

12:00:27:05 >> THE 2024 SCHOOL BOARD MEETING
12:17:57:08 IS NOW IN SESSION.
12:17:58:13 I WOULD LIKE TO WELCOME THE
12:18:00:11 ARLINGTON CAREER CENTER SPACE
12:18:02:02 FORCE JROTC CADET CORPS WHO WILL
12:18:05:21 PRESENT THE COLORS.
12:18:07:15 PLEASE STAND.
12:18:51:24 >> PRESENT COLORS.
12:18:55:19 [TOGETHER]
12:18:56:20 >> I PLEDGE ALLEGIANCE TO THE
12:18:56:20 FLAG OF THE UNITED STATES OF
12:18:56:20 AMERICA AND TO THE REPUBLIC FOR
12:18:56:20 WHICH IT STANDS, ONE NATION
12:18:56:20 UNDER GOD, INDIVISIBLE, WITH
12:18:56:20 LIBERTY AND JUSTICE FOR ALL.
12:19:09:28 >> ORDER, COLORS.
12:19:10:16 COLOR GUARD.
12:19:50:27 >> THANK YOU.
12:19:54:11 APRIL IS ARAB AMERICAN HERITAGE
12:19:56:09 MONTH, A TIME TO RECOGNIZE THE
12:19:57:22 INVALUABLE CONTRIBUTIONS AND
12:19:59:10 ACHIEVEMENTS OF ARAB-AMERICANS
12:20:00:29 TO OUR COUNTRY AS WELL AS
12:20:02:04 CELEBRATE THE RICH HISTORY,
12:20:04:13 TRADITIONS, FAITH, AND CULTURE
12:20:06:16 AND A TIME TO COMBAT ANTI-ARAB
12:20:08:22 BIGOTRY AND CHALLENGE
12:20:10:00 STEREOTYPES AND PREJUDICES.
12:20:11:26 THIS MONTH PROVIDES US WITH A
12:20:13:00 CHANCE TO EDUCATE OURSELVES AND
12:20:14:06 OUR COMMUNITY ABOUT THE
12:20:15:07 EXPERIENCES AND CONTRIBUTIONS OF
12:20:16:12 ARAB-AMERICANS AS IT IS CRUCIAL
12:20:19:02 FOR US TO FOSTER AN INCLUSIVE
12:20:21:07 AND WELCOMING ENVIRONMENT IN OUR
12:20:22:16 SCHOOLS WHERE ALL STUDENTS FEEL
12:20:24:10 VALUED AND RESPECTED REGARDLESS
12:20:25:26 OF THEIR CULTURAL BACKGROUND.
12:20:27:11 WE WANT TO TAKE A MOMENT TO
12:20:28:06 SPOTLIGHT SOME OF OUR VERY OWN
12:20:30:27 OUTSTANDING STUDENTS AND APPLAUD
12:20:32:19 THEIR CONTRIBUTIONS TO OUR
12:20:33:11 SCHOOL AND OUR COMMUNITY.
12:20:35:09 BOARD MEMBERS AND
12:20:36:00 SUPERINTENDENT, PLEASE JOIN THE
12:20:37:05 AUDIENCE SO THAT WE MAY HEAR
12:20:38:20 Dr. TYRONE BYRD, DIVERSITY,
12:20:41:12 EQUITY, AND INCLUSION EXECUTIVE
12:20:42:26 DIRECTOR, SHARE MORE ABOUT THIS
12:20:44:18 RECOGNITION.
12:20:45:19 AFTER Dr. BYRD PRESENTS OUR
12:20:47:00 STUDENTS, BOARD MEMBERS AND
12:20:48:12 SUPERINTENDENT, PLEASE JOIN ME

12:20:49:14 FOR A GROUP PICTURE WITH OUR
12:20:52:06 STUDENTS.
12:20:54:00 >> GOOD EVENING, THANK YOU FOR
12:20:55:21 REPOSITIONING YOURSELF, THANK
12:20:56:26 YOU, MR. PRIDDY FOR THE
12:21:00:28 INTRODUCTION.
12:21:03:22 ARAB-AMERICAN HISTORY MONTH IS A
12:21:05:11 SPECIAL TIME TO CELEBRATE THE
12:21:06:13 RICH CULTURE, HISTORY, AND
12:21:07:27 CONTRIBUTIONS OF ARAB AMERICANS
12:21:09:13 IN OUR COMMUNITY AND ACROSS THE
12:21:11:05 NATION.
12:21:12:02 THE ARAB WORLD CONSISTS OF 22
12:21:13:24 COUNTRIES IN THE MIDDLE EAST AND
12:21:15:06 NORTH AFRICA INCLUDING NATIONS
12:21:16:28 LIKE EGYPT, LEBANON, SYRIA,
12:21:19:10 IRAQ, SAUDI ARABIA, AND MOROCCO.
12:21:23:00 AT APS, WE BELIEVE IN FOSTERING
12:21:25:15 AN INCLUSIVE COMMUNITY THAT
12:21:26:19 EMPOWERS ALL STUDENTS AND
12:21:28:01 FAMILIES.
12:21:28:16 THIS MONTH PRESENTS AN
12:21:29:13 OPPORTUNITY TO EXPLORE AND
12:21:30:28 APPRECIATE THE DIVERSITY THAT
12:21:32:09 STRENGTHENS OUR COMMUNITY
12:21:33:28 THROUGH EDUCATIONAL PROGRAMS,
12:21:35:16 CULTURAL EVENTS, AND CLASSROOM
12:21:36:27 ACTIVITIES.
12:21:37:22 WE AIM TO ENRICH OUR STUDENTS'
12:21:39:15 UNDERSTANDING AND APPRECIATION
12:21:40:16 OF ARAB-AMERICAN HERITAGE.
12:21:43:15 THIS YEAR WE ASKED OUR HIGH
12:21:44:09 SCHOOL ADMINISTRATORS TO
12:21:45:04 NOMINATE ONE OUTSTANDING STUDENT
12:21:47:08 LEADER TO BE HONORED ON THIS
12:21:48:10 NIGHT.
12:21:49:14 THESE STUDENTS WERE CHOSEN
12:21:50:15 BECAUSE OF THEIR SIGNIFICANT
12:21:53:29 CONTRIBUTIONS IN AND OUT OF THE
12:21:55:01 CLASSROOM THROUGH COLLABORATION,
12:21:56:09 MENTORING, GETTING INVOLVED IN
12:21:57:25 CAUSES AND ACTIVITIES, AND
12:22:00:07 ACADEMIC EXCELLENCE AND HAVING
12:22:02:01 DEMONSTRATED A SERIOUS
12:22:03:10 COMMITMENT TO ADDRESSING ISSUES
12:22:05:00 OF SOCIAL JUSTICE IN OUR SCHOOLS
12:22:06:16 AND COMMUNITY.
12:22:08:13 THEIR LEADERSHIP AND ACTIVE
12:22:09:08 INVOLVEMENT IN THEIR SCHOOL
12:22:10:15 COMMUNITY AND THE QUALITIES THEY
12:22:11:27 POSSESS SERVE AS AN EXAMPLE FOR
12:22:13:26 THEIR PEERS AND REFLECT THE BEST
12:22:16:11 OF ARLINGTON PUBLIC SCHOOLS.

12:22:18:29 BEFORE WE CELEBRATE EACH
12:22:20:00 STUDENT, LET'S TAKE A LOOK AT
12:22:21:03 THIS VIDEO.
12:22:22:00 STUDENTS WERE ASKED WHAT
12:22:23:11 ARAB-AMERICAN HERITAGE MONTH
12:22:25:06 MEANS TO THEM AND WHO INSPIRED
12:22:26:25 THEM TO ACHIEVE SUCCESS AND WHAT
12:22:28:27 MOTIVATES THEM TO BE
12:22:30:08 EXCEPTIONAL.
12:22:33:03 >> HERITAGE MONTH ISN'T SIMPLY
12:22:34:24 ABOUT GOING TO AN EVENT OR
12:22:36:03 WATCHING A VIDEO JUST BECAUSE
12:22:37:24 SOMEBODY IS CHECKING OFF A BOX.
12:22:45:18 >> IT'S A GREAT WAY AND AN
12:22:47:09 EXCELLENT OPPORTUNITY TO
12:22:48:13 HIGHLIGHT ARAB AMERICANS'
12:22:50:25 ACHIEVEMENTS.
12:22:51:13 ARABS DURING THIS MONTH SHOULD
12:22:52:25 COME TOGETHER AND SHARE THEIR
12:22:54:03 DIVERSITY AND THEIR CULTURE.
12:22:55:28 >>> BECAUSE IT'S NOT JUST ABOUT
12:22:58:03 CELEBRATING HERITAGE BUT ALSO
12:22:59:18 SHOWING THOSE REAL-LIFE EXAMPLES
12:23:01:13 THAT MAKE PEOPLE FEEL
12:23:02:18 REPRESENTED AND REPRESENT
12:23:05:15 DIFFERENT CULTURES.
12:23:06:13 >> A PERSON WHO HAS INSPIRED ME
12:23:08:22 IS MY OLDER SISTER.
12:23:13:11 AND IT'S RECOGNITION OF OUR
12:23:17:02 CULTURE AND OUR RELIGION AND
12:23:20:22 ALSO TO FIGHT THE STEREOTYPES
12:23:23:17 PEOPLE HAVE ON US.
12:23:24:22 >> FOR ME, MY FAMILY IS WHAT
12:23:26:05 INSPIRES ME TO ACHIEVE SUCCESS
12:23:28:07 BECAUSE NOT ONLY DO I KNOW HOW
12:23:29:16 MUCH MY PARENTS DID, WHAT THEY
12:23:31:08 ACHIEVED TO MAKE SURE THAT I
12:23:32:09 KNEW THAT I COULD BE SUCCESSFUL,
12:23:34:05 BUT ALSO BECAUSE I WANT TO SET
12:23:35:20 AN EXAMPLE FOR MY SIBLINGS.
12:23:38:09 [MUSIC]
12:23:40:03 >> LET'S GIVE A ROUND OF
12:23:41:17 APPLAUSE FOR THAT AMAZING VIDEO,
12:23:43:09 GREAT JOB!
12:23:44:07 [Applause]
12:23:47:04 >>> AS YOU HEARD MANY OF OUR
12:23:48:29 STUDENTS SHARE, FAMILY PLAYS A
12:23:50:21 CRUCIAL ROLE IN SHARING OUR
12:23:52:02 LIVES AND INSPIRING US TO
12:23:53:27 ACHIEVE OUR GOALS.
12:23:54:29 IT'S HEART WARMING TO HEAR THAT
12:23:56:00 EACH STUDENT IN THE VIDEO
12:23:57:22 ACKNOWLEDGES THE INFLUENCE OF

12:23:58:13 THEIR FAMILY MEMBERS, SO IF WE
12:24:00:05 COULD TAKE A MOMENT OR TWO TO
12:24:03:25 CELEBRATE THE FAMILY MEMBERS AND
12:24:04:27 SCHOOL STAFF, WOULD YOU PLEASE
12:24:06:12 STAND UP TO BE CELEBRATED?
12:24:08:11 THOSE FAMILY MEMBERS AND SCHOOL
12:24:09:18 STAFF WHO ARE HERE!
12:24:12:26 [Applause]
12:24:12:26 THANK YOU! WITHOUT THE SUPPORT
12:24:21:21 OF EACH OF YOU THAT WERE JUST
12:24:24:14 STANDING TODAY TO SUPPORT THESE
12:24:27:09 STUDENT LEADERS, THEIR JOURNEY
12:24:29:15 MAY BE MUCH MORE CHALLENGING.
12:24:33:17 SO DR. DURAN, IF YOU GUYS ARE
12:24:34:19 DOWN THERE, IF YOU'D JOIN ME TO
12:24:37:05 HELP PASS OUT THE CERTIFICATES,
12:24:38:21 I'D REALLY APPRECIATE IT.
12:24:40:06 TONIGHT YOU'LL MEET A FEW OF
12:24:41:15 THESE STUDENTS -- I'M SORRY?
12:24:44:10 [INAUDIBLE] TONIGHT YOU'LL
12:24:47:27 MEET A FEW OF THESE STUDENTS AND
12:24:49:03 WHAT SETS THEM APART AS LEADERS
12:24:51:05 AND ROLE MODELS IN THEIR
12:24:52:11 SCHOOLS.
12:24:53:02 AS I CALL YOUR NAME, PLEASE COME
12:24:54:24 FORWARD AND REMAIN STANDING
12:24:55:25 UNTIL ALL NAMES HAVE BEEN
12:24:57:03 CALLED.
12:24:58:01 WE'LL STAND UP HERE.
12:24:58:15 ARLINGTON CAREER CENTER, MUSTAFA
12:25:05:05 MOHAMMAD.
12:25:06:06 THE ACC PROUDLY RECOGNIZES
12:25:16:13 MUSTAFA.
12:25:22:12 HIS REMARKABLE CONTRIBUTIONS IN
12:25:23:08 AND OUT OF THE CLASSROOM EMBODY
12:25:24:10 THE SPIRIT OF EXCELLENCE AND
12:25:25:25 SERVICE.
12:25:26:26 NOT ONLY HAS HE DEMONSTRATED A
12:25:29:05 DETERMINATION TO IMPROVE HIS
12:25:30:16 ACADEMICS, BUT HE HAS ALSO SHOWN
12:25:33:06 A PROFOUND COMMITMENT TO
12:25:35:04 FOSTERING INCLUSIVITY AND SOCIAL
12:25:37:15 JUSTICE.
12:25:39:06 HE HAS TIRELESSLY ADVOCATED FOR
12:25:41:25 THE RIGHTS OF HIS PEERS,
12:25:43:08 SECURING ESSENTIAL RESOURCES
12:25:44:23 SUCH AS PRAYER ROOMS AND TIME
12:25:46:14 FOR RELIGIOUS OBSERVANCE.
12:25:49:21 HIS LEADERSHIP EXTENDS BEYOND
12:25:51:12 CULTURAL ADVOCACY AS HE ENGAGES
12:25:53:01 IN INITIATIVES SUCH AS DIVERSITY
12:25:54:29 CHATS, PROFESSIONAL DEVELOPMENT
12:25:56:07 FOR TEACHERS AND THE ARLINGTON

12:25:58:18 TECH BOYS' COHORT.
12:26:00:27 CONGRATULATIONS!
12:26:01:07 EUNICE KENNEDY SHRIVER PROGRAM,
12:26:14:09 NOOR MOHAMMAD.
12:26:15:24 NOOR IS A PLEASURE TO HAVE IN
12:26:23:20 THE SHRIVER PROGRAM.
12:26:26:05 HE ENJOYS MUSIC, SPENDING TIME
12:26:28:17 WITH HER FRIENDS AND LEARNING
12:26:29:22 HISTORY.
12:26:30:13 SHE ALSO LIKES TO DANCE, SING IN
12:26:37:25 ARABIC.
12:26:41:10 WHILE IN THE COMMUNITY, SHE
12:26:42:08 ENJOYS RIDING THE BUS, READING
12:26:45:02 METRO-RELATED SIGNS AND LOOKING
12:26:46:17 OUT THE WINDOW DURING HER RIDES.
12:26:49:20 SHE CAN BE OBSERVED WIPING DOWN
12:26:50:25 THE TABLES IN THE CAFETERIA.
12:26:56:02 IN THE AREA OF ACADEMICS, SHE
12:26:58:12 ENJOYS READING, MATH, AND SOCIAL
12:27:00:08 SKILLS LESSONS.
12:27:01:26 SHE CONTINUES TO MAKE PROGRESS
12:27:03:15 ACROSS THE CURRICULUM BY
12:27:04:19 FOLLOWING TEACHERS DIRECTED
12:27:06:27 INSTRUCTION, WORKING IN SMALL
12:27:08:02 GROUPS WITH HER PEERS AND
12:27:11:06 ANSWERING OPEN-ENDED QUESTIONS.
12:27:13:29 CONGRATULATIONS, NOOR.
12:27:15:18 [Applause]
12:27:19:25 >>> HB WOODLAWN.
12:27:22:03 KADIJA HEARN!
12:27:24:18 KADIJA IS AN OUTSTANDING
12:27:33:15 REPRESENTATIVE OF THE HB
12:27:35:27 WOODLAWN COMMUNITY.
12:27:38:22 SHE HAS BEEN INVOLVED WITH THE
12:27:39:20 CULTURE FAIR AND WORKING WITH
12:27:40:25 SOME OF OUR YOUNGER ARAB
12:27:42:06 AMERICAN STUDENTS ON THEIR
12:27:47:08 TABLES AND PRESENTATIONS.
12:27:48:20 KADIJA ORGANIZED THE SALES OF
12:27:53:21 BAKED GOODS AND HAND-MADE ITEMS
12:27:55:16 IN SUPPORT OF PALESTINIAN WOMEN
12:27:57:08 IN GAZA, TIRELESS IN HER EFFORTS
12:28:00:03 TO EDUCATE HER PEERS ON THE
12:28:03:19 EFFORTS OF THE PEOPLE IN GAZA
12:28:05:27 AND THE PLIGHT OF THE PEOPLE
12:28:06:26 THERE.
12:28:07:17 WHILE FASTING AS A PART OF
12:28:08:23 RAMADAN, KADIJA HAS BEEN
12:28:10:11 ENGAGING IN LOTS OF
12:28:11:09 CONVERSATIONS WITH HER
12:28:11:27 NON-MUSLIM PEERS ABOUT THE
12:28:13:19 IMPORTANCE THIS PRACTICE IS TO
12:28:16:18 HER AND HER FAITH.

12:28:18:03 WE ARE LUCKY TO HAVE KADIJA AS
12:28:19:28 AN ACTIVE MEMBER OF OUR SCHOOL
12:28:21:20 COMMUNITY.
12:28:22:14 CONGRATULATIONS, KADIJA!
12:28:24:03 [Applause]
12:28:24:03 WASHINGTON-LIBERTY HIGH SCHOOL,
12:28:32:18 SARA MARTHA.
12:28:35:26 [Applause]
12:28:35:26 SARA MARTHA IS A JUNIOR STUDENT
12:28:41:02 LEADER AND OUTSTANDING CITIZEN
12:28:42:19 AT WASHINGTON-LIBERTY HIGH
12:28:43:17 SCHOOL.
12:28:44:12 SHE IS AN ACADEMIC SCHOLAR, THE
12:28:46:00 PRESIDENT OF HER SCHOOL'S MUSLIM
12:28:47:12 STUDENT ASSOCIATION, AND AN
12:28:48:11 ACTIVE MEMBER OF OUR COMMUNITY
12:28:49:25 THROUGH PARTICIPATION IN
12:28:51:16 VOLUNTEER WORK IN JUSTICE
12:28:52:23 AWARENESS RESEARCH AT GEORGE
12:28:54:02 MASON UNIVERSITY.
12:28:55:16 AN IMPORTANT FIGURE FOR SARAH IS
12:28:58:24 (WORD OR NAME NOT RECOGNIZED)
12:28:59:25 BECAUSE WHILE HE MIGHT NOT HAVE
12:29:01:07 BEEN A WORLD LEADER, HE WAS A
12:29:02:26 BIG FIGURE WHO DEVELOPED MAPS
12:29:05:08 AND COLLECTED HISTORICAL
12:29:06:19 EVIDENCE USED WORLDWIDE TODAY.
12:29:08:24 SARAH STILL REMEMBERS THE MOMENT
12:29:10:19 WHEN EBAN WAS CONSTANTLY CITED
12:29:15:25 IN HER CLASS ACTIVITIES AND SHE
12:29:17:20 DECIDED TO GOOGLE HIS NAME WHEN
12:29:19:09 SHE FOUND OUT HE WAS FROM
12:29:20:24 MOROCCO.
12:29:23:09 SHE WAS SURPRISED TO SEE HE WAS
12:29:25:24 RELATED TO HER OWN BACKGROUND
12:29:27:09 FORMING THESE TEXTBOOKS AND
12:29:29:21 CLASS MATERIALS AND THERE WAS SO
12:29:30:22 MUCH MORE HISTORY AND SO MANY
12:29:32:21 FIGURES NEVER TALKED ABOUT OUR
12:29:34:03 SHOWED WHICH MADE HER DEVELOP
12:29:35:18 THIS ATTITUDE WITHOUT REALIZING
12:29:37:12 THAT IT WAS JUST WOULDN'T BE
12:29:40:27 SOMEONE LIKE HER THAT THE WORLD
12:29:42:25 WOULDN'T BE REPRESENTED.
12:29:44:20 FOR SARAH, THAT IS WHAT HERITAGE
12:29:47:02 MONTH MEANS TO HER.
12:29:48:27 IT'S NOT ABOUT FORCING
12:29:49:22 INFORMATION ON PEOPLE OR MAKING
12:29:51:07 THEM APPRECIATE SOMETHING OR
12:29:52:18 SOMEONE SIMPLY BECAUSE IT'S THAT
12:29:56:27 HERITAGE MONTH AND CHECKING OFF
12:29:58:09 THE BOX, BUT SHOWING PEOPLE THEY
12:30:00:18 ARE REPRESENTED IN THE SUBJECT

12:30:02:09 TOO WHICH AT THE SAME TIME
12:30:03:10 EXPOSES STUDENTS WHO AREN'T A
12:30:04:22 PART OF THAT HERITAGE THAT
12:30:05:24 THERE'S A DIVERSE WORLD OF
12:30:07:03 KNOWLEDGE.
12:30:07:27 SARAH NOTED THAT IT MEANT SO
12:30:08:26 MUCH MORE TO HER TO SEE SOMEONE
12:30:11:11 LEAK HER THAT COULD BE THAT
12:30:12:23 IMPORTANT IN AN AMERICAN HIGH
12:30:13:21 SCHOOL CLASS TODAY.
12:30:16:00 SIMPLY FORCING THE CLASS TO
12:30:16:24 WATCH A VIDEO OR ATTEND AN EVENT
12:30:19:03 BECAUSE TO HER, IT WAS ALWAYS A
12:30:20:16 REAL-LIFE EXAMPLE THAT SHOWS THE
12:30:22:11 IMPORTANCE OF DIFFERENT
12:30:23:15 CULTURES.
12:30:24:16 SARAH'S FAMILY IS WHAT INSPIRES
12:30:25:24 HER TO ACHIEVE SUCCESS BECAUSE
12:30:27:12 NOT ONLY DID SHE KNOW AND SEE
12:30:29:18 HER PARENTS WORK HARD TO SET HER
12:30:31:13 UP FOR SUCCESS, BUT IT ALSO GAVE
12:30:33:12 HER SOMETHING TO WORK FOR.
12:30:36:05 SARAH STRIVES FOR SUCCESS
12:30:36:12 BECAUSE SHE WANTS TO MAKE HER
12:30:37:21 FAMILY PROUD AND BECAUSE SHE
12:30:39:02 WANTS TO HELP SET A GOOD EXAMPLE
12:30:40:21 AS THE OLDEST OF HER YOUNGER
12:30:43:00 SIBLINGS.
12:30:44:01 SHE WANTS THEM TO SEE WHAT IT
12:30:45:25 LOOKS LIKE TO WORK HARD AND
12:30:47:00 ACHIEVE YOUR GOALS AND BY DOING
12:30:48:29 THAT, SHE WILL ALSO BE
12:30:50:04 CONTINUING WHAT HER PARENTS
12:30:51:06 TAUGHT HER.
12:30:52:27 THE THING THAT MOTIVATES SARAH
12:30:54:05 TO ACHIEVE EXCELLENCE IN HER OWN
12:30:56:10 GOALS OF WANTING TO BE THE BEST
12:30:57:20 SHE CAN BE FOR HERSELF AND ALSO
12:30:59:11 BEING IN A POSITION WHERE SHE
12:31:00:10 CAN HELP OTHERS,
12:31:01:27 CONGRATULATIONS, SARAH.
12:31:03:02 [Applause]
12:31:03:02 WAKEFIELD HIGH SCHOOL, NADAL
12:31:11:04 GAMAL!
12:31:12:09 [Applause]
12:31:12:09 NADAL IS A JUNIOR AT WAKEFIELD
12:31:20:08 HIGH SCHOOL.
12:31:20:29 SHE GAME TO ARLINGTON FROM
12:31:22:07 ALEXANDRIA EGYPT IN THE FOURTH
12:31:24:08 GRADE.
12:31:25:03 NADAL CHALLENGES HERSELF BY
12:31:26:07 ENROLLING IN AND ACHIEVING
12:31:28:22 ACADEMIA EXCELLENCE IN THE MOST

12:31:30:04 RIGOROUS COURSES AVAILABLE.
12:31:32:16 SHE HAS EXCELLED IN ADVANCE
12:31:34:00 PLACEMENT, DUAL ENROLLMENT AND
12:31:35:15 INTENSIFIED CLASSES THROUGHOUT
12:31:36:18 HER HIGH SCHOOL CAREER CURRENTLY
12:31:38:19 EARNING A 3.5 CUMULATIVE GPA.
12:31:42:24 SHE IS A MEMBER OF THE MUSLIM
12:31:43:26 STUDENT ASSOCIATION AND
12:31:44:17 SECRETARY FOR THE FAMILY,
12:31:46:04 CAREER, AND COMMUNITY LEADERS OF
12:31:47:27 AMERICA.
12:31:48:14 WHEN ASKED ABOUT A PERSON WHO
12:31:49:09 INSPIRES HER, SHE NAMED HER
12:31:50:25 SISTER, BECAUSE OF HER ACADEMIC
12:31:55:28 ACHIEVEMENTS AND THE FACT SHE
12:31:57:27 EARNED A FULL SCHOLARSHIP.
12:32:00:09 SHE WOULD LIKE TO EARN A
12:32:01:17 SCHOLARSHIP TO A HIGHLY
12:32:02:22 COMPETITIVE UNIVERSITY WHERE SHE
12:32:04:27 WILL MAJOR IN CRIMINAL JUSTICE
12:32:06:02 AND FULFILL HER DREAM OF HELPING
12:32:08:04 INDIVIDUALS WHO HAVE BEEN
12:32:09:05 WRONGLY CONVICTED.
12:32:11:20 SHE STATES THIS MONTH IS
12:32:13:02 IMPORTANT TO HER BECAUSE OF THE
12:32:14:11 RECOGNITION TO BRING AWARENESS
12:32:16:19 TO WHO WE ARE.
12:32:18:01 HER MOTIVATION TO ACHIEVE
12:32:19:03 EXCELLENCE STEMS FROM HER BELIEF
12:32:20:21 THAT SHE MUST WORK HARD IN ORDER
12:32:22:09 TO REACH HER GOALS.
12:32:23:21 CONGRATULATIONS, NADAL!
12:32:25:19 [Applause]
12:32:25:19 YORKTOWN HIGH SCHOOL, NOR-EL.
12:32:39:00 [Applause]
12:32:39:00 NOR IS A SOPHOMORE AT YORKTOWN
12:32:41:29 HIGH SCHOOL SELECTED FOR THIS
12:32:43:03 HONOR AS SHE EXEMPLIFIES
12:32:44:26 YORKTOWN'S MOTTO.
12:32:48:24 HER GPA IS 3.9 WHICH INCLUDES AP
12:32:52:11 GEOGRAPHY.
12:32:53:02 SHE PLANS TO TAKE FOUR AP
12:32:55:08 CLASSES IN HER JUNIOR YEAR.
12:32:57:20 AS VICE PRESIDENT OF THE MUSLIM
12:33:00:02 STUDENT ASSOCIATION, SHE'S
12:33:01:03 HELPED BUILD A COMMUNITY FOR HER
12:33:02:29 FELLOW STUDENTS AND RAISE MONEY.
12:33:04:18 SHE IS MOST PROUD OF A
12:33:06:00 COLLABORATION WITH THE STUDENT
12:33:07:22 ASSOCIATIONS OF OTHER APS HIGH
12:33:09:17 SCHOOLS FOR A GROUP TO BREAK
12:33:11:25 THEIR FAST DURING RAMADAN.
12:33:14:07 SHE IS A RESPECTED AND POLITE

12:33:16:22 STUDENT READY TO HELP OUT
12:33:18:00 WHENEVER SHE CAN.
12:33:20:12 SHE WAS STRUMAL IN THE
12:33:21:20 IMPLEMENTATION OF YORKTOWN'S
12:33:22:28 FIRST CULTURAL FESTIVAL WITH
12:33:24:13 OTHER MEMBER OF THE CLUB'S
12:33:25:15 LEADERSHIP ASSOCIATION.
12:33:26:16 AFTER GRADUATION, SHE WOULD LIKE
12:33:27:24 TO STUDY SOCIOLOGY, PSYCHOLOGY,
12:33:29:17 OR DERMATOLOGY.
12:33:31:09 CONGRATULATIONS!
12:33:32:03 [Applause]
12:33:32:03 SO PLEASE GIVE A ROUND OF
12:33:39:05 APPLAUSE TO THIS AMAZING GROUP
12:33:41:00 OF STUDENTS!
12:33:42:25 [Applause]
12:33:42:25 APS IS PROUD OF THESE
12:33:50:23 ARAB-AMERICAN STUDENTS FOR THEIR
12:33:52:15 LEADERSHIP, COMMITMENT, AND HARD
12:33:53:27 WORK, DETERMINATION AND MOST OF
12:33:55:12 ALL SETTING THE BAR FOR OUR
12:33:57:11 STUDENT LEADERS.
12:33:58:26 STUDENTS, DON'T FORGET TO TAKE
12:34:00:04 YOUR PICTURES WHEN WE LEAVE.
12:34:02:03 WE'D NOW ASK THE SCHOOL BOARD TO
12:34:03:11 COME ON UP AND ADMINISTRATORS AS
12:34:05:09 WELL.
12:34:06:09 ADMINISTRATORS, COME ON UP AS
12:34:07:04 WELL, WE'RE GOING TO TAKE
12:34:08:09 PICTURES.
12:35:16:14
12:35:17:04 >> CONGRATULATIONS, AND DON'T
12:35:18:20 FORGET TO PICK UP YOUR PHOTOS IN
12:35:20:09 THE HALLWAY ON YOUR WAY OUT.
12:35:22:15 [Applause]
12:35:58:10 >> I'M HONORED TO PRESENT OUR
12:35:59:21 NEXT RECOGNITION, THE 2024
12:36:02:00 HONORED CITIZENS.
12:36:03:25 FIRST I WANT TO THANK THE HB
12:36:05:06 WOODLAWN ORCHESTRA FOR PROVIDING
12:36:08:28 THE WONDERFUL MUSIC DURING OUR
12:36:10:09 RECEPTION.
12:36:12:00 [Applause]
12:36:12:00 SINCE 1975, THE BOARD HAS
12:36:19:29 ESTABLISHED A MEMORABLE
12:36:21:23 TRADITION OF RECOGNIZING SPECIAL
12:36:23:09 VOLUNTEERS WHO HAVE MADE
12:36:25:13 EXTRAORDINARY CONTRIBUTIONS TO
12:36:26:14 ARLINGTON PUBLIC SCHOOLS.
12:36:27:22 THE HONORED CITIZEN AWARD
12:36:29:13 RECOGNIZES THE COUNTLESS HOURS
12:36:31:08 OVER MANY YEARS THAT COMMUNITY
12:36:32:13 MEMBERS SPEND DEDICATING THEIR

12:36:33:25 TIME TO A WIDE VARIETY OF SCHOOL
12:36:35:14 ACTIVITIES IN SUPPORTING OUR
12:36:37:26 STUDENTS AND STAFF.
12:36:39:10 WHILE WE RECOGNIZE AND
12:36:40:01 APPRECIATE ALL APS VOLUNTEERS
12:36:41:19 FOR THEIR CONTRIBUTIONS TO OUR
12:36:43:21 STUDENTS' WELL-BEING, THE
12:36:45:22 INDIVIDUALS CHOSEN AS HONORED
12:36:47:18 CITIZENS STAND OUT FOR HAVING
12:36:48:26 DEMONSTRATED AN ONGOING,
12:36:52:23 SUSTAINED COMMITMENT TO OUR
12:36:53:27 STUDENTS AND SCHOOLS AND
12:36:54:22 COMMUNITIES FOR OVER FIVE YEARS.
12:36:56:17 THROUGH THEIR VOLUNTEER WORK,
12:36:57:18 HONORED CITIZENS SUPPORT THE APS
12:36:59:27 STRATEGIC GOALS OF PROVIDING
12:37:01:05 MULTIPLE PATHWAYS TO STUDENT
12:37:02:27 SUCCESS, ENSURING THAT STUDENTS
12:37:04:13 ARE HEALTHY, SAFE, AND
12:37:06:01 SUPPORTED, AND BUILDING AND
12:37:07:22 MAINTAINING STRONG AND MUTUALLY
12:37:09:24 SUPPORTIVE PARTNERSHIPS.
12:37:11:26 TO CELEBRATE THESE REMARKABLE
12:37:13:00 INDIVIDUALS AND THANK THEM FOR
12:37:15:03 THEIR MANY CONTRIBUTIONS, WE
12:37:16:05 WILL PRESENT OUR HONORED
12:37:17:06 CITIZENS WITH A TOKEN OF OUR
12:37:19:10 APPRECIATION, ONE OF THESE.
12:37:22:06 AS WE CALL THE NAME OF EACH
12:37:23:11 HONORED CITIZEN, WE INVITE YOU
12:37:24:27 TO COME FORWARD AND STAY AT THE
12:37:27:15 FRONT OF THE ROOM UNTIL WE CAN
12:37:29:00 CALL THE NEXT AWARD RECIPIENT.
12:37:30:12 WE WILL TAKE A GROUP PICTURE
12:37:31:23 WITH ALL THE HONOREES AT THE
12:37:33:15 END.
12:37:34:13 Ms. KADERA, PLEASE INTRODUCE
12:37:36:05 OUR FIRST HONORED CITIZEN.
12:37:49:03 >> I AM PLEASED TO INTRODUCE
12:37:51:22 HONORED CITIZEN Ms. TIA
12:37:53:17 ALFRED.
12:37:55:04 Ms. ALFRED IS A STRONG --
12:37:59:23 [Applause]
12:38:00:03 -- Ms. ALFRED IS A STRONG
12:38:04:16 SUPPORTER OF ARLINGTON PUBLIC
12:38:06:07 SCHOOLS.
12:38:08:04 SHE HAS VOLUNTEERED ON A WIDE
12:38:09:16 VARIETY OF ADVISORY COMMITTEES
12:38:12:11 AS WELL AS SCHOOL AND COMMUNITY
12:38:13:21 EVENTS.
12:38:15:06 Ms. ALFRED'S THOUGHTFUL
12:38:16:20 ENGAGEMENT WITH LEADERSHIP,
12:38:18:17 STAFF, AND STUDENTS, OFTEN LEADS

12:38:20:09 TO CONSTRUCTIVE SUGGESTIONS TO
12:38:22:18 BETTER APS.
12:38:24:23 DESPITE THE DEMANDS OF HER OWN
12:38:26:05 LIFE, Ms. ALFRED IS DESCRIBED
12:38:28:14 AS SOMEONE WHO CAN ALWAYS BE
12:38:29:19 COUNTED ON TO LEND A HELPING
12:38:31:05 HAND, OFFER WORDS OF
12:38:32:13 ENCOURAGEMENT, LEND A LISTENING
12:38:35:09 EAR OR PROVIDE PRACTICAL
12:38:38:09 ASSISTANCE TO ANYONE IN NEED.
12:38:41:02 SHE EXEMPLIFIES A SPIRIT OF
12:38:43:01 SERVICE THAT EXTENDS FAR BEYOND
12:38:45:12 HERSELF.
12:38:46:10 CONGRATULATIONS, Ms. ALFRED,
12:38:47:28 THANK YOU FOR YOUR SUPPORT AT
12:38:49:16 OUR SCHOOLS!
12:38:51:00 [Applause]
12:39:01:01 >> IT IS MY HONOR TO PRESENT THE
12:39:02:20 NEXT HONORED CITIZEN AWARD TO
12:39:05:25 GINA ARGOTTI.
12:39:07:24 [Applause]
12:39:07:24 SHE HAS BEEN A COMMITTED
12:39:15:25 VOLUNTEER FOR OVER TEN YEARS AT
12:39:17:10 APS.
12:39:19:18 SHE IS ALSO AN ACTIVE ADVOCATE
12:39:21:00 ON CRITICAL ISSUES AND HAS LED
12:39:23:11 CONVERSATIONS WITH ELECTED
12:39:24:09 OFFICIALS AND ADMINISTRATORS TO
12:39:25:20 BRING AWARENESS OF CONCERNS THAT
12:39:27:09 AFFECT OUR STUDENTS.
12:39:29:20 SHE WAS FEATURED IN THE PARENT
12:39:31:05 RESOURCE CENTER'S EDUCATIONAL
12:39:33:00 VIDEO, A SHORT NOVEL EDUCATING
12:39:37:05 SPANISH-SPEAKING PARENTS ABOUT
12:39:38:29 THE UNIQUE EDUCATION PROCESS,
12:39:41:04 ADVOCACY, AND RESOURCES FOR
12:39:43:00 THEIR STUDENTS WITH DISABILITIES
12:39:44:11 IN APS.
12:39:46:28 DESCRIBED AS A PARENT LEADER AND
12:39:48:07 COMMUNITY VOICE, SHE IS ALWAYS
12:39:51:20 LOOKING FOR WAYS TO HELP LATINO
12:39:54:09 PARENTS ADVOCATE FOR THEIR
12:39:55:17 STUDENTS' SUCCESS.
12:39:57:01 CONGRATULATIONS AND THANK YOU
12:39:58:02 FOR YOUR SUPPORT AT OUR SCHOOLS!
12:40:00:17 [Applause]
12:40:08:01 >>> Ms. TURNER, PLEASE JOIN ME
12:40:10:09 AT THE PODIUM TO INTRODUCE OUR
12:40:11:25 NEXT HONORED CITIZEN.
12:40:22:27 >> IT IS MY HONOR TO PRESENT THE
12:40:24:02 HONORED CITIZEN AWARD TO
12:40:27:20 Ms. BROWN.
12:40:28:15 Ms. BROWN HAS BROUGHT HER

12:40:29:19 PASSION FOR DIGGING IN THE DIRT
12:40:30:25 AND EXPLORING NATURE BY HELPING
12:40:32:27 TO DEVELOP OUTDOOR CLASSROOMS
12:40:34:25 AND GARDEN COMMUNITIES AT OUR
12:40:36:00 SCHOOLS TO ALLOW OUR STUDENTS TO
12:40:37:18 EXPERIENCE NATURE'S ECOSYSTEM.
12:40:39:00 THROUGH HER DEMANDING WORK OF
12:40:40:05 GARDENING AND RAISING
12:40:41:00 VEGETABLES, Ms. BROWN HAS
12:40:42:12 DEVELOPED A WELCOMING
12:40:43:14 ENVIRONMENT FOR STUDENTS AND
12:40:45:15 COMMUNITY MEMBERS.
12:40:46:09 THE COMMUNITY APPLAUDS HER FOR
12:40:47:11 HER INVALUABLE CONTRIBUTIONS TO
12:40:49:23 COLLABORATING WITH THE SCHOOL
12:40:50:15 COMMUNITY ON A FIVE-YEAR PLAN TO
12:40:52:07 SUSTAIN A MISSION TO RAISE
12:40:55:08 VEGETABLES FOR COMMUNITY
12:40:55:26 ORGANIZATIONS.
12:40:56:20 Ms. BROWN EXEMPLIFIES THE
12:41:02:27 SPIRIT OF COOPERATION THAT HAS
12:41:04:21 MADE A DIFFERENCE FOR OUR
12:41:05:26 STUDENTS.
12:41:06:24 CONGRATULATIONS, Ms. BROWN,
12:41:07:22 THANK YOU FOR YOUR SUPPORT AT
12:41:09:07 OUR SCHOOLS.
12:41:09:25 [Applause]
12:41:14:19 >>> IT IS ALSO MY HONOR TO
12:41:15:21 PRESENT THE HONORED CITIZEN
12:41:16:29 AWARD TO ANDREW GREENWOOD.
12:41:19:03 [Applause]
12:41:19:03 MR. GREENWOOD IS DESCRIBED AS A
12:41:28:15 STELLAR FATHER AND VOLUNTEER WHO
12:41:30:04 HAS SERVED ON A WIDE VARIETY OF
12:41:31:27 ADVISORY COMMITTEES AS WELL AS
12:41:33:05 WORKING GROUPS.
12:41:34:22 EVERYONE KNOWS HIM AS FRIENDLY
12:41:35:24 AND EFFICIENT BECAUSE WHENEVER
12:41:37:09 THERE IS AN ISSUE, MR. GREENWOOD
12:41:38:28 CAN SEE THINGS FROM THE POINT OF
12:41:40:13 VIEW OF ALL INVOLVED, KEEP A
12:41:41:29 LEVEL HEAD, AND GUIDE PEACEFUL
12:41:43:24 RESOLUTIONS.
12:41:44:19 HE IS A STRONG SUPPORTER OF THE
12:41:46:01 GREEN VALLEY NEIGHBORHOOD AND
12:41:47:03 THE DREW MODEL SCHOOL PROGRAM.
12:41:49:22 HE IS DEDICATED TO WORKING WITH
12:41:51:01 APS TO SUPPORT ITS MOST VALUABLE
12:41:52:29 ASSETS, OUR STUDENTS.
12:41:55:04 NOT ONLY DOES HE DEVOTE HIS TIME
12:41:57:00 TO VOLUNTEERING AT APS, BUT HE
12:41:58:22 IS ALSO AN AVID VOLUNTEER WITH
12:42:00:27 HIS CHURCH, THE BOY SCOUTS OF

12:42:02:23 AMERICA, AND VARIOUS ARLINGTON
12:42:04:27 COUNTY SPORTS TEAMS AND
12:42:05:25 PROGRAMS.
12:42:06:29 CONGRATULATIONS, MR. GREENWOOD,
12:42:08:08 THANK YOU FOR YOUR SUPPORT AT
12:42:09:09 OUR SCHOOLS.
12:42:09:24 [Applause]
12:42:09:24 Ms. ZECHER SUTTON, PLEASE JOIN
12:42:19:15 ME AT THE PODIUM TO INTRODUCE
12:42:22:22 OUR NEXT HONORED CITIZENS.
12:42:31:10 >> THANK YOU, IT IS MY HONOR TO
12:42:32:28 PRESENT THE HONORED CITIZEN
12:42:34:06 AWARD TO LOUISE VOGEL.
12:42:37:25 [CHEERING AND APPLAUSE]
12:42:37:25 Ms. VOGEL IS A MUCH CELEBRATED
12:42:54:00 AND RETIRED APS TEACHER WHO HAS
12:42:58:05 CONSISTENTLY DEMONSTRATED AN
12:42:59:21 UNWAVERING COMMITMENT TO THE
12:43:01:22 BETTERMENT OF OUR COMMUNITY
12:43:03:16 MAINLY THROUGH HER EXCEPTIONAL
12:43:05:07 EFFORTS IN TUTORING.
12:43:07:06 SHE IS DESCRIBED AS A PERSON
12:43:08:21 WITH AN EXTRAORDINARY ABILITY TO
12:43:11:02 CONNECT WITH STUDENTS OF ALL
12:43:13:00 BACKGROUNDS AND ABILITIES,
12:43:14:18 CREATING AN INCLUSIVE AND
12:43:16:06 SUPPORTIVE LEARNING ENVIRONMENT
12:43:17:23 WHERE EACH STUDENT FEELS VALUED
12:43:19:28 AND EMPOWERED TO SUCCEED.
12:43:22:18 Ms. VOGEL'S DEDICATION TO
12:43:24:09 STUDENTS' ACADEMIC GROWTH AND
12:43:26:07 SUCCESS SHINES BRIGHTEST WHEN
12:43:28:02 WORKING WITH ADULT LEARNERS FROM
12:43:30:00 DIFFERENT CULTURAL BACKGROUNDS
12:43:31:24 AT ARLINGTON COMMUNITY HIGH
12:43:32:22 SCHOOL.
12:43:34:16 Ms. VOGEL'S VOLUNTEER
12:43:36:10 ACTIVITIES AT APS PROVIDE
12:43:37:25 ACADEMIC SUPPORT AND TRANSFORM
12:43:39:06 LIVES ONE STUDENT AT A TIME.
12:43:42:08 CONGRATULATIONS, Ms. VOGEL,
12:43:44:09 THANK YOU FOR YOUR SUPPORT!
12:43:45:24 [Applause]
12:43:52:18 >> AND FINALLY, IT'S MY HONOR TO
12:43:54:03 PRESENT THE LAST BUT NOT LEAST
12:43:55:28 HONORED CITIZEN AWARD TO LAURA
12:43:58:00 WATCHMAN.
12:43:59:00 [Applause]
12:43:59:00 OVER THE LAST DECADE,
12:44:07:09 Ms. WATCHMAN HAS BEEN A
12:44:08:17 PASSIONATE VOLUNTEER WITH
12:44:09:22 ARLINGTON PUBLIC SCHOOLS
12:44:11:06 FOCUSING ON ACTIVITIES TO

12:44:12:21 SUPPORT AND PROMOTE OUR SCHOOL
12:44:14:09 DIVISION'S WORK TOWARDS GREATER
12:44:15:21 SUSTAINABILITY.
12:44:17:22 Ms. WATCHMAN IS DESCRIBED AS
12:44:18:27 AN EXCEPTIONAL LEADER WITH
12:44:20:09 EXCELLENT COMMUNICATION AND
12:44:21:29 DIPLOMACY SKILLS DEDICATED TO
12:44:24:15 ENGAGING AND EMPOWERING YOUTH
12:44:26:03 LEADERS THROUGH INITIATIVES THAT
12:44:27:12 INSPIRE STUDENTS TO BE
12:44:29:07 PASSIONATE ABOUT OUR ENVIRONMENT
12:44:30:18 AND CIVIC DUTY.
12:44:34:00 Dr. DOT LE, SCIENCE
12:44:36:18 SUPERVISOR, DESCRIBED
12:44:37:25 Ms. WATCHMAN AS A CARING,
12:44:39:24 DEDICATED, AND PASSIONATE
12:44:41:06 VOLUNTEER WHO MAKES OUR SCHOOL
12:44:43:01 SYSTEM ONE OF WHICH ALL
12:44:44:12 STAKEHOLDERS CAN BE PROUD.
12:44:45:27 Ms. CATHY LIN, DIRECTOR OF
12:44:48:12 FACILITIES AND OPERATIONS,
12:44:49:18 DESCRIBES Ms. WATCHMAN AS
12:44:51:10 SOMEONE WHO EMBODIES THE
12:44:52:28 MISSION, VISION, AND CORE VALUES
12:44:54:14 OF APS AND IS COMMITTED TO
12:44:55:26 HELPING OTHERS TO MAKE APS A
12:44:58:12 SUCCESSFUL AND POSITIVE
12:44:59:19 EXPERIENCE FOR STUDENTS, STAFF,
12:45:01:21 AND OUR COMMUNITY.
12:45:03:18 CONGRATULATIONS, Ms. WATCHMAN!
12:45:05:17 [Applause]
12:45:17:10 >> AS ALWAYS, WE HAVE AN
12:45:18:12 INSPIRING GROUP OF HONORED
12:45:19:25 CITIZENS THIS YEAR.
12:45:20:26 ARLINGTON PUBLIC SCHOOLS OWES SO
12:45:21:25 MUCH OF OUR SUCCESS TO THE
12:45:23:16 SUPPORT THAT OUR VOLUNTEERS
12:45:24:14 PROVIDE TO THE STUDENTS AND OUR
12:45:26:20 COMMUNITY.
12:45:27:27 CONTRIBUTING IN SUCH VALUABLE
12:45:29:09 AND MEANINGFUL WAYS, THESE
12:45:31:04 VOLUNTEERS SPEND MANY HOURS
12:45:32:15 WORKING ON PROJECTS AND EVENTS
12:45:33:24 WITH STUDENTS, TEACHERS, AND
12:45:35:06 FAMILIES.
12:45:36:17 THEIR FRIENDS, FAMILIES, AND
12:45:39:20 COLLEAGUES KNOW HOW MUCH TIME
12:45:41:02 AND ENERGY THESE VOLUNTEERS GIVE
12:45:43:00 TO THE COMMUNITY AND WE WANT TO
12:45:45:15 ACKNOWLEDGE THIS SUPPORT.
12:45:46:13 WE ALSO APPRECIATE THE COMMUNITY
12:45:47:14 MEMBERS AND STAFF WHO SUBMITTED
12:45:48:26 NOMINATIONS AND SUPPORTING

12:45:50:01 DOCUMENTS FOR ALL OF OUR HONORED
12:45:51:21 CITIZENS AND NOMINEES.
12:45:53:16 FINALLY, TO OUR 2024 HONORED
12:45:55:08 CITIZENS, THANK YOU AGAIN FOR
12:45:56:17 YOUR COMMITMENT AND DEDICATION
12:45:58:05 TO OUR STUDENTS, OUR FAMILIES,
12:46:00:10 AND THE ARLINGTON COMMUNITY.
12:46:02:15 CONGRATULATIONS AND WE WISH YOU
12:46:03:14 ALL THE BEST.
12:46:06:12 [Applause]
12:46:06:19 >> MAY I PLEASE ASK YOU TO COME
12:46:08:08 UP?
[Applause]
12:47:07:16 >> WE WILL TAKE A SHORT RECESS
12:47:09:08 NOW SO THOSE WITH OTHER
12:47:10:19 COMMITMENTS CAN LEAVE.
12:47:14:21 OUR BOARD MEETING WILL RECONVENE
12:47:16:09 AT 7:35.
12:47:18:21 [RECESS]
12:54:20:27 >> ALL RIGHT, WELCOME BACK.
12:54:23:26 THANK YOU FOR YOUR PATIENCE.
12:54:24:24 WE ARE NOW AT CONSENT.
12:54:26:16 MAY I HAVE A MOTION TO ADOPT THE
12:54:27:28 CONSENT AGENDA?
12:54:29:23 >> I MOVE TO ADOPT THE CONSENT
12:54:32:09 AGENDA.
12:54:32:23 >> IS THERE A SECOND?
12:54:33:25 >> SECOND.
12:54:34:13 >> ALL IN FAVOR, PLEASE SAY YES.
12:54:38:05 ANY OPPOSED, PLEASE SAY NO.
12:54:40:08 MOTION PASSES 4-0.
12:54:43:07 I WOULD LIKE TO ANNOUNCE UNDER
12:54:44:09 CONSENT, THE SCHOOL BOARD
12:54:46:03 APPROVED NEW APPOINTMENTS IN
12:54:47:04 SAYS, POSITIONS AT ARLINGTON
12:54:49:00 PUBLIC SCHOOLS AS DISPLAYED ON
12:54:50:15 THIS SLIDE HERE.
12:54:52:27 CONGRATULATIONS.
12:54:53:17 [Applause]
12:54:53:17 CONGRATULATIONS TO OUR NEW TEAM
12:54:58:02 MEMBERS.
12:54:59:00 WE WELCOME YOU TO APS AND LOOK
12:55:00:21 FORWARD TO OUR WORK TOGETHER.
12:55:01:27 IN ADDITION, THE BOARD ADOPTED
12:55:03:13 REVISIONS TO SCHOOL BOARD POLICY
12:55:07:01 B-2.1.3 MEMBERS, CONDUCT,
12:55:12:23 B.2.61, CONFLICT OF INTEREST,
12:55:17:09 D-1.3.0 GOALS, FINANCE.
12:55:20:29 I-7.5, ADULT COMMUNITY
12:55:22:28 EDUCATION, I-11.6.33, AWARD OF
12:55:27:15 CREDIT, AND J-10.1.3, RETURN TO
12:55:30:18 LEARN PLANS FOR STUDENTS
12:55:31:29 EXPERIENCING TRAUMATIC BRAIN

12:55:33:20 INJURY OR OTHER MEDICAL OR
12:55:35:05 PSYCHOLOGICAL ILLNESS.
12:55:42:12 FOOD AND NUTRITION SERVICES,
12:55:43:17 UNPAID MEAL CHARGE.
12:55:46:25 SOME OF THE REVISIONS INCLUDE
12:55:49:20 BETTER ALIGNMENT WITH THE
12:55:50:24 VIRGINIA CODE.
12:55:51:22 THE SUPERINTENDENT HAS APPROVED
12:55:52:16 THE POLICY IMPLEMENTATION
12:55:54:00 PROCEDURES RELATED TO THIS
12:55:54:25 POLICY.
12:55:55:19 WE ARE NOW AT ANNOUNCEMENTS.
12:55:57:11 THE SCHOOL BOARD WILL HOLD THE
12:55:58:12 FOLLOWING MEETINGS.
12:55:59:20 MAY 9, CLOSED MEETING, FOR:30
12:56:02:00 p.m. BOARD CONFERENCE ROOM.
12:56:04:02 MAY 9TH, SCHOOL BOARD MEETING,
12:56:05:15 7 p.m., BOARD CONFERENCE ROOM.
12:56:07:20 BOARD MEMBERS, DO YOU HAVE ANY
12:56:08:21 ANNOUNCEMENTS?
12:56:13:00 >> THANK YOU.
12:56:13:17 I JUST WANTED TO SHARE THAT LAST
12:56:14:23 THURSDAY, THE ARLINGTON PUBLIC
12:56:15:27 LIBRARY, THE ARLINGTON BRANCH OF
12:56:17:16 THE NAACP AND APS CO-SPONSORED A
12:56:21:00 SCREENING OF THE DOCUMENTARY,
12:56:22:15 THE RIGHT TO READ, WHICH
12:56:24:11 PROVIDES AN EXTRAORDINARY LENS
12:56:25:24 ON LITERACY AS ONE OF THE
12:56:27:19 GREATEST CIVIL RIGHTS ISSUES OF
12:56:29:18 OUR TIME.
12:56:31:04 DR. DURAN, Dr. MANN, AND I ALL
12:56:33:02 ATTENDED AND WE NOTICED A NUMBER
12:56:34:15 OF TEACHERS IN THE AUDIENCE, SO
12:56:35:27 I JUST WANTED TO GIVE A SHOUTOUT
12:56:37:26 TO THOSE TEACHERS WHO WORK SO
12:56:40:08 HARD ON BEHALF OF OUR KIDS AND
12:56:41:14 WHO ALSO CAME OUT TO ATTEND THE
12:56:43:06 PROGRAM ON THEIR OWN TIME TO GET
12:56:45:02 SOME EXTRA INSPIRATION AND
12:56:47:03 INFORMATION.
12:56:51:19 >> THANK YOU.
12:56:52:13 Ms. KADERA?
12:56:52:28 >> THANK YOU.
12:56:53:12 I HAVE SOME ANNOUNCEMENTS FROM
12:56:54:27 MY LIAISON SCHOOLS AND I
12:56:56:15 RECEIVED SOME PHOTOS FIRST FROM
12:56:59:13 CARDINAL ELEMENTARY.
12:57:01:02 YESTERDAY THERE WAS A PEP RALLY
12:57:02:00 AT CARDINAL ELEMENTARY FOR THE
12:57:03:18 WASHINGTON CAPITALS WHO SOME OF
12:57:05:03 YOU MAY KNOW ARE IN THE NHL
12:57:07:01 PLAYOFFS.

12:57:07:28 THEY HOSTED A PEP RALLY ROCKIN'
12:57:12:06 THE RED WHERE STUDENTS WORE RED
12:57:14:24 AND HOSTED THE CAPITALS' MASCOT
12:57:17:03 THERE.
12:57:18:24 [LAUGHTER]
12:57:20:18 WE ALSO HAVE AN ANNOUNCEMENT
12:57:22:19 FROM THE CAREER CENTER WHERE THE
12:57:26:04 TV PRODUCTION BARBERING AND
12:57:28:16 COSMETOLOGY TEAMS WON GOLD,
12:57:31:05 SILVER, AND BRONZE AT LAST
12:57:33:13 SATURDAY'S STATE SKILLS U.S.A.
12:57:34:21 COMPETITION DOWN IN VIRGINIA
12:57:36:06 BEACH.
12:57:37:10 15 OUT OF 15 OF THE COSMETOLOGY
12:57:39:23 STUDENTS PASSED THE STATE BOARD
12:57:42:14 PRACTICUM EXAM AND WILL TAKE THE
12:57:44:00 WRITTEN PART OF THAT EXAM IN
12:57:45:18 MAY, SO A BIG CONGRATULATIONS TO
12:57:48:14 THE CAREER CENTER STUDENTS, THE
12:57:50:06 STUDENTS IN THE RED JACKETS ARE
12:57:51:11 THE TV PRODUCTION TEAM AND THE
12:57:52:26 STUDENTS WITH THE MEDALS ARE THE
12:57:55:08 BARBERING AND COSMETOLOGY
12:57:56:21 STUDENTS AND WE CONGRATULATE
12:57:58:28 THEM ON THEIR ACHIEVEMENTS.
12:58:01:03 THAT'S GREAT NEWS.
12:58:02:04 I DON'T HAVE SLIDES FOR THE
12:58:02:18 FOLLOWING, BUT AT HOFFMAN
12:58:05:07 BOSTON, THEY CELEBRATED THE
12:58:06:19 MONTH OF THE MILITARY CHILD BY
12:58:08:11 HOSTING A BREAKFAST FOR
12:58:09:23 MILITARY-CONNECTED FAMILIES.
12:58:12:12 FAMILIES WHO ATTENDED PLAYED
12:58:13:26 BINGO, ENJOYED A MUSICAL
12:58:15:25 PERFORMANCE AND LISTENED TO A
12:58:16:24 POEM BY ONE OF THE FIFTH GRADERS
12:58:18:26 WHO IS FROM A MILITARY FAMILY.
12:58:22:18 HOFFMAN BOSTON IS ONE OF OUR 12
12:58:23:24 PURPLE STAR SCHOOLS IN ARLINGTON
12:58:26:29 PUBLIC SCHOOLS.
12:58:29:00 GUNSTON AND KENMORE HOSTED A
12:58:30:13 GROUP OF SCHOOL ADMINISTRATORS
12:58:31:24 ALL THE WAY FROM KAZAKHSTAN LAST
12:58:33:23 WEEK.
12:58:34:24 THEY ENJOYED LEARNING ABOUT
12:58:36:11 AMERICAN SCHOOLS AND
12:58:37:22 INSTRUCTIONAL METHODS AND THE
12:58:39:09 VISITORS EVEN SANG A SONG FOR
12:58:41:08 APS ADMINISTRATORS WHILE THEY
12:58:42:29 VISITED GUNSTON.
12:58:44:24 I'M A LITTLE SORRY WE MISSED
12:58:46:03 THAT.
12:58:46:07 AND FINALLY AT DISCOVERY, I WAS

12:59:01:06 PLEASED TO BE ABLE TO ATTEND THE
12:59:03:08 ARBOR DAY CELEBRATION LAST WEEK
12:59:05:00 WITH MR. BRIAN STOCKTON WITH THE
12:59:07:22 ARLINGTON COUNTY DEPARTMENT OF
12:59:09:14 PARKS AND RECREATION AND THE
12:59:10:22 URBAN FORESTRY DIVISION.
12:59:13:24 STUDENTS AT DISCOVERY READ
12:59:15:11 POEMS, THEY SANG, THEY PLAYED
12:59:17:06 UKULELES WHICH WAS MY PERSONAL
12:59:20:08 FAVORITE PART OF THE DAY.
12:59:21:14 THEY EDUCATED US ON VARIOUS
12:59:22:22 TREES ON THE DISCOVERY CAMPUS
12:59:24:00 AND WE PLANTED A TREE.
12:59:26:02 ARLINGTON IS A TREE CITY U.S.A.
12:59:27:16 CITY FOR THE 28TH STRAIGHT YEAR
12:59:30:18 WHICH IS QUITE AN ACCOMPLISHMENT
12:59:32:23 AND ALSO AT DISCOVERY AS WE
12:59:35:05 SPEAK TONIGHT, THEY ARE
12:59:36:06 CELEBRATING AN EARTH CALLED
12:59:37:28 EARTH-A-RAMA WHERE THEY'RE
12:59:41:03 HAVING PERFORMANCES, A STAND-UP
12:59:42:18 JOKE STAGE, A MAKER CHALLENGE
12:59:44:00 AND MUCH MORE.
12:59:45:22 >> THANK YOU, Ms. KADERA.
12:59:47:27 LOTS GOING ON OVER THERE!
12:59:49:09 ALL RIGHT, I HAVE ONE
12:59:51:14 ANNOUNCEMENT.
12:59:51:25 WE HAVE RECEIVED SEVERAL
12:59:54:00 REQUESTS FROM VARIOUS
12:59:55:04 STAKEHOLDERS TO INCLUDE A
12:59:56:15 PREVAILING WAGE PROVISION IN THE
12:59:58:23 ARLINGTON CAREER CONSTRUCTION
12:59:59:21 CONTRACT.
01:00:00:02 I WOULD LIKE TO CLARIFY THE
01:00:01:06 STATUS REGARDING THIS MATTER.
01:00:02:25 AS OF NOW, ARLINGTON PUBLIC
01:00:04:10 SCHOOLS DOES NOT HAVE A
01:00:05:18 RESOLUTION IN PLACE TO SUPPORT
01:00:06:23 THE INCLUSION OF A PREVAILING
01:00:08:21 WAGE PROVISION IN OUR PROJECTS.
01:00:10:27 IT IS IMPORTANT TO NOTE THAT
01:00:11:28 OTHER SURROUNDING JURISDICTIONS
01:00:13:10 AND OUR COUNTY PARTNERS HAVE
01:00:14:28 IMPLEMENTED SUCH PROVISIONS, BUT
01:00:16:20 ONLY AFTER CONDUCTING THOROUGH
01:00:18:09 STUDIES TO ANALYZE THE POTENTIAL
01:00:20:07 COSTS AND BENEFITS.
01:00:21:12 THIS IS AN ISSUE WE TAKE
01:00:22:18 SERIOUSLY AND WE UNDERSTAND THE
01:00:24:09 SIGNIFICANCE IT HOLDS FOR THE
01:00:25:21 LIVELIHOOD OF OUR WORKERS AND
01:00:27:16 THE FAIRNESS OF OUR EMPLOYMENT
01:00:29:02 PRACTICES.

01:00:30:06 THESE ANALYSES ARE ESSENTIAL AS
01:00:31:15 THEY PROVIDE A COMPREHENSIVE
01:00:32:19 UNDERSTANDING OF THE FISCAL
01:00:34:27 IMPLICATIONS, COMPLIANCE
01:00:36:15 REQUIREMENTS, COMPETITIVE
01:00:37:17 IMPACTS AND THE POTENTIAL
01:00:38:21 INFLUENCE ON QUALITY THAT SUCH A
01:00:40:20 PROVISION MIGHT ENTAIL.
01:00:42:01 CONSIDERING THIS, THE BOARD HAS
01:00:43:07 EXPRESSED A COMMITMENT TO
01:00:44:15 EXPLORE THE POSSIBILITY OF
01:00:46:16 ADOPTS A PREVAILING WAGE
01:00:47:28 RESOLUTION.
01:00:49:15 HOWEVER, BEFORE ANY DECISIONS
01:00:50:20 ARE MADE, IT IS CRUCIAL THAT WE
01:00:52:00 ARE FULLY INFORMED ON ALL
01:00:53:15 ASPECTS OF THE ISSUE.
01:00:55:14 THEREFORE, I'M DIRECTING THE
01:00:56:25 SUPERINTENDENT TO ASSIGN THE
01:00:58:15 APPROPRIATE STAFF TO RESEARCH
01:01:00:00 AND EXAMINE THE IMPACT AND
01:01:01:12 IMPLICATIONS OF ADOPTING A
01:01:02:20 PREVAILING WAGE REQUIREMENT.
01:01:05:02 THIS STUDY IS EXPECTED TO BE
01:01:06:07 COMPLETED BY OCTOBER 2024 AND
01:01:08:18 THE FINDINGS WILL BE DISCUSSED
01:01:10:00 DURING THAT MONTH'S WORK
01:01:10:25 SESSION.
01:01:11:23 THE AIM IS TO BRING THIS MATTER
01:01:13:11 TO A VOTE BY THE END OF 2024 IF
01:01:15:16 NOT SOONER.
01:01:17:18 I ASSURE YOU THAT THESE STEPS
01:01:19:03 ARE BEING TAKEN WITH A FIRM
01:01:22:15 COMMITMENT TO ENSURING OUR
01:01:23:24 FUTURE CONSTRUCTION PROJECTS
01:01:24:21 REFLECT THE VALUES OF EQUITY AND
01:01:26:14 FAIRNESS THAT ARE AT THE CORE OF
01:01:28:19 OUR COMMUNITY ETHOS.
01:01:29:24 WE VALUE THE CONTRIBUTIONS OF
01:01:31:16 OUR LABOR PARTNERS AND ARE
01:01:33:09 COMMITTED TO ENSURING THEIR
01:01:34:18 VOICES ARE HEARD AND CONSIDERED
01:01:36:13 AS WE MOVE FORWARD.
01:01:37:15 THANK YOU FOR YOUR ATTENTION TO
01:01:38:09 THIS IMPORTANT MATTER.
01:01:39:15 WE LOOK FORWARD TO PROVIDING A
01:01:40:23 WELL ROUNDED AND INFORMED
01:01:41:28 DECISION ON THE POTENTIAL
01:01:43:02 ADOPTION OF A PREVAILING WAGE
01:01:45:05 RESOLUTION.
01:01:45:19 WE ARE NOW AT SUPERINTENDENT'S
01:01:46:21 ANNOUNCEMENTS.
01:01:47:22 DR. DURAN, DO YOU HAVE

01:01:48:19 ANNOUNCEMENTS?
01:01:49:07 >> YES, I DO, THANK YOU.
01:01:52:03 TONIGHT I WANT TO BEGIN WITH A
01:01:53:02 VERY SPECIAL EVERY STUDENT
01:01:54:16 COUNTS.
01:01:55:00 AS YOU KNOW, EACH BOARD MEETING
01:01:56:19 WE HAVE A VIDEO, BUT TONIGHT IS
01:01:58:06 REALLY SPECIAL, BECAUSE IT'S A
01:01:59:21 STUDENT-PRODUCED VIDEO.
01:02:01:13 WE HAVE A VERY SPECIAL
01:02:03:03 PARTNERSHIP WITH OUR STUDENTS
01:02:04:04 WHO ARE LEARNING HOW TO PRODUCE
01:02:06:27 VIDEOS.
01:02:07:24 APS ARLINGTON TECH STUDENTS
01:02:08:18 HERE, ANNA LAPIDUS AND HECTOR
01:02:10:06 HERNANDEZ, HAVE BOTH BEEN
01:02:12:07 WORKING WITH OUR STAFF ALL YEAR
01:02:15:06 AND TONIGHT YOU'RE GOING TO SEE
01:02:16:07 A SPECIAL PRODUCT THAT THEY PUT
01:02:18:03 TOGETHER WHICH TELLS STORIES
01:02:19:18 FROM A STUDENT PERSPECTIVE.
01:02:21:23 THEIR WEEKLY SEGMENT, UNSUNG
01:02:23:21 HEROS, IS 100% PRODUCED,
01:02:25:24 SCHEDULED, RECORDED, AND EDITED
01:02:27:23 BY OUR STUDENTS.
01:02:28:25 AND THEY HAVEN'T MISSED A
01:02:30:14 DEADLINE ONCE SINCE THEIR FIRST
01:02:32:09 POST IN JANUARY.
01:02:33:04 IN ADDITION TO THEIR APS
01:02:34:12 ACCOMPLISHMENTS, THEY'VE ALSO
01:02:35:18 BEEN ACCEPTED INTO SOME
01:02:36:19 UNBELIEVABLE COLLEGES.
01:02:38:15 ANNA IS CURRENTLY CHOOSING
01:02:40:03 BETWEEN SYRACUSE, PENN STATE AND
01:02:42:12 VIRGINIA TECH WHILE HECTOR IS
01:02:44:10 COMMITTED TO THE SCHOOL OF
01:02:45:21 CINEMATIC ARTS AT THE UNIVERSITY
01:02:47:03 OF SOUTHERN CALIFORNIA, A WORLD
01:02:48:12 RENOWNED PROGRAM WITH ONLY A 3%
01:02:51:08 ACCEPTANCE RATE TO GET IN.
01:02:52:27 LET'S TAKE A LOOK AT THEIR
01:02:53:28 AMAZING VIDEO THAT THEY'RE
01:02:55:03 SHARING WITH US TONIGHT.
01:02:56:24 [MUSIC]
01:03:04:25 >> WE HAVE A LOT OF CREATIVE
01:03:05:29 FREEDOM.
01:03:08:07 WE HAD A PROMPT AT THE
01:03:09:12 BEGINNING, BUT WE WANTED TO SEEK
01:03:10:14 OUT COMMUNITY LEADERS, PEOPLE
01:03:12:09 HELPING OUT THE COMMUNITY AND
01:03:13:11 FROM THERE, WE DECIDED WHO WE
01:03:15:27 WANTED TO INTERVIEW, HOW WE
01:03:16:25 WANTED TO FORMAT ALL OF THEM.

01:03:19:28 >> THE EXPERIENCES I'VE HAD THIS
01:03:21:27 YEAR HAS BEEN CREATING VARIOUS
01:03:24:26 VIDEOS FOR THE COUNTY, INCLUDING
01:03:26:00 OUR UNSUNG HEROS COLLECTION.
01:03:27:10 >> I AM THE COLLEGE AND CAREER
01:03:29:18 COUNSELOR FOR ARLINGTON TECH AND
01:03:31:20 ALL STUDENTS ATTENDING ACC.
01:03:33:20 >> MY ROLE AT THE CAREER CENTER
01:03:35:04 IS THE TELEVISION PRODUCTION
01:03:36:09 TEACHER.
01:03:37:03 MY MAIN PASSION HERE IS
01:03:38:17 COLLABORATING WITH THE STUDENTS.
01:03:40:06 TEAMING UP AND WORKING TOGETHER
01:03:41:11 TO MAKE AN AMAZING PRODUCT.
01:03:43:19 >> THE REASON WHY I CARE ABOUT
01:03:44:28 THIS PROGRAM SO MUCH IS BECAUSE
01:03:46:19 ALL OF OUR POWER IS IN
01:03:49:08 COMMUNITY.
01:03:50:02 >> MAKING SURE EVERYBODY FEELS
01:03:51:16 SEEN.
01:03:54:07 >> I THINK STUDENTS PRODUCING
01:03:55:05 THINGS FOR THEIR SCHOOLS AND
01:03:56:17 COUNTIES IS AMAZING, JUST
01:03:57:22 BECAUSE IT GIVES THEM THE
01:03:58:24 OPPORTUNITY TO FEEL THAT THEY'RE
01:03:59:28 DOING SOMETHING.
01:04:01:20 >> HELPING OUR STUDENTS GROW AND
01:04:03:11 BECOME INDEPENDENT LEARNERS.
01:04:05:03 >> SOME SKILLS I LEARNED WHEN I
01:04:06:11 WAS OUT DOING THESE NEW
01:04:08:00 EXPERIENCES WAS HOW TO REALLY
01:04:10:01 COMMUNICATE WITH STRANGERS AND,
01:04:11:09 LIKE, OTHER PROFESSIONALS WHO
01:04:13:10 MIGHT NOT BE USED TO TALKING TO
01:04:16:02 STUDENTS, SO IT MIGHT BE A NEW
01:04:18:09 EXPERIENCE FOR BOTH OF US, BUT I
01:04:19:18 GOT TO LEARN HOW TO TALK TO THEM
01:04:20:28 IN A PROFESSIONAL SETTING SO
01:04:22:03 THEY KIND OF LEARNED TO RESPECT
01:04:23:25 ME.
01:04:24:25 HAVING A STUDENT'S PERSPECTIVE
01:04:25:20 IS REALLY IMPORTANT, ESPECIALLY
01:04:27:05 CONSIDERING THAT THIS COUNTY AND
01:04:28:20 A LOT OF THE WORK WE DO IS FOR
01:04:29:22 THE STUDENTS AND FOR THE
01:04:31:03 SCHOOLS.
01:04:33:14 >> CHANGING EDUCATION THROUGH
01:04:34:05 THE ARTS, SO IT'S ALL ARTS
01:04:36:00 INTEGRATION, SO WE'RE NOT JUST
01:04:37:16 TEACHING ART, IT'S ABOUT
01:04:39:18 TEACHING THEM TOGETHER TO DEEPEN
01:04:40:21 THEIR UNDERSTANDING OF THE ARTS
01:04:42:26 AND WHATEVER THE OTHER STANDARDS

01:04:44:07 ARE AT THE SAME TIME THROUGH
01:04:45:14 DIFFERENT ART FORMS.
01:04:46:19 >> IT WAS REALLY, REALLY
01:04:47:14 UPLIFTING TO HEAR ALL THAT
01:04:48:23 POSITIVE FEEDBACK.
01:04:50:07 IT MADE ME FEEL I WAS ACTUALLY
01:04:51:24 BEING HELPFUL AND THE STUFF I
01:04:53:23 WAS DOING WASN'T JUST FOR A
01:04:55:07 GRADE.
01:04:56:01 IT WAS ALSO TO HELP THE
01:04:56:29 COMMUNITY.
01:04:57:14 >> IT CHANGED ME A TON.
01:04:59:13 I'M MESSING WITH PROGRAMS I'VE
01:05:00:24 ALWAYS WANTED TO USE AND NOW I
01:05:02:24 ACTUALLY HAVE A CHANCE TO USE
01:05:03:25 THEM.
01:05:04:16 I'VE LEARNED A LOT OF HANDS-ON
01:05:05:27 SKILLS IN TERMS OF GOING OUT AND
01:05:07:13 SHOOTING.
01:05:08:04 WE DO A TON OF STUFF TOGETHER
01:05:09:29 AND THAT'S REALLY HELPED ME
01:05:11:07 AGAIN BUILD MY PORTFOLIO AND GET
01:05:13:06 INTO THE COLLEGES THAT I'VE
01:05:15:00 ALWAYS DREAMED OF GOING TO.
01:05:16:22 >> I'VE MET A TON OF NEW PEOPLE,
01:05:18:11 PEOPLE I DIDN'T KNOW EXISTED.
01:05:20:10 I'VE GOTTEN CLOSE TO A TON OF
01:05:21:16 PEOPLE, ESPECIALLY IN THE COUNTY
01:05:22:21 IN TERMS OF WORKING ALSO ON HOW
01:05:26:00 TO DO A PROPER HANDSHAKE, SAY
01:05:28:06 HELLO TO PEOPLE, AND IN TERMS OF
01:05:30:05 TV PRODUCTION WHEN WE DO
01:05:31:24 INTERVIEWS, I KNOW HOW TO
01:05:33:15 CONDUCT AN INTERVIEW AS OPPOSED
01:05:34:20 TO JUST ASKING QUESTIONS AND
01:05:37:04 REALLY CONNECTING WITH THE
01:05:38:02 PERSON WE'RE INTERVIEWING.
01:05:40:16 I THINK THOSE SOFT SKILLS ARE
01:05:41:24 AMAZING.
01:05:42:08 [MUSIC]
01:05:46:25 >> GREAT HIGHLIGHT OF OUR
01:05:47:26 STUDENTS AND THE WORK THAT THEY
01:05:49:08 CAN DO TO REPRESENT ALL OF THE
01:05:50:26 SKILLS THAT THEY'RE LEARNING IN
01:05:51:24 THE CLASSROOM AND TAKE THOSE ON
01:05:53:09 TO LIFE-CHANGING OPPORTUNITIES.
01:05:56:04 VERY AWESOME THAT 3% ACCEPTANCE
01:05:58:03 RATE, HE'S ON TO THE UNIVERSITY
01:05:59:08 OF SOUTHERN CALIFORNIA.
01:06:03:14 IN MAY, WE WILL THANK AND
01:06:05:03 HIGHLIGHT OUR INCREDIBLE
01:06:06:03 TEACHERS.
01:06:06:28 OUR TEACHERS ARE AMONG THE VERY

01:06:08:03 BEST IN THE STATE AND THE NATION
01:06:09:11 AND WE DON'T WANT TO GO WITHOUT
01:06:10:23 MAKING SURE ALL OF OUR COMMUNITY
01:06:11:28 KNOWS THAT THIS IS TEACHER
01:06:13:20 APPRECIATION WEEK DURING MAY
01:06:17:19 6-10TH.
01:06:19:17 THEY ARE THE HEART OF OUR WORK
01:06:21:06 AND MAKE A DIFFERENCE IN EVERY
01:06:22:25 WAY TO SUPPORT OUR STUDENTS IN
01:06:24:00 OUR COMMUNITY.
01:06:25:12 ENCOURAGE ALL FAMILIES,
01:06:26:09 COMMUNITY MEMBERS, AND STAFF TO
01:06:27:27 MAKE SURE THAT YOU SHOW
01:06:29:04 APPRECIATION IN YOUR OWN WAY FOR
01:06:30:13 THE TEACHERS THAT YOU WORK
01:06:32:04 CLOSELY WITH IF YOU'RE IN THE
01:06:34:06 COMMUNITY OR THE TEACHERS IN THE
01:06:35:18 SCHOOL IN YOUR NEIGHBORHOOD AS
01:06:37:02 THEY ARE WORKING TOWARDS
01:06:38:10 HONORING ALL THE WAYS POSSIBLE
01:06:39:12 FOR OUR STUDENTS.
01:06:40:20 IN ADDITION ON MAY 21ST, THE
01:06:44:04 ANNUAL CELEBRATION OF
01:06:46:17 EXCELLENCE, CELEBRATING TEACHERS
01:06:49:03 OF THE YEAR AND THE DEVICE-WIDE
01:06:50:25 TEACHER OF THE YEAR, WHO IS
01:06:52:14 DANIELLE DAY FROM
01:06:53:21 WASHINGTON-LIBERTY, AS WELL AS
01:06:54:25 OUR OTHER EMPLOYEES OF THE YEAR.
01:06:56:08 WE LOOK FORWARD TO THIS SPECIAL
01:06:57:13 EVENT AND THANKING ALL OF OUR
01:06:58:18 TEACHERS IN MAY.
01:06:59:17 IN ADDITION, AS WE'RE ABOUT TO
01:07:01:06 ENTER THE MONTH OF MAY, HERE ARE
01:07:02:18 ALL THE CELEBRATIONS AND
01:07:03:20 RECOGNITIONS THROUGHOUT THE
01:07:04:25 MONTH.
01:07:05:12 ASIAN AMERICAN PACIFIC ISLANDER
01:07:07:07 MONTH, JEWISH AMERICAN HERITAGE,
01:07:09:13 MENTAL HEALTH AWARENESS, BETTER
01:07:10:21 SPEECH AND HEARING, SCHOOL LUNCH
01:07:12:29 HERO DAY, NATIONAL SCHOOL NURSES
01:07:14:08 DAY, SCHOOL COMMUNICATORS DAY
01:07:16:04 AND OUR NATIONAL SPEECH
01:07:17:12 PATHOLOGIST DAY.
01:07:19:10 TO CELEBRATE ALL OF THESE DURING
01:07:20:19 THE MONTH OF MAY, KEEP AN EYE ON
01:07:23:19 OUR WEBSITE, OUR SOCIAL MEDIA
01:07:25:24 PLATFORMS AND IN OUR SCHOOLS AS
01:07:27:00 WE CELEBRATE THESE HARD-WORKING
01:07:29:04 INDIVIDUALS AND THE VARIOUS
01:07:30:09 CULTURAL RECOGNITIONS DURING THE
01:07:31:21 MONTH OF MAY.

01:07:32:16 RECENTLY WE HAD SOME NATIONAL
01:07:34:04 RANKINGS COME OUT.
01:07:36:01 THE BEST SCHOOLS AND AWARDS THAT
01:07:41:03 GO OUT TO SCHOOL DIVISIONS.
01:07:43:16 FOR THE 2024 RANKINGS, APS IS
01:07:45:04 RANKED AS THE NUMBER TWO BEST
01:07:47:03 SCHOOL DISTRICT OUT OF 132 IN
01:07:48:21 VIRGINIA.
01:07:49:19 AND THE THIRD IN THE ENTIRE DC
01:07:52:00 REGION, DC, MARYLAND, AND
01:07:53:16 VIRGINIA.
01:07:55:17 AND 301 NATIONALLY OUT OF
01:07:58:01 APPROXIMATELY 12,000 SCHOOL
01:07:59:29 SYSTEMS.
01:08:00:27 ALSO APS RANKS IN THIS AS THE
01:08:02:09 BEST PLACE TO TEACH IN VIRGINIA
01:08:03:27 OUT OF ALL 132 SCHOOL SYSTEMS
01:08:06:02 AND THE BEST IN THE ENTIRE DC
01:08:08:21 REGION, DC, MARYLAND, AND
01:08:11:11 VIRGINIA.
01:08:12:21 AND THAT IS FOR A SECOND YEAR IN
01:08:14:13 A ROW.
01:08:15:02 WE KNOW THAT THIS IS NO SURPRISE
01:08:16:17 TO OUR PARENTS AND OUR STUDENTS
01:08:18:05 WHO SEE THIS EACH AND EVERY DAY
01:08:20:17 IN THE LEARNING AND THE GREAT
01:08:21:22 ENVIRONMENTS THEY ARE TAKING
01:08:22:20 PLACE IN AT THEIR SCHOOLS.
01:08:24:09 AND WE WANT TO JUST -- PERFECT
01:08:27:24 TIMING AS WE MOVE INTO TEACHER
01:08:30:10 APPRECIATION MONTH.
01:08:31:05 OUR CONFERENCE OF HIGH SCHOOLS
01:08:32:13 THERE ON THE TOP 100, AND WE
01:08:34:09 ALSO HAVE APS MIDDLE SCHOOLS WHO
01:08:35:27 RANK IN THE TOP 150.
01:08:37:29 AND SEVEN ELEMENTARY SCHOOLS WHO
01:08:39:00 ARE IN THE TOP 50 IN THIS
01:08:40:29 RANKING, SO CONGRATULATIONS TO
01:08:42:18 ALL OF OUR SCHOOLS, OUR SCHOOL
01:08:44:17 DIVISION, OUR STUDENTS, AND OUR
01:08:46:09 PARENTS.
01:08:46:27 HOPEFULLY YOU'RE PROUD OF THIS
01:08:48:01 RANKING THAT YOU SEE.
01:08:50:17 ALSO NICHE RANKINGS, THE WAY
01:08:52:22 THEY ARE CALCULATED USING GRADES
01:08:54:05 AND A SERIES OF STEPS TO ENSURE
01:08:56:01 STATISTICAL RIGOR AND THEY USE
01:08:57:29 GUIDANCE IN TERMS OF SCHOOL
01:08:59:21 CHOICE EXPERIENCE AND THE
01:09:00:25 EXPERIENCES OF FAMILIES AND
01:09:01:20 STAFF.
01:09:02:14 I ALSO WANT TO HIGH SCHOOL THAT
01:09:04:06 YORKTOWN AND WASHINGTON-LIBERTY

01:09:05:17 ON ANOTHER RANKING WERE PUT AS
01:09:10:06 THE BEST HIGH SCHOOLS IN THE
01:09:12:13 COMMONWEALTH OF VIRGINIA WITH
01:09:14:05 YORKTOWN NUMBER 12 AND
01:09:15:10 WASHINGTON-LIBERTY NUMBER 20
01:09:16:14 INTERIOR BEST HIGH SCHOOLS U.S.
01:09:18:09 NEWS AND WORLD REPORT.
01:09:20:07 THE HIGHEST RANKED U.S. PUBLIC
01:09:21:25 SCHOOLS IN THE U.S. NEWS AND
01:09:23:13 WORLD REPORT RANKINGS ARE THOSE
01:09:25:15 WHERE STUDENTS DEMONSTRATE
01:09:27:06 OUTSTANDING OUTCOMES IN MATH,
01:09:28:24 READING, AND SCIENCE ASSESSMENT.
01:09:31:03 AND ALSO LOOKING AT A VARIETY OF
01:09:33:09 COLLEGE-LEVEL EXAMS AND
01:09:35:13 GRADUATION RATES AT THOSE
01:09:37:08 SCHOOLS.
01:09:38:22 I'M ALSO THRILLED TO ANNOUNCE
01:09:39:23 THAT THE VIRGINIA BOARD OF
01:09:41:04 EDUCATION RECENTLY RECOGNIZED 64
01:09:43:09 SCHOOLS ACROSS THE COMMONWEALTH
01:09:44:23 FOR THEIR HIGH ACHIEVEMENT AND
01:09:46:15 CONTINUED IMPROVEMENT AS PART OF
01:09:48:10 THE VIRGINIA BOARD'S EXEMPLAR
01:09:53:12 PERFORMANCE PROGRAM.
01:09:54:20 ARLINGTON TRADITIONAL SCHOOL WAS
01:09:55:27 AMONG 37 SCHOOLS EARNING THAT
01:09:59:06 WORD FOR THE HIGHEST ACHIEVEMENT
01:10:00:27 AWARD AND SCHOOLS RECOGNIZED FOR
01:10:03:05 THAT AWARD IS LOOKING AT THEIR
01:10:04:27 SUCCESS ACROSS ALL SCHOOL
01:10:07:04 QUALITY INDICATORS INCLUDING HOW
01:10:09:09 TO NARROW ACHIEVEMENT GAPS.
01:10:11:15 OUR SECOND SCHOOL WAS WAKEFIELD
01:10:15:03 HIGH SCHOOL, EARNING THE BOARD
01:10:16:15 OF EDUCATION'S CONTINUOUS
01:10:18:13 IMPROVEMENT AWARD.
01:10:19:24 SCHOOLS THAT RECEIVE THE
01:10:20:25 CONTINUOUS IMPROVEMENT AWARD
01:10:22:12 HAVE TO MEET CRITERIA BASED ON
01:10:24:16 INCREASE IN A COMBINATION OF
01:10:26:21 LOOKING AT THEIR PROFICIENCY IN
01:10:28:26 MATH, SCIENCE, AND READING OVER
01:10:30:19 THE PAST THREE YEARS.
01:10:32:24 ALSO LOOKING AT THE COMBINATION
01:10:34:01 RATE FOR TWO OR MORE STUDENT
01:10:35:19 GROUPS AND LOOKING AT THEIR
01:10:36:21 IMPROVEMENT IN READING AND MATH.
01:10:39:03 OR THEIR GRADUATION COMPLETION
01:10:41:00 INDEX OR GCI AND SHOWING THAT IN
01:10:43:21 THE LAST THREE YEARS, THERE HAS
01:10:44:29 BEEN AN INCREASE IN THAT
01:10:45:27 SUPPORT.

01:10:46:24 SO CONGRATULATIONS TO WAKEFIELD
01:10:48:03 AND ARLINGTON TRADITIONAL SCHOOL
01:10:49:27 WHO ARE RECOGNIZED IN RICHMOND
01:10:52:06 BY THE VIRGINIA STATE BOARD OF
01:10:53:14 EDUCATION.
01:10:53:18 WE HAVE JUST THIS PAST WEEK
01:10:59:17 CONCLUDED THE BUDGET PROCESS AS
01:11:00:29 FAR AS WE CAN AT THIS POINT.
01:11:02:11 WE HAD OUR PUBLIC HEARING.
01:11:04:00 AND SO AN UPDATE ON WHERE WE ARE
01:11:05:09 IN THE NEXT STEPS IN THIS
01:11:06:17 PROCESS IS WAITING FOR THE FINAL
01:11:08:15 STATE BUDGET TO BE ADOPTED AND
01:11:10:17 SIGNED BY THE GOVERNOR.
01:11:12:05 AT THE COUNTY LEVEL, WE REACHED
01:11:13:14 GOOD NEWS AS THEY PASSED THEIR
01:11:14:29 BUDGET LAST WEEKEND WHICH
01:11:16:00 INCLUDED A TWO CENT TAX INCREASE
01:11:17:29 AND A TRANSFER TO APS OF
01:11:20:11 639.7 MILLION.
01:11:23:12 AS A POINT OF REFERENCE, THIS IS
01:11:24:22 A \$624.8 MILLION IN ONGOING
01:11:28:04 FUNDS AND 30.4 MILLION FOR
01:11:31:03 ONE-TIME FUNDS.
01:11:32:25 WITH THIS LEVEL OF FUNDING, WE
01:11:33:27 DID NOT HAVE TO MAKE ANY FURTHER
01:11:35:12 CUTS TO -- ANY CUTS TO OUR
01:11:38:01 SCHOOL-BASED BUDGETS AS A RESULT
01:11:39:09 OF THIS.
01:11:40:10 AND WE WERE ABLE TO THEN MOVE
01:11:41:28 FORWARD WITH BALANCING THE
01:11:43:00 BUDGET AT THIS TIME, AGAIN
01:11:44:25 PENDING ANY OUTCOME OF WHAT WE
01:11:46:27 SEE FROM THE STATE.
01:11:48:05 SO LAST WEDNESDAY, GOVERNOR
01:11:49:23 YOUNGKIN AND THE VIRGINIA
01:11:51:18 GENERAL ASSEMBLY EXTENDED THEIR
01:11:54:16 NEGOTIATIONS.
01:11:56:04 THAT SPECIAL SESSION IS
01:11:56:28 SCHEDULED FOR MAY 13TH WITH THE
01:11:59:06 GOAL OF HAVING A BUDGET VOTE ON
01:12:01:15 MAY 15TH.
01:12:02:17 SO IF THAT HAPPENS AND IT STAYS
01:12:04:09 IN LINE WITH THAT ORDER, THEN
01:12:06:01 WHAT WILL HAPPEN IS WE WOULD BE
01:12:07:06 ABLE TO ADOPT OUR FISCAL YEAR
01:12:10:25 '25 BUDGET AT THE JUNE 6TH
01:12:13:03 SCHOOL BOARD MEETING.
01:12:14:25 WE INITIALLY HAD IT AT THE
01:12:15:26 MAY 9TH MEETING, BUT WE HAVE TO
01:12:17:25 DELAY THAT GIVEN THE GENERAL
01:12:19:23 ASSEMBLY'S NEW NEGOTIATIONS THAT
01:12:20:29 ARE COMING.

01:12:22:16 I ALWAYS HAVE A BRIGHT SPOT AND
01:12:24:11 TONIGHT I HAVE TWO BRIGHT SPOTS.
01:12:26:24 AND AS WE'RE COMING TO THE END
01:12:27:25 OF THE MONTH OF THE MILITARY
01:12:28:27 CHILD, I'M REALLY EXCITED TO
01:12:30:06 HIGHLIGHT TAYLOR WALSH WHO IS A
01:12:32:12 WASHINGTON-LIBERTY STUDENT AND
01:12:33:16 SHE WAS NAMED THE 2024 MILITARY
01:12:35:08 CHILD OF THE YEAR.
01:12:37:19 THIS AWARD RECOGNIZES YOUNG
01:12:38:27 PEOPLE ACROSS THE NATION FOR
01:12:40:05 THEIR LEADERSHIP, VOLUNTEERISM,
01:12:42:00 AND HOW THEY GIVE BACK TO THEIR
01:12:44:02 COMMUNITIES.
01:12:44:23 SHE LOGGED 830 VOLUNTEER HOURS
01:12:47:12 IN THE LAST 12 MONTHS AND
01:12:49:00 PROVIDED MENTORING TO OVER 40
01:12:51:22 STUDENTS.
01:12:52:13 AND WE'RE PROUD OF HER FOR ALL
01:12:53:19 THAT SHE ACCOMPLISHED AND PROUD
01:12:55:00 OF THE EFFORTS OF OUR SCHOOLS TO
01:12:56:12 CREATE WELCOMING ENVIRONMENTS
01:12:58:03 FOR OUR MILITARY CONNECTED
01:12:59:09 FAMILIES.
01:13:00:03 WE'VE INCREASED THE NUMBER OF
01:13:00:28 PURPLE STAR SCHOOLS IN OUR
01:13:03:21 COMMUNITY.
01:13:04:12 WE'RE VERY PROUD OF THE PURPLE
01:13:05:13 STAR PROGRAM.
01:13:07:07 AND AS YOU KNOW, WE NOW HAVE 12
01:13:09:06 OF THEM.
01:13:10:17 WE STARTED A COUPLE YEARS AGO
01:13:11:19 WITH ONLY ONE AND I SEE OUR
01:13:15:21 PRINCIPAL FROM
01:13:16:14 WASHINGTON-LIBERTY SO
01:13:19:28 CONGRATULATIONS TO YOU AND YOUR
01:13:21:16 STUDENT.
01:13:23:11 I WANT TO RECOGNIZE OUR BUS
01:13:24:25 DRIVERS AS MY BRIGHT SPOT.
01:13:28:07 IT WAS BUS DRIVER APPRECIATION
01:13:30:02 DAY AND I WANT TO RECOGNIZE ALL
01:13:30:27 THE WORK THEY DO.
01:13:32:12 WE HAVE 205 BUS DRIVERS AND
01:13:38:27 ASSISTANTS OPERATING 139 ROUTES
01:13:40:28 AND HAVE AN ON-TIME ARRIVAL
01:13:42:24 PERCENTAGE OF OVER 92%.
01:13:45:12 SO THEY DEFINITELY NEED TO BE
01:13:46:20 RECOGNIZED.
01:13:47:17 [Applause]
01:13:47:17 FOR THE GREAT WORK THEY DO.
01:13:52:26 THERE WERE CELEBRATIONS HELD
01:13:53:24 TODAY AND WE WERE REALLY ABLE TO
01:13:55:12 RECOGNIZE THE WORK THAT THEY ARE

01:13:56:24 DOING AND CELEBRATE THEM, BUT I
01:13:58:09 HOPE THAT EVERYONE NOT JUST
01:14:00:07 TODAY WILL ALWAYS TAKE A MOMENT
01:14:01:29 TO GIVE THANKS TO THEM AS THEY
01:14:03:18 ARE THE FIRST AND THE LAST
01:14:05:06 INDIVIDUALS OFTEN WHO ARE
01:14:06:28 GREETING OUR STUDENTS AS THEY'RE
01:14:08:13 COMING TO START THE DAY AND
01:14:09:21 HELPING THEM AS THEY END THEIR
01:14:11:14 DAY TO TRANSITION HOME.
01:14:12:26 SO GREAT WAY TO END MY
01:14:14:01 ANNOUNCEMENTS WITH THE BRIGHT
01:14:15:02 SPOT OF OUR BUS DRIVERS AND
01:14:16:24 ASSISTANTS, THANK YOU.
01:14:17:26 >> THANK YOU, DR. DURAN.
01:14:19:14 COLLEAGUES, DO YOU HAVE ANY
01:14:20:18 QUESTIONS?
01:14:22:06 ALL RIGHT.
01:14:23:03 NICE.
01:14:23:23 SO I GUESS WE ARE NOW AT PUBLIC
01:14:25:06 COMMENT ON AGENDA AND NON-AGENDA
01:14:27:04 ITEMS.
01:14:28:02 PLEASE TURN YOUR ATTENTION TO
01:14:28:16 THE TVS.
01:14:29:24 THE ARLINGTON EDUCATIONAL
01:14:31:18 TELEVISION STUDENT-PRODUCED
01:14:33:12 VIDEO WILL NOW REVIEW PUBLIC
01:14:35:11 COMMENT GUIDELINES.
01:17:28:22 >> OKAY, I'LL CALL THE FIRST
01:17:30:24 SPEAKERS TO LINE UP.
01:17:32:19 JOSH, LAURA, DANIELLE JONES,
01:17:34:21 DEBORA WALDRON.
01:17:36:13 FIRST SPEAKER, JOSH.
01:17:53:27 >> GOOD EVENING.
01:17:54:18 THREE TOPICS TONIGHT.
01:17:56:06 FIRST ON BUDGET AS THE COUNTY
01:17:57:06 PASSED A TWO CENT INCREASE, MORE
01:17:59:15 MONEY NEEDS TO BE MOVED TO
01:18:01:01 COMPENSATION.
01:18:01:25 THE PROPOSED BONUS IS SIMPLY NOT
01:18:03:14 ENOUGH.
01:18:03:29 NOW APS HAS MORE ONGOING FUNDS
01:18:05:13 AND WE SHOULD MAKE AN ADDITIONAL
01:18:07:11 ONE PERCENT PERMANENT NOT A
01:18:09:17 BONUS.
01:18:10:21 PAYING FAIR MARKET WAGES IS
01:18:12:17 IMPORTANT TO THIS COMMUNITY FOR
01:18:13:25 ALL EMPLOYEES.
01:18:15:06 NEXT IS THE FTC RECENTLY
01:18:18:04 ABANDONED NON-COMPETE CLAUSES IN
01:18:19:23 CONTRACTS, ONE MUST ASK WHY ARE
01:18:21:29 THERE RESTRICTIONS ON TEACHERS
01:18:23:01 THAT DO NOT ALLOW THEM TO GIVE

01:18:25:06 PROPER NOTICE MIDYEAR AND LEAVE
01:18:26:21 TO A DIFFERENT LOCAL SCHOOL
01:18:27:22 DISTRICT?
01:18:28:13 EMPLOYEES ARE LOCKED IN, EVEN IF
01:18:29:29 THE JOB OR THE BENEFITS THEY
01:18:32:04 SIGNED UP FOR TURNS OUT NOT TO
01:18:33:26 BE THE JOB OR THE BENEFITS THEY
01:18:36:00 GOT.
01:18:37:14 LEAVING RISKS LOSING THEIR
01:18:38:26 LICENSE OR WORSE, EVEN IF THE
01:18:40:18 JOB IS TOXIC.
01:18:42:20 IF APS IS THE EMPLOYER THEY
01:18:43:28 CLAIM TO BE, AS WE SAW TONIGHT,
01:18:46:08 30 DAYS' NOTICE WOULD BE ENOUGH
01:18:48:12 TO LEAVE SINCE NOBODY WOULD WANT
01:18:50:04 TO.
01:18:50:25 IF NOT, I GUESS APS NEEDS TO
01:18:53:01 KEEP COMPETITION OUT OF REACH.
01:18:54:17 AND FINALLY, I WAS SEARCHING FOR
01:18:56:03 SOMETHING ELSE AND I CAME ACROSS
01:18:58:05 SOME DATA ABOUT ELEMENTARY
01:19:00:03 TRANSFERS AND I'M NOT SURE WHAT
01:19:01:08 TO MAKE OF IT.
01:19:02:20 MAYBE SOMEBODY HERE KNOWS MORE
01:19:03:28 THAN I DO.
01:19:05:00 AT BARCROFT, ONE IN THREE
01:19:06:12 STUDENTS GO TO AN OPTION PROGRAM
01:19:08:17 YET AT NOTTINGHAM, IT'S MORE
01:19:12:23 THAN ONE IN 14.
01:19:15:22 AT HOFFMAN .WHERE MY SON WAS,,
01:19:21:23 IT'S A LITTLE LESS THAN ONE IN
01:19:24:08 FOUR, BUT AT DISCOVERY, ONE IN
01:19:26:14 12.
01:19:27:02 WHY SO MANY FROM CERTAIN SCHOOLS
01:19:28:20 BUT NOT OTHERS?
01:19:30:06 WHY THE DIFFERENCE?
01:19:31:01 WHAT'S GOING ON HERE?
01:19:32:06 IF MY NUMBERS HAVE YOU CURIOUS,
01:19:33:25 YOU CAN SEE THEM ALL AND THE
01:19:35:13 SOURCE DATA AT TINY YOU
01:19:38:17 RECALL.COM SLASH JOSH IS
01:19:41:29 PROBABLY WRONG.
01:19:43:10 >> THANK YOU FOR YOUR COMMENTS.
01:19:44:10 NEXT SPEAKER, PLEASE.
01:19:45:06 >> LORI VINA?
01:19:48:04 NEXT SPEAKER, DANIELLE JONES.
01:20:04:01 >> GOOD EVENING.
01:20:04:22 I'M DANIELLE JONES, A DEDICATED
01:20:07:14 APS EDUCATOR.
01:20:09:28 TONIGHT I'M HERE TO TALK ABOUT
01:20:11:03 COLA, THE COST OF LIVING
01:20:12:15 ADJUSTMENT.
01:20:13:25 COLA HELPS EMPLOYEES MAINTAIN

01:20:15:00 THE VALUE OF THEIR COMPENSATION
01:20:16:24 AGAINST INFLATION.
01:20:17:22 IN OTHER WORDS, A COLA MAKING
01:20:19:14 SURE EDUCATORS' SALARIES ARE
01:20:21:13 KEPT WHOLE SO WE ARE NOT PAYING
01:20:24:15 MORE OF OUR SALARIES FOR BASIC
01:20:26:05 NEEDS.
01:20:27:03 A FULL COLA EVERY YEAR SHOULD BE
01:20:28:24 A NO-BRAINER BECAUSE IT IS NOT
01:20:30:17 OKAY TO BALANCE THE DISTRICT'S
01:20:32:25 BUDGET AT THE EXPENSE OF YOUR
01:20:34:09 EMPLOYEES.
01:20:34:21 THE COST OF LIVING OVER THE LAST
01:20:36:09 FIVE YEARS HAS GONE UP BY 20.5%
01:20:39:08 WHILE THE SALARY HAS ONLY
01:20:40:24 INCREASED BY 10.6%.
01:20:42:23 MEANING THAT EDUCATORS ARE LESS
01:20:44:05 ABLE TO AFFORD TO PAY THEIR
01:20:45:20 RENTS OR MORTGAGES, FEED THEIR
01:20:47:09 FAMILIES, OR PAY THEIR BILLS.
01:20:48:28 A FULL COLA EVERY YEAR SHOULD BE
01:20:50:20 A NO-BRAINER, BECAUSE IT IS NOT
01:20:52:22 OKAY TO BALANCE THE DISTRICT'S
01:20:54:04 BUDGET AT THE EXPENSE OF YOUR
01:20:55:20 EMPLOYEES.
01:20:57:07 APS'S HEMORRHAGING EMPLOYEES AND
01:20:58:15 A BIG REASON IS EVERY YEAR,
01:21:01:01 EDUCATORS FALL FURTHER AND
01:21:02:06 FURTHER BEHIND MONETARILY.
01:21:03:25 WE ARE LESS ABLE TO LIVE WHERE
01:21:06:00 WE WORK.
01:21:06:21 WE ARE LESS ABLE TO PAY ALL OF
01:21:08:06 OUR BILLS.
01:21:09:05 AND WE OFTEN CANNOT SAVE FOR A
01:21:12:12 RAINY DAY LET ALONE A DIGNIFIED
01:21:14:18 RETIREMENT.
01:21:15:09 WANT TO KEEP THE EMPLOYEES YOU
01:21:16:07 HAVE AND MAKE ARLINGTON A
01:21:17:22 SOUGHT-AFTER DISTRICT AGAIN?
01:21:20:13 THEN OFFER REASONABLE SALARIES
01:21:21:15 AND WAGES THAT KEEP UP WITH THE
01:21:22:25 PRICES OF GOODS AND SERVICES SO
01:21:24:14 EMPLOYEES AREN'T FORCED TO LOOK
01:21:26:09 ELSEWHERE.
01:21:26:27 A FULL COLA EVERY YEAR SHOULD BE
01:21:28:19 A NO-BRAINER, BECAUSE IT IS NOT
01:21:30:15 OKAY TO BALANCE THE DISTRICT'S
01:21:31:27 BUDGET AT THE EXPENSE OF YOUR
01:21:33:02 EMPLOYEES.
01:21:34:13 AS A CLOSING NOTE, IF APS HAD
01:21:37:05 KEPT TEACHERS' WAGES COMPETITIVE
01:21:40:19 THE LAST FIVE YEARS, THE AVERAGE
01:21:42:11 TEACHER PAY FOR FY24 WOULD BE

01:21:44:29 \$97,766, BUT BECAUSE YOU CHOSE
01:21:48:08 NOT TO INDEX YOUR EMPLOYEE
01:21:50:17 SALARIES TO KEEP UP WITH
01:21:51:27 INFLATION, IT WAS JUST \$92,118.
01:21:55:10 EDUCATORS ARE SHORT \$5,648 THIS
01:21:58:02 YEAR ALONE.
01:21:59:14 A FULL COLA EVERY YEAR SHOULD BE
01:22:00:22 A NO-BRAINER, BECAUSE IT IS NOT
01:22:04:11 OKAY TO BALANCE THE DISTRICT'S
01:22:05:13 BUDGET ON THE EXPENSE OF YOUR
01:22:07:11 EMPLOYEES.
01:22:07:22 >> THANK YOU FOR YOUR COMMENTS.
01:22:08:10 NEXT SPEAKER, PLEASE.
01:22:09:15 >> DEBORA WALDRON.
01:22:31:14 >> MY NAME IS DEBORA WALDRON.
01:22:33:23 I TEACH PHYSICS AT YORKTOWN HIGH
01:22:35:01 SCHOOL.
01:22:36:09 THE CURRENT BUDGET PROPOSAL HAS
01:22:37:20 BEEN FOUND AND ALLOCATED TOWARDS
01:22:39:29 A 1% BONUS FOR EMPLOYEES.
01:22:42:08 THIS SOUNDS GREAT AND MAKES FOR
01:22:43:15 A WONDERFUL PRESS RELEASE BUT IN
01:22:45:23 REALITY, IT'S NOT THE BEST
01:22:47:05 SOLUTION.
01:22:47:26 1% BONUS MEANS MEMBERS OF THE
01:22:49:18 LEADERSHIP TEAM WILL GET TWO AND
01:22:53:09 THREE THOUSAND DOLLARS EACH.
01:22:54:28 A VETERAN TEACHER WITHOUT GET
01:22:56:09 1,000, NEW TEACHER, 600, AND A
01:22:58:06 BUS DRIVER WILL GET SOMEWHERE
01:23:00:18 BETWEEN TWO AND THREE HUNDRED
01:23:02:16 DOLLARS AND THAT'S THE PROBLEM.
01:23:04:11 NOTHING SAYS, WOW, WE VALUE ALL
01:23:06:10 OF OUR EMPLOYEES LIKE GIVING
01:23:08:19 UPPER LEVEL MANAGEMENT A BONUS
01:23:10:28 TEN TIMES GREATER THAN YOUR
01:23:13:03 LOWEST PAID EMPLOYEE.
01:23:15:25 AT THE BARE MINIMUM, YOU NEED TO
01:23:17:08 TAKE THE TOTAL AMOUNT OF MONEY,
01:23:19:13 DIVIDE BY THE TOTAL NUMBER OF
01:23:20:25 EMPLOYEES WHO WORK FOR APS AND
01:23:22:07 GIVE EVERYONE AN EQUAL SHARE.
01:23:24:03 SOMETHING ABOUT EIGHT TO NINE
01:23:25:24 HUNDRED DOLLARS.
01:23:26:18 AND EQUAL SPLIT SAYS WE ACTUALLY
01:23:28:00 VALUE THE WORK THAT EVERY SINGLE
01:23:29:25 PERSON DOES FOR APS.
01:23:32:14 AND FOR YOUR LOWEST PAID
01:23:33:15 EMPLOYEES, THE ONES WHO MAKE
01:23:35:10 LESS THAN A LIVING WAGE, THIS
01:23:37:02 AMOUNT OF MONEY FOR AT LEAST ONE
01:23:38:08 MONTH WILL REDUCE THE STRESS
01:23:39:19 THAT COMES FROM LIVING PAYCHECK

01:23:41:02 TO PAYCHECK.
01:23:42:26 BUT REALLY WE DON'T WANT A
01:23:44:18 BONUS, BECAUSE THAT'S NOT A
01:23:46:26 LONG-TERM COMMITMENT.
01:23:48:00 WHAT WE WANT IS A COLA.
01:23:49:13 COLAS RAISE OUR SALARY NOT ONLY
01:23:51:08 THIS YEAR BUT FOR EVERY YEAR
01:23:53:06 AFTERWARDS.
01:23:54:07 COLAS MEAN OUR BASE SALARIES
01:23:55:27 GIVES US AT LEAST THE SAME
01:23:57:15 BUYING POWER WE HAD LAST YEAR
01:23:59:01 AND THIS IS IMPORTANT, BECAUSE
01:24:00:20 BETWEEN 2022 AND THE CURRENT
01:24:02:14 DAY, INFLATION HAS RISEN BY 82%.
01:24:05:04 BUT OUR NET COLAS DURING THAT
01:24:07:13 SAME TIME PERIOD HAS RISEN BY
01:24:08:26 39%.
01:24:10:14 OVER THE PAST FIVE YEARS,
01:24:11:22 INFLATION HAS GROWN BY 24%, BUT
01:24:13:24 COLAS HAS ONLY GIVEN US AN
01:24:16:03 INCREASE OF 8%.
01:24:18:24 16 CENTS ON THE DOLLAR THAT WE
01:24:20:03 ARE LOSING.
01:24:21:05 DON'T GIVE US A BONUS.
01:24:22:28 GIVE US A LARGER COLA, INVEST IN
01:24:26:12 US NOT JUST THIS YEAR BUT IN
01:24:28:10 EVERY YEAR TO COME, THANK YOU.
01:24:29:23 >> THANK YOU FOR YOUR COMMENTS.
01:24:31:03 NEXT SPEAKER, PLEASE.
01:24:31:25 >> THE NEXT FOUR SPEAKERS,
01:24:34:25 VIRGINIA DIAMOND, KEITH WILLIS,
01:24:37:23 LOURDES RAMIREZ.
01:24:41:06 VIRGINIA DIAMOND?
01:24:49:04 >> GOOD EVENING, SCHOOL BOARD
01:24:50:05 MEMBERS.
01:24:51:22 I'M AN ARLINGTON RESIDENT AND
01:24:53:03 I'M THE PRESIDENT OF THE
01:24:54:05 NORTHERN VIRGINIA AFL-CIO AND
01:24:57:21 I'D LIKE TO SPEAK TO THE ISSUE
01:24:58:26 OF THE ISSUANCE OF A PROCUREMENT
01:25:03:09 PROCESS FOR THE CAREER CENTER
01:25:05:10 WITHOUT PREVAILING WAGES.
01:25:07:02 WE OPPOSE THAT, WE WOULD LIKE
01:25:10:28 YOU TO REBID IT.
01:25:12:29 WE FEEL IT WOULD BE A BIG
01:25:14:04 MISTAKE.
01:25:14:23 WHEN THE DEMOCRATIC PARTY GOT A
01:25:16:18 TRIFECTA IN 2020, A TOP PRIORITY
01:25:18:20 WAS TO ADOPT PREVAILING WAGES
01:25:20:13 AND WE'RE VERY PROUD OF THE FACT
01:25:21:28 THAT ARLINGTON COUNTY WAS THE
01:25:22:29 FIRST COUNTY TO ADOPT IT AT THE
01:25:24:21 LOCAL LEVEL.

01:25:25:09 THE REASON WHY IT'S SO IMPORTANT
01:25:26:11 AND A TOP PRIORITY IS BECAUSE
01:25:28:16 NUMBER ONE, YOU DON'T WANT TO
01:25:30:01 HAVE LOCAL GOVERNMENT BODIES
01:25:33:02 UNDERPAYING BELOW THE MARKET
01:25:34:06 RATE IN THEIR PROCUREMENT,
01:25:36:22 BECAUSE THAT DRIVES DOWN WAGES
01:25:38:07 AND DAMAGES THE COMMUNITY.
01:25:39:19 AND SECONDLY, YOU DON'T WANT TO
01:25:42:05 HAVE WAGE THEFT AND EXPLOITATION
01:25:45:00 THAT TAKES PLACE AS HAS BEEN
01:25:47:01 ESTABLISHED BY JLARC STUDY IN
01:25:50:00 VIRGINIA.
01:25:50:14 AND SO IT'S VERY IMPORTANT TO
01:25:51:19 HAVE THOSE PREVAILING WAGES IN
01:25:53:14 PLACE.
01:25:55:05 ARLINGTON ADOPTED, AS I SAID,
01:25:56:01 THE STATE AS WELL, AFTER TWO
01:25:58:13 YEARS OF EXPERIENCE.
01:25:59:28 IT'S BEEN SHOWN THAT THEY DID
01:26:01:09 NOT RAISE COSTS AND, OF COURSE,
01:26:02:27 THE PREVAILING WAGE HAS BEEN IN
01:26:04:16 PLACE AT THE FEDERAL GOVERNMENT
01:26:05:17 SINCE THE 1930S.
01:26:07:09 THERE'S NOTHING THAT'S BEEN MORE
01:26:08:10 STUDIED.
01:26:09:21 THERE ARE MULTIPLE STUDIES THAT
01:26:11:05 IT DOES NOT RAISE COSTS, SO WE
01:26:14:04 FEEL THAT THIS IS SOMETHING THAT
01:26:15:19 WOULD BE A HUGE MISTAKE FOR
01:26:18:03 ARLINGTON SCHOOL BOARD TO
01:26:23:29 DEVIATE FROM THE SURROUNDING
01:26:25:00 LOCALITIES AND DO SOMETHING THAT
01:26:26:06 HARMS THIS COMMUNITY.
01:26:28:08 THERE'S TWO BUSINESS MODELS NOW
01:26:29:12 IN CONSTRUCTION IN OUR AREA.
01:26:31:28 ONE IS THE KIND THAT IS DONE
01:26:33:16 WITHOUT PREVAILING WAGES,
01:26:34:28 WITHOUT LABOR STANDARDS, AND THE
01:26:37:00 BUSINESS MODEL INVOLVES HIRING
01:26:39:18 LABOR BROKERS AT THE LOWER TIER
01:26:42:03 LEVELS OF THE SUBCONTRACTORS AND
01:26:43:21 THOSE LABOR BROKERS BRING IN
01:26:45:26 PEOPLE WHO ARE MISCLASSIFIED AS
01:26:47:22 1099 INDEPENDENT CONTRACTORS
01:26:51:07 FRAUDULENTLY.
01:26:52:26 >> THANK YOU FOR YOUR COMMENTS.
01:26:53:17 IF YOU'D LIKE, YOU CAN SUBMIT
01:26:55:28 THE REST VIA E-MAIL.
01:26:58:13 >> THANK YOU.
01:26:59:27 >> NEXT SPEAKER, KEITH WILLIS.
01:27:12:27 >> HELLO, I'M AN ARLINGTON
01:27:16:08 RESIDENT AND HAVE RAISED TWO

01:27:18:23 WONDERFUL DAUGHTERS IN THE
01:27:19:27 ARLINGTON PUBLIC SCHOOLS, SO
01:27:20:29 THANK YOU TO OUR EDUCATORS FOR
01:27:22:08 ALL YOU DID FOR THEM.
01:27:24:07 I'M ALSO COMING TO SPEAK ON THE
01:27:25:22 CAREER CENTER.
01:27:27:23 I SAW THE BIDS THAT CAME IN AND
01:27:30:06 WAS TALKING TO SOME OF THE FOLKS
01:27:32:11 THAT KNOW ABOUT CONSTRUCTION
01:27:33:05 THAT ARE IN THE UNIONS AND I WAS
01:27:35:17 PRETTY SHOCKED TO LEARN THAT
01:27:38:18 WHITING TURNER AND OTHER ONES
01:27:40:20 PUTTING IN THOSE LOW BIDS BUILT
01:27:44:19 IN THE PRICING THERE WAS GOING
01:27:46:14 TO BE PEOPLE'S WAGES STOLEN AT
01:27:48:15 THE CAREER CENTER JOB SITE.
01:27:51:20 JENNY MENTIONED THE LABOR
01:27:53:15 BROKERS, THEY TAKE ADVANTAGE OF
01:27:55:10 PEOPLE'S IMMIGRATION STATUS AND
01:27:56:28 TREAT THEM AS 1099'S.
01:27:59:24 SOMETIMES THEY DON'T PAY THEM,
01:28:00:22 THEY DON'T GET WORKERS'
01:28:01:27 COMPENSATION, PEOPLE GET INJURED
01:28:04:06 AND THESE BUSINESSES JUST SHUT
01:28:05:21 DOWN AND REOPEN UNDER A NEW
01:28:07:06 NAME.
01:28:08:00 SO I'M VERY CONCERNED THAT WE'RE
01:28:09:15 GOING DOWN A ROAD WHERE THERE'S
01:28:11:00 GOING TO BE -- WE'LL HAVE PEOPLE
01:28:12:25 WHO GO WITHOUT WAGES AND OTHER
01:28:14:13 EXPLOITATION.
01:28:16:25 AND I WOULD JUST SAY AGAIN, I'VE
01:28:18:20 TOURED SOME OF THE UNION
01:28:20:01 APPRENTICESHIPS AND IT'S TOTALLY
01:28:21:19 DIFFERENT, IT'LL BLOW YOUR MIND.
01:28:23:18 THE FACILITIES ARE AMAZING.
01:28:25:00 IT'S FREE TRAINING.
01:28:25:28 IT'S A REAL CAREER.
01:28:27:06 IT'S NOT EXPLOITATIVE.
01:28:29:08 AND THEY'RE NOT TAKING ADVANTAGE
01:28:30:06 OF PEOPLE'S IMMIGRATION STATUS.
01:28:32:04 SO I WOULD JUST ENCOURAGE YOU TO
01:28:34:05 TAKE A CLOSE LOOK AT THE BIDS
01:28:36:18 THAT CAME IN AND THINK ABOUT
01:28:38:23 WHAT YOU MIGHT BE BRINGING ON TO
01:28:41:12 THE CONSTRUCTION SITE THERE.
01:28:43:07 AND I APPRECIATE YOUR TIME,
01:28:44:15 THANK YOU.
01:28:45:03 >> THANK YOU FOR YOUR COMMENTS.
01:28:47:00 NEXT SPEAKER, PLEASE.
01:28:48:02 >> RAUL CASTRO?
01:28:54:17 >> GOOD EVENING TO ALL THE BOARD
01:28:55:22 MEMBERS.

01:28:56:22 I'M A 24-YEAR MEMBER OF THE
01:29:00:10 CARPENTER'S UNION.
01:29:01:18 WHEN I GRADUATED FROM HIGH
01:29:02:16 SCHOOL, I DIDN'T HAVE THE
01:29:03:21 RESOURCES TO GO TO COLLEGE AND I
01:29:04:24 WENT INTO THE CARPENTERS
01:29:07:22 APPRENTICESHIP PROGRAM WHICH I
01:29:09:13 OWE ALL MY SUCCESS IN LIFE.
01:29:13:12 IT WAS A GREAT THING FOR ME.
01:29:14:27 I'M ALSO GOING TO TALK ABOUT THE
01:29:16:02 CAREER CENTER.
01:29:18:19 WHEN AMAZON CAME INTO TOWN, WE
01:29:20:05 SPENT A LOT OF TIME EDUCATING
01:29:21:13 THE COMMUNITY AND LOCAL
01:29:24:00 POLITICIANS IN REGARDS TO ISSUES
01:29:25:27 THAT AFFECT OUR INDUSTRY, THE
01:29:27:22 CONSTRUCTION INDUSTRY.
01:29:28:09 WE ALSO SIGNED AN ARTICULATION
01:29:34:25 AGREEMENT WITH THE ARLINGTON
01:29:36:13 CAREER CENTER TO GIVE STUDENTS A
01:29:40:04 DIRECT PATH TO OUR TRADE.
01:29:41:23 HOWEVER, IN ORDER FOR THESE
01:29:43:01 PROGRAMS TO WORK, THEY NEED TO
01:29:45:03 COME WITH WORK OPPORTUNITIES AND
01:29:48:15 WE SHOULD BE TAKING ADVANTAGE OF
01:29:50:12 CONSTRUCTION PROJECTS TO TURN
01:29:51:27 THEM INTO GOOD-PAYING JOBS THAT
01:29:53:19 WILL OFFER FREE TRAINING, FAMILY
01:29:56:04 HEALTH CARE, AND PENSIONS TO
01:29:57:26 WORKERS.
01:30:00:01 WHEN THE COUNTY SELECTS
01:30:02:16 CONTRACTORS THAT HAVE BEEN SUED
01:30:05:11 FOR WAGE THEFT OVER A DOZEN
01:30:07:14 TIMES IN THE LAST FEW YEARS, IT
01:30:09:03 MAKES IT HARDER FOR WORKERS TO
01:30:12:01 MAKE ENDS MEET.
01:30:14:19 IT DEFINITELY DOESN'T HELP WITH
01:30:15:24 THE AFFORDABLE HOUSING ISSUES
01:30:17:12 THAT WE ALREADY HAVE AND MANY
01:30:19:21 OTHER SOCIAL ISSUES FOLKS IN OUR
01:30:22:19 COMMUNITY HAVE TO DEAL WITH ON A
01:30:23:24 DAILY BASIS.
01:30:25:02 SO SELECTING RESPONSIBLE
01:30:26:03 CONTRACTORS TO DO COUNTY WORK IS
01:30:28:01 THE FIRST STEP FOR A MORE
01:30:29:23 EQUITABLE WORKPLACE, THANK YOU.
01:30:31:25 >> THANK YOU FOR YOUR COMMENTS.
01:30:33:26 NEXT SPEAKER, PLEASE.
01:30:35:05 >> LOURDES RAMIREZ?
01:30:53:17 >> CAN WE DO IT SIMULTANEOUSLY?
01:30:58:27 FOUR MINUTES?
01:31:00:18 YES, OKAY.
01:31:02:19 [SPEAKING SPANISH]

01:31:10:15 >> Voice of Translator:
01:31:11:00 I'M A RESIDENT OF ARLINGTON FOR
01:31:12:21 20 YEARS.
01:31:13:22 [SPEAKING SPANISH]
01:31:15:19 >> Voice of Translator:
01:31:16:03 I HAVE FAMILY.
01:31:20:14 [SPEAKING SPANISH]
01:31:34:17 >> Voice of Translator:
01:31:35:04 A NEW PROJECT
01:31:40:24 [SPEAKING SPANISH]
01:31:45:21 [INDISCERNIBLE] I'M OWED \$5,000.
01:31:50:27 I WORK AT A PUBLIC SCHOOL.
01:31:58:02 [INDISCERNIBLE] IN FAIRFAX.
01:32:09:00 A PORTION OF MY PAY FOR SEVERAL
01:32:18:18 WEEKS.
01:32:21:18 >> Voice of Translator:
01:32:21:18 SOME OF THE PEOPLE WORKING THERE
01:32:29:26 RECEIVED CHECKS WITHOUT
01:32:30:27 SUFFICIENT FUNDS.
01:32:31:14 I'D ALSO LIKE TO ASK THE BOARD
01:32:39:27 TO LOOK AFTER THE RESIDENTS.
01:32:53:01 A LOT OF HARDSHIPS NOT ONLY FOR
01:33:23:09 ME BUT FOR MY FAMILY.
01:33:28:04 [SPEAKING SPANISH] I WISH THIS
01:33:32:15 DOESN'T HAPPEN TO ANYBODY ELSE
01:33:33:23 WHAT I'M EXPERIENCING.
01:33:34:27 THAT'S ALL.
01:33:40:25 >> THANK YOU FOR YOUR COMMENTS.
01:33:41:02 ALL RIGHT, IF A FOLLOW-UP IS
01:33:51:21 REQUIRED DUE TO THE NATURE OF
01:33:53:03 THE COMMENTS, THE SUPERINTENDENT
01:33:54:08 WILL WORK WITH THE APPROPRIATE
01:33:55:19 STAFF TO RESPOND ACCORDINGLY
01:33:58:05 FOLLOWING THE BOARD MEETING.
01:33:59:24 THANK YOU TO ALL OF OUR SPEAKERS
01:34:00:23 FOR YOUR COMMENTS.
01:34:02:05 THE SIGNUP TO SPEAK FORM FOR THE
01:34:04:06 MAY 9TH SCHOOL BOARD MEETING
01:34:06:11 WILL BE POSTED MAY 3-8 AT 4
01:34:10:04 p.m.
01:34:12:12 THE BOARD WILL TAKE A 5-MINUTE
01:34:15:11 RECESS.
01:34:16:22 WE'LL RECONVENE AT 8:22.
01:34:23:08 [RECESS]
01:40:28:11 >> ALL RIGHT, WE ARE NOW AT
01:40:29:20 MONITORING ITEMS AND TONIGHT WE
01:40:31:02 HAVE ONE ITEM, THE ELEMENTARY
01:40:33:20 ENGLISH LANGUAGE ARTS PROGRESS
01:40:35:11 MONITORING REPORT.
01:40:36:26 DR. DURAN, PLEASE INTRODUCE THE
01:40:38:00 STAFF WHO WILL PRESENT THIS
01:40:39:15 ITEM.
01:40:40:19 >>> FOR THIS EVENING FOR OUR

01:40:42:14 SECONDARY ENGLISH LANGUAGE ARTS
01:40:47:08 REPORT, DR. MANN WILL
01:40:49:03 INTRODUCE THIS ITEM AND HE HAS
01:40:50:28 MANY OF HIS TEAM HERE THIS
01:40:52:13 EVENING.
01:40:53:17 >> THANK YOU, DR. DURAN, AND
01:40:54:18 THANK YOU SCHOOL BOARD AND
01:40:55:19 Ms. TURNER, THANK YOU AGAIN
01:40:57:04 FOR BEING OUR LIAISON FOR THIS
01:40:58:13 MONITORING REPORT, APPRECIATE
01:41:00:19 YOUR THOUGHTS AND FEEDBACK.
01:41:02:12 AS Ms. ZECHER SUTTON
01:41:04:13 MENTIONED, LAST THURSDAY WE HAD
01:41:07:24 THE PLEASURE OF WATCHING THE
01:41:10:05 RIGHT TO READ DOCUMENTARY.
01:41:12:00 THE GENTLEMAN WHO IS THE MAIN
01:41:13:02 CHARACTER OF THE SHOW SAID THAT
01:41:15:13 IF YOU WERE IN THE BRONZE AGE
01:41:17:07 AND DIDN'T HAVE BRONZE, HOW
01:41:19:00 WOULD YOU BE?
01:41:20:27 IF YOU WERE IN THE STONE AGE AND
01:41:22:06 DIDN'T HAVE STONE, HOW WOULD YOU
01:41:24:15 BE?
01:41:25:12 IF YOU'RE IN THE INFORMATION AGE
01:41:26:10 AND YOU CAN'T READ, WHERE WOULD
01:41:28:29 YOU BE?
01:41:31:00 APRIL 11TH, WE SPLIT OUR
01:41:32:15 MONITORING REPORTS AND SEVERAL
01:41:33:17 YEARS AGO WE ACTUALLY SPLIT THE
01:41:35:28 SUPERVISOR AND ELEMENTARY AND
01:41:38:06 SECONDARY.
01:41:39:04 THIS EVENING'S PRESENTATION WILL
01:41:39:25 BE A LITTLE LONGER AS WE SET THE
01:41:41:15 BASELINE FOR THE PUBLIC AND FOR
01:41:42:20 THE SCHOOL BOARD ON ALL THE WORK
01:41:43:22 THAT THE TEAM HAS BEEN DOING TO
01:41:45:21 SUPPORT OUR STUDENTS WHO MAY NOT
01:41:47:19 BE WHERE THEY NEED TO BE IN
01:41:49:01 SECONDARY.
01:41:49:19 WE KNOW THAT WHERE THEY MAY HAVE
01:41:53:12 BEEN DURING THE PANDEMIC,
01:41:54:16 WHATEVER CIRCUMSTANCES THEY MAY
01:41:55:21 HAVE, HOW DO WE ADDRESS THEM?
01:41:57:14 SO THIS EVENING, WE'LL OUTLINE
01:42:04:20 FOR YOU THE WORK THAT THE TEAM
01:42:07:02 AND OUR SCHOOLS AND TEACHERS
01:42:08:23 HAVE BEEN DOING TO ADDRESS THESE
01:42:09:24 NEEDS AND ALSO AS WE ALIGN WITH
01:42:11:23 WHAT THE RESEARCH HAS BEEN
01:42:12:21 TELLING US, WE NEED TO ALIGN OUR
01:42:14:11 ASSESSMENT SYSTEMS AND TEACH THE
01:42:15:25 CENTRAL CONCEPTS.
01:42:17:14 WE ALSO NEED TO MAKE SURE WE'RE

01:42:18:12 DOING EXPLICIT AND SYSTEMATIC
01:42:20:00 INSTRUCTION AND THEN LASTLY,
01:42:21:18 MAKING OUR DECISIONS BASED OFF
01:42:23:00 OF DATA.
01:42:23:18 AND SO THIS EVENING, YOU'LL HEAR
01:42:24:20 ABOUT OUR CHANGES THAT WE PUT IN
01:42:27:22 PLACE.
01:42:29:10 AGAIN AS DR. DURAN MENTIONED,
01:42:30:18 THE ONLY PLACE THAT MY OFFICE
01:42:32:10 COULD SAY WE WERE GOING TO DO
01:42:33:25 ANYTHING NEW WAS IN SECONDARY
01:42:35:03 LITERACY.
01:42:36:01 AND MY FIRST HOUR WITH HIM, HE
01:42:37:16 SAID YOU ALL NEED TO HAVE A PLAN
01:42:39:09 FOR SECONDARY LITERACY.
01:42:41:00 SO WE WERE AHEAD OF THE STATE
01:42:41:28 BEFORE THEY ADDED MIDDLE SCHOOL
01:42:43:23 AND SO WE'RE THANKFUL AGAIN FOR
01:42:45:15 Ms. CRUZ AND ALL OF THE PEOPLE
01:42:47:11 BEHIND ME THAT I'LL INTRODUCE IN
01:42:49:06 A SECOND THAT HAVE BEEN WORKING
01:42:50:07 ON THIS.
01:42:51:05 SO AS WE THINK ABOUT OUR NWEA
01:42:55:12 MAP, OUR LITERACY SCREEN, THERE
01:42:57:11 ARE THINGS WE DIDN'T HAVE IN
01:42:58:19 PLACE TO IDENTIFY STRUGGLING
01:42:59:24 READERS, SO WE'RE AGAIN HAPPY
01:43:02:03 THE BOARD HAS FUNDED US TO BE
01:43:04:08 ABLE TO DO THAT.
01:43:05:12 FOR THE PUBLIC AND THE SCHOOL
01:43:05:27 BOARD, WE WANT YOU TO SEE THIS
01:43:07:08 IS LEVEL-SETTING FOR US AND SO
01:43:08:28 YOU'LL SEE A LITTLE DIFFERENT
01:43:10:03 FROM USUALLY THE ACADEMIC
01:43:12:04 MONITORING REPORTS, WE ACTUALLY
01:43:13:23 ARE STARTING OUT WITH WHAT
01:43:16:15 Ms. CRUZ SAID LAST YEAR, WHAT
01:43:18:17 WAS SHE GOING TO DO WHEN SHE WAS
01:43:20:01 NOW THE SECONDARY LITERACY
01:43:21:19 SUPERVISOR?
01:43:22:17 AND SO THEN ACTUALLY GOING INTO
01:43:23:28 OUR DATA AGAIN AND AS I
01:43:25:15 MENTIONED BEFORE I INTRODUCE THE
01:43:27:14 TEAM, ARTHUR ELEMENTARY, WE'RE
01:43:32:18 SEEING GAINS, CERTAIN GROUPS GET
01:43:34:00 BACK TO AND EXCEED PRE-PANDEMIC
01:43:36:00 LEVELS.
01:43:36:11 WE'RE NOT THERE YET IN
01:43:37:12 SECONDARY.
01:43:37:27 WE HAVE WORK TO DO.
01:43:38:25 AND SO AGAIN, THIS LAYS THE
01:43:40:24 GROUNDWORK FOR THE WORK WE'VE
01:43:42:09 DONE.

01:43:42:20 WE'RE HOPING AND STARTING TO SEE
01:43:43:22 SOME POSITIVE THINGS BUT WE'RE
01:43:45:20 ALSO HOPEFUL AND HAPPY TO HAVE
01:43:47:12 SCREENERS AND TOOLS TO ACTUALLY
01:43:48:28 BE ABLE TO IDENTIFY STUDENTS AND
01:43:50:26 THEN WE'LL ALSO TALK ABOUT SOME
01:43:52:04 OF THE TOOLS WE'RE HAVING FOR
01:43:53:12 STUDENTS TO BE ABLE TO PRACTICE
01:43:55:10 SOME OF THE TOOLS AND SKILLS
01:43:56:05 THAT THEY NEED.
01:43:57:14 AND SO WE HAVE WITH US THIS
01:43:59:05 EVENING OUR SUPERVISOR FOR
01:44:00:23 SECONDARY ELLA, Ms. SARAH CRUZ
01:44:04:22 AND OUR DIRECTOR OF CURRICULUM
01:44:07:23 INSTRUCTION, Ms. KERRI HIRSCH.
01:44:10:02 STEPPING IN FOR THE ACADEMIAS
01:44:13:21 TEAM, TERRI MURPHY, AND THEN I
01:44:17:17 DON'T KNOW IF THE PUBLIC KNOWS,
01:44:18:28 BUT WE INTRODUCED HIM A LONG
01:44:21:14 TIME AGO, BUT Dr. KENNETH
01:44:23:06 BROWN, OUR DIRECTOR OF SECONDARY
01:44:25:04 SPECIAL EDUCATION IS ALSO
01:44:26:05 PRESENTING THIS EVENING.
01:44:28:00 I'LL TURN IT OVER TO Ms. CRUZ
01:44:29:11 AND THE TEAM.
01:44:30:27 >> THANK YOU.
01:44:38:21 >> ALL RIGHT, ARE WE GOING TO
01:44:40:29 QUEUE OUR SLIDE DECK TOO?
01:44:43:14 THANK YOU.
01:44:44:28 CHAIR PRIDDY, MEMBERS OF THE
01:44:46:27 BOARD, DR. DURAN, I'M PLEASED TO
01:44:49:22 PRESENT OUR SECONDARY MONITORING
01:44:51:08 REPORT.
01:44:52:09 HERE IS OUR OUTLINE FOR TONIGHT.
01:44:53:21 I WILL TOUCH ON SOME DATA
01:44:54:26 ANALYSIS, IMPLEMENTATION OF
01:44:56:10 CURRICULUM, PROGRESS IN
01:44:58:02 SECONDARY AS WELL AS
01:44:59:02 RECOMMENDATIONS AND IMMEDIATE
01:45:00:10 WORK FOR OUR OFFICE.
01:45:02:28 IN CONNECTION TO THE APS
01:45:04:19 STRATEGIC PLAN, WE LEVERAGE
01:45:06:07 STRATEGIES AROUND CURRICULUM AND
01:45:07:25 INSTRUCTION OF ENGLISH LANGUAGE
01:45:09:03 ARTS TO INCLUDE READING AND
01:45:10:08 WRITING PROFICIENCY.
01:45:11:24 THIS IS MEASURED IN BOTH
01:45:13:25 ACHIEVEMENT AND GROWTH.
01:45:16:20 HERE ARE SOME ACTIONS THAT WE
01:45:17:24 HAVE TAKEN SINCE THE LAST TIME I
01:45:19:24 APPEARED BEFORE THIS BOARD.
01:45:21:18 AND REPORTED ON THE WORK OF THE
01:45:23:01 OFFICE IN 2023.

01:45:25:16 WE HAVE DEVELOPED A K-12 APS
01:45:27:24 LITERACY PLAN THAT WE ARE
01:45:28:29 ALIGNING WITH A SPECIFICATIONS
01:45:30:11 OF THE VIRGINIA LITERACY ACT AND
01:45:32:10 WILL PROVIDE TO THE BOARD IN A
01:45:34:28 FRIDAY LETTER.
01:45:35:23 WE HAVE PROVIDED SUGGESTED
01:45:38:11 STRATEGIC ACTIONS FOR INCREASING
01:45:40:03 LITERACY FOR SCHOOLS TO INCLUDE
01:45:41:24 IN THEIR SCHOOL ACTION PLANS.
01:45:43:26 THIS IS A FIRST STEP TO
01:45:45:17 SYSTEMIZE EVIDENCE-BASED
01:45:48:25 PRACTICES IN COLLABORATION WITH
01:45:49:17 THE CHIEF OF STAFF'S OFFICE.
01:45:51:29 WE HAVE PROCURED A SECONDARY
01:45:53:12 SCREENER WHICH WE'LL SEE DATA
01:45:56:24 FROM IN THIS PRESENTATION
01:45:57:19 TONIGHT.
01:45:58:04 WE HAVE PROVIDED INTENSIVE
01:45:59:18 SCIENCE OF READING TRAINING FOR
01:46:00:20 STAFF AT THE SECONDARY LEVEL TO
01:46:02:21 THE RIGOR OF SIX GRADUATE
01:46:05:03 CREDITS.
01:46:05:14 WE HAVE CREATED CURRICULUM,
01:46:07:10 GUIDANCE DOCUMENTS FOR THE
01:46:08:11 MIDDLE SCHOOL ELA AND
01:46:10:26 INTENSIFIED COURSES AND WE HAVE
01:46:12:09 COLLABORATED WITH THE OFFICE OF
01:46:14:04 ENGLISH LEARNERS ON A HIGH
01:46:16:06 LEVERAGE STRATEGY TO SUPPORT OUR
01:46:17:24 MULTILINGUAL LEARNERS AS WELL AS
01:46:20:15 STUDENTS WITH READING NEEDS IN
01:46:21:14 ORDER TO ACCESS THE CURRICULUM.
01:46:22:25 WE EMPHASIZE STRUCTURED LITERACY
01:46:28:26 AND PRACTICES GROUNDED IN THE
01:46:30:15 SCIENCE OF READING.
01:46:32:00 THIS IMAGE FROM THE
01:46:33:04 INTERNATIONAL DYSLEXIA
01:46:34:15 ASSOCIATION IS AN INFOGRAPHIC TO
01:46:36:21 ILLUSTRATE THAT THIS APPROACH IS
01:46:39:14 PROVIDING STUDENTS EXPLICIT WORD
01:46:41:05 KNOWLEDGE AS WELL AS VOCABULARY
01:46:42:13 AND WORLD KNOWLEDGE TO INCREASE
01:46:44:01 READING AND WRITING PROFICIENCY.
01:46:47:24 HERE IS A LOOK AT OUR READING
01:46:49:26 SOL DATA FROM OUR MIDDLE SCHOOLS
01:46:51:18 AS WELL AS THE END OF COURSE IN
01:46:53:12 HIGH SCHOOL.
01:46:54:10 AND AS WE CAN NOTE, OUR MIDDLE
01:46:55:25 SCHOOL RATES HAVE NOT YET
01:46:57:03 RETURNED TO THE PRE-PANDEMIC
01:46:58:18 LEVELS IN THE MID-80S.
01:47:01:00 NOT YET.

01:47:02:14 WE CAN ALSO NOTE ON THIS SLIDE
01:47:05:09 IN THE AREA OF WRITING THAT IS
01:47:06:28 THE FOCUS FOR OUR OFFICE IN
01:47:09:10 WORKING WITH SCHOOLS AND
01:47:10:18 TEACHERS, AS OUR DATA INDICATES,
01:47:12:07 WE HAVE NOT RETURNED TO THE
01:47:14:05 PRE-PANDEMIC LEVELS IN THIS
01:47:17:27 ASSESSMENT YET EITHER.
00:25:24:16 >> NEW THIS YEAR AS PROMISED IS
00:25:26:17 A NEW READING ASSESSMENT.
00:25:28:18 NWEA IS SERVING AS A READING
00:25:32:15 SCREENER BUT AS YOU'LL SEE IN A
00:25:35:05 FEW SLIDES IT PROVIDES A LOT OF
00:25:37:21 DATA AND ALL LEARNERS FOR
00:25:41:29 ASSESSMENT.
00:25:53:27 RELIABLE IDENTIFICATION OF
00:25:55:28 STUDENTS NEEDING SUPPORT IN
00:25:57:20 READING.
00:25:58:24 WE HAVE IMPLEMENTED TO ASSIST
00:26:00:17 OUR EDUCATORS IN PINPOINTING
00:26:03:20 WHAT THE READING LEVEL IS FOR
00:26:09:10 LEARNERS.
00:26:10:01 HERE ARE SOME BASIC ABOUT THE
00:26:12:00 ASSESSMENT.
00:26:12:19 IT'S ADMINISTERED THREE TIMES A
00:26:15:19 YEAR.
00:26:16:01 IT HAS 43 QUESTIONS THAT TAKE
00:26:19:21 APPROXIMATELY 45 MINUTES TO AN
00:26:21:07 HOUR.
00:26:21:28 IT'S A COMPUTER ADAPTIVE TYPE OF
00:26:25:06 ASSESSMENT.
00:26:26:24 STUDENTS HAVE TO GET WRONG TO
00:26:33:16 GETTING ASKED MORE DIFFICULT
00:26:36:05 QUESTIONS.
00:26:36:26 FAMILIES ARE NOTIFIED BY A SCORE
00:26:38:17 REPORT.
00:26:39:02 THIS CHART SHOWS THE PERCENTILE
00:26:41:27 THAT STUDENT SCORES MAY FALL
00:26:44:25 BETWEEN.
00:26:46:13 HERE'S A LOOK AT OUR ACHIEVEMENT
00:26:48:12 IN THE PERCENTILE BANDS.
00:26:51:18 AS WE LOOK IN THE AVERAGE TO
00:26:55:21 AVERAGE HIGH.
00:26:56:24 THESE ARE COMPARISON WITH THEIR
00:26:58:27 GRADE LEVEL PEERS NATIONWIDE.
00:27:01:14 THIS IS A NORMED ASSESSMENT AND
00:27:03:26 GIVES US A LOOK AT HOW OUR
00:27:06:22 STUDENTS ARE ACHIEVING IN
00:27:08:12 RELATION TO THE NATION AS A
00:27:10:07 WHOLE.
00:27:11:25 WHEREAS SOL GIVES.
00:27:14:19 52% OF OUR SIXTH TO 9thth
00:27:19:21 GRADERS ARE IN THE 90 PERCENTILE

00:27:24:02 OR ABOVE.
00:27:25:11 AS WE LOOK AT ACHIEVEMENT LEVELS
00:27:27:12 FROM AVERAGE OR THE 41st
00:27:29:26 PERCENTILE AND ABOVE BRACKETED
00:27:31:19 TO THE RIGHT OF THE COLUMNS.
00:27:33:05 THESE ARE THE STUDENTS
00:27:34:16 ANTICIPATED TO ACHIEVE
00:27:36:23 PROFICIENCY ON THE SOL
00:27:38:05 ASSESSMENT.
00:27:39:12 THE YELLOW GROUP WHICH IS THE
00:27:41:28 21st, 40th PERCENTILE.
00:27:50:26 HERE'S THE FOCUSED SLIDE ON THE
00:27:53:00 MIDDLE SCHOOL STUDENTS IN GRADES
00:27:55:24 6 THROUGH 8 ON THE NWEA.
00:27:59:28 PLEASE LOOK AT THE PERCENT OF
00:28:02:11 STUDENTS IN EACH PERCENTILE
00:28:05:06 BAND.
00:28:06:03 NEXT DRAW YOUR EYE THAT SCORE IN
00:28:07:28 THE FIRST TO 20th OR THE LOWEST
00:28:11:10 CATEGORY OF THIS ASSESSMENT.
00:28:12:19 TO THE RIGHT WE HAVE BROKEN OUT
00:28:14:10 THE PERCENTAGE OF STUDENTS THAT
00:28:15:25 ARE STILL WORKING TO ACQUIRE
00:28:18:16 ENGLISH PROFICIENCY.
00:28:20:04 THE LIGHT BLUE ON THE CIRCLED
00:28:22:23 GRAPH REPRESENTS OUR ENGLISH
00:28:25:27 LEARNERS GRADES 1 THROUGH FOUR.
00:28:41:14 WE WILL DISCUSS MORE ABOUT THESE
00:28:43:18 EVIDENCE-BASED PRACTICES SUCH AS
00:28:46:02 PACKET IN A MOMENT.
00:28:47:28 AS WE CONTINUE TO ANALYZE THE
00:28:49:18 SUPPORTS THAT THE STUDENTS IN
00:28:52:05 THIS PERCENTILE GROUP ARE
00:28:53:01 RECEIVING WE NEEDED TO KNOW WHAT
00:28:55:03 PERCENTAGE ARE THE STUDENTS WITH
00:28:56:05 A DISABILITY.
00:28:56:29 AND WE SEEK TO ENSURE THAT THE
00:28:59:09 TEACHERS WORKING WITH THESE
00:29:01:01 STUDENTS WITH THE GREATEST NEEDS
00:29:02:19 ARE OBTAINING THE TRAINING AND
00:29:04:05 THE SCIENCE OF READING THAT WILL
00:29:06:05 EQUIP THEM TO PROVIDE
00:29:08:10 EVIDENCE-BASED INSTRUCTION.
00:29:09:07 WHEN LOOKING AT THE FIRST
00:29:10:25 THROUGH 20th PERCENTILE 36% ARE
00:29:20:10 STUDENTS WITH DISABILITY.
00:29:29:13 A STARTED AREA FOR PROFESSIONAL
00:29:31:20 LEARNING IN YEAR IS INTRODUCING
00:29:34:12 EVIDENCE-BASED STRATEGIES.
00:29:35:17 THIS PACT, PROMOTING ADOLESCENT
00:29:39:18 COMPREHENSION OF TEXT.
00:29:42:24 IN A GUIDE PROVIDED BY THE
00:29:45:03 DEPARTMENT OF EDUCATION.

00:29:59:09 TO SUMMARIZE IT AND BUILD IT A
00:30:01:29 STATEMENT.
00:30:03:19 AS WELL AS READING WITH A
00:30:04:22 PARTNER.
00:30:05:05 EACH OF THESE STRATEGIES
00:30:08:08 DEMONSTRATES INCREASES IN
00:30:09:18 READING COMPREHENSION IN
00:30:11:09 STUDENTS.
00:30:13:26 TEACHERS ARE BEGINNING TO
00:30:15:05 LEVERAGE THIS STRATEGY IN THEIR
00:30:16:29 CLASSES AND IN THEIR PRACTICE,
00:30:18:18 AND AFTER ONE OF OUR TRAININGS A
00:30:21:02 TEACHER STATED I THINK THIS IS
00:30:23:02 ONE OF THE MOST WORKSHOPS I HAVE
00:30:26:10 ATTENDED IN 10 YEARS.
00:30:27:29 THIS IS ANOTHER LOOK AT OUR
00:30:29:27 MIDYEAR DATA.
00:30:30:16 IN THE GROWTH MADE BY EACH GROUP
00:30:32:25 OF STUDENTS.
00:30:33:15 ON THE TOP OF THIS CHART YOU SO
00:30:36:11 A COHORT OF STUDENTS IN EACH
00:30:40:00 PERCENTILE RANGE.
00:30:41:20 AND THE BOTTOM IS THE HIGHEST
00:30:43:29 ACHIEVING.
00:30:44:10 THE BLACK LINE DESIGNATES THE
00:30:46:16 50th MEDIAN STUDENT GROWTH
00:30:49:26 PERCENTILE AND EXPECTED LEVEL OF
00:30:52:07 GROWTH FOR THE GROUPS.
00:30:53:14 WE DO OBSERVE THAT THE STUDENTS
00:30:57:18 ACHIEVING IN THE LOWEST BAN ARE
00:31:02:00 REACHING ABOVE THE 50 PERCENTILE
00:31:08:07 GROUP.
00:31:08:24 ALSO TO NOTE OUR HIGHEST
00:31:11:08 ACHIEVERS HAVE NOT DEMONSTRATED
00:31:12:20 THE EXPECTED GROWTH ON THIS
00:31:15:27 ASSESSMENT YET.
00:31:17:21 HERE'S A SCATTERPLOT ON THE NWEA
00:31:22:25 DOT.
00:31:24:27 ALL OUR ARE SCHOOLS SCORE IN THE
00:31:27:16 HIGH ACHIEVING QUADRANT.
00:31:29:15 THE MEDIAN BEING IN THE 60th
00:31:32:20 PERCENTILE.
00:31:33:09 WE HAVE TWO SCHOOLS WHO SCORED
00:31:36:04 HIGH ACHIEVING AND HIGH DEPROET.
00:31:43:14 THE YELLOW STAR DESIGNATES WHERE
00:31:46:09 WE ARE HEADING FOR ALL OF OUR
00:31:47:26 SCHOOLS.
00:31:48:12 WE RECOGNIZE THAT ALTHOUGH LARGE
00:31:52:15 COHORTS ARE HIGH ACHIEVING THEY
00:31:55:00 ARE NOT MAKING THE EXPECTED
00:31:56:25 GROWTH AS ON THE NATALIE NORMED
00:32:01:27 ASSESSMENT.
00:32:02:17 HERE'S A VERY CONCISE LOOK AT

00:32:05:23 OUR PROVISIONED SCHOOLS AND OUR
00:32:08:15 STAFF THIS YEAR.
00:32:16:00 THAT INCLUDES MANY READY TO
00:32:18:00 TEACH RESOURCES.
00:32:19:18 IN PROFESSIONAL LEARNING WE HAD
00:32:21:16 TWO FOCUS ASPIRE FOR THE SCIENCE
00:32:24:07 OF READING AND PACKET.
00:32:25:13 THE STRATEGIES DEEMED MOST
00:32:28:26 EFFECTIVE FOR STUDENTS'
00:32:33:06 COMPREHENSION OF TEXT.
00:32:34:17 THIS WAS A VERY BIG LIFT FOR OUR
00:32:36:27 TEACHERS AND STUDENTS AS IT
00:32:39:06 REQUIRED TRAINING IN UTILIZING
00:32:41:10 THE ASSESSMENT PLATFORM.
00:32:43:28 SCHEDULED COORDINATION LED BY
00:32:46:27 THE DEPARTMENT OF CHAIRS AND
00:32:48:23 ADMINISTRATORS.
00:32:50:18 ALL SECONDARY ENGAGED IN WITH
00:32:54:22 PROFESSIONAL LEARNING THIS YEAR.
00:32:56:23 THEY PROBABLY WOULD SUGGEST
00:32:58:28 THEY'VE REACHED THE SATURATION
00:33:01:04 POINT OF NEW LEARNING.
00:33:06:19 NEXT KAT HARRINGTON IS GOING TO
00:33:13:29 TALK ABOUT ADVANCED ACADEMICS.
00:33:17:20 GOOD EVENING.
00:33:18:03 AS YOU VERY WELL KNOW IN THE
00:33:20:18 SCHOOL YEAR OF 23-24 WE ADDED
00:33:25:16 GRADE 7th AND 8th.
00:33:28:28 AND WE WILL BE EXPANDING THOSE
00:33:32:18 ADVANCEDED NEXT YEAR.
00:33:38:07 AS WE HAVE A SECONDARY LANGUAGE
00:33:41:16 ARTS IN DESIGNING AND
00:33:45:00 IMPLEMENTING THIS CURRICULUM.
00:33:46:25 AS YOU CAN SEE HERE ON THE SLIDE
00:33:49:15 WE HAVE INTENTIONALLY TO PRESENT
00:33:52:01 A DIFFERENTIATED LEARNING PLAN
00:33:54:02 FOR BOTH OF OUR REGULAR AND
00:34:00:28 INTENSIFIED SOURCES.
00:34:02:26 ACADEMIC DISCOURSE PROTOCOLS AS
00:34:05:27 WELL AS WITH RIGOROUS RESOURCES.
00:34:08:00 THERE ARE ALSO SCAFFOLDS AND
00:34:12:02 EXTENSION OPPORTUNITIES THAT ARE
00:34:14:00 EMBEDDED IN THE LEARNING PLAN.
00:34:15:28 THAT MEETS STUDENTS WHERE THEY
00:34:18:12 CURRENTLY ARE AND PROVIDES
00:34:21:00 GROWTH OPPORTUNITIES FOR ALL.
00:34:22:05 TO SUPPORT THE ROLL OUT OF THIS
00:34:27:03 CURRICULUM WE HAVE PARTNERED SO
00:34:30:14 THAT TEACHERS FEEL CONFIDENT IN
00:34:32:22 FACILITATING THESE STRATEGIES
00:34:34:08 WITHIN THE LEARNING PLAN.
00:34:35:16 I ALSO WAS EXCITED TO LAURA
00:34:39:23 O'DAY WHEN WE VISITED ALL 7th

00:34:42:05 AND 8th GRADE ELTs AND WE
00:34:48:14 INCORPORATED THEIR SUGGESTIONS
00:34:49:26 THAT THEY SHARED THROUGHOUT
00:34:51:23 THOSE VISITS.
00:34:52:22 DURING EACH ONE OF THESE VISITS
00:34:54:26 THESE ARE LIVING DOCUMENTS AND
00:34:56:15 WE WANT TO SEE THEM EVOLVE SO WE
00:35:02:04 ARE TRULY ARE SUPPORTING
00:35:05:16 TEACHERS IN DIFFERENTIATED
00:35:06:20 LEARNING.
00:35:07:05 DURING THOSE VISITS WE DID
00:35:09:15 RECEIVE A LOT OF THE POSITIVE
00:35:13:21 FEEDBACK.
00:35:16:00 IT'S A RICH RESOURCE THAT
00:35:19:00 SUPPORTING TEACHING ANALYTICAL
00:35:22:16 WRITING.
00:35:23:12 SCAFFOLDS OR EXTENSIONS A
00:35:25:28 STUDENT MIGHT NEED TO GROW THOSE
00:35:29:22 ANALYTICAL WRITING SKILLS.
00:35:31:11 YOU CAN SEE WE'RE CONTINUING
00:35:33:06 THIS HARD WORK AS WE EXTEND
00:35:35:16 THESE COURSE OFFERINGS TO SIXTH
00:35:37:21 GRADE.
00:35:38:10 OUR OFFICE IS CURRENTLY WORKING
00:35:41:17 WITH A COMMITTEE OF TEACHERS AND
00:35:44:05 COACHES.
00:35:46:03 THIS COURSE WILL FOCUS ON WHAT
00:35:49:11 LITERACY LOOKS LIKE ON EACH
00:35:51:11 DISCIPLINE AREA AND VARIOUS
00:35:53:03 CAREERS.
00:35:53:21 THE CURRICULUM IS RIGOROUS, AND
00:35:56:07 WHILE ALSO PROVIDING MANY
00:35:58:04 OPPORTUNITIES TO EXPLORE
00:36:00:20 LITERACY AS PRACTITIONERS WITHIN
00:36:04:13 A FIELD.
00:36:07:00 AND HELPS STUDENTS POSSIBLE
00:36:09:24 CHALLENGE PATHWAYS THAT SUPPORT
00:36:11:21 THEIR INTEREST AND HELP THEM
00:36:16:06 DEVELOP THEIR TALENTS.
00:36:17:13 IF THESE OPPORTUNITIES FOR
00:36:19:15 TALENTS EXCITE YOU OR AS MUCH AS
00:36:22:09 IT DOES OUR OFFICE GO AHEAD AND
00:36:25:16 REACH OUT TO YOUR SCHOOL HOW YOU
00:36:28:12 USE LITERACY IN YOUR EVERYDAY
00:36:31:10 LIFE IN YOUR CAREER.
00:36:33:04 NOW IN ADDITION TO THE SIXTH
00:36:35:21 GRADE DISCIPLINARY LITERACY WE
00:36:38:22 HAVE THE CURRICULUM LAID OUT FOR
00:36:41:14 THE SIXTH GRADE.
00:36:42:28 TO EXTEND THAT THE SIXTH GRADE
00:36:47:27 ELA CURRICULUM.
00:36:51:12 AND FURTHER EMBED EXTENSIONS
00:36:54:13 RIGOROUS RESOURCES AND ACADEMIC

00:36:57:25 DISCOURSE PROTOCOLS SO AND HAVE
00:37:00:16 THE OPPORTUNITY TO DIVE DEEPER
00:37:02:17 INTO AN INTEREST AREA TO FURTHER
00:37:05:17 GROW THEIR INTEREST AREA IN
00:37:09:03 LANGUAGE ARTS.
00:37:09:26 FOR US TO DIVE DEEPER INTO THIS
00:37:13:03 WORK I'D LIKE TO SEE SOME OF THE
00:37:15:16 WRITING PROMPTS WE HAVE
00:37:17:22 PRESENTED IN THE CURRICULUM AND
00:37:20:06 GIVEN KIDS A CHANCE TO INTERACT.
00:37:23:11 WHICH IS A GENERAL EDUCATION
00:37:26:09 PROMPT SUCH AS POWER.
00:37:27:16 AND THEN ARE GIVEN THE CITE
00:37:31:13 EVIDENCE FROM THEIR READINGS TO
00:37:33:04 COMMUNICATE THEIR UNDERSTANDINGS
00:37:34:27 AND SUPPORT THEIR POINTS.
00:37:36:26 WITHIN THAT SAME UNIT TO CITE
00:37:41:04 FROM THREE DIFFERENT SOURCES IN
00:37:45:24 THEIR WRITTEN RESPONSE
00:37:47:24 REFLECTING ON POWER.
00:37:48:19 ON THE RIGHT IS AN EXAMPLE OF
00:37:50:25 THE RESEARCH REQUIREMENT FOR ALL
00:37:53:24 8th GRADE STUDENTS.
00:37:56:06 THIS IS THIS IS THE FINAL UNIT
00:37:58:23 WHERE STUDENTS RESEARCH AND
00:38:02:29 ANALYZE A FICTIONAL WHERE THEY
00:38:05:08 COULD DISCUSS AUTONOMOUS CARS IN
00:38:07:23 VIRGINIA OR CHATGPT IN
00:38:14:07 CLASSROOMS.
00:38:26:09 >> COLLABORATION BETWEEN THE
00:38:29:10 ENGLISH LANGUAGE ARTS AND THE
00:38:31:01 OEL HAVE GREAT LEVEL CONTENT
00:38:36:09 WHILE BUILDING THEIR LITERACY
00:38:38:29 SKILLS.
00:38:39:13 ALL OF OUR ENGLISH LEARNERS ARE
00:38:41:10 SCHEDULED INTO GRADE LEVEL THAT
00:38:43:03 ARE SHELTERED AND SCAFFOLDED TO
00:38:45:29 THEIR SPECIFIC ENGLISH LANGUAGE
00:38:51:13 LEVELS.
00:38:58:07 KIBBLE'S IN OUR ENGLISH LANGUAGE
00:39:02:25 DEVELOPMENT COURSES WE ARE TO
00:39:06:00 ENSURE WHILE OUR STUDENTS ARE
00:39:08:00 BUILDING THEIR OVERALL LANGUAGE
00:39:13:22 LITERACY.
00:39:14:17 MS. CRUZ SPOKE AT LENGTH AT
00:39:19:18 PACKET STRATEGIES.
00:39:20:20 THESE ARE STRATEGIES THAT ARE
00:39:23:11 ENCOURAGE STUDENTS TO PROCESS
00:39:25:11 TEXT ALONGSIDE THEIR PEERS AND
00:39:29:14 PLACE A STRONG EMPHASIS ON THEIR
00:39:33:27 COMPREHENSION.
00:39:41:02 ADDITIONALLY THE RESEARCH BEHIND
00:39:42:21 PACKET WAS CONDUCTED AT MAJOR

00:39:45:18 UNIVERSITIES IN STATES THAT HAVE
00:39:48:03 LARGE ENGLISH LEARNER
00:39:50:06 ENVIRONMENTS THAT.
00:39:52:02 SO WE HAVE A GREAT DEAL OF
00:39:54:03 CONFIDENCE IN THESE STRATEGIES
00:39:55:23 AND THEIR EFFICACY FOR ENGLISH
00:39:59:06 LEARNERS.
00:40:15:01 WE'RE ALSO L TEACHERS ARE
00:40:19:18 INCLUDED IN THE ASPIRE TRAININGS
00:40:21:29 AND COHORTS.
00:40:23:04 THIS IS TO ENSURE THEY HAVE A
00:40:26:00 STRONG GROUNDING IN THE READING
00:40:29:25 STRATEGIES.
00:40:30:12 MS. CRUZ ALSO CO-PRESENTED AT
00:40:33:07 OUR L WHY STRUCTURED LITERACY.
00:40:37:22 WE WANTED TO HELP OUR ENGLISH
00:40:41:12 TEACHERS BUT WE ALSO WANTED THEM
00:40:44:03 TO UNDERSTAND SOME OF THE
00:40:46:14 CAVEATS SOME OF THE SPECIFIC
00:40:48:22 ACCOMMODATIONS THAT NEEDED TO BE
00:40:50:10 TO MAKE STRUCTURED LITERACY FOR
00:40:56:25 ENGLISH LEARNERS.
00:41:02:20 THIS IS A REALLY IMPORTANT
00:41:05:25 COMPONENT FOR A OUR ELs.
00:41:13:09 THEIR LANGUAGE PROFICIENCY
00:41:15:27 STAGNATES AND SO WE SEE THESE
00:41:19:04 MULTI-SYLLABLE TO DECODE MORE
00:41:24:07 COMPLICATED WORDS.
00:41:26:01 AND ALSO FOR HELPING THEM TO
00:41:29:14 CODE WITH GREATER AUTONOMY, AND
00:41:36:00 THEN PAIRED WITH THE PACKET
00:41:37:17 STRATEGIES THE SHELTERED
00:41:39:15 INSTRUCTION STRATEGIES WE HOPE
00:41:41:12 TO SEE OVERALL GRAINS IN THEIR
00:41:44:01 LANGUAGE DEVELOPMENT AND THEIR
00:41:49:15 LITERACY DEVELOPMENT.
00:41:55:10 KIM BROWN IS GOING TO TALK NOW.
00:42:01:19 >> THE OFFICE OF THE SPECIAL
00:42:04:11 EDUCATION PARTNERS WITH TO
00:42:06:07 PROVIDE TRAINING AND SUPPORT AS
00:42:08:03 IT RELATES TO LITERACY.
00:42:11:07 AND THE OFFICE IS ENSURING THAT
00:42:13:24 THE SPECIAL EDUCATION TEACHERS
00:42:15:09 ARE PARTICIPATING IN THE ASPIRE
00:42:18:13 TRAINING TO LEARN ABOUT THE
00:42:20:02 SCIENCE OF READING, AND ALSO
00:42:22:12 STRUCTURED LITERACY AND THE
00:42:24:12 SPECIAL EDUCATION TEACHERS ARE
00:42:27:01 USING DIBELS TO PROGRESS MONITOR
00:42:30:19 STUDENTS.
00:42:31:01 THE DIBELS IS BEING IN BUT IT'S
00:42:37:21 ALSO TO OBTAIN OUT OF GRADE
00:42:42:29 FLUENCY SCORE AS NEEDED.

00:42:44:15 THE FINAL SCREENER FOR
00:42:47:06 INTERVENTION IS USED IN BOTH
00:42:49:10 MIDDLE SCHOOLS AND HIGH SCHOOLS
00:42:50:16 AS A DIAGNOSTIC TOOL TO PINPOINT
00:42:53:25 ANY PHONICS OR DECODING
00:42:56:14 STRUGGLES THAT STUDENTS MAY BE
00:42:58:05 HAVING TO ASSESS THE NEEDS OF
00:43:00:10 THEM AND PROVIDE THOSE
00:43:02:09 INTERVENTIONS THAT THEY ARE
00:43:03:23 REQUIRING.
00:43:11:17 AND PHONICS LEVELS LEARNING.
00:43:19:18 >> WHAT A GREAT TEAM.
00:43:22:09 ALL RIGHT.
00:43:23:02 NEXT LET'S MOVE ON TO TAKE A
00:43:25:02 LOOK AT ONE OF OUR RESOURCES,
00:43:26:26 AND THIS IS LEXIA POWER UP.
00:43:30:03 LEXIA POWER-UP IS A HYBRID AND
00:43:35:15 ACCELERATION PROGRAM THAT WE USE
00:43:37:22 FOR MIDDLE AND HIGH SCHOOL.
00:43:39:22 WORD STUDY GRAMMAR AND
00:43:43:05 COMPREHENSION.
00:43:45:15 THE CHART AT THE BOTTOM SHOWS
00:43:47:07 THE PROGRESS OUR STUDENTS HAVE
00:43:48:29 MADE IN THIS PROGRAM SINCE THE
00:43:52:08 BEGINNING OF THE YEAR THROUGH
00:43:54:00 MARCH.
00:43:55:03 THE GREEN IS FOUNDATIONAL.
00:43:58:00 52 AND THE DARK BLUE IS THE
00:44:00:09 ADVANCED LEVELS OR SIXTH THROUGH
00:44:02:25 8th GRADE SKILLS.
00:44:04:20 WE EXPECT PROGRESS WE EXPECT
00:44:09:28 THEM TO THE MODELS.
00:44:14:05 THIS GIVES YOU THE REPETITION
00:44:16:00 AND PRACTICE TO SHORE UP THE
00:44:19:21 DECODING SKILLS THAT ARE NOT
00:44:21:19 AUTOMATIC.
00:44:22:28 TO GET MORE USAGE OF THIS
00:44:24:13 PROGRAM.
00:44:25:27 SIXTH GRADE IS OUR HEAVIEST WITH
00:44:28:10 1,300 USERS LAST YEAR.
00:44:31:01 7th WITH 517, AND 9th GRADE FOR
00:44:41:04 417.
00:44:48:27 WITH THOSE PAPER PACKETS.
00:44:51:04 ALSO IN THE NEW STRUCTURED
00:44:53:12 LITERACY CLASS NEXT YEAR.
00:44:55:21 THERE IS SOMETHING ABOUT WRITING
00:44:57:10 ON PAPER WITH PENCIL THAT CAN
00:45:00:22 CEMENT IN THE BRAIN.
00:45:01:28 THAT IS AN EFFECTIVE RESOURCE
00:45:04:00 WHEN IT'S USED AS INTENDED.
00:45:07:00 I'M LOOKING FOR THE DARK BLUE
00:45:10:14 BAND TO BECOME MUCH MORE LARGER
00:45:14:05 THAT WILL BE A PRECURSOR TO THE

00:45:17:09 FULL READING COMPREHENSION SUCH
00:45:21:09 AS THE NWEA.
00:45:27:28 THIS IS OUR WALKTHROUGH DATA.
00:45:29:29 HERE'S ANOTHER LOOK AT SOME OF
00:45:31:18 THE OBSERVATIONS NULL DATA IN
00:45:34:16 VISIT TO CLASSROOMS.
00:45:35:20 WE RECORD OBSERVATIONS IN AN APP
00:45:40:25 CALLED KICKUP.
00:45:45:25 THE RATING SCALE IS NO, SOME OR
00:45:50:12 MODERATE 1 THROUGH 4.
00:45:52:00 AREAS OF STRENGTH THAT
00:45:53:06 STRUCTURES AND PROCEDURES ARE IN
00:45:54:20 PLACE FOR STUDENTS TO ENGAGE.
00:45:57:03 STUDENTS ARE ALSO GIVEN CHOICES
00:45:59:15 WHAT THEY READ.
00:46:02:23 A NEW AREAS OF OPPORTUNITY AND
00:46:05:01 GROWTH ARE STUDENT DISCOURSE.
00:46:07:11 THAT STUDENTS TALKING ABOUT THE
00:46:08:28 ACADEMIC WORK WITH ONE ANOTHER
00:46:10:19 AND THEIR PEERS AS WELL AS RIGOR
00:46:12:29 IN THEIR TEXT AND THEIR TASK.
00:46:16:20 AS NOTED EARLIER IN THE
00:46:18:15 PRESENTATION MIDDLE SCHOOL
00:46:20:04 RECEIVED NEW CURRICULUM THIS
00:46:22:02 YEAR WHICH MEANS WE HAVE
00:46:24:04 DESIGNATED WHICH RESOURCES TO
00:46:25:25 USE EXPLICITLY.
00:46:29:17 WE HAVE SOME SHIFTING AND
00:46:31:18 WORKING ON RIGOROUS GRADE LEVEL
00:46:34:02 TEXT.
00:46:35:12 EACH UNIT INCLUDED TO ENSURE
00:46:38:13 GRADE LEVEL TEXTS WITH
00:46:40:27 ACCESSIBILITY FEATURES SUCH AS
00:46:44:15 READ ALOUD.
00:46:51:14 WE WERE IN PARTIAL TO FULL
00:46:53:25 IMPLEMENTATION OF THE
00:46:54:24 CURRICULUM.
00:46:55:12 WE HAVE SOME GRADE LEVELS AT A
00:46:57:13 FEW SITES THAT ARE STILL
00:46:59:23 ASSESSING FOR READINESS.
00:47:01:23 THE ELA OFFICE AND ADVANCED
00:47:04:18 ACADEMICS OFFICE MET WITH GRADE
00:47:07:18 LEVEL TEAMS AND INCORPORATED IT
00:47:10:09 INTO THE NEXT UNITS.
00:47:14:14 WE ANTICIPATE THAT STUDENT
00:47:16:15 ACHIEVEMENT WILL INCREASE.
00:47:20:08 OUR HIGH SCHOOLS WERE GIVEN
00:47:22:14 CURRICULUM MAPS THIS YEAR TO
00:47:24:11 INCLUDE RECOMMENDED TEXT FOR
00:47:26:00 EACH UNIT WITH AN HMH TEXT FOR
00:47:33:13 ACCESSIBILITY FEATURES UTILIED
00:47:36:09 IN EACH UNIT.
00:47:37:27 RESEARCH WRITING WAS AVAILABLE

00:47:39:23 INSPECTED AT EVERY GRADE LEVEL.
00:47:42:24 THIS YEAR BOTH 9th AND 10TH
00:47:45:13 GRADE TOOK THE PERFORMANCE BASED
00:47:48:15 IN WRITING.
00:47:49:29 THESE ARE THEN DOUBLE BLIND
00:47:52:05 SCORED WITH A RUBRIC.
00:47:54:05 OUR TEACHERS ATTENDED A AS
00:48:05:13 TEACHERS COMPLETE THEIR
00:48:09:23 ASSIGNMENTS.
00:48:10:05 THE HIGH SCHOOL CURRICULUM UNIT
00:48:12:03 PLANS ARE THE FOCUS FOR THE NEXT
00:48:15:01 YEAR WHICH WILL INCLUDE THE MORE
00:48:17:28 STANDARDS AND MORE CORE TEXT,
00:48:22:06 VOCABULARY AS WELL AS SCAFFOLDS
00:48:24:00 AND SUPPORTS TO PROVIDE ENGLISH
00:48:26:18 LEARNERS AND STUDENTS WITH A
00:48:31:04 DISABILITY WITH THEIR GRADE
00:48:32:15 LEVEL CONTENT.
00:48:51:23 APPROXIMATELY HALF AGREED THAT
00:48:53:28 12th GRADE RESEARCH PAPERS
00:48:56:19 SHOULD BE FIVE PAGES OR LONGER.
00:49:00:12 86% NEED TO BE WRITTEN PRIOR TO
00:49:03:23 THE 12th GRADE.
00:49:07:06 THE NUMBER ONE ASK FROM TEACHERS
00:49:09:15 FOR THE ELA PROVIDED CURRICULUM
00:49:12:06 WAS SCAFFOLDED AND SUPPORT
00:49:15:07 MATERIALS FOR ENGLISH LEARNERS
00:49:17:17 AND WE INTEND TO INCLUDE THAT.
00:49:40:18 PARTNER CHUNKING READING OF TEXT
00:49:43:12 WHICH IS THE PACKET STRATEGIES.
00:49:45:08 ALSO TO NOTE WE PARTNERED WITH
00:49:47:18 SCHOOL SUPPORT TO PROVISION A
00:49:50:15 FEW FULL-TIME LITERACY TUTORS AT
00:49:54:27 SCHOOLS.
00:49:56:27 WE ARE NOW AT THE BRIGHT SPOTS
00:49:58:18 AND GOOD NEWS FOR SECONDARY ELA
00:50:01:09 THIS YEAR.
00:50:02:00 THE CHRIS McINTOSH OUR SECONDARY
00:50:05:16 COACH PROVIDED SUPPORT FOR THIS
00:50:11:19 YEAR.
00:50:13:16 CHRIS WAS VERY INSTRUMENTAL WITH
00:50:16:08 PROVIDING JOB EMBEDDED
00:50:18:18 PROFESSIONAL LEARNING.
00:50:22:16 HIS AVAILABLE TO TEACHERS AND
00:50:25:05 SCHOOLS FOR TRAINING,
00:50:26:22 OBSERVATIONS AND PLANNING
00:50:27:21 SESSIONS.
00:50:28:10 HE ALSO SPEARHEADED THE
00:50:34:06 PERFORMANCE WRITING ASSESSMENTS
00:50:35:06 FOR THE 9th AND 10TH GRADE
00:50:38:21 STUDENTS.
00:50:51:24 IS OUR HIGH SCHOOL STRUCTURED
00:50:53:26 LITERACY COURSE THAT WE WILL

00:50:55:06 BEGIN NEXT YEAR.
00:50:57:02 WE HAVE PARTNERED WITH THE
00:50:59:04 C.T.E. TO PROVIDE WORK BASED
00:51:01:13 OPPORTUNITIES FOR STUDENTS THAT
00:51:03:02 IN ROLL.
00:51:04:06 THIS WILL PROVIDE EXTERNSHIP
00:51:08:07 OPPORTUNITIES IN A CAREER
00:51:11:23 OPPORTUNITIES FOR THEM.
00:51:23:10 AND THIS IS YET ANOTHER SAFETY
00:51:25:16 NET WE ARE PUTTING IN PLACE TO
00:51:27:29 MAKE SURE WE REACH OUR STRATEGIC
00:51:30:29 GOAL THAT ALL STUDENTS READ
00:51:34:00 PROFICIENTLY.
00:51:34:22 HERE'S AN EXCITING ON OUR STAFF
00:51:38:16 THIS RIGOROUS TRAINING REQUIRES
00:51:40:27 A PRE-ASSESSMENT AND POST
00:51:43:12 ASSESSMENT FOR EACH OF THE
00:51:45:00 DOMAINS.
00:51:45:18 ON THE GRAPH YOU CAN SEE THAT
00:51:48:21 THE GRAY BAR WHERE THE PRIOR
00:51:51:26 KNOWLEDGE AND THEN THE GREEN IS
00:51:56:03 POSTASSESSMENT.
00:51:57:15 WE ARE PROUD OF OUR STAFF FOR
00:52:01:24 COMPLETING 2,061 CORRESPONDENCES
00:52:07:03 COMPLETED.
00:52:08:00 THE LIST OF SCHOOLS ON THE LEFT
00:52:09:27 ARE THE SECONDARY SCHOOLS THAT
00:52:11:17 ARE PARTICIPATING IN THIS
00:52:12:27 TRAINING OPPORTUNITY.
00:52:14:15 IT'S SO VALUABLE I RECRUITED
00:52:17:15 SOME OF OUR ELEMENTARY AS WELL.
00:52:24:07 EL TEACHERS.
00:52:26:25 COACHES, READING SPECIALIST,
00:52:28:23 DEPARTMENT CHAIRS AND LEADS.
00:52:31:27 AS WE CLOSE THIS PRESENTATION.
00:52:33:29 WHAT I WOULD SAY TO THE BOARD
00:52:35:17 AND COMMUNITY THIS IS OUR
00:52:37:13 BASELINE YEAR.
00:52:38:12 WE HAVE IMPLEMENTED AN
00:52:40:09 ASSESSMENT SYSTEM WHICH WE CAN
00:52:42:12 MEASURE PROGRESS IN BOTH
00:52:44:12 ACHIEVEMENT AND GROWTH.
00:52:46:00 THIS WILL INCLUDE RESOURCES AND
00:52:48:05 SUPPORT FOR OUR MOST VULNERABLE
00:52:51:09 STUDENTS.
00:52:56:10 AS OUR DATA INDICATES WE HAVE
00:52:58:13 MANY THAT ARE PROFICIENT AND
00:53:00:15 NEED THIS INCREASED RIGOR TO
00:53:02:17 GROW.
00:53:04:09 IN ORDER TO SUPPORT OUR STUDENTS
00:53:07:10 THAT STILL HAVE READING NEEDS WE
00:53:10:28 HAVE MULTIPLE SYLLABLE ROUTINES,
00:53:14:01 AND EXPLICIT VOCABULARY.

00:53:20:00 AS OUTLINED IN THE APS LITERACY
00:53:25:13 PLAN.
00:53:26:28 IT IS RECOMMENDED THAT WE OFFER
00:53:28:08 A QUARTERLY LATE START FOR OUR
00:53:32:07 HIGH SCHOOLS.
00:53:32:21 AS A SUPPORT TO THE HIGH SCHOOLS
00:53:35:22 EXPLICIT REQUEST FOR LITERACY
00:53:37:15 COACHES.
00:53:38:00 THEY KNEW THEY NEEDED SOME
00:53:40:06 SUPPORT IN THIS WORK.
00:53:41:29 ANOTHER RECOMMENDATION TO
00:53:43:07 CONTINUE AND EXPLORE WITH OUR
00:53:46:03 STAKEHOLDERS A FORMAT OF 50 TO
00:53:49:14 60-MINUTE DAILY CLASSES.
00:53:58:12 ADDITIONALLY WE WILL SEEK TO
00:54:00:11 PROVIDE TWO DAYS.
00:54:04:07 THIS IS A FOCUS AREA FOR OUR
00:54:06:06 OFFICE AS NOTED IN THE ELA
00:54:08:28 ADVISORY COMMITTEE
00:54:10:05 RECOMMENDATIONS FOR THE PAST TWO
00:54:11:26 YEARS.
00:54:12:24 LASTLY FOR FUTURE PLANNING WE
00:54:15:15 MUST NAVIGATE WITH LITERACY
00:54:17:13 COACHES TO INCREASE THE
00:54:22:08 EVIDENCE-BASED PRACTICES FOR OUR
00:54:23:07 STUDENTS.
00:54:23:18 IN LIGHT ALL OF THIS HERE THE
00:54:27:01 IMMEDIATE WORK THAT MY OFFICE IS
00:54:29:01 COMMITTED FOR THE NEXT THREE TO
00:54:31:12 SIX MONTHS.
00:54:33:13 WE WILL BE ONBOARDING AN ELA
00:54:37:26 SPECIALIST.
00:54:40:01 TRAIN ALL OF THE STRUCTURED
00:54:41:19 LITERACY TEACHERS IN THE
00:54:43:07 EVIDENCE-BASED PRACTICES THAT WE
00:54:45:22 WILL IMPLEMENT IN THE NEW
00:54:47:00 COURSE.
00:54:47:23 PREPARE THE PROFESSIONAL ON ELA
00:54:51:06 AND TEXT FOR SUMMER AND FALL.
00:54:53:27 WE'LL PARTNER WITH THE ADVANCED
00:54:58:06 AS WELL AS THE SIXTH GRADE
00:55:00:15 INTENSIFIED COURSE.
00:55:01:21 WE'LL ENGAGE HIGH SCHOOL
00:55:03:22 CURRICULUM WRITERS AND LASTLY
00:55:05:15 WE'LL MONITOR AND CELEBRATE THE
00:55:08:10 ASPIRE COHORT GRADUATES.
00:55:10:27 THANK YOU.
00:55:11:20 I'M HAPPY TO TAKE QUESTIONS AT
00:55:14:15 THIS TIME.
00:55:14:26 >> THANK YOU.
00:55:17:28 WHO WOULD LIKE TO START.
00:55:20:26 MS. TURNER OUR LIAISON.
00:55:23:19 >> THANK YOU FOR THE

00:55:25:05 PRESENTATION.
00:55:25:27 CAN YOU GO TO SLIDE 11, PLEASE.
00:55:28:19 >> YEAH.
00:55:29:13 >> SO WHERE IS THE CUT-OFF THAT
00:55:34:05 CORRESPONDS WITH PROFICIENCY
00:55:37:20 PASSING THE SOL ON THIS SCALE?
00:55:40:03 >> THAT'S A GOOD QUESTION.
00:55:42:17 THERE WAS A LINKING STUDY
00:55:45:12 BETWEEN THE NWEA AND VIRGINIA
00:55:49:04 SOL DATA.
00:55:49:26 WHEN LOOKING AT THAT WE WOULD BE
00:55:52:21 CUTTING OFF AT THE BOTTOM OF THE
00:55:55:11 GRAY BAND.
00:55:56:08 SO WE'RE LOOKING AT THE 40th
00:55:59:04 PERCENTILE AND ABOVE GIVES OUR
00:56:01:18 EXPECTED MOST PROBABLE THAT THEY
00:56:05:05 WOULD PASS THE SOL.
00:56:06:21 SO THE GRAY THE GREEN AND THE
00:56:08:21 BLUE.
00:56:09:04 SO THE BOTTOM OF THE GRAY BAND
00:56:11:17 WOULD BE THE 40th PERCENTILE.
00:56:14:09 IS THIS THE CORRECT SLIDE.
00:56:15:28 >> YEAH.
00:56:34:14 THIS GIVES THEM AN OPPORTUNITY.
00:56:37:04 THERE NEEDS TO BE SUPPORTS AND
00:56:39:00 STRUCTURES IN PLACE TO GET THEM
00:56:40:21 OVER THE HUMP.
00:56:41:22 >> IF WE MOVE OVER TO 15.
00:56:45:21 AM I UNDERSTANDING THIS RIGHT IF
00:56:48:06 YOU'RE LIKELY TO PASS THE SOLs
00:56:53:17 YOU ARE MAKING LESS THAN STUDENT
00:56:58:10 MEDIAN ACROSS-THE-BOARD.
00:57:09:20 FOR THOSE WHO ENROLLED IN
00:57:12:19 INTENSIFIED COURSES.
00:57:13:21 IS THAT SOMETHING YOU HAVE
00:57:15:11 LOOKED AT.
00:57:16:03 >> WE HAVE NOT PULLED THAT DATA
00:57:18:07 AS A SEPARATE COHORT YET.
00:57:20:27 I ANTICIPATE THOSE STUDENTS ARE
00:57:23:28 GOING TO BE IN THE 50th
00:57:28:02 PERCENTILE TO THE 90th
00:57:32:13 PERCENTILE
00:57:33:12 >> MS. TURNER THAT WE'RE EXCITED
00:57:36:23 ABOUT THE MAP DATA AS YOU SAW
00:57:39:03 WITH THE MATH MONITORING BUT THE
00:57:43:07 THERE'S NO CEILING.
00:57:44:15 SO WHEN WE REALLY THINK ABOUT
00:57:46:23 THE COMPUTER ADAPTIVE PART OF
00:57:48:29 THIS THIS IS OUR FIRST YEAR WITH
00:57:51:02 THIS.
00:57:53:21 WE CAN GET BACK TO PULLING THAT
00:57:57:24 LOOKING SPECIFICALLY AT OUR
00:58:00:28 INTENSIFIED ENROLLMENT.

00:58:07:18 WE KNOW WE HAVE WORK TO DO FOR
00:58:09:23 THOSE STUDENTS WHO'RE IN LAST
00:58:12:13 TWO PERCENTILES.
00:58:26:16 SO WHEN WE'VE TALKING ABOUT THIS
00:58:30:00 INTERNALLY THAT'S BEEN OUR 1 HOW
00:58:32:20 AND WHAT ARE THE WAYS WE CAN
00:58:34:12 OFFER THOSE EXTENSIONS WITH
00:58:37:19 MS. HARRINGTON.
00:58:48:16 >> SO WHAT WOULD YOU RECOMMEND
00:58:50:24 FOR METRICS FOR EXAMPLE IN THE
00:58:53:06 UPCOMING STRATEGIC PLAN TO GET
00:58:54:27 AT THIS STUDENT GROWTH VIS-À-VIS
00:59:00:01 THEMSELVES AND THEN POSSIBLY
00:59:02:24 ADVANCED LEARNER MEASURES.
00:59:05:24 ADVANCED PACKETS OR SOMETHING
00:59:07:07 ELSE.
00:59:07:15 I WOULD RECOMMEND A COMBINATION
00:59:09:25 OF THE SOL FOR OUR VIRGINIA
00:59:12:22 ACHIEVEMENT LEVELS.
00:59:13:16 BUT I'M EXCITED ABOUT THE NWEA
00:59:17:11 MAP.
00:59:17:29 WE PURCHASED IT AND IMPLEMENT
00:59:20:29 PRIMARILY AS A READING SCREENER.
00:59:23:07 I THINK THERE'S MORE DATA IN
00:59:26:12 THERE FOR US TO GLEAN.
00:59:29:29 SO I -- WE ARE LOOKING AT NWEA
00:59:35:16 DATA FOR STRATEGIC GOALS.
00:59:39:29 >> WE HAVE BEEN LOOKING AT THAT
00:59:42:08 WITH THE STRATEGIC PLAN GROUPS.
00:59:47:28 WE HAVE BEEN MEETING WITH NWEA.
01:00:01:01 WE FOUND BE A DIVISION AVERAGE
01:00:04:06 ALASKA THAT HAS A LARGE
01:00:06:13 DASHBOARD OF GROWTH.
01:00:08:25 AND WE'VE BEEN MEETING WITH THE
01:00:12:11 STATISTICIANS AT NWEA IN
01:00:19:00 COMMUNICATING TO THE COMMUNITY
01:00:21:00 WHAT THOSE SCORES MEAN.
01:00:23:18 >> OKAY, THANKS.
01:00:29:15 MS. KADERA.
01:00:49:28 AND SOME C.T.E. WORKPLACE
01:00:53:05 COLLABORATION, AND CAN YOU
01:00:54:18 DESCRIBE THAT A LITTLE BIT MORE
01:00:56:18 US.
01:00:57:02 >> I'M REALLY EXCITED ABOUT THIS
01:00:59:06 COURSE.
01:00:59:19 THIS COURSE IS GOING TO HAVE THE
01:01:01:24 STRUCTURED LITERACY COMPONENTS
01:01:03:11 OF MULTIPLE SYLLABLE ROUTINES.
01:01:10:12 IN THEIR ELA CLASS BUT ALL OF
01:01:13:04 THEIR CONTENT CLASSES.
01:01:14:16 WE'RE GOING TO SHORE UP A LOT OF
01:01:17:01 WORD RECOGNITION MAYBE SOME
01:01:20:25 RECOGNITION, AND SO THEY'RE ABLE

01:01:26:24 TO GET A LOT OF READING
01:01:29:12 COMPREHENSION.
01:01:30:03 WE'RE LOOKING TO GET SOME
01:01:31:27 INTERESTING CAREER TYPE TEXT FOR
01:01:34:29 THEM TO BE READING.
01:01:36:00 THEY'RE GOING TO TAKE A CAREER
01:01:39:29 SURVEY.
01:01:41:18 C.T.E. IS GOING TO PARTNER WITH
01:01:43:27 ME TO BUILD THIS UP.
01:01:45:18 SO STUDENTS WILL BEGIN TO THINK
01:01:47:27 ABOUT RIGHT AWAY WHAT IS THE
01:01:50:10 CAREER THEY'RE INTERESTED IN AND
01:01:52:07 THEN WE ANTICIPATE THEY CAN --
01:01:54:22 WE'RE GOING TO HAVE SOME
01:01:56:08 SPEAKERS FROM THE COMMUNITY OF
01:01:58:05 DIFFERENT CAREERS AS WELL AS JOB
01:02:02:17 SHADOWING OPPORTUNITIES AND
01:02:06:02 EXTERNSHIP OPPORTUNITIES.
01:02:11:13 WHERE THEY'RE GAINING AN
01:02:13:03 UNDERSTANDING OF THE WORKPLACE.
01:02:16:00 >> I THINK THAT'S SUPER COOL AND
01:02:18:10 I THINK IT IS REALLY ALIGNED TO
01:02:20:23 WHAT WE TALKED ABOUT IN TERMS OF
01:02:23:19 LAST MONTH WHEN WE WERE TALKING
01:02:27:26 ABOUT VOLUNTEER OPPORTUNITIES
01:02:29:15 AND OPPORTUNITY FOR COMPANIES IN
01:02:33:25 OUR AREA BUSINESSES TO GET
01:02:35:19 INVOLVED WITH US.
01:02:36:21 SO I WOULD REALLY BE EXCITED TO
01:02:39:17 THINK WHAT KIND OF EXTERNSHIP
01:02:43:19 OPPORTUNITIES WE CAN HAVE WITH
01:02:46:23 OTHERS TO SUPPORT THIS PROGRAM
01:02:49:00 IN PARTICULAR FOR OUR HIGH
01:02:50:25 SCHOOL STUDENTS.
01:03:00:11 I'M INTERESTED IN GETTING A
01:03:03:02 LITTLE BIT DEEPER DIVE.
01:03:03:24 YOU MENTION WE'RE USING THE
01:03:06:03 SCREENER FOR CERTAIN STUDENTS IN
01:03:08:16 GRADES 10 THROUGH 12 THAT HAVE
01:03:11:16 SOME READING NEEDS.
01:03:12:23 I'D BE INTERESTED IN GETTING
01:03:17:05 SORT OF THE UNIVERSE AND
01:03:20:29 BEGINNING OF YEAR TO MIDDLE OF
01:03:22:21 YEAR.
01:03:23:09 I KNOW THIS IS OUR BASELINE
01:03:25:01 YEAR.
01:03:25:21 SORT OF GETTING A SENSE OF WHAT
01:03:28:11 WE'RE SEEING SO FAR THIS YEAR IN
01:03:30:20 YEAR 1.
01:03:32:12 IF WE CAN GET A LITTLE FOLLOW-UP
01:03:34:16 ON THAT.
01:03:35:12 >> YEP.
01:03:36:11 >> ANOTHER THING THAT'S A

01:03:38:06 SUGGESTION.
01:03:38:20 ONE OF THE QUESTIONS I HAD SENT
01:03:40:18 IN THIS WEEK IN OUR CORE CONTENT
01:03:45:15 AREAS IS A STUDENTS WHO HAS SOME
01:03:49:08 CHALLENGES WITH READING THAT WE
01:03:52:02 MAY SEE THEY ARE NOT ABLE TO
01:03:54:25 ACCESS CORE CURRICULUM AND OTHER
01:04:00:03 AREAS AS EASILY.
01:04:03:00 I'M INTERESTED IN OTHER SUPPORTS
01:04:04:24 WE CAN PROVIDE TO THEM LIKE TEXT
01:04:08:00 TO SPEECH SOFTWARE.
01:04:09:23 WHEN I ASKED ABOUT THIS I WAS
01:04:12:02 GLAD TO LEARN THIS WAS SOMETHING
01:04:13:18 ON THE TABLE WE WERE LOOKING AT.
01:04:16:09 YOU GUYS HAD MENTIONED A
01:04:18:08 SOFTWARE THAT WE HAVE ITCs AND
01:04:22:19 IMMERSIVE READER.
01:04:24:11 AS I LOOK AT IMMERSIVE READER I
01:04:29:00 SEE IMMERSIVE YEAR IS LIKE
01:04:34:26 MICROSOFT WORD.
01:04:35:29 I'M NOT SURE THAT OUR SCHOOLS
01:04:37:26 ARE USING WORD AS THEY ARE
01:04:40:15 GOOGLE AND GOOGLE DOCS AND
01:04:42:28 GOOGLE SUITE PRODUCTS.
01:04:45:17 I THINK ABOUT THAT AND DIGITAL
01:04:48:07 TEXTBOOKS.
01:04:49:00 WE LOOK AT OTHER IMMERSIVE
01:04:52:25 READER SOFTWARE.
01:04:57:02 BUT THE ONE I'M FAMILIAR WITH
01:04:59:24 SPEECHIFY.
01:05:07:00 OR TEXT ON YOUR PHONE THAT IS
01:05:10:26 TEXT THAT COULD BE READ ALOUD TO
01:05:15:10 YOU.
01:05:15:17 SOME OF THEM WOULD LOOK AT
01:05:20:15 READING LEVEL OR I'M REALLY
01:05:24:10 ENCOURAGING US WHAT ARE THE WAYS
01:05:26:22 WE COULD RAMP UP THAT KIND OF
01:05:29:21 SUPPORT FOR OUR STUDENTS TO MAKE
01:05:31:22 SURE THEY'RE NOT MISSING ANY OF
01:05:34:26 THEIR CORE CONTENT WHILE WE ARE
01:05:37:20 WORKING ON SHORING UP IN THIS.
01:05:40:19 ANYWAY.
01:05:41:08 >> JUST A SUGGESTION.
01:05:42:25 >> THANK YOU.
01:05:43:22 >> CAN I JUST ADD SOMETHING.
01:05:46:07 WE MS. KADERA WORKING WITH IS.
01:05:50:26 WE HAVE READ WRITE AND WE'LL
01:05:54:14 WORK WITH OUR AZTEC OFFICE.
01:05:58:16 BUT WE HAVEN'T NECESSARILY ON
01:06:01:09 THE OTHER SIDE MAY HAVE LOCKED
01:06:04:18 INTO.
01:06:06:04 BASE LEARNING SPECIALIST WE'VE
01:06:08:26 ADDED TO THE C.T.E. OFFICE.

01:06:11:26 THIS IS ANOTHER WAY WE'RE TRYING
01:06:13:16 TO WORK ACROSS JUST LIKE THIS
01:06:16:18 PRESENTATION IS ACROSS ALL OF
01:06:18:04 THE OFFICES.
01:06:19:03 IT'S ALL TOGETHER AS TO HOW WE
01:06:23:16 SUPPORT ALL OF OUR STUDENTS.
01:06:26:10 THIS IS A GREAT WAY TO START AND
01:06:28:17 HELP PEOPLE SEE THE CONNECTIONS
01:06:31:10 ACROSS ALL OF THE CURRICULAR
01:06:33:08 AREAS.
01:06:34:05 I'M SUPER EXCITED ABOUT THIS
01:06:36:09 CLASS.
01:06:37:23 WE TALKED ABOUT WANTING TO DO
01:06:39:26 SOMETHING FOR HIGH SCHOOL
01:06:41:01 READERS IN NEED OF READING
01:06:43:23 SUPPORT THAT FELT LIKE IT WOULD
01:06:47:01 BE AN EXCITING THING AND AN
01:06:49:06 OPPORTUNITY AND NOT LIKE
01:06:51:07 NECESSARILY SORT OF A PENALTY
01:06:52:26 LIKE SOMETHING YOU HAD YOU TO DO
01:06:54:07 AND THIS FEELS LIKE IT'S A THING
01:06:57:25 THAT STUDENTS WOULD WANT TO BE
01:07:00:03 DOING.
01:07:00:20 AND I THINK THAT'S ESPECIALLY
01:07:05:22 IMPORTANT WHEN WE THINK ABOUT
01:07:07:16 OUR OLDER STUDENTS WHO'RE
01:07:10:10 STRUGGLING READERS.
01:07:11:18 THERE IS SOMETIMES OF A STIGMA
01:07:13:12 ATTACHED TO THIS AND WE WANT IT
01:07:15:13 TO FEEL LIKE THEY'RE GETTING
01:07:19:00 SOMETHING SPECIAL.
01:07:20:00 SO THANK YOU FOR THAT.
01:07:21:04 >> THANK YOU.
01:07:30:12 >> I HAVE TO OFFER CELEBRATED
01:07:32:09 THE DISAPPEARANCE OF NO RED INK.
01:07:36:26 WITH APOLOGIES TO THOSE TEACHERS
01:07:39:14 WHO LIKED IT.
01:07:40:26 >> NOTED.
01:07:41:22 >> I WANTED TO GO INTO A BROADER
01:07:47:21 TOPIC SLIGHTLY BROADER TOPIC.
01:07:50:14 I APPRECIATED THE DATA THAT WAS
01:07:52:07 PROVIDED IN THE APPENDIX ON THE
01:07:55:06 OVERALL READING SOL SCORES FOR
01:07:58:21 BLACK AND HISPANIC STUDENTS
01:08:00:13 WHO'RE NOT ENGLISH LEARNERS, NOT
01:08:03:19 STUDENTS WITH DISABILITIES AND
01:08:05:16 NOT ECONOMICALLY DISADVANTAGED.
01:08:08:13 THAT APPEARED TO ME TO BE A
01:08:11:07 BRIGHT SPOT.
01:08:11:24 >> YOU'RE RIGHT.
01:08:13:09 >> OKAY.
01:08:14:18 AND WE DO HAVE SOME OF THOSE
01:08:16:16 STUDENTS WHO'RE STILL STRUGGLING

01:08:18:09 AND THEN WE HAVE MANY BLACK AND
01:08:21:10 HISPANIC STUDENTS WHO'RE ENGLISH
01:08:23:12 LEARNERS OR STUDENTS WITH
01:08:25:12 DISABILITIES OR ECONOMICALLY
01:08:27:20 DISADVANTAGED WHO'RE STRUGGLING.
01:08:29:05 >> RIGHT.
01:08:30:13 AND OH IF I'M UNDERSTANDING ALL
01:08:33:11 OF THE DIFFERENT PARTS OF THE
01:08:35:10 PRESENTATION CORRECTLY
01:08:42:06 PREVIOUSLY TOOK THE SOL ALL
01:08:44:04 THREE LEVELS AND NOT AGAIN UNTIL
01:08:47:01 THE END OF 11th GRADE.
01:08:48:20 >> THAT'S CORRECT.
01:08:49:18 >> SO THEY MAY START TO LAG
01:08:52:27 BEHIND IN 9th GRADE OR 10TH
01:08:55:15 GRADE BUT WE WOULD NOT CATCH
01:09:00:15 THAT UNTIL THE END OF 11th
01:09:02:10 GRADE.
01:09:05:15 SO WHAT I WOULD LOVE TO KNOW IS
01:09:09:15 LET'S SAY WE HAVE A STUDENT NOW
01:09:12:10 WHO HAS MADE IT THROUGH MIDDLE
01:09:14:17 SCHOOL THEY'VE ACHIEVED PASSING
01:09:18:10 SCORES ON THE SOLs AND OTHER
01:09:21:06 ASSESSMENTS BUT THEY'RE
01:09:22:26 ESSENTIALLY SORT OF ON THE EDGE
01:09:26:03 ON THE CUSP.
01:09:28:01 THEY HAVE A ROUGH ADJUSTMENT TO
01:09:31:03 HIGH SCHOOL, AND THEY ENTER 10TH
01:09:35:13 GRADE STRUGGLING IN READING.
01:09:44:13 I WONDER IF YOU COULD WALK ME
01:09:48:01 THROUGH WHAT HAPPENS FOR THAT
01:09:50:20 STUDENT.
01:09:51:25 WHEN WOULD THE SCHOOL LEARN
01:09:54:07 THEY'RE BEHIND.
01:09:55:02 WHO WOULD BE RESPONSIBLE FOR
01:09:56:15 IDENTIFYING WHAT THE STUDENTS'
01:09:59:20 NEEDS ARE AND DECIDING THOSE
01:10:05:22 STRATEGIES.
01:10:06:04 WE WANT TO MAKE SURE THAT WE'RE
01:10:08:07 MEETING OUR STRATEGIC GOAL OF
01:10:10:02 ALL STUDENTS READING
01:10:12:04 PROFICIENTLY.
01:10:13:19 THAT -- FOR NEXT YEAR WE'RE
01:10:17:08 GOING TO IMPLEMENT THE NWEA FOR
01:10:20:25 THE 10TH.
01:10:21:18 AND 9th AND 10TH GRADE WE DON'T
01:10:24:03 HAVE A LOT OF DATA RIGHT NOW.
01:10:30:26 OF STUDENTS THAT WERE
01:10:36:09 STRUGGLING.
01:10:37:03 CURRENTLY IT'S THE DEPARTMENT
01:10:38:09 CHAIR THE ELA DEPARTMENT CHAIR
01:10:43:09 AS WELL AS THE ELA LEAD TEACHER.
01:10:45:28 THOSE ARE MY POINT PEOPLE THAT I

01:10:50:03 WORK TO PROVIDE SPREADSHEETS
01:10:53:08 THAT SCORED IN THE FIRST TO 20th
01:10:56:18 PERCENTILE.
01:10:57:17 WE GET THAT DATA APPROXIMATELY
01:11:02:06 THE EDUCATIONAL BACKGROUND OF
01:11:03:11 SEPTEMBER WHEN THE QUARTER
01:11:05:08 CLOSES.
01:11:06:24 AT THAT POINT THE SCHOOL HAS
01:11:09:17 SOME DECISIONS TO MAKE.
01:11:10:25 THEY NEED TO DIAGNOSE WHERE ARE
01:11:13:06 THE NEEDS FOR THIS STUDENT.
01:11:14:20 IS IT A DECODING WITH WORD
01:11:19:01 RECOGNITION IN WHICH WE WOULD
01:11:21:00 NEED MORE DIAGNOSTIC DATA.
01:11:27:09 SCHOOLS HAVE BEEN HANDLING THAT
01:11:29:21 A LITTLE BIT DIFFERENTLY WARS
01:11:33:22 WARRIOR PERIOD OR PATRIOT
01:11:36:11 PERIOD.
01:11:37:15 STUDENTS THAT ARE ALREADY IN AN
01:11:39:09 ELD CLASS ARE RECEIVING SUPPORTS
01:11:42:00 IN THOSE CLASSES OR IN IF THEY
01:11:45:09 ARE ON A IEP.
01:11:48:15 AND READING WITH THEIR
01:11:50:02 SPECIALIST.
01:11:51:26 WE ARE NOTICE IS THAT THE HIGH
01:11:55:06 SCHOOLS REACHED OUT AND ASKED
01:11:56:21 SPECIFICALLY FOR READING COACHES
01:11:58:16 BECAUSE THEY KNEW THIS WAS A
01:12:00:21 BIGGER TASK THEY FELT CAPABLE TO
01:12:03:18 HANDLE IN REGARDS TO LAYING OUT
01:12:05:10 THE SPECIFIC DOING THE
01:12:07:11 DIAGNOSTIC AFTER THEIR ALERTED
01:12:10:20 IN SEPTEMBER OF STUDENTS NEEDING
01:12:13:16 ADDITIONAL SUPPORTS.
01:12:15:17 BUILDING THAT READING PLAN IS
01:12:17:12 ANOTHER LIFT.
01:12:18:05 ALL OF THAT HAS TO TAKE PLACE
01:12:21:04 WITHIN THE SCHOOLHOUSE.
01:12:22:13 IT CAN'T TAKE PLACE IN OUR
01:12:25:28 SCHOOLHOUSE.
01:12:26:12 ALL OF THE ADMINISTRATORS FROM
01:12:28:00 THE HIGH SCHOOL IN COLLABORATION
01:12:32:12 WITH THE LEADS AND TEACHERS HEY
01:12:36:02 WE NEED A READING COACH.
01:12:38:22 WHAT I THINK WILL IS THAT WE ARE
01:12:43:24 GOING TO LEAN HEAVILY ON OUR
01:12:46:15 STRUCTURED LITERACY TEACHERS.
01:12:48:10 THOSE ARE GOING TO BE THE MOST
01:12:52:00 HIGHLY TRAINED TEACHERS IN THE
01:12:55:25 BUILDING.
01:13:01:05 ESPECIALLY A STUDENT RIDINGS UP
01:13:03:03 INTO THE 10TH GRADE AND THEY'VE
01:13:06:11 DIPPED INTO THE 15th PERCENTILE

01:13:09:01 IN THE NWEA MATH.
01:13:19:29 WE'RE NOT GOING TO WAIT UNTIL
01:13:21:21 THE 11th GRADE.
01:13:23:07 >> ALL RIGHT.
01:13:24:27 WE'LL COME BACK FOR THE NEXT
01:13:26:23 ROUND.
01:13:28:21 I WAS JUST -- WITH THIS SUBJECT
01:13:32:14 PARTICULARLY IT'S FUN BECAUSE I
01:13:35:00 HAVE KIDS THAT ARE IN THE
01:13:36:25 SECONDARY PIECE.
01:13:37:17 SO I CAN GO HOME OR TOMORROW
01:13:40:27 MORNING HOW ABOUT THAT 8th
01:13:43:12 RESEARCH REQUIREMENT AND IT'S I
01:13:45:23 CAN TALK TO THEM WHERE THAT IS.
01:13:48:20 JUST FUN COMMENTS.
01:13:50:18 GOING BACK TO THE SURVEY SO YOU
01:13:53:00 SURVEY THE TEACHERS.
01:13:54:03 I THINK IT'S SLIDE 27.
01:13:56:07 IF YOU SURVEY THEM YOU SHOULD
01:13:59:02 ACT ON THAT.
01:14:00:24 YOU INDICATED YOU ARE GOING TO
01:14:03:02 ACT ON SOME OF THE
01:14:05:08 RECOMMENDATIONS.
01:14:06:24 I THINK SLIDE 32 YOU LISTED AS A
01:14:09:12 BROAD TOPIC.
01:14:11:20 AND I THINK THEY WERE
01:14:13:10 INCORPORATED IN THERE.
01:14:14:06 I WANTED TO MAKE SURE SURVEYING
01:14:17:14 AND ACTING ON THAT.
01:14:18:25 IF WE GOTTINGEN 1 FEEDBACK WE
01:14:22:18 WERE GOING TO MOVE ON THAT.
01:14:24:11 WE SURVEYED THE TEACHERS.
01:14:26:18 AND WE WERE SO GRATEFUL THAT SO
01:14:30:23 MANY RESPONDED.
01:14:31:11 AT OUR MONTHLY MEETING TO HELP
01:14:34:13 US WHAT ARE THE TEXTS WE'RE
01:14:36:00 GOING TO BE USING.
01:14:37:26 WHAT IS THE LENGTH OF THE
01:14:39:13 RESEARCH PAPERS AND GOING UP THE
01:14:43:07 VERTICAL ALIGNMENT.
01:14:44:04 SO WE'RE DEFINITELY ACTING ON
01:14:46:06 THAT.
01:14:46:26 OUR NEW ELA SPECIALIST WILL
01:14:50:02 RECRUIT TWO OR THREE WILLING AND
01:14:52:12 ELA TEACHERS TO HELP BUILD OUT
01:14:55:09 AND MAKE VERY EXPLICIT GUIDANCE
01:14:59:00 FOR THE CURRICULUM.
01:15:00:10 THE BIGGEST COMPONENT HAS
01:15:05:12 REDEVELOPED OUR CURRICULUM
01:15:07:07 YouTube PLAN TO INCLUDE A COLUMN
01:15:11:03 WITH SCAFFOLDS AND SUPPORTS.
01:15:16:00 THAT IS OUR NUMBER ONE ASK FOR
01:15:19:09 OUR HIGH SCHOOL TEACHERS.

01:15:20:22 WE'RE DEFINITELY GOING TO MAKE
01:15:23:27 SURE WE HAVE THAT READY TO GO
01:15:26:20 WITH THAT.
01:15:28:20 TO ENSURING SUCCESS FOR OUR
01:15:30:20 STUDENTS.
01:15:31:16 LAST COMMENT YOU SAID SOMETHING
01:15:34:22 ABOUT A PAPER AND PENCIL.
01:15:36:19 I'M IN.
01:15:38:07 >> I WOULD LIKE TO ECHO THE MORE
01:15:42:27 RESEARCH PAPERS THE MORE WRITING
01:15:44:26 AND YOU DIDN'T TOUCH ON MOVING
01:15:47:12 BACK TOWARDS SHORTER CLASS
01:15:49:27 PERIODS EVERY DAY WHICH I TAKE
01:15:52:10 IT TO BE THE OPPOSITE OF BLOCK
01:15:54:16 SCHEDULING.
01:15:55:08 ALL OF THE THINGS YOU JUST SAID
01:15:59:01 WERE ABOUT SCAFFOLDING SPECIFIC
01:16:02:01 TO THE WRITING RECOMMENDATION
01:16:03:19 AND THE VERTICAL ALIGNMENT OR
01:16:06:24 MORE GENERALLY OR BOTH.
01:16:08:16 >> SO I UNDERSTAND THE
01:16:13:26 SCRLFEDING AND STUDENTS WITH
01:16:15:17 DISABILITIES WE WOULD LIKE
01:16:17:29 SCAFFOLDING ON WRITING ACROSS
01:16:21:00 WRITING LEVELS.
01:16:21:27 SO WE'RE WORKING ON BOTH IS THE
01:16:24:23 QUESTION.
01:16:25:05 >> YES BOTH.
01:16:26:08 >> WHAT IS THE ANTICIPATED
01:16:27:29 TIMING.
01:16:28:18 >> WE ANTICIPATE TO HAVE ONE TO
01:16:32:16 TWO UNITS FOR EACH OF THE GRADE
01:16:36:12 LEVELS.
01:16:36:27 >> I DON'T KNOW WHAT THAT MEANS.
01:16:38:20 >> WE ANTICIPATE TO HAVE IN THE
01:16:42:09 UNITS TO GO TO START TRAINING
01:16:45:07 THE TEACHERS ON THE SCAFFOLD AND
01:16:47:19 SUPPORTS.
01:16:48:02 >> WHAT ARE UNITS.
01:16:49:10 A UNIT IS -- SO FOR OUR
01:16:52:29 CURRICULUM WE GIVE THE TEACHERS
01:16:55:03 APPROXIMATELY FIVE UNITS FOR THE
01:16:57:03 WHOLE YEAR.
01:16:58:06 SO EVERY UNIT IS ABOUT SIX OR
01:17:01:05 SEVEN WEEKS OF INSTRUCTION.
01:17:02:20 IT'S YOUR SOL STANDARDS AND WHAT
01:17:06:04 RESOURCES YOU WOULD USE IN ORDER
01:17:07:24 TO REACH THE STANDARDS.
01:17:09:10 >> YOU ALL CAN'T SEE ME.
01:17:14:25 I ALSO WANT TO SAY THAT THE
01:17:16:26 MS. CRUZ ALSO ALIGNS WITH THE
01:17:20:20 RECOMMENDATION ABOUT WITH ELAC
01:17:22:27 AND I SEE MS. RIZZO HERE THIS

01:17:26:27 EVENING.
01:17:27:19 WE KNOW WE HAVE TO ALSO SCAFFOLD
01:17:30:09 FOR OUR STUDENTS THAT MAY BE EL
01:17:33:11 OR SPECIAL EDUCATION BUT ALSO
01:17:36:15 FOR THE STUDENTS THAT NEED THAT
01:17:38:28 EXTENSION.
01:17:41:00 HOW ALL OF THOSE RESOURCES ARE
01:17:43:06 AVAILABLE TO ALL TEACHERS SO
01:17:45:21 IT'S NOT TEACHER INTENSIFIED.
01:17:49:01 BUT WE KNOW THAT THIS IS AN
01:17:52:22 IMPERATIVE PIECE FOR US TO REACH
01:17:56:07 ALL STUDENTS.
01:17:57:17 SO THE WORK THAT SHE ALSO
01:17:59:27 MENTIONED ON CHANGING OUR
01:18:02:10 CURRICULUM DOCUMENTS TO BE
01:18:04:18 UNIFORM ACROSS THE DEPARTMENT.
01:18:06:17 WE HEARD FROM TEACHERS MATH
01:18:10:05 LOOKS ONE WAY, AND TO BE UNIFORM
01:18:14:05 ACROSS, AND THIS HELPS BREAK
01:18:17:03 DOWN TO MAKE SURE WE'RE GOING
01:18:20:20 PLANNING THESE.
01:18:23:15 IT'S NOT JUST ABOUT ONE GROUP OF
01:18:25:16 STUDENTS.
01:18:26:12 IT'S ABOUT ALL OF THEM.
01:18:28:17 >> THAT IS HELPFUL.
01:18:30:25 I KNOW YOU SAID THIS IS A
01:18:33:19 BASELINE YEAR.
01:18:35:18 I WANTED TO GO BACK TO JUST THE
01:18:37:27 ISSUE OF WHO'S TAKING THE
01:18:40:06 INTENSIFIED CLASSES, AND I THINK
01:18:41:13 YOU SUGGESTED THAT POSSIBLY IT'S
01:18:43:18 THOSE ABOVE THE 50th PERCENTILE
01:18:46:07 ON THE MAP DATA.
01:18:48:02 >> IT COULD BE.
01:18:49:12 I DON'T KNOW EITHER.
01:18:50:08 SO DO YOU THINK THERE'S ANY
01:18:53:14 UTILITY TO TRYING TO SEE WHETHER
01:18:56:27 THOSE ARE ENROLLED IN THOSE
01:18:59:11 CLASSES ARE MAKING GREATER
01:19:01:27 GROWTH AND WHETHER WE COULD
01:19:09:25 EXTRAPOLATE.
01:19:10:16 >> THE EXTENSIONS ARE GETTING US
01:19:12:28 TOWARDS OUR GOALS.
01:19:14:04 I THINK THAT'S A GOOD ENDEAVOR.
01:19:16:25 AND WE WILL FOLLOW UP ON THAT.
01:19:19:16 >> TO THE EXTENT THERE ARE
01:19:21:28 STUDENTS ACROSS THE SPECK ITEM
01:19:23:18 OF MAP DATA TO THOSE STUDENTS
01:19:26:12 WHO SHOW ADVANCEMENTS IN THEIR
01:19:32:00 PROFICIENCY I THINK WOULD BE
01:19:35:08 USEFUL FOR EXTRAPOLATING FOR THE
01:19:40:00 REST OF ALL STUDENTS.
01:19:42:00 >> AND INFORM OUR PROFESSIONAL

01:19:44:08 LEARNING AND ALSO CURRICULUM
01:19:46:23 REVISIONS.
01:19:48:05 >> THANK YOU.
01:19:50:05 >> I HAD ONE MORE QUESTION.
01:19:52:06 >> CAN I ADD TO THAT OUR
01:19:56:21 ADVANCED COACHES ARE WORD WING
01:19:59:16 WITH THE QUADRANT WHERE IT'S
01:20:02:02 SHOWING THE DIFFERENT QUADRANTS
01:20:03:24 WHERE WE'RE SEEING ACHIEVEMENT
01:20:06:26 AND GROWTH.
01:20:08:02 AND YOU CAN DRILL DOWN INTO EACH
01:20:14:18 CLASS TOO.
01:20:15:16 WHERE THERE NEEDS TO BE MORE
01:20:19:22 DIFFERENTIATION TO SUPPORT
01:20:20:23 GROWTH.
01:20:21:13 SO WE'RE LOOKING AT THAT DATA
01:20:23:08 AND RESPONDING WITH THE COACHING
01:20:25:00 PLANS.
01:20:25:19 >> THANKS.
01:20:27:02 >> I THINK IT'S A SUGGESTION
01:20:29:13 COMMENT NOT A QUESTION.
01:20:30:20 BUT JUST SINCE THIS IS SORT OF A
01:20:33:23 BASELINE YEAR WE HAVE MADE
01:20:36:07 CHANGES ABOUT OUR READING
01:20:38:20 COURSES AT MIDDLE SCHOOL.
01:20:40:17 WE HAVE THIS NEW COURSE AT HIGH
01:20:42:20 SCHOOL.
01:20:42:27 I'D BE INTERESTED TO MAKE SURE
01:20:45:24 THERE ARE REGULAR FEEDBACK FROM
01:20:49:04 OUR TEACHERS IN OUR MIDDLE AND
01:20:51:26 HIGH SCHOOLS ABOUT HOW THINGS
01:20:53:08 ARE GOING AND SUGGESTIONS AS HOW
01:21:01:24 WE FINE-TUNE THOSE THINGS.
01:21:04:07 WHAT CHANGES WE WOULD MAKE AS
01:21:06:23 WE'RE GOING ALONG AND SEEING HOW
01:21:10:09 THOSE ROLL OUT.
01:21:11:12 >> DEFINITELY.
01:21:12:11 THANK YOU.
01:21:13:16 SO I'LL TRY TO DO THIS QUICKLY.
01:21:17:21 ALL WRITING ALL THROUGH SCHOOL
01:21:20:21 BUT ESPECIALLY HIGH SCHOOL
01:21:22:15 WRITING IS VERY DIFFERENT THAN
01:21:24:13 IT USED TO BE WHEN WE OPERATED
01:21:26:09 IN A WORLD WHERE THERE WAS A
01:21:31:21 PAPER COPY AND A TEACHER WROTE
01:21:34:16 COMMENTS AND IT CAME HOME.
01:21:41:15 AND YOU COULD SEE.
01:21:46:01 WE NOW OPERATE IN THIS MUCH MORE
01:21:49:12 COMPLEX ENVIRONMENT.
01:21:50:17 >> YOU'RE RIGHT.
01:21:51:16 >> I WILL CONFESS I WAS VAGUELY
01:21:54:04 AWARE THAT MY 9th GRADER HAD
01:21:57:20 DONE A WRITING ASSIGNMENT FOR A

01:22:00:03 PERFORMANCE BASED ASSESSMENT.
01:22:01:29 ONLY FOUND THAT BY ACCIDENT.
01:22:03:26 IT'S BOTH A QUESTION OF KNOWING
01:22:06:09 WHAT KIND OF WRITING STUDENTS
01:22:08:12 ARE BEING ASKED TO DO FOR A
01:22:10:14 PARENT.
01:22:11:04 WHAT KIND OF WRITING ARE THEY
01:22:13:18 BEING ASKED TO DO.
01:22:14:29 HOW OFTEN AND WHAT CONTEXT AND
01:22:19:15 WHAT IS THE FEEDBACK.
01:22:21:00 HOW ARE THEIR WRITING SKILLS.
01:22:26:15 WRITING SKILLS ARE EMBEDDED IN
01:22:28:21 ENGLISH.
01:22:29:10 YOU GET A GRADE IN ENGLISH.
01:22:32:10 BUT IT DOESN'T NECESSARILY TELL
01:22:35:04 A PARENT IS YOUR CHILD READING
01:22:37:24 WELL OR WRITING WELL.
01:22:43:08 >> DEFINITELY I THINK IT IS HARD
01:22:47:02 FOR PARENTS NOW.
01:22:51:08 YOU DON'T HAVE THE PAPER TO SEE.
01:22:55:20 WHAT I WOULD LIKE TO MAKE
01:22:57:08 AVAILABLE FOR FAMILIES IS A
01:23:00:18 VERTICALLY ALIGNED PROGRESSION
01:23:02:16 OF SOME OF THE CURRICULUM IN
01:23:04:24 WRITING ASSIGNMENTS THAT ARE
01:23:06:10 GOING TO BE COMING UP AND
01:23:08:12 APPROXIMATELY WHEN THEY WOULD BE
01:23:09:21 IN THE DIFFERENT WEEKS OF THE
01:23:13:27 SCHOOL YEAR PER SE AS TEACHERS
01:23:16:12 FOLLOW THE APS GIVEN CURRICULUM.
01:23:19:03 ON THE WEBSITE.
01:23:20:07 SO ON OUR ELA WEBSITE.
01:23:22:17 WE CURRENTLY HAVE OUR K-5 UNITS
01:23:27:01 OF STUDY WHERE FAMILIES CAN GO
01:23:29:16 IN AND I CAN SEE THAT MY SECOND
01:23:33:21 GREATER HUNTER IS WORKING ON A
01:23:37:02 UNIT ON INSECTS.
01:23:40:12 SO YOU CAN SEE IN MY 9th GRADE
01:23:42:24 THE STUDENTS ARE GOING TO BE
01:23:45:03 WRITING A PAPER ON POWER.
01:23:48:22 YOU CAN ASK THAT QUESTION WHERE
01:23:52:18 IS THIS PAPER.
01:23:54:26 THEY HAVE SUBMITTED IT ON GOOGLE
01:23:56:22 DRAFT.
01:23:57:26 THROUGH CANVAS, AND THEN YOU
01:24:00:07 KNOW THAT WILL GIVE A LITTLE BIT
01:24:02:02 MORE NAVIGATION.
01:24:03:12 I THINK WE NEED TO INCREASE OUR
01:24:05:28 EFFORTS FOR PARENTS ON THE
01:24:07:28 PARENT SIDE OF CANVAS.
01:24:09:28 IT'S CALLED AN OBSERVER PIECE.
01:24:12:25 I'VE WALKED THROUGH IT AND I
01:24:14:28 WORK HERE.

01:24:15:26 IT'S COMPLICATED.
01:24:16:24 WE NEED TO MAKE IT EASIER.
01:24:19:00 THAT'S WHY I REALLY INSISTED OUR
01:24:22:06 PBAs GIVE THE PARENTS A SCORE ON
01:24:28:04 ONE THROUGH 12.
01:24:29:17 WHERE DID THEY LAND.
01:24:31:07 THE 8 WAS PROFICIENT.
01:24:35:18 YOU CAN SEE HOW IS MY STUDENT
01:24:37:29 DOING.
01:24:39:28 SO THAT'S OUR FIRST ATTEMPT.
01:24:42:29 I THINK AS WE CONTINUE TO WORK
01:24:44:18 WITH TEACHERS TO PROVIDE SOME OF
01:24:46:18 THAT INFORMATION OR AT LEAST THE
01:24:49:27 BREADCRUMB FOR THE PARENTS TO
01:24:52:17 FOLLOW SO THEY CAN JUDGE AND SEE
01:24:55:23 HOW THE STUDENTS ARE DOING IN
01:24:57:19 THEIR WRITING.
01:24:59:19 >> ALL RIGHT.
01:25:00:12 THANK YOU FOR PRESENTING THIS
01:25:02:00 UPDATE.
01:25:03:02 THANK YOU MS. CRUZ.
01:25:04:25 THANK YOU TO THE REST OF THE
01:25:06:03 TEAM.
01:25:06:15 >> WE ARE NOW AT INFORMATION
01:25:08:12 ITEMS AND TONIGHT WE HAVE THREE
01:25:10:16 ITEMS.
01:25:10:28 THE FIRST REVISIONS TO SCHOOL
01:25:13:18 POLICY I-10.30.
01:25:22:08 FOR THIS ITEM WE HAVE DIRECTOR
01:25:24:11 OF LEGISLATOR MR. MARKU.
01:25:27:19 I'LL TURN IT OVER TO HIM.
01:25:32:03 >> SO JUST ONE I-10.30.
01:25:37:26 THIS IS A STRUCTURE OF THIS ONE
01:25:39:24 COVERS A RANGE OF DIFFERENT
01:25:41:12 AREAS.
01:25:42:21 BECAUSE SO MUCH WHAT WE COVER IS
01:25:44:23 OPERATION MOLLIE MOST OF THE
01:25:50:05 MEDIA IS IN THE PIP THE POLICIES
01:25:52:07 ARE APPROVED BY THE SCHOOL BOARD
01:25:54:00 AND GENERALLY SORT OF BROADER
01:25:56:19 STATEMENTS OF DIRECTION AND
01:25:57:24 VALUES WHICH THINGS IT WAS A
01:26:22:03 LITTLE OUT-OF-DATE.
01:26:23:02 WE NEEDED TO UPDATE.
01:26:24:27 THERE WAS A PROVISION WHICH
01:26:28:10 REVIEWING THE POLICY AND
01:26:30:07 ENGAGING WITH THE PUBLIC.
01:26:31:27 WE'VE ENGAGED WITH THEM.
01:26:33:07 AND WE SPECIFY IN HERE THAT WE
01:26:35:18 WILL CONTINUE TO DO THAT.
01:26:36:26 BUT ULTIMATELY THE PONTIAC FOR
01:26:41:05 PUBLIC ENGAGEMENT IS WITH STAFF.
01:26:44:05 WE MAKE THAT FIX HERE.

01:26:47:03 THERE ARE ALSO SOME CHANGES
01:26:49:03 REQUESTED BY THE DEPARTMENT OF
01:26:50:20 EDUCATION A FEW MONTHS BACK.
01:26:53:08 WE ADD THE CODE FOR SCHOOL DAY.
01:26:55:22 YOU'LL SEE AT THE BOTTOM OF THE
01:26:57:26 POLICY.
01:26:58:15 FOR THE PURPOSE OF A FOOD
01:27:01:21 SERVICE IT'S FROM THE MIDNIGHT
01:27:04:21 TO 30 BEFORE THE END OF SCHOOL
01:27:09:06 DAY.
01:27:09:23 WE'VE ADDED THAT TO THE POLICY.
01:27:12:06 PIP WE HAVE QUITE A FEW THINGS.
01:27:15:29 ONE OF THE THINGS IS REALLY
01:27:19:23 HAMMER THE POINT THAT STUDENTS
01:27:21:15 NEED TO HAVE THE CHANCE TO EAT A
01:27:25:04 HEALTHY BREAKFAST AT SCHOOL.
01:27:27:09 SOMETHING WE'RE WORKING TOWARDS.
01:27:29:01 WE WANT TO MAKE SURE THERE'S NO
01:27:32:01 CONFUSION ON THAT.
01:27:33:03 THIS IS ONE THAT'S GOTTEN SOME
01:27:35:12 CONVERSATION.
01:27:35:24 THE 30-MINUTE LUNCH PERIOD.
01:27:39:04 LESS OF A CHANGE IT WAS 20
01:27:41:19 MINUTES.
01:27:45:09 20 MINUTES TO EAT THEIR FOOD.
01:27:47:14 THAT'S ALMOST IMPOSSIBLE TO
01:27:49:10 MONITOR, AND FORCE YOU TAKE THE
01:27:53:12 TIME TO GET IN AND ORDER YOUR
01:27:55:13 FOOD AND GET SEATED AND HAVE
01:27:59:23 FOOD FROM THERE.
01:28:01:27 EVERYBODY GETS A 30-MINUTE LUNCH
01:28:06:04 PERIOD.
01:28:07:09 THAT'S INCLUSIVE.
01:28:16:08 WHERE SILENT LUNCH AS A FORM OF
01:28:20:04 PUNISHMENT.
01:28:21:00 LUNCH DETENTION IS STILL A PART
01:28:24:00 OF OUR POLICY.
01:28:25:28 YOU CAN'T PUNISH A SCHOOL WITH A
01:28:29:03 SILENT LUNCH WHERE EVERYONE HAS
01:28:30:27 TO SIT SILENTLY.
01:28:35:08 SOME CONFLICTING THINGS IN HERE
01:28:37:23 IN DIFFERENT PAGES.
01:28:47:28 ONE THAT I DID WANT TO NOTE
01:28:52:22 WE'RE PROHIBITING FAMILIES FROM
01:28:55:28 BRINGING IN FOOD FOR IN CLASS
01:28:59:20 CELEBRATIONS.
01:29:00:02 THE LANGUAGE WAS FUNNY.
01:29:01:19 IT SAID THAT SCHOOLS WOULD BE
01:29:04:10 ENCOURAGED TO HAVE POLICIES THAT
01:29:07:09 PROHIBITED -- IT'S A STRANGE WAY
01:29:09:13 TO DO IT RATHER THAN PROHIBIT
01:29:11:16 IT.
01:29:12:21 WE WILL BE ANTI-FUN PEOPLE ON

01:29:15:03 THIS.
01:29:15:22 IT'S TOO MUCH OF A RISK AND
01:29:17:25 LIABILITY IN TERMS OF ALLERGENS.
01:29:21:17 THERE'S NO ONE WE CAN MAKE SURE
01:29:24:21 IT'S SAFE FOR EVERY STUDENT IN
01:29:27:00 THAT CLASS TO EAT.
01:29:28:16 UNFORTUNATELY WE HAVE TO DO FUN
01:29:33:03 CELEBRATIONS ARE GREAT.
01:29:34:18 WE CAN STILL HAVE FUN.
01:29:36:14 BUT THE SAFETY OF OUR STUDENTS
01:29:38:12 IS PARAMOUNT.
01:29:40:07 AND IN LINE WITH THAT WE WANT TO
01:29:46:23 REQUIRE ALLERGEN FREE FOODS AT
01:29:54:19 SCHOOL EVENTS.
01:29:55:27 NOT BECAUSE THEY'RE BEHIND ON
01:29:57:24 THEIR CLASS WORK AND NOT FOR
01:30:00:26 DISCIPLINARY.
01:30:01:18 YOU CAN DISCIPLINE.
01:30:03:27 BUTTERY SAYS FOR ELEMENTARY
01:30:06:09 STUDENTS IS REALLY, REALLY
01:30:07:24 CRITICAL.
01:30:08:15 THERE WAS A LONG SECTION IN THE
01:30:10:05 PIP ABOUT HALF A PAGE DETAILING
01:30:12:17 THE PROCEDURES FOR WASHING YOUR
01:30:15:00 HANDS.
01:30:16:21 YOU KNOW.
01:30:17:28 WE REPLACED WITH A CITE TO THE
01:30:21:00 CDCs GUIDELINES ON THAT.
01:30:25:05 THESE PIPs ARE GUIDANCE.
01:30:32:12 WE DON'T NEED A HALF PAGE HOW TO
01:30:36:11 WASH YOUR HANDS.
01:30:40:14 WHEN SCHOOLS ARE FIRST BUILT OR
01:30:45:28 UNDERGOING MAJOR RENOVATIONS WE
01:30:48:00 WANT TO MAKE SURE THEY'RE BUILT
01:30:51:17 WITHIN THOSE STANDARDS.
01:30:56:04 THERE WERE OTHER REFERENCES TO
01:30:57:23 THE DISTRICT POLICY LEADERSHIP
01:31:00:07 TEAM.
01:31:00:20 THAT'S NOT SOMETHING WE HAVE
01:31:03:01 CURRENTLY IN PLACE.
01:31:04:14 WE HAVE OUR STUDENT HEALTH
01:31:06:25 ADVISORY BOARD TO ADVISE US ON
01:31:08:21 THIS POLICY AND THINGS RELATED
01:31:11:00 TO THIS.
01:31:13:03 THIS ONE IT DOESN'T RIGHT NOW.
01:31:16:18 SOME FEDERAL REGULATIONS WE WERE
01:31:20:25 CITING HERE.
01:31:21:17 AND A NUMBER OF THE OTHER
01:31:23:04 TECHNICAL CHANGES.
01:31:24:04 MANY AT THE REQUEST OF THE
01:31:26:07 DEPARTMENT OF EDUCATION.
01:31:26:27 WHICH IN THEIR CASE THAT WERE
01:31:29:25 GENERALLY WE'RE ALREADY DOING

01:31:32:15 BUT DIDN'T NECESSARILY SPECIFIED
01:31:35:12 IN THE PIP OR IN THE GUIDELINES.
01:31:39:13 THE STUDENT HEALTH ADVISORY DID
01:31:43:18 HAVE A NUMBER OF POINTS THEY
01:31:45:00 WANTED TO CITE.
01:31:46:27 GETTING RID OF CELL PHONES IN
01:31:48:17 SCHOOLS.
01:31:49:00 AND IT'S NOT SOMETHING WE'VE PUT
01:31:51:27 IN HERE NOT BECAUSE BECAUSE
01:31:56:17 WE'RE COMPLETELY AGAINST THIS.
01:31:58:13 WE DON'T FEEL THIS IS THE
01:32:00:16 CORRECT POLICY WERE WE TO DO IT.
01:32:05:00 WE THINK IF THIS WERE TO BE DONE
01:32:08:27 IT WOULD BE A CODE OF CONDUCT
01:32:11:10 POLICY MAYBE TECHNOLOGY POLICY
01:32:13:10 KIND OF THING.
01:32:15:18 BUT REALLY WE'RE NOT IN A
01:32:17:21 POSITION TO DO THIS RIGHT NOW.
01:32:22:00 AND IT'S BEING PILOTED AT
01:32:26:02 WAKEFIELD HIGH.
01:32:26:28 I DON'T THINK ANY DECISIONS HAVE
01:32:28:29 BEEN MADE ON YET.
01:32:31:06 BUT IT'S NOT SOMETHING WE'RE
01:32:32:28 GOING TO DO TODAY AND IT'S NOT
01:32:36:00 SOMETHING WE'RE LOOKING TO DO IN
01:32:37:27 THE WELLNESS PIP.
01:32:39:22 THEY REQUIRING DAILY 15 RECESS
01:32:43:28 FOR MIDDLE SCHOOL STUDENTS.
01:32:45:13 WE DID TALK TO THE PRINCIPALS.
01:32:47:20 AS A PRACTICAL MATTER THERE'S NO
01:33:00:02 WAY TO DO IT.
01:33:01:01 IF THE SCHEDULE GETS TO A POINT
01:33:03:15 WHERE THAT CAN BE DONE.
01:33:05:21 WE DO ALLOW STUDENTS TO GO
01:33:08:13 OUTSIDE WHEN THEY'RE DONE WITH
01:33:11:06 EATING.
01:33:13:28 ONE THING THEY RECOMMENDED WAS
01:33:17:12 PROHIBIT IS PE TEACHERS FROM
01:33:19:09 FROM PE CLASS AWAY AS A
01:33:23:01 PUNISHMENT FORBAD BEHAVIOR.
01:33:25:04 IT'S NOT SOMETHING BEING DONE.
01:33:27:04 WHERE IT COMES UP SOMETIMES THE
01:33:30:01 TEACHER WILL HAVE THE WHOLE
01:33:32:06 CLASS TO HAVE A SIT-DOWN.
01:33:38:00 IF YOU HAVE A STUDENT WHO'S
01:33:40:07 COMMITTING FOULS DURING THE GAME
01:33:43:18 YOU MAY HAVE TO PULL THEM FROM
01:33:46:15 THE GAME.
01:33:47:14 DEFINITELY DON'T WANT STUDENTS
01:33:49:12 TO BE DISCIPLINED BY TAKING
01:33:51:22 THEIR PHYSICAL ACTIVITY IN PE.
01:33:55:02 IF A STUDENT IS OUT THERE
01:34:00:13 ENDANGERING OTHER STUDENTS

01:34:01:29 DEFINITELY HAVE TO COMPLY WITH.
01:34:09:27 AND THEN THE BEST PRACTICES OF
01:34:12:13 HEALTHY SCHOOLS AND HEALTHY
01:34:14:00 BUILDINGS WE ACTUALLY DO THIS
01:34:16:13 ONE.
01:34:17:03 WE DECIDED IT WAS THE NAME OF IT
01:34:19:18 MAY NAME THE GUIDELINES MAY
01:34:22:13 CHANGE OVER THE TIME.
01:34:23:17 WE DIDN'T NECESSARILY WANT TO
01:34:26:01 PUT THAT SPECIFIC SET OF
01:34:28:09 PRACTICES IN THE PIP.
01:34:29:29 WE DO CITE THE ASHRAE PIP.
01:34:45:03 WE HAVE A LINE IN THERE THAT
01:34:59:10 ULTIMATELY EVERYONE IS TRYING
01:35:00:19 THEIR BEST.
01:35:03:00 CAFETERIAS HOLDS SO MANY KIDS.
01:35:05:20 LUNCH PERIODS ARE 30 MINUTES
01:35:07:20 LONG.
01:35:08:06 WE ALL DO THE BEST WE CAN.
01:35:12:18 AT THE MOMENT THE EARLIEST LUNCH
01:35:16:01 PERIOD STARTS AT 10:45 A.M.
01:35:19:21 BUT WE DIDN'T WANT TO SAY THAT
01:35:22:22 WE'RE WORKING AT ANYTHING BEYOND
01:35:26:17 WHAT THE CAPACITY OF OUR
01:35:30:18 CAFETERIAS AGE ON SYNTHETIC
01:35:37:20 FRAGRANCES.
01:35:48:15 THAT IS ALL I HAVE HERE.
01:35:51:15 BUT I'M HAPPY TO TAKE ANY
01:35:53:12 QUESTIONS.
01:35:54:15 >> OKAY.
01:35:56:02 MR. MARKU.
01:35:57:15 >> I HAVE A QUESTION THEN.
01:35:59:01 THE 30-MINUTE LUNCH PERIOD PIECE
01:36:02:15 DID WE MAKE IT 30-MINUTE BECAUSE
01:36:05:07 WE'RE NOT OVER CROWDED ANYMORE.
01:36:09:18 I CAN THINK BACK TO THE PATRICK
01:36:12:15 HENRY IT WAS 20 MINUTES.
01:36:15:18 IS THAT A PRODUCT OF US HAVING
01:36:17:15 MORE CAPACITY.
01:36:19:09 WE SAID WE NEEDED 30 MINUTES.
01:36:21:17 >> I DON'T BELIEVE WE'VE BEEN
01:36:23:07 DOING -- I DON'T THINK THAT
01:36:26:22 RECENTLY WE'VE BEEN DOING 22
01:36:29:14 LUNCH PERIODS.
01:36:30:03 >> THIS WAS YEARS AGO.
01:36:32:25 >> THAT WAS YEARS AGO.
01:36:36:23 I DON'T KNOW WHEN THAT CHANGED.
01:36:38:02 >> SURE.
01:36:38:29 IT'S TYPICALLY A LUNCH PERIOD
01:36:41:10 VERSUS THE AMOUNT OF TIME SO
01:36:46:22 WHEN THE STUDENTS DEVELOP THEIR
01:36:49:12 MASTER SCHEDULES IT INCLUDES THE
01:36:51:24 STUDENTS COMING INTO THE

01:36:54:03 CAFETERIA RETRIEVING THEIR LUNCH
01:36:56:10 AND THEN EATING IT.
01:36:57:27 THAT'S TYPICALLY WHAT WE'RE
01:36:59:25 SEEING ACROSS OUR SCHOOLS.
01:37:01:16 SO IT'S MORE OF A MANDATED.
01:37:04:15 YOU WILL EAT FOR 30 MINUTES.
01:37:06:13 I THINK THAT -- IT'S MORE OF THE
01:37:08:26 TIME PERIOD WHICH IS ALLOCATED
01:37:11:06 WHICH ENCOMPASSES.
01:37:14:19 YOUR SON MUST HAVE.
01:37:16:09 >> HE HAD TO TALK BEFORE HE WENT
01:37:19:25 INTO LINE.
01:37:20:27 NO, SIR IT'S JUST THAT
01:37:22:14 REFLECTION OF THE TIME PERIOD.
01:37:24:03 >> AND THE PREVIOUS LANGUAGE
01:37:27:04 GUARANTEED 20 MINUTES TO EAT
01:37:28:29 SPECIFICALLY.
01:37:29:18 SO 22 MINUTE PERIOD IT WOULD
01:37:35:16 PRESUMABLY TAKE MORE THAN 2
01:37:38:26 MINUTES TO GET THE FOOD AND SIT
01:37:42:00 DOWN.
01:37:43:29 BECAUSE THERE ARE A LIMITED
01:37:45:18 AMOUNT OF SPACES THERE.
01:37:47:09 THAT'S ONE OF THE PIECE OF THE
01:37:49:18 OVERCROWDING.
01:37:50:10 >> MS. TURNER.
01:37:51:21 >> I HAVE A QUESTION ON THE
01:37:54:21 BIRTHDAY CELEBRATION.
01:37:55:23 WHAT ARE THE WITH BRINGING
01:37:57:19 OUTSIDE FOOD TO HELP CELEBRATE
01:38:04:05 BIRTHDAYS.
01:38:04:22 >> PRIMARILY STUDENTS WITH
01:38:08:10 ALLERGIES.
01:38:09:03 WE CAN'T GUARANTEE THAT FOOD
01:38:13:27 FROM OUTSIDE IS ALLERGY FREE.
01:38:18:15 >> WOULDN'T THAT ALLERGEN FREE.
01:38:23:21 >> YOU HAVE TO PURCHASE OR BRING
01:38:26:01 IN SOMETHING THAT'S PREWRAPPED.
01:38:30:03 NOT ANYTHING HOMEMADE FOR
01:38:32:14 EXAMPLE.
01:38:34:15 >> I THINK THERE ARE SIGNIFICANT
01:38:37:02 THINGS WE HAVE TO THINK ABOUT
01:38:38:15 WHEN WE LOOK AT FAMILIES
01:38:40:22 BRINGING IN FOOD INTO THE
01:38:42:06 SCHOOLS.
01:38:42:25 YOU'RE ASSUMING THE
01:38:44:02 RESPONSIBILITY AND THE CONSENT
01:38:45:10 OF THE OTHER PARENTS WHEN YOU'RE
01:38:48:15 BRINGING IN FOOD.
01:38:50:12 THERE ARE OPPORTUNITIES RELATED
01:38:51:23 TO HEALTH AND ILLNESS.
01:38:53:20 MANY OF OUR NEIGHBORING
01:38:55:21 JURISDICTIONS HAVE MOVED TO

01:38:57:18 ELIMINATE THOSE PROCESSES IN
01:38:58:22 SCHOOLS.
01:38:59:12 I THINK WHEN WE LOOK AT THAT
01:39:01:23 RECOMMENDATION THERE'S
01:39:04:08 SIGNIFICANT IMPLICATIONS ABOUT
01:39:06:26 THAT.
01:39:07:10 WE'RE NOT ALL RESTRICTING
01:39:10:13 FAMILIES THE OPPORTUNITY TO
01:39:12:03 CELEBRATE A STUDENT'S BIRTHDAY.
01:39:14:18 WE'RE LOOKING AT THOSE
01:39:17:22 CELEBRATIONS WITHOUT FOOD BEING
01:39:19:04 USED AS A RECOMMENDATION.
01:39:21:06 >> SO THERE ARE OTHER
01:39:24:00 JURISDICTIONS THAT HAVE THIS
01:39:25:12 POLICY.
01:39:25:24 >> OH, ABSOLUTELY.
01:39:28:18 FAIRFAX COUNTY, ALEXANDRIA.
01:39:31:00 I'M SURE WE CAN DO SOME
01:39:34:19 BACKGROUND RESEARCH THE
01:39:39:11 JURISDICTIONS THAT HAVE BEEN
01:39:41:09 DOING THIS FOR YEARS.
01:39:47:09 >> WE ARE GOING TO BE THE NO FUN
01:39:51:02 PEOPLE AT THAT TIME.
01:39:52:28 >> SINCE IT NOW HAS HIGHLIGHTED.
01:39:56:20 WE HAD CONVERSATION IN THE
01:39:58:00 POLICY SUBCOMMITTEE AROUND SOME
01:40:00:23 OF THE CULTURAL DIVERSITY OF OUR
01:40:03:01 COMMUNITY AND WHAT HABITS OR
01:40:05:18 PRACTICES THEY MAY HAVE IN
01:40:09:00 CELEBRATING BIRTHDAYS THAT WOULD
01:40:11:03 VARY.
01:40:12:08 SOCIAL ECONOMIC DIVERSITY IN
01:40:13:17 TERMS OF WHAT FAMILIES MIGHT BE
01:40:16:02 ABLE TO AFFORD OR NOT AFFORD TO
01:40:18:25 DO.
01:40:19:10 BRINGING IN FOOD FOR A CLASS OF
01:40:21:17 24 OR 26 MIGHT BE SOMETHING THAT
01:40:24:11 FAMILY DOESN'T HAVE THE CAPACITY
01:40:27:21 TO DO AND MADE THE CHILD OR
01:40:29:24 FAMILY FEEL UNCOMFORTABLE.
01:40:31:15 I THINK THERE'S A SORT OF
01:40:33:28 MULTITUDE THINGS.
01:40:37:28 I TOTALLY AGREE BIRTHDAYS CAN BE
01:40:42:10 CELEBRATED.
01:40:42:27 WE'RE TRYING TO TAKE FOOD OUT OF
01:40:46:09 THE EQUATION.
01:40:47:07 >> THANK YOU VERY MUCH.
01:40:48:28 THE SCHOOL WILL ACT ON THIS ITEM
01:40:53:07 AT THE MAY 9th MEETING.
01:41:00:04 >> THE NEXT ITEM IS ARLINGTON
01:41:04:20 CAREER CENTER.
01:41:06:06 JEFF CHAMBERS IS HERE TO PRESENT
01:41:11:09 THIS ITEM.

01:41:13:25 I'LL TURN IT OVER TO
01:41:15:27 MR. CHAMBERS.
01:41:17:11 BACK TO YOUR 10:00 HOUR.
01:41:19:13 >> THANK YOU DR. DURAN AND BOARD
01:41:21:27 MEMBERS.
01:41:22:11 WE'RE GOING TO START WITH AN
01:41:24:26 OVERVIEW.
01:41:25:18 AND I JUST WANTED TO NOTE THAT
01:41:27:22 THE SCHOOL BOARD FY2023-32
01:41:35:17 CAPITAL IMPROVEMENT PLAN
01:41:37:09 INCLUDED THIS NEW ARLINGTON
01:41:40:11 CAREER CENTER AND THE BUDGET WAS
01:41:43:16 \$174.62 MILLION.
01:41:45:26 THAT WAS AN \$7.8 MILLION ADDED
01:41:50:16 IN THE SCHEMATIC DESIGN IN
01:41:54:11 OCTOBER OF 2022 FOR A \$182.42
01:41:58:10 MILLION OR LESS WHICH WAS SAID
01:42:02:16 MULTIPLE TIMES AND I JUST WANT
01:42:04:21 TO SAY THAT THE TEAM TOOK THAT
01:42:07:02 SERIOUSLY, AND WE WORKED VERY
01:42:10:20 DILIGENTLY AND PREVENT PROJECT
01:42:14:16 SCOPE CREEP.
01:42:26:22 THIS IS ALL COMING FROM THE B
01:42:29:14 LPC.
01:42:31:08 AND USE PERMIT PROCESS AND
01:42:33:16 COMMUNITY INVOLVEMENT.
01:42:35:25 AND THE ED SPEC DEVELOPED WITH
01:42:39:19 THIS NEW FACILITY.
01:42:41:03 THERE WAS SELECTED DEMOLITION ON
01:42:45:15 THE EXISTING CAREER CENTER
01:42:47:17 BUILDING.
01:42:48:01 A NEW FOUR LEVEL ABOVE-GROUND
01:42:51:20 PARKING GARAGE WHICH HAD A LOT
01:42:54:11 OF THE COMMUNITY INPUT WHAT IT
01:42:58:05 LOOKED LIKE.
01:42:58:18 A NEW ATHLETIC FIELD AND
01:43:02:16 STREETScape IMPROVEMENT.
01:43:03:25 WORKING WITH THE COUNTY AS WELL
01:43:05:09 AS THE COMMUNITY WITH REGARD TO
01:43:07:05 THAT COMMUNITY ENGAGEMENT.
01:43:11:17 WE CONTINUED TO WORK THROUGH THE
01:43:13:26 ENTIRE PROCESS WITH THE COUNTY
01:43:15:12 WITH REGARD TO HOW THE STREET
01:43:17:28 FRONTAGE WOULD WORK ON THE
01:43:19:27 WALTER REID WITH THE COMPLETE
01:43:22:14 STREETS PROJECT WE DEVELOPED AN
01:43:24:12 MOA AND WE ARE CONTINUING TO
01:43:31:13 COORDINATE WITH THE COMPLETE
01:43:32:29 STREETS.
01:43:33:14 THE PROJECT SCHEDULE IS
01:43:35:04 ANTICIPATED TO OCCUR IN THREE
01:43:37:07 PHASED.
01:43:37:28 THIS WAS ALL DISCUSSED DURING

01:43:40:03 THE USE PERMIT PROCESS AND THE
01:43:43:15 PLANNING PROCESS WITH THE
01:43:46:01 NEIGHBORING NEIGHBORHOODS
01:43:46:25 ASSOCIATIONS.
01:43:47:09 AS THE DATES PROJECTED AS OF
01:43:50:09 TONIGHT PHASE I IS CONSTRUCTION
01:43:51:25 OF THE NEW FACILITY ALONG WALTER
01:43:55:13 REED WHICH IS THE 5-STORY
01:43:59:09 BUILDING.
01:43:59:22 AND THE STREETScape THE WALTER
01:44:04:25 REED STREETScape IS CONSTRUCTED
01:44:07:18 TO BE PART OF THAT.
01:44:09:00 IT'S MAY 2024 THROUGH MAY OF
01:44:12:00 2026 PROVIDED THAT THE PROJECT
01:44:15:20 IS MOVING FORWARD.
01:44:16:24 THE PHASE II IS SELECTIVE
01:44:19:28 DEMOLITION AND FACADE ON PHASE
01:44:24:28 THE NEW PARKING GARAGE AND
01:44:29:09 STREETScape ADJACENT TO THE
01:44:31:17 PARKING GARAGE.
01:44:33:01 ESSENTIALLY 9th STREET AND ON TO
01:44:36:05 HIGHLAND.
01:44:37:02 THAT IS JUNE OF 2026 THROUGH
01:44:39:18 JUNE OF 2026.
01:44:41:18 PHASE III IS THE CONSTRUCTION OF
01:44:42:18 THE NEW ATHLETIC FIELD AND
01:44:44:19 VARIOUS SITE IMPROVEMENTS AND
01:44:47:21 STREETScape IMPROVEMENTS
01:44:49:09 ADJACENT TO IT WHICH IS ON
01:44:52:17 HIGHLAND.
01:44:53:08 THAT WOULD BE JUNE 2027 THROUGH
01:44:56:19 DECEMBER OF 2027.
01:44:58:17 WITH REGARD TO THE BID REVIEW TO
01:45:02:10 EXECUTE THIS FACILITY WE DID
01:45:05:20 SOLICIT BIDS. WE FOLLOWED OUR
01:45:08:12 PUBLIC PROCUREMENT PROCESS WHICH
01:45:11:08 MEETS THE STATE REGULATIONS AND
01:45:12:29 ALL OF THE REGULATIONS WE HAVE
01:45:15:06 TO FOLLOW WITH REGARD TO VETTING
01:45:17:06 A CONTRACTOR AND THE
01:45:18:15 REQUIREMENTS THAT THEY MUST MEET
01:45:20:18 TO DO A PROJECT FOR ARLINGTON
01:45:26:24 PUBLIC SCHOOLS.
01:45:27:15 AND WE REVIEWED AND CONTACTED
01:45:32:04 CLIENTS THEY HAD PREVIOUSLY
01:45:34:04 WORKED FOR.
01:45:35:07 ANY ISSUES, CONCERNS DID THEY
01:45:37:05 FINISH THE PROJECT ON TIME.
01:45:39:07 ET CETERA.
01:45:40:06 AND WE ESSENTIALLY END UP WITH
01:45:43:22 SIX QUALIFIED CONTRACTORS THAT
01:45:46:18 WE ISSUED THE INVITATION TO BID
01:45:49:09 TO.

01:45:50:13 THOSE SIX PRE-QUALIFIED BIDDERS.
01:45:53:15 THE BIDS AND ALTERNATES THAT
01:45:55:21 WERE RANGE \$132.4 MILLION TO
01:45:59:24 \$140.2 MILLION.
01:46:03:06 AND THAT INCLUDED THE PRICES FOR
01:46:05:18 THE ALTERNATES.
01:46:07:18 THE ONE WAS TO PROVIDE THE
01:46:12:02 SYNTHETIC FEED.
01:46:21:26 AND ALSO BASED ON A LOT OF
01:46:24:19 COMMENTS THAT WE RECEIVED WITH
01:46:26:06 REGARD TO THE PROJECTS WE DID
01:46:28:09 WITH POLISHED CONCRETE AT THE
01:46:32:05 ENTRY IT WOULD BE NICE IF IT WAS
01:46:35:14 NICER WITH THE ENTRY.
01:46:38:00 WE HAVE THE MAIN EPOXY FOR THE
01:46:41:18 MAIN TERRAZZO.
01:46:42:23 AND BECAUSE OF THE WHERE THE
01:46:46:03 PRICES CAME IN WE CAN AFFORD TO
01:46:48:28 DO BOTH OF THOSE ALTERNATES.
01:46:50:15 I DO WANT TO MENTION THAT THE
01:46:52:24 BIDS WERE VERY TIGHT.
01:46:54:28 THREE OF THE BIDS WERE WITHIN
01:46:59:08 \$600,000 OF EACH OTHER.
01:47:00:18 AND THEN THE FOURTH WAS A LITTLE
01:47:04:01 BIT HIGHER.
01:47:04:13 AND IT'S A NEWER CONTRACTOR TO
01:47:06:27 THIS REGION.
01:47:08:00 THAT COULD BE PART OF THAT
01:47:10:00 REASON.
01:47:10:21 DON'T KNOW CAN'T SPECULATE.
01:47:13:15 WE HAVE OVER 600 REQUESTS FOR
01:47:18:08 FROM CONTRACTORS.
01:47:19:13 SO WE KNEW THEY WERE PAYING
01:47:21:25 ATTENTION TO THE PROJECT.
01:47:23:00 SO WE FEEL THAT THE DOCUMENTS
01:47:24:29 ARE VERY TIGHT AND THAT WE FEEL
01:47:27:25 THAT THE CONTRACTORS PAID
01:47:29:22 ATTENTION TO THE DOCUMENTATION.
01:47:31:04 FROM THE BIDDING STANDPOINT IT
01:47:35:09 WAS A PRETTY GOOD ENVIRONMENT.
01:47:37:25 WE HAD FOUR BIDS RECEIVED.
01:47:41:07 TWO OF THE CONTRACTORS AND THE
01:47:43:09 LOWEST QUALIFIED WAS
01:47:44:23 \$132.464,590.
01:47:50:26 THAT AND THE LOWEST WAS WRITING
01:47:55:14 TURNER WITH 132.46.
01:47:59:15 AND YOU CAN SEE WHAT THE
01:48:01:10 ALTERNATES COST TO GIVE US THAT
01:48:04:20 PARTICULAR NUMBER AS A BID BREAK
01:48:07:23 DOWN.
01:48:08:26 AS FAR AS THE ORIGINAL FUNDING
01:48:10:08 AND BUDGET THE DOLLARS ARE FOR
01:48:13:00 THE 182.42 BUDGET THAT WAS

01:48:16:18 ESTABLISHED \$173.37 MILLION WAS
01:48:19:23 IN BOND FUNDING.
01:48:21:20 \$1.2 MILLION FROM OPERATING
01:48:24:08 FUNDS.
01:48:24:25 THOSE ARE FOR THINGS THAT WE
01:48:27:24 CAN'T FUND WITH BONDS SO YOU
01:48:30:12 HAVE TO HAVE SOME OPERATING
01:48:31:20 FUNDS THAT COVER THOSE SUCH AS
01:48:34:09 TECHNOLOGY ET CETERA THAT DON'T
01:48:36:06 LAST THE LIFE OF THE BOND.
01:48:37:24 UP TO AN ADDITIONAL \$7.8 MILLION
01:48:40:27 FROM THE CAP PULL RESERVE WAS
01:48:43:24 BASED ON THAT SCHEMATIC
01:48:45:29 ESTIMATE.
01:48:46:19 SO THERE IS FUNDING CURRENTLY
01:48:48:29 AVAILABLE FOR THE PROJECT.
01:48:50:12 SO LOOKING AT THE \$132.46
01:48:54:02 MILLION, THERE IS ALSO SOFT
01:48:57:27 COSTS WHICH INCLUDE ALL OF THE
01:49:00:03 DESIGN WORK.
01:49:00:23 IT INCLUDES THE CONTINGENCY.
01:49:13:04 AS WELL AS WORK AND TESTING AND
01:49:15:27 THAT HAS TO HAPPEN DURING THAT.
01:49:17:25 SO THAT GIVES US A \$175 MILLION.
01:49:22:29 AND OF THAT 173.37 WOULD BE
01:49:26:28 FUNDED BY THE BONDS THAT ARE
01:49:28:12 AVAILABLE.
01:49:29:03 \$1.2 MILLION FROM OPERATING
01:49:31:19 FUNDS AND \$.38 MILLION REQUIRED
01:49:35:16 FROM THE CAPITAL RESERVE.
01:49:40:21 SO THE STAFF WOULD BE
01:49:42:21 RECOMMENDING IF THE BOARD WOULD
01:49:44:27 PROCEED WITH THE PROJECT THAT WE
01:49:46:22 WOULD AWARD THE CONTRACT 39FC34
01:49:54:28 TO THE WRITING TURNER IN THE
01:49:56:25 AMOUNT OF \$132,464,59.
01:50:12:10 AND \$1.25 MILLION FROM OPERATING
01:50:15:18 FUNDS.
01:50:16:28 AND \$.38 MILLION FROM THE
01:50:20:10 CAPITAL RESERVE.
01:50:21:04 AND APPROVE THE \$4.8 MILLION
01:50:24:12 WHICH IS INCLUDED IN THE
01:50:26:06 BUDGETED \$175 MILLION TO TURNER
01:50:30:07 TOWNSEND AS OUR CONSTRUCTION
01:50:34:02 MANAGER.
01:50:34:22 THAT INCLUDES A LOT OF THE
01:50:36:12 TESTING FOR THE PROJECT THEY
01:50:38:00 MONITOR.
01:50:38:16 THERE WOULD BE THREE FULL-TIME
01:50:43:27 ON-SITE STAFF ON THE FIRST
01:50:47:06 PHASE, AND TWO FOR THE SECOND
01:50:58:10 PHASE, AND 1 FOR THE THIRD
01:51:00:27 PHASE.

01:51:01:11 >> THANK YOU MR. CHAMBERS.
01:51:03:06 QUESTIONS.
01:51:04:12 >> MS. KADERA WOULD YOU LIKE TO
01:51:06:13 START.
01:51:07:05 >> THANK YOU.
01:51:08:19 I HAVE SOME GENERAL QUESTIONS
01:51:10:21 ABOUT THE PROJECT AND THEN THERE
01:51:14:26 FOR YOU AND ALSO SOME QUESTIONS
01:51:16:25 THAT ARE SOME OF THE LABOR
01:51:18:28 ISSUES WE HEARD ABOUT EARLIER
01:51:21:09 TONIGHT.
01:51:21:21 THE GENERAL QUESTIONS THE FIRST
01:51:23:27 ONE HAVE WE WORKED WITH WHITING
01:51:29:05 TURNER BEFORE AND FOR WHAT AND
01:51:32:01 WHAT PROJECTS.
01:51:32:26 >> WHITING TURNER DID WEST FLEET
01:51:37:00 ELEMENTARY SCHOOL, AND WAS
01:51:38:16 COMPLETED ON TIME AND WAS A VERY
01:51:42:02 PROFESSIONAL CONTRACTOR COMPARED
01:51:43:18 TO SOME WE'VE WORKED WITH IN
01:51:46:22 RECENT TIMES.
01:51:47:22 THAT'S THE ONLY PROJECT THAT
01:51:49:21 THEY HAVE DONE FOR US, AND IT
01:51:52:20 WAS A VERY GOOD EXPERIENCE FROM
01:51:55:19 THAT STANDPOINT.
01:51:56:27 NO REAL ISSUES.
01:51:58:05 NO REAL PROBLEMS.
01:52:00:06 AS YOU REMEMBER WE OPENED THREE
01:52:02:23 BUILDINGS THAT FALL AND IT WAS
01:52:04:22 PROBABLY THE EARLIEST COMPLETED.
01:52:09:07 AND IT WAS A COMPLICATED
01:52:11:18 STRUCTURE WITH A PARKING
01:52:13:09 STRUCTURE UNDER A BUILDING.
01:52:15:03 >> THAT GIVEN THIS HAS BEEN A
01:52:24:10 LONG AWAITED PROJECT AND SO IT
01:52:26:17 COULD BE READY FOR THE 26-27
01:52:38:08 SCHOOL YEAR.
01:52:38:26 IN THE PREQUALIFICATION PROCESS
01:52:42:24 YOU THROUGH THAT PROCESS ARE
01:52:48:22 THERE ANY OTHER DATA OR RESEARCH
01:52:51:12 WE HAVE WHAT DID WE LEARN ABOUT
01:52:53:21 WHITING TURNER'S OVERALL TRACK
01:52:57:21 RECORD.
01:52:58:11 IT WAS VERY, VERY GOOD AND THE
01:53:00:29 OTHER REFERENCE CHECKS THAT
01:53:02:17 NOBODY HAD ANY ISSUES WITH THEM.
01:53:04:28 ESSENTIALLY WE ACTUALLY DEFINED
01:53:06:23 THE PROJECTS THEY NEEDED TO
01:53:08:24 PROVIDE TO US AS REFERENCES.
01:53:11:06 IT WAS BASED ON SIMILAR PROJECT
01:53:14:03 TYPES, SIMILAR PROJECT SIZES AND
01:53:18:29 WE REQUIRED THAT ALL OF THE
01:53:21:18 CONTRACTORS THAT SUBMITTED THE

01:53:23:11 QUALIFICATIONS.
01:53:23:22 >> SO NO RED FLAGS IN TERMS OF
01:53:27:07 ON TIME COMPLETION.
01:53:28:27 THEN I THINK ONE OF OUR FOR
01:53:33:00 FORMER COLLEAGUES IF I CAN
01:53:34:26 CHANNEL HER FOR A MINUTE WOULD
01:53:38:24 BE OPPORTUNITIES FOR CAREER
01:53:40:18 CENTER STUDENTS TO BE ENGAGED IN
01:53:43:07 THE CONSTRUCTION OF THE NEW
01:53:44:21 BUILDING.
01:53:45:14 SORT OF AS A LEARNING.
01:53:59:16 TO BE ENGAGED IN SOME WAY IN THE
01:54:02:05 CONSTRUCTION?
01:54:02:27 >> YES.
01:54:05:04 WE ACTUALLY STARTED TALKING WITH
01:54:08:03 STAFF IN REGARDS TO DOING THAT.
01:54:24:24 WE WANTED TO DO SOMETHING LIKE
01:54:26:10 THAT.
01:54:26:28 WE DID TOUCH BASE WITH WHITING
01:54:29:22 TURNER DO THEY HAVE ANY
01:54:34:22 PROGRAMS.
01:54:35:14 WE HAVE TAKEN STUDENTS TO OTHER
01:54:37:25 JOB SITES WE HAVE WORKED WITH.
01:54:40:29 THEY'RE ALSO OPEN.
01:54:42:06 THEY WOULD CONTINUE TO DO THAT
01:54:43:27 ON ACTUALLY ON THE CAMPUS.
01:54:46:02 THEY HAVE NO ISSUE WITH DOING
01:54:48:03 THAT.
01:54:48:21 THEY WOULD LOOK AT THE
01:54:51:15 OPPORTUNITY TO DO AN INTERNSHIP
01:54:54:02 PROGRAM THEY HAVEN'T DONE WITH
01:54:56:13 US.
01:54:57:00 THEY WOULD LOOK AT INTERNSHIP
01:55:02:03 PROGRAM SIMILAR TO STANTEC WITH
01:55:05:25 STUDENTS AT THE CAREER CENTER.
01:55:09:13 >> DO WE HAVE LEARNING BASED
01:55:12:17 PROGRAM.
01:55:13:16 >> SO THEY'VE BEEN VERY INVOLVED
01:55:15:27 IN THAT.
01:55:17:24 THE ONLY ISSUE IS LIABILITY.
01:55:20:27 THEY HAVE TO GET PARENT
01:55:22:13 PERMISSIONS ET CETERA ET CETERA.
01:55:23:12 WE TALKED ABOUT THAT A WHILE
01:55:24:27 BACK WITH STAFF, AND WE WANT TO
01:55:27:21 TOUCH BASE WITH THEM AND SEE IF
01:55:30:07 THEY WOULD BE OPEN WITH TO THAT.
01:55:33:12 GENERALLY I'VE NEVER RUN INTO A
01:55:40:10 CONTRACTOR THAT HAVE HAD A
01:55:41:29 PROBLEM WITH THAT.
01:55:42:22 >> GREAT.
01:55:43:26 THANK YOU.
01:55:44:18 WE'LL COME BACK TO ME.
01:55:48:13 >> SO THERE HAS BEEN REFERENCE

01:55:50:18 TO PUTTING OUT A REBID TO PURSUE
01:55:57:10 PREVAILING WAGE REQUIREMENTS FOR
01:55:59:00 THIS SITE.
01:56:00:23 CAN YOU SPEAK WHAT THAT WOULD DO
01:56:03:19 IN TERMS OF TIMING.
01:56:05:24 WHAT WOULD NEED TO BE DONE IN
01:56:10:14 ORDER TO CARRY OUT A REBID AND
01:56:12:23 WHAT THE TIME FRAME FOR THE
01:56:15:09 SPECIFIC THINGS THAT NEED TO BE
01:56:16:28 DONE.
01:56:17:11 AND WHAT'S THE OVER ALL THINGS
01:56:19:23 TO BE OPENING THE SCHOOL ON THE
01:56:22:01 TIMELINE WE'D LIKE TO OPEN IT
01:56:24:03 AND THE OVERALL PROJECT WHICH IS
01:56:26:10 NOT SLATED TO BE COMPLETED UNTIL
01:56:30:02 2028.
01:56:30:22 >> I THINK THAT THE FIRST THING
01:56:32:09 IS GETTING THE PLA AGREEMENT IN
01:56:36:05 PLACE.
01:56:37:12 I CAN'T SPEAK TO THAT.
01:56:38:24 I THINK OUR LEGAL CAN WHAT
01:56:41:19 TIMING THAT TAKES.
01:56:44:13 I HAVE NO IDEA THE TIME IT
01:56:47:04 TAKES.
01:56:47:27 FROM THE ARCHITECTURAL PULL BACK
01:56:50:20 THE DRAWINGS AND REVISE ALL OF
01:56:52:15 THE QUESTIONS AND ALL OF THE
01:56:54:27 ADDENDAS THAT WERE ISSUED WE'D
01:56:57:00 HAVE TO INCORPORATE IN THE
01:57:01:00 DOCUMENTS.
01:57:12:00 AND THEN THE BIDDING PROCESS
01:57:14:04 TAKES ANOTHER SIX-MONTH PROCESS.
01:57:17:04 I THINK WE WOULD BE LOOKING AT A
01:57:20:07 YEAR FROM AN ARCHITECTURAL
01:57:25:18 BASIS.
01:57:26:20 I DON'T KNOW WHAT A PROJECT
01:57:28:21 LABOR AGREEMENT.
01:57:29:12 >> IS THERE A DIFFERENCE BETWEEN
01:57:32:06 PREVAILING WAGE PROTECTIONS AND
01:57:35:28 ENTERING INTO A PLA.
01:57:38:07 SO IF THE QUESTION IS THE ONE
01:57:40:15 AND NOT THE OTHER.
01:57:42:12 THEN DOES IT MAKE A DIFFERENCE.
01:57:44:11 >> I THINK THAT THE QUESTION
01:57:45:23 WE'VE BEEN TALKING IS THE
01:57:47:28 PREVAILING WAGE PROVISION.
01:57:49:17 I KNOW WE'VE MENTIONED PROJECT
01:57:54:06 LABOR AGREEMENTS.
01:57:55:21 >> I DIDN'T BRING THAT UP.
01:57:59:14 I ASKED ABOUT PREVAIL WAGE.
01:58:03:03 WE WOULD HAVE TO ADOPT A
01:58:05:05 RESOLUTION.
01:58:05:20 WE WOULD TALK TO THE MEMBERS

01:58:07:15 WHAT THE TIMING OF THAT WOULD
01:58:09:21 BE.
01:58:09:24 AND HOW MUCH THAT DOING A STUDY
01:58:12:17 AS OTHER JURISDICTIONS HAS DONE
01:58:15:07 TAKES SEVERAL MONTHS IN ORDER
01:58:23:18 TO TAKE ON THE PREVAILING WAGE
01:58:29:03 REQUIREMENT.
01:58:30:15 SO WE HAVE TO REWORK OUR
01:58:33:24 NONTECHNICAL SPECIFICATIONS OR
01:58:36:02 DIVISION 1 IS WHAT WE CALL THEM
01:58:39:02 >> THE THINGS YOU SAID ABOUT THE
01:58:41:19 ARCHITECTURAL DRAWINGS AND ALL
01:58:42:18 OF THAT IS THAT SOMETHING THAT
01:58:44:19 WOULD NEED TO BE REDONE TO
01:58:48:01 IMPLEMENT A PREVAILING WAGE OR
01:58:51:01 PLA.
01:58:52:01 >> TO REBID THE PROJECT.
01:59:12:09 IS THAT HOW LONG.
01:59:13:05 >> WE WOULD HAVE TO ESTABLISH
01:59:14:23 HOW WE WANTED TO DO THE REBID.
01:59:17:24 WOULD WE DO A QUALIFICATION
01:59:19:23 FIRST.
01:59:20:12 WHICH IS WHAT WE DID IN THIS
01:59:24:00 PROCESS.
01:59:24:22 IT JUST MAKES IT MORE DIFFICULT
01:59:27:12 TO KNOW WHAT YOU'RE GETTING FROM
01:59:28:28 A BIDDER.
01:59:36:07 WHO'RE QUALIFIED.
01:59:37:28 YOU MAY GET 20 THAT SUBMIT FOR
01:59:41:01 QUALIFICATIONS AND THEN YOU HAVE
01:59:42:23 THE QUALIFIED BIDDERS WHO HAVE
01:59:44:28 DONE THIS TYPE OF PROJECT.
01:59:46:18 AND WE WOULD BE CONFIDENT THEY
01:59:49:18 COULD BUILD IT ON TIME.
01:59:51:13 AND BE ABLE TO DO THE PROJECT
01:59:54:21 THAT IT IS.
01:59:55:21 IT'S NOT A TYPICAL SCHOOL.
02:00:05:19 SO THE CONTRACTOR HAS BEEN AWARE
02:00:07:27 OF THAT AND HAVE THE BACKGROUND
02:00:09:14 AND KNOWLEDGE TO DO THAT.
02:00:10:22 AND WE ALSO LOOK AT THE
02:00:12:19 EXPERIENCE OF THE PROJECT
02:00:14:11 MANAGER, THE SUPERINTENDENT ON
02:00:16:07 SITE, AND ALL OF THAT IS ALL
02:00:18:18 PART OF THE QUALIFICATIONS.
02:00:20:18 >> OKAY.
02:00:27:22 CAN YOU COME BACK TO ME.
02:00:29:19 >> I HAVE DIFFERENT SUBJECTS.
02:00:31:28 >> CAN YOU HELP ME UNDERSTAND
02:00:33:24 WHY THE SOFT COSTS SEEM TO BE A
02:00:37:20 HIGHER PERCENTAGE OF THE OVERALL
02:00:40:13 BUDGET COMPARED WHAT WAS
02:00:43:13 ANTICIPATED AND WHAT HAS BEEN

02:00:46:18 SEEN ON RECENT.
02:00:47:25 IT'S 24 PERCENT COMPARED TO 16
02:00:53:03 PERCENT FOR PRIOR PROJECTS.
02:00:54:29 THERE WAS A 20 PERCENT FIGURE IF
02:00:58:27 YOU CONSIDERED A CONTINGENCY.
02:01:01:18 WHAT IS IN THE SOFT COSTS.
02:01:04:14 >> GENERALLY WHEN WE DOING A
02:01:09:15 SCHEMATIC CONCEPTUAL OR FOR A
02:01:12:06 CIP.
02:01:13:09 WE TYPICALLY USE 24 TO 25
02:01:16:15 PERCENT.
02:01:22:06 BASICALLY A SQUARE FOOTAGE
02:01:24:06 PRICE, AND THEN WE PUT 24 TO 25
02:01:28:11 PERCENT ON A PROJECT THAT WOULD
02:01:32:05 HAVE CASEWORK AND EQUIPMENT AS
02:01:36:00 WELL AS CONTINGENCIES ET CETERA.
02:01:37:00 SOME PROJECT WE DON'T HAVE
02:01:41:15 FURNISHINGS WE WILL DO IT 16 TO
02:01:44:05 20%.
02:01:45:09 BUT THIS PARTICULAR BUILDING I
02:01:47:12 BELIEVE IT'S \$10 MILLION WORTH
02:01:49:24 OF EQUIPMENT THAT'S IN THE SOFT
02:01:51:21 COSTS.
02:01:52:07 THAT WOULD BE TECHNICAL
02:01:53:23 EQUIPMENT AS WELL AS THE DESKS
02:01:55:01 AND CHAIRS AND ALL OF THOSE
02:01:57:07 THINGS THAT GO IN IT.
02:01:59:15 SO THERE'S A SIGNIFICANT DOLLAR
02:02:01:19 AMOUNT OF EQUIPMENT THAT IS IN
02:02:03:19 THE SOFT COST IN ADDITION TO THE
02:02:08:07 CONTINGENCY WHICH IS ABOUT 8
02:02:10:09 PERCENT OF THE PROJECT WHICH IS
02:02:12:25 TYPICAL AND NORMAL WHAT WE DO.
02:02:15:14 WE CAN PROVIDE A BREAK DOWN OF
02:02:17:15 THAT.
02:02:20:18 >> THANK YOU.
02:02:22:28 TWO QUESTIONS.
02:02:25:18 IN PHASE II I THINK SO THERE'S
02:02:30:19 REFERENCE TO THE FACADE AT THE
02:02:32:23 LEGACY CAREER CENTER BUILDING.
02:02:34:25 CAN YOU DESCRIBE MORE WHAT THAT
02:02:37:06 IS.
02:02:37:21 THAT'S ESSENTIALLY WHERE WE'RE
02:02:40:29 TAKING THE SINGLE STORY OFF THE
02:02:44:10 BUILDING.
02:02:44:23 WHERE YOU'RE TAKING THE BACK OF
02:02:46:13 THE BUILDING OFF THAT WOULD BE A
02:02:48:15 NEW FACADE.
02:02:49:21 THAT WAS A LOT OF DISCUSSION
02:02:51:09 DURING THE B LPC AND THE USE
02:02:57:18 PERMIT PROCESS.
02:02:58:24 BUT WE'RE USING A VERTICAL METAL
02:03:03:27 SIDING AT THAT LOCATION.

02:03:05:09 IT'S ESSENTIALLY WHERE THE
02:03:07:01 GARAGE IS.
02:03:07:22 >> THAT'S GOOD.
02:03:09:04 I WAS THINKING THE FRONT FACADE.
02:03:12:06 >> THE FRONT IS PRETTY MUCH
02:03:14:07 STAYING WHERE IT IS.
02:03:15:25 >> THANK YOU.
02:03:16:29 CAN I HAD A FOLLOWUP QUESTION
02:03:20:04 REGARDING THE ROLE OF THE
02:03:22:07 CONSTRUCTION MANAGER.
02:03:24:00 WHAT THAT PERSON WHAT DO THEY DO
02:03:29:02 >> BASICALLY THEY'RE ON SITE
02:03:31:09 FULL-TIME EVERY DAY IF
02:03:33:17 CONSTRUCTION IS THERE.
02:03:38:16 OUR PROJECT MANAGERS HAVE
02:03:41:07 MULTIPLE PROJECTS.
02:03:43:29 OUR MANAGERS HAVE MULTIPLE
02:03:47:19 PROJECTS SO WE'RE NOT ON THE
02:03:52:07 PROJECTS FULL-TIME.
02:03:55:03 THEY WORK ON LETTERS IF
02:03:57:03 CONTRACTORS ARE NOT FOLLOWING
02:03:58:18 THE SPECIFICATIONS OR IF THERE'S
02:04:00:15 COMPLAINTS OR ISSUES OR OTHER
02:04:02:14 CONCERNS.
02:04:03:06 THEY WORK WITH US TO HELP PUT
02:04:06:04 THOSE THINGS TOGETHER.
02:04:07:24 THEY ALSO HANDLE THE TESTING
02:04:11:15 THIRD-PARTY TESTING.
02:04:12:06 WE DON'T WANT THE CONTRACTOR TO
02:04:14:12 WATCH THE HEN HOUSE.
02:04:15:28 SO THE THIRD-PARTY TESTING IS
02:04:20:26 MONITORED BY OUR CONSTRUCTION
02:04:22:25 MANAGER BECAUSE THEY ARE THERE
02:04:25:23 FULL-TIME ON SITE AND WE MONITOR
02:04:28:16 WHAT THEY'RE DOING.
02:04:29:21 IT WORKS TO BE A PRETTY GOOD
02:04:32:04 TEAM WITH THE CONSULTANTS WE
02:04:34:01 TYPICALLY USE.
02:04:37:00 >> I ALSO WANTED TO MAKE A QUICK
02:04:39:16 COMMENT.
02:04:41:25 LIKE MS. KADERA WAS THINKING
02:04:43:24 ABOUT CHANNELLING A FORMER BOARD
02:04:46:21 COLLEAGUE OF YOURS, AND SIMPLY
02:04:50:00 ACKNOWLEDGE THAT THIS IS A VERY
02:04:51:29 LARGE, VERY COMPLEX PROJECT THAT
02:04:54:24 HAS BEEN MANY, MANY YEARS IN THE
02:04:56:15 MAKING.
02:04:57:13 I THINK WE WOULD BE REMISS IF WE
02:05:01:02 DID NOT FEEL A CERTAIN SENSE OF
02:05:04:01 PRIDE AND ACCOMPLISHMENT BECAUSE
02:05:06:19 WE HAVE REACHED THIS STAGE.
02:05:12:09 I THINK MR. BLACK IS HERE.
02:05:14:25 I WANT TO ACKNOWLEDGE YOUR TEAM

02:05:18:06 MS. HARBOR AND DR. MAYO AND
02:05:21:09 EVERYBODY INVOLVED IN THIS WORK.
02:05:22:20 IT HAS BEEN A SUBSTANTIAL AMOUNT
02:05:24:15 OF WORK ON A AN EXPENSIVE AND
02:05:29:26 COMPLICATED PROJECT.
02:05:31:06 APPRECIATION.
02:05:34:12 >> MS. KADERA.
02:05:36:01 YOU'RE GOOD.
02:05:37:04 >> I HAVE A FEW MORE QUESTIONS,
02:05:39:19 AND THEY MAY BE FOR YOU
02:05:44:26 MR. CHAIR OR SENTENCE.
02:05:48:06 I WANT TO PREFACE MY QUESTIONS
02:05:50:15 BY SAYING THERE'S A SET OF
02:05:52:03 QUESTIONS THAT YOU KICKED OFF
02:05:55:27 WE'RE ASKING RIGHT NOW BECAUSE
02:05:57:29 THEY HAPPEN TO COINCIDE WITH
02:06:00:07 THIS BUILDING THE CAREER CENTER.
02:06:02:20 THEY ARE ABOUT PREVAILING WAGE
02:06:04:21 AND I WANT TO ACKNOWLEDGE THERE
02:06:08:06 IS A CONFLUENCE OF TIMING HERE.
02:06:11:07 THEY ARE REALLY ABOUT THE FUTURE
02:06:13:29 OF OUR CAPITAL PROJECTS.
02:06:16:14 THEY HAPPEN TO BE COINCIDING
02:06:22:12 WITH THE CAREER CENTER.
02:06:23:12 BUT THEY ARE A LARGER SET OF
02:06:26:26 QUESTIONS ABOUT PREVAILING WAGE,
02:06:29:03 AND I AM SORRY FOR THE REASONS
02:06:32:29 MS. ZECHER-SUTTON STATED WE ARE
02:06:35:15 AT LOGGERHEADS OF THESE TWO
02:06:38:06 THINGS COMING TOGETHER.
02:06:40:05 THIS SET OF QUESTIONS I WANT TO
02:06:42:09 ASK RIGHT NOW I AS ONE BOARD
02:06:45:18 MEMBER HAVE AN INTEREST IN
02:06:48:24 TEASING OUT WHETHER THERE IS
02:06:51:07 SOME MIDDLE ROAD PATH THAT WE
02:06:53:28 CAN ACHIEVE WHERE WE CAN BE
02:06:57:05 RESPONSIVE TO CONCERNS THAT WE
02:06:58:28 ARE HEARING ABOUT PROTECTION OF
02:07:02:08 OUR WORKERS AND LABOR CONCERNS
02:07:06:09 THAT DOES NOT INVOLVE REBIDDING
02:07:08:02 AND SIGNIFICANT DELAY.
02:07:10:27 THAT IS ONE SET OF QUESTIONS I
02:07:13:11 HAVE I WANT TO ASK RIGHT NOW.
02:07:15:13 THERE IS A FOLLOW UP QUESTION
02:07:17:08 ABOUT REBIDDING THAT MY
02:07:18:27 COLLEAGUE HAS RAISED FOR ME I
02:07:21:07 WANT TO ASK SEPARATELY.
02:07:23:10 I'D LIKE TO ASK MY ONE OF THOSE
02:07:32:18 QUESTIONS IS WHAT ASSURANCES --
02:07:36:00 WHAT ASSURANCES DO WE HAVE IN
02:07:38:15 PLACE THROUGH OUR PROCUREMENT
02:07:43:00 CONTRACTING PROCESSES THAT
02:07:45:03 WHITING TURNER DOES HAVE OR WILL

02:07:47:18 HAVE IN PLACE BASIC PROTECTIONS
02:07:49:11 FOR ITS WORKERS THAT INVOLVE
02:07:52:08 HARASSMENT AND WAGE THEFT?
02:07:56:06 I DON'T KNOW WHO TO DIRECT THAT
02:07:58:16 QUESTION TO.
02:08:03:02 >> IS THAT ONE WHERE YOU'LL HAVE
02:08:06:21 TO GET BACK TO US ON.
02:08:08:07 >> I READ THE INVITATION TO BID.
02:08:11:00 THE INVITATION TO BID HAS
02:08:13:26 LANGUAGE IN IT THAT SAYS THAT WE
02:08:16:08 WOULD LIKE THE CONTRACTOR TO
02:08:19:11 HAVE -- WE WOULD LIKE THE
02:08:20:22 CONTRACTOR TO REPRESENT AND
02:08:22:06 WARRANT THAT IT POLICIES IN
02:08:24:25 PLACE THAT PROHIBIT HARASSMENT
02:08:27:12 OF EMPLOYEES ON THE BASIS OF
02:08:30:06 THINGS LIKE GENDER, RELIGION,
02:08:33:06 RACE AND ETHNICITY AND THEY'LL
02:08:36:09 LIKE SIGNS POSTED TO THAT EFFECT
02:08:38:14 WHICH I THINK ARE ONE MEASURE.
02:08:40:15 I DID NOT SEE IN THERE ANY
02:08:43:14 INFORMATION ABOUT AN EMPLOYEE
02:08:45:27 WOULD DO TO REPORT IF THAT IN
02:08:49:08 FACT, HAPPENS.
02:08:49:25 SORT OF WHAT IS THE ENFORCEMENT
02:08:51:16 OF THAT I GUESS IS ONE QUESTION
02:08:53:19 I HAVE AND THEN THAT DIDN'T
02:08:56:11 ADDRESS EXPLICIT YOU -- WHAT ARE
02:08:59:00 THE PROTECTIONS FOR EMPLOYEES
02:09:01:00 OR -- WHAT ARE THE PROTECTIONS
02:09:03:06 IN PLACE FOR WORKERS IN THE
02:09:07:16 CASES OF WAGE THEFT.
02:09:09:20 HOW DO WE AS THE OWNER IN THE
02:09:14:05 CONTRACT -- HOW DO WE AS THE
02:09:17:00 OWNER FEEL SATISFIED WE ARE
02:09:18:22 WORKING WITH SOMEONE THAT IS
02:09:21:24 TAKING APPROPRIATE AND ADEQUATE
02:09:24:00 MEASURES AGAINST HARASSMENT AND
02:09:25:21 WAGE THEFT?
02:09:32:14 >> MS. KADERA WE'LL HAVE TO GET
02:09:36:03 BACK WITH YOU ON THAT QUESTION.
02:09:38:24 WE HAVE THE INFORMATION FROM THE
02:09:40:12 BID DOCUMENT THAT WE'LL SHARE
02:09:41:29 WITH THE SCHOOL BOARD REGARDING
02:09:44:20 THE DIFFERENT AREAS OF
02:09:46:11 HARASSMENT AND DISCRIMINATION.
02:09:49:08 WE'LL HAVE TO GET MORE
02:09:52:06 INFORMATION ON THAT POSITION.
02:09:55:11 >> THE COMPROMISED POSITION I'M
02:09:58:04 SEEKING IS THAT I WOULD LIKE
02:09:59:21 TO -- YOU KNOW -- THIS IS NOT
02:10:04:08 SOMETHING THAT I LAY AT THE FEET
02:10:06:21 OF MR. CHAMBERS, MS. HARBOR.

02:10:10:20 I BELIEVE THAT THE SCHOOL BOARD
02:10:11:24 AND THE EXECUTIVE LEVEL OF APS.
02:10:15:20 WHEN WE LOOK AT OTHER
02:10:17:07 JURISDICTIONS WE SAW PREVAILING
02:10:20:24 WAGE COMING, AND SHAME ON ME.
02:10:23:26 I WON'T SAY SHAME ON ME WE
02:10:27:11 DIDN'T ACT SOONER.
02:10:28:21 WE FOR SAW THIS COMING AND WE
02:10:33:09 COULD HAVE ACTED SOONER.
02:10:34:21 AND WE'RE IN AN AWKWARD SPOT
02:10:37:27 NOW.
02:10:38:21 WE CAN'T TURN BACK TIME.
02:10:43:06 AT THE VERY LEAST MAKE SURE IF
02:10:45:14 WE CAN'T BE IN A POSITION TO
02:10:48:01 OFFER PREVAILING WAGE WE ARE IN
02:10:49:10 A POSITION TO MAKE SURE THAT THE
02:10:51:15 WORKERS ON THIS PROJECT ARE
02:10:53:14 GOING TO BE TREATED IN A WAY
02:10:55:23 THAT WE ARE ADDRESSING AS WELL
02:10:59:18 AS BASING THINGS LIKE SAFETY AND
02:11:02:13 PROTECTIONS AGAINST HARASSMENT
02:11:04:12 AND PROTECTIONS AGAINST WAGE
02:11:06:25 THEFT.
02:11:07:17 CAN WE AS APS AT LEAST FEEL
02:11:10:19 ASSURED THAT WE ARE GOING TO
02:11:12:27 TAKE THOSE BASIC KIND OF STEPS
02:11:15:14 AND ARE THERE THING AS THE OWNER
02:11:20:21 OF WITH WHITING TURNER TO MAKE
02:11:24:16 US AND THE FOLKS WE'RE HEARING
02:11:26:22 FROM FEEL BETTER THAT'S IN
02:11:28:28 PLACE.
02:11:29:11 THE OTHER THING THAT I HAD ASKED
02:11:32:18 FOR BEFORE THIS MEETING WAS WE
02:11:37:26 HAVE -- ONE THING THAT I LEARNED
02:11:39:15 IN OUR MEETING A COUPLE OF WEEKS
02:11:41:21 AGO WHEN WE FIRST GOT THE BIDS,
02:11:44:08 WHEN WE LEARNED THAT WHITING
02:11:47:09 TURNER WAS THE LOWEST BIDDER
02:11:51:06 WHEN WAS SHARED WITH WHITING
02:11:53:16 TURNER WAS BASED IN BALTIMORE
02:11:54:29 AND MARYLAND THAT WHITING TURNER
02:11:58:29 BECAUSE THEY'RE BASED ON IN
02:12:01:20 BALTIMORE THEY HAD A LOT OF
02:12:04:10 CONNECTIONS WITH SUBCONTRACTORS
02:12:06:14 WITH UNION OR WERE EQUIPPED TO
02:12:09:09 PROVIDE PREVAILING WAGE.
02:12:13:05 WE DON'T KNOW EXACTLY WHO THEIR
02:12:16:28 SUBCONTRACTORS ARE GOING TO BE.
02:12:18:15 HOWEVER WE KNOW IN ORDER TO PUT
02:12:20:27 THEIR BID TOGETHER THEY PUT OUT
02:12:23:18 AN RFP AND GOT A CERTAIN NUMBER
02:12:26:00 OF WHAT OUR BID SHOULD BE.
02:12:39:28 THERE IS IT'S IN THE DOZENS.

02:12:41:28 IT'S NOT IN THE HUNDREDS.
02:12:44:14 IT'S NOT IN THE THOUSANDS.
02:12:46:02 THERE'S AN N DOZENS OF
02:12:48:24 SUBCONTRACTORS THAT THEY'RE
02:12:50:17 LIKELY TO TURN AROUND IF THEY'RE
02:12:53:02 AWARDED THIS CONTRACT, YOU AND
02:12:55:00 YOU AND YOU YOU AND YOU YOU'RE
02:12:58:09 OUR SUBS FOR THIS CONTRACT.
02:13:00:20 IT IS ENTIRELY POSSIBLE TO GET
02:13:02:28 TO WHITING TURNER HEY OUT OF N
02:13:06:11 OF THIS SUBCONTRACTOR POOL HOW
02:13:09:05 MANY AMONG THOSE N ARE EITHER
02:13:11:07 UNION OR ARE EQUIPPED TO SUPPORT
02:13:14:24 PREVAILING WAGE?
02:13:16:09 WE WOULD THEN NOAH MUNG THE
02:13:19:12 POSSIBLE ROSTERS OF
02:13:21:21 SUBCONTRACTORS IS IT 70% ARE
02:13:25:21 UNION ARE EQUIPPED TO DEAL WITH
02:13:28:03 PREVAILING WAGE.
02:13:28:27 IS IT 15 PERCENT.
02:13:30:26 RIGHT NOW WE HAVE NO IDEA.
02:13:35:19 COULD WE DO AND THE WHITING
02:13:38:22 TURNER DO THAT HOMEWORK BEFORE
02:13:40:27 WE TAKE A VOTE.
02:13:42:26 I DON'T KNOW WHAT DEGREE
02:13:44:23 CONFIDENCE WHO THESE
02:13:48:03 SUBCONTRACTORS MIGHT BE AND HOW
02:13:50:08 MANY OF THEM WOULD CONCEIVABLY
02:13:53:00 OFFER PREVAILING WAGE.
02:13:53:24 WE DON'T KNOW.
02:13:55:27 BUT WE COULD HAVE SOME SENSE
02:13:58:07 WHAT THAT COULD POSSIBLY LOOK
02:14:01:07 LIKE BUT WE HAVEN'T REACHED OUT
02:14:03:09 TO ASK THAT QUESTION.
02:14:04:15 I WOULD LIKE TO KNOW WHETHER WE
02:14:08:04 GO BACK TO WHITING TURNER NOT
02:14:10:19 BECAUSE WE COULD REQUIRE IT.
02:14:12:27 WE'RE NOT IN A PLACE TO REQUIRE
02:14:16:15 PREVAILING WAGE.
02:14:16:29 WHAT THE UNIVERSE OF PROBABILITY
02:14:19:14 THEY MIGHT ASSEMBLE A ROSTER OF
02:14:23:13 SUBCONTRACTORS THAT ARE ALREADY
02:14:25:11 DOING THIS OR SET UP TO DO IT.
02:14:28:02 THIS IS ALL -- THIS IS A BIG
02:14:30:20 BALL OF QUESTIONS I HAVE THAT
02:14:32:09 COULD SET US UP NOT TO HAVE THE
02:14:35:23 ULTIMATE SOLUTION OF PREVAILING
02:14:37:24 WAGE, BUT TO HAVE A MIDDLE OF
02:14:40:19 THE ROAD BETTER THAN NOTHING
02:14:44:08 SOLUTION, AND I'LL STOP THERE.
02:14:46:23 BECAUSE I KNOW MY COLLEAGUES
02:14:49:17 HAVE SOME QUESTIONS.
02:14:54:18 >> WE DID REACH OUT TO WHITING

02:14:58:12 TURNER.
02:14:59:00 THEY'VE ABOUT 430 SUBCONTRACTORS
02:15:02:12 PRESENT PROPOSALS.
02:15:03:14 I DON'T HAVE THE LIST FOR YOU.
02:15:04:28 I APOLOGIZE FOR THAT.
02:15:06:15 BUT WE DO HAVE THAT.
02:15:08:15 AND IN THAT LIST THEY REPORT
02:15:11:01 THAT THEY'RE BOTH UNION AND
02:15:14:25 NONUNION SUBCONTRACTORS WHO BID
02:15:17:00 FOR THIS PROJECT.
02:15:18:11 THE PROPOSALS PROVIDE PREVAILING
02:15:25:27 WAGE AND THOSE HOOPER SUE
02:15:29:13 PREVAILING WAGE.
02:15:30:01 THEY HAVE A COMBINATION.
02:15:31:22 THAT'S WHAT THEY REPORT.
02:15:33:12 WE DO HEAR YOUR ASK AND WE CAN
02:15:36:02 REACH OUT BACK TO THEM TO GET
02:15:38:19 THAT INFORMATION.
02:15:39:07 >> GENERALLY WITH THE PROCESS
02:15:40:25 WHAT A CONTRACTOR THEY HAVE ALL
02:15:42:29 OF THOSE BIDS.
02:15:44:09 WHEN THEY GET AWARDED THE
02:15:47:07 PROJECT THEY'LL DO THEIR DUE
02:15:49:16 DILIGENCE AND THEY WORK TOWARDS
02:15:51:22 A FINAL SCHEDULE OF VALUES.
02:15:54:02 IT'S YOU 2 WEEKS, 30 DAYS AFTER
02:15:58:04 THEY'RE AWARDED THE CONTRACT
02:16:02:06 THEY PROVIDE US WITH THE VALUE
02:16:05:13 WHERE THEY PROVIDE US WITH THE
02:16:07:03 LIST OF SUBCONTRACTORS.
02:16:09:15 >> MS. ZECHER-SUTTON HAS A
02:16:12:03 FOLLOW-UP QUESTION ON THIS.
02:16:18:26 IF WE CHOSE NOT TO SELECT NOT TO
02:16:23:15 APPROVE WHITING TURNER AS THE
02:16:25:24 CONTRACTOR ON THIS PROJECT AFTER
02:16:27:17 ASKING THEM THESE QUESTIONS
02:16:29:19 WOULD WE NOT BE PUTTING
02:16:33:17 OURSELVES AT-RISK AFTER ASKING
02:16:36:04 QUESTIONS THAT WERE NOT IN THE
02:16:38:06 INITIAL RFP.
02:16:38:28 >> I THINK GIVEN THAT'S A LEGAL
02:16:41:07 ADVICE WE'D HAVE TO GO INTO
02:16:43:18 CLOSED SESSION IN ORDER TO
02:16:45:25 DISCUSS THAT.
02:16:47:28 >> WOULD YOU LIKE TO CONTINUE.
02:16:49:23 >> SURE.
02:16:51:09 >> YEAH, I THINK WE'D BE
02:16:54:27 COMMITTING OURSELVES TO A
02:16:56:22 CERTAIN PATH IF WE DID.
02:16:58:22 WE WOULD BE IN CLOSED SESSION IF
02:17:00:29 WE CONTINUED THAT CONVERSATION.
02:17:02:22 I THINK ANOTHER QUESTION I
02:17:04:00 WANTED TO ASK IN A GENERAL WAY

02:17:06:21 IS WHEN -- THIS IS RELATED TO
02:17:15:21 THIS -- I'M GOING TO SKIP THIS
02:17:19:21 QUESTION.
02:17:20:13 I'LL ASK THAT OFFLINE.
02:17:22:17 I WANTED TO ASK THE REBID
02:17:25:25 QUESTION.
02:17:27:01 THE REBID QUESTION THE QUESTION
02:17:29:27 OF TIMING OF A REBID AND THE
02:17:32:12 LENGTH OF TIME TO COME UP WITH A
02:17:36:07 RESOLUTION.
02:17:39:04 I'M NOT SURE I COMPLETELY
02:17:42:15 UNDERSTAND WHY -- WELL LET ME
02:17:48:08 BACK UP.
02:17:49:09 I AS ONE BOARD MEMBER I'M
02:17:52:10 SPEAKING ONLY FOR MYSELF.
02:17:54:02 I AS ONE BOARD MEMBER AM NOT
02:18:00:02 SURE WHERE WE IN APS ARE IN A
02:18:03:19 MOMENT WHERE THE QUESTION ON THE
02:18:05:21 TABLE -- WE'RE IN AN EXPLORE
02:18:09:25 SHOULD WE DO PREVAILING WAGE.
02:18:12:19 I HAD UNDERSTOOD WE WERE IN
02:18:14:12 POSITION AND I PERHAPS MISREAD
02:18:17:14 THE QUESTION.
02:18:19:05 THE QUESTION HOW SOON CAN WE?
02:18:21:28 AND I SAY THAT BECAUSE WE ARE IN
02:18:26:10 A SITUATION WHERE OUR
02:18:28:14 SURROUNDING LOCALITIES ARE HAVE
02:18:31:05 MADE THIS COMMITMENT.
02:18:32:08 OUR COUNTY PARTNERS HAVE PLAYED
02:18:35:11 THIS COMMITMENT.
02:18:36:04 IF WE WANT TO DO PROJECTS -- IF
02:18:39:13 WE WANT TO DO PROJECTS WHERE OUR
02:18:43:04 WORK IS INTEGRATED WITH OUR
02:18:45:02 COUNTY PARTNERS WE CAN'T DO THAT
02:18:48:13 UNLESS WE'RE BOTH COMMITTED TO
02:18:50:28 PREVAILING WAGE.
02:18:51:10 TO MY MIND IT IS NOT AN
02:18:55:03 EXPLORATORY WE ARE STUDYING, WE
02:18:57:15 ARE WEIGHING THE PROS AND CONS
02:18:58:28 AND THEN WE'RE COMING BACK TO
02:19:01:26 DELIBERATE ON WHETHER WE CRAFT A
02:19:04:21 PREVAILING WAGE RESOLUTION.
02:19:05:21 THE QUESTION LET'S ROLL UP OUR
02:19:08:00 SLEEVES AND LET'S ROLL UP OUR
02:19:11:19 SLEEVES AND COME UP WITH A
02:19:15:12 PREVAILING WAGE RESOLUTION.
02:19:17:28 THAT TO ME IS THE TIMING IS
02:19:20:09 DIFFERENT.
02:19:21:04 THE QUESTION WHETHER OR NOT WE
02:19:22:23 COULD PUT IN PLACE A TEMPORARY
02:19:25:25 RESOLUTION WHILE WE WERE
02:19:27:21 CAREFULLY CRAFTING SOMETHING
02:19:29:05 MORE PERMANENT IS SOMETHING THAT

02:19:32:04 I WOULD LIKE TO HAVE SOME
02:19:35:01 FURTHER DISCUSSION ON AND THEN
02:19:37:07 I'M NOT SURE I COMPLETELY
02:19:40:13 UNDERSTAND.
02:19:41:00 THIS MIGHT BE AN OFFLINE
02:19:46:13 CONVERSATION.
02:19:47:04 I'M NOT GUNNING FOR A REBID.
02:19:50:03 THAT'S NOT THE PREFERRED
02:19:51:13 SOLUTION I'M PUSHING FOR HERE.
02:19:53:24 IF THERE WERE A REBID SCENARIO,
02:19:56:22 I'M NOT SURE I UNDERSTAND
02:19:59:23 COMPLETELY WHY THE REBID WOULD
02:20:04:14 INVOLVE ALL OF THE THINGS THAT
02:20:06:09 YOU DESCRIBED AND IT WOULDN'T
02:20:08:22 INVOLVE I'M LOOKING AT FOR
02:20:13:02 EXAMPLE THERE'S A FAIRFAX COUNTY
02:20:15:00 PUBLIC SCHOOLS INVITATION TO BID
02:20:18:03 THAT'S OUT RIGHT NOW THAT
02:20:20:10 INCLUDES A PREVAILING WAGE
02:20:21:28 PROVISION AND THE ONLY THING
02:20:24:00 THAT LOOKS DIFFERENT TO ME THAN
02:20:27:19 VARIOUS OTHER INVITATIONS TO BID
02:20:31:03 IS A SPECIFIC SECTION OF
02:20:35:08 PREVAILING WAGE.
02:20:36:24 I'M WONDERING WHY OUR BID AFTER
02:20:43:22 A RESOLUTION OR TEMPORARY
02:20:46:01 RESOLUTION WAS IN PLACE, AND THE
02:20:48:02 OTHER THING THAT MAKES ME THINK
02:20:50:18 ABOUT THAT IN MARYLAND SINCE
02:20:53:09 2014 ANY SCHOOL DIVISION THAT
02:20:55:04 WANTS TO DO PREVAILING WAGE OR
02:20:57:21 SCHOOL DIVISIONS THAT WANTS
02:20:59:14 STATE MONEY IN MARYLAND SINCE
02:21:01:21 2014 HAS TO OFFER PREVAILING
02:21:05:24 WAGE FOR ITS CONSTRUCTION
02:21:07:05 CONTRACTS TO GET STATE FUNDING.
02:21:08:24 AND WHAT SOME OF OUR DISTRICTS
02:21:11:01 ARE DOING IS PUTTING OUT
02:21:14:09 INVITATIONS TO BID IN PARALLEL
02:21:16:08 ONE OF WHICH ASKS FOR PREVAILING
02:21:19:17 WAGE ORR REQUIRES PREVAILING
02:21:20:22 WAGE AND ANOTHER ONE WHICH
02:21:22:27 DOESN'T.
02:21:24:16 THEY CAN PUT THEM OUT IN
02:21:26:21 PARALLEL SO THEY CAN COMPARE
02:21:29:00 WHAT THOSE COSTS LOOK LIKE.
02:21:31:13 I HAVE TO BELIEVE THERE'S NOT A
02:21:34:00 HUGE AMOUNT OF WORK TO CREATE
02:21:36:02 THOSE TWO DIFFERENT VERSIONS IF
02:21:38:22 THEY'RE PUTTING THEM OUT IN
02:21:40:26 PARALLEL TO RECEIVE BIDS THEY
02:21:43:07 CAN COMPARE.
02:21:44:00 SO IT'S LATE AND IT'S NOT FOR

02:21:46:01 TONIGHT BUT BEFORE WE COME TO
02:21:48:07 VOTE IT WOULD BE GREAT TO HAVE A
02:21:51:23 LITTLE MORE CONVERSATION TO
02:21:53:07 UNDERSTANDING WHY THAT TIMETABLE
02:21:55:25 LOOKS QUITE SOME LONG.
02:21:58:10 I'M NOT SURE I'M TOTALING
02:22:01:17 TRACKING.
02:22:02:10 >> YOU GOOD.
02:22:05:04 DO YOU HAVE ANY OTHER QUESTIONS?
02:22:08:29 DO YOU HAVE ANY OTHER QUESTIONS?
02:22:10:16 >> ALL RIGHT.
02:22:12:04 MY QUESTIONS HAVE MOSTLY BEEN
02:22:14:22 ANSWERED.
02:22:20:05 THANK YOU FOR THE PRESENTATION.
02:22:28:18 >> SCHOOL BOARD WILL ACT ON THIS
02:22:32:00 ITEM AT THE MAY 9th.
02:22:34:26 THE THIRD ITEM IS THE ROOF
02:22:40:18 REPLACEMENT FOR ESCUELA KEY.
02:22:44:21 >> MR. MIKKO IS GOING TO BE
02:22:48:20 PRESENTING THIS ITEM.
02:22:49:16 >> GOOD EVENING.
02:22:51:03 THIS MAY BE A LITTLE BIT MORE
02:22:54:24 SIMPLER DISCUSSION I HOPE.
02:22:56:05 SO I'M HERE TO TALK ABOUT
02:22:58:19 REPLACING JUST THE ROOF AT
02:23:01:16 ESCUELA KEY.
02:23:10:18 SO WE HAVE THE ROOF AT ESCUELA
02:23:15:14 KEY WAS ONE OF OUR TOP THREE
02:23:18:12 ROOFS NEEDING TO BE DONE AT THE
02:23:21:12 MOMENT.
02:23:21:22 AND IT WAS SELECTED TO BE DONE
02:23:23:18 THIS SUMMER AND HAD BEEN
02:23:25:24 SELECTED TO BE DONE A COUPLE OF
02:23:29:12 SUMMERS AGO.
02:23:30:24 FOR VARIOUS LOGISTICAL REASONS
02:23:35:03 THAT DIDN'T HAPPEN.
02:23:36:12 THE ROOF ON THE COMMON BUILDING
02:23:43:26 IS BASICALLY TWO PARTS.
02:23:46:12 JUST UNDERSTAND THE GRAPHIC HERE
02:23:48:05 THAT SHOWS THE ORIGINAL BUILDING
02:23:49:27 IN BLUE AND A NEW BUILDING IN
02:23:53:08 YELLOW.
02:23:54:09 I HAVE NO IDEA WHY THERE'S A
02:23:59:20 TINY BIT YELLOW ADDED ON THE
02:24:02:15 OPPOSITE SIDE.
02:24:03:12 THAT'S JUST TO SHOW THE TWO
02:24:05:08 SECTIONS THAT WERE DONE AT VERY
02:24:08:28 DIFFERENT TIMES 10 YEARS APART.
02:24:11:20 SO THE BLUE SECTION IS 20 YEARS
02:24:15:16 OLD AND THE YELLOW BLUE SECTION
02:24:18:03 IS 30 YEARS OLD AND THE YELLOW
02:24:21:05 SECTION IS 20 YEARS OLD.
02:24:22:24 SO WE DID DECIDE TO DO THE WHOLE

02:24:25:27 ROOF.
02:24:26:12 BUT WE ALSO DECIDED TO GET THE
02:24:29:23 TIMING RIGHT TO GET IT DONE OVER
02:24:32:10 THE SUMMER AND NOT CAUSE ANY
02:24:37:14 DISRUPTION.
02:24:38:14 WE ARE GOING TO PHASE IT OVER
02:24:40:15 TWO YEARS.
02:24:41:04 SO THE FIRST PHASE WOULD BE THIS
02:24:44:29 SUMMER.
02:24:50:29 BETWEEN JUNE AND AUGUST.
02:24:52:11 THE NEXT PHASE SUMMER OF '25,
02:24:58:13 AND BETWEEN JUNE AND AUGUST.
21:29:46:22 THE PHASING IS SHOWN IN THIS
21:29:48:25 ONE.
21:29:49:07 SO, IT'S SIMILAR, BUT NOT
21:29:50:29 EXACTLY THE SAME.
21:29:52:29 IT'S NOT A MASSIVE ROOF BUT IT'S
21:29:56:25 INTERESTING BECAUSE IT HAS
21:29:57:27 MULTIPLE SECTIONS IN FACT GOES
21:29:59:13 UP TO ROOF Z, SO HAS AT LEAST 28
21:30:02:08 SECTIONS AND HAS SOME AS AND BS
21:30:05:14 AND CS AS WELL.
21:30:06:19 SO, ANYWAY, THIS IS THE PLAN, SO
21:30:08:17 THE GREEN WOULD BE DONE THIS
21:30:10:06 SUMMER, AND THE YELLOW PIECE
21:30:11:22 WOULD BE DONE NEXT SUMMER.
21:30:14:20 SO, WE HAD PLACEMENT BIDS, USING
21:30:20:11 THE PUBLIC PROCUREMENT PROCESS,
21:30:24:02 ITP, AND THE MARKET IS
21:30:31:19 RECOVERING, WE HAD 12 VENDORS
21:30:33:11 SHOW UP AT THE PREBID
21:30:35:20 CONFERENCE, THE MOST FOR MANY,
21:30:37:12 MANY YEARS AND WE HAD TEN BIDS,
21:30:41:23 THE BIDS RANGE FROM 2,559,896,
21:30:45:06 TO 4,552,200, AND THE LOWEST
21:30:50:08 FROM NORTHEAST CONTRACTING
21:30:52:25 CORPORATION AT 2,602,550.
21:31:07:20 OUR RECOMMENDATION WOULD BE TO
21:31:09:04 AUTHORIZE STAFF TO AWARD THE
21:31:11:07 ESCUELA KEY ROOF REPLACEMENT
21:31:12:25 PROJECT CONTRACT TO NORTHEAST
21:31:14:21 CONTRACTING CORPORATION IN THE
21:31:16:00 AMOUNT OF 2,602,550.
21:31:33:27 >> ONCE WE REPLACE THE ROOF, IS
21:31:35:20 THERE A CHANCE TO DO SOLAR ON
21:31:37:08 TOP?
21:31:38:04 >> YES, IT'S NOT AN IDEAL
21:31:39:27 SITUATION FOR SOLAR BECAUSE
21:31:41:03 AGAIN, WITH 30 DIFFERENT
21:31:44:21 SECTIONS IT DOES NOT WORK THAT
21:31:46:25 WELL, BUT IT WOULD NOT BE
21:31:48:08 PRECLUDED.
21:31:48:24 >> DIFFERENT ANGLES, RIGHT.

21:31:50:20 >> I'LL CONSULT AND WE CAN
21:31:52:12 FOLLOW UP ON THAT.
21:31:53:15 >> SHE'S THE EXPERT, RIGHT.
21:31:54:26 OK.
21:31:55:22 THANK YOU.
21:31:57:17 APPRECIATE IT.
21:31:58:03 ALL RIGHT.
21:31:58:13 THE SCHOOL BOARD WILL ACT ON
21:31:59:22 THIS ITEM AT THE MAY 9TH
21:32:01:20 MEETING.
21:32:01:29 WE ARE NOW AT NEW BUSINESS.
21:32:03:10 BOARD MEMBERS, IS THERE ANY NEW
21:32:05:16 BUSINESS?
21:32:07:06 SEEING NONE, THIS MEETING IS
21:32:08:27 ADJOURNED.