

12:24:51:08 >> WELCOME TO THE JANUARY 25TH,
12:24:52:26 2024 SCHOOL BOARD MEETING.
12:24:57:02 THE MEETING IS NOW IN SESSION.
12:24:59:28 I'D LIKE TO WELCOME THE CADET
12:25:02:13 CORPS WHO WILL PRESENT THE
12:25:05:02 COLORS.
12:25:05:23 PLEASE STAND.
12:26:02:28 [TOGETHER]
12:26:04:15 >> I PLEDGE ALLEGIANCE TO THE
12:26:04:15 FLAG OF THE UNITED STATES OF
12:26:04:15 AMERICA AND TO THE REPUBLIC FOR
12:26:04:15 WHICH IT STANDS, ONE NATION
12:26:04:15 UNDER GOD, INDIVISIBLE, WITH
12:26:04:15 LIBERTY AND JUSTICE FOR ALL.
12:26:16:09 >> COLORS.
12:26:18:10 COLOR GUARD.
12:26:58:09 >> THANK YOU.
12:27:00:07 SINCE THIS IS OUR FIRST REGULAR
12:27:01:18 SCHOOL BOARD MEETING IN THE NEW
12:27:03:13 CALENDAR YEAR, ON BEHALF OF THE
12:27:05:15 SCHOOL BOARD, I WISH YOU ALL
12:27:08:26 LOTS OF JOY, SUCCESS, AND
12:27:10:04 FULFILLMENT IN THIS NEW SEMESTER
12:27:12:03 AND I HOPE THAT THE BEGINNING OF
12:27:13:18 THIS CALENDAR YEAR HAS BEEN A
12:27:15:02 FRUITFUL ONE FILLED WITH
12:27:16:10 POSITIVE RESOLUTIONS AND
12:27:18:11 POSITIVE PROGRESS AND GROWTH.
12:27:20:03 AS WE DELVE BACK INTO OUR
12:27:21:15 ACADEMIC ENDEAVORS, LET'S CARRY
12:27:27:08 FORWARD A SPIRIT OF WELL-BEING.
12:27:30:13 I'D LIKE TO EXTEND A WARM
12:27:31:21 WELCOME TO OUR NEWEST BOARD
12:27:33:19 MEMBER, Ms. MIRANDA TURNER.
12:27:36:21 Ms. TURNER IS AN ACTIVE AND
12:27:37:23 DEVOTED MEMBER OF OUR COMMUNITY.
12:27:41:22 Ms. TURNER UNDERSTANDS THE
12:27:42:27 IMPORTANCE OF ADVOCACY FOR
12:27:43:24 MEASURES TO HELP CLOSE THE
12:27:45:26 ACHIEVEMENT GAP, ADDRESS THE
12:27:47:21 NEEDS OF OUR DIVERSE STUDENT
12:27:49:03 POPULATION AND PROMOTE POLICIES
12:27:50:09 THAT SUPPORT THE WELL-BEING OF
12:27:53:11 ALL STUDENTS.
12:27:54:22 WOULD ANYONE LIKE TO MAKE ANY
12:27:56:13 WELCOMING REMARKS?
12:27:57:27 GO AHEAD, Ms. ZECHER SUTTON.
12:28:05:16 >> WELCOME.
12:28:07:00 I JUST WANTED TO SAY,
12:28:09:16 Ms. TURNER, EVERY TIME I TALK
12:28:11:05 TO YOU, I LEARN SOMETHING, SO I
12:28:13:04 AM REALLY LOOKING FORWARD TO
12:28:15:02 BEING COLLEAGUES WITH YOU ON

12:28:16:13 THIS BOARD.
12:28:20:27 >> I, TOO, HAVE ENJOYED THE
12:28:23:13 RELATIONSHIP THAT WE'VE BUILT
12:28:24:24 OVER THE PAST COUPLE OF YEARS,
12:28:26:19 AND I DO LEARN THINGS WHEN WE
12:28:29:15 TALK.
12:28:32:09 AND I THINK WE'RE GOING TO HAVE
12:28:33:00 A GOOD TIME WORKING TOGETHER AND
12:28:34:15 I AM DELIGHTED TO SEE YOU JOIN
12:28:36:10 THIS BOARD.
12:28:40:04 >> I WILL PARAPHRASE OUR
12:28:42:09 CONVERSATION FROM EARLIER WHEN
12:28:44:23 YOU ASKED ME TO BE BRIEF WITH MY
12:28:46:25 REMARKS, SO WELCOME, I LOOK
12:28:49:01 FORWARD TO WORKING WITH YOU.
12:28:50:00 >> VERY GOOD.
12:28:52:12 Dr. DURAN, ANY WELCOMING
12:28:53:14 REMARKS?
12:28:54:01 >> YES, I DO, THANK YOU.
12:28:56:07 Ms. TURNER REALLY WANTED US TO
12:28:57:16 HAVE A WHOLE HALF HOUR WITH A
12:29:00:08 SLIDE PRESENTATION AND A MOVIE,
12:29:01:23 BUT NO, SERIOUSLY, I WELCOME YOU
12:29:03:26 TO THE SCHOOL BOARD, WORKING
12:29:05:03 CLOSELY WITH YOU.
12:29:06:22 ONE OF THE AREAS I KNOW YOU AND
12:29:07:24 I HAVE A CLOSE CONNECTION WITH
12:29:09:15 IS ACADEMIC EXCELLENCE,
12:29:11:03 SUPPORTING OUR STUDENTS AROUND
12:29:12:15 THE AREAS, CLOSING GAPS AND
12:29:17:15 RAISING THE BAR FOR ALL
12:29:19:24 STUDENTS.
12:29:20:15 WELCOME, WELCOME, WELCOME.
12:29:22:20 NO VIDEO FOR YOU TONIGHT, MAYBE
12:29:23:22 IN THE FUTURE!
12:29:26:23 >> Ms. TURNER, WOULD YOU LIKE
12:29:28:05 TO SAY ANYTHING?
12:29:30:13 DON'T WORRY, YOU DON'T NEED TO
12:29:32:09 SPEND AN ENTIRE HALF HOUR!
12:29:34:18 >> I'LL BE SHORTER THAN THAT.
12:29:35:20 SO THANK YOU ALL FOR YOUR
12:29:37:01 REMARKS.
12:29:37:13 IT'S AN HONOR TO BE HERE AND AN
12:29:39:01 HONOR TO SERVE.
12:29:40:09 THIS IS MY FIRST MEETING, BUT
12:29:41:24 I'VE BEEN FOR THE PAST SEVERAL
12:29:43:13 WEEKS LEARNING THE ROPES AND
12:29:44:21 GETTING TO KNOW EVERYONE.
12:29:47:13 Dr. DURAN, I'VE BEEN IMPRESSED
12:29:49:09 BY YOUR COMMITMENT TO WHAT YOU
12:29:50:17 BELIEVE AND YOUR WILLINGNESS TO
12:29:52:12 LISTEN.
12:29:53:16 BETHANY, YOU'VE STOLE MINE.

12:29:56:11 EVERY TIME I TALK TO YOU, I
12:29:57:23 LEARN SOMETHING I HADN'T THOUGHT
12:29:58:24 OF BEFORE.
12:29:59:22 DAVE, I APPRECIATE YOUR WORK
12:30:02:00 BEHIND THE SCENES AND YOUR
12:30:04:11 BUILDING RELATIONSHIPS ON THE
12:30:05:15 BOARD.
12:30:06:20 CRISTINA, I'M SORRY,
12:30:08:09 Ms. DIAZ-TORRES, CHAIR, YOUR
12:30:10:27 DEDICATION TO YOUR ROLE AS
12:30:12:12 CHAIR, ALL THE TIME THAT YOU'RE
12:30:14:18 PUTTING IN AND YOUR STRONG
12:30:15:27 ABILITY TO MULTITASK ARE
12:30:17:21 ADMIRABLE.
12:30:19:16 AND MARY, THANK YOU FOR MODELING
12:30:21:28 ENGAGEMENT AND PERSISTENCE WITH
12:30:23:03 OUR FAMILIES, OUR TEACHERS, AND
12:30:26:10 OUR COMMUNITY, AND I AM AGAIN
12:30:27:26 HONORED TO BE HERE AND LOOKING
12:30:30:00 FORWARD TO GETTING STARTED, SO
12:30:31:10 LET'S GET STARTED.
12:30:33:05 >> FANTASTIC.
12:30:33:26 AND WITH THAT WE'LL JUMP RIGHT
12:30:35:11 THIS.
12:30:36:21 I THINK THERE'S A COUPLE OF
12:30:37:26 FOLKS HERE FOR A PARTICULARLY
12:30:39:21 SPECIAL EVENT.
12:30:40:22 THE SCHOOL BOARD IS PROUD TO
12:30:41:20 RECOGNIZE THE 2024 Dr. MARTIN
12:30:43:21 LUTHER KING Jr. LITERARY AND
12:30:46:22 VISUAL ARTS CONTEST WINNERS WHO
12:30:49:21 WERE INSPIRED BY Dr. KING'S
12:30:52:13 CONTRIBUTIONS TO THE FIGHT
12:30:53:14 AGAINST RACIAL SEGREGATION AND
12:30:55:19 DISCRIMINATION.
12:30:57:12 Dr. JULIE CRAWFORD OUR CHIEF
12:31:00:07 OF DEI AND STUDENT SUPPORT WILL
12:31:03:23 SHARE MORE ABOUT THIS
12:31:04:27 RECOGNITION AND INTRODUCE THE
12:31:06:05 VIDEO.
12:31:10:00 >> JOINING US IN THIS WONDERFUL
12:31:12:04 CELEBRATION THIS EVENING,
12:31:13:22 ARLINGTON PUBLIC SCHOOLS IS
12:31:14:23 PLEASED TO PARTNER WITH
12:31:15:25 ARLINGTON COUNTY ON THIS YEAR'S
12:31:17:12 TRIBUTE TO Dr. MARTIN LUTHER
12:31:18:07 KING Jr..
12:31:21:04 THE APS LITERARY AND VISUAL ARTS
12:31:25:10 CONTEST AND RECOGNITION HAS BEEN
12:31:27:12 HELD FOR MANY YEARS IN ARLINGTON
12:31:28:20 AND IS ONE OF THE MANY WAYS THAT
12:31:30:25 WE HAVE OUR STUDENTS LEARN ABOUT
12:31:32:23 Dr. KING'S CONTRIBUTIONS AND

12:31:35:08 UNDERSTAND HOW HIS WORK HAS
12:31:36:19 AFFECTED SOCIETY AND ALL OF OUR
12:31:38:15 LIVES.
12:31:40:12 THIS EVENING, WE WOULD LIKE TO
12:31:41:11 THANK ALL OF THE STUDENTS WHO
12:31:43:02 PARTICIPATED IN THE CONTEST.
12:31:44:28 THAT'S OVER 500 STUDENTS, WHICH
12:31:47:13 IS AMAZING IN AND OF ITSELF.
12:31:49:24 AND WE ARE HERE TO RECOGNIZE THE
12:31:51:28 24 WINNERS OUT OF THAT 500.
12:31:54:24 OUR STUDENTS ARE TRULY CREATIVE
12:31:56:11 AND VERY TALENTED.
12:31:57:26 SO CONGRATULATIONS!
12:32:00:18 I'D ALSO LIKE TO SEND A SPECIAL
12:32:02:16 THANK YOU TO THE TEAM WHO HELPED
12:32:04:05 WITH THE SELECTION.
12:32:05:12 Dr. PAM FARRELL IN THE ARTS
12:32:07:14 DEPARTMENT AS WELL AS THE OFFICE
12:32:08:18 OF DIVERSITY, EQUITY AND
12:32:09:12 INCLUSION AND OUR SCHOOL AND
12:32:12:10 COMMUNITY RELATIONS AS WELL AS
12:32:13:08 OUR TEACHER REPRESENTATIVES.
12:32:15:20 FOR THIS YEAR'S COMPETITION, OUR
12:32:17:05 STUDENTS WERE ASKED TO DESCRIBE
12:32:18:19 ONE OF Dr. KING'S LEADERSHIP
12:32:20:10 TRAITS THAT MEANT THE MOST TO
12:32:21:22 THEM.
12:32:23:00 THEY WERE ASKED TO DESCRIBE IN
12:32:24:07 WRITING WHY THEY CHOSE THE TRAIT
12:32:27:00 THAT THEY CHOSE AND HOW IT CAN
12:32:29:01 MAKE A DIFFERENCE IN THEIR
12:32:30:19 SCHOOL, IN THEIR COMMUNITY, AND
12:32:32:14 IN OUR SOCIETY.
12:32:34:12 WE ASKED OUR STUDENT HONOREES TO
12:32:36:14 RECORD A VIDEO DESCRIBING THEIR
12:32:37:26 ART AND WHAT INSPIRED THEM, SO
12:32:39:08 LET'S TAKE A LOOK AT WHAT THEY
12:32:40:13 HAD TO SAY.
12:32:42:21 >> HOWEVER YOUNG YOU ARE, YOU
12:32:43:22 HAVE A RESPONSIBILITY TO SEEK TO
12:32:46:24 MAKE YOUR NATION A BETTER NATION
12:32:48:25 IN WHICH TO LIVE.
12:32:50:23 YOU HAVE A RESPONSIBILITY TO
12:32:52:07 SEEK TO MAKE LIFE BETTER FOR
12:32:55:05 EVERYBODY.
12:32:56:12 AND SO YOU MUST BE INVOLVED IN
12:33:00:07 THE STRUGGLE FOR FREEDOM AND
12:33:02:22 JUSTICE.
12:33:05:23 >> MY WORK WAS INSPIRED BY
12:33:07:05 MARTIN LUTHER KING'S LEADERSHIP.
12:33:09:13 HE WAS REALLY GOOD AT BRINGING
12:33:10:24 PEOPLE TOGETHER, UNIFYING THEM
12:33:13:14 TO STAND UP FOR SOMETHING THAT

12:33:15:12 HE SO STRONGLY BELIEVED HIM AND
12:33:17:27 THROUGH MY WORK, I WANTED TO
12:33:18:29 SHOW THAT TRAIT HAS STILL BEEN
12:33:21:17 PASSED DOWN TO MY GENERATION.
12:33:24:02 [MUSIC]
12:33:25:09 >> FIRST I'LL TELL YOU, THE FACE
12:33:29:13 WAS MADE WITH THINGS I USED FROM
12:33:31:15 FIRST GRADE, THINGS THAT HAVE
12:33:33:02 BEEN SITTING AROUND THAT I
12:33:34:17 THOUGHT WOULD GO WELL WITH HIS
12:33:36:02 CHARACTER LIKE SHAPES AND
12:33:38:20 DIFFERENT COLORS, BECAUSE LIKE
12:33:40:01 HE SAID IN HIS MONOLOGUE "I HAVE
12:33:44:21 A DREAM SPEECH," DON'T JUDGE A
12:33:47:03 MAN BY THE COLOR OF HIS SKIN BUT
12:33:49:12 BY THE CONTENT OF HIS CHARACTER.
12:33:54:22 >> MARTIN LUTHER KING WAS
12:33:55:29 DETERMINED TO UNITE PEOPLE
12:33:57:20 TOGETHER.
12:33:58:01 >> I CHOSE TO WRITE ABOUT MARTIN
12:34:00:02 LUTHER KING Jr. AND HIS
12:34:02:26 DETERMINATION BECAUSE HE
12:34:04:07 INSPIRES DREAMS.
12:34:12:04 >> THE LEADERSHIP TRAIT THAT
12:34:13:06 MEANS THE MOST TO ME IS EMPATHY
12:34:14:24 AND COMPASSION.
12:34:16:22 Dr. KING INFLUENCED ME BECAUSE
12:34:18:03 OF HOW CAREERING AND PASSIONATE
12:34:19:15 HE WAS ABOUT HIS WORK.
12:34:20:24 THE MESSAGE I HAVE FOR THE
12:34:21:28 FUTURE REGARDING Dr. KING IS
12:34:23:23 THAT EVERYBODY SHOULD NOT JUST
12:34:25:07 LOOK ON THE OUTSIDE BUT LOOK ON
12:34:26:22 THE INSIDE, BECAUSE OUR
12:34:28:10 PERSONALITY MATTERS MORE.
12:34:31:02 >> MARTIN LUTHER KING INFLUENCED
12:34:32:20 MY POEM BECAUSE HE WAS EMPATHIC
12:34:35:21 AND COMPASSIONATE AND FOUGHT FOR
12:34:38:06 OTHERS, PUTTING HIMSELF IN FRONT
12:34:39:15 OF OTHERS.
12:34:43:27 [SPEAKING SPANISH]
12:34:57:10 >> COMPASSION HELPED ME CHANGE
12:34:58:28 AS A PERSON, BUT ALSO HOW MUCH I
12:35:01:16 THINK IT CAN CHANGE THE WORLD
12:35:03:07 AROUND US.
12:35:04:15 NOT JUST FOR PERSONAL GROWTH BUT
12:35:05:20 ALSO FOR SOCIETAL GROWTH.
12:35:13:08 >> I FEEL LIKE IF YOU CAN'T
12:35:14:14 REALLY CONNECT WITH THE PEOPLE
12:35:16:04 AND THE CAUSE AND REALLY BE ABLE
12:35:19:13 TO, LIKE, BE KIND TO EVERYONE,
12:35:22:06 YOU CAN'T BE A GOOD LEADER.
12:35:24:08 >> LEADERS ARE A DIFFERENT

12:35:26:06 SPECIES.
12:35:26:20 THEY ARE PEOPLE WHO KNOW THAT
12:35:29:02 THEY'RE NORMAL AND HUMAN AND
12:35:30:10 THEY KNOW WHAT EXTRAORDINARY
12:35:32:26 THINGS NORMAL HUMANS CAN ACHIEVE
12:35:34:21 AND I'M GRATEFUL FOR MARTIN
12:35:35:28 LUTHER KING Jr. FOR EMBODYING
12:35:44:10 THAT.
12:35:46:07 >> MARTIN LUTHER KING Jr. USED
12:35:48:11 HIS COURAGE TO STAND UP FOR
12:35:51:02 HIMSELF AND OTHERS.
12:35:52:14 SOMETIMES WE NEED PEOPLE WITH
12:35:53:24 COURAGE TO HELP US FIGHT FOR
12:35:54:26 WHAT WE DESERVE.
12:35:56:04 >> MARTIN LUTHER KING Jr. NOT
12:35:57:12 ONLY FOUGHT FOR THE FREEDOMS OF
12:35:59:00 AFRICAN AMERICANS BUT A ROLE
12:36:01:28 MODEL OF ALL UNDERSERVED
12:36:04:02 POPULATIONS.
12:36:06:00 BY SHOWING WITH NON-VIOLENT
12:36:07:28 ACTIONS ON HOW TO CHANGE
12:36:09:19 PEOPLE'S MINDS.
12:36:10:17 >> MARTIN LUTHER KING WAS
12:36:13:05 FIGHTING RACISTS AND MADE
12:36:15:16 AMERICA AWARE OF THE PROBLEM OF
12:36:18:26 RACISM.
12:36:19:23 >> DURING MLK'S JOURNEY, HE HAD
12:36:22:09 TO GO -- THERE WERE A LOT OF
12:36:27:11 TIMES WHERE HE HAD TO USE
12:36:32:01 COURAGE TO GET THROUGH PEOPLE
12:36:33:25 SAYING YOU'RE NEVER GOING TO DO
12:36:35:06 THIS.
12:36:37:17 >> I WANT PEOPLE TO UNDERSTAND
12:36:39:08 HOW MARTIN LUTHER KING Jr.'S
12:36:43:09 LIFE WAS BACK THEN IN THAT TIME
12:36:45:11 AND THAT PEOPLE IN THE FUTURE,
12:36:47:22 THEY SHOULD BE KIND TO EACH
12:36:48:27 OTHER NO MATTER WHAT SKIN COLOR
12:36:52:22 THEY HAVE.
12:36:53:23 >> HE GAVE A GREAT SPEECH IN
12:36:56:24 WASHINGTON, D.C.
12:36:59:03 MARTIN LUTHER KING Jr. ALSO
12:37:00:07 GAVE A SPEECH AND I LIKE THOSE
12:37:01:29 SPEECHES, BECAUSE THEY TOLD
12:37:03:04 PEOPLE TO BE KIND AND BE FAIR
12:37:05:29 AND HELP OTHERS.
12:37:07:17 >> HE DIDN'T WANT PEOPLE TO
12:37:16:28 FIGHT.
12:37:20:02 >> HIS WISH IN THE FUTURE IS
12:37:21:03 THAT EVERYONE WOULD BE KIND.
12:37:25:15 BYE-BYE!
12:37:25:18 [Applause]
12:37:39:21 >> THANK YOU TO SCHOOL AND

12:37:41:11 COMMUNITY RELATIONS AND EVERYONE
12:37:42:23 FOR THE WONDERFUL VIDEO AND
12:37:43:27 MANY, MANY THANKS TO OUR
12:37:44:26 STUDENTS FOR THE AMAZING WORK
12:37:46:00 AND THE EXPLANATIONS THAT WENT
12:37:48:08 ALONG WITH IT, SO LET'S GIVE
12:37:50:03 THEM ANOTHER ROUND OF APPLAUSE.
12:37:51:18 [Applause]
12:37:58:08 >>> WE WOULD LIKE TO THANK
12:38:00:03 LIBRARY SERVICES AND ALSO THE
12:38:01:18 MEMBERS OF ALPHA KAPPA ALPHA,
12:38:03:27 AKA SORORITY, FOR THE DONATION
12:38:08:02 OF THE BOOKS TO OUR WINNERS.
12:38:09:15 IF YOU DIDN'T HAVE AN
12:38:10:06 OPPORTUNITY TO GRAB A BOOK, TO
12:38:12:22 OUR STUDENT WINNERS, THERE ARE
12:38:14:14 STILL SOME BOOKS AVAILABLE IN A
12:38:15:29 WIDE RANGE OF GENRES FOR YOU TO
12:38:17:28 CHOOSE FROM.
12:38:18:26 AT THIS TIME, WE'RE GOING TO ASK
12:38:19:28 ALL OF OUR WINNERS IF YOU CAN
12:38:21:03 COME ON UP WITH YOUR
12:38:22:12 CERTIFICATES.
12:38:23:03 WE WILL ASK THE BOARD TO COME
12:38:24:18 DOWN WITH Dr. DURAN AND WE'LL
12:38:26:23 TAKE A PICTURE.
12:38:27:18 FAMILY MEMBERS, FEEL FREE TO
12:38:28:20 COME ON UP AND TAKE A PICTURE AS
12:38:30:15 WELL.
12:38:30:22 [Applause]
12:40:41:02 >> WE'D LIKE TO INVITE OUR
12:40:42:27 PRINCIPALS AND SCHOOL
12:40:44:01 ADMINISTRATORS TO COME UP FOR A
12:40:45:15 PICTURE, PLEASE.
12:41:06:26 >> ALL OF OUR PRINCIPALS AND
12:41:10:00 ASSISTANT PRINCIPALS PLEASE COME
12:41:11:15 ON UP FOR A PICTURE.
12:42:01:06 >> ONE BIG LAST ROUND OF
12:42:02:14 APPLAUSE FOR ALL OUR STUDENTS,
12:42:04:00 CONGRATULATIONS!
12:42:05:04 [CHEERING AND APPLAUSE]
12:42:17:23 >> CONGRATULATIONS TO OUR
12:42:19:04 TALENTED STUDENTS ON THIS VERY
12:42:20:16 WELL DESERVED RECOGNITION.
12:42:22:08 WE LOOK FORWARD TO WITNESSING
12:42:23:29 THE POSITIVE INFLUENCE THEY WILL
12:42:25:27 HAVE IN OUR COMMUNITY AND
12:42:27:08 BEYOND.
12:42:27:29 NOW, BEFORE WE MOVE ON TO OUR
12:42:29:01 NEXT AGENDA ITEM, SINCE I THINK
12:42:31:05 THERE MAY BE SOME FOLKS WHO MAY
12:42:32:27 NOT WANT TO STAY WITH US FOR OUR
12:42:34:29 ENTIRE EVENING OF THURSDAY-NIGHT

12:42:36:24 PROGRAMMING, WE WILL TAKE A
12:42:38:03 FIVE-MINUTE RECESS SO FOLKS CAN
12:42:40:18 CLEAR THE ROOM AND GO BACK
12:42:45:13 OUTSIDE.
12:42:46:01 WE'LL RECONVENE AT :23.
12:42:54:16 [RECESS]
12:47:46:21 >> OKAY, WELCOME BACK.
12:47:48:26 WE ARE NOW AT CONSENT.
12:47:51:01 MAY I HAVE A MOTION TO ADOPT THE
12:47:53:09 CONSENT AGENDA?
12:47:54:14 >> I MOVE TO ADOPT THE CONSENT
12:47:56:03 AGENDA.
12:47:56:10
12:47:56:21 >> SECOND.
12:47:57:05 >> ALL IN FAVOR, PLEASE SAY YES.
12:48:01:00 ANY OPPOSED, PLEASE SAY NO.
12:48:02:19 MOTION PASSES 5-0.
12:48:04:25 I WOULD LIKE TO ANNOUNCE THAT
12:48:06:00 UNDER CONSENT, THE BOARD ADOPTED
12:48:07:06 A NEW CODE OF CONDUCT WHICH WAS
12:48:09:14 SIGNED JUST A LITTLE BIT AGO BY
12:48:11:29 EACH BOARD MEMBER.
12:48:13:20 I CAN HOLD IT UP PROPERLY.
12:48:16:13 WE ALSO ADOPTED THE ASSIGNMENTS
12:48:19:08 TO CIVIC ASSOCIATIONS TO INCLUDE
12:48:22:12 Ms. TURNER.
12:48:23:07 IN ADDITION, UNDER CONSENT, THE
12:48:24:16 SCHOOL BOARD APPROVED NEW
12:48:26:01 APPOINTMENTS IN VARIOUS
12:48:27:25 POSITIONS AT ARLINGTON PUBLIC
12:48:29:14 SCHOOLS.
12:48:29:28 IF YOU CAN BRING UP THE SLIDE TO
12:48:31:16 WELCOME ALL OF OUR NEW ADDITIONS
12:48:33:02 AND NEW HIRES TO THE TEAM.
12:48:34:21 WELCOME TO THE APS FAMILY.
12:48:36:09 WE'RE SO EXCITED TO HAVE ALL OF
12:48:38:08 YOU.
12:48:39:02 LET'S GIVE THEM A ROUND OF
12:48:40:00 APPLAUSE.
12:48:41:21 [Applause]
12:48:42:04 >>> WE WELCOME YOU ALL TO APS
12:48:43:29 AND LOOK FORWARD TO OUR WORK
12:48:45:11 TOGETHER.
12:48:47:02 AND NEXT, I HAVE GREAT PLEASURE
12:48:48:26 TO ANNOUNCE THE SCHOOL BOARD
12:48:51:07 APPOINTED MR. BRIAN STOCKTON!
12:48:53:26 [CHEERING AND APPLAUSE]
12:48:56:27 >>> AS THE CHIEF OF STAFF
12:48:59:04 EFFECTIVE FEBRUARY 25TH, 2024.
12:49:02:26 MR. STOCKTON, COME ON DOWN.
12:49:07:22 MR. STOCKTON WAS WITH APS UNTIL
12:49:09:11 UP UNTIL ABOUT TWO YEARS AGO AND
12:49:11:20 HE'S COMING BACK TO ARLINGTON

12:49:13:24 PUBLIC SCHOOLS.
12:49:17:05 WE ARE SO EXCITED TO HAVE YOU
12:49:20:16 BACK.
12:49:22:00 WOULD YOU LIKE TO SHARE ANY
12:49:23:05 REMARKS?
12:49:24:19 >> I JUST WANT TO SAY I'M VERY
12:49:26:04 HUMBLER, GRATEFUL, AND EXCITED
12:49:29:29 TO COME BACK HERE.
12:49:31:14 WHEN I JUST SAW ALL THE SPEECHES
12:49:32:26 FROM THE KIDS WITH THE MARTIN
12:49:33:14 LUTHER KING THING JUST NOW, I
12:49:35:22 KNOW THIS IS THE RIGHT DECISION
12:49:37:13 AGAIN.
12:49:38:17 AND I APPRECIATE ALL OF YOU.
12:49:40:09 I LOOK FORWARD TO UNITY, WORKING
12:49:42:28 TOGETHER FOR THE KIDS OF
12:49:45:03 ARLINGTON AT THE SAME TIME AS
12:49:45:26 WELL.
12:49:47:14 >> AND YOU HAVE SOMEONE WHO IS
12:49:48:12 HERE TO SUPPORT YOU.
12:49:50:08 >> THIS IS MY WIFE!
12:49:51:26 >> HELLO, GOOD EVENING, BOARD OF
12:49:54:29 EDUCATION, DR. DURAN, ARLINGTON
12:49:56:21 FAMILY.
12:49:57:05 WE'RE JUST EXCITED AND LOOKING
12:49:58:13 FORWARD TO SEEING BRIAN DO HIS
12:50:02:14 THING AND LOOKING FORWARD TO
12:50:03:25 ALSO GETTING SOME MENTORSHIP
12:50:05:24 FROM DR. DURAN, A GOOD FRIEND OF
12:50:07:12 MINE, THANK YOU!
12:50:08:10 [LAUGHTER]
12:50:10:21 >> FANTASTIC.
12:50:11:05 WE'RE SO EXCITED TO HAVE YOU
12:50:12:13 BACK IN JUST A COUPLE OF WEEKS.
12:50:14:14 OKAY, AND WITH THAT, WE'RE NOW
12:50:16:17 AT OUR ANNOUNCEMENTS.
12:50:18:12 THE SCHOOL BOARD WILL HOLD THE
12:50:19:19 FOLLOWING MEETINGS.
12:50:20:25 FEBRUARY 8, A CLOSED MEETING
12:50:22:20 FOLLOWED BY A SCHOOL BOARD
12:50:23:15 MEETING AT 7 p.m. IN THE BOARD
12:50:25:21 CONFERENCE ROOM AND I WOULD LIKE
12:50:26:24 TO OFFICIALLY ANNOUNCE EVEN
12:50:27:26 THOUGH THIS WENT OUT IN THE
12:50:29:04 ANNOUNCEMENTS A WEEK-AND-A-HALF
12:50:30:12 AGO THAT WE ARE ACCEPTING
12:50:32:00 NOMINATIONS FOR THE 2024 HONORED
12:50:36:02 CITIZENS AWARD THROUGH MARCH
12:50:37:09 12TH.
12:50:38:01 EVERY YEAR, THE SCHOOL BOARD
12:50:39:16 RECOGNIZES A SELECT GROUP OF
12:50:41:08 INDIVIDUALS WHO HAVE MADE
12:50:42:28 OUTSTANDING CONTRIBUTIONS TO OUR

12:50:44:00 SCHOOLS ON A VOLUNTARY BASIS.
12:50:46:09 THIS HONOR RECOGNIZES
12:50:47:06 INDIVIDUALS WHO HAVE COMMITTED
12:50:49:01 SIGNIFICANT TIME AND ENERGY TO A
12:50:50:06 BROAD RANGE OF VOLUNTEER
12:50:51:13 ACTIVITIES THROUGHOUT THE
12:50:52:05 ARLINGTON SCHOOL COMMUNITY.
12:50:54:06 THEY EMBRACE THE MISSION OF APS
12:50:55:27 TO ENSURE ALL STUDENTS LEARN AND
12:50:57:15 THRIVE IN SAFE, HEALTHY, AND
12:51:00:01 SUPPORTIVE LEARNING
12:51:00:26 ENVIRONMENTS.
12:51:01:14 WE INVITE THE COMMUNITY TO
12:51:02:25 NOMINATE OUTSTANDING COMMUNITY
12:51:04:09 MEMBERS FOR THE AWARD.
12:51:06:20 ADDITIONAL INFORMATION IS POSTED
12:51:07:15 ON THE ARLINGTON PUBLIC SCHOOLS
12:51:09:15 WEBSITE AND THE APPLICATION IS
12:51:10:23 AVAILABLE IN ALL FIVE OF OUR
12:51:11:25 MAJOR LANGUAGES.
12:51:13:23 BOARD MEMBERS, DO YOU HAVE ANY
12:51:15:11 ANNOUNCEMENTS?
12:51:17:09 Ms. KADERA?
12:51:18:20 >> I HAVE SOME ANNOUNCEMENTS
12:51:20:04 FROM MY LIAISON SCHOOLS.
12:51:21:17 I WANT TO CONGRATULATE THE WOLF
12:51:23:10 BOTS WHO WILL BE THE ROBOTICS
12:51:26:22 TEAM FROM WILLIAMSBURG MIDDLE
12:51:28:23 SCHOOL FOR PEOPLE IN THE KNOW.
12:51:30:26 THEY TOOK PART IN A REGIONAL
12:51:32:00 COMPETITION LAST WEEKEND AND WE
12:51:35:25 WANT TO CONGRATULATE THEIR
12:51:37:06 EIGHTH GRADE TEAM WHICH TOOK
12:51:38:24 HOME THE HIGHEST RANKING IN THE
12:51:40:22 COMPETITION, SO CONGRATULATIONS,
12:51:50:14 ROBOTICS STUDENTS.
12:51:52:22 2024 IS THE 50TH ANNIVERSARY OF
12:51:54:24 THE CAREER CENTER.
12:51:57:01 ALUMNI FROM THE YEARS 2009 TO
12:52:02:20 2023 TOOK PART AND IT WAS REALLY
12:52:04:08 WONDERFUL THERE WERE THREE
12:52:05:15 ALUMNI SPEAKERS WHO ARE NOW APS
12:52:07:21 EMPLOYEES, SO TRULY A GROW YOUR
12:52:09:16 OWN ENTERPRISE, WHICH WAS
12:52:11:14 FABULOUS TO SEE.
12:52:12:16 THE CAREER CENTER IS ALSO
12:52:13:17 COLLABORATING WITH THE OFFICE OF
12:52:15:26 DIVERSITY, EQUITY AND INCLUSION
12:52:16:19 TO CO-HOST THE APS CULTURAL
12:52:18:18 NIGHT TOMORROW EVENING AT
12:52:20:08 WAKEFIELD HIGH SCHOOL FROM 6 TO
12:52:21:27 9 p.m.
12:52:23:18 EVERYONE IN ARLINGTON IS INVITED

12:52:24:27 TO COME AND LEARN ABOUT
12:52:26:08 DIFFERENT COUNTRIES, CULTURES,
12:52:28:16 AND ETHNICITIES THROUGH
12:52:29:18 STORY-TELLING, FOOD, DANCE,
12:52:31:04 CULTURAL DRESS, ARTS AND OTHER
12:52:35:11 ACTIVITIES, SO YOU'LL SEE THAT
12:52:36:26 TOMORROW IN THE FRIDAY 5 AS
12:52:37:27 WELL.
12:52:41:03 AND AT KENMORE MIDDLE SCHOOL
12:52:43:17 LAST WEEKEND WORKING AROUND THE
12:52:44:25 WINTRY WEATHER, THE THEATER ARTS
12:52:46:24 DEPARTMENT PRESENTED A FABULOUS
12:52:48:02 PRODUCTION OF MATILDA Jr. TO A
12:52:50:24 PACKED HOUSE AND RAVE REVIEWS.
12:52:53:04 WE WANT TO THANK DON HUNTER AND
12:52:55:29 JONAS AND THE CAST AND CREW FOR
12:52:58:12 A WONDERFUL PERFORMANCE.
12:53:00:21 THIS IS MY FAVORITE ANNOUNCEMENT
12:53:01:18 FOR THIS WEEK AND PROBABLY FOR
12:53:03:10 ALL TIME.
12:53:03:25 I KNOW I'VE SAID THIS BEFORE,
12:53:05:03 BUT THIS TIME IT REALLY IS TRUE.
12:53:08:20 KENMORE MIDDLE SCHOOL
12:53:09:17 PARTICIPATED IN A NATIONAL POLAR
12:53:12:06 BEAR PLUNGE FUNDRAISER.
12:53:14:18 THEY RAISED MORE THAN \$5,000 TO
12:53:16:17 SUPPORT SPECIAL OLYMPICS AND
12:53:18:28 INCLUSION PROGRAMS AT KENMORE.
12:53:21:09 THE COUGARS TEAM INCLUDED
12:53:23:08 TEACHERS CANDACE SCOTT, KAREN
12:53:26:25 EDWARDS, ADMINISTRATORS JASON
12:53:28:29 LOVE, OCTAVIA, DAVE McBRIDE
12:53:32:15 AND STUDENTS ANDREW, NOAH
12:53:34:26 JOHNSON, TYLER, AND LEIF YOUNG.
12:53:39:23 EACH OF THESE BRAVE TEAM MEMBERS
12:53:41:18 JUMPED INTO A POOL SET UP
12:53:43:00 OUTSIDE IN THE MOSAIC DISTRICT
12:53:44:11 ON A SATURDAY WHEN THE
12:53:46:02 TEMPERATURE WAS 25° OUTSIDE.
12:53:48:14 THAT IS A LOT OF COUGAR PRIDE.
12:53:50:16 YOU CAN SEE ON THE SLIDE THIS IS
12:53:52:11 SOME OF THE FABULOUS STAFF WHO
12:53:53:18 PARTICIPATED IN THE PICTURE ON
12:53:54:17 THE LEFT AND THAT IS INDEED DAVE
12:53:56:09 McBRIDE, PRINCIPAL OF KENMORE,
12:53:58:28 IN A REALLY AMAZING OUTFIT ON
12:54:01:24 THE RIGHT.
12:54:03:19 AND I'M THINKING THAT THE SCHOOL
12:54:05:07 BOARD MIGHT NEED TO --
12:54:07:06 >> NOPE, NOPE!
12:54:08:11 >> MAYBE NEXT YEAR!
12:54:10:16 I'M PUTTING IT OUT THERE.
12:54:12:06 >> I THINK YOU HEARD A

12:54:13:17 RESOUNDING "NO" TO THAT ONE,
12:54:15:06 SORRY!
12:54:16:11 DR. DURAN, DO YOU HAVE ANY
12:54:16:29 ANNOUNCEMENTS THIS EVENING?
12:54:17:24 >> YES, I DO, THANK YOU.
12:54:19:16 PLEASE BRING THEM UP ON THE
12:54:20:18 SCREEN.
12:54:20:25 ALL RIGHT, WELCOME BACK,
12:54:24:09 EVERYONE, TO A NEW CALENDAR
12:54:25:28 YEAR.
12:54:26:25 WE HAD OUR SNOW PEOPLE HAVE BEEN
12:54:29:20 ASKING ABOUT FOR QUITE SOME TIME
12:54:31:12 AND WE JUMPED RIGHT IN WITH
12:54:32:24 THAT.
12:54:33:21 TONIGHT THOUGH I WANT TO BEGIN
12:54:34:29 THIS EVENING SHARING THE
12:54:37:14 CONTINUATION OF OUR "EVERY
12:54:38:29 STUDENT COUNTS" EPISODES TO
12:54:40:11 REALLY FOCUS ON DUAL LANGUAGE
12:54:42:02 IMMERSION IN APS AND HOW IT
12:54:43:21 BENEFITS OUR STUDENTS.
12:54:44:27 WE'VE HAD SOME FAMILIES AND
12:54:46:11 COMMUNITY MEMBERS ASKING WHAT
12:54:47:12 REALLY IS DUAL LANGUAGE
12:54:48:29 IMMERSION ABOUT AND WHAT IS THE
12:54:51:08 WHOLE CONCEPT OF 80-20.
12:54:54:24 I DO WANT TO GIVE A LITTLE
12:54:56:25 HIGH-LEVEL OVERVIEW OF IMMERSION
12:54:58:10 IN APS AND A LITTLE BIT ABOUT
12:54:59:09 HOW IT'S REALLY AN IMPORTANT
12:55:00:24 PIECE OF AN INSTRUCTIONAL WAY TO
12:55:03:03 IMPROVE STUDENT GROWTH.
12:55:05:07 TRULY BEING BILINGUAL AS YOU
12:55:06:22 HEARD FROM OUR U.S. SECRETARY IS
12:55:09:14 A SUPERPOWER.
12:55:11:22 IT IS TRULY SOMETHING THAT IS AN
12:55:13:06 EMPOWERING WAY FOR STUDENTS TO
12:55:15:02 CONNECT WITH DIFFERENCES, TO
12:55:17:13 LEARN ABOUT EACH OTHER'S
12:55:19:15 CULTURAL DIFFERENCES, AND TO BE
12:55:20:23 IN A SPACE WHERE THEY'RE ABLE TO
12:55:22:05 BE MARKETABLE AND WORK IN A
12:55:23:20 VERY, VERY INTERNATIONAL SPACE
12:55:25:21 WHICH WE'RE MOVING TO MORE AND
12:55:27:04 MORE.
12:55:28:09 DUAL LANGUAGE IMMERSION IS AN
12:55:29:10 EDUCATIONAL MODEL HERE IN APS
12:55:31:12 WHERE STUDENTS ARE DEVELOPING
12:55:32:16 LEVELS OF SPEAKING, READING,
12:55:33:29 WRITING, AND LISTENING IN
12:55:35:18 ENGLISH AND SPANISH
12:55:36:25 SIMULTANEOUSLY.
12:55:38:23 OUR TEACHERS AT OUR SCHOOLS AND

12:55:40:07 THAT'S CLAREMONT, ESCUELA KEY,
12:55:42:25 GUNSTON AND WAKEFIELD, DELIVER
12:55:45:18 THE SAME CORE APS CURRICULUM AS
12:55:47:19 TRADITIONAL CLASSROOM TEACHERS
12:55:48:17 BUT ALSO WHILE DOING IT IN TWO
12:55:50:09 DIFFERENT LANGUAGES.
12:55:52:00 OUR PROGRAM IS ORGANIZED AROUND
12:55:53:12 THREE GOALS ABOUT ACADEMIC
12:55:55:20 ACHIEVEMENT, BILINGUALISM, BUT
12:55:57:21 VERY IMPORTANTLY BI-LITERACY.
12:55:59:27 THAT IS A KEY PART OF WHEN WE
12:56:01:18 THINK ABOUT THE WORK WE'RE DOING
12:56:02:20 IN APS FOR ELEMENTARY LITERACY
12:56:04:15 AND OUR SECONDARY LITERACY WORK,
12:56:07:00 DUAL LANGUAGE IMMERSION IS A
12:56:08:12 VERY IMPORTANT PIECE OF MAKING
12:56:09:19 SURE OUR STUDENTS ARE LITERATE.
12:56:12:05 THIS SCHOOL YEAR, WE BEGAN THE
12:56:13:14 SHIFT WITH A NEW MODEL TO 80-20
12:56:16:09 IN WHICH STUDENTS ARE TAUGHT IN
12:56:17:18 KINDERGARTEN AND FIRST GRADE 80%
12:56:19:23 IN SPANISH AND 20% IN ENGLISH.
12:56:22:15 VERSUS OUR PREVIOUS MODEL OF
12:56:23:23 50/50.
12:56:25:24 50% IN EACH.
12:56:27:02 THE KINDERGARTEN AND FIRST
12:56:28:07 GRADERS IMPLEMENTED THIS MODEL
12:56:30:21 AND SECOND GRADE WILL BE
12:56:32:06 TRANSITIONING EVENTUALLY TO
12:56:34:14 80-20 MOVING FORWARD AND THEN
12:56:35:29 OUR THIRD GRADE TO 70-30.
12:56:39:11 RESEARCH CONSISTENTLY SHOWS THAT
12:56:40:16 STUDENTS WHO ARE IN TOTAL
12:56:41:27 IMMERSION PROGRAMS HAVE A HIGHER
12:56:43:26 LEVEL OF PROFICIENCY THAN THEIR
12:56:45:28 PARTNER LANGUAGE STUDENTS WHO
12:56:47:13 ARE NOT INVOLVED IN DUAL
12:56:49:04 LANGUAGE PROGRAMS OR BILINGUAL.
12:56:50:29 AND SO WHAT WE'VE SEEN OVER
12:56:52:14 TIME, THERE'S A LOT OF DATA,
12:56:53:22 BECAUSE THIS IS NOT SOMETHING
12:56:54:23 NEW TO APS.
12:56:56:24 NATIONALLY, WE SEE STUDENTS
12:56:58:06 OUTPERFORM THEIR PEERS WHO HAVE
12:56:59:28 NOT LEARNED TO BE BILINGUAL.
12:57:02:22 AND IN PARTICULAR, THIS IS A
12:57:03:20 VERY GOOD STRATEGY FOR OUR
12:57:04:28 ENGLISH LEARNERS WHO MANY OF OUR
12:57:07:08 ENGLISH LEARNERS COME TO OUR
12:57:09:03 SCHOOL SYSTEM NOT PROFICIENT IN
12:57:11:18 THEIR PRIMARY LANGUAGE AND WE'RE
12:57:14:16 TRYING TO TEACH THEM A SECOND
12:57:15:28 LANGUAGE.

12:57:16:12 THIS IS A GREAT WAY TO BUILD
12:57:17:21 THOSE SKILLS TO LEARN AND MASTER
12:57:19:03 TWO SKILLS OF ENGLISH AND
12:57:22:00 SPANISH, AGAIN NOT JUST BEING
12:57:24:12 ABLE TO SPEAK IT BUT TRULY BEING
12:57:27:13 LITERATE.
12:57:29:28 AS WE THINK ABOUT THE WHOLE
12:57:30:29 MOVEMENT TO NOT ONLY BEING A
12:57:32:21 WORLD-CLASS SCHOOL SYSTEM, WE
12:57:34:19 TALK ABOUT THAT, WHAT DOES THAT
12:57:35:21 REALLY MEAN, THIS IS AN EXAMPLE
12:57:36:27 WHAT THAT REALLY MEANS.
12:57:38:05 AND CONTINUING TO SUPPORT
12:57:40:12 LITERACY, LITERACY, LITERACY.
12:57:41:18 SO LET'S TAKE A FEW LOOKS IN
12:57:44:03 THIS VIDEO AT SOME OF THE
12:57:45:21 HIGHLIGHTS OF WHAT WE SEE
12:57:46:17 HAPPENING IN OUR PROGRAMS.
12:57:49:05 [MUSIC]
12:57:52:02 [SPEAKING SPANISH]
12:57:55:03 >> IN THE WORLD OF DUAL LANGUAGE
12:57:57:17 EDUCATION, THE 80-20 MODEL IS
12:57:59:03 ONE OF THE MOST EFFECTIVE WAYS
12:58:01:01 TO IMPLEMENT A DUAL LANGUAGE
12:58:03:12 PROGRAM.
12:58:03:29 80% OF THE DAY IS IN SPANISH.
12:58:08:15 20% IS DELIVERED IN ENGLISH.
12:58:09:21 >> IT'S IMPORTANT TO START AT AN
12:58:11:06 EARLY AGE, BECAUSE IT IS THE
12:58:13:01 BEST TIME FOR STUDENTS TO LEARN
12:58:14:19 A SECOND LANGUAGE AND IF YOU
12:58:17:29 START EARLY ON, YOU'RE ABLE TO
12:58:19:08 MAINTAIN IT AND CONTINUE ON
12:58:20:06 UNTIL HIGH SCHOOL.
12:58:20:27
12:58:21:08 >> WATCHING THE KIDS LEARN IN
12:58:22:12 MULTIPLE LANGUAGES AND USING AND
12:58:24:14 FACILITATING BOTH LANGUAGES EVEN
12:58:26:09 IN MY ENGLISH CLASS, I USE A LOT
12:58:28:14 OF SPANISH TO HELP OUT THE
12:58:29:23 STUDENTS.
12:58:30:10 THEY USE A LOT OF SPANISH IN
12:58:31:18 THEIR REGULAR TALK, SO IT'S
12:58:32:23 REALLY GREAT TO SEE HOW THEY
12:58:34:11 INCORPORATE THE TWO LANGUAGES
12:58:35:12 TOGETHER AND ALSO HOW IT
12:58:37:00 FACILITATES A LOVE OF MULTIPLE
12:58:38:09 CULTURES.
12:58:38:27 AND I THINK THAT'S REALLY
12:58:40:00 IMPORTANT ESPECIALLY AT THIS
12:58:40:28 AGE.
12:58:41:13 >> IT'S WONDERFUL, BECAUSE THE
12:58:43:14 TEACHERS AND THE EDUCATORS THAT

12:58:46:18 DECIDE TO BE PART OF THIS WORLD
12:58:48:24 BELIEVE IN THAT VISION OF WE'RE
12:58:51:12 HERE TO MAKE SURE THAT OUR
12:58:52:27 STUDENTS ARE SUCCESSFUL, ARE
12:58:55:18 BECOMING BILINGUAL, BI-LITERATE,
12:58:57:10 AND THAT THEY ARE SOCIALLY AND
12:59:01:19 CULTURALLY COMPETENT.
12:59:03:14 THEY PLAY A KEY ROLE IN MAKING
12:59:04:19 SURE THAT HAPPENS.
12:59:05:20 >> WHEN SPANISH IS CONSIDERED A
12:59:06:29 RESOURCE IN THE CLASSROOM, IT'S
12:59:08:07 CONSIDERED IMPORTANT, IT'S
12:59:09:12 CONSIDERED VALUABLE, AND SO KIDS
12:59:11:04 ALSO FEEL IMPORTANT THAT THEY
12:59:12:15 KNOW THAT LANGUAGE.
12:59:14:04 >> I REALLY FELT THAT IT WAS A
12:59:16:06 GREAT OPPORTUNITY TO KEEP
12:59:17:23 LEARNING SPANISH THROUGHOUT MY
12:59:19:00 WHOLE LIFE, AND I THOUGHT THAT
12:59:21:02 BEING ABLE TO LEARN TWO
12:59:22:27 LANGUAGES AND DIFFERENT SUBJECTS
12:59:25:05 IN DIFFERENT LANGUAGES, I JUST
12:59:27:03 THOUGHT THAT WOULD BE REALLY
12:59:28:04 COOL.
12:59:28:22 >> I WOULD RECOMMEND TO THE
12:59:30:03 COMMUNITY TO TAKE THEIR
12:59:33:10 CHILDREN, COME HERE TO LEARN
12:59:35:25 SPANISH AND ENGLISH AT THE SAME
12:59:37:09 TIME.
12:59:38:26 THEY WILL LEARN MANY THINGS.
12:59:41:12 THEY WILL HAVE MORE
12:59:41:29 OPPORTUNITIES IN EVERYTHING.
12:59:47:06 [SPEAKING SPANISH]
12:59:58:23 >> AS A PARENT, I CAN'T BE
01:00:01:08 HAPPIER OF HAVING MY CHILD IN AN
01:00:03:07 IMMERSION SCHOOL.
01:00:04:12 NOT JUST BECAUSE I SPEAK SPANISH
01:00:06:12 AND NOW HE'S LEARNING IN THOSE
01:00:08:10 TWO LANGUAGES, BUT ALSO BECAUSE
01:00:10:23 HE REALLY APPRECIATES PEOPLE
01:00:12:08 FROM OTHER CULTURES.
01:00:13:29 IT'S WONDERFUL THAT AS A PARENT,
01:00:15:21 I GET TO SHARE THAT WITH MY KID.
01:00:19:03 [SPEAKING SPANISH]
01:00:38:19 >> THE BEST THING IS THAT YOU
01:00:39:24 ARE BECOMING BILINGUAL AND YOU
01:00:42:15 CAN ACTUALLY TRANSITION WITH THE
01:00:44:06 TWO LANGUAGES.
01:00:45:11 YOU CAN START SPEAKING ENGLISH,
01:00:49:12 AND YOU WILL NOT EVEN FLINCH
01:00:51:01 BECAUSE YOU CAN ACTUALLY SWITCH
01:00:52:12 FROM ONE LANGUAGE TO ANOTHER.
01:00:55:13 IT IS AMAZING, IT'S IMPRESSIVE

01:00:59:02 WHAT THESE STUDENTS CAN DO.
01:01:00:14 >> IN MIDDLE SCHOOL, THEY START
01:01:02:02 TO HAVE INDIVIDUAL CLASSES, SO
01:01:03:27 THEY DON'T HAVE THE EXACT SAME
01:01:05:09 CLASSES THEY TOOK IN SPANISH OR
01:01:07:07 ENGLISH HERE AT GUNSTON.
01:01:09:12 SOMETIMES THE LANGUAGE SWITCHES.
01:01:10:18 THE CURRICULUM IS STILL BASED
01:01:12:05 OFF THE VIRGINIA STATE
01:01:13:15 CURRICULUMS, BUT THE LANGUAGE
01:01:15:00 THEY'RE LEARNING THE SUBJECT IN
01:01:17:05 SOMETIMES CHANGES AND THAT'S
01:01:18:06 OKAY.
01:01:18:17 BY THE TIME THEY LEAVE FIFTH
01:01:20:02 GRADE, THEY SHOULD HAVE THOSE
01:01:22:06 BILINGUAL SKILLS BEING ABLE TO
01:01:23:21 TRANSFER THAT LANGUAGE.
01:01:27:09 THEY'RE LEARNING ALL THE SKILLS
01:01:28:03 WHETHER THEY'RE IN ENGLISH OR
01:01:29:15 SPANISH.
01:01:33:09 >> THE BENEFITS OF DUAL LANGUAGE
01:01:34:21 EDUCATION ARE COUNTLESS AND WE
01:01:35:16 WANT TO SEE THE STUDENTS TO BE
01:01:36:21 ABLE TO CONTINUE THE PROGRAM ALL
01:01:37:29 THE WAY THROUGH HIGH SCHOOL.
01:01:42:26 >> THE BEST THING MY PARENTS
01:01:44:27 EVER DID FOR ME FOR MY EDUCATION
01:01:46:19 IS PUT ME IN THE IMMERSION
01:01:48:01 PROGRAM.
01:01:48:28 THAT'S OPENED SO MANY NEW
01:01:50:09 OPPORTUNITIES FOR ME.
01:01:51:04 EVEN THOUGH IT MIGHT NOT SEEM
01:01:52:15 LIKE THAT BIG NOW, TRUST ME,
01:01:54:10 IT'S HUGE.
01:01:55:08 >> IF THEY CONTINUE TAKING THE
01:01:57:16 CLASSES AND THE COURSES AS THEY
01:01:59:05 MOVE ON, THEY CAN ALSO ACHIEVE
01:02:01:13 THE SEAL OF BI-LITERACY THAT IS
01:02:04:12 GOING TO HELP THEM EARN COLLEGE
01:02:07:03 CREDITS JUST BECAUSE THEY HAVE
01:02:08:08 FOLLOWED THAT PATHWAY.
01:02:10:17 >> I THINK IT'S REALLY
01:02:11:24 BENEFICIAL, BECAUSE I SPEAK
01:02:13:13 SPANISH AT HOME, BUT I WOULDN'T
01:02:14:22 GET THE SAME LEARNING EXPERIENCE
01:02:17:19 THAT I WOULD IF I HADN'T BEEN
01:02:19:24 THROUGH THE IMMERSION PROGRAM,
01:02:20:29 BECAUSE SPEAKING AT HOME DOESN'T
01:02:22:07 REALLY GIVE YOU THE LITERATURE
01:02:23:25 THAT THE IMMERSION PROGRAM DOES.
01:02:26:00 AND THAT WAY, YOU CAN REALLY
01:02:28:08 SOLIDIFY BOTH YOUR ENGLISH AND
01:02:29:27 SPANISH AND THEY CAN GROW

01:02:31:11 EQUALLY.
01:02:32:02 >> NOW AS AN UPPER CLASSMAN
01:02:34:27 THINKING ABOUT COLLEGE AND
01:02:35:26 THINKING ABOUT EVERYTHING THAT
01:02:36:21 GOES INTO THE COLLEGE
01:02:37:28 APPLICATION PROCESS, ANYTHING
01:02:39:03 THAT SEPARATES YOU FROM THE REST
01:02:40:21 OF THE STUDENTS IN YOUR CLASS
01:02:42:09 IS, LIKE, SUPER BENEFICIAL TO
01:02:44:14 YOU.
01:02:46:05 >> WE DON'T HAVE ANY ISSUES WITH
01:02:51:15 THE IMMERSION STUDENTS.
01:02:52:23 ACTUALLY, THEY ARE THE BEST
01:02:53:25 STUDENTS WE HAVE IN HIGH SCHOOL.
01:02:55:04 THAT MEANS THE PROGRAM IS
01:02:56:18 WORKING REALLY WELL AND THESE
01:02:58:23 KIDS ARE AMAZING.
01:02:59:18 >> IT DOESN'T MATTER WHAT YOUR
01:03:01:22 BACKGROUND IS, WHERE YOU COME
01:03:02:21 FROM.
01:03:03:22 WE ARE HERE TO HELP YOU.
01:03:05:24 WE WANT TO SEE YOU SUCCEED.
01:03:07:16 AND THE SKILLS THAT THEY GET
01:03:09:13 THROUGH THAT PROGRAM ARE
01:03:11:14 IMMENSE.
01:03:13:18 >> THE BEST GIFT YOU CAN GIVE
01:03:15:03 YOUR CHILD IS THE GIFT OF
01:03:16:11 BILINGUALISM.
01:03:18:12 VERY FEW DISTRICTS OFFER DUAL
01:03:20:03 LANGUAGE EDUCATION FROM THE
01:03:21:07 ELEMENTARY LEVEL TO HIGH SCHOOL.
01:03:23:09 VERY FEW.
01:03:24:03 SOME OF THESE PROGRAMS ARE ONLY
01:03:24:28 FOUND IN ELEMENTARY SCHOOL.
01:03:26:06 SO IT'S INCREDIBLE THAT
01:03:27:21 ARLINGTON COUNTY IS ABLE TO
01:03:29:02 PROVIDE THIS, ESPECIALLY A
01:03:30:24 PUBLIC SCHOOL DISTRICT.
01:03:36:11 >> AND WE'RE VERY PROUD OF OUR
01:03:37:26 DUAL LANGUAGE IMMERSION PROGRAMS
01:03:40:04 WHICH STARTED IN APS IN 1985 AND
01:03:42:03 HAVE GROWN AGAIN TO BE A K-12
01:03:44:05 CONTINUUM.
01:03:46:00 WE'RE VERY OFTEN VISITED BY
01:03:48:18 PEOPLE FROM ALL OVER THE
01:03:49:16 COUNTRY.
01:03:50:03 WE'VE HAD PEOPLE INTERNATIONALLY
01:03:51:01 COME TO VISIT TO LEARN AND
01:03:52:03 UNDERSTAND NOT JUST THE DUAL
01:03:53:08 LANGUAGE BUT THE K-12 CONTINUUM
01:03:55:06 WHICH I THINK IS SOMETHING WE
01:03:56:21 SHOULD BE VERY, VERY PROUD OF
01:03:57:27 AND YOU SAW AND HEARD FROM OUR

01:03:59:02 STUDENTS AND STAFF ABOUT WHAT IT
01:04:00:04 MEANS TO THEM.
01:04:02:12 SO I WANT TO THANK ALL OF OUR
01:04:03:18 COMMUNITY MEMBERS AND FAMILIES
01:04:04:22 AND STAFF WHO CAME OUT THIS PAST
01:04:06:24 MONDAY NIGHT FOR OUR COMMUNITY
01:04:08:15 INFORMATION NIGHT ON HOW DO WE
01:04:10:14 CREATE SAFE LEARNING
01:04:11:21 ENVIRONMENTS TO ADDRESS
01:04:12:19 BULLYING, HARASSMENT, AND
01:04:13:21 DISCRIMINATION.
01:04:14:06 WE HAD A GOOD CONVERSATION.
01:04:15:27 IT WAS A LISTENING AND LEARNING
01:04:17:06 SESSION.
01:04:17:24 FAMILIES WERE ABLE TO HEAR SOME
01:04:19:21 OF THE THINGS WE'RE PUTTING IN
01:04:20:26 PLACE.
01:04:21:07 WE TALKED ABOUT THE DATA AND THE
01:04:22:12 CONCERN AND THAT NEED FOR US TO
01:04:23:27 MAKE SURE THAT WE'RE DOING ALL
01:04:25:03 THAT WE CAN TO MAKE THESE SPACES
01:04:28:08 FOR STUDENTS SAFE AND FOR OUR
01:04:29:29 STAFF SAFE.
01:04:31:11 AND WE KNOW WE HAVE A LONG WAY
01:04:32:29 TO GO.
01:04:33:20 WE ALSO SHARED SOME VIDEO CLIPS
01:04:35:05 OF SOME STUDENTS WHO TALKED
01:04:36:22 ABOUT EXPERIENCES THEY HAD IN
01:04:37:24 APS WHERE THEY WERE BULLIED OR
01:04:39:20 HARASSED AND HEARING THAT DIRECT
01:04:43:02 STORY FROM OUR STUDENTS REALLY
01:04:44:00 IS WHAT NEEDS TO BE ON THE
01:04:45:29 FOREFRONT OF EVERYTHING WE THINK
01:04:47:04 ABOUT.
01:04:47:28 OUR STUDENTS EXPERIENCING THAT
01:04:49:19 IN SCHOOLS IS UNACCEPTABLE. SO
01:04:50:26 THIS NIGHT WE BROUGHT TOGETHER A
01:04:53:21 VARIETY OF STAFF TO REALLY THINK
01:04:55:29 ABOUT WHAT WE'RE DOING, TALK
01:04:57:01 ABOUT WHAT WE'RE DOING, AND
01:04:58:16 IMPORTANTLY GET FEEDBACK.
01:05:00:15 SO AT THE END OF THE EVENING, WE
01:05:02:06 WERE ABLE TO GET INTO TABLE TOPS
01:05:03:22 WITH OUR PARENTS AND COMMUNITY
01:05:04:27 MEMBERS AND ASK THEM TO GIVE US
01:05:06:16 SOME FEEDBACK ON WHAT WE
01:05:07:11 PRESENTED AND WE GOT SOME
01:05:08:13 AMAZING, AMAZING RECOMMENDATIONS
01:05:09:15 AND SOME WORK AHEAD.
01:05:11:13 IF YOU WEREN'T ABLE TO ATTEND,
01:05:12:28 THERE IS A RECORDED SESSION
01:05:13:27 AVAILABLE FOR THE PRESENTATION
01:05:14:28 PART.

01:05:15:15 WE DIDN'T RECORD THE TABLE TOP
01:05:17:00 PART.
01:05:17:21 AND PEOPLE ARE WELCOME TO VISIT
01:05:19:02 THAT AND SEE.
01:05:20:04 WE ALSO REALLY WANT TO MAKE SURE
01:05:21:11 IF YOU HAVE ANY THOUGHTS OR
01:05:22:14 IDEAS TO LET US KNOW ABOUT WAYS
01:05:25:12 WE CAN BEST SUPPORT OUR STUDENTS
01:05:27:00 AND STAFF.
01:05:27:22 WE ALSO AFFORDED THE OPPORTUNITY
01:05:28:24 FOR FAMILIES THERE TO SET UP AN
01:05:30:16 INDIVIDUAL APPOINTMENT WITH US
01:05:31:17 TO LEARN SPECIFICALLY WHAT HAD
01:05:33:05 HAPPENED IF THERE WAS A
01:05:34:13 SITUATION RELATED TO THEIR CHILD
01:05:35:18 AND WE HAD THAT AVAILABLE.
01:05:37:16 WE ALSO WANT TO MAKE SURE THAT
01:05:38:14 OUR FAMILIES KNOW AND WE HAVE A
01:05:40:06 LINK HERE ON THIS SLIDE TO HOW
01:05:41:27 DO YOU REPORT CONCERNS AND
01:05:43:09 INCIDENTS.
01:05:44:03 WE NOW HAVE A NEW E-MAIL,
01:05:46:18 REPORT@APVA.US AND THAT WILL GO
01:05:52:11 DIRECTLY TO ONE OF OUR STAFF WHO
01:05:53:24 CAN FOLLOW UP IF YOU FEEL YOU'VE
01:05:55:06 BEEN BULLIED OR HARASSED.
01:05:57:12 PLEASE TAKE ADVANTAGE OF THAT.
01:05:58:27 WE ALSO HAVE THE ONLINE FORMS
01:06:00:29 THAT HAVE BEEN IN PLACE FOR SOME
01:06:02:14 TIME AND THE QR CODE CAN --
01:06:05:02 EXCUSE ME, THE WEBSITE WILL TAKE
01:06:06:14 YOU TO THAT.
01:06:07:15 THERE ARE THE QR CODES, NOT THIS
01:06:08:15 ONE, THIS ONE IS FOR
01:06:09:20 REGISTERING, BUT WE DO HAVE
01:06:11:00 OTHER QR CODES WE'RE PUTTING OUT
01:06:12:18 IN SCHOOLS, ON POSTERS
01:06:13:20 THROUGHOUT, FOR STUDENTS THAT
01:06:14:25 CAN TAKE A PICTURE WITH THEIR
01:06:16:04 PHONE AND IMMEDIATELY GO TO ONE
01:06:17:10 OF THOSE FORMS, SO WE HAVE THE
01:06:18:26 FORM PROCESS.
01:06:19:14 WE ALSO HAVE THIS NEW E-MAIL.
01:06:22:20 AND IF YOU DON'T KNOW AND YOU'RE
01:06:23:22 NOT SURE, WE TALKED ABOUT THAT
01:06:25:01 TOO ON COMMUNITY INFORMATION
01:06:26:26 NIGHT, WHAT ARE THE DIFFERENT
01:06:27:28 THINGS, BULLYING, HARASSMENT,
01:06:29:29 WHAT ARE THE THINGS THAT COULD
01:06:31:04 HAPPEN?
01:06:31:29 DON'T WORRY ABOUT THAT.
01:06:32:27 IF YOU HAVE EXPERIENCED A
01:06:33:28 SITUATION WHERE YOU FEEL UNSAFE

01:06:35:13 AND UNHEARD, REPORT IT SO THAT
01:06:37:22 WE CAN SUPPORT YOU.
01:06:38:27 IT MIGHT BE SUPPORT WORKING WITH
01:06:40:02 YOUR SCHOOL COUNSELOR, ASSISTANT
01:06:44:03 PRINCIPAL, MIGHT BE ASSIGNED TO
01:06:45:29 OUR TITLE IX SUPPORT WE HAVE OR
01:06:49:21 WE WORK WITH YOU AND OUR POLICE
01:06:52:00 DEPARTMENT TO FOLLOW UP.
01:06:52:28 SO THERE'S A VARIETY OF THINGS.
01:06:54:08 LET US HELP YOU IF YOU'RE
01:06:55:16 EXPERIENCING ONE OF THESE
01:06:56:14 SITUATIONS.
01:06:58:15 MORE IMPORTANTLY WITH THE BULK
01:06:59:10 OF THE INFORMATION WE SHARED
01:07:00:18 THAT NIGHT, HOW ARE WE BEING
01:07:03:07 PREVENTATIVE AND PROACTIVE IN
01:07:04:25 CREATING SPACES THROUGH OUR
01:07:06:07 LESSONS, THROUGH OUR CLUBS,
01:07:07:19 THROUGH OUR PROFESSIONAL
01:07:08:10 DEVELOPMENT?
01:07:09:17 WE'RE TRYING TO CREATE SPACES
01:07:10:22 AGAIN FOR STUDENTS, STAFF, AND
01:07:12:01 FAMILIES TO BE SAFE.
01:07:13:20 WE NEED TO CONTINUE TO ENGAGE IN
01:07:14:28 THIS CONVERSATION.
01:07:15:29 IT'S NOT AN END.
01:07:17:10 IT'S SOMETHING THAT WE HAVE TO
01:07:18:05 CONTINUE TO FOCUS ON AS WE SEE,
01:07:21:00 UNDERSTAND, AND KNOW THAT SOME
01:07:22:29 STUDENTS, SOME STAFF ARE STILL
01:07:24:14 NOT EXPERIENCING WHAT IS
01:07:27:04 EXPECTED OF US PROVIDING FOR
01:07:28:13 THEM THAT SAFE LEARNING
01:07:29:11 ENVIRONMENT OR WORKPLACE.
01:07:32:13 VERY PROUD TO ANNOUNCE THAT WE
01:07:34:07 RECEIVED A GRANT FROM THE
01:07:36:05 VIRGINIA DEPARTMENT OF
01:07:36:19 BEHAVIORAL HEALTH AND
01:07:38:07 DEVELOPMENT SERVICES TO PROVIDE
01:07:39:09 ADDITIONAL SUPPORTS IN THE AREAS
01:07:40:27 OF MENTAL HEALTH.
01:07:42:05 THIS IS A SHORT-TERM GRANT
01:07:44:03 BECAUSE IT RUNS THROUGH
01:07:45:11 JUNE 30TH, BUT IT'S
01:07:46:29 \$250,000 THAT WILL HELP US TO
01:07:48:29 PROVIDE ADDITIONAL MENTAL HEALTH
01:07:50:03 SERVICES AGAIN FROM NOW UNTIL
01:07:51:21 JUNE 30TH AT THE MIDDLE SCHOOL
01:07:53:22 LEVEL, EXPANDING THAT THERE.
01:07:56:01 AS WELL AS IMPORTANTLY TO EXPAND
01:07:56:26 OUR MENTAL HEALTH FIRST AID
01:07:58:20 OFFERINGS, WHICH ARE TRAINING
01:08:00:22 THAT'S PROVIDED BY OUR APS STAFF

01:08:03:01 TO PROVIDE BOTH BILINGUAL
01:08:05:12 SPANISH YOUTH MENTAL HEALTH
01:08:06:23 FIRST AID AND ALSO TEEN MENTAL
01:08:08:08 HEALTH FIRST AID SO THAT
01:08:09:29 STUDENTS CAN UNDERSTAND AND
01:08:11:03 LEARN HOW TO SUPPORT THEMSELVES
01:08:12:12 AND SUPPORT THEIR PEERS WHEN
01:08:14:20 THEY'RE EXPERIENCING A CRISIS OR
01:08:16:15 FEELING CONCERNED OR FEELING
01:08:17:21 DEPRESSED OR HAVING ANXIETY.
01:08:19:17 WHAT ARE SOME WAYS THAT WE CAN
01:08:20:15 SUPPORT YOU.
01:08:21:06 SO WE'RE VERY THANKFUL.
01:08:22:21 I WANT TO THANK Dr. CRAWFORD
01:08:24:12 AND SAMPSON FOR APPLYING FOR
01:08:30:12 THIS MONEY.
01:08:31:23 IT WILL BE A WAY FOR US TO HAVE
01:08:33:16 MORE EDUCATION FOR THE WHOLE
01:08:35:06 COMMUNITY ABOUT HOW WE CAN
01:08:36:21 UNDERSTAND AND ADDRESS THIS VERY
01:08:37:26 IMPORTANT ISSUE.
01:08:38:27 AND WE'RE VERY APPRECIATIVE AND
01:08:39:28 A BIG SHOUTOUT TO THE ARLINGTON
01:08:42:01 COUNTY DEPARTMENT OF HEALTH AND
01:08:43:22 HUMAN SERVICES COLLABORATING
01:08:45:04 WITH US IN THIS AREA.
01:08:46:16 WE'VE DONE A LOT MORE RECENTLY
01:08:47:25 PARTNERING WITH THEM AND HAVING
01:08:49:13 DHS SPECIALISTS AND STAFF IN OUR
01:08:51:07 SECOND CARE SCHOOLS.
01:08:53:15 IN THAT SAME VEIN, TALKING ABOUT
01:08:55:10 MENTAL HEALTH, WE'RE ALSO VERY,
01:08:56:19 VERY HAPPY TO ANNOUNCE IF YOU DO
01:08:58:01 NOT KNOW THAT RECENTLY WE BEGAN
01:09:00:12 HAVING AN OPPORTUNITY TO HAVE
01:09:01:27 TELEHEALTH SERVICES FOR GRADES 9
01:09:04:12 AND ABOVE.
01:09:05:13 AND THAT BEGAN ON JANUARY 8TH.
01:09:08:15 STUDENTS NOW HAVE THE ABILITY TO
01:09:09:13 ACCESS VIRTUAL THERAPY SERVICES
01:09:11:15 THROUGH A COMPANY CALLED HAZEL
01:09:12:23 HEALTH.
01:09:13:24 THIS IS A SERVICE THAT IS
01:09:14:23 AVAILABLE TO ALL STUDENTS WHO
01:09:16:21 ARE IN GRADES 9 AND ABOVE.
01:09:19:10 AND SO THIS IS SOMETHING THAT WE
01:09:20:11 WANT TO ENCOURAGE OUR SECONDARY
01:09:22:09 FAMILIES, OUR STAFF, AND OUR
01:09:24:01 PARENTS TO BE AWARE OF.
01:09:25:20 BECAUSE STUDENTS MAY BE REFERRED
01:09:26:18 BY THEIR SCHOOL COUNSELOR,
01:09:28:03 PSYCHOLOGIST, SOCIAL WORKER OR
01:09:29:18 ACTUALLY BY A PARENT OR GUARDIAN

01:09:31:26 CAN ACCESS THIS.
01:09:32:28 PARENTS AND GUARDIANS MUST
01:09:34:03 CONSENT TO SERVICES FIRST BEFORE
01:09:35:18 ANY STUDENT RECEIVES THIS KIND
01:09:36:23 OF SUPPORT UNLESS THE STUDENT IS
01:09:38:28 18 OR OLDER AND EVEN ONLY AFTER
01:09:41:00 A FEW WEEKS, WE ARE ALREADY
01:09:43:06 RECEIVING OVER 30 STUDENTS WHO
01:09:44:24 HAVE BEEN RECEIVING SUPPORT
01:09:46:22 THROUGH THIS AMAZING
01:09:48:06 PARTNERSHIP.
01:09:49:13 PLEASE VISIT OUR WEBSITE AND THE
01:09:52:11 APS HAZEL HEALTH WEBSITE FOR
01:09:54:06 ADDITIONAL INFORMATION OR REACH
01:09:55:20 OUT TO YOUR SCHOOL COUNSELOR TO
01:09:57:05 LEARN MORE ABOUT THESE SERVICES.
01:10:00:04 WELL, WE'RE AT THAT MIDPOINT OF
01:10:01:09 THE YEAR WHERE WE HAVE SOME
01:10:03:18 ASSESSMENTS THAT ARE UNDERWAY
01:10:06:10 THIS WEEK.
01:10:07:14 STUDENTS ARE TAKING A VARIETY OF
01:10:08:19 MID-YEAR TESTS AND ASSESSMENTS.
01:10:10:16 THESE ARE VERY IMPORTANT
01:10:11:13 MEASURES TO HELP MAKE SURE WE'RE
01:10:13:15 MEASURING STUDENT PROGRESS SINCE
01:10:15:10 THE START OF THE YEAR TO ENSURE
01:10:17:04 THAT THE SECOND HALF OF THE YEAR
01:10:18:22 IS PRODUCTIVE AND AS FOCUSED AS
01:10:26:06 POSSIBLE FOR EVERY STUDENT.
01:10:27:17 WE IDENTIFY STUDENTS WHO MIGHT
01:10:29:01 BENEFIT FROM ADDITIONAL SUPPORT
01:10:30:16 OR WHO ARE ALREADY NEEDING SOME
01:10:32:14 NEW CHALLENGES, PERHAPS.
01:10:33:29 ASSESSMENTS THAT ARE TAKING
01:10:34:21 PLACE INCLUDE THE VIRGINIA
01:10:36:24 GROWTH ASSESSMENT FROM
01:10:37:19 JANUARY 8-FEBRUARY 2ND FOR
01:10:39:21 STUDENTS IN GRADES 3-8 ONLY.
01:10:42:03 AND THIS IS AGAIN AT THE
01:10:43:05 MIDPOINT IN THE AREAS OF READING
01:10:44:17 AND MATH.
01:10:45:15 THIS WAS DONE AT THE BEGINNING
01:10:46:06 OF THE YEAR.
01:10:46:21 WE DO THE MIDDLE AND THEN, OF
01:10:47:25 COURSE, AT THE END THEY DO THE
01:10:49:11 STANDARDS OF LEARNING
01:10:51:08 ASSESSMENTS.
01:10:51:23 WE ALSO ARE HAVING THE MATH
01:10:53:07 UNIVERSAL SCREENER FOR OUR
01:10:54:09 STUDENTS IN GRADES 1 THROUGH
01:10:56:20 EIGHTH GRADE AND OUR NINTH GRADE
01:10:59:01 STUDENTS ENROLLED IN ALGEBRA 1.
01:11:01:21 THERE ARE OTHER EXAMPLES

01:11:02:18 AVAILABLE ON THIS SLIDE.
01:11:03:24 I WANT TO MAKE SURE OUR FAMILIES
01:11:04:11 ARE AWARE.
01:11:05:17 IF YOU HAVE ANY QUESTIONS ABOUT
01:11:06:24 ANY ASSESSMENT YOUR CHILD MAY BE
01:11:08:06 TAKING, PLEASE REACH OUT TO YOUR
01:11:09:15 SCHOOLS OR THE TEACHERS.
01:11:11:26 OBVIOUSLY WE WILL MAKE SURE THAT
01:11:12:27 OUR TEST RESULTS ARE PROVIDED TO
01:11:14:20 FAMILIES WHEN THEY'RE AVAILABLE.
01:11:16:15 AND AGAIN, WE WILL BE
01:11:17:16 COMMUNICATING REGULAR DATES FOR
01:11:21:18 ALL OF THESE TAKING PLACE.
01:11:23:06 YESTERDAY I ANNOUNCED AN
01:11:24:21 IMPORTANT UPDATE TO OUR
01:11:26:03 SECONDARY GRADING POLICY
01:11:28:17 IMPLEMENTATION PROCEDURE.
01:11:32:10 FOR CONTEXT, THE SCHOOL BOARD
01:11:33:04 REVISED OUR GRADING POLICY IN
01:11:34:10 JUNE OF 2022 AND THEN APPROVED
01:11:37:25 UPDATED PIP PROCEDURES IN JUNE
01:11:40:13 OF 2023.
01:11:43:01 TEACHERS THEN BEGAN IMPLEMENTING
01:11:44:12 THE NEW PIP IN AUGUST OF 2023
01:11:46:21 WHICH IS THE CURRENT START OF
01:11:48:06 THIS YEAR AND WE SPENT SEVERAL
01:11:49:14 MONTHS TRYING TO LISTEN AND
01:11:50:16 UNDERSTAND WHAT THE IMPACT HAS
01:11:54:15 BEEN.
01:11:54:29 IS IT SUPPORTING THE INITIAL
01:11:56:04 GOALS OF THIS?
01:11:57:09 AND WE HEARD A LOT OF FEEDBACK
01:11:59:00 THROUGH MY LISTEN AND LEARN
01:12:00:22 CHATS AS WELL AS THROUGH
01:12:02:09 MEETINGS AT OUR CURRICULUM
01:12:04:15 OFFICE, OUR ACADEMIC OFFICE, AT
01:12:06:00 EACH SECONDARY SCHOOL WITH THEIR
01:12:07:28 LEADERSHIP TEAMS, WITH THEIR
01:12:09:03 PRINCIPALS, TO GATHER FEEDBACK.
01:12:11:28 WE WORKED WITH TCI, WHICH IS A
01:12:14:07 COMMITTEE THAT PROVIDES FEEDBACK
01:12:15:18 TO THE OFFICE OF ACADEMICS.
01:12:18:00 THEY ALSO PROVIDED A LOT OF VERY
01:12:20:01 POSITIVE FEEDBACK AND
01:12:21:28 SUGGESTIONS TO DISCUSS
01:12:22:26 CHALLENGES, SUPPORTS, AND ACTION
01:12:25:15 STEPS AND RECOMMENDATIONS.
01:12:27:06 AND MUCH OF THE FEEDBACK WE GOT
01:12:28:18 THROUGH ALL OF THOSE AVENUES, IT
01:12:31:00 REALLY STARTED IN THE LISTEN AND
01:12:32:16 LEARN CHATS WHERE I HEARD FROM
01:12:34:22 TEACHERS COMING DIRECTLY TO
01:12:36:03 SHARE WITH ME.

01:12:36:25 AND THEN I ASKED THAT STAFF GO
01:12:38:13 AND DO SOME OF THE THINGS I JUST
01:12:40:08 DESCRIBED TO REACH OUT TO THOSE
01:12:41:20 VARIOUS GROUPS.
01:12:43:14 THERE WAS A LOT OF CONCERN ABOUT
01:12:44:05 THE NEED TO REALLY REFINE THE
01:12:46:06 PROCEDURES THAT WERE PUT IN
01:12:47:28 PLACE TO MEET THE ULTIMATE GOAL
01:12:50:00 OF TRYING TO SUPPORT TRUE
01:12:51:25 REMEDIATION FOR STUDENTS WHO
01:12:54:09 NEEDED REMEDIATION.
01:12:56:21 BASED ON THE FEEDBACK, WE HEARD
01:12:58:09 THAT WAS NOT HAPPENING AND IT'S
01:12:59:04 NOT HOW IT WAS BEING USED AND/OR
01:13:01:19 APPLIED BY STUDENTS IN
01:13:02:17 PARTICULAR.
01:13:03:01 AND SO BASED ON THAT FEEDBACK, I
01:13:05:00 MADE A DECISION TO HAVE AN
01:13:06:04 IMMEDIATE CHANGE SO WE CAN
01:13:08:22 CORRECT SOME OF THAT.
01:13:10:13 THIS CHANGE, WHICH WILL GO INTO
01:13:13:08 EFFECT STARTING THE THIRD
01:13:14:10 MARKING PERIOD, NOW A STUDENT
01:13:17:01 WHO SCORES BELOW AN 80 MUST BE
01:13:19:10 OFFERED THE OPPORTUNITY.
01:13:20:09 BEFORE, THERE WAS NO LIMIT ON
01:13:21:04 THAT.
01:13:21:28 AND IMPORTANTLY, ONLY THE HIGHER
01:13:23:10 SCORE UP TO 80% ON THE
01:13:27:02 ASSESSMENT FROM THE ORIGINAL
01:13:27:26 TAKE, WHETHER IT'S THE RETAKE OR
01:13:29:12 THE ORIGINAL ASSESSMENT, WILL BE
01:13:30:26 USED TO CALCULATE THE STUDENT'S
01:13:32:09 GRADE.
01:13:34:10 THE TEACHERS THEN ARE GIVEN THE
01:13:35:15 OPPORTUNITY TO DETERMINE THE
01:13:36:16 TYPE AND TIME FRAME FOR
01:13:37:24 REMEDIATION AND IMPLEMENTATION
01:13:39:05 OF ANY TYPE OF RETAKE OR
01:13:40:24 REVISION.
01:13:42:05 THAT IS GIVING TEACHERS THE
01:13:44:02 ABILITY TO DO THAT.
01:13:44:27 WE'RE NOT DESCRIBING HOW THAT
01:13:45:29 HAS TO HAPPEN, BUT THE KEY HERE
01:13:47:08 IS THAT 80% OR LOWER, AND THEN
01:13:49:14 THE HIGHEST YOU CAN GET IS THE
01:13:51:09 80% IF YOU DO TAKE A RETAKE OR
01:13:54:12 ANY TYPES OF REVISIONS TO THE
01:13:55:17 WORK.
01:13:57:05 THE GOAL AGAIN OF RETAKES, LET'S
01:13:58:24 BE CLEAR.
01:14:00:01 AND WHY WE TALKED ABOUT THIS,
01:14:01:03 WHY IT WAS PRESENTED IN THE WORK

01:14:02:09 SESSION, WHY IT WAS MOVED
01:14:04:06 FORWARD THROUGH THE POLICY
01:14:05:10 IMPLEMENTATION PROCEDURES, IS
01:14:07:01 REALLY TO PROVIDE STUDENTS WITH
01:14:08:06 AN OPPORTUNITY TO DEMONSTRATE
01:14:09:15 THEIR TRUE PROFICIENCY.
01:14:11:10 NOT TO MAKE HIGHER GRADES.
01:14:13:09 NOT TO TRY AND GET A BETTER
01:14:15:01 GRADE, BUT TO DEMONSTRATE THEIR
01:14:17:06 TRUE PROFICIENCY AND WHERE THERE
01:14:19:17 NOT BE AN AREA OF PROFICIENCY ON
01:14:21:13 THE IMMEDIATE TAKE TO PROVIDE
01:14:22:22 REMEDIATION AND SUPPORT TO
01:14:24:14 GATHER AND LEARN MORE AROUND
01:14:25:18 THAT AREA OR THAT CONTENT TO
01:14:28:07 THEN SEE IF WE CAN REASSESS THAT
01:14:29:29 YOU'RE AT A HIGHER LEVEL.
01:14:31:12 IT NEVER WAS AND NEVER SHOULD BE
01:14:32:24 INTENDED TO JUST BE ABOUT
01:14:34:09 GETTING BETTER GRADES.
01:14:35:17 THIS IS NOT A GRADING GAME THAT
01:14:37:15 WE'RE TRYING TO ASK STUDENTS TO
01:14:38:20 DO.
01:14:39:11 WE WANT THIS TO BE A LEARNING
01:14:40:18 OPPORTUNITY FOR STUDENTS.
01:14:41:16 80% WAS DESIGNATED AS A
01:14:43:15 THRESHOLD BECAUSE AS OUTLINED IN
01:14:45:13 OUR GRADING DESCRIPTORS,
01:14:47:08 STUDENTS SCORING 80 OR ABOVE
01:14:48:17 HAVE DEMONSTRATED CONSISTENT
01:14:49:25 KNOWLEDGE OF CONTENT AND SKILLS.
01:14:52:20 SO IF OUR GOAL IS DEMONSTRATION
01:14:55:11 AND OUR DESCRIPTORS FOR GRADES
01:14:57:12 IS 80% OR HIGHER IS
01:14:59:17 DEMONSTRATION, THAT IS WHY WE
01:15:00:26 CHOSE THAT 80%.
01:15:03:08 WE WILL CONTINUE TO ENGAGE WITH
01:15:05:16 OUR STAFF, OUR TEACHERS, OUR
01:15:07:11 SCHOOL-BASED ADMINISTRATORS, THE
01:15:08:29 OFFICE OF ACADEMICS WILL
01:15:10:03 CONTINUE TO HOLD SESSIONS TO
01:15:11:18 THINK ABOUT ANY FUTURE REVISIONS
01:15:14:04 THAT MAY BE NEEDED FOR THE NEXT
01:15:15:26 SCHOOL YEAR.
01:15:16:17 AND I WANT TO MAKE SURE THAT
01:15:17:12 THIS IS, YOU KNOW, A VERY
01:15:18:23 IMPORTANT THING THAT WE THINK
01:15:20:01 ABOUT.
01:15:20:18 THIS IS GRADING POLICY, BUT ANY
01:15:23:27 CHANGES WE MAKE, WE HAVE TO
01:15:26:25 PAUSE, LISTEN, REFLECT, AND LOOK
01:15:28:15 BACK ON HOW HAS IT BEEN
01:15:30:09 IMPLEMENTED.

01:15:31:10 WE HEAR TIME AND TIME AGAIN
01:15:34:02 THERE'S A LOT OF DECISIONS WE
01:15:35:13 PUT IN PLACE, THINGS THAT WE DO
01:15:37:06 THAT ARE NOT IMPLEMENTED AND
01:15:38:11 FOLLOWED, AND WE NEED TO MAKE
01:15:39:16 SURE WE'RE TAKING THE TIME TO DO
01:15:40:25 THAT.
01:15:41:25 SO WE WILL BE IMPLEMENTING
01:15:43:19 FUTURE ACTION STEPS MOVING
01:15:45:00 FORWARD FOR NEXT YEAR AFTER
01:15:46:02 GETTING MORE FEEDBACK.
01:15:47:21 AGAIN, I WANT TO THANK GREATLY
01:15:49:02 ALL THE TEACHERS AND STAFF WHO
01:15:50:08 CAME AND WHO SPOKE WITH US ABOUT
01:15:53:06 EXAMPLES, SPECIFIC SITUATIONS
01:15:55:21 WHERE STUDENTS WERE NOT USING
01:15:56:29 THIS IN A WAY THAT WAS INTENDED
01:15:59:18 AGAIN TO DEMONSTRATE PROFICIENCY
01:16:01:20 IN THOSE CONTENT AREAS.
01:16:04:15 IF YOU'RE A PARENT OF A RISING
01:16:06:07 STUDENT WHO WILL BE ENTERING
01:16:08:15 KINDERGARTEN OR YOU HAVE A
01:16:09:06 KINDERGARTENER COMING FORWARD,
01:16:10:24 THEN YOU'VE HAD KINDERGARTENERS
01:16:12:26 IN THE SYSTEM, SO A NEW TO APS
01:16:15:28 OR SOMEBODY WHO HAS A STUDENT IN
01:16:18:10 KINDERGARTEN AND HAS ANOTHER ONE
01:16:20:08 COMING, TAKE THIS OPPORTUNITY TO
01:16:22:14 VIEW A VIDEO THAT'S BEING
01:16:23:18 PRESENTED ON JANUARY 29TH
01:16:25:20 PROVIDING PARENTS WITH
01:16:26:15 EVERYTHING THEY NEED TO KNOW
01:16:27:09 ABOUT THIS TRANSITION.
01:16:29:21 THE VIDEO IS AN OVERVIEW OF ALL
01:16:31:21 OF OUR APS ELEMENTARY SCHOOLS.
01:16:34:03 IT ALSO HAS AN OVERVIEW OF OUR
01:16:36:02 REGISTRATION PROCESS.
01:16:37:13 IT ALSO HAS ALL OF THE
01:16:38:11 ELEMENTARY OPTIONS AVAILABLE AND
01:16:39:19 THE TIME LINES AND APPLICATIONS
01:16:41:01 FOR THOSE.
01:16:42:22 AND SOME OTHER RESOURCES FOR
01:16:43:21 FAMILIES.
01:16:44:05 THIS IS A VIDEO -- WE SHIFTED
01:16:46:23 SINCE THE PANDEMIC TO DOING
01:16:48:01 VIDEOS.
01:16:48:22 WE DO WANT TO THOUGH MOVING
01:16:50:03 FORWARD NEXT YEAR GO BACK TO
01:16:51:18 HAVING KINDERGARTEN INFORMATION
01:16:52:22 NIGHT WHERE FAMILIES CAN COME
01:16:54:17 TOGETHER, SO THIS IS THE LAST
01:16:55:29 TIME WE'LL HAVE A VIDEO.
01:16:58:07 BUT WE WANT TO KNOW THAT RIGHT

01:16:59:05 NOW, THERE'S A LOT OF GOOD
01:17:00:13 INFORMATION THERE.
01:17:01:24 AND AS A REMINDER, IF YOU HAVE
01:17:02:27 ANY OTHER QUESTIONS OR CONCERNS,
01:17:04:11 PLEASE REACH OUT TO YOUR LOCAL
01:17:06:06 SCHOOL AND YOU CAN FIND OUT MORE
01:17:08:01 THERE.
01:17:08:19 WE WILL THOUGH, I'M EXCITED TO
01:17:10:24 COME BACK TOGETHER AND HAVE THE
01:17:12:06 OPPORTUNITY TO MEET IN PERSON
01:17:12:28 THE NEW FAMILIES.
01:17:14:17 I UNDERSTAND PREVIOUSLY THIS WAS
01:17:15:21 ONE OF THE MOST WELL ATTENDED
01:17:17:22 NIGHTS FROM FAMILIES IN
01:17:18:20 ARLINGTON.
01:17:20:24 AT APS, WE OFFER A LOT OF
01:17:22:12 HIGH-QUALITY EARLY CHILDHOOD
01:17:24:24 PROGRAMS FOR FAMILIES.
01:17:26:05 THE VIRGINIA PRESCHOOL
01:17:26:26 INITIATIVE, THE PRIMARY,
01:17:29:04 MONTESSORI, AND THE COMMUNITY
01:17:31:09 PRE-K PROGRAM.
01:17:32:21 I ENCOURAGE INTERESTED FAMILIES
01:17:33:21 TO LEARN MORE ABOUT THOSE AS THE
01:17:35:13 APPLICATION WINDOW FOR THOSE IS
01:17:36:21 FROM FEBRUARY 1ST TO MARCH 8TH.
01:17:39:14 ALL OF OUR ELEMENTARY SCHOOL
01:17:40:25 STUDENTS HAVE AN OPPORTUNITY TO
01:17:42:00 ATTEND AN OPTION PROGRAM AS WELL
01:17:44:07 AND THOSE ARE ALSO DURING THIS
01:17:46:05 WINDOW OF APPLICATION,
01:17:47:20 FEBRUARY 1-MARCH 8TH.
01:17:49:28 AND FAMILIES CAN APPLY FOR OUR
01:17:51:03 EARLY CHILDHOOD PROGRAMS AND
01:17:53:00 ELEMENTARY OPTION SCHOOLS
01:17:54:24 THROUGH INFORMATION YOU SEE HERE
01:17:56:03 ON THE LINK ON THIS WEB PAGE.
01:17:57:18 AND TO CONCLUDE MY ANNOUNCEMENTS
01:17:58:27 AS I ALWAYS DO WITH A BRIGHT
01:18:00:22 SPOT, I WANT TO THANK OUR
01:18:01:24 AMAZING OVER 350+ CUSTODIANS,
01:18:05:19 GROUNDS AND MAINTENANCE AND
01:18:06:23 TRANSPORTATION STAFF FOR THEIR
01:18:08:11 WORK THROUGHOUT THE RECENT
01:18:09:15 SNOWSTORMS.
01:18:10:26 THEY DO ESSENTIAL WORK DURING
01:18:12:23 OUR INCLEMENT WEATHER ALL
01:18:14:08 YEAR-ROUND AND THEY DO A LOT
01:18:16:23 ABOVE AND BEYOND, BUT THIS IS A
01:18:18:02 PARTICULAR MOMENT WHEN MANY OF
01:18:19:03 US ARE -- MANY OF OUR FAMILIES
01:18:21:15 AND STAFF ARE WANTING TO COME
01:18:23:11 BACK TO SCHOOL WARM IN THEIR

01:18:24:18 HOMES WHILE STAFF ARE OUT
01:18:26:16 CLEANING SIDEWALKS, PARKING
01:18:29:24 LOTS, DOORWAYS, ENSURING THAT
01:18:33:07 IT'S SAFE TO REENTER AND COME
01:18:34:19 BACK TO OUR SCHOOLS.
01:18:36:04 OUR SCHOOL-BASED CUSTODIANS,
01:18:38:03 RELIEF CUSTODIANS, EQUAL CONTROL
01:18:40:05 SPECIALISTS REMOVED SNOW,
01:18:42:21 APPLIED ICE MELT TO THE
01:18:43:28 SIDEWALKS, TO OUR STEPS.
01:18:45:18 THEY DID RAMPS AT OUR SCHOOLS
01:18:48:22 AND OFFICES.
01:18:50:17 OUR MAINTENANCE STAFF, INCLUDING
01:18:51:21 GROUNDS CREW, ELECTRICIANS AND
01:18:53:14 PLUMBERS, MADE SURE THAT WE
01:18:55:23 SALTED ALL OF THE PARKING LOTS,
01:18:56:29 THAT OUR HEATING WAS UP AND
01:18:58:21 WORKING IN OUR SCHOOLS AND THAT
01:19:00:06 OUR ON-CALL STAFF MANAGED ANY
01:19:02:12 EMERGENCY CALLS THAT WERE COMING
01:19:03:26 FORWARD.
01:19:04:20 OUR TRANSPORTATION STAFF READIED
01:19:07:19 OUR BUS FLEET BY SHOVELING THE
01:19:10:01 BUS LOTS, CLEARING SNOW FROM THE
01:19:13:03 BUSES AND MAKING SURE THE BUSES
01:19:15:06 WERE OPTIMAL FOR OPERATING IN
01:19:17:00 FRIGID TEMPERATURES.
01:19:18:08 THANK YOU, THANK YOU TO THE
01:19:19:06 BRIGHT SPOT FOR ME FOR THIS
01:19:21:07 NIGHT, OUR FACILITIES STAFF AND
01:19:25:05 REPRESENTING THE LEADERSHIP,
01:19:26:12 THANK YOU, BOTH FOR YOUR
01:19:27:24 LEADERSHIP IN DOING THAT AS
01:19:29:24 WELL, THANK YOU.
01:19:32:03 [Applause]
01:19:32:03 THAT CONCLUDES MY ANNOUNCEMENTS.
01:19:34:21 >> I DO WANT TO PAUSE AND GIVE A
01:19:36:10 ROUND OF APPLAUSE FOR OUR
01:19:38:06 INCREDIBLE CUSTODIANS, BECAUSE
01:19:39:01 THEY HAVE DONE YEOMAN'S WORK IN
01:19:41:06 THE LAST COUPLE WEEKS WITH ALL
01:19:42:12 OF THE WEATHER EVENTS.
01:19:44:03 AND WE AREN'T JUST IN JANUARY.
01:19:46:27 THERE'S STILL MUCH POTENTIAL FOR
01:19:48:08 ADDITIONAL WEATHER EVENTS, SO
01:19:49:13 LET'S GIVE THEM ONE MORE ROUND
01:19:51:08 OF APPLAUSE.
01:19:53:17 [Applause]
01:19:54:03 >> COLLEAGUES, WE'LL GO TO
01:19:55:15 QUESTIONS.
01:19:56:15 I'LL START ON THIS SIDE.
01:19:57:17 >> SURE.
01:19:58:08 I HAVE A FEW QUESTIONS.

01:20:00:16 MY FIRST QUESTION GOING BACK TO
01:20:01:14 THE VIDEO ABOUT THE DUAL
01:20:04:05 LANGUAGE IMMERSION, FOR THE
01:20:06:09 80-20 IN THE ELEMENTARY SCHOOLS,
01:20:07:25 CAN YOU REMIND US FOR THE 20%
01:20:11:00 THAT'S IN ENGLISH WHAT SUBJECT
01:20:12:06 OR SUBJECTS TYPICALLY FALL IN
01:20:14:10 ENGLISH VERSUS SPANISH
01:20:15:21 INSTRUCTION?
01:20:18:06 >> DR. DURAN?
01:20:19:14 >> THANK YOU FOR THAT QUESTION.
01:20:21:09 THAT WOULD BE THEIR ENGLISH
01:20:22:23 LANGUAGE ARTS BLOCK WOULD BE THE
01:20:24:14 20 MINUTES.
01:20:26:06 I'M SORRY, 20%, SORRY.
01:20:29:08 >> OKAY.
01:20:30:05 I WAS KIND OF WONDERING HOW THAT
01:20:33:21 DOVETAILED WITH OUR LITERACY
01:20:35:06 APPROACH, BUT IT SOUNDS LIKE
01:20:36:18 THEY'RE STILL DOING THAT IN THAT
01:20:38:13 20% OF THE TIME.
01:20:40:15 >> AND THEY'RE ALSO, REMEMBER,
01:20:42:03 LEARNING THEIR LITERACY ALSO IN
01:20:47:01 SPANISH.
01:20:47:29 THINK OF IT AS DOUBLE DOSING.
01:20:52:18 WE'LL SEE THOSE BENEFITS AS THEY
01:20:54:00 GET OLDER.
01:20:55:04 >> THAT'S TERRIFIC.
01:20:55:29 I HAD A COUPLE MORE QUESTIONS.
01:20:59:00 FOR THE BULLYING AND HARASSMENT
01:20:59:28 THAT YOU MENTIONED, WHEN A
01:21:02:03 STUDENT -- IF A STUDENT REPORTS
01:21:04:05 USING THE CODE, THE FORM, OR TO
01:21:06:24 AN ADULT IN THE SCHOOL BUILDING,
01:21:08:09 WHAT SHOULD PARENTS EXPECT ABOUT
01:21:11:04 WHEN AND HOW THEY WOULD BE
01:21:12:15 NOTIFIED THAT THEIR STUDENT HAS
01:21:14:20 EXPERIENCED BULLYING OR
01:21:15:18 HARASSMENT?
01:21:16:09 >> Dr. CRAWFORD?
01:21:17:14 >> THANK YOU.
01:21:18:28 PARENTS SHOULD EXPECT TO BE
01:21:19:22 CONTACTED BY THE SCHOOL TO SHARE
01:21:21:15 WHAT THEIR STUDENT HAD EXPRESSED
01:21:23:27 AND TALK ABOUT WHAT THE NEXT
01:21:25:18 STEPS ARE.
01:21:26:15 RECENT CHANGE IN CODE DOES TELL
01:21:28:20 US THAT WITHIN 24 HOURS, WE NEED
01:21:30:06 TO CONFIRM RECEIPT.
01:21:32:03 USUALLY THAT'S IF WE GET A PHONE
01:21:33:15 CALL OR E-MAIL.
01:21:34:13 AND THAT WE WILL CONTINUE TO BE
01:21:35:18 IN TOUCH WITH THE PARENTS OVER

01:21:36:17 THE NEXT FEW DAYS TO KEEP THEM
01:21:39:02 ABREAST OF WHAT IS GOING ON WITH
01:21:40:15 THE INVESTIGATION.
01:21:42:12 >> THAT'S GREAT, THANK YOU.
01:21:43:24 ONE MORE QUICK ONE IF THAT'S
01:21:45:09 OKAY?
01:21:46:12 FOR THE MIDYEAR ASSESSMENT DATA
01:21:47:27 THAT WE HAVE, WHAT IS SORT OF
01:21:50:25 THE ESTIMATE OF WHEN THAT WOULD
01:21:52:06 BE PUBLICLY AVAILABLE ON OUR
01:21:53:25 DASHBOARDS, ON OUR WEBSITE?
01:21:55:20 DO WE KNOW?
01:21:57:04 >> I DON'T HAVE A DEFINITE
01:21:58:02 TIMELINE, BUT WE WERE JUST
01:22:00:01 TALKING ABOUT THIS TODAY.
01:22:00:29 NEXT WEEK, WE'RE GOING TO BE
01:22:01:24 SITTING DOWN WITH MANY NEW
01:22:05:02 FIELDS THAT WE HAVE AND WORKING
01:22:07:07 THROUGH WITH DR. DURAN AND
01:22:08:08 Ms. GRAVES AND OUR PRINCIPAL
01:22:09:22 LEADS ON WHAT DATA WE'LL BE
01:22:13:20 SHARING SCHOOL WIDE.
01:22:15:01 YOU CAN SEE EVERYTHING FOR THE
01:22:17:03 DIVISION AND THEN ALSO SENDING
01:22:18:12 HOME THOSE LETTERS.
01:22:19:18 SO I'M ASSUMING PROBABLY TWO
01:22:20:22 WEEKS.
01:22:21:16 BUT WE REALLY NEXT WEEK ARE
01:22:23:01 TAKING A HARD LOOK AT OUR DATA
01:22:25:00 AS WE START TO INFORM SOME
01:22:27:09 DECISIONS WE'LL BE MAKING.
01:22:28:07 >> GREAT, THANK YOU.
01:22:30:09 >> Ms. ZECHER SUTTON?
01:22:32:13 >> I WANTED TO RECONFIRM.
01:22:36:28 THE MATH SCREENER AND READING
01:22:38:07 SCREENER, ARE THOSE BOTH BEING
01:22:40:26 USED NEW THIS YEAR?
01:22:42:17 OR IS IT JUST THE READING
01:22:43:19 SCREENER FOR HIGH SCHOOL
01:22:44:17 STUDENTS?
01:22:45:28 I CAN'T REMEMBER.
01:22:47:15 >> SO FOR MATH, IT'S NEW FOR
01:22:49:19 EVERYONE.
01:22:50:13 FOR MATH AND THEN THE SECONDARY
01:22:51:29 IS NEW FOR MATH FOR READING.
01:22:58:08 DIBBLES TAKES US THROUGH FIFTH
01:23:00:13 GRADE AND THEN WE'RE DOING THAT
01:23:01:24 AT SECONDARY AS WELL.
01:23:02:26 >> SO WE'LL NOT YET HAVE
01:23:04:04 COMPARATIVE DATA YEAR TO YEAR?
01:23:05:27 >> NOT YET.
01:23:06:15 >> OKAY.
01:23:10:06 >> I HAVE ONE MORE.

01:23:12:27 THE OTHER QUESTION I HAD --
01:23:14:06 ACTUALLY, I THINK IT WAS MORE OF
01:23:15:11 A COMMENT, BUT I JUST WANTED TO,
01:23:20:03 ON THE GRADING POLICY
01:23:23:05 IMPLEMENTATION PROCEDURES, I
01:23:25:20 JUST WANTED TO SAY HOW MUCH I
01:23:27:12 APPRECIATE THE FOCUS ON LEARNING
01:23:29:07 RATHER THAN ON EARNING GRADES.
01:23:34:12 AND THAT I REALLY APPRECIATE THE
01:23:35:23 APPROACH THAT YOU'RE TAKING IN
01:23:36:28 TERMS OF ENGAGING DIRECTLY WITH
01:23:38:26 TEACHERS, SORT OF HAVING CHECKS
01:23:40:18 AND BALANCES ON THE
01:23:41:26 IMPLEMENTATION OF IT, AND
01:23:42:27 WHETHER OR NOT WE'RE MEETING OUR
01:23:44:12 GOALS.
01:23:44:23 AND I JUST WANT TO REMIND THE
01:23:45:25 COMMUNITY AS THE CHAIR OF THE
01:23:48:26 POLICY SUBCOMMITTEE THAT THE
01:23:50:17 BOARD APPROVES POLICIES, BUT IT
01:23:53:12 IS THE IMPLEMENTATION OF THOSE
01:23:56:00 POLICIES THAT'S WITHIN THE
01:23:57:11 PURVIEW OF THE SUPERINTENDENT
01:23:58:06 AND HIS STAFF.
01:23:59:11 AND SO THERE IS MORE FLEXIBILITY
01:24:01:12 TO ADAPT AND AMEND THOSE
01:24:03:10 PRACTICES AS NEEDED.
01:24:04:19 SO I REALLY APPRECIATE, BECAUSE
01:24:07:06 THAT IS SUCH A CRITICAL AREA,
01:24:10:08 HOW WE'RE DOING OUR GRADING.
01:24:12:14 AND WE HAD A LOT OF FEEDBACK
01:24:13:21 ABOUT IT WHEN WE WERE GOING
01:24:15:23 THROUGH THAT PROCESS OF AMENDING
01:24:17:12 THE POLICY AND THE PIP, SO I
01:24:18:17 THINK IT'S GREAT THAT WE'RE
01:24:20:02 CONTINUING TO LOOK AT THAT PIP
01:24:22:18 AND MAKE CHANGES AS NEEDED.
01:24:24:07 SO THANK YOU.
01:24:27:04 >> OKAY.
01:24:27:28 Ms. TURNER?
01:24:30:09 >> I ALSO WANTED TO ECHO THE
01:24:32:25 COMMENTS THAT Ms. SUTTON JUST
01:24:34:23 MADE ABOUT THE SECONDARY GRADING
01:24:36:11 PIP UPDATE.
01:24:37:03 I THINK IT'S GREAT THAT YOU'RE
01:24:38:04 SEEKING FEEDBACK FROM TEACHERS
01:24:39:29 WITH THE LISTENING SESSIONS.
01:24:41:24 THAT SEEMS LIKE A GREAT IDEA IN
01:24:43:06 GENERAL.
01:24:43:23 ARE THERE OTHER OPPORTUNITIES
01:24:46:04 WHEN A PIP IS BEING IMPLEMENTED?
01:24:48:03 I KNOW THAT THERE ARE, BUT FOR
01:24:51:05 TEACHERS AND STAFF AND THE FOLKS

01:24:52:13 WHO WILL BE IMPLEMENTING THE NEW
01:24:54:12 PROCEDURES TO PROVIDE THAT
01:24:55:29 FEEDBACK ABSENT GETTING A
01:24:57:20 FACE-TO-FACE WITH YOU?
01:24:58:26 AND THE TIMING ON THAT.
01:25:00:28 >> ALSO A COUPLE THINGS WE DID,
01:25:02:18 WE ALSO SENT OUT OPEN OFFICE
01:25:05:12 HOUR WINDOWS WHERE PEOPLE COULD
01:25:07:09 COME VIRTUALLY AND SHARE.
01:25:08:21 THAT WAS OPENED UP TO ALL
01:25:09:16 SECONDARY TEACHERS.
01:25:10:27 I THINK THERE WAS TWO OF THOSE.
01:25:13:03 THAT'S ANOTHER OPPORTUNITY.
01:25:13:21 WE ALSO INDICATED IN THAT
01:25:14:22 MESSAGE WHEN WE SENT IT OUT THAT
01:25:16:17 THERE WAS AN E-MAIL THEY COULD
01:25:17:25 SEND IN ANY SUGGESTIONS OR
01:25:19:20 THOUGHTS.
01:25:20:11 I NOTICED A COUPLE OF THOSE
01:25:22:03 INDIVIDUALS WHO SENT AN E-MAIL
01:25:23:15 GOT FOLLOW-UP TALKS, SO THOSE
01:25:24:27 WERE THINGS WE DID THIS
01:25:26:05 PARTICULAR TIME.
01:25:26:23 IN ADDITION, OUR OFFICE OF
01:25:27:25 ACADEMICS WENT AND MET WITH EACH
01:25:29:24 SECONDARY SCHOOL LEADERSHIP
01:25:31:02 TEAM.
01:25:32:09 THE INSTRUCTIONAL LEADERSHIP
01:25:33:24 TEAM WHICH HAS TEACHERS,
01:25:35:05 ADMINISTRATORS, COACHES, ET
01:25:36:03 CETERA, AT EACH OF THE SCHOOLS,
01:25:37:20 SO THOSE WERE THE THREE MAIN
01:25:40:04 WAYS WE DID THIS PARTICULAR
01:25:44:02 ADDITION.
01:25:46:26 THE NUMBER-ONE ISSUE THAT KEPT
01:25:48:01 COMING UP, I WENT BACK AND SAID
01:25:49:16 THIS IS SOMETHING WE'RE HEARING
01:25:51:00 LOUD AND CLEAR AS A CONCERN.
01:25:53:03 YES, WE JUST STARTED, BUT WE
01:25:55:09 NEED TO MAKE SOME ADJUSTMENTS TO
01:25:56:18 THAT.
01:26:04:19 >> OKAY.
01:26:05:20 WE ARE NOW AT PUBLIC COMMENT ON
01:26:08:19 AGENDA AND NON-AGENDA ITEMS.
01:26:10:21 PLEASE TURN YOUR ATTENTION TO
01:26:11:22 THE TVS.
01:26:15:20 WE'LL REVIEW THE PUBLIC COMMENT
01:26:17:10 GUIDELINES.
01:26:18:15 >> WE ARE NOW AT PUBLIC COMMENT
01:26:20:00 ON AGENDA AND NON-AGENDA ITEMS.
01:26:23:12 FOR EACH MEETING, UP TO 20 SLOTS
01:26:25:10 WILL BE AVAILABLE FOR SPEAKERS
01:26:26:15 TO SIGN UP ONLINE IN ADVANCE.

01:26:29:27 SPEAKERS WILL HAVE THE OPTION TO
01:26:30:28 SHARE THEIR COMMENTS IN PERSON
01:26:32:16 OR USING THE CALL-IN SERVICE.
01:26:35:25 TEN SLOTS WILL BE RESERVED FOR
01:26:36:26 SPEAKERS TO SIGN UP ON-SITE
01:26:39:01 BETWEEN 6:15 AND 6:45 p.m.
01:26:41:26 BEFORE THE SCHOOL BOARD MEETING
01:26:43:18 IN THE HALLWAY.
01:26:45:19 IF YOU ARE IN THE 20
01:26:46:23 PARTICIPANTS SIGNING UP TO SPEAK
01:26:48:05 IN ADVANCE, THE REMAINING
01:26:49:17 AVAILABLE SPOTS WILL ALSO BE
01:26:50:24 MADE AVAILABLE TO SPEAKERS
01:26:51:29 WISHING TO SIGN UP ON-SITE.
01:26:54:02 IF MORE SPEAKERS SIGN UP THAN
01:26:56:13 SPEAKING SPOTS ARE AVAILABLE,
01:26:57:08 THE CLERK OF THE BOARD OR
01:26:58:29 DESIGNEE WILL HOLD A LOTTERY FOR
01:27:00:28 THE AVAILABLE SPOTS.
01:27:02:03 A DETAILED VERSION OF THE
01:27:03:01 GUIDELINES FOR PUBLIC COMMENT IS
01:27:04:29 POSTED ON THE APS WEBSITE AND IS
01:27:07:15 ALSO POSTED ON THE COLUMN NEXT
01:27:09:07 TO THE PODIUM.
01:29:08:25 >> OKAY.
01:29:09:26 I'LL CALL THE FIRST FIVE
01:29:11:14 SPEAKERS.
01:29:12:11 RANDALL, SHEILA KELLY, LORI,
01:29:15:20 JOSH, DEBORA.
01:29:17:25 THE FIRST SPEAKER, RANDALL.
01:29:26:05 >> GOOD EVENING.
01:29:26:25 THAT WAS CERTAINLY A PRECIOUS
01:29:27:23 TIME WITH THE KIDS EARLIER.
01:29:29:29 MY NAME IS RANDALL AND FOR THE
01:29:31:24 PAST 25 YEARS, I'VE BEEN A
01:29:32:29 REGULAR SWIMMER AT THE POOL.
01:29:35:15 AS THE BOARD IS AWARE OVER THE
01:29:36:20 PAST YEAR, I'VE BEEN RAISING
01:29:38:02 CONCERNS ABOUT HYGIENE PRACTICES
01:29:39:07 AT THE POOL.
01:29:40:22 LAST YEAR, I PROVIDED THE BOARD
01:29:41:24 WITH NUMEROUS HEALTH ARTICLES
01:29:43:16 THAT DISCUSSED THE NECESSITY OF
01:29:47:03 SHOWERING IMMEDIATELY BEFORE
01:29:49:10 ENTERING A POOL.
01:29:50:12 AS ONE ARTICLE POINTED OUT,
01:29:51:24 FAILING TO WASH BEFORE ENTERING
01:29:53:06 A POOL TURNS A POOL INTO A
01:29:54:25 COMMUNAL BATHTUB.
01:29:56:27 THE SCIENCE IS CLEAR ON THE
01:29:58:01 NECESSITY OF SHOWERING TO
01:29:59:03 MAINTAIN A POOL'S CLEANLINESS.
01:30:01:12 FOR THIS RETURN, ARLINGTON

01:30:03:06 COUNTY SWIM ORDINANCE CONTAINS A
01:30:06:04 REQUIREMENT REGARDING SHOWERING.
01:30:08:12 THE POOL CONTAINS UPWARDS OF A
01:30:10:08 DOZEN SIGNS THAT STATE YOU MUST
01:30:12:03 SHOWER.
01:30:12:07 UNFORTUNATELY, APS LEADERSHIP OF
01:30:16:18 THE POOL HAVE DETERMINED THAT
01:30:17:22 THIS IMPORTANT POOL RULE CAN BE
01:30:19:27 IGNORED AND NOT ENFORCED.
01:30:22:06 AS A RESULT, STAFF MAKE NO
01:30:23:07 EFFORT WHATSOEVER TO REDIRECT
01:30:25:02 UNSHOWERED POOL USERS BACK TO
01:30:26:24 THE SHOWERS.
01:30:28:04 LAST YEAR, I PROVIDED HARD DATA
01:30:29:23 TO THE BOARD THAT SHOWED THAT
01:30:31:04 APPROXIMATELY 80% OF ALL
01:30:33:06 SWIMMERS FAIL TO WASH THEMSELVES
01:30:34:18 BEFORE ENTERING THE POOL,
01:30:36:13 INCLUDING STUDENTS.
01:30:38:08 SWIMMERS ARE PERMITTED TO
01:30:38:26 UNDESS AT POOLSIDE AND ENTER
01:30:40:18 THE POOL WITH NO INTERVENTION
01:30:41:23 FROM POOL STAFF WHATSOEVER.
01:30:43:25 A RENTAL GROUP WITH ROUGHLY 200
01:30:46:10 SWIMMERS AND 16 INSTRUCTORS
01:30:48:22 ENTERS THE POOL EACH WEEKEND.
01:30:50:03 WITH ONLY MINIMAL EXCEPTIONS,
01:30:52:28 ALL MEMBERS OF THE GROUP FAIL TO
01:30:54:21 RESPECT THE SIGNAGE AT THE POOL
01:30:55:29 AND DO NOT SHOWER.
01:30:56:24 THE SAME IS TRUE FOR STUDENTS.
01:30:59:17 YESTERDAY DURING THE MORNING, A
01:31:00:12 GROUP OF APPROXIMATELY 25 HIGH
01:31:03:06 SCHOOL STUDENTS UNDESS AT THE
01:31:06:12 SIDE OF THE POOL AND JUMPED IN
01:31:08:21 WITH AN APS INSTRUCTOR LEADING
01:31:10:15 THE CLASS.
01:31:11:29 THE RAMPANT DISREGARD OF
01:31:13:07 FUNDAMENTAL HYGIENE REQUIREMENTS
01:31:14:12 CONTINUES.
01:31:15:07 ALL OF THIS STANDS IN STARK
01:31:16:09 CONTRAST TO WHAT LEADERSHIP AT
01:31:17:17 LONG BRIDGE AQUATIC FACILITIES
01:31:19:06 REQUIRES.
01:31:20:10 IN SHORT, WE ARE FAILING OUR
01:31:21:10 CHILDREN BY NOT TEACHING OR
01:31:23:25 MODELING APPROPRIATE HYGIENE
01:31:25:10 PRACTICES.
01:31:26:18 AS A PARENT WHO SENT TWO
01:31:27:26 CHILDREN THROUGH --
01:31:29:16 >> THANK YOU FOR YOUR COMMENTS.
01:31:30:24 >> AND A REGULAR USER --
01:31:32:25 >> THANK YOU FOR YOUR COMMENTS.

01:31:36:06 >> THANK YOU FOR YOUR COMMENTS.
01:31:37:10 IF YOU'D LIKE TO PROVIDE THE
01:31:38:09 REST OF YOUR COMMENTS TO THE
01:31:39:10 CLERK, SHE CAN CIRCULATE THEM TO
01:31:41:08 THE BOARD.
01:31:42:26 >> SHEILA KELLY, PLEASE.
01:31:50:11 >> GOOD EVENING.
01:31:51:08 MY NAME IS SHEILA KELLY AND I'M
01:31:53:04 SPEAKING ON BEHALF OF ARLINGTON
01:31:55:22 PARENTS FOR EDUCATION.
01:31:56:13 FIRST AS WE ENTER A VERY TOUGH
01:31:57:22 BUDGET SEASON, WE URGE YOU TO
01:31:59:01 SUPPORT A BUDGET THAT
01:32:00:05 PRIORITIZES SMALLER CLASS SIZES,
01:32:02:07 TEACHER PAY AND STUDENT FACING
01:32:03:26 POSITIONS.
01:32:04:17 IF CUTS MUST BE MADE, PLEASE DO
01:32:06:06 SO AT THE CENTRAL ADMIN LEVEL
01:32:08:14 FIRST.
01:32:09:02 WE WOULD URGE THAT APS REMOVE
01:32:10:13 THE ADDITIONAL 13 PAID HOLIDAYS
01:32:12:14 FOR 12 MONTH CENTRAL OFFICE
01:32:14:21 STAFF WHICH ARE COSTLY AND
01:32:16:12 DISRUPTIVE.
01:32:18:17 EXTRAPOLATING FROM THE 2020
01:32:20:02 BUDGET PROPOSAL, THESE
01:32:20:29 ADDITIONAL HOLIDAYS HAVE A VALUE
01:32:22:10 OF AT LEAST 6 MILLION IN 2024.
01:32:25:00 OUR 12 MONTH EMPLOYEES WORK HAS
01:32:26:14 VALUE AND TEACHERS AND NEW
01:32:27:22 FAMILIES ALIKE RELY ON HR
01:32:33:18 BENEFITS AND ENROLLMENT ISSUES.
01:32:36:04 SECONDLY, WE NOTE THAT RECENT
01:32:38:19 CHANGES TO THE TEST RETAKE
01:32:40:10 POLICY, THIS IS A GREAT STEP TO
01:32:41:19 EASE THE BURDEN ON TEACHERS AND
01:32:43:01 RAISE EXPECTATIONS FOR OUR
01:32:44:09 STUDENTS.
01:32:44:24 WE REQUEST THE EFFECTS OF THIS
01:32:47:03 NEW POLICY BE MONITORED CLOSELY.
01:32:51:01 WERE THESE ISSUES FORESEEABLE IN
01:32:52:20 THE PILOT PROGRAM?
01:32:54:05 WE REQUEST THE RELEASE OF THE
01:32:55:02 GRADING FOR EQUITY PILOT PROGRAM
01:32:56:24 DATA AS REQUIRED BY THEIR
01:32:58:05 CONTRACT AND A TRANSPARENT
01:32:59:26 ANALYSIS OF IT.
01:33:01:07 THIS CONTRACT ENDED IN THE
01:33:01:29 SUMMER OF 2023.
01:33:05:28 NO DATA HAS BEEN PROVIDED
01:33:07:29 PUBLICLY.
01:33:09:07 HOW WILL YOU MEASURE SUCCESS OR
01:33:10:16 HARM?

01:33:12:06 APS ASKED THE SCHOOL BOARD TO
01:33:13:08 PLEASE ADD THIS RIGHT NOW AS A
01:33:14:10 MONITORING ITEM.
01:33:16:05 LASTLY, WE WOULD ASK THAT
01:33:17:13 ADMINISTRATORS IN ADMIN
01:33:19:11 SUBSTITUTE TEACH TO ALLEVIATE
01:33:21:24 THE SUB SHORTAGE.
01:33:24:08 WE ALSO ASK THAT CENTRAL ADMIN
01:33:25:27 STAFF TUTOR ON A CONSISTENT
01:33:27:08 BASIS IN APS SCHOOLS.
01:33:29:07 APS CONTINUES TO STRUGGLE WITH
01:33:30:09 LEARNING LOSS AND ACHIEVEMENT
01:33:31:17 GAPS.
01:33:32:08 WE NEED AN URGENT ALL HANDS ON
01:33:34:03 DECK MENTALITY.
01:33:35:28 MANY SCHOOL SYSTEMS HAVE
01:33:37:12 IMPLEMENTED THIS POLICY.
01:33:38:18 WE ASK THAT APS DO THE SAME.
01:33:40:23 THANK YOU VERY MUCH.
01:33:41:21 >> THANK YOU FOR YOUR COMMENTS.
01:33:42:18 NEXT SPEAKER, PLEASE.
01:33:43:29 >> LORI?
01:33:53:08 >> HI, MY NAME IS LORI.
01:33:54:21 I'M A 31-YEAR RETIRED TEACHER
01:33:57:13 FROM APS LAST JUNE 2023.
01:34:06:07 TODAY I'M TALKING ABOUT CLASS
01:34:07:15 SIZE.
01:34:09:14 EVEN AS A SUBSTITUTE AND A TUTOR
01:34:11:09 IN THE COUNTY, IT'S STILL VERY
01:34:12:28 MUCH SOMETHING I SEE.
01:34:14:20 APS CLEARLY AND LOUDLY STATES
01:34:15:12 THAT EVERY STUDENT COUNTS AND
01:34:17:00 PROVIDES A VIDEO AT EACH SCHOOL
01:34:18:14 BOARD MEETING TO REINFORCE THAT
01:34:20:23 POINT YET WHILE WE'RE EXCELLENT
01:34:23:05 AT DECLARING THAT EVERY STUDENT
01:34:25:00 COUNTS, THE POLICIES OF APS DO
01:34:26:19 NOT SUPPORT THIS IDEA.
01:34:27:24 WHEN DETERMINING STAFFING FOR
01:34:28:21 THE ELEMENTARY SCHOOLS,
01:34:30:10 MONTGOMERY COUNTY, LOUDOUN
01:34:33:18 COUNTY, PRINCE WILLIAM COUNTY,
01:34:37:19 FAIRFAX, ALEXANDRIA CITY, ALL
01:34:40:22 LOOK AT PLANNING FACTORS AND ADD
01:34:43:03 ADDITIONAL TEACHERS AT THE
01:34:43:27 ELEMENTARY LEVEL BASED ON THE
01:34:45:02 SPECIAL NEEDS OF THE STUDENTS.
01:34:47:07 BUT IN APS, WE CALCULATE THE
01:34:49:16 STAFFING ALLOCATION FOR
01:34:50:20 ELEMENTARY SCHOOLS TWO WAYS.
01:34:52:21 ONE BASED ON THE PLANNING FACTOR
01:34:53:19 AND ONE BASED ON THE MAXIMUM
01:34:55:14 ALLOWABLE CLASS SIZE AND THEN

01:34:57:23 HERE IN APS WHERE EVERY STUDENT
01:34:59:17 COUNTS, WE INEXPLICABLY CHOOSE
01:35:02:09 THE LOWER STAFFING NUMBER.
01:35:04:07 THIS HAS BEEN THE PUBLICLY
01:35:05:05 STATED POLICY OF APS SINCE AT
01:35:08:04 LEAST 2025, MEANING FOR THE PAST
01:35:11:12 TEN YEARS, WE'VE BEEN
01:35:12:08 SHORTCHANGING OUR STUDENTS AND
01:35:13:13 YET WE HAVE THE GALL TO SAY
01:35:17:01 EVERY STUDENT COUNTS.
01:35:18:29 THIS YEAR, THIS POLICY SHORTENED
01:35:20:20 ELEMENTARY SCHOOLS BY 22 TO 26
01:35:23:09 TEACHERS AND THAT MEANS WE
01:35:24:24 EFFECTIVELY TOLD 2100 STUDENTS
01:35:27:03 THIS YEAR THAT THEY DIDN'T QUITE
01:35:28:27 COUNT ENOUGH.
01:35:30:09 AT LEAST NOT ENOUGH TO BE IN A
01:35:31:14 SMALLER CLASS SIZE.
01:35:33:15 DEBORA PRESENTED A STRONG
01:35:36:25 PROPOSAL AT THE LAST MEETING
01:35:38:03 ADVOCATING FOR AN ADDITIONAL
01:35:39:18 TEACHER ALLOCATION PER 200
01:35:41:03 STUDENTS.
01:35:41:24 IF YOU TRULY THINK THAT EVERY
01:35:43:09 STUDENT COUNTS, YOU WILL NOT
01:35:44:18 ONLY STOP CHOOSING THE LOWER
01:35:46:03 NUMBER, YOU WILL FULLY FUND THE
01:35:47:28 200 TO ONE PLAN.
01:35:50:13 IT IS TIME FOR YOU, THE BOARD,
01:35:52:03 TO PUT AN END TO THE NONSENSE
01:35:54:11 AND MAKE THESE HARD FINANCIAL
01:35:55:29 DECISIONS AND PUT STUDENTS
01:35:57:00 FIRST.
01:35:59:19 THANK YOU.
01:35:59:26 >> NEXT SPEAKER, JOSH.
01:36:19:24 >> [INAUDIBLE]
01:36:23:01 >> GOOD EVENING.
01:36:24:12 FIRST I WANT TO THANK OUR BRAVE
01:36:26:19 BUS DRIVERS WHO WENT OUT ON THE
01:36:28:08 ICE AFTER THE TWO-HOUR DELAY
01:36:30:07 LAST WEDNESDAY.
01:36:31:01 AS SOMEONE WHO'S DRIVEN A SCHOOL
01:36:32:12 BUS, I KNOW HOW SCARY THAT DRIVE
01:36:34:01 WAS.
01:36:35:20 AND FOR APS TO BLAME THE
01:36:37:04 DRIVERS, OKAY, I'LL SAY IT,
01:36:39:03 THROW THEM UNDER THE BUS FOR THE
01:36:40:12 DELAYS, HOW SHAMEFUL.
01:36:42:15 I HOPE THE BOARD WILL ASK HOW
01:36:44:23 DRIVER VACANCIES CAUSED THE
01:36:46:12 DELAY AND NOT CALLOUTS.
01:36:48:21 NEXT, AS APS CHOOSES TO CLOSE
01:36:50:22 ADMINISTRATIVE OFFICES DURING

01:36:51:13 THE BREAKS, YOUR STAFF STILL
01:36:52:25 HAVE CRISIS NEEDS THAT MUST BE
01:36:54:07 ANSWERED.
01:36:55:01 A CALL CENTER NUMBER NEEDS TO BE
01:36:57:12 ESTABLISHED SO THAT EMPLOYEES
01:36:59:22 MISSING A PAYCHECK OR HAVING
01:37:00:24 THEIR INSURANCE CANCELED WILL
01:37:02:02 HAVE SOMEWHERE TO TURN.
01:37:04:08 IT'S THE LEAST WE CAN DO.
01:37:05:26 BUT MY MAIN HIGHLIGHT TONIGHT IS
01:37:07:17 THE STATE OF OUR PAY SCALES
01:37:09:12 WHICH YOU CAN SEE RIGHT NOW AT
01:37:11:10 TINY.CC/ARLINGTON PAYS LESS,
01:37:16:12 WHEN APS HAD THE GREAT SALARY
01:37:18:07 ADJUSTMENT OF 2021, THE STATED
01:37:19:19 GOAL WAS TO REMAIN IN THE TOP
01:37:21:04 THREE FOR PAY FOR ALL TEACHER
01:37:23:05 SCALES AND STEPS GOING FORWARD.
01:37:25:00 AS YOU CAN SEE AT
01:37:26:04 TINY.CC/ARLINGTON PAYS LESS, WE
01:37:29:17 ARE IN THE TOP THREE FOR TWO
01:37:33:16 STEPS.
01:37:34:07 FOR EVERY OTHER, WE ARE NUMBER
01:37:35:15 FOUR OR FIVE IN THE REGION.
01:37:38:00 AND IN SOME CASES, MORE THAN 20%
01:37:41:06 BEHIND THE LEADER.
01:37:43:00 DON'T BELIEVE ME?
01:37:44:01 SEE ALL THE NUMBERS FOR
01:37:44:22 YOURSELF.
01:37:45:24 AND SEE THE HISTORY GOING BACK A
01:37:47:09 DECADE AT TINY.CC/ARLINGTON PAYS
01:37:51:11 LESS.
01:37:52:15 NOW TO FIX THESE SCALES WILL
01:37:54:16 REQUIRE MONEY AND DO I HAVE
01:37:55:18 IDEAS FOR CUTS THAT WOULD SAVE
01:37:57:00 MILLIONS?
01:37:57:11 I DO.
01:37:58:02 BUT THEY WOULDN'T BE POPULAR AND
01:38:00:00 WOULD REQUIRE SOME HONEST
01:38:01:05 CONVERSATIONS ABOUT THE ORIGINS
01:38:02:27 ABOUT SOME OF OUR MOST TREASURED
01:38:06:13 PROGRAMS.
01:38:06:27 I ALSO HOPE OUR COUNTY BOARD
01:38:09:02 SUPPORTS OUR FULL BUDGET OF
01:38:10:04 NEEDS COMING OUT NEXT MONTH.
01:38:12:03 IT ALL BEGINS BY ADMITTING THAT
01:38:13:25 OUR PAY SCALES ARE BEHIND, WHICH
01:38:15:17 I HOPE YOU SAW AT
01:38:16:24 TINY.CC/ARLINGTON PAYS LESS.
01:38:20:18 THANK YOU.
01:38:22:01 >> THANK YOU FOR YOUR COMMENTS.
01:38:23:06 NEXT SPEAKER, PLEASE.
01:38:24:11 >> BEFORE I CALL THE NEXT

01:38:25:12 SPEAKER, I'LL CALL THE LAST FOUR
01:38:27:08 SPEAKERS TO LINE UP.
01:38:28:23 [CALLING NAMES]
01:38:29:18 NEXT SPEAKER, DEBORA WALDRON.
01:38:37:06 >> FIRST AND FOREMOST, THANK
01:38:38:00 YOU.
01:38:38:28 THANK YOU FOR LISTENING TO THE
01:38:39:26 TEACHERS AND CHANGING THE RETAKE
01:38:41:05 POLICY.
01:38:41:29 WHEN THE CHANGE WAS ANNOUNCED AT
01:38:43:04 YORKTOWN, PEOPLE CLAPPED.
01:38:44:29 A SENSE OF RELIEF AMONGST STAFF
01:38:46:24 WAS PALPABLE.
01:38:48:09 THE NEW POLICY IS GOOD FOR
01:38:49:27 TEACHERS IN TERMS OF WORKLOAD,
01:38:52:02 TARGETS THE STUDENTS WHO ARE NOT
01:38:53:21 EXCEEDING WHILE PROVIDING
01:38:55:09 INCENTIVES FOR STUDENTS TO STUDY
01:38:56:18 AND KEEP UP WITH THEIR WORK.
01:38:57:27 THANK YOU FOR LISTENING, THANK
01:38:58:18 YOU FOR INCLUDING US IN THE
01:38:59:26 DECISION-MAKING PROCESS.
01:39:01:08 ON TUESDAY, IF YOU WOULD ASK 100
01:39:05:06 RANDOM TEACHERS WHAT ONE THING
01:39:07:08 APS COULD CHANGE, THEY WOULD SAY
01:39:09:16 CHANGE THE RETAKE POLICY.
01:39:12:04 ASKING THAT SAME QUESTION TODAY,
01:39:13:15 THEY WOULD SAY LOWER MY CLASS
01:39:15:00 SIZE.
01:39:15:12 WE NEED LOWER CLASS SIZES TO
01:39:16:29 HELP STUDENTS THRIVE.
01:39:18:14 WE WANT TO REACH EVERY KID, WE
01:39:19:18 WANT TO HAVE TIME TO GIVE ROBUST
01:39:21:17 FEEDBACK.
01:39:22:05 WE WANT TO HAVE TIME TO DEVELOP
01:39:23:06 NEW LESSONS THAT WILL SPARK
01:39:24:20 STUDENT INTEREST.
01:39:25:24 WE WANT TO MAKE KIDS LOVE SCHOOL
01:39:27:16 AND LEARNING AND WITH THE
01:39:28:21 REWRITING OF THIS RETAKE POLICY
01:39:30:23 HELPS, THE CHANGE SIMPLY REVERTS
01:39:33:11 BACK TO THE STATUS QUO OF LAST
01:39:37:04 YEAR.
01:39:39:08 UNIVERSALLY, WE HAVE TOO MANY
01:39:40:09 STUDENTS IN OUR CLASSROOMS.
01:39:43:00 IMAGINE BEING A STRUGGLING
01:39:44:12 STUDENT IN CLASS.
01:39:46:03 FEELS A LOT LIKE THIS.
01:39:46:24 IT'S AWKWARD, IT'S BORING.
01:40:06:04 YOU FEEL UNIMPORTANT, LIKE YOUR
01:40:08:29 TIME IS BEING WASTED.
01:40:10:05 THE TEACHER DOESN'T HAVE ENOUGH
01:40:11:03 TIME TO HELP YOU ENOUGH.

01:40:12:22 YOU FEEL INVISIBLE AND
01:40:13:20 UNIMPORTANT.
01:40:14:28 YOU MIGHT EVEN FEEL THIS WAY IN
01:40:16:13 FOUR, FIVE, OR SIX DIFFERENT
01:40:18:09 CLASSES.
01:40:19:00 YOU CERTAINLY DO NOT LOVE SCHOOL
01:40:19:28 AND YOU PROBABLY DON'T EVEN LIKE
01:40:21:13 IT.
01:40:22:18 I PRESENTED A PLAN AT THE LAST
01:40:23:26 MEETING THAT WOULD COST
01:40:25:07 20 MILLION AND ADD 158
01:40:27:28 ADDITIONAL TEACHERS TO OUR
01:40:28:20 SCHOOLS AND REDUCE CLASS SIZES.
01:40:30:18 YOU DON'T HAVE TO CHOOSE MY
01:40:31:29 PLAN, BUT YOU NEED TO DO
01:40:33:04 SOMETHING NOW TO REDUCE CLASS
01:40:34:15 SIZES.
01:40:35:17 BECAUSE WE CANNOT REACH EVERY
01:40:37:15 STUDENT BY NAME AND NEED.
01:40:39:20 >> THANK YOU FOR YOUR COMMENTS.
01:40:40:18 NEXT SPEAKER, PLEASE.
01:40:41:29 >> PAUL WEISS.
01:40:50:06 >> GOOD EVENING.
01:40:52:03 I'VE BEEN TEACHING IN ARLINGTON
01:40:53:24 FOR 21 YEARS.
01:40:55:13 I'M HERE TONIGHT TO FOLLOW UP ON
01:40:56:25 COMMENTS FROM THE DAIS IN
01:40:58:19 DECEMBER REGARDING EL ADDITIONS
01:41:00:28 TO THE PROGRAM OF STUDIES.
01:41:02:17 I APPLAUD THE QUESTION ASKING
01:41:03:18 ABOUT THE QUOTE AVAILABILITY OF
01:41:05:16 EL TEACHERS TO PROVIDE SUPPORT
01:41:07:24 TO CORE CONTENT TEACHERS.
01:41:10:19 ANSWER FROM STAFF: WE WANT
01:41:12:14 COLLABORATION ACROSS ALL AREAS.
01:41:13:29 I ALSO APPLAUD THE DIRECTOR
01:41:15:10 QUESTION FROM THE DAIS: WHAT IS
01:41:16:22 THE PLAN?
01:41:18:04 ANSWER: MORE TRAINING AND
01:41:20:04 WALK-THROUGHS FROM CONTENT
01:41:21:29 OFFICES IN WHICH FEEDBACK WILL
01:41:23:01 BE GIVEN TO PRACTITIONERS.
01:41:26:19 PLEASE DIRECT YOUR STAFF TO
01:41:28:24 MEANINGFULLY INVOLVE TEACHERS
01:41:31:15 THIS YEAR BEFORE THE POLICY IS
01:41:32:09 IMPLEMENTED IN THE DECISIONS
01:41:33:18 REGARDING THE IMPLEMENTATION OF
01:41:34:29 THIS POLICY.
01:41:37:00 AND TO REMEMBER THAT AS YOU KNOW
01:41:38:18 FROM WORKING WITH YOUR LIAISON
01:41:40:03 SCHOOLS, ARLINGTON IS NOT A ONE
01:41:42:18 METHOD FITS ALL STUDENTS SCHOOL
01:41:44:09 SYSTEM.

01:41:45:23 SECONDLY, AT WHAT POINT IN A
01:41:49:05 SCHOOL TEACHER'S DAY IN OUR
01:41:50:20 MANY, MANY HOURS AFTER AND
01:41:52:02 BEFORE SCHOOL AND WEEKENDS
01:41:54:26 PLANNING, GRADING, ATTENDING
01:41:56:12 MEETINGS FOR IEP'S AND 504'S,
01:42:00:26 IMPLEMENTING THEM, WORKING WITH
01:42:02:24 GIFTED STUDENTS, WORKING WITH
01:42:04:23 STUDENTS WHO ARE STRUGGLING
01:42:09:18 THROUGH PERSONAL ISSUES,
01:42:10:26 ORGANIZING EXTRACURRICULAR
01:42:12:14 ACTIVITIES, SUPPORTING STUDENTS
01:42:13:12 WHO AREN'T IN OUR CLASS, BUT WE
01:42:15:15 HAPPEN ON BEFORE, DURING, OR
01:42:17:07 AFTER SCHOOL, WHEN IS THE CORE
01:42:19:19 CONTENT TEACHER GOING TO FIND
01:42:21:10 TIME FOR COLLABORATION?
01:42:23:24 ESPECIALLY AND MOST EFFECTIVELY
01:42:25:08 WITH EL TEACHERS IN OUR BUILDING
01:42:27:14 WHO ARE ALSO TEACHING A FULL
01:42:29:12 SCHEDULE?
01:42:30:09 IN LIGHT OF THIS STEADY,
01:42:31:21 UNRELENTING MARCH OF ADDITIONS
01:42:33:20 YOU HAVE VOTED TO ADD TO
01:42:34:26 TEACHERS' PLATES AND FOR THE
01:42:38:14 SAKE OF ARLINGTON STUDENTS, I
01:42:39:16 ASK THE DAIS TO DIRECT ITS STAFF
01:42:42:01 TO REJECT FALSE TRADE-OFFS
01:42:43:27 REGARDING COMPENSATION AND
01:42:44:25 BENEFITS ON THE BACKS OF
01:42:46:00 TEACHERS AND STUDENTS AND ADOPT
01:42:48:18 DEBORA'S PROPOSAL TO DECREASE
01:42:51:02 CLASS SIZE IN NEXT YEAR'S
01:42:54:00 BUDGET.
01:42:54:18 >> THANK YOU FOR YOUR COMMENTS,
01:42:55:22 >> KAREN KING?
01:43:03:29 >> GOOD EVENING, BOARD MEMBERS.
01:43:06:11 MY NAME IS KAREN KING AND I WORK
01:43:08:17 FOR APS.
01:43:09:12 AND I JUST RECENTLY FOUND OUT
01:43:10:20 SOME ISSUES THAT HAVE MY
01:43:12:05 CONCERN.
01:43:12:29 WHEN WE HAVE SNOW DAYS AND WE'RE
01:43:15:10 HOURLY EMPLOYEES, WE DON'T GET
01:43:16:28 PAID.
01:43:17:19 I THINK THAT'S KIND OF UNFAIR TO
01:43:19:01 US BECAUSE WE WORK JUST LIKE
01:43:20:20 EVERYBODY ELSE WHO HAS CONTRACTS
01:43:21:28 AND EVERYTHING, BUT WE DON'T GET
01:43:25:26 PAID.
01:43:26:10 I LOST MY SISTER SUDDENLY ON
01:43:27:18 NOVEMBER 27TH.
01:43:29:03 SHE DIED.

01:43:29:18 I DON'T EVEN GET GRIEVANCE PAY
01:43:31:15 AND I'D LIKE TO SEE THAT ISSUE
01:43:33:04 CHANGED.
01:43:33:25 IF YOU THINK OF THE HUNDREDS OF
01:43:35:18 STAFF THAT WORK FOR YOU ALL
01:43:38:03 HOURLY WHO DO NOT GET PAID, IT'S
01:43:39:22 NOT FAIR TO THEM.
01:43:40:24 WE DIDN'T ASK YOU TO CLOSE THE
01:43:42:06 SCHOOLS.
01:43:42:24 YOU CLOSED THEM.
01:43:43:25 WE CAN STILL GET INTO THE
01:43:45:10 SCHOOLS BECAUSE OUR BADGES WILL
01:43:47:09 LET US IN.
01:43:48:07 WE CAN GO TO WORK.
01:43:49:21 NOBODY WOULD BE THERE, BUT IT'S
01:43:50:13 NOT FAIR TO US THAT WE DON'T GET
01:43:52:18 PAID.
01:43:53:29 WE WERE OUT TWO DAYS THIS WEEK,
01:43:56:13 LAST WEEK, BUT WE DON'T GET PAID
01:43:57:26 FOR IT.
01:43:58:14 WE ALSO DON'T GET PAID FOR
01:43:59:22 NATIONAL HOLIDAYS.
01:44:01:00 I'M NOT BEGGING FOR THAT.
01:44:02:06 I'M ONE OF THOSE PEOPLE WHO'VE
01:44:03:17 ALREADY RETIRED.
01:44:04:19 I CAME BACK TO THE WORKFORCE SO
01:44:05:27 I COULD COME BACK AND GIVE
01:44:07:09 SOMETHING BACK TO THE COMMUNITY.
01:44:09:04 I'M FAIRLY NEW TO ARLINGTON
01:44:10:08 COUNTY AS A RESIDENT MOVING
01:44:12:09 HERE, BUT I'M AN EMPLOYEE.
01:44:14:22 AND I THINK OF THE HUNDREDS OF
01:44:16:06 MOMS OR DADS WHO ARE SINGLE WHO
01:44:20:12 WORK EVERY SINGLE DAY WHO HAVE
01:44:22:04 TO PAY BILLS BUT NOW THEY'RE
01:44:24:12 GOING TO BE SHORT TWO DAYS.
01:44:26:07 HOW ARE THOSE FAMILIES GOING TO
01:44:27:18 SURVIVE IF THEY DON'T HAVE
01:44:28:19 ENOUGH MONEY TO FEED THEIR
01:44:29:24 FAMILIES?
01:44:29:28 SOME OF THEM ARE NOT EVEN
01:44:34:00 ELIGIBLE FOR FOOD STAMPS OR
01:44:35:05 WHATEVER.
01:44:35:19 THANK YOU FOR LISTENING TO ME,
01:44:36:18 BUT IF I DON'T GET A CHANGE, I
01:44:38:07 WILL BE BACK.
01:44:38:28 THANK YOU.
01:44:39:12 >> THANK YOU FOR YOUR COMMENTS.
01:44:40:10 NEXT SPEAKER, PLEASE.
01:44:41:24 >> TIM HYNES?
01:44:45:26 NEXT SPEAKER, JASON LEVI.
01:44:54:24 >> GOOD EVENING.
01:44:55:15 I AM JASON, A PARENT OF A

01:44:57:01 WASHINGTON LIBERTY STUDENT.
01:44:58:15 I SPOKE TO THIS BOARD ON
01:44:59:23 NOVEMBER 9TH ABOUT THE RECENT
01:45:01:02 SPIKE IN OVERT JEWISH HATE THAT
01:45:03:07 IS HAPPENING IN OUR COUNTY
01:45:05:02 SCHOOLS SINCE OCTOBER.
01:45:07:09 I ADVISED YOU IT THREATENS THE
01:45:09:06 SAFETY OF OUR CHILDREN AND IT'S
01:45:10:11 DEVASTATING TO THEIR SOCIAL AND
01:45:11:17 EMOTIONAL WELL-BEING.
01:45:13:24 SINCE THE LAST TIME I WAS HERE,
01:45:15:00 THIS BOARD HAS OVERSEEN A
01:45:16:11 MODICUM OF MOVEMENT INCLUDING
01:45:18:13 CURSORY REVIEWS INTO SOME OF THE
01:45:20:27 MANY ANTI-JEWISH INCIDENTS AT
01:45:22:22 OUR SCHOOLS, INITIAL STUDENT AND
01:45:24:14 COMMUNITY MEETINGS, AND AN
01:45:25:29 INITIAL COMMUNITY CONVERSATION
01:45:27:26 ON GENERALIZED INCLUSIVE
01:45:30:10 LEARNING ENVIRONMENTS.
01:45:31:05 HOWEVER, THESE ACTIONS TO DATE
01:45:33:06 ARE INADEQUATE.
01:45:35:14 FIRST, PARENTS HAVE SEEN NO
01:45:37:09 INVESTIGATORY REPORTS IN
01:45:40:01 IMPORTANT CASES, NO EVIDENCE OF
01:45:41:10 INVESTIGATIONS AT ALL.
01:45:42:18 THIS INCLUDES THE SO-CALLED
01:45:43:20 WALKOUT INSIDE THE WASHINGTON
01:45:45:14 LIBERTY BUILDING WHERE A TEACHER
01:45:47:06 WHO WAS ALREADY UNDER
01:45:48:13 INVESTIGATION FOR POLITICAL
01:45:49:23 PROPAGANDA ON SCHOOL PROPERTY
01:45:51:12 WAS PRESENT AND POSSIBLY
01:45:52:19 ORCHESTRATING IT.
01:45:53:25 WE STILL AWAIT THAT REPORT.
01:45:56:20 SECOND, APS HAS YET TO DENOUNCE
01:45:58:19 ANTI-SEMITISM ON ITS OWN.
01:46:01:01 LUMPING IT TOGETHER WITH OTHER
01:46:02:06 FORMS OF DISCRIMINATION
01:46:03:26 MINIMIZES THE REAL CRISIS
01:46:05:28 HAPPENING AROUND JEWISH HATE.
01:46:07:27 IF YOU DON'T FORCEFULLY NAME THE
01:46:09:21 BEHAVIOR AND HOLD BOTH FACULTY
01:46:11:23 AND STUDENTS ACCOUNTABLE, THEY
01:46:13:17 WILL NEVER UNDERSTAND THE
01:46:15:05 DEVASTATION THEIR WORDS CAUSE.
01:46:17:17 WE URGE YOU TO ISSUE A CLEAR,
01:46:20:05 SPECIFIC, AND UNAMBIGUOUS PUBLIC
01:46:23:27 STATEMENT THAT ANTI-JEWISH HATE,
01:46:25:28 HATRED WILL NOT BE TOLERATED
01:46:27:24 ACROSS APS AND THAT PERPETRATORS
01:46:30:09 WILL BE HELD TO ACCOUNT.
01:46:32:04 THIRD, THERE IS A LACK OF

01:46:33:23 URGENCY ON THIS ISSUE.
01:46:34:25 JEWISH STUDENTS AND FACULTY ARE
01:46:36:10 SUFFERING NOW.
01:46:37:24 YOU MUST URGENTLY DIRECT AND
01:46:39:23 TRAIN SCHOOL PRINCIPALS AND
01:46:41:24 STAFF IN A WAY SO THAT THEY
01:46:44:02 RECOGNIZE ANTI-SEMITIC REMARKS
01:46:46:03 AND DISCRIMINATION AGAINST
01:46:47:07 JEWISH STUDENTS AS VIOLATIONS OF
01:46:49:16 THAT STUDENT'S CIVIL RIGHTS.
01:46:52:02 AND SO THAT FACULTY AND STAFF
01:46:53:20 TAKE ACTION WHEN IT HAPPENS.
01:46:57:02 I, ALONG WITH MANY OTHER PARENTS
01:46:58:14 OF APS STUDENTS WILL CONTINUE TO
01:47:00:02 ACTIVELY ENGAGE THIS BOARD AND I
01:47:03:11 THANK YOU.
01:47:03:25 >> THANK YOU FOR YOUR COMMENTS.
01:47:05:12 IF A FOLLOW-UP IS REQUIRED DUE
01:47:07:15 TO THE NATURE OF THE COMMENTS,
01:47:08:12 THE SUPERINTENDENT WILL WORK
01:47:09:04 WITH THE APPROPRIATE STAFF TO
01:47:10:18 RESPOND ACCORDINGLY FOLLOWING
01:47:11:27 THE BOARD MEETING.
01:47:13:09 THANK YOU TO ALL OF OUR SPEAKERS
01:47:14:18 FOR YOUR COMMENTS THIS EVENING.
01:47:17:12 THE SIGNUP SPEAKER FORM FOR THE
01:47:19:07 FEBRUARY 8TH SCHOOL BOARD
01:47:21:25 MEETING WILL BE POSTED.
01:47:23:14 BEFORE WE MOVE ON TO OUR NEXT
01:47:24:19 AGENDA ITEM, WE'LL DO A
01:47:25:21 TWO-MINUTE RECESS.
01:47:27:07 SO WE'LL BE BACK AT JUST ABOUT
01:47:28:21 THE :25 MARK.
01:50:40:21 >> WE ARE NOW AT MONITORING
01:50:42:00 ITEMS.
01:50:42:18 TONIGHT, WE HAVE ONE ITEM, THE
01:50:44:10 WORK-BASED LEARNING BRIEFING.
01:50:46:09 DR. DURAN, CAN YOU PLEASE
01:50:47:20 INTRODUCE THE STAFF WHO WILL
01:50:48:22 PRESENT THIS ITEM?
01:50:51:00 >> YES, CHRIS IS HERE.
01:50:52:18 I WANT TO THANK HIM AND HIS
01:50:54:03 TEAM.
01:50:55:07 HE'LL INTRODUCE HIS WHOLE TEAM
01:50:56:05 IN A MOMENT.
01:50:57:00 I WANT TO APPRECIATE HIM FOR
01:50:58:04 PUTTING TOGETHER THIS REPORT TO
01:50:59:10 HIGHLIGHT SOME OF THE WORK WE'RE
01:51:00:28 DOING HERE IN APS.
01:51:01:27 THIS IS A POINT OF PRIDE FOR OUR
01:51:03:02 COUNTY.
01:51:04:06 A LOT OF THE WORK THAT WE DO, WE
01:51:05:09 ARE A LEADER IN THE

01:51:06:17 COMMONWEALTH, AND IT'S IN LARGE
01:51:08:25 PART DUE TO YOUR LEADERSHIP,
01:51:10:24 MR. MARTINEZ, SO THANK YOU FOR
01:51:12:06 BEING HERE TONIGHT TO SHARE WITH
01:51:13:09 US THE PROGRESS WE'VE MADE AS
01:51:15:03 WELL AS SOME OF THE AREAS WE CAN
01:51:16:24 CONTINUE TO DO SOME IMPROVEMENTS
01:51:17:22 ON.
01:51:18:13 GOOD EVENING, THANK YOU.
01:51:23:08 >> I'D LIKE TO THANK DR. DURAN
01:51:25:03 FOR THOSE KIND WORDS AND THE
01:51:27:08 CABINET FOR ALLOWING ME TO
01:51:29:04 PRESENT TONIGHT AND ALSO FOR
01:51:31:15 Ms. DIAZ-TORRES AND THE BOARD
01:51:33:00 FOR ALLOWING US TO DO THIS
01:51:34:11 PRESENTATION ON HIGH QUALITY
01:51:36:25 WORK-BASED LEARNING.
01:51:38:16 WITH ME TONIGHT, I ALSO HAVE
01:51:39:12 PHYLLIS WHO IS A SUPERVISOR OF
01:51:42:24 CAREER AND TECHNICAL EDUCATION
01:51:44:01 AND I HAVE PAM, THE PARTNERSHIP
01:51:46:27 COORDINATOR FOR WORK-BASED
01:51:48:11 LEARNING.
01:51:49:05 I'D ALSO LIKE TO THANK THE BOARD
01:51:50:21 FOR PROVIDING FUNDING FOR HER
01:51:52:03 POSITION WHICH THEY DID LAST
01:51:53:12 YEAR.
01:51:54:12 AND WE'RE HAPPY TO HAVE HER ON
01:51:55:21 BOARD AND HELPING OUT.
01:51:56:19 THERE WE GO.
01:52:07:00 SO THE AGENDA HERE IS THE AGENDA
01:52:08:12 FOR THIS EVENING.
01:52:09:06 WE WANT TO REALLY GIVE AN
01:52:10:07 OVERVIEW OF WHAT HIGH QUALITY
01:52:11:26 WORK-BASED LEARNING IS.
01:52:14:01 THE COMPONENTS OF HIGH QUALITY
01:52:15:15 WORK-BASED LEARNING, SOME OF THE
01:52:17:12 GRADUATION AND STANDARDS OF
01:52:19:17 QUALITY AND HOW THAT KIND OF
01:52:22:06 INTERWEAVES WITHIN IT, THE
01:52:24:11 BENEFITS TO THE STUDENT, ALSO
01:52:25:20 PARTNERSHIPS THAT WE HAVE, THE
01:52:26:22 BENEFITS FOR THE PARTNERS.
01:52:28:24 WE'RE ALSO LOOKING AT THE
01:52:31:12 MONITORING AND THE EVALUATION OF
01:52:32:24 IT, WHAT'S OUR BASELINE DATA AND
01:52:34:13 HOW WE'RE GOING TO THEN MOVE
01:52:35:18 FORWARD IN OUR NEXT STEPS.
01:52:36:16 AGAIN, SORRY.
01:52:42:00 [LAUGHTER]
01:52:43:24 SO WHAT IS HIGH QUALITY
01:52:45:03 WORK-BASED LEARNING?
01:52:47:01 HIGH QUALITY WORK-BASED LEARNING

01:52:48:15 IS RELATED TO A STUDENT'S CAREER
01:52:50:18 GOALS AND INTERESTS.
01:52:52:03 IT'S INTEGRATED WITH THE
01:52:52:21 CURRICULUM.
01:52:53:25 AND IT'S IN PARTNERSHIP WITH
01:52:55:23 BUSINESSES AND ORGANIZATIONS.
01:52:57:18 AND THAT'S THE DEFINITION FROM
01:52:59:04 THE VIRGINIA DEPARTMENT OF
01:53:00:08 EDUCATION CAREER AND TECHNICAL
01:53:01:19 EDUCATION HIGH QUALITY
01:53:02:23 WORK-BASED LEARNING GUIDE.
01:53:04:08 THEY'VE PUT THAT TOGETHER WITH
01:53:06:22 DOCUMENTATION IN THAT AND THAT'S
01:53:08:01 WHAT WE USE AND THAT'S WHAT
01:53:09:24 WE'VE BEEN GOING BY.
01:53:13:29 WHAT MAKES WORK-BASED LEARNING
01:53:15:23 HIGH QUALITY?
01:53:17:24 THERE ARE A COUPLE OF COMPONENTS
01:53:18:26 THAT ARE VERY IMPORTANT WITH
01:53:21:00 THAT.
01:53:21:18 ONE OF IT IS HAVING A WORK PLAN
01:53:23:00 FOR OUR STUDENTS SO THAT THE
01:53:24:08 STUDENTS KNOW WHAT THEY'RE GOING
01:53:25:19 TO BE DOING WHEN THEY GET OUT
01:53:27:07 INTO THE BUSINESS AND THE
01:53:27:29 BUSINESS HAS AN IDEA OF WHAT
01:53:30:00 THEY'RE GOING TO BE DOING AS
01:53:30:21 WELL.
01:53:31:15 WE DON'T WANT A STUDENT TO GET
01:53:34:12 INTO JUST A JOB WHERE THEY'RE
01:53:35:20 DOING ONE THING OVER AND OVER.
01:53:38:06 WE WANT TO SEE THE DIFFERENT
01:53:38:27 CAREER OPPORTUNITIES THAT ARE IN
01:53:39:22 THAT BUSINESS.
01:53:40:13 THAT'S ONE OF THE COMPONENTS
01:53:41:01 THAT MAKES IT HIGH QUALITY.
01:53:42:10 THE OTHER IS TO MAKE SURE THAT
01:53:43:11 WE HAVE THE PARTNERSHIP
01:53:44:22 AGREEMENTS IN PLACE AND THE
01:53:46:10 OTHER AGREEMENTS IN PLACE THAT
01:53:47:12 WE HAVE SO THAT OUR STUDENTS ARE
01:53:48:21 SAFE IN A GOOD WORKING
01:53:52:13 ENVIRONMENT.
01:53:52:16 SO MARTHA ROSS ET AL. DID A
01:54:00:11 STUDY ON WORK-BASED LEARNING AND
01:54:02:16 HOW CAN IT ADVANCE EQUITY AND
01:54:04:14 OPPORTUNITIES FOR AMERICAN YOUNG
01:54:06:06 PEOPLE.
01:54:07:03 AND THESE ARE SOME OF THE
01:54:08:00 EXPERIENCES THAT SHE FELT IN THE
01:54:10:06 STUDY THAT HELPS YOUNG PEOPLE
01:54:13:03 WHEN THEY'RE IN THESE WORK-BASED
01:54:14:22 LEARNING OPPORTUNITIES.

01:54:15:26 THEY ARE WORKING WITH SUPPORTIVE
01:54:17:17 ADULTS, RIGHT?
01:54:19:29 THEY HAVE A MENTOR THAT THEY'RE
01:54:21:01 STARTING TO WORK WITH.
01:54:23:07 THAT MENTOR NOT ONLY HELPS THEM
01:54:25:29 IN THE WORKPLACE ENVIRONMENT BUT
01:54:29:01 ALSO CAN GIVE THEM GUIDANCE.
01:54:32:03 IF THIS IS THE CAREER THEY'RE
01:54:33:08 GOING TO GO INTO, WHAT'S THE
01:54:34:20 EDUCATIONAL NEEDS THEY NEED?
01:54:36:05 WHAT ARE SOME PATHWAYS THEY
01:54:37:03 SHOULD BE TAKING?
01:54:38:11 WHAT WOULD HELP THEM TO ADVANCE
01:54:39:13 THEIR CAREER.
01:54:41:00 THEY ALSO ARE APPLYING WHAT'S IN
01:54:42:25 THE CLASSROOM, WHAT THEY'VE
01:54:44:16 LEARNED IN THE CLASSROOM
01:54:45:20 ACTUALLY IN A WORKING
01:54:46:08 ENVIRONMENT SO THAT THEY CAN SEE
01:54:47:20 THOSE CONNECTIONS.
01:54:49:08 MAKING THE CONNECTIONS WITH
01:54:50:06 WHAT'S HAPPENING IN SCHOOL.
01:54:52:04 THEY'RE ALSO IN A
01:54:52:19 MULTIGENERATIONAL ENVIRONMENT,
01:54:54:03 RIGHT?
01:54:55:04 TYPICALLY IN SCHOOL, THEIR
01:54:56:12 PARTNERS ARE THEIR OWN AGE.
01:54:58:04 THEY'RE LEARNING HOW TO WORK
01:54:59:19 WITH A MULTIGENERATIONAL GROUP.
01:55:02:02 THEY'RE ALSO MAKING A SOCIAL
01:55:04:13 NETWORK AS WELL.
01:55:05:14 AGAIN, IT'S THIS NETWORK THAT'S
01:55:06:26 GOING TO HELP THEM AS THEY MOVE
01:55:08:04 FORWARD, AS THEY GET OUT OF
01:55:09:14 SCHOOL, AS THEY GET INTO COLLEGE
01:55:11:20 AND THEN ON TO A CAREER.
01:55:12:22 THEIR SELF-ESTEEM, THEY ARE
01:55:17:01 BUILDING A RESUMÉ.
01:55:18:16 AND ALSO THEY'RE USING THEIR
01:55:20:24 WORK-BASED LEARNING SKILLS IN A
01:55:22:29 WORKING ENVIRONMENT.
01:55:23:16 SO HIGH-QUALITY WORK-BASED
01:55:28:14 LEARNING, SOME OF THE GOALS THAT
01:55:29:19 WE HAVE IS TO BEGIN THE CAREER
01:55:31:21 AWARENESS AND PLANNING EARLY AND
01:55:33:10 OFTEN.
01:55:34:11 IF WE CAN WORK WITH OUR MIDDLE
01:55:35:16 SCHOOL STUDENTS AND THEY CAN
01:55:36:17 START SEEING DIFFERENT CAREER
01:55:37:24 OPTIONS, THEN THEY CAN START
01:55:40:00 THEIR HIGH SCHOOL PLANNING AND
01:55:41:01 BE ABLE TO GIVE OPPORTUNITIES TO
01:55:42:20 BE ABLE TO CONTINUE TO DO

01:55:43:24 WORK-BASED LEARNING EXPERIENCES
01:55:45:26 ALSO LOOKING AT DIFFERENT
01:55:47:03 ELECTIVES THAT MIGHT HELP THEM
01:55:48:29 AS THEY GO ALONG AS WELL.
01:55:50:24 WE ALSO WANT TO EXPAND OUR
01:55:51:29 PARTNERSHIPS AND MAKE SURE THAT
01:55:53:07 THEY'RE ALIGNING WITH THE
01:55:54:15 BUSINESSES THAT ARE HERE IN
01:55:55:20 ARLINGTON AND THE HIGH WAGE,
01:55:58:09 HIGH-DEMAND JOBS.
01:56:00:14 THAT WE DO WITH WORKING WITH
01:56:02:06 ARLINGTON ECONOMIC DEVELOPMENT.
01:56:04:07 WE ALSO USE THE CHAMBER OF
01:56:05:17 COMMERCE.
01:56:06:28 WE'RE WORKING WITH NORTHERN
01:56:07:22 VIRGINIA COMMUNITY COLLEGE,
01:56:08:20 BECAUSE THEY HAVE A VERY GOOD
01:56:10:19 WEBSITE AND A WORKFORCE
01:56:12:20 DEVELOPMENT OFFICE THAT ALSO
01:56:14:28 HELPS US WITH THAT TO REALLY
01:56:16:22 SHOW THE HIGH DEMAND AND HIGH
01:56:18:01 NEEDS.
01:56:18:18 AND ALSO LOOKING FIVE AND TEN
01:56:20:17 YEARS OUT SO WE CAN SEE WHERE
01:56:22:15 THOSE BUSINESSES WILL BE AND
01:56:26:00 MAKING CONNECTIONS WITH THEM.
01:56:27:26 WE'RE ALSO LOOKING AT DEVELOPING
01:56:29:00 A GROW YOUR OWN PROGRAM.
01:56:32:14 A PIPELINE FOR STUDENTS THAT
01:56:33:29 WOULD BE ABLE TO GO INTO
01:56:36:03 ARLINGTON PUBLIC SCHOOLS, GO
01:56:37:11 INTO THE COUNTY, AND WE HAVE A
01:56:38:20 MODEL WITH THAT.
01:56:40:09 THE MERCEDES-BENZ OF ARLINGTON
01:56:42:27 DEALERSHIP HAS BEEN WORKING WITH
01:56:43:28 US FOR ABOUT 20 YEARS.
01:56:46:13 THEY CAME BECAUSE THEY NEEDED A
01:56:47:19 PIPELINE OF TECHNICIANS.
01:56:50:24 SOME OF OUR TECHNICIANS NOW
01:56:51:26 ACTING AS MENTORS ARE ACTUALLY
01:56:53:21 GRADUATES OF ARLINGTON PUBLIC
01:56:54:20 SCHOOLS AND THEY'VE BEEN DOING
01:56:55:21 THIS FOR ABOUT 20 YEARS.
01:56:56:26 SO HIGH-QUALITY WORK-BASED
01:57:01:05 LEARNING IS AN ESSENTIAL
01:57:02:03 COMPONENT OF THE VIRGINIA
01:57:02:27 PROFILE OF A GRADUATE.
01:57:04:29 WHAT WE'VE DONE ON THE LEFT-HAND
01:57:06:03 SIDE, YOU'LL SEE COLOR CODED THE
01:57:08:03 POINTS OF THE HIGH QUALITY
01:57:09:25 WORK-BASED LEARNING AND THEN HOW
01:57:11:23 IT CONNECTS, IT'S COLOR CODED TO
01:57:14:16 THE PROFILE OF A VIRGINIA

01:57:15:28 GRADUATE.
01:57:17:02 AS YOU CAN SEE, THE CONTENT
01:57:18:16 KNOWLEDGE WHICH WE TALKED A
01:57:19:24 LITTLE BIT ABOUT THERE, WHAT
01:57:20:29 THEY'RE LEARNING IN SCHOOL,
01:57:22:07 THEY'RE ACTUALLY APPLYING IN THE
01:57:23:28 WORKFORCE.
01:57:24:26 THE CAREER PLANNING GIVES THEM
01:57:28:13 OPPORTUNITIES TO LOOK AT
01:57:29:27 OPPORTUNITIES FOR THEM TO
01:57:30:21 CONTINUE ON IN THE WORK-BASED
01:57:32:09 LEARNING OPPORTUNITIES AND ALSO
01:57:33:20 ADDITIONAL CLASSES THAT THEY MAY
01:57:34:28 NEED TO BE SUCCESSFUL.
01:57:36:20 AND THE WORKPLACE SKILLS.
01:57:38:28 THERE ARE 32 WORKPLACE SKILLS
01:57:40:03 THAT WE DO IN ALL OF OUR CAREER
01:57:41:19 AND TECHNICAL EDUCATION CLASSES.
01:57:43:15 THEY'RE LEARNING THOSE IN THE
01:57:44:28 CONTEXT OF A CLASSROOM, BUT HERE
01:57:46:27 THEY'RE ABLE TO LEARN THEM IN
01:57:48:12 THE CONTEXT OF A BUSINESS.
01:57:49:24 THEY'RE ABLE TO APPLY MAKING
01:57:51:06 SURE THAT THEY'RE ON TIME.
01:57:52:28 IF THEY'RE NOT GOING TO BE
01:57:53:19 THERE, THEY HAVE TO CALL IN.
01:57:55:15 HOW DO YOU DO AN E-MAIL, MAKING
01:57:58:03 SURE YOU'RE DOING A PROFESSIONAL
01:58:00:08 E-MAIL, ALL THOSE ESSENTIAL
01:58:05:05 SKILLS, THEY'RE DOING.
01:58:06:07 THEY'RE ALSO OUT IN THE
01:58:07:01 COMMUNITY SO THE BUSINESSES IN
01:58:07:27 THE COMMUNITY ARE STARTING TO
01:58:08:25 SEE OUR STUDENTS AND THE QUALITY
01:58:10:03 THAT WE HAVE FROM OUR STUDENTS.
01:58:13:19 SO HERE WE LOOK AT THE
01:58:15:18 DIFFERENCE, THE GRADUATION
01:58:17:12 REQUIREMENTS ARE ON THE LEFT.
01:58:19:18 AND THE CCC REQUIREMENTS ON THE
01:58:22:13 RIGHT.
01:58:22:28 SO THE LEFT IS FOR THE STUDENTS.
01:58:25:07 THE "C" IS ONE OF THE
01:58:28:24 ACCREDITATION POINTS WE HAVE FOR
01:58:31:03 OUR HIGH SCHOOLS THIS YEAR.
01:58:32:04 IF WE LOOK AT THAT, THEY PRETTY
01:58:34:00 MUCH PARALLEL.
01:58:35:04 WE HAVE AP AND IB AND DUAL
01:58:39:14 ENROLLMENT.
01:58:40:15 35 DUAL ENROLLMENT CLASSES IN
01:58:42:13 CAREER AND TECHNICAL EDUCATION.
01:58:44:02 WE ALSO HAVE THREE ADVANCE
01:58:46:20 PLACEMENTS AND FOUR IB CLASSES.
01:58:49:23 IF WE LOOK AT THE HIGH-QUALITY

01:58:51:21 WORK-BASED LEARNING, THAT'S
01:58:53:03 INCORPORATED IN MANY OF OUR
01:58:54:11 CAREER AND TECHNICAL EDUCATION
01:58:55:19 CLASSES.
01:58:56:24 IF WE LOOK AT EARNING A CAREER
01:58:58:15 IN TECHNICAL EDUCATION
01:59:01:03 CREDENTIAL, THAT'S RIGHT IN OUR
01:59:03:06 WHEELHOUSE, CAREER AND TECHNICAL
01:59:05:11 EDUCATION, AND THEN IF YOU LOOK
01:59:06:17 ON THE BOTTOM ONE OF THE COLLEGE
01:59:08:12 AND CAREER READINESS, THERE'S
01:59:10:17 JROTC.
01:59:12:02 AND THAT IS ALSO IN CAREER AND
01:59:13:21 TECHNICAL EDUCATION.
01:59:14:28 SO WHEN WE START THINKING ABOUT
01:59:16:00 THAT, CAREER AND TECHNICAL
01:59:18:05 EDUCATION IS KIND OF THE
01:59:20:17 FOUNDATION MAYBE OR THE BEDROCK
01:59:23:02 THAT THIS IS ALL KIND OF BUILT
01:59:24:18 OFF OF.
01:59:24:25 NOW LET'S TAKE A LOOK AT THE
01:59:29:04 WORK-BASED LEARNING CONTINUUM.
01:59:31:09 THERE ARE 12 HIGH-QUALITY
01:59:32:27 WORK-BASED LEARNING
01:59:33:28 OPPORTUNITIES FOR STUDENTS.
01:59:36:26 THE ONLY ONE THAT DOES NOT COUNT
01:59:41:12 FOR CCRI'S IS THE JOB SHADOWING.
01:59:44:14 IF YOU TAKE A LOOK AT THAT,
01:59:46:19 THAT'S CAREER AWARENESS, KIND OF
01:59:48:02 THE GOLD DOT THERE.
01:59:50:13 SO THAT'S CAREER AWARENESS.
01:59:53:09 USUALLY WE'RE TRYING TO DO THAT
01:59:54:07 IN MIDDLE SCHOOL AND THEN EARLY
01:59:56:08 HIGH SCHOOL SO IT GETS THE
01:59:57:07 STUDENT OUT SO THEY START SEEING
01:59:59:06 WHAT IT MIGHT BE.
02:00:02:16 IT'S USUALLY A ONE-DAY
02:00:03:11 EXPERIENCE, SO IT'S NOT A LOT OF
02:00:04:26 TIME, BUT IT GIVES THEM AN IDEA
02:00:06:12 WHAT IT LOOKS LIKE IN THE
02:00:07:10 WORKPLACE.
02:00:08:17 THE NEXT ONES ARE CAREER
02:00:09:29 EXPLORATION.
02:00:10:20 THOSE ARE THE BLUE DOTS.
02:00:12:25 THEY ARE A LITTLE BIT MORE TIME.
02:00:14:11 THEY'RE FROM 40 HOURS TO 140
02:00:16:12 HOURS.
02:00:17:00 SO IT GIVES A STUDENT A LITTLE
02:00:18:05 BIT MORE OPPORTUNITY TO SEE WHAT
02:00:20:03 A CAREER PATH AND WHAT IT MIGHT
02:00:22:14 LOOK LIKE.
02:00:23:12 AND THEN IF THEY DECIDE THAT IS
02:00:25:14 THE CAREER THEY WANT TO GO INTO,

02:00:27:03 IF YOU TAKE A LOOK AT THE GREEN,
02:00:29:12 THOSE ARE CAREER PREPARATION.
02:00:32:07 AND SO THOSE ARE REALLY
02:00:34:28 OPPORTUNITIES WHERE THEY'RE
02:00:36:12 LEARNING IN SCHOOL, THEY'RE
02:00:38:27 APPLYING SOME IN SCHOOL, BUT
02:00:40:22 THEY'RE APPLYING A LOT IN THE
02:00:42:13 WORKFORCE.
02:00:43:19 THERE ARE ABOUT 280 HOURS OR
02:00:45:17 MORE.
02:00:46:08 SO THAT GIVES THEM A LOT MORE
02:00:47:20 EXPERIENCE NOT ONLY IN THE
02:00:49:14 CLASSROOM BUT ALSO IN THE
02:00:52:05 BUSINESS.
02:00:53:13 NOW, WHAT MIGHT THAT LOOK LIKE
02:00:55:01 IN A CONTINUUM FOR A STUDENT?
02:00:58:03 WE'RE USING THIS AS AN EXAMPLE.
02:01:01:19 THE EARLY CHILDHOOD AND THE
02:01:03:00 TEACHERS FOR TOMORROW, WE OFFER
02:01:04:15 BOTH OF THOSE CLASSES AT THE
02:01:05:21 SCHOOLS.
02:01:06:28 IF A STUDENT WAS INTERESTED IN
02:01:08:06 THAT, MAYBE DOING A JOB SHADOW.
02:01:11:15 THEY'RE USUALLY IN THE
02:01:12:03 CLASSROOM, SO THEY'RE SEEING IT
02:01:15:16 FROM THE STUDENT PERSPECTIVE,
02:01:16:27 BUT SHADOWING A TEACHER FOR A
02:01:19:09 DAY, THE PLANNING, THE GRADING,
02:01:22:09 MEETINGS THEY'LL HAVE TO DO.
02:01:24:10 SO GETTING A LITTLE BIT OF A
02:01:25:06 FLAVOR OF THAT.
02:01:26:14 IF THEY THINK THAT THAT'S WHERE
02:01:27:12 THEY WOULD LIKE TO CONTINUE ON,
02:01:31:05 IN THE CLASS, WE OFFER AN
02:01:33:00 EXTERNSHIP.
02:01:34:12 THAT IS ABOUT 40 HOURS.
02:01:36:06 STUDENTS HAVE AN OPPORTUNITY TO
02:01:37:14 WORK WITH USUALLY AN ELEMENTARY
02:01:39:19 SCHOOL TEACHER WHERE THEY'RE
02:01:41:24 ACTUALLY WORKING SIDE BY SIDE
02:01:43:09 WITH THEM EITHER WORKING IN
02:01:44:27 SMALL GROUPS FOR THEM, DOING
02:01:46:28 LESSON PLANNING, AND MAYBE DOING
02:01:48:20 A SMALL LESSON WITH THEM, BUT IT
02:01:50:15 GIVES THEM MORE OF AN
02:01:51:11 OPPORTUNITY TO SEE WHAT TEACHING
02:01:52:12 IS ALL ABOUT.
02:01:54:01 THE OTHER PART THAT WE HAVE IN
02:01:55:09 OUR CLASSES IS WE HAVE THE
02:01:56:24 CREDENTIAL.
02:01:57:09 THE CREDENTIAL THAT THEY CAN
02:01:58:13 EARN IS A PARA-PRO.
02:02:00:22 IF A STUDENT EARNED A PARA-PRO,

02:02:03:07 THEY'D BE ABLE TO BE A TEACHING
02:02:05:09 ASSISTANT.
02:02:05:24 THAT'S THE REQUIREMENTS FOR A
02:02:06:18 TEACHING ASSISTANT.
02:02:07:17 IF THEY WENT THROUGH THIS AS A
02:02:09:21 JUNIOR, GOT THAT AS A JUNIOR,
02:02:12:00 THEIR SENIOR YEAR, IF THEY
02:02:13:12 WORKED IT RIGHT, THEY COULD DO
02:02:14:28 THEIR CORE CLASSES IN THE
02:02:15:26 MORNING AND IN THE AFTERNOON
02:02:17:24 THEY COULD BE A TEACHING
02:02:18:29 ASSISTANT FOR A HALF DAY, RIGHT?
02:02:22:21 GIVING THEM MORE EXPERIENCE,
02:02:24:06 GETTING IN THE CLASSROOM MORE,
02:02:26:08 WORKING AND INTERACTING WITH
02:02:27:27 STUDENTS AND TEACHERS MORE,
02:02:29:15 REALLY BUILDING UP THEIR RAPPORT
02:02:31:27 WITH STUDENTS AND SEEING IF THEY
02:02:34:02 REALLY LIKE THAT AS A CAREER.
02:02:37:24 WHAT IF THEY WOULD THEN GO ON TO
02:02:39:26 COLLEGE?
02:02:40:14 WE WOULD BRING THEM BACK FOR
02:02:42:13 SUMMER SCHOOL, HELPING OUT IN
02:02:43:22 THE SUMMER SCHOOL ONCE THEY GOT
02:02:46:17 SO MANY EXTRA CREDITS.
02:02:48:02 THEY COULD THEN COME BACK DURING
02:02:50:07 BREAKS IN COLLEGE AND SUBSTITUTE
02:02:52:11 FOR US.
02:02:53:12 AND THEN HOPEFULLY EVENTUALLY
02:02:55:03 STUDENT TEACH AND MAYBE BRING
02:02:58:10 THEM BACK AS A WHOLE PIPELINE.
02:03:00:12 AND THAT'S KIND OF WHAT WE SEE
02:03:02:17 WITH SOME OF THESE
02:03:03:24 OPPORTUNITIES, RIGHT?
02:03:04:23 BUILDING THOSE PIPELINES.
02:03:05:10 SO WHERE ARE SOME OF THE
02:03:08:28 BUSINESSES THAT OUR STUDENTS ARE
02:03:10:03 WORKING IN?
02:03:11:15 THESE ARE BUSINESSES, WE HAVE 47
02:03:13:07 DIFFERENT BUSINESS PARTNERS, AND
02:03:14:27 THERE'S ABOUT 175 STUDENTS THAT
02:03:16:18 ARE OUT RIGHT NOW.
02:03:18:10 AND THERE'S MORE THAT WILL BE
02:03:19:24 GOING OUT THIS SCHOOL YEAR.
02:03:21:26 I'LL GIVE YOU A FEW EXAMPLES.
02:03:24:02 WHITING TURNING IN THE MIDDLE IS
02:03:25:17 A CONTRACTOR.
02:03:26:11 THEY'RE DOING THE VIRGINIA TECH
02:03:27:15 BUILDING.
02:03:28:13 THEY'VE BEEN WORKING WITH US FOR
02:03:29:21 ABOUT THREE YEARS.
02:03:31:06 THEY COME IN AND THEY DO
02:03:32:27 PRESENTATIONS TO OUR CARPENTRY

02:03:35:06 CLASSES, ELECTRICITY CLASSES,
02:03:38:25 DRAWING CLASSES, AND THEN
02:03:41:08 THEY'VE ALSO DONE SOME AT THE
02:03:42:20 MIDDLE SCHOOL TO PRIME THE PUMP
02:03:44:18 WITH THE MIDDLE SCHOOL STUDENTS.
02:03:46:27 THE OTHER THING THEY'VE DONE IS
02:03:47:29 THEY'VE CONNECTED US WITH THEIR
02:03:50:00 SUBCONTRACTORS.
02:03:51:19 WE HAVE TWO STUDENTS THAT HAVE
02:03:53:28 GRADUATED FROM OUR ELECTRICITY
02:03:54:23 PROGRAM THAT ARE ACTUALLY
02:03:56:01 WORKING ON THE VIRGINIA TECH
02:03:56:29 SITE IN APPRENTICESHIP PROGRAMS.
02:04:00:00 AND FINALLY, WE WERE ON A
02:04:02:01 CONVERSATION WITH THEM THE OTHER
02:04:03:12 DAY, AND WE WERE LOOKING AT
02:04:05:01 DOING AN EXTERNSHIP, A 40-HOUR
02:04:07:04 OPPORTUNITY WHERE STUDENTS WILL
02:04:07:28 BE ABLE TO SEE AND ACTUALLY
02:04:09:29 TACKLE A REAL-WORLD PROBLEM THAT
02:04:11:15 THEY'RE TRYING TO SOLVE AND THEN
02:04:13:17 WE'RE GOING TO SEE HOW THE
02:04:14:15 STUDENTS ARE DOING WITH THAT.
02:04:16:01 SO THAT'S ONE EXAMPLE.
02:04:17:25 STANTEC IS AN ARCHITECTURAL FIRM
02:04:19:07 IN ARLINGTON.
02:04:20:18 THEY'VE BEEN TAKING TWO TO FOUR
02:04:21:26 STUDENTS FOR THE PAST THREE OR
02:04:23:11 FOUR YEARS.
02:04:24:21 AND THEY'RE ACTUALLY WORKING IN
02:04:27:03 THEIR ARCHITECTURAL FIRM WITH
02:04:28:23 USING THE SOFTWARE THAT WE'VE
02:04:30:21 TAUGHT THEM AT THE SCHOOLS AND
02:04:32:12 THEY'RE ACTUALLY PUTTING IT IN
02:04:33:21 PLACE.
02:04:34:02 AND THEN WE LOOK AT AMAZON.
02:04:35:28 AMAZON TOOK 20 OF OUR STUDENTS
02:04:36:26 LAST YEAR IN A FINANCIAL
02:04:38:21 EXTERNSHIP.
02:04:40:19 AND WE'RE WORKING ON DOING THAT
02:04:42:18 AGAIN THIS YEAR.
02:04:43:29 WHAT THEY DID WITH THOSE
02:04:44:27 STUDENTS IS AGAIN THEY HAD THEM
02:04:46:15 IN FOR 40 HOURS FOR A FULL WEEK.
02:04:50:01 THEY GAVE THEM A CHALLENGE.
02:04:52:22 THEY WERE LOOKING AT
02:04:54:10 CRYPTOCURRENCY.
02:04:56:02 AND HOW THAT MIGHT WORK WITH
02:04:57:24 AMAZON.
02:04:58:18 THEY STARTED -- THEY WOULD HAVE
02:05:01:09 EXPERTS COME IN AND TALK TO THEM
02:05:03:22 EVERY OTHER DAY IN THE WEEK SO
02:05:05:10 THEY'D START KIND OF

02:05:06:22 UNDERSTANDING CRYPTOCURRENCY AND
02:05:08:13 FINANCE.
02:05:09:07 AND THEN AT THE END, THE
02:05:11:08 STUDENTS REPORTED OUT TO A GROUP
02:05:13:00 OF AMAZON EMPLOYEES ABOUT HOW
02:05:16:28 THEY COULD GO AND IMPLEMENT
02:05:18:16 THIS.
02:05:19:01 SO IT REALLY GAVE THEM AN IDEA
02:05:20:12 OF WHAT IT WOULD BE LIKE TO WORK
02:05:22:12 IN A BUSINESS.
02:05:23:12 SO HOW CAN A BUSINESS SUPPORT
02:05:29:00 HIGH QUALITY WORK-BASED
02:05:30:05 LEARNING?
02:05:30:22 YOU CAN SEE UP HERE, THIS IS
02:05:31:24 USUALLY WHAT WE TAKE OUT TO
02:05:32:26 BUSINESSES.
02:05:33:21 IF THEY HAVE AN HOUR, THERE'S
02:05:35:03 OPPORTUNITIES FOR THEM.
02:05:37:02 IF THEY HAVE TWO TO FOUR HOURS,
02:05:38:27 THERE'S ADDITIONAL
02:05:39:24 OPPORTUNITIES.
02:05:40:25 IF THEY HAVE FIVE PLUS HOURS,
02:05:42:27 THERE ARE OTHER OPPORTUNITIES.
02:05:44:15 WHAT WE TRY TO DO IS GET THEM IN
02:05:45:28 AND START WITH THAT ONE HOUR,
02:05:48:23 THAT JOB SHADOW.
02:05:50:08 THAT STARTS TO GET A PARTNERSHIP
02:05:52:09 GOING, RIGHT?
02:05:53:24 AND ONCE THEY FEEL COMFORTABLE
02:06:00:03 HAVING STUDENTS IN, WE THEN WORK
02:06:02:27 FOR EXTERNSHIPS AND THEN ON AND
02:06:04:24 ON, RIGHT?
02:06:05:24 BUT IT'S KIND OF A BUILDING
02:06:06:26 PROCESS.
02:06:08:04 AS WE START WORKING AND BUILDING
02:06:09:15 THESE HIGH QUALITY WORK-BASED
02:06:11:09 LEARNING OPPORTUNITIES.
02:06:14:04 SO LET'S TAKE A LOOK AT SOME OF
02:06:15:06 OUR DATA.
02:06:15:27 LAST YEAR WAS THE FIRST THAT WE
02:06:17:19 PULLED DATA THAT WE STARTED TO
02:06:19:18 PULL DATA FOR THIS, BASELINE
02:06:21:23 DATA.
02:06:23:08 FOR NINTH THROUGH 12TH GRADERS,
02:06:25:03 WE HAD 8,367 STUDENTS THAT COULD
02:06:29:15 DO WORK-BASED LEARNING, 285 THAT
02:06:31:21 TOOK ADVANTAGE OF IT.
02:06:33:09 THAT'S ONLY 3%.
02:06:35:00 OF THAT 285, 175 OF THEM
02:06:38:25 ACTUALLY ACCOUNTED FOR CCCRI,
02:06:41:05 AND THAT'S ABOUT 61%, SO WE'RE
02:06:44:21 USING THIS DATA AS BASELINE DATA
02:06:47:10 AND THEN WE ARE LOOKING AT HOW

02:06:48:19 WE'RE GROWING AND HOW WE'RE
02:06:49:20 DOING SO THAT WE CAN SEE HOW OUR
02:06:52:02 EFFORTS ARE PROGRESSING.
02:06:56:17 SO IF WE LOOK LONG TERM, WE'D
02:06:59:22 LIKE TO GO AHEAD AND BUILD
02:07:01:08 CAPACITY.
02:07:02:19 ONE OF THE THINGS WE'VE BEEN
02:07:04:01 DOING IS STAFF EDUCATION.
02:07:05:26 WE TOOK TEN COUNSELORS TO THE
02:07:10:21 NATIONAL CONFERENCE DOWN IN
02:07:12:02 ATLANTA LAST YEAR AND THIS YEAR
02:07:13:10 WE'RE GOING TO TAKE ANOTHER
02:07:14:15 GROUP SO THEY CAN START SEEING
02:07:17:05 WHAT'S HAPPENING AROUND THE
02:07:17:26 COUNTRY, WHAT OTHER SCHOOL
02:07:20:24 SYSTEMS ARE DOING, AND HOW WE
02:07:22:09 THEN MIGHT BE ABLE TO APPLY IT
02:07:23:25 HERE.
02:07:24:29 WE WANT TO CONTINUE TO GET THAT
02:07:26:10 SO THAT WE'RE HAVING A LARGER
02:07:28:06 GROUP OF PEOPLE REALLY
02:07:29:17 UNDERSTAND WHAT WORK-BASED
02:07:30:21 LEARNING IS AND HAVING IDEAS
02:07:31:26 ABOUT WORK-BASED LEARNING.
02:07:33:21 WE'RE ALSO LOOKING AT
02:07:34:15 INTEGRATING FOUNDATIONAL
02:07:36:18 WORK-BASED LEARNING SKILLS
02:07:38:18 ACROSS ALL CONTENT AREA.
02:07:40:17 THOSE WORKPLACE READINESS
02:07:41:28 SKILLS.
02:07:42:19 ALSO LOOKING AT CAREER
02:07:43:23 INTERESTS, WHAT ARE THE CAREER
02:07:45:02 CONNECTIONS TO SOME OF THE CORE
02:07:46:13 CLASSES SO THAT STUDENTS CAN
02:07:47:18 START SEEING IF I REALLY LIKE
02:07:49:13 MATH, WHAT ARE MY OPTIONS?
02:07:51:00 WHERE CAN I GO?
02:07:51:11 THE NEXT THING WE'RE LOOKING AT
02:07:55:06 IS ELEVATING EXISTING PROGRAMS.
02:07:56:20 WE KNOW THAT THERE'S SOME
02:07:57:21 PROGRAMS OUT THERE THAT ARE
02:07:58:19 PUTTING STUDENTS OUT INTO
02:08:00:27 WORK-BASED EXPERIENCES, BUT
02:08:02:09 THEY'RE NOT HIGH QUALITY YET.
02:08:04:11 SO WHAT CAN WE DO TO BUILD THEM
02:08:06:00 UP SO THAT THEY WILL BE HIGH
02:08:07:18 QUALITY?
02:08:08:06 WHAT ARE THOSE THINGS THAT WE
02:08:09:04 CAN ADD TO IT AND THEN MAKE THEM
02:08:10:29 HIGH QUALITY.
02:08:12:07 AND THEN WE ARE LOOKING AT
02:08:14:25 EMBEDDING WORK-BASED LEARNING
02:08:16:16 SUPPORT CLASSES IN CLASSES SUCH

02:08:17:25 AS STRUCTURED LITERACY.
02:08:20:03 WE'VE BEEN WORKING WITH THEM AS
02:08:21:04 WELL LOOKING AT CAREER
02:08:22:28 EXPLORATION AND ALSO WORK-BASED
02:08:24:27 LEARNING SKILLS WITHIN THE
02:08:26:15 CLASSES TO MAKE THAT CONNECTION
02:08:28:03 SO THEY CAN SEE LITERACY IS
02:08:30:00 IMPORTANT WHEN THEY'RE OUT IN
02:08:30:28 THE BUSINESS WORLD.
02:08:35:28 WE ALSO WOULD LIKE TO USE OUR
02:08:38:03 GRANT FUNDS TO HIRE TWO
02:08:39:05 WORK-BASED LEARNING SPECIALISTS.
02:08:42:00 SO IF THERE IS A--OH, ONE OF THE
02:08:44:13 OTHER THINGS THAT I HAD AN
02:08:46:02 OPPORTUNITY TO DO WHICH IS
02:08:47:00 REALLY INTERESTING AS WELL, I
02:08:48:04 WAS ABLE TO GO TO GERMANY TO SEE
02:08:49:23 THEIR SYSTEM, THEIR
02:08:51:07 APPRENTICESHIP SYSTEM WITH THE
02:08:52:25 AUTOMOTIVE AND ALSO WITH
02:08:54:16 ELECTRICITY.
02:08:55:07 ONE OF THE THINGS THAT THEY DO
02:08:57:13 THERE, IT WOULD BE OUR
02:08:58:18 EQUIVALENT, THE EIGHTH AND NINTH
02:09:00:06 GRADERS, THEY GIVE THEM A WEEK
02:09:01:25 OFF TO GO AND TO DO AN
02:09:04:00 EXTERNSHIP IN AN AREA THAT THEY
02:09:05:19 LIKE.
02:09:06:00 AND THEY DO THAT TWICE A YEAR TO
02:09:08:00 GIVE THEM AN EXPERIENCE, TO SEE
02:09:09:21 IF THIS IS WHERE THEY'D LIKE TO
02:09:11:00 GO.
02:09:12:01 THEIR SYSTEM IS A LITTLE BIT
02:09:13:05 DIFFERENT, BUT IT DOES GIVE
02:09:14:17 THEM, THE STUDENTS, AN IDEA AND
02:09:16:19 A LONGER BIT OF AN IDEA OF WHAT
02:09:18:09 THAT CAREER PATH MAY BE.
02:09:21:14 IF WE HAD FUNDING, IF FUNDING
02:09:23:17 PERMITTED, WE WOULD LOVE TO HAVE
02:09:26:09 EIGHT EXTRA WORK-BASED LEARNING
02:09:28:13 SPECIALISTS.
02:09:29:15 THEY WOULD BE IN THE
02:09:30:15 COMPREHENSIVE HIGH SCHOOLS.
02:09:32:21 ALSO THEY WOULD BE IN ALL THE
02:09:33:22 HIGH SCHOOL PROGRAMS AND WE'D
02:09:34:17 LOOK AT HAVING THREE OF THEM
02:09:37:02 SPLIT BETWEEN THE MIDDLE SCHOOLS
02:09:38:03 SO WE COULD CONTINUE THAT
02:09:39:21 CONTINUUM FROM MIDDLE SCHOOL TO
02:09:41:20 HIGH SCHOOL.
02:09:42:24 SO WHAT ARE OUR NEXT STEPS?
02:09:44:16 WE'D LIKE TO INCREASE THE
02:09:45:21 PARTICIPATION IN WORK-BASED HIGH

02:09:47:25 QUALITY LEARNING OPPORTUNITIES
02:09:49:09 FOR ALL SECONDARY STUDENTS.
02:09:52:01 WE KNOW THAT ALL OF OUR STUDENTS
02:09:54:23 CAN BE SUCCESSFUL IN THAT.
02:09:56:21 WE WANT TO ENSURE THOUGH THAT WE
02:09:58:03 HAVE OUR SPECIAL ED STUDENTS,
02:10:00:24 OUR EL STUDENTS, AND OUR
02:10:03:02 ECONOMICALLY DISADVANTAGED
02:10:04:10 STUDENTS KNOWING ABOUT THESE
02:10:05:19 OPPORTUNITIES AND PARTICIPATING
02:10:07:00 IN THESE OPPORTUNITIES.
02:10:09:01 WE WANT TO HIRE THE TWO
02:10:10:12 ADDITIONAL GRANT FUNDED
02:10:11:17 POSITIONS THAT WE HAVE SO WE CAN
02:10:12:25 GET THE BOOTS ON THE GROUND TO
02:10:14:08 CONTINUE TO SPREAD AND PROVIDE
02:10:16:29 ADDITIONAL OPPORTUNITIES FOR OUR
02:10:18:03 STUDENTS AND THOSE CONNECTIONS.
02:10:20:26 AND THEN WE'D ALSO LIKE TO
02:10:22:04 INCREASE OUR BUSINESS
02:10:22:25 PARTNERSHIP FOR HIGH-EQUALITY
02:10:24:00 WORK-BASED LEARNING WITH
02:10:24:28 PLACEMENTS IN ARLINGTON AND
02:10:26:16 WE'RE CONTINUING TO DO THAT AS
02:10:27:11 WELL.
02:10:29:15 AND I'D LIKE TO THANK YOU FOR
02:10:31:20 THE PRESENTATION THIS EVENING.
02:10:33:12 I'D BE HAPPY TO ANSWER
02:10:34:13 QUESTIONS.
02:10:34:24 I DO WANT TO JUST SHOW YOU IN
02:10:38:11 OUR APPENDIX, THERE'S PICTURES
02:10:40:03 OF OUR STUDENTS THAT WERE OUT
02:10:41:25 ACTUALLY LAST SUMMER AND THIS
02:10:42:23 YEAR IN WORK-BASED LEARNING
02:10:45:07 OPPORTUNITIES.
02:10:46:11 ALSO IN THE APPENDIX, YOU'LL SEE
02:10:48:04 THERE IS THE WORK PLANS THAT WE
02:10:49:19 DO FOR OUR STUDENTS.
02:10:51:05 YOU'LL ALSO SEE A LIST OF ALL OF
02:10:52:20 OUR PARTNERS THAT WE HAVE THAT
02:10:53:29 WE'VE BEEN WORKING ON.
02:10:55:24 I THINK THERE'S 78 RIGHT NOW.
02:10:59:03 SO IT'S AN ONGOING LIST.
02:11:02:01 BUT I'D BE HAPPY TO ANSWER
02:11:02:29 QUESTIONS NOW.
02:11:04:14 >> THANK YOU SO MUCH, AND I DO
02:11:05:26 WANT TO MENTION A SHOUTOUT TO
02:11:08:02 HAYLEY WHO WAS THE VERY FIRST --
02:11:10:17 I WAS OFFENDED THAT YOU DIDN'T
02:11:11:29 HAVE OUR LOGO ON THERE!
02:11:13:15 [LAUGHTER]
02:11:13:18 HAYLEY WAS -- IF YOU WERE
02:11:18:00 WATCHING BOARD MEETINGS IN THE

02:11:19:09 FALL, YOU MAY RECALL THAT HAYLEY
02:11:21:15 WAS OUR INTERN.
02:11:23:20 SHE STARTED OFF IN THE SCHOOL
02:11:24:15 BOARD OFFICE AND IS NOW DOING A
02:11:26:04 ROTATION AMONG ALL OF THE
02:11:27:12 CENTRAL OFFICES BECAUSE SHE
02:11:29:20 WOULD LIKE TO BE AN
02:11:30:21 ADMINISTRATOR IN THE FUTURE.
02:11:32:13 WE WERE VERY PLEASED TO HAVE HER
02:11:33:15 FOR ABOUT FOUR-ISH WEEKS.
02:11:36:10 SHE GOT TO COME TO A SCHOOL
02:11:37:16 BOARD MEETING.
02:11:38:17 SHE GOT TO WORK IN THE BACK AND
02:11:39:26 HELP SUPPORT OUR CLERK AND OUR
02:11:41:14 DEPUTY CLERK AND A BUNCH OF
02:11:42:23 DIFFERENT THINGS AND LEARNED A
02:11:43:25 WHOLE BUNCH ABOUT HOW THE SCHOOL
02:11:45:00 BOARD OFFICE WORKS WHICH IS
02:11:46:08 REALLY, REALLY FUN.
02:11:48:03 AND WITH THAT, WE'LL GO TO
02:11:50:02 QUESTIONS.
02:11:50:26 I'LL GO TO Ms. ZECHER SUTTON
02:11:53:01 FIRST BECAUSE YOU WERE THE
02:11:54:09 LIAISON TO THIS PARTICULAR
02:11:55:10 MONITORING ITEM.
02:11:56:29 >> THANK YOU.
02:11:57:26 YOU KNOW, I'VE BEEN FOLLOWING
02:11:58:18 THE CTE WORK FOR QUITE SOME TIME
02:12:01:14 NOW AS AN ACTL LEADER.
02:12:04:20 I WAS ATTENDING THE ADVISORY
02:12:06:21 COMMITTEE MEETINGS.
02:12:09:16 AND I WANT TO START WITH JUST A
02:12:11:08 COMPLIMENT, BECAUSE I KNOW FROM
02:12:12:23 THOSE CONVERSATIONS AND PEOPLE
02:12:14:18 WHO'VE BEEN INVOLVED IN HELPING
02:12:16:26 GUIDE THE WORK YOU DO THAT
02:12:19:08 ARLINGTON HAS A TERRIFIC
02:12:21:15 REPUTATION FOR HAVING CTE
02:12:25:24 PROGRAMS THAT ARE IN FACT
02:12:27:19 CLOSELY ALIGNED WITH THE
02:12:29:14 WORKFORCE NEEDS OF OUR REGION.
02:12:32:06 SO I JUST WANT TO CALL THAT OUT
02:12:34:22 AND COMPLIMENT YOU AND YOUR
02:12:36:07 STAFF FOR THE WORK THAT YOU'RE
02:12:37:12 DOING.
02:12:37:19 AND I'M PERSONALLY GRATEFUL
02:12:42:29 BECAUSE I HAVE A CHILD WHO WENT
02:12:44:20 THROUGH SMALL ANIMAL CARE AND
02:12:48:08 DID AN INTERNSHIP AND IS NOW IN
02:12:51:01 ANIMAL SCIENCE, SO THUMBS-UP ON
02:12:53:10 THAT AS WELL.
02:12:54:21 LOOKING AT SLIDE 12, IF WE
02:12:57:29 CAN -- I THINK IT'S 12?

02:13:00:11 YES.
02:13:00:11 WHAT I'M CURIOUS ABOUT IS WHAT
02:13:06:12 IS OUR CAPACITY FOR ENROLLING
02:13:11:01 STUDENTS IN CTE COURSES?
02:13:14:20 AND IF WE ARE LOOKING FORWARD,
02:13:16:29 WHAT DO WE ANTICIPATE OUR
02:13:19:03 CAPACITY WILL BE ONCE THE NEW
02:13:23:01 ACC BUILDING OPENS IN FALL 2026?
02:13:28:27 >> WHEN WE LOOK AT THE NUMBERS,
02:13:31:16 WE LOOK AT ENROLLMENTS, AND
02:13:33:21 THERE WAS 8,000 AND THREE
02:13:36:29 HUNDRED AND SOME STUDENTS IN 9
02:13:38:27 THROUGH 12.
02:13:41:21 WE HAVE APPROXIMATELY 4,000+
02:13:45:29 STUDENTS RIGHT NOW THAT ARE
02:13:46:23 TAKING CAREER AND TECHNICAL
02:13:47:24 EDUCATION COURSES.
02:13:49:26 FROM THAT 4,000, SO THAT'S ABOUT
02:13:51:24 HALF, ABOUT HALF OF THE ONES
02:13:53:09 THAT ARE IN HIGH SCHOOL ARE
02:13:54:07 PARTICIPATING IN CAREER AND
02:13:57:06 TECHNICAL EDUCATION.
02:13:58:01 FROM THAT AMOUNT, WE HAVE ABOUT
02:13:59:14 A QUARTER OF THE STUDENTS THAT
02:14:01:12 ARE GOING IN THROUGH CAREER
02:14:03:03 CENTER.
02:14:04:17 SO ABOUT A QUARTER OF THOSE.
02:14:06:13 SO ABOUT A THOUSAND ARE EITHER
02:14:09:14 THERE FULL TIME TAKING ADVANTAGE
02:14:11:18 OR COMING IN AND OUT, OKAY?
02:14:13:18 AND THEN THE REST OF THE OTHER
02:14:16:13 THREE QUARTERS ARE AT THE
02:14:18:18 COMPREHENSIVE HIGH SCHOOLS.
02:14:21:22 SO THAT HOPEFULLY GIVES YOU A
02:14:22:27 LITTLE BIT OF A CONTEXT.
02:14:24:03 WHEN WE HAVE THE CAREER CENTER
02:14:25:27 OPENED UP, THE CAPACITY FOR THE
02:14:30:19 ARLINGTON TECH WILL BE 1050, ALL
02:14:34:28 RIGHT?
02:14:35:29 THEN THE CAPACITY WILL BE ABOUT
02:14:37:17 900 FOR THE STUDENTS COMING IN
02:14:38:26 AND OUT, AND THEN I BELIEVE
02:14:41:11 THERE'S ANOTHER COUPLE HUNDRED
02:14:45:02 FOR THE FULL-TIME PROGRAMS THAT
02:14:47:00 ARE OVER THERE.
02:14:49:09 SO IT LOOKS LIKE -- I MEAN, FROM
02:14:50:17 THE SIZE, WE ARE GOING TO BE
02:14:54:02 EXPANDING, BECAUSE ARLINGTON
02:14:55:10 TECH RIGHT NOW IS AROUND FIVE,
02:15:01:02 450, SOMETHING LIKE THAT, RIGHT?
02:15:03:01 SO THERE'S A CAPACITY THERE TO
02:15:05:19 BE ABLE TO INCREASE.
02:15:08:18 IN OUR HOME SCHOOLS, IT REALLY

02:15:10:09 DEPENDS ON SPACE AND TEACHERS
02:15:13:00 THAT WE HAVE.
02:15:14:15 WE HAVE RIGHT NOW A LOT OF OUR
02:15:15:16 TEACHERS ARE TEACHING SIX
02:15:18:00 PERIODS INSTEAD OF THE TYPICAL
02:15:20:02 FIVE.
02:15:20:29 AND ALSO LOOKING AT SPACE AS
02:15:27:12 WELL FOR ADDITIONAL CLASSES.
02:15:29:27 BUT I'D ALSO LIKE TO SAY WITH
02:15:31:24 WHAT WE HAD PUT FORWARD, WE'RE
02:15:34:17 LOOKING AT INTEGRATING THESE
02:15:35:22 WITH OTHER CLASSES AS WELL.
02:15:38:01 AND WE'VE BEEN WORKING WITH OUR
02:15:38:29 CORE SUPERVISORS AS WELL AT
02:15:41:14 LOOKING AT, LIKE WITH THE
02:15:44:01 LITERACY PROGRAM THAT WE'RE
02:15:45:03 DOING, YOU KNOW, THE STRUCTURED
02:15:46:23 LITERACY, WE'RE LOOKING AT HOW
02:15:48:15 CAN WE THEN INCREASE SOME OF
02:15:50:20 THESE OPPORTUNITIES IN THE
02:15:52:24 REGULAR CORE CLASSES OR
02:15:55:05 CONNECTED TO A CORE CLASS.
02:15:58:10 >> THANK YOU.
02:16:01:08 >> OKAY, Ms. KADERA?
02:16:03:14 >> YEAH, I JUST WANT TO
02:16:05:03 LEVEL-SET AND MAKE SURE I'M
02:16:06:18 UNDERSTANDING ALL OF OUR
02:16:07:15 TERMINOLOGY!
02:16:10:07 HIGH-QUALITY WORK-BASED LEARNING
02:16:12:05 AND CTE CLASSES ARE NOT THE
02:16:15:14 SAME, BUT THEY OVERLAP?
02:16:18:26 IS THAT RIGHT?
02:16:19:07 >> CORRECT.
02:16:20:11 >> I, AS A STUDENT, COULD ACCESS
02:16:21:27 OR TAKE ADVANTAGE OF A
02:16:23:06 HIGH-QUALITY WORK-BASED LEARNING
02:16:25:08 EXPERIENCE EVEN IF I'M NOT
02:16:26:16 ENROLLED IN A CTE CLASS?
02:16:28:15 >> CORRECT.
02:16:29:13 >> THAT'S WHAT I THOUGHT.
02:16:30:12 I JUST WANTED TO MAKE SURE.
02:16:32:07 AND THEN YOUR SLIDE 7, I WANT TO
02:16:34:05 MAKE SURE THAT I UNDERSTAND
02:16:39:24 CCCRI WHICH I INTERPRET TO BE
02:16:41:19 SOME KIND OF ACCREDITATION OR
02:16:43:01 SEAL OF APPROVAL FOR A SCHOOL?
02:16:44:27 OR ... ?
02:16:45:14 >> IT'S FOR OUR SECONDARY -- OUR
02:16:49:06 HIGH SCHOOLS, OUR COMPREHENSIVE
02:16:50:11 HIGH SCHOOLS.
02:16:51:12 >> OKAY.
02:16:51:16 >> AND, YES, THAT'S A NEW ONE.
02:16:54:12 LAST YEAR, IT WAS THE FIRST

02:16:55:10 YEAR, THIS IS THE SECOND YEAR IN
02:16:57:12 THAT.
02:16:58:20 IT IS COLLEGE CAREER AND CIVIC
02:17:00:04 READINESS INDEX.
02:17:01:13 SO IT LOOKS AT THE SENIOR CLASS
02:17:03:25 AND IT LOOKS TO SEE IF THEY'VE
02:17:05:06 HIT AT LEAST ONE OF THOSE
02:17:07:08 COMPONENTS.
02:17:08:02 >> OKAY.
02:17:08:19 >> AND IF THEY'VE HIT ONE OF
02:17:09:21 THOSE COMPONENTS, THEN THERE'S A
02:17:12:26 CHECK FOR THAT STUDENT, SO THEY
02:17:14:02 LOOK FOR THE TOTAL NUMBER OF
02:17:16:14 STUDENTS THAT ARE THERE AND HOW
02:17:17:19 MANY HAVE HIT THAT.
02:17:19:04 AND THEN THERE'S A CERTAIN
02:17:20:08 PERCENTAGE THAT THEY HAVE TO
02:17:22:16 MEET.
02:17:23:01 >> THANK YOU.
02:17:24:12 THAT'S HELPFUL.
02:17:25:23 OKAY, GOOD.
02:17:26:13 AND THEN JUST ONE MORE FOLLOW ON
02:17:29:11 QUESTION AND THEN I WILL YIELD
02:17:31:00 TO OTHERS.
02:17:33:15 I'M CURIOUS, THE KINDS OF
02:17:36:23 OPPORTUNITIES THAT YOU PRESENTED
02:17:38:07 ON SLIDE 8, THERE ARE 12 TYPES
02:17:42:00 OF HIGH-QUALITY WORK-BASED
02:17:44:01 EDUCATION THAT YOU LISTED THERE.
02:17:45:00 IT'S A QUESTION WITH TWO PARTS.
02:17:48:27 ONE IS THAT YOU SAY WE'RE
02:17:50:11 WORKING TOWARDS PROVIDING
02:17:51:19 STUDENTS WITH ALL 12 TYPES.
02:17:53:04 SO I WAS CURIOUS, ARE THERE ONES
02:17:55:06 WE'RE MISSING THAT WE WANT TO --
02:17:57:25 THAT ARE ASPIRATIONAL AT THIS
02:18:00:01 POINT AND THEN THE SECOND PART
02:18:01:03 OF THIS, IF I'M A STUDENT OR A
02:18:02:29 PARENT AND I'M REALLY INTERESTED
02:18:04:08 IN ACCESSING SOME OF THESE, HOW
02:18:07:06 DO STUDENTS GO ABOUT RAISING
02:18:09:08 THEIR HAND AND SAYING I WANT TO
02:18:10:13 DO THESE THINGS?
02:18:12:28 >> SO THE ONES THAT WE'RE DOING
02:18:14:03 RIGHT NOW IS WE DO HAVE JOB
02:18:15:28 SHADOWING.
02:18:16:20 WE HAVE SERVICE LEARNING.
02:18:17:25 WE HAVE EXTERNSHIP.
02:18:19:20 WE HAVE THE SCHOOL-BASED
02:18:22:01 ENTERPRISE.
02:18:22:19 WE HAVE MENTORSHIP.
02:18:24:04 AND WE DO HAVE SOME INTERNSHIP.
02:18:26:17 AND WE HAVE -- WE'RE WORKING ON

02:18:28:06 GETTING THE HOURS FOR
02:18:29:24 ENTREPRENEURSHIP.
02:18:30:12 WE HAVE A NUMBER OF STUDENTS
02:18:31:10 THAT ARE DOING SOME, YOU KNOW,
02:18:33:15 THEY'RE OWN BUSINESSES, BUT KIND
02:18:35:17 OF LOOKING AT THE HOURS THAT
02:18:37:02 THEY REQUIRE, WE'RE KIND OF
02:18:38:14 WORKING THROUGH THAT.
02:18:41:15 THE COOPERATIVE EDUCATION WE
02:18:43:04 HAVE DONE IN THE PAST,
02:18:44:12 Ms. GANDY WAS AN EXPERT AT
02:18:48:02 THAT WHEN SHE WAS IN THE
02:18:49:10 CLASSROOM AND SHE IS OUR EXPERT
02:18:51:09 ON THAT.
02:18:52:23 I RECALL MANY YEARS AGO WHEN WE
02:18:54:29 WOULD HAVE A BREAKFAST FOR ALL
02:18:56:04 OF OUR BUSINESSES THAT HELPED
02:18:58:09 OUT, AND WE'D BE OVER AT THE --
02:19:02:03 I THINK OVER AT THE FAIR --
02:19:06:21 WHERE WAS IT?
02:19:07:06 >> [INAUDIBLE]
02:19:07:21 >> YES, THE CENTER.
02:19:10:06 AND IT WOULD BE FULL.
02:19:11:11 AND THE KIDS WOULD BE -- AND
02:19:13:06 THERE WERE OTHER KIDS THAT
02:19:14:04 ACTUALLY WENT THROUGH THAT.
02:19:15:13 ONE I REMEMBER WENT TO DELOITTE
02:19:17:01 AND ACTUALLY STAYED WITH THE
02:19:18:23 DELOITTE AFTER SHE HAD GRADUATED
02:19:20:02 FROM COLLEGE AND WAS VERY
02:19:22:27 SUCCESSFUL.
02:19:24:09 BUT WE HAVE -- SO THOSE ARE THE
02:19:25:21 OPPORTUNITIES THAT WE HAVE.
02:19:27:23 WE'RE WORKING ON AN
02:19:28:27 APPRENTICESHIP.
02:19:30:08 WE HAVEN'T DONE AN
02:19:31:02 APPRENTICESHIP YET, AND SO WE
02:19:32:04 HAVE ONE OF THOSE IN THE WORKS.
02:19:34:14 AND WE'RE HOPING THAT THAT WILL
02:19:35:09 BE -- WE'LL HAVE THAT DONE THIS
02:19:36:27 YEAR.
02:19:38:01 AND THEN WE'RE ALSO LOOKING AT A
02:19:40:03 YOUTH APPRENTICESHIP, WHICH WE
02:19:41:18 ALSO HOPE THAT WILL HAPPEN THIS
02:19:43:03 YEAR AS WELL.
02:19:44:17 AND THAT ONE IS A REAL EXCITING
02:19:46:00 ONE.
02:19:47:10 SO THERE'S A COUPLE OF THEM THAT
02:19:48:15 ARE KIND OF IN THE HOPPER.
02:19:50:01 WE'RE ALSO LOOKING AT THE ONE
02:19:52:13 THAT WAS A CLINICAL.
02:19:53:24 AND THAT'S BEEN A LITTLE BIT
02:19:55:02 HARDER BECAUSE OF THE AGE.

02:19:57:11 WE'RE DOING KIND OF THE
02:19:59:19 RIDE-ALONGS, BUT WE'RE DOING
02:20:01:01 THEM IN CONJUNCTION WITH
02:20:02:03 NORTHERN VIRGINIA COMMUNITY
02:20:03:00 COLLEGE.
02:20:03:28 AND THOSE ARE FOR OUR EMT
02:20:05:17 PROGRAMS.
02:20:06:08 AND THOSE ARE A LITTLE BIT
02:20:07:18 HARDER TO FIND.
02:20:09:06 WE DO PUT THE WORD OUT,
02:20:11:12 ESPECIALLY LIKE WITH THE AMAZON.
02:20:13:04 WE HIGHLIGHTED THAT.
02:20:16:09 WE LOOKED AT ONE SCHOOL.
02:20:17:18 WE'RE LOOKING AT EXPANDING IT
02:20:18:29 BECAUSE IT WAS THE FIRST TIME
02:20:20:00 DOING IT, SO WE DO HAVE
02:20:21:09 OPPORTUNITIES LIKE THAT.
02:20:22:11 WE PUT THEM OUT.
02:20:23:19 AND WE ALSO MAKE SURE THAT THEY
02:20:25:14 GO OUT TO THE SCHOOLS AND THEN
02:20:27:12 THEY CAN PROMOTE THEM THROUGH
02:20:29:20 DIFFERENT VENUES IN THE SCHOOLS.
02:20:32:29 BUT THAT'S HOW WE DO SOME.
02:20:34:08 WE HAVE SOME CONNECTED WITH THE
02:20:36:07 CLASSES, AND WE ARE LOOKING TO
02:20:39:09 EXPAND.
02:20:41:14 >> SO IF A STUDENT WANTED TO
02:20:43:02 LEARN MORE ABOUT THESE TYPES OF
02:20:44:08 OPPORTUNITIES, THEY COULD REACH
02:20:45:19 OUT TO A COUNSELOR OR -- THAT
02:20:48:11 WOULD BE THE BEST FIRST STOP?
02:20:50:00 >> THAT WOULD BE THE FIRST STEP
02:20:51:08 TO DO THAT, YES.
02:20:53:10 >> COOL, THANK YOU.
02:20:54:15 >> YOU'RE WELCOME.
02:20:56:03 >> I'M GOING TO USE CHAIR'S
02:20:57:17 PRIVILEGE AND JUMP OUT OF ORDER
02:20:58:26 FOR A MOMENT BECAUSE I KNOW
02:21:00:16 MR. PRIDY HAS A WRAP-UP
02:21:02:22 COMMENT, BUT I WANTED TO ASK A
02:21:04:01 CLARIFYING QUESTION, BACK TO
02:21:05:16 Ms. KADERA'S QUESTION ABOUT
02:21:06:24 THE CCCRI INDEX AND I'M GOING TO
02:21:11:21 TURN TO THE SUPERINTENDENT FOR
02:21:14:03 MY MEMORY OF FEDERAL LAW.
02:21:15:19 I BELIEVE THAT IS ONE OF THE
02:21:16:24 ACCREDITATION INDEXES THAT THE
02:21:18:19 STATE DEPARTMENT OF EDUCATION
02:21:20:07 COULD OPT INTO THAT CAME OUT OF
02:21:22:29 ESSA, THAT VDOE HAS DECIDED TO
02:21:27:03 OPT INTO AND ALLOW AS A METRIC
02:21:29:19 FOR ACCREDITATION?
02:21:32:04 >> YES, THEY DID INCLUDE THAT AS

02:21:33:27 PART OF THEIR ACCREDITATION
02:21:35:15 PLAN.
02:21:36:00 >> SO THAT IS A METRIC THAT WE
02:21:37:06 ARE THEN NOW BEING HELD
02:21:38:27 ACCOUNTABLE TO EARN
02:21:41:26 ACCREDITATION?
02:21:43:27 >> YES.
02:21:44:24 >> I WANTED TO ASK THAT
02:21:45:26 CLARIFYING QUESTION OF FEDERAL
02:21:47:01 LAW.
02:21:47:18 SPEAKING OF FEDERAL LAW, YOU
02:21:49:03 MENTIONED PERKINS FUNDING.
02:21:51:15 I HAVE NOT BEEN UP TO SPEED WITH
02:21:54:00 ANY NEW PERKINS FUNDING OR ANY
02:21:56:06 CHANGES IN PERKINS FUNDING, AND
02:21:57:22 I KNOW THAT AT ONE POINT, WE HAD
02:21:59:09 A COUPLE OF POSITIONS THAT WERE
02:22:00:24 PERKINS FUNDED.
02:22:01:26 THE FUNDING LAPSED AND SO WE ARE
02:22:03:12 NOW FUNDING THEM WITH REGULAR
02:22:05:11 BUDGET FUNDING.
02:22:08:03 YOU'RE TALKING ABOUT POTENTIALLY
02:22:08:24 FUNDING TWO ADDITIONAL ROLES.
02:22:10:05 IS THIS A NEW GRANT WITHIN
02:22:11:14 PERKINS?
02:22:12:05 IS THIS DIFFERENT USE OF
02:22:13:06 FUNDING?
02:22:14:01 ARE THESE NEW REFRESHED GRANT
02:22:15:13 CYCLES?
02:22:16:24 TELL ME WHERE THIS MONEY IS
02:22:17:28 POTENTIALLY COMING FROM.
02:22:19:04 >> EVERY YEAR, WE HAVE A PERKINS
02:22:23:13 GRANT WE PUT A PROPOSAL IN FOR.
02:22:25:29 I SHOULDN'T SAY A PROPOSAL.
02:22:27:28 WE GET PERKINS FUNDS EVERY YEAR,
02:22:30:07 SO WE HAVE TO PUT IN AN
02:22:31:26 APPLICATION ON HOW WE'RE GOING
02:22:32:20 TO USE THOSE FUNDS.
02:22:33:29 ONE WAY WE CAN USE THE FUNDS IS
02:22:35:17 FOR STAFFING.
02:22:38:05 WE CAN USE THOSE FUNDS FOR
02:22:39:06 STAFFING.
02:22:41:18 I WOULD CALL IT LIKE A SEED
02:22:43:03 FUND, RIGHT?
02:22:43:27 IT GIVES YOU THREE YEARS WITH A
02:22:47:06 POSITION AND THEN IT GOES AWAY.
02:22:51:08 SO THE THOUGHT IS YOU TRY A
02:22:52:27 POSITION -- THIS IS A WAY THAT
02:22:54:19 YOU CAN GO AHEAD AND PUT A
02:22:55:18 POSITION IN, TRY IT, SEE IF IT'S
02:22:58:24 SUCCESSFUL AND WORKING AND THEN
02:23:00:02 HOPEFULLY IF SCHOOL SYSTEM WOULD
02:23:01:17 THEN PICK IT UP.

02:23:02:19 BUT IT'S A THREE-YEAR MAX THAT
02:23:04:01 WE CAN KEEP SOMEONE IN THOSE
02:23:07:02 POSITIONS.
02:23:07:26 WE WILL HAVE IT IN FOR NEXT YEAR
02:23:11:18 AND THAT'LL BE THE FIRST YEAR OF
02:23:13:03 OUR THREE YEARS.
02:23:15:15 AND SO THAT'S THE PLAN.
02:23:19:04 IT'S THE SAME CYCLE, YES, AND WE
02:23:20:26 USE IT ALSO FOR EQUIPMENT, YOU
02:23:23:08 KNOW.
02:23:23:18 WE USE IT FOR SOME TESTING IF WE
02:23:25:18 NEED TO.
02:23:27:03 I MEAN, WE'VE BEEN LUCKY IN
02:23:28:11 ARLINGTON THAT ARLINGTON PAYS
02:23:31:02 FOR ALL THE CREDENTIALING TESTS
02:23:33:00 AND WE'VE BEEN ABLE TO MANAGE
02:23:34:09 THAT SO FAR.
02:23:35:17 BUT WE COULD USE IT FOR THAT IF
02:23:36:26 WE NEEDED TO AS WELL AND AS LONG
02:23:38:28 AS -- WE CAN'T USE IT FOR
02:23:40:18 SUPPLIES, BUT WE CAN USE IT FOR
02:23:42:14 EQUIPMENT AND DIFFERENT THINGS
02:23:43:21 THAT WAY.
02:23:44:06 >> AND WE CAN USE IT FOR -- WE
02:23:45:29 CANNOT USE IT FOR ROLES WE'VE
02:23:47:21 ALREADY BETA TESTED, FOR LACK OF
02:23:50:00 A BETTER TERM, BUT WE CAN USE IT
02:23:51:22 FOR NEW ROLES THAT WE ARE BETA
02:23:53:24 TESTING?
02:23:54:22 >> YES.
02:23:55:07 >> PERFECT.
02:23:56:07 MR. PRIDDY, YOU WERE GOING TO
02:23:58:09 WRAP US UP?
02:23:59:17 >> YES, THANK YOU.
02:24:01:19 SO GOING TO GOAL NUMBER 3, THE
02:24:03:11 INCREASED BUSINESS PARTNERS, SO
02:24:05:17 QUICK STORY.
02:24:06:08 SO IN THE HALLWAY TONIGHT, I WAS
02:24:07:23 TALKING WITH Ms. GANDY AND SHE
02:24:09:23 REMINDED ME THAT SHE WAS MY
02:24:11:08 TEACHER YEARS AGO IN APS!
02:24:14:10 [LAUGHTER]
02:24:16:11 >> HOW MANY YEARS AGO?
02:24:17:15 >> THAT MANY!
02:24:18:23 AND SO AFTER RE-ESTABLISHING THE
02:24:19:28 CONNECTION, SHE ASKED ME, SHE
02:24:23:04 SAID, WHAT DO YOU DO, AND I TOLD
02:24:25:00 HER AND IMMEDIATELY SHE ASKED,
02:24:26:06 DOES YOUR COMPANY TAKE
02:24:28:00 INTERNSHIPS.
02:24:28:21 CAN YOUR COMPANY HELP US OUT?
02:24:30:27 SO NICE JOB, I APPRECIATE THE
02:24:32:09 ASK.

02:24:33:09 THAT WOULD BE GOAL NUMBER THREE,
02:24:34:27 RIGHT?
02:24:35:11 TO THE PUBLIC WATCHING
00:00:00:00 APS CRISTINA DiBELS PENPLACE
00:01:31:07 CARLIN DIAZ-TORRES GOO NAGURKA
00:03:57:07 NAGURKA GANDY KRIS MANN TAMEKA
00:04:30:27 LOVETT-MILLER MCLAUGHLIN
00:04:46:20 TEST
00:04:47:06 TEST
00:04:47:22 TEST
00:08:13:17 MEIKLE MEIKLE
00:11:21:12 ZECHER SUTTON
00:11:24:21 BRIDGET
00:11:26:28 LOFT
00:12:06:15 TO THE PUBLIC WATCHING IF YOU
00:12:08:02 KNOW OF A COMPANY OR OWN A
00:12:10:01 COMPANY THAT IS IN NEED OF
00:12:11:20 WORK-BASED LEARNING OR OTHER 12
00:12:14:03 THINGS ON SLIDE 8 I THINK IT
00:12:16:11 WAS.
00:12:16:21 LET'S DO IT.
00:12:17:18 LET'S GET MORE THAN THE 78
00:12:20:24 PARTNERS THAN WE HAVE NOW.
00:12:22:07 >> YES, THANK YOU.
00:12:23:00 >> I LIED HE'S NOT WRAPPING US
00:12:25:11 UP, MS. KADERA.
00:12:28:27 >> I ACTUALLY HAD A COUPLE OF
00:12:31:20 QUESTIONS TO COMBINE AND TRYING
00:12:32:29 TO BE GOOD AT SHARING TIME HERE.
00:12:34:24 I AM CURIOUS BECAUSE IT WAS I
00:12:36:19 THINK TWO YEARS AGO MY FIRST
00:12:39:05 YEAR ON THE BOARD THAT WE FUNDED
00:12:41:22 THE PARTNERSHIP FUND POSITION
00:12:44:09 AND I AM CURIOUS WHEN WE LOOK AT
00:12:45:29 OUR INVESTMENTS HOW'S ITS GOING.
00:12:49:01 WITH THAT INVESTMENT, I AM
00:12:52:21 CURIOUS, TWO PARTS OF MY
00:12:54:00 QUESTION, FOR THAT INVESTMENT WE
00:12:56:02 MADE HOW HAS HAVING YOUR
00:13:02:05 PARTNERSHIP TO CULTIVATE
00:13:03:18 PARTNERS IN THE COMMUNITY.
00:13:05:25 FIRST PART.
00:13:07:00 AND FOR WORK-BASED EDUCATION AND
00:13:08:22 YOU ELUDED TO SLIDE 4 OF THE
00:13:13:14 BENEFITS IDENTIFIED IN THAT
00:13:14:17 STUDY, HOW SHOULD WE MEASURE THE
00:13:16:18 SUCCESS OF WORK-BASED EDUCATION
00:13:18:09 IN APS?
00:13:19:17 WHAT METRICS TO LOOK FOR TO KNOW
00:13:21:25 IF WE SHOULD BE -- IF WE'RE
00:13:24:26 GETTING RETURN ON INVESTMENT.
00:13:28:26 >> ACTUALLY THE POSITION WAS
00:13:30:15 FILLED LAST YEAR.

00:13:31:25 SO THAT WAS -- IT WAS FILLED
00:13:34:11 AROUND OCTOBER/NOVEMBER TIME
00:13:36:12 FRAME.
00:13:36:23 SHE'S BEEN -- PAM HAS BEEN IN
00:13:39:19 THE POSITION FOR ABOUT A YEAR.
00:13:41:03 I CAN SAY THAT OUR -- THE NUMBER
00:13:45:28 OF PARTNERS THAT WE HAVE, HAVE
00:13:48:13 GROWN IN THAT TIME.
00:13:49:21 I CAN ALSO SAY THAT THE NUMBER
00:13:51:18 OF HIGH-QUALITY WORK-BASED
00:13:53:23 LEARNING OPPORTUNITIES HAVE
00:13:54:25 GROWN IN THAT TIME.
00:13:55:26 WE ARE USING THE BASE-LINE DATA
00:13:58:00 AS YOU CAN REMEMBER, WE HAD 285,
00:14:01:11 IT DOES TAKE TIME FOR THE
00:14:03:24 HIGH-QUALITY, YOU KNOW, FOR
00:14:06:27 MAKING SURE THAT USUALLY THERE
00:14:08:28 IS SOME LEGAL THINGS THAT GO
00:14:10:21 BACK AND FORTH.
00:14:11:13 THERE IS ALSO MAKING SURE AGAIN
00:14:13:25 THAT WE'RE KIND OF BUILDING THAT
00:14:16:16 PARTNERSHIP, RIGHT FROM A SMALL
00:14:18:11 LEVEL TO A LARGER LEVEL.
00:14:22:05 AND I CAN USE WHITING TURNER AN
00:14:26:19 EXAMPLE, FINALLY GOT THINKING
00:14:28:19 ABOUT EXTERNSHIP.
00:14:30:14 IT'S BEEN A LOT OF ONE'S TWOEY'S
00:14:34:29 THINGS BUT THAT'S A THREE-YEAR
00:14:37:06 PROCESS.
00:14:37:16 WE ARE LOOKING AT, THE METRICS
00:14:40:16 THAT WE ARE USING ARE THE ONES
00:14:42:10 THAT I DID SHOW.
00:14:43:14 AND LOOKING AT THE DEMOGRAPHICS
00:14:45:21 BETWEEN THAT.
00:14:46:11 WE HAVE GOALS IN OUR FIVE-YEAR
00:14:48:11 PLAN.
00:14:48:20 WE HAVE GOALS EACH YEAR HOW WE
00:14:50:28 WANT TO INCREASE.
00:14:51:24 SO THOSE ARE IN PLACE.
00:14:53:06 AND THE OTHER THING THAT I THINK
00:14:57:11 THAT WE WANT TO LOOK AT IS
00:14:59:05 LOOKING AT THE NUMBER OF
00:15:00:08 PARTNERS WE HAVE AND LOOK AT
00:15:02:05 WHERE THE STUDENTS ABLE TO GO.
00:15:03:24 LIKE WITH AMAZON, USE THAT AS AN
00:15:06:21 EXAMPLE.
00:15:07:02 WE HAD ONE EXTERNSHIP LAST YEAR,
00:15:11:22 AND NOW LOOKING AT THREE FOR
00:15:13:01 THIS SUMMER.
00:15:14:11 SO WE'VE GONE FROM 20 TO
00:15:18:09 POTENTIALLY 60.
00:15:19:16 RIGHT FOR THIS YEAR, SO WE START
00:15:21:22 SEEING THAT.

00:15:22:10 IT'S A SMALL GROWTH.
00:15:24:08 THEY DO IT ONE TIME AND OH --
00:15:26:09 AND THEN WE CAN USE THEM TOO AS
00:15:28:03 AN EXAMPLE FOR SOME OTHER LARGER
00:15:30:13 COMPANIES.
00:15:30:25 HEY, YOU KNOW, THIS IS WHAT
00:15:34:06 WE'RE DOING HERE AND COULD DO
00:15:36:18 THAT FOR YOU AS WELL AND
00:15:38:24 CONTINUE TO MAKE THOSE
00:15:40:21 CONNECTIONS.
00:15:41:05 >> SO I'M HEARING SORT OF THE
00:15:43:06 DEPTH OF THE PARTNERSHIP AND
00:15:45:10 GROWING INTO DEEPER AND MORE
00:15:47:24 MEANINGFUL EXPERIENCES AND
00:15:50:04 SUPPORTING NEW PARTNERS AND
00:15:51:08 MAKING THE OPPORTUNITIES
00:15:52:06 AVAILABLE TO MORE STUDENTS.
00:15:53:23 >> CORRECT.
00:15:54:08 >> GREAT, THANK YOU.
00:15:55:18 >> YOU'RE WELCOME.
00:15:56:12 >> OKAY.
00:15:57:07 ONE LAST CHECK -- I THINK WE'RE
00:15:59:23 ALL SET.
00:16:01:17 THANK YOU MR. MARTINI AND YOUR
00:16:06:24 STAFF FOR THE PRESENTATION.
00:16:08:15 AND AT ACTION ITEM AND ONE ITEM
00:16:10:23 THE FINAL FISCAL CLOSE-OUT
00:16:13:09 STATUS REPORT AND THE CAPITAL
00:16:15:13 IMPROVEMENT PLAN QUARTERLY
00:16:17:08 UPDATE.
00:16:17:27 >> THIS ITEM WAS PRESENTED AT
00:16:19:24 DECEMBER 14 SCHOOL BOARD MEETING
00:16:22:03 AS INFORMATION ITEM AND NO NEW
00:16:24:21 CHANGES AND HOWEVER MR.
00:16:29:05 MCLAUGHLIN DIRECTOR OF FINANCE
00:16:31:23 IS HERE.
00:16:32:17 >> ANY QUESTIONS FROM BOARD
00:16:33:23 MEMBERS?
00:16:34:06 OKAY, HEARING NONE, NOW READY
00:16:36:16 FOR A MOTION.
00:16:42:01 >> I HAVE A MOTION.
00:16:46:18 I MOVE THAT THE BOARD ADOPT THE
00:16:48:16 FOLLOWING RESOLUTIONS:
00:16:50:22 TO CARRY FORWARD FUNDS REMAINING
00:16:52:28 FROM FY 2023 TO FY 2024, IT
00:16:55:04 IS RECOMMENDED THAT THE SCHOOL
00:16:57:10 BOARD ADOPT THE FOLLOWING
00:16:59:16 RESOLUTION (RESOLUTION #1):
00:17:01:22 THE SCHOOL BOARD REQUESTS THE
00:17:03:28 APPROPRIATION AND INCREASE IN
00:17:06:04 COUNTY TRANSFER OF \$20,833,882
00:17:08:10 TO THE SCHOOL OPERATING FUND
00:17:10:16 WHICH REPRESENTS THE COMBINATION

00:17:12:22 OF BUDGET SAVINGS FROM FY 2023
00:17:14:28 IN THE AMOUNT OF \$14,642,595 AND
00:17:17:04 AN INCREASE IN LOCAL TAX REVENUE
00:17:19:10 FROM FY 2023 IN THE AMOUNT OF
00:17:21:16 \$6,191,287 WHICH IS ABOVE THE
00:17:23:22 AMOUNT ANTICIPATED AND BUDGETED
00:17:25:28 FOR IN THE FY 2023 ADOPTED
00:17:28:04 SCHOOL BOARD BUDGET.
00:17:30:10 TO PROVIDE FOR THE PURCHASE
00:17:32:16 ORDERS/INCOMPLETE
00:17:34:22 PROJECTS ENCUMBERED AS OF JUNE
00:17:36:28 30, 2023, THAT WILL BE PAID IN
00:17:39:04 FY 2024, IT IS RECOMMENDED THAT
00:17:41:10 THE SCHOOL BOARD ADOPT THE
00:17:43:16 FOLLOWING RESOLUTION (RESOLUTION
00:17:45:22 #2):
00:17:47:28 THE SCHOOL BOARD REQUESTS THE
00:17:50:04 RE-APPROPRIATION OF ENCUMBRANCES
00:17:52:10 AND BUDGET INCREASES TO THE FY
00:17:54:16 2024 SCHOOLS BUDGET AS INDICATED
00:17:56:22 BELOW:
00:17:58:28 SCHOOL OPERATING FUND
00:18:01:04 \$6,853,877
00:18:03:10 CAPITAL PROJECTS FUND
00:18:05:16 \$21,197,197
00:18:07:22 COMMUNITY ACTIVITIES FUND
00:18:09:28 \$527,426
00:18:12:04 FOOD & NUTRITION SERVICES FUND
00:18:14:10 \$265,482
00:18:16:16 TO CONTINUE THE SPECIAL
00:18:18:22 PROJECTS/GRANTS AND CONSTRUCTION
00:18:20:28 PROJECTS FOR WHICH THE BUDGET
00:18:23:04 PERIOD DOES NOT COINCIDE WITH
00:18:25:10 THE SCHOOL YEAR, IT
00:18:27:16 IS RECOMMENDED THAT THE SCHOOL
00:18:29:22 BOARD ADOPT THE FOLLOWING
00:18:31:28 RESOLUTION (RESOLUTION #3):
00:18:34:04 THE SCHOOL BOARD REQUESTS THE
00:18:36:10 RE-APPROPRIATION TO FY 2024 OF
00:18:38:16 THE BALANCES IN BOTH THE GRANTS
00:18:40:22 AND RESTRICTED PROGRAMS FUND AND
00:18:42:28 THE BOND CONSTRUCTION FUND AS
00:18:45:04 FOLLOWS:
00:18:47:10 GRANTS AND RESTRICTED PROGRAMS
00:18:49:16 FUND \$3,994,428
00:18:51:22 BOND CONSTRUCTION FUND
00:18:53:28 \$143,624,223
00:18:56:04 TO RETAIN THE CURRENT FUND
00:18:58:10 BALANCE RESERVES (BALANCES AS OF
00:19:00:16 6/30/23), IT IS RECOMMENDED THAT
00:19:02:22 THE SCHOOL BOARD ADOPT THE
00:19:04:28 FOLLOWING RESOLUTION
00:19:07:04 (RESOLUTION #4):

00:19:09:10 THE SCHOOL BOARD REQUESTS THE
00:19:11:16 CARRY FORWARD OF THE FOLLOWING
00:19:13:22 FUND BALANCE RESERVES:
00:19:15:28 IN THE SCHOOL OPERATING FUND:
00:19:18:04 \$45,201,121 – FY 2024 ADOPTED
00:19:20:10 BUDGET USE OF RESERVES
00:19:22:16 \$1,047,239 – VRS RESERVE
00:19:24:22 \$2,000,000 – SEPARATION PAY
00:19:26:28 RESERVE (UNFUNDED)
00:19:29:04 \$1,000,000 – HEALTH INSURANCE
00:19:31:10 RESERVE – SELF INSURANCE
00:19:33:16 \$3,385,010 – FUTURE DEBT SERVICE
00:19:35:22 RESERVE
00:19:37:28 \$11,383,829 – FUTURE BUDGET
00:19:40:04 YEARS RESERVE
00:19:42:10 IN THE FOOD & NUTRITION SERVICES
00:19:44:16 FUND:
00:19:46:22 \$12,577,993 – FUND BALANCE
00:19:48:28 IN THE CAPITAL PROJECTS FUND
00:19:51:04 \$27,876,959 – CAPITAL RESERVE
00:19:53:10 \$160,370 – CAPITAL PLANNING
00:19:55:16 THESE RESERVES WILL BE CARRIED
00:19:57:22 ON THE BOOKS OF ARLINGTON PUBLIC
00:19:59:28 SCHOOLS UNTIL THE SCHOOL BOARD
00:20:02:04 AUTHORIZES THE USE OF THESE
00:20:04:10 RESERVE FUNDS.
00:20:06:16 TO AUTHORIZE THE USE OF THE
00:20:08:22 \$20,833,882 APPROPRIATED FROM
00:20:10:28 ARLINGTON COUNTY TO ARLINGTON
00:20:13:04 PUBLIC SCHOOLS IN RESOLUTION #1,
00:20:15:10 IT IS RECOMMENDED THAT THE
00:20:17:16 SCHOOL BOARD ADOPT THE FOLLOWING
00:20:19:22 RESOLUTION (RESOLUTION #5):
00:20:21:28 THE SCHOOL BOARD AUTHORIZES THE
00:20:24:04 SUPERINTENDENT TO USE THE
00:20:26:10 AMOUNT APPROPRIATED AT ADOPTION
00:20:28:16 OF THE FY 2024 BUDGET AND FROM
00:20:30:22 THE COUNTY IN RESOLUTION #1 AND
00:20:32:28 CARRIED OVER TO FY 2024 AS
00:20:35:04 FOLLOWS:
00:20:37:10 ADDITION TO COMPENSATION RESERVE
00:20:39:16 \$ 1,600,000
00:20:41:22 ADDITION TO FUTURE BUDGET YEARS
00:20:43:28 RESERVE \$10,114,273
00:20:46:04 FY 2024 EXPENDITURE
00:20:48:10 RECOMMENDATIONS \$9,119,609
00:20:50:16 TOTAL AUTHORIZED USES OF
00:20:52:22 CARRYOVER FUNDS \$20,833,882
00:20:55:24 THAT INCLUDES THE MOTION, NEVER
00:20:59:01 NOT BELIEVE THAT WASN'T HAZING.
00:21:01:06 >> THAT WAS NOT HAZING.
00:21:02:06 WE PROMISE.
00:21:03:27 IS THERE A SECOND.

00:21:05:03 >> SECOND.
00:21:05:17 >> OKAY.
00:21:06:06 BOARD MEMBERS WOULD YOU LIKE TO
00:21:07:25 COMMENT ON THE MOTION.
00:21:09:22 OKAY.
00:21:11:09 >> SORRY I HAVE A QUESTION,
00:21:13:02 WHICH I FEEL IS DESERVED.
00:21:14:24 >> GO FOR IT.
00:21:15:18 >> JUST A QUESTION ON THE
00:21:18:12 ADDITIONS TO COMPENSATION
00:21:19:24 RESERVES IN THE ADDITION TO
00:21:22:12 FUTURE BUDGET YEARS RESERVE AND
00:21:24:23 THE PORTION OF THE MOTION THAT
00:21:26:20 SAYS THESE RESERVES CARRY ON THE
00:21:32:05 APS BOOKS.
00:21:33:02 DO WE ANTICIPATE IN THE NEAR
00:21:36:02 TERM TO AUTHORIZE THE RESERVE
00:21:37:25 FUNDS OR AS WE MOVE INTO THE NEW
00:21:40:09 BUDGET SEASON?
00:21:41:13 >> YES, THE COMPENSATION RESERVE
00:21:45:29 I MOVE FORWARD ON FEBRUARY 29th
00:21:50:12 BUDGET AND BECAUSE OF THE BUDGET
00:21:52:26 SITUATION THIS YEAR LOOKING TO
00:21:54:04 USE THOSE ADDITIONAL FUNDS FOR
00:21:55:20 THE OTHER PURPOSES OF THE BUDGET
00:21:57:15 OR RESERVES TO BRING DOWN THE
00:21:59:02 BALANCE NEEDED.
00:22:00:06 ABSOLUTELY BOTH OF THOSE WE'LL
00:22:03:06 BRING FORWARD IN FEBRUARY 29
00:22:06:26 PRESENTATION TO SEEK ADOPTION OF
00:22:08:28 THE BUDGET IN MAY.
00:22:10:06 >> I AM NOT UNDERSTANDING THAT
00:22:11:28 1.6 MILLION IS THAT IS GOING
00:22:14:22 TOWARDS COMPENSATION.
00:22:15:28 >> ABSOLUTELY NOT.
00:22:16:17 THE COMPENSATION RESERVE IS
00:22:18:07 WHATEVER MONEY IS LEFT OVER EACH
00:22:20:22 YEAR FROM LAPSE AND TURNOVER.
00:22:22:24 WE DEDICATE ALL TO COMPENSATION
00:22:27:18 RESERVE.
00:22:27:28 BUT ANY RECOMMENDATIONS FOR A
00:22:30:00 STEP INCREASE THAT THE BOARD
00:22:32:03 RECOMMENDED IS MUCH MORE THAN
00:22:34:17 1.6 MILLION AND ANY COLA
00:22:38:13 RECOMMENDATIONS IS MORE THAN
00:22:39:19 1.6.
00:22:40:29 THAT IS A PORTION ALLIED AND NOT
00:22:43:15 ONLY 1.6 THAT WE SEEK TO USE
00:22:47:06 ONLY.
00:22:49:08 >> WE ARE NOW READY TO VOTE.
00:22:51:20 ALL IN FAVOR PLEASE SAY YES.
00:22:54:00 >> YES.
00:22:54:15 >> ANY OPPOSED PLEASE SAY NO.

00:22:56:13 THE MOTION PASSES 5-0.
00:22:59:00 MR. MCLAUGHLIN, THANK YOU FOR
00:23:01:04 JOINING US THIS EVENING, SORRY
00:23:02:21 THAT YOU DIDN'T GET A CHANCE TO
00:23:04:21 SAY ANYTHING AND YOUR WORK ON
00:23:06:06 THIS ITEM AND THE REST OF THE
00:23:08:17 TEAM.
00:23:10:18 >> THANK YOU FOR YOUR TIME.
00:23:12:19 >> WE ARE AT INFORMATION ITEMS
00:23:14:14 AND NEW HVAC UNIT FOR WAKEFIELD
00:23:21:03 HIGH SCHOOL POOL.
00:23:22:21 >> PRESENTING IS OUR DIRECTOR OF
00:23:24:12 MAINTENANCE MR. MEIKLE AND MS.
00:23:33:12 MACHADO AND THANK YOU MR. MEIKLE
00:23:37:00 YOU FOLLOW WITH THE FACILITY
00:23:39:23 ITEMS THAT COME LAST, ONLY 9:11.
00:23:43:10 >> YEAH -- GOOD EVENING AND SO
00:23:47:26 I'M FOLLOWING UP ON SOMETHING
00:23:49:14 THAT WE STARTED SEVERAL MONTHS
00:23:52:15 AGO.
00:23:53:03 GETTING READY TO REPLACE THE
00:23:55:04 POOL HVAC EQUIPMENT AT
00:23:57:22 WAKEFIELD.
00:23:58:03 BECAUSE OF THE VERY LONG LEAD
00:24:00:26 TIME ON THE EQUIPMENT WE HAD TO
00:24:02:27 BUY THE EQUIPMENT BEFORE WE
00:24:05:01 FINALIZE THE INSTALLATION.
00:24:06:28 VERY UNUSUAL ONE BUT IN THE END
00:24:09:27 WORKED WELL AS YOU WILL SEE.
00:24:14:23 THE EQUIPMENT IS DONE.
00:24:17:16 WE'RE BARELY KEEPING IT GOING
00:24:19:27 WITH ANYTHING WE CAN AT THE
00:24:21:14 MOMENT.
00:24:22:13 AND THE -- YOU PREVIOUSLY
00:24:26:04 APPROVED THE BUDGET FOR THE
00:24:27:15 EQUIPMENT AT 586,132 BACK IN
00:24:32:06 JUNE.
00:24:33:24 I WILL EXPLAIN THAT WE HAD TO
00:24:35:19 ORDER THE EQUIPMENT EARLY.
00:24:36:27 WE ACTUALLY HAVE THE EQUIPMENT,
00:24:39:01 IT WAS 24 WEEKS IN THE END,
00:24:41:28 ORIGINALLY IT WAS 22.
00:24:43:26 AND IT'S READY FOR INSTALLATION.
00:24:46:09 SITTING IN A LOCAL REC YARD, WE
00:24:51:20 WILL HOPEFULLY BACK IN A COUPLE
00:24:53:10 OF WEEKS TO FOLLOW UP WITH THIS.
00:24:55:18 AND [INAUDIBLE] USING THE IBT
00:24:59:09 PROCESS, WE HAVE THREE BUDS AND
00:25:01:28 TWO DEEMED RESPONSE AND THE
00:25:04:02 RESPONSE BIDS IN THE RANGE OF
00:25:06:12 249,949 TO 365,000.
00:25:11:27 THE CONTRACTOR WITH THE LOWEST
00:25:14:05 BID IS POWER PLANT AND THE STAFF

00:25:24:13 REQUEST CONTINGENCY FUNDS IN THE
00:25:27:08 AMOUNT OF \$65,000.
00:25:29:12 FOR CHANGE ORDERS AND ALSO COVER
00:25:32:04 THIRD-PARTY COMMISSIONING.
00:25:33:25 BECAUSE HOW IT WORKED OUT AND
00:25:37:15 KEEN OF INDEPENDENT
00:25:39:08 COMMISSIONING OF THE EQUIPMENT
00:25:40:18 BEFORE WE FINALLY ACCEPT IT.
00:25:42:00 THE TIMELINE IS HOPEFULLY WE'LL
00:25:45:11 COME BACK ON FEBRUARY 8.
00:25:49:21 TO FOLLOW UP TO WHAT EXTENT WE
00:25:51:29 NEED AND SEEK APPROVAL.
00:25:53:13 IF WE GET THAT APPROVAL WE WILL
00:25:55:03 BE READY TO START WORK AS EARLY,
00:25:58:00 WITHIN A FEW WEEKS WE'LL BE
00:26:00:05 READY TO START WORK.
00:26:01:26 THE APPROVAL -- THE POOL WILL
00:26:08:11 BE CLOSED DURING INSTALLATION,
00:26:11:17 SOMEWHERE BETWEEN TWO WEEKS AND
00:26:15:25 OPEN THE POOL FIRST OF MARCH.
00:26:18:05 THE SUMMARY OF ALL THE FUNDING
00:26:20:10 IS THE INSTALLATION BID 225.
00:26:23:10 THE CONTINGENCY ADVISED BY
00:26:30:06 FINANCIAL ANALYST THAT DEALS
00:26:31:28 WITH THE PROJECTS MORE TO THE
00:26:35:15 LARGER SITE.
00:26:36:16 THAT'S 289,945.
00:26:39:24 AND WE SPENT WHAT YOU SEE.
00:26:41:18 AND THE TOTAL COST OF THE
00:26:42:28 PROJECT IS 872,081.
00:26:48:12 WHICH ACTUALLY IS SIGNIFICANTLY
00:26:50:21 LOWER THAN THE ORIGINAL BUDGET
00:26:52:17 THAT WE HAD.
00:26:53:16 AND WE GOT THAT THROUGH
00:26:55:12 [INAUDIBLE] AT THE TIME.
00:26:56:14 SO DOING IT IN TWO PIECES HERE
00:26:58:28 MAY HAVE UNINTENTIONALLY GOT US
00:27:03:17 A BETTER OVERALL PRICE.
00:27:09:09 SO STAFF PROPOSES USING THE
00:27:12:09 23-24 MIDSTRUCTURE BOND FUNDS
00:27:18:01 FOR WAKEFIELD POOL AND HVAC
00:27:22:08 EQUIPMENT AND AUTHORIZE THE
00:27:24:16 STAFF TO AWARD THE CONTRACT IN
00:27:27:12 THE AMOUNT OF 229,949 FOR THE
00:27:33:04 INSTALLATION OF THE POOL AND
00:27:37:08 HVAC EQUIPMENT.
00:27:38:04 WE HAVE FUNDS FOR THE PROJECT AS
00:27:41:04 MENTIONED.
00:27:42:07 AND WE HOPE -- WE AUTHORIZE
00:27:45:09 TOTAL COSTS FOR INSTALLATION
00:27:47:23 285,949.
00:27:53:08 >> WE'LL GO TO QUESTIONS FROM
00:27:55:00 BOARD MEMBERS.

00:27:57:27 ZECHER SUTTON FIRST.
00:27:58:27 >> BECAUSE MS. MACHADO IS HERE I
00:28:02:26 WANT TO ASK IF YOU ARE PREPARED
00:28:04:24 FOR THE WRATH OF THE SWIMMERS?
00:28:08:02 WE APPRECIATE YOU.
00:28:10:00 >> NO, WE HAVE BEEN TALKING
00:28:13:01 ABOUT IT AND FOLKS KNOW WE ARE
00:28:14:27 ON BORROWED TIME WITH CURRENT
00:28:17:09 UNIT AND EAGER TO FIND OUT WHEN
00:28:19:21 IT WILL HAPPEN AND WHERE THEY GO
00:28:21:19 AND HOW LONG IT WILL BE
00:28:23:07 SHUTDOWN.
00:28:23:24 AS SOON AS WE HAVE THE GO-AHEAD
00:28:25:29 TO PROCEED, WE WILL START TO
00:28:28:05 COMMUNICATE ALL OF THOSE
00:28:28:29 DETAILS.
00:28:35:00 TALK TO THE FOLKS FROM PARAMOUNT
00:28:37:03 AND FIND HOW MUCH THEY NEED AND
00:28:39:21 IF WE HAVE A COUPLE OF DAYS AND
00:28:41:23 STRETCH IT AS MUCH AS WE CAN.
00:28:43:22 WE HAVE A LARGE SUBSCRIBING LIST
00:28:52:23 TO OUR E-MAIL ALERT SYSTEMS AND
00:28:55:13 GET THAT OUT AND PUT SIGNAGE UP
00:28:58:02 AND WEBSITE POSTINGS AND STUFF.
00:29:00:21 WE WILL BE SURE THAT EVERYONE IS
00:29:05:16 AWARE WHEN IT'S COMING AND HOW
00:29:07:16 LONG AND BE PAINFUL.
00:29:09:00 >> YOU MEAN THAT DUCT TAPE AND
00:29:12:19 BUBBLE GUM.
00:29:15:03 >> WE'RE PAST THAT AND STAFF IS
00:29:17:03 LOOKING AT EXTENDING THE HOURS
00:29:19:08 OF OTHER POOLS WHEN WAKEFIELD
00:29:21:24 TAKES A CHUNK OF TIME.
00:29:23:28 BUT NOT SURE IF WE CAN STAFF
00:29:25:26 THAT, STILL FIGURING THAT OUT.
00:29:27:22 >> I DO HAVE ONE QUESTION, YOU
00:29:29:14 SAID THE WORDS INDEPENDENT
00:29:31:19 COMMISSIONING.
00:29:31:28 I KNOW WHAT THEY MEAN
00:29:34:13 INDEPENDENTLY BUT IF YOU PUT
00:29:36:16 THEM TOGETHER IN CONTEXT WHAT
00:29:38:11 YOU MEAN?
00:29:39:09 >> THERE WOULDN'T BE ANYBODY THE
00:29:43:13 COMPANY THAT PROVIDED THE
00:29:44:21 PRODUCT OR DID THE INSTALLATION,
00:29:46:17 IT WILL BE AN INDEPENDENT AND WE
00:29:49:06 HAVE SEVERAL ON CONTRACT AT THE
00:29:51:01 MOMENT.
00:29:51:18 AN INDEPENDENT AND GO THROUGH
00:29:54:21 ALL THE COMMISSIONING TO MAKE
00:29:56:28 SURE THAT WE CAN ACCEPT IT
00:29:59:15 BASICALLY OR RAISE ANY POINTS.
00:30:01:14 WE HAVE TO QUALIFIED FIX PRIOR

00:30:06:23 TO PAYING.
00:30:07:21 >> SO IT'S LIKE A QC PROCESS.
00:30:11:16 >> YES.
00:30:12:02 >> COOL, I DIDN'T UNDERSTAND
00:30:13:12 THAT ONE.
00:30:14:08 LEARNED SOMETHING NEW TODAY.
00:30:15:21 ANYTHING ELSE?
00:30:16:10 OKAY, THE SCHOOL BOARD WILL ACT
00:30:19:08 ON THIS ITEM AT FEBRUARY 8
00:30:21:11 MEETING.
00:30:21:21 WE ARE AT NEW BUSINESS.
00:30:23:09 BOARD MEMBERS, ANY NEW BUSINESS?
00:30:26:06 HEARING NONE.
00:30:27:10 THIS MEETING IS ADJOURNED.