

12:11:14:20 >> WELCOME TO THE APRIL 11TH,  
12:11:17:05 2024 SCHOOL BOARD MEETING.  
12:11:18:24 THIS MEETING IS NOW IN SESSION.  
12:11:21:10 CHAIR CRISTINA DIAZ-TORRES IS  
12:11:22:07 TAKING A LEAVE OF ABSENCE FROM  
12:11:24:02 HER DUTIES AS CHAIR UNTIL JUNE.  
12:11:32:06 I WOULD LIKE TO WELCOME THE  
12:11:33:18 ARLINGTON CAREER CENTER SPACE  
12:11:36:12 FORCE JROTC CADET CORPS WHO WILL  
12:11:40:10 PRESENT THE COLORS.  
12:11:41:18 PLEASE STAND.  
12:12:20:21 >> COLOR GUARD, HALT, PRESENT.  
12:12:23:20 [ TOGETHER ]  
12:12:24:27 >> I PLEDGE ALLEGIANCE TO THE  
12:12:24:27 FLAG OF THE UNITED STATES OF  
12:12:24:27 AMERICA AND TO THE REPUBLIC FOR  
12:12:24:27 WHICH IT STANDS, ONE NATION  
12:12:24:27 UNDER GOD, INDIVISIBLE, WITH  
12:12:24:27 LIBERTY AND JUSTICE FOR ALL.  
12:12:35:12 >> ORDER.  
12:12:36:26 COLORS.  
12:12:36:26 COLOR GUARD.  
12:13:10:21 >> THANK YOU.  
12:13:12:02 WE ARE NOW AT CONSENT.  
12:13:15:01 MAY I HAVE A MOTION TO ADOPT THE  
12:13:17:00 CONSENT AGENDA?  
12:13:18:04 >> I MOVE TO APPROVE THE CONSENT  
12:13:20:06 AGENDA.  
12:13:20:21 >> IS THERE A SECOND?  
12:13:21:26 >> SECOND.  
12:13:22:17 >> ALL IN FAVOR, PLEASE SAY YES.  
12:13:26:23 ANY OPPOSED, PLEASE SAY NO.  
12:13:29:02 MOTION PASSES 4-0.  
12:13:31:07 I WOULD LIKE TO ANNOUNCE UNDER  
12:13:32:22 CONSENT THAT THE SCHOOL BOARD  
12:13:34:06 APPROVED NEW APPOINTMENTS IN  
12:13:35:14 VARIOUS POSITIONS AT ARLINGTON  
12:13:37:02 PUBLIC SCHOOLS AS DISPLAYED ON  
12:13:38:24 THIS SLIDE.  
12:13:39:28 CONGRATULATIONS TO OUR NEW TEAM  
12:13:44:03 MEMBERS.  
12:13:44:17 WE WELCOME YOU TO APS AND LOOK  
12:13:45:26 FORWARD TO OUR WORK TOGETHER.  
12:13:47:11 IN ADDITION, THE BOARD APPROVED  
12:13:48:17 THE SPECIAL EDUCATION ANNUAL  
12:13:50:04 PLAN AS REQUIRED BY THE VIRGINIA  
12:13:51:23 DEPARTMENT OF EDUCATION WHICH  
12:13:54:07 DETAILS FEDERAL ENTITLEMENT FUND  
12:13:55:28 SPENDING UNDER THE INDIVIDUALS  
12:13:57:01 WITH DISABILITIES EDUCATION ACT,  
12:13:59:09 SECTION 611 AND 619.  
12:14:02:16 WE ARE NOW AT ANNOUNCEMENTS.  
12:14:04:24 THE SCHOOL BOARD WILL HOLD THE

12:14:06:02 FOLLOWING MEETINGS.  
12:14:07:07 APRIL 19TH, AUDIT COMMITTEE  
12:14:08:18 MEETING, 8 a.m. BOARD  
12:14:10:10 CONFERENCE ROOM.  
12:14:11:12 APRIL 23RD, CLOSED MEETING,  
12:14:13:01 5:30 p.m., APRIL 23RD, PUBLIC  
12:14:16:17 HEARING ON THE SCHOOL BOARD'S  
12:14:17:14 PROPOSED FY2025 BUDGET, 7 p.m.  
12:14:23:20 APRIL 24TH, POLICY SUBCOMMITTEE  
12:14:26:12 MEETING, 8 a.m. BOARD  
12:14:27:21 CONFERENCE ROOM.  
12:14:28:26 APRIL 25TH, SCHOOL BOARD  
12:14:29:27 MEETING, BOARD ROOM.  
12:14:32:06 BOARD MEMBERS, DO YOU HAVE ANY  
12:14:33:04 ANNOUNCEMENTS?  
12:14:33:18 Ms. KADERA?  
12:14:36:13 >> THANK YOU, MR. PRIDDY.  
12:14:37:25 I HAVE TWO ANNOUNCEMENTS FROM MY  
12:14:39:17 LIAISON SCHOOLS.  
12:14:40:25 AS YOU CAN SEE DISPLAYED ON THE  
12:14:42:14 SLIDE, THOSE OF YOU WHO MAY BE  
12:14:44:26 SAD THAT YOU ARE NOT AT  
12:14:47:01 COACHELLA THIS WEEKEND AND NEXT  
12:14:48:23 WEEKEND OUT IN CALIFORNIA, YOU  
12:14:50:01 DO NOT NEED TO BE SAD, BECAUSE  
12:14:53:27 LOCALLY OUR OWN WILLIAMSBURG  
12:14:57:02 MIDDLE SCHOOL HOME OF THE WOLVES  
12:14:59:03 IS HOSTING WOLF-CHELLA.  
12:15:05:00 YOU WILL BE TREATED TO LIVE  
12:15:06:12 MUSIC AND FOOD TRUCKS.  
12:15:08:07 IT IS OPEN TO THE COMMUNITY AND  
12:15:09:21 THE SCHOOL COMMUNITY OF  
12:15:11:09 WILLIAMSBURG MIDDLE SCHOOL AND  
12:15:12:24 THEY ARE HOSTING THIS EVENT  
12:15:14:29 ESPECIALLY ALSO TO WELCOME  
12:15:16:13 RISING SIXTH GRADERS AND THEIR  
12:15:18:19 FAMILIES, SO PLEASE ATTEND  
12:15:22:27 WOLFCHELLA.  
12:15:25:26 I'M ASSUMING IT WON'T LOOK QUITE  
12:15:27:28 LIKE THIS WHERE THE NEIGHBORHOOD  
12:15:29:26 WOULD HAVE SOME SPECIAL  
12:15:31:00 CONCERNS!  
12:15:32:04 KENMORE MIDDLE SCHOOL, FROM THAT  
12:15:33:27 SCHOOL, I'M PLEASED TO NOTE THAT  
12:15:35:13 SPECIAL EDUCATION TEACHER BOWEN  
12:15:39:15 IS BEING RECOGNIZED BY THE  
12:15:40:27 ARLINGTON BRANCH OF THE AMERICAN  
12:15:42:04 ASSOCIATION OF UNIVERSITY WOMEN  
12:15:44:06 AS THEIR 2024 ARLINGTON EDUCATOR  
12:15:46:17 OF THE YEAR FOR HER OUTSTANDING  
12:15:48:12 WORK WITH STUDENTS WITH  
12:15:49:23 DISABILITIES.  
12:15:51:14 Ms. BOWEN CHAMPIONED ANOTHER

12:15:53:19 SUCCESSFUL YEAR AT KENMORE WITH  
12:15:55:00 THE BEST BUDDIES AND SPECIAL  
12:15:57:09 OLYMPICS PROGRAMS.  
12:15:58:23 THE AUW CEREMONY WILL BE HELD IN  
12:16:01:19 MAY AT THE LUBBER RUN COMMUNITY  
12:16:04:12 CENTER AND ALL OF US CAN  
12:16:06:05 CONGRATULATE HER FOR HER  
12:16:07:12 EXCELLENT WORK.  
12:16:08:21 SHE'S TRULY A GIFT TO OUR SCHOOL  
12:16:09:23 SYSTEM.  
12:16:11:00 >> ALL RIGHT, THANK YOU.  
12:16:12:15 WE ARE NOW AT THE  
12:16:13:09 SUPERINTENDENT'S ANNOUNCEMENTS.  
12:16:15:01 DR. DURAN, DO YOU HAVE ANY  
12:16:15:22 ANNOUNCEMENTS?  
12:16:16:07 >> YES, I DO.  
12:16:17:19 IF YOU CAN PLEASE BRING THEM UP  
12:16:19:10 ON THE SCREEN.  
12:16:22:05 CAN YOU PLEASE BRING MY  
12:16:23:06 ANNOUNCEMENTS UP?  
12:16:24:18 THANK YOU.  
12:16:24:25 AS WE ALWAYS START OUT WITH AN  
12:16:28:16 "EVERY STUDENT COUNTS" VIDEO, IT  
12:16:31:18 FOCUSES ON OUR VOLUNTEER AND  
12:16:32:26 PARTNER PROGRAMS IS THE  
12:16:35:15 ESSENTIAL ROLE THAT ALL PLAY IN  
12:16:37:00 THE SUCCESS AND WELL-BEING OF  
12:16:38:07 OUR STUDENTS.  
12:16:38:26 THE REASON I'M SHOWING THIS  
12:16:39:27 TONIGHT IS THAT APRIL IS  
12:16:41:05 VOLUNTEER APPRECIATION MONTH AND  
12:16:42:19 SO IT'S AN IDEAL TIME TO  
12:16:44:01 HIGHLIGHT, I THINK, AND THANK  
12:16:45:13 ALL OF OUR VOLUNTEERS AND OUR  
12:16:46:25 PARTNERS.  
12:16:47:22 WE'RE VERY, VERY FORTUNATE AS A  
12:16:48:28 SCHOOL SYSTEM TO HAVE ENGAGED  
12:16:50:14 AND SUPPORTIVE COMMUNITY MEMBERS  
12:16:52:08 WHO COME AND VOLUNTEER AND  
12:16:54:10 PROVIDE EXTRA, EXTRA TIME,  
12:16:56:19 SUPPORT, AND ATTENTION TO OUR  
12:16:58:08 SCHOOLS IN SO MANY WAYS.  
12:17:00:16 IN FACT, OVER 12,000 VOLUNTEERS  
12:17:02:27 ARE A PART OF OUR SCHOOL SYSTEM,  
12:17:05:03 WHETHER AS CHAPERONES, READING  
12:17:06:29 BUDDIES, TEACHER SUPPORT IN THE  
12:17:08:15 CLASSROOM, PARTICIPATION IN  
12:17:09:19 CAREER DAYS, OR OTHER EVENTS AT  
12:17:11:08 SCHOOLS.  
12:17:12:12 WE REALLY WANT TO MAKE SURE THAT  
12:17:13:10 WE'RE DOING ALL WE CAN TO HELP  
12:17:15:12 MAKE THE VOLUNTEER PROCESS AS  
12:17:16:27 SIMPLE AS POSSIBLE AND WE'VE

12:17:18:12 BEEN REFINING THAT AS MUCH AS WE  
12:17:19:25 CAN WHILE ALSO MAKING SURE THAT  
12:17:26:21 WE HAVE SAFETY OF OUR STUDENTS  
12:17:29:19 AND STAFF IN PLACE.  
12:17:31:11 WE HAVE A REQUIRED ONLINE  
12:17:32:29 TRAINING CALLED SAFE SCHOOLS  
12:17:34:06 THAT IS MANDATORY FOR ANY  
12:17:36:18 VOLUNTEERS TO COME IN.  
12:17:38:06 THAT TAKES ONE TO TWO DAYS TO  
12:17:39:18 APPROVE AFTER THAT'S DONE AND  
12:17:42:00 UNDER AN HOUR TO COMPLETE, SO  
12:17:43:06 IT'S REALLY AS TIGHT OF A  
12:17:44:15 PROCESS AS WE'VE HAD IN RECENT  
12:17:46:00 YEARS, SO I WOULD REALLY  
12:17:47:21 ENCOURAGE IF YOU'RE INTERESTED  
12:17:48:16 AND YOU'RE NOT PART OF OUR  
12:17:49:24 VOLUNTEER SYSTEM TO COME IN AND  
12:17:51:10 JOIN US.  
12:17:52:01 WE ALSO HAVE HUNDREDS AND  
12:17:54:09 HUNDREDS OF CORPORATE,  
12:17:56:03 NON-PROFIT, AND COUNTY PARTNERS  
12:17:57:12 WHO I WANT TO GIVE A BIG  
12:17:59:28 SHOUTOUT WHO PROVIDE RESOURCES  
12:18:01:16 AND STAFF IN SO MANY WAYS  
12:18:03:05 WHETHER IT'S WORK-BASED LEARNING  
12:18:04:20 EXPERIENCES FOR OUR STUDENTS OR  
12:18:06:28 ACTUALLY COMING IN AND TALKING  
12:18:07:26 WITH THEM.  
12:18:09:27 MORE INFORMATION IS AVAILABLE  
12:18:10:21 ONLINE AND THERE ARE TWO PRIMARY  
12:18:12:14 POINTS OF CONTACT IF YOU'RE  
12:18:13:22 INTERESTED, Ms. DAWN SMITH WHO  
12:18:15:17 OVERSEES OUR VOLUNTEER PROGRAM  
12:18:17:03 AS WELL AS THE PARTNER  
12:18:18:01 APPLICATION.  
12:18:18:15 AND IF THERE ARE ANY COMPANIES  
12:18:19:20 OR BUSINESSES OR NON-PROFITS  
12:18:21:22 THAT WOULD LIKE TO SUPPORT  
12:18:22:27 INSTRUCTION AND PROVIDE  
12:18:24:11 INTERNSHIPS, EXTERNSHIPS, OR  
12:18:26:01 JUST COME IN AND GIVE US SOME  
12:18:27:20 MORE OPPORTUNITIES ABOUT  
12:18:28:17 WORK-BASED LEARNING, Ms. PAM  
12:18:30:08 NAGURKA IS THE BEST CONTACT, AND  
12:18:32:21 YOU CAN SEE THEIR INFORMATION ON  
12:18:33:22 THE SCREEN.  
12:18:34:10 BUT NOW LET'S TAKE A LOOK AT  
12:18:35:16 GIVE A LITTLE BIT OF AN INSIGHT  
12:18:37:15 INTO ALL THE GREAT THINGS OUR  
12:18:38:24 VOLUNTEERS DO FOR US.  
12:18:40:02 AND AGAIN, HAPPY VOLUNTEER  
12:18:41:06 APPRECIATION MONTH IN APRIL.  
12:18:44:08 [MUSIC]

12:18:45:15 >> TO ME, VOLUNTEERING IS REALLY  
12:18:47:07 IMPORTANT IN THE SCHOOLS,  
12:18:49:05 BECAUSE IT CREATES A CONNECTION  
12:18:51:03 WITH THE COMMUNITY THAT  
12:18:52:21 SURROUNDS OUR BUILDING.  
12:18:53:26 AND I THINK THAT THAT  
12:18:55:00 COMMUNITY/SCHOOL PARTNERSHIP AND  
12:18:57:02 CONNECTION HELPS OUR WHOLE  
12:18:59:13 NEIGHBORHOOD BE STRONG.  
12:19:01:27 >> I WOULD JUST ENCOURAGE ANYONE  
12:19:03:15 WHO'S INTERESTED IN VOLUNTEERING  
12:19:05:13 IN APS TO FIND OUT WHAT'S  
12:19:07:18 AVAILABLE.  
12:19:08:02 THERE ARE SO MANY DIFFERENT  
12:19:09:00 KINDS OF NEEDS.  
12:19:10:15 BUT I CAN GUARANTEE ANY PERSON  
12:19:12:26 THAT IF THEY, YOU KNOW, GET INTO  
12:19:15:17 A SCHOOL ENVIRONMENT AND START  
12:19:17:12 WORKING WITH KIDS, IT'S  
12:19:19:14 SOMETHING THAT THEY WOULD ENJOY.  
12:19:23:26 >> I WANT YOU TO TURN TO YOUR  
12:19:25:24 PARTNER ...  
12:19:29:02 >> IT'S A NON-PROFIT THAT MAINLY  
12:19:30:10 FOCUSES ON PROVIDING HIGH SCHOOL  
12:19:31:19 SENIORS WITH PAID INTERNSHIPS  
12:19:34:04 THROUGHOUT THEIR SENIOR YEAR.  
12:19:35:13 A LOT OF OUR STUDENTS, THIS IS  
12:19:36:24 THE FIRST TIME THEY'RE EXPOSED  
12:19:38:10 TO A PROFESSIONAL JOB, SO WE'VE  
12:19:40:02 GOT TO ENSURE THEY GET THAT  
12:19:41:16 EXPERIENCE IN A SAFE AND  
12:19:43:15 CONTROLLED ENVIRONMENT.  
12:19:44:09 >> SO WHAT YOU'RE SEEING IN  
12:19:45:04 THERE IS JUST GETTING READY FOR  
12:19:46:13 THEIR FIRST DAY OF WORK.  
12:19:47:23 THEY'VE BEEN DOING THIS FOR A  
12:19:48:17 FEW WEEKS.  
12:19:49:09 >> I THINK EVERYONE HAS HELPED  
12:19:51:13 WITH THE SOFT SKILLS AND THIS  
12:19:53:02 EXPOSES YOU TO A LOT OF  
12:19:54:14 KNOWLEDGE, A LOT ABOUT WHAT THE  
12:19:56:12 WORKPLACE IS LIKE, WHAT YOU'LL  
12:19:58:04 BE EXPECTING IN A MORE  
12:20:00:03 PROFESSIONAL OFFICE SETTING AND  
12:20:01:15 PROGRAMS LIKE THESE ASSIST YOU  
12:20:02:16 IN BECOMING FUTURE LEADERS.  
12:20:04:18 >> SO THEN BY THE TIME THEY GET  
12:20:06:00 OUT OF COLLEGE, ONE, THEY HAVE A  
12:20:07:29 REALLY STRONG RESUMÉ AND THEY  
12:20:09:24 HAVE A GOOD IDEA OF WHAT IS  
12:20:11:13 EXPECTED OF THEM IN THE  
12:20:12:08 PROFESSIONAL WORLD OUT THERE.  
12:20:13:26 >> IT JUST MEANS A LOT TO ME TO

12:20:15:25 BE ABLE TO BE IN THIS LEARNING  
12:20:18:17 COMMUNITY AND TO WORK ONE-ON-ONE  
12:20:21:00 WITH STUDENTS AND REALLY SEE  
12:20:22:21 THEM ACHIEVE.  
12:20:24:15 AND IT'S SO EXCITING TO BE ABLE  
12:20:26:07 TO SEE THEIR SKILLS IMPROVE AND  
12:20:28:18 TO KNOW THAT YOU HELPED THEM  
12:20:33:27 ACHIEVE THEIR GOALS.  
12:20:35:02 IT'S REALLY GREAT TO BE PART OF  
12:20:36:04 THAT PROCESS.  
12:20:37:01 >> EVERYONE WINS IS A NON-PROFIT  
12:20:41:20 ORGANIZATION.  
12:20:42:25 WE PULL STUDENTS DURING THEIR  
12:20:45:20 LUNCH AND RECESS HOUR AND BUILD  
12:20:47:22 RELATIONSHIPS WITH THEIR MENTORS  
12:20:49:00 THROUGH THE BOOK.  
12:20:49:24 >> I WILL SAY IT IS ONE OF MY  
12:20:51:04 FAVORITE HOURS OF MY WEEK.  
12:20:52:26 IT'S REALLY GRATIFYING TO SEE,  
12:20:54:21 YOU KNOW, BECAUSE KIDS ARE  
12:20:56:15 GIVING US THEIR RECESS, BE  
12:20:58:18 EXCITED TO COME AND SPEND THAT  
12:21:00:03 ONE-ON-ONE TIME WITH AN ADULT.  
12:21:02:13 >> I ENCOURAGE ANYBODY TO  
12:21:04:01 CONSIDER VOLUNTEERING IN THE  
12:21:06:03 SCHOOLS, BECAUSE I THINK THAT  
12:21:07:01 OUR STUDENTS BEING ABLE TO MEET  
12:21:09:22 AND TO HEAR ABOUT WHAT PEOPLE DO  
12:21:12:00 IN OUR COMMUNITY HELPS THEM TO  
12:21:14:09 ENVISION WHAT THEY MIGHT BE ABLE  
12:21:15:28 TO DO IN THE FUTURE.  
12:21:17:22 >> THERE ARE SO MANY DIFFERENT  
12:21:19:00 KINDS OF NEEDS IN A SCHOOL, AND  
12:21:20:20 EXTRA HANDS ON DECK ARE ALWAYS  
12:21:22:28 USEFUL AND HELPFUL.  
12:21:26:11 >> FOR ANYBODY LOOKING TO MAKE A  
12:21:28:02 TRUE IMPACT IN A CHILD'S LIFE,  
12:21:29:25 THIS IS ONE OF THE BEST WAYS TO  
12:21:30:27 DO IT.  
12:21:32:24 >> VISIT US AT THE APS WEBSITE.  
12:21:35:06 ALSO CHECK US OUT ACROSS ALL OF  
12:21:37:27 OUR SOCIAL MEDIA PLATFORMS.  
12:21:41:19 >> AGAIN, THANK YOU TO ALL OF  
12:21:43:01 OUR VOLUNTEERS AND OUR PARTNERS  
12:21:43:29 AND THERE'S SO MANY WAYS THAT  
12:21:45:24 YOU CAN CONTRIBUTE TO OUR SCHOOL  
12:21:47:22 SYSTEM, SO PLEASE TAKE A LOOK IF  
12:21:49:05 YOU'RE NOT ALREADY INVOLVED.  
12:21:53:27 OUR "YOUR VOICE MATTERS" SURVEY  
12:21:55:22 IS NOW COMPLETE.  
12:21:57:10 I WANT TO THANK EVERYBODY IN OUR  
12:21:59:08 COMMUNITY WHO TOOK TIME TO SHARE  
12:22:01:00 YOUR FEEDBACK WITH US.

12:22:02:02 THIS YEAR WE DID HAVE THE  
12:22:02:20 HIGHEST RESPONSE RATE YET WITH  
12:22:04:02 OUR STUDENTS, ALMOST 78%  
12:22:06:27 COMPLETION RATE, WHICH IS  
12:22:08:05 OUTSTANDING.  
12:22:08:26 WE HAD NEARLY 50% OF OUR  
12:22:10:18 SCHOOL-BASED AND FULL-TIME STAFF  
12:22:12:06 COMPLETE THE SURVEY.  
12:22:13:21 AND 22.7% OF OUR FAMILIES.  
12:22:16:23 MOST IMPORTANTLY, I KNOW MANY  
12:22:17:25 PEOPLE ARE WONDERING WHAT IS  
12:22:19:14 GOING TO BE THE RESULTS AND HOW  
12:22:20:09 DO WE KNOW WHAT THOSE ARE AND  
12:22:21:25 HOW WILL YOU USE THEM.  
12:22:23:23 THE PRELIMINARY RESULTS WILL BE  
12:22:25:25 AVAILABLE INTERNALLY STARTING  
12:22:27:20 NEXT WEEK FOR US TO REVIEW.  
12:22:29:27 ADDITIONAL NEXT STEPS WITH THE  
12:22:30:24 RESULTS WILL BE THAT OUR  
12:22:32:15 INTERNAL REVIEW IN THE MONTH OF  
12:22:33:27 APRIL, THE BEGINNING OF MAY, WE  
12:22:35:16 WILL BE SHARING ALL RESULTS TO  
12:22:38:09 PRINCIPALS AND DEPARTMENT  
12:22:39:16 DIRECTORS TO MAKE SURE THEY HAVE  
12:22:40:18 TIME TO UNDERSTAND THEIR RESULTS  
12:22:42:03 PRIOR TO SHARING THEM WITH THE  
12:22:43:08 COMMUNITY TO BE ABLE TO RESPOND  
12:22:44:06 TO QUESTIONS AND THEN IN  
12:22:45:11 MID-JUNE, APS RELEASES THE  
12:22:47:13 RESULTS IN A REPORT TO THE  
12:22:49:08 COMMUNITY ALONG WITH ACTION  
12:22:51:06 PLANS AND SOME OF THE DATA.  
12:22:52:18 AND THEN AS WE'VE SHARED  
12:22:53:19 THROUGHOUT THIS PROCESS, WE DO  
12:22:54:27 USE ALL OF THE RESULTS TO WORK  
12:22:57:13 ON THE SCHOOL ACTION PLANS THAT  
12:22:59:05 THEY'LL BE PREPARING FOR NEXT  
12:23:00:07 YEAR AS WELL AS OUR DEPARTMENT  
12:23:01:15 PLANS THAT WE'LL BE PREPARING  
12:23:03:03 FOR NEXT YEAR.  
12:23:03:28 AND YOU'LL SEE AS A PART OF THE  
12:23:06:00 STRATEGIC PLAN, THERE ARE SOME  
12:23:07:18 MEASURES AND METRICS THAT ARE  
12:23:08:27 RELATED TO THESE RESULTS, SO  
12:23:10:19 AGAIN, THANK YOU FOR THOSE THAT  
12:23:12:14 CONTRIBUTED TO THE SURVEY.  
12:23:14:20 WE APPRECIATE IT.  
12:23:14:27 I WANT OUR COMMUNITY TO KNOW  
12:23:18:12 WE'RE IN THE PROCESS OF  
12:23:19:06 PREPARING FOR OUR DIVISION-WIDE  
12:23:21:05 ROLLOUT THAT WILL TAKE PLACE  
12:23:23:00 NEXT SCHOOL YEAR FOR THE  
12:23:24:21 LIGHTSPEED PARENT PORTAL.

12:23:26:10 THIS IS THE CONTENT FILTER AND  
12:23:27:21 THE TOOL THAT PARENTS CAN USE TO  
12:23:29:23 HAVE MORE VISIBILITY INTO THEIR  
12:23:31:21 STUDENT'S INTERNET USAGE AND THE  
12:23:33:27 SITES THEY VISIT WHEN THEY'RE  
12:23:35:09 USING AN APS-ISSUED DEVICE.  
12:23:37:15 THIS AGAIN WILL BE ROLLED OUT TO  
12:23:38:23 ALL PARENTS AND ALL STUDENTS  
12:23:40:18 NEXT SCHOOL YEAR FOR THE 2024/25  
12:23:43:29 SCHOOL YEAR.  
12:23:46:04 BUT AS WE PREPARE FOR THAT FULL  
12:23:48:16 ROLLOUT, WE ARE PARENTS THE  
12:23:49:25 OPPORTUNITY TO PILOT THE TOOL  
12:23:50:27 WITH US BEGINNING APRIL 21ST.  
12:23:56:00 PARENTS CAN OPT IN, AND IF YOU  
12:23:57:12 WANT TO PARTICIPATE, YOU HAVE TO  
12:24:00:08 OPT IN THROUGH ParentVue.  
12:24:04:17 ADDITIONAL DETAILS WILL BE PART  
12:24:05:04 OF OUR FRIDAY 5 MESSAGE THAT'S  
12:24:07:03 COMING OUT THIS WEEK AND ALSO  
12:24:08:14 INFORMATION YOU'LL RECEIVE FROM  
12:24:09:15 YOUR SCHOOLS.  
12:24:11:00 THE PORTAL THAT WILL BE A PART  
12:24:12:18 OF THIS WILL PROVIDE ACCESS TO A  
12:24:14:10 WEEKLY REPORT FOR PARENTS  
12:24:16:01 INCLUDING INFORMATION SUCH AS  
12:24:17:13 THE TOP SITES THAT YOUR CHILD  
12:24:19:01 VISITED OR YOUR STUDENT VISITED,  
12:24:21:07 DAILY WEBSITE VISITS, AND AN  
12:24:22:26 AVERAGE DAILY PAGE VISIT AND  
12:24:24:11 MORE.  
12:24:25:18 AND BASED ON THE DATA AND YOUR  
12:24:28:03 OWN PREFERENCES THAT YOU CAN  
12:24:29:15 CHOOSE THROUGH THIS, YOU CAN  
12:24:30:26 ALSO PAUSE SOME WEB BREEZING  
12:24:33:01 AFTER SCHOOL HOURS FOR VARIOUS  
12:24:34:19 TIME FRAMES AND YOU CAN ALSO GET  
12:24:36:21 DETAILED INTERNET ACTIVITY FOR  
12:24:38:09 MONITORING PURPOSES, SO MORE TO  
12:24:39:29 COME ON THAT.  
12:24:41:07 RIGHT NOW AGAIN, WE WANT TO MAKE  
12:24:42:28 SURE WE'RE OPENING IT TO ANY  
12:24:44:27 FAMILY MEMBER INTERESTED IN  
12:24:46:21 PILOTING IT WITH US AND GIVING  
12:24:48:03 US FEEDBACK ABOUT WAYS TO MAKE  
12:24:49:15 IT BETTER OR WAYS TO HELP TRAIN  
12:24:51:20 ALL PARENTS WHEN IT COMES LIVE  
12:24:53:08 FOR THE FALL OF NEXT SCHOOL  
12:24:56:04 YEAR.  
12:24:57:18 HERE ARE SOME IMPORTANT DATES.  
12:25:00:19 RIGHT NOW TONIGHT, THE SCHOOL  
12:25:01:07 BOARD WILL BE ACTING ON THEIR  
12:25:03:25 PROPOSED BUDGET.

12:25:05:26 THAT'S SOMETHING THAT WILL  
12:25:06:24 HAPPEN LATER ON THIS EVENING.  
12:25:08:02 AND THEN, OF COURSE, WE'LL HAVE  
12:25:09:03 A PUBLIC HEARING ON APRIL 23RD  
12:25:12:06 ABOUT THE SCHOOL BOARD'S  
12:25:14:01 PROPOSED BUDGET.  
12:25:14:26 FOLLOWING THE PUBLIC HEARING,  
12:25:15:21 THERE ARE STILL SEVERAL  
12:25:18:02 UNCERTAINTIES KNOW IN TONIGHT'S  
12:25:19:21 VOTE BASED ON THE COUNTY AND  
12:25:20:23 STATE'S BUDGET AND THE NEXT  
12:25:22:08 STEPS IN THOSE PROCESSES.  
12:25:23:20 WE ANTICIPATE AND WE'RE TOLD  
12:25:24:24 THAT THE COUNTY WILL ADOPT THEIR  
12:25:26:03 FINAL TAX RATE BETWEEN 1.5 TO  
12:25:28:28 2.5 CENTS BY APRIL 23RD AT THE  
12:25:31:14 LATEST, AND THAT WILL DETERMINE  
12:25:33:06 THEN HOW MUCH FUNDING WE FINALLY  
12:25:34:27 RECEIVE FROM THE COUNTY.  
12:25:37:19 ADDITIONALLY AT THE STATE LEVEL,  
12:25:39:00 EARLIER THIS WEEK, THE GOVERNOR  
12:25:40:22 DID NOT SIGN THE BUDGET THAT WAS  
12:25:42:04 SENT FROM THE GENERAL ASSEMBLY  
12:25:44:12 BUT INSTEAD PROPOSED AMENDMENTS  
12:25:46:06 BACK TO THE GENERAL ASSEMBLY  
12:25:47:14 THAT THEY PASSED IN MARCH AND ON  
12:25:49:13 APRIL 17TH, THE GENERAL ASSEMBLY  
12:25:51:19 WILL BE RECONVENING TO VOTE ON  
12:25:54:04 THOSE AMENDMENTS AND THEN THE  
12:25:55:03 OUTCOME OF THAT SESSION AND WHAT  
12:25:56:05 TAKES PLACE NEXT WILL DETERMINE  
12:25:58:00 WHEN THE STATE BUDGET MAY BE  
12:25:59:28 SIGNED FOR FINAL APPROVAL WHICH  
12:26:01:10 AGAIN WILL DETERMINE OUR ACTUAL  
12:26:02:27 DOLLAR AMOUNT THAT WE'RE  
12:26:04:06 RECEIVING FROM THE STATE.  
12:26:06:18 THAT IS WHY OUR FINAL  
12:26:07:26 PRESENTATION, YOU CAN SEE ON MAY  
12:26:10:21 9TH, WHEN THE BOARD WOULD AND  
12:26:12:23 SHOULD ADOPT IS TENTATIVE,  
12:26:14:25 BECAUSE THERE'S STILL MOVEMENT  
12:26:16:10 AT THE COUNTY AND STATE LEVELS I  
12:26:18:02 JUST DESCRIBED.  
12:26:19:00 AND IT'S ALSO IMPORTANT TO NOTE  
12:26:20:02 THAT IT IS STILL NOT TOO LATE TO  
12:26:21:24 ADVOCATE TO OUR COUNTY PARTNERS  
12:26:23:06 FOR MORE FUNDING FOR SCHOOLS SO  
12:26:25:14 THAT WE CAN HAVE THE OPPORTUNITY  
12:26:26:23 TO PROVIDE THE PROPER SUPPORTS.  
12:26:29:22 AND YOU CAN SEE HERE THE  
12:26:30:17 INFORMATION IF YOU'RE INTERESTED  
12:26:32:11 IN CONTACTING THE COUNTY BOARD.  
12:26:33:27 THE E-MAIL THERE IS AVAILABLE.

12:26:36:12 I WANTED TO SHARE NOW TWO BRIGHT  
12:26:38:07 SPOTS.  
12:26:39:12 I ALWAYS DO ONE, BUT I HAD TO  
12:26:40:25 ADD THIS ONE FOR TONIGHT,  
12:26:41:27 BECAUSE EARLIER TODAY, I HAD THE  
12:26:43:06 HONOR OF BEING A PART OF A VERY  
12:26:44:22 SPECIAL EVENT AT AMAZON'S  
12:26:46:26 ARLINGTON HEADQUARTERS WHERE  
12:26:48:07 THEY ANNOUNCED THE WINNERS OF  
12:26:49:19 THE AMAZON FUTURE ENGINEERS  
12:26:51:24 SCHOLARSHIP.  
12:26:52:08 THIS IS A SCHOLARSHIP WHERE THEY  
12:26:54:03 AWARD HIGH SCHOOL SENIORS  
12:26:57:07 \$40,000 TOWARDS AN UNDERGRADUATE  
12:26:59:23 DEGREE IN ENGINEERING OR  
12:27:01:04 COMPUTER SCIENCE AND A COMPLETE  
12:27:03:06 PAID SUMMER INTERNSHIP AS A PART  
12:27:05:08 OF AMAZON AS WELL AS ACCESS TO  
12:27:08:12 SUPPORT FOR STUDENTS DURING  
12:27:10:03 THEIR COLLEGE YEARS WHETHER IT'S  
12:27:11:27 MENTAL HEALTH SUPPORT, THEY  
12:27:15:12 PROVIDE A GRANT FOR THEM IF THEY  
12:27:17:21 NEED ADDITIONAL FINANCIAL  
12:27:19:16 SERVICES AND THINGS FOR HOUSING  
12:27:20:18 OR TO HELP PAY FOR TUITION.  
12:27:22:14 AND TODAY I WAS VERY PROUD THAT  
12:27:23:26 WE WERE ABLE TO AWARD FIVE APS  
12:27:26:14 SENIORS THAT YOU CAN SEE.  
12:27:29:22 JULISSA HERNANDEZ FROM ARLINGTON  
12:27:31:03 TECH, SAMUEL SURAFEIL FROM  
12:27:32:21 WAKEFIELD, ESAM ABDELAZIZ FROM  
12:27:34:29 WAKEFIELD, DAGMAWI ATSEDEWEYN  
12:27:36:20 FROM WAKEFIELD, AND QIAOJING  
12:27:38:24 HUANG FROM WASHINGTON-LIBERTY  
12:27:41:29 HIGH SCHOOL AND IT WAS SUCH AN  
12:27:43:10 AWESOME, AWESOME OPPORTUNITY, SO  
12:27:45:02 A BIG SHOUTOUT TO THOSE FIVE  
12:27:47:00 STUDENTS, \$40,000 TOWARDS THEIR  
12:27:49:12 UNDERGRADUATE DEGREE.  
12:27:50:10 AND I WAS TALKING WITH THEM AND  
12:27:51:21 A COUPLE OF THEM HAVE ALREADY  
12:27:53:20 BEEN ACCEPTED TO YALE, TO  
12:27:54:29 HARVARD, TO UVA, AND THANK  
12:28:02:10 AMAZON AS BEING A GREAT PARTNER  
12:28:04:05 WITH US.  
12:28:04:27 AND FINALLY, MY BRIGHT SPOT IS  
12:28:07:08 REALLY TO RECOGNIZE SOME OF OUR  
12:28:08:23 RANDOLPH STUDENTS AND A BIG  
12:28:11:05 SHOUTOUT, CONGRATULATIONS TO  
12:28:12:23 THEM FOR RECEIVING SOME NATIONAL  
12:28:15:12 RECOGNITION.  
12:28:16:20 THEIR FOURTH GRADE TEAMS  
12:28:19:04 RECEIVED AN HONORABLE MENTION IN

12:28:21:05 THE ExploraVision  
12:28:22:29 COMPETITION.  
12:28:24:11 THEIR PROJECT CALLED X-RAY PEN  
12:28:25:22 RECEIVED THIS MENTION ON THIS  
12:28:26:24 AWARD BECAUSE THEY WERE IN THE  
12:28:27:22 TOP 10% OF ALL OF THE PROJECTS  
12:28:30:08 SUBMITTED NATIONWIDE.  
12:28:33:16 ExploraVision IS SPONSORED  
12:28:34:12 BY THE TOSHIBA NATIONAL SCIENCE  
12:28:36:27 TEACHING ASSOCIATION AND OUR  
12:28:37:25 STUDENTS DID A GREAT JOB WITH  
12:28:39:07 THIS X-RAY PEN THAT THEY WORKED  
12:28:40:26 ON AND A BIG SHOUTOUT TO OUR  
12:28:42:25 FUTURE SCIENTISTS FROM RANDOLPH!  
12:28:44:27 WITH THAT, CHAIR PRIDDY, I'LL  
12:28:47:18 CONCLUDE MY ANNOUNCEMENTS.  
12:28:49:18 >> THANK YOU, DO WE HAVE ANY  
12:28:50:20 QUESTIONS?  
12:28:52:01 Ms. TURNER?  
12:28:53:02 >> ON THE LIGHTSPEED, SO I THINK  
12:28:56:24 THERE'S AN OPTION FOR PARENTS IF  
12:28:58:03 THEY WANT TO PAUSE BROWSING  
12:29:00:27 AFTER SCHOOL ESSENTIALLY?  
12:29:02:09 >> AFTER SCHOOL HOURS, THAT'S  
12:29:03:10 CORRECT.  
12:29:03:24 >> WHAT OPTIONS IF ANY WOULD  
12:29:06:04 THERE BE FOR PARENTS OR TEACHERS  
12:29:07:22 TO PAUSE USAGE THAT'S NOT  
12:29:09:09 CONSISTENT WITH INSTRUCTIONAL  
12:29:10:17 PURPOSES DURING A SCHOOL DAY?  
12:29:12:13 >> SO DURING THE SCHOOL DAY,  
12:29:14:01 THERE ISN'T THE OPTION TO PAUSE,  
12:29:15:17 HOWEVER THE REPORT WILL SHOW ANY  
12:29:17:18 SITES THAT A STUDENT MIGHT BE  
12:29:18:24 VISITING DURING THE DAY AND IF  
12:29:20:16 THERE ARE CONCERNS, THEN THAT  
12:29:22:08 COULD BE A CONVERSATION WITH  
12:29:23:06 THEIR CHILD OR WITH THE TEACHER  
12:29:24:20 TO TALK ABOUT THE FACT THAT THEY  
12:29:26:02 MAY SEE THAT DURING CERTAIN  
12:29:28:00 CLASS TIME THAT THEY ARE  
12:29:29:18 VISITING SITES THAT DON'T SEEM  
12:29:31:07 TO BE APPROPRIATE FOR THE  
12:29:32:04 INSTRUCTION TAKING PLACE, SO  
12:29:33:03 IT'S NOT A PAUSE, BUT IT'S A  
12:29:34:19 REPORT TO SHOW WHAT'S HAPPENING  
12:29:36:07 THERE FROM THE PARENT'S  
12:29:38:08 PERSPECTIVE.  
12:29:38:22 I'M NOT SURE, I DO BELIEVE THERE  
12:29:40:24 MAY BE A LATER ON FEATURE THAT  
12:29:42:26 TEACHERS CAN USE FOR THAT, BUT  
12:29:44:05 RIGHT NOW IT'S THE PARENT PORTAL  
12:29:45:27 THAT WE'RE REFERRING TO.

12:29:47:06 IN TERMS OF PARENTS, IT'S  
12:29:48:12 PAUSING AFTER SCHOOL HOURS AND  
12:29:49:24 WEEKENDS.  
12:29:50:11 AND AGAIN THAT'S ON APS-ISSUED  
12:29:52:13 DEVICES OBVIOUSLY.  
12:29:57:08 >> ON THE SAME SUBJECT, I WAS  
12:29:59:00 JUST GOING TO SAY I BELIEVE THAT  
12:30:01:18 DURING SCHOOL HOURS, TEACHERS  
12:30:03:03 HAVE THE ABILITY ON APS-ISSUED  
12:30:05:29 DEVICES TO USE APPLE CLASSROOM  
12:30:10:08 TO MONITOR AND --  
12:30:12:13 >> YES.  
12:30:12:20 THAT'S CORRECT.  
12:30:17:21 >> I'M VERY PLEASED THAT THE  
12:30:20:12 LIGHTSPEED PILOT IS ROLLING OUT  
12:30:24:24 AND MY TWO TEENAGE APS DEVICE  
12:30:27:19 USERS AT HOME ARE VERY UNHAPPY  
12:30:28:28 THAT THIS WILL BE COMING NEXT  
12:30:31:03 WEEK, BUT I THANK YOU FOR MAKING  
12:30:32:28 THIS HAPPEN.  
12:30:33:26 I'M VERY INTERESTED TO SEE HOW  
12:30:34:24 THIS IS GOING TO ROLL OUT.  
12:30:37:02 >> SHOULD I SIGN UP FOR THE  
12:30:38:17 PILOT PROGRAM RIGHT NOW?  
12:30:40:11 [ LAUGHTER ]  
12:30:41:12 >> NOT DURING THE MEETING!  
12:30:43:15 >> AFTER THE MEETING!  
12:30:44:23 BUT WE'LL BE LOOKING FOR THIS  
12:30:46:08 TOMORROW.  
12:30:46:22 I SAW THAT THAT WAS THE DATE  
12:30:47:21 WHERE WE COULD SIGN UP.  
12:30:49:26 AND I ALSO -- THE SECOND COMMENT  
12:30:51:15 FROM YOUR SLIDES WAS JUST  
12:30:54:26 ECHOING OUR APPRECIATION TO OUR  
12:30:56:06 VOLUNTEERS IN VOLUNTEER MONTH.  
12:30:59:25 I HEAR FROM OUR STAFF AND OUR  
12:31:03:10 SCHOOLS ABOUT HOW MUCH  
12:31:04:08 APPRECIATION THEY FEEL FOR  
12:31:06:02 HAVING EXTRA ADULTS IN THE  
12:31:08:14 BUILDING, EXTRA SETS OF HANDS IN  
12:31:09:27 OUR CLASSROOMS TO WORK WITH  
12:31:11:19 STUDENTS, AND SO IT REALLY MAKES  
12:31:12:25 A BIG DIFFERENCE.  
12:31:16:13 >> Ms. ZECHER SUTTON?  
12:31:18:25 >> I CAN PIVOT RIGHT FROM  
12:31:20:12 Ms. KADERA'S REMARKS TO GIVE  
12:31:21:28 AN EXTRA SHOUTOUT TO DAWN SMITH  
12:31:24:07 AND PAM NAGURKA WHO DO WORK VERY  
12:31:26:12 HARD AND VERY SUCCESSFULLY TO  
12:31:28:03 CREATE EVENTS AND OPPORTUNITIES  
12:31:30:15 FOR VOLUNTEERING AND PARTNERING  
12:31:31:21 WITH APS.  
12:31:32:12 I'M ALSO REALLY PLEASED TO HEAR

12:31:33:20 THAT THE PROCESS FOR  
12:31:34:21 VOLUNTEERING NOW SOUNDS LIKE  
12:31:36:15 IT'S MUCH STREAMLINED FROM WHERE  
12:31:38:27 IT USED TO BE.  
12:31:40:08 AND I ALSO THINK WE WOULD BE  
12:31:41:17 REMISS IF WE DID NOT GIVE A VERY  
12:31:43:19 QUICK SHOUTOUT TO OUR  
12:31:44:18 SUPERINTENDENT FOR THE EASE WITH  
12:31:46:06 WHICH YOU RAN THROUGH THE NAMES  
12:31:47:24 OF THE STUDENTS ON THE SECOND TO  
12:31:49:23 LAST SLIDE!  
12:31:50:24 AND I'M CURIOUS IF YOU SPEAK ALL  
12:31:51:29 THE LANGUAGES THAT THEY  
12:31:53:04 REPRESENT!  
12:31:54:05 >> NO, I DON'T!  
12:31:55:20 I HAD THE CHANCE TO MEET THEM  
12:31:57:02 TODAY SO ... !  
12:32:00:03 >> THANK YOU.  
12:32:00:17 I JUST WANTED TO REITERATE,  
12:32:02:20 TOMORROW, IT'S A WEEK WINDOW TO  
12:32:05:02 SIGN UP FOR THE LIGHTSPEED IF  
12:32:06:24 YOU WANT TO BE PART OF THE PILOT  
12:32:08:01 PROGRAM, SO MAKE SURE -- WE NEED  
12:32:10:17 AS MUCH FEEDBACK AS POSSIBLE FOR  
12:32:11:29 THAT SO WE CAN ROLL IT OUT  
12:32:14:18 SUCCESSFULLY IN THE FALL.  
12:32:17:16 WE ARE NOW AT PUBLIC COMMENT ON  
12:32:19:04 AGENDA AND NON-AGENDA ITEMS.  
12:32:21:17 PLEASE TURN YOUR ATTENTION TO  
12:32:24:16 THE STUDENT-PRODUCED VIDEO TO  
12:32:27:08 REVIEW PUBLIC COMMENT  
12:32:30:22 GUIDELINES.  
12:32:31:23 [ VIDEO IS CAPTIONED ]  
12:35:22:05 >> OKAY, AND THE FIRST SPEAKER,  
12:35:24:06 TONY CLARK.  
12:35:29:05 >> HI, THERE, I'M TONY CLARK, I  
12:35:31:24 AM THE FATHER OF TWO CHILDREN AT  
12:35:33:20 ESCUELA KEY.  
12:35:34:21 I WANTED TO TALK ABOUT THE DUAL  
12:35:35:26 IMMERSION PROGRAM.  
12:35:37:21 FIRST I WANTED TO THANK ALL OF  
12:35:38:29 THE PARENTS, THE PTA'S AT  
12:35:41:19 CLAREMONT AND KEY WHO RAISED THE  
12:35:45:18 ISSUE ABOUT THE PAUSE IN THE  
12:35:49:27 80/20 IMPLEMENTATION PROGRAM AND  
12:35:52:02 I WANTED TO THANK THE BOARD AND  
12:35:54:00 SUPERINTENDENT DURAN FOR  
12:35:56:05 LISTENING TO OUR CONCERNS AND  
12:35:57:21 REVERSING THAT DECISION.  
12:35:59:03 WE ARE HERE AND I JUST WANT TO  
12:36:01:12 REITERATE THAT WE WANT TO  
12:36:03:14 PARTNER AND COLLABORATE WITH YOU  
12:36:06:03 IN COMING UP WITH THE

12:36:07:20 INSTRUCTIONAL PLAN AND THE  
12:36:09:12 TRANSITION TO THE 80/20 FOR THE  
12:36:11:21 RISING SECOND GRADERS AND  
12:36:12:29 PARTNER WITH YOU AND HELP YOU  
12:36:14:27 WITH WHATEVER CHALLENGES THAT  
12:36:16:23 MAY BE ARISING OR HAVE ARISEN  
12:36:19:06 BECAUSE OF THE PROPOSED PAUSE  
12:36:21:24 THAT HAPPENED IN THE FIRST PLACE  
12:36:24:15 FOR THE REASONS THAT DECISION  
12:36:27:23 WAS MADE.  
12:36:28:27 SO WE WILL BE REACHING OUT TO  
12:36:30:12 THE RELEVANT STAFF, BUT I JUST  
12:36:32:12 WANTED TO COME ON AND SAY THANK  
12:36:33:27 YOU AGAIN FOR KEEPING DUAL  
12:36:36:08 LANGUAGE IMMERSION A TOP  
12:36:38:03 PRIORITY AND CONTINUING THE  
12:36:40:04 IMPLEMENTATION OF THE 80/20  
12:36:41:16 PROGRAM, THANK YOU.  
12:36:44:14 >> THANK YOU.  
12:36:45:15 >> OKAY, NOW I'LL CALL OUR FIRST  
12:36:47:17 SIX SPEAKERS.  
12:36:50:01 CHARLOTTE, ALICE, ISABEL,  
12:36:56:13 HARPER, STELLA.  
12:36:59:02 IF THEY COULD LINE UP.  
12:37:01:13 AND OUR FIRST SPEAKER,  
12:37:02:24 CHARLOTTE.  
12:37:12:15 >> I'M A SIXTH GRADER.  
12:37:14:01 WHEN YOU THINK OF SCHOOL, WHAT  
12:37:15:23 COMES TO MIND?  
12:37:16:18 IT'S A PLACE TO LEARN AND A  
12:37:17:27 PLACE TO EXPRESS THEMSELVES.  
12:37:22:12 FOR ME, IT'S THEATER.  
12:37:23:24 I USE THEATER AS A WAY TO  
12:37:25:00 REPRESENT THEMSELVES AND  
12:37:25:24 SOMETIMES WHEN I'M STRESSED,  
12:37:27:00 THEATER IS A BREAK FROM THAT  
12:37:28:08 STRESS AND I CAN PUT MYSELF IN  
12:37:29:29 SOMEONE ELSE'S SHOES.  
12:37:31:12 SOME BENEFITS COMING FROM  
12:37:32:13 THEATER ARE SOCIAL SKILLS,  
12:37:33:18 ABILITY TO WORK BY YOURSELF AND  
12:37:34:29 WITH OTHER PEOPLE, FLEXIBILITY,  
12:37:36:28 CONFIDENCE, MEETING NEW PEOPLE  
12:37:38:06 AND MUCH MORE.  
12:37:39:05 I LOVE THEATER BECAUSE I CAN USE  
12:37:40:10 MY IMAGINATION AND IT REALLY  
12:37:42:01 HELPS ME UNDERSTAND MY  
12:37:43:06 CHARACTER.  
12:37:44:00 I'M ASKING YOU TO CONTINUE  
12:37:44:27 STRONG SUPPORT FOR APS THEATER  
12:37:46:12 EDUCATION.  
12:37:47:23 WITH STRONG SUPPORT, WE'D BE  
12:37:48:21 ABLE TO FURTHER EDUCATION ABOUT

12:37:50:09 THEATER AND TAKE OUR SHOWS  
12:37:51:24 FARTHER.  
12:37:52:15 FOR A SHOW TO HAPPEN, WE NEED  
12:37:56:04 SETS, COSTUMES, AND  
12:37:57:06 CHOREOGRAPHERS.  
12:37:58:18 IT'S FUN FOR THE KIDS IN THE  
12:37:59:19 SHOW AND ALSO THE KIDS WATCHING  
12:38:01:08 THE SHOW.  
12:38:02:15 A HUGE THANK YOU TO Dr. PAM  
12:38:04:23 FARRELL FOR HER SUPPORT INTO  
12:38:06:01 GIVING US MICS TO IMPROVE OUR  
12:38:08:14 UPCOMING PERFORMANCE.  
12:38:09:15 HAVING MICROPHONES HELPED THE  
12:38:11:03 ACTORS FEEL MORE CONFIDENT.  
12:38:14:04 I THINK THEATER IS A GREAT THING  
12:38:15:03 AND IT'S AN AMAZING THING FOR  
12:38:17:08 KIDS TO DO.  
12:38:18:15 ALL THEATER KIDS KNOW THAT THEY  
12:38:19:17 LOVE ACTING AND ARE VERY  
12:38:20:26 EXPRESSIVE.  
12:38:21:21 AND IT'S NOT ONLY ABOUT JUST  
12:38:22:22 DOING THE PLAY, IT'S ABOUT THE  
12:38:23:25 COMMUNITY AND THE PEOPLE YOU  
12:38:25:21 MIGHT WHILE PRACTICING A SHOW.  
12:38:27:22 IF SOMEONE ISN'T UP TO BEING ON  
12:38:29:17 STAGE, THEY CAN WATCH THEATER  
12:38:31:05 SHOWS AND LEARN ANYTHING AND IT  
12:38:33:03 HELPS VISUAL LEARNERS.  
12:38:35:22 IN CONCLUSION, THEATER HAS MANY  
12:38:37:00 BENEFITS TO CHILDREN'S LEARNING  
12:38:38:06 AND IS ALSO A WAY FOR KIDS TO  
12:38:41:04 REPRESENT THEMSELVES IN SCHOOL  
12:38:42:20 IN A POSITIVE WAY.  
12:38:43:19 THIS HELPS WITH CONFIDENCE.  
12:38:44:24 I HOPE THAT THIS HELPS BRING  
12:38:46:22 AWARENESS TO HOW THEATER IS  
12:38:48:27 HELPING KIDS LEARN AND REPRESENT  
12:38:50:15 THEMSELVES EACH WAY.  
12:38:53:00 A HUGE THANK YOU TO  
12:38:53:18 Ms. ROSENTHAL FOR HELPING WITH  
12:38:55:07 THIS SPEECH.  
12:38:56:01 I HOPE YOU WILL TAKE THIS INTO  
12:38:57:16 CONSIDERATION ABOUT THE ARTS IN  
12:38:59:15 THE FUTURE.  
12:39:00:03 >> THANK YOU FOR YOUR COMMENTS.  
12:39:01:10 NEXT SPEAKER, PLEASE.  
12:39:03:05 >> ANNE?  
12:39:15:22 >> HI.  
12:39:16:10 MY NAME IS ANNE AND I'M A THIRD  
12:39:18:15 GRADE STUDENT AT ABINGDON  
12:39:20:06 ELEMENTARY SCHOOL.  
12:39:21:21 I WOULD LIKE TO TELL YOU THREE  
12:39:23:00 REASONS WHY WE SHOULD KEEP TWO

12:39:25:18 ASSISTANT PRINCIPALS AT  
12:39:26:12 ABINGDON.  
12:39:27:27 NUMBER ONE, WHEN A STUDENT IS  
12:39:29:18 HAVING A HARD TIME FOLLOWING THE  
12:39:30:27 RULES, THE ASSISTANT PRINCIPAL  
12:39:32:28 COMES TO THE CLASSROOM AND HELPS  
12:39:34:29 CONTROL ALL THE EMOTIONS.  
12:39:37:05 MANY TIMES THIS HAPPENS, MORE  
12:39:39:17 THAN ONE TIME IN A DAY.  
12:39:41:06 NUMBER TWO, THEY HELP SUB WHEN  
12:39:43:11 NEEDED.  
12:39:44:22 FOR EXAMPLE, IF A TEACHER WILL  
12:39:45:23 BE LATE OR IS ABSENT, IN THE  
12:39:48:29 LAST TWO WEEKS, THEY HAD TO SUB  
12:39:51:15 IN MY CLASS TWICE.  
12:39:53:13 NUMBER THREE, THEY ARE VERY  
12:39:55:18 HARD-WORKING AND NICE PEOPLE AND  
12:39:56:27 SPEND LOTS OF TIME WITH US  
12:39:58:03 STUDENTS.  
12:39:58:21 I CAN'T IMAGINE ABINGDON WITHOUT  
12:40:00:09 THEM.  
12:40:01:23 PLEASE FIND A WAY TO KEEP BOTH  
12:40:03:01 OF ABINGDON'S ASSISTANT  
12:40:04:12 PRINCIPALS.  
12:40:05:20 THEY ARE VERY IMPORTANT TO OUR  
12:40:07:11 SCHOOL.  
12:40:09:18 >> THANK YOU FOR YOUR COMMENTS.  
12:40:11:02 >> HI, MY NAME IS JANE.  
12:40:13:14 I'M IN KINDERGARTEN.  
12:40:14:29 I AGREE WITH MY SISTER.  
12:40:16:21 [ LAUGHTER ]  
12:40:18:11 >> THANK YOU TOO!  
12:40:19:16 >> NEXT SPEAKER, ALICE HARLOW.  
12:40:29:15 >> HI, MY NAME IS ALICE HARLOW  
12:40:31:28 AND I'M A FIRST GRADER AT  
12:40:34:07 ABINGDON ELEMENTARY SCHOOL.  
12:40:38:06 IT'S VERY IMPORTANT THAT WE KEEP  
12:40:39:27 OUR TWO ASSISTANT PRINCIPALS.  
12:40:42:29 WHEN I SEE THEM, IT MAKES ME  
12:40:45:04 FEEL HAPPY.  
12:40:47:02 EVERY MORNING I SEE THEM AND  
12:40:48:13 THEY SAY GOOD MORNING, ALICE!  
12:40:52:15 AND THAT HELPS ME, HELPS TO GET  
12:40:56:14 MY DAY OFF TO A GOOD START.  
12:40:59:16 AND A LOT OF THE TIMES, SOMEONE  
12:41:04:18 AT SCHOOL HAS A REALLY HARD TIME  
12:41:09:22 MAKING GOOD CHOICES OR THEY GET  
12:41:12:18 REALLY FRUSTRATED AND UPSET.  
12:41:16:06 AND MR. MICHAEL OR Ms. OLIVERA  
12:41:23:12 HAS TO COME IN AND HELP THEM  
12:41:25:24 CALM DOWN, EVEN THOUGH THAT CAN  
12:41:28:06 BE KIND OF HARD WHEN I SEE ONE  
12:41:30:28 OF THEM COME TO HELP.

12:41:33:04 I KNOW IT WILL BE OKAY AND I AM  
12:41:36:06 SAFE.  
12:41:38:03 MR. MICHAEL AND Ms. OLIVERA  
12:41:40:25 ALSO MAKE THINGS FUN AT SCHOOL.  
12:41:43:24 THEY CAN BE SILLY AND EVERYONE  
12:41:46:09 LIKES TO SEE THEM.  
12:41:48:13 THEY KNOW EVERYONE'S NAMES AND  
12:41:50:12 SAY HI TO EVERYONE.  
12:41:52:26 OUR ASSISTANT PRINCIPALS HELP TO  
12:41:55:00 MAKE ME FEEL SAFE AND CONFIDENT  
12:41:59:15 AND LIKE I AM IMPORTANT.  
12:42:02:00 PLEASE FIND A WAY SO THAT WE CAN  
12:42:04:22 KEEP BOTH OF THEM AT ABINGDON.  
12:42:07:28 ABINGDON WOULDN'T FEEL LIKE  
12:42:09:09 ABINGDON WITHOUT THEM.  
12:42:11:04 THANK YOU.  
12:42:12:01 >> NEXT SPEAKER, ISABEL HARLOW.  
12:42:26:13 >> HI, MY NAME IS ISABEL AND I  
12:42:28:06 GO TO ABINGDON ELEMENTARY  
12:42:30:05 SCHOOL.  
12:42:31:02 I'M HERE TO TALK ABOUT WHY WE  
12:42:32:10 NEED TWO ASSISTANT PRINCIPALS.  
12:42:34:14 I'M IN THIRD GRADE.  
12:42:37:06 I HAVE CLASSMATES WHO HAVE  
12:42:38:14 BEHAVIOR ISSUES AND THE  
12:42:39:24 ASSISTANT PRINCIPALS ARE ALWAYS  
12:42:40:22 THERE TO HELP MY CLASS WHENEVER  
12:42:42:14 WE NEED IT.  
12:42:43:13 THEY ALSO SUB FOR MY CLASS WHEN  
12:42:45:01 MY TEACHER IS LATE OR ABSENT.  
12:42:46:27 ONE OF THEM GOES TO STUFF  
12:42:48:29 OUTSIDE OF SCHOOL.  
12:42:50:24 IN EXTENDED DAY, THEY DO A MARCH  
12:42:52:19 MADNESS AND HE'S A REFEREE FOR  
12:42:54:12 THE GAMES.  
12:42:56:03 HE'S ALSO FAIR AND WILLING TO GO  
12:42:57:18 TO EVERYTHING THAT WE HAVE.  
12:43:01:18 HE WENT TO ONE OF MY GIRLS ON  
12:43:03:10 THE RUN FLAG FOOTBALL GAMES AND  
12:43:05:28 ONE OF THEM SAID TO ME, YOU  
12:43:07:21 DRESS FOR SUCCESS.  
12:43:08:22 NOW I FIND MYSELF THINKING THAT  
12:43:09:24 THAT IS VERY SPECIAL.  
12:43:12:10 IF SHE WAS NOT THERE, I WOULD  
12:43:13:19 PROBABLY THINK, OH, MAN, I'M  
12:43:15:15 DRESSING UP FOR SCHOOL, BUT ALSO  
12:43:17:21 SHE MADE ME BELIEVE IN MYSELF.  
12:43:23:01 IN CONCLUSION, I THINK WE NEED  
12:43:24:16 TWO ASSISTANT PRINCIPALS.  
12:43:25:15 >> THANK YOU FOR YOUR COMMENTS.  
12:43:26:15 >> NEXT SPEAKER, HARPER ANDRUS.  
12:43:30:07 >> MY NAME IS HARPER AND I'M A  
12:43:32:10 THIRD GRADER AT ABINGDON.

12:43:34:18 I'M HERE TO SHARE WHY WE NEED TO  
12:43:36:13 KEEP TWO ASSISTANT PRINCIPALS AT  
12:43:38:01 MY SCHOOL.  
12:43:39:09 WHEN I SEE THEM IN THE MORNING,  
12:43:40:08 I JUST FEEL BETTER AND FEEL LIKE  
12:43:42:19 IT'S GOING TO BE A GOOD DAY.  
12:43:44:24 I LIKE IT BEST WHEN I SEE BOTH  
12:43:46:03 OF THEM, BECAUSE SOMETIMES  
12:43:47:05 THERE'S MORE THAN ONE PERSON  
12:43:49:06 THAT HAS A PROBLEM AT A TIME.  
12:43:52:02 AND SOMETIMES THEY BOTH NEED TO  
12:43:54:07 GO TO DIFFERENT PLACES SO THAT  
12:43:55:27 THE KIDS GET THE HELP THAT THEY  
12:43:57:06 NEED.  
12:43:59:10 WHEN I DON'T SEE THEM IN THE  
12:44:00:12 MORNING, I DON'T FEEL LIKE IT'S  
12:44:01:27 GOING TO BE SUCH A GOOD DAY.  
12:44:05:16 I WAS SCARED AND NERVOUS TO TALK  
12:44:07:01 IN FRONT OF EVERYONE, BUT I  
12:44:08:06 WANTED TO HELP MR. MICHAEL AND  
12:44:09:28 Ms. OLIVERA STAY AT ABINGDON.  
12:44:13:21 THEY HELP US LEARN AND LIVE BY  
12:44:16:13 THE ABINGDON PLEDGE.  
12:44:17:28 AT ABINGDON, I AM SAFE, HELPFUL,  
12:44:20:11 RESPONSIBLE, ASSERTIVE AND KIND.  
12:44:23:23 I CARE FOR MYSELF, OTHERS, AND  
12:44:27:00 OUR WORLD.  
12:44:27:19 THANK YOU FOR LETTING ME SPEAK.  
12:44:28:21 >> THANK YOU FOR YOUR COMMENTS.  
12:44:29:29 >> NEXT SPEAKER, STELLA?  
12:44:34:01 >> HI, MY NAME IS STELLA.  
12:44:35:28 I'M IN THIRD GRADE AT ABINGDON  
12:44:37:22 ELEMENTARY SCHOOL.  
12:44:39:03 WHILE I HAVE BEEN ATTENDING  
12:44:40:09 SCHOOL IN PERSON, I'VE ALWAYS  
12:44:42:10 HAD THREE PRINCIPALS.  
12:44:43:21 I WANT TO TELL YOU A FEW  
12:44:47:06 IMPORTANT REASONS WHY YOU SHOULD  
12:44:49:25 FUND ALL THREE PRINCIPALS AT MY  
12:44:51:13 SCHOOL.  
12:44:52:11 FIRST, THEY HELP WHEN SOMEONE IS  
12:44:53:29 MISBEHAVING, THEY CALM THE  
12:44:55:22 STUDENT DOWN AND HELP US FOCUS  
12:44:57:03 ON THE REST -- HELP HER FOCUS ON  
12:45:00:13 THE REST OF HER STUDENTS.  
12:45:02:11 WHEN INCIDENTS HAPPEN, A  
12:45:03:09 PRINCIPAL IS AVAILABLE TO  
12:45:04:07 SUPPORT US AND ENCOURAGE US TO  
12:45:05:23 USE OUR VOICES.  
12:45:07:18 SECOND, SOMETIMES OUR PRINCIPALS  
12:45:09:22 SUB FOR OUR CLASS.  
12:45:11:07 THIS MEANS WE DON'T MISS OUT ON  
12:45:13:09 LEARNING.

12:45:14:00 EVERY STUDENT DOES WHAT THEY ARE  
12:45:15:08 SUPPOSED TO AND IT'S FUN TOO.  
12:45:17:17 THE OTHER DAY, Ms. OLIVERA  
12:45:19:09 SUBBED, MR. MICHAEL HAD TO  
12:45:21:24 SWITCH WITH HER BECAUSE SHE HAD  
12:45:23:00 SOMETHING ELSE TO DO.  
12:45:23:28 IF WE DIDN'T HAVE ALL THREE  
12:45:25:06 PRINCIPALS, THEY WOULDN'T BE  
12:45:26:01 ABLE TO SWITCH AND THEIR JOBS  
12:45:27:09 WOULD NOT GET DONE.  
12:45:29:14 FINALLY, OUR PRINCIPALS DO A LOT  
12:45:31:16 FOR OUR SAFETY AND BELONGING.  
12:45:34:05 FOR INSTANCE, THEY MAKE GROUND  
12:45:35:06 RULES THAT ARE FAIR AND KEEP US  
12:45:36:28 SAFE.  
12:45:37:19 THEY ALWAYS CALL US BY OUR  
12:45:39:04 NAMES, WELCOME US TO SCHOOL EACH  
12:45:41:22 DAY AND KNOW ABOUT OUR INTERESTS  
12:45:43:05 OUTSIDE OF SCHOOL.  
12:45:44:09 MR. MICHAEL EVEN GOES TO  
12:45:46:07 STUDENTS WEEKENDS GAMES TO CHEER  
12:45:49:05 THEM ON.  
12:45:50:06 RECENTLY, THEY STAYED DURING  
12:45:51:18 EXTENDED DAY TO BE A REFEREE AT  
12:45:53:28 A MARCH MADNESS TOURNAMENT.  
12:45:56:04 IN CONCLUSION, PLEASE FIND WAY  
12:45:57:19 TO KEEP BOTH ASSISTANT  
12:45:59:10 PRINCIPALS.  
12:45:59:24 LOSING ONE WOULD BE BAD FOR  
12:46:01:09 STUDENTS IN OUR SCHOOL  
12:46:03:00 COMMUNITY.  
12:46:03:14 >> THANK YOU FOR YOUR COMMENTS.  
12:46:04:19 NEXT SPEAKER, PLEASE.  
12:46:05:14 >> I'LL CALL THE NEXT SIX  
12:46:07:08 SPEAKERS TO LINE UP.  
12:46:09:20 MARLENE, JAMES, JOHN, PAUL, AND  
12:46:12:23 BARBARA.  
12:46:14:14 NEXT SPEAKER, MAUREEN HARLOW.  
12:46:27:09 >> GOOD EVENING, THANKS FOR  
12:46:27:28 HAVING US.  
12:46:29:06 MY NAME IS MAUREEN HARLOW, I'M  
12:46:30:28 THE PROUD PARENT OF A FIRST AND  
12:46:33:17 THIRD GRADER AT ABINGDON AND I  
12:46:35:06 WANTED TO TALK TO YOU TODAY  
12:46:36:12 ABOUT KEEPING BOTH OF OUR  
12:46:37:17 ASSISTANT PRINCIPALS.  
12:46:38:01 I'M GOING TO THROW A LOT OF  
12:46:42:02 NUMBERS AT YOU, SO DON'T BE  
12:46:44:01 ALARMED, BUT FIRST OF ALL, WE'RE  
12:46:46:07 GOING TO TALK A LOT ABOUT  
12:46:47:12 ABINGDON'S SIZE.  
12:46:52:19 WE'RE ABOVE OUR PRE-PANDEMIC  
12:46:54:14 HIGH AND CLOSE TO 750 STUDENTS.

12:46:56:10 AT THE END OF MARCH, THE  
12:46:57:05 OFFICIAL TOTAL WAS 747 STUDENTS.  
12:47:01:01 IF WE TOOK AWAY ONE OF THE  
12:47:02:19 ASSISTANT PRINCIPALS, THE  
12:47:03:14 STUDENT TO ADMINISTRATOR RATIO  
12:47:05:15 AT ABINGDON WOULD BE THE HIGHEST  
12:47:07:00 OF ANY SCHOOL IN THE COUNTY AT  
12:47:09:02 ANY LEVEL.  
12:47:10:16 IT WOULD BE HIGHER THAN THE  
12:47:11:18 STUDENT TO ADMIN RATIO AT ANY OF  
12:47:13:23 THE HIGH SCHOOLS AND ANY OF THE  
12:47:15:02 MIDDLE SCHOOLS.  
12:47:17:09 BEYOND SIZE, I THINK WE NEED TO  
12:47:19:04 TALK ABOUT ABINGDON'S NEED AND  
12:47:20:13 THE STUDENT POPULATION THERE.  
12:47:22:18 WE HAVE MORE ENGLISH LANGUAGE  
12:47:24:12 LEARNERS AT ABINGDON THAN AT  
12:47:27:11 EITHER OF THE IMMERSION  
12:47:28:26 ELEMENTARY SCHOOLS.  
12:47:29:24 EITHER OF THEM.  
12:47:31:09 THAT'S A REALLY STAGGERING  
12:47:32:16 FIGURE AND I THINK IT'S  
12:47:33:27 INCREDIBLY IMPORTANT TO REALIZE  
12:47:35:05 THAT SOMETIMES THE NEEDS OF ONE  
12:47:37:00 STUDENT ARE NOT EQUAL TO THE  
12:47:38:21 NEEDS OF ANOTHER STUDENT.  
12:47:41:06 WE HAVE STUDENTS WHO COME TO US  
12:47:42:18 AS REFUGEES.  
12:47:44:26 WE HAVE STUDENTS WHO COME TO US  
12:47:46:18 THIS YEAR FROM AFGHANISTAN, FROM  
12:47:48:09 UKRAINE, FROM PLACES THAT  
12:47:50:24 FRANKLY THEY NEED MORE SUPPORT.  
12:47:52:26 THESE ARE STUDENTS WHO ARE  
12:47:53:21 COMING WHO DON'T SPEAK ANY  
12:47:55:15 ENGLISH, WHO NEED HELP ON MANY  
12:47:58:08 DIFFERENT LEVELS AND ARE  
12:47:59:23 BECOMING PART OF THE SCHOOL  
12:48:00:21 COMMUNITY AND THE AMERICAN  
12:48:02:16 COMMUNITY.  
12:48:04:00 AND HAVING THE ADMINISTRATORS  
12:48:05:11 THERE TO HELP IS A REALLY BIG  
12:48:07:03 DEAL.  
12:48:08:20 I JUST WANT TO SAY TOO THAT THAT  
12:48:10:18 IS A PROUD PART OF ABINGDON'S  
12:48:13:24 HISTORY.  
12:48:14:25 WE'VE BEEN A SAFE HAVEN FOR  
12:48:16:29 REFUGEE FAMILIES FOR OVER 50  
12:48:19:07 YEARS.  
12:48:19:28 SO IT'S A BIG PART OF OUR  
12:48:21:00 HISTORY AND WE'RE VERY PROUD OF  
12:48:22:02 IT.  
12:48:23:29 SO I JUST WANT TO SAY TOO, IF  
12:48:25:12 YOU HAVE ANY DOUBT ABOUT HOW

12:48:26:20 CRITICAL THESE ROLES ARE, PLEASE  
12:48:28:21 FEEL FREE TO COME SHADOW THEM.  
12:48:30:18 YOU WON'T SIT DOWN!  
12:48:32:19 AND I THINK YOU'LL LEARN A LOT.  
12:48:34:08 SO THANK YOU SO MUCH.  
12:48:35:15 >> THANK YOU FOR YOUR COMMENTS.  
12:48:36:20 NEXT SPEAKER, PLEASE.  
12:48:38:09 >> ROBERT?  
12:48:46:03 >> GOOD EVENING, MEMBERS OF THE  
12:48:47:15 SCHOOL BOARD AND SUPERINTENDENT  
12:48:48:09 DURAN.  
12:48:48:27 MY NAME IS ROBERT AND I'M A  
12:48:50:15 PARENT OF TWINS AT CLAREMONT  
12:48:52:10 IMMERSION ELEMENTARY SCHOOL.  
12:48:53:29 I WANT TO TALK TO YOU TODAY  
12:48:54:27 ABOUT THE STATUS OF  
12:48:55:29 IMPLEMENTATION OF THE 80/20 DUAL  
12:48:58:11 LANGUAGE IMMERSION PROGRAM FOR  
12:48:59:15 SECOND GRADERS AND MY VISION FOR  
12:49:04:16 A PATH FORWARD.  
12:49:07:28 THANK YOU FOR LISTENING TO  
12:49:09:17 PARENTS' CONCERNS WITH THE  
12:49:10:15 PROCESS AND TAKING A CLOSE LOOK  
12:49:11:27 AT THE PROPOSAL TO DISCONTINUE  
12:49:13:02 THE 80-20 MODEL WHICH HAS NOW  
12:49:17:00 BEEN REVERSED.  
12:49:18:06 FOR US PARENTS, THAT PROPOSAL  
12:49:19:07 AND SUBSEQUENT REVERSAL IS NOT  
12:49:20:23 THE END OF OUR ENGAGEMENT WITH  
12:49:22:18 APS ON THIS MATTER.  
12:49:23:20 AS PARENTS, WE WANT TO PARTNER  
12:49:24:28 AND COLLABORATE WITH APS ON  
12:49:26:09 COMING UP WITH AND IMPLEMENTING  
12:49:27:28 THE BEST TRANSITION PLAN  
12:49:29:16 POSSIBLE FOR THE 80-20DLI  
12:49:32:01 PROGRAM FOR RISING SECOND  
12:49:33:16 GRADERS AND WORKING TO  
12:49:34:24 STRENGTHEN THE 80-20 PROGRAM  
12:49:36:26 GENERALLY.  
12:49:38:03 WE WANT TO MAKE SURE WE CAN HELP  
12:49:38:24 IN ANY WAYS WE CAN TO OVERCOME  
12:49:40:26 WHATEVER CHALLENGES WERE  
12:49:41:24 IDENTIFIED TO CAUSE APS TO  
12:49:43:12 PROPOSE TO DISCONTINUE THE  
12:49:45:20 PROGRAM IN THE FIRST PLACE.  
12:49:47:16 WE HAVE BEGUN REACHING OUT TO  
12:49:49:02 THE RELEVANT APS STAFF AND WILL  
12:49:50:17 CONTINUE TO DO SO TO WORK ON A  
12:49:52:03 PATH FORWARD FOR KEEPING THE  
12:49:53:15 IMPLEMENTATION OF THE 80-20  
12:49:54:27 PROGRAM ON TRACK.  
12:49:56:01 IN ADDITION TO IMPLEMENTING THE  
12:49:57:16 80-20 FOR SECOND GRADE NEXT YEAR

12:49:59:12 AND CONTINUALLY REFINING AND  
12:50:01:11 IMPROVING THE KINDERGARTEN AND  
12:50:02:05 FIRST GRADE EXPERIENCES, PER  
12:50:04:27 PRIOR SCHOOL BOARD VOTES, WE ARE  
12:50:06:05 ALSO PLANNING FOR AND  
12:50:08:27 IMPLEMENTING FOR THIRD GRADE.  
12:50:11:29 WE'RE GOING TO PARTNER WITH APS  
12:50:13:04 ON PLANNING AND IMPLEMENTING FOR  
12:50:15:06 THAT TRANSITION AS WELL.  
12:50:16:11 THERE ARE MANY INDIVIDUALS AND  
12:50:17:12 GROUPS, INCLUDING OTHER SCHOOL  
12:50:18:13 DISTRICTS, WHO LOOK TO APS AS  
12:50:20:03 MODEL FOR DUAL LANGUAGE  
12:50:21:10 IMMERSION.  
12:50:21:28 WE NEED TO BE A MODEL FOR THEM  
12:50:23:20 FOR PARENT INVOLVEMENT AND  
12:50:25:11 PARTICIPATION AS WELL.  
12:50:26:02 SO WE VIEW THIS AS THE BEGINNING  
12:50:30:13 OF A LONG-TERM PARTNERSHIP TO  
12:50:32:11 ENSURE THE OVERALL SUCCESS OF  
12:50:33:16 THE DLI PROGRAM.  
12:50:34:28 WE ARE STRONGER AS A COMMUNITY  
12:50:36:03 IF WE WORK TOGETHER AND  
12:50:37:12 COLLABORATE TO MEET THESE  
12:50:39:00 CHALLENGES HEAD-ON, THANK YOU.  
12:50:41:08 >> THANK YOU FOR YOUR COMMENTS.  
12:50:42:26 NEXT SPEAKER, PLEASE.  
12:50:43:27 >> JAMES HARLOW.  
12:50:52:27 >> GOOD EVENING.  
12:50:53:11 MY NAME IS JAMES HARLOW AND I'M  
12:50:54:17 THE PARENT OF TWO CHILDREN  
12:50:55:25 ATTENDING ABINGDON ELEMENTARY,  
12:50:57:24 BOTH OF WHOM YOU'VE HEARD FROM  
12:50:59:15 TONIGHT AND THE PRESIDENT OF THE  
12:51:00:07 ABINGDON PTA.  
12:51:02:00 I FIRST ADDRESSED THE BOARD  
12:51:02:28 DURING THE MARCH 14 MEETING  
12:51:04:10 ABOUT FUNDING ABINGDON'S SECOND  
12:51:05:29 ASSISTANT PRINCIPAL IN THE  
12:51:08:12 FISCAL YEAR 2025 BUDGET.  
12:51:13:19 I EXPANDED ON THIS NEED IN A  
12:51:15:01 LETTER WHICH INCORPORATED  
12:51:16:12 COMMENTS FROM MANY ABINGDON  
12:51:18:00 STAFF AND ATTACHED TESTIMONIALS  
12:51:20:18 FROM THE MEMBERS OF THE ABINGDON  
12:51:22:26 COMMUNITY.  
12:51:23:21 I'M HERE AGAIN TONIGHT TO  
12:51:24:21 CONTINUE ADVOCATING THAT THE  
12:51:26:02 BOARD ADD THIS ASSISTANT  
12:51:27:21 PRINCIPAL POSITION TO THE  
12:51:29:05 BUDGET.  
12:51:30:09 FUNDING A SECOND ASSISTANT  
12:51:31:17 PRINCIPAL AT ABINGDON ALIGNS

12:51:32:25 WITH THE SCHOOL BOARD'S BUDGET  
12:51:34:00 PRIORITIES.  
12:51:35:12 IN TERMS OF PRIORITY NUMBER ONE,  
12:51:36:27 DEEPENING FOCUS ON ENSURING  
12:51:38:15 STUDENT WELL-BEING.  
12:51:39:26 TONIGHT'S SPEAKERS INCLUDING  
12:51:40:27 STUDENTS THEMSELVES HAVE  
12:51:41:25 DISCUSSED THE IMPORTANT ROLES  
12:51:43:06 THAT OUR AP'S PLAY IN ENSURING  
12:51:45:23 THEIR WELL-BEING AND PROGRESS.  
12:51:47:11 THE COMMENTS FROM TEACHERS IN MY  
12:51:48:29 APRIL 3RD LETTER AND  
12:51:50:04 TESTIMONIALS FROM PARENTS  
12:51:51:22 CORROBORATE THEIR VOICES.  
12:51:53:14 THESE COMMENTS ALSO HIGHLIGHT  
12:51:54:11 THE CRITICAL WORK OUR ASSISTANT  
12:51:56:06 PRINCIPALS DO ON BEHALF OF  
12:51:58:04 IMPORTANT CONSTITUENCIES SUCH AS  
12:51:59:13 STUDENTS WITH DISABILITIES AND  
12:52:01:04 ENGLISH LEARNERS.  
12:52:02:00 A SINGLE ASSISTANT PRINCIPAL  
12:52:03:27 ALONE CANNOT SERVE ALL 747  
12:52:06:29 ABINGDON STUDENTS' NEEDS.  
12:52:09:11 PRIORITY NUMBER TWO, RECRUIT,  
12:52:10:19 HIRE, RETAIN, AND INVEST IN A  
12:52:12:02 HIGH-QUALITY WORKFORCE.  
12:52:13:18 BOTH OF OUR AP'S ARE  
12:52:15:19 EXCEPTIONALLY TALENTED AND  
12:52:18:12 CARING INDIVIDUALS AND THE LOSS  
12:52:19:20 OF ANY ONE OF THEM WOULD HAVE  
12:52:20:29 RIPPLE EFFECTS FOR STAFF  
12:52:22:27 RETENTION AT ABINGDON WHO WILL  
12:52:24:09 BE FORCED TO DEAL WITH THE  
12:52:25:24 VACUUM IN ADMINISTRATOR SUPPORT  
12:52:27:12 TO HANDLE STUDENT BEHAVIORAL AND  
12:52:29:04 MENTAL HEALTH NEEDS.  
12:52:30:12 NOT ONLY DOES FUNDING THIS  
12:52:31:10 POSITION FULFILL THE SCHOOL  
12:52:33:08 BOARD'S BUDGET PRIORITIES FOR FY  
12:52:36:12 '25, IT HAS FULFILLED THEM FOR  
12:52:39:25 SEVERAL YEARS PREVIOUS.  
12:52:41:00 THERE'S A REASON WHY APS GRANTS  
12:52:45:15 CONTINGENCY REQUESTS, BUT IT'S  
12:52:47:13 TIME TO ELIMINATE THE  
12:52:48:21 UNCERTAINTY OF CONTINGENCY  
12:52:50:18 FUNDING AND DEMONSTRATE THE  
12:52:51:20 CONTINUING NEED FOR AN  
12:52:52:25 ADDITIONAL AP JUST THE SAME AS  
12:52:54:01 THE PROPOSED BUDGET WOULD DO FOR  
12:52:55:13 OTHER AP'S AT THREE OTHER APS  
12:52:57:26 SCHOOLS.  
12:52:58:17 >> THANK YOU FOR YOUR COMMENTS.  
12:52:59:27 >> NEXT SPEAKER, PLEASE.

12:53:01:03 >> JOHN PATTERSON?  
12:53:08:22 >> GOOD EVENING, ESTEEMED  
12:53:10:26 MEMBERS OF THE SCHOOL BOARD.  
12:53:12:04 I'M JOHN PATTERSON, THE FATHER  
12:53:13:17 OF A FIRST GRADER AT CLAREMONT  
12:53:15:29 ELEMENTARY.  
12:53:17:07 FIRST AND FOREMOST, I WANT TO  
12:53:18:09 EXPRESS MY SINCERE GRATITUDE ON  
12:53:20:08 BEHALF OF ALL THE PARENTS AND  
12:53:21:20 GUARDIANS PRESENT HERE TODAY.  
12:53:23:00 THANK YOU FOR GIVING US THE  
12:53:23:24 OPPORTUNITY TO VOICE OUR  
12:53:25:09 CONCERNS AND FOR YOUR  
12:53:26:27 WILLINGNESS TO LISTEN.  
12:53:29:12 YOUR OPENNESS TO COMMUNITY  
12:53:30:13 FEEDBACK IS NOT ONLY APPRECIATED  
12:53:31:22 BUT IT'S ESSENTIAL IN FOREKING A  
12:53:34:23 COLLABORATIVE ENVIRONMENT WHERE  
12:53:35:21 OUR CHILDREN CAN THRIVE.  
12:53:37:09 WE ARE HERE TODAY BECAUSE WE  
12:53:38:10 BELIEVE IN THE POTENTIAL OF OUR  
12:53:40:08 CHILDREN, THOSE FUTURE SECOND  
12:53:42:16 GRADERS, AND THE FUTURE THAT  
12:53:43:22 AWAITS THEM.  
12:53:45:17 THE PROPOSED ADJUSTED  
12:53:47:04 INSTRUCTIONAL PLAN AND THE  
12:53:48:03 TRANSITION TO THE 80-20  
12:53:50:11 INSTRUCTIONAL MODEL HAVE SPARKED  
12:53:52:09 SIGNIFICANT INTEREST AND  
12:53:53:26 DISCUSSION AMONG US.  
12:53:55:04 WE SEE THIS NOT JUST AS A  
12:53:56:12 CURRICULUM ADJUSTMENT BUT AS A  
12:53:58:04 PIVOTAL MOMENT THAT WOULD  
12:53:59:26 ENHANCE OUR CHILDREN'S LEARNING  
12:54:01:15 EXPERIENCE AND BETTER PREPARE  
12:54:03:09 THEM FOR THE CHALLENGES AND  
12:54:05:00 OPPORTUNITIES OF THE FUTURE.  
12:54:07:02 WE UNDERSTAND THAT CHANGE IS  
12:54:08:16 NEVER WITHOUT ITS CHALLENGES.  
12:54:10:15 WE WANT TO EXTEND OUR HAND IN  
12:54:11:26 PARTNERSHIP AND COLLABORATION.  
12:54:13:11 WE ARE EAGER TO WORK TOGETHER  
12:54:16:16 WITH THE BOARD AND DEDICATED  
12:54:19:06 STAFF TO NAVIGATE THE  
12:54:22:03 COMPLEXITIES OF THIS TRANSITION.  
12:54:24:10 OUR GOAL IS TO SUPPORT AND  
12:54:25:28 ASSIST IN OVERCOMING ANY HURDLES  
12:54:28:10 THAT LED TO THE INITIAL PROPOSAL  
12:54:30:08 OF PAUSING THIS PLAN.  
12:54:32:11 WE BELIEVE THAT BY JOINING  
12:54:33:08 FORCES, WE CAN FIND INNOVATIVE  
12:54:35:20 SOLUTIONS THAT SERVE THE BEST  
12:54:37:08 INTERESTS OF OUR STUDENTS.

12:54:40:10 IN THE COMING DAYS, WE PLAN TO  
12:54:43:06 REACH OUT TO THE RELEVANT STAFF  
12:54:44:21 TO DISCUSS A PATH FORWARD.  
12:54:46:10 WE ARE COMMITTED TO  
12:54:47:24 COLLABORATIVE DIALOGUE AND  
12:54:48:22 ACTION THAT ALIGNS WITH OUR  
12:54:50:07 SHARED VISION FOR EDUCATIONAL  
12:54:51:12 EXCELLENCE.  
12:54:52:26 OUR INVOLVEMENT IS GUIDED BY OUR  
12:54:54:08 SINCERE DESIRE TO CONTRIBUTE TO  
12:54:56:07 A PROCESS THAT REFLECTS OUR  
12:55:00:00 COLLECTIVE ASPIRATIONS FOR OUR  
12:55:01:03 CHILDREN'S EDUCATION.  
12:55:02:14 TOGETHER WE CAN CREATE AN  
12:55:03:21 EDUCATIONAL ENVIRONMENT THAT NOT  
12:55:05:00 ONLY MEETS BUT EXCEEDS OUR  
12:55:06:24 HIGHEST EXPECTATIONS.  
12:55:08:26 THANK YOU ONCE AGAIN FOR YOUR  
12:55:09:21 TIME AND CONSIDERATION.  
12:55:11:02 >> THANK YOU FOR YOUR COMMENTS.  
12:55:12:16 NEXT SPEAKER, PLEASE.  
12:55:13:21 >> PAUL WEISS?  
12:55:19:16 >> GOOD EVENING.  
12:55:20:04 MY NAME IS PAUL WEISS AND I'M A  
12:55:21:23 MEMBER OF THE ARLINGTON TEACHERS  
12:55:23:24 UNION.  
12:55:24:05 I'M HERE TO DISCUSS TWO EASILY  
12:55:27:26 REVERSIBLE APS POLICIES THAT SET  
12:55:29:25 A TONE THAT TEACHERS ARE NOT  
12:55:32:27 VALUED AS PROFESSIONALS.  
12:55:34:18 FIRST, SYPHAX NEGLECTED TO  
12:55:36:17 FOLLOW PREVAILING WAGE STANDARDS  
12:55:37:29 IN THEIR BIDS FOR THE CAREER  
12:55:40:21 CENTRE PROJECT.  
12:55:45:05 SINCE MANY OF THESE WORKERS HAVE  
12:55:46:11 CHILDREN IN PUBLIC SCHOOLS, THIS  
12:55:48:06 POLICY HAS REPERCUSSIONS FOR  
12:55:50:07 STUDENT-FACING STAFF.  
12:55:51:26 WHO WILL PICK UP THE SLACK OF  
12:55:52:24 THOSE HOUSEHOLDS WHOSE CHILDREN  
12:55:54:03 WILL FEEL THE STRESS OF LOW  
12:55:55:24 WAGES AND UNFAIR LABOR  
12:55:57:12 PRACTICES?  
12:55:58:17 NOT THE 64 EXTRA SYPHAX STAFF  
12:56:00:29 ADDED TO THE APS BUDGET THE LAST  
12:56:02:18 FIVE YEARS, BUT TEACHERS.  
12:56:05:07 FINALLY, WE ARE COMING UP ON THE  
12:56:06:23 SECOND ANNIVERSARY OF YOUR VOTE  
12:56:08:07 TO ADOPT SOME OF THE MOST  
12:56:09:18 RIGHT-WING, ANTI-TEACHER  
12:56:11:20 COLLECTIVE BARGAINING RULES IN  
12:56:12:14 THE COUNTRY LET ALONE VIRGINIA.  
12:56:15:13 TEACHERS BEGGED YOU TO CHANGE

12:56:16:14 THEM, BUT YOU IGNORED US.  
12:56:18:20 NOW STUDENT-FACING STAFF HAVE NO  
12:56:20:02 IDEA WHAT IS GOING ON, BECAUSE  
12:56:22:04 THE SYPHAX 1984-STYLE LABOR  
12:56:24:26 RELATIONS DEPARTMENT ALONG WITH  
12:56:27:02 SENIOR CABINET STAFF ARE  
12:56:28:20 ENFORCING HEAVY-HANDED RULES AND  
12:56:30:19 UNNECESSARILY DARK SECRET  
12:56:32:24 NEGOTIATIONS DENYING THE FIRST  
12:56:34:12 AMENDMENT RIGHTS OF TEACHERS.  
12:56:37:08 DID THIS SAME LABOR RELATIONS  
12:56:38:20 DEPARTMENT ADVISE AGAINST THE  
12:56:39:24 PREVAILING WAGE POLICY?  
12:56:41:24 WHEN THE ARLINGTON TEACHERS  
12:56:42:24 UNION WINS A FAIR ELECTION TO  
12:56:46:06 NEGOTIATE, WE WILL HIRE  
12:56:47:21 AGGRESSIVE LOCAL LABOR LOWERS  
12:56:49:21 WHO WILL INSIST ON FAIR RULES  
12:56:51:10 AND OPEN BARGAINING.  
12:56:52:26 DENYING APS CONTRACT WORKERS THE  
12:56:54:15 GUARANTEE OF A FAIR WAGE AND  
12:56:56:00 DEFLECTING THE CONCERNS OF  
12:56:57:22 TEACHERS SETS A TONE OF DISDAIN  
12:56:59:15 IN SYPHAX STAFF AND EACH MONTH,  
12:57:01:27 YOU CONSISTENTLY HEAR THE  
12:57:03:08 CONFIRMATION OF THIS PRECEDENT.  
12:57:05:00 THE MESSAGE IS LOUD AND CLEAR  
12:57:06:25 FROM APS LEADERSHIP.  
12:57:08:20 SYPHAX STAFF ARE NOT ACCOUNTABLE  
12:57:10:01 FOR THEIR TREATMENT OF  
12:57:11:09 FRONT-LINE WORKERS AND  
12:57:12:27 STUDENT-FACING STAFF.  
12:57:14:20 THANK YOU.  
12:57:15:13 >> THANK YOU FOR YOUR COMMENTS.  
12:57:16:24 NEXT SPEAKER, PLEASE.  
12:57:17:23 >> NEXT AND LAST SPEAKER,  
12:57:18:27 BARBARA MAUER.  
12:57:25:09 >> HELLO, MY NAME IS BARBARA AND  
12:57:27:01 I'M THE PARENT OF TWO STUDENTS  
12:57:28:07 AT ABINGDON ELEMENTARY SCHOOL.  
12:57:30:03 I'M HERE TO ASK THAT YOU HELP  
12:57:31:11 ENSURE THAT ABINGDON HAS SECURE  
12:57:32:23 FUNDING FOR TWO ASSISTANT  
12:57:35:12 PRINCIPAL POSITIONS.  
12:57:37:06 THE SECOND ASSISTANT PRINCIPAL  
12:57:38:10 POSITION HAS BEEN FUNDED YEAR TO  
12:57:39:18 YEAR OUT OF A CONTINGENCY FUND  
12:57:41:10 AND THAT WITH PROPOSED BUDGET  
12:57:43:22 CUTS, WE'RE AT RISK OF LOSING  
12:57:45:12 THAT POSITION.  
12:57:46:26 THIS CANNOT HAPPEN WITHOUT  
12:57:48:21 SERIOUS CONSEQUENCES FOR  
12:57:50:03 ABINGDON.

12:57:51:04 WITH NEARLY 750 STUDENTS  
12:57:52:25 ENROLLED AT ABINGDON AS OF MARCH  
12:57:55:20 31ST AND THE ONE ASSISTANT  
12:57:58:02 PRINCIPAL IS NOT ENOUGH TO MEET  
12:57:59:06 THE UNIQUE BROAD RANGE OF THESE  
12:58:01:22 STUDENTS' NEEDS.  
12:58:02:27 YOU HEARD STUDENTS SHARE OW  
12:58:04:04 ENGAGED AND PRESENT ABINGDON  
12:58:05:29 ASSISTANT PRINCIPALS ARE DAY TO  
12:58:06:24 DAY.  
12:58:07:15 THEY OFTEN STEP IN TO ASSIST  
12:58:08:26 TEACHERS AND DE-ESCALATE  
12:58:10:25 DIFFICULT SITUATIONS IN WAYS  
12:58:11:23 THAT REDUCE NEGATIVE EMOTIONS  
12:58:13:08 SUCH AS ANXIETY AND ANGER AND  
12:58:15:13 MOST IMPORTANTLY MAKE OUR  
12:58:16:21 STUDENTS FEEL SAFE AND WELL  
12:58:18:06 CARED FOR AT ABINGDON.  
12:58:20:15 THEY BUILD TRUST AND MEANINGFUL  
12:58:21:22 RELATIONSHIPS WITH STUDENTS AND  
12:58:23:03 FAMILIES BY BEING PRESENT IN  
12:58:24:24 HALLWAYS, VISITING IN  
12:58:25:27 CLASSROOMS, EVEN WHEN IT ISN'T  
12:58:27:12 NEEDED, ENGAGING IN STUDENT  
12:58:28:21 LEARNING PLANS, MEETING WITH  
12:58:30:03 PARENTS, ATTENDING AFTER SCHOOL  
12:58:31:24 EVENTS AND SO MUCH MORE.  
12:58:33:00 AND, OF COURSE, THERE ARE MANY  
12:58:34:18 ROLES THAT ASSISTANT PRINCIPALS  
12:58:35:22 PLAY THAT THE STUDENTS NEVER  
12:58:36:26 SEE.  
12:58:38:01 THEIR PRESENCE AND LEADERSHIP IS  
12:58:39:05 ESSENTIAL FOR PROMOTING AN  
12:58:40:11 OVERALL POSITIVE CLIMATE AND  
12:58:41:22 LEARNING ENVIRONMENT AT  
12:58:43:02 ABINGDON.  
12:58:43:27 AGAIN, GIVEN THE UNIQUE PROFILE  
12:58:45:19 OF NEEDS AND SHEER SIZE OF  
12:58:46:27 ABINGDON'S STUDENT BODY, THERE  
12:58:48:23 REALLY IS A NEED FOR TWO  
12:58:50:02 ASSISTANT PRINCIPALS.  
12:58:51:06 I HOPE THAT THE MANY EMAILS AND  
12:58:52:21 THE PETITION FROM NEARLY 500  
12:58:55:02 PEOPLE AND THE VOICES OF OUR  
12:58:56:18 STUDENTS YOU'VE HEARD FROM TODAY  
12:58:58:15 DEMONSTRATE THAT ABINGDON  
12:59:00:00 COMMUNITY FEELS VERY STRONGLY  
12:59:01:08 THAT TWO ASSISTANT PRINCIPALS  
12:59:02:26 ARE CRITICAL FOR ENSURING  
12:59:04:14 STUDENT AND TEACHER SUCCESS.  
12:59:06:06 WE ASK THAT YOU CONSIDER OPTIONS  
12:59:07:18 FOR ENSURING THAT ABINGDON HAS  
12:59:09:07 THE FUNDING NEEDED TO SUPPORT

12:59:10:26 TWO ASSISTANT PRINCIPAL  
12:59:12:09 POSITIONS MOVING FORWARD  
12:59:13:17 INCLUDING THE POTENTIAL OPTION  
12:59:14:18 OF CREATING A PERMANENT POSITION  
12:59:16:07 FOR THAT SECOND PRINCIPAL AS HAS  
12:59:18:02 BEEN PROPOSED IN THE BUDGET FOR  
12:59:19:10 SOME MIDDLE SCHOOLS LARGER THAN  
12:59:20:28 700, THANK YOU.  
12:59:22:14 >> THANK YOU FOR YOUR COMMENTS.  
12:59:22:17 IF A FOLLOW-UP IS REQUIRED DUE  
12:59:26:07 TO THE NATURE OF THE COMMENTS,  
12:59:27:15 THE SUPERINTENDENT WILL WORK  
12:59:28:13 WITH THE APPROPRIATE STAFF TO  
12:59:30:04 RESPOND ACCORDINGLY FOLLOWING  
12:59:31:13 THE BOARD MEETING.  
12:59:33:05 THANK YOU TO ALL OF OUR SPEAKERS  
12:59:34:23 FOR YOUR COMMENTS.  
12:59:35:18 THE SIGN UP TO SPEAK FORM FOR  
12:59:36:27 THE APRIL 23RD PUBLIC HEARING ON  
12:59:40:11 THE BUDGET WILL BE POSTED FROM  
12:59:43:06 APRIL 17-22ND AT 4 p.m.  
12:59:46:22 THE SIGN UP TO SPEAK FORM FOR  
12:59:47:24 THE APRIL 25TH SCHOOL BOARD  
12:59:49:05 MEETING WILL BE OPPOSED FROM  
12:59:50:07 APRIL 19TH-24TH AT 4 p.m.  
12:59:53:24 BEFORE WE MOVE ON, THE BOARD  
12:59:54:29 WILL TAKE A FIVE-MINUTE RECESS.  
12:59:56:25 WE WILL RECONVENE AT 7:55 TO  
12:59:59:21 ALLOW EVERYBODY TO LEAVE, UNLESS  
01:00:01:09 THEY WISH TO STAY.  
01:00:03:04 [ RECESS ]  
01:05:13:28 >> ALL RIGHT, WE ARE NOW AT  
01:05:15:23 MONITORING ITEMS AND TONIGHT WE  
01:05:16:29 HAVE ONE ITEM, THE ELEMENTARY  
01:05:19:14 ENGLISH LANGUAGE ARTS PROGRESS  
01:05:21:08 MONITORING REPORT.  
01:05:22:17 DR. DURAN, PLEASE INTRODUCE THE  
01:05:23:28 STAFF WHO WILL PRESENT THIS  
01:05:25:03 ITEM.  
01:05:25:21 >> I'LL TURN IT OVER TO OUR  
01:05:27:12 CHIEF ACADEMIC OFFICER Dr.  
01:05:28:22 MANN FOR OPENING COMMENTS.  
01:05:33:01 Dr. MANN?  
01:05:33:16 >> THANK YOU, DR. DURAN, AND  
01:05:35:08 GOOD EVENING, BOARD.  
01:05:37:16 APRIL IS ACTUALLY LITERACY MONTH  
01:05:39:17 FOR MONITORING REPORTS.  
01:05:40:20 WE HAVE TWO.  
01:05:41:14 WE HAVE TONIGHT, APRIL 11TH, OUR  
01:05:43:11 ELEMENTARY, AND APRIL 25TH,  
01:05:45:07 WE'LL HAVE SECONDARY.  
01:05:46:09 AND THANK YOU TO Ms. TURNER,  
01:05:48:00 OUR LIAISON FOR BOTH

01:05:49:05 PRESENTATIONS.  
01:05:50:09 HER JUMPING INTO THE DEEP END  
01:05:51:12 RIGHT ON INSTRUCTION AND OUR  
01:05:56:21 SUPERVISOR FOR ELEMENTARY ELA,  
01:06:02:17 Dr. GABY RIVAS AND Dr. KELLY  
01:06:05:08 KRUG.  
01:06:07:23 WE HAVE OUR DIRECTOR OF ENGLISH  
01:06:10:18 LEARNERS SERVICES, Ms. TERRY  
01:06:13:23 MURPHY AND OUR DIRECTOR FOR  
01:06:15:12 CURRICULUM INSTRUCTION,  
01:06:17:00 Ms. CARRIE HEARST WITH US THIS  
01:06:20:15 EVENING.  
01:06:21:06 THIS EVENING, WE'RE HAPPY TO  
01:06:21:27 BRING TO THE BOARD SOME  
01:06:23:11 INFORMATION ON -- WE ACTUALLY  
01:06:24:16 HAVE SOME NEW WAYS WE'RE GOING  
01:06:27:21 TO LOOK AT DATA AND HIGHLIGHT  
01:06:29:13 WHERE SOME OF OUR STUDENTS HAVE  
01:06:30:27 SURPASSED PRE-PANDEMIC LEVELS  
01:06:34:10 AND PLACES WE NEED TO FOCUS.  
01:06:36:13 YOU'LL SEE THIS EVENING THAT WE  
01:06:37:04 HAVE ONE GROUP OF STUDENTS THAT  
01:06:38:16 WE KNOW WE HIGHLY, HIGHLY NEED  
01:06:40:09 TO FOCUS ON, OUR ENGLISH  
01:06:41:15 LEARNERS, AND WE LOOK AT OUR  
01:06:43:24 HISPANIC SUBGROUP, MANY OF OUR  
01:06:45:23 HISPANIC STUDENTS ARE DOING  
01:06:47:04 QUITE WELL, BUT WE KNOW WE NEED  
01:06:49:03 TO TARGET AND FIGURE OUT, AND  
01:06:50:25 THAT'S WHERE THE PARTNERSHIP  
01:06:51:27 THIS EVENING AND I FORGOT,  
01:06:52:28 Ms. CHERYL MCCULLAGH, OUR  
01:06:55:10 SUPERVISOR FOR ADVANCED  
01:06:57:01 ACADEMICS AND TALENT  
01:06:58:06 DEVELOPMENT, BUT AS WE THINK  
01:06:59:05 ABOUT THAT CROSS-CURRICULAR WORK  
01:07:00:23 IN OUR DEPARTMENT, THIS IS WHERE  
01:07:02:09 WE NEED EVERYONE AT THE TABLE TO  
01:07:04:14 FIGURE OUT HOW WE SUPPORT OUR  
01:07:06:19 STUDENTS, OUR STAFF, AND ALSO  
01:07:07:25 OUR PRINCIPALS.  
01:07:08:26 BUT ALSO THIS EVENING IS A  
01:07:09:24 CHANCE FOR US TO HIGHLIGHT THE  
01:07:11:25 AMAZING WORK THAT OUR ELEMENTARY  
01:07:13:20 TEACHERS AND ADMINISTRATORS HAVE  
01:07:15:15 BEEN DOING.  
01:07:16:12 WE SEE THAT STUDENTS ARE MAKING  
01:07:18:20 STRIDES WHEN WE LOOK AT OUR SOL  
01:07:21:15 RESULTS.  
01:07:22:00 WE KNOW WITH OUR DOUBLES DATA  
01:07:23:27 AND WE'LL TALK ABOUT THAT THIS  
01:07:25:09 EVENING, WE KNOW WHY OUR  
01:07:26:18 STUDENTS MAY BE IN RED OR YELLOW

01:07:28:13 AND HOW AND WHAT DO WE NEED TO  
01:07:29:28 DO TO MOVE THEM TO GET TO THE  
01:07:31:20 PROFICIENT LEVEL.  
01:07:32:18 AND SO ALSO THIS EVENING, WE'LL  
01:07:33:27 WALK YOU THROUGH WHAT HAPPENS IF  
01:07:37:28 A STUDENT IS IDENTIFIED THAT  
01:07:39:20 NEEDS AN INTERVENTION, WHAT  
01:07:42:28 PROCESS THE SCHOOLS GO THROUGH  
01:07:44:00 AND WHAT DOES IT LOOK LIKE FOR  
01:07:46:21 AN INSTRUCTIONAL BLOCK AT ELA AT  
01:07:51:00 THE ELEMENTARY LEVEL.  
01:07:58:12 >> WAIT UNTIL THE LIGHT TURNS  
01:07:59:17 ON, ONE MOMENT.  
01:08:01:09 >> THERE WE GO, THANK YOU.  
01:08:02:18 THANK YOU, Dr. MANN, AND THANK  
01:08:04:27 YOU FOR YOUR COMMITMENT TO  
01:08:05:22 LITERACY.  
01:08:06:23 BEING AN EFFECTIVE READER,  
01:08:08:10 WRITER, CRITICAL THINKER, AND  
01:08:10:23 COMMUNICATOR, OPENS MANY OPTIONS  
01:08:12:09 AND OPPORTUNITIES FOR OUR  
01:08:13:00 STUDENTS.  
01:08:14:07 THE IMPACT EXTENDS BEYOND THE  
01:08:15:22 CLASSROOM.  
01:08:17:13 TONIGHT WE'RE GOING TO BE  
01:08:18:06 REVIEWING SOME KEY DATA POINTS.  
01:08:20:22 WE'LL BE TALKING ABOUT STRENGTHS  
01:08:21:26 AND OPPORTUNITIES FOR GROWTH,  
01:08:24:04 THE STATUS OF THE IMPLEMENTATION  
01:08:25:22 OF OUR CORE CURRICULAR RESOURCES  
01:08:34:23 AND TALKING ABOUT THE  
01:08:35:17 COLLABORATION AMONG OUR OFFICES,  
01:08:37:06 AMONG TEACHERS, SCHOOL LEADERS,  
01:08:40:00 THE ELA PARENT ADVISORY  
01:08:43:02 SUBCOMMITTEE AND THE ADVISORY  
01:08:44:09 COUNCIL ON TEACHING AND  
01:08:45:17 LEARNING.  
01:08:46:11 WE'LL ALSO TALK ABOUT THE  
01:08:47:22 SUPPORTS THAT WE'RE PROVIDING  
01:08:49:13 FOR CURRICULUM SO THAT IT IS  
01:08:52:12 ACCESSIBLE, SO THAT WE CAN  
01:08:54:07 EXTEND THE LEARNING TO STUDENTS  
01:08:55:12 WHO ARE ACCELERATED LEARNERS,  
01:08:58:00 AND SO THAT WE CAN PROVIDE  
01:08:59:15 ADDITIONAL SUPPORTS FOR OUR  
01:09:00:13 STUDENTS WHO NEED IT THE MOST.  
01:09:03:09 WE ARE GOING TO START WITH AN  
01:09:04:17 OVERVIEW OF THE DATA FOR THE  
01:09:06:02 LAST THREE YEARS.  
01:09:07:17 AS YOU CAN SEE ON THE SCREEN,  
01:09:13:15 NOW WE'RE GOING TO BE  
01:09:14:13 HIGHLIGHTING SOME BRIGHT SPOTS.  
01:09:17:24 IF YOU LOOK AT OUR DATA HERE, WE

01:09:21:10 CAN SEE THAT OUR BLACK STUDENTS  
01:09:22:29 IN THIRD GRADE ARE AT ALMOST  
01:09:25:03 PRE-PANDEMIC LEVELS IN THEIR SOL  
01:09:27:15 PERFORMANCE.  
01:09:30:26 IF WE LOOK AT OUR HISPANIC  
01:09:32:20 STUDENTS WHO ARE NOT ENGLISH  
01:09:34:02 LEARNERS, WE CAN SEE THAT THEY  
01:09:35:27 HAVE A HIGHER PASSING RATE THAN  
01:09:38:03 THE OVERALL SOL APS PASS RATES.  
01:09:40:21 IF WE LOOK AT OUR ASIAN STUDENTS  
01:09:45:00 IN FIFTH GRADE, THEY ARE WITHIN  
01:09:47:02 TWO PERCENTAGE POINTS OF  
01:09:48:13 PRE-PANDEMIC PERFORMANCE.  
01:09:52:21 AND IF WE LOOK AT OUR WHITE  
01:09:54:00 STUDENTS IN THIRD GRADE, THEY  
01:09:55:15 ARE WITHIN 1.3 PERCENTAGE POINTS  
01:09:58:17 OF PRE-PANDEMIC PERFORMANCE.  
01:10:01:16 SO NOW LET'S LOOK AT THE  
01:10:02:20 THREE-YEAR TREND ON DIBELS.  
01:10:08:26 THIS IS END OF YEAR DATA.  
01:10:10:11 IF YOU CAN TAKE A LOOK AT THE  
01:10:11:19 GREEN BANDS FOR OUR STUDENTS WHO  
01:10:13:05 ARE CORE AND CORE PLUS, THEY ARE  
01:10:14:21 ON AND ABOVE GRADE-LEVEL  
01:10:16:00 PERFORMANCE EXPECTATIONS FOR  
01:10:17:27 LITERACY.  
01:10:20:12 AS YOU CAN SEE, THEY'RE GROWING.  
01:10:23:06 NOW LET'S LOOK AT THAT YELLOW  
01:10:24:11 AND RED STUDENTS.  
01:10:27:02 THESE ARE INTENSIVE AND  
01:10:28:03 STRATEGIC STUDENTS.  
01:10:29:11 AND YOU CAN SEE THAT THOSE BANDS  
01:10:31:16 HAVE BEEN DECREASING.  
01:10:33:21 THEY'VE DECREASED BY 10.6% IN  
01:10:35:17 THE LAST THREE YEARS.  
01:10:37:08 SO FOR CONTEXT, WHEN A STUDENT  
01:10:39:17 IS FLAGGED ON DIBELS AND THEY  
01:10:41:26 SCORE IN THE RED, SCHOOLS MEET  
01:10:46:18 AS A COLLABORATIVE LEARNING  
01:10:47:26 TEAM, THE TEACHER, READING  
01:10:49:11 SPECIALIST, SCHOOL  
01:10:50:23 ADMINISTRATORS, AND THEY THINK  
01:10:51:28 ABOUT WHAT ARE THE DIAGNOSTICS  
01:10:53:17 WE NEED TO ADMINISTER IN ORDER  
01:10:54:15 TO REALLY PINPOINT WHAT IS THE  
01:10:56:20 SUB SKILL, THE FOUNDATIONAL  
01:10:59:02 SKILL THAT NEEDS SUPPORT?  
01:11:01:03 IS IT PHONEMIC AWARENESS,  
01:11:07:21 READING COMPREHENSION?  
01:11:10:17 ONCE THE DIAGNOSTICS HAVE BEEN  
01:11:11:22 ADMINISTERED, THEY MEET AGAIN  
01:11:12:24 AND TALK ABOUT WHAT WOULD BE THE  
01:11:14:02 MOST IMPORTANT INTERVENTION THAT

01:11:15:20 THEY CAN ADMINISTER BASED ON THE  
01:11:16:21 DATA, WORK SAMPLES, ANECDOTAL  
01:11:19:09 NOTES FROM THE TEACHER.  
01:11:20:28 AND THEN THEY DECIDE ON AN  
01:11:22:10 INTERVENTION TOOL.  
01:11:23:17 THEY DECIDE ON THE FREQUENCY FOR  
01:11:24:29 THE PROGRESS MONITORING AND THIS  
01:11:28:04 USUALLY FOLLOWS A PROCESS OF  
01:11:29:29 ABOUT SIX TO EIGHT WEEKS.  
01:11:33:08 THEY'RE CONSTANTLY MONITORING TO  
01:11:34:16 MAKE SURE THE STUDENT IS MAKING  
01:11:35:21 PROGRESS.  
01:11:36:05 IF NOT, THEY MEET BACK AGAIN TO  
01:11:38:07 IDENTIFY WHAT INTERVENTION TOOL  
01:11:39:15 MIGHT BE A BETTER OPTION.  
01:11:40:26 ANOTHER DATA POINT THAT I LIKE  
01:11:44:28 TO HIGHLIGHT IS OUR LEXIA CORE 5  
01:11:47:27 DATA.  
01:11:48:24 LEXIA IS A TIER 1 INSTRUCTIONAL  
01:11:51:10 TOOL AND IF YOU CAN SEE, WE'VE  
01:11:54:15 MADE DOUBLE-DIGIT GROWTH FROM  
01:11:56:10 THE BEGINNING OF THE YEAR TO THE  
01:11:57:28 MIDDLE OF THE YEAR.  
01:11:59:20 LEXIA IS EFFECTIVE IF USED  
01:12:01:15 CONSISTENTLY FOR ABOUT FIVE TO  
01:12:02:17 TEN MINUTES PER DAY.  
01:12:04:19 NOW, LET'S DIG INTO MID-YEAR  
01:12:07:04 DIBELS DATA.  
01:12:08:09 IF YOU TAKE A LOOK AT THE GREEN  
01:12:09:27 AND BLUE BANDS, WE HAVE 71.1% OF  
01:12:14:20 OUR STUDENTS ON TRACK TO  
01:12:16:15 DEMONSTRATE PROFICIENCY IN  
01:12:18:06 GRADE-LEVEL LITERACY SKILLS.  
01:12:20:09 AT THIS TIME LAST YEAR, WE WERE  
01:12:21:21 ABOUT 69.8%.  
01:12:24:20 CONVERSELY, THIS MEANS THAT WE  
01:12:26:25 HAVE 28.9% OF STUDENTS IN RED  
01:12:29:21 AND YELLOW NEEDING STRATEGIC AND  
01:12:31:29 INTENSIVE SUPPORT.  
01:12:33:24 AT SOME SITES, THAT'S ALMOST 50%  
01:12:36:10 OF THE GRADE-LEVEL COHORT.  
01:12:39:06 MOST STUDENTS ARE ENGLISH  
01:12:39:23 LEARNERS AND STUDENTS WITH  
01:12:41:05 DISABILITIES.  
01:12:42:29 WHEN WE MET WITH THESE SCHOOL  
01:12:44:14 SITES FOR A MIDYEAR REVIEW OF  
01:12:46:06 DATA, WE SAW THAT ACTUALLY OUR  
01:12:48:18 STUDENTS ARE DEMONSTRATING  
01:12:50:19 MASTERY.  
01:12:52:07 SOME OF THEM 12 TO 18 MONTHS OF  
01:12:54:16 GROWTH IN THE DECODING SUB  
01:12:56:18 SKILLS BEING ASSESSED IN DIBELS,  
01:12:59:16 BUT TO SHOW PROFICIENCY IN

01:13:01:08 GRADE-LEVEL SKILLS, READERS NEED  
01:13:04:07 BOTH DECODING SKILLS AND READING  
01:13:05:26 COMPREHENSION SKILLS, LANGUAGE  
01:13:09:10 COMPREHENSION SKILLS.  
01:13:10:15 SO WHEN WE TALK ABOUT A LANGUAGE  
01:13:11:17 PROCESS, THAT INVOLVES NOT JUST  
01:13:14:06 A READING PROCESS BUT ALSO ORAL  
01:13:16:11 COMMUNICATION, LISTENING  
01:13:18:09 COMPREHENSION, READING  
01:13:20:03 COMPREHENSION.  
01:13:24:11 SO GIVEN THE BACKGROUND THAT  
01:13:25:26 I'VE SHARED ALONG WITH THE DATA,  
01:13:28:11 ELA THIS YEAR DECIDED ON A  
01:13:30:13 TWO-PRONGED APPROACH.  
01:13:31:22 ONE TO SOLIDIFY OUR TIER 1  
01:13:33:21 INSTRUCTION AND TWO, TO  
01:13:34:26 STRATEGIZE HOW WE COULD BEST  
01:13:37:07 SERVE OUR STUDENTS IN TIER 2 AND  
01:13:38:23 3.  
01:13:39:14 RESEARCH SHOWS THAT PRINCIPALS  
01:13:40:15 WHO ARE FAMILIAR WITH  
01:13:41:19 CURRICULUM, INSTRUCTION, AND  
01:13:44:01 ASSESSMENT, HAVE A DIRECT  
01:13:45:08 CORRELATION TO STUDENT  
01:13:46:12 ACHIEVEMENT THROUGH THE IMPACT  
01:13:48:13 ON THE TEACHERS INSTRUCTIONAL  
01:13:50:02 PRACTICES.  
01:13:51:06 SO WE TRAINED OUR ADMINISTRATORS  
01:13:53:18 ON THE IMPLEMENTATION MATRIXES  
01:13:59:01 FOR ELA SO WHEN THEY WALKED INTO  
01:14:03:15 A CLASSROOM, THEY KNEW WHAT THE  
01:14:04:27 LESSON LOOKED LIKE AND SOUNDED  
01:14:07:06 LIKE AND THEY COULD PROVIDE  
01:14:08:11 COACHING ADVICE TO THE TEACHERS.  
01:14:10:03 WE ALSO CONDUCTED MONTHLY "TRAIN  
01:14:12:08 THE TRAINER" TRAININGS FOR OUR  
01:14:14:04 READING SPECIALISTS ON THE  
01:14:15:06 LATEST ON EVIDENCE-BASED  
01:14:17:04 INSTRUCTION FOR VOCABULARY, ORAL  
01:14:20:10 LANGUAGE, AND WRITING.  
01:14:22:19 WE ALSO CREATED TOOLS TO ALIGN  
01:14:25:20 OUR ASSESSMENTS WITH VIRGINIA  
01:14:28:26 SOL STANDARDS SO OUR STUDENTS  
01:14:30:25 WOULD BE FAMILIAR WITH THE  
01:14:31:26 LANGUAGE AND CONTENT AND ALSO  
01:14:33:00 OUR TEACHERS COULD PROVIDE  
01:14:34:05 RETEACHING FOR STUDENTS WHO  
01:14:35:23 NEEDED THE EXTRA SUPPORT.  
01:14:38:02 FOR TIER 2 AND 3 STUDENTS, THE  
01:14:40:21 CHALLENGE IS INTEGRATING THE  
01:14:42:00 DECODING SKILLS THAT THEY'RE  
01:14:43:05 BUILDING WITH ACQUIRING  
01:14:46:17 CONTEXTUAL KNOWLEDGE.

01:14:47:27 SO OUR ELA SPECIALIST AND OUR  
01:14:49:26 COACH HAVE BEEN PLANNING,  
01:14:52:07 MODELING, AND TRAINING SCHOOL  
01:14:53:15 TEAMS ON ROUTINES AND STRATEGIES  
01:14:55:24 TO ACCELERATE THE LEARNING OF  
01:14:57:09 OUR STUDENTS WHEN FACED WITH  
01:14:59:21 MULTI-SYLLABLE WORDS,  
01:15:02:06 SYNTHESIZING MAIN IDEAS FROM A  
01:15:03:18 PARAGRAPH, ANALYZING LANGUAGE  
01:15:05:29 STRUCTURE AND SYNTAX AT THE  
01:15:07:24 SENTENCE LEVEL, AND ALSO THE  
01:15:09:26 IMPORTANCE OF USING READ-ALOUDS  
01:15:14:04 TO BUILD BACKGROUND KNOWLEDGE.  
01:15:16:22 NOW WE'D LIKE TO HIGHLIGHT THE  
01:15:18:00 COLLABORATIVE WORK WITHIN  
01:15:18:28 ACADEMICS TO INCREASE ACCESS,  
01:15:21:09 ENGAGEMENT, AND RIGOR.  
01:15:43:17 >> THANK YOU.  
01:15:45:07 WE'VE TALKED ABOUT THE  
01:15:46:08 IMPORTANCE OF DIFFERENTIATION  
01:15:48:02 FOR ENSURING THAT ALL STUDENTS  
01:15:49:11 HAVE ACCESS TO THE CURRICULUM.  
01:15:51:17 TO THAT END, THROUGH THE OFFICE  
01:15:53:28 OF ENGLISH LEARNERS  
01:15:55:12 COLLABORATION WITH ELA, WE'VE  
01:15:57:10 DEVELOPED SUPPLEMENTAL GUIDES TO  
01:15:59:12 SUPPORT THE CORE KNOWLEDGE BLOCK  
01:16:00:27 OF THE CKLA INSTRUCTION.  
01:16:04:05 DURING THAT TIME, STUDENTS  
01:16:05:17 RECEIVE SCAFFOLDED INSTRUCTION  
01:16:07:07 THAT INCORPORATES STRATEGIES  
01:16:08:12 THAT ENHANCE THEIR LANGUAGE  
01:16:09:26 DEVELOPMENT SKILLS WHILE  
01:16:11:27 SIMULTANEOUSLY PROVIDING ACCESS  
01:16:13:22 TO THE CORE KNOWLEDGE COMPONENT.  
01:16:15:17 IN ADDITION TO THAT WORK THROUGH  
01:16:17:09 THE SUPPLEMENTAL GUIDES PROVIDED  
01:16:18:27 TO TEACHERS, WE'VE ALSO  
01:16:21:15 IDENTIFIED A DEDICATED ELD  
01:16:23:24 RESOURCE AND ENGLISH LANGUAGE  
01:16:26:11 DEVELOPMENT RESOURCE THAT ALIGNS  
01:16:28:00 TO THE CORE KNOWLEDGE BLOCK AND  
01:16:29:08 IS PART OF THE AMPLIFY UNIVERSE.  
01:16:32:10 AND THAT PIECE IS VERY CRITICAL,  
01:16:34:15 BECAUSE EVEN AS ENGLISH LEARNERS  
01:16:36:03 ARE DEVELOPING THEIR CORE  
01:16:37:14 LITERACY SKILLS, DEVELOPING  
01:16:38:29 THEIR PHONICS AND DECODING  
01:16:40:18 SKILLS, THEY CONTINUE TO NEED  
01:16:42:06 VOCABULARY DEVELOPMENT AND  
01:16:44:24 LANGUAGE DEVELOPMENT ACROSS ALL  
01:16:46:08 MODALITIES.  
01:16:47:17 AND SO THROUGH THAT ELD BLOCK,

01:16:49:09 OUR ELS AT LEVELS 1 AND 2 GET  
01:16:52:09 MORE INTENSIVE SUPPORT IN  
01:16:53:23 LANGUAGE COMPREHENSION.  
01:16:54:28 ADDITIONALLY, WE ARE WORKING TO  
01:16:57:00 INCORPORATE DECODABLE TEXT INTO  
01:16:58:27 THE ELD BLOCK TO HELP STUDENTS  
01:17:04:21 PRACTICE THEIR PHONICS SKILLS  
01:17:06:13 THROUGH ACTUAL READING ANDS, BUT  
01:17:09:12 FOR ELS, IT'S IMPORTANT THEY'RE  
01:17:10:24 DOING THAT IN A MEANINGFUL  
01:17:11:22 CONTEXT.  
01:17:12:10 SO THROUGH THOSE DECODABLE TEXTS  
01:17:13:22 INCORPORATED INTO THE ELD BLOCK,  
01:17:15:22 WE'RE ABLE TO ADDRESS THEIR  
01:17:16:27 VOCABULARY NEEDS WHILE AT THE  
01:17:19:11 SAME TIME GIVING THEM MEANINGFUL  
01:17:20:25 READING PRACTICE SO THAT WE CAN  
01:17:22:17 ACCOMPLISH WHAT Dr. RIVAS  
01:17:25:16 MENTIONED IN TERMS OF MAKING  
01:17:26:15 SURE THE STUDENTS HAVE ACCESS TO  
01:17:27:24 DECODING AS WELL AS LANGUAGE  
01:17:29:25 DEVELOPMENT IN AN ONGOING WAY.  
01:17:38:17 >> ALL RIGHT, SO TO ADD ON TO  
01:17:40:11 THE COLLABORATION, THE OFFICE OF  
01:17:42:06 SPECIAL EDUCATION IS ALWAYS  
01:17:44:04 EAGER TO COLLABORATE WITH THE  
01:17:46:06 ENGLISH LANGUAGE ARTS OFFICE.  
01:17:48:02 I WON'T HIGHLIGHT ALL OF THESE,  
01:17:49:18 BUT I DO WANT TO HIGHLIGHT THE  
01:17:51:12 MIDDLE ONE.  
01:17:52:10 JUST LIKE IT'S VERY IMPORTANT  
01:17:53:12 FOR US TO HAVE URGENT AND  
01:17:55:17 RESPONSIVE RESPONSES TO OUR  
01:17:59:09 STUDENT NEEDS, WE ALSO NEED TO  
01:18:00:25 BE RESPONSIVE TO OUR TEACHER  
01:18:02:23 NEEDS AND WHAT WE HEARD  
01:18:03:28 OVERWHELMINGLY FROM LAST YEAR IS  
01:18:05:14 THAT THE TIME THAT IT TOOK OUR  
01:18:07:00 SPECIAL EDUCATION TEACHERS TO  
01:18:09:14 SUPPLEMENT AND AUGMENT THE  
01:18:11:09 PLANNING NEEDED FOR CKLA, WE  
01:18:14:11 KNEW THAT WE NEEDED TO DO  
01:18:15:13 SOMETHING THIS YEAR.  
01:18:16:07 SO WE QUICKLY GOT A TEAM  
01:18:18:12 TOGETHER TO DEVELOP SOME  
01:18:20:09 SUPPLEMENTAL UNITS.  
01:18:21:24 WE PRIORITIZED GRADES 3-5, WHICH  
01:18:23:23 IS WHERE SOME HEAVY  
01:18:25:24 COMPREHENSION SKILLS ARE NEEDED,  
01:18:27:26 AND WE GOT SOME SUPPLEMENTARY  
01:18:30:07 UNITS IN THE HANDS OF OUR  
01:18:31:15 TEACHERS FOR QUARTER 3 AND  
01:18:33:16 ACTUALLY JUST TODAY, QUARTER 4

01:18:35:07 ONES WENT INTO OUR CURRICULUM  
01:18:36:29 DOCUMENTS.  
01:18:38:17 WE'VE BEEN GETTING GREAT  
01:18:39:18 FEEDBACK FROM OUR SPECIAL  
01:18:40:16 EDUCATION TEACHERS.  
01:18:42:03 THESE INCLUDE SOME POWER  
01:18:43:11 STANDARDS THAT WE'VE IDENTIFIED  
01:18:44:12 FOR OUR STUDENTS THAT WE HAVE  
01:18:46:07 FULL COMMITMENT THAT WE NEED TO  
01:18:47:13 HELP OUR STUDENTS MASTER.  
01:18:51:11 AS WELL AS MODIFIED STUDENT  
01:18:52:25 WORKSPACES WITH SENTENCE FRAMES  
01:18:55:00 AND WORD BANKS THAT SOME OF OUR  
01:18:56:25 STUDENTS NEED AS WELL AS GRAPHIC  
01:18:59:15 ORGANIZERS AND SOME STORY  
01:19:01:06 SUMMARIES FROM THE READ-ALoud IN  
01:19:03:09 THE CKLA UNITS.  
01:19:05:06 THIS SUMMER, WE WILL FINISH  
01:19:06:11 QUARTER ONE AND QUARTER TWO FOR  
01:19:07:26 OUR TEACHERS TO HAVE THAT AND  
01:19:09:04 THEN BEGIN WORKING ON K2.  
01:19:11:09 SO I JUST WANTED TO HIGHLIGHT  
01:19:12:27 THAT PIECE.  
01:19:13:25 WE'RE VERY PROUD OF THAT WORK  
01:19:16:08 AND EAGER TO CONTINUE THAT FOR  
01:19:17:13 ALL OF THE UNITS.  
01:19:19:02 AND I'LL TURN IT OVER TO  
01:19:20:13 ADVANCED ACADEMICS NOW.  
01:19:30:18 >> OKAY, GOOD EVENING.  
01:19:32:09 AS KELLY AND TERRI AND, OF  
01:19:33:27 COURSE, GABY MENTIONED, OUR  
01:19:36:16 OFFICE IS ALSO INVOLVED IN  
01:19:38:01 MODIFYING THE CKLA LESSONS TO  
01:19:41:14 SUPPORT INCREASED ENGAGEMENT AND  
01:19:45:10 RIGOR FOR ALL LEARNERS.  
01:19:47:12 AS YOU KNOW, WE ARE A TALENT  
01:19:48:24 DEVELOPMENT MODEL WHICH INCLUDES  
01:19:50:25 THE STUDENTS WHO ARE ENGLISH  
01:19:52:10 LEARNERS AND THE STUDENTS WITH  
01:19:54:01 DISABILITIES.  
01:19:55:16 SO EVERYTHING WE CREATE, WE  
01:19:57:01 CREATE FOR ALL LEARNERS.  
01:19:58:20 AND WE DIFFERENTIATE IT BASED ON  
01:20:01:14 NEED AND INTEREST SO THAT ALL  
01:20:04:17 TEACHERS HAVE ACCESS TO THESE.  
01:20:06:29 THESE DIFFERENTIATED LEARNING  
01:20:07:23 EXPERIENCES ARE WRITTEN IN THE  
01:20:09:14 CURRICULUM DOCUMENTS AND YOU CAN  
01:20:10:13 SEE THE SLIDE HERE IS JUST ONE  
01:20:13:01 EXAMPLE THAT WE HAVE FROM OUR  
01:20:14:13 NOVEL UNITS.  
01:20:16:04 WE WORKED WITH THE ELA OFFICE TO  
01:20:18:09 CREATE THIRD-GRADE, FOURTH

01:20:20:21 GRADE, AND FIFTH GRADE NOVEL  
01:20:22:29 STUDY UNITS FOR ALL TEACHERS.  
01:20:24:21 WE WANTED TO CREATE THESE  
01:20:25:19 OPPORTUNITIES TO HAVE SIMILAR  
01:20:28:00 EXPERIENCES SO THAT ALL TEACHERS  
01:20:30:02 AND STUDENTS WOULD ENGAGE IN  
01:20:32:17 RIGOROUS ACADEMIC DISCOURSE AND  
01:20:35:02 WRITING ACROSS ALL THE UNITS.  
01:20:38:21 STUDENTS ALSO ENGAGED IN  
01:20:40:09 CONCEPTUAL LEARNING AND HAD BOOK  
01:20:42:23 CHOICE AND ALSO HAD A  
01:20:44:11 DIFFERENTIATED PERFORMANCE TASK.  
01:20:46:26 WE CREATED A CONSISTENT  
01:20:48:07 PROFESSIONAL LEARNING  
01:20:49:11 PRESENTATION THAT WENT TO ALL  
01:20:51:26 TEACHERS IN FEBRUARY SO THAT  
01:20:54:10 EVERYBODY WOULD HAVE A SUPPORTED  
01:20:58:05 SCAFFOLDING AND ACCESS TO THAT  
01:21:00:09 IMPLEMENTATION.  
01:21:00:13 AND WHILE THIS SLIDE IS A LOT,  
01:21:05:19 THAT IS ACTUALLY THE POINT.  
01:21:06:24 MUCH LIKE MY FRIENDS WERE JUST  
01:21:12:09 TALKING ABOUT, WITH THE CKLA  
01:21:16:15 BEING A RESOURCE, WE KNOW THAT  
01:21:18:16 WE ARE GOING TO HAVE TO ADJUST  
01:21:21:05 BASED ON THE NEEDS OF OUR  
01:21:22:07 STUDENTS, SO OUR ADVANCED  
01:21:25:02 ACADEMIC COACHES CHOSE THIS AS  
01:21:26:28 THEIR YEAR-LONG PROJECT.  
01:21:29:00 AND YOU CAN SEE -- OBVIOUSLY I  
01:21:30:28 DON'T HAVE TIME TO GO THROUGH  
01:21:32:03 ALL OF THEM, ALTHOUGH I WOULD  
01:21:34:19 LOVE TO -- AND BASICALLY THE  
01:21:37:17 TASKS HERE CORRELATE WITH THE  
01:21:39:19 CKLA UNITS IN EACH GRADE LEVEL.  
01:21:42:02 THEY'RE VERY TASKED,  
01:21:44:03 DIFFERENTIATED.  
01:21:45:14 THEY SPEAK TO THE DIFFERENT  
01:21:47:04 INTEREST LEVELS OF STUDENTS AND  
01:21:49:12 THE LEVEL OF CHALLENGE THAT THEY  
01:21:51:24 NEED AT THE TIME.  
01:21:53:18 AND THESE ARE MOSTLY USED DURING  
01:21:55:16 SMALL GROUP INSTRUCTION WITHIN  
01:21:58:03 THE CKLA BLOCK.  
01:22:00:25 WE'VE HAD ACTUALLY GREAT  
01:22:03:19 FEEDBACK FROM OUR TRAINING THAT  
01:22:06:14 WE'VE DONE ON THE UNITS AND ON  
01:22:09:09 OUR CHOICE BOARDS.  
01:22:10:24 TEACHERS HAVE SAID THEY'VE BEEN  
01:22:12:02 VERY USEFUL, AND SO WE'RE GOING  
01:22:13:14 TO CONTINUE ALONG THAT AVENUE TO  
01:22:16:10 SUPPORT TEACHERS IN WHAT THEY  
01:22:17:21 NEED TO DIFFERENTIATE FOR ALL

01:22:19:06 STUDENTS AND TO REALLY TAKE THE  
01:22:21:04 CEILING OFF FOR OUR ADVANCED  
01:22:22:26 LEARNERS.  
01:22:23:14 WE ALSO REALLY APPRECIATE THE  
01:22:25:25 COLLABORATION AND WE REALLY WANT  
01:22:27:27 CHILDREN TO LOVE READING.  
01:22:29:12 WE WANT THEM ALL TO LEARN HOW TO  
01:22:30:18 READ AND WE WANT THEM TO LOVE  
01:22:31:23 IT.  
01:22:32:27 SO THANK YOU.  
01:22:37:15 >> THANK YOU.  
01:22:39:09 THANK YOU SO MUCH.  
01:22:40:04 IF YOU ALLOW ME TO GO BACK TO  
01:22:42:22 ONE SLIDE THAT HAS THE VISUAL OF  
01:22:44:17 THE READING ROPES.  
01:22:46:16 SO WHEN I WAS SHARING ABOUT THE  
01:22:47:14 AMAZING PROGRESS OUR STUDENTS  
01:22:49:02 ARE MAKING, THEY'RE MAKING GREAT  
01:22:51:03 GAMES IN THE WORD RECOGNITION,  
01:22:52:15 THE BOTTOM PART.  
01:22:54:00 BUT WE WANT TO MAKE SURE THAT WE  
01:22:55:18 CAN INTEGRATE THAT WITH THE  
01:22:57:29 LANGUAGE PIECE, WHICH IS THE TOP  
01:23:00:18 PART OF THE READING ROPE.  
01:23:03:13 THANK YOU.  
01:23:03:13 SO EARLIER THIS EVENING, I WAS  
01:23:16:11 TALKING ABOUT HOW READERS NEED  
01:23:19:02 DECODING AND LANGUAGE  
01:23:20:06 COMPREHENSION.  
01:23:21:11 ANOTHER WAY WE TALK ABOUT THIS  
01:23:23:19 IS HOW READERS NEED WORD  
01:23:26:00 KNOWLEDGE AND WORLD KNOWLEDGE.  
01:23:29:05 SO FOR THE STATUS OF THE  
01:23:30:10 IMPLEMENTATION OF OUR CORE  
01:23:31:21 CURRICULUM RESOURCES, I'M VERY  
01:23:34:03 PROUD TO SHARE THAT FOR CKLA,  
01:23:36:05 WE'RE AT 80% FULL IMPLEMENTATION  
01:23:38:23 AND FOR OUR PHONICS PROGRAMS, WE  
01:23:40:15 ARE AT 90%.  
01:23:42:27 AND THIS HAS BEEN POSSIBLE DUE  
01:23:44:21 TO THE SUPPORT OF OUR SCHOOL  
01:23:46:03 LEADERS USING THE IMPLEMENTATION  
01:23:49:07 MATRIXES, OUR EXPERTISE AND  
01:23:52:26 GUIDANCE FROM OUR READING  
01:23:54:01 SPECIALISTS AT EVERY SCHOOL  
01:23:55:22 SITE, AND DEFINITELY OUR  
01:23:57:03 TEACHERS' COMMITMENT TO  
01:23:59:01 IMPLEMENT HIGH-QUALITY RESOURCE  
01:24:02:03 WITH FIDELITY AND INTEGRITY.  
01:24:05:12 IMPLEMENTATION SCIENCE SAYS THAT  
01:24:06:00 TO GET TO THE 100%, WE NEED TO  
01:24:08:19 CONTINUE TRAINING TO FINE-TUNE  
01:24:13:04 OUR INSTRUCTIONAL PRACTICES AND

01:24:14:06 WE NEED TO CONTINUE COACHING,  
01:24:16:18 SUPPORTING OUR SCHOOLS.  
01:24:17:09 SO WE GATHER FEEDBACK FROM OUR  
01:24:22:18 TEACHERS THROUGH SURVEYS THAT  
01:24:24:09 ARE EMBEDDED WITHIN OUR  
01:24:25:28 CURRICULUM DOCUMENTS AND WE ARE  
01:24:28:06 THINKING OF OTHER WAYS THAT WE  
01:24:30:01 CAN GET FEEDBACK FROM OUR  
01:24:32:18 TEACHERS AND STUDENTS ON WHAT'S  
01:24:34:26 WORKING WELL AND WHAT'S NOT.  
01:24:37:18 AND ONE FEEDBACK THAT WE REALLY  
01:24:39:00 GOT A LOT OF IS MORE SUPPORT ON  
01:24:42:05 TEACHING EXPLICITLY WRITING.  
01:24:47:21 AND THIS YEAR, WE WERE VERY  
01:24:49:02 INTENTIONAL WITH THE TRAINING ON  
01:24:50:24 THE SCIENCE OF WRITING, BECAUSE  
01:24:52:19 WRITING IS PIVOTAL TO ORAL  
01:24:55:17 LANGUAGE AND READING  
01:24:56:15 COMPREHENSION, AND THIS IS  
01:24:57:20 PARTICULARLY CRUCIAL TO OUR  
01:24:59:08 ENGLISH LEARNERS AND STUDENTS  
01:25:00:16 WITH DISABILITIES.  
01:25:02:11 AND WRITING WAS A RECOMMENDATION  
01:25:03:22 FROM OUR ELA PARENT ADVISORY  
01:25:06:10 COMMITTEE.  
01:25:07:27 SO OUR LITERACY COACH HAS BEEN  
01:25:09:19 SUPPORTING THE TRAINING OF THE  
01:25:14:04 METHOD WHICH IS NOT A  
01:25:16:03 CURRICULUM.  
01:25:16:21 IT'S AN APPROACH TO TEACH  
01:25:17:26 WRITING SYSTEMATICALLY AND  
01:25:19:04 EXPLICITLY AND IT'S BASED ON  
01:25:21:03 EXPOSITORY ACADEMIC WRITING  
01:25:23:00 WHICH BUILDS SKILLS THAT OUR  
01:25:24:26 KIDS WILL NEED WHEN THEY GO TO  
01:25:26:14 SECONDARY.  
01:25:26:29 AND THIS APPLIES TO ALL CONTENT  
01:25:30:03 AREAS.  
01:25:31:04 WE HAVE INCLUDED A COUPLE OF  
01:25:33:09 SAMPLES OF THE ENHANCED WRITING  
01:25:34:28 PAGES THAT HAVE BEEN DEVELOPED  
01:25:36:14 IN OUR OFFICE IN THE APPENDIX.  
01:25:40:04 65 MORE TEACHERS WILL BE TAKING  
01:25:41:15 THE TRAINING THIS SPRING AND  
01:25:43:03 SUMMER.  
01:25:44:10 ANOTHER PROGRAM I'D LIKE TO  
01:25:45:11 HIGHLIGHT IS A MODEL CLASSROOM  
01:25:48:06 PROGRAM.  
01:25:48:21 THIS IS JOB-EMBEDDED TRAINING  
01:25:50:23 FOR OUR NEW STAFF AND THIS  
01:25:53:08 PROVIDES AN OPPORTUNITY TO WATCH  
01:25:54:16 A PEER MODEL WHAT DOES FULL  
01:25:57:17 IMPLEMENTATION OF CKLA, 95%

01:26:01:09 FOUNDATIONS LOOK LIKE.  
01:26:02:04 SO THEY GET TO SEE THE 60-MINUTE  
01:26:04:03 BLOCK OF CKLA.  
01:26:05:21 THEY SEE HOW THERE'S A CLEAR  
01:26:07:12 LEARNING OBJECTIVE, HOW  
01:26:08:24 VOCABULARY IS FRONT-LOADED, HOW  
01:26:11:00 THERE'S A READ-ALOUD WITH  
01:26:12:19 OPPORTUNITIES FOR READING  
01:26:14:03 COMPREHENSION CHECKS, AND HOW  
01:26:16:05 THERE'S A WRITING ACTIVITY WITH  
01:26:18:07 OR WITHOUT TEACHER SUPPORT FOR  
01:26:21:04 K-2 STUDENTS AND THEN OUR MODEL  
01:26:25:01 TEACHERS SHOWCASE HOW FOR OUR  
01:26:26:12 OLDER GRADES, 3-5, THERE'S  
01:26:28:09 OPPORTUNITIES FOR PARTNER  
01:26:29:06 READING, FOR TAKING NOTES, FOR  
01:26:30:26 REFLECTING ON THE READING  
01:26:32:25 THROUGH WRITING ACTIVITIES.  
01:26:34:14 THIS IS ALSO A GREAT OPPORTUNITY  
01:26:35:25 FOR TEACHERS TO SEE HOW WE CAN  
01:26:39:03 BUILD ENGAGING ACTIVITIES DURING  
01:26:41:21 CKLA.  
01:26:43:09 HOW WE CAN HAVE OPPORTUNITIES  
01:26:44:17 FOR STUDENTS TO PRACTICE  
01:26:46:18 ACADEMIC DISCOURSE THROUGHOUT  
01:26:47:09 THE LESSON.  
01:26:48:07 AND HOW WE CAN USE THOSE SUPPORT  
01:26:50:21 AND ACCESSIBILITY GUIDES THAT MY  
01:26:52:19 COLLEAGUES SHARED THEY'VE BEEN  
01:26:54:14 WORKING ON.  
01:26:57:05 ALSO DURING THE MODEL CLASSROOM  
01:26:58:26 PROGRAM, OUR NEW TEACHERS CAN  
01:27:00:18 SEE HOW THE PHONICS, THE  
01:27:02:23 30-MINUTE PHONICS BLOCK LOOKS  
01:27:04:21 LIKE.  
01:27:05:26 HOW THERE'S A WARMUP ACTIVITY  
01:27:07:04 FOR PHONEMIC AWARENESS, HOW KIDS  
01:27:10:23 REVIEW THE SKILL, HOW THERE'S  
01:27:11:28 THE OPPORTUNITY TO TEACH A NEW  
01:27:13:04 SKILL, AND THERE'S A WRITING  
01:27:15:13 PIECE WITH DICTATION OF WORDS,  
01:27:17:28 PHRASES, SENTENCES, DEPENDING ON  
01:27:19:04 YOUR GRADE LEVEL.  
01:27:20:09 AND ALSO AN OPPORTUNITY TO READ  
01:27:22:00 AGAIN WORDS, PHRASES, OR  
01:27:24:16 SENTENCES DEPENDING OR A PASSAGE  
01:27:26:27 DEPENDING ON YOUR GRADE LEVEL.  
01:27:28:07 AND THEN OUR MODEL CLASS  
01:27:30:11 TEACHERS ALSO SHOW HOW THERE'S  
01:27:31:29 THE 30-MINUTE OPPORTUNITY FOR  
01:27:34:01 SMALL GROUP WITHIN OUR ELA BLOCK  
01:27:36:13 AND HOW THAT'S A GREAT TIME TO  
01:27:38:08 SUPPORT WHATEVER SKILLS OUR

01:27:39:23 STUDENTS MIGHT NEED OR  
01:27:41:11 OPPORTUNITIES TO PROVIDE  
01:27:42:08 EXTENSIONS SUCH AS BOOK CLUBS OR  
01:27:44:20 RESEARCH PROJECTS.  
01:27:45:08 GIVEN THAT THE VIRGINIA LITERACY  
01:27:51:00 ACT REQUIRES ENGLISH SOL'S TO BE  
01:27:53:18 ALIGNED WITH EVIDENCE-BASED  
01:27:55:13 LITERACY INSTRUCTION AND  
01:27:56:17 SCIENCE-BASED RESEARCH, NEXT  
01:27:58:12 YEAR OUR EDUCATORS WILL BE  
01:28:00:06 IMPLEMENTING NEW 2024 STANDARDS.  
01:28:04:14 THEY'LL BE TAKING A COURSE ON  
01:28:05:22 SCIENCE OF READING THAT THE VDOE  
01:28:07:28 IS CREATING AND THEY WILL BE  
01:28:10:00 ADMINISTERING A NEW SCREENER FOR  
01:28:11:18 STUDENTS IN K-3, THE NEW PALS  
01:28:16:08 CALLED VALLS, SO WE'RE WORKING  
01:28:19:07 WITH THE PROFESSIONAL LEARNING  
01:28:20:22 OFFICE TO ENSURE WE CAN  
01:28:21:26 INTEGRATE THESE LEARNING  
01:28:23:00 OPPORTUNITIES INTO OUR  
01:28:23:28 PROFESSIONAL LEARNING PLAN FOR  
01:28:24:29 NEXT YEAR.  
01:28:28:17 WE ARE VERY GRATEFUL FOR OUR  
01:28:30:22 WORK AND PARTNERSHIP WITH THE  
01:28:32:21 ADVISORY COUNCIL FOR TEACHING  
01:28:33:29 AND LEARNING.  
01:28:35:07 I HOPE YOU CAN SEE THAT WE'VE  
01:28:36:18 STARTED TO INTEGRATE SOME OF  
01:28:38:00 YOUR RECOMMENDATIONS, ESPECIALLY  
01:28:40:12 IN REGARDS TO EXPLICIT WRITING  
01:28:42:07 INSTRUCTION, DIFFERENTIATION,  
01:28:44:15 INCLUSION, AND ACCESS.  
01:28:46:16 AND ADDRESSING DISPARITIES AND  
01:28:49:00 OPPORTUNITY GAPS.  
01:28:49:15 AND WE CERTAINLY PLAN TO  
01:28:53:23 INCORPORATE YOUR ADDITIONAL  
01:28:55:13 RECOMMENDS, ESPECIALLY AS IT  
01:28:58:18 PERTAINS TO MORE CONSISTENT  
01:28:59:29 PRACTICES AMONG OUR SCHOOLS FOR  
01:29:01:28 READING AND WRITING.  
01:29:04:03 AND ALSO CONSISTENT WAYS TO  
01:29:07:04 COMMUNICATE WITH OUR PARENT  
01:29:08:09 COMMUNITY AND HOW WE CAN SUPPORT  
01:29:09:17 OUR PARENTS.  
01:29:10:08 SO THIS EVENING, WE GOT TO SEE  
01:29:16:14 THE PROGRESS THAT HAS BEEN MADE  
01:29:18:01 BY MOST STUDENTS.  
01:29:19:13 OUR NEXT STEP IS TO ENSURE THESE  
01:29:21:18 EQUITABLE OUTCOMES FOR ALL OF  
01:29:23:13 OUR STUDENTS, ESPECIALLY OUR  
01:29:25:04 ENGLISH LEARNERS AND STUDENTS  
01:29:26:09 WITH DISABILITIES.

01:29:28:08 THE KEY TO OUR SUCCESS WILL BE  
01:29:30:06 OUR CONTINUED COLLABORATION  
01:29:31:27 ACROSS OUR OFFICES IN APS AND  
01:29:34:09 THROUGH THE INVOLVEMENT AND  
01:29:35:16 FEEDBACK FROM VARIOUS  
01:29:36:13 STAKEHOLDERS.  
01:29:38:15 THIS COLLABORATION IS ALSO  
01:29:40:02 IMPORTANT AS WE GET READY TO  
01:29:41:14 IMPLEMENT THE VIRGINIA LITERACY  
01:29:43:28 ACT AND OUR LITERACY PLAN THIS  
01:29:46:03 FALL.  
01:29:47:01 OUR SHARED COMMITMENT, OUR  
01:29:48:18 COLLECTIVE EFFICACY, WILL MAKE  
01:29:50:11 POSSIBLE FOR US TO MOVE OUR  
01:29:52:27 STUDENTS FORWARD, TO BE COLLEGE  
01:29:54:05 OR CAREER READY BY THE TIME THEY  
01:29:55:26 GRADUATE.  
01:29:56:27 AND IN TWO WEEKS, MY COLLEAGUE,  
01:29:59:03 Ms. CRUZ, WILL BE DISCUSSING  
01:30:02:21 ELA'S WORK IN SECONDARY.  
01:30:04:20 THANK YOU.  
01:30:07:03 >> THANK YOU, Dr. RIVAS AND  
01:30:09:09 THE TEAM FOR SHARING A GOOD  
01:30:10:18 UPDATE ON THE WORK WE'VE DONE.  
01:30:12:01 I WANT TO APPRECIATE ALL THE  
01:30:13:22 COLLABORATIVE SPIRIT OF WORKING  
01:30:15:19 ACROSS ALL OF OUR OFFICES,  
01:30:17:02 BECAUSE LITERACY IS CERTAINLY  
01:30:18:09 SOMETHING THAT WE NEED TO  
01:30:19:24 SUPPORT ALL OF OUR STUDENTS IN.  
01:30:22:14 I'LL TURN IT OVER TO CHAIR  
01:30:23:28 PRIDDY FOR ANY QUESTIONS.  
01:30:25:10 >> THANK YOU.  
01:30:26:05 I'D LIKE TO TURN IT TO  
01:30:27:22 Ms. TURNER FIRST AS THE  
01:30:29:11 LIAISON TO THIS REPORT.  
01:30:30:26 >> THANK YOU.  
01:30:31:14 THANK YOU FOR THE REPORT, A  
01:30:33:15 PLEASURE WORKING WITH YOU.  
01:30:34:17 I HAVE A QUESTION ON THE SLIDE  
01:30:35:15 ON THE LEXIA DATA WHICH I THINK  
01:30:38:10 IS 9.  
01:30:38:24 THAT ONE, YEAH, THANK YOU.  
01:30:47:06 SO WHOSE DATA IS THIS AND WHAT  
01:30:48:21 DOES IT MEAN IN COMPARISON TO  
01:30:51:06 OUR DIBELS DATA AT THE BEGINNING  
01:30:53:18 OF YEAR AND END OF YEAR?  
01:30:55:14 BECAUSE THE PERCENTAGES ARE NOT  
01:30:57:19 ALIGNED WITH A READILY  
01:30:59:17 DISCERNIBLE CATEGORY ON DIBELS.  
01:31:05:24 >> THIS IS THE DATA BASED ON  
01:31:07:12 STUDENT USAGE AND YOU'LL SEE AT  
01:31:08:24 THE START OF THE YEAR, FOR

01:31:10:09 EXAMPLE, IN KINDERGARTEN, 52% OF  
01:31:13:00 THE STUDENTS WERE WORKING ON  
01:31:15:01 GRADE-LEVEL SKILLS AND LITERACY.  
01:31:17:27 AND BY THE MIDYEAR, 90% OF THEM  
01:31:20:19 WERE WORKING ON GRADE-LEVEL  
01:31:22:24 LITERACY SKILLS.  
01:31:25:18 >> SO THEY'RE WORKING ON THE  
01:31:27:23 SKILLS THAT WOULD BE AT GRADE  
01:31:29:20 LEVEL.  
01:31:30:11 DOES IT SAY ANYTHING ABOUT THEIR  
01:31:31:16 PROFICIENCY AT THOSE SKILLS?  
01:31:34:28 >> WELL, IT DEMONSTRATES HOW  
01:31:36:19 THEY'RE MAKING PROGRESS TOWARDS  
01:31:38:06 THE GRADE-LEVEL SKILLS.  
01:31:42:28 THAT'S THE DATA THAT WE GET FROM  
01:31:44:10 LEXIA.  
01:31:45:08 AND AGAIN, IT'S BASED ON THE  
01:31:46:22 USAGE.  
01:31:47:20 >> RIGHT, SO IT'S LEXIA'S DATA  
01:31:50:06 ABOUT USAGE, SO -- I'M SORRY, I  
01:31:52:25 KNOW YOU SAID THIS, BUT I LOST  
01:31:54:08 IT.  
01:31:55:02 IT'S 52% OF OUR KINDERGARTEN  
01:31:56:13 STUDENTS, FOR EXAMPLE, ARE  
01:31:58:02 WORKING ON GRADE-LEVEL SKILLS?  
01:32:00:24 OR THEY'RE WORKING ON 52% OF  
01:32:02:19 GRADE-LEVEL SKILLS?  
01:32:03:27 >> SO IT'S ALL THE STUDENTS WHO  
01:32:04:26 ARE IN KINDERGARTEN WHO ARE  
01:32:05:24 USING LEXIA.  
01:32:09:12 THAT'S WHERE THEY ARE PERFORMING  
01:32:10:08 ON FOUNDATIONAL SKILLS.  
01:32:14:16 >> SO 52% OF THE STUDENTS ARE  
01:32:16:28 PERFORMING AT FOUNDATIONAL  
01:32:18:19 SKILLS.  
01:32:20:20 >> NO, THEY'RE WORKING ON  
01:32:21:22 GRADE-LEVEL SKILLS.  
01:32:22:24 >> THEY'RE WORKING ON IT,  
01:32:23:22 BECAUSE THEY'VE GOTTEN TO THAT  
01:32:25:07 POINT, YES.  
01:32:26:15 >> BUT IT DOESN'T MEAN THEY'RE  
01:32:28:07 ON GRADE LEVEL, FOR EXAMPLE?  
01:32:30:12 >> CORRECT, NOT NECESSARILY.  
01:32:31:21 IT MEANS THAT THEY'RE WORKING ON  
01:32:32:26 THOSE GRADE-LEVEL SKILLS, YEAH.  
01:32:36:12 >> SO AGAIN, THE LEXIA DATA DOES  
01:32:37:24 NOT TELL US PROFICIENCY, RIGHT?  
01:32:41:01 ON THESE SKILLS?  
01:32:42:12 I'M JUST TRYING TO UNDERSTAND  
01:32:43:09 HOW TO SET IT NEXT TO THE DIBELS  
01:32:45:22 DATA WHICH IS ON THE NEXT SLIDE  
01:32:47:08 WHICH DOESN'T DEMONSTRATE THIS  
01:32:49:23 DEGREE OF GROWTH, FOR EXAMPLE,

01:32:51:21 FOR KINDERGARTEN.  
01:32:54:12 IT DOESN'T.  
01:32:54:23 >> AND WE COULD DO FURTHER  
01:32:56:17 ANALYSIS ON THE CORRELATION,  
01:32:59:12 BUT, YES, YOU'RE RIGHT.  
01:33:00:25 I MEAN, THIS IS HOW LEXIA IS  
01:33:02:23 PERCENTING BASED ON THE STUDENT  
01:33:05:12 USAGE, HOW MANY OF THE KIDS WHO  
01:33:06:27 ARE USING LEXIA AND HOW THEY'RE  
01:33:08:19 WORKING ON GRADE-LEVEL SKILLS.  
01:33:11:27 SO DEFINITELY WE WOULD LOVE TO  
01:33:13:08 SEE THAT SAME PROGRESS ON  
01:33:15:06 DIBELS.  
01:33:17:11 AND LET'S REMEMBER DIBELS IS ONE  
01:33:19:29 DATA POINT AND THIS IS ONE MORE  
01:33:21:25 DATA POINT.  
01:33:22:16 BUT WE CAN LOOK INTO FURTHER  
01:33:24:04 CORRELATIONS.  
01:33:26:02 >> OKAY.  
01:33:30:00 >> YOU CAN FOLLOW UP ON THAT.  
01:33:31:29 >> I WANTED TO FOLLOW UP ON  
01:33:32:28 THAT, BECAUSE JUST TO CLARIFY,  
01:33:35:20 AND THIS MAY BE A FOLLOW-UP  
01:33:37:22 ITEM, SO YOU CAN TELL ME IF WE  
01:33:39:19 NEED TO FOLLOW UP.  
01:33:41:04 I THINK WHEN I LOOK AT THE LEXIA  
01:33:43:12 CHART, WHAT I'M TRYING TO  
01:33:44:27 UNDERSTAND IS DOES THAT MEAN AT  
01:33:49:09 THE START OF THE YEAR, HAS LEXIA  
01:33:52:21 DETERMINED THAT 52% OF  
01:33:55:16 KINDERGARTENERS ARE  
01:33:57:13 APPROPRIATELY PLACED TO BE  
01:33:59:25 WORKING ON GRADE-LEVEL SKILLS AT  
01:34:01:27 THAT POINT IN TIME?  
01:34:02:29 LEXIA HAS DETERMINED THAT 52%  
01:34:06:14 ARE APPROPRIATELY SUPPOSED TO BE  
01:34:08:15 WORKING ON GRADE-LEVEL SKILLS?  
01:34:11:01 THAT'S THE APPROPRIATE PLACEMENT  
01:34:11:29 FOR THEM WITHIN THE WHOLE BUCKET  
01:34:14:00 OF THINGS THEY COULD BE WORKING  
01:34:15:05 ON IN LEXIA?  
01:34:16:03 IS THAT WHAT LEXIA IS TELLING  
01:34:20:06 US?  
01:34:22:10 >> RIGHT.  
01:34:23:11 LEXIA, THE PLATFORM, HAS  
01:34:26:07 DETERMINED THAT'S WHERE THEY'RE  
01:34:27:11 PLACED.  
01:34:28:03 >> THAT'S THEIR APPROPRIATE  
01:34:29:03 PLACEMENT?  
01:34:30:01 >> RIGHT.  
01:34:30:15 >> SO LEXIA IS ALSO DETERMINING  
01:34:32:04 AS OUR STUDENTS ADVANCE BY GRADE  
01:34:33:26 LEVEL, FEWER OF THEM ARE ON

01:34:35:15 GRADE LEVEL?  
01:34:36:06 THERE'S ONLY A THIRD IN THIRD  
01:34:37:21 GRADE?  
01:34:39:05 >> NO.  
01:34:40:02 >> HOW DOES IT WORK?  
01:34:41:25 >> AND ALSO ONE LITTLE  
01:34:43:02 CORRECTION THAT IS IMPORTANT TO  
01:34:44:14 NOTE, BECAUSE YOU'RE ASKING IN  
01:34:46:25 COMPARISON TO DIBELS, LEXIA IS  
01:34:49:04 NOT ALL KINDERGARTEN STUDENTS.  
01:34:51:12 ONLY THOSE USING LEXIA.  
01:34:53:10 WHEREAS DIBELS, ALL OF OUR  
01:34:54:09 STUDENTS ARE GIVEN THE DIBELS  
01:34:56:24 ASSESSMENT.  
01:34:57:21 DO YOU WANT TO ADD MORE CLARITY  
01:34:58:20 ON THAT?  
01:34:59:11 >> BUT I THOUGHT THE DENOMINATOR  
01:35:01:23 FOR THIS CHART WAS STUDENTS  
01:35:03:17 USING LEXIA AND 52% ARE ON GRADE  
01:35:06:00 LEVEL.  
01:35:06:14 >> CORRECT, BUT YOU WERE ASKING  
01:35:07:22 ABOUT COMPARATIVE TO DIBELS.  
01:35:09:28 THOSE ARE TWO DIFFERENT SETS OF  
01:35:11:23 STUDENTS, BECAUSE DIBELS WOULD  
01:35:13:01 BE FOR ALL KINDERGARTENERS AND  
01:35:14:19 LEXIA DATA HERE IS FOR THOSE  
01:35:16:27 USING LEXIA AND NOT ALL  
01:35:19:23 KINDERGARTENERS USE LEXIA.  
01:35:22:12 >> I'M GOING TO GO WITH LEXIA  
01:35:24:06 REAL QUICK.  
01:35:26:14 YOU ALSO SAID THAT THE STUDENTS  
01:35:28:12 SPEND FIVE TO TEN MINUTES DAILY  
01:35:30:04 ON LEXIA?  
01:35:31:06 AND THAT'S IT?  
01:35:32:21 >> SO THE WAY THAT LEXIA WORKS,  
01:35:34:16 IT GENERATES THE NUMBER OF  
01:35:37:02 RECOMMENDED MINUTES AND IT  
01:35:39:03 SHOULD BE ABOUT FIVE TO TEN  
01:35:40:18 MINUTES PER DAY EVERY DAY.  
01:35:44:04 THAT'S WHAT -- THOSE ARE THE  
01:35:46:09 NUMBER OF MINUTES THAT IT  
01:35:47:18 RECOMMENDS.  
01:35:48:25 SO STUDENTS WHO NEED THE MOST  
01:35:50:00 SUPPORT, THEY MIGHT NEED MORE OF  
01:35:52:25 THE TEN MINUTES PER DAY.  
01:35:58:04 AND THOSE ARE THE MINUTES.  
01:35:59:20 >> I SEE, SO IT'S PRESCRIBED  
01:36:01:02 BASED ON THEIR RESULTS --  
01:36:02:14 >> YES, BASED ON THEIR NEED TO  
01:36:04:00 STRENGTHEN WHATEVER FOUNDATIONAL  
01:36:05:14 SKILL MIGHT BE WORD SOUNDS OR  
01:36:08:19 HOW DO YOU BLEND SOUNDS  
01:36:09:27 TOGETHER.

01:36:11:24 SO BASED ON THE NEED, IF YOU DO  
01:36:13:20 NOT NEED AS MUCH REINFORCEMENT  
01:36:15:29 OF YOUR SKILLS, THEN YOU ONLY  
01:36:18:14 NEED FIVE MINUTES PER DAY.  
01:36:20:22 >> GOTCHA.  
01:36:22:17 >> Ms. HEARST, YOU HAVE SOME  
01:36:23:21 OTHER INFORMATION?  
01:36:25:23 >> I WAS JUST GOING TO SAY THAT  
01:36:26:27 WE CAN LOOK PARTICULARLY AT MORE  
01:36:29:16 OF A CORRELATION, BUT AS DR.  
01:36:32:01 DURAN SAID, WE'RE MORE LOOKING  
01:36:33:06 AT THESE NUMBERS.  
01:36:34:11 IT IS THAT IDEA THAT 52% OF  
01:36:35:29 THOSE STUDENTS CAME IN, LEXIA IS  
01:36:38:18 PUTTING THEM ON GRADE LEVEL AND  
01:36:40:10 OF THOSE KIDS THAT ARE DOING  
01:36:41:16 THAT RECOMMENDED LEXIA TIME,  
01:36:43:28 WE'RE SEEING THEM AT THIS  
01:36:45:16 MIDYEAR POINT, 90% OF THOSE  
01:36:47:12 KINDERGARTENERS, LEXIA IS  
01:36:49:00 PLACING THEM ON GRADE LEVEL.  
01:36:50:13 SO WE DO SEE IF YOU LOOK AT SOME  
01:36:52:02 OF THE CORRELATIONS IN DIBELS,  
01:36:53:15 WE DO SEE GREATER GROWTH AT SOME  
01:36:55:13 OF THOSE GRADE LEVELS WHERE  
01:36:57:04 WE'RE SEEING THE LARGER  
01:36:58:06 PERCENTAGE INCREASES ON LEXIA,  
01:36:59:18 BUT BECAUSE WE'RE NOT LOOKING AT  
01:37:01:09 THE EXACT SAME POPULATION, IT'S  
01:37:02:18 HARD TO DO THE APPLES TO APPLES  
01:37:04:13 CORRELATION, BUT WE CAN DIG MORE  
01:37:05:26 INTO THAT AND DO A FOLLOW-UP, AS  
01:37:08:18 Ms. KADERA WAS SAYING AS WELL.  
01:37:12:01 >> OKAY.  
01:37:13:05 THANKS.  
01:37:13:16 DO YOU WANT TO CONTINUE?  
01:37:14:24 >> YEAH, I'LL TALK.  
01:37:15:29 I HAD A DIFFERENT QUESTION THAT  
01:37:17:03 RELATED TO SLIDE 10.  
01:37:20:15 AND I WAS VERY CURIOUS, ON SLIDE  
01:37:24:07 10, YOU HAD MADE THE COMMENT  
01:37:27:21 THAT AS WE LOOKED AT THIS, YOU  
01:37:33:03 HAD MADE THE COMMENT THAT ONE OF  
01:37:34:12 THE THINGS THAT WE WERE SEEING  
01:37:36:27 WAS THAT WHILE STUDENTS WERE  
01:37:38:28 DEMONSTRATING REALLY STRONG  
01:37:40:20 GROWTH IN DECODING SKILLS THAT  
01:37:44:09 WE WEREN'T SEEING GROWTH THAT  
01:37:45:23 WAS NECESSARILY WHERE WE'D LIKE  
01:37:47:12 IT TO BE IN READING  
01:37:48:16 COMPREHENSION SKILLS.  
01:37:49:24 AND MY QUESTION WAS WHEN WE MADE  
01:37:52:16 THE SHIFT TO SCIENCE OF READING,

01:37:57:28 IS IT POSSIBLE -- AND I'M NOT AN  
01:38:00:18 EXPERT IN THIS BY ANY MEANS.  
01:38:03:10 IS IT POSSIBLE THAT AS WE MAKE  
01:38:04:22 THE SHIFT TO "SCIENCE OF  
01:38:05:27 READING" AND WE HAVE THIS NEW  
01:38:07:20 SET OF CURRICULUM MATERIALS THAT  
01:38:09:18 OUR EMPHASIS ON DECODING, WHICH  
01:38:12:20 I UNDERSTAND TO BE SORT OF MORE  
01:38:14:09 EXPLICIT PHONICS INSTRUCTION AS  
01:38:16:03 KIND OF A PILLAR OF "SCIENCE OF  
01:38:18:23 READING," THAT WHAT WE MAY HAVE  
01:38:21:23 LOST A LITTLE BIT OF IS MAYBE  
01:38:26:11 WE'RE NOT ATTENDING AS MUCH TO  
01:38:28:06 THE READING COMPREHENSION SKILLS  
01:38:31:15 AS -- MAYBE WE'VE OVERCORRECTED,  
01:38:33:27 I GUESS, IS A WAY TO SAY IT.  
01:38:36:07 AND THAT WE NEED TO LOOK AT THE  
01:38:37:26 LANGUAGE COMPREHENSION IN THE  
01:38:39:24 ROPE SLIDE.  
01:38:42:15 MAYBE WE NEED TO REBALANCE AND  
01:38:44:03 LOOK AT THAT.  
01:38:44:28 IS THAT ONE WAY TO INTERPRET  
01:38:47:10 WHAT'S GOING ON?  
01:38:49:04 >> SO THAT'S A GREAT QUESTION,  
01:38:50:13 BECAUSE I'M VERY GRATEFUL THAT  
01:38:53:21 NOW WE ARE USING THE "SCIENCE OF  
01:38:56:10 READING" AND THERE HAS BEEN AN  
01:38:58:09 EMPHASIS ON PHONICS.  
01:39:01:04 AND THE WONDERFUL THING IS THAT  
01:39:03:15 BASED ON WHAT YOU MENTIONED, NOW  
01:39:04:21 WE HAVE CORE KNOWLEDGE LANGUAGE  
01:39:06:16 ARTS SO THAT WE CAN BUILD OUR  
01:39:09:01 STUDENTS' KNOWLEDGE BASE.  
01:39:13:02 SO WE ARE NOW IN THE SECOND YEAR  
01:39:16:14 OF CKLA AND WE ARE ALREADY  
01:39:19:29 SEEING, BASED ON CLASSROOM  
01:39:22:17 OBSERVATIONS, LEARNING WALKS  
01:39:24:15 WITH PRINCIPALS, WHEN OUR ELA  
01:39:27:07 SPECIALIST, OUR COACH AND I GO  
01:39:29:19 TO DIFFERENT SCHOOLS, WE DO SEE  
01:39:31:05 STUDENTS NOW WHO ARE ENGLISH  
01:39:32:26 LEARNER STUDENTS WITH DISABILITY  
01:39:34:20 BEING ABLE TO USE ACADEMIC  
01:39:37:05 VOCABULARY.  
01:39:40:09 AND WE'RE OPTIMISTIC THAT NOW WE  
01:39:42:21 HAVE -- THE ROPE IS COMPLETED.  
01:39:45:11 WE'VE BEEN VERY SUCCESSFUL IN  
01:39:46:28 IMPLEMENTING THAT DECODING SIDE  
01:39:49:03 OF THE ROPE, AND AS A MATTER OF  
01:39:51:05 FACT, EVEN DURING VIRTUAL  
01:39:53:29 LEARNING, DURING THE PANDEMIC, I  
01:39:56:05 REMEMBER WE WERE TEACHING WITH  
01:39:58:00 STRUCTURAL LITERACY AND WE ARE

01:40:00:17 SEEING GREAT RESULTS.  
01:40:02:19 AND NOW IT IS THE APPROPRIATE  
01:40:04:07 TIME TO ADD ON THAT KNOWLEDGE  
01:40:07:05 BUILDING SIDE OF THE ROPE, WHICH  
01:40:09:00 WE ARE DOING WITH CKLA.  
01:40:11:22 >> MM-HMM.  
0:00:00:00 >> UH-HUH.  
00:00:07:10 SORRY, I REMAIN CONFUSED ABOUT  
00:00:09:26 THE LEXIA DATA, IF YOU GUYS  
00:00:14:07 UNDERSTAND IT, THAT'S GREAT.  
00:00:15:20 I JUST DON'T UNDERSTAND HOW WE  
00:00:18:20 INTERPRET WHAT LEXIA IS GIVING  
00:00:20:19 US WITH THESE PERCENTAGES.  
00:00:23:16 FOR EXAMPLE, ARE WE USING IT  
00:00:25:16 MORE HEAVILY IN THE OLDER GRADES  
00:00:27:18 FOR KIDS LESS LIKELY TO BE ON  
00:00:31:24 GRADE LEVEL AND WHY THE  
00:00:33:15 PERCENTAGE OF KIDS' GRADE LEVEL  
00:00:36:28 SKILLS ARE DROPPING.  
00:00:38:05 OR SOMETHING ELSE.  
00:00:39:19 DOESN'T NEED TO TRANSLATE  
00:00:42:04 DIRECTLY TO THE DiBELS DATA, BUT  
00:00:48:29 INFORMATIVE IF IT DID, I DON'T  
00:00:51:06 UNDERSTAND HOW WE INTERPRET  
00:00:53:03 LEXIA DATA TO DEMONSTRATE THAT  
00:00:55:20 LEXIA IS DOING GOOD THINGS FOR  
00:00:59:02 OUR STUDENTS.  
00:01:00:00 THAT'S WHY I DON'T UNDERSTAND  
00:01:01:02 THIS SLIDE.  
00:01:02:06 >> SO -- AND I THINK WE CAN DO  
00:01:04:08 MORE CLARIFICATION ON THAT, BUT  
00:01:06:26 THERE REALLY -- USED FOR TWO  
00:01:09:06 DIFFERENT PURPOSES.  
00:01:10:04 I THINK WHEN WE ARE SEEING SOME  
00:01:13:15 STUDENTS WHO HAVE SCORED IN THE  
00:01:15:14 RED OR YELLOW OR EVEN ON GRADE  
00:01:17:27 LEVEL.  
00:01:18:19 WHEN THEY ARE DOING THAT 5-10  
00:01:20:27 MINUTES A DAY ON LEXIA, IT'S  
00:01:23:01 TARGETING SOME SKILLS THAT HAVE  
00:01:24:25 BEEN IDENTIFIED MOST LIKELY  
00:01:25:23 BECAUSE THEY ARE NOT THE SAME  
00:01:27:12 PROGRAM.  
00:01:27:24 BUT THE TEACHERS ARE ABLE TO  
00:01:29:09 LOOK AT THAT AND SEE WHERE  
00:01:31:22 STUDENTS ARE.  
00:01:32:18 AND GETTING PRACTICE IN SOME  
00:01:34:14 SKILLS THAT THEY WERE NOT AS  
00:01:36:07 STRONG IN AND SEEING BASED ON  
00:01:39:08 THE DiBELS ASSESSMENT.  
00:01:41:13 AND WHAT WE HAVE SEEN AND I  
00:01:42:20 DON'T HAVE THE EXACT NUMBERS IS

00:01:44:18 A CORRELATION OF THE STUDENTS  
00:01:46:25 DOING THOSE RECOMMENDED NUMBERS  
00:01:50:14 OF MINUTES IN THE LEXIA AND  
00:01:52:03 GROWTH IN DiBELS.  
00:01:57:02 WE DON'T HAVE THAT CHART WITH  
00:01:59:26 YOU BUT WE SEE THAT CORRELATION.  
00:02:06:23 >> ARE STUDENTS BASED ON IN  
00:02:11:25 LEVELS ON DiBELS.  
00:02:13:25 >> NO, WHEN WE SEE THAT PRACTICE  
00:02:17:00 OF THOSE SKILLS AND SEE INCREASE  
00:02:18:25 IN DiBELS SCORES EVEN IF NOT THE  
00:02:22:17 SAME DOUBLE DIGIT GAINS IN  
00:02:25:18 LEXIA, IT'S A DIFFERENT  
00:02:27:00 PLATFORM.  
00:02:27:15 >> I THINK IT'S SAFE TO SAY THAT  
00:02:29:11 WE NEED A FOLLOW UP ON THAT ONE.  
00:02:31:07 OKAY, YOU WANT TO GO AHEAD.  
00:02:36:14 >> I FEEL LIKE MAYBE ALL FOUR OF  
00:02:39:09 YOU UP HERE AND BE PREPARED TO  
00:02:41:04 DO A SONG AND DANCE.  
00:02:42:21 ARE YOU READY?  
00:02:43:17 THE QUESTION THAT I HAVE AND IF  
00:02:46:22 YOU COULD PROVIDE AN EXAMPLE AND  
00:02:56:24 MAYBE MORE THAN ONE EXAMPLE  
00:02:58:25 BECAUSE WE HAVE DIDN'T CHILDREN  
00:03:01:02 IN THE CLASSROOMS.  
00:03:02:08 HOW THE PROCESS UNFOLDS WHEN A  
00:03:04:21 STUDENT IN A CLASSROOM, IN AN  
00:03:07:19 ELEMENTARY SCHOOL, FIRST GRADE,  
00:03:09:06 SECOND GRADE.  
00:03:10:01 WHEN THEY ARE -- WHEN THEY ARE  
00:03:13:12 SEEN TO BE STRUGGLING IN ELA,  
00:03:16:20 FIRST OF ALL HOW MIGHT THEY SEEN  
00:03:21:19 STRUGGLING IN ASSESSMENTS OR  
00:03:23:09 TEACHER OBSERVATION, WHATEVER.  
00:03:24:18 HOW DO WE GO FROM THAT MOMENT TO  
00:03:28:15 THE APPROPRIATE INTERVENTION OR  
00:03:33:24 EXTENSION OR WHATEVER IS NEEDED  
00:03:35:09 FOR THAT CHILD?  
00:03:36:09 SO HOW IS THAT IDENTIFIED AND  
00:03:38:20 SORT OF HOW IS IT IMPLEMENTED  
00:03:40:12 AND MONITORED.  
00:03:42:16 >> I CAN SPEAK ON THE ONCE  
00:03:47:05 FLAGGED ON DiBELS AS I SHARED.  
00:03:49:07 WE MEET, I WAS A SCHOOL  
00:03:52:16 ADMINISTRATOR A FEW MONTHS AGO.  
00:03:54:02 AND WE MEET AS A COLLABORATIVE  
00:03:57:20 LEARNING TEAM WITH THE  
00:03:58:15 GRADE-LEVEL TEAM.

00:03:59:23 AND WE DISCUSS WHAT ARE THE  
00:04:03:04 STUDENTS THAT PERFORM IN THE RED  
00:04:13:04 TALK ABOUT WHAT IS THE  
00:04:15:08 FUNDAMENTAL SKILL OR DON'T KNOW  
00:04:19:15 YET THE SOUNDS THAT LETTERS  
00:04:21:01 MAKE.  
00:04:21:14 OR IS IT THAT THEY ARE READING  
00:04:23:13 TOO SLOWLY.  
00:04:24:19 WHAT IS IT ACTUALLY THEY ARE NOT  
00:04:27:01 ABLE TO SEGMENT THE DIFFERENT  
00:04:28:19 SOUNDS OR PUT THEM TOGETHER.  
00:04:30:10 THE WAY THAT WE DO THAT IS  
00:04:32:10 ADDITIONAL DIAGNOSTICS.  
00:04:34:16 DiBELS IS A SCREENER AND IT'S  
00:04:37:15 JUST A GENERAL IDEA OF THIS IS  
00:04:42:29 CONCERN, WE NEED TO LOOK  
00:04:45:00 FURTHER.  
00:04:45:13 AND THEN WE DECIDE AS A TEAM,  
00:04:47:03 BASED ON WHAT WE SEE ON THE  
00:04:49:25 SCREENER TEST RESULTS THEN WHAT  
00:04:51:15 KIND OF DIAGNOSTIC.  
00:04:53:26 WHAT IS THE TOOL THAT WE CAN  
00:04:56:03 USE, FOR EXAMPLE.  
00:04:57:22 CORE PHONICS AND IDENTIFY WHAT  
00:05:00:16 IS THE MOST BASIC SKILL NEEDED  
00:05:03:03 TO DECODE.  
00:05:03:21 OR WHAT IS GOING ON WITH THE  
00:05:05:29 READING COMPREHENSION.  
00:05:09:15 SO WE LOOK AT THAT EVEN FURTHER  
00:05:11:06 AND WE GATHER ALL THE DATA THAT  
00:05:16:17 -- THE READING SPECIALIST MIGHT  
00:05:19:06 BE ADMINISTERING THE DIAGNOSTICS  
00:05:24:00 AND MEET BACK AGAIN.  
00:05:26:23 AND TALK ABOUT WHAT IS THE MOST  
00:05:30:03 STRUCTURAL TOOL, AND WE HAVE --  
00:05:35:18 INSTRUCTIONAL TOOL AND WE HAVE  
00:05:38:15 DIAGNOSTIC TREES AND TABLES WHAT  
00:05:40:21 IS THE SKILL THAT OUR STUDENT  
00:05:42:16 NEEDS.  
00:05:42:28 AND WE HAVE SUGGESTIONS THAT ARE  
00:05:44:11 PUT TOGETHER BY THE OFFICE OF  
00:05:46:15 ARLINGTON TIER SYSTEM OF SUPPORT  
00:05:49:29 AND ELA.  
00:05:51:03 AND WE THEN MAKE A PLAN.  
00:05:53:03 THAT THE STUDENT WILL BE  
00:05:56:14 RECEIVING X, Y OR Z FOR THE NEXT  
00:06:02:27 6-8 WEEKS.  
00:06:04:19 WE DECIDE ON MAKING SURE THERE  
00:06:06:04 IS PROGRESS MONITORING.

00:06:08:05 IF IT'S SOMETHING THAT NEEDS TO  
00:06:11:02 BE MONITORED ONCE A WEEK.  
00:06:12:16 AND THEN WE ENSURE THAT WE'RE  
00:06:15:19 CONSTANTLY NEEDING TO HAVE THE  
00:06:17:15 CONVERSATIONS OF HOW -- WHAT IS  
00:06:19:04 THE PROGRESS THAT OUR STUDENT IS  
00:06:20:16 MAKING.  
00:06:20:28 IS THE STUDENT RESPONDING TO THE  
00:06:23:21 INTERVENTION.  
00:06:24:16 BECAUSE IF THEY ARE NOT  
00:06:26:05 RESPONDING TO THE INTERVENTION  
00:06:27:24 WE RECONVENE AND DISCUSS WHAT  
00:06:31:06 ELSE MIGHT BE GOING ON.  
00:06:33:02 AND WE TRY TO ADJUST THE  
00:06:34:25 INSTRUCTION.  
00:06:36:06 NOW OBVIOUSLY THERE IS A POINT  
00:06:38:04 WHEN WE MIGHT NOT SEE THE  
00:06:40:28 RESPONSE THAT WE ARE EXPECTING.  
00:06:43:05 AND YOU KNOW WE -- WE MIGHT MEET  
00:06:50:28 FOR A STUDENT STUDY TYPE OF  
00:06:53:14 MEETING.  
00:06:54:13 WHEN WE THERE GATHER DIFFERENT  
00:06:57:28 SPECIALISTS FROM THE BUILDING.  
00:06:59:15 COULD BE THE SPECIALIST  
00:07:01:09 COORDINATOR, THE TEACHER,  
00:07:03:06 ADMINISTRATOR.  
00:07:03:26 AND WE TALK ABOUT WELL WE HAVE  
00:07:07:04 BEEN DOING THIS FOR SUCH A  
00:07:09:10 LENGTH OF TIME.  
00:07:10:07 WE PROVIDED ADDITIONAL  
00:07:12:09 INSTRUCTION.  
00:07:12:19 WE HAVE INCREASED THE INTENSITY  
00:07:16:23 AND FREQUENCY, AND DOESN'T HAVE  
00:07:18:06 TO BE SOMETHING DIFFERENT.  
00:07:19:16 SOME STUDENTS NEED REPETITION  
00:07:21:15 WHAT IS TAUGHT IN THE GEN-ED  
00:07:25:16 SETTING, IF WE REALLY NOTICE  
00:07:28:13 THAT A STUDENT IS NOT MAKING  
00:07:30:16 PROGRESS WITH ALL OF THOSE  
00:07:31:17 INTERVENTIONS.  
00:07:32:13 THEN WE CHAT WHAT ELSE MIGHT BE  
00:07:35:09 GOING ON.  
00:07:38:22 IF IT'S NOT DECODING OR  
00:07:40:11 LANGUAGE, WHAT ELSE IS GOING ON.  
00:07:43:25 AND MORE OR LESS THE PROCESS  
00:07:45:14 THAT WE FOLLOW FROM THE MOMENT  
00:07:46:26 THAT WE SEE SOMEONE FLAGGED RED  
00:07:49:15 ON DiBELS.  
00:07:51:06 >> AND DiBELS IS ADMINISTERED

00:07:54:02 THREE TIMES A YEAR?  
00:07:55:00 >> THAT IS CORRECT, BEGINNING OF  
00:07:56:25 THE YEAR, MID, AND END OF YEAR.  
00:08:02:18 >> OKAY, A STUDENT -- SOUNDS  
00:08:04:17 LIKE THERE COULD BE A  
00:08:05:25 SIGNIFICANT AMOUNT OF TIME THAT  
00:08:07:12 WOULD PASS BEFORE -- I GUESS I'M  
00:08:13:12 STRUGGLING A LITTLE BIT LIKE AT  
00:08:15:11 WHAT POINT WOULD A SPECIAL  
00:08:19:01 EDUCATION CONSIDERATION START TO  
00:08:20:15 COME ON INTO PLAY.  
00:08:22:10 OR IF THE STUDENT IS AN ENGLISH  
00:08:24:12 LEARNER AND IS STRUGGLING, AT  
00:08:28:01 WHAT POINT WOULD A DIFFERENT  
00:08:29:21 KIND OF INTERVENTION BE -- BE  
00:08:35:02 BROUGHT INTO PLAY FOR THAT  
00:08:38:21 CHILD.  
00:08:39:00 WE HAVE A VERY COMPLEX SET OF  
00:08:41:22 LEARNERS IN OUR CLASSROOMS.  
00:08:45:09 AND -- AND YOU LOSE, YOU LOSE A  
00:08:47:28 LOT OF TIME IN THE COURSE OF THE  
00:08:49:19 YEAR IF YOU ARE WAITING FOR  
00:08:51:20 CERTAIN SCREENERS AND RESULTS OF  
00:08:53:29 TESTING.  
00:08:55:12 AND I -- MY FEELING IS OFTEN THE  
00:08:58:28 CLASSROOM TEACHER CAN SEE, THEY  
00:09:00:15 KNOW THAT SOMETHING NOT WORKING  
00:09:02:07 RIGHT; RIGHT.  
00:09:04:10 SO --  
00:09:05:07 >> YOU MAKE A VERY GOOD POINT  
00:09:07:09 AND THERE'S ALWAYS COMMUNICATION  
00:09:09:15 AMONG THE GRADE LEVEL TEAMS.  
00:09:13:26 THERE ARE COLLABORATIVE MEETINGS  
00:09:16:05 NOT ONLY WHEN STUDENTS FLAG RED  
00:09:19:12 ON DiBELS, THERE IS WEEKLY  
00:09:22:17 MEETINGS AND OPPORTUNITIES FOR  
00:09:24:09 THE TEACHER TO ALWAYS BRING  
00:09:26:10 THEIR CONCERN.  
00:09:27:02 THERE ARE OPPORTUNITIES FOR  
00:09:28:22 PARENTS TO BRING THEIR CONCERN  
00:09:30:11 AND REQUEST A MEETING WITH THE  
00:09:32:19 ADMINISTRATOR OR TEACHER TO  
00:09:34:04 SHARE WHAT MIGHT BE GOING ON  
00:09:36:18 WITH MY CHILD.  
00:09:37:16 I NOTICE THEY ARE NOT MAKING  
00:09:39:18 PROGRESS, RIGHT.  
00:09:40:16 >> AND I WAS GOING TO CHIME IN  
00:09:45:14 AND MAKING EYE CONTACT.  
00:09:48:23 AND CHIME IN ON THE ENGLISH

00:09:50:19 LEARNER SIDE WE HAVE SOMETHING  
00:09:52:03 CALLED ENGLISH LEARNER  
00:09:55:11 INTERVENTION PROTOCOL.  
00:09:56:26 A TOOL THAT TEACHERS ARE TRAINED  
00:09:58:29 TO USE TO HELP WHEN STUDENT IS  
00:10:02:12 HAVING LEARNING DIFFICULTY.  
00:10:03:21 TO TEASE OUT IF IT'S A LANGUAGE  
00:10:08:00 ISSUE IN TERMS OF ENGLISH  
00:10:10:29 LANGUAGE AND RECOMMENDED  
00:10:14:12 STRATEGIES.  
00:10:14:26 AND SOMETHING THAT WE WORKED  
00:10:15:23 HARD TO DO TO HELP EVERYONE SEE  
00:10:18:22 THAT AS A TOOL TO GUIDE  
00:10:20:19 INSTRUCTION.  
00:10:21:00 NOT NECESSARILY A PREREFERRAL  
00:10:23:25 CHECK LIST KIND OF TOOL.  
00:10:25:06 I BRING THAT UP AND AS Dr. RIVAS  
00:10:29:05 IS SHARING WE HAVE MYRIAD OF  
00:10:32:18 TOOLS THAT TEACHERS DRAW ON TO  
00:10:34:17 GET MULTIDATA POINT OF  
00:10:37:01 OPPORTUNITY -- STUDENT PROGRESS.  
00:10:43:29 AND THERE IS ONGOING DATA  
00:10:45:29 COLLECTION THAT INFORMS WHERE A  
00:10:48:08 STUDENT MAY BE.  
00:10:50:11 AND THAT'S JUST ONE EXAMPLE.  
00:10:53:04 >> OKAY.  
00:10:54:18 GOING BACK TO SLIDE 14.  
00:10:59:23 TALKED ABOUT THAT AND TALKED  
00:11:01:00 ABOUT MIDDLE, THE GRAY THERE  
00:11:03:10 RIGHT.  
00:11:03:20 WE TALKED ABOUT PLANNING TIME.  
00:11:05:17 TALKED ABOUT REDUCING PLANNING  
00:11:07:22 TIME AND YET SAID WE HAVE  
00:11:09:19 INCREASE IN PLANNING TIME?  
00:11:17:09 IS  
00:11:20:10 -- THE REASON THAT I ASK STAFF  
00:11:22:22 NOT HAVE TIME.  
00:11:23:20 >> IF I SAID INCREASE IN  
00:11:25:02 PLANNING TIME, I THINK I  
00:11:26:28 MISSPOKE.  
00:11:27:23 I MEANT TO SAY INCREASE THE  
00:11:31:00 AMOUNT OF TIME THEY HAVE TO PLAN  
00:11:33:26 HOLISTICALLY FOR ALL AREAS THEY  
00:11:35:27 NEED TO AND NOT SPENDING ALL THE  
00:11:37:23 TIME TO TRY TO PLAN OF HOW TO  
00:11:41:17 SUPPLEMENT CKLA.  
00:11:43:09 I DON'T REMEMBER EXACTLY WHAT I  
00:11:46:23 SAID.  
00:11:47:10 >> IT'S MORE SUPPLEMENTAL

00:11:50:17 BECAUSE RESOURCES TO PLAN.  
00:11:53:03 >> THAT'S IT, WE GAVE THEM A  
00:11:55:07 GOOD START AND MAKE ADJUSTMENTS  
00:11:57:09 TO THE STUDENTS IN FRONT OF  
00:11:58:24 THEM.  
00:11:59:06 BUT WE HAVE DONE 80% OF THE WORK  
00:12:01:09 FOR THEM AND SPENDING LESS TIME  
00:12:02:27 ON THAT PIECE AND WORK ON IP  
00:12:05:28 GOALS AND COLLECT DATA AND DO A  
00:12:08:03 VARIETY OF OTHER ROLES AND  
00:12:10:01 RESPONSIBILITIES WITHIN THE  
00:12:11:08 SPECIAL EDUCATION ROLE.  
00:12:13:24 >> AND BECAUSE WE ARE IN YEAR 2  
00:12:15:11 DOES THAT MEAN THAT EFFICIENCY  
00:12:16:18 IN YEAR 3?  
00:12:17:17 WE GET MORE EFFICIENT EACH YEAR  
00:12:20:23 RIGHT?  
00:12:21:05 >> WE DO, ABSOLUTELY.  
00:12:23:17 AND WE GET MORE FEEDBACK AND  
00:12:25:08 JUST GOT THERE THEIR HANDS THIRD  
00:12:29:29 QUARTER AND GETTING FOR FOURTH  
00:12:33:13 QUARTER AND GOOGLE FEEDBACK THIS  
00:12:35:21 WORKED WELL AND WISH WE HAD  
00:12:38:00 MORE.  
00:12:38:17 AND THIS WAS CONFUSING AND MAKE  
00:12:40:05 THOSE ADJUSTMENTS SO IT'S EASIER  
00:12:42:04 FOR OUR TEACHERS TO USE.  
00:12:44:22 >> CKLA AS A WHOLE IN YEAR 2,  
00:12:48:20 THREE YEARS IS WHEN WE ARE  
00:12:50:09 SUPPOSED TO SEE RETURNS RIGHT?  
00:12:52:07 IS THAT ACCURATE?  
00:12:53:07 >> THERE IS DIFFERENT RESEARCH.  
00:12:55:20 USUALLY IT'S FIVE.  
00:12:56:26 >> OKAY.  
00:12:58:02 >> FROM THE IMPLEMENTATION OF A  
00:13:03:06 NEW PROGRAM.  
00:13:04:02 >> I AM CURIOUS AND TALK ABOUT  
00:13:05:27 RETURN ON INVESTMENT AND WHAT  
00:13:09:09 IT'S BRINGING TO US AND WHAT  
00:13:10:24 YEAR TO JUDGE THE PROGRAM, I  
00:13:13:15 GUESS YOU ARE SAYING YEAR 5 OR  
00:13:15:11 YEAR 6 AFTER THE FIFTH YEAR.  
00:13:19:18 >> THERE IS DIFFERENT RESEARCH  
00:13:21:00 AND I WAS READING ONE FROM UVA  
00:13:24:14 IN AUBURN.  
00:13:25:15 AND THEY WERE LOOKING AT  
00:13:27:08 STUDENTS COHORT OF STUDENTS FROM  
00:13:29:24 KINDERGARTEN AND THEY DID  
00:13:32:24 KINDERGARTEN, FIRST GRADE,

00:13:34:13 SECOND GRADE AND THIRD GRADE AND  
00:13:37:01 STARTED ASSESSING AND SAW  
00:13:39:04 SIGNIFICANT IMPROVEMENT.  
00:13:40:00 AS I WAS SHARING EVEN NOW WHEN  
00:13:41:18 WE DO OUR LEARNING WALKS WE SEE  
00:13:44:21 APPLICATION OF A LOT OF LANGUAGE  
00:13:46:15 PIECES THAT STUDENTS USING THE  
00:13:49:27 VOCABULARY OF WHAT THEY ARE  
00:13:51:26 LEARNING AND USING COMPLETE  
00:13:54:09 SENTENCES TO ARTICULATE WHAT  
00:13:56:03 THEY ARE LEARNING.  
00:13:56:29 WE SEE MORE ANECDOTAL EFFECT.  
00:14:00:07 AND HOPEFULLY, YOU KNOW WE WILL  
00:14:02:14 CONTINUE TO SEE THAT GROWTH NOW,  
00:14:04:22 STUDENTS WILL BE ABLE TO  
00:14:06:07 DEMONSTRATE THAT MASTERING OF  
00:14:10:15 ASSESSMENTS.  
00:14:11:00 >> I WILL JUMP IN TOO, AND WE  
00:14:14:04 LOOK AT THE DATA THAT SARAH  
00:14:16:21 PRESENTED AT THE END OF THE LAST  
00:14:18:28 YEAR AND BEGINNING OF THIS YEAR,  
00:14:21:00 LOOKING AT END OF YEAR RESULTS.  
00:14:23:00 WE STARTED TO SEE A SHIFT IN  
00:14:25:19 STUDENTS' DATA THAT ENTERED THIS  
00:14:28:05 PROGRAM AT FIRST AND SECOND  
00:14:30:00 GRADE FOUNDATIONAL LEVELS AND  
00:14:38:10 CONTINUE TO SEE THAT GROWTH.  
00:14:40:24 WHILE STILL EARLY WE ARE HAVING  
00:14:43:07 SIGNS THAT THIS IS MAKING A  
00:14:44:16 SHIFT IN OUR DATA WHEN WE LOOK  
00:14:46:10 AT THOSE YOUNGEST LEARNERS WE  
00:14:56:14 HAVE.  
00:14:57:17 >> I WANT TO POINT OUT FOR  
00:15:01:10 WATCHING AT HOME APPENDIX HAS  
00:15:03:03 MORE DATA AND IF YOU WANTED TO  
00:15:05:03 LOOK AT MORE SUPPLEMENTAL DATA  
00:15:08:19 FOR THAT.  
00:15:09:19 Ms. KADERA.  
00:15:11:05 >> THANK YOU, I HAD TWO  
00:15:13:05 QUESTIONS, ONE MORE OF A  
00:15:15:11 COMMENT.  
00:15:15:21 A QUESTION THAT I HAD AND THIS  
00:15:17:16 RELATES A LITTLE TO THE QUESTION  
00:15:18:21 I ASKED BEFORE ABOUT READING  
00:15:22:06 COMPREHENSION.  
00:15:22:17 THERE IS A LOT OF RESEARCH AND  
00:15:24:03 DISCUSSION ABOUT HOW READING  
00:15:27:16 COMPREHENSION CAN BE INFLUENCED  
00:15:29:12 BY THE MEDIUM THAT ONE IS USING

00:15:33:28 -- THE FORMAT THAT ONE IS  
00:15:35:26 READING.  
00:15:36:17 WHETHER THAT'S DIGITAL TEXT ON A  
00:15:41:01 SCREEN VERSUS PRINT.  
00:15:42:18 AND THE QUESTION I HAVE, HOW IS  
00:15:45:28 APS APPROACHING THAT QUESTION?  
00:15:48:13 EARLIER THIS YEAR OR DECEMBER  
00:15:51:09 THERE WAS META-ANALYSIS OF A LOT  
00:15:56:11 OF STUDIES THAT SHOWED -- OR  
00:15:58:21 SUGGESTED THAT READING  
00:15:59:28 COMPREHENSION CAN BE HINDERED BY  
00:16:03:01 READING ON SCREENS VERSUS IN  
00:16:06:11 PRINT.  
00:16:08:00 AND WONDERED AS YOU ALL THINK  
00:16:09:23 ABOUT THAT AND THINK ABOUT  
00:16:11:11 INSTRUCTION IN OUR EARLY GRADES.  
00:16:14:07 HOW DOES THAT -- HOW DOES THE  
00:16:16:17 RESEARCH INFLUENCE OUR THINKING  
00:16:18:21 ABOUT WHAT STUDENTS ARE DOING IN  
00:16:21:08 THE CLASSROOM IN PRINT VERSUS ON  
00:16:23:02 OUR DEVICES?  
00:16:24:17 >> ITNOW WITH CKLA THE READ  
00:16:32:20 ALOUDS THE TEACHER CAN SEE HOW  
00:16:43:00 READ ALOUD IS DONE BY THE  
00:16:45:16 TEACHER AND COMPREHENSION CHECKS  
00:16:49:10 DONE BY THE TEACHER AND THE  
00:16:51:01 STUDENTS.  
00:16:51:18 THERE IS ACCESS TO RE-READ THE  
00:16:55:16 MATERIAL FOR OLDER STUDENTS WHEN  
00:16:58:17 READING INDEPENDENTLY THAN READ  
00:17:09:28 ALLOW FROM A DEVICE.  
00:17:12:00 >> DO YOU AND -- THIS IS A  
00:17:15:00 FOLLOW-UP QUESTION TOO.  
00:17:16:15 I AM CURIOUS TO GET A SENSE OF  
00:17:18:19 HOW MUCH READING IN SCHOOLS AND  
00:17:20:12 A GENERAL BALLPARK HOW MANY TIME  
00:17:23:14 KIDS SPEND WITH PRINT VERSUS  
00:17:25:17 DEVICE.  
00:17:25:28 I AM NOT MAKING THE CASE BY THE  
00:17:27:12 WAY THAT THEY ONLY HAVE PRINT IN  
00:17:29:00 THEIR HANDS.  
00:17:29:26 JUST CURIOUS TO GET A SENSE OF  
00:17:31:28 HOW WE NAVIGATE THAT.  
00:17:34:02 AND HOW WE -- YOU KNOW HOW WE  
00:17:36:21 PAY ATTENTION WHAT RESEARCH MAY  
00:17:40:02 OR MAY NOT BE TELLING US ON  
00:17:42:12 IMPACT OF READING COMPREHENSION.  
00:17:44:24 THAT BE CAN BE A FOLLOW UP.  
00:17:48:15 AND THE COMMENT THAT IS WILDLY

00:17:50:27 ANESTHETICAL TO WHAT I SAID, I  
00:17:52:17 WONDER -- SO OUR ELEMENTARY  
00:17:55:11 STUDENTS WILL GRADUATE FROM HIGH  
00:17:57:15 SCHOOL AND THEN FROM WHATEVER  
00:17:58:27 POST-SECONDARY PROGRAMS THEY  
00:18:01:06 CHOOSE FOR THEMSELVES.  
00:18:02:07 SO IN 10-15 YEARS, RIGHT THEY  
00:18:06:01 WILL BE FLEDGED YOUNG ADULTS.  
00:18:08:23 AND I THINK ABOUT THE WAY WE ARE  
00:18:12:25 ASSESSING THEIR SKILLS IN  
00:18:14:03 READING AND WRITING AND WHAT  
00:18:15:23 KINDS OF READING AND WRITING WE  
00:18:18:15 ARE PREPARING THEM TO DO AS  
00:18:20:02 YOUNG ADULTS.  
00:18:21:03 AND I WORRY A LITTLE ABOUT THE  
00:18:25:09 JOBS THAT THEY WILL HAVE AND  
00:18:27:00 WHAT KINDS OF DEVICES THEY WILL  
00:18:29:10 CARRY AROUND WITH THEM AS YOUNG  
00:18:31:23 ADULTS.  
00:18:33:03 AND AI.  
00:18:33:28 AND THINK ABOUT HOW DO WE AND  
00:18:35:12 OTHER SCHOOL DIVISIONS THINK  
00:18:37:07 ABOUT THE AFFECTS OF AI AND WHAT  
00:18:42:13 THAT WILL LOOK LIKE IN 10-15  
00:18:46:14 YEARS AND I THINK OF  
00:18:47:13 TEXT-TO-SPEECH AND WHAT KIND OF  
00:18:50:08 WRITINGS THEY ARE DOING AND  
00:18:51:16 TEXTING IS A FORM OF WRITING  
00:18:53:10 ACTUALLY.  
00:18:53:18 I SPEND MOST OF MY DAY AND WORK  
00:18:56:09 LIFE ON SLACK, AND SENDING  
00:18:58:12 MESSAGES ON SLACK CHANNELS FOR  
00:19:00:05 WORK.  
00:19:00:24 THAT ACTUALLY IS MOST OF MY WORK  
00:19:03:03 WRITING RIGHT.  
00:19:03:22 AND THAT'S NOT A FORM OF WRITING  
00:19:05:10 THAT WE TEACH IN SCHOOL.  
00:19:06:27 AND I MAKE THAT POINT TO SAY THE  
00:19:10:23 KINDS OF WRITING AND READING  
00:19:13:07 THAT OUR STUDENTS WILL BE DOING  
00:19:15:03 AS YOUNG ADULTS MAY LOOK VERY  
00:19:17:12 DIFFERENT WHAT WE ARE TEACHING  
00:19:19:00 AND ASSESSING IN SCHOOLS TODAY.  
00:19:20:27 AND I DON'T KNOW THAT WE, IN OUR  
00:19:23:04 SCHOOL DIVISION OR OTHER SCHOOL  
00:19:26:06 DIVISIONS ACTUALLY CARVE OUT ANY  
00:19:29:12 BANDWIDTH TO THINK OF WHAT ARE  
00:19:31:18 THE AFFECTS OF AI THAT WHAT WE  
00:19:35:08 SHOULD TEACH AND PREPARE THEM

00:19:36:25 FOR.  
00:19:37:09 AND WHAT THEIR YOUNG ADULTHOOD  
00:19:39:26 WILL ACTUALLY LOOK LIKE.  
00:19:41:06 THAT'S MORE OF A COMMENT.  
00:19:42:16 I WORRY THAT WE'RE NOT LIKE IN  
00:19:44:27 OUR STRATEGIC PLANNING I MEAN 10  
00:19:47:11 YEARS IS NOT THAT FAR OUT RIGHT.  
00:19:49:14 BUT THE TECHNOLOGY WILL BE  
00:19:52:10 AMAZINGLY DIFFERENT.  
00:19:53:23 AND I JUST WHEN I THINK WHAT  
00:19:59:07 READING SKILLS WE'RE TEACHING  
00:20:01:07 AND WRITING SKILLS IT'S NOT A  
00:20:03:23 FIVE-PARAGRAPH ESSAY THEY WILL  
00:20:05:20 BE WRITING ON THE JOB.  
00:20:06:25 I THINK WE NEED TO CARVE OUT  
00:20:09:14 SPACE COLLECTIVE TO THINK ABOUT  
00:20:12:12 THAT.  
00:20:13:27 >> Dr. MANN.  
00:20:18:19 >> WE JUST HAD A GREAT  
00:20:25:00 PRESENTATION AND PRESENTED WITH  
00:20:26:15 DATA THAT STARTING TO SEE PRINT  
00:20:29:10 CIRCULATION GET BACK TO  
00:20:30:16 PREPANDEMIC LEVELS FROM STUDENTS  
00:20:32:23 AND ALL LEVELS FROM ELEMENTARY,  
00:20:35:06 MIDDLE AND HIGH SCHOOL.  
00:20:36:00 WE WERE EXCITED TO SEE THAT  
00:20:37:27 BECAUSE WE KNOW AS ALL AND YOU  
00:20:40:10 MENTIONED SLACK AND ALL  
00:20:41:29 CONSTANTLY LOOKING TO SCREENS  
00:20:44:15 AND SEEING STUDENTS RETURN TO  
00:20:46:06 THE LIBRARY AND CHECKING OUT  
00:20:47:18 PHYSICAL BOOK.  
00:20:49:12 AND MAKING THE CASE OF HOW TO  
00:20:51:14 CONTINUE THAT AND STUDENTS COME  
00:20:53:06 TO THE LIBRARY AT WHATEVER GRADE  
00:20:55:12 LEVEL.  
00:20:55:19 WE HEAR YOU AND WE HAVE TO DIG  
00:20:58:02 IN WITH THE THOUGHTS AND ACROSS  
00:21:01:11 THE SCHOOLS AND PARENTS.  
00:21:03:18 AND Ms. RIZZO IN THE AUDIENCE,  
00:21:05:19 HOW WE COME BACK TO ACTL AND  
00:21:08:23 HAVE A DISCUSSION ABOUT THESE  
00:21:10:08 THINGS AND MAKE INFORMED  
00:21:12:16 DECISIONS AND RECOMMENDATION FOR  
00:21:14:10 THE SCHOOL BOARD.  
00:21:17:13 >> YOU ARE RIGHT AND WHEN YOU  
00:21:18:23 TALK ABOUT AI IT'S AN AREA OF  
00:21:20:24 NEW FRONTIER AND ENGAGING THAT  
00:21:23:06 AT THE SYSTEM LEVEL.

00:21:24:12 IN CONVERSATIONS WITH THE  
00:21:25:24 EXPERTS.  
00:21:26:17 AND FORTUNATE THAT MANY NATIONAL  
00:21:28:18 EXPERTS HERE IN OUR AREA AND  
00:21:30:08 LOOKING AT THAT NOT ONLY AS A  
00:21:32:24 LEADERSHIP TEAM AND THINKING  
00:21:34:12 WHAT THAT LOOKS LIKE FOR TEACHER  
00:21:35:27 AND INSTRUCTION.  
00:21:37:04 AND A LOT OF UNKNOWNNS AND IF'S  
00:21:39:09 WITH THAT AND AN AREA THAT WE  
00:21:40:28 NEED TO MONITOR MORE AND MORE  
00:21:42:22 AND WE'RE GOING TO DO THAT.  
00:21:44:23 >> LAST ONE-I SWEAR.  
00:21:48:28 I DON'T REMEMBER WHICH SIDE IT  
00:21:51:13 WAS BUT YOU SAID SOMETHING ABOUT  
00:21:53:08 HOW OF OUR STATES 50% OF  
00:21:57:29 STUDENTS IN NEED OF INTENSIVE  
00:22:00:11 INTERVENTION.  
00:22:01:03 AS A SYSTEM WHAT SHOULD WE BE  
00:22:03:11 DOING AND ASSUME IT'S NOT  
00:22:05:11 STANDARD FOR A SITE TO HANDLE  
00:22:07:22 THE LEVEL OF STUDENT NEED WHEN  
00:22:09:29 SO MANY STUDENTS HAVE SUCH HIGH  
00:22:11:27 NEEDS.  
00:22:12:08 AS A SYSTEM WHAT SHOULD WE BE  
00:22:14:22 DOING TO HELP SUPPORT THAT  
00:22:17:04 STUDENT NEED AT THOSE SPECIFIC  
00:22:19:06 SITES WITH NOT JUST ADDITIONAL  
00:22:21:14 TIER 1 AND ROPES AND ALL OF  
00:22:24:03 THAT.  
00:22:24:18 BUT MAYBE PEOPLE.  
00:22:26:09 AND ANY OTHER RESOURCES.  
00:22:29:01 >> I MEAN RIGHT NOW WHEN WE  
00:22:31:01 VISIT THOSE SITES, AND WE NOTICE  
00:22:33:14 THAT IT'S ABOUT HALF THE GRADE  
00:22:36:02 LEVEL.  
00:22:37:00 WE DO LOOK AT TIER 1  
00:22:39:05 INSTRUCTION, BECAUSE USUALLY  
00:22:41:08 WHEN WE HAVE STUDENTS WHO NEED  
00:22:43:25 THAT ADDITIONAL SUPPORT.  
00:22:45:07 WE THINK ABOUT PROVIDING SMALL  
00:22:47:06 GROUP INTERVENTION.  
00:22:48:26 BUT WE CANNOT -- WE SAY IN  
00:22:51:12 EDUCATION WE CANNOT INTERVENE  
00:22:53:21 OUR WAY OUT OF TIER 1  
00:22:55:24 INSTRUCTION.  
00:22:56:03 WITH OUR ELA SPECIALIST AND  
00:22:58:17 COACH, WHAT WE DO IS MEET WITH  
00:23:00:26 THE SCHOOLS AND MY TEAM THEY

00:23:04:05 MODEL THE LESSON.  
00:23:05:12 AND HOW WE CAN PROVIDE ACCESS TO  
00:23:08:18 THE LEARNERS WHO NEED THAT  
00:23:10:19 ADDITIONAL SUPPORT.  
00:23:11:13 SUCH AS ENGLISH LEARNERS AND  
00:23:14:06 STUDENTS WITH DISABILITIES  
00:23:15:16 DURING THE GEN-ED SETTING.  
00:23:18:04 AND WE TRY TO TWEAK AND FINE  
00:23:20:09 TUNE THE PRACTICES TO ENSURE  
00:23:23:05 THAT THE CKLA AND THE PHONICS  
00:23:26:27 BLOCK ARE BEING TAUGHT WITH  
00:23:29:17 FIDELITY AND INTEGRITY; RIGHT.  
00:23:31:11 SO WE DEFINITELY, THAT'S THE  
00:23:33:18 FIRST THING THAT WE DO, WE TRY  
00:23:36:11 TO MAKE SURE THERE IS SOLID  
00:23:38:22 IMPLEMENTATION OF TIER 1.  
00:23:40:06 AND THAT'S THE WORK WE ARE DOING  
00:23:41:19 RIGHT NOW.  
00:23:42:26 >> IN ADDITION TO THAT, I THINK  
00:23:44:12 AS A SYSTEM WE NEED TO LOOK AND  
00:23:46:24 GLAD THAT WE ARE ENGAGED IN THE  
00:23:48:18 PLANNING FACTOR STUDY TO THINK  
00:23:50:15 DIFFERENTLY ABOUT OUR PLANNING  
00:23:52:02 FACTORS.  
00:23:52:12 AND HOW WE ALLOCATE STAFF BASED  
00:23:54:23 ON NEEDS OF STUDENTS.  
00:23:56:04 AND LONG TERM AND HOPEFULLY  
00:23:58:08 VIRGINIA AS COMMONWEALTH WILL  
00:24:00:09 MOVE INTO THE DIRECTION THAT  
00:24:03:07 MANY STATES HAVE AND MOVE TO PER  
00:24:06:18 PUPIL ALLOCATIONS FROM THE STATE  
00:24:08:15 LOOKING AT INDIVIDUAL STUDENT  
00:24:10:18 NEED AND TYPE OF STUDENT FOR THE  
00:24:12:10 RESOURCES THAT GO ALONG WITH  
00:24:13:19 THEM AND DATA THAT TELLS THAT.  
00:24:15:13 YOU ARE RIGHT Ms. TURNER IF YOU  
00:24:17:15 HAVE THAT LARGE NUMBER OF  
00:24:19:11 STUDENTS AND YOU NEED ADDITIONAL  
00:24:20:26 STAFF AND ADDITION TO WHAT Dr.  
00:24:23:08 RIVAS AND HER TEAM ARE  
00:24:24:17 SUPPORTING AND MAKING IT WORK  
00:24:25:27 WITH THE CURRENT CONDITIONS THE  
00:24:28:15 BEST WE CAN.  
00:24:29:09 AND IF WE EFFECT POSITIVE CHANGE  
00:24:34:27 AND WE HAVE STAFF BASED ON  
00:24:36:19 STUDENT NEED AND WHETHER  
00:24:38:17 STUDENTS OF ENGLISH LEARNERS AND  
00:24:40:18 WHAT LEVEL THEY ARE.  
00:24:41:26 ARE THEY SLACK STUDENTS OR NOT

00:24:44:13 AND STUDENTS OF DISABILITIES AND  
00:24:46:03 THE AMOUNT OF THOSE.  
00:24:47:23 AND EXPECT MORE TEACHERS TO  
00:24:51:00 INCLUSION AND TO HAVE THE RIGHT  
00:24:53:01 STAFF.  
00:24:54:03 AND READING ASSESSMENTS AND MATH  
00:24:56:20 ASSESSMENTS AND STAFFING AND  
00:24:59:14 FLEXIBLE THROUGHOUT THE YEAR,  
00:25:00:26 THAT'S A DIFFERENT WAY OF  
00:25:02:03 STAFFING BUT ONE THAT WE NEED TO  
00:25:03:15 THINK OF LONG TERM FOR SURE.  
00:25:05:18 >> RIGHT AND TO MAKE IT WORK  
00:25:07:14 WITH THE EXISTING RESOURCES WE  
00:25:09:18 HAVE.  
00:25:10:05 ONE, ARE WE DOING EVERYTHING  
00:25:11:20 THAT WE CAN WITHIN THE EXISTING  
00:25:14:20 RESOURCES THAT WE HAVE.  
00:25:16:00 AND BECAUSE WE CAN'T DO ANYTHING  
00:25:17:09 ABOUT THE STATE OURSELVES.  
00:25:18:13 AND IS IT WORKING?  
00:25:19:13 IS THERE A WAY TO MEASURE WHAT  
00:25:21:07 Dr. RIVAS WAS DESCRIBING IN THE  
00:25:26:26 BASIC EFFORTS TO ENHANCE TIER 1  
00:25:29:17 INSTRUCTION AT THESE SCHOOLS.  
00:25:31:15 IS THAT SOMETHING THAT IS  
00:25:33:05 MONITORED OVER TIME IF THAT IS  
00:25:34:26 DOING THE TRICK OR SOMETHING  
00:25:36:12 ELSE IN THE PARAMETERS OF THE  
00:25:38:18 EXISTING RESOURCES THAT WE HAVE.  
00:25:43:24 >> THAT WAS A COMMENT -- COMMENT  
00:25:45:25 OR QUESTION?  
00:25:51:01 >> I MEAN WE ARE DEFINITELY  
00:25:53:18 MONITORING THE PROGRESS THAT WE  
00:25:54:19 ARE MAKING IN TIER 1.  
00:25:56:04 AND WE HAVE ASSESSMENTS AND THE  
00:26:01:08 REGULAR CHECKINS THAT OUR  
00:26:03:00 TEACHERS ARE PROVIDING.  
00:26:04:04 IN ADDITION TO THE WORK THAT IS  
00:26:05:25 HAPPENING WITHIN THE SMALL GROUP  
00:26:07:26 SUPPORT.  
00:26:08:24 TO MAKE SURE THAT WE CLOSE THOSE  
00:26:10:25 GAPS WHICH ARE MULTIYEAR.  
00:26:13:26 SO WE ARE VERY MUCH WORKING HARD  
00:26:17:13 TO SUPPORT THOSE PARTICULAR  
00:26:19:20 SCHOOLS.  
00:26:20:04 AND IT IS A COLLABORATION.  
00:26:21:26 IT IS WORKING WITH THE SCHOOL  
00:26:24:08 AND ADMINISTRATORS AND THE  
00:26:28:06 TEACHERS AND HOME ROOM TEACHERS.

00:26:30:09 BECAUSE THEY ARE WORKING VERY  
00:26:31:21 HARD.  
00:26:32:08 NO DOUBT ABOUT THAT.  
00:26:33:29 THEY ARE WORKING REALLY HARD.  
00:26:37:13 AND WE, YOU KNOW WE WANT THE  
00:26:40:00 SUCCESS OF OUR STUDENTS BEING  
00:26:42:04 ABLE TO SHOW THE MASTERY AND  
00:26:46:22 PROFICIENCY OF WHAT THEY ARE  
00:26:50:15 LEARNING.  
00:26:50:26 THEY ARE LEARNING A LOT AND THE  
00:26:53:00 TEACHERS ARE DOING AMAZING JOB  
00:26:54:15 AND WANT THEM TO BE SUCCESSFUL  
00:26:57:14 SHOWING THAT ACHIEVEMENT.  
00:26:59:19 >> I THINK WE DO MEASURE IN THE  
00:27:01:25 SENSE WHEN WE ARE LOOKING AT THE  
00:27:05:15 GROWTH WE SEE WHEN WE MAKE THE  
00:27:07:10 SHIFTS IN TIER 1.  
00:27:08:24 AND WE ARE AS GABY SAID WE CAN'T  
00:27:12:07 INTERVENE OUR WAY OUT OF THE  
00:27:13:23 PROBLEM AND SHIFT TIER 1  
00:27:15:20 INSTRUCTION FOR THE SCHOOLS WITH  
00:27:17:03 THE SIGNIFICANT POPULATIONS TO  
00:27:18:15 INCLUDE THAT TIER 2 INSTRUCTION.  
00:27:20:07 BECAUSE WE KNOW IF WE ARE  
00:27:21:25 PULLING KIDS OUT OF TIER 1  
00:27:24:07 INSTRUCTION AND NOT TEACHING ON  
00:27:25:15 GRADE LEVEL.  
00:27:26:03 THEY ARE NEVER GOING TO ACHIEVE  
00:27:28:12 GRADE-LEVEL STANDARDS.  
00:27:29:26 IF WE EMBED THOSE SKILLS THEY  
00:27:33:05 NEED TO CLOSE THE GAPS IN TIER  
00:27:35:02 1.  
00:27:35:12 WE SHOULD SEE THAT OVER TIME IN  
00:27:37:14 OUR OUTCOMES.  
00:27:39:06 IF WE ARE NOT SEEING STUDENTS  
00:27:41:12 GROW MORE THAN WHAT WE EXPECT.  
00:27:42:28 BECAUSE THEY HAVE LARGE GAPS TO  
00:27:45:03 FILL.  
00:27:45:14 THEN WE KNOW THAT SHIFT WE MADE  
00:27:48:24 HASN'T BEEN SUCCESSFUL AND TRY  
00:27:50:16 SOMETHING ELSE.  
00:27:51:03 WE ARE MONITORING THAT AND IT'S  
00:27:52:22 NOT A CLEAR AND SIMPLE, THIS  
00:27:55:00 WORKED OR DIDN'T WORK.  
00:27:56:05 BUT IF OUR DATA WASN'T SHOWING  
00:27:58:02 THAT WORK AND WASN'T SUCCESSFUL  
00:28:00:20 FOR THAT GROUP OF KIDS.  
00:28:02:00 AS YOU SAID THERE IS NOT A LOT  
00:28:03:27 OF TIME TO WASTE AND QUICKLY

00:28:06:27 CORRECT COURSE AND LOOK AT THE  
00:28:09:03 DIFFERENT OPTIONS ON THE TABLE.  
00:28:10:29 >> ZECHER SUTTON.  
00:28:12:12 >> I'M GOING TO DO A COMMENT AND  
00:28:15:12 GOING TO IDENTIFY IT AS A  
00:28:17:20 RHETORICAL QUESTION FROM THE OUT  
00:28:18:28 SET.  
00:28:22:02 YEP, I KNOW JUST SAYING MINE IS.  
00:28:25:26 AND I'M ACTUALLY GOING TO GO THE  
00:28:29:05 OPPOSITE DIRECTION OF Ms.  
00:28:31:27 KADERA'S AI QUESTION AT THE RISK  
00:28:34:19 OF SOUNDING MUCH OLDER THAN I  
00:28:39:18 ACTUALLY AM.  
00:28:40:26 THIS CONVERSATION AND WHAT WE  
00:28:42:20 ASK OF YOU ALL IS VERY HEAVY ON  
00:28:46:00 DATA AND PROCESS AND SYSTEMS.  
00:28:49:09 AND WHAT THIS TELLS US DOES THE  
00:28:54:12 KIDS LIKE READING.  
00:28:55:21 DO THEY LIKE TO WRITE?  
00:28:59:17 DO THEY CHOOSE TO READ AT TIMES  
00:29:01:29 EITHER AT SCHOOL OR HOME WHEN  
00:29:03:25 NOT REQUIRED OF THEM?  
00:29:05:01 DO THEY RECOGNIZE READING AND  
00:29:06:28 WRITING AS THINGS THAT HELP THEM  
00:29:08:17 GROW AND MAKE THEM HAPPY?  
00:29:11:24 I THINK ABOUT THE FACT WHEN YOU  
00:29:13:14 MASTER A SKILL YOU OFTEN FEEL  
00:29:15:24 GOOD ABOUT IT.  
00:29:16:22 BUT DOESN'T MEAN THAT IT'S  
00:29:18:03 SOMETHING THAT YOU ARE GOING TO  
00:29:19:03 CARRY FORWARD AND DO ALL THE  
00:29:20:18 TIME AND CONTINUE TO ENJOY.  
00:29:26:12 Dr. YOU USED THE PHRASE THAT  
00:29:29:13 THIRD TO FIFTH GRADERS NEED  
00:29:31:19 HEAVY COMPREHENSION SKILLS.  
00:29:35:03 IT ALL FEELS PRETTY HEAVY IN  
00:29:38:18 THIS CONVERSATION.  
00:29:41:00 Ms. KADERA YOU SAID THAT WE WANT  
00:29:43:10 THEM TO LOVE READING AND I  
00:29:45:15 APPRECIATE THAT.  
00:29:46:21 AND DOING AN HOUR OF THIS  
00:29:48:07 CONVERSATION I'M LEFT WITH MY  
00:29:51:00 RHETORICAL QUESTION WHICH IS  
00:29:52:06 REALLY TO SAY, HOW COULD WE  
00:29:54:11 ASSESS AND EXPRESS WHETHER OR  
00:29:57:12 NOT OUR KIDS ARE DEVELOPING A  
00:30:00:23 LOVE OF READING AND WRITING IN  
00:30:03:21 APS?  
00:30:04:15 AND SO I'M GOING TO LEAVE THAT

00:30:07:06 ON THE TABLE AS A RHETORICAL  
00:30:10:19 QUESTION.  
00:30:11:03 >> I HAVE THE ANSWER, I HAVE ONE  
00:30:13:14 THAT DOES AND DOESN'T.  
00:30:14:25 I THINK IT VARIES.  
00:30:16:19 ARE WE GOOD?  
00:30:17:21 ALL RIGHT, WELL THANK YOU FOR  
00:30:19:11 PRESENTING THIS UPDATE.  
00:30:20:09 THANK YOU TO ALL OF YOU FOR  
00:30:23:13 COMING.  
00:30:24:12 NOW AT ACTION ITEMS AND TONIGHT  
00:30:26:14 WE HAVE TWO ITEMS.  
00:30:27:26 AND FIRST ACTION ITEM, SCHOOL  
00:30:33:10 BOARD'S PROPOSED FY2025 BUDGET.  
00:30:36:29 >> FOR THE FIRST PART OUR  
00:30:42:11 ASSISTANT SUPERINTENDENT OF  
00:30:43:07 FINANCE AND MANAGEMENT, MR. ANDY  
00:30:47:21 HAWKINS THE FIRST PART AND MR.  
00:30:51:09 HAWKINS BEGIN THIS PORTION.  
00:30:53:06 AND TONIGHT IS FOR THE PUBLIC,  
00:30:54:24 THE SCHOOL BOARD'S PROPOSED  
00:30:56:22 BUDGET, MR. HAWKINS IS PROVIDING  
00:30:59:04 INFORMATION WHERE THE BACKGROUND  
00:31:01:00 INFORMATION AND NEW UPDATES TO  
00:31:03:07 REVENUES AND ETC., AND  
00:31:04:20 PROJECTIONS.  
00:31:05:03 AND THEN MR. PRIDDY AS THE  
00:31:07:09 SCHOOL BOARD BUDGET TO PRESENT  
00:31:09:21 THE REMAINDER.  
00:31:13:28 >> GOOD EVENING ON THE SCREEN WE  
00:31:16:06 BEGIN TONIGHT'S PRESENTATION  
00:31:17:19 WITH THE SUPERINTENDENT'S  
00:31:20:11 PROPOSED AND TRANSITION INTO THE  
00:31:23:03 SCHOOL BOARD PROPOSED BUDGET.  
00:31:24:22 THE TOTAL REVENUE WAS PROJECTED  
00:31:26:27 AT 795,267,075.  
00:31:34:17 SINCE THAT TIME WE ARE NOTIFIED  
00:31:36:20 THAT APS UPON RECEIVE ADDITIONAL  
00:31:39:16 20 MILLION FROM THE COUNTY.  
00:31:42:00 OF THAT AMOUNT 9.6 MILLION OF  
00:31:46:03 THAT IS ATTRIBUTED TO THE 1.5  
00:31:50:06 TAX INCREASE THAT IS BEING  
00:31:52:12 PROPOSED BY THE COUNTY MANAGER.  
00:31:53:24 AND WE WOULD RECEIVE AN  
00:31:55:15 ADDITIONAL \$9.4 MILLION FROM THE  
00:31:58:08 STATE THROUGH THE GENERAL  
00:32:01:29 ASSEMBLY.  
00:32:03:02 AS Dr. DURAN MENTIONED EARLIER  
00:32:05:05 TONIGHT THIS IS THE GENERAL

00:32:07:03 ASSEMBLY ADOPTED BUDGET.  
00:32:08:10 THE GOVERNOR HAS MADE FROM WHAT  
00:32:10:24 I UNDERSTAND MANY ADJUSTMENTS TO  
00:32:13:05 THE BUDGET.  
00:32:13:29 SO THEY'RE GOING TO MEET, THE  
00:32:17:18 GENERAL ASSEMBLY COME BACK IN  
00:32:20:10 SESSION ON APRIL 17 TO REVIEW  
00:32:23:13 THE GOVERNOR'S AMENDMENTS AND  
00:32:24:24 SEE IF THEY CAN OBTAIN CONSENSUS  
00:32:29:19 ON ADOPTING A BUDGET.  
00:32:31:03 JUST WANT TO GIVE YOU A HEADS UP  
00:32:34:15 THAT IF HISTORY IS ANY PREDICTOR  
00:32:36:22 OF THE FUTURE ACTIONS.  
00:32:38:23 I WOULDN'T EXPECT A FINAL BUDGET  
00:32:41:01 ON APRIL 17, IT WOULD BE SOME  
00:32:43:18 OTHER FUTURE POINT.  
00:32:44:23 WE WILL BE BACK AT SOME POINT IN  
00:32:46:28 TIME WITH THE GENERAL ASSEMBLY  
00:32:49:17 AND THE GOVERNOR'S ADOPTED  
00:32:53:15 BUDGET, WE'RE NOT THERE AT THAT  
00:32:55:07 POINT RIGHT NOW.  
00:32:56:24 SO JUST TALKED ABOUT ALL OF THE  
00:32:59:04 REVENUE ADJUSTMENTS THIS SLIDE  
00:33:01:13 HERE TALKS ABOUT ALL THE MANY  
00:33:03:17 ADJUSTMENTS WE HAVE MADE IN THE  
00:33:06:14 EXPENDITURES.  
00:33:07:09 AS A RESULT OF THE SPRING  
00:33:09:05 ENROLLMENT UPDATE WE INCREASED  
00:33:11:05 OUR BUDGET EXPENDITURES 1.5  
00:33:14:06 MILLION OR 22.9 POSITIONS.  
00:33:17:09 WE'VE REMOVED A PLACE HOLDER  
00:33:20:17 FUNDING IN THE BUDGET FOR VPI.  
00:33:23:09 THE GENERAL ASSEMBLY'S ADOPTED  
00:33:26:16 BUDGET HAS PUT THOSE FUNDS BACK  
00:33:27:28 IN.  
00:33:28:09 WE TOOK THAT PLACE HOLDER OUT.  
00:33:31:03 ONE OF THE THINGS THAT WE ARE  
00:33:32:07 DOING AND MAINTAINING OUR  
00:33:33:27 INSTRUCTIONAL EFFORTS.  
00:33:34:23 NOT GOING TO DELAY THE DUAL  
00:33:37:26 LANGUAGE IMMERSION  
00:33:40:10 IMPLEMENTATION AND WE HAVE TWO  
00:33:41:10 FTE'S HERE AND THE INSTRUCTIONAL  
00:33:44:17 RESOURCES TO GO ALONG WITH THIS  
00:33:45:24 PROGRAM.  
00:33:46:14 PROPOSED ADDITIONS WOULD BE  
00:33:48:08 HOURLY GRANT WRITER POSITION  
00:33:50:16 WHICH IS BASED ON 1500 HOURS  
00:33:53:08 ANNUALLY.

00:33:57:08 THEN WE HAVE THE SCHOOL BOARD  
00:33:59:21 SALARY INCREASES STARTING  
00:34:01:04 JANUARY 1, 2025.  
00:34:02:22 WE DID MAKE ADDITIONAL CENTRAL  
00:34:05:29 OFFICE REDUCTIONS BY ELIMINATING  
00:34:08:22 TWO ADDITIONAL FTE'S IN PLANNING  
00:34:11:27 AND EVALUATION SERVICES.  
00:34:13:22 AND ADDITIONAL 3% REDUCTION IN  
00:34:16:10 ALL CENTRAL OFFICE DISCRETIONARY  
00:34:19:13 ACCOUNTS WHICH NOW TOTAL ABOUT  
00:34:21:24 15%.  
00:34:22:15 AND WE WOULD CHARGE LET FOOD AND  
00:34:27:10 NUTRITION PROGRAM OVERHEAD FOR  
00:34:32:09 PERFORMING SERVICES.  
00:34:33:07 AND PUT BACK IN THE STATE THAT  
00:34:35:06 WE RECEIVE FOR FOOD SERVICES AND  
00:34:37:21 GRANT FUNDS TOTALING  
00:34:39:08 APPROXIMATELY 1.5 MILLION AND  
00:34:41:12 10FTE.  
00:34:46:10 PRIOR TO THE SCHOOL BOARD  
00:34:48:02 ADOPTING THE FY25 BUDGET, THE  
00:34:51:09 BOARD MEMBERS TAKE INTO  
00:34:52:27 CONSIDERATION THE FOLLOWING.  
00:34:55:14 ADDITIONAL FUNDING TO MAKE THE  
00:34:57:05 HOURLY GRANT WRITER ABOUT  
00:34:59:21 \$48,000.  
00:35:01:09 AND ADDITIONAL FUNDING FOR 1%  
00:35:03:17 BONUS FOR FTE POSITIONS ON OR  
00:35:07:15 BEFORE JANUARY 1, 2025 THAT  
00:35:10:24 EQUATE TO \$4.6 MILLION.  
00:35:17:17 NOW TALK ABOUT SCHOOL BOARD  
00:35:20:03 SALARIES.  
00:35:20:14 THE REASON WE ARE BRINGING IT UP  
00:35:22:06 AS WE ARE TONIGHT AND IN THIS  
00:35:24:21 BUDGET IS THAT THERE ARE ONLY  
00:35:26:11 CERTAIN TIMES THAT THIS BUDGET  
00:35:29:20 -- THAT THIS ACTION CAN BE  
00:35:31:03 TAKEN.  
00:35:31:27 SCHOOL BOARDS CANNOT RAISE THEIR  
00:35:34:26 OWN SALARIES UNLESS AT LEAST TWO  
00:35:37:21 SEATS ARE UP FOR ELECTION.  
00:35:39:05 AND THIS WOULD BE THIS YEAR 2024  
00:35:41:12 WOULD BE ONE OF THOSE.  
00:35:42:21 AND WOULDN'T COME UP AGAIN UNTIL  
00:35:45:12 2028.  
00:35:46:02 THE LAST TIME THAT THE SCHOOL  
00:35:48:01 BOARD SALARIES INCREASED IN  
00:35:49:16 2012.  
00:35:50:12 AND YOU CAN SEE THE OTHER

00:35:52:17 JUSTIFICATIONS ON YOUR SCREEN.  
00:35:58:20 AT THIS TIME TURNOVER TO THE  
00:36:00:21 CHAIR.  
00:36:01:05 >> THANK YOU, APPRECIATE IT.  
00:36:02:21 AS YOU CAN SEE AS YOU MENTIONED  
00:36:06:09 THERE IS A LOT OF UNANSWERED  
00:36:08:01 QUESTIONS ABOUT THIS BUDGET.  
00:36:09:09 THE STATE MONEY.  
00:36:11:09 WE BASED THIS BUDGET ON THE  
00:36:13:19 COUNTY PROPOSED 1.5 TAX INCREASE  
00:36:17:19 AND THAT COULD CHANGE AS WELL  
00:36:20:03 AND VOTE ON THAT AT THE END OF  
00:36:21:26 THE MONTH.  
00:36:22:13 PUTTING TOGETHER A BUDGET THAT  
00:36:23:26 WE KNOW WOULD -- MIGHT BE  
00:36:26:13 CHANGES TO IT.  
00:36:27:25 DEPENDING ON HOW THE MONEY GOES  
00:36:29:14 AND HOW IT FLUCTUATES AND KEEP  
00:36:34:04 THAT IN MIND WHEN WE ARE DOING  
00:36:36:06 THIS TODAY.  
00:36:37:01 WE WELCOME PUBLIC COMMENT FOR  
00:36:39:03 WHAT WE SHOULD DO WITH IT.  
00:36:41:18 SO REGARDING -- BEFORE WE DO A  
00:36:47:11 MOTION.  
00:36:47:24 LET'S DO SOME -- WOULD YOU LIKE  
00:36:50:23 TO SPEAK TO ANY OF THE PROPOSES  
00:36:54:14 OR CHANGES IN HERE?  
00:36:56:26 YES, CLARIFYING QUESTION.  
00:36:59:15 >> CLARIFYING QUESTION, WHEN WE  
00:37:00:16 TALK ABOUT THE TWO ADDITIONAL  
00:37:02:02 FTE'S THAT ARE REDUCED IN  
00:37:05:10 PLANNING AND EVALUATION ON THAT  
00:37:07:06 SLIDE.  
00:37:07:17 THE CLARIFYING QUESTION THAT  
00:37:09:03 THOSE TWO REDUCTIONS ARE AS A  
00:37:11:13 RESULT -- THOSE ARE NOT -- THAT  
00:37:13:28 THOSE TWO REDUCTIONS ARE BASED  
00:37:16:15 ON -- CAN YOU SAY MORE ABOUT  
00:37:24:24 THOSE TWO REDUCTIONS.  
00:37:26:18 >> THOSE ARE TWO REDUCTIONS OR  
00:37:29:21 ADDITIONAL REDUCTIONS TO CENTRAL  
00:37:31:15 OFFICE PLANNING AND EVALUATION.  
00:37:33:29 >> IT WAS A REORGANIZATION,  
00:37:35:26 RIGHT.  
00:37:36:14 >> WELL THEY ARE TWO VACANCIES.  
00:37:39:13 >> VACANCIES, THANK YOU, THAT'S  
00:37:41:12 WHAT I WAS TRYING TO CLARIFY.  
00:37:45:09 >> OKAY.  
00:37:51:19 >> DO WE HAVE ANY CLARIFYING

00:37:53:27 QUESTIONS?  
00:37:54:15 NO.  
00:37:58:20 CLARIFYING QUESTIONS RIGHT NOW  
00:37:59:26 AND THEN DO THE MOTION AND THEN  
00:38:01:24 YOU CAN SPEAK -- UNLESS YOU HAVE  
00:38:05:05 CLARIFYING QUESTIONS.  
00:38:06:15 OKAY.  
00:38:08:24 ALL RIGHT.  
00:38:09:29 THEN I GUESS I HAVE A MOTION.  
00:38:13:02 >> CAN YOU BRING THE MOTION UP  
00:38:15:16 ON THE SCREEN?  
00:38:16:14 I MOVE THAT THE SCHOOL BOARD  
00:38:18:09 ADOPT THE SUPERINTENDENT'S FY  
00:38:20:04 2025  
00:38:22:00 PROPOSED BUDGET AS THE SCHOOL  
00:38:23:25 BOARD'S PROPOSED FY 2025 BUDGET  
00:38:25:20 WITH THE FOLLOWING CHANGES:  
00:38:27:15 • ADJUST THE COST OF ENROLLMENT  
00:38:29:10 BASED ON THE SPRING ENROLLMENT  
00:38:31:06 PROJECTIONS  
00:38:33:01 UPDATE TO ADD \$1,482,436 FOR  
00:38:34:26 22.90 ADDITIONAL POSITIONS AND  
00:38:36:21 MATERIALS AND  
00:38:38:16 SUPPLIES PER PLANNING FACTOR  
00:38:40:12 FORMULAS.  
00:38:42:07 • MAINTAIN THE INSTRUCTIONAL  
00:38:44:02 EFFORTS CURRENTLY IN PLACE FOR  
00:38:45:27 THE DUAL LANGUAGE  
00:38:47:22 IMMERSION PROGRAM AND NOT DELAY  
00:38:49:18 THE ADDITIONAL 2.00 FTES AND  
00:38:51:13 \$250,000 FOR  
00:38:53:08 INSTRUCTIONAL RESOURCES.  
00:38:55:03 • ADD \$94,500 FOR AN HOURLY  
00:38:56:28 GRANT WRITER.  
00:38:58:24 • ADD \$67,250 TO INCREASE THE  
00:39:00:19 SALARIES FOR SCHOOL BOARD  
00:39:02:14 MEMBERS BEGINNING  
00:39:04:09 ON JANUARY 1, 2025.  
00:39:06:04 THIS INCREASES SALARIES FOR THE  
00:39:08:00 CHAIR TO \$53,500 AND THE  
00:39:09:25 OTHER MEMBERS TO \$51,500.  
00:39:11:20 I ALSO MOVE THAT THE FOLLOWING  
00:39:13:15 CHANGES BE ADDED BASED ON THE  
00:39:15:10 GENERAL ASSEMBLY'S ADOPTED  
00:39:17:06 BUDGET:  
00:39:19:01 • REMOVE THE VIRGINIA PRESCHOOL  
00:39:20:26 INITIATIVE (VPI) PLACEHOLDER  
00:39:22:21 FUNDING OF  
00:39:24:16 \$598,736 FOR 10.00 POSITIONS

00:39:26:12 ADDED BY THE SUPERINTENDENT TO  
00:39:28:07 PRESERVE THE  
00:39:30:02 EXISTING PROGRAM AS THE GENERAL  
00:39:31:27 ASSEMBLY HAS RESTORED FUNDING  
00:39:33:22 FOR THE VPI  
00:39:35:18 PROGRAM. THE POSITIONS WILL BE  
00:39:37:13 ADDED BACK TO THE GRANTS AND  
00:39:39:08 RESTRICTED  
00:39:41:03 PROGRAMS FUND.  
00:39:42:28 • INCREASE EXPENDITURES FOR THE  
00:39:44:24 GRANTS AND RESTRICTED PROGRAMS  
00:39:46:19 FUND BY  
00:39:48:14 \$1,485,384 PER REVENUE ADDED BY  
00:39:50:09 THE GENERAL ASSEMBLY.  
00:39:52:04 • INCREASE EXPENDITURES FOR THE  
00:39:54:00 FOOD AND NUTRITION SERVICES FUND  
00:39:55:25 BY \$6,204  
00:39:57:20 PER REVENUE ADDED BY THE GENERAL  
00:39:59:15 ASSEMBLY.  
00:40:01:10 I ALSO MOVE THAT THE SCHOOL  
00:40:03:06 BOARD INCLUDE THE FOLLOWING  
00:40:05:01 ADDITIONAL  
00:40:06:26 CENTRAL OFFICE REDUCTIONS:  
00:40:08:21 • ELIMINATE 2.00 VACANT  
00:40:10:16 POSITIONS IN THE PLANNING OFFICE  
00:40:12:12 • INCREASE THE REDUCTION TO  
00:40:14:07 CENTRAL OFFICE DISCRETIONARY  
00:40:16:02 ACCOUNTS BY 3% OR \$2.2  
00:40:17:27 MILLION FOR A TOTAL REDUCTION OF  
00:40:19:22 15% TO DISCRETIONARY ACCOUNTS  
00:40:21:18 • CHARGE FOOD AND NUTRITION  
00:40:23:13 SERVICES OVERHEAD  
00:40:25:08 • I ALSO MOVE THAT THE SCHOOL  
00:40:27:03 BOARD ADOPT THE PROPOSED FY 2025  
00:40:28:28 BUDGET BASED ON THE POTENTIAL  
00:40:30:24 TAX RATE INCREASE OF 1.5 CENTS  
00:40:32:19 PROPOSED BY THE COUNTY MANAGER  
00:40:34:14 RESULTING IN A BALANCED BUDGET.  
00:40:37:00 IS THERE A SECOND?  
00:40:38:08 >> SECOND.  
00:40:39:03 >> ALL RIGHT.  
00:40:40:04 NOW BOARD MEMBERS, WOULD YOU  
00:40:41:16 LIKE TO COMMENT?  
00:40:47:10 >> THE ONLY COMMENT I WANT TO  
00:40:49:07 MAKE IS WITH RESPECT TO THE 1%  
00:40:53:19 BONUS FOR FTE POSITIONS UNDER  
00:40:56:18 CONSIDERATION.  
00:40:56:28 JUST TO SAY THAT I THINK AT  
00:40:58:13 LEAST IN MY MIND THAT WOULD BE

00:41:00:05 UP TO 1%.  
00:41:02:21 DEPENDING ON THE TAX RATE  
00:41:05:15 ADOPTED BY THE COUNTY.  
00:41:07:16 AND HOW EVERYTHING ELSE WORKS  
00:41:09:29 OUT WITH THE STATE BUDGET.  
00:41:12:11 I DON'T SUPPORT MAKING  
00:41:14:27 ADDITIONAL CUTS IN ORDER TO FUND  
00:41:18:29 ADDITIONAL BONUS COMPENSATION.  
00:41:21:19 >> OKAY, Ms. KADERA.  
00:41:24:16 >> I HAVE SOME COMMENTS.  
00:41:26:11 AND THEY'RE NOT GOING TO BE AS  
00:41:29:15 CONCISE AS MY COLLEAGUES, I  
00:41:32:10 APOLOGIZE.  
00:41:32:18 I WANTED TO SAY, I WANT TO BEGIN  
00:41:35:08 BY SAYING THAT AS ONE BOARD  
00:41:37:15 MEMBER I THINK OF TONIGHT'S  
00:41:39:15 PROPOSED BUDGET NOT AS OUR  
00:41:41:14 FINISHED PRODUCT FOR THE OBVIOUS  
00:41:44:22 REASON THAT WE DON'T KNOW THE  
00:41:46:10 OUTCOME OF SOME FUNDING PIECES.  
00:41:49:09 BUT A WAY TO CHECK IN AND SHARE  
00:41:52:02 OUR WORK TO DATE ON WAY TO FINAL  
00:41:56:03 FY25 BUDGET THAT WE NEED TO PASS  
00:41:59:01 NEXT MONTH.  
00:41:59:24 AND I AM GRATEFUL THAT MORE  
00:42:01:24 REVENUE FROM THE STATE AT THIS  
00:42:02:26 POINT THAN WE ANTICIPATED  
00:42:04:14 EARLIER IN 2024.  
00:42:05:26 AND I HOPE IN 2025 THAT THE  
00:42:08:05 STATE COME THROUGH WITH MORE.  
00:42:09:20 AND I HOPE THAT LATER THIS MONTH  
00:42:11:22 THAT THE COUNTY INCREASE A TAX  
00:42:13:22 RATE OF 2 OR 2.5 CENTS ABOVE  
00:42:17:27 WHAT IS ADVERTISED.  
00:42:21:11 I AM STILL ASKING QUESTIONS  
00:42:23:01 ABOUT COME CUTS PROPOSED IN THE  
00:42:25:03 BUDGET.  
00:42:25:18 AND INCLUDING CUTS TO ELEMENTARY  
00:42:30:02 SCHOOLS THAT WE MAY OR MAY NOT  
00:42:33:22 REINSTATE.  
00:42:34:29 AND I HAVE QUESTIONS ABOUT  
00:42:36:19 POSITION THAT IS ADDED VALUE TO  
00:42:38:09 OUR SCHOOL IS NOT CLEAR TO ME.  
00:42:40:28 AND IN THIS YEAR BUDGET THAT APS  
00:42:46:05 PROVIDE THE FOLLOWING, RATIONALE  
00:42:50:27 AND ANTICIPATED OUTCOMES AND HOW  
00:42:53:24 MEASURED AND TIMELINE FOR  
00:42:55:10 EVALUATION.  
00:42:56:07 WE DO NOT HAVE THAT INFORMATION

00:42:57:24 FOR EVERYTHING THAT IS PROPOSED.  
00:42:59:12 I THINK WE NEED IT NOT JUST FOR  
00:43:01:17 THIS YEAR BUT FUTURE BUDGETS AS  
00:43:04:00 WELL, AND HERE'S THE BIG REASON  
00:43:06:09 WHY.  
00:43:06:20 IF WE BELIEVE THAT AS RESEARCH  
00:43:09:24 CONFIRMS THAT TEACHER QUALITY  
00:43:11:15 MATTERS MOST TO STUDENT  
00:43:13:26 ACHIEVEMENT MORE THAN ANY ASPECT  
00:43:16:05 TO SCHOOLING AND THEN WE KNOW  
00:43:18:03 THAT WE RECRUIT THE MOST AMAZING  
00:43:21:08 EDUCATORS WE CAN.  
00:43:22:02 AND IN ORDER TO DO THIS WE HAVE  
00:43:24:21 TO MAKE COMPENSATION THE NUMBER  
00:43:27:08 ONE PRIORITY AND THAT MEANS  
00:43:28:22 EVERY YEAR THAT WE START WITH A  
00:43:30:12 STEP AND COLA THAT KEEPS PACE  
00:43:33:16 WITH INFLATION.  
00:43:36:04 EVERY FEW YEARS WE LOOK AT PACE  
00:43:39:03 AND STEPS THAT ARE COMPETITIVE  
00:43:41:11 WITH THE NEIGHBORING SCHOOL  
00:43:45:10 DIVISIONS.  
00:43:45:23 AND THE QUESTION THAT I THINK  
00:43:47:03 ABOUT ARE WE IN APS IN A  
00:43:49:10 POSITION TO DO THAT AND BUILD  
00:43:51:12 OUR BUDGETS THAT WAY EVERY YEAR.  
00:43:54:26 IN FY25 WE ARE ABLE TO PROPOSE A  
00:43:57:20 STEP AND 1% COST OF LIVING  
00:44:00:19 ADJUSTMENT AND THE OUTLOOK FOR  
00:44:02:06 NEXT YEAR IS NOT BETTER.  
00:44:03:15 OVER THE YEARS WE HAVE EXPANDED  
00:44:05:14 OUR BUILDING TO A POINT THAT I  
00:44:08:08 WORRY THAT OUR BASELINE IS NOT  
00:44:10:06 SUSTAINABLE.  
00:44:13:02 IF WE WANT TO START WITH  
00:44:18:04 COMPENSATION AS THE CORE AND  
00:44:20:17 EACH YEAR HAD A REALLY  
00:44:23:02 COMPELLING REASON ATTACHED TO  
00:44:24:15 IT.  
00:44:24:24 WE MADE THOSE ADDITIONS FOR GOOD  
00:44:27:12 REASONS INDIVIDUALLY.  
00:44:28:14 THEY MADE SENSE.  
00:44:30:10 COLLECTIVELY I AM CONCERNED THAT  
00:44:32:11 THEY CREATE A WEIGHT THAT WE MAY  
00:44:34:05 NOT BE ABLE TO SUSTAIN IN FUTURE  
00:44:36:09 YEARS.  
00:44:36:19 AND I THINK THAT'S WHY HAVING  
00:44:39:08 EVIDENCE THAT WE BEGIN TO  
00:44:41:02 COLLECT AND EVALUATE THAT RETURN

00:44:42:15 ON INVESTMENT IS REALLY  
00:44:46:06 IMPORTANT WHEN WE LOOK AT WHAT  
00:44:47:09 WE ADD TO THE BASELINE.  
00:44:49:10 IF WE ARE CONSERVATIVELY  
00:44:52:12 ASSUMING THAT WE CAN'T COUNT ON  
00:44:54:09 SIGNIFICANT INCREASES EVERY YEAR  
00:44:56:00 TO CLOSE OUR BUDGET GAPS.  
00:44:58:02 WE WILL HAVE TO AT SOME POINT  
00:45:00:11 MAKE CUTS TO OUR BASELINE.  
00:45:01:26 AND IF WE WANT TO DO THAT  
00:45:04:22 THOUGHTFULLY AND STRATEGICALLY  
00:45:08:00 WE HAVE TO ASK OURSELVES HOW DO  
00:45:09:27 WE KNOW THIS IS WORKING, HOW DO  
00:45:11:19 WE KNOW THIS IS WORKING.  
00:45:12:27 AND LAST SAY, I WANT TO  
00:45:14:11 ACKNOWLEDGE THAT IT MAY SEEM ODD  
00:45:16:21 TO TALK ABOUT A SCHOOL BOARD  
00:45:18:12 SALARY INCREASE AND TALKING  
00:45:19:20 ABOUT A BASELINE THAT MAY OR MAY  
00:45:21:21 NOT BE SUSTAINABLE.  
00:45:23:08 IT'S A BAD YEAR TO TALK ABOUT A  
00:45:25:10 SCHOOL BOARD SALARY INCREASE.  
00:45:27:11 BECAUSE WE ARE TRYING TO CLOSE  
00:45:30:03 THE GAP AND NOT ABLE TO FUND OUR  
00:45:37:02 STAFF.  
00:45:37:10 AND LAST TIME WE TALKED ABOUT  
00:45:40:22 SALARY INCREASE IN THE FIRST  
00:45:42:00 MONTH OF PANDEMIC AND ALSO A BAD  
00:45:44:15 YEAR TO TALK ABOUT SALARY  
00:45:46:18 INCREASE.  
00:45:47:05 AND FOUR YEARS FROM NOW THE NEXT  
00:45:48:25 TIME TO TALK ABOUT IT, IT MAY BE  
00:45:52:07 A BAD YEAR TO BRING THE SUBJECT.  
00:45:55:14 AND IF FY29 AND FORTUNE SMILES  
00:46:00:23 ON US AND BETTER TIME TO TALK  
00:46:02:28 ABOUT IT AND 16 YEARS SCHOOL  
00:46:06:14 BOARD SALARY.  
00:46:08:13 AND LIMITING THIS SALARY ONLY  
00:46:11:24 CERTAIN THAT CAN SERVE THOSE  
00:46:14:12 THAT RELY ON PART-TIME OR FULL  
00:46:18:22 TIME JOB.  
00:46:19:24 RAISING THE PAY ALLOWS US TO  
00:46:24:27 HAVE MORE IN THE COMMUNITY  
00:46:26:04 SERVE.  
00:46:26:24 AND FINALLY OFFER A SPECIAL  
00:46:28:26 THANK YOU TO THE INTERIM CHAIR,  
00:46:32:13 MR. PRIDY FOR THE EXTRA TIME  
00:46:35:02 WHILE OUR CHAIR IS ON MATERNITY  
00:46:38:02 LEAVE AND YOU ARE ABOVE AND

00:46:40:11 BEYOND THIS BUDGET SEASON AND  
00:46:42:05 VERY GRATEFUL.  
00:46:43:15 >> Ms. ZECHER SUTTON.  
00:46:46:09 >> THANK YOU.  
00:46:48:09 I HAVE ALSO A FEW COMMENTS THAT  
00:46:49:27 ARE NOT AS SUCCINCT AS Ms.  
00:46:53:27 KADERA BUT TRY TO BE QUICK.  
00:46:55:12 I WANT TO GO BACK WITH A FEW  
00:46:57:18 COMMENTS, GO BACK TO THE  
00:46:59:27 SUPERINTENDENT'S PROPOSED BUDGET  
00:47:01:06 FROM FEBRUARY 29.  
00:47:02:27 AND REMIND EVERYONE THAT Dr.  
00:47:04:21 DURAN EXPRESSED IN THE  
00:47:07:18 PRESENTATION OF BUDGET A NUMBER  
00:47:09:00 OF THINGS UNDER CATEGORY OF  
00:47:10:11 UNMET NEEDS.  
00:47:11:11 THE BUDGET THAT WE ARE PROPOSING  
00:47:12:28 DOES NOT FULLY MEET OUR NEEDS.  
00:47:14:24 I WANT TO HIGHLIGHT A FEW ITEMS  
00:47:16:28 THAT THE BUDGET DID -- DOES NOT  
00:47:24:14 INCLUDE THAT I WISH INCLUDED AND  
00:47:26:18 HIGH PRIORITIES.  
00:47:27:23 FIRST INCREASE OF COMPENSATION  
00:47:29:23 FOR STAFF.  
00:47:30:25 AND PROVIDING A STEP OR 2-3%  
00:47:34:22 COLA, AND WE ARE NOT AND I HOPE  
00:47:36:26 THAT STAFF UNDERSTANDS THAT IT'S  
00:47:38:27 WITH DEEP REGRET THAT WE ONLY  
00:47:41:12 HAVE 1% COLA.  
00:47:43:20 AND WE WANT TO INCREASE STAFF  
00:47:45:28 FOR POPULATIONS AND STUDENT  
00:47:47:18 WELL-BEING THAT IS A COMPONENT  
00:47:49:20 OF A STUDY NEARING COMPLETION.  
00:47:53:05 AT A MINIMUM WE NEED MORE  
00:47:55:07 EDUCATION STAFF AND STAFF FOR  
00:47:57:09 ENGLISH LEARNERS AND  
00:48:00:06 PSYCHOLOGISTS AND COUNSELORS AND  
00:48:03:02 WORKERS.  
00:48:04:02 AND INCREASING THE NUMBER OF  
00:48:05:00 INTERVENTIONIST POSITIONS AND  
00:48:07:17 STAFF MEMBERS WHO CAN WORK  
00:48:09:20 DIRECTLY WITH STUDENTS TO  
00:48:11:21 PERSIST WITH STRONGER LEARNING  
00:48:14:16 OUTCOMES ESPECIALLY FOR THOSE  
00:48:15:26 FROM MARGINALIZED COMMUNITIES.  
00:48:18:18 THESE ARE PRIORITY THAT IS  
00:48:20:20 COLLECTIVELY REPRESENT MILLIONS  
00:48:23:01 OF DOLLARS THAT WE DO NOT HAVE.  
00:48:26:12 AND WE ALSO DO NOT HAVE THE

00:48:29:15 CAPACITY TO INCREASE OUR  
00:48:30:23 REVENUE.  
00:48:31:14 AT THE MERCY OF GOVERNMENT AND  
00:48:35:14 VIRGINIA COUNTY BOARD TO PROVIDE  
00:48:37:22 REVENUE TO RUN OUR SCHOOL  
00:48:39:04 SYSTEM.  
00:48:39:12 THE GOOD NEWS THAT WE HAVE A  
00:48:42:26 STRONG WORKING RELATIONSHIP WITH  
00:48:43:27 OUR COUNTY BOARD COLLEAGUES  
00:48:46:02 BEYOND THAT MUCH OUTSIDE OF OUR  
00:48:48:06 CONTROL.  
00:48:48:16 THE MESSAGE THAT I HOPE FOLKS  
00:48:50:06 WILL TAKE AWAY THAT WE CARE  
00:48:53:09 DEEPLY ABOUT THESE PRIORITIES.  
00:48:55:14 WHERE WE'VE MADE CUTS, WE'RE  
00:48:57:25 TRIED TO MINIMIZE THE IMPACT ON  
00:48:59:29 STUDENTS AND TEACHERS.  
00:49:01:20 AND STUDENT-FACING POSITIONS.  
00:49:04:12 WE WILL CONTINUE TO WORK ON THE  
00:49:06:09 LONG-TERM OUTLOOK FOR OUR  
00:49:08:09 BUDGET.  
00:49:09:15 AS WELL AS ADDRESSING NEAR-TERM  
00:49:12:09 NEEDS AS BEST WE CAN.  
00:49:13:29 I LOOK FORWARD TO HEAR COMMENTS  
00:49:17:26 FROM THE PUBLIC IN THE COMING  
00:49:19:23 WEEKS AND CONTINUING TO WORK  
00:49:21:18 WITH MY COLLEAGUES AND THE  
00:49:24:16 SYSTEM LEADERSHIP TO REFINE THE  
00:49:25:28 BUDGET TO GET TO A FINAL PLACE.  
00:49:28:17 >> THANK YOU.  
00:49:29:15 I'M GOING TO FOCUS MY  
00:49:33:07 CONVERSATION ON THE SCHOOL BOARD  
00:49:34:16 SALARY PIECE.  
00:49:35:19 AND ADDRESS THE COMMENTS, AND  
00:49:37:27 ASSOCIATE MYSELF WITH THE  
00:49:39:15 COMMENTS THAT Ms. KADERA MADE  
00:49:41:24 ABOUT THE SCHOOL BOARD SALARIES.  
00:49:43:28 DID A LITTLE DIGGING AND TO GIVE  
00:49:48:29 IDEA OF THE WORKLOAD.  
00:49:50:11 THIS YEAR WE HAVE 39 CLOSED  
00:49:52:25 MEETINGS OF THE WHOLE SCHEDULED  
00:49:55:13 AND 32 REGULAR MEETINGS.  
00:49:58:06 19 WORK SESSIONS AND 14 EVENTS  
00:50:00:21 THAT THREE MEMBERS ATTEND.  
00:50:03:10 31 POLICY MEETINGS AND 34 WORK  
00:50:07:21 MEETINGS AND 24PTA MEETINGS AND  
00:50:11:21 DOESN'T INCLUDE ONE-ON-ONES WITH  
00:50:14:18 THE SUPERINTENDENT OR INDIVIDUAL  
00:50:17:10 ONES ON ONES WITH THE CHAIR AND

00:50:20:12 COMMUNITY MEMBERS AND STAFF.  
00:50:21:23 AND ALSO AS PART OF THE RULES  
00:50:24:07 THAT GOVERN OUR MEETINGS WE  
00:50:27:09 CANNOT MEET WITH MORE THAN TWO  
00:50:29:19 SCHOOL MEMBERS AT ONE TIME  
00:50:33:12 UNLESS ANNOUNCED PUBLICLY.  
00:50:35:27 IF YOU WANT A TAKE ON AN ISSUE  
00:50:37:23 YOU HAVE TO CALL AND MEET WITH  
00:50:42:24 THAT INDIVIDUAL MEMBER.  
00:50:44:13 ALL OF THIS TAKES UP TIME AND IF  
00:50:46:09 YOU ALL THE TIME TOGETHER, IT IS  
00:50:48:07 A PART-TIME JOB.  
00:50:49:16 WE HAVE ESTABLISHED.  
00:50:51:23 I HAVE DONE THE MATH ON IT AND  
00:50:53:12 COMES OUT TO 25 HOURS A WEEK.  
00:50:55:08 AND IF YOU TAKE 25 HOURS A WEEK  
00:50:57:11 AND WITH THE MEDIAN INCOME IN  
00:51:00:20 ARLINGTON COUNTY A LITTLE OVER  
00:51:04:19 82,000 A YEAR AND 51,025 WHEN  
00:51:10:15 YOU ROUND UP AND WHERE THIS  
00:51:12:00 NUMBER CAME FROM.  
00:51:13:01 AND LOOK FORWARD TO RECEIVE  
00:51:14:13 PUBLIC COMMENT ABOUT THIS.  
00:51:16:13 AND JUST WANTED TO HAVE TALK HOW  
00:51:18:24 THE SAUSAGE IS MADE A LITTLE BIT  
00:51:21:02 AND SO PEOPLE UNDERSTAND WHAT IT  
00:51:22:26 TAKES AND WHAT THE EFFORTS THAT  
00:51:25:22 GO INDIVIDUALLY TO MAKE THIS  
00:51:28:03 COLLECTIVE THING WORK.  
00:51:31:21 >> DID YOU SAY AUDIT COMMITTEE?  
00:51:33:29 >> YES I DID SAY AUDIT COMMITTEE  
00:51:36:25 AND ADD WITH POLICY -- SORRY.  
00:51:39:25 YEAH, EVERY WEEK WE COME UP AND  
00:51:44:13 TALK ABOUT THE BUDGET AND THE  
00:51:45:15 STORY IT TELLS ABOUT US AND APS.  
00:51:51:29 AND THE BUDGET TELLS THE STORY  
00:51:54:09 -- WE DON'T KNOW YET AND ALL OF  
00:51:56:13 THIS CONVERSATION WITH WRITING  
00:51:57:27 AND WE HAVEN'T WRITTEN THE END  
00:52:01:02 OF THE STORY YET AND WE WELCOME  
00:52:09:15 THE PROCESS AND NOW READY TO  
00:52:12:09 VOTE.  
00:52:12:19 ALL IN FAVOR PLEASE SAY YES.  
00:52:15:11 >> YES.  
00:52:16:04 ANY OPPOSED SAY NO.  
00:52:17:26 THE MOTION PASSES 4-0.  
00:52:19:23 WE WILL ADOPT OUR FINAL FISCAL  
00:52:23:05 YEAR BUDGET ON MAY 9.  
00:52:24:27 THANK YOU, SUPERINTENDENT,

00:52:27:05 CABINET AND STAFF FOR YOUR WORK  
00:52:29:03 IN DEVELOPING A PROPOSED BUDGET  
00:52:31:16 ALIGNED WITH THE BOARD'S  
00:52:34:25 PRIORITIES AND FOCUSED ON WHAT  
00:52:37:14 WE VALUE MOST, OUR STUDENTS.  
00:52:45:12 SECOND ACTION ITEM LICENSE  
00:52:47:00 AGREEMENT AT 3108 COLUMBIA PIKE.  
00:52:51:03 >> THIS ITEM WAS PRESENTED AT  
00:52:54:13 MARCH SCHOOL BOARD MEETING AND  
00:52:55:29 NO CHANGES AND SUPERINTENDENT  
00:52:59:14 RENEE HARBER IS HERE IF ANY  
00:53:02:26 QUESTIONS.  
00:53:03:12 >> GOOD EVENING.  
00:53:05:04 >> DO WE HAVE ANY QUESTIONS?  
00:53:07:01 >> ALL RIGHT, I GUESS WE ARE  
00:53:08:13 READY FOR A MOTION.  
00:53:10:18 >> I HAVE A MOTION THAT IS  
00:53:13:04 SHORTER THAN A HAIKU.  
00:53:15:09 I MOVE THAT THE SCHOOL BOARD  
00:53:18:04 APPROVE THE LICENSE AGREEMENT AT  
00:53:20:09 3108 COLUMBIA PIKE.  
00:53:22:12 >> SECOND.  
00:53:23:12 >> ALL RIGHT, BOARD MEMBERS  
00:53:24:20 WOULD YOU LIKE TO COMMENT ON THE  
00:53:28:06 MOTION?  
00:53:29:17 WE'RE NOW READY FOR A VOTE.  
00:53:31:11 ALL IN FAVOR SAY YES.  
00:53:34:10 >> YES.  
00:53:35:18 >> ANY OPPOSED SAY NO.  
00:53:38:00 MOTION PASSES 4-0, THANK YOU FOR  
00:53:39:29 YOUR WORK ON THIS ITEM.  
00:53:41:16 WE ARE NOW AT INFORMATION ITEMS  
00:53:43:15 AND TONIGHT WE HAVE ONE.  
00:53:47:23 REVISIONS TO SCHOOL BOARD  
00:53:49:18 POLICIES B-2.1.31, B-2.1.32,  
00:53:57:19 B-2.6.1, D-1.30.  
00:54:05:01 I-7.5, I-11.6.33, AND J-101.3  
00:54:15:09 RETURN TO LEARN PLANS FOR  
00:54:18:00 STUDENTS EXPERIENCING TRAUMATIC  
00:54:22:21 BRAIN INJURY AND OTHER MEDICAL  
00:54:25:20 ILLNESS.  
00:54:26:03 >> STEVEN MARKU.  
00:54:31:24 >> SEVEN POLICIES AND A FEW NO  
00:54:33:25 CHANGE AND HOPEFULLY GET THROUGH  
00:54:36:03 QUICKLY.  
00:54:36:19 I WILL START WITH B2.1.31  
00:54:41:17 MEMBERS.  
00:54:42:00 WE DIDN'T MAKE A LOT OF CHANGE.  
00:54:43:24 FIRST THE WAY THAT WE HAVE THE

00:54:46:14 POLICIES ORGANIZED ON BOARD DOCS  
00:54:50:19 AND B IS BOARD POLICIES AND IF  
00:54:53:06 JUST LOOK ON ITS OWN IT SAYS  
00:54:56:06 MEMBERS.  
00:54:56:18 THAT'S NOT THAT CLEAR.  
00:54:58:28 AND WHAT SPECIFICALLY ABOUT  
00:55:01:02 THOSE MEMBERS.  
00:55:02:01 AND WHY WE RETITLED THIS TO  
00:55:04:00 ACTIONS OF SCHOOL BOARD MEMBERS  
00:55:05:19 TO CLARIFY WHAT THAT IS.  
00:55:08:21 ONE SMALL CHANGE IN HERE IN LINE  
00:55:11:16 14.  
00:55:12:26 IT SAYS IN THE EXISTING POLICY  
00:55:15:14 THAT MEMBERS MAKE DECISIONS  
00:55:17:09 AFTER WHOLE DISCUSSION AND  
00:55:19:05 PUBLICLY HELD BOARD MEETING.  
00:55:21:07 RAISED THE QUESTION WHAT ABOUT  
00:55:23:06 COMMITTEES OF THE WHOLE AND WHAT  
00:55:24:22 ABOUT WORK SESSIONS AND SOME  
00:55:26:03 TYPES OF THINGS.  
00:55:26:29 SO WE TOOK AWAY AND SAID  
00:55:30:03 MEETINGS.  
00:55:30:18 TO COVER ALL OF THAT.  
00:55:31:26 AND SUBSECTION REGARDING MEMBERS  
00:55:34:17 REGARDING CORRESPONDENCES AND  
00:55:36:25 THOUGHT THAT FIT BETTER IN THE  
00:55:38:13 CONDUCT POLICY AND MOVING THAT  
00:55:39:25 THERE.  
00:55:40:07 AND A COUPLE OF MINOR LANGUAGE  
00:55:43:05 CHANGES.  
00:55:43:24 PUBLIC COMMENT WE GOT ONE FROM A  
00:55:45:14 PARENT, HAD A NUMBER OF THINGS,  
00:55:47:20 ONE THING THAT THEY SUGGESTED  
00:55:49:03 THAT ONLY PARENTS OF APS  
00:55:52:19 STUDENTS SERVE ON THE SCHOOL  
00:55:54:06 BOARD AND THE REALITY IS THAT  
00:55:56:02 CODE OF VIRGINIA SETS FORWARD  
00:55:58:15 WHO IS ELIGIBLE FOR AN ELECTED  
00:56:01:00 OFFICE, NOT US.  
00:56:02:21 AND ALL MEMBERS OF THE COUNTY  
00:56:04:00 ABLE TO VOTE AND PAY THEIR  
00:56:05:14 TAXES.  
00:56:06:03 ALL RESIDENTS ARE ELIGIBLE TO  
00:56:08:05 SERVE ON THE SCHOOL BOARD.  
00:56:09:08 AND THE OTHER ONE THAT BOARD  
00:56:11:19 MEMBERS PROHIBITED FOR  
00:56:13:22 CAMPAIGNING FOR OTHER ELECTED  
00:56:16:03 OFFICES GOVERNORS AND PEOPLE OF  
00:56:17:20 THAT NATURE.

00:56:19:01 ULTIMATELY DONE ON YOUR OWN  
00:56:21:07 PERSONAL TIME AND NOT DONE IN  
00:56:23:17 CAPACITY ON THE BOARD.  
00:56:24:22 THAT'S NOT SOMETHING THAT WE  
00:56:26:20 HAVE INVOLVEMENT IN, PEOPLE CAN  
00:56:29:11 GO FORTH AND CAMPAIGN WHO THEY  
00:56:32:16 WISH TO ON THEIR FREE TIME AND  
00:56:35:00 NOTED THAT THE BOARD ACT ON  
00:56:38:03 PARENT'S FEEDBACK, WE TAKE  
00:56:40:10 PARENT'S FEEDBACK SERIOUSLY AND  
00:56:42:15 INCORPORATE WHERE WE CAN.  
00:56:47:02 ANY QUESTIONS ON THIS POLICY?  
00:56:51:12 ALL RIGHT, MOVE INTO CONDUCT.  
00:56:54:06 WHICH RELATES TO THE SUBLET THAT  
00:56:57:10 I NOTED.  
00:56:59:00 MOVED IN A SUBSECTION FROM OTHER  
00:57:01:12 POLICY REGARDING CORRESPONDENCES  
00:57:04:18 AND TITLED CONDUCT OF BOARD  
00:57:09:04 MEMBERS AND IF YOU LOOK AT  
00:57:15:01 CONDUCT OF MEMBERS.  
00:57:17:09 AND A SECTION THAT DUPLICATED  
00:57:19:21 SOMETHING FROM ANOTHER POLICY,  
00:57:22:00 DIDN'T MAKE SENSE TO HAVE IN  
00:57:23:19 BOTH POLICIES.  
00:57:24:18 WE DELETE THAT.  
00:57:25:28 AND THE OTHER THING THAT WE  
00:57:27:06 WANTED TO ADD HERE NOW WE HAVE  
00:57:29:13 COLLECTIVE BARGAINING RESOLUTION  
00:57:32:06 THAT WE DIDN'T HAVE WHEN THIS  
00:57:35:11 POLICY FIRST PASSED.  
00:57:37:06 AND MEMBERS CANNOT ENGAGE WITH  
00:57:39:05 APS EMPLOYEES WITHOUT ACTIVE  
00:57:42:15 BARGAINING PROPOSALS.  
00:57:43:24 WE DID GET A COMMENT ON THIS AND  
00:57:46:11 SAY IT WASN'T CLEAR AND DIDN'T  
00:57:48:21 RELATE VERY CLEARLY TO THE  
00:57:50:23 POLICY ITSELF.  
00:57:51:23 WE DISCUSSED THE POLICY OF THE  
00:57:54:24 COMMITTEE.  
00:57:55:18 I AM NOT SURE WHAT IT WAS GOING  
00:57:57:03 FOR AND IT DIDN'T RELATE TO THIS  
00:58:01:23 POLICY.  
00:58:02:12 ANY QUESTIONS ON THIS ONE?  
00:58:04:28 >> QUESTIONS?  
00:58:06:11 I DON'T BELIEVE SO.  
00:58:08:17 >> ALL RIGHT.  
00:58:10:23 2.6.1 CONFLICT OF INTEREST.  
00:58:14:11 VERY SHORT POLICY AND THE HEART  
00:58:15:26 OF THIS POLICY IS REALLY THE

00:58:17:25 STATE STATUTE.  
00:58:18:27 WHICH IS THE STATE AND LOCAL  
00:58:21:08 GOVERNMENT CONFLICT OF ACT.  
00:58:22:26 THAT'S VERY DETAILED AND COVERS  
00:58:25:28 ALL THE DIFFERENT RULES WE ALL  
00:58:27:12 HAVE TO FOLLOW.  
00:58:28:13 WE CITE THAT HERE AND SAY THAT  
00:58:30:08 EVERYONE WILL FOLLOW THAT.  
00:58:31:07 WE HAD TO HAVE ONE SENTENCE  
00:58:34:17 REGARDING IMPROPRIETY.  
00:58:36:21 AND THE WAY THAT THE CURRENT  
00:58:38:24 POLICY IS DRAFTED IT'S NOT  
00:58:40:28 PARTICULARLY WELL DRAFTED.  
00:58:42:04 IT SAYS THAT THE BOARD AND  
00:58:43:20 SUPERINTENDENT AND APS EMPLOYEES  
00:58:46:28 GIVE EVEN THE APPEARANCE OF  
00:58:50:29 IMPROPRIETY.  
00:58:53:18 THAT SOUNDS GOOD AND DOES THAT  
00:58:55:16 COVER ALL ACTS.  
00:58:56:18 AND WE WENT AROUND IN CIRCLES TO  
00:58:59:06 GET AT THE BEST LANGUAGE AND WE  
00:59:01:02 STARTED CHANGING IT TO ACTS OF  
00:59:03:26 IMPROPRIETY AND CONCERNED THAT  
00:59:05:21 WOULD WATER IT DOWN.  
00:59:07:11 AND SETTLED TO GET THE BEST OF  
00:59:09:08 BOTH WORLDS AND AVOID THE  
00:59:15:26 APPEARANCE AND ACTS OF  
00:59:22:14 IMPROPRIETY.  
00:59:23:01 AND ONE COMMENT THAT THIS  
00:59:25:22 DOESN'T COVER CONFLICTS, IT  
00:59:28:06 DOES, IT CITES THE STATE'S  
00:59:30:29 STATUTE THAT COVERS ALL RULES OF  
00:59:36:04 CONFLICT OF INTEREST.  
00:59:36:09 AND IT DOES COVER THAT AND WE  
00:59:39:18 DID GET THAT COMMENT ON THAT  
00:59:41:22 TOPIC.  
00:59:42:05 QUESTIONS?  
00:59:45:06 OKAY, D-1.30 GOALS.  
00:59:48:20 WE HAVE A NUMBER OF GOAL  
00:59:50:12 POLICIES AND ONE THING INSTEAD  
00:59:52:05 OF TITLED AS GOALS.  
00:59:55:02 SAY WHAT IT IS THAT THEY ARE.  
00:59:56:28 THIS IS FOR OUR FINANCE AND  
00:59:58:18 MANAGEMENT SERVICES DEPARTMENT  
01:00:00:16 AND RETITLED IT.  
01:00:01:27 AND WOULDN'T FIND ANYTHING WRONG  
01:00:03:20 WITH THIS POLICY WHEN WE LOOKED  
01:00:05:16 AT IT AND DELETED A COUPLE OF  
01:00:07:19 CODE REFERENCES AND CAPITALIZED

01:00:10:19 THE "D" IN DEPARTMENT AND  
01:00:12:15 EVERYTHING ELSE LOOKED GOOD.  
01:00:14:16 NO CHANGES OR PUBLIC COMMENTS.  
01:00:18:17 QUESTIONS?  
01:00:18:28 >> NO.  
01:00:19:18 >> ALL RIGHT, I-7.5 ADULT  
01:00:24:19 COMMUNITY EDUCATION.  
01:00:25:17 ANOTHER STRAIGHTFORWARD ONE.  
01:00:26:27 WE CHANGED LANGUAGE AROUND,  
01:00:29:15 PHILOSOPHY TO OPPORTUNITY.  
01:00:31:08 AND ADDED A REFERENCE TO OUR USE  
01:00:32:29 OF SCHOOL FACILITY POLICY AND  
01:00:35:00 MOVED WORDS AROUND.  
01:00:36:24 NOTHING TOO DRAMATIC HERE AND  
01:00:38:19 THERE WAS NO PUBLIC COMMENT ON  
01:00:40:10 THIS.  
01:00:40:29 ANY QUESTIONS ON I-7.5?  
01:00:46:17 ALL RIGHT, FLYING ALONG -- OUR  
01:00:50:00 LAST TWO HAVE MORE ON THEM.  
01:00:52:18 I-11.6.33, AWARD OF CREDIT.  
01:00:56:21 WE HAVE BEEN WORKING ON FOR A  
01:00:58:18 WHILE.  
01:00:59:00 MANY OF THE CHANGES IN THE PIP,  
01:01:00:17 BUT STARTING WITH THE POLICY  
01:01:01:23 HERE.  
01:01:02:17 ONE OF THE THINGS THAT WE WANTED  
01:01:03:21 TO DO IS GIVE MORE CLARITY ON  
01:01:05:16 WHAT THE EXAMPLES OF WAIVER OF  
01:01:08:03 140 HOUR REQUIREMENT ARE.  
01:01:10:06 AND THOSE BEING INDEPENDENT  
01:01:13:18 STUDY AND CREDIT BY EXAMPLE,  
01:01:15:28 WORLD LANGUAGES OR WAIVER OF 140  
01:01:18:26 SEAT HOURS.  
01:01:19:18 THERE WAS A PROVISION REGARDING  
01:01:21:14 THE LIMIT OF TWO CREDITS.  
01:01:23:01 WE WANTED TO MOVE THAT TO THE  
01:01:24:18 PIP.  
01:01:24:29 AND WE WANTED TO CHANGE LANGUAGE  
01:01:26:20 IN THE APPEALS PROCESS A BIT TO  
01:01:29:14 CLARIFY THAT -- WHERE THAT GOES.  
01:01:33:22 WHAT WE HAVE IT CAN BE APPEALED  
01:01:37:12 TO THE SUPERINTENDENT OR  
01:01:44:07 DESIGNEE AND DELINEATE THAT IT'S  
01:01:49:09 SUPERINTENDENT OR DESIGNEE AND  
01:01:50:28 WHERE THE APPEAL GOES.  
01:01:52:19 AND THE PIP, THE ORIGINAL PIP ON  
01:01:54:24 THIS ONE DIDN'T COVER ENOUGH AND  
01:01:56:23 HAD TWO SECTIONS AND LEFT THINGS  
01:02:07:06 UNSAID.

01:02:10:22 PARTIAL CREDIT WITH A STUDENT  
01:02:14:06 AND TAKES PART OF A COURSE AND  
01:02:16:22 WE DON'T GIVE PARTIAL CREDIT BUT  
01:02:19:02 TO HAVE STUDENT DEMONSTRATE  
01:02:21:19 MASTERY FOR THAT AND GET FULL  
01:02:23:26 CREDIT FOR THAT.  
01:02:24:26 AND WE ADDED A SECTION ON  
01:02:26:21 TRANSFER STUDENTS WHO RECEIVE  
01:02:29:13 PARTIAL CREDIT AT OLD SCHOOL.  
01:02:31:01 WE DON'T GENERALLY GIVE PARTIAL  
01:02:33:17 CREDIT BUT IF THEY GOT IT AND  
01:02:35:19 COMPLETED ELSEWHERE AND COME  
01:02:36:28 HERE, WE WILL ALLOW FOR THAT.  
01:02:40:05 AND ADDED A SECTION ON OUTSIDE  
01:02:41:24 COURSE WORK AND LAYOUT THE  
01:02:44:17 PROTOCOLS OF HOW TO APPLY FOR  
01:02:46:02 THAT AND GET APPROVED.  
01:02:47:17 AND PROVIDE A DESCRIPTION OF THE  
01:02:49:11 COURSE AND WHY TAKING OUTSIDE OF  
01:02:52:10 APS AND THROUGH THE ACADEMIC  
01:02:54:13 OFFICE.  
01:02:54:27 AND SOME OF THOSE DETAILS.  
01:02:56:24 AND REGARDING THE 140 HOUR  
01:02:59:08 REQUIREMENT AND AS I SAID  
01:03:01:09 INDEPENDENT STUDY BY EXAM AND  
01:03:02:25 GIVE DETAILS ON WHAT THOSE ARE.  
01:03:05:06 AND DEFINED WHAT FULL CREDIT AND  
01:03:07:00 PARTIAL CREDIT ARE.  
01:03:08:01 WE GOT PUBLIC COMMENT ON THIS  
01:03:09:23 AND THESE WERE ON SMALL ISSUES  
01:03:11:29 IN THE PIP.  
01:03:12:19 WE CHANGED THEM BACK.  
01:03:14:24 BUT THE FIRST ONE REGARDING  
01:03:16:21 WORLD LANGUAGE CREDITS AND  
01:03:18:27 CHANGED THE MAXIMUM FROM 4 TO 3  
01:03:22:24 AND CHANGED BACK TO 4 AFTER A  
01:03:25:03 NUMBER OF FOLKS.  
01:03:26:13 AND PASS/FAIL, IF PASS ON THE  
01:03:32:10 TRANSCRIPT.  
01:03:32:23 IF YOU ARE FAIL, DON'T PUT ON  
01:03:34:25 THE TRANSCRIPT AND WHAT WE ARE  
01:03:36:02 DOING AND CLARIFY THE LANGUAGE  
01:03:37:13 TO CONTINUE AS IT HAS BEEN.  
01:03:39:21 AND ONE PARENT ASKED THAT  
01:03:41:22 INFORMATION MORE AVAILABLE FOR  
01:03:43:13 STUDENTS ON THE APS WEBSITE AND  
01:03:46:19 ALL DESCRIBED IN THE DETAIL OF  
01:03:49:16 STUDIES AND THAT'S ON THE APS  
01:03:54:04 WEBSITE.

01:03:54:15 ANY QUESTIONS ON AWARD OF  
01:03:57:14 CREDIT?  
01:03:58:01 >> NONE.  
01:03:59:06 GO AHEAD.  
01:03:59:19 >> OUR LAST ONE, AND LONGEST  
01:04:05:06 TITLE J-10.1.3, RETURN-TO-LEARN  
01:04:06:00 PLANS FOR STUDENTS EXPERIENCING  
01:04:06:23 TRAUMATIC BRAIN INJURY OR OTHER  
01:04:07:17 MEDICAL OR PSYCHOLOGICAL  
01:04:08:11 ILLNESS.  
01:04:09:05 THE FIRST THING THAT WE ADD HERE  
01:04:13:15 REGARDING MEDICAL AND  
01:04:15:10 PSYCHOLOGICAL AND THIS IS OUR  
01:04:16:13 MEDICAL.  
01:04:18:01 AND SAY PHYSICAL OR MENTAL.  
01:04:19:22 MOST OF THE CHANGES HERE IN THE  
01:04:21:20 PIPS AS FAR AS THE POLICY GOES  
01:04:24:05 WE STREAMLINE THE LIST OF  
01:04:28:08 ILLNESSES SO THAT IT MATCHES  
01:04:30:00 WHAT THE POLICY.  
01:04:32:16 PHYSICAL OR MENTAL ILLNESS AND  
01:04:37:17 REQUIRE THAT REVIEWED EVERY TWO  
01:04:39:17 YEARS THAT'S STATE REVIEW OF  
01:04:42:22 CONCUSSION PIP AND COME BACK IN  
01:04:45:08 TWO YEARS, NOT FIVE.  
01:04:47:24 AS FOR THE PIP, PIP 1 IS VERY  
01:04:51:09 DETAILED CONSIDERING STUDENTS  
01:04:53:06 AND CONCUSSIONS AND A LOT  
01:04:54:14 REQUIRED BY STATE.  
01:04:55:13 WE WENT THROUGH ALL PROTOCOLS  
01:04:58:10 AND UPDATED AND REFLECTED RECENT  
01:05:01:04 GUIDELINES FROM VDOE.  
01:05:03:24 AND THOSE REFLECT THE MOST  
01:05:05:26 RECENT VDOE GUIDELINES.  
01:05:08:05 ONE THING THAT WE NOTICED THIS  
01:05:09:27 IN PIP IT DID A PRETTY GOOD JOB  
01:05:11:19 OF HOW WE HANDLE STUDENTS  
01:05:15:11 SUFFERING A CONCUSSION IN A  
01:05:17:13 SPORTING EVENT OR PRACTICE.  
01:05:18:18 NOT SO WELL FOR STUDENTS INJURED  
01:05:21:09 IN OTHER PLACES AND HOW COME  
01:05:23:02 BACK TO CLASS.  
01:05:24:29 AND ADDED MORE LANGUAGE WHAT  
01:05:27:23 HAPPENS IF A STUDENT SUSTAINS AN  
01:05:29:27 INJURY AND NOT IN SPORTS.  
01:05:31:18 AND CLUB SPORTS ARE NOT COUNTED  
01:05:34:06 AS APS AFFILIATED SPORT, THAT'S  
01:05:37:12 AS IF INJURED OUTSIDE OF SCHOOL.  
01:05:39:12 AND WE ADDED DEFINITIONS FOR

01:05:41:24 STUDENT COORDINATOR AND SUPPORT  
01:05:43:20 TEAM AND MADE MINOR CHANGES.  
01:05:45:21 AND A LOT OF UNNECESSARY  
01:05:48:13 REFERENCES TO GET RID OF.  
01:05:50:18 AND PIP 2, THIS IS A NEW PIP.  
01:05:53:19 COMING IN THIS THE ONLY PIP WE  
01:05:55:27 HAD ON THIS DEALT WITH  
01:05:58:01 CONCUSSIONS.  
01:05:58:21 AND NOTHING DEALING WITH THE  
01:05:59:22 REST OF ALL MENTAL OR PHYSICAL  
01:06:02:12 ILLNESS.  
01:06:02:23 WE FELT THAT WE NEEDED A PIP TO  
01:06:04:28 COVER THAT.  
01:06:05:15 AND YOU CAN SEE WHAT WE HAVE  
01:06:07:01 THERE AND THOSE PROTOCOLS LAID  
01:06:09:18 OUT OF HOW THE STUDENT SUPPORT  
01:06:12:25 TEAM WORKS AND HOW TO FACILITATE  
01:06:15:18 COMMUNICATION BETWEEN FAMILIES  
01:06:17:00 AND STUDENTS AND DESIGN-TO-LEARN  
01:06:19:12 PLAN AND HOW THE STUDENT COMES  
01:06:20:23 BACK AND ATTENDANCE AND STAMINA  
01:06:23:00 AND ACADEMIC ENGAGEMENT AND  
01:06:25:06 THEIR LEVEL OF SUPPORT.  
01:06:26:12 ANY QUESTIONS ON ANY OF THIS?  
01:06:30:16 >> YES, Ms. KADERA.  
01:06:36:02 >> THE QUICK QUESTION IS THE  
01:06:41:06 TITLE OF THIS POLICY.  
01:06:46:22 THE TITLE OF THIS POLICY DOES  
01:06:49:22 NOT ENCOMPASS IF I AM  
01:06:52:17 SIGNIFICANTLY INJURED AND NOT A  
01:06:54:11 TRAUMATIC BRAIN INJURY THAT I  
01:06:56:06 CAN TAKE UP WITH YOU OFF LINE.  
01:07:00:21 >> Ms. ZECHER SUTTON.  
01:07:02:17 >> YEAH, I JUST WANTED TO SAY  
01:07:04:27 THANK YOU.  
01:07:05:07 I WAS ONE OF THE PEOPLE THAT  
01:07:07:01 PUSHED FOR THE OTHER MEDICAL OR  
01:07:09:19 PSYCHOLOGICAL ILLNESS COMPONENT  
01:07:11:27 FOR THIS AND I KNOW THAT Dr.  
01:07:16:02 CRAWFORD AND HER TEAM AND I  
01:07:17:28 IMAGINE FOLKS IN ACADEMICS AND  
01:07:21:11 Ms. GRAYS TEAM WORKED ON  
01:07:26:09 RETURN-TO-LEARN PLANS FOR  
01:07:30:06 STUDENTS ASIDE FROM THE PHYSICAL  
01:07:32:08 HEAD INJURY PIECE.  
01:07:33:12 I REALLY THINK IT'S CRITICAL  
01:07:35:03 THAT WE HAVE THIS IN PLACE.  
01:07:38:09 AND GRATEFUL FOR ALL THE WORK  
01:07:39:11 THAT WENT INTO IT.

01:07:41:05 AND KNOW WHEN WE RECEIVED IN  
01:07:42:27 POLICY SUBCOMMITTEE AND ASKED A  
01:07:44:26 LOT OF QUESTIONS AND SENT IT  
01:07:46:11 BACK UPSTAIRS AND MADE Y'ALL GO  
01:07:48:19 THROUGH ANOTHER ROUND ON IT.  
01:07:49:28 I REALLY WANTED TO SAY THANK  
01:07:51:24 YOU.  
01:07:52:26 >> ALL RIGHT.  
01:07:54:18 THANK YOU MR. MARKU.  
01:07:56:19 >> APPRECIATE IT.  
01:07:57:04 THE SCHOOL BOARD WILL ACT ON  
01:07:59:06 THIS ITEM AT APRIL 25 MEETING.  
01:08:02:19 WE ARE NOW IN NEW BUSINESS,  
01:08:05:11 BOARD MEMBERS IS THERE ANY NEW  
01:08:08:05 BUSINESS?  
01:08:08:28 SEEING NONE.  
01:08:09:16 THIS MEETING IS ADJOURNED.  
01:08:12:01 [GAVEL]