

**MINUTES**  
**REGULAR MEETING OF THE ALBEMARLE COUNTY SCHOOL BOARD**  
**Thursday, October 9, 2025**  
[Meeting Video Link](#)

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

**Board Members** - Dr. Kate Acuff, Dr. Rebecca Berlin, Ms. Judy Le, Ms. Ellen Osborne, Mr. Graham Paige, Ms. Leslie Pryor, Allison Spillman, and Student School Board Representative Leyton Cox

**Absent** – None

**Staff Members** - Superintendent Matthew Haas; School Division Counsel Josiah Black; Assistant; Assistant Superintendent Patrick McLaughlin; Assistant Superintendent Daphne Keiser; Assistant Superintendent Chandra Hayes; Chief Operating Officer Rosalyn Schmitt; Chief Human Resources Dan Redding; Director of School Safety & Security Ralph Bradley; Coordinator of Office Operations Tanisha Thompson; and Clerk of the Board Christine Thompson

**AGENDA ITEM NO. 1.0 CLOSED MEETING** - At 5:30 p.m., Ms. Le offered a **motion** that the Albemarle County Public School Board 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:

1. Subsection 1 for 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 to discuss the appointment of a candidate for a position in the Superintendent's Cabinet and to review a proposed employment agreement with School Division Counsel.
2. Subsection 8 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 update the School Board on the progress of contract negotiations with the Albemarle Education Association.

**Ms. Pryor seconded the motion. A roll call vote was taken, 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 Acuff called the Albemarle County School Board meeting back to order.

**Agenda Item No. 2.2 Closed Meeting Certification** - At 6:31 p.m., Ms. Le 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. Dr. Acuff seconded the **motion**. **Mr. Paige seconded the motion. A voice vote was taken, and the motion passed unanimously (7-0).**

Ms. Osborne offered a **motion** that the Board approve Candidate A for the Chief of Communications Officer position as proposed in Closed Session. **Ms. Le seconded the motion. A voice vote was taken, 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** - Chair Acuff asked that the audience and those listening pause for a moment of silence. "Earlier this week, Ashley and Stephen Williams tragically lost their lives in a house fire in Keswick. Our hearts are with their daughters, Emma and Lily. Emma is a third grader at Stone-Robinson Elementary School, and Lily is just three years old. We extend our deepest condolences to their family and to the entire Stone-Robinson community as they face this loss. Please join me in a moment of silence in support of these children and in remembrance of their parents."

**AGENDA ITEM NO. 3.0 APPROVAL OF AGENDA** - Dr. Berlin offered a **motion** to approve the agenda. Ms. Le seconded the **motion**. **A voice vote was taken, and the motion passed unanimously (7-0).**

### **AGENDA ITEM NO. 4.0 ANNOUNCEMENTS**

#### **Agenda Item No. 4.1 School Board Superintendent Business**

Student School Board Representative, Leyton Cox [Introductory Statement](#)

Superintendent Matthew Haas [Turning Point USA Guest Presenter: Timeline & Rationale](#)

Vice Chair Rebecca Berlin [Statement](#)

Chair Kate Acuff [Statement](#)

At-Large Representative Allison Spillman [Statement](#)

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

Vice Chair Dr. Berlin reviewed the public comment guidelines and the lottery system for speaker selection due to the number of individuals signed up to speak. She noted that comments should be directed to the Board, not to individuals, and asked the audience to refrain from clapping or interrupting so that each speaker could be heard. She reminded attendees that students observe how adults engage with one another and encouraged respectful participation.

**Allison Wood** (White Hall District) expressed concern regarding recent comments made publicly by a School Board Member, characterizing the remarks as divisive and not reflective of a responsibility to serve all students. Requested that the Board Member step down.

**Anna Malo** (Rio District) spoke in support of LGBTQ+ students and described the importance of safe and affirming spaces for students. Encouraged the Board not to yield to groups perceived as hostile to queer and transgender youth.

**Gray Tracey** (Samuel Miller District) a Western Albemarle High School student who expressed concern about the planned Turning Point USA event. Stated that the event's messaging conflicts with scientific understanding of gender diversity and may be harmful to transgender students.

**Ashley Nettleton** (Scottsville District) spoke regarding the importance of caution when children make medical decisions related to gender identity. Expressed concern about the long-term effects of certain treatments for minors.

**Tavis Coffin** (Samuel Miller District) spoke in support of the Turning Point USA student group. Described respectful behavior among club members and expressed concern about comparing club speakers to extremist organizations.

**Kelly Coffin** (Samuel Miller District) parent of a Turning Point USA student. Expressed support for the club's ability to host speakers and referenced the Equal Access Act. Expressed concern that public remarks by a Board Member were divisive.

**Cameron Meador** (White Hall District) parent of two students in ACPS. Expressed support for free speech rights of student organizations and encouraged modeling respectful dialogue and disagreement within schools.

**Will Woodrow** (Samuel Miller District) expressed support for the students leading the Turning Point USA club and encouraged the community to approach disagreement with empathy and respect.

**Nancy Muir** (White Hall District) encouraged the promotion of civil discourse and consistency in policy application related to student clubs. Expressed concern that public statements made by a Board Member were harmful to community trust.

**Sheila Byrd** (Samuel Miller District) spoke about the importance of protecting constitutional rights, including the ability of students to host speakers. Expressed concern about equating student groups or invited speakers with extremist organizations.

**Michelle Karpovich** (Samuel Miller District) a Western Albemarle High School educator, speaking as a private citizen. Expressed concern regarding a School Board Member's recent social media post comparing a Family Foundation speaker invited by the Turning Point USA student group to extremist organizations. Stated the comparison was inflammatory and harmful to the school environment. Her remarks were briefly interrupted due to audience disruption; she completed her comments after the meeting reconvened.

During the public comment period, there were repeated verbal disruptions from the audience. Dr. Berlin reminded the audience that disruptions interfere with the conduct of the meeting and referenced Virginia Code §18.2-415. When disruptions continued, Dr. Berlin recessed the meeting for five minutes (7:35 p.m. - 7:40 p.m.) to allow order to be restored. The meeting reconvened once the room was calm, and the speaker whose remarks were interrupted was permitted to complete her comments.

**Matthew Christensen** (Rio District) social worker and community member. Spoke in support of transgender and nonbinary students, emphasizing the emotional and mental health impacts of discriminatory or invalidating messaging. Expressed concern that allowing the planned speaker would signal to transgender students that they are not welcome or supported in schools.

**Lily Kovach** (Rio District) student at Albemarle High School. Expressed that the title and message of the Turning Point USA event were harmful to nonbinary and transgender students. Stated that such messaging undermines Albemarle County's stated values of inclusion and belonging. Urged the Board to protect LGBTQ+ students from demeaning rhetoric.

**Sabr Lyon** (Samuel Miller District) former Western Albemarle High School student and community member. Spoke about the lived experiences of transgender individuals and the emotional and physical harm caused when identity is denied or invalidated. Encouraged the Board to prioritize student safety and affirming environments.

**Ike Noth** (Rio District) student at Western Albemarle High School. Spoke in support of transgender peers and stated that allowing the planned speaker would undermine student safety. Expressed disappointment in the decision and encouraged the Board to act compassionately toward LGBTQ+ students.

**Dana Langley** (Jack Jouett District) community member. Read a statement referencing the late Charlie Kirk and spoke about courage and faith. Offered a prayer for the Board and encouraged leadership that reflects compassion and clarity.

**Lauren Baum** (Samuel Miller District) civil rights attorney and community member. Urged the Board to reconsider allowing the event, stating that schools have a legal duty to maintain a safe, harassment-free environment. Asserted that the speaker's message may contribute to a hostile environment for transgender students and stated that legal action could result if students' rights are infringed.

**Sam Rosenbaum** (White Hall District) student at Western Albemarle High School. Expressed concern that hosting the speaker during the school day could expose students to divisive rhetoric and intimidation. Stated that the event could undermine inclusive school policies and urged the Board to reconsider allowing the speaker to appear in that setting.

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

- 6.1 Approval of Consent Agenda
- 6.2 Personnel Action
- 6.3 Religious Exemption
- 6.4 Approval of the Minutes
- 6.5 For Action: Local Gifted Plan

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

## **AGENDA ITEM NO. 8.0 – SCHOOL DIVISION BUSINESS**

**Agenda Item No. 8.1 [Enrollment Update and Class Size Report](#)** - Staff presented an update on the [enrollment for the 2025/26](#) school year, as well as a comparison with last year and what was projected for this school year. Staff also provided the breakdown by school and grade.

Staff also presented the annual [Class Size Report](#). The report reflects data collected on September 30, 2025. This report provided information about the Division and individual schools, including mean class size, frequency of class sizes, range of class sizes, and the number of classes within monitored ranges. This data represents information for all core content classes in middle and high schools and “homeroom” data for elementary schools.

Chair Acuff asked whether the average class sizes differ among the division's high schools. Ms. Rosalyn Schmitt stated that the division uses a differentiated staffing model, so some variation is expected. As reported on page 7 of the Class Size Report, the current mean class sizes are: Albemarle High School at 20, Monticello High School at 19.7, and Western Albemarle High School at 22. These averages are generally comparable across schools.

Ms. Le asked why Stony Point's enrollment increased by approximately 20 students, noting that this is a significant change for a small school. Ms. Schmitt explained that the increase is largely related to the recent redistricting decision and growth in the Cascadia community, including a particularly large kindergarten cohort this year.

### **Agenda Item No. 8.2 [Student Discipline Review & Mental Health and Wellness](#)**

The Board received an annual review of school discipline data covering the 2022–23 through 2024–25 school years. The presentation provided an overview of current trends, key patterns observed in the data, and next steps for continued monitoring and support.

Following the Student Discipline Review presentation, Mr. Paige requested additional data showing in-school suspensions and short-term suspensions disaggregated by race. He asked that the information also identify the principal associated with each disposition. Kevin Kirst confirmed they can provide this data and will follow up.

Ms. Osborne and Ms. Pryor asked for clarification regarding the use of restorative practices in disciplinary matters. Mr. Kirst explained that restorative approaches are used across a range of incidents, from larger conflicts such as fights or bullying to repeated classroom disruptions. He noted that he typically becomes involved in higher-level cases that reach the disciplinary hearing stage, though restorative work also occurs at the school level through STEP programs, school counselors, mental health staff, and principals. He emphasized that restorative practices are most effective when used consistently and thoughtfully, and that the division is working to integrate this restorative mindset throughout schools, building on existing frameworks such as Responsive Classroom and Developmental Designs.

Ms. Spillman asked whether the discipline percentages shown in the presentation align with the division's overall student demographics, noting she was interested in understanding the level of disproportionality. Mr. Kirst explained that while the division has not yet applied the state's disproportionality calculation to this year's data, they can run that analysis and provide it.

Ms. Spillman also expressed concern about discipline decisions involving students with IEPs or 504 plans, noting that administrators may not always have a full understanding of a student's disability-related needs and that behaviors tied to a disability may be met with discipline instead of support. She asked to see a plan to ensure administrators receive training and guidance on reviewing and applying students' IEPs and 504s before discipline decisions are made. Mr. Kirst acknowledged the concern and noted that this is an active area of focus moving forward.

Ms. Pryor asked for clarification on the difference between the total number of incidents (3,901) and the number of unique students involved (1,621). Mr. Kirst explained that a single behavioral event may include multiple infractions, which increases the total incident count. Additionally, an individual student may be involved in multiple incidents across different days, which is why the incident total is higher than the unique student count.

Superintendent Haas added that 1,621 students represent a little over 12% of the division's student population, meaning approximately 88% of students have no disciplinary record. He noted that this reflects

positively on students and school communities, and that continued emphasis on proactive supports is helping reduce the number of students with disciplinary involvement. He also observed that fewer cases are reaching the School Board Disciplinary Committee, which suggests that issues are being addressed earlier and more effectively at the school level.

Ms. Pryor noted the percentage of African American students in the division compared to the percentage reflected in discipline data and asked for clarification on how those numbers relate.

Superintendent Haas responded that the division publishes an annual “equity table” in the State of the Division Report that compares student demographic representation with multiple indicators, including discipline. He acknowledged that the division continues to see disproportionality in discipline by race and by economic status, though the overall trend is improving and is generally better than state averages. He added that even as disproportionality remains, reducing the total number of discipline incidents overall is key; as the total number of incidents decreases, the division can be more proactive in addressing needs before they escalate to discipline.

Ms. Spillman asked for an update on the number of incidents involving racial or identity-based slurs, noting that last year the division reported a significant increase. She requested clarification on whether that number has changed. Mr. Kirst confirmed that the data is being tracked and can be provided along with the other follow-up information.

Chair Acuff noted that the percentage of Black students receiving disciplinary actions (approximately 37–39%) is disproportionately high compared to the division’s overall Black student population (about 11%). She asked what feedback staff are receiving from school administrators and how the Board should view this discrepancy.

Mr. Kirst responded that the division’s approach centers on understanding that behavior is a form of communication and addressing underlying needs before behavior escalates. Restorative practices, Responsive Classroom, and Developmental Designs are being used to strengthen community and support students at the classroom level. He emphasized shifting away from punitive responses, noting that out-of-school suspensions are not effective interventions. The focus is on meeting student needs, asking why an incident is occurring, and ensuring that responses are thoughtful, evidence-based, and preventative.

The Board also received an update on student mental health and wellness. This portion of the presentation focused on student needs, utilization of available resources, and outcomes related to supporting students with complex mental health challenges in ACPS.

Dr. Berlin noted the slide showing categories of student support services. She highlighted the rising number of students experiencing homelessness and emphasized the importance of continued attention to that trend.

Dr. Berlin also asked for clarification on the timeframe of the data provided. Miles Nelson confirmed that all data in the presentation reflects the 2024–25 school year. Dr. Berlin requested a comparison with data from the prior year to better understand changes over time, particularly in reported bullying incidents. Mr. Nelson shared that the reporting system changed from the previous anonymous alert system to the current support-request model, which may affect direct comparisons. He will provide a comparable data set where feasible.

Mr. Paige asked whether additional counseling supports can be provided during times when certain student groups may experience increased stress, referencing recent events affecting transgender students at Western Albemarle High School. He asked whether staff could proactively make additional counselors or other supports available during such periods.

Mr. Nelson responded that supports can be increased as needed. He noted the use of the Teen Mental Health First Aid program, which equips students to recognize when peers may be struggling and encourages

connecting them with trusted adults. He also referenced the Youth Mental Health First Aid training for staff, which helps adults identify and support students in distress. Additionally, the “Help Me” referral tool can connect students to school counselors, regional mental health partners, and mental health support specialists when more direct assistance is needed. Mr. Nelson indicated that these systems can be leveraged to add support around specific events or circumstances.

Ms. Pryor noted that the reported percentages for bullying/harassment (19.6%) and discrimination (1.6%) appear close in nature, and asked how the distinction is determined. Mr. Nelson explained that the categories are selected by the student when submitting a report. He will review whether any coding or reclassification occurs afterward and will follow up with clarification.

Ms. Pryor further asked for the total number of students represented in the data. Mr. Nelson clarified that the figures represent incidents rather than individual students. There were approximately 1,200 total reports submitted last year, which is an increase of roughly 20–30% from the previous anonymous reporting system. The pie chart percentages reflect the proportion of those incidents categorized under each type. Therefore, about 19.6% of the 1,200 reports (approximately 240 incidents) were related to bullying or harassment.

Chair Acuff asked about student understanding and use of the “Help Me” system, noting that a Student Representative previously reported some confusion about whether the tool was intended for anonymous reporting or for requesting personal support. She asked whether usage has increased as familiarity has improved and invited comment regarding its placement on student devices. She also noted the ongoing stigma that can surround mental health support.

Mr. Nelson reported continued efforts to introduce and reinforce the purpose of the tool in schools. He shared that they have incorporated “Help Me” into beginning-of-year administrator presentations and continue to look for additional outreach opportunities. Staff have also introduced the tool to first responders, Region 10 crisis partners, and the HEART team so that those working with students and families can encourage its use when support is needed. He noted an increase in “imminent concern” alerts that require immediate response, which are routed directly to school safety and mental health staff who then contact families. Mr. Nelson stated that the system is currently in its second year of implementation and continues to evolve.

Regarding usage across grade levels, middle school students are using the system at higher rates than high school students, with some schools using it more frequently than others. The most significant current challenge is ensuring students know how to log back into the system to view follow-up messages from administrators. Work with the software provider is ongoing to improve that feature and enhance student engagement.

Mr. Cox addressed the question regarding anonymity in the reporting system. Mr. Nelson clarified that the system remains anonymous and that administrators do not know the identity of the student submitting a report. He emphasized that maintaining anonymity is a core principle of the system, noting research from the U.S. Secret Service that highlights the importance of anonymous reporting in school safety. He stated that the only circumstance in which a reporter’s identity could be sought would be through a formal law enforcement request, such as a warrant.

**Agenda Item No. 8.3 Break** - The Board did not take a break.

**Agenda Item No. 8.4 [School Nursing & Health Services Update](#)** - The Board received an update on school nursing and health services, including clinic visit data, the prevalence of chronic health conditions, and ongoing work to support compliance with school health entrance requirements for the 2024–2025 school year.

Ms. Le asked about the availability and usage of Narcan in schools. Ms. Eileen Gomez reported that Narcan is available in all schools and that it has not been used to date. In elementary schools, each school typically has at least one dose available, and individual staff may carry it if they have completed the required training. Middle and high schools maintain multiple doses on-site.

Superintendent Haas recognized and thanked Coordinator of Nursing and Health Services Eileen Gomez for her long-term leadership in school health services. He noted that, early in her career, she served as a school nurse at Hollymead and later expanded into division-level leadership. He highlighted her proactive work in bringing AEDs into schools before it was common practice statewide, as well as her efforts in securing epinephrine auto-injectors prior to state requirements. He commended her for consistently leading with student and staff safety in mind and for setting a strong standard in emergency preparedness across the division.

Ms. Spillman asked how potential federal changes in Health and Human Services requirements, particularly related to vaccines, may impact the division at the local level. She noted possible future effects on budgeting and whether the division may need to expand vaccine clinics or educational outreach.

Ms. Gomez responded that it is not yet clear what the impact will be. Currently, required vaccines are available to families regardless of ability to pay through programs administered by the Health Department and UVA. If vaccine requirements change, access to those no-cost vaccine programs could be affected, but the specific implications are not yet known. She also noted concerns that a federal government shutdown could lead to staffing impacts at the state and local Health Department level, which may influence local public health capacity.

Ms. Pryor noted, during a recent school visit, that many students brought snacks that were high in sugar and asked whether there is coordination between nutrition practices and support for students with diabetes or other dietary needs.

Ms. Gomez explained that Child Nutrition Services maintains ingredient lists and works with families of students who have dietary restrictions, including allergies, medical needs, and religious or cultural considerations. Schools can provide safe meal options for those students. She also acknowledged that while the division can guide and educate families through the School Health Advisory Board, it is difficult to regulate what snacks students bring from home. And noted that the availability of free breakfast and lunch provides a consistent nutritious option for all students.

Chair Acuff acknowledged the ongoing work of Ms. Gomez and staff to expand student health supports, noting in particular the collaboration with the Dental Committee and the ACPS Foundation to increase access to dental care in schools. She stated that this partnership has the potential to be a significant benefit for students. She further noted that, when considering the number of health clinic visits and mental health contacts provided in schools each year, Albemarle County Public Schools functions as one of the largest providers of basic pediatric care in the region. She expressed appreciation for the staff's leadership and commitment to student well-being.

**Agenda Item No. 8.5 [Virginia School Performance and Support Framework Results](#)** - The Board received an overview of the Virginia Board of Education's new accountability model, implemented for the first time this school year. The model rates schools based on academic mastery, student growth, and readiness, resulting in a performance score and category for each public school. Recently released results for ACPS schools were presented and reviewed.

Ms. Spillman asked whether any schools that were previously identified as needing intensive support are no longer in that category under the current Virginia School Performance and Support Framework. Dr. Patrick McLaughlin explained that last year's designations were based on model data because the new system had not yet been implemented. Using that model data, four schools were below the performance threshold.

Under the current results, no schools are in the "Needs Intensive Support" category. However, he noted that five schools currently have a Targeted Support and Improvement designation, and that designation is calculated differently in this new system. Dr. McLaughlin stated it is possible that some schools could move into a higher level of support designation in the future, depending on performance trends.

Chair Acuff asked whether a state designation, such as "Targeted Support" or "Needs Intensive Support" comes with additional funding. Dr. McLaughlin explained that the state has indicated that schools in the "Needs Intensive Support" category *may* receive support from the state, but specific details have not yet been provided.

He further noted that under the previous federal designation system, schools identified for Targeted Support and Improvement were eligible for a \$75,000 federal grant. All eligible ACPS schools applied for and utilized those funds to support improvement efforts. Two schools, Greer and Red Hill, were previously identified under that system and successfully exited the designation based on improvement. Dr. McLaughlin emphasized that the new state designation is determined annually, and the division is awaiting further guidance on whether funding will accompany future designations.

**Agenda Item No. 8.6 ACPS Board Legislative Priorities** - The Board reviewed background materials and draft options for developing the division's legislative priorities. The information included perspectives from the Virginia Association of School Superintendents and the Virginia School Boards Association, along with staff analysis and a proposed structure for potential priority areas. Topics of focus included funding, local decision-making, teacher support, student wellness, school facilities, and accountability, as well as opportunities to include student engagement in advocacy. The Board discussed this information and provided direction to staff in preparation for finalizing the legislative priorities for the upcoming session.

- [Board Conversation Starters for Legislative Priorities](#)
- [Draft Legislative Priorities Structure & Process Recommendation](#)
- [VSBA Fall 2025 Legislative Talking Points 09.28.2025](#)
- [VASS August Draft Legislative Talking Points 09.28.2025](#)
- [ACPS Legislative Talking Points 09.28.2025](#)
- [Analysis of VASS and VSBA Talking Points](#)

Superintendent Haas provided an update on developing the ACPS Board's legislative priorities. He shared that recent staffing changes in the Communications Department created an opportunity to reexamine how the division organizes and presents its legislative work. At the Board Chair's direction, he and staff reviewed the Virginia School Boards Association (VSBA) and Virginia Association of School Superintendents (VASS) draft talking points and prepared a proposed structure for the Board to consider.

No action was requested at this meeting. Board members were asked to review the materials and consider whether there are any additional priorities the Board wishes to discuss. The Board will return to this topic at a future meeting to determine the final set of legislative priorities.

Ms. Osborne asked whether the responsibility for coordinating the division’s legislative priorities would remain within the Communications Department. Superintendent Haas explained that the Board will continue to set the legislative priorities, and the Communications team would provide support when the Board identifies specific priorities it wishes to actively advocate for. The Communications staff would help with outreach, legislative engagement, and advocacy efforts as needed.

He also shared that there is interest in involving students more directly in legislative engagement. A proposal has been discussed for the Student Representative team and the Superintendent’s Student Cabinet to help plan legislative visits and participate in advocacy activities, in collaboration with staff.

Chair Acuff added that the broader goal is to determine the most effective and efficient way to support legislative work going forward, including examining whether the advocacy function should continue within Communications, be structured differently, or potentially be supported externally. Initial research suggests that most surrounding school divisions do not have dedicated lobbying staff, but do coordinate advocacy efforts in ways similar to what is being proposed.

Ms. Le stated that the proposed structure for organizing legislative priorities appears reasonable, beginning with broad priorities and adjusting as needed. She shared that during a recent ACES meeting, there was discussion about the challenges of adding solar infrastructure to new school buildings. She suggested that this issue may be appropriate to consider as a potential addition to the Board’s legislative priorities this year and noted she would raise it again when the Board returns to the discussion.

**No. 9.0 OTHER BUSINESS**

**Agenda Item No. 9.1 Other Business by Board Members and/or the Superintendent**

**Agenda Item No. 9.2 Closed Meeting – None.**

**Agenda Item No. 9.3 Closed Meeting Certification – None.**

**AGENDA ITEM NO. 10.0 ADJOURNMENT** - At 9:40 p.m., hearing no objections, Chair Acuff adjourned the meeting of the Albemarle County School Board.

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Clerk

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Chair