

**MINUTES**  
**WORK SESSION OF THE ALBEMARLE COUNTY SCHOOL BOARD**  
**Thursday, March 26, 2026**  
[Meeting Video Link](#)

**Roll Call** - UPON THE ROLL BEING CALLED, THE FOLLOWING WERE PRESENT:

**Board Members** – Dr. Kate Acuff, Mr. Bob Beard, Dr. Rebecca Berlin, Mr. Jim Dillenbeck, Ms. Judy Le, Ms. Ellen Osborne, and Ms. Allison Spillman

**Absent** – None

**Staff Members** – Superintendent Matthew Haas; Assistant Division Counsel Erin Stone; Assistant Superintendent Patrick McLaughlin; Assistant Superintendent Daphne Keiser; Chief Operating Officer Rosalyn Schmitt; Chief of Human Resources Dan Redding; and Clerk of the Board Christine Thompson

**AGENDA ITEM NO. 1.0 CLOSED MEETING** - At 6:10 p.m., Ms. Spillman offered a **motion** that the Albemarle County Public School Board of Albemarle County, Virginia go into a closed meeting as authorized by the Virginia Freedom of Information Act, section 2.2-3711(A) of the Code of Virginia under Subsection 1, which authorizes the discussion, consideration, or interviews of prospective candidates for employment and the assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body. The purpose of this item is for the Superintendent to discuss the salaries of several employees of the School Board. Ms. Le seconded the **motion**. **A voice vote was called, and the motion passed unanimously (7-0).**

**AGENDA ITEM NO. 2.0 OPENING ACTIVITIES**

**Agenda Item No. 2.1 Call to Order** - At 6:30 p.m., Chair Berlin called the Albemarle County School Board meeting to order.

**Agenda Item No. 2.2 Closed Meeting Certification** - At 6:31 p.m., Ms. Spillman offered a **motion** that the Board certify by recorded vote that to the best of each Board member’s knowledge, only public business matters lawfully exempted from the open meeting requirements of the Virginia Freedom of Information Act and identified in the motion authorizing the Closed Meeting were heard, discussed, or considered in the Closed Meeting. Ms. Le seconded the **motion**. **A voice vote was called, and the motion passed unanimously (7-0).**

**Agenda Item No. 2.3 - Roll Call**

**Agenda Item No. 2.4 - Pledge of Allegiance**

**Agenda Item No. 2.5 - Moment of Silence**

**AGENDA ITEM NO. 3.0 APPROVAL OF AGENDA** - Ms. Le offered a **motion** to approve the agenda. Ms. Spillman seconded the **motion**. **A roll call vote was called, and the motion passed unanimously (7-0).**

**AGENDA ITEM NO. 4.0 ANNOUNCEMENTS**

**Agenda Item No. 4.1 Spotlight on Education**

Dama Schneider recognized student achievement in music and the visual arts. Members of the Albemarle High School orchestra quartet performed for the Board in recognition of Music in Our Schools Month. The quartet included Alex Chen and Joanna Kim on violin, Alyssa Leith on viola, and Amy Wang on cello.

Ms. Schneider also recognized ACPS students selected for Virginia All-State ensembles, including students from Albemarle, Monticello, and Western Albemarle high schools in orchestra, band, and chorus. She shared information about upcoming performing arts events, including Arts Fest in the West at Western Albemarle High School, Music Mosaic at Monticello High School, and Albemarle High School's Swing into Spring event at the Paramount Theater.

Ms. Schneider further recognized Isabel Wang, a middle school student whose [artwork](#) won first place for the middle school level in the Virginia School Boards Association Central Region Art Contest. Her artwork will advance to the statewide VSBA contest, with statewide winners to be announced in June and recognized at the VSBA Conference on Education in July.

#### **Agenda Item No. 4.2 School Board, Superintendent, and Committee Updates**

Superintendent Haas recognized Carrie Finnegan, an ACPS orchestra teacher, for her long-standing role in building the orchestra program in Albemarle County Public Schools. He shared that he has worked with her for approximately 24 years and described her as the originator of a strong and thriving orchestra program in the division. He noted that the program began with limited staffing and a small number of classes at what was then Sutherland Middle School and Jack Jouett Middle School and grew over time through her leadership and dedication. Superintendent Haas praised her as an exceptional teacher with high expectations for students and credited her passion and commitment with helping students produce outstanding work.

Superintendent Haas shared highlights from recent school visits and discussed examples of student engagement, standards-based learning, and access to opportunity across the division.

He described visiting a sixth-grade science class at Journey Middle School, where students were engaged in hands-on learning about watershed protection. Students were building barriers to test how stormwater runoff can be managed and how chemicals can be kept from entering streams. He noted the high level of student engagement and excitement in the classroom.

Superintendent Haas also highlighted student work in Brooke Hartsell's Issues of the Modern World class at Albemarle High School, which is part of the Impact Studio program. Ninth-grade students presented research projects on current national and global issues, including Iran-U.S. conflict, U.S.-China trade relations, the Israel-Palestine conflict, climate crisis, and U.S. immigration policy. He praised the students for the relevance and depth of their research, their poise in responding to questions, and their ability to collaborate on complex topics.

He noted that students in the class were receiving feedback tied to specific standards and would continue revising their work rather than receiving a single final grade. He emphasized that the class is not leveled and that students are working together toward high standards, regardless of prior academic grouping.

Superintendent Haas then discussed leveling and its long-standing role in school culture. He noted that while leveling is often associated with high school courses, it has historically begun much earlier, including in elementary reading groups. He shared a recent conversation with Karen Heathcock and Andrea Blunt regarding reading progress at Woodbrook Elementary and said he was struck by the progress being made in the earlier grades.

He explained that with the use of science of reading practices, elementary schools are no longer using leveled reading groups in the same way. He stated that the expectation is for all students to work toward the same standard rather than being assigned to a reading level that may limit their progress over time. He connected this shift to broader concerns about how early academic grouping can follow students into middle and high school and affect representation in advanced and college-level courses.

Superintendent Haas also shared the example of a first-grade student who chose to challenge himself by using dialogue in his writing. He noted that the student would not receive a traditional grade on the work but would continue receiving feedback tied to proficiency as he improved. He stated that early literacy development gives students greater access to future learning opportunities across subject areas.

He concluded by returning to the Issues of the Modern World class at Albemarle High School, noting the diversity of students in the class and comparing it to a model United Nations environment. He emphasized that the class, like the orchestra program, reflects students working together without academic leveling and toward shared standards.

Dr. Acuff shared that she and Dr. Berlin attended Scholar Studios Capstone project presentations at Albemarle High School earlier that day. She noted that students presented a wide range of problem-solving projects, including work connected to teaching young people to swim through the Ben Hair Foundation, a 3D-printed device designed to improve athletic practice for golf or tennis, and an ergonomically designed cart to assist rural elderly neighbors with trash cans and garden tools. Dr. Acuff praised the students' creativity, engineering work, and practical problem-solving.

Chair Berlin also commented on the Capstone presentations at Albemarle High School. She highlighted a student project focused on improving signage and wayfinding within the school to make the building easier to navigate for students, families, visitors, and individuals with varying language or accessibility needs.

Chair Berlin noted that the projects demonstrated the range of engineering and problem-solving work taking place through the studios. She stated that students are developing not only content knowledge but also skills valued by business partners, including presentation, problem-solving, and responding to difficult questions. She praised the project-based learning model and encouraged Board members, families, and community members to attend future studio open houses to see the quality of student work.

Ms. Spillman reported that she and Chair Berlin presented the School Board's budget to the Board of Supervisors on March 16. She encouraged members of the public to attend the remaining County budget town halls and share their priorities with the Board of Supervisors. She noted upcoming town halls at the Yancey Community Center, Lakeside Middle School, and Albemarle High School, and encouraged the public to advocate for full funding of the School Board's budget.

Mr. Beard shared updates from recent school visits. He reported visiting Red Hill Elementary School and thanked Paula Gately for providing a tour. He noted the school's outdoor "Tree Hall," where students engage in sustainability work, and shared that Red Hill is preparing for two fifth-grade classes next year by dividing a large classroom rather than using a trailer.

Mr. Beard also reported visiting Ivy Elementary School and thanked Jennifer Underwood for the tour. He praised the positive learning environment and highlighted students in the media center who produce Bluebird News for the school.

Chair Berlin read a [statement](#) regarding a letter sent to families and staff encouraging community engagement with the Board of Supervisors and the School Board during the budget process.

## **AGENDA ITEM NO. 5.0 PUBLIC COMMENT**

Alicia Salinas, a Spanish teacher at Western Albemarle High School, requested that the Board approve only an amended grading policy that incorporates teacher feedback. She stated that while many teachers support the philosophy behind the grading policy, they have serious concerns that the current guidelines are not meeting the policy's intended goals. She expressed concern that the retake provisions may undermine students' development of executive functioning skills, accountability, and readiness for college and workplace expectations. She also noted that retakes may inflate grades, create additional opportunities for cheating, and place unmanageable

workload demands on teachers and students. She urged the Board to consider teacher concerns as part of a student-centered approach.

Holly Odom, a Greer Elementary School parent, expressed strong opposition to the reported reassignment of Principal Steve Saunders from Greer Elementary to Crozet Elementary. She stated that Greer is a unique Title I school making critical progress and that a leadership change at this time would disrupt the school community. She questioned whether the decision was data-driven and raised concerns about stability, transparency, accountability, and the impact on students, staff, and families. She urged the School Board to encourage the Superintendent to reconsider the decision and stated that trust within the Greer community has been damaged.

Bill Odom, a Greer Elementary School parent, requested that the Board reconsider the Superintendent's reported decision to reassign Principal Steve Saunders from Greer Elementary. He stated that Greer, as a Title I school, needs steady and trusted leadership and that Mr. Saunders has helped build meaningful progress in student outcomes, school culture, and family trust. He acknowledged concerns at Crozet Elementary but argued that addressing those needs should not come at the expense of Greer students. He urged the Board to reverse the reassignment and maintain continuity of leadership at Greer Elementary.

Melinda Smith, a high school science teacher in Albemarle County Public Schools, spoke regarding Grading Policy IKBA and its associated guidelines. She expressed concern that the proposal to continue the policy for another five years was presented without stakeholder communication, data, or evidence regarding student outcomes or implementation. She stated that although the policy may be well-intentioned, the accompanying guidelines may contradict the policy and negatively affect student readiness and the accuracy of grades. She shared that a teacher survey she conducted received responses from 211 high school teachers and 93 middle school teachers, with nearly all respondents indicating that the current grading policy should not be adopted for another five years without changes. She urged the Board to reject the proposal and require central leadership to gather and present data before moving forward.

Megan Durkee, an ACPS parent, spoke in response to recent communication regarding budget decisions and community input. She expressed concern about the proposed \$9 million budget reduction and stated that her family's priorities include supporting teachers in the classroom, maintaining appropriate class sizes, preserving foreign language programs, and providing intervention services for students who need additional support. She also raised questions about the County's funding priorities and stated that, for her family, education is the most important use of tax dollars.

Heidi Gilman Bennett, speaking first as an officer of Family Council and then in a personal capacity, urged the Board not to approve the grading policy without further review and stakeholder engagement. She stated that Family Council has requested information about the rationale for the policy and data showing whether it is achieving intended student outcomes. She expressed concern that grades are not clearly communicating whether students have mastered content and asked that ACPS gather feedback from secondary teachers, families, and other stakeholders before considering policy changes or implementation procedures.

Speaking personally, she criticized the process by which the policy was brought forward, particularly its placement on the consent agenda with no revisions despite acknowledged stakeholder concerns. She stated that teachers and families should be treated as genuine partners and that failure to seek meaningful input could damage confidence in division leadership and weaken implementation. She encouraged the Board to hold division leaders accountable for engaging educators and families before moving forward.

Superintendent Haas addressed comments regarding Grading Policy IKBA and clarified the process following the prior Board meeting. He stated that the Board had asked staff to include language in the policy establishing an ongoing committee of school staff to review the grading policy and related guidelines. He noted that the policy was no longer on the consent agenda and that work to establish the committee was already underway.

Superintendent Haas said the committee will include teachers from secondary schools and will provide ongoing input on the grading policy, implementation guidelines, and future adjustments. He acknowledged responsibility for not continuing the feedback process after the policy was implemented during the pandemic and stated that the division is now moving forward with the stakeholder feedback process requested by speakers.

**AGENDA ITEM NO. 6.0 APPROVAL OF CONSENT AGENDA** - Ms. Le offered a motion to approve the Consent Agenda. Ms. Spillman **seconded the motion. A voice vote was called, and the motion passed unanimously (7-0).**

- 6.1 Approval of Consent Agenda
- 6.2 Approval of the Minutes
- 6.3 For Action: Policy Review and Revision
- 6.4 For Information: Family Life Resource for Adaptive Curriculum

**AGENDA ITEM NO. 7.0 ITEMS PULLED FROM CONSENT AGENDA** – None.

#### **AGENDA ITEM NO. 8.0 SCHOOL DIVISION WORK SESSION**

**Agenda Item 8.1 [Multi-Year School Support Plans](#)** - Six schools received federal designations and have engaged in review and planning processes to address their areas of improvement. These plans will be submitted to VDOE pending required ACPS School Board review. Staff presented an overview of the review and planning processes.

- [Agnor Elementary](#)
- [Crozet Elementary](#)
- [Greer Elementary](#)
- [Mountain View Elementary](#)
- [Stone-Robinson Elementary](#)
- [Woodbrook Elementary](#)

Dr. Acuff offered a motion to approve the multi-year support plans for Albemarle County Public Schools that are federally identified for targeted support and improvement. Mr. Dillenbeck **seconded the motion. A voice vote was called, and the motion passed unanimously (7-0).**

**Agenda Item 8.2 FY 27 Budget Updates** - Staff provided budget updates and information and solicited feedback to prepare for budget adoption.

#### [Presentation](#)

Maya Kumazawa, Director of Budget and Planning, presented an update regarding the FY27 budget and potential balancing scenarios. Prior to the presentation, it was noted that the budget had not yet been finalized by either the Board of Supervisors or the School Board. The discussion was framed as a preliminary review of potential reductions that may be necessary if the Board of Supervisors' proposed budget is adopted without

additional funding for schools. Board members encouraged continued public advocacy for school funding through participation in Board of Supervisors meetings and town halls.

Ms. Kumazawa stated that the presentation would include three areas: a balancing scenario for the School Fund, information regarding a recently released state bonus for SOQ instructional support positions, and a balancing scenario for the Capital Improvement Program.

### **School Fund Balancing Scenario**

Ms. Kumazawa reviewed technical adjustments to the School Fund budget. She stated that expenditures were proposed to decrease by approximately \$300,000 based on updated information from VRS regarding the non-professional retirement group rate and an updated tuition rate from the City of Charlottesville for students attending CATEC.

Ms. Kumazawa stated that the Board of Supervisors' proposed budget would reduce school revenues by approximately \$6.1 million, bringing projected revenues to \$304.9 million. With the technical expenditure adjustments, projected expenditures would be \$311.0 million, leaving a budget deficit of approximately \$6.1 million to be addressed before final adoption of the budget.

Ms. Kumazawa reviewed the proposed expenditure reductions included in the balancing scenario. These included eliminating the budgeted new transfer to the Capital Improvement Program in the amount of \$4.1 million, reducing the proposed math and data specialist positions from six positions to two positions, reducing Division Services FTE by \$400,000, and using one-time revenues for technology expenses. These reductions would close the \$6.1 million deficit under the scenario presented.

Ms. Kumazawa also reviewed the recommended use of fund balance, which totaled approximately \$3.15 million in projected savings carried forward from FY26 into FY27 for one-time use. She stated that the recommendation included \$2.25 million for technology replacement. That amount was now proposed to be split between one-time display equipment needs and the technology replacement cycle. The portion allocated to the technology replacement cycle was also reflected in the balancing scenario as a one-time revenue source.

Ms. Kumazawa noted that the proposed permanent reductions, including the \$400,000 reduction in Division Services FTE, would bring the total permanent reductions over the past three years to approximately \$9.5 million.

### **Board Discussion Regarding Math and Data Specialists**

Board members discussed the proposed reduction of the math and data specialist positions from six positions to two positions. Several Board members expressed concern that the proposed positions had been identified as a priority and were intended to help address student learning gaps, particularly in mathematics. Board members stated that the proposal appeared to move the division in the right direction and asked staff to consider whether reductions could be made elsewhere.

Ms. Kumazawa clarified that the math and data specialist positions were a new proposal and that reducing the number of positions would not affect current programming. She stated that the proposal was included in the balancing scenario because it was a new initiative. She further stated that the scenario was intended as a starting point for Board discussion and that Board members could propose revisions at the current meeting or at the April 16 meeting.

Board members asked how two math and data specialists would be deployed compared with the original proposal for six positions. Staff explained that under the reduced scenario, the two positions would be used as a pilot, with one specialist placed at an elementary school and one at a middle school. Board members expressed interest in additional information regarding how that pilot would operate and whether a more robust pilot could be considered.

Dr. Haas clarified that the concern being addressed by the proposal was not overall elementary math performance division wide. He stated that the division's elementary math scores are among the top in the

Commonwealth, but that there are concerns regarding specific enrollment groups. He stated that the proposed positions were targeted to support transformation schools and schools in the Program for Learning Excellence.

Board members encouraged staff not to assume that new proposals should be the first items reduced. They requested that staff consider whether other reductions would be less harmful to students and staff.

### **State SOQ Instructional Support Position Bonus**

Ms. Kumazawa presented information regarding recently released state guidance on a one-time bonus for SOQ instructional support positions. She stated that the state approved the bonus in the FY26 caboose budget bill. Participation is optional.

Ms. Kumazawa explained that in order to receive approximately \$700,000 in state funding, the division would be required to provide a minimum total bonus amount of approximately \$2.3 million. The amount is based on a \$1,500 bonus for full-time SOQ-funded positions. She stated that because the division has more positions than are funded through the SOQ formula, and because the state only covers its share of SOQ-funded positions, the local share would be significant.

Ms. Kumazawa reviewed options for Board consideration. The Board could take no action, which is reflected in the current balancing scenario. The Board could provide a bonus in the current fiscal year. The Board could carry the bonus action into FY27. The Board could also provide an equivalent compensation action in FY27.

Ms. Kumazawa stated that if the division provided the minimum total bonus necessary to access the state funding and divided the amount among full-time regular employees, the estimated amount would be approximately \$900 per full-time regular employee. She clarified that this figure was an example and not necessarily a recommendation. She stated that if the division chose to include part-time employees, as it typically does on a prorated basis, the cost of that portion would be fully locally funded and was estimated at approximately \$400,000.

Ms. Kumazawa stated that the local cost would depend on the structure of the bonus. She estimated that the local impact could range from approximately \$2 million, if part-time employees were included in a lower-cost approach, to approximately \$3.9 million for a higher-cost option that would include part-time employees.

Ms. Kumazawa stated that the bonus is not included in the current balancing scenario, so additional Board action would be required if the Board wished to move forward. She also stated that because the bonus affects wages, the division would need to coordinate with the Albemarle Education Association as part of collective bargaining. Ms. Kumazawa stated that the Board would need to provide direction in April. She corrected the dates shown on the presentation and stated that the relevant School Board meetings are April 16 and April 23. On April 23, when the Board is scheduled to adopt the FY27 budget, staff will need direction regarding whether the Board intends to accept or decline the state bonus funding. The division must certify its decision to the Virginia Department of Education by May 1.

Ms. Kumazawa stated that staff would continue to review possible funding sources, including expenditure reductions, updated FY27 state revenue projections, and third-quarter school fund balance projections. She recommended considering payment in the next fiscal year because state budget information and year-end fund balance projections remain uncertain. She stated that the bonus could be paid after June 1, once the state payment is available, either in the current fiscal year or in FY27.

Board members discussed the state bonus structure and noted that while the state bonus is generally positive, it creates a local funding challenge because the state provides funding only for a portion of SOQ positions. Board members noted that bonuses are not recurring, are not VRS-creditable, and do not build into future salaries. Board members expressed support for employee compensation while recognizing the financial constraints created by the state structure.

### **Instructional Resources and Technology Funding**

A Board member asked about the proposed \$600,000 in bridge funding for unfunded instructional resources. Ms. Kumazawa explained that the funding would support the second payment for Kiddom, the K-5 math curriculum. She stated that this amount would be in addition to the \$800,000 recurring increase already included in the current funding request for instructional resources, including secondary mathematics, English language arts for grades 6-8, and the Algebra Bridge program. Staff confirmed that the issue with Kiddom had been resolved.

Board members also discussed the proposed \$2.25 million for technology replacement. Staff clarified that the funding was not for new technology. Approximately \$1.1 million would support replacement of classroom display equipment that had originally been purchased with one-time funds and did not have a recurring replacement source. An additional \$1.1 million would support the annual replacement cycle for personal computers, iPads, and other everyday technology used by students and teachers.

Staff stated that because the technology replacement cycle would be funded with one-time money in this scenario, the Board would need to revisit the issue the following year to identify recurring funding or make reductions.

Board members raised broader questions regarding the level of technology provided to students in elementary grades, particularly in the early grades. Board members referenced emerging research and community concerns regarding student technology use. Staff cautioned that any significant shift in technology use should be considered as an instructional decision rather than solely as a budget reduction.

Dr. Haas stated that the division should be thoughtful if it chooses to reduce technology use in earlier grades and noted that any change would require a strategic approach and professional development for teachers who have relied on technology as an instructional tool.

A Board member also asked about camera equipment in school buildings. Staff indicated that the funding appeared to be for current buildings rather than for new schools.

### **Capital Improvement Program Balancing Scenario**

Ms. Kumazawa stated that the School Board typically does not submit a balanced Capital Improvement Program request because the Board of Supervisors develops the final CIP based on the School Board's December request and available revenues. She stated, however, that the proposed CIP does not address the School Board's requested new projects, although it does fully fund ongoing programs as requested. These include project management services, school bus replacements, the school maintenance and replacement program, and school network infrastructure.

Ms. Kumazawa stated that costs for the Northern Feeder Pattern Elementary School were increased as requested. To fund the increased request, \$8 million from renovations funding in the current CIP was moved to the Northern Feeder Pattern Elementary School project. An additional \$8 million from current renovations funding was moved to a placeholder in year five. As a result, the proposed CIP leaves \$0 for renovations over the next five years, compared with \$15 million that had previously been included.

Ms. Kumazawa stated that Virginia law and the local process require the School Board to submit a request identifying school capital needs. The division began the process by identifying capital needs across the school system and working with the Long-Range Planning Advisory Committee to discuss which projects may have the greatest impact on advancing school priorities. She stated that the highest priorities for capital projects were reducing overcrowding, modernizing aging infrastructure, and increasing student access to educational opportunities.

Ms. Kumazawa stated that because the School Board is not provided with a capital budget, cost and project schedules were not factored into the initial priority list. Instead, staff focused on potential impact and school need. She noted that the Board of Supervisors has sole authority to determine whether to fund specific projects and to establish the budget and timeline for any funding.

Ms. Kumazawa reviewed the guidelines used to develop the balanced school CIP scenario. These included staying within the available revenues proposed in the Board of Supervisors' budget, aligning the recommendation with the capital priorities presented in December, focusing on urgently needed school renovations rather than budgeting future placeholders, preserving contingencies for future operating budgets by committing \$6.4 million to one-time capital needs for two years, addressing changes in the Local Composite Index in year three, and continuing discussions with the Board of Supervisors regarding the new Instructional Center.

Ms. Kumazawa stated that the construction of a comprehensive Instructional Center remains the School Board's highest capital priority. However, the project is not included in the five-year CIP, and no earmarks have been approved by the Board of Supervisors for the project in the future. As part of the balanced scenario, the project would be placed in years five through ten. Ms. Kumazawa noted that the cost estimate would need to be increased for every year the project is delayed.

Ms. Kumazawa stated that the balanced scenario also includes partial renovation funding for several priority projects. This included \$8 million for Stony Point Elementary School renovations, using funding currently in a year-five school projects placeholder; \$6.4 million in year one for Albemarle High School renovations; and \$6.4 million in FY28 for Western Albemarle High School renovations. The preschool center remains a priority and would be funded as revenues become available.

Ms. Kumazawa stated that the purpose of the discussion was to receive direction from the Board so the Chair could take appropriate action and move the request forward to the Board of Supervisors.

#### **Board Discussion Regarding CIP and One-Time Funding**

A Board member asked whether the one-time transfer had previously been approximately \$5 million and had included items such as trailers for Western Albemarle High School and art materials. Ms. Kumazawa explained that earlier materials included both FY26 and FY27 one-time items, while the current slide reflected only proposed FY27 amounts. She stated that FY26 items, including trailer relocation and improvements, art materials and equipment, and vehicle replacement, would continue to move forward in the current school year outside of the FY27 budget process.

A Board member asked whether moving the comprehensive high school project further out would require the Board to reshuffle its CIP priorities. Ms. Kumazawa stated that the ranking order is separate from timing because the School Board cannot direct funding or project timelines. She stated that the comprehensive high school could remain the Board's top priority even if it is not funded within the five-year CIP. If the Board wished to reconsider or reorder priorities, she recommended doing so during the next CIP process in the fall.

Board members also asked whether fund balance could be used to fund the state bonus. Ms. Kumazawa stated that fund balance is a potential source, depending on the division's updated year-end projection. Staff would continue analyzing the projected fund balance as additional information becomes available.

#### **Next Steps**

Ms. Kumazawa stated that staff would bring back a revised balancing scenario at the April 16 School Board meeting based on Board feedback. The goal would be for the Board to reach agreement on a balancing scenario at that meeting, assuming there are no changes to the proposed County budget.

Ms. Kumazawa stated that the Board of Supervisors is scheduled to approve its budget on April 22, and the School Board is scheduled to adopt its budget on April 23. She stated that additional appropriations or changes may be possible in May if updated state budget information or fund balance projections become available.

**AGENDA ITEM NO. 9.0 CLOSED MEETING**

**Agenda Item No. 9.1 Convene into Closed Meeting** – At 8:26 p.m., Ms. Spillman offered a **motion** that the Albemarle County Public School Board of Albemarle County, Virginia go into a closed meeting as **authorized** by the Virginia Freedom of Information Act, section 2.2-3711(A) of the Code of Virginia under: Subsection 19, for the discussion of plans to protect public safety as it relates to terrorist activity or specific cybersecurity threats or vulnerabilities, in briefings by staff members, legal counsel, or law enforcement or emergency service officials. The purpose of this item is for staff and law enforcement officials to advise regarding safety protocols in school board meetings and techniques for avoiding and de-escalating conflicts with constituents and other community members. Ms. Le seconded the **motion. A voice vote was called, and the motion passed unanimously (7-0).**

**Agenda Item No. 9.2 Board Member Well-Being and Constituent Communications**  
Kaki Dimock, Chief Human Services Officer, Albemarle County

**Agenda Item No. 9.3 Break**

**Agenda Item No. 9.4 Security & Safety Protocols at School Board Meetings**  
Ralph Bradley, Director of School Safety and Security

**Agenda Item No. 9.5 Closed Meeting Certification** - At 10:03 p.m., Ms. Spillman offered a **motion** that the Board certify by recorded vote that to the best of each Board member’s knowledge, only public business matters lawfully exempted from the open meeting requirements of the Virginia Freedom of Information Act and identified in the motion authorizing the Closed Meeting were heard, discussed, or considered in the Closed Meeting. Ms. Le seconded the **motion. A voice vote was called, and the motion passed unanimously (7-0).**

**AGENDA ITEM NO. 10.0 OTHER BUSINESS**

**Agenda Item No. 10.1 Other Business by Board Members and/or the Superintendent** – None.

**AGENDA ITEM NO. 11.0 ADJOURNMENT** - At 10:03 p.m., hearing no objections, Chair Berlin adjourned the meeting of the Albemarle County School Board.

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Chair

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Clerk