

**MINUTES OF THE JOINT MEETING OF THE
ALBEMARLE COUNTY SCHOOL BOARD
CHARLOTTESVILLE CITY SCHOOL BOARD
AND CENTER BOARD**

October 19, 2010

At 7:05 p.m., Mrs. Leah Puryear called to order the Joint Meeting of the Albemarle County School Board and the Charlottesville City School Board. Mr. Ron Price called to order the Albemarle County School Board and Mrs. Leah Puryear called to order the Charlottesville City School Board. Both Chairs stated they had a quorum.

CENTER BOARD MEMBERS PRESENT: Mr. Ron Price, Mrs. Llezelle Dugger, Mr. Ned Michie, Mrs. Leah Puryear, and Mrs. Diantha McKeel.

CENTER BOARD MEMBERS ABSENT: Mrs. Pamela Moynihan.

ALBEMARLE COUNTY SCHOOL BOARD MEMBERS PRESENT: Mrs. Diantha McKeel, Mr. Ron Price, Mr. Steve Koleszar, and Mr. Harley Miles.

ALBEMARLE COUNTY SCHOOL BOARD MEMBERS ABSENT: Mr. Eric Strucko, Mrs. Barbara Massie Mouly, and Mrs. Pam Moynihan.

CHARLOTTESVILLE CITY SCHOOL BOARD MEMBERS PRESENT: Mrs. Leah Puryear, Mrs. Llezelle Dugger, Dr. Alvin Edwards, and Mr. Ned Michie.

CHARLOTTESVILLE CITY SCHOOL BOARD MEMBERS ABSENT: Ms. Colette Blount, Mr. Juandiego Wade, and Ms. Kathleen Galvin.

STAFF MEMBERS PRESENT: Mr. Darah Bonham, Director; Mr. Mike Mountjoy, Assistant Principal; Mrs. Debbie Gannon, Career & Instructional Technology Coordinator; and Ms. Leslie Chisholm, Clerk.

OTHERS PRESENT: Dr. Pamela Moran, Superintendent Albemarle County Schools; Dr. Rosa Atkins, Superintendent Charlottesville City Schools; Chad Ratliff, Albemarle County Assistant Director of Instruction; Lee Davis, Charlottesville City Vocational Planner; Mrs. Paula Pagonakis, Entrepreneurship Consultant; Dave Francis, Western Albemarle High School Principal; Amy Wright, Western Albemarle High School Guidance Director; Laura Gunlicks, Monticello High School Guidance Director; Catherine Worley, Monticello High School Principal; Gertrude Ivory, Charlottesville City Schools Associate Superintendent for Curriculum and Instruction; Billy Haun, Albemarle County Schools Assistant Superintendent for Student Learning; Jim Henderson, Charlottesville City Schools Assistant Superintendent - Administration; Meghan Parsons, Albemarle High School Guidance Director; Jay Thomas, Albemarle High School Principal; Kim Dunaway, Albemarle High School Career and Technical Education Chair; Thomas Taylor, Charlottesville High School Principal; Gigi Davis-White, Charlottesville High School Career Counselor; Ashby Kindler, Murray High School Principal; Nickel Lepchitz, Monticello High School Career and Technical Education Chair; Sara Dahl, Western Albemarle High School Career and Technical Education Chair; and Brandon Shulleeta, Daily Progress reporter.

AGENDA ITEM 10-53

AGENDA

Mr. Koleszar offered a motion to approve the agenda. Mrs. Dugger seconded the motion and the motion passed with Mr. Strucko, Mrs. Massie Mouly, Mrs. Moynihan, Mr. Wade, Ms. Galvin, and Ms. Blount absent.

AGENDA ITEM 10-54

PUBLIC COMMENTS

No community participation.

AGENDA ITEM 10-55

CATEC STATUS REPORT

Mr. Bonham explained how the Joint Board meeting operates. This particular meeting brings together representatives from the base high schools (principals, guidance counselors, and CTE) for a dialog concerning moving CATEC initiatives forward. One of his concerns was how to measure the things CATEC is doing to show progress with students as a school. Mr. Bonham explained CATEC's five initiatives, the Plan-Do-Study-Act model, and the goals of tonight's collaborative break-out groups. He gave each group a list of questions to guide the discussion and asked that the session be documented. Mrs. Puryear stated that the reports will be sent to the members of both Boards. CATEC Status Reports are attached.

AGENDA ITEM 10-56

SUPERINTENDENTS' UPDATE ON CITY AND COUNTY PARTNERSHIP WITH FOCUS ON VIRTUAL LEARNING

Dr. Atkins explained that she and Dr. Moran have a vision to incorporate 21st century and world class learning skills seamlessly into the schools. Both Superintendents have been intrigued by the research on virtual learning, some of which indicates that, by 2020, over 50% of the courses high school students take will be in a virtual format. There are some virtual models in both school systems presently and they intend to collaborate and develop the virtual courses as they move towards virtual high schools.

The partnership between Albemarle and Charlottesville will develop virtual courses, during this school year, and include them in the Programs of Studies. Gertrude Ivory, Billy Haun, and teams from both school divisions have been working together to identify courses that will be developed virtually. Mrs. Ivory and Mr. Haun reported on the process to this point. The goal is to create several on-line courses and then, once they are successful, develop a virtual school. A City/County Project Charter Partnership has been established and they have worked with the Darden School of Business.

Mrs. Ivory reviewed the group's strategic goals and the project description with everything revolving around student achievement and career readiness. The process has been well documented. Mr. Haun explained which courses will be taught on-line initially, why they were chosen, and how they will be taught. The hope is to have a pilot of an on-line class available this summer. There was discussion about funding for the necessary technology, staff development with regard to teaching virtual classes, the level of high student engagement sought with these courses, the support received from Darden School of Business, and project marketing. Dr. Atkins stated that, in November or December, the two Boards will be presented with the Programs of Studies for approval. She finished by explaining a timeline for further program development.

MEETING ADJOURNED

Mr. Koleszar offered a motion to adjourn the Joint Board meeting and Mrs. Dugger seconded the motion. The motion passed with Mr. Strucko, Ms. Galvin, Ms. Blount, Mrs. Massie Mouly, Dr. Edwards, Mr. Wade, and Mrs. Moynihan absent.

The meeting was adjourned at 8:17 p.m.

Chairperson

Clerk

Date

Date

I. WORKPLACE SKILLS

What pleases you about the direction CATEC is headed in with this initiative?

50% of a student's grade is the workplace skills (soft skills)
Teachers are getting used to using the computer rather than paper
Student ownership of monitoring their own behavior and progress
Example: Stickler with dress code
Business casual can mean many things
Explain to the students why this is important in the workplace

What areas or ideas could enhance the work under this initiative?

Compatibility with Virginia Wizard?
Building portfolios
Not yet at 1:1 with computers → Darah would like to get to 1:1

What other measurements would be helpful to inform progress and allow for future growth in this particular area?

360 feedbacks
Peer to peer evaluation
Employer feedback

How can we leverage these initiatives with the work we are doing in the base high schools to find common ground for collaboration and partnerships?

Sharing this rubric with base schools
New financial literacy requirement → make it part of this curriculum?
At base schools, teachers are concentrating on content
This would be more like behavior, not content
Students, as well as teachers, need to be aware of why these are important
Shift in how teachers teach
If these behaviors were instilled, more time to actually teach content
Discussion between teacher and student about cursing

I. ENTREPRENEURSHIP

After informative comments about the approach and construct of CATEC's work and emphasis on entrepreneurship, the group addressed three of the four discussion topic questions.

What pleases you about the direction that CATEC is headed in with this initiative?

It uses a real-world model and experience approach. Students learn research techniques to develop business plans. They are encouraged to use what is available and to recognize that they can and should ask questions and seek help from those in the field or with related experience. Students are encouraged, while in the school's supportive environment, to recognize and learn from mistakes...those of their own and of others.

What areas or ideas could enhance the work under this initiative?

The CATEC Market Place presents an opportunity for students to put into practice their ideas and efforts. Does their business plan work? Will their approach sell? Will their product attract buyers? What can they do to improve their plan, product, or idea? The Market Place also provides opportunities for individuals with interest and personal ideas to test the waters outside their enrolled trades of interest. Consider expanding the market place idea to a culminating spring market place event to which the community is invited to attend and possibly purchase products/services as presented by the students. Students who are interested in event planning could help with the associated details related to the event. The CATEC Spring Market Place could be partnered with one of the many other such events offered in the community or it could be a stand-alone activity.

How can we leverage these initiatives with the work we are doing in the base high schools to find common ground for collaboration and partnerships?

The in-school entrepreneurial market place concept could be expanded to the base schools with CATEC students and non-CATEC students working together to promote ideas and products at the base school through the business plan development and execution model.

II. ENGLISH/LITERACY

CATEC has 1.5 FTEs and 6 classes of English.

Last year's scores were disappointing.

We have trouble getting student buy in. This is partially because some CATEC students aren't taking English so they get to spend more time in their Trade Class. Also even though there is emphasis on making English relevant to their other course work, they still need to teach the full curriculum including English literature. The teachers are trying to identify literature that the students will find relevant.

The teachers are partnering with AHS to expand their professional learning team.

The teachers are using the Edmodo program to aide in teaching grammar. Students write their material and send it immediately to the teacher.

Trade teachers are consciously weaving literacy into their instruction.

The real issue is getting students to think critically and better comprehend what they are reading.

III. TECHNOLOGY

- Technology use helps reduce the paperwork associated with some of the day-to-day activities both in classes and work involving teachers and administration.
- Use of Google Docs at CATEC provides for unique, collaborative opportunity to not only "house" work by students but to also allow for collaboration which is an essential "lifelong learning" skill necessary.
- Teachers are beginning to see the use of technology at CATEC as a benefit to administrative work and student learning and not just "another thing" added on.

- Students are naturally engaged more with the work if structured well using technology. Cloud computing brings many advantages including collaboration.
- PLCs working on training/scaffolding levels for faculty and staff to better understand the work.
- Much of the work at CATEC is seen as advantages for student electronic portfolios showcasing their work on Google sites.
- Discussed the use of student devices as part of the technology.
- Discussed the impact of more technology use, appropriate behaviors of such, and the issues of internet bullying.