

April agenda

Attendance sign-in



- 7:00 - 7:05 (5 min) **Welcome; Approve March minutes**
- 7:05 - 7:10 (5 min) **APS budget update**
- 7:10 - 7:40 (30 min) **Long-term substitutes discussion**
 - Small group discussion (20 min)
 - Report out in full group (10 min)
- 7:40 - 8:45 (65 min) **Educational technology, school devices, personal devices, Lightspeed**
 - School Health Advisory Board (20 min)
 - Educational Technology Advisory Committee (20 min)
 - Information Services presentation about Lightspeed (15 min)
 - Additional discussion (10 min)

*After meeting adjournment, reps can stay to informally share concerns/questions/ideas about **teacher workload** with chair and each other*

KEY TIDBITS ABOUT THE BUDGETS

Joint Legislative Audit & Review Committee (JLARC) report: "**Virginia school divisions receive less K–12 funding per student than the 50-state average, the regional average, and three of Virginia’s five bordering states....** School divisions in other states receive 14 percent more per student than school divisions in Virginia, on average, after normalizing for differences in cost of labor among states." (virginia.gov)

Virginia’s “Standards of Quality (SOQ)” mandates things like staffing ratios. But, Virginia does not provide school districts sufficient funding to meet those requirements. Of the approximately 130 school divisions in the Commonwealth, *all* must provide additional funds in order to operate within the mandated SOQ funding formula.

JLARC estimates that, if Virginia funded its school divisions at the national average, APS would receive \$50M more from the Commonwealth than it does.

*The JLARC provides legislative oversight.

Arlington County:

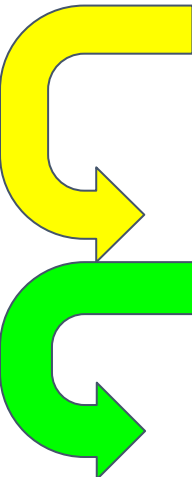
- If the County Manager’s proposed **1.5-cent** real estate tax increase is adopted, **APS will need to cut an additional \$6.4 million** from next year’s budget.
- If a **2.0-cent** real estate tax increase is adopted, **APS will need to cut an additional \$3.2 million** from next year’s budget.
- If the County Board’s proposed **2.5-cent** real estate tax increase is adopted, **APS will not need to make additional cuts to the Superintendent’s Proposed Budget.**

APS Budget: Opportunities for Engagement

COMPLETED

- Superintendent's Proposed Budget, SB public hearing, SB budget work sessions
- VA General Assembly passed a budget & sent it to governor
- County Manager proposed 1.5 cent property tax increase; County Board proposed 2.5 cent
- CB & SB joint budget work session
- CB public hearing #1 – on the county budget

UPCOMING

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- April 4:** CB public hearing #2 – on the tax rate
 - April 9: SB work session with Budget Advisory Council
 - April 11: SB releases its Proposed Budget
 - April 20:** CB adopts the county budget
 - April 23:** SB Public Hearing on SB's Proposed Budget
 - ?? Governor signs or vetoes General Assembly's budget
 - May 9:** SB adopts a budget *(may need to be postponed depending on final budgets from state and county)*

Write to

countyboard@arlingtonva.us

Search "Contact the governor's office"
for online comment form

Write to engage@apsva.us or school.board@apsva.us

Long Term Substitutes Discussion

- **What have you learned from your community about the impact of long term substitutes on learning?**
- **Tonight's discussion will focus on:**
 - Best Practices: What are potential practices/policies that APS might consider to foster positive learning experiences and outcomes when there is a long term substitute?
 - Key Challenges: What are the biggest learning challenges that arise from the use of long-term subs (and what policies might help address them)?
 - Information: What information does APS need to better understand the impact of long-term substitutes on learning?

Technollapalooza



School Health Advisory Board (SHAB)

SHAB assists with the development of health policy in the school division and the evaluation of the status of school health, health education, the school environment, and health services.

SHAB participates in the ACTL process as a subcommittee for matters relating to health education.

Chair: Alison Babb

Vice Chair: Sheila Kelly

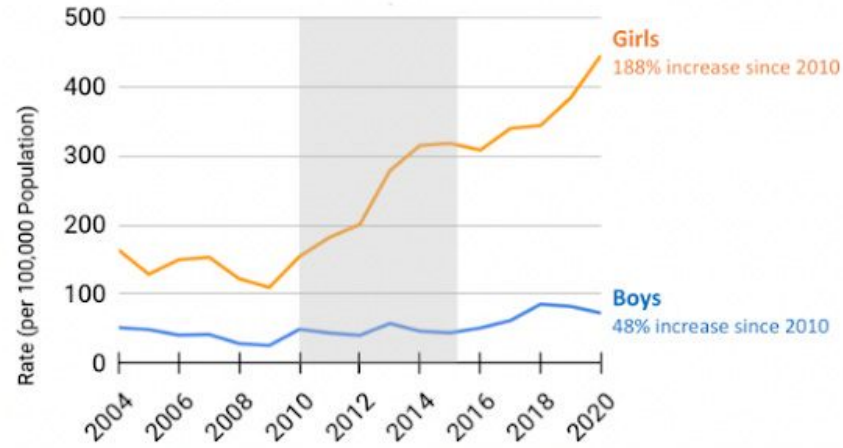
Staff Liaisons: Robin Wallin, School Health Services Coordinator, Office of Student Services
Dr. Darrell Sampson, Executive Director of Student Services

SHAB Draft Recommendations

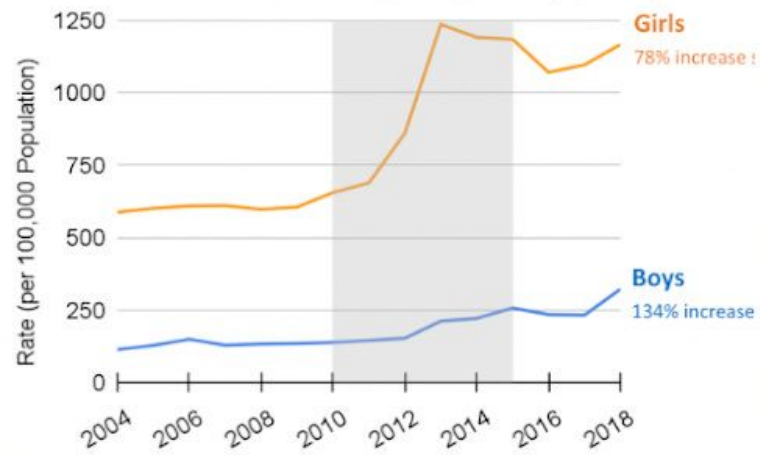
- 20/20/20 for technology usage with proper ergonomics
- Follow best practices for HVAC Maintenance including HEPA filter replacements and air exchange rates as recommended by “Healthy Buildings for Health” meeting the recommendation of 4-6 ACH; also transparently update parents and staff with timely updates of the status of air exchange rates, HEPA replacement schedule and standard HVAC maintenance.
- Recommend APS request from Arlington County to rotate Teen Clinics run by Arlington County Health Department to all high schools.

Email AlisonDBabb@gmail.com

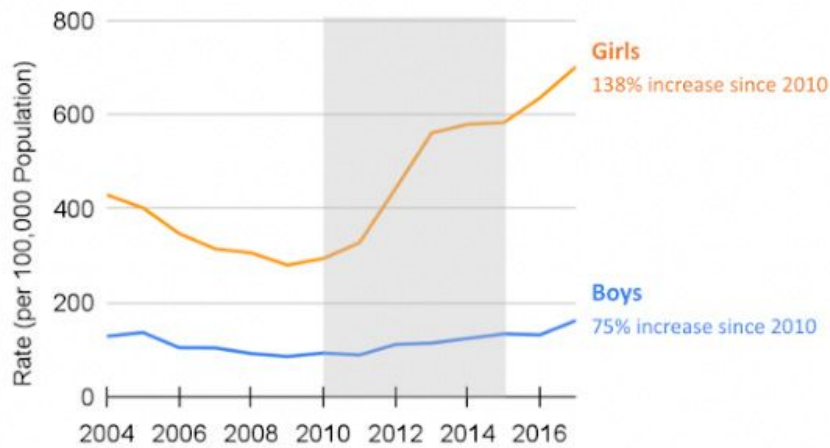
U.S. Teens Admitted to Hospitals for Nonfatal Self-harm (Ages 10-14)



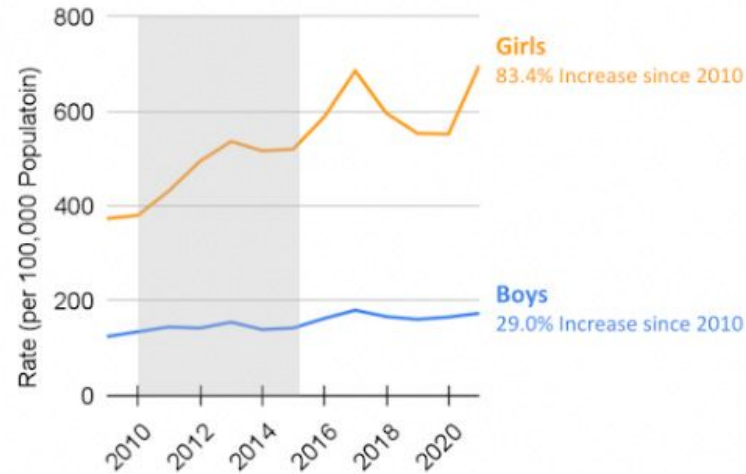
UK Teens, Self-harm Episodes (Ages 13 – 16)



Self-Harm Emergency Dept Visits, Ontarian Teens (13-17)



Self-Harm Hospitalizations, Australian (Ages 15-19)



Public Hospital Discharges for Intentional Self-Harm New Zealand (Ages 15-19)

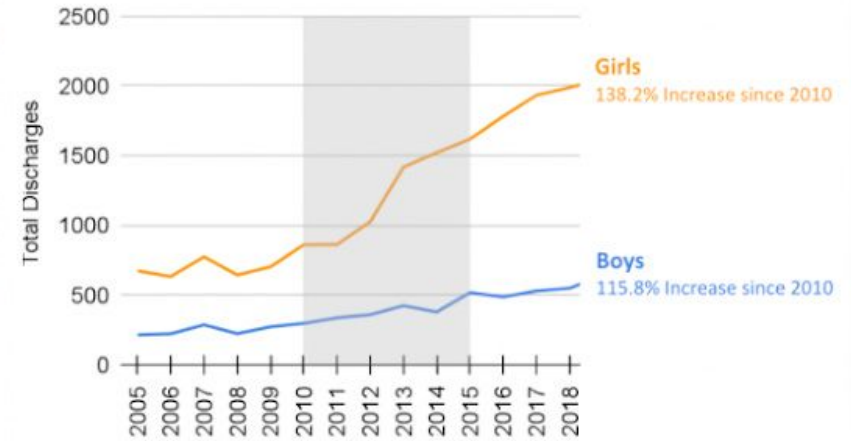
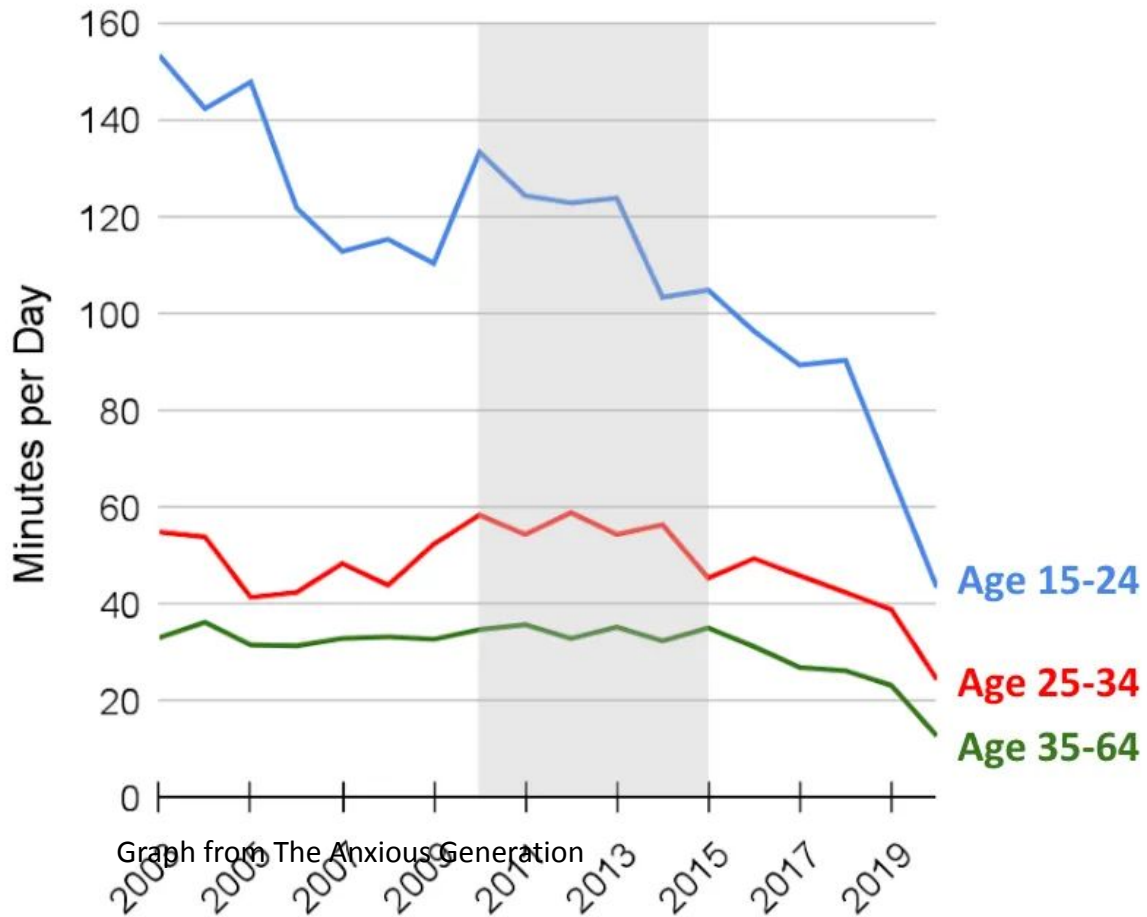
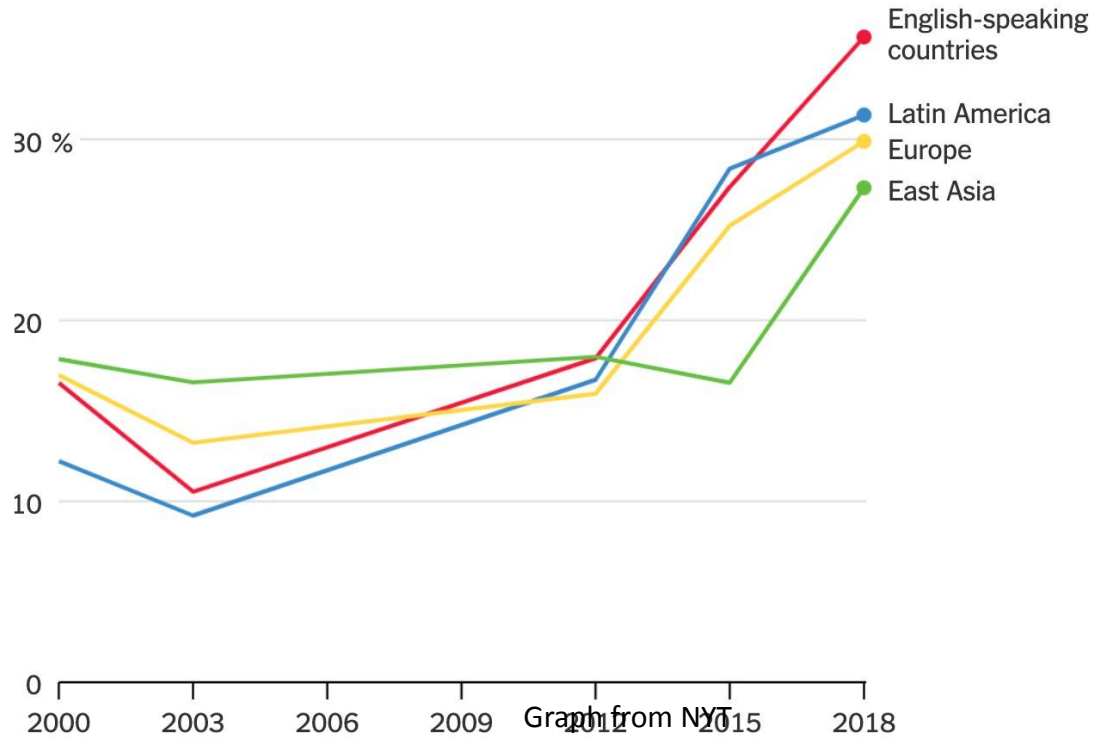


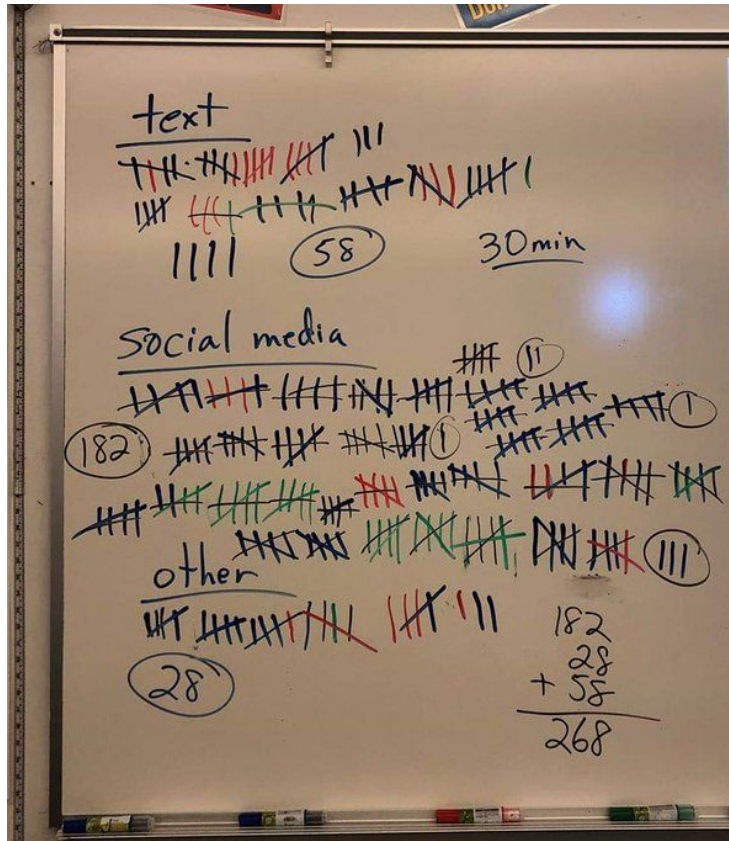
Photo courtesy After Babel



Lonely at School

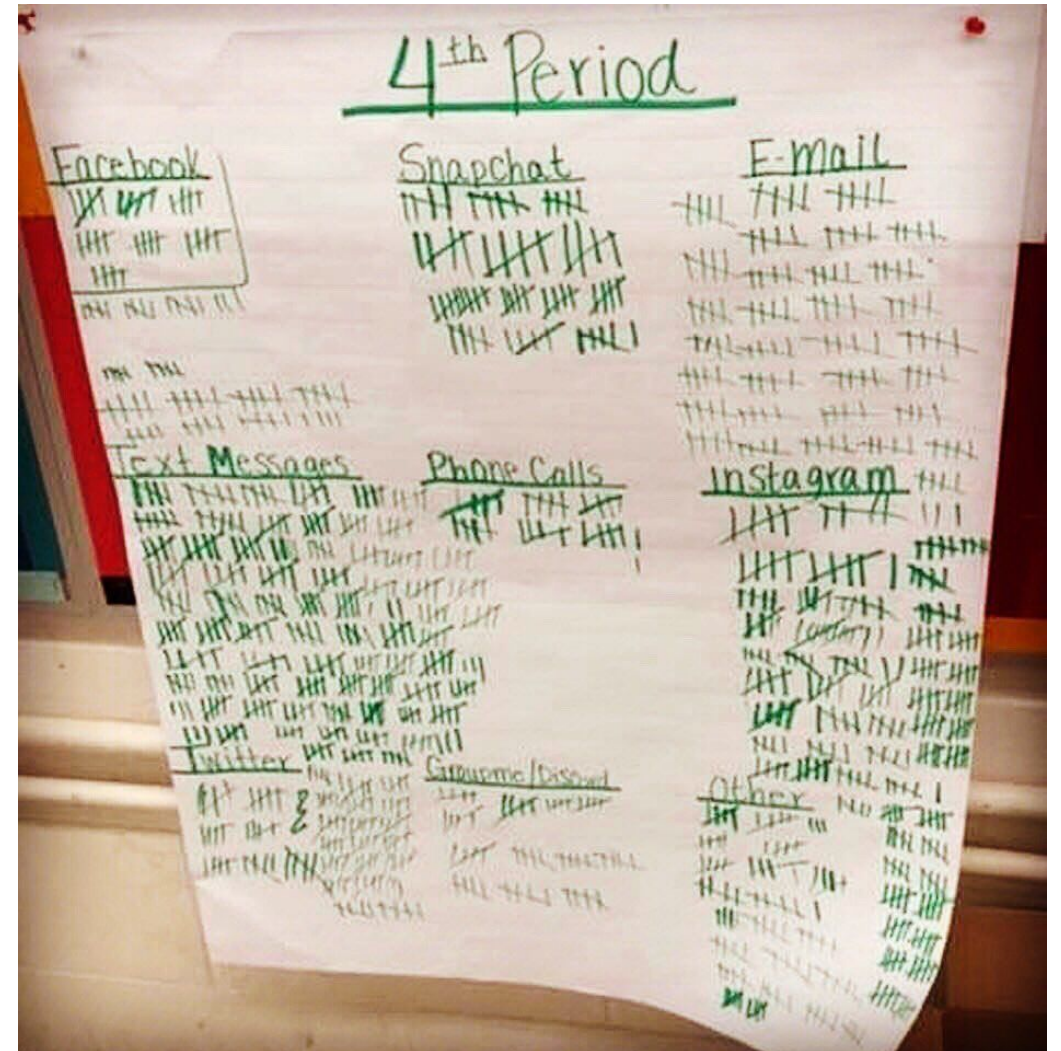
The share of students reporting high levels of loneliness at school has increased sharply since the early 2010s.





One half hour of a math class in the US

Up to 95% of U.S. teenagers own a **cell phone** and kids receive about 500 **notifications** a day – many during school hours.



Canadian class for one period

Educational Technology Advisory Committee

The Educational Technology Advisory Committee supports the effective use of technology to advance student learning and the improvement of teaching practice through digital pedagogy.

Chair: Chris Woolfe

Vice Chair: Keith Cramer

Secretary: Cortney Weber

Staff Liaison: Dr. Amy Jackson, Supervisor of the Office of Educational Technology

Executive Summary of 2019 APS Research Study

Q1. How, and to what extent, are devices used to support teaching and learning?

- **Students use digital devices approximately half of the school day.** Classroom observations and reports by teachers and students indicate that devices are used on average for roughly half of the school day across APS, with time utilizing devices more extensive in the upper grades. Student use of devices was observed in 37% of elementary classrooms visited, compared to 47% middle school and 62% of high school classrooms.
- **Devices are most frequently used for assessment, digital resources, and productivity.** Commonly reported and observed use of devices to support teaching and learning included: monitoring and assessing student understanding, finding or accessing online content and resources for assignments, and creating written pieces or products to demonstrate learning. Some students and teachers, however, did describe cases of misuse of the devices at school and raised concerns that devices are a distraction from academic activities.
- **Other commonly reported uses included home access and non-academic activities.** Students, teachers, and parents reported that students take their devices home and that this is generally beneficial to students. Students and parents highlighted the value of being able to track assignments and grades in real-time. Many parents expressed concerns, however, that students spend too much time using devices for non-educational activities.

Executive Summary of 2019 APS Research Study

Q2. What are the impacts on students as a result of transitioning to personal digital learning devices?

- **Use of technology has helped promote engaging, personalized learning environments.** The majority of teachers, students, and parents agreed that using technology in school has: 1) made learning more interesting for students, 2) made it easier for students to collaborate with other students, and 3) enabled students to learn about things they are personally interested in.
- **Perceived areas of greatest student impact include technology, collaboration, and self-directed learning skills.** With respect to student learning, surveyed teachers identified that devices had the greatest impact on student learning with regard to technology skills, self-directed learning skills, and collaboration skills. Some teachers, however, expressed doubts about the value of the 1:1 for student learning, highlighting the loss of instructional time due to distraction and device issues, as well as the additional planning time required.
- **Many parents expressed ambivalence or doubts about the value of the 1:1 device project.** When asked if 1:1 student device access is important to their child(ren)'s success in school, 51% of parents agreed, 34% “disagreed” or “strongly disagreed,” and 15% were undecided. Concerns were highest among parents of elementary children and focused primarily on screen time and lack of interaction with physical learning resources.

Changes since 2019

Informed in part by preliminary findings shared during Phase I of the study, APS has implemented several modifications to the Digital Learning Device Project in the 2019-20 school year. Specifically, APS has:

- Increased the number of technicians to provide more immediate technical support at the school level;
- Created a loaner device program to create an environment of zero downtime for students;
- Initiated pilot of iPad keyboards in the middle school to address productivity concerns;
- Deployed Apple Classroom to support teachers in management of devices;
- Developed a website that communicates alignment of available digital resources with instructional goals.
- Rollout of 1:1 iPads for Pre-K through 2nd grade.
- Moved from GlobalProtect to LightSpeed, for more effective content filtering, reporting, and control
- Formation of EdTech committee
 - Our first task is to better understand what EdTech is, how it is used, and to what effect, using data.
 - Second task is to communicate with parents how EdTech is used for teaching and learning.
 - Collaboration with Information Services about technical solutions.
 - Collaboration with the English ACTL subcommittee about Lexia.

We want your feedback!

In small groups, discuss

How can we use technology more effectively for teaching & learning?

Then a representative from each small group reports to the larger group.

You can also email me at chris.woolfe@gmail.com

Information Services

Lightspeed Content Filter

Questions & Discussion

Odds & Ends

APS BUDGET

- Watch March 19 SB work sessions
- Superintendent is calling on the APS community to advocate to the county and to the state for funding
- ACTL letter & public comment

ACTL LEADERSHIP FOR NEXT YEAR

Contact Jenny, Katie,
or Mike if you are
interested.

NEXT MEETING: May 1

Topics: Reporting Student Progress & Grades
TBD

Teacher Workload

Your concerns,
questions,
ideas

