MINUTES
WORK SESSION OF THE ALBEMARLE COUNTY SCHOOL BOARD
Thursday, May 28, 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; Chief Legal Officer Josiah Black; Assistant Superintendent Patrick McLaughlin; Assistant Superintendent Daphne Keiser; Chief Operating Officer Rosalyn Schmitt; Chief Human Resource Officer Dan Redding; Public Affairs and Strategic Communications Officer Jason Grant; Clerk of the Board Christine Thompson

AGENDA ITEM NO. 1.0 CLOSED MEETING - At 4:45 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, discipline, or resignation of specific public officers, appointees, or employees of any public body. The purpose of this item is to review and discuss: an appeal concerning an employment termination; the non-renewal of the probationary employment of two licensed staff; and the amendment of the employment agreements between the School Board and the Superintendent and Chief Legal Officer; and

Subsection 8, which allows for consultation with legal counsel employed or retained by the School Board regarding specific legal matters requiring the provision of legal advice by such counsel; the purpose of this item is for School Division Counsel to advise the School Board regarding the proposed Memorandum of Understanding between the School Board and the Albemarle Education Association. Dr. Acuff seconded the **motion**. **A voice vote was called, and the motion passed unanimously (6-0).** [Ms. Le was absent for the vote and joined the closed meeting shortly after it began.]

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 6:30 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).**

Ms. Le offered a **motion** that the Board uphold the decision of the Superintendent's designee in Step 2 of the Employee Grievance Appeal to the School Board, as heard in closed session. Ms. Osborne **seconded** the motion. **A roll call vote was called, and the motion passed by a vote of 6-0-1, with Ms. Spillman abstaining.**

Ms. Osborne offered a **motion** that the School Board approve the addendum to the **Superintendent's** employment contract regarding the annual salary increase, effective July 1, 2026. Dr. Acuff seconded the motion. A roll call vote was called, and the motion passed unanimously.

Ms. Osborne offered a **motion** that the School Board approve the addendum to the **Chief Legal Officer's** employment contract regarding the annual salary increase, effective July 1, 2026. Ms. Le seconded the motion. A roll call vote was called, and the motion passed unanimously.

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

Agenda Item No. 2.4 - Pledge of Allegiance

Agenda Item No. 2.5 - Moment of Silence - Chair Berlin called for a moment of silence in memory of Walker William Finley, a 2024 graduate of Monticello High School and student at the University of Mississippi. Chair Berlin shared that Walker is remembered by his family and friends as joyful, energetic, deeply loved, and someone who brought light to those around him.

AGENDA ITEM NO. 3.0 APPROVAL OF AGENDA - Ms. Le offered a **motion** to approve the agenda. Ms. Osborne seconded the **motion. A voice vote was called, and the motion passed unanimously.**

AGENDA ITEM NO. 4.0 ANNOUNCEMENTS

Agenda Item No. 4.1 Announcements of the 2026-2027 School Board Student Representatives

Chair Berlin and members of the School Board introduced the 2026-2027 Student Representatives to the School Board. Board members read brief biographies highlighting each student representative.

Chair Berlin, Introduction
Albemarle High School, Milan Mookerjee
Albemarle High School, Alternate, Jacob Miller
Community Lab School, Charlotte Belsches
Monticello High School, Kenny Chinchilla
Western Albemarle High School, Madeleine Brann

Agenda Item No. 4.2 School Board Superintendent Business

Superintendent Haas provided an end-of-year update and thanked ACPS staff, educators, education support specialists, and leaders for their work during the school year. He noted that the shorter summer and earlier opening required additional work and flexibility from employees, and he commended staff for rising to the challenge.

He also reflected on the recent graduation ceremonies, describing them as positive, student-centered celebrations. He thanked Board members for attending and noted that the ceremonies reflected the work of the school division and the support of the community. Superintendent Haas shared that the following day would be a half day for students, with Monday serving as the final workday for most 10-month employees.

Assistant Superintendent Dr. Daphne Keiser provided an update on the Extended Day Enrichment Program (EDEP). She shared that ACPS is working with community partners for its two smallest programs, Scottsville and Red Hill Elementary Schools. The Scottsville program will partner with the Boys & Girls Club, and families recently had the opportunity to attend an open house to learn more about the programming for the upcoming school year.

Dr. Keiser noted that ACPS is planning an open house for Red Hill families, but that process is currently on hold pending completion of the County procurement process. Once that process is complete, families will be invited to meet the community partner and learn more about the program. Red Hill families will receive direct communication from the EDEP office, along with a flyer, regarding the event.

Dr. Keiser also reminded the Board that Agnor, Greer, and Woodbrook will operate as a combined EDEP site at Agnor. Staff are already discussing enrichment club activities and the schedule structure for that program. She stated that the division is excited about the opportunities available to students through next year's after-school programming.

Mr. Beard shared information about a back-to-school vaccines and physicals event at the Yancey Community Center in Esmont. The event was scheduled for the following day from 1:00 to 3:30 p.m. and would offer physicals for rising K-5 students and vaccines for rising K-12 students, including DTaP, Tdap, HPV, Hep B, MMR, polio, varicella, and meningococcal vaccines.

Ms. Osborne reported that the Audit Committee met on the 19th to begin the County audit process, with school division representation included. She shared that Brown Edwards is conducting the audit and reviewed new GASB regulations intended to make financial statements more understandable to the public. The Committee received information about the County's fraud and abuse reporting system and that the County had stopped approximately $260,000 in fraudulent checks.

Mr. Dillenbeck and Dr. Acuff shared that they attended student presentations in Ms. Brown's AP Biology class at Albemarle High School. They commended the students for their group projects and also recognized Mr. Thomas and the Center I students for their recent capstone presentations, describing the work as impressive.

AGENDA ITEM NO. 5.0 PUBLIC COMMENT

Heather Tierney, a Red Hill Elementary School parent and PTO representative, addressed the Board regarding concerns about the Extended Day Enrichment Program at Red Hill. She stated that a statement signed by 47 members of the school community reflected concerns that EDEP was not currently planned for the 2026-2027 school year. Ms. Tierney said many Red Hill families rely on EDEP for after-school care in order to continue working, and she noted that the lack of a confirmed program would place a significant burden on families, particularly in a rural Title I school community. She also raised concerns about communication, transportation limitations, medical support for students, dependent care funds already set aside by families, and the importance of trust and continuity in after-school care. Ms. Tierney requested immediate confirmation that Red Hill will have an EDEP program for the 2026-2027 school year and asked for clear, timely communication with Red Hill leadership and families regarding the future of the program.

Allison Keenan, a site facilitator for the EDEP program at Red Hill for the past five years, spoke about the impact of the program on students and families. She described Red Hill as a small, close-knit community and said the EDEP program provided a safe and caring environment where strong relationships were built with children and families. Ms. Keenan stated that her concerns were not directed at the current EDEP director, who she said had been supportive, but rather at the late communication regarding funding concerns and the future of the program. She noted that families and staff were informed late in the school year, leaving many families uncertain about childcare for the following year. She also expressed concern that any replacement program could take time to establish, including contract finalization and licensing, which she said could take up to 90 days. Ms. Keenan asked the Board to consider the impact on Red Hill families and to do everything possible to support them moving forward.

Ari Zlotnik, a school counselor at Red Hill Elementary School, addressed the Board regarding concerns about the EDEP program for the upcoming school year. She echoed concerns raised by other Red Hill community members, particularly regarding the lack of transparency and lack of consultation with families and staff before decisions were made. She stated that Red Hill is a small, rural Title I school and expressed concern that a similar decision may not have been made at a more affluent school without broader community input. She emphasized the importance of the current EDEP staff, describing them as trained, caring, and trusted adults who are deeply connected to the Red Hill community. She also raised concerns that an outside vendor may have lower wages, less training, higher turnover, and may not provide the same level of support for students with disabilities, including students with 504 plans or IEPs. She asked the Board to reconsider the vendor program for the coming school year and allow the Red Hill community to participate in identifying solutions.

Reed Chrobak, a student from Albemarle High School, addressed the Board on behalf of the Green Team Alliance, a group supported by the Community Climate Collaborative that brings together area high school environmental clubs. Mr. Chrobak shared concerns about recycling and composting systems in Albemarle County and Charlottesville schools, including inconsistent management, poor communication, high contamination rates, and limited availability in elementary and middle schools. He shared that high school environmental clubs have been managing much of the work themselves, including removing contamination from recycling and composting bins. Mr. Chrobak referenced a petition submitted to the Clerk, signed by 292 students, staff, parents, community members, and local organizations. The petition requested several changes, including a paper- and metal-only recycling approach, clearly labeled recycling bins in every classroom, paper towel composting in bathrooms, food composting during lunch periods, increased education around recycling and composting, clearer communication with the school community, and a gradual transition toward staff-managed recycling and composting systems with appropriate compensation. He asked the school divisions to work collaboratively with students and community partners to implement a more consistent and effective waste management system.

Nancy Koenig, a retired educator and parent of a 2002 Monticello High School graduate, addressed the Board regarding student discipline. She stated that students need a discipline approach that supports their education while also affirming them personally. Ms. Koenig referenced concerns raised by parents at a prior Board meeting about discipline at two schools and said she had reviewed the October 2025 update from the Department of Student Services. Drawing on her experience as a teacher and substitute, she emphasized the importance of relationships, consistency, and clear expectations in effective classroom management.
She recalled the division's prior use of the Responsive Classroom model and said it helped students understand expectations, consequences, and the importance of making reparations when harm occurred. She stated that consistent discipline strengthened classroom communities and allowed students to focus on learning.
Ms. Koenig expressed concern that discipline has become less consistent in recent years and urged the School Board, superintendent, and school leadership to be aligned in clearly stating, implementing, and supporting student discipline expectations.

Latara Ragland, an ACPS parent and district resident, addressed the Board regarding recent changes affecting students and families. She stated that she was speaking as a current ACPS parent who is concerned not only for her own children, but for all students. Ms. Ragland expressed concern about recent division decisions, specifically changes involving Stony Point Elementary School, preschool programming, and the relocation of the preschool special education program to Baker-Butler Elementary. She also raised concerns about a lack of family collaboration and transparency in the decision-making process. Ms. Ragland urged the Board to consider how decisions are being made, especially when they have a direct impact on school communities. She encouraged the division to seek and use family input, think creatively, and make meaningful investments in small schools.

Emily Burton, a student at Community Lab School, addressed the Board in support of a petition to improve recycling and composting systems in Charlottesville and Albemarle County schools. She stated that students have had to manage recycling and composting contamination themselves, including removing half-full drinks, candy wrappers, and other items from recycling bins. Ms. Burton said student environmental clubs have made repeated efforts to educate their school communities through presentations, posters, conversations with teachers, and outreach to school administrators, but those efforts have had limited success due to inconsistent waste management systems across schools. She urged the Board to review the petition, which had nearly 300 signatures, and consider adopting a universal recycling and composting system managed by school staff. She also emphasized the need for clear communication and education about what can and cannot be recycled or composted and asked that the petition be added for discussion at the June 11 meeting.

Leyton Cox, a student, addressed the Board in support of the petition to improve recycling and composting systems in area schools. The student echoed the comments of previous speakers and shared firsthand experience removing contaminated items from recycling bins. He stated that the lack of support for recycling and composting is a broader issue that should be discussed and encouraged the Board to add the petition to an upcoming meeting agenda.

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

6.1 Approval of Consent Agenda
6.2 Personnel Action
6.3 Approval of the Minutes
6.4 For Action: Policy Review and Revisions
6.5 For Information: Policy Review and Revisions
6.6 Donations & Reimbursements to the School Division FY26 – 3rd Quarter

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

AGENDA ITEM NO. 8.0 Achievement Gap Advisory Committee Charter - The proposed Achievement Gap Advisory Committee is intended to support the School Board in maintaining a consistent focus on improving outcomes for all students, particularly where gaps in achievement, access, and opportunity persist. The Committee charter was presented to the School Board on April 16 for initial consideration.

Board Discussion:

The Board discussed the Achievement Gap Advisory Committee charter and related next steps. Dr. Haas noted that the committee is a School Board initiative and that the Board would need to determine how it wishes to proceed with the charter. He also shared that he and Dr. Keiser had discussed professional learning opportunities with Gene Cash through the Race Matters series. The proposed plan would include a year-long program of approximately monthly conversations with Mr. Cash for the School Board and Cabinet, totaling about nine sessions. Dr. Haas stated that the anticipated start date would likely be August, depending on Mr. Cash's availability.

Board members discussed the importance of shared professional learning as a foundation for the Board's work, particularly given the division's racially, culturally, and linguistically diverse community. Chair Berlin summarized proposed revisions to the Achievement Gap Advisory Committee charter, including increasing student representation, adding representation from the Student Senate, clarifying the appointment and selection process, ensuring representation across magisterial districts and feeder patterns, including superintendent appointments and staff or school-based members, adjusting the timing of the committee's report so recommendations could inform the School Board budget process, and requiring the charter to be reviewed annually. Dr. Berlin opened the discussion for additional Board input and next steps.

Board members discussed whether establishing an Achievement Gap Advisory Committee was the appropriate next step. Some members expressed support for continued focus on student achievement and achievement gaps, noting that the issue is already reflected in Board policy, the strategic plan, the boundary report, and other ongoing division efforts. Concerns were raised that creating a new committee may be premature, particularly while the Board is preparing to engage in professional learning related to race, bias, and the broader community context.

Other Board members emphasized that the achievement gap remains a significant and unresolved issue and that additional community involvement could provide perspectives and ideas not currently represented in Board discussions. It was noted that while the Board has responsibility for addressing the issue, progress has been slow, and a committee could help create greater urgency, accountability, and community engagement. The discussion reflected differing views on whether the Board should first complete additional professional learning before considering the charter, or whether establishing the committee would be a useful and necessary step toward addressing persistent achievement gaps.

The Board continued discussing whether to move forward with the proposed Achievement Gap Advisory Committee charter. One Board member expressed support for a "both/and" approach, stating that the Board should engage in personal and professional learning while also moving forward with establishing the committee. The member noted that achievement gaps have been a long-standing issue in the division and emphasized the importance of representation from different schools and communities.

Other members raised concerns about whether creating a committee could unintentionally cause the full Board to feel less direct ownership of the issue, particularly if only two Board members served on the committee. It was noted that the Board itself has responsibility for addressing the achievement gap. Another member expressed support for the committee concept and suggested considering it as a pilot for one or two years to determine whether the work produces actionable recommendations and sufficient community participation.

Chief Legal Officer Josiah Black clarified that the item was on the agenda for action and that the Board could move to approve one of the proposed versions of the charter if it wished to proceed. Dr. Acuff **moved** to table consideration of the proposed charter until the Board receives more information about current division efforts addressing achievement gaps and completes the professional development proposed by Dr. Haas. Ms. Le seconded the **motion**.

During discussion on the motion, some Board members stated they were not opposed to the committee but did not believe the Board had enough information to act. Members noted that additional data, including SOL results expected later in the summer, could help inform the discussion. Concerns were also raised that the Board did not yet have a well-defined process for implementing the committee.

Other members opposed delaying action, stating that adopting the charter would allow the Board to begin moving forward while still receiving additional information. Emphasizing the urgency of the issue, the slow pace of progress, and the need to avoid further delays. Noting that achievement gaps remain unresolved despite existing division efforts and that additional work should begin now rather than waiting another year.
Members supporting the motion to table emphasized the importance of making an informed decision. They noted that division staff are already working on this issue and the Board should first understand current efforts, prior initiatives, what has or has not worked, and how a new committee would fit into the broader work. Concerns were raised that moving forward without sufficient information could result in another initiative that consumes time and resources without improving outcomes.

The Board continued discussing the proposed Achievement Gap Advisory Committee and the value of additional community input. A Board member noted that, over the past several meetings, members of multiple school communities had expressed concern that the Board and division were not fully listening to community perspectives. The member stated that the proposed committee could provide another avenue for hearing from parents, guardians, students, and community members across the division, including voices the Board may not otherwise hear. The member also emphasized the value of student input, noting that student representatives had provided candid and courageous perspectives that helped inform the Board's understanding of school experiences.

Another Board member stated that while the intent behind the committee was positive, the impact would matter most, and cautioned that doing the work poorly could be worse than not doing it at all.

The Board voted on Dr. Acuff's **motion** to table consideration of the proposed charter until the Board had additional information about current division efforts addressing achievement gaps and completed the proposed professional development. Ms. Le seconded the **motion**. The **motion failed by a vote of 3-4**, with Dr. Acuff, Ms. Le, and Ms. Osborne voting yes, and Ms. Spillman, Mr. Beard, Mr. Dillenbeck, and Chair Berlin voting no.

Ms. Spillman **moved** to adopt the Achievement Gap Advisory Committee charter as presented with the current edits. Mr. Dillenbeck seconded the **motion**. The **motion passed by a vote of 4-3**, with Mr. Beard, Mr. Dillenbeck, Ms. Spillman, and Chair Berlin voting yes, and Dr. Acuff, Ms. Le, and Ms. Osborne voting no.

AGENDA ITEM NO. 9.0 SCHOOL DIVISION WORK SESSION

Agenda Item No. 9.1 **Break –** The Board took a break from 7:50 p.m.to 8:00 p.m.

Agenda Item No. 9.2 The New Equity and Diversity Advisory Committee Structure

The Board discussed the presentation on the new Equity and Diversity Advisory Committee structure and how it may relate to the newly adopted Achievement Gap Advisory Committee. A Board member asked how the two committees would work together and whether there was potential for overlap or competition, noting that the presentation provided additional information about existing work that would have been helpful before the prior vote on the Achievement Gap Advisory Committee charter.

It was clarified that the newly formed committee would function as a School Board advisory committee and would report to the Board in the same manner as other Board advisory committees. Board members also discussed the importance of aligning committee reporting timelines with the School Board's budget development process. A member emphasized that information and recommendations from advisory committees should be provided early enough to help inform budget planning for the following year.

Staff agreed that the committee's timeline should serve the Board's needs and support community input into Board decision-making. It was noted that the reporting schedule could be adjusted to ensure the Board receives information at the appropriate time for budget consideration. The Board expressed support for relaunching the Equity and Diversity Advisory Committee structure.

Agenda Item No. 9.3 The New ACPS Cultural Competency Framework Structure for 26-27

The Board discussed the ACPS Cultural Competency Framework structure for 2026-2027, including how staff are provided time to complete required training. Staff explained that the training has been embedded into the workday and that the asynchronous format allows employees to complete it at a time that works within their schedules. It was noted that every school has provided dedicated time for staff to participate, including time during planning periods, after-school meetings, professional development days, cohort models, and support through GLTs and the new teacher program.

The Board also discussed how staff projects connected to the certification process have been shared in the past. Staff explained that the equity conference declined after COVID and after the training became mandatory, which reduced participation and made the event less fiscally practical. The proposed approach moving forward is to continue recognizing and sharing the work, but to shift the format toward stronger community engagement. Staff shared that ACPS is exploring a partnership with AFE to host a banquet or similar event that would allow community partners and stakeholders to better understand the work being done in schools and connect more directly with the division's cultural competency efforts.

The Board asked whether ACPS has a local credentialing requirement or policy for principals, assistant principals, or other administrators like the local credentialing process for teachers. Staff explained that there is not a separate policy requiring administrators to complete a specific program, but most new staff are expected to complete the local credential within their first two to three years with the division.

Staff noted that the existing asynchronous modules were originally designed for teachers and may not fully meet the needs of school leaders. To address that gap, ACPS piloted a leadership program this year specifically for administrators. Under the proposed structure, leaders would have a differentiated experience focused on leading culturally responsive practice and pedagogy, rather than completing training designed primarily for classroom teachers.

The Board requested additional data on the number and percentage of current staff who have completed each level of the cultural competency credentialing process, including staff who remain employed with ACPS and who were hired before 2024. Staff indicated that this information could be provided at a future meeting focused more specifically on the programming, noting that the current year's numbers were still being finalized. A Board member also requested that the data be shown by school, as that format had been helpful in the past.

Board members expressed appreciation for the proposed differentiated structure for cultural competency work across employee groups, including teachers, administrators, operations, technology, and other staff. It was noted that tailoring the framework to different roles may help staff better understand how culturally responsive practices apply to their specific daily work, rather than viewing the training as something intended only for teachers. The Board acknowledged the value of making the work more practical and role-specific, particularly as new staff are onboarded into the division.

Agenda Item No. 9.4 Research Practice Partnership (RPPs) Agenda and Notes UVA-ACPS RPPs

Dr. Daphne Keiser, Assistant Superintendent, introduced the work session presentation on research-practice partnerships and the ongoing collaboration between Albemarle County Public Schools and the University of Virginia. She explained that research-practice partnerships are intended to connect educational practice and research by allowing school divisions and university partners to study questions that are meaningful to students, staff, and the community.

Dr. Keiser shared that the presentation would provide an overview of ACPS's current partnership work with UVA, highlight examples of ongoing research collaborations, and introduce the Metropolitan Educational Research Consortium model used by Virginia Commonwealth University to support K-12 school divisions in the Richmond area. She noted that the session would include interactive discussions and breakout conversations to help Board members better understand research-practice partnerships and consider potential research priorities aligned with Board priorities and the division's strategic plan.

Dr. Keiser also shared that students serving on the Star Hill Advisory Committee would participate in the breakout discussions and provide their perspectives and experiences. She then welcomed the ACPS, UVA, and student presenters before turning the presentation over to begin the session.

After the breakout session, the Board continued its discussion of research-practice partnerships and reflected on how ACPS can use research more effectively to inform decision-making. Staff proposed that the Board identify three to five research priority areas each year, aligned with the strategic plan and Board goals. These priorities would help guide collaboration with UVA and other partners, support cross-institutional research teams, and provide the Board with more timely information, including both quantitative and qualitative data.

Staff emphasized the importance of gathering data in shorter timeframes rather than waiting until the end of the school year for results such as SOL scores. Staff also noted that qualitative research, including interviews and focus groups, could provide a stronger and more rigorous way to listen to students, families, staff, and the broader community. Regular reporting to the Board was suggested so that findings and recommendations could inform policy decisions and help generate new research questions.

Board members discussed the value of regional collaboration, including with Charlottesville City Schools, Louisa County, PVCC, UVA, and other local partners. Members noted that some challenges are shared across the region and that ACPS could benefit from understanding what other divisions are trying, what is working, and what may not translate well to ACPS.

The Board also discussed the importance of improving how student and community feedback is gathered and used. Members noted that students had expressed concern that surveys and interviews conducted by adults can feel ineffective or meaningless. The Board reflected on the distinction between hearing feedback and truly listening to it, and discussed the need to show the community how feedback has been considered and what actions are taken as a result.

Board members also emphasized that research priorities should be connected to decision-making timelines. Some questions may be answered quickly, while others may require longer-term study. Members discussed the importance of aligning research with upcoming budget, policy, staffing, and program decisions so that findings are available when they can influence action. The discussion concluded with appreciation for the participants and continued interest in developing the research-practice partnership framework with UVA and other regional partners.

Chair Berlin concluded the work session by thanking participants for their engagement in the discussion and for continuing the development of the research-practice partnership with the University of Virginia and other regional institutional partners. Appreciation was also expressed to the students from Monticello High School and Albemarle High School, as well as the UVA representatives, for participating in the session and contributing to the breakout discussions. The Board noted its appreciation for the partnership and the perspectives shared during the meeting.

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. 10.2 Closed Meeting – None.

Agenda Item No. 10.3 Closed Meeting Certification – None.

AGENDA ITEM NO. 11.0 ADJOURNMENT - At 9:44 p.m., hearing no objections, Chair Berlin adjourned the meeting of the Albemarle County School Board.

Chair

Clerk