

12:13:26:06  
12:20:51:11 >> WELCOME TO THE APRIL 10, 2025  
12:20:54:03 SCHOOL BOARD MEETING.  
12:20:54:21 THIS MEETING IS NOW IN SESSION.  
12:20:56:17 TONIGHT I'D LIKE TO EXTEND A  
12:20:57:25 WELCOME AND THANKS TO THE APS  
12:20:59:13 STAFF, STUDENTS, FAMILIES, AND  
12:21:01:12 COMMUNITY MEMBERS WHO'VE JOINED  
12:21:02:20 US IN PERSON AT THE MEETING AND  
12:21:04:09 TO THOSE OF YOU THAT ARE  
12:21:05:20 WATCHING ONLINE VIA VIDEO  
12:21:12:10 LIVESTREAM.  
12:21:12:14 WE TRULY VALUE YOUR SUPPORT AND  
12:21:17:00 YOUR COLLABORATION.  
12:21:18:14 AT THIS TIME, I WOULD LIKE TO  
12:21:19:24 WELCOME THE ARMY CAREER CENTER  
12:21:22:08 SPACE FORCE JROTC CADET CORPS  
12:21:24:24 WHO WILL PRESENT THE COLORS.  
12:21:26:09 PLEASE STAND.  
12:22:07:01 >> COLOR GUARD HALT.  
12:22:09:15 PRESENT COLORS.  
12:22:14:00 [ TOGETHER ]  
12:22:14:28 >> I PLEDGE ALLEGIANCE TO THE  
12:22:14:28 FLAG OF THE UNITED STATES OF  
12:22:14:28 AMERICA AND TO THE REPUBLIC FOR  
12:22:14:28 WHICH IT STANDS, ONE NATION  
12:22:14:28 UNDER GOD, INDIVISIBLE, WITH  
12:22:14:28 LIBERTY AND JUSTICE FOR ALL.  
12:22:26:11 >> ORDER.  
12:22:27:15 COLORS.  
12:22:27:15 COLOR GUARD.  
12:23:02:15 >> THANK YOU VERY MUCH.  
12:23:03:29 WE'RE GOING TO BEGIN TONIGHT'S  
12:23:05:10 MEETING WITH A SPECIAL TREAT.  
12:23:07:06 IT'S MY PLEASURE TO WELCOME THE  
12:23:09:05 TALENTED GUNSTON MIDDLE SCHOOL  
12:23:10:23 JAZZ BAND AND THEIR DIRECTOR,  
12:23:12:11 Dr. RANDALL STEWART.  
12:23:14:00 WE ARE REALLY PROUD OF THE  
12:23:15:08 AMAZING WORK THAT'S BEEN DONE IN  
12:23:17:20 OUR MIDDLE SCHOOLS AND THE  
12:23:18:11 GUNSTON JAZZ BAND IS A TESTAMENT  
12:23:20:23 TO THE WAY THAT MUSIC EDUCATION  
12:23:22:08 ALLOWS MANY OF OUR STUDENTS TO  
12:23:23:20 DEVELOP AND SHARE THEIR TALENTS.  
12:23:25:15 WE'D LIKE TO GIVE A WARM ROUND  
12:23:27:04 OF APPLAUSE TO WELCOME THE  
12:23:27:26 GUNSTON JAZZ BAND AND BOARD  
12:23:29:18 MEMBERS AND SUPERINTENDENT,

12:23:30:22 PLEASE JOIN ME IN THE AUDIENCE.  
12:23:32:00 [Applause]  
12:25:08:27 [MUSIC]  
12:23:32:17 [Applause]  
12:27:44:00 >> THANK YOU FOR HAVING US.  
12:27:45:09 THIS IS THE GUNSTON MIDDLE  
12:27:46:17 SCHOOL JAZZ BAND.  
12:27:47:21 THAT WAS HENRY ROSEN BURGER ON  
12:27:50:21 TRUMPET.  
12:27:53:04 HENRY IS AN EIGHTH GRADER IN OUR  
12:27:56:17 MONTESSORI PROGRAM.  
12:27:57:27 (indistinct) I HOPE YOU ENJOY.  
12:28:57:23 [MUSIC]  
12:28:57:23 [Applause]  
12:32:31:28 >> AGAIN, WE ARE SO DELIGHTED TO  
12:32:34:05 HAVE HAD THE MEMBERS OF THE  
12:32:35:20 GUNSTON MIDDLE SCHOOL JAZZ BAND  
12:32:37:11 AND THEIR DIRECTOR, Dr.  
12:32:38:09 RANDALL STEWART, JOIN US TO  
12:32:40:05 PROVIDES US WITH THAT AMAZING  
12:32:42:10 MUSIC.  
12:32:42:27 LET'S GIVE THEM ONE MORE ROUND  
12:32:44:19 OF APPLAUSE.  
12:32:44:22 [Applause]  
12:32:44:22 THOSE OF YOU OF A CERTAIN  
12:32:51:15 VINTAGE WILL REMEMBER IN DIRTY  
12:32:54:09 DANCING WHEN JENNIFER GRAY MET  
12:32:57:21 PATRICK SWAYZE AT THE PARTY AND  
12:32:59:16 THERE WAS THIS FABULOUS DANCING  
12:33:01:08 AND ALL JENNIFER GRAY COULD SAY  
12:33:03:10 ABOUT HER PARTICIPATION IN THAT  
12:33:04:15 EVENT IS "I CARRIED A  
12:33:07:17 WATERMELON."  
12:33:08:12 I FEEL LIKE ALL I CAN SAY IS I  
12:33:11:18 CARRIED A WATERMELON, BECAUSE  
12:33:14:00 THEY'RE SO GOOD, AND I  
12:33:15:29 APPRECIATE THAT WE GOT TO HEAR  
12:33:17:00 THEIR MUSIC TONIGHT!  
12:33:18:15 WE ARE NOW AT CONSENT.  
12:33:20:04 THERE'S NOT REALLY A GOOD SEGUE  
12:33:22:26 FROM MY CARRIED A WATERMELON TO  
12:33:25:23 THE CONSENT AGENDA, BY THE WAY!  
12:33:27:12 MAY I HAVE A MOTION TO ADOPT TO  
12:33:30:04 CONSENT AGENDA?  
12:33:30:26 >> I MOVE TO ADOPT THE CONSENT  
12:33:32:12 AGENDA.  
12:33:32:26 >> IS THERE A SECOND?  
12:33:34:12 >> SECOND.  
12:33:35:16 >> ALL IN FAVOR, PLEASE SAY YES.

12:33:38:12 ALL OPPOSED, PLEASE SAY NO.  
12:33:40:15 SO THE MOTION PASSES 5-0.  
12:33:43:21 I'D LIKE TO ANNOUNCE THAT UNDER  
12:33:44:29 CONSENT THIS EVENING, THE SCHOOL  
12:33:46:08 BOARD APPROVED NEW APPOINTMENTS  
12:33:47:24 IN VARIOUS POSITIONS IN  
12:33:49:08 ARLINGTON PUBLIC SCHOOLS AS  
12:33:50:23 DISPLAYED ON THIS SLIDE.  
12:33:52:15 LET'S GIVE THEM A ROUND OF  
12:33:53:07 APPLAUSE.  
12:33:53:14 [Applause]  
12:33:53:14 TO THESE NEW MEMBERS OF OUR  
12:33:59:04 COMMUNITY, WE ARE SO HAPPY THAT  
12:34:00:27 YOU CHOSE TO WORK IN ARLINGTON  
12:34:02:18 PUBLIC SCHOOLS.  
12:34:03:16 WE HAVE EVERY CONFIDENCE THAT  
12:34:04:27 YOU WILL MAKE A REAL  
12:34:06:06 CONTRIBUTION TO OUR COLLECTIVE  
12:34:07:20 WORK AND WE WELCOME YOU TO APS.  
12:34:09:23 IN ADDITION, THE SCHOOL BOARD  
12:34:11:08 ADOPTED THE MONTH OF MILITARY  
12:34:13:03 CHILD RESOLUTION PROCLAIMING  
12:34:15:08 APRIL 2025 AS THE MONTH OF THE  
12:34:17:04 MILITARY CHILD IN ARLINGTON,  
12:34:18:23 VIRGINIA.  
12:34:20:04 BY PASSING THIS RESOLUTION, WE  
12:34:24:04 CONFIRM OUR COMMITMENT TO  
12:34:25:02 SUPPORTING AND HONORING OUR  
12:34:26:04 MILITARY CONNECTED STUDENTS AND  
12:34:27:20 THEIR FAMILIES.  
12:34:28:04 WE'RE SO GRATEFUL FOR YOUR  
12:34:29:24 SERVICE TO OUR COUNTRY AND TO  
12:34:30:26 OUR COMMUNITY AND THE VITAL  
12:34:32:01 CONTRIBUTIONS YOU MAKE IN EACH  
12:34:33:24 AND EVERY ONE OF YOUR SCHOOLS.  
12:34:35:20 WE ARE NOW AT THE ANNOUNCEMENTS  
12:34:38:02 PART OF OUR AGENDA.  
12:34:39:14 THE SCHOOL BOARD WILL BE HOLDING  
12:34:40:18 THE FOLLOWING MEETINGS.  
12:34:42:07 APRIL 25, AUDIT COMMITTEE  
12:34:47:00 MEETING.  
12:34:47:18 ON APRIL 28TH, THE POLICY  
12:34:49:20 SUBCOMMITTEE MEETS AT 8:30  
12:34:51:08 a.m. IN THE BOARD CONFERENCE  
12:34:51:26 ROOM.  
12:34:52:16 ON MAY 1ST, A CLOSED MEETING AT  
12:34:55:00 5:30 FOLLOWED BY OUR PUBLIC  
12:34:57:13 MEETING HERE AT 7 p.m. BACK IN  
12:34:59:00 THIS ROOM.

12:34:59:27 BOARD MEMBERS, DO YOU HAVE ANY  
12:35:01:02 ANNOUNCEMENTS?  
12:35:05:17 >> I HAD ONE QUICK ONE, WHICH IS  
12:35:07:20 I WAS VERY PLEASED YESTERDAY TO  
12:35:08:25 BE INVITED TO ONE OF MY LIAISON  
12:35:16:05 SCHOOLS, SWANSON MIDDLE SCHOOL.  
12:35:19:24 THEY TALKED WITH STUDENTS ABOUT  
12:35:23:13 THE MANY WAYS AND MANY KINDS OF  
12:35:24:29 ROLES ONE CAN HAVE IN THE  
12:35:26:24 MILITARY, WHICH WAS A GREAT  
12:35:28:09 TREAT.  
12:35:28:20 AND THIS EVENT WAS ORGANIZED BY  
12:35:30:03 A GROUP OF STUDENTS AT SWANSON  
12:35:31:22 CALLED THE PURPLE FROGS.  
12:35:33:03 THE PURPLE FROGS IS AN  
12:35:35:15 AFTER-SCHOOL CLUB DESIGNED TO  
12:35:36:27 WELCOME STUDENTS WHO ARE  
12:35:38:22 MILITARY, STATE DEPARTMENT, OR  
12:35:40:28 WHOSE FAMILIES MAY OTHERWISE BE  
12:35:42:13 POSTED OR DEPLOYED IN VARIOUS  
12:35:44:12 PLACES.  
12:35:45:06 IT WAS A REALLY FANTASTIC EVENT  
12:35:46:18 AND I ESPECIALLY WANT TO  
12:35:48:10 APPRECIATE MELISSA DYER, AN  
12:35:51:15 EIGHTH GRADE SOCIAL STUDIES  
12:35:53:13 TEACHER AT SWANSON.  
12:35:55:08 SHE'S TEACHING SOCIAL STUDIES  
12:35:57:03 AFTER A FULL CAREER HAVING  
12:35:58:15 RETIRED FROM THE U.S. MILITARY  
12:36:00:18 AND THIS IS HER SECOND JOB AND  
12:36:02:09 IT'S A TREMENDOUS EXAMPLE OF ALL  
12:36:03:15 KINDS OF PUBLIC SERVICE, SO  
12:36:05:00 THANK YOU, Ms. DYER.  
12:36:06:15 DR. DURAN, DO YOU HAVE ANY  
12:36:07:20 ANNOUNCEMENTS?  
12:36:08:04 >> YES, I DO.  
12:36:10:23 AND BEFORE I BEGIN MY REGULAR  
12:36:12:21 ANNOUNCEMENTS, I DO WANT TO TAKE  
12:36:14:04 A MOMENT TO ADDRESS THE NEWS  
12:36:15:13 ABOUT THE CERTIFICATION LETTER  
12:36:16:27 THAT SOME IN OUR COMMUNITY HAVE  
12:36:18:26 SEEN THAT WAS SENT TO ALL SCHOOL  
12:36:20:27 DISTRICT DIVISIONS FROM THE U.S.  
12:36:22:16 DEPARTMENT OF EDUCATION  
12:36:24:07 DIRECTING THAT WE SIGN THIS  
12:36:26:02 CERTIFICATION LETTER RELATED TO  
12:36:27:14 DIVERSITY, EQUITY, AND INCLUSION  
12:36:28:29 PRACTICES IN ORDER TO RETAIN  
12:36:30:11 FEDERAL FUNDING.

12:36:30:29 WE ARE REVIEWING THE  
12:36:32:23 CERTIFICATION REQUIREMENT FROM  
12:36:33:13 THE U.S. DEPARTMENT OF EDUCATION  
12:36:34:28 AND WILL BE RESPONDING IN FULL  
12:36:37:03 COMPLIANCE IN TERMS OF LOOKING  
12:36:38:12 AT THE LAWS, AFFIRMING OUR  
12:36:40:00 ADHERENCE TO LAWS.  
12:36:40:29 WE ARE LOOKING AT THAT  
12:36:42:04 CERTIFICATION.  
12:36:42:21 THE DEADLINE TO SIGN IT HAS BEEN  
12:36:44:03 MOVED.  
12:36:45:14 INITIALLY IT WAS THIS SATURDAY.  
12:36:47:09 IT WAS MOVED TO APRIL 23RD.  
12:36:48:29 AND EARLIER TODAY THANKS TO THE  
12:36:51:00 NEA AND THE ACLU, THEY HELPED US  
12:36:53:24 TO REACH AN AGREEMENT IN COURT  
12:36:55:23 THAT PAUSES THAT CERTIFICATION  
12:36:57:24 UNTIL AFTER APRIL 24TH, GIVING  
12:37:00:00 THE COURT TIME TO HEAR THE  
12:37:01:18 PRELIMINARY INJUNCTION AND  
12:37:02:19 THERE'S A COURT INJUNCTION ON  
12:37:04:19 THAT ON THURSDAY, APRIL 17TH.  
12:37:06:05 SO AS WE MOVE FORWARD, WE WILL  
12:37:07:21 MONITOR THE HEARING ON THE 17TH  
12:37:09:21 WHICH MAY CHANGE REQUIREMENTS  
12:37:11:02 FOR THE CERTIFICATION.  
12:37:13:03 DESPITE THAT, I WANT TO PUBLICLY  
12:37:14:23 REMIND AND STATE FIRMLY FOR  
12:37:16:11 MYSELF AND FOR ALL BOARD MEMBERS  
12:37:18:06 ON THE DAIS HERE THAT WE REMAIN  
12:37:20:15 GROUNDED IN OUR CORE COMMITMENT  
12:37:21:17 TO KNOW EVERY STUDENT BY NAME,  
12:37:23:26 STRENGTH, AND NEED, AND WE STAND  
12:37:25:06 BY OUR CURRENT PRACTICES THAT  
12:37:26:21 ARE PUT IN PLACE TO ENSURE EVERY  
12:37:29:06 STUDENT HAS THE RESOURCES THEY  
12:37:30:02 NEED TO SUCCEED.  
12:37:31:10 OUR GUIDING BELIEF IN  
12:37:32:19 INCLUSIVITY AND OUR SUPPORT FOR  
12:37:34:11 EVERY STUDENT IS REALLY CENTRAL  
12:37:36:02 TO HOW WE SERVE OUR STUDENTS IN  
12:37:38:08 APS, OUR FAMILIES, AND OUR  
12:37:40:00 COMMUNITY.  
12:37:40:27 OUR STAFF WORK VERY HARD IN THAT  
12:37:42:26 DEDICATION TO MAKE SURE THAT  
12:37:44:07 WHAT THEY DO EACH AND EVERY DAY  
12:37:45:20 AS THEY INTERACT WITH STUDENTS  
12:37:47:05 REFLECTS OUR EFFORTS TO CREATE  
12:37:49:04 AN INCLUSIVE AND SUPPORTIVE

12:37:51:05 ENVIRONMENT FOR ALL STUDENTS  
12:37:52:16 REGARDLESS OF THEIR BACKGROUND.  
12:37:54:25 SO WE'RE GOING TO CONTINUE TO  
12:37:56:06 ENGAGE OUR COMMUNITY AS WE GET  
12:37:57:12 ANY UPDATES RELATED TO THIS AND  
12:37:59:08 PLAN TO THOUGHTFULLY ENSURE THAT  
12:38:01:00 WE MEET THE NEEDS OF EVERY  
12:38:02:23 STUDENT AND WE'LL KEEP YOU  
12:38:03:21 UPDATED ON THAT AS IT MOVES  
12:38:05:10 FORWARD.  
12:38:06:11 LATER THIS EVENING, WE'RE GOING  
12:38:07:16 TO BE HEARING A MONITORING  
12:38:09:11 REPORT ON LITERACY AND ENGLISH  
12:38:12:13 LANGUAGE ARTS, SO IN ADVANCE OF  
12:38:13:29 THAT, AS YOU KNOW, I OFTEN LIKE  
12:38:16:09 TO HAVE MY EVERY STUDENT COUNTS  
12:38:17:28 VIDEO CONNECTED TO THE  
12:38:18:19 MONITORING REPORT.  
12:38:20:04 WE'RE GOING TO TAKE A LOOK AND  
12:38:21:13 SEE INSIDE A CLASSROOM HOW  
12:38:23:07 INSTRUCTION IS COMING TO LIFE  
12:38:24:16 FOR OUR ELEMENTARY AND SECONDARY  
12:38:26:04 STUDENTS IN ENGLISH LANGUAGE  
12:38:28:02 ARTS.  
12:38:28:13 THE VIDEO YOU'LL SEE SHINES THE  
12:38:29:29 SPOTLIGHT ON HOW ELEMENTARY  
12:38:31:24 TEACHERS ARE USING CORE  
12:38:34:16 KNOWLEDGE LANGUAGE ARTS TO  
12:38:35:20 ACCELERATE STUDENT LEARNING AND  
12:38:37:18 ENGAGEMENT IN READING AND HOW  
12:38:38:20 THIS CONTINUES AT OUR SECONDARY  
12:38:41:02 LEVEL WITH AN EMPHASIS ON  
12:38:42:24 STRUCTURED LITERACY.  
12:38:44:18 LET'S TAKE A LOOK INSIDE  
12:38:46:07 CLASSROOMS AT RANDOLPH AND  
12:38:47:18 WAKEFIELD.  
12:38:48:16 >> THESE TWO GROUPS WILL MEET  
12:38:50:01 WITH ME AT THE SMALL GROUP  
12:38:51:19 TABLE.  
12:38:51:27 THESE GROUPS OVER HERE, YOU MAY  
12:38:56:01 CHOOSE.  
12:38:56:12 >> I HAVE AN AMAZING TEAM OF  
12:38:58:04 READING SPECIALISTS AND ALSO  
12:39:00:06 CLASSROOM TEACHERS, SPED  
12:39:01:11 TEACHERS, EL TEACHERS.  
12:39:02:22 EVERYBODY EMBRACED CKLA FROM THE  
12:39:06:22 VERY BEGINNING AS THE CURRICULUM  
12:39:07:27 THAT WE NEEDED.  
12:39:08:26 >> CKLA WAS DEFINITELY A SHIFT

12:39:11:29 IN THE IDEA OF TEACHING READING,  
12:39:13:19 SO IN OUR THIRD YEAR, WE'VE  
12:39:15:08 REALLY BEEN ABLE TO MAKE IT OUR  
12:39:17:20 OWN, SO WHAT WE DO IS LOOK AT  
12:39:19:19 THE BIG OBJECTIVES AND, OF  
12:39:21:27 COURSE, A REAL FOCUS ON OUR  
12:39:23:13 STANDARDS, MAKING SURE THAT OUR  
12:39:25:08 STUDENTS ARE ALSO APPLYING AND  
12:39:27:03 LEARNING ALL OF THE LANGUAGE  
12:39:28:21 ARTS SKILLS THAT WE WANT THEM TO  
12:39:29:25 BE ABLE TO DO.  
12:39:31:10 >> ONE OF THE BIG PIECES TO GET  
12:39:33:13 KIDS READING IS ENGAGEMENT AND  
12:39:34:25 MOTIVATION AND GIVING KIDS THIS  
12:39:36:20 KNOWLEDGE THAT THEY REALLY  
12:39:38:04 CRAVE.  
12:39:39:02 THESE EIGHT-YEAR-OLDS WHO ARE  
12:39:40:11 LEARNING ABOUT ANCIENT  
12:39:42:08 CIVILIZATIONS AND ASTRONOMY.  
12:39:45:04 THEY JUST LOVE IT AND THEY CRAVE  
12:39:46:20 MORE AND IT'S REALLY BEEN A  
12:39:48:08 GREAT SHIFT FOR THEM.  
12:39:49:14 >> YOU'VE NEVER HEARD ABOUT  
12:39:51:19 COMETS AND METEORS BEFORE,  
12:39:53:21 PRETEND.  
12:39:54:19 SHE'S THE TEACHER, OKAY?  
12:39:56:08 Ms. SANCHEZ?  
12:39:57:29 YEAH?  
12:39:58:16 OKAY, GO AHEAD.  
12:39:59:24 START TEACHING THEM.  
12:40:00:26 THEN YOU GUYS CAN TAKE YOUR  
12:40:02:02 NOTES.  
12:40:03:13 NICE AND LOUD.  
12:40:05:24 >> IT'S A VERY COMPREHENSIVE  
12:40:08:00 CURRICULUM AND SO IT'S NOT JUST  
12:40:10:29 TEACHING STUDENTS HOW TO READ,  
12:40:13:01 IT'S TEACHING STUDENTS THE CORE  
12:40:15:10 KNOWLEDGE ABOUT EACH TOPIC,  
12:40:17:12 WHICH THEN ALLOWS THEM TO BE  
12:40:19:21 ABLE TO TALK ABOUT IT, READ  
12:40:21:09 ABOUT IT, WRITE ABOUT IT, BUT  
12:40:24:02 MOST IMPORTANTLY TO JUST EXPAND  
12:40:26:07 THEIR KNOWLEDGE IN GENERAL.  
12:40:28:01 AND WHEN YOU KNOW ABOUT MANY  
12:40:29:27 THINGS, THAT MAKES YOU A BETTER  
12:40:31:29 READER.  
12:40:33:00 >> CKLA HAS BEEN GREAT FOR  
12:40:35:18 STUDENTS AS THEY'RE MOVING FROM  
12:40:37:03 ELEMENTARY TO MIDDLE SCHOOL TO

12:40:38:21 HIGH SCHOOL, BECAUSE IT'S REALLY  
12:40:40:05 GIVING THEM THE BACKGROUND  
12:40:42:00 KNOWLEDGE AND THE VOCABULARY TO  
12:40:44:29 READ AND THINK ABOUT AND LEARN  
12:40:47:20 ACROSS THE SUBJECTS.  
12:40:49:15 >> WE BELIEVE THAT THE YOUNGER  
12:40:51:07 YOU START, THE BETTER IT'LL BE  
12:40:52:23 AND IF WE CONTINUE WITH THAT  
12:40:54:02 SUPPORT WITH STUDENTS HERE IN  
12:40:54:27 THE HIGH SCHOOL, THEN WE BELIEVE  
12:40:56:05 THAT BY THE TIME THEY GRADUATE,  
12:40:57:24 THEY'LL BE JUST PERFECT IN THEIR  
12:41:00:13 READING SKILLS, SO WE WILL  
12:41:01:26 SUPPORT OUR STUDENTS AT THE  
12:41:02:20 LEVEL THEY ARE AND GIVE THEM  
12:41:04:02 MORE TARGETED INTERVENTIONS FOR  
12:41:05:18 THEM TO SUCCEED.  
12:41:06:13 >> I STARTED AT RANDOLPH  
12:41:07:28 TEACHING FIRST GRADE.  
12:41:09:10 NOW I'M AT HIGH SCHOOL.  
12:41:10:18 SO TOTALLY DIFFERENT WORLD, THIS  
12:41:13:04 BIG BOOM OF SCIENCE OF READING  
12:41:14:13 CAME ALONG.  
12:41:15:21 WE'RE JUST SEEING THE  
12:41:16:19 DIFFERENCES IN STUDENTS'  
12:41:18:11 ABILITIES TO READ AND IT WAS EYE  
12:41:21:10 OPENING, SO IT MADE ME WANT TO  
12:41:23:16 COME TO HIGH SCHOOL TO SEE WHAT  
12:41:24:14 WAS GOING ON THERE.  
12:41:25:09 >> WE'RE EXCITED TO BE OFFERING  
12:41:27:08 STRUCTURED LITERACY THIS YEAR  
12:41:28:12 FOR HIGH SCHOOL STUDENTS.  
12:41:29:23 AS STUDENTS BECOME MORE SKILLED  
12:41:31:08 AND MORE AUTOMATIC IN  
12:41:32:26 RECOGNIZING SYLLABLE TYPES, THEY  
12:41:34:28 BECOME MORE FLUENT READERS AND  
12:41:36:13 WHEN THEY'RE MORE FLUENT  
12:41:37:18 READERS, THEIR COGNITIVE  
12:41:40:00 CAPACITY FOR LANGUAGE  
12:41:41:21 COMPREHENSION INCREASES AND THAT  
12:41:43:09 OPENS THE DOOR FOR SOME OF THOSE  
12:41:45:11 OTHER SKILLS IN LANGUAGE  
12:41:46:19 COMPREHENSION TO BE DEVELOPED  
12:41:48:13 AND FOR THEM TO BECOME MORE  
12:41:50:09 SKILLED READERS OVERALL.  
12:41:53:01 >> WHAT DO WE THINK THESE ARE?  
12:41:55:00 >> WHEN I WAS AN ENGLISH LEARNER  
12:41:57:12 MYSELF, I WAS TOLD A LOT THE  
12:41:59:09 WORLD IS HOW IT IS, BECAUSE



12:42:00:21 THAT'S JUST HOW YOU READ IT.  
12:42:02:04 AND THAT DIDN'T HELP ME LEARN.  
12:42:04:16 I NEEDED TO UNDERSTAND WHY A  
12:42:06:02 VOWEL SOUND MADE THAT SOUND OR  
12:42:08:04 WHETHER IT WAS SHORT OR LONG IN  
12:42:09:15 SOME INSTANCES.  
12:42:10:07 SO I THINK GETTING TO THE DEEP  
12:42:12:29 UNDERSTANDING OF WHY AND NOT  
12:42:14:10 JUST IT IS WHAT IT IS AND JUST  
12:42:16:09 MEMORIZE IT AND UNDERSTANDING  
12:42:18:21 THE RULES IS REALLY HELPFUL.  
12:42:20:00 AND JUST KNOWING THAT A LOT OF  
12:42:20:28 THE KIDS IN THESE CLASSES,  
12:42:22:11 THEY'RE NEWCOMERS FROM DIFFERENT  
12:42:25:03 COUNTRIES, SO HAVING THEM COME  
12:42:26:29 INTO THE COUNTRY, UNDERSTANDING  
12:42:27:24 HOW THEIR SOUND SYSTEM WORKS AND  
12:42:29:22 RELATING IT TO ENGLISH HAS BEEN  
12:42:31:07 REALLY COOL TO SEE AND THEY'RE  
12:42:32:29 REALLY GETTING IT.  
12:42:33:21 >> I WAS AN EL MYSELF WHEN I  
12:42:35:23 CAME TO THIS COUNTRY, SO I HAD  
12:42:36:26 TO LEARN ENGLISH AND READING IS  
12:42:38:15 SO IMPORTANT, SO I KNOW THOSE  
12:42:40:08 SKILLS WILL SUPPORT OUR STUDENTS  
12:42:41:06 TO THRIVE IN LIFE AND WHO KNOWS,  
12:42:43:12 PROBABLY ONE DAY ALSO COME BACK  
12:42:44:24 TO WAKEFIELD AND BE THE  
12:42:46:19 ASSISTANT PRINCIPAL LIKE I DID!  
12:42:52:00 >> SO AS YOU CAN SEE, APS IS  
12:42:55:09 PRIORITIZING LITERACY BY  
12:42:56:11 PROVIDING OUR STUDENTS THE  
12:42:57:16 SUPPORTS NEEDED TO BE SUCCESSFUL  
12:42:58:25 NO MATTER THEIR GRADE LEVEL AND  
12:43:01:00 LITERACY LEARNING DOES NOT STOP  
12:43:02:05 IN OUR ELEMENTARY CLASSROOMS.  
12:43:04:00 WE'VE DONE A LOT OF WORK IN THE  
12:43:05:08 LAST FEW YEARS AND CONTINUING TO  
12:43:07:14 HEAR SOME HIGHLIGHTS ON THAT  
12:43:09:12 TONIGHT ON THE LATEST RESEARCH.  
12:43:11:08 THERE ARE SAFETY NETS IN PLACE  
12:43:13:11 FOR STUDENTS FOR DEVELOPING  
12:43:14:25 THEIR LITERACY SKILLS AT ANY  
12:43:16:17 GRADE LEVEL AND WE'RE CONTINUING  
12:43:18:02 TO IMPROVE ON THAT AND WE'LL  
12:43:19:04 HAVE MORE DISCUSSION ON THAT  
12:43:19:29 LATER TONIGHT.  
12:43:21:17 THANK YOU TO EVERYONE IN OUR  
12:43:22:15 COMMUNITY WHO HAS ENGAGED WITH

12:43:24:10 THE BUDGET PROCESS TO DATE.  
12:43:25:22 WE'VE GOT A LOT OF FEEDBACK AND  
12:43:27:11 SUGGESTIONS AND RECOMMENDATIONS  
12:43:28:26 AS THE BOARD MOVES FORWARD TO  
12:43:30:15 MAKE THEIR FINAL DECISION.  
12:43:31:29 I WANT TO SHARE THOUGH A FEW  
12:43:33:18 BRIEF UPDATES ON SOME MOVEMENT  
12:43:35:13 AT THE STATE AND THE FEDERAL  
12:43:36:15 LEVEL THAT DOES AFFECT OUR  
12:43:37:26 BUDGET PROCESS AND POTENTIALLY  
12:43:38:25 OUR BUDGET TIMELINE.  
12:43:40:19 AT THE STATE LEVEL, LATE IN  
12:43:42:18 MARCH, THE GOVERNOR PROPOSED  
12:43:43:27 AMENDMENTS TO THE STATE BUDGET  
12:43:45:02 THAT WOULD HAVE REDUCED FUNDING  
12:43:46:20 TO APS BY MORE THAN 2.5 MILLION.  
12:43:49:13 THANKFULLY, THE GENERAL ASSEMBLY  
12:43:51:06 LAST WEEK REJECTED THOSE CHANGES  
12:43:53:02 AND SENT IT BACK TO THE GOVERNOR  
12:43:54:17 FOR SIGNATURE.  
12:43:56:08 CURRENTLY, THE GOVERNOR HAS  
12:43:58:24 UNTIL MAY 2ND TO ACCEPT THE  
12:44:02:13 ESTABLISHED GENERAL ASSEMBLY  
12:44:03:14 BUDGET, VETO THE ENTIRE BUDGET,  
12:44:05:13 OR INDIVIDUALLY MAKE LINE ITEM  
12:44:07:15 CHANGES TO THE BUDGET.  
12:44:08:17 GIVEN THE UNCERTAINTY AT THE  
12:44:10:18 TIMING OF THE STATE LEVEL AND  
12:44:11:20 WHAT MIGHT HAPPEN NEXT IN TERMS  
12:44:13:12 OF WHEN THE GOVERNOR WILL MAKE  
12:44:14:24 THOSE DECISIONS, WE MAY NEED TO  
12:44:16:07 MOVE OUR BUDGET ADOPTION FROM  
12:44:17:22 MAY 1 TO MAY 15TH.  
12:44:20:11 AGAIN, WE'LL KEEP YOU UPDATED.  
12:44:21:27 BUT I DO WANT TO URGE OUR  
12:44:23:06 COMMUNITY TO CONTINUE TO  
12:44:24:14 ADVOCATE BOTH TO US IN TERMS OF  
12:44:26:03 THE DECISIONS THAT NEED TO BE  
12:44:27:12 MADE BUT ALSO ADVOCATE AT THE  
12:44:29:14 STATE LEVEL, THE GOVERNOR'S  
12:44:30:22 OFFICE, BECAUSE THAT'S WHERE THE  
12:44:31:24 STATE BUDGET IS CURRENTLY BEING  
12:44:33:03 REVIEWED AND THERE'S INFORMATION  
12:44:34:14 ON HOW TO DO THAT BY CONTACTING  
12:44:36:00 THE GOVERNOR'S OFFICE AND ASKING  
12:44:38:27 FOR SUPPORT OF OUR PUBLIC  
12:44:39:25 SCHOOLS SO WE CAN CONTINUE TO  
12:44:40:23 SUPPORT OUR STUDENTS HERE IN  
12:44:42:05 APS.

12:44:43:15 ADDITIONALLY AT THE FEDERAL  
12:44:44:14 LEVEL, THERE HAVE BEEN A LOT OF  
12:44:46:18 QUESTIONS AND WONDERINGS ABOUT  
12:44:48:20 POSSIBLE REDUCTIONS IN FEDERAL  
12:44:49:15 FUNDING FOR SCHOOLS AND WHAT  
12:44:51:00 IMPACTS THAT MIGHT HAVE.  
12:44:52:16 AS WE LEARN MORE, THERE IS  
12:44:53:29 CURRENTLY NOT ANY SPECIFIC  
12:44:55:03 INFORMATION ABOUT WHAT THOSE  
12:44:56:08 CUTS MAY BE, IF THEY WILL BE,  
12:44:58:14 WHEN THEY WILL BE.  
12:44:59:09 WE HERE ALONG WITH ALL OF YOU AS  
12:45:02:02 WE READ IN THE MEDIA MANY OF  
12:45:06:09 THOSE CHANGES, WE WILL BE  
12:45:07:14 PUTTING PLANS IN PLACE TO  
12:45:09:03 ADDRESS ANY LOSSES.  
12:45:10:08 WORKING TOGETHER WITH THE SCHOOL  
12:45:11:29 BOARD, WE WILL HAVE TO LOOK AT  
12:45:14:11 POSSIBLE REDUCTIONS AT THE  
12:45:15:12 FEDERAL LEVEL AND CONTINUE TO  
12:45:17:11 PRIORITIZE OUR STUDENT-FACING  
12:45:18:16 STAFF AND SCHOOL-BASED RESOURCES  
12:45:20:25 FIRST, DOING ALL THAT WE CAN TO  
12:45:23:11 RETAIN THOSE CORE SERVICES.  
12:45:24:23 BUT DEPENDING ON WHAT THE CUTS  
12:45:26:15 MAY BE, THAT MAY REQUIRE  
12:45:28:24 POTENTIALLY USING AVAILABLE  
12:45:30:09 RESERVES TO THE EXTENT POSSIBLE  
12:45:31:20 AND MAKING FURTHER REDUCTIONS  
12:45:33:12 WHERE NECESSARY AND THAT'S WHY  
12:45:34:17 WE'RE WORKING IN THIS FISCAL  
12:45:36:15 YEAR '26 BUDGET TO PRESERVE SOME  
12:45:38:15 RESERVES, TO NOT USE THEM IN OUR  
12:45:41:05 CONTINUING ONGOING COSTS BECAUSE  
12:45:42:16 WE DO NEED POTENTIALLY TO HAVE  
12:45:44:05 SOME AVAILABLE RESOURCES.  
12:45:45:06 I WILL SAY THOUGH, KNOWING THE  
12:45:46:16 AMOUNT OF FEDERAL FUNDING WE  
12:45:47:25 GET, THAT WE DO NOT HAVE ENOUGH  
12:45:49:21 RESERVES TO JUST SIMPLY COVER  
12:45:51:00 ALL OF THAT, SO THERE MAY BE  
12:45:52:12 SOME DECISIONS THAT WOULD NEED  
12:45:53:28 TO BE MADE.  
12:45:56:16 AGAIN, AT THIS TIME, WE DO NOT  
12:45:57:23 KNOW ANY SPECIFICS, BUT WE ARE  
12:45:59:09 MONITORING IT VERY CLOSELY.  
12:46:00:25 THERE'S A LOT GOING ON AND IN  
12:46:02:24 FLUX WITH WHAT'S HAPPENING WITH  
12:46:04:12 THE BUDGET AT THE FEDERAL LEVEL

12:46:06:00 AND WE'LL CONTINUE TO KEEP OUR  
12:46:07:22 COMMUNITY INFORMED.  
12:46:08:13 WE DO HAVE A WEB PAGE WE'RE  
12:46:10:22 UPDATING INFORMATION ON AND WE  
12:46:12:10 WILL CONTINUE TO SHARE IT AS WE  
12:46:13:23 LEARN MORE.  
12:46:14:27 THIS MONTH, WE HONOR ARAB  
12:46:16:16 AMERICAN HERITAGE MONTH AND THIS  
12:46:18:21 IS A SPECIAL TIME TO CELEBRATE  
12:46:20:13 OUR RICH CULTURE AND HISTORY OF  
12:46:21:22 ALL OF OUR STUDENTS IN APS.  
12:46:25:01 THE ARAB WORLD CONSISTS OF 22  
12:46:28:04 COUNTRIES IN THE MIDDLE EAST AND  
12:46:29:13 IN NORTH AFRICA AND IN APS, WE  
12:46:32:01 WANT TO SPEND A MOMENT RIGHT NOW  
12:46:33:16 TO SHARE HOW PROUD WE ARE OF OUR  
12:46:35:16 STUDENTS IN OUR ARAB AMERICAN  
12:46:37:11 COMMUNITY.  
12:46:37:21 AND SO WE HAVE A LITTLE VIDEO  
12:46:39:03 HERE FROM A FEW STUDENTS AND OUR  
12:46:40:27 STAFF.  
12:46:41:04 WE PUT IT OUT TO ALL OF OUR  
12:46:42:24 COMMUNITY TO SHARE WITH US WHAT  
12:46:44:12 THEY WOULD LIKE US TO KNOW ABOUT  
12:46:45:28 CELEBRATING THIS MONTH.  
12:46:46:23 LET'S TAKE A LOOK.  
12:46:47:25 [MUSIC]  
12:46:50:26 >> HI, EVERYONE.  
12:46:52:07 HAPPY ARAB AMERICAN HERITAGE  
12:46:54:09 MONTH.  
12:46:55:00 I'M CURRENTLY A SOPHOMORE AT  
12:46:56:24 YORKTOWN HIGH SCHOOL.  
12:46:58:26 >> I'M A SEVENTH GRADER AT  
12:47:00:25 WILLIAMSBURG MIDDLE SCHOOL.  
12:47:02:03 >> FOR A PERSONAL ANECDOTE, OUR  
12:47:11:02 GREAT GRANDMA CAME THROUGH ELLIS  
12:47:12:24 ISLAND AND HER COUSIN WAS ONE OF  
12:47:14:24 THE FEW SURVIVORS OF THE TITANIC  
12:47:16:20 VOYAGE.  
12:47:19:01 A HIGHLIGHT WAS GIVING OUT  
12:47:20:16 ARABIC TREATS AND SEEING THE  
12:47:22:14 SMILES ON KIDS' FACES.  
12:47:23:23 >> I GREW UP HERE IN ARLINGTON  
12:47:25:12 ATTENDING JAMESTOWN ELEMENTARY,  
12:47:27:07 WILLIAMSBURG MIDDLE SCHOOL AND  
12:47:28:12 HB WOODLAWN.  
12:47:29:16 MY FATHER WAS AN IMMIGRANT TO  
12:47:31:05 THIS COUNTRY AT 17.  
12:47:33:20 HE WAS ORPHANED AND CAME TO THE

12:47:35:13 U.S. TO LIVE WITH HIS AUNT AND  
12:47:37:08 ATTEND SCHOOL.  
12:47:37:23 HE WENT TO GEORGE WASHINGTON  
12:47:39:04 UNIVERSITY AND BECAME A CIVIL  
12:47:40:26 ENGINEER.  
12:47:41:26 YEARS LATER, THAT SAME AUNT  
12:47:43:27 INTRODUCED HIM TO MY MOTHER, AN  
12:47:47:08 AMERICAN WHO GREW UP IN CHICAGO.  
12:47:53:03 >> WHERE ARE YOU FROM?  
12:47:58:00 >> I'M FROM MOROCCO.  
12:47:59:22 >> WHAT LANGUAGES DO YOU SPEAK?  
12:48:01:11 >> ARABIC AND MY SECOND LANGUAGE  
12:48:05:15 IS FRENCH.  
12:48:06:12 >> WHAT IS ONE WORD IN ARABIC WE  
12:48:08:15 SHOULD ALL KNOW?  
12:48:10:03 >> (UNFAMILIAR WORD OR NAME)  
12:48:12:15 >> AND ONE WORD MY FAMILY AND I  
12:48:14:04 LIKE TO USE IS YELA, WHICH MEANS  
12:48:17:24 COME ON!  
12:48:18:08 >> WE'RE PROUD TO CELEBRATE ARAB  
12:48:27:20 AMERICAN HERITAGE MONTH.  
12:48:30:05 BECAUSE WE ARE PROUD ARAB  
12:48:32:17 AMERICANS!  
12:48:35:05 >> THIS MONTH ISN'T JUST ABOUT  
12:48:37:10 RECOGNITION.  
12:48:38:01 IT'S ABOUT DEEPENING  
12:48:39:19 APPRECIATION FOR A COMMUNITY  
12:48:41:03 WHOSE INFLUENCE SPANS  
12:48:43:00 GENERATIONS.  
12:48:43:28 >> THIS MONTH TRULY IS A TIME  
12:48:45:20 WHERE ARABS GET TO SHARE THEIR  
12:48:47:06 CULTURE AND HISTORY, WHERE OUR  
12:48:49:02 LINEAGE GETS EXTRA  
12:48:50:16 ACKNOWLEDGMENT.  
12:48:51:11 IT GOES WITHOUT SAYING THIS  
12:48:52:22 MONTH MEANS THE WHOLE WORLD TO  
12:48:54:14 US AND I HOPE THAT YOU TOO SEE  
12:48:56:00 THE VALUE OF CELEBRATING THIS  
12:48:57:12 MONTH.  
12:48:57:25 HAVE A WONDERFUL DAY!  
12:49:02:00 >> I WANT TO SHARE A FEW UPDATES  
12:49:03:13 ON HOW WE'RE INCREASING  
12:49:04:21 COMMUNICATION TO SUPPORT STUDENT  
12:49:06:15 ATTENDANCE.  
12:49:07:00 AS YOU KNOW, WE'VE MADE A  
12:49:08:25 SIGNIFICANT PUSH THIS YEAR TO  
12:49:09:26 REALLY ADDRESS CHRONIC  
12:49:11:18 ABSENTEEISM AND ENSURE OUR  
12:49:13:16 STAFF, STUDENTS, AND FAMILIES

12:49:14:28 UNDERSTAND WHY ATTENDANCE IS SO  
12:49:16:26 CRITICAL TO SUPPORT ACADEMIC  
12:49:18:03 SUCCESS AND OVERALL WELL-BEING.  
12:49:19:25 EVERY DAY OF SCHOOL AND EVERY  
12:49:21:27 ABSENCE WHETHER EXCUSED OR  
12:49:23:19 UNEXCUSED COUNTS AND WE KNOW  
12:49:25:21 BASED ON RESEARCH THAT MISSING  
12:49:26:27 JUST TWO DAYS A MONTH LEADS TO  
12:49:28:22 CHRONIC ABSENTEEISM WHICH CAN  
12:49:31:15 IMPACT THE ABILITY TO MEET  
12:49:33:13 GRADE-LEVEL EXPECTATIONS.  
12:49:34:25 TO SUPPORT FAMILIES AND RAISE  
12:49:36:06 AWARENESS, WE'RE INTRODUCING  
12:49:37:25 TEXT NOTIFICATIONS WHEN STUDENTS  
12:49:39:09 REACH TEN OR 15 ABSENCES,  
12:49:41:12 EXCUSED OR UNEXCUSED, STARTING  
12:49:42:29 RIGHT AFTER SPRING BREAK ON  
12:49:44:27 APRIL 22ND AND QUARTERLY  
12:49:46:16 ATTENDANCE REPORTS ON  
12:49:48:07 ParentVue STARTING  
12:49:49:28 APRIL 28TH WHERE YOU CAN SEE  
12:49:51:23 YOUR CHILD'S ABSENCES AND  
12:49:53:06 IMPORTANTLY COMPARE THOSE TO  
12:49:54:07 OTHERS IN THE SAME GRADE TO SEE  
12:49:56:03 HOW YOUR STUDENT IS DOING.  
12:49:58:02 AWARENESS AND COMMUNICATION IS  
12:49:59:10 KEY AND WE CONTINUE TO SEE NEW  
12:50:01:18 AND CREATIVE STRATEGIES BEING  
12:50:03:06 IMPLEMENTED BY OTHER SCHOOL  
12:50:04:07 SYSTEMS AND WE WANT TO MAKE SURE  
12:50:05:09 THAT WE'RE ALSO INCLUDING THOSE  
12:50:07:14 SO WE CAN HELP OUR COMMUNITY AND  
12:50:09:06 STUDENTS BE MORE MOTIVATED TO  
12:50:10:21 IMPROVE ATTENDANCE.  
12:50:11:22 ATTENDANCE TEAMS AT ALL OF OUR  
12:50:14:02 SCHOOLS MEET REGULARLY TO LOOK  
12:50:15:14 AT DATA AND PLAN PERSONALIZED  
12:50:17:19 STRATEGIES TO SUPPORT OUR  
12:50:18:17 STUDENTS AND FAMILIES WHO MAY  
12:50:19:19 HAVE SOME CHALLENGES RELATED TO  
12:50:21:08 ATTENDANCE.  
12:50:21:22 WE'RE HERE TO HELP.  
12:50:22:21 IF ATTENDANCE IS A CHALLENGE,  
12:50:24:13 PLEASE REACH OUT TO YOUR SCHOOL  
12:50:26:15 COUNSELOR OR SOCIAL WORKER RIGHT  
12:50:28:11 AWAY SO THAT WE CAN MAKE SURE WE  
12:50:29:23 PROVIDE THAT ASSISTANCE THAT IS  
12:50:30:28 NEEDED.  
12:50:32:29 TODAY I COMPLETED MY LAST SPRING

12:50:34:21 VISITS TO ALL SCHOOLS THIS  
12:50:36:06 SPRING.  
12:50:37:27 I'M INCREDIBLY PROUD OF THE HARD  
12:50:39:15 WORK AND EXCELLENT INSTRUCTION I  
12:50:41:21 OBSERVED AND THE STAFF AND  
12:50:43:03 STUDENTS I GOT TO MEET.  
12:50:44:21 ONE THING IS CLEAR THAT I  
12:50:46:23 ALREADY KNEW BUT TO SEE IT IN  
12:50:48:08 ACTION, OUR EDUCATORS ARE  
12:50:49:11 WORKING INCREDIBLY HARD TO MAKE  
12:50:50:15 SURE THAT EVERY STUDENT HAS WHAT  
12:50:57:15 THEY NEED TO ACHIEVE THEIR BEST.  
12:50:59:27 AT ABINGDON, I HAD A CHANCE TO  
12:51:02:21 JOIN FAMILIES SHOWCASING THEIR  
12:51:04:22 AMAZING ABINGDON DAY.  
12:51:06:26 PARENTS PARTICIPATED ALONGSIDE  
12:51:08:04 THEIR STUDENTS IN CLASS AND GOT  
12:51:09:13 TO SEE THEM LEARNING.  
12:51:11:11 SCIENCE FOCUS, I VISITED THE  
12:51:14:10 FIRST GRADE CLASS, FIFTH GRADE,  
12:51:17:19 SAW STUDENTS BUILDING CIRCUITS  
12:51:20:28 AND ENGAGING IN HANDS-ON  
12:51:24:08 DISCOVERY.  
12:51:24:25 BARCROFT, I GOT TO SPEND SOME  
12:51:26:24 TIME IN THE LIBRARY.  
12:51:28:23 THEIR QUESTIONS SHOWED FROM THE  
12:51:30:28 STUDENT HOW STRONG THE AWARENESS  
12:51:33:10 OF SCHOOL LIFE AND HOW DECISIONS  
12:51:34:23 ARE MADE BY MYSELF AND THE  
12:51:35:28 SCHOOL BOARD.  
12:51:37:03 AT DREW, I VISITED ENGLISH  
12:51:38:25 LEARNER INSTITUTE AND ARLINGTON  
12:51:40:13 TECH STUDENTS LEADING A SESSION  
12:51:41:28 IN THE CALM CORNER.  
12:51:43:06 AT FLEET, I STOPPED BY A CLASS  
12:51:44:29 WHERE KINDERGARTENERS WERE  
12:51:45:27 WORKING ON PHONETICS AND VISITED  
12:51:48:00 A CLASS AND SAW HANDS-ON  
12:51:49:25 LEARNING IN ACTION THERE.  
12:51:51:03 AT INTEGRATION STATION, I SAW  
12:51:52:12 STORY-TIME, CLASSROOM  
12:51:53:27 TRANSITIONS TO ART AND GENERAL  
12:51:55:22 INSTRUCTION AND VISITED THE  
12:51:57:04 PENGUINS CLASS FOR THREE TO  
12:51:59:12 FIVE-YEAR-OLDS.  
12:52:00:17 AT MONTESSORI WITH A GROUP OF  
12:52:02:06 FIFTH GRADERS, THEY ASKED  
12:52:06:10 INSIGHTFUL QUESTIONS AND HOW WE  
12:52:07:28 MAKE DECISIONS HERE.

12:52:09:07 AND AT GUNSTON, I WAS ABLE TO  
12:52:11:13 MEET WITH STUDENT AMBASSADORS  
12:52:13:05 WHO SHARED HOW THEY SUPPORT  
12:52:15:17 EVENTS AND DISCUSSED WAYS TO BE  
12:52:17:05 BETTER LEADERS AND SUPPORT TEAM  
12:52:18:24 AND COLLABORATION AND WHAT IT  
12:52:20:02 MEANS TO BE INCLUSIVE AS A  
12:52:22:00 STUDENT AND AS A FUTURE LEADER.  
12:52:23:23 I ALSO VISITED MANY CLASSROOMS  
12:52:25:04 WHERE STUDENTS WERE LEARNING  
12:52:26:16 ABOUT ALL KINDS OF INTERESTING  
12:52:28:00 PROJECTS.  
12:52:30:06 IN SWANSON, I HAD A SPECIAL  
12:52:32:05 OPPORTUNITY TO BE A JUDGE AT  
12:52:33:13 THEIR U.N. DEBATE AND AT  
12:52:35:15 WILLIAMSBURG ATTENDING LITERACY  
12:52:37:20 CLASS AND HAD THE CHANCE TO  
12:52:38:25 LISTEN TO SIXTH GRADERS DOING  
12:52:40:21 THEIR OWN VERSION OF SHARK TANK.  
12:52:42:26 THEY HAD DONE SOME AMAZING  
12:52:44:18 INVENTIONS AND WERE PITCHING FOR  
12:52:46:21 ME TO VOTE ON THEM WITH FAKE  
12:52:48:00 MONEY WE HAD TO GIVE.  
12:52:49:08 FINALLY, I HAD A MEANINGFUL  
12:52:50:17 VISIT TO THE CAREER CENTER  
12:52:52:15 JOINING THE ENGLISH LEARNER  
12:52:53:27 INSTITUTE AND TECH STUDENTS FOR  
12:52:54:24 A MINDFULNESS SESSION WHERE WE  
12:52:56:16 LEARNED HOW TO DEAL WITH STRESS  
12:52:58:01 AND ANXIETY AND SOME BASIC  
12:52:59:23 SKILLS AND STRATEGIES.  
12:53:00:15 SO IT WAS A GREAT OPPORTUNITY.  
12:53:01:24 I ALSO SAT IN MANY ATTENDANCE  
12:53:03:19 TEAMS AT SCHOOLS WHERE THEY WERE  
12:53:05:21 DOING EXACTLY WHAT I WAS TALKING  
12:53:06:29 ABOUT A MINUTE AGO.  
12:53:07:27 I MET WITH MANY TEACHERS AND  
12:53:09:26 MANY CLT'S, OUR COLLABORATIVE  
12:53:12:15 LEARNING TIMES, AND ALSO SOME  
12:53:14:24 DEPARTMENT MEETINGS.  
12:53:15:12 SO IT WAS A GREAT TIME TO COME  
12:53:17:01 OUT THIS SPRING AND VISIT AND  
12:53:18:23 SEE.  
12:53:19:04 FOR THIS WEEK'S BRIGHT SPOT, I  
12:53:21:06 WANT TO CONGRATULATE TAYLOR  
12:53:22:27 ELEMENTARY SCHOOL ON A VERY,  
12:53:23:29 VERY SPECIAL RECOGNITION.  
12:53:25:01 THEY HAVE BEEN OFFICIALLY  
12:53:26:12 RECOGNIZED AS NATIONAL MODEL FOR



12:53:28:24 PROFESSIONAL LEARNING COMMUNITY  
12:53:30:12 BY THE SOLUTION TREE  
12:53:31:20 ORGANIZATION.  
12:53:32:17 THIS IS AN INCREDIBLE HONOR THAT  
12:53:33:29 PLACES TAYLOR ELEMENTARY AMONGST  
12:53:36:05 JUST 600 SCHOOLS IN THE UNITED  
12:53:38:09 STATES AND CANADA UP TO THIS  
12:53:40:24 MOMENT.  
12:53:41:11 BEING NAMED A MODEL PLC, WHICH  
12:53:43:18 IS PROFESSIONAL LEARNING  
12:53:44:22 COMMUNITY SCHOOL, MEANS THAT  
12:53:45:27 THEY HAVE SHOWN A STRONG AND  
12:53:47:16 CONSISTENT COMMITMENT TO  
12:53:49:13 COLLABORATION TO HOW THEY COME  
12:53:51:06 TOGETHER AS TEACHERS TO LEARN  
12:53:52:24 AND TO REVIEW DATA ON THEIR  
12:53:54:12 STUDENTS.  
12:53:55:13 THE REVIEW COMMITTEE IN ORDER TO  
12:53:56:18 GET THIS AWARD CITED THEIR CLEAR  
12:54:00:14 FOCUS ON IMPROVING LEDGE FOR ALL  
12:54:01:26 STUDENTS AND THEIR GRADE-LEVEL  
12:54:03:21 GOALS AND FOCUS THAT THEY HAD.  
12:54:05:13 THE SCHOOL RECEIVED A DIGITAL  
12:54:06:28 BADGE AND A FORMAL LETTER OF ITS  
12:54:09:01 EVIDENCE OF EFFECTIVENESS AND  
12:54:10:16 RECOGNITION IS NOT THE END OF  
12:54:11:15 THE ROAD.  
12:54:12:00 SCHOOLS MUST CONTINUE TO UPDATE  
12:54:13:21 THEIR PROGRESS EVERY THREE YEARS  
12:54:15:26 TO MAINTAIN THIS DISTINCTION.  
12:54:17:24 AND I'M CONFIDENT I KNOW THAT  
12:54:19:12 THE TAYLOR ELEMENTARY WILL  
12:54:20:24 CONTINUE IN THAT WAY.  
12:54:21:29 THEY'LL CONTINUE TO BE ABLE TO  
12:54:23:17 COLLABORATE AND CELEBRATE THE  
12:54:24:18 WORK THEY'RE DOING.  
12:54:25:13 SO A HUGE CONGRATULATIONS TO THE  
12:54:27:15 TAYLOR TEAM FOR BEING A NATIONAL  
12:54:29:24 EXAMPLE OF WHAT IT MEANS FOR  
12:54:31:22 TEACHERS TO COME TOGETHER AND  
12:54:33:11 PLAN AND SUPPORT STUDENT  
12:54:35:05 LEARNING.  
12:54:35:12 AND WITH THAT, Ms. KADERA, I  
12:54:37:19 CONCLUDE MY ANNOUNCEMENTS, THANK  
12:54:38:21 YOU VERY MUCH.  
12:54:39:06 >> THANK YOU VERY MUCH.  
12:54:40:24 COLLEAGUES, THE FLOOR IS OPEN  
12:54:41:29 FOR ANY QUESTIONS OR COMMENTS  
12:54:44:08 FOR THE SUPERINTENDENT'S

12:54:45:16 ANNOUNCEMENTS.  
12:54:46:20 ANYONE?  
12:54:49:15 >> I HAD ONE -- OH,  
12:54:51:27 Ms. TAPIA-HADLEY, PLEASE GO  
12:54:53:28 AHEAD.  
12:54:54:09 >> THANK YOU.  
12:54:54:24 THANK YOU, DR. DURAN, WHAT A  
12:54:56:12 BUSY QUARTER!  
12:54:58:10 THANK YOU FOR ALL YOUR HARD  
12:54:59:15 WORK.  
12:55:00:06 I JUST HAVE REALLY ONE QUESTION  
12:55:01:14 WITH RESPECT TO THE ATTENDANCE,  
12:55:04:09 WHICH, YES, COMMENDABLE.  
12:55:08:05 WE'RE REALLY STICKING STRONG  
12:55:10:06 WITH OUR ATTENDANCE NUMBERS.  
12:55:11:18 IN TERMS OF PARENT NOTIFICATION,  
12:55:14:10 ARE WE ALSO REACHING OUT TO  
12:55:16:05 PARENTS PRIOR TO THE TEN DAYS OF  
12:55:19:11 ABSENCES?  
12:55:20:16 LIKE, FOR EXAMPLE, WHEN IT'S  
12:55:21:21 FOUR DAYS, FIVE DAYS, JUST TO  
12:55:23:17 ADVISE FAMILIES THAT THEY'RE  
12:55:26:15 COMING CLOSER TO THE LIMIT?  
12:55:30:13 AND ALSO JUST TO CHECK IN?  
12:55:32:16 >> YES, SCHOOLS DO REACH OUT  
12:55:35:05 INDIVIDUALLY PRIOR TO THAT.  
12:55:36:07 THIS IS JUST A TEXT MESSAGE  
12:55:38:12 THAT'S GOING ON AS A FINAL.  
12:55:40:07 BUT PRIOR TO THAT, YES.  
12:55:42:17 THIS IS JUST A NEW FEATURE.  
12:55:44:06 IT'S NOT THE ONLY FEATURE OF  
12:55:45:11 COMMUNICATION.  
12:55:45:19 I SHARED IT TONIGHT BECAUSE IT'S  
12:55:46:24 A NEW ONE WE'RE ADDING TO THE  
12:55:49:20 SYSTEM OF SUPPORTS WE HAVE IN  
12:55:50:29 PLACE FOR NOTIFYING OF THOSE  
12:55:52:21 PRIOR DAYS.  
12:55:53:06 >> GOT IT.  
12:55:54:08 SO PARENTS WOULD BE RECEIVING  
12:55:55:29 COMMUNICATION IN WRITING FROM  
12:55:57:01 SCHOOL BEFOREHAND AND AGAIN IT  
12:55:58:16 GOES TO THE PARENTS, NOT TO THE  
12:55:59:28 CHILDREN.  
12:56:00:06 >> YES, THAT'S CORRECT.  
12:56:01:11 >> THANK YOU.  
12:56:03:06 >> I HAD A COUPLE THINGS I JUST  
12:56:04:15 WANTED TO ADD ON TO YOUR BUDGET  
12:56:06:05 COMMENTS.  
12:56:07:09 I WANTED TO LET PEOPLE KNOW

12:56:09:19 SINCE OUR LAST BOARD MEETING, WE  
12:56:11:15 HAD TWO BUDGET WORK SESSIONS.  
12:56:14:01 ONE THIS TUESDAY NIGHT WITH  
12:56:15:29 MEMBERS OF OUR BUDGET ADVISORY  
12:56:17:10 COUNCIL.  
12:56:17:24 BOTH OF THOSE WORK SESSIONS ARE  
12:56:19:00 AVAILABLE, THE VIDEO RECORDING  
12:56:20:19 OF THAT IS AVAILABLE ON OUR  
12:56:22:04 WEBSITE.  
12:56:22:18 AND SO IF YOU WANT TO FOLLOW  
12:56:24:20 ALONG WITH OUR BUDGET WORK, I  
12:56:25:29 REALLY ENCOURAGE YOU TO WATCH  
12:56:27:14 THOSE WORK SESSIONS, BECAUSE  
12:56:29:02 THERE WAS SOME MEATY DISCUSSION  
12:56:31:18 ABOUT SOME REALLY IMPORTANT  
12:56:32:25 TOPICS, AND I WANT TO THANK THE  
12:56:34:15 MEMBERS OF THE BUDGET ADVISORY  
12:56:35:16 COUNCIL FOR BEING WITH US IN  
12:56:37:08 PARTICULAR ON TUESDAY NIGHT.  
12:56:38:10 I THOUGHT WE HAD A VERY  
12:56:40:02 THOUGHTFUL DISCUSSION AND THEY  
12:56:41:06 HAD SOME REALLY GREAT IDEAS  
12:56:44:02 ABOUT IMPROVEMENTS THAT WE COULD  
12:56:45:20 MAKE GOING FORWARD.  
12:56:47:08 THE OTHER THING I WANT TO  
12:56:48:03 MENTION IS THAT IN RESPONSE TO  
12:56:50:18 COMMUNITY ENGAGEMENT, THOSE OF  
12:56:51:27 YOU THAT COME AND DELIVER PUBLIC  
12:56:53:22 COMMENT, THOSE OF YOU E-MAILING  
12:56:55:08 AND REACHING OUT TO US, WE THE  
12:56:57:11 BOARD CONTINUE TO ASK QUESTIONS  
12:56:58:19 BASED ON WHAT WE'RE HEARING AND  
12:57:00:01 IF YOU'RE INTERESTED IN  
12:57:01:15 UNDERSTANDING WHAT KIND OF  
12:57:02:10 QUESTIONS WE'RE ASKING, THOSE  
12:57:03:15 ARE POST ON THE BUDGET PAGE OF  
12:57:05:03 THE WEBSITE.  
12:57:05:17 SO THERE'S A RUNNING LOG OF  
12:57:07:06 QUESTIONS THAT WE CONTINUE TO  
12:57:08:04 SEND IN AS THE PROCESS CONTINUES  
12:57:11:03 AND RESPONSE IS ALSO LOGGED IN  
12:57:13:12 THAT DOCUMENT.  
12:57:14:17 SO YOU'LL FIND THAT AGAIN ON THE  
12:57:16:09 APS VA.U.S./BUDGET PAGE ON OUR  
12:57:21:22 WEBSITE IF YOU'RE FOLLOWING  
12:57:22:27 ALONG.  
12:57:23:05 AND I JUST WANT TO ALSO THANK  
12:57:24:27 AGAIN OUR COUNTY MANAGER AND  
12:57:26:16 COUNTY BOARD AS WE GO THROUGH

12:57:28:27 THIS REALLY, REALLY CHALLENGING  
12:57:31:20 TIME AND TIME OF GREAT  
12:57:33:08 UNCERTAINTY.  
12:57:33:19 I HAVE BEEN REALLY GRATEFUL FOR  
12:57:35:10 THE OPEN CHANNELS OF  
12:57:36:12 COMMUNICATION AND THE COMMITMENT  
12:57:37:27 TO WORK REALLY CLOSELY TOGETHER.  
12:57:41:03 AND I THINK PARTICULARLY IN  
12:57:42:01 TIMES LIKE THIS, HAVING A GOOD  
12:57:43:17 RELATIONSHIP WITH OUR  
12:57:44:05 COUNTERPARTS IS SO IMPORTANT.  
12:57:45:26 AND SO I THANK THEM FOR THAT.  
12:57:48:20 I HAVE ONE QUESTION TOO, DR.  
12:57:50:05 DURAN, AND WHEN YOU GO AND DO  
12:57:51:18 THE SCHOOL VISITS, THESE SPRING  
12:57:53:03 VISITS, I'M JUST CURIOUS IF  
12:57:54:23 THERE ARE ONE OR TWO EXAMPLES OF  
12:57:56:15 THINGS YOU SAW THAT YOU THOUGHT  
12:57:57:23 WERE REALLY INTRIGUING OR  
12:57:59:05 INSPIRING PRACTICES YOU SAW THAT  
12:58:01:08 YOU ARE CURIOUS ABOUT WHETHER  
12:58:02:23 THEY COULD BE SCALED OR EXPANDED  
12:58:05:02 TO OTHER PLACES?  
12:58:06:16 >> WELL, ONE WAS A HIGHLIGHT AT  
12:58:08:25 FLEET ELEMENTARY WHERE THEY HAVE  
12:58:10:20 THIS OPPORTUNITY FOR TEACHERS TO  
12:58:13:25 COME TOGETHER AS GRADE LEVELS  
12:58:15:23 AND REALLY PLAN TOGETHER IN A  
12:58:16:26 WAY THAT I THOUGHT WAS VERY,  
12:58:18:15 VERY WELL DONE.  
12:58:19:16 AND I KNOW THAT WE HAVE TALKED  
12:58:21:02 TO THE PRINCIPAL THERE ABOUT  
12:58:22:03 SHARING THAT WITH SOME OTHER  
12:58:23:05 SCHOOLS.  
12:58:23:22 SHE DOES A LOT TO DO THAT.  
12:58:25:21 I THINK THE OTHER THING THAT I  
12:58:26:27 SAW WAS JUST THE MANY INNOVATIVE  
12:58:28:16 WAYS TO ENGAGE OUR STUDENTS IN  
12:58:31:04 SOME LEARNING OPPORTUNITIES,  
12:58:32:09 WHETHER IT WAS SOME OF THE  
12:58:33:29 CONNECTIONS, INTERDISCIPLINARY  
12:58:42:00 CONNECTIONS, SOCIAL STUDIES AND  
12:58:44:19 HISTORY, EVEN MATH IN ONE CASE.  
12:58:46:15 HOW DO WE HELP OUR TEACHERS AND  
12:58:49:04 PROVIDE GUIDANCE AND SUPPORT TO  
12:58:51:12 WAYS TO HAVE INTERDISCIPLINARY  
12:58:53:00 APPROACHES, PARTICULARLY AT THE  
12:58:57:22 ELEMENTARY LEVELS.  
12:58:58:20 WE HAVE SO MANY MINUTES AND WE

12:59:00:15 HEAR AND KNOW OFTEN IT'S NOT  
12:59:02:04 ENOUGH, AND THE DAY IS VERY,  
12:59:03:20 VERY SHORT IN TERMS OF THE  
12:59:05:02 OPPORTUNITY TO DO ALL THE  
12:59:05:27 MINUTES THAT NEED TO BE DONE,  
12:59:07:10 BUT SEEING WHERE TEACHERS ARE  
12:59:08:15 REALLY INNOVATIVE AND CREATIVE  
12:59:10:06 TO INTERDISCIPLINARY TEACH THOSE  
12:59:13:18 CONCEPTS REGARDLESS.  
12:59:15:26 WE'RE LEARNING MATH NOW TOO,  
12:59:17:21 SCIENCE NOW.  
12:59:18:06 AND THEN, OF COURSE, JUST MY  
12:59:19:27 FAVORITE PART OF THE VISITS AND  
12:59:21:12 I DID THIS MANY TIMES WAS JUST  
12:59:23:12 TALKING TO STUDENTS AND HEARING  
12:59:24:13 THEIR OWN SUGGESTIONS ABOUT  
12:59:25:18 WAYS -- SOME OF THEM OFTEN WERE  
12:59:27:21 FOR THEIR PRINCIPAL WHO WAS  
12:59:28:25 ALWAYS WITH ME ABOUT THINGS THAT  
12:59:30:01 COULD BE DONE DIFFERENTLY AT THE  
12:59:31:22 SCHOOL FOR STUDENT VOICE,  
12:59:32:24 STUDENT CHOICE.  
12:59:33:21 FOR OPPORTUNITIES TO LEARN ABOUT  
12:59:34:26 HOW WE COULD DO BETTER IN  
12:59:36:12 LUNCHES.  
12:59:36:23 WE HAD A LOT OF THAT!  
12:59:38:01 WAYS THAT THEY COULD HAVE IDEAS  
12:59:39:16 FOR BOOKS THAT COULD BE BROUGHT  
12:59:40:24 INTO THEIR LIBRARY IN SOME CASES  
12:59:42:19 THAT WERE MORE -- AND  
12:59:45:01 APPRECIATIVE IN SOME CASES OF  
12:59:46:07 BOOKS THAT WERE VERY INCLUSIVE,  
12:59:48:02 DIFFERENT CULTURES AND STUFF.  
12:59:49:04 SO I THINK THOSE WERE A COUPLE  
12:59:50:23 OF THE HIGHLIGHTS THAT COME TO  
12:59:52:01 MIND, BUT I REALLY APPRECIATED  
12:59:53:08 THE COLLABORATION AND THE  
12:59:54:25 INTERDISCIPLINARY APPROACH TO  
12:59:56:10 WHAT I SAW IN SOME OF THE  
12:59:58:15 CLASSROOMS WOULD BE THE TOP TWO.  
12:59:59:21 >> THANK YOU, THAT'S GREAT TO  
01:00:01:05 HEAR.  
01:00:03:09 HEARING NO OTHER QUESTIONS ABOUT  
01:00:05:14 THOSE ANNOUNCEMENTS, WE ARE NOW  
01:00:07:03 AT THE PART OF OUR AGENDA FOR  
01:00:08:15 PUBLIC COMMENT ON AGENDA AND  
01:00:10:00 NON-AGENDA ITEMS.  
01:00:11:08 I'D ASK YOU TO TURN YOUR  
01:00:12:27 ATTENTION TO THE TVS WHERE

01:00:14:08 YOU'LL SEE A STUDENT-PRODUCED  
01:00:15:18 VIDEO WHICH WILL REVIEW OUR  
01:00:16:26 PUBLIC COMMENT GUIDELINES.  
01:03:20:19 >> OUR FIRST SPEAKER, THERESA  
01:03:22:17 KAUFFMAN.  
01:03:34:09 >> THANK YOU, DR. DURAN AND  
01:03:36:14 SCHOOL BOARD MEMBERS FOR  
01:03:37:08 ALLOWING ME TO SHARE MY OPINION  
01:03:38:27 ABOUT OUR LIBRARY ASSISTANTS.  
01:03:41:20 MY NAME IS THERESA KAUFFMAN.  
01:03:43:12 I'M A 21-YEAR VETERAN OF APS.  
01:03:45:15 I TEACH FOURTH GRADE AT TUCKAHOE  
01:03:48:08 ELEMENTARY.  
01:03:50:18 OUR LIBRARY ASSISTANT, MARY, IS  
01:03:53:11 AN MVP.  
01:03:55:06 WE ALL REAP THE REWARDS OF THIS  
01:03:57:29 LIBRARIAN.  
01:04:00:13 SHE'S A HEROINE AS SHE INTERACTS  
01:04:04:13 WITH EVERY SINGLE MEMBER.  
01:04:05:18 SHE IS THE TEACHER GO-TO WHEN  
01:04:35:23 DOING A PROJECT AND BOOK  
01:04:37:08 COLLECTIONS ARE NEEDED.  
01:04:38:17 SHE SETS UP ALL SEASONAL AND  
01:04:41:29 SCHOOL DISPLAYS THAT BUILD OUR  
01:04:46:21 DIVERSITY AND STRENGTH.  
01:04:47:12 SHE WORKS INDIVIDUALLY WITH  
01:04:49:07 STUDENTS IN NEED OF A BREAK, A  
01:04:50:20 HUG OR JUST THE COMFORT OF BEING  
01:04:53:06 IN THE LIBRARY.  
01:04:54:03 ONLY POSSIBLE WHEN A TRUSTED  
01:04:55:12 ADULT IS THERE.  
01:04:56:13 SHE IS OUR TRAFFIC CONTROL  
01:04:58:04 ENGINEER AT THE END OF THE DAY  
01:04:59:26 MAKING SURE THAT OUR STUDENTS  
01:05:01:14 EXIT SAFELY AND NOT TO BE  
01:05:03:03 OVERLOOKED, SHE HAS THE KINDEST  
01:05:07:07 HEART IN THE BUILDING AND THE  
01:05:08:22 ONLY ONE THAT CAN SAY SHE KNOWS  
01:05:11:04 EVERYONE IN OUR TUCKAHOE FAMILY  
01:05:12:16 BY NAME.  
01:05:13:21 PLEASE DO ALL THAT YOU CAN TO  
01:05:14:29 SAVE MARY AND ALL OUR LIBRARIAN  
01:05:17:11 ASSISTANTS WHO WORK SO CLOSELY  
01:05:20:10 AND FACE-TO-FACE WITH OUR  
01:05:23:19 STUDENTS ON A DAILY BASIS.  
01:05:26:24 THANK YOU AND I HOPE I SAY THIS  
01:05:28:10 CORRECTLY, (UNFAMILIAR WORD OR  
01:05:29:08 NAME) GOD BLESS.  
01:05:31:12 >> THANK YOU SO MUCH FOR CALLING

01:05:32:21 IN.  
01:05:34:12 >> I WILL ASK THE IN-PERSON  
01:05:36:27 SPEAKERS TO LINE UP.  
01:05:40:11 AMELIA ROSE GRANT, JENNIFER  
01:05:42:11 STACY, JOSH, KENDRA ISRAEL, SAUL  
01:05:47:27 REYES, HYPHEN, ROSA.  
01:05:52:10 NEXT SPEAKER, AMELIA ROSE GRANT.  
01:06:07:18 >> GOOD EVENING.  
01:06:08:12 I'M AMELIA AND I I'VE BEEN AN  
01:06:10:22 APS EMPLOYEE FOR 13 YEARS.  
01:06:12:17 SIX OF THOSE YEARS I'VE HAD THE  
01:06:15:07 PRIVILEGE OF WORKING IN THE  
01:06:16:18 JEFFERSON MIDDLE SCHOOL LIBRARY.  
01:06:18:03 I COSPONSOR OUR GAY STRAIGHT  
01:06:20:05 ALLIANCE AND WORK WITH THE  
01:06:21:26 THEATER DEPARTMENT.  
01:06:22:11 I'M ALSO THE SUPPORT STAFF OF  
01:06:23:22 THE YEAR FOR JEFFERSON 2025.  
01:06:25:24 QUICK NUMBERS.  
01:06:26:28 TODAY WE SAW NINE CLASSES AND 83  
01:06:31:12 INDEPENDENT STUDENTS.  
01:06:33:13 I WILL BE SHARING STUDENT VOICES  
01:06:34:29 AND THOUGHTS.  
01:06:36:03 THESE ARE QUOTES FROM JEFFERSON  
01:06:37:15 STUDENTS.  
01:06:38:05 ONE, I THINK THE LIBRARY IS AN  
01:06:39:21 IMPORTANT PART OF SCHOOL.  
01:06:41:09 SO MANY OF US STUDENTS USE THE  
01:06:42:21 LIBRARY AND WOULD HATE FOR IT TO  
01:06:44:20 BE CLOSED A LOT.  
01:06:45:19 PART OF HOW THE LIBRARY IS SO  
01:06:47:04 AMAZING IS HOW FAST BOOKS ARE  
01:06:48:13 BACK ON THE SHELVES AND HOW WELL  
01:06:50:19 THEIR SYSTEM WORKS.  
01:06:52:20 PLEASE KEEP OUR AWESOME LIBRARY  
01:06:54:05 AVAILABLE.  
01:06:54:22 TWO: THE LIBRARY IS AN AMAZING  
01:06:56:15 PLACE WHERE STUDENTS WITH GO TO  
01:06:57:20 LEARN AND HAVE FUN.  
01:06:58:25 IF ONE OF OUR LIBRARIANS LEFT,  
01:07:02:08 IT WOULD AFFECT THE WHOLE  
01:07:03:13 LIBRARY.  
01:07:03:24 STUDENTS NEED TO BE ABLE TO GO  
01:07:05:17 CHECK OUT BOOKS ALL THE TIME,  
01:07:07:13 NOT JUST WHEN THE MAIN LIBRARIAN  
01:07:08:25 IS WORKING.  
01:07:09:09 IF OUR AMAZING LIBRARY ASSISTANT  
01:07:11:07 ISN'T HERE, STUDENTS WOULDN'T  
01:07:12:19 HAVE THE RESOURCES THEY NEED FOR

01:07:14:09 LEARNING NOT TO MENTION HOW MUCH  
01:07:16:03 FUN ALL THE OTHER ACTIVITIES  
01:07:17:19 ARE.  
01:07:18:03 3: THE LIBRARIANS AND ASSISTANT  
01:07:20:09 LIBRARIANS ARE WHAT MAKE OUR  
01:07:21:24 STUDENT SPECIAL AND SOMEWHERE  
01:07:23:12 THE KIDS WANT TO GO.  
01:07:24:11 IT'S THE HEART OF T.J. AND OTHER  
01:07:26:10 SCHOOLS.  
01:07:26:24 4: Ms. ROSE GRANT HELPS US  
01:07:28:26 WITH OUR HOMEWORK.  
01:07:30:04 WE DEPEND ON HER.  
01:07:31:03 SHE'S ALWAYS THERE FOR US  
01:07:32:17 MENTALLY SUPPORTS US AND PLAYS  
01:07:34:16 AN IMPORTANT ROLE IN MY LIFE.  
01:07:36:02 SHE MAKES THE LIBRARY FEEL  
01:07:37:16 LIVELY.  
01:07:38:11 FINALLY, I WILL LEAVE YOU WITH  
01:07:40:21 THIS QUOTE.  
01:07:41:19 THE LIBRARY IS LIKE A FORTRESS  
01:07:43:05 TO SOME PEOPLE, INCLUDING ME.  
01:07:44:27 LIBRARIES AREN'T JUST ABOUT THE  
01:07:46:09 BOOKS.  
01:07:47:03 THEY ARE ABOUT THE COMMUNITY.  
01:07:49:04 NOT BEING ALLOWED TO GO TO THE  
01:07:50:23 LIBRARY IS LIKE NOT BEING  
01:07:52:18 ALLOWED TO SLEEP.  
01:07:54:06 THANK YOU.  
01:07:56:07 >> THANK YOU VERY MUCH.  
01:07:58:08 >> NEXT SPEAKER, JENNIFER STACY.  
01:08:08:29 >> GOOD EVENING, MEMBERS OF THE  
01:08:10:04 SCHOOL BOARD AND SUPERINTENDENT  
01:08:11:08 DR. DURAN.  
01:08:13:12 I'M THE LIBRARIAN AT SWANSON.  
01:08:15:05 THANK YOU FOR THIS OPPORTUNITY  
01:08:16:13 TO SPEAK IN SUPPORT OF RETAINING  
01:08:18:05 OUR LIBRARY ASSISTANTS  
01:08:20:03 FULL-TIME.  
01:08:20:25 IF THE LIBRARY IS THE HEART OF  
01:08:22:07 THE SCHOOL, OUR LIBRARY  
01:08:23:29 ASSISTANTS ARE THE ELECTRIC  
01:08:25:10 CURRENT THAT KEEPS IT BEATING.  
01:08:27:22 I HAVE WORKED WITH THREE AMAZING  
01:08:29:21 ASSISTANTS IN MY 20+ YEARS AT  
01:08:31:17 APS AND I'VE WORKED FOR FIVE  
01:08:34:02 HORRENDOUS MONTHS WITHOUT ONE  
01:08:37:03 WHEN I WAS AT PATRICK HENRY  
01:08:42:25 ELEMENTARY.  
01:08:43:06 I REMEMBER MY FRUSTRATION AND



01:08:44:21 STRESS.  
01:08:45:11 THE LIBRARY WAS NOT SERVING MY  
01:08:46:27 COMMUNITY WELL.  
01:08:48:11 WE WERE TAKING TOO LONG TO  
01:08:49:19 RESPOND TO REQUESTS FOR  
01:08:50:20 RESOURCES.  
01:08:52:01 STUDENTS WERE NOT GETTING THE  
01:08:53:07 INDIVIDUALIZED ATTENTION THEY  
01:08:54:25 DESERVED.  
01:08:55:10 AND I FEARED THE ROLE OF THE  
01:08:56:29 LIBRARY WAS COMING UNDONE.  
01:08:59:18 ALSO I WAS FRUSTRATED BECAUSE MY  
01:09:01:13 TEACHING SUFFERED.  
01:09:02:12 I COULD NOT DEVOTE THE NECESSARY  
01:09:04:20 AMOUNT OF TIME AND PLANNING TO  
01:09:06:09 COLLABORATING WHEN I ALSO HAD TO  
01:09:08:24 COMPLETE ALL THE TASKS THAT THE  
01:09:10:16 SUBSTITUTES COULD NOT.  
01:09:12:01 WHEN I ACCEPTED MY POSITION AT  
01:09:13:16 SWANSON, JENNIE NICHOLAS WAS THE  
01:09:16:26 LIBRARY ASSISTANT.  
01:09:17:14 SHE HAD BEEN ONE OF THOSE  
01:09:18:22 SUBSTITUTES AT PATRICK HENRY AND  
01:09:20:02 THE OPPORTUNITY TO WORK WITH HER  
01:09:21:11 AGAIN WAS A SIGNIFICANT PART OF  
01:09:22:26 MY DECISION TO WORK THERE.  
01:09:24:24 BECAUSE I KNOW THAT EXCELLENT  
01:09:26:13 ASSISTANTS ARE NECESSARY TO THE  
01:09:28:18 SUCCESSFUL OPERATION OF OUR  
01:09:29:13 LIBRARIES.  
01:09:31:01 INDEED, THESE EXPERIENCES  
01:09:32:19 INSPIRED ME TO NOMINATE  
01:09:33:25 Ms. NICHOLAS FOR SWANSON  
01:09:35:27 SUPPORT EMPLOYEE OF THE YEAR  
01:09:36:28 LAST YEAR AND SHE WON.  
01:09:39:16 SHE WAS RECOGNIZED BECAUSE OF  
01:09:40:24 HER CONTRIBUTION TO APS GOALS BY  
01:09:43:12 ALWAYS SEEING THE WHOLE CHILD  
01:09:44:24 AND CONSTANTLY BUILDING  
01:09:45:28 RELATIONSHIPS WITH STUDENTS AND  
01:09:47:29 ACKNOWLEDGING THEM AS  
01:09:48:21 INDIVIDUALS.  
01:09:49:25 SHE NOTES THEIR REACTIONS,  
01:09:51:10 BEHAVIOR, AND READING CHOICES  
01:09:53:06 AND USES THAT TO BUILD  
01:09:54:25 CONNECTIONS WITH THEM THROUGH  
01:09:55:26 JOKES, QUESTIONS, PUZZLES, AND,  
01:09:57:12 OF COURSE, BOOK SUGGESTIONS.  
01:09:59:21 THESE EFFORTS KEEP STUDENTS

01:10:00:26 COMING BACK TO A LIBRARY THAT  
01:10:02:11 CAN STAY OPEN FOR EVERYONE TO  
01:10:04:09 USE TO HAVE ACCESS TO ALL OF OUR  
01:10:05:22 RESOURCES THROUGHOUT THE SCHOOL  
01:10:07:14 DAY EVEN WHEN I AM IN  
01:10:08:25 CLASSROOMS.  
01:10:09:26 STUDENTS ARE IN THE BUILDING ALL  
01:10:11:11 DAY.  
01:10:12:01 OUR LIBRARY ASSISTANTS SHOULD BE  
01:10:14:06 AS WELL.  
01:10:14:13 >> THANK YOU SO MUCH.  
01:10:15:15 >> NEXT SPEAKER, JOSH.  
01:10:27:01 >> DR. DURAN, I MISSED YOU WHEN  
01:10:28:07 YOU CAME TO VISIT MY SCHOOL!  
01:10:30:03 >> YOU WEREN'T THERE THAT DAY!  
01:10:32:22 >> MEMBERS OF THE BOARD AND  
01:10:36:07 BEFORE I BEGIN, TO OUR FEDS, I'M  
01:10:38:11 STILL SO VERY SORRY FOR WHAT YOU  
01:10:40:09 ARE GOING THROUGH.  
01:10:41:07 TONIGHT YOU'LL HEAR IN THE  
01:10:42:15 ENGLISH REPORT ABOUT CKLA, WHICH  
01:10:45:07 MY FAVORITE ELEMENTARY TEACHER  
01:10:46:29 LOVES.  
01:10:47:10 SHE'S SAY IT'S GREAT BUT ALSO  
01:10:49:09 HAS SOME FACTUALLY INACCURATE  
01:10:51:08 PARTS SHE'S BEEN UNABLE THROUGH  
01:10:52:29 THE APS PROCESSES TO CORRECT AND  
01:10:55:04 MAYBE THAT WILL BE CHANGED SOON.  
01:10:58:24 MY SECOND ISSUE TONIGHT IS ON  
01:11:00:26 THE SUBJECT OF RIFFS.  
01:11:03:18 PROCEDURES MUST BE DEVELOPED SO  
01:11:05:03 PEOPLE DON'T LEARN THEIR JOBS  
01:11:06:05 HAVE DISAPPEARED BY READING THE  
01:11:07:27 BUDGET BOOK OR HEARING FROM A  
01:11:11:03 COLLEAGUE.  
01:11:11:17 TOO OFTEN IT HAPPENED THIS YEAR  
01:11:12:21 IN THE BUDGET CYCLE.  
01:11:13:19 IF THE H.R. DEPARTMENT CAN'T  
01:11:15:01 GIVE A NAME, DATE, AND TIME OF  
01:11:16:21 THE EMPLOYEE NOTIFICATION PRIOR  
01:11:18:01 TO THE BUDGET DROP, IT DIDN'T  
01:11:19:27 HAPPEN.  
01:11:20:28 EMPLOYEES HAVE TOLD ME THEY FELT  
01:11:23:24 DOGE' D.  
01:11:27:23 WE MUST DO BETTER.  
01:11:29:01 LAST, AFTER WATCHING LAST  
01:11:31:16 THURSDAY'S WORK SESSION ON  
01:11:32:08 COMPENSATION, IT FELT LIKE EVERY  
01:11:37:22 YEAR I'D EVER BEEN INVOLVED IN A

01:11:39:24 BUDGET AND I'VE BEEN DOING THIS  
01:11:41:03 A WHILE.  
01:11:42:04 IT WOULD HAVE BEEN IMPOSSIBLE TO  
01:11:43:15 CONCLUDE THAT SALARY WAS  
01:11:44:27 NEGOTIATED IN ANY KIND OF  
01:11:46:19 COLLABORATIVE FASHION.  
01:11:47:27 I WANT TO BE WRONG, YET SO FAR,  
01:11:49:27 NO EVIDENCE TO THE CONTRARY HAS  
01:11:51:18 BEEN PROVIDED.  
01:11:53:03 MY COLLEAGUES IN FALLS CHURCH  
01:11:55:27 HAVE A MULTI-YEAR CONTACT WITH  
01:11:58:18 COLA TIED TO INFLATION.  
01:12:00:00 IF FALSE CHURCH CAN DO THIS, SO  
01:12:03:28 CAN WE.  
01:12:08:00 COLLECTIVE BARGAINING WORKS AND  
01:12:08:28 THE PROOF IS RIGHT NEXT DOOR.  
01:12:10:24 >> NEXT SPEAKER, KENDRA ISRAEL.  
01:12:18:28 >> GOOD EVENING, MY NAME IS  
01:12:20:10 KENDRA AND I'VE LIVED IN  
01:12:21:25 ARLINGTON FOR MORE THAN A  
01:12:23:22 DECADE.  
01:12:24:12 ARLINGTON'S COMMITMENT TO THE  
01:12:25:11 THINGS THAT MATTER KEEP MY  
01:12:26:19 FAMILY HERE AND AS A PARENT OF  
01:12:28:11 AN APS STUDENT, I'M SPEAKING  
01:12:30:03 ABOUT ONE OF OUR MOST TREASURED  
01:12:31:16 SPACES, OUR LIBRARIES.  
01:12:33:26 ON MARCH 8TH, 2025, THE FRONT  
01:12:36:15 PAGE ARTICLE IN THE SCHOOL  
01:12:38:09 LIBRARY JOURNAL WAS TITLED,  
01:12:39:28 TACKLING CHRONIC ABSENTEEISM,  
01:12:42:16 DISTRICTS TURN TO SCHOOL  
01:12:45:00 LIBRARIES.  
01:12:45:12 YOU CAN IMAGINE MY SURPRISE WHEN  
01:12:47:00 THE FIRST QUOTE WAS FROM APS  
01:12:48:28 REFERENCING OUR CHRONIC  
01:12:50:00 ABSENTEEISM PROBLEM.  
01:12:52:24 Dr. SAMSON STATED SCHOOL  
01:12:55:23 LIBRARIES AND THEIR SERVICES  
01:12:58:06 PLAY A KEY ROLE IN KEEPING  
01:13:00:19 STUDENTS ENGAGED.  
01:13:01:27 FOR MANY STUDENTS, THE SCHOOL  
01:13:03:16 LIBRARY MAY BE THE ONLY WAY TO  
01:13:05:18 EXPLORE NEW WORLDS AND LIVES.  
01:13:07:18 I WISH THAT ARTICLE HAD DUG  
01:13:09:09 FURTHER TO INCLUDE THE SAME  
01:13:11:01 DISTRICT PROVIDING THIS MESSAGE  
01:13:12:29 IS PROPOSING CUTS TO ITS  
01:13:14:18 LIBRARIES.

01:13:15:25 YOU HAVE SAID THAT WE SHOULD  
01:13:16:24 TURN OUR DIRECTIONS EFFORTS TO  
01:13:19:12 THE STATE, SO I'D LIKE TO DRAW  
01:13:21:05 OUR ATTENTION THERE TONIGHT TOO.  
01:13:25:10 COSPONSORED BY DELEGATE LOPEZ,  
01:13:32:13 IT RECOGNIZES THE ESSENTIAL ROLE  
01:13:34:22 THAT LIBRARIES PLAY THERE  
01:13:35:21 STUDENT LEARNING AND  
01:13:36:22 SPECIFICALLY REFERENCES THE  
01:13:38:23 PROFESSIONALS THAT KEEP OUR  
01:13:39:24 INSTITUTIONS STRONG.  
01:13:41:23 LIBRARIES ARE UNDER ATTACK  
01:13:43:11 NATIONWIDE AND NOW ARLINGTON IS  
01:13:45:23 MAYBE FOLLOWING SUIT.  
01:13:47:08 BECAUSE AN ADDITION TO BOOK  
01:13:51:05 BANNING, ANOTHER WAY TO THREATEN  
01:13:52:21 LIBRARIES IS TO CLOSE THEIR  
01:13:54:26 DOORS.  
01:13:55:16 ONE BOARD MEMBER STATED THEY  
01:13:57:05 CAN'T GUARANTEE WE WON'T SEE AN  
01:13:58:27 IMPACT TO OUR LIBRARIES BEING  
01:14:00:03 CLOSED FOR PART OF THE DAY.  
01:14:02:25 I ASSURE YOU OUR LIBRARY  
01:14:04:27 SUPPORTERS ARE DOING THE WORK  
01:14:05:26 HERE AT THE STATE LEVEL AND  
01:14:07:00 BEYOND, BUT WITH A BUDGET VOTE  
01:14:10:06 WEEKS AWAY, IT'S IN YOUR HANDS  
01:14:12:01 NOW.  
01:14:12:22 PLEASE LISTEN TO OUR COMMUNITY  
01:14:14:04 AND KEEP LIBRARIES FULLY STAFFED  
01:14:15:20 AT APS WITH THE ASSISTANTS THAT  
01:14:17:12 EMBODY YOUR PROMISE TO KNOW  
01:14:19:04 EVERY STUDENT BY NAME, STRENGTH,  
01:14:20:20 AND NEED.  
01:14:22:18 >> THANK YOU FOR JOINING US.  
01:14:25:00 >> NEXT SPEAKER, SAUL REYES.  
01:14:34:16 >> GOOD EVENING, SCHOOL BOARD  
01:14:35:24 MEMBERS AND SUPERINTENDENT.  
01:14:38:15 I'M THE EXECUTIVE DIRECTOR OF  
01:14:40:00 (UNFAMILIAR WORD OR NAME), A  
01:14:40:25 COMMUNITY ORGANIZATION HERE IN  
01:14:42:29 ARLINGTON COUNTY.  
01:14:43:27 THROUGH MY WORK, I'VE EVER  
01:14:45:05 GOTTEN TO KNOW A LOT OF GREAT  
01:14:46:27 EMPLOYEES IN APS AND ONE OF THEM  
01:14:48:09 IS ARTURO RAMIREZ.  
01:14:56:13 ARTURO PLAYS A CRITICAL ROLE IN  
01:15:09:10 BUILDING TRUST, ACCESS, AND  
01:15:10:26 BELONGING.

01:15:11:27 FOR THE PAST SEVEN YEARS, THE  
01:15:13:25 FAMILY ENGAGEMENT POSITION HAS  
01:15:15:00 BEEN PLACED ON THE BUDGET  
01:15:17:05 CHOPPING BLOCK.  
01:15:18:12 YEAR AFTER YEAR.  
01:15:19:21 AND EACH TIME THIS HAPPENS, IT  
01:15:21:29 CAUSES STRESS, FEAR, AND  
01:15:25:01 UNCERTAINTY.  
01:15:25:12 NOT JUST FOR ARTURO IN THIS  
01:15:26:21 ROLE, BUT ALSO FOR FAMILIES WHO  
01:15:28:10 DEPEND ON THIS CONNECTION TO THE  
01:15:29:12 SCHOOL.  
01:15:30:25 ELIMINATING OR TREATING THIS  
01:15:32:17 POSITION AS TEMPORARY SENDS THE  
01:15:34:15 WRONG MESSAGE.  
01:15:35:16 THAT LANGUAGE ACCESS AND FAMILY  
01:15:37:07 CONNECTION ARE OPTIONAL, BUT WE  
01:15:38:23 KNOW THAT STUDENT SUCCESS IS  
01:15:40:15 DEEPLY TIED TO FAMILY  
01:15:42:09 ENGAGEMENT.  
01:15:43:23 ESPECIALLY WHEN IT IS CULTURALLY  
01:15:45:11 AND LINGUISTICALLY RESPONSIVE.  
01:15:49:00 BY MAKING THIS ROLE PERMANENT,  
01:15:50:26 YOU SHOW COMMITMENT TO EQUITY,  
01:15:52:15 INCLUSION, AND STUDENT  
01:15:53:12 ACHIEVEMENT NOT JUST IN WORDS  
01:15:54:17 BUT IN ACTION.  
01:15:55:09 WE STRONGLY RECOMMEND THAT THIS  
01:15:57:00 POSITION BE SUSTAINED AND FULLY  
01:15:58:09 INTEGRATED INTO THE SCHOOL'S  
01:16:01:29 LONG-TERM STAFFING AND SUPPORT  
01:16:04:07 STRATEGY AND I ASK YOU TO PLEASE  
01:16:06:13 MAKE THE FAMILY ENGAGEMENT  
01:16:07:24 POSITION PERMANENT.  
01:16:09:02 THANK YOU.  
01:16:10:12 >> THANK YOU.  
01:16:14:21 >> NEXT SPEAKER, HYPHEN TRUE  
01:16:18:21 LOCK.  
01:16:33:17 >> GOOD EVENING, MEMBERS OF THE  
01:16:35:12 BOARD, MR. SUPERINTENDENT.  
01:16:39:17 SCHOOL BOARDS OFTEN CUT LIBRARY  
01:16:41:02 POSITIONS FIRST DURING BUDGET  
01:16:43:00 CUTS DUE TO A PERCEPTION THAT  
01:16:44:26 LIBRARIES ARE PERKS AND NOT  
01:16:48:22 ESSENTIAL TO EDUCATION DESPITE  
01:16:49:24 THEIR CRUCIAL ROLE IN DEVELOPING  
01:16:51:29 INFORMATION LITERACY SKILLS AND  
01:16:54:00 SUPPORTING STUDENT LEARNING.  
01:16:56:18 LIBRARY ASSISTANTS ARE CRUCIAL

01:16:58:13 IN SCHOOL LIBRARIES, BECAUSE  
01:16:59:28 THEY ENSURE EFFICIENT OPERATION  
01:17:02:27 AND SUPPORT STUDENT AND TEACHER  
01:17:04:18 NEEDS.  
01:17:06:06 THEY HANDLE DAY-TO-DAY TASKS,  
01:17:08:05 ASSIST WITH CIRCULATION,  
01:17:10:00 ORGANIZE MATERIALS, AND HELP  
01:17:11:11 PATRONS FIND RESOURCES,  
01:17:14:10 ULTIMATELY MAKING THE LIBRARY A  
01:17:16:03 MORE ACCESSIBLE AND VALUABLE  
01:17:17:18 LEARNING SPACE.  
01:17:19:19 IN ESSENCE, LIBRARY ASSISTANTS  
01:17:21:08 ARE THE BACKBONE OF THE SCHOOL  
01:17:23:00 LIBRARY, ENABLING IT TO  
01:17:25:12 EFFICIENTLY SERVE ITS PURPOSE OF  
01:17:27:04 SUPPORTING STUDENT AND TEACHER  
01:17:29:05 LEARNING AND RESEARCH.  
01:17:31:27 SCHOOL LIBRARY MONTH IS  
01:17:35:13 CELEBRATED EACH APRIL EVERY  
01:17:36:15 YEAR.  
01:17:36:25 IT RECOGNIZES THE CRUCIAL ROLE  
01:17:38:14 OF SCHOOL LIBRARIES, LIBRARIANS,  
01:17:40:14 AND LIBRARY ASSISTANTS IN  
01:17:42:15 SUPPORTING STUDENT LEARNING,  
01:17:44:13 FOSTERING A LOVE OF READING, AND  
01:17:46:10 PROMOTING LITERACY.  
01:17:48:05 IT IS A TIME TO ACKNOWLEDGE THE  
01:17:50:14 LIBRARIES AS WELCOMING SPACES  
01:17:51:26 WHERE STUDENTS CAN EXPLORE  
01:17:54:15 IDEAS, DEVELOP RESEARCH SKILLS,  
01:17:56:16 AND ACCESS A WIDE RANGE OF  
01:17:58:14 RESOURCES, INCLUDING BOOKS,  
01:18:00:16 DIGITAL MATERIALS, AND OTHER  
01:18:01:27 LEARNING TOOLS.  
01:18:03:22 KEEPING SCHOOL LIBRARIES OPEN  
01:18:06:00 ALL DAY CAN OFFER SEVERAL  
01:18:07:28 BENEFITS INCLUDING INCREASED  
01:18:10:00 CIRCULATION, ACCESS TO RESEARCH  
01:18:13:12 RESOURCES AND THE FOSTERING OF A  
01:18:14:25 LOVE OF READING.  
01:18:16:13 IT ALSO PROVIDES STUDENTS WITH A  
01:18:18:12 SAFE AND QUIET SPACE FOR STUDY  
01:18:20:04 EXPLORATION AND SOCIAL  
01:18:21:22 INTERACTION.  
01:18:22:16 WE ASK THAT YOU PLEASE KEEP ALL  
01:18:24:08 OF OUR APS LIBRARIES OPEN  
01:18:26:11 FULL-TIME, THANK YOU.  
01:18:28:13 >> THANK YOU VERY MUCH.  
01:18:32:28 >> AND THE LAST SPEAKER, ROSA

01:18:37:29 NAVAS.  
01:18:42:25 >> GOOD EVENING.  
01:18:42:25 IN RECENT WEEKS, I'VE HAD THE  
01:18:47:06 OPPORTUNITY TO WORK IN THE  
01:18:49:03 ARTIFICIAL INTELLIGENCE PILOT AT  
01:18:51:12 WASHINGTON-LIBERTY.  
01:18:52:23 I WAS APPROACHED BY ONE OF OUR  
01:18:54:11 ENGLISH LANGUAGE TEACHERS TO  
01:18:56:09 DESIGN A SPACE OR VIRTUAL  
01:18:58:10 CONTROL CLASSROOM TO TEACH OUR  
01:19:00:22 LEVEL ONE'S AND TWO'S  
01:19:02:10 COMPARATIVE ADJECTIVES.  
01:19:03:29 I HAPPILY WENT TO WORK WITH A  
01:19:05:25 PROMPT THAT ENSURED THAT THE BOT  
01:19:08:01 SCAFFOLDED THE LESSON FOR  
01:19:09:16 STUDENTS WITH LIMITED ENGLISH  
01:19:11:01 SKILLS STARTING WITH  
01:19:11:29 ONE-SYLLABLE WORDS AND WORKING  
01:19:13:12 UP TO MULTISYLLABIC WORDS AND  
01:19:20:11 THE STUDENTS HAD THE CHOICE TO  
01:19:21:13 ASK FOR HELP IN THEIR HOME  
01:19:24:21 LANGUAGE.  
01:19:25:05 AFTER SHARING THE CODE WITH OUR  
01:19:26:14 STUDENTS, WE WERE ABLE TO SEE  
01:19:34:08 WHICH STUDENTS WERE SHOWING  
01:19:36:03 ENTHUSIASM IN THE TASK, WHICH  
01:19:37:25 STUDENTS NEEDED GRAMMAR SUPPORT  
01:19:47:04 AND CLARIFICATION.  
01:19:50:02 AT THE END OF THE SESSION,  
01:19:52:10 Ms. POWELL AND I HAD EXTREMELY  
01:19:54:02 VALUABLE INFORMATION ABOUT ALL  
01:19:55:24 OF OUR STUDENTS INCLUDING  
01:19:57:12 NOTATIONS AND SUMMARIES USED IN  
01:19:59:29 E-MAILS TO PARENTS, MEETINGS,  
01:20:02:02 TEACHER NARRATIVES, AND IEP  
01:20:04:18 PROGRESS REPORTS.  
01:20:05:06 I SAY THIS BECAUSE I WANT TO  
01:20:06:14 POINT OUT THE COLLABORATIVE  
01:20:08:03 NATURE OF TEACHERS AND ITC'S.  
01:20:11:19 THE SYNERGY BETWEEN CONTENT AND  
01:20:15:03 TECHNOLOGY AND TO TAKE THE WORDS  
01:20:16:15 OF DR. DURAN TONIGHT, THE  
01:20:17:20 INTERDISCIPLINARY APPROACH  
01:20:19:11 ALREADY EXISTING IN SCHOOLS  
01:20:20:29 THANKS TO THE COLLABORATIVE  
01:20:22:10 NATURE OF TEACHERS, ITC'S,  
01:20:25:13 INSTRUCTIONAL ASSISTANTS,  
01:20:27:20 LIBRARY STAFF, FAMILY LIAISONS,  
01:20:30:15 MAINTENANCE STAFF AND SO MANY

01:20:31:20 EDUCATORS.  
01:20:32:05 THERE ARE SO MANY TO MENTION IN  
01:20:34:14 THIS SHORT AMOUNT OF TIME.  
01:20:36:09 COLLABORATION IS THE STANDARD  
01:20:36:27 FOR MAKING OUR SCHOOLS RUN  
01:20:38:15 SUCCESSFULLY, SO MY ASK TONIGHT  
01:20:40:07 IS THAT APS BE ABLE TO ACTUALLY  
01:20:42:22 FOLLOW IN YOUR STEPS AND  
01:20:45:20 COLLECTIVE BARGAINING A JUST  
01:20:47:05 SALARY FOR ALL THE STAFF THAT  
01:20:49:15 EDUCATE THE CHILDREN OF  
01:20:50:09 ARLINGTON COUNTY.  
01:20:50:27 THANK YOU.  
01:20:52:08 >> THANK YOU VERY MUCH FOR BEING  
01:20:53:16 WITH US.  
01:20:53:20 THANK YOU TO ALL OF OUR SPEAKERS  
01:20:59:14 WHO CAME TO DELIVER PUBLIC  
01:21:00:26 COMMENTS THIS EVENING.  
01:21:01:10 WE APPRECIATE YOU TOOK TIME OUT  
01:21:02:22 OF YOUR DAY TO SHARE YOUR  
01:21:04:01 EXPERIENCES AND YOUR QUESTIONS  
01:21:05:00 WITH US.  
01:21:06:04 TONIGHT WE HEARD ABOUT A RANGE  
01:21:07:06 OF TOPICS.  
01:21:08:04 WE HEARD ABOUT OUR LIBRARY  
01:21:10:02 ASSISTANTS, THEIR DIVERSE DUTIES  
01:21:12:18 DURING THE SCHOOL DAY AND THINGS  
01:21:13:29 THEY TAKE ON IN ADDITION,  
01:21:15:05 INCLUDING THINGS LIKE CLUB  
01:21:17:00 SPONSORSHIP.  
01:21:17:18 WE HEARD ABOUT THE LIBRARY  
01:21:19:12 ASSISTANT'S INTERACTION WITH  
01:21:20:24 EVERY STUDENT IN THE SCHOOL AND  
01:21:21:26 THE ACADEMIC AND SOCIAL,  
01:21:23:07 EMOTIONAL SUPPORTS THEY PROVIDE,  
01:21:24:16 HOW THEY ENABLE THEIR  
01:21:26:14 LIBRARIAN'S TEACHING ACTIVITIES  
01:21:28:06 AND HOW THEY CONTRIBUTE TO  
01:21:30:00 MITIGATING CHRONIC ABSENTEEISM.  
01:21:31:27 WE ALSO HEARD ABOUT THE NEED FOR  
01:21:33:12 STANDARD OPERATING PROCEDURES  
01:21:34:20 FOR WHEN ROLES IN OUR SCHOOL  
01:21:36:21 DIVISION ARE PROPOSED TO BE  
01:21:37:26 REDUCED OR ELIMINATED SO THERE'S  
01:21:39:25 CLEAR AND PROACTIVE  
01:21:40:26 COMMUNICATION.  
01:21:41:17 WE HEARD ABOUT COMPENSATION AND  
01:21:44:12 ITS RELATIONSHIP TO COLLECTIVE  
01:21:45:10 BARGAINING IN OUR BUDGET



01:21:46:15 PROCESS.  
01:21:46:23 WE HEARD ABOUT THE VALUE OF  
01:21:48:08 BILINGUAL FAMILY SPECIALISTS AND  
01:21:49:12 WE HEARD ABOUT THE IMPORTANCE OF  
01:21:51:21 COLLABORATIVE WORK THAT TAKES  
01:21:53:03 PLACE BETWEEN TEACHERS AS WELL  
01:21:54:24 AS OTHERS IN THE BUILDING LIKE  
01:21:56:25 FAMILY LIAISONS, LIBRARY STAFF.  
01:22:00:24 THANK YOU ALL FOR SHARING THOSE  
01:22:02:20 COMMENTS WITH US.  
01:22:03:08 WE WILL WORK WITH THE  
01:22:04:17 SUPERINTENDENT TO COORDINATE ANY  
01:22:05:25 NECESSARY FOLLOW-UP TO THESE  
01:22:07:13 QUESTIONS AND CONCERNS OVER THE  
01:22:08:25 COMING WEEK.  
01:22:10:09 THE SIGN UP TO SPEAK FORM FOR  
01:22:13:12 THE MAY 1ST SCHOOL BOARD MEETING  
01:22:15:24 WILL BE POSTED FROM  
01:22:16:26 APRIL 25-30TH AT 4 p.m.  
01:22:22:21 I THINK, COLLEAGUES, WE'LL MOVE  
01:22:24:20 ALONG IN OUR MEETING IF THAT'S  
01:22:26:03 OKAY WITH EVERYBODY.  
01:22:29:18 IF YOU CHOOSE TO STAY WITH US  
01:22:31:13 AND SPEND YOUR EVENING IN OTHER  
01:22:33:12 PURSUITS, YOU'RE WELCOME TO  
01:22:35:24 LEAVE US AS YOU NEED TO.  
01:22:38:06 WE ARE NOW AT THE POINT IN OUR  
01:22:39:22 MEETING WHERE WE DO MONITORING  
01:22:41:09 ITEMS, AND TONIGHT WE HAVE ONE  
01:22:42:17 MONITORING ITEM WHICH IS OUR  
01:22:43:26 ENGLISH LANGUAGE ARTS UPDATE.  
01:22:46:04 DR. DURAN, WOULD YOU PLEASE  
01:22:47:22 INTRODUCE THE STAFF WHO WILL BE  
01:22:50:00 PRESENTING THIS ITEM?  
01:22:50:25 >> YES, I'LL TURN IT OVER TO  
01:22:53:08 Dr. MANN, OUR CHIEF ACADEMIC  
01:22:55:06 OFFICER, BUT WE HAVE SO MANY  
01:22:56:22 STAFF HERE, SO SOME WILL BE  
01:22:59:03 PRESENTING TONIGHT, BUT I WILL  
01:23:00:19 LET YOU, Dr. MANN, INTRODUCE  
01:23:03:01 THOSE INDIVIDUALS.  
01:23:03:15 >> GOOD EVENING, EVERYONE.  
01:23:04:17 THANK YOU, DR. DURAN.  
01:23:05:25 I'M NOT GOING TO TAKE  
01:23:07:06 Ms. CRUZ'S THUNDER AS SHE HAS  
01:23:10:29 A PLAN HOW EVERYONE WILL BE  
01:23:12:17 INTRODUCED THIS WEEK, BUT THIS  
01:23:13:12 IS OUR SECOND MONITORING REPORT  
01:23:14:25 IN A ROW.

01:23:15:16 WE HAD MATH TWO WEEKS AGO AND  
01:23:17:09 NOW IT'S ENGLISH LANGUAGE ARTS.  
01:23:19:07 AND THIS EVENING, THE FOCUS IS  
01:23:21:09 SECONDARY LITERACY, SO IT'S A  
01:23:22:18 HEAVY DOSE ON WHAT WE'RE DOING  
01:23:23:26 AT THE SECONDARY LEVEL AND  
01:23:25:18 Ms. KADERA, SINCE I MET YOU  
01:23:28:07 WHEN I GOT HERE, YOU WERE ASKING  
01:23:29:16 ABOUT THIS.  
01:23:30:04 Ms. CRUZ AND THE TEAM WILL GO  
01:23:32:00 THROUGH THE EFFORTS THAT WE'VE  
01:23:32:24 BEEN WORKING ON AT THE SECONDARY  
01:23:35:03 LEVEL.  
01:23:35:11 WE WILL TOUCH ON SOME  
01:23:36:22 ELEMENTARY, BUT ALSO JUST LIKE  
01:23:38:14 WE DID THE LAST TIME WITH OUR  
01:23:39:27 MATH, WE WILL HAVE A BREAKDOWN  
01:23:42:06 ON UNDERSTANDING OUR MAP DATA AS  
01:23:44:18 WE THEN DIG INTO THOSE DATA  
01:23:46:16 POINTS.  
01:23:46:27 SO I WILL TURN IT OVER TO  
01:23:48:03 Ms. CRUZ AND THE TEAM AND  
01:23:49:08 AGAIN, THANK YOU.  
01:23:50:09 THE TEAM HAS BEEN WORKING HARD  
01:23:51:21 AND LOOKING FORWARD TO HEARING  
01:23:53:05 OUR VOICES FROM THE FIELD.  
01:23:59:15 >> GOOD EVENING, CHAIR KADERA,  
01:24:01:26 DR. DURAN, MEMBERS OF THE BOARD  
01:24:03:01 AND OUR APS COMMUNITY.  
01:24:04:19 I'M SO GLAD TO BE HERE TONIGHT  
01:24:06:04 TO GIVE AN UPDATE ON SOME  
01:24:10:02 ASPECTS OF OUR ENGLISH LANGUAGE  
01:24:12:05 ARTS IN THE SCHOOL DIVISION.  
01:24:14:03 HERE'S THE OUTLINE FOR THE  
01:24:15:08 PRESENTATION.  
01:24:15:28 WE WILL START WITH A LOOK AT  
01:24:17:11 SECONDARY LITERACY TO INCLUDE  
01:24:19:22 SYSTEMIC SUPPORTS THAT HAVE BEEN  
01:24:21:05 PUT IN PLACE TO BOOST ADOLESCENT  
01:24:23:17 LITERACY.  
01:24:24:07 NEXT WE WILL TOUCH ON  
01:24:25:15 HIGH-QUALITY INSTRUCTIONAL  
01:24:27:27 MATERIALS IN OUR ELEMENTARY  
01:24:29:18 SCHOOLS AND THEN REVIEW SOME  
01:24:30:23 DATA FOR PROGRESS MONITORING.  
01:24:35:17 IN APS, WE HAVE A STRONG ENGLISH  
01:24:37:22 LANGUAGE ARTS PROGRAM THAT  
01:24:38:27 SUPPORTS LITERACY DEVELOPMENT  
01:24:40:12 FOR ALL OUR STUDENTS.

01:24:42:06 STUDENTS IN GRADES 6-12 HAVE  
01:24:44:22 OPPORTUNITIES TO ENGAGE IN  
01:24:45:27 READING COMPLEX TEXTS, IN  
01:24:48:16 NOVELS, PLAYS, BOOKS, AND  
01:24:50:02 RESEARCH.  
01:24:50:26 IN RESPONSE TO THEIR READINGS,  
01:24:53:15 STUDENTS ARE GUIDED TO WRITE IN  
01:24:54:24 A VARIETY OF GENRES TO INCLUDE  
01:24:56:29 LITERARY ANALYSIS AS WELL AS A  
01:24:59:07 RESEARCH UNIT IN EACH GRADE  
01:25:00:22 LEVEL.  
01:25:01:12 IN OUR CURRICULUM, WE HAVE MADE  
01:25:03:05 SURE TO ADDRESS THE  
01:25:04:13 RECOMMENDATIONS FROM OUR ELA  
01:25:07:19 ADVISORY COMMITTEE.  
01:25:08:09 THAT RECOMMENDATION WAS THAT  
01:25:09:18 RESEARCH WRITING WAS GUARANTEED  
01:25:11:27 IN MULTIPLE GRADE LEVELS.  
01:25:13:08 WITH THESE LEARNING  
01:25:15:03 OPPORTUNITIES, STUDENTS ARE WELL  
01:25:16:24 PREPARED FOR THE WORK THEY WILL  
01:25:19:00 ENGAGE IN AFTER HIGH SCHOOL,  
01:25:20:12 EITHER IN COLLEGE OR CAREER.  
01:25:22:07 WE ALSO ADDRESS STANDARDS OF  
01:25:24:08 LEARNING AROUND COMMUNICATION,  
01:25:26:03 WHICH INCLUDES DISCUSSING IDEAS  
01:25:27:27 AND COLLABORATING WITH PEERS,  
01:25:30:14 ASKING AND ANSWERING QUESTIONS  
01:25:31:18 OR PRESENTING IDEAS.  
01:25:33:17 IN THE LAST PART OF THIS SLIDE,  
01:25:34:29 I'D LIKE TO HIGHLIGHT THE MANY  
01:25:36:14 EXTENSIONS AND SCAFFOLDS  
01:25:38:06 AVAILABLE FOR OUR STUDENTS.  
01:25:40:11 APS OFFERS MULTIPLE OPTIONS FOR  
01:25:42:10 INCREASED RIGOR AND CHALLENGE IN  
01:25:43:26 OUR SCHOOLS TO INCLUDE  
01:25:45:16 INTENSIFIED COURSEWORK, ADVANCED  
01:25:47:15 PLACEMENT, INTERNATIONAL  
01:25:48:27 BACCALAUREATE, AND DUAL  
01:25:50:18 ENROLLMENT.  
01:25:51:12 WE ALSO HAVE BEEN WORKING HARD  
01:25:52:24 TO BUILD IN THE SCAFFOLDING AND  
01:25:54:19 SAFE NETS FOR STUDENTS THAT NEED  
01:25:57:08 INTERVENTION OR SUPPORTS IN  
01:25:59:09 FOUNDATIONAL LITERACY SKILLS.  
01:26:04:21 WE HAVE SUPPORTED SOME OF OUR  
01:26:06:23 VULNERABLE LEARNERS TO ENSURE  
01:26:08:07 THEY ARE WELL PREPARED FOR  
01:26:09:19 GRADUATION DAY.

01:26:09:29 LET'S LOOK AT ADOLESCENT  
01:26:14:25 LITERACY.  
01:26:15:23 AND WHEN A STUDENT HAS  
01:26:17:14 DEMONSTRATED IN PERFORMANCE DATA  
01:26:19:16 THAT THERE HAVE BEEN GAPS IN  
01:26:21:08 LITERACY LEARNING, WHEN WE THINK  
01:26:23:07 OF SUPPORTING THESE STUDENTS, I  
01:26:25:05 THINK OF A QUOTE FROM A LITERACY  
01:26:29:28 RESEARCHER RESPECTED IN THE  
01:26:33:21 FIELD.  
01:26:33:29 SHE STATED, THERE ARE NO  
01:26:35:08 SHORTCUTS FOR OVERCOMING HUGE  
01:26:37:27 GAPS IN SKILL DEVELOPMENT AND  
01:26:39:06 READING EXPERIENCE.  
01:26:39:28 IT REQUIRES DAILY INTERVENTION  
01:26:41:10 TO CLOSE THE GAPS AND IT TAKES  
01:26:42:29 MULTIPLE YEARS.  
01:26:43:06 HERE IS AN UPDATE ON THE  
01:26:47:09 SYSTEMIC SUPPORTS WE HAVE PUT IN  
01:26:49:05 PLACE TO BUILD A SYSTEM THAT CAN  
01:26:51:23 BE SURE THAT STUDENTS GET THE  
01:26:54:21 INTERVENTION THAT IS NECESSARY  
01:26:55:29 TO FILL THOSE GAPS AND ACHIEVE  
01:26:58:04 SUCCESS IN LITERACY.  
01:26:59:25 THIS HAS BEEN A MULTI-YEAR  
01:27:01:20 PROCESS WITH MULTIPLE STEPS TO  
01:27:03:12 INCLUDE INSTALLING A READING  
01:27:06:00 ASSESSMENT, WHICH WE INITIATED  
01:27:07:19 LAST YEAR.  
01:27:09:00 IN ADDITION, WE ADJUSTED THE  
01:27:11:06 PROGRAM OF STUDIES TO CREATE  
01:27:12:22 STRUCTURED LITERACY COURSES TO  
01:27:14:16 PROVIDE A PLACE IN THE SCHEDULE  
01:27:16:11 FOR THE INTERVENTIONS TO TAKE  
01:27:18:03 PLACE.  
01:27:18:27 WE THEN WORKED WITH SCHOOL TEAMS  
01:27:20:26 TO PLACE STUDENTS WHERE THEY  
01:27:22:24 WOULD BEST BE SUPPORTED BASED ON  
01:27:25:03 THEIR LANGUAGE AND LITERACY  
01:27:26:18 NEEDS.  
01:27:27:08 NEXT WE PARTNERED WITH THE  
01:27:28:14 OFFICE OF ENGLISH LEARNERS TO  
01:27:30:06 DETERMINE THE EVIDENCE-BASED  
01:27:31:20 STRATEGIES THAT WOULD BE TAUGHT  
01:27:33:24 IN BOTH STRUCTURED LITERACY AND  
01:27:35:09 ENGLISH LANGUAGE DEVELOPMENT  
01:27:36:17 COURSES.  
01:27:37:21 THEN WE WORKED ON PROFESSIONAL  
01:27:39:06 LEARNING FOR ALL THE TEACHERS OF

01:27:40:21 THESE COURSES THAT WOULD BE  
01:27:42:00 DIRECTLY WORKING WITH OUR  
01:27:43:08 STUDENTS.  
01:27:43:08 HERE IS AN ENROLLMENT LOOK AT  
01:27:47:11 THAT WORK.  
01:27:48:19 WE SUPPORTED THE SCHOOL TEAMS  
01:27:50:07 WITH DATA ANALYSIS TO DETERMINE  
01:27:52:15 THE STUDENTS NEEDING SUPPORT IN  
01:27:54:17 THE GRAY COLUMN.  
01:27:56:04 NEXT, SCHOOL LEADERSHIP TEAMS  
01:27:57:22 WORKED WITH COUNSELORS TO  
01:27:59:14 DETERMINE THE STUDENT PLACEMENT.  
01:28:01:19 HIGH SCHOOLS HAVE MADE  
01:28:03:07 SIGNIFICANT PROGRESS IN  
01:28:04:01 ATTENDING TO STUDENTS REQUIRING  
01:28:06:00 INTERVENTION BASED ON THEIR  
01:28:07:15 PERFORMANCE DATA.  
01:28:09:22 STUDENTS WITH LITERACY NEEDS IN  
01:28:11:00 HIGH SCHOOL ARE EITHER IN  
01:28:13:01 STRUCTURED LITERACY, ELD, OR  
01:28:15:10 ANOTHER SETTING SUCH AS WARRIORS  
01:28:18:06 PERIOD DURING THE DAY.  
01:28:19:08 THIS IS A BIG STEP IN BEING  
01:28:21:03 INTENTIONAL OF WHEN STUDENTS  
01:28:23:11 WOULD RECEIVE THAT CRITICAL,  
01:28:25:09 EXPLICIT INSTRUCTION IN  
01:28:26:20 ATTENDING TO THE STUDENTS'  
01:28:28:25 LITERACY NEEDS IN THE HIGH  
01:28:30:06 SCHOOL SPACE.  
01:28:30:20 AS YOU CAN NOTE AT THE BOTTOM OF  
01:28:32:12 THE SLIDE, THERE'S A SHORT  
01:28:33:28 SYNOPSIS OF WHAT IS COVERED IN  
01:28:35:18 EACH OF THESE COURSES.  
01:28:36:12 MIDDLE SCHOOL LITERACY  
01:28:42:18 INTERVENTION.  
01:28:42:28 HERE IS AN ENROLLMENT LOOK AT  
01:28:44:10 THE MIDDLE SCHOOL SCHEDULING OF  
01:28:46:15 THOSE SUPPORTS AND THE SPACE IN  
01:28:48:17 THE SCHEDULE WHERE STUDENTS CAN  
01:28:49:28 RECEIVE THE SUPPORT.  
01:28:51:03 WE UTILIZE MULTIPLE ASSESSMENT  
01:28:53:04 MEASURES TO PLACE STUDENTS  
01:28:55:03 APPROPRIATELY.  
01:28:56:24 SCHOOLS WORK AS A TEAM IN  
01:28:58:02 COLLABORATION WITH OUR OFFICE  
01:28:59:11 AND THE OFFICE OF ENGLISH  
01:29:00:22 LEARNERS TO DETERMINE THE  
01:29:02:01 CLASSES.  
01:29:02:04 ANOTHER AREA OF FOCUS FOR THIS

01:29:06:23 YEAR HAS BEEN THE PROFESSIONAL  
01:29:08:28 LEARNING AROUND THE NEW METHODS  
01:29:10:20 GROUNDED IN THE SCIENCE OF  
01:29:11:21 READING.  
01:29:12:23 THIS IS NEW FOR ARLINGTON AND TO  
01:29:15:19 ALL OF VIRGINIA, AN  
01:29:17:14 IMPLEMENTATION OF THE VIRGINIA  
01:29:19:02 LITERACY ACT.  
01:29:19:16 WITH THIS STATE AND NATIONWIDE  
01:29:21:28 EMPHASIS IN UNDERSTANDING HOW  
01:29:23:06 THE BRAIN LEARNS TO READ AND THE  
01:29:25:04 MOST EFFICIENT METHODS TO USE TO  
01:29:27:09 TEACH THIS, OUR SECONDARY  
01:29:29:11 TEACHERS HAVE ENGAGED WITH  
01:29:30:19 APPROXIMATELY 25 TO 30 HOURS OF  
01:29:32:21 TRAINING ON THIS.  
01:29:34:20 MIDDLE SCHOOL TEACHERS, EL, AND  
01:29:37:02 SPECIAL EDUCATION TEACHERS HAVE  
01:29:38:24 COMPLETED NINE VIRTUAL MODULES  
01:29:40:26 PROVIDED BY THE STATE AND OUR  
01:29:43:15 HIGH SCHOOL ENGLISH TEACHERS  
01:29:44:25 ENGAGED WITH MULTIPLE DAYS OF  
01:29:46:10 TRAINING AND COLLABORATION  
01:29:47:28 AROUND TEACHING SYLLABLE TYPES,  
01:29:50:03 MORPHOLOGY, COMPLEX TEXT, AND  
01:29:53:02 STRATEGIES TO SUPPORT ADOLESCENT  
01:29:54:27 COMPREHENSION OF TEXT.  
01:29:56:22 IN ADDITION TO NEW THEORIES AND  
01:29:58:12 METHODS, OUR STRUCTURED LITERACY  
01:30:00:17 AND ELD SECONDARY TEACHERS HAVE  
01:30:03:02 BEEN EXPECTED TO LEARN TO  
01:30:04:14 ADMINISTER MULTIPLE ASSESSMENTS  
01:30:07:20 TO INCLUDE THE THREE LISTED HERE  
01:30:09:23 TO MEASURE PHONICS AND ORAL  
01:30:11:14 READING FLUENCY WITH STUDENTS  
01:30:13:03 THAT HAVE NEEDS IN READING.  
01:30:15:05 LASTLY, WE INSTALLED NEW  
01:30:16:24 RESOURCES IN THE CLASSES.  
01:30:18:19 WE HAD JUST DISCUSSED ON THE  
01:30:20:08 LAST SLIDE THEM TO ALIGN WITH  
01:30:22:23 THE RESEARCH AND PROVIDE  
01:30:23:21 EXPLICIT INSTRUCTION IN THE GAPS  
01:30:26:28 THAT HAVE BEEN FOUND IN STUDENT  
01:30:28:13 LEARNING.  
01:30:28:27 YES, YOU MAY BE THINKING THAT IS  
01:30:30:17 A LOT!  
01:30:31:28 IT IS.  
01:30:32:12 AND WE KNOW THAT IT WILL  
01:30:33:28 CONTINUE TO TAKE TIME AND

01:30:35:16 CONCERTED EFFORTS TO SUPPORT THE  
01:30:37:02 BIG WORK OUR SECONDARY TEACHERS  
01:30:38:24 HAVE EMBARKED ON.  
01:30:40:12 I AM NOW GLAD TO WELCOME ONE OF  
01:30:42:08 THESE SECONDARY TEACHERS TO  
01:30:43:26 SHARE WITH YOU.  
01:30:45:08 Ms. KATLYN BENNETT IS A MIDDLE  
01:30:47:09 SCHOOL READING TEACHER AT  
01:30:48:11 JEFFERSON AND A TRUE CHAMPION OF  
01:30:49:27 THE LITERACY WORK WE ARE DOING.  
01:30:52:06 SHE HAS A DEEP KNOWLEDGE OF  
01:30:53:18 TEACHING STUDENTS TO READ AND  
01:30:55:23 SUCCESSFUL EXPERIENCE WITH BOTH  
01:30:58:01 STUDENTS AND EDUCATORS.  
01:31:04:06 >> GOOD EVENING, EVERYONE.  
01:31:05:18 AS THE MSRT AT JEFFERSON, I  
01:31:08:21 TEACH STRUCTURED LITERACY AND  
01:31:09:22 ALSO SUPPORT 28 LITERACY  
01:31:11:27 TEACHERS ACROSS GENERAL  
01:31:13:04 EDUCATION, SPECIAL EDUCATION,  
01:31:14:15 AND ENGLISH LEARNER PROGRAMS.  
01:31:16:14 MY PRIMARY GOAL IS TO ENSURE  
01:31:18:02 THAT OUR EDUCATORS CAN PROVIDE  
01:31:19:21 THE HIGHEST QUALITY INSTRUCTION  
01:31:21:16 BY MODELING INSTRUCTIONAL  
01:31:23:17 STRATEGIES, TEACHING ABOUT NEW  
01:31:25:06 LITERACY RESOURCES, AND ENSURING  
01:31:26:25 CLARITY AND IMPLEMENTATION OF  
01:31:28:03 THE ELA CURRICULUM.  
01:31:31:05 THIS JOB-EMBEDDED PROFESSIONAL  
01:31:33:07 LEARNING HELPS NEW TEACHERS HAVE  
01:31:34:12 THE SUPPORT THEY NEED TO GROW  
01:31:35:18 AND HELPS OUR VETERAN TEACHERS  
01:31:36:22 AVOID OVERWHELM AND BURNOUT.  
01:31:38:25 I ALSO GATHER AND ANALYZE  
01:31:41:09 READING DATA, COMMUNICATE WITH  
01:31:42:21 FAMILIES, AND CREATE AND  
01:31:44:06 FACILITATE MTSS INTERVENTION  
01:31:46:01 PLANS FOR 255 STUDENTS WHO  
01:31:47:27 QUALIFY FOR READING  
01:31:48:29 INTERVENTION.  
01:31:50:03 THROUGH STRONG TIER 1  
01:31:51:14 INSTRUCTION AND INTERVENTIONS,  
01:31:52:22 WE HAVE ACHIEVED MIDYEAR AND  
01:31:55:14 GROWTH ABOVE THE NATIONAL  
01:31:57:05 AVERAGE ACROSS GRADE LEVELS AND  
01:31:58:20 SETTINGS.  
01:31:59:04 I'M PLEASED TO SHARE SOME  
01:32:00:16 FACTORS THAT HAVE LED TO READING

01:32:01:29 GROWTH FOR OUR STUDENTS.  
01:32:03:04 OUR SUCCESS MUST FIRST BE  
01:32:04:19 CREDITED TO OUR TALENTED AND  
01:32:06:04 DEDICATED STAFF WHO GO ABOVE AND  
01:32:08:17 BEYOND EACH DAY FOR OUR  
01:32:09:15 STUDENTS.  
01:32:10:16 THIS YEAR, WE FOCUSED OUR  
01:32:12:08 SCHOOL-BASED PROFESSIONAL  
01:32:13:16 LEARNING DAYS ON UNDERSTANDING  
01:32:15:07 LITERACY DATA AND BUILDING ON  
01:32:16:12 THE ASYNCHRONOUS VLA LEARNING  
01:32:18:24 FOCUSING ON SUPPORTING  
01:32:19:29 STRUGGLING READERS WITHOUT  
01:32:21:17 LOWERING THE RIGOR OF TEXT  
01:32:22:29 THROUGH SCAFFOLDS LIKE  
01:32:24:17 FRONT-LOADING COMPLEX VOCABULARY  
01:32:26:16 AND BUILDING BACKGROUND  
01:32:27:24 KNOWLEDGE.  
01:32:28:14 AS A RESULT OF THIS LEARNING,  
01:32:29:22 TEACHERS HAVE USED DATA TO GUIDE  
01:32:33:15 INSTRUCTION AND HAVE LEAD  
01:32:35:20 GOAL-SETTING CONVERSATIONS WITH  
01:32:36:23 STUDENTS FOCUSING ON THEIR  
01:32:37:21 INDIVIDUAL STRENGTHS AND AREAS  
01:32:38:29 FOR GROWTH.  
01:32:40:10 I'VE ALSO BEEN ABLE TO WORK WITH  
01:32:42:00 CONTENT AREA TEACHERS,  
01:32:43:04 ESPECIALLY IN SCIENCE AND SOCIAL  
01:32:44:15 STUDIES, TO IMPLEMENT BEST  
01:32:46:01 PRACTICES FOR READING IN THEIR  
01:32:47:10 CLASSES.  
01:32:49:05 OUR STRUCTURED LITERACY EL AND  
01:32:51:20 SPECIAL EDUCATION STUDENTS HAVE  
01:32:52:18 BENEFITED FROM IMPLEMENTING MORE  
01:32:54:14 EXPLICIT AND SYSTEMATIC PHONICS  
01:32:56:13 INSTRUCTION, ASSESSING STUDENTS  
01:32:58:15 WITH THE PHONOLOGICAL SCREENING  
01:33:04:15 ABILITY.  
01:33:04:26 THESE TOOLS HAVE SIGNIFICANTLY  
01:33:06:17 HELPED STAFF DELIVER TARGETED  
01:33:08:05 READING SUPPORT DURING  
01:33:09:13 STRUCTURED LITERACY CLASSES AND  
01:33:11:01 INTERVENTION PERIODS.  
01:33:12:08 ADDITIONALLY, EL AND SPED ELA  
01:33:15:07 TEACHERS HAVE BEEN CONSISTENT  
01:33:16:08 MEMBERS OF OUR GRADE LEVEL  
01:33:18:00 CLT'S, RESULTING IN BETTER  
01:33:20:16 ALIGNMENT BETWEEN SHELTERED AND  
01:33:21:28 SELF-CONTAINED ELA CLASSES AND



01:33:23:27 THE GENERAL EDUCATION  
01:33:25:07 CURRICULUM.  
01:33:25:22 THIS COMMON PLANNING ENSURES  
01:33:27:06 CONTINUITY AND RIGOROUS  
01:33:29:08 INSTRUCTION FOR ALL STUDENTS  
01:33:30:09 ACROSS INSTRUCTIONAL SETTINGS.  
01:33:31:28 95% GROUP RESOURCES AND LEXIA  
01:33:39:17 POWERUP WHICH CONTINUE TO  
01:33:40:29 SUPPORT LITERACY GROWTH.  
01:33:42:07 I ASK IN YOUR CONSIDERATIONS FOR  
01:33:44:13 THE FUTURE, PRIORITIZE KEEPING  
01:33:46:08 CLASSES SMALL ESPECIALLY FOR THE  
01:33:48:13 STRUCTURED LITERACY AND  
01:33:49:21 INCLUSION ELA CLASSES.  
01:33:52:23 IT'S TRULY A TWO-PERSON JOB.  
01:33:54:02 I HOPE THAT IN MAKING DECISIONS  
01:33:59:08 THAT IMPACT LITERACY, YOU'LL  
01:34:00:26 COME VISIT OUR SCHOOL AND SEE  
01:34:02:21 HOW OUR TEAM MEETS THE NEEDS OF  
01:34:05:08 ALL OUR LEARNERS.  
01:34:06:07 I'M HAPPY TO HOST A VISIT OR  
01:34:08:09 ANSWER ANY QUESTIONS YOU HAVE  
01:34:09:13 ABOUT THE UNIQUE NEEDS OF MIDDLE  
01:34:11:19 SCHOOL READERS AT ANY TIME.  
01:34:13:24 THANK YOU FOR YOUR CONTINUED  
01:34:14:29 SUPPORT AND ALLOWING ME TO SHARE  
01:34:16:22 OUR PROGRESS.  
01:34:21:03 >> THANK YOU.  
01:34:22:07 NEXT I WANT TO WELCOME JESSICA,  
01:34:24:06 A HIGH SCHOOL ASSISTANT  
01:34:25:10 PRINCIPAL FROM WAKEFIELD, TO  
01:34:27:05 GIVE THE ADMINISTRATOR  
01:34:28:20 PERSPECTIVE OF THE WORK WE ARE  
01:34:29:18 DOING TO SUPPORT STUDENTS AND  
01:34:31:16 THE TEACHERS THAT SUPPORT THEM.  
01:34:35:05 COME ON UP, JESSICA.  
01:34:41:28 >> HELLO, MY NAME IS JESSICA  
01:34:43:10 SALVADOR AND I'M ONE OF THE  
01:34:45:12 ASSISTANT PRINCIPALS AT  
01:34:46:23 WAKEFIELD HIGH SCHOOL.  
01:34:48:07 THANK YOU FOR HAVING US HERE  
01:34:49:09 TONIGHT.  
01:34:49:22 AT WAKEFIELD HIGH SCHOOL, THE  
01:34:50:27 APPROACH HAS BEEN ALL HANDS ON  
01:34:52:29 DECK, AND SO IN ORDER FOR US TO  
01:34:55:04 DO THAT, WE FOCUS ON THREE  
01:34:57:13 AREAS.  
01:34:57:24 ONE IS DATA ANALYSIS FOR  
01:34:59:09 DECISION MAKING, THE OTHER ONE

01:35:00:11 IS THE TEACHERS TRAINING AND THE  
01:35:02:16 LAST ONE IS THE SUPPORTING OF  
01:35:04:12 OUR STUDENTS AND CELEBRATING  
01:35:06:27 THEM.  
01:35:07:17 AND SO WITH THAT, WHAT WE HAVE  
01:35:12:04 DONE IS THAT WE LOOK AT THE  
01:35:13:09 DATA, WE LOOK AT THE DIBELS, THE  
01:35:16:02 PSI, THE MAP GROWTH.  
01:35:17:27 AND SO WE LOOK AT THOSE THREE  
01:35:19:26 DATA TRIANGULATIONS.  
01:35:21:11 ONCE WE HAD THAT, WE DECIDED IT  
01:35:23:00 WAS IMPORTANT TO SUPPORT OUR  
01:35:25:24 STUDENTS TO SEE WHERE THEY  
01:35:26:25 BELONG IN THE CLASSES.  
01:35:27:24 AND SO ONCE WE DID THAT, IT  
01:35:31:09 WASN'T A DECISION OF, OKAY, THE  
01:35:33:01 STUDENTS NEED TO GO INTO  
01:35:35:09 STRUCTURED LITERACY, BUT ALSO  
01:35:37:08 ELD CLASSES FOR OUR EL STUDENTS,  
01:35:39:21 AND ALSO SOME OF OUR STUDENTS  
01:35:41:19 NEED SUPPORT DURING THE WARRIORS  
01:35:46:05 PERIOD BECAUSE THEY DON'T HAVE  
01:35:47:15 ANY OTHER TIME.  
01:35:49:09 WE WERE COGNIZANT TO ENSURE THEY  
01:35:51:27 WERE STILL ON PATH FOR  
01:35:53:08 GRADUATION AND ALSO COLLEGE.  
01:35:57:24 SO BASED ON THAT DATA, THINGS  
01:36:00:13 ARE WORKING WELL AND NOT ONLY DO  
01:36:02:18 WE HAVE TO LOOK AT THAT DATA,  
01:36:04:07 BUT WE ALSO HAVE TO LOOK AT THE  
01:36:06:13 TEACHER SUPPORT AND MONITORING  
01:36:08:12 OF THOSE STRUCTURED LITERACY  
01:36:10:13 CLASSES AND THOSE INTERVENTIONS  
01:36:11:18 WE'RE PUTTING IN PLACE.  
01:36:12:24 AND SO BY DOING THAT, WE CREATED  
01:36:15:16 TOOLS WITH THE PROFESSIONAL  
01:36:16:24 DEVELOPMENT OFFICE TO MONITOR  
01:36:19:16 THOSE INTERVENTIONS.  
01:36:21:07 WE ALSO WORKED WITH THE OFFICE  
01:36:22:26 OF ENGLISH LEARNERS AND THE  
01:36:24:08 OFFICE OF ELA TO CREATE SUPPORT  
01:36:30:03 FOR OUR TEACHERS.  
01:36:32:05 THEY WERE TRAINED IN THE MODEL  
01:36:35:00 THAT WE'RE HAVING AT WAKEFIELD  
01:36:36:21 HIGH SCHOOL, AND SO THAT'S HOW  
01:36:37:20 WE SUPPORTED OUR TEACHERS.  
01:36:41:02 AND NOT ONLY IT'S IMPORTANT THE  
01:36:44:00 MONITORING OF THAT CLASS,  
01:36:45:06 BECAUSE OUR STUDENTS CAN BE

01:36:46:24 THE -- THE DATA CAN TELL US TO  
01:36:50:07 GO INTO A CLASS, BUT IF WE'RE  
01:36:51:20 NOT MONITORING, THEN WE'RE NOT  
01:36:53:09 DOING THAT.  
01:36:54:10 OUR GROWTH IS AT THE 59TH  
01:36:57:15 PERCENTILE AND THAT IS ABOVE THE  
01:36:59:12 NATIONAL AVERAGE AND THAT IS  
01:37:01:06 GREAT NEWS, SO AT WAKEFIELD HIGH  
01:37:04:05 SCHOOL, WE ALSO HAVE TO SUPPORT  
01:37:05:17 OUR STUDENTS AND OUR STUDENTS  
01:37:07:06 ARE SO IMPORTANT THAT WE HAVE  
01:37:08:29 DESIGNED AN ICE CREAM SOCIAL IN  
01:37:11:04 WHICH ALL OF OUR STUDENTS THAT  
01:37:12:06 HAD GROWTH FOR THE MID-YEAR OF  
01:37:15:05 MAP, THEY WILL HAVE AN ICE CREAM  
01:37:17:21 SOCIAL.  
01:37:18:02 NOT ONLY ARE WE GOING TO  
01:37:19:27 CELEBRATE THEM MID YEAR, BUT  
01:37:21:03 WE'RE ALSO ENCOURAGING THEM SO  
01:37:22:15 THAT BY THE END OF THE YEAR,  
01:37:24:04 THEY CAN ALL GET TOGETHER AND DO  
01:37:26:20 WHAT THEY DO BEST, WHICH IS  
01:37:27:29 PERFORM FOR US.  
01:37:29:00 AND SO IT'S ALL HANDS ON DECK.  
01:37:30:23 NONE OF THIS WORK WOULD HAVE  
01:37:32:01 HAPPENED WITHOUT THE SUPPORT, OF  
01:37:33:29 COURSE, OF OUR FEARLESS LEADER.  
01:37:39:22 ALSO OUR LEAD TEACHERS ARE  
01:37:41:20 SUPPORTING US WITH THIS.  
01:37:43:09 OUR DEPARTMENT CHAIRS ARE ALSO  
01:37:44:24 MEETING WITH US, LOOKING AT OUR  
01:37:46:21 DATA.  
01:37:47:18 AND, OF COURSE, CENTRAL OFFICE  
01:37:49:22 SUPPORTING US WITH EVERYTHING  
01:37:50:18 THAT THEY NEED FROM US.  
01:37:52:19 AND IT HAS BEEN A PARTNERSHIP  
01:37:54:04 WITH THE COUNSELING DEPARTMENT,  
01:37:55:29 COUNSELORS, AND TOGETHER WE LOOK  
01:37:58:15 WHERE STUDENTS GO, SO IT'S  
01:37:59:27 IMPORTANT THAT IT'S AND ALL  
01:38:01:02 HANDS ON DECK AND OUR STUDENTS  
01:38:02:04 ARE BEING SUPPORTED.  
01:38:02:22 OF COURSE, TALKING ABOUT SOME OF  
01:38:08:00 THE INTERVENTIONS THAT WE PUT IN  
01:38:09:09 PLACE, WE KNOW THAT WAKEFIELD IS  
01:38:11:09 A GREAT NEED.  
01:38:14:04 AND IF THERE'S ONE THING THAT WE  
01:38:15:13 COULD ASK, OF COURSE, IT WOULD  
01:38:17:04 BE A COACH, BECAUSE WAKEFIELD

01:38:20:17 HAS A MAJORITY OF APPROXIMATELY  
01:38:22:08 700 STUDENTS EL AND OUR GROWTH  
01:38:25:27 SHOWS THAT WE'RE IN THE RIGHT  
01:38:27:29 PATH, BUT IN ORDER FOR US TO  
01:38:29:05 HAVE THIS AND BE SUSTAINABLE, WE  
01:38:31:11 WOULD REQUIRE THAT.  
01:38:32:19 AND I KNOW THAT THIS WOULD  
01:38:35:27 SUPPORT US WITH NOT ONLY GIVING  
01:38:38:10 THE TEACHERS THE FEEDBACK THAT  
01:38:41:05 THEY NEED BUT ALSO THE TRAINING  
01:38:42:23 AND THE MONITORING THAT WE  
01:38:44:12 ALREADY HAVE AND CONTINUE THE  
01:38:46:14 GROWTH OF OUR STUDENTS AND OF  
01:38:48:26 OUR TEACHERS.  
01:38:49:20 THANK YOU.  
01:38:55:09 >> THANK YOU, JESSICA.  
01:38:56:00 NEXT UP, HERE'S ANOTHER LOOK AT  
01:39:03:00 OUR STRUCTURED LITERACY TARGETS  
01:39:04:24 FOR OUR OUTCOMES.  
01:39:07:10 WE INCREASE LITERACY THROUGH  
01:39:09:18 WORD RECOGNITION AND PHONICS,  
01:39:11:07 COMPREHENSION OF VOCABULARY, AND  
01:39:13:10 THE ABILITY TO SUMMARIZE TEXT  
01:39:14:23 THAT IS READ AS WELL AS THE  
01:39:16:28 APPROPRIATE FLUENCY IN ORDER TO  
01:39:18:09 HAVE THE COGNITIVE SPACE TO  
01:39:21:00 THINK DEEPLY ABOUT WHAT THEY'VE  
01:39:22:09 READ.  
01:39:22:17 WE WORK TO ENGAGE OUR LEARNERS  
01:39:23:29 WITH SMALLER CLASSES TO INCREASE  
01:39:25:22 INTERACTIONS AS WELL AS  
01:39:26:23 RELEVANCE IN THEIR LIFE.  
01:39:28:12 WE ARE HAPPY TO REPORT A  
01:39:30:11 PARTNERSHIP WITH CAREER AND TECH  
01:39:31:25 ED FOR OUR HIGH SCHOOL LITERACY  
01:39:33:27 CLASSES.  
01:39:35:09 WE BUILD INTO STRUCTURED  
01:39:37:03 LITERACY A CAREER INTEREST  
01:39:39:11 SURVEY.  
01:39:40:15 GUEST SPEAKERS FOR A VARIETY OF  
01:39:42:11 CAREERS, A FIELD TRIP  
01:39:43:23 OPPORTUNITY TO AN INSTRUCTION TO  
01:39:46:17 INDUSTRY CONFERENCE AND RESUMÉ  
01:39:48:09 WRITING.  
01:39:48:23 WE ARE STRIVING TO PROVIDE A  
01:39:51:29 WORK EXTERNSHIP OPPORTUNITY AS A  
01:39:54:21 SPECIALIZED OPPORTUNITY  
01:39:55:20 AVAILABLE TO STUDENTS TO  
01:39:56:18 CONTINUE TO INCREASE ENGAGEMENT

01:39:58:15 AND BUILD A CLEAR CONNECTION  
01:39:59:27 BETWEEN LITERACY TO FULFILLING  
01:40:02:19 AFTER HIGH SCHOOL DREAMS AND  
01:40:05:00 GOALS.  
01:40:07:01 WHAT DO EDUCATORS NEED TO DO AND  
01:40:09:19 KNOW TO ADDRESS LITERACY  
01:40:10:24 DEFICIENCIES WITH ADOLESCENTS?  
01:40:13:07 WELL, FIRSTLY OUR EDUCATORS MUST  
01:40:14:26 RECOGNIZE FOR THE STUDENTS  
01:40:16:17 NEEDING INTERVENTION THAT  
01:40:18:15 READING AND WRITING HAS BEEN  
01:40:19:18 VERY FRUSTRATING AND DIFFICULT  
01:40:21:02 FOR MANY YEARS.  
01:40:22:10 THEY HAVE FACED TASKS IN SCHOOL  
01:40:24:13 THAT HAVE BEEN TOO DIFFICULT TO  
01:40:26:21 ACCOMPLISH INDEPENDENTLY, WHICH  
01:40:28:07 IS SO DISHEARTENING.  
01:40:29:15 THEY MAY HAVE DEVELOPED COPING  
01:40:31:18 STRATEGIES INCLUDING AVOIDING  
01:40:34:11 READING AND SOMETIMES AVOIDING  
01:40:35:27 SCHOOL ALTOGETHER.  
01:40:36:25 THEY MAY EXPERIENCE EMOTIONAL  
01:40:38:09 AND SOCIAL CHALLENGES SUCH AS  
01:40:40:10 ANXIETY, DEPRESSION, ANGER, OR  
01:40:42:17 PEER REJECTION.  
01:40:43:25 OUR TEACHERS BUILD RAPPORT WITH  
01:40:45:20 STUDENTS AND ENGAGE THEM WITH  
01:40:47:21 TRUST AND RESPECT.  
01:40:49:03 WE ARE MINDFUL OF THE RESOURCES  
01:40:50:21 THAT ARE PROVIDED IN THESE  
01:40:52:07 CLASSES IN ORDER TO TEACH BASIC  
01:40:54:02 READING SKILLS IN AN  
01:40:56:07 AGE-APPROPRIATE, RESPECTFUL, AND  
01:40:58:03 ENGAGING MANNER.  
01:40:59:08 THIS SLIDE TOUCHES ON THE  
01:41:00:20 TECHNICAL AREAS OF LITERACY THAT  
01:41:02:24 NEED TO BE ADDRESSED TO BUILD  
01:41:03:27 THEIR SKILLS AND CLOSE THE  
01:41:05:15 LEARNING GAPS IN LITERACY.  
01:41:07:14 IN DOING SO, OUR STUDENTS CAN  
01:41:09:06 THRIVE, GAIN CONFIDENCE IN THEIR  
01:41:11:21 ABILITY AND READ WELL ENOUGH TO  
01:41:13:12 ACHIEVE WITH THEIR PEERS.  
01:41:15:05 WE ARE COMMITTED TO PROVIDING  
01:41:16:17 THE SUPPORTS NECESSARY FOR THE  
01:41:18:02 SMALL PERCENTAGE OF STUDENTS  
01:41:19:10 THAT NEED THIS TARGETED SUPPORT.  
01:41:21:01 MOVING ON TO OUR ELEMENTARY  
01:41:26:03 SCHOOLS, WE WILL REVIEW THE

01:41:31:16 HIGH-QUALITY RESOURCE.  
01:41:36:18 THIS BUILDS KNOWLEDGE FOR  
01:41:37:13 LEARNERS IN SHARED READING AND  
01:41:40:02 WRITING  
01:41:40:26 THIS RESOURCE IS GROUNDED IN THE  
01:41:42:04 SCIENCE OF READING.  
01:41:43:03 THROUGH THIS RESOURCE, OUR  
01:41:44:04 STUDENTS ENGAGE IN LEARNING  
01:41:45:15 ABOUT MANY TOPICS SUCH AS THE  
01:41:47:18 HUMAN BODY IN FIRST GRADE,  
01:41:49:24 ANIMAL CLASSIFICATIONS IN THE  
01:41:52:01 THIRD GRADE, EMPIRES IN THE  
01:41:53:21 MIDDLE AGES IN FOURTH GRADE TO  
01:41:55:26 NAME A FEW.  
01:41:56:21 I'M REALLY GLAD YOU WERE ABLE TO  
01:41:58:03 GLIMPSE A LITTLE BIT OF THAT  
01:41:59:01 LEARNING IN THE VIDEO THAT WAS  
01:42:00:09 SHARED EARLIER.  
01:42:02:17 CKLA WAS ADOPTED IN APS IN 2022  
01:42:05:19 AND IS AN APPROVED RESOURCE BY  
01:42:08:15 VDOE IN ALIGNMENT WITH THE  
01:42:10:13 VIRGINIA LITERACY ACT.  
01:42:12:14 HERE'S A LOOK AT OUR  
01:42:13:26 IMPLEMENTATION PROGRESS SO FAR.  
01:42:15:28 WE ARE IN YEAR 3 OF UTILIZING  
01:42:18:05 OUR ADOPTED HIGH-QUALITY  
01:42:20:16 RESOURCE CKLA.  
01:42:21:28 WE BEGAN IN 22-23 WITH A VERY  
01:42:25:04 SUBSTANTIAL SHIFT FROM BALANCED  
01:42:27:02 LITERACY TO AN APPROACH THAT WAS  
01:42:28:07 GROUNDED IN THE SCIENCE OF  
01:42:29:09 READING, THANKS TO OUR  
01:42:31:15 SUPERINTENDENT AND THE SCHOOL  
01:42:32:12 BOARD THAT GAVE US THE BUDGET  
01:42:34:14 AND SUPPORT TO MAKE THIS CHANGE.  
01:42:35:23 OUR ELA ADVISORY TEAM ALSO GAVE  
01:42:38:14 FULL SUPPORT OF THIS CHANGE.  
01:42:40:19 WE WERE AHEAD OF VIRGINIA'S  
01:42:42:04 CURVE ON THIS AND INSTALLED THIS  
01:42:44:13 APPROVED RESOURCE BEFORE THE  
01:42:45:17 STATE REQUIREMENT TOOK EFFECT  
01:42:47:22 THIS YEAR.  
01:42:49:06 TEACHERS AND SCHOOLS ALIKE ARE  
01:42:50:24 GLAD WE DID THIS AS A STAGGERED  
01:42:52:27 APPROACH TO THE AMOUNT OF NEW  
01:42:54:06 LEARNING FOR THE ELEMENTARY  
01:42:55:16 SCHOOLS.  
01:42:56:23 IN THE FIRST YE, WE HAD  
01:42:58:02 APPROXIMATELY 70% INITIAL

01:43:00:13 IMPLEMENTATION, WHICH MEANS JUST  
01:43:02:11 OPENING THE BOXES AND BEGINNING  
01:43:04:00 TO USE THE TEACHER GUIDES AND  
01:43:05:12 THE STUDENT READERS WITH THE NEW  
01:43:07:24 RESOURCE.  
01:43:08:12 IN YEAR TWO, WE MAINTAINED THAT  
01:43:10:18 LEVEL AND CONTINUED TO LEARN  
01:43:12:00 ABOUT THE NEW RESOURCE.  
01:43:13:28 NOW IN YEAR 3 AND WITH AN  
01:43:16:00 EXPECTATION FROM THE STATE THAT  
01:43:17:28 ALL SCHOOLS WILL UTILIZE THE  
01:43:19:20 APPROVED RESOURCE, WE HAVE A 94%  
01:43:23:06 IMPLEMENTATION IN BOTH INITIAL  
01:43:24:23 IMPLEMENTATION AND FULL  
01:43:26:04 OPERATION.  
01:43:27:01 THE DIFFERENCE IS THE LEVEL OF  
01:43:29:10 EXPERTISE THAT TEACHERS AND  
01:43:31:21 GRADE LEVELS ARE LEVERAGING THE  
01:43:32:26 RESOURCE FOR STUDENTS TO BE  
01:43:33:27 SUCCESSFUL.  
01:43:35:02 TO NOTE THAT WE HAVE THREE  
01:43:36:10 OPTION SCHOOLS THAT UTILIZE  
01:43:38:22 DIFFERENT RESOURCES TO MEET  
01:43:40:07 SPECIFIC PROGRAM GOALS.  
01:43:42:08 I AM NOW PLEASED TO INTRODUCE A  
01:43:43:24 READING SPECIALIST AT ONE OF OUR  
01:43:46:00 ELEMENTARY SCHOOLS THAT IS  
01:43:47:01 HAVING SUCCESS WITH THE RESOURCE  
01:43:48:16 AND OUR LEARNERS.  
01:43:50:11 CARLIN SCHWARTZ HAS BEEN AT  
01:43:51:21 RANDOLPH SINCE THE GENESIS OF  
01:43:53:00 THE IMPLEMENTATION AND WILL  
01:43:54:08 SPEAK TO SOME OF THE WORK AND  
01:43:55:16 SUCCESS SHE HAS EXPERIENCED AT  
01:43:57:25 THE SCHOOL AND CLASSROOM LEVEL.  
01:44:03:08 >> GOOD EVENING.  
01:44:04:05 THANK YOU FOR GIVING ME THE  
01:44:05:03 OPPORTUNITY TO TALK TO YOU ABOUT  
01:44:06:12 THE IMPLEMENTATION OF CKLA AT  
01:44:09:05 RANDOLPH.  
01:44:10:05 OUR IMPLEMENTATION OF CKLA HAS  
01:44:13:00 BEEN BOLSTERED BY A RECOGNIZED  
01:44:14:29 NEED FOR CHANGE, SUPPORT OF  
01:44:17:08 IMPLEMENTATION BY READING  
01:44:18:06 SPECIALISTS, AND PARTICIPATION  
01:44:20:10 IN PROFESSIONAL LEARNING AS WELL  
01:44:22:04 AS A COMMITMENT TO TEACHING  
01:44:24:03 PARTNERSHIPS.  
01:44:25:17 IN 2019, READING SPECIALISTS AND

01:44:29:04 MANY CLASSROOM TEACHERS CAME TO  
01:44:30:26 THE REALIZATION THAT OUR  
01:44:32:00 INSTRUCTIONAL RESOURCE FOR  
01:44:33:02 TEACHING, READING, AND WRITING  
01:44:35:09 WAS NOT MEETING THE NEEDS OF OUR  
01:44:37:02 DIVERSE STUDENTS.  
01:44:38:16 THE ANALYSIS OF DATA AND  
01:44:40:08 OBSERVATIONS OF INSTRUCTION AND  
01:44:41:13 LEARNING LED US TO THIS  
01:44:42:12 CONCLUSION.  
01:44:43:16 WE BEGAN TO EXPLORE THE SCIENCE  
01:44:45:08 OF READING AND STRUCTURED  
01:44:47:00 LITERACY.  
01:44:47:20 MANY OF US DELVED INTO THE  
01:44:49:16 RESEARCH AVAILABLE.  
01:44:50:10 WE PARTICIPATED IN LETTERS  
01:44:52:09 TRAINING AND LISTENED TO VARIOUS  
01:44:53:24 EXPERTS TALK ABOUT THE  
01:44:55:01 COMPONENTS OF THE READING ROOM.  
01:45:00:21 WHEN THE DECISION WAS MADE TO  
01:45:02:09 MOVE TO A KNOWLEDGE BUILDING  
01:45:04:04 CURRICULUM RESOURCE, RANDOLPH  
01:45:05:16 WAS READY TO MAKE THE CHANGE.  
01:45:07:12 WHEN WE FIRST BEGAN DISCUSSING  
01:45:09:14 IMPLEMENTATION OF CKLA, OUR TEAM  
01:45:11:12 OF READING SPECIALISTS AGREED  
01:45:13:05 THAT WE WOULD FACILITATE  
01:45:14:22 TEACHERS USING THE RESOURCE BY  
01:45:16:07 SUPPORTING THEM WITH  
01:45:17:05 PROFESSIONAL LEARNING, MODELING  
01:45:18:26 LESSONS, AND THROUGH THE  
01:45:20:21 PRODUCTION OF DIFFERENTIATED  
01:45:22:15 MATERIALS TO SUPPORT INSTRUCTION  
01:45:24:03 FOR ALL LEARNERS.  
01:45:25:21 READING SPECIALISTS SPENT THE  
01:45:27:06 FIRST YEAR IN CLASSROOMS  
01:45:29:01 TEACHING ALONGSIDE TEACHERS TO  
01:45:30:29 LEARN THE RESOURCE AT EVERY  
01:45:32:27 GRADE LEVEL.  
01:45:34:04 PROFESSIONAL LEARNING HAS BEEN  
01:45:35:12 CRITICAL TO OUR SUCCESS.  
01:45:36:27 WE HAVE BEEN ABLE TO PROVIDE  
01:45:38:12 PROFESSIONAL LEARNING  
01:45:39:09 OPPORTUNITIES TO CLASSROOM,  
01:45:43:09 ENGLISH LANGUAGE, AND SPECIAL  
01:45:44:07 EDUCATION TEACHERS.  
01:45:44:28 WE TAKE ADVANTAGE OF TRAINING  
01:45:46:09 OPPORTUNITIES FROM CKLA TO  
01:45:48:28 DEEPEN OUR UNDERSTANDING AND OUR



01:45:50:20 SCHOOL IMPLEMENTATION.  
01:45:52:07 WE PROVIDE TURN-AROUND TRAINING  
01:45:53:29 ON COUNTY INITIATIVES AND  
01:45:55:27 RESOURCES IN OUR WEEKLY CLT'S.  
01:45:58:21 THE READING SPECIALISTS MODEL  
01:46:01:00 LESSONS IN CLASSROOMS AND  
01:46:02:28 DEBRIEF WITH TEACHERS AFTER THE  
01:46:04:16 LESSONS HAVE TAKEN PLACE.  
01:46:05:29 WE TAKE ADVANTAGE OF THE  
01:46:07:03 EXPERTISE PROVIDED TO US BY THE  
01:46:08:19 TEACHER SPECIALISTS FROM THE ELA  
01:46:10:07 OFFICE WHO VISIT OUR CLASSROOMS  
01:46:12:02 AND PARTICIPATE IN OUR CLT'S  
01:46:14:24 OFTEN TO PROVIDE PROFESSIONAL  
01:46:16:02 LEARNING AND SUPPORT.  
01:46:17:26 WE ARE COMMITTED TO TEACHING  
01:46:19:22 PARTNERSHIPS DURING THE CKLA  
01:46:24:16 BLOCK ACROSS THE SCHOOL.  
01:46:26:04 WE'VE USED OUR STAFF TO CREATE  
01:46:27:26 TEACHING PARTNERSHIPS IN EACH  
01:46:29:08 CLASSROOM.  
01:46:30:21 TEACHERS CO-PLAN AND COLLABORATE  
01:46:32:10 DURING THE CLT'S AND OUTSIDE OF  
01:46:34:20 CLT'S TO PROVIDE TARGETED  
01:46:36:29 SUPPORT AND DIFFERENTIATED  
01:46:38:04 INSTRUCTION IN THE TIER 1  
01:46:39:25 SETTING FOR OUR SECOND LANGUAGE  
01:46:41:10 LEARNERS, SPECIAL EDUCATION  
01:46:43:08 STUDENTS, AND STRUGGLING  
01:46:44:23 READERS.  
01:46:45:27 ONE EXAMPLE IS IN THE SECOND  
01:46:47:12 GRADE WHERE I HAPPEN TO WORK.  
01:46:49:08 I AM IN THE CKLA BLOCK EVERY  
01:46:52:00 SINGLE DAY SUPPORTING BOTH EL  
01:46:54:12 STUDENTS AND STRUGGLING READERS  
01:46:56:00 AS I'M DUALY CERTIFIED IN BOTH.  
01:46:57:27 SO WHILE WE DELIVER INSTRUCTION  
01:46:59:25 TO THE WHOLE GROUP, WHEN WE  
01:47:01:14 BREAK OFF TO DO OUR RESPONDING,  
01:47:03:16 THE CLASSROOM TEACHER WORKS WITH  
01:47:05:01 THE GROUP OF STUDENTS AND I WORK  
01:47:07:13 WITH THE GROUP OF STUDENTS.  
01:47:08:16 ONE PARTICULAR STUDENT, A SECOND  
01:47:10:03 LANGUAGE LEARNER ALSO STRUGGLING  
01:47:11:12 TO READ AT THE BEGINNING OF THE  
01:47:13:00 YEAR WAS HIGHLY -- SHE WAS  
01:47:16:19 REALLY RELYING ON SCAFFOLDS THAT  
01:47:18:28 WERE PROVIDED.  
01:47:19:20 AND I'M HAPPY TO SAY THAT SHE NO

01:47:21:18 LONGER NEEDS THOSE SCAFFOLDS AND  
01:47:23:21 OFTEN SAYS TO ME, I DON'T NEED  
01:47:25:17 TO COME TO YOUR GROUP.  
01:47:26:28 I CAN DO THIS WORK ON MY OWN.  
01:47:28:15 AND SHE'S RIGHT.  
01:47:29:19 SO IT IS -- THAT MODEL IS  
01:47:32:01 SUCCESSFUL IN MANY, MANY  
01:47:34:03 CLASSROOMS LIKE THAT ACROSS OUR  
01:47:35:24 SCHOOL, NOT JUST THE ONE I'M IN.  
01:47:38:21 THIS ALSO ALLOWS OUR GIFTED  
01:47:40:09 LEARNERS TO RECEIVE EXTENSION IN  
01:47:43:25 TIER 1 THROUGH MODIFIED  
01:47:45:27 ASSIGNMENTS.  
01:47:46:12 BECAUSE OF OUR STAFFING, WE'RE  
01:47:47:17 ABLE TO PROVIDE THIS SUPPORT TO  
01:47:48:26 STUDENTS AND FEEL SO FORTUNATE  
01:47:50:05 TO BE ABLE TO DO SO.  
01:47:51:13 AS A READING SPECIALIST AT  
01:47:53:02 RANDOLPH, WE HAVE FOUND CKLA TO  
01:47:55:22 BE A VALUABLE RESOURCE.  
01:47:58:00 YES, IT REQUIRES PLANNING BEYOND  
01:47:59:28 THE RESOURCE, BUT IT IS A GREAT  
01:48:01:24 STARTING POINT FOR INSTRUCTION  
01:48:03:12 IN READING AND WRITING.  
01:48:05:02 WE HAVE MADE ADJUSTMENTS TO  
01:48:06:13 ENSURE THAT ALL STUDENTS ARE  
01:48:07:21 BEING TAUGHT, THAT VOCABULARY IS  
01:48:10:04 TAUGHT STRATEGICALLY, AND ORAL  
01:48:12:20 LANGUAGE OPPORTUNITIES ARE  
01:48:13:20 INCREASED.  
01:48:14:14 WE HAVE ALSO INCORPORATED  
01:48:16:02 COUNTY-PROVIDED RESOURCES TO  
01:48:17:21 ENHANCE WRITING AND ALIGN THE  
01:48:19:24 WRITING PRODUCT FOR EACH UNIT  
01:48:21:09 WITH THE STANDARDS, INCLUDING  
01:48:23:14 THE NEW 2024 STANDARDS.  
01:48:25:16 IN ADDITION, WE'VE ADDED OUR OWN  
01:48:28:05 UNIQUE TWIST TO UNITS TO  
01:48:29:17 INCREASE STUDENT ENGAGEMENT IN  
01:48:31:05 LEARNING.  
01:48:31:29 SCHOOLWIDE, WE'RE TAKING  
01:48:33:20 ADVANTAGE OF CROSS-CURRICULAR  
01:48:36:03 CONNECTIONS.  
01:48:36:13  
00:00:00:00 INCLUDING THE NEW 2004  
00:42:41:20 STANDARDS.  
00:42:42:27 IN ADDITION WE'VE ADDED OUR  
00:42:45:19 UNIQUE TWIST.  
00:42:46:18 SCHOOL WIDE WE'RE FOR EXAMPLE WE

00:42:53:25 CONNECTED SOCIAL STUDIES AND THE  
00:42:56:00 MAPS BY HAVING FIRST GRADERS OF  
00:42:59:06 THE PLOT OF THE LITTLE RED  
00:43:02:03 RIDING HOOD.  
00:43:03:05 TO EXPERIENCE THINGS THAT THEY  
00:43:09:00 ARE LEARNING ABOUT.  
00:43:09:23 LIKE THE GREEK FEAST IN THE  
00:43:12:10 OLYMPICS.  
00:43:13:12 STUDENTS DEVELOPED QUESTIONS FOR  
00:43:14:25 THE SCHOOL NURSE RELATED TO  
00:43:16:23 THEIR LEARNING THAT SHE CAME AND  
00:43:20:24 PRESENTED ON.  
00:43:21:27 FROM A GEOLOGIST FOR A HISTORY  
00:43:25:00 OF THE EARTH AND A BEEKEEPER FOR  
00:43:28:04 THE INSECTS UNIT.  
00:43:34:20 IN CONCLUSION, SKLA IS WORKING  
00:43:41:16 IN OUR BUILDING.  
00:43:42:20 STUDENTS ARE DEMONSTRATING  
00:43:44:26 GROWTH IN READING AND WRITING  
00:43:47:00 SKILLS, VOCABULARY AND READING  
00:43:58:13 SKILLS.  
00:43:58:23 A PICTURE IS WORTH A THOUSAND  
00:44:01:23 WORDS.  
00:44:02:13 I INVITE YOU TO COME TO THE  
00:44:05:21 RANDOLPH AND SEE STUDENTS  
00:44:11:29 LEARNING IN ACTION DURING SKLA.  
00:44:15:25 >> REALLY EXCITING.  
00:44:18:12 I'M GLAD WE GOT TO HIGHLIGHT.  
00:44:23:10 WE'RE GOING TO NEXT MOVE INTO  
00:44:25:18 OUR DATA IN ORDER TO MONITOR OUR  
00:44:28:29 PROGRESS.  
00:44:37:14 IT IS THE REVISED ASSESSMENT  
00:44:39:11 FROM UVA THAT WAS FORMERLY KNOWN  
00:44:44:28 AS PALS.  
00:44:46:29 THIS HAS REPLACED DIBELS.  
00:44:53:09 HERE'S A LOOK THE CODE BASED  
00:44:56:13 ASSESSMENTS ARE THE ONES THAT  
00:44:57:29 GENERATE THE LEVEL OF RISK OF  
00:44:59:26 READING FAILURE FOR OUR K  
00:45:02:06 THROUGH 2 STUDENTS.  
00:45:04:15 HERE'S A LOOK AT THE BEGINNING  
00:45:05:25 OF YOUR DATA ON VALLSS AS  
00:45:11:06 COMPARED TO THE MIDYEAR VALLSS.  
00:45:17:29 THAT IS INCREASING IN EACH GRADE  
00:45:20:08 K THROUGH 2 OVER THE COURSE OF  
00:45:22:24 THE YEAR WITH INSTRUCTION.  
00:45:24:18 WE CAN ALSO NOTE THAT THE  
00:45:27:20 STUDENTS THAT ARE IN THE RED  
00:45:29:03 FLAG ARE AT HIGH AT.

00:45:39:20 >> 3% PROGRESSED TO THE LOW RISK  
00:45:42:11 BAND AS SHOWN IN THE BLUE BY  
00:45:44:22 MIDYEAR.  
00:45:45:11 WE EXPECT THAT NUMBER TO GROW BY  
00:45:47:27 THE END OF YEAR ASSESSMENT.  
00:45:49:17 ALSO TO NOTE THE RED BAND OF  
00:45:52:22 KINDER AND FIRST ARE THE TWO  
00:45:54:10 NUMBERS I TRACK CAREFULLY AS WE  
00:45:57:10 ARE EXPECTING AND WORKING TO BE  
00:45:59:03 LOWERED 5 TO 10%.  
00:46:01:29 THAT IS WHAT IS NEEDED TO ENSURE  
00:46:04:16 WE ARE NOT STARTING WITH GAPS IN  
00:46:07:26 READING ACHIEVEMENT FOR THE  
00:46:10:13 START OF THEIR SCHOOLING  
00:46:12:04 JOURNEY.  
00:46:12:18 HERE'S A LOOK AT THE THIRD  
00:46:14:26 GRADER ASSESSED ON VALLSS.  
00:46:17:06 WE DID NOT NEED TO ASSESS EVERY  
00:46:23:02 STUDENT ON VALLSS.  
00:46:25:24 WHICH TOTALED APPROXIMATELY 654.  
00:46:29:05 THE GRAY BAND REPRESENTS THE  
00:46:32:17 PERCENTAGE OF STUDENTS ARE NOT  
00:46:38:12 ASSESSED.  
00:46:39:09 HERE WE CAN FOCUS IN ON STUDENTS  
00:46:41:14 THAT SCORED IN THE HIGH,  
00:46:43:14 MODERATE OR LOW RISK FOR READING  
00:46:45:29 FAILURE IN THE THIRD GRADE.  
00:46:47:24 WE SEE SOME MOVEMENT IN THE 3%  
00:46:50:25 MOVING TO MODERATE OR LOW.  
00:46:52:29 WE ARE GETTING CLOSER TO THE  
00:46:56:26 STRATEGIC GROWTH OF 90% OF  
00:47:01:06 STUDENTS BEING IN THE LOW RISK  
00:47:04:11 BAND.  
00:47:04:25 SO THIS IS A ZOOMED IN LOOK AT  
00:47:08:02 THAT BLUE SECTION.  
00:47:09:04 WE SEE THE PERCENTAGE OF THIS  
00:47:10:23 STUDENTS IS INCREASING AS  
00:47:14:26 DISCLOSED.  
00:47:16:03 FIRST GRADE IS MOVING.  
00:47:23:02 HERE'S A LOOK AT THE STUDENTS  
00:47:25:13 WHO NEED INTERVENTION KNEES AND  
00:47:30:05 ARE IN THE HIGH RISK BAND.  
00:47:32:06 WE ARE REALLY FOCUSED ON THE  
00:47:34:12 KINDER AND FIRST GRADE AS WE  
00:47:36:05 NEED THESE NUMBERS TO BE CLOSER  
00:47:38:27 TO THE 10%.  
00:47:42:25 NEXT UP WE WILL WELCOME  
00:47:48:00 STEPHANIE MacINTYRE THE MAP  
00:47:50:21 GROWTH.

00:47:54:23 >> GOOD EVENING.  
00:47:56:04 WE WANT TO TAKE A FEW MINUTES AS  
00:47:58:12 WE DID WITH MATH TO PROVIDE SOME  
00:48:02:24 CONTEXT AROUND THE ACADEMIC OR  
00:48:04:18 MAP GROWTH ASSESSMENT AS IT'S  
00:48:07:15 RELATIVELY ASSESSMENT FOR OUR  
00:48:08:28 STUDENTS.  
00:48:09:14 FOR READING, THIS ASSESSMENT IS  
00:48:11:21 PRIMARILY ADMINISTERED IN GRADES  
00:48:13:27 THROUGH 8 IN THE FALL, WINTER  
00:48:16:05 AND LATE SPRING.  
00:48:19:24 AT THE HIGH SCHOOL LEVEL 9th AND  
00:48:22:27 10TH ADMINISTRATION IS IN THE  
00:48:25:06 FALL AND SPRING.  
00:48:27:06 THIS ASSESSMENT PROVIDES  
00:48:28:26 ACHIEVEMENT AND GROWTH DATA AT  
00:48:31:14 THE STUDENT CLASS, GRADE AND  
00:48:34:00 DISTRICT LEVELS.  
00:48:36:29 UNLIKE LIKE OUR STANDARDS OF  
00:48:40:13 LEARNING OR SOLs MAPPED GROWTH  
00:48:43:27 IS A NORMED ASSESSMENT.  
00:48:45:22 THIS ALLOWS US TO LOOK AT  
00:48:47:22 STUDENTS RELATIVE TO THE STUDENT  
00:48:59:12 ACHIEVEMENT LEVEL WHEN THEY'VE  
00:49:01:28 PREVIOUSLY TAKEN MAP.  
00:49:05:00 MEANING THAT AS THROUGH THE  
00:49:08:18 QUESTIONS WILL INCREASE AND  
00:49:10:16 DECREASE IN DIFFICULTY BASED ON  
00:49:12:03 THE STUDENT PERFORMANCE.  
00:49:14:03 UNLIKE THE SOL QUESTIONS ARE NOT  
00:49:17:08 BOUND BY GRADE LEVEL.  
00:49:20:23 THIS ADAPTIVENESS ALLOWS FOR A  
00:49:23:26 PRECISE SCORE OF ACHIEVEMENT AND  
00:49:26:06 GROWTH IN CALLED THE RIT SCORES.  
00:49:32:27 AND PROVIDE A MEASURE OF GROWTH  
00:49:35:10 OVER TIME WITHOUT A CEILING OR  
00:49:38:05 FLOOR ALL STUDENTS WILL HAVE A  
00:49:42:27 RIT SCORE.  
00:49:53:17 WHICH ARE REPRESENTED HERE BY  
00:49:54:27 THE FIVE COLORS, RED, ORANGE,  
00:49:57:20 YELLOW, GREEN AND BLUE ON THE  
00:50:00:11 SCREEN.  
00:50:00:27 A RIT SCORE WITHIN THE FIRST AND  
00:50:05:21 TO 20th PERCENTILE THE.  
00:50:12:12 HURRICANE IGOR YOU CAN VISUALIZE  
00:50:14:28 HOW A STUDENTS'S RIT SCORE HAS  
00:50:20:01 PROGRESSED OVER TIME.  
00:50:22:02 NOT ALL GROWTH WILL BE LINEAR.  
00:50:29:15 THE INSTRUCTIONAL AREA SCORES

00:50:31:26 ALLOW FOR US TO BETTER  
00:50:34:21 UNDERSTAND EACH STUDENT'S NEEDS  
00:50:36:18 AND STRENGTHS.  
00:50:38:00 IN THIS EXAMPLE A STUDENT OF RIT  
00:50:44:19 SCORE OF 205.  
00:51:02:23 >> THIS STUDENT ALSO HAS A  
00:51:05:04 RELATIVE NEED IN THE AREA OF  
00:51:07:16 INFORMATION NULL TEXT AND LIKELY  
00:51:09:18 NEEDS REENFORCEMENT OR  
00:51:11:17 DEVELOPMENT OF SKILLS FOR  
00:51:13:20 CONCEPTS IN THIS AREA.  
00:51:15:16 LASTLY WE'D LIKE TO HIGHLIGHT  
00:51:17:16 THE MAP STUDENT PROGRESS REPORTS  
00:51:19:21 THAT THE FAMILIES RECEIVE AFTER  
00:51:22:23 EACH TEST ADMINISTRATION.  
00:51:25:02 THERE ARE FOUR MAIN COMPONENTS  
00:51:29:18 DENOTED, BY THE NUMBERS, 1, 2, 3  
00:51:34:21 AND 4.  
00:51:36:29 FROM THE PROGRESS REPORT A  
00:51:38:19 FAMILY OR CARETAKER WILL SEE  
00:51:42:03 THEIR CHILD'S RIT SCORE AND HOW  
00:51:45:22 IT COMPARES AT THE DISTRICT AND  
00:51:47:14 NATIONAL LEVELS.  
00:51:48:07 IN THE SECOND COMPONENT FAMILIES  
00:51:51:22 CAN SEE THE SPECIFIC SCORES  
00:51:54:25 THROUGH A SCORE DESCRIBE TER.  
00:51:59:12 IN PART 3 THE REPORT ALSO  
00:52:01:19 PROVIDES THE PROJECTED RIT SCORE  
00:52:03:21 FOR THE END OF THE SCHOOL YEAR.  
00:52:06:22 A TEST HISTORY TABLE APPEARS AT  
00:52:09:12 THE TOP RIGHT FOR REFERENCE AND  
00:52:11:12 DENOTED BY NUMBER 4.  
00:52:13:02 THE TABLE REPORTS THE YEAR  
00:52:15:15 TESTED THE, THE GRADE, THE RIT  
00:52:18:28 SCORE WHICH IS THE SCORE LISTED  
00:52:20:19 IN THE MIDDLE COLUMN, THE NUMBER  
00:52:23:02 OF POINTS THAT THE RIT SCORE WAS  
00:52:25:10 PROJECTED TO GROW AND THE ACTUAL  
00:52:28:23 GROWTH DEPENDING ON THE TIME OF  
00:52:30:08 THE REPORT.  
00:52:41:15 TO KEEP IN MIND AS WE SHIFT BACK  
00:52:43:24 TO THE ANALYSIS THAT MS. CRUZ  
00:52:45:27 WILL OFFER AS IT RELATES TO OUR  
00:52:48:07 READING MAP GROWTH AND  
00:52:49:28 ACHIEVEMENT.  
00:52:57:07 >> REALLY GREAT.  
00:52:58:23 OKAY.  
00:52:59:22 THANK YOU STEPHANIE.  
00:53:01:15 THAT UNDERSTANDING OF THIS NORM

00:53:03:28 REFERENCED ASSESSMENT IS  
00:53:05:02 CRITICAL TO UNDERSTAND THESE  
00:53:07:26 NEXT FEW SLIDES.  
00:53:09:03 THIS IS A GRAPH OF THE MAP  
00:53:11:24 SCORES AT THE MIDYEAR IN THE  
00:53:13:26 SHAPE OF A BELL CURVE.  
00:53:15:18 THIS SHOWS A DOTTED LINE AT THE  
00:53:19:19 50th PERCENTILE WHICH IS FOR  
00:53:23:09 COMPARISON.  
00:53:23:25 IN APS IS 8.6 PERCENTAGE POINTS  
00:53:28:07 ABOVE THAT 50th PERCENTILE AT  
00:53:33:14 58.6%.  
00:53:39:29 SEEING OUR DATA IN THIS SHAPE  
00:53:43:03 HELPS TO LEVEL SET THAT IS A  
00:53:46:04 REFERENCE TEST AND WE WANT OUR  
00:53:49:14 ACHIEVEMENT TO BE CLOSE TO THE  
00:53:51:14 50 OR ABOVE THAT MARK.  
00:54:09:11 MEASURING FIFTH GRADE THE MEDIAN  
00:54:12:12 PERCENTILE IS THE 69th.  
00:54:13:28 IN THE TWO SECTIONS BELOW WE  
00:54:16:24 HAVE PURPOSELY HIGHLIGHTED TWO  
00:54:19:04 SUBGROUPS TO INCLUDE OUR ENGLISH  
00:54:22:04 LANGUAGE LEARNERS.  
00:54:23:12 WE UNDERSTAND WE HAVE WORK TO DO  
00:54:26:07 IN OUR STUDENTS TO ASSURE THEIR  
00:54:28:17 GROWTH AND THEIR ACHIEVEMENT.  
00:54:31:27 HERE'S A LAST LOOK AT THE GRADES  
00:54:34:11 3 TO 5 SCORES.  
00:54:36:11 ON THIS CHART WE HIGHLIGHT BOTH  
00:54:39:11 OUR GROWTH AND ACHIEVEMENT IN  
00:54:41:03 THE ELEMENTARY SCHOOLS.  
00:54:42:24 EACH DOT REPRESENTS A SCHOOL AND  
00:54:46:21 THE GROWTH AND ACHIEVEMENT BASED  
00:54:49:12 ON THE BEGINNING OF YEAR AND  
00:54:53:07 MIDYEAR TIME FRAME.  
00:55:02:03 NEXT UP THIS IS A GRAPH OF THE  
00:55:04:19 ACHIEVEMENT SCORES OF OUR  
00:55:06:26 STUDENTS 6 THROUGH 8 IN THE  
00:55:08:28 SHAPE OF A BELL CURVE.  
00:55:21:13 IN SIMPLE TERMS THIS MEANS MORE  
00:55:23:19 OF OUR STUDENTS ARE ABOVE  
00:55:26:13 AVERAGE IN READING ACHIEVEMENT  
00:55:28:18 WHEN COMPARED TO THEIR PEERS  
00:55:32:25 NATIONWIDE.  
00:55:33:20 WE WANT OUR MEAN ACHIEVEMENT TO  
00:55:40:14 BE AT THE OR ABOVE THE 50 DOTTED  
00:55:45:14 LINE.  
00:55:46:20 YOU CAN NOTE THAT THE TOP  
00:55:48:03 SECTION OF ALL STUDENTS IN THE

00:55:49:24 GRADE LEVEL ASSESSED AND SEE THE  
00:55:52:08 HIGHER MEDIAN ACHIEVEMENT THAT  
00:55:54:18 IS ABOVE THE NATIONAL NORM OF  
00:55:56:16 THE 50th PERCENTILE IN OUR SIXTH  
00:55:59:07 THE MEDIAN 50th PERCENTILE IS  
00:56:05:25 THE 67th.  
00:56:10:13 DECREASE IN THE COHORTS AS THEY  
00:56:12:16 MOVE UP THE GRADES WITH 8th  
00:56:16:04 GRADE TOTAL IS 14% IN THE LOW  
00:56:20:29 EST QUARTILE.  
00:56:37:13 HERE ARE THE MIDDLE SCHOOLS,  
00:56:39:15 GROWTH AND ACHIEVEMENT  
00:56:41:11 QUADRANTS.  
00:56:41:26 OUR GOAL IS FOR ALL TO BE IN THE  
00:56:44:15 TOP RIGHT QUADRANT WITH HIGH  
00:56:48:02 GROWTH AND HIGH ACHIEVEMENT.  
00:56:54:02 INTENTIONALLY SCHEDULING TEACHER  
00:56:55:27 TRAINING, INSTRUCTIONAL SUPPORT  
00:56:57:16 AND ACCOUNTABILITIES ARE SOME OF  
00:56:59:17 THE SYSTEMS THAT MUST BE GIVEN  
00:57:02:00 ATTENTION TO CONTINUE TO  
00:57:04:15 INCREASE IN OUR LITERACY SCORES.  
00:57:07:12 FOR THE HIGH SCHOOL DATA THIS IS  
00:57:08:24 A GRAPH OF THE ACHIEVEMENT  
00:57:10:15 SCORES OF OUR GRADES 9 AND 10 AT  
00:57:14:03 THE BEGINNING OF THE YEAR IN THE  
00:57:15:25 SHAPE OF THE BELL CURVE.  
00:57:29:10 MORE OF OUR STUDENTS ARE ABOVE  
00:57:31:04 AVERAGE IN READING ACHIEVEMENT  
00:57:32:23 WHEN COMPARED TO THEIR PEERS.  
00:57:34:25 WE WANT OUR MEAN ACHIEVEMENT TO  
00:57:38:12 BE ABOVE OR CLOSE THAT 50 DOTTED  
00:57:42:19 LINE MARK.  
00:57:46:22 WHICH IS WHY THE MIDYEAR DATA IS  
00:57:49:27 NOT DISPLAYED LIKE THE  
00:57:51:10 ELEMENTARY AND THE MIDDLE  
00:57:52:11 SCHOOLS.  
00:57:53:03 THIS IS ALL OF THE STUDENTS AT  
00:57:54:29 THE BEGINNING OF THE YEAR.  
00:57:57:12 HERE WE LOOK AT THAT SUBGROUP IN  
00:58:00:00 THE 9th AND 10TH GRADE THAT WERE  
00:58:03:06 ASSESSED IN THE MIDYEAR  
00:58:06:20 ADMINISTRATION.  
00:58:13:27 INDICATES THAT THE GROWTH THAT  
00:58:15:06 HAS HAPPENED FOR STUDENTS THAT  
00:58:16:19 WERE IN THE RED OR ORANGE BANDS  
00:58:18:24 AT THE BEGINNING OF THE YEAR.  
00:58:20:08 THE GRAY BAND ARE THOSE STUDENTS  
00:58:22:27 THAT WERE NOT ASSESSED AT THE



00:58:27:00 MIDYEAR.  
00:58:29:29 WE ARE ENCOURAGED BY THESE  
00:58:31:25 BEGINNING SIGNS OF PROGRESS  
00:58:33:03 THANKS TO THE HARD WORK OF OUR  
00:58:35:04 SCHOOLS AND TEACHERS AS SUCH AS  
00:58:38:23 IN THE HIGH SCHOOL AS OUTLINED  
00:58:41:08 BY JESSICA THISEVENING.  
00:58:45:16 EACH DOT REPRESENTS OUR SCHOOLS  
00:58:46:29 AND PROGRAMS AND THE STUDENTS  
00:58:49:02 THAT BEGAN THE YEAR IN THE FIRST  
00:58:50:23 TO 40th PURSE TILES.  
00:58:53:20 FOR THE HIGH SCHOOL STUDENTS  
00:58:54:20 THAT ARE BEING ASSESSED WE ARE  
00:58:56:28 GROWING.  
00:58:57:12 OUR GOAL WITH THOSE FIVE SCHOOLS  
00:58:59:21 IN THE HIGH GROWTH QUADRANT.  
00:59:03:04 SCHOOLS CONTINUE TO GIVE  
00:59:05:10 ATTENTION SOMEONE TEACHER  
00:59:07:22 TRAINING, INSTRUCTIONAL SUPPORT  
00:59:09:13 AND ADMINISTRATORS PROVIDE  
00:59:11:24 ACTABILITY AS WE ESTABLISH THE  
00:59:13:19 SYSTEMS THAT ARE NECESSARY TO  
00:59:15:19 ENSURE THAT OUR GRADUATES ARE  
00:59:18:10 COLLEGE AND CAREER READY.  
00:59:20:11 IN CLOSING I WISH TO HIGHLIGHT  
00:59:25:08 SOME STEPS IN THE ELA AREA AND  
00:59:30:06 WE KNOW WE WILL WELCOME  
00:59:32:11 APPROXIMATELY 175 OR MORE NEW  
00:59:34:29 TEACHERS TO THE ENGLISH LANGUAGE  
00:59:37:19 ARTS AREA IN AUGUST FOR BASE  
00:59:43:03 CAMP.  
00:59:43:14 WITH SOME OF OUR EDUCATORS  
00:59:45:19 FOCUSED ON THE MISSION CRITICAL  
00:59:48:02 LEARNING AROUND THE SCIENCE OF  
00:59:49:13 READING AND OTHERS FOCUSED ON  
00:59:51:14 WRITING CURRICULUM  
00:59:53:12 IMPLEMENTATION, ENGAGEMENT  
00:59:55:18 STRATEGIES AND RIGOR.  
00:59:56:24 A SCHOOL WILL RISE AS THE  
01:00:00:19 PRINCIPAL PROVIDES THE  
01:00:01:26 LEADERSHIP IN THE BUILDING.  
01:00:03:01 WE ARE GRATEFUL FOR OUR  
01:00:06:03 PRINCIPALS THAT THAT ARE ENGAGED  
01:00:07:11 IN THE ADMINISTRATOR IN THE  
01:00:09:08 SCIENCE OF READING TRAININGS AS  
01:00:11:12 REQUIRED BY THE VIRGINIA  
01:00:13:22 LITERACY ACT.  
01:00:24:14 WE ARE EXCITED TO HEAD INTO YEAR  
01:00:29:25 2 OF STRUCTURED LITERATURE.

01:00:32:13 OUR LinkedIn TO PRODUCE LEADERS  
01:00:34:25 AND PREPARED TO SERVE ALL  
01:00:37:22 STUDENTS IN LANGUAGE ARTS.  
01:00:48:12 IN COLLEGE AND CAREERS.  
01:00:50:17 THANK YOU.  
01:00:55:03 >> THANK YOU SO MUCH FOR THAT  
01:00:56:15 REPORT AND THANKS TO EVERYONE  
01:00:58:05 WHO JOINED US TO HAVE SOME TIME  
01:01:01:02 AT THE PODIUM AND SHARE YOUR  
01:01:03:03 EXPERIENCES.  
01:01:03:28 I BELIEVE MS. TURNER WAS THE  
01:01:07:06 LIAISON FOR THIS REPORT.  
01:01:08:14 SO I'M GOING TO START WITH HER.  
01:01:10:22 >> THANK YOU FOR ALL OF YOUR  
01:01:12:16 WORK IN SPEAKING ABOUT THIS  
01:01:14:09 REPORT AND THE EXPLANATION OF  
01:01:16:04 THE RIT SCORE.  
01:01:19:07 I KNOW MANY PARENTS DON'T  
01:01:21:26 UNDERSTAND IT.  
01:01:31:14 YOU SHOULD BE GROWING AT A PACE  
01:01:33:25 THAT'S CONSISTENT WITH OTHER  
01:01:35:10 PEERS WHO HAVE SIMILAR  
01:01:37:04 ACHIEVEMENT LEVELS, AND IT'S  
01:01:39:10 JUST ANOTHER WAY TO EVALUATE  
01:01:41:15 DATA THAT DOESN'T TURN  
01:01:44:05 EXCLUSIVELY ON ACHIEVEMENT.  
01:01:52:18 YOU BEGAN AND THE POINT ON THE  
01:01:55:07 SLIDE ABOUT THE IMPORTANCE OF  
01:01:57:22 DAILY INTERVENTIONS AND DAILY  
01:02:00:03 INSTRUCTION AND TO ASK ABOUT A  
01:02:02:12 COUPLE OF AREAS WHERE WE MAY NOT  
01:02:05:27 NECESSARILY BE PROVIDING DAILY  
01:02:08:25 INTERACTIONS FOR OUR STUDENTS.  
01:02:10:21 ONE THINGS COMES TO MIND IS  
01:02:13:13 BLOCK SCHEDULING.  
01:02:14:15 WHICH IS THE APPROACH IN OUR  
01:02:16:29 SECONDARY SCHOOLS AND HOW THAT  
01:02:19:12 AFFECTS OUR STUDENTS' ABILITY TO  
01:02:23:25 ENGAGE IN DAILY INSTRUCTION.  
01:02:26:11 THE OTHER THING I NOTICED IN THE  
01:02:30:16 DATA REALIZING THAT VALLSS IS A  
01:02:32:19 NEW TOOL, BUT I THINK YOU  
01:02:34:25 INDICATED IT'S THE SAME AS  
01:02:36:12 DIBELS IN TERMS OF THE DATA  
01:02:38:13 POINTS IT PROVIDES THE BEGINNING  
01:02:44:11 TO MIDYEAR GROWTH IS SOLID  
01:02:47:16 WHETHER WE'RE LOOKING AT MOVING  
01:02:50:07 OUT OF HIGH RISK AND INTO LOW  
01:02:52:18 RISK AND INCREASING THOSE

01:02:54:08 NUMBERS OR MITIGATING THE HIGH  
01:02:56:19 RISK STUDENTS BUT AT THE  
01:03:01:10 BEGINNING OF EACH YEAR THE  
01:03:03:02 NUMBERS ARE PRETTY CONSISTENT.  
01:03:06:28 16%.  
01:03:08:02 AT THIRD GRADE.  
01:03:09:18 AND I REALIZE THAT THESE ARE  
01:03:12:16 DIFFERENT STUDENTS.  
01:03:14:09 BUT DOES THIS SPEAK TO A DEGREE  
01:03:16:18 OF SUMMER SLIDE?  
01:03:20:16 WHEREBY WE'RE BRINGING OUR  
01:03:22:10 STUDENTS TAKING DIFFERENT  
01:03:24:08 ASSESSMENTS THAT ARE CONSISTENT  
01:03:26:02 WITH DIFFERENT GRADE LEVEL  
01:03:28:11 STANDARDS BUT WE'RE NOT  
01:03:31:03 SUCCESSFULLY KEEPING OUR  
01:03:32:06 STUDENTS OUT OF THE AT-RISK  
01:03:35:14 LEVEL YEAR AFTER YEAR.  
01:03:43:26 WHAT CAN WE DO TO PROVIDE DAILY  
01:03:46:18 INSTRUCTION  
01:03:53:06 >> THANK YOU.  
01:03:53:23 YES.  
01:03:54:11 AS WE THINK ABOUT THAT QUOTE ON  
01:03:57:16 THE VERY FIRST SLIDE WHAT WE'RE  
01:04:08:24 DOING ESPECIALLY WITH IN  
01:04:28:05 STUDENTS ARE HAVING BREAKS IN  
01:04:30:04 THEIR LEARNING THAT PATHWAY IS  
01:04:32:27 NOT CONTINUING TO BE  
01:04:33:19 ESTABLISHED.  
01:04:34:04 IT'S LIKE A LITTLE PATH.  
01:04:36:04 BUT IF YOU STOP WALKING ON IT  
01:04:40:11 GRASS MAY GROW.  
01:04:41:24 IN RESPONSE TO YOUR QUESTION  
01:04:43:24 ABOUT NOT PROVIDING DAILY  
01:04:47:06 INTERVENTION INSTRUCTION.  
01:04:48:01 WE ARE CONFINED WITH BLOCK  
01:04:50:11 SCHEDULING AT OUR MIDDLE AND  
01:04:52:00 HIGH SCHOOLS.  
01:04:52:24 THERE WERE SOME GREAT REASONS  
01:04:54:15 AND LEGITIMATE REASONS FOR  
01:04:56:08 SCHEDULING FOR CREATING BLOCK  
01:04:58:10 SCHEDULING IN THE MIDDLE SCHOOLS  
01:04:59:16 AND THE HIGH SCHOOLS TO INCLUDE  
01:05:01:14 MAYBE AND MORE FOCUSED  
01:05:09:15 INSTRUCTIONAL TIME DURING THE  
01:05:11:03 CLASSROOMS.  
01:05:11:17 SOME OF THE THINGS WERE THE  
01:05:14:02 OPPORTUNITY TO MEET WITH OUR  
01:05:17:12 STUDENTS EVERY DAY.

01:05:19:05 THAT TAKES A DAILY CONCERTED  
01:05:21:28 EFFORT.  
01:05:22:19 SO I WOULD BE HAPPY TO SERVE ON  
01:05:25:09 ANY KIND OF COMMITTEE THAT MIGHT  
01:05:28:07 CONSIDER OR THINK THROUGH SOME  
01:05:31:14 OTHER SCHEDULING OPTIONS IN  
01:05:33:16 ORDER TO HELP PROVIDE SOME OF  
01:05:35:02 THE DAILY INSTRUCTION BECAUSE  
01:05:39:16 IT'S SO CRITICAL TO OUR  
01:05:42:04 LEARNERS.  
01:05:43:02 TO SPEAK ON OUR VALLSS DATA.  
01:05:47:27 WE DO NOTICE THAT AT THE END OF  
01:05:50:29 KINDERGARTEN WE ACHIEVE PRETTY  
01:05:52:20 WELL.  
01:05:53:07 WE SHRINK THOSE STUDENTS IN THE  
01:05:56:00 HIGH RISK.  
01:05:57:10 THEN WHEN WE COME BACK TO THE  
01:06:00:06 FIRST GRADE AND THAT DEFINITELY  
01:06:02:05 IS AGAIN SOME OF THE SUMMER  
01:06:05:01 SLIDE.  
01:06:05:19 MAYBE THERE'S NOT A LOT OF  
01:06:08:29 DECODING HAPPENING OVER THE  
01:06:10:25 SUMMERTIME.  
01:06:11:13 I THINK WE NEED TO MAKE SURE  
01:06:13:07 THAT OUR STUDENTS IN  
01:06:15:01 KINDERGARTEN ARE NOT BARELY  
01:06:18:16 SQUEAKING OUT OF HIGH RISK.  
01:06:20:11 THEY NEED TO BE IN THE  
01:06:25:09 AUTOMATICITY STAGE.  
01:06:40:13 AND WE ARE LOOKING AT DATA AND  
01:06:43:10 MAKING SURE THAT OUR SCHOOLS ARE  
01:06:45:15 NOT WAITING TO PROVIDE  
01:06:47:15 INTERVENTION.  
01:07:01:15 RIGHT AWAY WITHOUT HAVING TO  
01:07:03:11 WAIT FOR ALL OF THE DATA TO COME  
01:07:05:17 THROUGH.  
01:07:06:12 THAT IS SOMETHING TO NOTE AS  
01:07:08:03 WELL.  
01:07:19:19 BUT ON THE SUMMER SCHOOL POINT  
01:07:22:04 WE'VE GOT SOME INTENTION HOW  
01:07:25:12 WE'RE CHANGING OUR SUMMER SCHOOL  
01:07:28:00 APPROACH FOR MULTIPLE REASONS.  
01:07:31:07 BUT I WONDER IF THERE'S A WAY WE  
01:07:34:10 CAN PROVIDE TO OUR PARENTS TO  
01:07:44:09 NUDGE OF CONTINUED SUMMER  
01:07:46:08 LEARNING.  
01:07:46:23 IF MY SCHOOL THAT I COULD HAVE  
01:07:52:15 MY KIDS USE IT.  
01:07:54:13 BUT IF THE SCHOOL DIDN'T SEND

01:07:57:15 ANYTHING I DEFINITELY WOULDN'T  
01:07:59:03 DO THAT.  
01:08:00:10 IS THAT SOMETHING WE CAN BUILD  
01:08:02:06 IN SOMEHOW AS A SUPPLEMENT.  
01:08:09:22 >> DR. MANN.  
01:08:12:18 WE CAN WORK WITH MS. CRUZ AND  
01:08:16:07 HER TEAM AND MAKE SURE AND  
01:08:19:00 MAKING THE PRINCIPALS ARE AWARE  
01:08:20:26 OF THAT.  
01:08:21:15 AND FURTHERMORE YOUR QUESTION  
01:08:23:06 ABOUT THE BLOCK SCHEDULES.  
01:08:24:29 WE DO THEY HAVE DURING THEIR  
01:08:28:03 ANCHOR DAY OR DURING THEIR  
01:08:31:00 WARRIORS AND/OR GENERALS PERIOD.  
01:08:33:23 ONE OF THE THINGS WE KNOW  
01:08:36:16 THERE'S BEEN MUCH DISCUSSION  
01:08:38:05 ABOUT BLOCK SCHEDULES MS. GRAVES  
01:08:43:20 WERE WHISPERING ABOUT HAVING  
01:08:46:09 THAT CONVERSATION WITH OUR  
01:08:49:06 PRINCIPALS.  
01:08:49:20 SO IT'S A COMPLICATED PUZZLE AND  
01:08:52:09 SO IT'S NOT UNSOLVABLE.  
01:08:55:19 IT'S GOING TO TAKE HEAR FROM OUR  
01:09:00:11 PRINCIPALS AND THEIR STAFF.  
01:09:02:29 WHAT'S THE BEST WAY.  
01:09:04:15 >> I THINK IT'S CONVERSATION WE  
01:09:07:19 SHOULD HAVE.  
01:09:09:22 HAVING TAUGHT BLOCK SCHEDULING  
01:09:11:15 BEFORE.  
01:09:11:29 AND THERE ARE ALSO LIMITATIONS.  
01:09:16:14 IN PAST I WASN'T HERE WHEN APS  
01:09:23:01 MOVED TO BLOCK SCHEDULING.  
01:09:26:20 THERE ARE SOME BENEFITS AS  
01:09:28:13 MS. CRUZ PASSING PERIODS.  
01:09:30:06 BUT IT'S USUALLY FROM AN  
01:09:32:12 INSTRUCTIONAL LENS DETERMINED  
01:09:33:20 WHAT ARE THE PROS AND CONS.  
01:09:37:13 TO BE ABLE TO GO MORE IN-DEPTH  
01:09:40:16 WHEN I TAUGHT SOCIAL STUDIES.  
01:09:58:03 SO I DO THINK IT'S A  
01:10:02:13 CONVERSATION WE SHOULD REVISIT  
01:10:04:07 AND HAVE.  
01:10:05:12 AND DISCUSS WITH OUR PRINCIPALS  
01:10:07:22 AND TEACHERS.  
01:10:12:00 GIVEN THE NADS WITH THE CURRENT  
01:10:14:29 CHALLENGES IN ORDER TO OVERCOME  
01:10:17:24 SOME OF THE LITERACY GAPS WE'RE  
01:10:21:17 SEEING WITH SOME OF OUR  
01:10:23:00 STUDENTS.

01:10:26:12 MAYBE IT DOESN'T HAVE TO BE A OR  
01:10:29:27 Z.  
01:10:31:29 IT'S DEFINITELY WORTH EXPLORING  
01:10:34:00 AND LOOKED AT MORE CAREFULLY.  
01:10:38:09 I BELIEVE ZECHER-SUTTON HAD A  
01:10:41:05 FOLLOW-UP TO THAT ONE.  
01:10:43:26 MY FOLLOW-UP WAS ACTUALLY ON  
01:10:49:05 THERE'S -- IT'S NOT ON THE BLOCK  
01:10:51:11 SCHEDULE.  
01:10:52:25 I HAD A QUESTION SO I BELIEVE  
01:10:55:00 THIS IS WHAT MS. TURNER WAS  
01:10:57:21 REFERENCING.  
01:10:58:15 ON SLIDE 20 I DON'T KNOW IF WE  
01:11:01:09 CAN BRING THAT UP.  
01:11:04:07 SLIDE 20.  
01:11:09:16 SO I THINK WHAT YOU WERE  
01:11:12:11 REFERENCING WAS THE ENTRY INTO  
01:11:14:18 FIRST GRADE AND THE DIFFERENT  
01:11:15:26 FOR THE YEAR BEFORE THOSE  
01:11:18:11 NUMBERS IN THE RED.  
01:11:20:00 OKAY.  
01:11:20:25 WELL I GUESS THE QUESTION I WANT  
01:11:22:20 TO ASK FOR THE STUDENTS IN  
01:11:26:14 KINDERGARTEN, FIRST, SECOND,  
01:11:28:19 WHO'RE IN THE HIGH RISK BAND,  
01:11:34:24 WHAT KINDS OF THINGS ARE THEY  
01:11:38:13 STRUGGLING WITH AND ARE THOSE  
01:11:40:02 THINGS THE SAME?  
01:11:42:00 ACROSS THOSE GRADE LEVELS.  
01:11:43:26 ARE THEY STRUGGLING IN  
01:11:46:04 KINDERGARTEN AND THEY MASTER IT  
01:11:48:24 AND THEN THEY ENTER FIRST GRADE  
01:12:02:17 AND THEY'RE STRUGGLING WITH  
01:12:04:11 SOMETHING ELSE.  
01:12:12:11 AND THEN THEY'RE ASKED TO BLEND  
01:12:15:02 THOSE SOUNDS THEM TOGETHER TO  
01:12:18:28 READ ALL THE SENTENCES AND  
01:12:21:04 WORDS.  
01:12:21:16 WHAT WE KNOW IN K-3 THEY ARE  
01:12:26:03 TAUGHT IN OUR PHONICS  
01:12:28:18 CURRICULUM.  
01:12:29:05 YOU ARE RIGHT IN THAT STUDENTS  
01:12:30:25 IN THE FIRST GRADE COULD STILL  
01:12:33:01 BE STRUGGLING WITH SOMETHING  
01:12:34:17 THAT IS TAUGHT IN THE  
01:12:35:24 KINDERGARTEN.  
01:12:36:14 STUDENTS IN THE SECOND GRADE  
01:12:38:27 COULD STILL BE MASTERING SOME OF  
01:12:43:16 THE SKILLS FROM THE FIRST GRADE.

01:12:50:24 A LOT OF THE TIMES IT'S THE  
01:12:53:25 SEGMENTING AND BLENDING OF THE  
01:12:57:05 WORD SOUNDS.  
01:12:59:03 WE ALSO WANT TO BE MINDFUL OF  
01:13:02:29 STUDENTS THAT MIGHT HAVE A  
01:13:04:19 LEARNING DISABILITY.  
01:13:05:19 THEY'RE GOING TO NEED MANY, MANY  
01:13:08:12 MORE REPETITIONS SOMETIMES  
01:13:11:05 UPWARDS OF 40 TO 200 IN ORDER TO  
01:13:13:23 MASTER THAT SKILL.  
01:13:15:17 IN THE GENERAL TIER ONE  
01:13:18:09 INSTRUCTION OUR CURRICULUM  
01:13:20:05 PROVIDES LOTS OF OPPORTUNITIES  
01:13:21:16 FOR REPETITION.  
01:13:23:12 WHEN TEACHERS USE THE  
01:13:25:21 INSTRUCTIONAL DIALOGUE TO GIVE  
01:13:27:18 MANY OF THOSE REPETITIONS.  
01:13:29:23 NOW IF A STUDENTS IS NEEDING 150  
01:13:33:06 BECAUSE THEY HAVE SOME SORT OF  
01:13:35:19 SPECIFIC LEARNING NEED THAT'S  
01:13:37:08 WHAT THEY GET LEARNING  
01:13:40:17 INTERVENTION.  
01:13:43:17 SOMETHING THAT MY SPECIALIST MY  
01:13:46:08 ELA SPECIALISTS THEY'VE BEEN  
01:13:49:05 DYNAMIC AND THINKING THROUGH  
01:13:50:20 THAT SCOPE AND SEQUENCE, AND  
01:13:53:11 WAYS TO ACCELERATE STUDENTS'  
01:13:58:06 GROWTH WITH THAT BY PULLING THEM  
01:14:00:18 OUT.  
01:14:01:04 WE PULL THEM OUT.  
01:14:02:21 WE GIVE THEM THAT SMALL GROUP TO  
01:14:05:27 ACCELERATE THEM THROUGH.  
01:14:15:18 SO THAT WE CATCH THEM UP AND  
01:14:19:02 INSERT THEM BACK IN THE TIER  
01:14:20:29 ONE.  
01:14:21:15 SO THAT'S KIND OF SOME OF THE  
01:14:23:22 THINKING BUT YOU'RE RIGHT IT IS  
01:14:25:12 A LOT OF TIMES THE SAME SKILLS  
01:14:28:03 THAT THEY'RE BUILDING TO  
01:14:32:08 AUTOMATICITY AND MASTERY.  
01:14:33:23 >> MS. CLARK.  
01:14:36:01 >> SO WHEN THOSE STUDENTS ARE  
01:14:38:19 IDENTIFIED AS REALLY FALLING  
01:14:41:00 BEHIND AND BEING PULLED OUT, ARE  
01:14:43:23 WE PROVIDING ANY KIND OF  
01:14:45:24 INFORMATION TO PARENTS NOT JUST  
01:14:48:13 HEY YOUR KID IS GETTING EXTRA  
01:14:54:07 SUPPORT BUT ARE WE TEACHING THIS  
01:14:57:25 NEEDS TO BE ALIGNED AT HOME.

01:15:01:25 IN THE SAME WAY.  
01:15:05:25 THERE'S A VERY EXPLICIT READING  
01:15:09:12 PLAN FOR OUR K-3 TO GIVE VERY  
01:15:20:01 SPECIFIC WHETHER IT PHONICS.  
01:15:32:20 THEY'RE PRETTY ROBUST WHAT THE  
01:15:35:05 FAMILY IS RECEIVING.  
01:15:44:04 TO SPEAK TO YOUR POINT KIND OF  
01:15:46:18 GIVING THE PARENT TASKS AT HOME  
01:15:49:12 WE REALLY AREN'T PLACING THAT  
01:15:51:29 READING INSTRUCTION ON THE  
01:15:53:05 FAMILIES AT HOME BUCHLT WE  
01:15:55:17 DEFINITELY CAN PROVIDE  
01:15:57:00 INFORMATION AND MATERIALS.  
01:15:58:24 I KNOW THAT THE VALLSS WEBSITE  
01:16:03:03 DOES PROVIDE A LOT OF PARENT  
01:16:05:03 ACTIVITIES FOR ANY OF THOSE  
01:16:07:05 CATEGORIES.  
01:16:07:24 I BELIEVE IT'S ALSO LINKED ON  
01:16:10:01 THE STUDENT READING PLAN THAT  
01:16:12:24 FAMILIES GET.  
01:16:25:00 >> YEAH.  
01:16:25:23 I GUESS MY THOUGHT WOULD BE  
01:16:30:04 THERE WERE SO MANY THINGS I HAD  
01:16:31:12 TO PRACTICE WITH MY STUDENTS  
01:16:33:20 WITH DISABILITIES AND  
01:16:36:01 OCCUPATIONAL THERAPY STUFF.  
01:16:38:00 THAT DIDN'T JUST HAPPEN AT  
01:16:40:05 SCHOOL.  
01:16:40:27 THEY HAD TO STRENGTHEN MUSCLES  
01:16:45:04 THAT HAND EYE COORDINATION.  
01:16:47:13 I LIKEN THIS VERY MUCH TO THAT  
01:16:51:22 PHILOSOPHY TO SAY WE NEED  
01:16:53:23 PARTNERSHIP IN THIS BECAUSE THEY  
01:16:55:26 NEED THIS PRACTICE TO GROW, AND  
01:16:58:03 I DON'T THINK OF THIS AS ASKING  
01:16:59:26 FOR HOMEWORK.  
01:17:01:18 I THINK OF THIS ASKING FOR  
01:17:04:06 SUPPORTING.  
01:17:04:29 WE'RE SUPPORTING YOUR KID.  
01:17:06:15 I WOULD LOVE TO SEE MORE FOR  
01:17:09:15 PARENTS THAT GENUINELY WANT TO  
01:17:14:25 HELP WHEN THEY CAN.  
01:17:17:04 OVER THE SUMMER TO BE ABLE TO  
01:17:19:05 CONTINUE THAT PIECE IS REALLY  
01:17:20:28 IMPORTANT.  
01:17:21:17 I DON'T KNOW A LOT OF FAMILIES  
01:17:23:20 WHO HAVE KIDS THAT ARE  
01:17:25:06 STRUGGLING THAT AND HAVE THE  
01:17:27:24 ABILITY TO DO THAT WOULD TURN



01:17:29:18 THAT DOWN  
01:17:30:15 >> THANK YOU  
01:17:31:11 >> MS. TAPIA-HADLEY.  
01:17:35:00 >> ONE QUESTION TO START.  
01:17:39:10 THERE IS RESEARCH TO THE POINT  
01:17:41:06 THAT KATHLEEN WAS ALLUDING TO  
01:17:43:18 WHAT HELPS US DEVELOP THESE  
01:17:47:16 BRAIN CONNECTIONS ESPECIALLY IN  
01:17:49:07 THE EARLY YEARS THAT WRITING  
01:17:51:27 PHYSICAL MOVEMENT AND PHYSICAL  
01:17:54:02 WRITING IS A HUGE PART OF THAT.  
01:18:06:18 PENCIL TO PAPER, AND READING  
01:18:08:28 WITH BOOKS VERSUS USE OF  
01:18:11:26 KEYBOARDS OR TABLETS OR  
01:18:13:20 TECHNOLOGY.  
01:18:14:06 HOW DO WE BALANCE THAT IN ORDER  
01:18:16:11 TO ENSURE OR HELP THOSE CONNECTS  
01:18:20:06 BE MADE MORE DEEPLY AND  
01:18:23:06 CORRECTLY.  
01:18:29:27 WE INCLUDE WE CALL IT ENCODING  
01:18:35:01 WHICH IS THE WRITING ASPECT.  
01:18:37:26 THAT IS BUILT RIGHT INTO THE  
01:18:40:19 PHONICS CURRICULUM.  
01:18:41:21 ALL OF THE STUDENTS HAVE A  
01:18:43:23 PHONICS WORKBOOK WHERE THE  
01:18:46:07 TEACHER GIVES THE PHONIC LESSON  
01:18:52:13 U WHERE AFTER THEY'VE SAID IT  
01:18:55:16 MULTIPLE TIMES THEY'VE HAD AN  
01:18:58:05 OPPORTUNITY TO REPEAT.  
01:19:01:27 AND THEN SHE GOES OVER THE  
01:19:04:09 STROKE TALK.  
01:19:05:02 THAT'S THE SPECIFIC FORMATION OF  
01:19:07:05 THE LETTERS RIGHT THERE IN THE  
01:19:09:18 MIDDLE OF THE PHONICS TIME SO WE  
01:19:13:15 ARE CONNECTING THE LETTER SOUNDS  
01:19:14:20 AND THE SYMBOLS TO THE WRITING.  
01:19:18:00 SO IT'S HAPPENING SIMULTANEOUSLY  
01:19:22:00 AND RIGHT TOGETHER IN THE  
01:19:24:07 WORKBOOKS.  
01:19:24:27 THAT'S ONE OF THE THINGS WHEN I  
01:19:27:00 DO MY WALK THRU.  
01:19:29:00 IF I WALK INTO A FIRST, SECOND  
01:19:32:06 GRADE CLASS AND THEY'RE NOT  
01:19:34:04 TEACHING PHONICS AT THAT TIME.  
01:19:41:09 AND THAT STUDENTS HAVE HAD THAT  
01:19:48:01 SPECIFICALLY IN THE TIER ONE TO  
01:19:49:24 DO THE WRITING IN ORDER TO MAKE  
01:19:51:14 THAT CONNECTION.  
01:19:52:24 YOU'RE DEFINITELY RIGHT.

01:19:53:28 IT IS A VERY, VERY STRONG THING.  
01:19:56:22 ONE OF MY SPECIALIST HAS BEEN  
01:20:01:18 TRAINED IN THE WRITING  
01:20:03:17 REVOLUTION.  
01:20:04:10 AND IN ORDER TO BUILD THAT  
01:20:07:06 UNDERSTANDING.  
01:20:07:28 AND THE EXPLICIT INSTRUCTION FOR  
01:20:10:22 TEACHERS SO THAT THEY CAN  
01:20:12:10 CONTINUE TO INCORPORATE THAT  
01:20:14:01 INTO THEIR LESSONS.  
01:20:15:16 >> I HAVE MORE QUICK QUESTIONS.  
01:20:20:22 ONE MORE PERFECT.  
01:20:28:05 >> CAN YOU EXPLAIN BETWEEN  
01:20:35:02 CLASSES CODED WITH THOSE TWO  
01:20:37:20 DESCRIPTIONS.  
01:20:38:03 AND WHAT DOES EACH CODE MEAN IN  
01:20:40:27 TERMS OF INSTRUCTION.  
01:20:42:15 >> SO A SHELL CO-TALK CLASS  
01:20:47:03 WOULD BE A CLASS THAT HAS TWO  
01:20:50:08 TEACHERS IN IT.  
01:20:54:06 IF THERE'S A NUMBER OF ENGLISH  
01:20:56:27 LANGUAGE LEARNERS MAYBE THEY  
01:20:59:19 MIGHT BE ENGLISH LANGUAGE  
01:21:06:07 LEARNERS.  
01:21:06:27 THERE'S ANOTHER TEACHER IN ORDER  
01:21:09:03 TO PROVIDE MORE SMALL GROUP  
01:21:11:26 INSTRUCTION.  
01:21:12:16 PROVIDE MORE IMMEDIATE  
01:21:14:24 CORRECTIVE FEEDBACK AND  
01:21:17:05 OPPORTUNITY FOR RESPONSES.  
01:21:18:13 A SHELTERED CLASS MIGHT BE FOR  
01:21:22:21 ENGLISH LANGUAGE LEARNERS 1 OR 2  
01:21:26:12 AND THEN THEY HAVE PROVIDED AND  
01:21:28:18 BUILT IN SOME OF 9 SCAFFOLDED  
01:21:31:08 AND SOME OF THE THE SUPPORTS.  
01:21:44:22 ONE OF THE SPECIALISTS WORKED ON  
01:21:46:15 A TOOL WHERE SHE BUILT IN A FEW  
01:21:49:24 VISUALS IN ORDER TO PROVIDE THE  
01:21:53:16 VOCABULARY THROUGH THAT NOVEL  
01:21:54:24 FOR THE STUDENTS.  
01:21:56:21 SHE MIGHT PROVIDE SOME GUIDING  
01:22:00:15 QUESTIONS IN THE MARGIN.  
01:22:02:08 THOSE ARE SOME OF THE MORE  
01:22:04:02 SUPPORTED THINGS IN THE  
01:22:05:21 CURRICULUM RESOURCE IN THE  
01:22:07:10 SHELTERED CLASS.  
01:22:08:13 >> THANK YOU.  
01:22:09:03 AND SHELTERED THAT DOESN'T MEAN  
01:22:11:29 THAT INSTRUCTOR NEEDS TO HAVE

01:22:14:09 ENGLISH LANGUAGE CERTIFICATION.  
01:22:16:06 >> I WILL HAVE TO FOLLOW-UP ON  
01:22:19:21 THAT.  
01:22:22:00 THEY HAVE.  
01:22:22:23 SO THE SHELTERED INSTRUCTOR HAS  
01:22:25:03 TO HAVE EL AND IN THE SUBJECT  
01:22:27:25 AREA.  
01:22:28:07 >> YES.  
01:22:37:12 'S WANTED TO TURN FOR MY  
01:22:39:27 QUESTION TO SECONDARY LITERACY.  
01:22:43:03 DR. MANN THIS IS A QUESTION I  
01:22:46:00 HAVE BEEN ASKING ABOUT SINCE I  
01:22:47:22 JOINED THE BOARD.  
01:22:51:15 THE COMMENT IS THAT I THINK THIS  
01:22:53:27 IS REALLY IMPORTANT AT THE  
01:22:55:13 SECONDARY LEVEL.  
01:22:57:07 BECAUSE HISTORICALLY THERE  
01:22:59:29 HASN'T BEEN I WAS AN ENGLISH  
01:23:02:24 TEACHER.  
01:23:11:29 PEOPLE WENT INTO ENGLISH  
01:23:14:00 CLASSROOMS IN HIGH SCHOOL  
01:23:16:00 WITHOUT A CLUE WHEN STUDENTS  
01:23:19:08 CAME IN WHEN THEY WERE READING  
01:23:21:09 AT SECOND OR THIRD GRADE LEVEL.  
01:23:23:21 WE HAVE MADE A NATIONALLY AND  
01:23:25:19 LOCALLY A LOT OF PROGRESS IN  
01:23:27:27 THIS AREA.  
01:23:28:16 I THINK I WOULD LIKE TO CALL OUT  
01:23:30:12 AND COMMEND WE'VE HAD ADVOCATES  
01:23:32:10 IN THIS COMMUNITY THAT HAVE BEEN  
01:23:37:25 INSISTING FOR TO SECONDARY  
01:23:40:05 LITERACY.  
01:23:53:13 SO I REALLY APPRECIATED THEIR  
01:23:55:19 SUPPORT AND IN MY READING ABOUT  
01:24:00:16 THIS.  
01:24:01:15 THIS IS A NATIONAL PROBLEM AND  
01:24:03:12 NOT JUST A APS PROBLEM.  
01:24:14:01 WHEN IN WALKED A FATHER AND HIS  
01:24:16:06 SON WHO HAVE GRADUATED THE WEEK  
01:24:18:12 BEFORE.  
01:24:18:26 THE FATHER TOOK A MAGAZINE AND  
01:24:21:15 GAVE IT TO HIS SON.  
01:24:23:04 AFTER A FEW MINUTES OF SILENCE  
01:24:25:00 THE YOUNG MAN DAD YOU KNOW YOU  
01:24:31:08 KNOW I DON'T KNOW HOW TO READ.  
01:24:33:10 THEY DIDN'T GET WHAT THEY  
01:24:35:11 NEEDED.  
01:24:36:08 SOME OF THESE KIDS FALL INTO  
01:24:39:23 DEEP DESPAIR WHEN THEY FIND OUT

01:24:43:12 THEY'VE BEEN BETRAYED.  
01:24:46:11 I THINK WE CAN AGREE IF WE  
01:24:49:04 GRADUATE STUDENTS THAT CAN'T  
01:24:52:04 READ WE HAVE FAILED IN OUR MOST  
01:24:55:10 BASIC COMMITMENT IN OUR GOAL.  
01:25:01:09 THAT YOU GUYS HAVE TAKEN THIS SO  
01:25:04:00 SERIOUSLY AND I AM JUST SO  
01:25:07:03 GRATEFUL IT GIVES ME GOOSE BUMPS  
01:25:10:14 PARTICULARLY YOU ARE DOING THIS  
01:25:12:01 WORK AT OUR HIGH SCHOOL LEVEL.  
01:25:16:12 IS IN MY STUDY OF THIS AT THE  
01:25:19:04 HIGH SCHOOL LEVEL THERE'S A  
01:25:20:14 PARTICULAR CHALLENGE RELATED TO  
01:25:22:05 THE STIGMA THAT THIS BRINGS UP  
01:25:25:00 FOR STUDENTS WHO'RE STRUGGLING  
01:25:27:14 READERS AND IT HAS BEEN NOTED WE  
01:25:31:03 NEEDED INNOVATIVE APPROACHES  
01:25:33:17 WHERE SOMEONE IS ASKING YOU TO  
01:25:36:15 EAT SPINACH.  
01:25:39:24 IT DOESN'T FEEL LIKE A  
01:25:41:16 PUNISHMENT.  
01:25:45:29 BUT THAT WE'RE SENDING A MESSAGE  
01:25:48:12 THAT LITERACY IS IMPORTANT TO  
01:25:50:12 YOUR COLLEGE YORK CAREER YOUR  
01:25:53:26 AMBITIONS FOR YOURSELF AFTER  
01:25:55:09 HIGH SCHOOL.  
01:25:55:27 WE'RE MAKING THAT CONNECTION  
01:25:58:08 REALLY EXPLICIT.  
01:25:59:27 I'M THRILLED YOU GUYS ARE DOING  
01:26:01:26 THIS.  
01:26:09:14 ON SLIDE 35 WE TALK ABOUT THE  
01:26:12:14 HIGH SCHOOL DATA.  
01:26:13:15 AND I KNOW IT'S EARLY DAYS YET  
01:26:15:29 SO WE'RE NOT -- WE HAVEN'T SAID  
01:26:19:25 MISSION ACCOMPLISHED AND WE'RE  
01:26:21:17 DONE AT THE HIGH SCHOOL LEVEL.  
01:26:23:05 WE'RE STARTING TO SEE MEANINGFUL  
01:26:25:28 PROGRESS.  
01:26:26:09 ON SLIDE 35 I HAD TROUBLE AS A  
01:26:30:11 READER OF THE SLIDE AND I COULD  
01:26:32:17 USE A LITTLE HELP.  
01:26:33:27 I'M NOT SURE -- I CAN'T LOOK AT  
01:26:36:25 THAT THIS AND MAYBE YOU CAN  
01:26:39:12 TRANSLATE IT FOR ME.  
01:26:40:26 WHAT ARE WE SEEING TODAY AT THE  
01:26:43:01 HIGH SCHOOL LEVEL.  
01:26:43:25 WHAT PROGRESS IF ANY ARE WE  
01:26:46:02 SEEING IN THE EARLY DAYS, AND AS  
01:26:49:00 YOU GUYS THINK ABOUT WHAT YOUR

01:26:52:01 GOALS ARE SPECIFICALLY ARE THERE  
01:26:54:20 SHORT-TERM AND PROGRESSIVE GOALS  
01:26:58:20 WHAT KIND OF GROWTH YOU WOULD  
01:27:01:00 LIKE TO SEE.  
01:27:01:27 I'LL START AND THEN OF COURSE  
01:27:03:28 DR. DURAN AND DR. MANN CAN JUMP  
01:27:07:27 IN.  
01:27:09:12 WE TOOK OUR STUDENTS THAT WERE  
01:27:11:16 FIRST ASSESSED AT THE BEGINNING  
01:27:13:22 OF THE YEAR THAT SCORED IN THE  
01:27:18:02 RED OR ORANGE.  
01:27:20:01 THOSE ARE THE STUDENTS WE NEED  
01:27:21:18 YOU THULS REASSESS AT MIDYEAR TO  
01:27:25:06 SHOW SOME GROECHLT WHAT WE'RE  
01:27:27:21 SEEING HERE ARE THE STUDENTS  
01:27:29:24 THAT HAD DEMONSTRATED WERE IN  
01:27:32:06 THE RED OR ORANGE BANDS AT THE  
01:27:38:02 SO WE'RE SEEING A FEW PERCENTAGE  
01:27:40:28 POINTS TO DEMONSTRATE THAT SOME  
01:27:45:19 STUDENTS ARE PROGRESSING OVER  
01:27:47:18 TIME.  
01:27:51:13 I BELIEVE IT WAS IN THE 14 OR  
01:27:53:19 15%.  
01:28:02:23 IT'S EXCITING.  
01:28:03:26 THIS IS ONE THE LITERARY AND  
01:28:15:15 INFORMATIONAL TEXT.  
01:28:16:12 BUT WE DO HAVE IF YOU DO RECALL  
01:28:19:00 ON ANOTHER SLIDE I MENTIONED A  
01:28:21:21 FEW OF OUR DIAGNOSTIC  
01:28:23:24 ASSESSMENTS TO INCLUDE THE  
01:28:26:02 PHONICS.  
01:28:26:17 ARE THEY BUILDING THEIR PHONICS  
01:28:29:09 SKILLS.  
01:28:32:14 AND WE CAN PROVIDE DATA TO SHOW  
01:28:34:16 YOU DIDN'T KNOW THEM WHEN YOU  
01:28:37:05 WALKED IN THE DOOR AND NOW YOU  
01:28:39:00 DO.  
01:28:39:16 THAT'S HELPING YOU.  
01:28:41:16 AS WELL AS ORAL READING FLUENCY.  
01:28:48:17 SO THAT'S REALLY ONE OF OUR  
01:28:51:03 TARGETS AND GOALS ON THE WALL.  
01:28:53:00 I WAS AT IN A STRUCTURED  
01:28:57:06 LITERACY CLASS AT GUNSTON.  
01:29:00:12 READING PASSAGES WITH ONE  
01:29:02:09 ANOTHER AND TIMING EACH OTHER  
01:29:04:03 AND WERE REALLY, REALLY EXCITED  
01:29:07:18 HOW YOU HAD MISSED THIS ONE.  
01:29:17:21 AND THAT HELPS TO PROCEED TELL  
01:29:19:27 AND ENCOURAGE THEM TOO.

01:29:21:18 >> MS. SALVADOR WOULD YOU LIKE  
01:29:24:11 TO COME UP AND SHARE AS WELL.  
01:29:26:25 >> NOT ONLY ARE WE USING THAT  
01:29:30:03 DATA IN ENGLISH BUT WE'RE USING  
01:29:33:12 THAT DATA IN THE PLACEMENT OF  
01:29:36:20 OTHER CLASSES.  
01:29:43:13 WHEN YOU LOOK AT THAT DATA AT  
01:29:46:08 LEAST AT WAKEFIELD YOU COULD SEE  
01:29:48:05 THE RED IT'S SLINKING AND WE'RE  
01:29:51:09 CREATING MORE ORANGE IN SOME  
01:29:56:03 INSTANCES WE'RE CREATING SOME  
01:29:58:06 GREEN AND SOME BLUE FOR OUR L  
01:30:01:04 AND SPED STUDENTS.  
01:30:18:15 TO CREATE THAT DATA  
01:30:21:18 TRIANGULATION AND KEEP TELLING  
01:30:22:25 THEM.  
01:30:23:22 LISTEN YOU MAY NOT WHERE YOU'RE  
01:30:27:12 IN HERE.  
01:30:29:14 WE'LL KEEP SUPPORTING YOU WITH  
01:30:32:11 THE DIBLS OR PSI.  
01:30:37:00 THIS IS IMPORTANT.  
01:30:38:03 LET'S CELEBRATE YOUR ACHIEVEMENT  
01:30:39:29 AND LET'S CONTINUE DOING THAT.  
01:30:42:06 LIKE WE'RE GOING TO GET PIE THE  
01:30:44:28 ADMINISTRATORS ARE GOING TO GET  
01:30:46:26 PIE WITH ALL OF THE KIDS THAT  
01:30:48:22 GROW.  
01:30:49:11 SO IT'S MAKING THAT CONNECTION  
01:30:52:02 OF WHAT MATTERS TO THEM.  
01:31:03:09 AND GIVING SUPPORT TO THE  
01:31:05:03 TEACHERS IN REALTIME IT'S ALSO  
01:31:08:00 VERY IMPORTANT.  
01:31:08:21 >> THANK YOU SO MUCH  
01:31:10:18 >> COLLEAGUES OVER TO MY LEFT.  
01:31:12:13 DO YOU HAVE OTHER QUESTIONS  
01:31:14:03 YOU'D LIKE TO ASK?  
01:31:16:29 >> I WANTED TO FOCUS ON THE  
01:31:20:01 QUADRANT DATA.  
01:31:22:02 IT'S SLIDE 30 AND THEN I THINK  
01:31:24:18 THE HIGH SCHOOL AND THE MIDDLE  
01:31:26:23 SCHOOLS ONES ARE IN OTHER  
01:31:28:19 PLACES.  
01:31:29:02 WHEN WE WERE MEETING TO TALK  
01:31:31:11 ABOUT THIS REPORT YOU SHARED  
01:31:33:14 SOME INFORMATION ON HOW TEAMS  
01:31:42:05 SUPPORT THESE SCHOOLS.  
01:31:45:14 I WONDER IF YOU COULD SHARE THAT  
01:31:47:03 FOR EVERYONE'S BENEFIT AND ALSO  
01:31:49:09 SPEAK TO WHETHER THERE ARE

01:31:51:17 EFFORTS WE DO OR CAN MAKE TO  
01:31:54:15 IDENTIFY WHAT'S WORKING VERY  
01:31:56:05 WELL FOR THE UPPER RIGHT  
01:31:59:07 QUADRANT THAT COULD POTENTIALLY  
01:32:01:21 BE EMULATED IN OTHER SCHOOLS.  
01:32:12:03 SO TO THE EXTENT THAT WE DON'T  
01:32:15:12 MOVE FORWARD PROGRESS WISE YEAR  
01:32:18:01 OVER YEAR WITH RESPECT TO SORT  
01:32:19:22 OF MOVING OUR SCHOOLS AND  
01:32:21:27 STUDENTS UP, WHAT ARE THE THINGS  
01:32:23:21 THAT WE COULD START IMPLEMENTING  
01:32:27:22 GENERALLY AND WHAT ARE THE  
01:32:28:24 THINGS WE CAN DO.  
01:32:31:05 MS. SALVADOR MENTIONED COACHES.  
01:32:35:17 I WONDERED IF YOU HAD ANY  
01:32:36:24 THOUGHTS ON THAT.  
01:32:37:27 >> WHEN WE LOOK AT SCHOOLS THAT  
01:32:40:12 MIGHT NOT BE PERFORMING'S HIGH  
01:32:42:27 GROWTH AND HIGH ACHIEVEMENT  
01:32:44:22 LEVELS THAT WE ARE LOOKING  
01:32:46:22 TOWARDS.  
01:32:48:05 WE HAVE INSTALLED THE HIGH  
01:32:50:13 QUALITY INSTRUCTIONAL MATERIALS.  
01:33:00:14 CAN LEAD TO LITERACY.  
01:33:02:19 SO DEFINITELY HOW IS THE  
01:33:04:26 IMPLEMENTATION OF OUR RESOURCE  
01:33:06:18 HAPPENING.  
01:33:07:03 IS IT JUST INITIAL THE TEACHER  
01:33:09:07 HAS OPENED THE BOX.  
01:33:12:08 OR HAS THE CLT COME TONIGHT AND  
01:33:19:15 BEEN VERY INTENTIONAL.  
01:33:21:04 SO THOSE TWO TEACHERS BUILT IN  
01:33:23:22 SOME SCAFRLTSEDS AND SUPPORTS TO  
01:33:26:29 ENSURE SUCCESS AND PROGRESS FOR  
01:33:29:02 STUDENTS OVER TIME.  
01:33:30:07 THAT'S THE KIND OF  
01:33:31:21 IMPLEMENTATION AND PLANNING  
01:33:33:17 WE'RE LOOKING FORWARD TO YIELD  
01:33:37:05 SOME HIGH GROWTH RESULTS.  
01:33:40:19 ADDITIONALLY WE WANT TO  
01:33:44:10 WORKFORCE.  
01:33:44:26 THEY ARE THE INSTRUCTIONAL  
01:33:46:07 LEADER IN THE BUILDING AND I  
01:33:48:10 THINK OUR PIP AND WORK WITH THEM  
01:33:50:23 CAN PROVIDE THEM THE TOOLS WHAT  
01:33:52:27 THEY'RE LOOKING FOR, AND HOW  
01:33:55:10 THEY CAN QUICKLY PROVIDE SOME  
01:33:58:05 HELPFUL FEEDBACK TO TEACHERS IN  
01:34:02:00 THE MOMENT.

01:34:18:15 WE WANT TO SEE OUR STUDENTS  
01:34:22:24 ACCELERATING AND CLOSING THOSE  
01:34:24:18 GAPS.  
01:34:25:06 THOSE ARE A FEW OF THE EXAMPLES.  
01:34:28:03 I DID NOTICE A NUMBER OF MY  
01:34:30:15 FIRST GRADE SCHOOLS THAT WERE IN  
01:34:33:04 THE BOTTOM LOWER GROWTH AND LOW  
01:34:35:27 ACHIEVEMENT THEY DIDN'T MOVE THE  
01:34:37:24 FIRST GRADERS LIKE I WAS  
01:34:40:24 EXPECTING THEM TO.  
01:34:42:08 I LOOKED TO PROVIDE A FEW MORE  
01:34:44:24 RESOURCES OF DECODABLE BOOKS.  
01:34:47:27 SO THE LITTLE BOOKS TO REENFORCE  
01:34:51:13 AND GIVE THEM MORE PRACTICE  
01:34:55:07 STRATEGICALLY INSERTED IN THE  
01:34:56:19 SCHOOLS THAT THE DATA DID NOT  
01:34:58:12 MOVE LIKE WE WANTED.  
01:35:14:02 >> I THINK MY CONCERN WHEN I  
01:35:16:20 LOOK AT STUDENTS WITH  
01:35:18:12 DISABILITIES AND LOW LANGUAGE  
01:35:21:08 LEARNERS.  
01:35:21:18 THE TWO THINGS I'M CURIOUS ABOUT  
01:35:25:12 AND THAT I'VE HEARD FROM FAMILY  
01:35:28:15 LIKE FAMILY FRIENDS THIS IS THE  
01:35:30:29 BIGGEST ISSUE IS THAT  
01:35:33:17 CORRELATION BETWEEN DYSLEXIA AND  
01:35:36:19 ADHD AND IT'S DIFFICULT TO TEASE  
01:35:42:03 OUT WITH THE READING  
01:35:43:20 INTERVENTIONS TO DRIVE THE  
01:35:47:07 OUTCOMES AND RESULTS WE'RE  
01:35:48:19 LOOKING FOR.  
01:35:50:15 I'M CURIOUS AND HOW ARE WE  
01:35:53:19 IMPLEMENTING THEM.  
01:35:55:14 THEN THE SECOND THAT THE HAVE  
01:35:57:27 THE VISUAL IMPAIRMENT HOW ARE WE  
01:36:01:16 ENSURING THEY'RE GETTING NOT  
01:36:04:04 JUST ACCESSIBLE TEXT FOR READING  
01:36:07:23 BUT ALSO HOW ARE WE ENSURING AS  
01:36:10:29 WE'RE DOING THE TESTING IT ALSO  
01:36:14:28 IS BEING TESTED IN A WAY THAT'S  
01:36:18:03 ACCESSIBLE?  
01:36:19:11 >> I WILL SPEAK TO THE STUDENTS  
01:36:22:24 WITH DYSLEXIA OR ADHD.  
01:36:26:04 IF STUDENTS ARE DEMONSTRATING  
01:36:27:27 ANY KIND OF NEED IN THEIR EARLY  
01:36:31:08 LITERACY SKILLS THAT'S WHY WE  
01:36:33:19 ATTEND TO THOSE READING  
01:36:35:24 SCREENS'S VALUES TO DETERMINE  
01:36:38:03 WHAT IS THE STUDENT IS AT-RISK



01:36:40:06 FOR READING FAILURE.  
01:36:47:05 THE GOOD NEWS WITH DYSLEXIC  
01:36:52:00 STUDENTS WE'RE NOT WAITING FOR  
01:36:54:07 ANY KIND OF DIAGNOSIS TO COME  
01:36:56:14 INTO PLAY.  
01:37:00:25 ALL THAT PAPERWORK BEFORE WE  
01:37:04:19 START INTERVENING WITH THE  
01:37:06:05 STUDENT WE ATTEND TO THE DATA  
01:37:07:18 AND BEGINNING THE INTERVENTION  
01:37:09:16 RIGHT AWAY BASED ON THE EARLY  
01:37:12:04 READING ASSESSMENT.  
01:37:12:29 IF A STUDENT IS DEMONSTRATING  
01:37:16:13 ADHD YOU SAID THAT KIND OF SEEMS  
01:37:19:11 TO BE MASKING.  
01:37:21:12 WE'RE NOT SURE THE AT THE WHICH  
01:37:24:16 YOU ARE WHAT THE STUDENTS' NEED  
01:37:26:24 IS.  
01:37:27:12 WE DEFINITELY HAVE STUDENT  
01:37:30:06 SUPPORT COORDINATORS IN THE  
01:37:32:00 SCHOOLS TO REALLY LOOK AT THAT  
01:37:40:05 DATA, AND THINK ABOUT WHAT IS  
01:37:43:10 THE CHILD EXHIBITING WE MIGHT BE  
01:37:48:06 SOME BEHAVIOR PLANS IN ADDITION  
01:37:50:25 TO READING INTERVENTION SUPPORTS  
01:37:53:12 SO THAT THEY'RE ABLE TO MAKE THE  
01:37:55:23 PROGRESS THEY'RE NEEDING TO  
01:37:57:03 MAKE.  
01:37:57:19 I WOULD DEFINITELY LEAN ON MY  
01:38:00:08 SPECIAL EDUCATION EXPERTS.  
01:38:02:03 I'M REALLY GLAD WE HAVE  
01:38:05:28 DR. STONE.  
01:38:07:17 SHE'S A WEALTH OF RESOURCES AND  
01:38:10:21 I WOULD -- THAT WOULD BE MY  
01:38:13:12 FIRST THOUGHT WHEN A STUDENTS  
01:38:16:03 PRESENTS LIKE THAT TO CONSULT  
01:38:18:07 THE EXPERTS SO WE CAN GET THEM  
01:38:20:15 THE SPORTS IN A VERY, VERY  
01:38:22:16 TIMELY FASHION.  
01:38:23:08 WITH THE VISUAL SUPPORT TOO AND  
01:38:26:02 WITH THE VISUAL IMPAIRMENT  
01:38:28:02 SUPPORT WE DO HAVE A GREAT TEAM  
01:38:29:29 WITH THE AZTEC ASSISTIVE  
01:38:33:16 TECHNOLOGY IN LEARNING THAT IS  
01:38:36:02 CONSTANTLY IN COLLABORATION WITH  
01:38:37:23 MY OFFICE TO MAKE SURE THEY HAVE  
01:38:39:15 THE RESOURCES NEEDED FOR  
01:38:41:06 STUDENTS TO ACHIEVE.  
01:38:43:18 >> STILL OG RIGHT.  
01:38:45:27 >> WE HAVE SOME LICENSING.

01:38:52:08 THE THING ABOUT OG IT IS A  
01:38:54:27 METHODOLOGY THAT ALSO INCLUDES  
01:39:03:26 KINESTHETIC IN ADDITION TO THE  
01:39:05:07 TACTILE.  
01:39:06:12 THEY CAN THROUGH THE LESSON  
01:39:09:13 PLAN.  
01:39:09:26 THAT IS NOT REALLY A PROGRAM PER  
01:39:12:13 SE.  
01:39:12:23 IT HASN'T BEEN DEEMED ON THE  
01:39:19:12 VIRGINIA APPROVED PROGRAMS.  
01:39:26:13 >> AND THOSE WHO MIGHT OG MEANS  
01:39:30:12 SOMETHING.  
01:39:31:16 OG STANDS FOR ORTON GUILLING  
01:39:34:14 HAM.  
01:39:35:09 IT'S AN APPROACH FOR DIAGNOSING  
01:39:40:01 AND WORKING WITH DYSLEXIA.  
01:39:43:18 >> ALL RIGHT MS. ZECHER-SUTTON  
01:39:50:01 DO YOU WANT TO START.  
01:39:51:12 I HAVE ONE ELEMENTARY AND ONE  
01:39:53:18 SECONDARY AND THEN I'M DONE.  
01:40:05:21 I RECALL WE WERE GETTING  
01:40:07:27 COMMENTS ABOUT SOME OF THE  
01:40:09:25 CONTENT UNITS WERE NOT ALIGNED  
01:40:12:15 WITH SORT OF THE CKLA RESOURCES.  
01:40:20:05 THAT MS. SCHWARTZ ALLUDED TO  
01:40:22:23 THIS IN HER COMMENTS.  
01:40:25:05 THE QUESTION NUMBER ONE IT  
01:40:27:03 SOUNDS LIKE THERE'S SOME  
01:40:28:20 PROGRESS IN BRINGING THOSE  
01:40:30:17 THINGS TOGETHER.  
01:40:31:10 I GUESS THE QUESTION IS THAT  
01:40:33:00 HAPPENING LIKE SCHOOL BY SCHOOL  
01:40:35:24 OR IS THERE SOME SORT OF  
01:40:38:06 INTEGRATED CURRICULAR APPROACH  
01:40:39:20 THAT IS NOW HELPING ALL OF OUR  
01:40:43:20 ELEMENTARY SCHOOLS ACHIEVE THAT  
01:40:45:09 ALIGNMENT.  
01:40:45:21 >> THAT'S A GREAT QUESTION.  
01:40:48:01 THERE IS MORE OF A INTEGRATED  
01:40:50:04 CENTRAL APPROACH TO WHEN WE CAN  
01:40:52:20 ALIGN A CKLA UNIT THAT ALIGNS TO  
01:40:58:27 THE SCIENCE OR SOCIAL STUDIES.  
01:41:07:24 AS WELL AS THERE IS ANOTHER UNIT  
01:41:10:10 I BELIEVE IT'S IN THE FIRST OR  
01:41:12:05 SECOND GRADE ON SEASONS AND WE  
01:41:15:14 MOVED THAT TO THE END OF THE  
01:41:17:05 YEAR WHEREAS IN THE FIRST YEAR  
01:41:19:13 IT HAD HAPPENED IN THE  
01:41:21:11 BEGINNING.

01:41:26:20 SO THAT PACING IS NOT LEFT SO  
01:41:35:08 THE SECONDARY QUESTION SLIDE 7  
01:41:46:06 SLIDE 7 AND 8.  
01:41:56:06 AND AVOIDING READING WAS NOT THE  
01:41:59:01 BEST ACADEMIC STRATEGY THAT SHE  
01:42:02:00 CARRIED WITH HER FROM HIGH  
01:42:03:29 SCHOOL TO COLLEGE.  
01:42:14:22 SO THE BOTTOM LEFT CORNER AND  
01:42:19:12 THEN IF YOU FLIP TO THE NEXT  
01:42:21:11 SLIDE IT WAS I THINK 19% OF THE  
01:42:28:17 MIDDLE SCHOOL STUDENTS.  
01:42:31:03 I'M THINKING ABOUT THE  
01:42:32:10 TRANSITION POINTS.  
01:42:34:00 WHAT'S THE EXTENT THAT THE  
01:42:36:03 MIDDLE STUDENTS ARRIVE AND YOU  
01:42:40:29 ALREADY KNOW THEY NEED THAT  
01:42:43:07 SUPPORT.  
01:42:48:06 I KNOW OBVIOUSLY THEY ARRIVE  
01:42:50:24 PARTLY WAY THROUGH HIGH SCHOOL  
01:42:52:12 AND MIDDLE SCHOOL.  
01:42:53:25 ONE OF THE THINGS THAT COMES UP  
01:42:56:01 IN DIFFERENT CONTEXTS WHETHER WE  
01:43:01:03 ARE TRANSFERRING KNOWLEDGE ABOUT  
01:43:02:16 KIDS FROM ELEMENTARY SCHOOL TO  
01:43:05:18 MIDDLE AND FROM MIDDLE TO HIGH.  
01:43:07:29 IN A RANGE OF AREAS.  
01:43:17:20 ARE YOU ABLE TO BE PREPARED.  
01:43:19:07 >> THAT'S A GREAT QUESTION.  
01:43:21:06 WE ARE TRANSFERRING THE  
01:43:22:15 KNOWLEDGE.  
01:43:23:01 IT'S A VERY MASSIVE SPREAD SHEET  
01:43:28:10 WE DELIVER TO THE LITERACY TEAM  
01:43:30:28 AT THE MIDDLE SCHOOL.  
01:43:32:12 IT'S ALL OF OUR FIFTH GRADERS  
01:43:35:29 AND MANY, MANY ASSESSMENTS.  
01:43:44:15 WHAT WAS ANY DIBLS ASSESSMENT  
01:43:48:24 BECAUSE YOU'RE EXACTLY ALL OF  
01:43:50:18 THAT IS MISSION CRITICAL  
01:43:52:24 INFORMATION FOR THE MIDDLE  
01:43:54:08 SCHOOL DOCS AND LITERACY TEAMS  
01:43:57:08 IN ORDER TO PLACE THOSE STUDENTS  
01:43:59:02 IN THOSE CLASSES THE RISING 9th  
01:44:03:16 GRADE.  
01:44:04:03 IT GETS EVEN BIGGER.  
01:44:06:15 THEY'VE BEEN WITH US LONGER.  
01:44:12:24 AT THAT POINT I HAND THOSE OVER.  
01:44:15:03 WE GENERATE THOSE.  
01:44:16:14 WE HAND THEM OVER TO THE  
01:44:18:25 SCHOOLS.

01:44:19:16 THEN THEY GET A TEAM TO REVIEW  
01:44:21:13 ALL OF THE DATA TO MAKE  
01:44:24:09 INSTRUCTIONAL PLACEMENT  
01:44:25:07 DECISIONS FOR THE STUDENTS THAT  
01:44:28:00 ARE GOING TO SET THEM ON THEIR  
01:44:31:06 BEST PATH.  
01:44:32:27 MS. TAPIA-HADLEY.  
01:44:50:11 ACTUALLY OF HIGH SCHOOL STUDENTS  
01:44:51:29 IDENTIFIED FOR LITERACY IS  
01:44:53:24 IMPORTANT.  
01:44:54:10 JUST AS AN ASK.  
01:44:55:24 IT WOULD BE WONDERFUL IF WE  
01:44:58:07 COULD GET THIS DATA BUT  
01:44:59:23 PERCENTAGE BY SCHOOL.  
01:45:02:14 THAT WOULD BE HELPFUL JUST TO  
01:45:04:18 HAVE THAT.  
01:45:05:04 AND WHERE WE AT THE LAST COLUMN  
01:45:08:19 STUDENTS RECEIVING AT OTHER  
01:45:10:15 TIMES OF DAY.  
01:45:12:04 COULD YOU EXPLAIN.  
01:45:13:10 DOES THAT MEAN AFTER SCHOOL.  
01:45:15:02 >> THAT'S A GOOD QUESTION.  
01:45:16:24 I MADE A NOTE FOR PERCENTAGE BY  
01:45:20:05 SCHOOLS STUDENTS RECEIVING  
01:45:25:27 SUPPORT AT OTHER TIMES OF THE  
01:45:27:21 DAY.  
01:45:33:04 AND DID NOT HAVE THE TIME IN  
01:45:34:24 THEIR SCHEDULE TO RECEIVE A ARE  
01:45:36:21 STRUCTURED LITERACY COURSE.  
01:45:38:23 WHAT COMES INTO THE PLAY THE  
01:45:40:22 SCHOOL HAS TO DEVELOP A PLAN FOR  
01:45:46:21 LITERACY PERIOD.  
01:45:49:11 THAT THEY CAN COME AND START  
01:45:52:09 RECEIVING INTERVENTION AND  
01:45:55:05 INSTRUCTION.  
01:45:55:14 WE HAVE ALERTED OUR ELA IF IT  
01:45:58:03 WORKS OUT THAT THE STUDENTS DOES  
01:46:00:22 NOT HAVE TIME IN THE SCHEDULE TO  
01:46:02:04 RECEIVE A CLASS FOR THAT  
01:46:03:23 INTERVENTION, WE MIGHT NEED TO  
01:46:06:03 BUILD SOME OF THE INTERVENTION  
01:46:07:28 IN THEIR ELA CLASS.  
01:46:10:21 THAT MAY LOOK LIKE 10 MINUTES AT  
01:46:19:17 THE BLOCK IN ORDER TO SHORE UP  
01:46:22:02 SOME OF THOSE GAPS.  
01:46:23:12 >> THANK YOU.  
01:46:33:29 HOW ARE WE SETTING GOALS  
01:46:35:29 BASICALLY?  
01:46:37:08 >> ARE YOU SPEAKING IN VALLSS

01:46:39:25 ASSESSMENT OR TO THE MWE.  
01:46:44:15 >> WE DO HAVE VALLSS IS A NEW  
01:46:47:16 ASSESSMENT FOR EVERYONE IN  
01:46:49:03 VIRGINIA THIS YEAR SO WE ARE  
01:46:51:06 DOING A LOT OF LEARNING AROUND  
01:46:52:27 IT.  
01:46:53:18 THE STATE PROVIDES DIFFERENT  
01:46:56:04 WEBINARS AND CALLS FOR US TO  
01:46:58:07 LEARN.  
01:46:59:11 THEY HAVE THEY DO NOT HAVE  
01:47:02:22 SUBTEST BENCHMARK.  
01:47:05:00 THAT IS A DIFFERENT FROM DIBLS.  
01:47:11:18 VALLSS DOES NOT GIVE US THAT.  
01:47:14:09 THEY ARE STILL MAKING SOME  
01:47:16:12 DETERMINATIONS WITH THOSE SUB  
01:47:18:01 TASKS.  
01:47:18:19 BUT WE DEFINITELY KNOW WHAT  
01:47:21:06 STUDENTS NEED TO BE ABLE TO DO  
01:47:23:17 GENERALLY.  
01:47:24:01 ALL OF THEIR LETTERS AND SOUNDS.  
01:47:25:26 BEING ABLE TO BLEND THEM.  
01:47:27:24 BEING ABLE TO SEGMENT THEM.  
01:47:32:09 ONE BIG METRIC IS THE ORAL  
01:47:36:09 FLUENCY NUMBER TOO.  
01:47:43:15 >> OKAY.  
01:47:44:05 THANK YOU.  
01:47:45:17 GOING VERY QUICKLY TO MORE  
01:47:48:15 QUESTIONS TO THE GROWTH  
01:47:50:23 QUADRANTS IN SLIDES 30, 33 AND  
01:47:54:07 36.  
01:47:55:13 GENERALLY LOOKING AT THESE THREE  
01:47:58:28 DIFFERENT SNAPSHOTS AND THESE  
01:48:03:22 ARE DIFFERENT STUDENTS WE SEE  
01:48:05:24 MOST OF THE ELEMENTARY SCHOOLS  
01:48:07:26 ARE KIND OF ON THE LOWER END OF  
01:48:11:21 GROWTH.  
01:48:13:00 THEN THE MIDDLE SCHOOLS SEEM TO  
01:48:15:22 BE ON TRACK AND THEN AGAIN IN  
01:48:18:04 HIGH SCHOOL THE HIGH SCHOOL  
01:48:19:10 GRAPH TELLS US THAT WE SEE KIDS  
01:48:22:25 TO THE LEFT AND LOWER LEFT I  
01:48:25:00 WOULD JUST LOVE YOUR ASSESSMENT  
01:48:27:00 IF YOU HAVE A SENSE WHAT IS  
01:48:30:04 LEADING TO THAT PERFORMANCE AT  
01:48:33:17 THE HIGH SCHOOL LEVEL.  
01:48:38:03 ARE THERE OTHER SUPPORT STUDENTS  
01:48:40:12 NEED?  
01:48:41:08 ARE THERE THINGS WE COULD BE  
01:48:44:07 LOOKING AT TO HELP IMPROVE THAT

01:48:47:06 PERFORMANCE AND GROWTH  
01:48:48:26 PARTICULARLY AT THE HIGH SCHOOL  
01:48:50:12 LEVEL.  
01:48:51:12 >> REMEMBER ON THAT QUADRANT  
01:48:54:02 CHART WE ARE JUST LOOKING AT THE  
01:48:55:23 STUDENTS THAT WERE ORIGINALLY IN  
01:48:57:09 THE FIRST AND 40th PERCENTILE AT  
01:49:01:17 THE BEGINNING OF THE YEAR.  
01:49:02:24 THEY STARTED OUT THE BEGINNING  
01:49:05:13 OF THE YEAR IN THE BOTTOM  
01:49:08:16 QUADRANT BY MIDYEAR THE BULK OF  
01:49:12:05 OUR HIGH SCHOOLS ARE IN THE HIGH  
01:49:14:21 GROWTH QUADRANT WHICH IS WHAT WE  
01:49:17:07 WANT.  
01:49:28:06 THAT WAS GIVEN TO THEM FOR ON  
01:49:31:13 THAT ASSESSMENT.  
01:49:36:20 WE DEFINITELY WANT THEM MOVING  
01:49:38:28 VERY, VERY CLOSE TO THE 50TH  
01:49:41:00 MEDIAN PERCENTILE TOWARDS THAT  
01:49:43:11 HIGH GROWTH HIGH ACHIEVEMENT  
01:49:46:21 QUADRANT.  
01:49:47:06 WHEN WE'RE TALKING ABOUT AN  
01:49:51:07 ACCELERANT IN HIGH SCHOOL THERE  
01:49:53:12 ARE LARGE GAPS IN THEIR READING.  
01:50:03:10 DO YOU FEEL AN AFTER SCHOOL --  
01:50:06:08 GOING THAT WOULD MAKE A  
01:50:13:24 DIFFERENCE?  
01:50:14:21 >> WE DO HAVE OFFICER SCHOOL  
01:50:17:11 LABS CALLED LEXIA LAB OR  
01:50:20:17 TUTORING LABS THAT MY OFFICE  
01:50:22:28 SUPPORT AT THE ELEMENTARY SCHOOL  
01:50:25:23 LEVELS.  
01:50:37:04 AND ELEMENTARY SCHOOL WE SEEM TO  
01:50:39:27 HAVE A CAPTIVE AUDIENCE AND  
01:50:41:17 THEIR FAMILIES THAT NEED TAKE  
01:50:45:02 THEM INTO THE LEXIA LAB OR  
01:50:47:15 INTERVENTION LAB AFTER SCHOOL.  
01:50:49:16 BUT THE MIDDLE AND HIGH SCHOOLS  
01:50:51:19 HAVE OFFERED AN AFTER SCHOOL ONE  
01:50:54:13 OR TWO DAYS TO SUPPORT STUDENTS.  
01:50:57:03 SO IT'S NOT OUT LIKE I SAID ANY  
01:51:01:08 ADDITIONAL TIME AND TEXT AND  
01:51:03:13 PRACTICE WITH A TUTOR OR AN  
01:51:06:13 INSTRUCTOR IS GOING TO HELP  
01:51:09:02 BENEFIT THEM.  
01:51:18:27 IT POSES A LITTLE BIT OF A  
01:51:22:04 CHALLENGE.  
01:51:23:09 JUST BREAKING OUT THE DATA BY  
01:51:26:12 ALSO ETHNICITY OF STUDENTS.

01:51:29:11 I WOULD BE CURIOUS TO KNOW THAT.  
01:51:32:28 ETHNICITY AS WELL AS BY SCHOOL.  
01:51:56:12 IF WE COULD GET THAT.  
01:51:57:29 >> I THINK MS. TURNER HAD A  
01:52:00:24 SMALL QUESTION.  
01:52:02:27 >> WHICH ARE WHAT ELSE CAN WE  
01:52:06:06 ADD INTO THE MIX.  
01:52:07:19 SOMEONE HAS MENTIONED TO ME THE  
01:52:09:12 READ WITH ME PROGRAM.  
01:52:11:14 IS THAT SOMETHING THAT WE CAN  
01:52:13:26 LEVERAGE.  
01:52:14:08 THE TUTORING PROGRAM IS  
01:52:16:06 DEFINITELY SOMETHING THAT WE ARE  
01:52:18:01 LOOKING AT AND CONSIDERING.  
01:52:19:24 WE DO HAVE SOME TUTORING  
01:52:21:26 OPPORTUNITIES WITH OUR VOLUNTEER  
01:52:23:08 COORDINATOR AND FAMILY AND  
01:52:24:28 COMMUNITY ENGAGEMENT.  
01:52:35:08 AND WE ARE REALLY LOOKING TO  
01:52:37:19 THINK THROUGH SOME OF THE  
01:52:39:27 LOGISTICS THAT MIGHT BE  
01:52:41:04 NECESSARY TO COORDINATE THAT  
01:52:43:29 TUTOR AND SCHOOL CONNECTION.  
01:52:45:16 SO THAT MY OFFICE WOULD BE ABLE  
01:52:48:21 TO PROVIDE THE RESOURCES AND  
01:52:51:02 LESSON PLANNING AND SUPPORT BUT  
01:52:52:27 WE WOULD NEED TO LEAN ON OUR  
01:52:57:25 VOLUNTEER COORDINATOR TO  
01:52:59:22 COORDINATE THAT MATCHMAKING WITH  
01:53:02:19 THE TUTORS WITH THE SCHOOL  
01:53:04:23 HOUSES.  
01:53:05:15 >> IS THERE ANY TIMELINE ON THAT  
01:53:07:25 >> WE HAVE NOT ESTABLISHED A  
01:53:10:07 TIMELINE TO SET IT WITH OUR  
01:53:14:05 COORDINATORS.  
01:53:37:03 AND I JUST PULLED IT UP.  
01:53:39:05 THE ANIMAL WELFARE HOLDS PAWS TO  
01:53:44:28 READ WHERE YOUR STUDENT CAN READ  
01:53:47:04 TO AN ADOPTABLE PET WHICH IS A  
01:53:50:06 VERY JUDGMENT FREE PERSON TO  
01:53:53:06 READ TO.  
01:53:54:06 SO I WOULD REMIND OUR FAMILIES  
01:53:56:18 TO LOOK FOR OPPORTUNITIES IN THE  
01:53:58:13 COMMUNITY AS WELL.  
01:53:59:28 I WANT TO END BY THANKING  
01:54:04:06 DR. MANN, MS. CRUZ AND  
01:54:08:02 MS. SALVADOR.  
01:54:09:15 THANK YOU SO MUCH FOR ALL OF  
01:54:11:12 THIS INFORMATION.

01:54:12:23 AND IT WAS REALLY, REALLY  
01:54:14:17 HELPFUL TO US.  
01:54:27:20 THANK YOU VERY MUCH AND WE'RE  
01:54:28:25 GOING TO MOVE ON.  
01:54:31:22 DR. DURAN WOULD YOU PLEASE  
01:54:34:15 INTRODUCE.  
01:54:35:10 THIS ITEM WAS PRESENTED AT THE  
01:54:37:18 MARCH 27th SCHOOL BOARD MEETING.  
01:54:41:00 THERE HAVE BEEN NO CHANGES TO  
01:54:43:20 THIS.  
01:54:44:28 HOWEVER IF THERE ARE QUESTIONS  
01:54:47:03 GRAVES IS HERE.  
01:55:05:13 THEN I THINK WE'RE READY FOR A  
01:55:07:20 MOTION.  
01:55:12:07 I HAVE A MOTION.  
01:55:15:12 'S MOVE THE SCHOOL BOARD CHANGE  
01:55:19:06 ORDER FOR \$359,827.  
01:55:22:13 THE CHANGE ORDER IS INCORPORATED  
01:55:24:13 INTO THE CURRENT FUNDING  
01:55:28:28 AVAILABLE.  
01:55:29:24 SO NO FUNDING INCREASE IS  
01:55:32:03 NECESSARY.  
01:55:33:00 >> IS THERE A SECOND.  
01:55:43:15 ANY OPPOSED PLEASE SAY NO.  
01:55:45:24 THIS MOTION PASSES 5-0.  
01:55:48:21 I HAVE A SCRIPT THAT SAYS THANK  
01:55:52:08 YOU MR. CHAMBERS FOR YOUR WORK  
01:55:54:23 ON THIS ITEM.  
01:56:16:08 >> AND ALSO OUR YOUR DR. ERIN  
01:56:21:05 STONE.  
01:56:21:24 I'LL INVITE THE TWO OF THEM TO  
01:56:24:11 COME UP AND PRESENT.  
01:56:38:08 >> I AM NOT KELLY KRUG.  
01:56:42:09 BUT IT IS NICE TO BE WITH YOU  
01:56:44:19 THIS EVENING.  
01:56:45:08 I'M GOING TO HELP PRESENT ABOUT  
01:56:47:04 OUR APPLICATION FOR OUR FUNDING  
01:56:49:21 FOR THE GRANT OF THE INDIVIDUAL  
01:56:52:25 DISABILITIES ACT.  
01:56:55:01 THIS IS A GRANT THAT IS AN  
01:56:57:09 APPLICATION IS REQUIRED EVERY  
01:56:58:24 YEAR.  
01:56:59:29 THE APPLICATION I SEE LOTS OF  
01:57:03:05 HEAD NODDING.  
01:57:03:28 THE APPLICATION DOES REQUIRE US  
01:57:05:19 TO PROVIDE A REALLY STRONG  
01:57:08:06 EXPLANATION HOW WE UTILIZE THE  
01:57:10:10 FUNDS EVERY YEAR.  
01:57:12:06 THE VAST MAJORITY OF OUR IDE



01:57:15:18 FUNDS IS USED FOR STAFFING.  
01:57:43:24 AND SUPPORTS INCLUSION.  
01:57:45:12 AND IT DOES.  
01:57:46:28 ANOTHER THING ON HERE IS THE  
01:57:49:01 EXCESS COST.  
01:57:50:08 THAT IS THE EXPECTATION FROM THE  
01:57:52:20 VDOE THAT ARLINGTON IS USING THE  
01:57:56:15 I D.E.A. GRANT FUNDS TO BE IN  
01:58:01:14 EXCESS WHAT ARLINGTON ALREADY  
01:58:03:23 SPENDS FOR THEIR STUDENTS.  
01:58:06:12 ARLINGTON HAS \$25,000 PER PUPIL  
01:58:10:05 COST AND IDEA EXPECTS US TO USE  
01:58:15:26 THEIR FUNDING IN EXCESS TO THAT.  
01:58:20:07 IT IS REALLY IMPORTANT AS WE  
01:58:21:22 TALK ABOUT THE BUDGET.  
01:58:22:27 THE MAINTENANCE OF EFFORT IS A  
01:58:24:17 REQUIREMENT BY THE VDOE THE  
01:58:27:22 SCHOOL DIVISIONS ARE SPENDING  
01:58:29:19 THE SAME CONSISTENT AMOUNT TO  
01:58:31:25 SUPPORT THEIR STUDENTS WITH  
01:58:33:22 DISABILITIES YEAR AFTER YEAR.  
01:58:39:24 IF THERE IS ANY TYPE OF BUDGET  
01:58:42:17 REDUCTIONS IT'S SOMETHING TO  
01:58:43:24 KEEP IN MIND BECAUSE WE DO HAVE  
01:58:46:27 TO MAKE SURE THAT OUR  
01:58:49:18 EXPENDITURES DOES REMAIN THE  
01:58:51:08 SAME AS LAST YEAR.  
01:59:09:25 AND THAT THAT WILL BE ESTIMATED  
01:59:11:28 AT \$6.1 MILLION AND THEN IN OUR  
01:59:16:11 619 WHICH IS OUR PRESCHOOLERS  
01:59:20:02 WITH DISABILITIES WE EXPECT YOU  
01:59:24:04 ARE WORKING ON THE BUDGET AND  
01:59:25:15 GETTING THAT FINAL APPROVAL SO  
01:59:28:07 THOSE FUNDS WILL BE NOTIFIED AT  
01:59:30:14 A ANOTHER TIME.  
01:59:49:18 >> FUNCTIONAL VISION SERVICES  
01:59:52:14 RELATED SERVICES WHICH INCLUDE  
01:59:54:09 OUR SPEECH.  
01:59:55:06 OT AND PT SERVICES.  
01:59:58:02 TRANSITION, PARENT SUPPORT AND  
02:00:00:11 PROFESSIONAL LEARNING IS ALSO  
02:00:02:22 INCLUDED IN OUR OPERATIONAL  
02:00:04:03 FUNDS.  
02:00:04:13 ON THIS SLIDE HERE THESE ARE THE  
02:00:06:22 FUNDS THAT ARE FUNDED BY THE  
02:00:09:05 IDEA GRANT.  
02:00:10:23 ARE POSITIONS ARE THAT FUNDED  
02:00:13:02 BY THE GRANT AND THAT WILL BE  
02:00:16:03 OUR ASSISTANTS.

02:00:17:16 OUR COORDINATORS WHICH WOULD BE  
02:00:19:21 TRANSITION PARENT RESOURCE.  
02:00:45:13 AND BREAK DOWN WITH THE 61199%  
02:00:49:17 OF THOSE FUNDS GO TOWARDS  
02:00:54:15 PERSONNEL WITH 1% GOING TO  
02:00:57:18 PURCHASE SERVICES.  
02:00:58:13 IT'S MORE OF A BREAK DOWN.  
02:01:00:15 58% GOES TOWARDS HOURLY TEACHERS  
02:01:04:22 AND CLERICAL STAFF.  
02:01:13:05 IN HERE WE'RE LOOKING AT THE  
02:01:15:26 ANNUAL APPLICATION TIMELINE.  
02:01:17:10 SO FROM DECEMBER OF 2004 TO MAY  
02:01:20:19 2025 WHEN WE WERE PARTICIPATING  
02:01:22:24 IN BUDGET DEVELOPMENT  
02:01:24:16 ACTIVITIES.  
02:01:27:11 APRIL 8th WHEN WE PRESENTED TO  
02:01:28:27 THE ARLINGTON SPECIAL EDUCATION  
02:01:31:10 ADVISORY COMMITTEE OR ASEAC.  
02:01:43:18 AND THEN MAY 9th WHEN WE PLANET  
02:01:47:12 TO SUBMIT IT TO THE VDOE.  
02:01:50:18 ONE THING I WOULD LIKE TO NOTE  
02:01:52:28 TOO WE KNOW RIGHT NOW THERE ARE  
02:01:56:04 CONCERNS UNCERTAINTIES AROUND  
02:01:58:02 THE DEPARTMENT OF EDUCATION, AND  
02:01:59:28 SPECIAL EDUCATION, IN  
02:02:01:10 PARTICULAR.  
02:02:01:25 AND WE THE OFFICE OF SPECIAL  
02:02:04:15 EDUCATION HAS NOT RECEIVED ANY  
02:02:07:04 INFORMATION OTHER THAN WHAT  
02:02:08:20 EVERYONE ELSE HAS RECEIVED  
02:02:10:00 THROUGH THE NEWS AT THIS POINT.  
02:02:12:08 BUT THE ONLY THING THAT COULD BE  
02:02:14:10 NO CHANGES WILL BE HANG AS IT  
02:02:18:16 RELATES TO FUNDING TO SPECIAL  
02:02:21:15 EDUCATION OTHER THAN IT MAY BE  
02:02:23:10 MOVED TO ANOTHER DEPARTMENT.  
02:02:25:08 AT SOME FUNDS WON'T BE AVAILABLE  
02:02:27:14 TO US RELATED TO THE IAE GRANT  
02:02:35:09 WE'LL BE WORKING TO MANAGE THE  
02:02:39:20 60 FTEs THAT MAY BE IMPACTED BY  
02:02:44:26 AN IMPACT OF FUNDS.  
02:02:47:07 >> THANK YOU BOTH.  
02:02:49:02 >> THE DEADLINE OF SUBMITTING TO  
02:02:54:19 VDOE.  
02:02:56:18 BECAUSE WE CAN'T INDICATE OUR  
02:02:58:24 BUDGET FOR -- WE CAN'T PUT IN  
02:03:01:20 OUR BUDGET DETAILS.  
02:03:03:06 >> NO I THINK WE STILL HAVE TO  
02:03:06:28 SUBMIT THAT.

02:03:08:04 MANY OTHER SCHOOL SYSTEMS HAVE  
02:03:14:14 ADOPTED A BUDGET AFTERWARDS  
02:03:16:28 >> OKAY.  
02:03:17:12 THANK YOU.  
02:03:18:02 COLLEAGUES ANY OTHER QUESTIONS  
02:03:19:14 ON THIS?  
02:03:23:25 I THINK THIS IS A CLARIFYING  
02:03:25:02 QUESTION.  
02:03:25:13 ON THE BREAK DOWN, WHAT IS THE  
02:03:27:19 DIFFERENCE BETWEEN PERSONNEL  
02:03:29:05 SERVICES AND EMPLOYEE BENEFITS  
02:03:31:22 ON THE 99% AND THE 58% TEACHERS  
02:03:35:23 AND 5% EMPLOYEE BENEFITS.  
02:03:50:15 THAT'S JUST THE PERCENT OF THE  
02:03:53:06 FUNDING.  
02:03:53:18 >> WHAT'S THE SUBSTANCE.  
02:03:58:19 IT'S THE SAME THING.  
02:04:00:19 >> IT'S THE SAME THING.  
02:04:02:07 >> OKAY AND THEN MY SUBSTANTIVE  
02:04:06:25 DID ASEAC HAVE ANY COMMENTS ON  
02:04:10:26 YOUR PRESENTATION.  
02:04:13:29 EVERYTHING ELSE WAS PRETTY MUCH  
02:04:15:17 STANDARD.  
02:04:17:02 THE ONLY THING THEY HAD  
02:04:22:25 QUESTIONS WAS RELATED TO THE  
02:04:26:04 FUNDING.  
02:04:27:03 OUR FUNDING IS CUT FROM THERE  
02:04:29:10 WHAT WOULD BE THE PLAN TO  
02:04:31:06 SUPPORT THOSE FTEs IMPACTED.  
02:04:33:14 SO THAT WAS OUR RESPONSE WE  
02:04:35:07 WOULD WORK WITH THE SCHOOL BOARD  
02:04:36:25 AND THE CABINET TO RESOLVE THAT  
02:04:38:24 ISSUE.  
02:04:39:09 >> OKAY.  
02:04:40:11 THANKS.  
02:04:42:05 >> OTHER QUESTIONS OR COMMENTS.  
02:04:44:21 I WOULD JUST MAKE A QUICK  
02:04:46:26 COMMENT.  
02:04:47:16 THANK YOU VERY MUCH.  
02:04:48:16 THIS IS NOT MY FIRST TIME SEEING  
02:04:51:13 THE PLAN PRESENTATION.  
02:04:52:21 I JUST WANTED TO SAY THAT EVEN  
02:04:55:12 AS YOU ALL ARE GETTING QUESTIONS  
02:04:57:18 QUESTIONS ABOUT SORT OF THE  
02:05:01:27 UNCERTAINTY WHAT'S COMING.  
02:05:03:09 THIS IS VERY HELPFUL BECAUSE  
02:05:05:12 WHEN MS. KADERA GO TO THE  
02:05:09:18 MONTHLY JOINT MEETING WITH THE  
02:05:12:27 COUNTY BOARD WE CAN LITERALLY

02:05:15:06 SHARE THIS INFORMATION WITH THEM  
02:05:18:01 AS AN EXAMPLE WHAT WE ARE  
02:05:23:05 POTENTIALLY LOOKING AT IN THE  
02:05:25:12 EVENT FEDERAL FUNDING IS CUT TO  
02:05:28:28 APS.  
02:05:30:03 THANK YOU FOR THIS.  
02:05:31:24 BUT YOU KNOW WHAT I MEAN.  
02:05:33:24 SO IT'S MUCH APPRECIATED BECAUSE  
02:05:35:20 THE MORE SPECIFIC WE CAN BE  
02:05:38:11 ABOUT WHERE WE MIGHT BE HEADED  
02:05:42:04 IS HELPFUL.  
02:05:43:26 >> ANY OTHER QUESTIONS OR  
02:05:45:20 COMMENTS?  
02:05:48:07 THEN DR. STONE AND DR. BROWN WE  
02:05:51:20 THANK YOU VERY MUCH FOR BEING  
02:05:52:27 WITH US.  
02:05:53:24 THIS ITEM WILL BE ACTED UPON BY  
02:05:57:25 THE SCHOOL BOARD AT ITS MAY 1ST  
02:06:04:19 BUSINESS.  
02:06:05:20 HEARING NONE, THIS MEETING IS  
02:06:07:29 ADJOURNED.