excited about working with our students. So if you are listening tonight and you are interested in serving this capacity, Please visit the Manassas City Public Schools website.

[00:39:24] We do have job postings listed, and we welcome anyone that's excited by hearing about this program and wanting to be a part with it to come join us. The December update will provide more detailed information about the program structure. I can attest that both Ms. Kinker and Mr. Coleman are readily planning for the onboardings.

[00:39:45] Our goal is to hire at the beginning of December so we can have training, team building, and gathering everyone for a collective efficacy of how we are going to meet these students' needs and also

being excited about the work. Dr. Casado will now come share about how we're going to measure our success.

[00:40:01] All right. Good evening, Chair Siever, Vice Chair Spall, school board members, Dr. Newman. When implementing a program, a new program as a pilot, it's critical to gather data about the implementation and impact of the program so informed decisions can be made about expansion.

[00:40:18] I do want to add that I meet weekly with the alternative education team, with Mr. Coleman and Ms. St. Farah and now Ms. Pierce, also with my dual hats, right? Talking about the logistics from the funding side, but then also on the accountability and outcome side. As you've heard and seen throughout this presentation, the goal in a big way is to create an inclusive and collaborative learning environment where all students feel supported by, I'm sorry, all students supported by the program feel safe and valued.

[00:40:43] We aim to provide an interactive, innovative and equitable learning atmosphere that opens up a world of opportunities for our students. With an alternative education program like Pathways, Individualized support is provided to students who may have needs that are best served outside of the traditional setting. The goal for students is to keep them engaged in instruction and reach the ultimate goal of graduation.

[00:41:02] Depending on where students are in terms of their journey toward graduation, the metrics for success are going to look different. The success criteria included on this slide represent different ways that the success of the program for individual students can be measured and then aggregated. So for all students who participate in Pathways, academic progress can be measured using grades.

[00:41:21] This can be through quarterly grades, assigned in courses, like in any other class, but also movement through online course modules and performance on assessments, whether they are online assessments or in-person assessments. For students at the high school level, and as you heard Viswinem say, progress toward graduation is a success criterion, perhaps one of the most important success criteria.

[00:41:40] This is a metric that we can also use to look at the impact of the program by aggregating the number of students making progress toward graduation requirements, as well as looking at the number of those who actually graduate and the number who drop out. Along the way, it is critical to assess the engagement of students in the program.

[00:41:55] Attendance data for students participating in this program will be collected and analyzed and compared to these same students' previous attendance patterns. Student behavior data will be analyzed as well to see the impact of the program on discipline referrals, both for students within the program, but also at their base schools.

[00:42:11] Comparison to past patterns will be made. We will track the long-term suspension and expulsion numbers for MCPS, since this program is designed to support students before they become repeat offenders and reach the long-term suspension or expulsion stage. Ultimately, the goal for many students, especially those who are not yet close to graduation age, is for them to return to their base schools.

[00:42:32] As a result, re-entry patterns and the lengths of student stays and pathways will be analyzed. You heard Ms. Wynnum talk about the different ways that students will be served. So each of those different pathways within pathways, right, will require us looking a little differently.

[00:42:48] As mentioned, this is one of the first of a series of presentations and updates about the Manassas Pathways program before it launches for students in January, 2026. Thank you for the opportunity to share with you this overview tonight. - Thank you, Dr. Cassata and Ms. Wynnum. Is there any questions or comments from the board?

[00:43:06] Ms. Brescia. - So thank you both. I did send my questions in advance and you guys did a very great job of incorporating a lot of that in there already.

[00:43:21] So we have a more focused conversation now. It's possible you said it and I missed it, but we do have kids as young as fifth grade are coming into this program so what is the plan for recess and pe for those kids yeah so they are working on the daily schedule but just a fun fact we do have in our furniture and equipment purchase that we have treadmills like some exercise like equipment there's structured breaks um for play for that engagement time but in regard to health and physical education coursework that would be provided through the methodology that they're getting their courses so like if it was at minimum or whatever that is, but there are structured breaks, just like if it's raining outside.

[00:44:01] We don't have a playground or monkey bars or anything like that at the office, but there are structured time for kids to have breaks. So I'm looking at the staffing for By the Numbers, I see, and you explained there was a difference between Meet the Team and By the Numbers.

[00:44:21] Yes, ma'am. So I see an ESOL teacher, a SPED teacher, a math teacher, an English teacher, reading interventionist. Are these, first of all, are any of these through VAVA or these are all anticipated to be MCPS employees? All of those are, all are MCPS employees regardless. In regard to funding to get technical with that, which is also exciting news. So the administrative associate

[00:44:58] paired with Pathways, who's serving Pathways, also serves as the VAVA registrar, which we will be able to recoup money um back um from from baba to offset that so it gives you like a little it the full salary will not have to come from from that okay that's good um so we have a math teacher english teacher reading interventionist but we have kids in grades from five to twelve so how are is one reading teacher one math teacher one reading interventionist serving all of those great so um again it's very individualized so you're gonna there it's not a typical classroom

[00:45:35] room like you move classes so whether the however they're getting their services so if it's online like if it's ed minimum their teacher of record will be through you know they'll be working through there and then staffing will partner with them again that is part of the programmatic updates that I think you will get more certainty with in December when they come to provide that and not that I don't I can speak of my idea and what I think but I do want to value the time that they're putting in to really plan and I don't want to speak for them right but again it's going to depend on the staffing that we get. We want to get high quality staff. Right now they're posted.

[00:46:09] It's going to depend on the age of the kids, where they are with their progression to meeting this requirements for a diploma and the method that we're delivering instruction, which could be a hybrid model. Okay. So thank you for that. But basically the answer is wait until the programmatic update. Yeah. I mean, I can give you tons of, I just want to, I don't, I don't, I don't want to make it confusing. I want to, you know, right. I want it to be right. If we're going to put it out here in front of the camera. I promise we're working on it but again it also I just think it is important to keep in mind that every kid coming to this is it's going to be very different. It could be a student with an IEP that requires specific services that that looks

[00:46:47] different for. So we are planning for all of those unique situations right now. You know we could go all year and not have a fifth grader but we are equipped to provide instruction for grades 5 through 12. So let's talk a little bit about the success criteria. I'm going to quibble a little bit with to you, Dr. Kasami, because you said the goal was an inclusive, collaborative learning environment.

[00:47:10] The goal is student academic success. It's a pillar, a support pillar, is the inclusive learning environment. So the goal is, yes, to create this inclusive environment, but the goal, ultimately, is student academic success. It was a little topsy-turvy, so the top. So I was a little confused as you were talking about the success criteria. Are Are these success criteria for the students or success criteria for the program?

[00:47:42] It's a little bit of both, right? Because as you heard said, individual students are going to come in and you're going to have targeted goals for them. The goal could be re-entry. The goal is graduation, all of those things, and success in their classes. But for us to look at the program, we need to be able to then look at, in aggregate, are students making progress in terms of grades?

[00:48:04] Are students making progress in terms of graduation requirements? Are students coming? are students having behavior issues so it's a bit of both right so for an individual student their metrics are going to be within these big umbrellas but then we will aggregate up to say okay what numbers and percentages of the students being served as well as other metrics for the program are how are we actually serving these students how many how are they coming through how long are they staying how um so how is it actually working because that's really important to help us know help you know how to continue the program right so it's both outcomes but also

[00:48:37] implementation metrics so it is both okay so we don't have i mean i know in general like taking attendance for example because you did say that pretty concretely let's look at their attendance before they started pathways and look at their attendance during and after pathways um do we have a percentage we would like to see that improved by or we are we're not putting that and i think i think until we know who the students coming in are because some are students who may have had attendance problems some are students who may not have right same thing they'll be around the behaviors right you want to prevent students from becoming repeat offenders right

[00:49:16] so those those are more tangible in terms of actual numbers um so i don't know that i could say a percent for the attendance because some of them may not have had attendance issues it may have been a behavior issue that is led there sometimes those are you know go hand in hand but not always can i share something yeah so this um may help a little more so of course you're look at kids individually like they like you could have a student and high achieving very high achieving gifted ap student who's made a bad decision that we still want to serve and keep them moving so i think i don't want our staff and i don't want the staff in manassa city to lose

[00:49:50] perspective that these students are still the base school students so doctor it could be a student from osborne high school that's placed at pathways but pathways doesn't have their own school report card their accreditation that school that kid is osborne high school is responsible for that kid's success so that that osborne high school school quality profile is that's going to reflect that student's success so i think that's important what we don't want is we're sending these kids out and we're not we're not engaging them with instruction and then we're not getting their success we're not getting their story told within our our school report card so it is hard i want a successful

[00:50:29] program that's getting these kids to meet the expectation of all the kids that are at Osborne and if we're failing to do that then I think that's where we'll have to look at it but it's hard to put these specific goals each kid I think the kid's success is the program's success and so that would be my answer because each individual kid is going to have different goals to meet there could be a student with an IEP who we're working to get an applied studies diploma but at the end of the day the graduation and the accomplishment of that kid is factored into the school that they are assigned to so it is not at the school level out of sight out of mind this kid is now at Pathways this kid is

[00:51:07] still a student at Osborne High School and included within their school achievement data so I do think we can look at from that lens our goal is to help accreditation of all of our schools by taking kids who in the past we haven't been serving as best as we could and that's it's not probably the best direct answer, but I really don't want it to be out of sight, out of mind because we are connected to everyone's achievement. Yeah. Thank you for that. I mean, I do want to be very careful about how we collect this data and then share the story afterwards, because as a pilot program, it is not necessarily continuing into the future unless we can show that there is

[00:51:44] success. So we want to be very intentional about collecting that and demonstrating that when the time comes and you I forget which one of you that said it there is so this is launching in January but then something is happening in March what is happening in March so specifically in your questions you ask about the off-site restriction okay so the off-site restriction is like we don't want to go all full in at the very beginning we want to serve our kids that are there and then add in that service component that is like an addition icing on the cake to our program how us can we support kids who are in need but not at that disciplinary process yet that's a great

[00:52:20] measure those kids that come to us how many of those never have to go to the disciplinary process because we're intervening soon so that would be a sample a good example of data we could collect what is that repeat are they a repeat offender or did that work how do we keep them engaged so that's an example of part of the program that mr coleman and miss kinka are planning to launch so that would be an expansion a small it's like a student support services just a different lens how we can support and we have like there's a select like number of spots that they're determining each day that could be served for that

[00:52:56] well thank you very much this was a very good presentation that you told a nice story thank you for that miss Brown yeah for the record I just want to mention that the staff thank you the staff actually including included the complete goal in slides two and four achieving student academic success through inclusive and collaborative learning environments enabling all students to feel safe and supported in an interactive innovative and equitable learning environment so it was in there thank you thank you miss brown

[00:53:33] anyone down here um miss miles i'm just pleased that you now have and i know in previous years you've had something for our students but now it's consistent um and that they're not only helping our students but our families because i know when students are you know in the alt ed program a lot of times parents don't know how to support them and so just having that consistency i think it's so important and and like you you were saying they're still part of our school system and it's just crucial for their future so i just wanted to give a shout out to what you've done um and i really like the name and just the quote underneath the providing students a world of opportunity so I

[00:54:11] just think that's great because there are a lot of parents that kind of that was then you know you really can't control how sometimes how your children act but now having a support system that knows that they can get back hopefully back into the regular school system is wonderful so thank you. Thank you Miss Miles. Dr. Jones? Yes I just wanted to thank you for all that you've done And I think it's so important that we will be providing another opportunity for students to succeed.

[00:54:37] So thank you for your work. Mrs. Stevens. Thank you, Chair. I want to go backwards a little bit because you mentioned all of the programs that Ms. Kinker is in charge of. And I tried to get them all, but I may have missed. Evening School, GED, CBI, Homebound, Independence, VAVA, and Manassas Pathways.

[00:54:57] Blend It Learning, which is at OHS, so Osborne High School. It's a way to sort of a hybrid model to help those kids. So we did stick that in there as well because it is an alternative form. And, again, she just to oversee those to make sure we're considering all for kids and not just saying every kid needs pathways.

[00:55:16] We really are doing the best fit on their needs and their strengths. And sometimes that's what we forget to focus on. Like we do student by need, and that's wonderful, and especially for these kids. But we don't want to forget that these kids are also bringing strengths. So what are they good at that we can also consider and make in their place?

[00:55:33] So when, hypothetically, when a student is being considered for an alternative form of education, we're going to look through and see which of these eight might be best for them? Ideally, yes, ma'am.

[00:55:48] Okay. So, I mean, I don't think people realize it, but we have now eight different ways to support student success other than being in the brick-and-mortar building. And that's pretty amazing because I don't think a lot of people realize that. You know, they think we have regular school and independence and now VAVA.

[00:56:07] But we actually have eight different pathways to success. So I think that's great. And I think it's wonderful that although you're only one person and it's a whole lot of work, I think it's great that we've got one person who's taking care of these things and ensuring that our kiddos get that by name, by need, but also by strength.

[00:56:29] And I think that, to me, that's what's so exciting, is that we've added another tool to support our students to help give them success and help get them graduating, because that's the key at the end of the day. So I think that's amazing. I did have a couple questions.

[00:56:45] So in looking at the Meet the Team page, not the Meet the Team page, excuse me, the By the Numbers page on staffing, in my brain, when I think of kids who need alternative forms of education, like the Pathways program, I tend to think they need a higher level of social-emotional support than their peers who are in the brick-and-mortar schools and that their families may need more support than what you might see in the brick-and-mortar schools.

[00:57:13] Do we have, and you may be bringing this out in November, December, you probably are, so I'm probably jumping the gun here, and I'm sorry. What do we have in forms of mental health supports for students and then for family? I think that will be best addressed later, and we can get more of it.

[00:57:31] What I will say is this, and we've had great conversation, even Mr. Goodfell and I. We also, you know, we want to approach each kid uniquely. So Ms. Pierce, who's your case manager, she's really going to be able to assess that and get kids uniquely what they need.

[00:57:49] And I say that because I'm at fault and I found myself at fault even as a high school principal just because a kid has made a bad mistake and got into some trouble. They also could have a very supportive home, and they could have just made a bad decision, but we have to treat each of them the same, to bring, to be open, to learn what they need, because I think by assuming sometimes, which we naturally do, that these kids need services and support, which they do, but I do think looking at each individual kid will be important with miss ginker and bridget pierce who is our student case manager to make sure that we're

[00:58:28] getting them the right support so we do have um social emotional learning as shared um miss pierce is working on that to integrate it with pathway students daily other students but also whether we need a social work referral um in house we also are looking which will be shared partnerships with tdt therapeutic day treatment which i presented on um you know makes what qualifying students are based at pathways for instance that could utilize that so yes and exclamation mark yes but i just think it's really important that we really are looking at each kid individually um so that we

[00:59:03] are getting the services they need and then and again this i might be jumping the gun on it's okay so when i think about this will there be because those kiddos are still considered their um students of their base school there will still be a lot of communication between base school and pathways program yes and that's prior to the money being made available for this pilot program that was the reasoning which i did talk a little bit about i know read a lot but that was the reasoning for

[00:59:37] miss kinker and then a student case manager because that was an identified need that we saw lacking and that and miss pierce is that family connection with the division with whether it's return positions if it's an expulsion hearing like helping families navigate this process because it's a lot even being from the field of education if my son or daughter were put up like i probably would still want support because it's an emotional process as a parent so that before any of this we saw the need for that and that's why we used a position at osborne and repurposed it for a case

[01:00:13] manager position. Okay, that's great. And then one last question, and this question came to my mind as I was listening to public comments about professional development. We're going to have a math teacher, an English teacher, a reading interventionist. What about CLTs for that?

[01:00:30] Because we don't want them to be in a silo.

[01:00:40] It's a different conversation. So first, we're going to have onboarding. But, you know, like CLTs, it's not like you have a group of four teachers all teach in earth science. So again, you know, individual, but more of like how are the students performing, how do we intervene, and how are we working together to meet their needs?

[01:00:57] So they are already, their minds are just a-going. They came to me this afternoon and talking about Mr. Coleman with wanting CLTs and what that would look like. but it's more important just a support structure for the staff so they can best support the kids and some of that for staff in an environment like this it could be tough so we got to think about what do they need what how do we need to build them up what do they need a break like things like that we just need to be in tune to the staff that are coming to

work for us as well so they are I promise you they are on it well thank you I appreciate the time you took to give us the

[01:01:32] presentation the answers you provided us even though we're we're talking we are asking questions that are ahead of where you are. It is exciting. And, you know, to me, it's especially exciting because it gives our kids that extra avenue to help them be successful.

[01:01:47] And because also Pathways is not going to be a forever placement. It's a placement to get our kids where we need them to be so they can go back to base school and be successful in their base school. Because, you know, with my Sped hat on, you have to think the least restrictive environment for them to be successful is their base school.

[01:02:07] And that's where we want them to be. So thank you, and thank you all for everything you're doing to get this up and running. I think we're all excited. We're a little nervous. And I don't want to seem dismissive of questions, but I do want to make sure what we communicate is right, and I want to respect the time that they're putting in the work to get things right.

[01:02:24] So thank you, and thank you, everyone, for all the work you've done already. This doesn't encompass probably all the conversations you've had, so thank you. Mrs. Spall. Yes, I just want to say this has been a really long time coming, and it's moving quickly, but I believe in Manassas Pathways, and I'm really, really excited.

[01:02:45] And personally, maybe I should be nervous, but I'm not nervous at all. I believe in the location that we picked. I believe in the resources that are committed. I believe in the enhanced accountability. And I think that, you know, the program that we're putting forth is the very best version of our demonstrated need, which is very serious and can pay off, you know, in great ways when it's done right, which I believe it will be.

[01:03:18] So I just want to thank everyone for their time and their effort. We're doing big things. Thank you. Thank you, Mrs. Ball. Ms. Wynnum, thank you. Dr. Quesada and the Alt-Ed team. Thank you all, and we look forward to hearing more as we continue to roll through this, right?

[01:03:36] Thank you. Okay, up next is board member comments, and I'll go first to our student representatives, Ms. Breedon. Good evening. I wanted to thank our counselors for the encouraging presentation about the measures we're taking against bullying.

[01:03:58] I really enjoyed the orange bracelet idea from Mets Middle School, and I'm also looking forward to wearing orange next Wednesday for Unity Day, which Osborne has actually implemented as a part of our homecoming spirit week. And speaking of homecoming, it is Saturday the 25th, so if you know or have a kid in high school, please encourage them to go.

[01:04:19] It's a great opportunity for the students to connect and have fun. And lastly, I just had one idea to put out there. Upon a visit to another high school, my peers and I noticed some banners in the auditorium displaying victories of various alternate academic teams besides sports.

[01:04:37] We saw just marching band and the speech and debate team, for instance. And, sorry, given the strength of our marching band and their earned distinctions, as well as our SkillsUSA and Speech and Debate team making it to the regional level competitions last year, I feel it is appropriate to also look into these banners to display these accomplishments.

[01:05:02] I would be happy to email you photos that I took of the pictures for reference. That is all I have for tonight. Thank you. Thank you, Ms. Braden. Mr. Emun. Okay. So thank you for the presentation that you all did. I really liked, you know, your ideas of how one mistake shouldn't ruin your life. And I really like how Pathways is sounding. So I'm excited to see where that goes.

[01:05:35] Today, I didn't really have anything except one of my friends. They just, since they know I'm a student representative, they just wanted to know if there was any plan on fixing some utilities in the school bathrooms in Osborne.

[01:05:58] Because some of the sinks, they don't really work, you know, mirrors aren't missing. He just wanted me to ask this, so I just wanted to know, yeah. And come to the homecoming game on October 24th.

[01:06:15] It'll be fun, and I'm pretty sure the football team would really appreciate it. Thank you. Thank you, Mr. Imun, and we will get back to you with the right pathway to follow from your question. Thank you. Ms. Miles. Yes, I just want to start with saying that I'm very grateful that our school district celebrates National Bullying Prevention Month with school initiatives. My son was really excited to collect all the bullying prevention bracelets last week. Like he had to show all of them to me at a whole sleeve. But I just think it's so awesome that our counselors have really been very proactive in building a calendar event so students

[01:06:54] know that it's important. But I want to encourage parents and guardians to have conversations with their student about using social media responsibly. I know that even parents struggle with that but it's important for us to have those conversations um about also recognizing and responding to bullying and preventing bullying before it starts and if you need more information about that um you can go to www.stopbullying.gov to get more information they have videos on there as well and some talks that you can give to your student um so um some event an event that i actually was able to go to um on september 18th i was able to attend baldwin elementary's back to

[01:07:34] school night, the joint multicultural night that they had. It was so nice to see families representing their family's culture and heritage. There was lots of yummy food, and it was just a very well-attended event. I wasn't able to go to all the other back-to-school nights, but I noticed that a lot of people were able to come, and they were just so excited to share their culture. So I encourage you to make sure you visit your child's school and the events that they're having because it helps you to connect with the staff there and so that you see the

[01:08:08] children have that connection as well. I have some reminders. We're already in our second week of the shoe drive and I'm happy to report that many shoes have already been donated. So if you have gently used women's or men's tennis shoes, sneakers, or winter boots that you would like to donate, there are donation boxes at central office and at all nine schools. And the last day to drop it drop off shoes is October 24th. So OHS's debate team is looking for debate judges. You don't have

[01:08:42] to have prior experience and training is provided. But the one thing I want to remind everyone when you're thinking about doing this is debate competitions can't happen without judges. And right now we, our debate team is really looking for judges very, very hard. So that way they can compete if they don't have judges they aren't able to compete so if you are community leader educator parent you want to be engaged more this is the way to do it if you need more information see me because I can give you to the right person I actually have a flyer with the person who's dealing with that

[01:09:20] and and I think that's that's it that I have that's all I have thank you mrs. Freja. Thank you. Good to see the bullying prevention spotlight today. That was really great to see. It's been more than a month since we met last, so it's good to be back. Happy to see everyone. I'm looking forward to our next meeting, which, speaking of nervousness, should include the VDOE performance categories. So I'm looking forward to that. Since our last meeting, a lot has happened. The most notable being the first SEAC meeting of the school year. That meeting was held

[01:09:59] in conjunction with the new steps program which is a pep-like program to educate parents and families on the special education process so it meant there were new faces at that meeting which was really great and there was a really good discussion about communication and ensuring that families know about the various avenues of involvement available to them so that was really helpful really great really productive other events since we last met our town hall our start stop continue town hall back to school nights all of them i attended ready set vote put on by the leadership class at ohs cte career conversations looking ahead friday is the end

[01:10:36] of the first quarter everybody we're here already which is incredible and next weekend people have already mentioned is homecoming this is also conflicting and now i'm going to ask for volunteers with boonanza at baldwin elementary school typically boonanza relies on high school volunteers looking for their service hours to run the games and stuff like that but because it's overlapping with the homecoming game they're struggling a little bit so if you are inclined to volunteer at Boonanza there are plenty of opportunities or if you are connected through a church or some other youth program with teenagers who need their community service hours and they

[01:11:15] are not Osborne students and they don't have homecoming that night let me know and I can find something for them to do. And tonight is also a spirit night, a fundraising night for the Baldwin PTO at Wendy's. And that really bailed me out of dinner tonight. And so if anybody's looking for dinner afterwards, after this meeting, it's the Liberia location. And just a final civic reminder, early voting is underway. If you haven't already done so, your opportunity to vote exists. And I better not speak to any of you on November 5th. And anyone says to me, I didn't get around to it.

[01:11:48] right. There's 45 days in Virginia, so go ahead and take advantage of that. That's all I've got. Thank you. Dr. Jones. I had the pleasure to attend the Ready, Set, Go form at Osmond High School, and I was glad to see our two school board representatives actively participating and learning about our local and state government. I also attended the United Competition in September. Students enjoyed the competition, and they had lots of fun.

[01:12:15] The annual CTE Career and Conversation Day at Osmond provided a lot of information to students about internships job opportunities and educational opportunities i even learned some things and shared with other people in the community i attended the gifted in town the advisory board meeting on october 1st 2025. the annual report was reviewed and the advisory board will be working on a new five-year plan information was shared on activities at the art factory science fair for high school students enrichment onboarding and the library of congress field trip mark your calendars now for

[01:12:50] the gifted showcase on march 20th 2026 and for the enrichment camp that will be on june 15th through the 17th so you can put that on your calendar now information has been distributed to the elementary intermediate and middle school middle school and high school regarding participation in the mlk or talkal and writing contest sponsored by the princeman county alumni chapter of delta sigma theta

sorority i would love to see our talented students in manassas city public schools participate so ask your school principals for information if you are interested and lastly

[01:13:26] let's all continue to keep talking about bullying and how to prevent bullying each of us deserves the freedom to pursue our own version of happiness no one deserves to be bullied and that was a quote by Barack Obama thank you Dr. Jones Miss Brown thank you chair I would like to begin my comments by congratulating my colleagues for their service and for their willingness to improve their governance craft through professional development um also congratulations and a huge thanks to the

[01:14:00] new staff for the alternative education program i am not nervous at all because i believe in their power of the unity and i'm gonna coin them as spcc skinker pierce coleman and coser so i am not afraid i am very encouraged that they will be in charge of this um although i will be traveling on October 22nd I want to encourage everyone to join the unity day against bullying I will make sure to wear orange and we'll tell everyone along the way I meet about our efforts against bullying thank you to the staff who presented and

[01:14:38] highlighted very meaningful planned activities I particularly like the positive change ambassadors of course the unity day on the 22nd and on 1027 saying hello to five different people that's one of my favorites so thank you so much for putting so much thought and effort into the activities for the students and for the adults for sake of brevity I would like to just invite you to follow me on Facebook at Diana Brown proud school board member to stay in form of all the happenings and whereabouts because it has been a month

[01:15:14] and I have been pretty busy so check me out on Facebook thank you thank you you. Mrs. Stevens. Thank you. We're all talking about Bullying Prevention Month. I do want to share an additional resource. It's called PACER, the National Bullying Prevention Center at PACER.org.

[01:15:33] They were founded in 2026 and they're one of the biggest promoters of the official of Bullying Awareness Month. Bullying Awareness Month originally started as a week. They're the ones coin wearing the orange shirt one of the great things about pacer is they actually have a website designed for children and a website designed for teens in middle school and high school just go to pacer.org scroll down to the bottom you'll see the link for the kids website you'll see the link for the teens website please please please come out and wear orange on the 22nd and when someone says why are you wearing orange say it's bullying prevention night month and it's

[01:16:10] World Unity Day. I did want to end with just one quick quote that I think fits into Bullying Awareness Month. Do things for people not because of who they are or what they do in return, but because of who you are. And that was Harold Kushner who said that. So as we go through this month, keep that in the back of your head that you do things because of who you are, not what you'll receive in return. Thank you. Thank you. Vice Chair Spall. Sorry. I just wanted to thank the for the report on bullying I'd love to see sources of strength infiltrating our

[01:16:50] schools I'd love to hear people talking about trusted advisor or trusted adults inside our schools and the repeated topic of building community I think that's really important what we're doing and I'm very proud of everyone for bringing it forward I think to board member Brown for the congratulations about VSBA there are some legislative sessions that I attended and I think I reported to my peers about that already the I attended a committee of the whole meeting which we were assigned independently different people or

[01:17:28] committees to track through this the city and I just like to report that the collaboration and the and the tone and the vibe in that room was very positive toward our schools, so that was much appreciated and I think reported. I guess just for tonight, what I want to say is a reminder that public education is the foundation of a healthy society.

[01:17:52] It is not just another issue. It is the issue that shapes everything else, and as a school board, I believe our duty is both practical and profound to ensure our schools have strong funding to support and keep excellent teachers and to invest in student wellness, academic, emotional, social, and mental inequities in our communities are real but they must never define a child's opportunity every student deserves to be lifted up challenged and seen for who they are this is my promise but i believe strongly that it's a promise of the rest of the board as well to keep to protect

[01:18:28] and strengthen public education because it is the key to hope opportunity and a thriving democracy so thank you very much for that opportunity chair thank you vice chair and i agree 100 All right, for my comments this evening, I did want to mention that last week, Dr. Newman and I attended Osborne High School's National Honor Society Induction Ceremony.

[01:18:51] And congratulations to our very own student representatives to the school board, Amelia Breeden and Hinak Imun, who are among 36 students that qualified to participate in the formal ceremony. Each inductee pledges to uphold the high purpose of the National Honor Society.

[01:19:12] They further pledge to be loyal to their school and to maintain and encourage high standards of character, scholarship, leadership, and service. Congratulations to all the National Honor Society members, and thank you to the NHS sponsors, Mr. Satyam Patel and Ms. Stephanie Myers for their guidance and leadership with this organization's efforts.

[01:19:34] Last Friday, I was able to join 140 Osborne seniors that have been accepted into George Mason University by qualifying academically for their direct admissions program. For most, this was their first college acceptance.

[01:19:51] They did not have to pay an application fee and can continue with their college search and ultimate decision, knowing that they are already accepted at George Mason University, 140 students. Regarding the VSBA School Board Academy Awards, I want to thank our entire governance team for their time and dedication to board development with VSBA. By participating in the VSBA educational workshops and trainings, it makes us a stronger and more informed governance team as we serve our students and community. I wanted to mention if Wendy's isn't your cup of tea tonight, but

[01:20:30] you're still hungry or you want to go for a treat, Foster's is also having a fundraiser to benefit osborne robotics this evening until nine o'clock they do have milkshakes and um and i look forward to unity day on october 22nd and wearing my orange shirt um thank you all for coming tonight and i ask for a closed session statement chair i move that the school board of the city of manassas enter a closed session pursuant to exemptions from open meetings allowed by section 2.2-3711 part 8 paragraph 1 of the code of virginia 1950 is amended for the following purpose

[01:21:08] Discussion of Personnel Matter, PERS 2526-0181, PERS 2526-0182. Second. I have a motion by Mrs. Stevens, seconded by Mrs. Brescia, that the School Board of the City of Manassas enter a closed session pursuant to exemptions from open meetings allowed by Section 2.2-3711, Part A, Paragraph 1 of the Code of Virginia, 1950, as amended for the following purpose.

[01:21:35] Discussion of Personnel Matter, PERS 2526-01-81 and PERS 2526-01-82. Is there any discussion? All in favor? Any opposed? The motion carries 7-0.

[01:21:52] The best of each member's knowledge, only in public business matters lawfully exempted from open meeting requirements by Virginia law were discussed. We need to return to open session. Oh, sorry. Chair, I move that we return to open session. Second.

[01:22:08] I have a motion by Mrs. Stevens, seconded by Vice Chair Spall, that the school board return to open session. Is there any discussion? All in favor? Aye. Any opposed? Motion carries 7-0. Aye. Chair, I move that the school board certifies that to the best of each member's knowledge, only public business matters lawfully exempted from open meeting requirements by Virginia Law were discussed, and only such public business matters as were identified in the motion by which the closed meeting was convened, were heard, discussed, or considered.

[01:22:36] I have a motion by Mrs. Stevens, second by Mrs. Brescia, that the school board certifies to the best of each member's knowledge only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed, and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered.

[01:22:56] Is there any discussion? All in favor? Aye. Any opposed? Motion carries 7-0. Chair? Yes. I move that the school board meeting adjourn. I have a motion by Mrs. Stevens, seconded by Vice Chair Spall, that the school board meeting adjourn.

[01:23:13] Is there any discussion? All in favor? Any opposed? Motion carries 7-0. We are adjourned.



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