

Rockingham County Public Schools
Teacher Advisory Committee Meeting Minutes
February 7, 2024

Building/Maintenance

Concern: (from December) When will Spotswood get a renovation? We have an inadequate number of restrooms and most classrooms only have one power outlet per wall. Where is Spotswood on the RCPS plan?

Possible Solution: Provide an update/information on the SHS renovation plan.

Response: In the Rockingham County Capital Improvement Plan, Spotswood High School is currently scheduled to have an addition and renovation started in the 2027-2028 school year. This will depend on funding from the County, but it is in the five-year plan.

Human Resources

Concern: I have a concern: lack of subs. I requested a sub for a personal day today, and no one signed up, so I came in anyway because I did not want my students in the lecture room with a monitor. I wanted them to do an activity in the classroom.

Possible Solution: I would like for the school system to recruit more subs! Or maybe make phone calls, instead of just the automated system

Response: HR has conducted outreach to JMU, EMU, and Bridgewater colleges in the past few months, specifically for substitutes and interpreters. Just since July 1, 2023, we have added 125 people to our substitute lists. Substitutes do have the option to list their preference for schools and grade levels. As far as high schools, each high school has a student monitor on staff to cover classes that do not have a substitute. Elementary and middle schools do not have that option. There are some principals and administrative assistants who do call to try to find substitutes. We will encourage principals to make phone calls to find substitutes if they are not already doing so.

Concern: (from December) Dr. Shifflett's November TAC remarks stated the sick leave bank is still in effect, but we have not heard anything about it in many years. In the 2021-22 school year, I had a new colleague who had to either work without pay or work with a severe

concussion because she ran out of sick days. Many of us wanted to donate days to her, but we were told we could not.

Possible Solution: Please republish directions about how employees can enroll in this necessary program.

Response: Please refer to [School Board Policy GCBD-1A](#) for membership guidelines to join the Sick Leave Bank and details for using the sick leave bank. There are specific guidelines for this policy and one cannot simply “give” days to another employee.

Concern: Could our leave time be lumped together into general PTO instead of separate sick leave and personal leave? Sometimes three personal days per year are not sufficient when you consider family events and other things that come up during the school year. There could certainly be some stipulations placed on our PTO, such as no more than 5 consecutive days off during one school year, but having a little more flexibility with our leave time would alleviate some stress. I do not think that most employees would abuse this because they would still want to build up their sick leave for when it might be needed in the future. General PTO (rather than separate sick/personal/vacation) seems to be the way that many companies and some school districts around the country have gone in recent years.

Possible Solution: N/A

Response: As provided for by rules and regulations of the State Sick Leave Plan, the county School Board has elected to participate in the Sick Leave Plan for Teachers and has adopted supplementary rules and regulations to provide additional benefits to the teachers and other employees. Please refer to [School Board Policy GCBD-1](#) for the Sick Leave Policy. Personal Leave is an added benefit to our staff - [School Board Policy GCBD-2](#).

Concern: I would like to voice my thoughts/opinions about the New Teacher Meetings. We have around five meetings throughout the year. All of these meetings have been on the other side of the county and run until 5:30. In the first meeting of the year we were told to write down three things that were important to us other than our jobs. The topic of this meeting was about balance between work and home. On my list I, of course, put my kids. We were then told to never put anything above these three things. I have had numerous conflicts with these meetings and childcare, having to get my kids from activities, or my kids having games. I have emailed prior to the meetings about the conflicts asking if I can leave early to pick up my kids or if I could join the meeting on Google Meet. With the ability to join virtually I could attend the meeting

and also be closer to the school to attend my kids' activities or pick them up. I have been told I either attend these meetings in person or will be required to attend next year. So I have missed my kids' practices and games. Why was I told to never put anything before these three things and then have that same person tell me otherwise? My final complaint is that the final meeting is at Mrs. Kite's house which is about 40 minutes from my school. I do not think I should be required to attend a picnic at another employee's home. I live 30 minutes in the opposite direction and it will take me over an hour to get home that evening. I have talked to other new teachers and the mentors. Not one person has enjoyed or learned anything from these meetings. At least the mentors are getting compensation for the extra time.

Possible Solution: If these meetings are considered necessary, there should be a Google Meet option. They should be held during the school day or on workdays, but I don't think you want to take that time from a new teacher. Meetings of any kind, all throughout the year, should be evenly dispersed throughout the county. We never have meetings in the Broadway area.

Response: We appreciate the time, heart, and commitment that Dr. Camala Kite has put into the New Teacher Program over the past years. However, the entire New Teacher Mentor Program will be revised for the 24-25 school year, which will include the elimination of the after-school meetings.

Concern: New teachers are struggling. We don't have lesson plans from prior years to pull from. We have meetings with mentors and coaches that take away from the planning periods that we do have. Special education teachers have IEP meetings that take up this time as well. Many of the new teachers are working on their provisional licenses. We do not need after school meetings that take us 30-40 minutes to get to, taking us away from our families and missing our kids' activities. We don't need to be required to have a picnic at another employee's house. We need time to catch our breath.

Possible Solution: N/A

Response: The entire New Teacher Mentor Program will be revised for the 24-25 school year, which will include the elimination of the after-school meetings.

Concern: (multiple)

- 1) Do all high schools have the same required non-curricular duties for teachers? If no, then what is the rationale for the differences?
- 2) Why are some duty periods paid stipends and others are not?

1) Explanation for concern: I am curious how the number of duty periods for teachers are decided at each of the 4 high schools. In conversations with teachers at other schools, it would appear some duties are on a semester basis, so they have 2 planning periods for one semester (such as lunch duties at one high school). At our high school, all of the assigned duty periods last the entire year. I am sure this depends on staffing (how many teachers are available in each building to cover the necessary duties), but who determines what duties need to be covered by teachers? Are these decisions made at the building level? Because it appears there are discrepancies between the buildings. If we suggest that it shouldn't matter for students to move between schools for redistricting reasons (meaning every school is equal across the board), then shouldn't the same be for the teachers and job expectations?

2) Explanation for concern: It has been explained that one of the reasons we don't have enough teachers to cover duties at our high school is because some positions (such as department head, student study, Assistant AD, 504 coordinators, etc, totals about 16 people) are given an extra period to carry out the responsibilities required of that position. However, they are also compensated for the position with a stipend. So it seems like a "double-dipping" situation, especially when other teachers are required to have a non-paid duty. I'm not saying these positions should not have a paid stipend, but it seems odd and unbalanced when some teachers are given non-paid duties during their day. In contrast, we have teachers who are tutoring students during the day for things such as SOL remediation and are not allowed to get paid for that time during the school day. In order to be paid for their time, it must be after contract hours. Shouldn't the same apply to paid stipends?

I understand there is a difference between equity and equality, and each school may require different hurdles. However, there should not be significant deficits at the four high schools between length of duty, stipends, and number of duties.

Possible Solution: Can there be more transparency and consistency throughout the county regarding how much time teachers are spending covering non-compensated duties beyond their classroom responsibilities?

Response: Yes, certain positions do have a stipend assigned to the duties. These are dependent on the needs of high schools and coverage is driven by high school administration. Dr. Alderfer will speak to this at the high school principals' meetings this spring. With the Governor's All In Plan, we are allowing teachers to tutor during their planning period

and get paid. We will work with principals to establish consistency across the division.

Concern: We were told we were getting a 2% raise, spread over part of the year that we had already served, basically making it a 1% raise. Shouldn't each month show a 2% raise from what our base was? It seems disingenuous to spread the 2% out over time already put in. We all appreciate (and deserve) a raise, but what I am seeing is 1% which really does not cover the increase in our expenses.

Possible Solution: N/A

Response: The raise that was given was effective January 1. Your salary increased going forward. It was not a raise that was effective as of the start of your contract.

Concern: Teachers have to pay for lunch.

Possible Solution: Please consider allowing teachers to eat lunch for free as a benefit.

Response: Food service has its own self-funding budget.

Concern: Will there ever be incentives for teachers that already have a teaching license and are certified to teach the subject that they are hired to teach? Recently, we have hired more and more individuals that are not certified, giving them a provisional license, or are certified to teach a subject other than what they are hired to teach. The county also pays for them to complete coursework in order to become certified. Wouldn't it be beneficial to offer incentives to teachers that are already certified when they are hired? Also, who monitors the status of provisional licenses? Has the county added a position to monitor uncertified teachers? Are there additional observations for uncertified teachers? How long are they able to continue teaching while unqualified?

Possible Solution: Offer stipends for certified teachers. Teachers with a masters, phd, etc. receive additional pay. With more and more teachers not being certified when hired, paying more to the ones that are could encourage more to apply. It also does not encourage recent graduates to get a license when the county will pay for them to get certified once they are hired. It seems more beneficial to not pay for my own certification when the county will pay for it for me if I do not get it myself.

Response: All school divisions are facing teacher shortages. RCPS has chosen to assist new teachers seeking endorsement to fulfill requirements through a partnership with JMU. Provisional teachers are

held to the same standards as all other non-tenured teachers, which requires a minimum of three formal observations per year. HR member, Tammy Fenton, is our licensure specialist and works diligently on assisting and guiding all teachers with initial licensure and certification. Also, all teachers pay their own costs for PRAXIS, VCLA, etc. testing and all VDOE license costs. We also have a partnership with BRCC and JMU for our paraprofessionals to take classes to become licensed teachers.

Concern: Some concerns are noted with the use of administrator designees when admin is absent. Admin designees are not always able to address discipline issues quickly or efficiently, and follow-up often takes much longer.

Possible Solution: Encourage retired principals or CO staff to cover absent administrators rather than having an admin designee.

Response: In most instances, if there is no admin sub, the principal has chosen not to request one. There are only 6 elementary schools without an AP or admin intern. If you have a concern for lack of coverage at your school, please speak with your principal. The principal is also the one who chooses the designee, so an option could be that the principal could choose a designee that is not tied to a classroom.

Concern: Would it be possible for retired teachers to be given badges/passes so they can attend sporting events for free? Teachers can receive free admission to games by showing their ID badge. Why can't this continue after a teacher retires? We still value their connection to our school community

Possible Solution: Give retired teachers official RCPS badges that say "Retired" and honor them at the ticket gates

Response: With over 2,000 current employees and many thousands of retirees, this would be a difficult task to manage, and it would not be feasible for us to allow free entry for so many individuals. Revenue from athletic events provides much-needed funding to our schools and their athletic teams.

Concern: Would it be possible for teachers to have 5 personal days a year instead of 3? Once we reach over 10 years of service, we accumulate way more sick time than personal time.

We are required to take a personal day for non immediate family illnesses; or if we need car repairs, sudden home repairs, a week of vacation not during Winter Break or Spring break, attending our children's field trips, personal time is needed.

Another solution: once we reach over a certain number of sick days, could we transfer them over to personal days?

Possible Solution: Consider revising personal leave.

Response: The personal leave policy will not be revised at this time unless the School Board desires to.

Instructional

Concern: With ChatGPT becoming an ever-growing issue, can we get some guidance on how to use ChatGPT in the classroom and how to guide the students to use it ethically and appropriately. I think there is a need to curb its abuse and this can be most effectively done by educating the teachers. It is clear that this isn't going away, so we need to learn how best to incorporate this tool.

Possible Solution: More guidance for teachers in the area of navigating Chat GPT

Response: More information will be forthcoming on this topic.

Concern: In an effort to conserve days, can we have a couple of dedicated online learning days instead of Snow Days?

Possible Solution: I understand that not everyone has internet access, but the majority certainly do. That would help to conserve spring break and not cause us to be here later in June.

Response: As you noted (and COVID proved), many students do not have access to reliable internet. To have online learning days, we are required to provide meals (breakfast and lunch) for students who want them. That, in itself, is a big challenge to contact families and determine how to get the meals to them. Once we return to school following snow day(s), we are also required to provide additional instruction or after-school tutoring for students who indicated they don't have reliable internet. It is not impossible but we would have to be very thoughtful in how to implement this. I'm not sure the juice is worth the squeeze.

Concern: Is it possible to make our testing window in the county later in May or early June?

Possible Solution: We could then have more time for instruction and less time after SOL testing in school with lots of students who have started to check out.

Response: The state sets the testing window. Moving our window can be explored with the Division Director of Testing and the STC's.

Concern: Please be sure that the calendar feedback is taken to heart and used to adjust accordingly

Possible Solution: At times, as a teacher, it can feel like the opportunity for feedback is offered as a nicety. I know not everyone's desired feedback adjustments can be made, but when many people feel the same way during conversations and nothing happens there can feel like a disconnect between central office and the schools

Response: We always want feedback from our families and staff when developing the school calendar. The committee reviewed 1,560 responses in December, and another 256 responses after the 24-25 proposed calendar was introduced in January. As you can imagine, it is impossible to incorporate everyone's ideas and maintain the instructional hours requirements, provide time off on major federal holidays, and provide staff development and teacher workday opportunities.

Concern: Multiple grade levels have expressed the need for a formal newcomer program for the growing number of students coming to our schools with no/little English language skills. Teachers need supportive programs that serve these students for larger parts of the instructional day.

Possible Solution: A formal plan for newcomer services. More EL teachers to provide those services as well as push-in for students needing less support. Harrisonburg City has formal programs, perhaps we could implement a similar program.

Response: At the School Board meeting on February 12, there will be an EL presentation indicating our expansive EL growth and needs, including elementary and middle school newcomer programs. This is something that will be considered during the budget process.

Concern: If truancy is a major issue, could we consider going to school 4 days a week, with teachers having each Wednesday off for planning and for students who have missed assignments or truancy issues still coming in on those days. The amount of days students miss and the plethora of make up work required of teachers to try to reteach, etc, is becoming overwhelming.

Possible Solution: Not sure what to do to improve attendance. If students are truant, will they come in on Wednesday when the majority of students won't be required to?

Response: This information will be passed along to the calendar committee for future consideration. We anticipate a lot of pushback from families with elementary-aged students who do not have childcare for their child every week. A four-day week for student attendance is not being considered at this time.

Concern: Can we have some metric in place for students to take advanced classes? Students are nearly failing a math class and then allowed to take an Advanced math class the next year. This slows down the class and it shouldn't be allowed. Too many people are taking Geometry single block, from Algebra 1 double block who were recommended to be placed in AFDA the next year; however, they end up in Geometry and are not motivated, don't complete any homework, still can't solve basic algebra equations and then the teacher gets blamed when the class fails a quiz.

Possible Solution: Can we come up with a placement test, or a minimum required grade. Also can we request that if a parent overrides a teacher recommendation that the parent signs a "waiver" acknowledging that the student is taking a class above the recommended level?

Response: This is a great conversation to have with your building administrator and counseling staff. Recommendations are what they are... recommendations. Schools may consider implementing a parent 'waiver' if the student is placed in an advanced class but was not recommended.

Concern: VAPING! Mental health of students, student discipline (holding students accountable for behavior)

Possible Solution: o

Vaping detectors in the bathrooms.

<https://www.zeptive.com/post/how-one-high-school-decreased-student-vaping-in-bathrooms>

<https://tritonsensors.com/blog/3d-sense/6-proven-ways-to-stop-vaping-at-your-school/>

[-https://minga.io/reduce-vaping-in-high-school-going-beyond-the-vape-detector/](https://minga.io/reduce-vaping-in-high-school-going-beyond-the-vape-detector/)

<https://www.fox61.com/article/news/local/outreach/awareness-months/high-school-principal-develops-strategy-to-tackle-students-vaping-in-school/520-b71101bf-214b-442c-9cbb-293be6fb3618>

Mental Health

-Therapists for each school. Instead of punishing a student that is constantly displaying inappropriate behaviors in the building due to existing in a permanent state of trauma-induced survival mode (or any other reason), they would have a professional they could see. I know that we already have two counselors but I believe that this would improve many of the issues we see from our students who are repeat offenders in the building. We always hear members of administration and school board members talking about school safety. I believe that having this type of resource in EVERY BUILDING. This might not be feasible to have in every building. This may however be possible if these professionals are assigned to multiple schools. Instead of dealing with the problems that occur after a student acts out, this could help prevent the bad behaviors from happening in the first place. An ounce of prevention is worth a pound of cure.

Response: Vaping education is provided to all students grades 5-10 in Health and PE classes. There is an EIC (Early Intervention Counselor) working in each of the high schools and middle schools who carry a full caseload of students that they meet with regularly. Vape detectors were piloted at a high school last year, and they did not prove to be effective for purchase. There will be a student conduct committee created to review current discipline policies and make recommendations to the school board on changes to consider.

Concern: There is an increasing number of EL students that speak little to no English in advanced grade levels. EL services are limited to a small portion of the day. Students are not able to understand instruction and may be causing disruptions due to being bored/disengaged.

Possible Solution: Create a list of supports, strategies and options for teachers who have non-English speaking students (compared to those who speak some English) to keep them engaged in learning.

Response: We will work on getting you tools and resources to address this concern.

Concern: Large class sizes are a barrier to meeting the needs of the student population. At the elementary level, a classroom of 20+ students makes it difficult to address the learning gaps present. With increased building in the area, it is concerning to consider that we may be adding more students to classrooms.

Possible Solution: Enact a policy to lower class sizes.

Response: We do the best we can with providing staff and keeping within our budgetary constraints while staying within the SOQ

teacher-to-student recommended ratios. This is an ongoing conversation.

Concern: Classroom teachers spend a significant amount of class time discussing online safety, mental health, and drug use.

Possible Solution: Create a program similar to DARE that can discuss these issues.

Response: There will be a student conduct committee created to review current discipline policies and make recommendations to the school board on changes to consider. This is an area that we will discuss with the committee.

Concern: Are we going to revisit the staggered start times that were planned for TA before the pandemic struck?

Possible Solution: N/A

Response: We received a lot of pushback from families when it was first introduced in 2019-2020. Never say never, but this is not something that we are considering at this time.

Concern: LETRS time is not beneficial, we would rather be in our classrooms working with our students than attending mandatory meetings twice a week. Licensed teachers, reading specialists and special education teachers want to prioritize working with students during instructional hours. Teachers are professionals and can dissect individual classroom data more efficiently (the reason given for the meetings in the previous TAC minutes) outside of group meetings. Negative behaviors increase when teachers are pulled out of their classrooms and we have to create plans and activities for the person who is put in our classroom in our place. This is not a new problem but one that has been continually brought up and elementary teachers feel like we are not being listened to.

Possible Solution: End Bridge to Practice and Independent Learning Time for most teachers next school year. The few who are completing LETRS coursework can receive ILT in another way. Use the current full time LETRS assistants as tutors in the afternoons and phase them out gradually.

Response: The first bridge to practice is scheduled for literacy. It is important for teachers to collaborate and analyze student data to determine how we can collectively help our students. We will work with the LETRS team to ensure this is happening so it is beneficial for all teachers. The focus for the second day of the week is determined by each school. Please work with your principal to discuss how this is

currently addressed in your school. Perhaps, your principal may allow you to continue teaching in your classroom doing this time and repurpose the assistants for that afternoon. We are not planning to eliminate our bridge to practice for literacy.

Concern: Elementary teachers have more instructional time/less planning as compared to middle and high school teachers (~45 mins vs. ~90 mins).

Possible Solution: Increased compensation or increased planning time for elementary teachers

Response: We continue to have conversations about this. Core instructional hours are important to consider.

Misc.

Concern: Teachers have so much on their plates as it is, it's hard to deal with nosebleeds, students with upset stomachs, minor injuries that need to be cleaned, bathroom accidents, getting younger students to the nurse for medication, etc., all while trying to teach and maintain control of the class.

Possible Solution: Offering some guidelines from the county as to the role of the school nurse with common issues.

Response: We will discuss this with our principals and nurses so that we are consistent across the school division.

Concern: I think water bottles in the classroom need to be revisited. They fall (immediately scares and startles everybody in class - now they have to be reconnected to learning), spill (then clean up that disrupts the entire classroom for a minimum 5 minutes), constantly need filling, and cause kids to constantly need a bathroom break. No one needs that much water during a school day.

Possible Solution: A possible suggestion/solution would be to stop the use of water bottles in school and use the water fountains that were put there in the first place so kids can take water when needed.

Response: At this point, we are not going to remove the use of water bottles. If this is an issue in your classroom please work with your school administrator.

Concern: Is there a way to turn off phone alerts for weather delays and closings? It's great that we can get texts and email alerts, but is it a possibility to opt out of phone calls? Especially phone calls that come very early in the morning.

Possible Solution: Clarify directions for phone calls.

Response: To make changes to your staff communication preferences, please [fill out this form](#). For parents/guardians to make changes to their communication preferences, please encourage them to contact their child's school.

Concern: When we have a delay or closure, would you consider adding "Due to (inclement weather, sub-freezing temps, a number of uncleared roads, flooding, etc.) to your announcements?

Possible Solution: Clarify reasons for closures and delays.

Response: We will consider adding some clarifying information, but in most cases people have an understanding of why schools are delayed or closed.

Superintendent/School Board Related

Concern: We are not always in a place to watch a video when opening emails.

Possible Solution: Could a transcript also be included in the important email videos?

Response: We will look into adding a transcript.

Concern: Question from a staff member: Does the School Board see the Teacher Advisory Committee's concerns and notes?

Possible Solution: N/A - informational only

Response: All information is posted through "All News". These are available to all school board members.

Concern: We never had a response from the December TAC.

Possible Solution: Perhaps responses could be published in a more timely manner.

Response: We will work on releasing minutes in a more timely manner.

Concern: Why have teachers not been included in any part of the school board's temporary ban of books? When will this be rectified and when will our opinions be solicited and included in these important decisions affecting our classrooms?

Possible Solution: Teachers must be involved in important decisions that affect our classrooms.

Response: Once a draft of the policy is created, it will be shared with all employees and community members to gather feedback.

Concern: Are board members allowed to just show up at a school and observe classes, or is there a policy they must follow that gives teachers advance notice?

Possible Solution: Please follow the policy that communication to employees must be conveyed through the superintendent. Furthermore, please ensure that teachers are not alone with any one board member.

Response: Board members visit schools occasionally to talk with principals and teachers to see how things are going within the school. They have been communicating with principals to arrange their visits.

The following concerns and possible solutions are related to the school board and are similar in topic. For more information about School Board Governance and Operations, please see [Section B](#) of the policy manual.

Concern: What measures are being taken to address the School Board Chair's call for parents to report teachers to him directly instead of operating through the proper school channels when an issue arises? What protections can the Central Office offer teachers who are subject to this court of Facebook instead of addressing an issue in a private and professional manner?

Possible Solution: Protect your teachers by ensuring that proper school channels are followed.

Concern: The chain of command is being broken frequently as of late. For example, there have been requests for students to report teacher behavior to parents and parents communicate those concerns directly to the School Board Chair. Another example includes board members reaching out to communicate directly with RCPS employees.

Possible Solution: Follow the chain of command. If students have a concern, and they voice it to their parents, it should be communicated with their building admin. Furthermore, communication between employees and board members should go through the superintendent.

Concern: I am concerned that at least one board member has been meeting one on one with employees.

Possible Solution: If every request has been made to ensure that the employee is not alone, and that request cannot be met, the employee has the right to record the conversation.

Concern: Teachers' safety and well-being is currently compromised by a board member who is posting images from their classrooms on Facebook.

Possible Solution: Board members should adhere to a strict social media policy. A policy must be written that ensures that they do not post images and/or comments that could lead to any RCPS employee feeling targeted.

Concern: Currently, our county is being portrayed in a disreputable light by the very people who should be proud of the accomplishments and efforts of its employees. This will potentially lead to a mass exodus and open RCPS to a teacher shortage.

Possible Solution: No solution seems to exist at the teacher level.

Concern: Members of the School Board are posting on Facebook in a way that bypasses the chain of command and the confidentiality of teachers who might be sharing political views in class.

Possible Solution: N/A

Concern: The School Board claims to support teachers. Would they submit to an anonymous survey from current teachers and staff for feedback on how to best support the teachers?

Possible Solution: N/A

Concern: Unprofessional behavior from school board members is not only embarrassing, but creating a dangerous work environment for teachers. When a school board member posts on Facebook about reports of teachers allegedly saying inappropriate things in the classroom and asking parents to report more, this creates a witch hunt. Is there not a chain of command required for school board members to report concerns so that an investigation can be done?

Possible Solution: N/A

Concern: There have been social media posts on Facebook by our Chairman of the School Board, Matt Cross where he is accusing teachers of using profanity in the classroom towards former President Trump. In the post, he not only makes accusations/claims that teachers are saying these inappropriate things in the classroom, but he goes on to ask parents to report names of teachers to him or other board members if this or any political talk that they do not like is happening to their child. There is a chain of command and a procedure in this district for teacher misconduct and using social media to accuse teachers (without any

proof) is not appropriate and is threatening to teachers, our personal character, and our jobs. I am asking that this be addressed, and the district stands up for their teachers who are working hard every day to educate children in this community. The school board is there to help guide policy, not to threaten teachers through social media and stir up hostile emotions in the community. If a parent has an issue with something that has been said in the classroom, then they should address it with the school administration.

Possible Solution: N/A

Concern: Will the school board be allocating additional funding to replace books that have to be removed from libraries and classroom libraries?

Possible Solution: N/A

Concern: I am quite concerned about the newly adopted school board policy where teachers are required to submit the names of students who go by something that doesn't relate to their given name. I have always felt strongly that as teachers we must do what is best for kids and this policy does not feel like we, as teachers, are being allowed to do what is best for kids. Often, students who have "come out", for lack of a better term, at school and not at home have done so for a reason. School should be a safe place for these students and I am afraid with this policy that will change and the students will no longer feel comfortable in our classrooms. I realize this does not overly pertain to elementary-age students and is more related to students in middle and high school. I also realize this is something that likely cannot be remedied just through the TAC meetings.

Possible Solution: N/A

School Highlights

Pleasant Valley Elementary

Our staff are exceptional at what they do!

McGaheysville Elementary School

"Thank you to Dr. Shifflett and our new school board for their hard work! Keep up the good work!" - Anonymous MES teacher