

WEBVTT

1

00:00:01.105 --> 00:00:04.475

Welcome to the October 23rd, 2025 school board meeting.

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00:00:04.475 --> 00:00:05.715

This meeting is now in session.

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00:00:06.415 --> 00:00:07.435

At this time, I would like

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00:00:07.435 --> 00:00:10.755

to welcome the Arlington Career Center Space Force,

5

00:00:10.995 --> 00:00:13.355

J-R-O-T-C, cadet Corps, who will present the colors.

6

00:00:13.375 --> 00:00:14.375

Please stand

7

00:00:25.065 --> 00:00:26.235

Four, mark

8

00:00:59.105 --> 00:01:01.915

All, all,

9

00:01:13.465 --> 00:01:13.685

and

10

00:01:14.705 --> 00:01:19.435

Colors plus two

11

00:01:20.495 --> 00:01:22.035

of the United States of America

12

00:01:22.535 --> 00:01:26.915

and to the Republic stance one nation under God,

13

00:01:27.345 --> 00:01:29.835

indivisible, with justice all

14

00:01:31.205 --> 00:01:33.625

Air, four Colors.

15

00:02:21.775 --> 00:02:24.265

Good evening. As announced at our last school board

16

00:02:24.265 --> 00:02:25.985

meeting, a PS recognizes Safety

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00:02:26.005 --> 00:02:28.505

and Emergency Management Week beginning October 27th.

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00:02:29.135 --> 00:02:32.065

It's an an opportunity to highlight the important work

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00:02:32.085 --> 00:02:33.865

of the Office of Safety, security,

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00:02:34.645 --> 00:02:37.345

and Emergency Management to keep our students, staff,

21

00:02:37.405 --> 00:02:40.665

and schools safe, their proactive planning, training,

22

00:02:40.685 --> 00:02:43.065

and communication help foster a culture

23

00:02:43.125 --> 00:02:44.745

of safety across a PS.

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00:02:45.205 --> 00:02:46.905

We encourage families to take part

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00:02:47.005 --> 00:02:49.385

by reviewing your school's emergency procedures

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00:02:49.505 --> 00:02:51.785

and staying informed through a PS communications.

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00:02:53.565 --> 00:02:54.745

We are now at consent.

28

00:02:55.125 --> 00:02:57.345

May I have a motion to adopt the consent agenda?

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00:02:58.145 --> 00:02:59.685

I move to adopt the consent agenda.

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00:03:00.185 --> 00:03:03.845

Is there a second? Second I second, uh,

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00:03:04.125 --> 00:03:05.165

adoption of the consent agenda.

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00:03:06.235 --> 00:03:09.405

Full sentence. All in favor. Please say yes. Yes. Yes.

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00:03:09.865 --> 00:03:13.445

Any opposed, please say no. Motion passes. Five to zero.

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00:03:15.045 --> 00:03:16.485

I would like to announce that under consent,

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00:03:16.505 --> 00:03:18.765

the school board approved new appointments in various

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00:03:19.085 --> 00:03:20.525

positions at Arlington Public Schools

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00:03:20.665 --> 00:03:22.205

as displayed on this slide

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00:03:26.465 --> 00:03:29.565

To these new members of our community, we are so ha happy to

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00:03:29.565 --> 00:03:31.765

that you chose to work in Arlington Public Schools.

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00:03:32.225 --> 00:03:33.325

We have every confidence

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00:03:33.325 --> 00:03:34.925

that you'll be terrific members of our team.

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00:03:34.995 --> 00:03:36.565

Welcome to a PS.

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00:03:38.065 --> 00:03:40.125

In addition, the school board adopted revisions

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00:03:40.125 --> 00:03:45.045

to school board policy j dash 8 3 8 3 0 Food

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00:03:45.045 --> 00:03:47.165

and Nutrition Services, unpaid meal charges

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00:03:47.905 --> 00:03:51.525

and new school board policy D dash 2.37.

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00:03:51.995 --> 00:03:55.605

Financial management, other post-employment benefits fund.

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00:03:56.345 --> 00:03:59.205

The superintendent has approved the policy implementation

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00:03:59.485 --> 00:04:00.805

procedures related to this policy.

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00:04:00.835 --> 00:04:03.685

Accordingly, the revised policy will be

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00:04:03.685 --> 00:04:04.885

posted on board docs.

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00:04:06.865 --> 00:04:08.645

Lastly, I am very pleased to announce

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00:04:08.645 --> 00:04:10.805

that the Arlington School Board has adopted

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00:04:11.485 --> 00:04:15.805

a climate action resolution, reaffirming our commitment

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00:04:15.805 --> 00:04:19.005

to sustainability and responsible environmental stewardship.

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00:04:20.075 --> 00:04:23.325

This resolution recognizes the urgent challenges

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00:04:23.325 --> 00:04:25.725

of climate change and outlines the goals

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00:04:25.945 --> 00:04:27.965

of Arlington Public Schools to transition

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00:04:27.965 --> 00:04:29.085

to renewable energy.

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00:04:29.795 --> 00:04:34.645

Electri electrify our fleet, improve energy efficiency,

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00:04:35.145 --> 00:04:38.765

and work toward carbon neutrality by 2050 or sooner.

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00:04:39.965 --> 00:04:43.005

I wanna thank Ms. Cera for spearheading this resolution

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00:04:43.505 --> 00:04:46.365

and our staff for their advocacy and support in this matter.

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00:04:47.765 --> 00:04:50.765

Together, we are ensuring that a PS continues

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00:04:50.765 --> 00:04:53.005

to model environmental responsibility

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00:04:53.425 --> 00:04:56.565

and prepares our students to lead in a sustainable future.

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00:04:59.825 --> 00:05:02.125

We are now at the announcements portion of our agenda.

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00:05:02.625 --> 00:05:04.365

The school board will hold the following meetings.

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00:05:05.675 --> 00:05:07.525

October 24th, audit committee meeting

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00:05:07.525 --> 00:05:09.285

8:00 AM board conference room.

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00:05:10.125 --> 00:05:12.365

November 7th, annual legislative breakfast,

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00:05:12.365 --> 00:05:15.525

8:30 AM boardroom, November 10th,

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00:05:15.525 --> 00:05:16.885

committee of the whole meeting.

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00:05:17.035 --> 00:05:20.885

5:00 PM conference room 4 0 1 November 12th,

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00:05:21.025 --> 00:05:24.045

policy subcommittee meeting 8:30 AM board conference room.

76

00:05:25.125 --> 00:05:27.085

November 13th, closed meeting,

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00:05:27.245 --> 00:05:29.165

5:30 PM board conference room.

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00:05:30.325 --> 00:05:32.565

November 13th, school board meeting,

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00:05:32.655 --> 00:05:35.245

7:00 PM boardroom board members.

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00:05:35.305 --> 00:05:38.365

Do you have any announcements? Okay,

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00:05:40.235 --> 00:05:41.235

Sure. Just

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00:05:41.235 --> 00:05:43.005

wanna congratulate the winners of the, uh,

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00:05:43.005 --> 00:05:44.885

this is October is bullying prevention month,

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00:05:44.885 --> 00:05:48.405

and I had the pleasure to judge the, uh, door, uh,

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00:05:48.535 --> 00:05:50.965

decoration contest at Gunston Middle School,

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00:05:51.545 --> 00:05:55.245

during which students, uh, promoted, uh, a culture

87

00:05:55.345 --> 00:05:56.925

of inclusion and kindness

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00:05:57.425 --> 00:06:01.605

and posted messages, uh, in, in the spirit of anti-bullying.

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00:06:01.785 --> 00:06:04.725

And congratulations to the winners in each sixth

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00:06:04.725 --> 00:06:07.765

and seventh grade, uh, homeroom classroom for this contest.

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00:06:07.975 --> 00:06:08.975

Thank you.

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00:06:09.855 --> 00:06:10.965

Thank you, Ms. Cera.

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00:06:11.945 --> 00:06:14.645

Yes, I, uh, would like to just, uh, say thank you

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00:06:14.645 --> 00:06:17.165

to the Innovation Elementary, PTA, for the invitation

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00:06:17.165 --> 00:06:19.205

to join them at their PTA meeting last night.

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00:06:19.265 --> 00:06:20.365

And I was happy to talk

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00:06:20.365 --> 00:06:22.245

with them about the things the board is working on

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00:06:22.785 --> 00:06:25.445

and answer questions they had, particularly around, uh,

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00:06:25.445 --> 00:06:26.645

changes at the federal level

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00:06:26.705 --> 00:06:28.325

and potential impacts on funding

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00:06:28.425 --> 00:06:29.845

and on our special education program.

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00:06:30.065 --> 00:06:32.165

So it was a pleasure to join them last night.

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00:06:32.225 --> 00:06:34.885

And I also wanna follow up on the announcement about our

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00:06:34.885 --> 00:06:37.005

climate, uh, climate resolution

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00:06:37.145 --> 00:06:38.765

and say thank you to my colleagues

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00:06:38.785 --> 00:06:41.645

and thank you in particular to Renee Harbor and Kathy Lynn

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00:06:41.645 --> 00:06:45.965

and Jeff Chambers, um, on the staff, uh, side who, uh,

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00:06:45.965 --> 00:06:47.125

were instrumental in this work.

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00:06:47.145 --> 00:06:49.805

And a special thank you to, um, some of our community groups

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00:06:49.825 --> 00:06:51.925

and community advocates who have been working

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00:06:51.925 --> 00:06:54.085

with us very collaboratively on this.

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00:06:54.245 --> 00:06:56.085

I wanna thank the members of the Faith Alliance

113

00:06:56.085 --> 00:06:58.845

for Climate Solutions, the local chapter of the Sierra Club

114

00:06:59.505 --> 00:07:00.645

Eco Action Arlington.

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00:07:00.655 --> 00:07:03.325

There may be one or two others that I'm, um, missing there.

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00:07:03.545 --> 00:07:05.245

And I just wanna say a special thank you

117

00:07:05.245 --> 00:07:07.565

and remembrance to Rick Keller, who some of you may know

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00:07:07.665 --> 00:07:10.325

as a climate and environmental activist in our community.

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00:07:10.785 --> 00:07:12.605

Uh, I worked with Rick for many years

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00:07:12.745 --> 00:07:14.605

as we volunteered together in the Sierra Club,

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00:07:14.605 --> 00:07:17.485

and Rick passed away, um, just a month or two ago.

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00:07:17.545 --> 00:07:20.325

And so, uh, but he was very instrumental in making this

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00:07:20.325 --> 00:07:23.405

happen, so wanted to give him, uh, a special remembrance.

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00:07:24.735 --> 00:07:27.005

Thank you, Ms. Gura. Ms. Clark,

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00:07:29.135 --> 00:07:30.135

Uh, thank you.

126

00:07:30.315 --> 00:07:32.195

I had the opportunity to, um,

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00:07:32.205 --> 00:07:35.795

visit my liaison schools Hoffman Boston and Discovery.

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00:07:35.855 --> 00:07:38.995

In the last two weeks. We had a lot of conversation, um,

129

00:07:38.995 --> 00:07:40.275

regarding staff retention

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00:07:41.095 --> 00:07:44.915

and, um, actually regarding our, uh, math, uh,

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00:07:45.375 --> 00:07:46.875

interventionists and coaches

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00:07:47.135 --> 00:07:49.715

and how we're utilizing them at those schools.

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00:07:50.015 --> 00:07:53.555

So, um, it'll be tie well into our, uh,

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00:07:53.555 --> 00:07:54.835

monitoring report tonight.

135

00:07:57.845 --> 00:08:00.995

Thank you, Mr. Turner. Any announcements? Nope. Okay.

136

00:08:01.115 --> 00:08:03.355

I have an announcement I would like to share

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00:08:03.355 --> 00:08:04.995

that last Friday, the Air

138

00:08:05.095 --> 00:08:08.235

and Space Forces Association, known

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00:08:08.235 --> 00:08:12.315

as a FA named Tony Frazier Aviation Technology

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00:08:12.415 --> 00:08:15.035

and Drones technology instructor at the

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00:08:15.035 --> 00:08:16.075

Arlington Career Center.

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00:08:16.455 --> 00:08:18.955

The 2025 Virginia Teacher of the Year,

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00:08:24.455 --> 00:08:27.475

The A FA Teacher of the Year program honors K

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00:08:27.475 --> 00:08:30.555

to 12 educators who excel in STEM instruction

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00:08:30.575 --> 00:08:33.155

and inspire future leaders in air and space.

146

00:08:33.775 --> 00:08:35.675

The award highlights teachers who go

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00:08:35.675 --> 00:08:37.155

beyond classroom instruction

148

00:08:37.175 --> 00:08:39.875

by fostering student achievement leadership skills,

149

00:08:40.015 --> 00:08:41.915

and aerospace career interest.

150

00:08:42.575 --> 00:08:45.435

The PRO program emphasizes community engagement,

151

00:08:45.435 --> 00:08:48.275

connecting students with industry and service opportunities.

152

00:08:49.535 --> 00:08:53.155

Mr. Frazier leads one of APSs most sought after career

153

00:08:53.255 --> 00:08:55.405

and technical education pathways,

154

00:08:56.565 --> 00:09:00.405

maintaining a 90% FAA exam pass rate while preparing

155

00:09:00.605 --> 00:09:02.485

students for aviation careers service

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00:09:02.675 --> 00:09:04.085

academies and scholarships.

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00:09:05.725 --> 00:09:08.245

I reached out to an a PS high school graduate

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00:09:08.245 --> 00:09:09.965

who had taken classes with Mr. Frazier

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00:09:10.105 --> 00:09:11.325

and he sent me this note.

160

00:09:12.385 --> 00:09:14.525

Mr. Frazier empowered all his students

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00:09:14.585 --> 00:09:16.325

to find their passion for aviation.

162

00:09:16.995 --> 00:09:20.165

With all of the classes I took in high school aviation

163

00:09:20.195 --> 00:09:22.325

with Mr. Frazier was by far my favorite.

164

00:09:22.825 --> 00:09:25.365

And I don't doubt that other students feel the same way.

165

00:09:25.975 --> 00:09:29.125

There was never, there was never a moment in his class

166

00:09:29.125 --> 00:09:30.125

that I got bored

167

00:09:30.125 --> 00:09:33.765

or lost interest in the curriculum, whether it be listening

168

00:09:33.765 --> 00:09:36.165

to guest speakers who were aviation professionals

169

00:09:36.505 --> 00:09:39.805

or expanding my skills in the in-house flight simulator.

170

00:09:40.465 --> 00:09:42.725

All of us students in his class were set up

171

00:09:42.745 --> 00:09:44.925

for success, combined with Mr.

172

00:09:44.995 --> 00:09:47.125

Frazier's extensive aviation background

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00:09:47.125 --> 00:09:48.165

and love for teaching.

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00:09:48.655 --> 00:09:51.605

There is no one more fitting to have won this award,

175

00:09:52.585 --> 00:09:54.445

so congratulations, Mr. Frazier.

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00:09:56.225 --> 00:09:57.725

Any additional announcements? Okay.

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00:09:57.865 --> 00:09:59.645

Um, Dr. Duran, you have announcements?

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00:09:59.745 --> 00:10:00.925

Yes, I do. Thank you. If we could please

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00:10:00.925 --> 00:10:01.965

bring them up on the screen.

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00:10:02.625 --> 00:10:04.485

Um, in advance of tonight's, uh,

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00:10:04.485 --> 00:10:06.725

monitoring report on mathematics, I'm really pleased

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00:10:06.725 --> 00:10:10.125

to share this video that highlights a math recovery approach

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00:10:10.125 --> 00:10:11.845

that our elementary schools are using

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00:10:11.945 --> 00:10:13.405

to support student growth

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00:10:13.405 --> 00:10:14.725

and achievement. Let's take a look.

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00:10:15.355 --> 00:10:16.925

Advantage Math Recovery

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00:10:17.585 --> 00:10:20.885

is really a focused professional learning for teachers

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00:10:21.575 --> 00:10:23.645

where they learn about trajectories

189

00:10:23.645 --> 00:10:25.925

or progressions of early numeracy,

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00:10:26.825 --> 00:10:30.565

and it's grounded in assessments so

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00:10:30.565 --> 00:10:32.645

that they can work from students' strength

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00:10:32.945 --> 00:10:35.285

to build instruction, to move students.

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00:10:35.455 --> 00:10:37.205

Along that number progression,

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00:10:37.665 --> 00:10:40.845

It really helps us think about how students learn numbers

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00:10:41.765 --> 00:10:44.325

visually, conceptually, auditorily

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00:10:44.505 --> 00:10:46.005

and counting and things like that.

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00:10:46.065 --> 00:10:47.245

So it was a great way for us

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00:10:47.245 --> 00:10:49.965

to understand the sequence in which students

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00:10:49.965 --> 00:10:51.125

process numbers.

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00:10:52.075 --> 00:10:53.805

Some students, it is the visual

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00:10:53.805 --> 00:10:55.725

representation for some students.

202

00:10:56.195 --> 00:10:58.285

They understand number patterns and,

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00:10:58.345 --> 00:11:01.885

and we can use their number patterns to build upon,

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00:11:02.505 --> 00:11:05.245

you know, addition and subtraction and structuring numbers.

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00:11:05.785 --> 00:11:08.925

So it's using their understanding of numbers

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00:11:09.305 --> 00:11:10.805

and being able to build upon that.

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00:11:11.465 --> 00:11:14.925

We know how important early numeracy is for students.

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00:11:15.345 --> 00:11:17.685

The research tells us it's a predictor of

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00:11:18.255 --> 00:11:20.845

their later success in higher mathematics as well

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00:11:20.845 --> 00:11:22.285

as their later reading skills.

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00:11:22.625 --> 00:11:26.325

So we really wanted to strengthen early numeracy in a PS,

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00:11:26.735 --> 00:11:29.885

We've had all of our upper grades teachers actually give,

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00:11:30.265 --> 00:11:33.085

um, kind of the, the A VMR like structuring number,

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00:11:33.085 --> 00:11:34.725

relationship assessment so

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00:11:34.725 --> 00:11:37.125

that they can see in the older students

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00:11:37.125 --> 00:11:38.245

where are these gaps even.

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00:11:38.385 --> 00:11:40.085

And the teachers are able to target those.

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00:11:41.955 --> 00:11:42.885

What is this? Number

219

00:11:45.885 --> 00:11:47.405

14, what did you do?

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00:11:47.885 --> 00:11:52.525

I put one of the piles with a nine, then they left.

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00:11:52.625 --> 00:11:53.965

So it was 14.

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00:11:54.345 --> 00:11:56.805

Oh, so you made 10 and then you knew four

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00:11:56.805 --> 00:11:57.805

More. That's really

224

00:11:57.805 --> 00:11:58.205

cool

225

00:11:58.865 --> 00:12:02.445

To be able to pinpoint exactly where a student has a gap

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00:12:02.625 --> 00:12:04.085

and focus on that skill.

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00:12:04.745 --> 00:12:07.965

I'm seeing growth a lot quicker in those areas,

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00:12:07.975 --> 00:12:10.645

which is helping me as a special education teacher really

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00:12:11.575 --> 00:12:13.485

drive the IEP goals that I'm writing.

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00:12:14.105 --> 00:12:16.805

Um, and also being able to communicate with families

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00:12:16.985 --> 00:12:20.325

to speak to exactly how much progress is being made.

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00:12:20.715 --> 00:12:23.085

What we did is we have the initial four day training

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00:12:23.555 --> 00:12:25.165

that they do with myself

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00:12:25.165 --> 00:12:27.245

and other math recovery facilitators,

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00:12:27.865 --> 00:12:31.245

and then we've also trained all of the math coaches so

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00:12:31.245 --> 00:12:32.285

that they have support.

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00:12:33.445 --> 00:12:36.245

Additionally, we're training whole cohorts

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00:12:36.385 --> 00:12:37.845

of grade level teams,

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00:12:38.185 --> 00:12:40.445

and the purpose behind that was so

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00:12:40.445 --> 00:12:42.325

that the whole team had the same training

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00:12:42.825 --> 00:12:44.605

and can talk about the same assessments,

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00:12:44.745 --> 00:12:47.285

and then talk about what instructional strategies they'd be

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00:12:47.285 --> 00:12:50.125

able to implement based on the data

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00:12:50.125 --> 00:12:52.485

that they had collected from the assessments. They learned.

245

00:12:53.145 --> 00:12:55.165

By having a number of my teammates

246

00:12:55.745 --> 00:12:58.365

and our math coach trained in the same thing

247

00:12:58.625 --> 00:13:01.925

and having the same vocabulary, using the same terminology,

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00:13:02.235 --> 00:13:06.365

it's helping us to work together to solve problems.

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00:13:06.365 --> 00:13:07.605

Whereas before it kind

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00:13:07.605 --> 00:13:10.565

of felt like I was on an island sometimes trying to

251

00:13:11.275 --> 00:13:13.085

help students, but not knowing

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00:13:13.085 --> 00:13:14.605

exactly the best way to do it.

253

00:13:15.375 --> 00:13:18.815

I was able to use some strategies to help extend

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00:13:18.815 --> 00:13:20.015

for students who had really,

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00:13:20.115 --> 00:13:21.695

really strong foundational skills.

256

00:13:21.875 --> 00:13:24.255

And without adding extra work

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00:13:24.435 --> 00:13:28.135

or extra things for me to do, I was able to use A VMR

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00:13:28.315 --> 00:13:29.975

to push those students further

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00:13:30.275 --> 00:13:32.695

and able to deepen their understanding as well.

260

00:13:33.225 --> 00:13:35.215

We've seen a lot of growth in our students.

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00:13:35.475 --> 00:13:37.335

Um, students who at the beginning

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00:13:37.335 --> 00:13:39.535

of the year were still needing to count on their fingers

263

00:13:39.715 --> 00:13:41.935

to know like three and two makes five,

264

00:13:42.195 --> 00:13:44.815

and now by the end of the year, they're already able

265

00:13:44.815 --> 00:13:46.895

to do problems within 20 in their head.

266

00:13:47.215 --> 00:13:49.615

Mentally, it is one of the best things

267

00:13:49.645 --> 00:13:51.455

that we have done here at Long Branch.

268

00:13:51.835 --> 00:13:53.575

It is the number one professional learning

269

00:13:53.575 --> 00:13:55.015

that when teachers come back, they say,

270

00:13:55.135 --> 00:13:57.255

I wish I had had this when I first started teaching.

271

00:13:57.555 --> 00:13:59.615

And what's great about A VMR is

272

00:13:59.615 --> 00:14:01.615

that it works for all students.

273

00:14:02.155 --> 00:14:06.175

The feedback has been exceptional from the teachers.

274

00:14:06.845 --> 00:14:10.375

They often say like, this has felt like a missing piece.

275

00:14:10.535 --> 00:14:12.695

I felt like I had this understanding

276

00:14:12.715 --> 00:14:14.055

and this progression for reading,

277

00:14:14.115 --> 00:14:15.855

but I didn't quite have it for math.

278

00:14:16.275 --> 00:14:18.055

And this has filled in that gap for me.

279

00:14:18.215 --> 00:14:20.735

I understand where the student is

280

00:14:21.395 --> 00:14:24.375

or where I need to take the next and how to do that.

281

00:14:24.795 --> 00:14:27.295

And so it's nice to know that we're providing

282

00:14:27.295 --> 00:14:30.055

that scaffolding for the teachers to then be able

283

00:14:30.055 --> 00:14:32.055

to provide the best instruction for their students.

284

00:14:33.155 --> 00:14:36.175

So as a person who grew up feeling like I wasn't good at

285

00:14:36.205 --> 00:14:39.335

math because I used traditional algorithms,

286

00:14:39.535 --> 00:14:40.935

I didn't really understand them,

287

00:14:41.855 --> 00:14:43.455

I have learned more in math,

288

00:14:43.455 --> 00:14:45.415

looking at the way we break apart

289

00:14:45.415 --> 00:14:46.535

numbers and things like that.

290

00:14:46.935 --> 00:14:49.335

I feel more successful as a mathematician myself,

291

00:14:49.835 --> 00:14:52.525

and I'm excited to teach my students

292

00:14:52.635 --> 00:14:54.165

that they are also good at math.

293

00:14:54.595 --> 00:14:56.645

However, their brain works

294

00:14:56.645 --> 00:14:58.885

because we know students learn differently.

295

00:14:59.625 --> 00:15:02.485

I'm excited that I can help my students feel good

296

00:15:02.665 --> 00:15:05.245

and like their mathematicians because they are

297

00:15:09.455 --> 00:15:11.445

Great things happening in our, um,

298

00:15:11.855 --> 00:15:13.165

elementary math programs.

299

00:15:13.165 --> 00:15:15.245

And tonight you'll hear a little bit more in our monitoring

300

00:15:15.245 --> 00:15:17.085

report about the work happening

301

00:15:17.085 --> 00:15:18.645

and also some of the challenges

302

00:15:18.645 --> 00:15:20.245

and some areas we're working to improve on.

303

00:15:20.345 --> 00:15:22.965

So, great to always take our cameras in

304

00:15:22.965 --> 00:15:24.565

to see what's actually happening in our classrooms

305

00:15:24.565 --> 00:15:25.645

and hear directly from teachers.

306

00:15:27.165 --> 00:15:28.925

November is a month, November's coming up.

307

00:15:29.025 --> 00:15:30.565

Um, I know it's still the middle

308

00:15:30.745 --> 00:15:31.765

or towards the end of October,

309

00:15:31.785 --> 00:15:33.845

but our next board meeting's not till November 13th.

310

00:15:33.865 --> 00:15:36.245

So I want to pre preview what's happening in November,

311

00:15:36.805 --> 00:15:38.565

a month of meaningful recognitions

312

00:15:38.585 --> 00:15:40.685

as we celebrate Native American Heritage Month.

313

00:15:40.695 --> 00:15:43.405

We'll have recognition at the November 13th meeting on

314

00:15:43.405 --> 00:15:44.805

that honoring the culture

315

00:15:44.865 --> 00:15:45.965

and the history, uh,

316

00:15:45.965 --> 00:15:49.205

of our indigenous peoples here in Virginia and the Commonwealth.

317

00:15:49.795 --> 00:15:52.365

It's also Military Family Month when we recognize

318

00:15:52.425 --> 00:15:54.525

and the strength and resilience of our students

319

00:15:54.545 --> 00:15:56.125

and families connected to the military.

320

00:15:56.265 --> 00:15:57.765

And we have more schools

321

00:15:57.795 --> 00:15:59.525

that have been just recently notified.

322

00:15:59.525 --> 00:16:02.165

We're not able to publicly share yet, uh, as purple stars.

323

00:16:02.165 --> 00:16:03.245

We're very excited about that.

324

00:16:03.825 --> 00:16:06.645

We also will be observing Veterans Day by honoring all

325

00:16:06.645 --> 00:16:08.645

who have served and continue to serve our country.

326

00:16:09.355 --> 00:16:11.965

This month also is National School Psychology Week,

327

00:16:11.965 --> 00:16:13.645

which I'll talk about in the next slide.

328

00:16:13.945 --> 00:16:16.765

And we also wanna make sure we're recognizing Education

329

00:16:16.765 --> 00:16:17.965

Support Professionals Day

330

00:16:17.985 --> 00:16:19.285

and Substitute Teachers Day,

331

00:16:19.285 --> 00:16:21.805

coming up expressing our gratitude for the staff

332

00:16:21.865 --> 00:16:23.525

who keep our schools running smoothly

333

00:16:23.825 --> 00:16:26.565

and those who contribute, uh, to student success.

334

00:16:26.865 --> 00:16:27.965

And finally, in November,

335

00:16:28.015 --> 00:16:30.765

we're celebrating family Engagement Month highlighting

336

00:16:30.765 --> 00:16:32.405

important partnerships between family

337

00:16:32.405 --> 00:16:33.445

schools and our community.

338

00:16:33.665 --> 00:16:36.165

So a lot of really important recognitions

339

00:16:36.165 --> 00:16:37.245

and time to give thanks.

340

00:16:37.625 --> 00:16:39.485

Uh, during the month of November coming up,

341

00:16:40.485 --> 00:16:42.845

speaking about one of the important ones, I wanna pause

342

00:16:42.845 --> 00:16:45.525

and just share about a week coming up November 3rd

343

00:16:45.525 --> 00:16:48.125

through the seventh where we'll be celebrating National

344

00:16:48.125 --> 00:16:49.365

School Psychology Week.

345

00:16:50.555 --> 00:16:52.485

Here we're recognizing the incredible work

346

00:16:52.485 --> 00:16:54.285

of our psychologists here in a PS

347

00:16:54.585 --> 00:16:56.525

and the theme is Finding your path,

348

00:16:56.805 --> 00:16:58.405

highlighting the important role

349

00:16:58.405 --> 00:17:01.445

that our psychologists play in helping our students discover

350

00:17:01.445 --> 00:17:04.085

their strengths to build the confidence they need

351

00:17:04.105 --> 00:17:06.405

and to achieve in any way possible.

352

00:17:06.945 --> 00:17:09.405

Our school psychologists are really integral in

353

00:17:09.405 --> 00:17:10.685

promoting positive behavior.

354

00:17:10.795 --> 00:17:12.125

They're focused on mental health,

355

00:17:12.475 --> 00:17:14.325

they're supporting academic achievement,

356

00:17:14.705 --> 00:17:16.285

and overall, they're just really trying

357

00:17:16.285 --> 00:17:17.925

to help make our students feel safe

358

00:17:17.925 --> 00:17:19.445

and welcome in our schools.

359

00:17:19.955 --> 00:17:22.405

They're also a key player in strengthening school

360

00:17:22.405 --> 00:17:24.725

and family partnerships, so that we work together

361

00:17:24.755 --> 00:17:26.205

with our families to make sure

362

00:17:26.205 --> 00:17:28.165

that our students have what they need.

363

00:17:28.495 --> 00:17:31.165

We're very fortunate to have the team of individuals

364

00:17:31.165 --> 00:17:32.525

and professionals in our school system.

365

00:17:32.585 --> 00:17:35.365

In our school. Psychologists, many of whom are bilingual,

366

00:17:35.715 --> 00:17:38.085

some are born, um, from different cultures,

367

00:17:38.345 --> 00:17:39.605

all have advanced degrees.

368

00:17:39.905 --> 00:17:41.605

And in fact, 85%

369

00:17:41.605 --> 00:17:44.525

of them have earned national certification from the

370

00:17:44.525 --> 00:17:45.605

professional association.

371

00:17:45.945 --> 00:17:48.085

So we're very deeply grateful for their expertise,

372

00:17:48.085 --> 00:17:50.565

commitment, and I wanna make sure during the week

373

00:17:50.565 --> 00:17:51.805

of November 3rd through seventh

374

00:17:52.235 --> 00:17:53.965

that we are honoring and thanking them.

375

00:17:55.355 --> 00:17:58.285

Next week is our third annual a PS

376

00:17:58.285 --> 00:17:59.765

Emergency Preparedness Week.

377

00:17:59.825 --> 00:18:02.925

And this is an opportunity for us to share and to practice

378

00:18:02.925 --> 00:18:05.405

and learn more about how we keep our schools safe.

379

00:18:06.015 --> 00:18:09.285

There will be, uh, practice preparations for disasters,

380

00:18:09.765 --> 00:18:12.485

emergencies for parents in our community and our staff.

381

00:18:12.485 --> 00:18:15.085

You're gonna get a lot of messages next week, a lot

382

00:18:15.085 --> 00:18:17.845

of emails and a lot of com communication to make sure

383

00:18:17.845 --> 00:18:21.085

that you're learning more about how we keep our school safe.

384

00:18:21.455 --> 00:18:23.445

We're also gonna be focusing on gun violence

385

00:18:23.825 --> 00:18:27.085

and safety measures around that and a variety of things.

386

00:18:27.105 --> 00:18:29.765

And I want to thank our director, Aaron Queen

387

00:18:29.765 --> 00:18:31.845

and all of his team who have put this together.

388

00:18:32.265 --> 00:18:34.045

Uh, again, this will be our third time doing it.

389

00:18:34.265 --> 00:18:35.885

And it was, um, one of his ideas

390

00:18:35.915 --> 00:18:38.525

that we have a whole week dedicated to this so

391

00:18:38.525 --> 00:18:40.085

that we could all practice and listen and learn.

392

00:18:41.075 --> 00:18:43.645

Also, very important for all of our families

393

00:18:43.645 --> 00:18:45.645

that we're preparing for our annual school

394

00:18:45.675 --> 00:18:46.925

information sessions.

395

00:18:46.985 --> 00:18:49.845

And this is where you as a family can learn about our option

396

00:18:49.845 --> 00:18:52.845

schools and our option programs that are available to you.

397

00:18:53.295 --> 00:18:55.045

These sessions are very important

398

00:18:55.045 --> 00:18:56.685

because they allow you to explore

399

00:18:56.995 --> 00:18:59.605

what do our different schools offer, what do they look like,

400

00:19:00.105 --> 00:19:01.925

ask questions, actually go and see them.

401

00:19:02.305 --> 00:19:05.245

And this is all for the 26th, 27 school year

402

00:19:05.245 --> 00:19:06.565

because there's a process to this.

403

00:19:06.665 --> 00:19:09.085

So an information video will be sent

404

00:19:09.085 --> 00:19:10.525

and available online beginning

405

00:19:10.805 --> 00:19:12.845

November 5th, followed by in-person.

406

00:19:12.985 --> 00:19:16.725

And virtual options from November 10th through January 10th.

407

00:19:17.485 --> 00:19:19.845

Families can apply online between November 10th

408

00:19:19.865 --> 00:19:21.005

and January 16th.

409

00:19:21.545 --> 00:19:25.085

And then we will have a live lottery where offers are made,

410

00:19:25.265 --> 00:19:26.685

uh, on February 6th.

411

00:19:26.705 --> 00:19:29.085

So it's a whole process, but it's starting very soon.

412

00:19:29.385 --> 00:19:31.205

And it's very important before you apply

413

00:19:31.205 --> 00:19:32.565

that you really go out and learn

414

00:19:32.585 --> 00:19:34.605

and understand what might be a good option

415

00:19:34.625 --> 00:19:36.605

for your child and what might not be.

416

00:19:36.705 --> 00:19:38.925

You know, every, some of our options are very good for some

417

00:19:38.945 --> 00:19:41.205

and not for others, and we just wanna make sure

418

00:19:41.205 --> 00:19:42.645

that you learn everything you can

419

00:19:42.665 --> 00:19:45.525

and make the best choice for you and your child.

420

00:19:46.025 --> 00:19:47.685

We encourage all of those, also,

421

00:19:47.685 --> 00:19:50.285

especially rising kindergartners, sixth graders

422

00:19:50.285 --> 00:19:52.085

or ninth graders, to also take advantage

423

00:19:52.385 --> 00:19:54.045

of these opportunities to learn about many

424

00:19:54.045 --> 00:19:55.445

programs across a PS.

425

00:19:55.745 --> 00:19:59.005

And all of our information session dates will be posted on

426

00:19:59.005 --> 00:20:00.845

the website starting, uh, tomorrow.

427

00:20:01.345 --> 00:20:03.405

So look online for when those dates are,

428

00:20:03.825 --> 00:20:05.965

and again, if you're interested, please apply

429

00:20:05.965 --> 00:20:07.365

between November 10th

430

00:20:07.465 --> 00:20:11.405

and January 10th so that we can have our lottery take place

431

00:20:11.745 --> 00:20:13.005

for the following school year.

432

00:20:13.905 --> 00:20:15.525

I'm very excited about this slide.

433

00:20:15.525 --> 00:20:17.245

It's something a couple years ago that, uh,

434

00:20:17.405 --> 00:20:19.965

in just a casual conversation with, uh,

435

00:20:19.965 --> 00:20:22.605

president Washington from, uh, George Mason,

436

00:20:23.075 --> 00:20:25.925

that we talked about how we could strengthen the opportunity

437

00:20:25.985 --> 00:20:29.245

for our students to, uh, go to George Mason University

438

00:20:29.265 --> 00:20:30.445

and we're really proud to,

439

00:20:30.465 --> 00:20:33.005

or for a second year thanks to the partnership with him,

440

00:20:33.295 --> 00:20:37.085

offer an opportunity for a direct path to college admission

441

00:20:37.385 --> 00:20:39.725

for qualified students at Arlington Career Center,

442

00:20:39.875 --> 00:20:42.005

Arlington Community High School, Washington,

443

00:20:42.005 --> 00:20:43.165

Liberty and Wakefield.

444

00:20:43.695 --> 00:20:46.525

These schools are among 23 local high schools

445

00:20:46.525 --> 00:20:48.205

that have now participating in this

446

00:20:48.205 --> 00:20:49.285

program in Northern Virginia.

447

00:20:50.155 --> 00:20:52.845

It's a program where you get an automatic admission.

448

00:20:52.945 --> 00:20:55.445

You do not have to apply in any way, shape or form.

449

00:20:55.585 --> 00:20:58.685

You get an automatic admission if you're a senior at one

450

00:20:58.685 --> 00:21:01.005

of those schools and you've had a grade point average

451

00:21:01.065 --> 00:21:02.125

of 3.25.

452

00:21:02.705 --> 00:21:05.765

And I'm proud to announce that this year in our second year,

453

00:21:06.375 --> 00:21:11.125

782 a PS seniors got an extended

454

00:21:11.255 --> 00:21:13.885

offer to go to George Mason University.

455

00:21:14.275 --> 00:21:16.165

They're guaranteed with that admission

456

00:21:16.385 --> 00:21:18.605

and they have to simply work

457

00:21:18.605 --> 00:21:20.285

with GMU if they'd like to accept it.

458

00:21:20.665 --> 00:21:23.565

And again, this is a program that I'm very thankful

459

00:21:23.565 --> 00:21:25.165

that we were able to partner with

460

00:21:25.165 --> 00:21:27.405

because it allows students to, um,

461

00:21:28.085 --> 00:21:29.685

increase their opportunity and not have to go through

462

00:21:29.685 --> 00:21:31.245

that rigorous process apply.

463

00:21:31.245 --> 00:21:32.445

They've worked hard in high school,

464

00:21:32.445 --> 00:21:34.845

they've earned the grades, they've focused on their

465

00:21:34.845 --> 00:21:36.765

education, and now they're getting an opportunity

466

00:21:36.785 --> 00:21:40.005

to directly, uh, be enrolled, 782 of them.

467

00:21:40.005 --> 00:21:41.125

So, very excited about that.

468

00:21:42.105 --> 00:21:45.245

Uh, also, uh, want to thank, um, some

469

00:21:45.245 --> 00:21:46.645

of our parents who've reached out, Ms.

470

00:21:46.835 --> 00:21:48.485

Cera, who's been talking with me about this.

471

00:21:48.505 --> 00:21:51.445

And how do we, um, take a next step

472

00:21:51.465 --> 00:21:53.725

to strengthen transparency and family engagement?

473

00:21:54.065 --> 00:21:55.925

So starting in November, we are going

474

00:21:55.925 --> 00:21:57.765

to be launching the Lightspeed Parent Portal

475

00:21:57.825 --> 00:21:58.885

for all families.

476

00:21:59.075 --> 00:22:01.685

It's been an opt-in opportunity up to this point,

477

00:22:02.065 --> 00:22:03.885

but now it's gonna be for all families

478

00:22:03.885 --> 00:22:05.565

and students grade two and above.

479

00:22:06.275 --> 00:22:07.445

This tool will give you

480

00:22:07.445 --> 00:22:09.565

as a family member if you've already opted in, you know,

481

00:22:09.565 --> 00:22:11.525

how, how the information is helpful to you.

482

00:22:11.545 --> 00:22:13.365

But if you've not been opted in, you're now going

483

00:22:13.365 --> 00:22:15.045

to automatically be put in

484

00:22:15.045 --> 00:22:17.285

and you can opt out if you're not interested.

485

00:22:17.865 --> 00:22:19.885

But this gives a weekly report on

486

00:22:19.885 --> 00:22:22.805

how student devices are used both in school and at home.

487

00:22:23.225 --> 00:22:24.645

And it's a great way for parents

488

00:22:24.745 --> 00:22:26.205

and guardians to stay informed

489

00:22:26.265 --> 00:22:27.885

and to really support their child's learning.

490

00:22:27.905 --> 00:22:30.845

And also check in if you think that there's too much usage

491

00:22:30.865 --> 00:22:32.925

and you want to learn a little bit more, ask questions,

492

00:22:32.945 --> 00:22:34.125

and certainly share with us.

493

00:22:34.145 --> 00:22:37.085

We, we are looking, uh, overall at our devices

494

00:22:37.305 --> 00:22:41.045

and our opportunity to use instructional technology.

495

00:22:41.075 --> 00:22:42.605

It's important technology has a place,

496

00:22:42.665 --> 00:22:44.645

but we also know that we need to make sure

497

00:22:44.645 --> 00:22:46.445

that we are not solely relied on that.

498

00:22:46.895 --> 00:22:49.445

Again, if you're a family who's not interested in getting

499

00:22:49.445 --> 00:22:51.005

this, you can opt out.

500

00:22:51.385 --> 00:22:53.045

Uh, but based on the feedback from the parents

501

00:22:53.045 --> 00:22:55.205

who are using it, they are really telling

502

00:22:55.225 --> 00:22:56.285

me how important it is.

503

00:22:56.285 --> 00:22:58.245

And I've been in many recent parent meetings

504

00:22:58.245 --> 00:22:59.885

where they have thanked me for this information.

505

00:23:00.645 --> 00:23:02.445

'cause as technology becomes a bigger part

506

00:23:02.445 --> 00:23:04.165

of our instruction, we have to make sure

507

00:23:04.165 --> 00:23:07.005

that we're monitoring how students are using it in the

508

00:23:07.005 --> 00:23:09.685

proper way and the proper amount of time

509

00:23:09.705 --> 00:23:12.325

and not being too much on devices, using them appropriately.

510

00:23:12.905 --> 00:23:15.325

So to receive the reports, the families, um,

511

00:23:15.405 --> 00:23:17.605

just check your e make sure your email address

512

00:23:17.625 --> 00:23:18.845

in parent view is up to date.

513

00:23:19.405 --> 00:23:22.285

Whatever email address you have in parent view, that is

514

00:23:22.285 --> 00:23:23.445

what will be sent to you.

515

00:23:23.825 --> 00:23:26.005

And our reports are refreshed each weekend

516

00:23:26.105 --> 00:23:27.605

and sent out early in the week.

517

00:23:28.535 --> 00:23:30.525

Again, if you don't want this, you can certainly opt out,

518

00:23:30.865 --> 00:23:32.725

uh, reach out if you need any support on that,

519

00:23:32.785 --> 00:23:36.045

but I'm happy to expand this to all families so

520

00:23:36.045 --> 00:23:37.125

that they can have that opportunity.

521

00:23:37.945 --> 00:23:40.765

Uh, each year we also have our schools

522

00:23:40.865 --> 00:23:42.805

and all of our departments in a PS have

523

00:23:42.805 --> 00:23:46.285

to develop an action plan that focuses on the priorities

524

00:23:46.285 --> 00:23:48.645

and goals that are aligned to the strategic plan.

525

00:23:49.095 --> 00:23:51.205

These plans guide our work, uh, to

526

00:23:51.205 --> 00:23:52.725

how we're supporting student outcomes,

527

00:23:52.865 --> 00:23:54.285

how we're supporting staff growth

528

00:23:54.285 --> 00:23:55.845

and overall system improvement.

529

00:23:56.345 --> 00:23:59.045

And these are an opportunity for us to monitor our work,

530

00:23:59.105 --> 00:24:00.565

to make sure we're reaching all

531

00:24:00.565 --> 00:24:01.845

of the progress goals that we have.

532

00:24:02.385 --> 00:24:04.765

And also, importantly why I'm sharing it tonight is

533

00:24:04.765 --> 00:24:06.925

so family, staff and community can see

534

00:24:07.225 --> 00:24:09.605

and have some level of transparency to understand

535

00:24:09.715 --> 00:24:11.445

what is each school focused on,

536

00:24:11.675 --> 00:24:13.285

what is each department focused on.

537

00:24:13.585 --> 00:24:15.165

So those are now on our website.

538

00:24:15.185 --> 00:24:17.325

If you would like to, um, view them,

539

00:24:17.345 --> 00:24:19.445

you can see the links here and go on

540

00:24:19.445 --> 00:24:20.725

and ask any question you would like.

541

00:24:21.605 --> 00:24:24.525

I wanna conclude with my bright spot this, um, evening

542

00:24:24.595 --> 00:24:26.725

with our Food and Nutrition Services program.

543

00:24:27.035 --> 00:24:28.805

Very excited to share this

544

00:24:28.805 --> 00:24:30.925

because they have been working very hard recently

545

00:24:31.065 --> 00:24:33.485

to be innovative, to bring fresh, healthy foods

546

00:24:33.505 --> 00:24:36.605

to our schools, and a diverse option of sch of food

547

00:24:36.605 --> 00:24:37.685

to our students.

548

00:24:37.755 --> 00:24:40.565

They actually spent time interviewing students

549

00:24:40.625 --> 00:24:43.885

and talking to them about what kinds of food, uh, culturally

550

00:24:43.885 --> 00:24:46.365

that would be relevant to them for them to, to eat.

551

00:24:46.465 --> 00:24:50.125

And we are actually the only school division in the

552

00:24:50.125 --> 00:24:53.805

Commonwealth that is participating in the USDA Unprocessed

553

00:24:53.805 --> 00:24:55.205

Fresh Fruit and Vegetable program.

554

00:24:55.825 --> 00:24:59.165

And through this program, it's a pilot opportunity for us

555

00:24:59.225 --> 00:25:02.165

to get locally fresh fruit

556

00:25:02.385 --> 00:25:05.645

and produce from Berkeley Springs, West Virginia, tomatoes,

557

00:25:06.135 --> 00:25:07.925

pears, apples, plums, peaches,

558

00:25:07.925 --> 00:25:10.645

and lettuce that are delivered to us from there.

559

00:25:10.705 --> 00:25:13.005

And we're the only division doing this in the Commonwealth.

560

00:25:13.305 --> 00:25:16.805

Uh, we've received so far over \$300,000 in funding from

561

00:25:16.845 --> 00:25:18.365

USDA to support this program.

562

00:25:18.825 --> 00:25:20.525

And it's an effort to, I believe, you know,

563

00:25:20.525 --> 00:25:22.205

make sure we're expanding nutrition,

564

00:25:22.425 --> 00:25:25.485

making sure students learn about fresh, the, the importance

565

00:25:25.485 --> 00:25:26.525

of fresh foods, um,

566

00:25:26.545 --> 00:25:28.405

and the partnership that we have with our re

567

00:25:28.405 --> 00:25:30.005

and also supporting our regional farmers

568

00:25:30.105 --> 00:25:31.645

and growers, uh, helping them

569

00:25:31.665 --> 00:25:33.365

to stay locally involved in the economy.

570

00:25:33.785 --> 00:25:36.925

So thank you to our outstanding food services team,

571

00:25:37.025 --> 00:25:39.965

Amy McCloskey and others for their leadership and creativity

572

00:25:40.385 --> 00:25:42.645

and dedication to making sure that we're helping

573

00:25:43.285 --> 00:25:45.165

students eat a healthy meal in a very,

574

00:25:45.165 --> 00:25:46.365

very locally grown way.

575

00:25:46.545 --> 00:25:47.845

So I'm very wanted to honor that.

576

00:25:48.225 --> 00:25:50.805

And with that, uh, Madam Chair, I conclude my announcements.

577

00:25:50.805 --> 00:25:51.805

Thank you.

578

00:25:52.965 --> 00:25:54.475

Thank you Dr. Duran.

579

00:25:54.575 --> 00:25:57.195

Um, board members, do we have questions

580

00:25:57.215 --> 00:25:59.835

or comments on the announcements? Yes, Ms. Ra,

581

00:26:00.455 --> 00:26:01.915

Uh, two quick comments

582

00:26:02.015 --> 00:26:04.155

and a request for a little follow up information.

583

00:26:04.215 --> 00:26:08.435

Um, I wanted to say, uh, thank you to, uh, a PS

584

00:26:08.435 --> 00:26:09.755

for the Lightspeed, the transition

585

00:26:09.755 --> 00:26:11.715

to the opt out versus opt in.

586

00:26:12.135 --> 00:26:15.835

Um, thank you to Mr and his team in information services.

587

00:26:16.095 --> 00:26:17.995

And I also wanna say thank you to Chris Wolf,

588

00:26:18.095 --> 00:26:20.555

who is the parent who wrote to us and suggested this.

589

00:26:20.615 --> 00:26:22.955

He has served as the chair of the EdTech subcommittee.

590

00:26:23.095 --> 00:26:26.315

And, um, it was a, it was a thoughtful suggestion

591

00:26:26.375 --> 00:26:27.715

and, um, I'm glad that we're able

592

00:26:27.715 --> 00:26:28.795

to make some things happen there.

593

00:26:29.275 --> 00:26:31.475

I also wanna say thank you to you, Dr.

594

00:26:31.725 --> 00:26:33.795

Duron, for, uh, mentioning the department

595

00:26:33.795 --> 00:26:34.875

and school action plans.

596

00:26:35.175 --> 00:26:38.035

If you go on the a PS website, there is now a wealth of data

597

00:26:38.065 --> 00:26:40.315

that is available to the public about

598

00:26:40.315 --> 00:26:41.435

what we're doing in a PS,

599

00:26:41.435 --> 00:26:42.835

and that was not the case when I started

600

00:26:42.835 --> 00:26:44.005

on the board four years ago.

601

00:26:44.105 --> 00:26:47.965

So early in my term, we published, we began publishing, uh,

602

00:26:47.965 --> 00:26:50.005

interactive dashboards of student achievement data.

603

00:26:50.025 --> 00:26:53.205

And that was a new thing in 2022 that families were able

604

00:26:53.205 --> 00:26:54.645

to see that and community members were

605

00:26:54.645 --> 00:26:55.725

able to see that in real time.

606

00:26:56.385 --> 00:26:57.725

Um, we added department

607

00:26:57.725 --> 00:26:59.405

and school action plans so that you would see

608

00:26:59.405 --> 00:27:02.005

what every department in the central office was working on

609

00:27:02.005 --> 00:27:03.445

and what every school was working on.

610

00:27:03.785 --> 00:27:06.565

And then strategic plan monitoring where we look at the, uh,

611

00:27:06.725 --> 00:27:08.245

elements of our strategic plan

612

00:27:08.265 --> 00:27:09.445

and you can see in real time

613

00:27:09.545 --> 00:27:10.805

how we're tracking our progress.

614

00:27:10.905 --> 00:27:14.605

So, um, I just wanna commend you on this, uh, making all

615

00:27:14.605 --> 00:27:16.445

of this available and making it so transparent

616

00:27:16.445 --> 00:27:18.885

because I think our community is better when we can engage

617

00:27:19.475 --> 00:27:21.485

with, uh, with all of this information.

618

00:27:21.545 --> 00:27:23.765

So thank you for that. The request for data is

619

00:27:23.765 --> 00:27:25.245

around the video on, uh,

620

00:27:25.245 --> 00:27:26.965

the Advantage Math Recovery Program,

621

00:27:27.325 --> 00:27:29.885

A VMR when I was the liaison to Long Branch

622

00:27:29.885 --> 00:27:31.725

and I went to visit the staff there was

623

00:27:31.725 --> 00:27:32.845

raving about this program.

624

00:27:32.995 --> 00:27:34.365

They loved it. Um,

625

00:27:34.625 --> 00:27:37.605

and I, it's my understanding that we don't yet have this up

626

00:27:37.605 --> 00:27:39.405

and running in every elementary school.

627

00:27:39.725 --> 00:27:41.045

I don't think so.

628

00:27:41.115 --> 00:27:43.125

What interests me about that is that we have sort

629

00:27:43.125 --> 00:27:44.685

of a natural experiment running, right?

630

00:27:44.705 --> 00:27:46.765

We have some schools where we're doing this, we have others

631

00:27:46.765 --> 00:27:47.925

where it's not yet in place.

632

00:27:48.065 --> 00:27:49.525

And when we have those conditions

633

00:27:50.065 --> 00:27:53.045

and we can, um, we can sort of pull together sort

634

00:27:53.045 --> 00:27:54.605

of comparable cohorts of students,

635

00:27:55.185 --> 00:27:59.205

we could look at the difference that this makes, um, sort

636

00:27:59.205 --> 00:28:00.845

of compared to a control group, right?

637

00:28:00.845 --> 00:28:03.045

Of comparable group of learners at another school,

638

00:28:03.115 --> 00:28:05.205

looking at beginning of year achievement

639

00:28:05.205 --> 00:28:06.605

and then tracking through the year.

640

00:28:07.065 --> 00:28:09.685

And I get it's a request really that, um, maybe

641

00:28:09.745 --> 00:28:12.485

as this year unfolds, that's something that we could look at

642

00:28:12.665 --> 00:28:14.485

and then think about the investment

643

00:28:14.485 --> 00:28:16.125

that we're making in a AAV MR

644

00:28:16.125 --> 00:28:19.645

and whether, whether there's, um, beyond enthusiasm,

645

00:28:19.645 --> 00:28:22.365

which is wonderful, what, what it actually, um, leads

646

00:28:22.365 --> 00:28:23.485

to in outcomes and whether

647

00:28:23.485 --> 00:28:25.405

that points towards additional investment.

648

00:28:25.915 --> 00:28:27.365

I'll work with Dr. Mann and his team

649

00:28:27.365 --> 00:28:28.765

and we can provide some more data on that.

650

00:28:29.005 --> 00:28:31.255

Absolutely. Okay.

651

00:28:31.485 --> 00:28:34.575

Anybody else? Ms. Tapia? Heley. Oh, okay.

652

00:28:34.575 --> 00:28:36.295

So I had two quick items. Um, Ms.

653

00:28:36.345 --> 00:28:41.015

Guera took both of mine in in some form, so, um, uh,

654

00:28:42.575 --> 00:28:45.455

I recently, I just, I do wanna give out a shout out to, uh,

655

00:28:45.455 --> 00:28:47.295

principal de Silva at Long Branch.

656

00:28:47.535 --> 00:28:48.855

'cause I recently visited Long Branch

657

00:28:48.855 --> 00:28:51.815

and, um, she's, we had a great conversation about A BMR.

658

00:28:51.815 --> 00:28:53.895

She's very proud of it. And so my question was going

659

00:28:53.895 --> 00:28:55.095

to be whether there, whether it

660

00:28:55.095 --> 00:28:56.255

is being rolled out to other schools.

661

00:28:56.355 --> 00:28:58.215

And so it sounds like we are in that process,

662

00:28:58.435 --> 00:28:59.895

but not, not all the way there.

663

00:29:00.315 --> 00:29:02.735

Um, so the other question I wanted to ask is related

664

00:29:02.735 --> 00:29:03.735

to the school action plans.

665

00:29:03.875 --> 00:29:05.855

And, um, and I really wanted to,

666

00:29:06.135 --> 00:29:08.415

I recently had a conversation with some PTA presidents

667

00:29:08.415 --> 00:29:12.295

and, um, there was some confusion between them and me,

668

00:29:12.315 --> 00:29:13.815

and I confess that I don't know the answer,

669

00:29:13.835 --> 00:29:15.415

so I'm gonna look to Ms. Graves, I think.

670

00:29:15.715 --> 00:29:17.535

Um, but around, um, are,

671

00:29:17.635 --> 00:29:20.975

do the principals set the goals in the school action plan

672

00:29:21.035 --> 00:29:23.855

or are the goals sort of u universal

673

00:29:23.995 --> 00:29:26.935

and then they fill in the rest?

674

00:29:27.845 --> 00:29:30.815

It's a great, um, question. It's a combination of both.

675

00:29:31.235 --> 00:29:33.575

Um, we devoted quite a bit of time

676

00:29:33.715 --> 00:29:35.895

to realigning the strategic plan,

677

00:29:36.035 --> 00:29:39.335

and so our school action plans are designed to support

678

00:29:39.635 --> 00:29:42.885

or demonstrate progress towards our overall school-wide

679

00:29:42.905 --> 00:29:44.805

school division strategic plans.

680

00:29:45.265 --> 00:29:49.165

Um, Jonathan Teresa, along with a number of our content

681

00:29:49.685 --> 00:29:51.605

directors and supervisors and principals

682

00:29:51.605 --> 00:29:54.245

and their leadership team, um, meet in the summer

683

00:29:54.905 --> 00:29:56.245

and they meet in the summer

684

00:29:56.305 --> 00:29:58.685

to look very closely at the data from their,

685

00:29:59.065 --> 00:30:00.845

um, previous year's goals.

686

00:30:00.985 --> 00:30:02.405

And it could be assessment data,

687

00:30:02.425 --> 00:30:03.925

it could be attendance data.

688

00:30:03.985 --> 00:30:06.765

Oh, excuse me. We also have representatives from our student

689

00:30:07.085 --> 00:30:08.445

services department as well.

690

00:30:08.825 --> 00:30:11.125

But, um, really coming together as a work session

691

00:30:11.385 --> 00:30:13.725

and they are per their request

692

00:30:14.125 --> 00:30:17.285

provided with some areas of focus that are aligned

693

00:30:17.285 --> 00:30:18.365

to our strategic plan.

694

00:30:18.425 --> 00:30:20.485

So academic achievement, um,

695

00:30:20.555 --> 00:30:23.085

student wellbeing and, um, success.

696

00:30:23.185 --> 00:30:26.525

And so then based on their goals, they're be,

697

00:30:26.525 --> 00:30:29.085

they're given some template goals to work from

698

00:30:29.085 --> 00:30:30.725

that are targeted, that are aligned,

699

00:30:31.025 --> 00:30:33.685

and then they do have the autonomy to determine

700

00:30:33.685 --> 00:30:36.725

what are gonna be those metrics that we use, what's going

701

00:30:36.885 --> 00:30:38.765

to be the goal that we seek to accomplish.

702

00:30:39.105 --> 00:30:41.605

Um, they are provided a baseline in terms

703

00:30:41.665 --> 00:30:43.365

of here's where we need to start.

704

00:30:43.545 --> 00:30:46.525

Um, it is part of the work that's aligned to, um,

705

00:30:46.525 --> 00:30:48.885

what are some of the guidance that the state provides us,

706

00:30:49.115 --> 00:30:50.525

what is the data in terms of

707

00:30:50.815 --> 00:30:53.485

where your students are currently performing and,

708

00:30:53.945 --> 00:30:55.885

and moving forward beyond that place.

709

00:30:56.025 --> 00:30:59.805

So it is a combination of, um, principals

710

00:30:59.825 --> 00:31:02.205

and school leadership teams having the opportunity

711

00:31:02.265 --> 00:31:05.925

to provide some, you know, um, individualized approach to

712

00:31:05.925 --> 00:31:07.165

what it is that they like to do,

713

00:31:07.545 --> 00:31:11.285

but also ensuring that we are creating goals that are going

714

00:31:11.285 --> 00:31:13.725

to be measurable, that are going to be aligned

715

00:31:13.725 --> 00:31:16.565

to the strategic plan so that, um, our,

716

00:31:16.595 --> 00:31:18.045

with our best efforts, we're going

717

00:31:18.045 --> 00:31:20.645

to see ultimately them being able to accomplish them.

718

00:31:21.535 --> 00:31:23.125

Thank you. Um, that's very helpful.

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00:31:23.225 --> 00:31:25.085

And I, you know, I always appreciate the ways

720

00:31:25.085 --> 00:31:27.965

that we try seek, seek to sort of balance out, um,

721

00:31:28.315 --> 00:31:31.045

what we can do in terms of advancing SYSTEMWIDE goals

722

00:31:31.045 --> 00:31:33.045

and then what we can do in terms of providing sort

723

00:31:33.045 --> 00:31:35.805

of autonomy for principals to lead in,

724

00:31:35.905 --> 00:31:37.525

in their particular environment.

725

00:31:37.545 --> 00:31:39.125

So it sounds like you're doing that quite well.

726

00:31:39.865 --> 00:31:43.245

Um, any other, anything else? Okay, so thank you Dr.

727

00:31:43.295 --> 00:31:44.765

Deron for your announcements this evening.

728

00:31:45.345 --> 00:31:48.005

Uh, we are now at public comment on

729

00:31:48.005 --> 00:31:49.365

agenda and non agenda items.

730

00:31:49.945 --> 00:31:52.405

Before we begin, I'm going to read some of the guidelines

731

00:31:52.405 --> 00:31:54.565

for public comment because they're important to reiterate.

732

00:31:55.345 --> 00:31:58.165

The Arlington School Board welcomes public comment at most

733

00:31:58.165 --> 00:31:59.925

regular meetings and at public hearings.

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00:32:00.225 --> 00:32:01.285

The school board expects

735

00:32:01.285 --> 00:32:03.125

that each speaker will be courteous modeling

736

00:32:03.265 --> 00:32:04.645

for our students, how one can

737

00:32:04.645 --> 00:32:06.325

respectfully disagree with others' views.

738

00:32:07.155 --> 00:32:09.645

Each speaker may speak for up to two minutes.

739

00:32:10.065 --> 00:32:12.485

The clerk will start the timer when the speaker begins,

740

00:32:12.745 --> 00:32:14.085

and speakers should conclude their

741

00:32:14.085 --> 00:32:15.365

remarks when the buzzer sounds.

742

00:32:15.905 --> 00:32:17.365

Please be sure to state your name

743

00:32:17.365 --> 00:32:19.485

and the topic you will speak about when you begin.

744

00:32:20.345 --> 00:32:22.725

We want each speaker to be fully heard.

745

00:32:23.145 --> 00:32:24.285

We also want each speaker

746

00:32:24.305 --> 00:32:26.805

to receive their full two minutes of time to speak.

747

00:32:27.505 --> 00:32:28.605

We therefore request

748

00:32:28.635 --> 00:32:32.085

that audience members display silent signs of support such

749

00:32:32.085 --> 00:32:34.365

as jazz, hands rather than applause.

750

00:32:35.115 --> 00:32:37.285

Speaker substitutions are not permitted.

751

00:32:37.605 --> 00:32:39.980

A speaker may not yield their time to another individual

752

00:32:40.065 --> 00:32:42.045

before or a, or during their remarks.

753

00:32:42.785 --> 00:32:44.405

The school board encourages speakers

754

00:32:44.505 --> 00:32:46.445

to also provide their comments in writing.

755

00:32:46.865 --> 00:32:51.165

Please email written comments to school board at APS va

756

00:32:51.865 --> 00:32:55.245

us Ms. Mercado, please announce the speakers.

757

00:32:56.305 --> 00:32:59.925

Uh, yes. I will call the first six speakers, max Bonnet,

758

00:32:59.995 --> 00:33:04.205

Deborah Waldron, Melinda Wellner, Claire Oaks,

759

00:33:04.205 --> 00:33:08.005

Hannah Hane, Arlene Zay,

760

00:33:08.105 --> 00:33:09.805

and the first speaker, max Bonnet.

761

00:33:32.505 --> 00:33:33.095

There you go.

762

00:33:39.325 --> 00:33:40.325

Okay.

763

00:33:44.515 --> 00:33:45.615

Hi, my name is Max

764

00:33:45.715 --> 00:33:48.015

and my topic is Thomas Jefferson Middle School.

765

00:33:50.605 --> 00:33:51.775

Imagine being me.

766

00:33:52.015 --> 00:33:54.935

I walk into my intensified science class with no windows,

767

00:33:55.675 --> 00:33:57.695

not enough desks in thin walls

768

00:33:57.695 --> 00:34:01.055

where you can hear kids at lunch in the cafeteria while

769

00:34:01.055 --> 00:34:02.175

you're trying to take a test.

770

00:34:02.845 --> 00:34:04.855

That is an example of my average day.

771

00:34:05.315 --> 00:34:07.055

Hi, my name is Max Bonnet

772

00:34:07.475 --> 00:34:11.015

and I'm a sixth grader at Thomas Jefferson Middle School.

773

00:34:11.635 --> 00:34:14.615

I'm also a member of the Student Council Association.

774

00:34:16.075 --> 00:34:19.735

Um, when I heard there were changes happening at TJMS,

775

00:34:20.175 --> 00:34:21.695

I wanted to do what I could to help.

776

00:34:22.435 --> 00:34:25.015

We want to make changes that will benefit everyone.

777

00:34:26.055 --> 00:34:27.935

I remember touring the school in fifth grade

778

00:34:27.935 --> 00:34:30.695

and thinking, wow, this is an amazing school

779

00:34:30.895 --> 00:34:32.015

with great structure.

780

00:34:33.075 --> 00:34:35.895

But now that I have to spend five days a week here,

781

00:34:36.575 --> 00:34:38.095

I think about what needs to be different.

782

00:34:38.645 --> 00:34:42.295

Currently we have 25 classrooms that don't meet standards.

783

00:34:43.095 --> 00:34:45.135

TGMS has limited natural light.

784

00:34:45.675 --> 00:34:48.335

We also have a terrible inner net connection

785

00:34:48.335 --> 00:34:49.335

that we want fixed.

786

00:34:50.755 --> 00:34:53.815

Our current school is only meant to hold 500 children,

787

00:34:54.195 --> 00:34:56.335

but yet we still have over 1000.

788

00:34:57.855 --> 00:35:00.575

Whenever we have to walk through the hallway stairwell

789

00:35:00.675 --> 00:35:03.415

or to our walkers, we end up falling.

790

00:35:03.415 --> 00:35:04.695

Because of so many people.

791

00:35:06.475 --> 00:35:09.935

We have built classrooms around the cafeteria,

792

00:35:10.265 --> 00:35:13.095

which are really loud, and the cafeteria is small.

793

00:35:14.055 --> 00:35:17.495

I urge the school board to prioritize building a new school

794

00:35:17.635 --> 00:35:20.775

or renovating our current school so it isn't crowded

795

00:35:20.835 --> 00:35:22.575

and the student capacity can go up

796

00:35:24.075 --> 00:35:27.935

and so that it will meet safety and accessibility needs.

797

00:35:28.875 --> 00:35:30.935

I'm personally supporting options two

798

00:35:30.995 --> 00:35:32.375

and two A for the renovation.

799

00:35:32.865 --> 00:35:34.455

Thank you for your consideration.

800

00:35:35.705 --> 00:35:37.885

Thank you very much for your your comments this evening.

801

00:35:38.715 --> 00:35:41.885

Next speaker, please. Deborah Waldron.

802

00:35:47.885 --> 00:35:48.005

I

803

00:36:04.185 --> 00:36:04.405

You

804

00:36:12.795 --> 00:36:13.085

okay.

805

00:36:25.895 --> 00:36:29.115

All right. More than 25 years ago,

806

00:36:29.355 --> 00:36:30.995

I sat on the Yorktown Scheduling Committee

807

00:36:31.055 --> 00:36:32.675

and our committee of 20 plus teachers

808

00:36:32.675 --> 00:36:35.075

and administrators created the modified block schedule.

809

00:36:35.455 --> 00:36:37.875

Monday, Wednesday and Friday were seven period days.

810

00:36:37.935 --> 00:36:40.075

And Thursday and Wednesday, I mean, sorry, Monday, Tuesday

811

00:36:40.075 --> 00:36:41.835

and Friday were seven period days, and Wednesday

812

00:36:41.835 --> 00:36:42.835

and Thursday were block days.

813

00:36:43.295 --> 00:36:45.035

It was a schedule that something for everyone

814

00:36:45.035 --> 00:36:46.035

and most importantly,

815

00:36:46.095 --> 00:36:48.075

let teachers see their students four times a week.

816

00:36:48.455 --> 00:36:49.995

It was successful and well loved.

817

00:36:50.055 --> 00:36:52.435

And given our choice, we'd still have that schedule today.

818

00:36:53.265 --> 00:36:54.555

When that pandemic hit,

819

00:36:54.555 --> 00:36:56.635

Yorktown was told we had to move to a block schedule.

820

00:36:56.895 --> 00:36:59.355

We struggled. Our students struggled in physics.

821

00:36:59.495 --> 00:37:01.755

We found ourself teaching a unit and a half less,

822

00:37:02.055 --> 00:37:04.435

but we weren't a hundred percent sure if this was a pandemic

823

00:37:04.485 --> 00:37:06.075

issue or scheduling issue.

824

00:37:06.265 --> 00:37:08.915

Five years later, we can tell you it's a scheduling issue.

825

00:37:09.285 --> 00:37:10.715

Block schedule does not work well.

826

00:37:10.715 --> 00:37:13.435

There's too much time between meetings, too much time lost,

827

00:37:13.435 --> 00:37:14.755

reviewing what we learned last time,

828

00:37:14.935 --> 00:37:16.355

and classes are just too long

829

00:37:16.355 --> 00:37:17.715

for students to maintain focus.

830

00:37:18.415 --> 00:37:20.395

It is difficult to make, to con

831

00:37:20.455 --> 00:37:22.995

to conduct a well controlled educational experiment,

832

00:37:23.255 --> 00:37:24.995

but we've been actually doing it here in our

833

00:37:24.995 --> 00:37:26.235

county without even knowing it.

834

00:37:26.535 --> 00:37:29.675

The biology SOL is the one standalone SOL test

835

00:37:29.675 --> 00:37:32.515

that is taken in high school by every student.

836

00:37:33.075 --> 00:37:35.035

Students are randomly assigned a class and a teacher.

837

00:37:35.635 --> 00:37:36.955

Teachers teach multiple sections.

838

00:37:37.185 --> 00:37:38.315

Some of those sections meet

839

00:37:38.315 --> 00:37:39.955

during third period meeting every day,

840

00:37:40.175 --> 00:37:42.755

and most of them met, met, meet on a block schedule.

841

00:37:43.335 --> 00:37:46.475

The data from our experience meets volumes on level biology.

842

00:37:46.835 --> 00:37:49.395

Students perform better, noticeably better on the biology

843

00:37:49.835 --> 00:37:51.515

SOL exam if they met daily.

844

00:37:51.985 --> 00:37:55.835

This past year, this meet daily students had a pass rate 15%

845

00:37:55.835 --> 00:37:58.675

higher than similar students enrolled in block classes.

846

00:37:59.175 --> 00:38:00.835

And the increase affects all students.

847

00:38:01.175 --> 00:38:02.395

The average score for students

848

00:38:02.415 --> 00:38:05.035

who didn't pass the the SO exam are struggling.

849

00:38:05.155 --> 00:38:08.035

Students have climbed each year in those third period,

850

00:38:08.105 --> 00:38:09.995

meet daily classes well,

851

00:38:10.095 --> 00:38:12.675

and they consistently outpace the students in their block

852

00:38:12.675 --> 00:38:14.915

classes plus something important.

853

00:38:15.715 --> 00:38:18.195

Everyday schedules meet the needs of our struggling

854

00:38:18.255 --> 00:38:19.435

and our on level students.

855

00:38:19.935 --> 00:38:22.715

Our upper level students will do fine with whatever,

856

00:38:22.895 --> 00:38:26.635

but these students do best if we see them every day.

857

00:38:27.245 --> 00:38:28.245

Thank you very much.

858

00:38:30.075 --> 00:38:32.385

Thank you for your comments for coming out this evening.

859

00:38:34.855 --> 00:38:37.925

Next speaker please. Melinda Wellner.

860

00:38:41.535 --> 00:38:43.965

Sorry. No worries. I'm slow. It's all good. It's okay.

861

00:38:44.955 --> 00:38:46.525

Take your time. Alright,

862

00:38:50.315 --> 00:38:51.315

Good evening.

863

00:38:51.385 --> 00:38:54.125

I'm the VP of advocacy at Thomas Jefferson Middle School.

864

00:38:54.865 --> 00:38:56.525

My son started at Jefferson, uh,

865

00:38:56.545 --> 00:38:57.765

as a sixth grader this fall.

866

00:38:57.985 --> 00:38:59.205

His experience has been great.

867

00:38:59.465 --> 00:39:01.805

The teacher's administration, the staff are all excellent,

868

00:39:02.105 --> 00:39:04.405

but we all agree there's one glaring problem.

869

00:39:04.705 --> 00:39:06.685

The building, it's not just the

870

00:39:06.685 --> 00:39:07.845

lack of space or natural light.

871

00:39:08.245 --> 00:39:10.245

Retrofitting over the years has left the school

872

00:39:10.275 --> 00:39:11.725

with metal walls that poorly

873

00:39:12.325 --> 00:39:15.565

noise from adjoining adjacent spaces like the crowded open

874

00:39:15.565 --> 00:39:18.565

cafeteria heating and cooling inconsistencies

875

00:39:18.705 --> 00:39:19.765

and inconsistent wifi

876

00:39:19.915 --> 00:39:21.685

that can throw lesson plans out the window

877

00:39:22.065 --> 00:39:24.605

or obstruct communication in an emergency situation.

878

00:39:25.145 --> 00:39:27.365

We greatly appreciate the school bird's proposal

879

00:39:27.465 --> 00:39:29.125

for major renovations for Jefferson.

880

00:39:29.125 --> 00:39:30.965

In the new CIP direction,

881

00:39:31.725 --> 00:39:35.045

I just question whether the \$150 million budget proposed

882

00:39:35.045 --> 00:39:36.525

for renovating both Jefferson

883

00:39:36.525 --> 00:39:38.205

and Swanson Middle Schools is sufficient

884

00:39:38.205 --> 00:39:39.725

to meet the facility and infrastructure

885

00:39:39.725 --> 00:39:40.805

needs of either school.

886

00:39:41.585 --> 00:39:43.405

As you may recall, 18 years ago,

887

00:39:43.405 --> 00:39:44.925

Arlington school boards determined

888

00:39:44.925 --> 00:39:47.525

that Jefferson needed a complete and total renovation.

889

00:39:48.015 --> 00:39:49.845

Priorities shifted towards Wakefield,

890

00:39:50.185 --> 00:39:51.685

but 18 years later, the need

891

00:39:51.685 --> 00:39:53.325

for complete renovation is still there.

892

00:39:54.065 --> 00:39:56.725

The Jefferson community deserves more than just band-aids

893

00:39:57.065 --> 00:39:59.165

for its aging facilities and infrastructure.

894

00:39:59.375 --> 00:40:00.375

Thank you.

895

00:40:01.895 --> 00:40:03.285

Thank you for your comments this evening.

896

00:40:03.635 --> 00:40:05.405

Next speaker please. Claire nos.

897

00:40:13.395 --> 00:40:15.405

Good evening. I'm Claire Nos, president

898

00:40:15.405 --> 00:40:17.045

of the County Council of PTAs,

899

00:40:17.385 --> 00:40:20.445

and our membership had an in-depth discussion last night

900

00:40:20.445 --> 00:40:22.365

about the draft CIP direction.

901

00:40:22.865 --> 00:40:27.325

We appreciate that this CIP is more realistic about our

902

00:40:27.325 --> 00:40:29.325

current fiscal and demographic reality,

903

00:40:29.785 --> 00:40:33.045

but it still pushes so many decisions into the future.

904

00:40:33.745 --> 00:40:35.005

We struggled to envision

905

00:40:35.075 --> 00:40:38.165

what 150 million could get us at Swanson

906

00:40:38.305 --> 00:40:39.645

and tj, given

907

00:40:39.645 --> 00:40:42.965

that overhauling both schools costs 334 million,

908

00:40:43.505 --> 00:40:46.685

we questioned the purpose of listing candidate projects

909

00:40:46.685 --> 00:40:47.925

because we all know

910

00:40:47.925 --> 00:40:51.525

that competing needs means these projects could wind up

911

00:40:51.745 --> 00:40:53.765

scaled back or cut anyway.

912

00:40:54.305 --> 00:40:57.405

We talked about how cosmetic things still need funding

913

00:40:57.405 --> 00:41:00.885

because peeling paint makes it hard to recruit teachers,

914

00:41:01.425 --> 00:41:05.365

we also lack information on how to prioritize improvements

915

00:41:05.425 --> 00:41:08.045

to ED specs compared to repairs.

916

00:41:08.505 --> 00:41:11.445

We puzzled over whether this major infrastructure project

917

00:41:11.555 --> 00:41:13.885

list from 2025 still made sense

918

00:41:13.885 --> 00:41:17.565

because fair quality roofs are going to be replaced.

919

00:41:17.945 --> 00:41:22.165

But this CIP is silent on the poor quality roofs at

920

00:41:22.435 --> 00:41:26.885

921

00:41:27.175 --> 00:41:30.325

Innovation and Long Branch Claremont's Gym.

922

00:41:30.425 --> 00:41:32.885

Uh, gym roof already leaks when it rains.

923

00:41:33.545 --> 00:41:36.285

If every new project identified here was funded,

924

00:41:36.785 --> 00:41:39.925

it could total \$445 million.

925

00:41:40.555 --> 00:41:44.365

This diet CIP is still more than we can afford.

926

00:41:44.795 --> 00:41:47.965

Meanwhile, we spent 4 million on those feasibility studies.

927

00:41:48.585 --> 00:41:52.525

The consultants are getting rich, our schools are crumbling,

928

00:41:52.545 --> 00:41:53.925

and this CIP wants

929

00:41:53.945 --> 00:41:57.005

to keep all the options on the table in perpetuity.

930

00:41:57.635 --> 00:41:59.845

Instead, we need real prioritization.

931

00:42:00.265 --> 00:42:03.605

In 2024, we warned about failing to budget for hundreds

932

00:42:03.605 --> 00:42:05.565

of millions in expected maintenance costs,

933

00:42:05.695 --> 00:42:07.845

which could interfere with budgeting

934

00:42:07.865 --> 00:42:09.445

for long range renovations.

935

00:42:10.025 --> 00:42:12.445

And here we are, PTA leaders know

936

00:42:12.445 --> 00:42:13.805

that there's not enough money

937

00:42:13.905 --> 00:42:15.845

and that more trade offs still need to be made.

938

00:42:15.935 --> 00:42:16.935

Thank you.

939

00:42:17.535 --> 00:42:18.925

Thank you for your comments this evening.

940

00:42:19.075 --> 00:42:21.285

Next speaker please. Hannah Hein.

941

00:42:26.315 --> 00:42:28.205

Good evening chair, vice Chair members.

942

00:42:28.625 --> 00:42:30.045

Uh, my name is Hannah Hein.

943

00:42:30.325 --> 00:42:33.365

I am the parent of a few students at MPSA

944

00:42:33.705 --> 00:42:35.045

and wanted to talk a little bit about

945

00:42:35.045 --> 00:42:37.005

what MPSA means to us as a family.

946

00:42:37.665 --> 00:42:40.845

Uh, we are a military family and have boomeranged back

947

00:42:40.845 --> 00:42:42.845

and forth from Arlington every chance we get.

948

00:42:43.505 --> 00:42:45.005

We have been across the country.

949

00:42:45.545 --> 00:42:48.925

My son, uh, when we moved here last, he, he turned five

950

00:42:49.265 --> 00:42:50.485

and it was his fourth house.

951

00:42:51.455 --> 00:42:53.405

Montessori is the consistency

952

00:42:53.405 --> 00:42:57.085

that my kids can have across states, across the country,

953

00:42:57.705 --> 00:42:59.405

and I do think that it, the community

954

00:42:59.585 --> 00:43:03.925

and consistency is, it's hard to quantify

955

00:43:04.495 --> 00:43:06.045

until you've moved that many times.

956

00:43:07.265 --> 00:43:11.965

So I wanted to make a comment about the CIP plans for MPSA.

957

00:43:13.045 --> 00:43:15.965

I do think there are three main points I wanna make

958

00:43:15.995 --> 00:43:17.045

that consistency

959

00:43:17.465 --> 00:43:21.485

and community within that, uh, MPSA group, the,

960

00:43:22.345 --> 00:43:26.405

uh, forward thinking progress that you have all made

961

00:43:26.545 --> 00:43:28.965

and continue to try to make in the sort

962

00:43:28.965 --> 00:43:30.805

of federal uncertainty times.

963

00:43:31.665 --> 00:43:33.165

You are always forward thinking

964

00:43:33.165 --> 00:43:35.885

and I appreciate everything from the cell phone policy,

965

00:43:36.225 --> 00:43:37.405

the nutrition plans.

966

00:43:38.095 --> 00:43:40.725

There are so many things that you all are at the very

967

00:43:41.275 --> 00:43:44.485

forward front of so many school districts.

968

00:43:44.485 --> 00:43:45.605

And I know that takes courage

969

00:43:46.545 --> 00:43:51.245

and I appreciate that, that forward mentality, um,

970

00:43:51.425 --> 00:43:53.565

and looking to the future and building towards that.

971

00:43:54.525 --> 00:43:55.925

I also want to talk about

972

00:43:56.305 --> 00:43:58.605

how waiting would increase the costs.

973

00:43:58.785 --> 00:44:02.365

And we know that although the plan to move

974

00:44:02.585 --> 00:44:07.045

to MPSA move MPSA into the career center is at stake here,

975

00:44:07.755 --> 00:44:09.725

that building is not my favorite to look at.

976

00:44:09.785 --> 00:44:10.845

It is not the prettiest,

977

00:44:11.065 --> 00:44:14.325

but it is a building that's designed to withstand

978

00:44:15.145 --> 00:44:17.005

an immense amount of stress strain.

979

00:44:17.625 --> 00:44:18.765

But if we leave it vacant

980

00:44:19.465 --> 00:44:23.815

and we are, we're they are susceptible to fire,

981

00:44:23.925 --> 00:44:25.575

vandalism, all those things.

982

00:44:25.915 --> 00:44:28.535

So I would urge you all to continue

983

00:44:29.075 --> 00:44:30.455

to plan for their future of

984

00:44:30.655 --> 00:44:31.655

MPSA. Thank

985

00:44:31.655 --> 00:44:32.725

you. Thank you very much

986

00:44:32.725 --> 00:44:34.645

for your comments this evening. Next speaker, please.

987

00:44:34.835 --> 00:44:36.325

Okay, before I call the next speaker,

988

00:44:36.435 --> 00:44:37.725

I'll call the next six speakers

989

00:44:37.725 --> 00:44:42.245

to line up Joshua FO Tan Peterson, Cecilia Renoso,

990

00:44:42.705 --> 00:44:46.805

Adrian for Amy Newman, Whitney Peterson, nuns

991

00:44:47.475 --> 00:44:49.485

next speaker, Arlene Elza.

992

00:44:58.175 --> 00:45:00.245

Hello, my name is Arlene Eliza

993

00:45:00.265 --> 00:45:01.485

and I'm here as a member

994

00:45:01.485 --> 00:45:04.605

of the advisory committee on Immigrant and Refugee Concerns

995

00:45:04.905 --> 00:45:06.405

and Advocate for Equity and Access.

996

00:45:06.785 --> 00:45:08.565

And as a Montessori parent,

997

00:45:09.455 --> 00:45:11.925

Montessori pedagogy has long been highly sought

998

00:45:11.925 --> 00:45:13.885

after by affluent families Worldwide.

999

00:45:14.645 --> 00:45:17.085

MPSA was started to offer access to

1000

00:45:17.085 --> 00:45:18.765

that world class Montessori education

1001

00:45:19.225 --> 00:45:21.005

to two thirds low income families

1002

00:45:21.465 --> 00:45:23.485

who don't usually get access to Montessori education.

1003

00:45:25.405 --> 00:45:28.365

I wanna address the cons of moving MPSA, the career center

1004

00:45:29.415 --> 00:45:32.125

enrollment while the, while there was issues

1005

00:45:32.385 --> 00:45:35.285

or talk of low enrollment and need not needing that.

1006

00:45:35.825 --> 00:45:37.805

Um, while elementary numbers,

1007

00:45:37.805 --> 00:45:39.205

enrollment numbers are dwindling,

1008

00:45:39.205 --> 00:45:41.925

there's currently a waiting list of 378

1009

00:45:42.185 --> 00:45:43.725

to get into MPSA alone.

1010

00:45:43.915 --> 00:45:46.125

There's also a waiting list of 53

1011

00:45:46.125 --> 00:45:47.485

to get into Gunson Montessori.

1012

00:45:47.945 --> 00:45:49.165

So obviously enrollment

1013

00:45:49.185 --> 00:45:51.765

for MPSA is not down, is actually up.

1014

00:45:52.145 --> 00:45:55.445

If we move into the career center, a PS then can accommodate

1015

00:45:55.445 --> 00:45:57.525

and more people can get this world class education.

1016

00:45:58.075 --> 00:46:02.645

More access for everyone. Um, sorry.

1017

00:46:04.185 --> 00:46:07.525

The trailers at Gunston Montessori have already had two

1018

00:46:07.575 --> 00:46:09.405

leaks since the beginning of the school year.

1019

00:46:09.655 --> 00:46:13.935

First day of school, we didn't know if we'd be in class, So

1020

00:46:13.935 --> 00:46:15.015

that's another issue as well.

1021

00:46:15.235 --> 00:46:18.615

So if we do move into the career center,

1022

00:46:18.635 --> 00:46:22.175

you'll not only be helping FPSA grow, it's, it's, uh,

1023

00:46:22.175 --> 00:46:24.935

enrollment, but you'll also be helping gunson

1024

00:46:25.635 --> 00:46:26.935

reduce its overcrowding.

1025

00:46:27.275 --> 00:46:30.175

And the Gunson Montessori program move into a much better

1026

00:46:30.285 --> 00:46:31.455

equitable conditions.

1027

00:46:32.875 --> 00:46:35.895

The budget at 65 million, it is the least expensive option

1028

00:46:36.395 --> 00:46:38.095

and the loads allows for the high Montessori

1029

00:46:38.435 --> 00:46:39.975

demand students.

1030

00:46:40.485 --> 00:46:43.975

Currently there are 340 out of the 521 students

1031

00:46:44.125 --> 00:46:45.215

that are non-white.

1032

00:46:46.245 --> 00:46:50.215

Currently 396 of those students live in South Arlington out

1033

00:46:50.215 --> 00:46:51.375

of 521.

1034

00:46:51.375 --> 00:46:52.815

That's over 76%.

1035

00:46:54.155 --> 00:46:56.375

If decide to move Montessori

1036

00:46:56.375 --> 00:46:59.095

to perhaps another elementary somewhere in potentially North

1037

00:46:59.095 --> 00:47:03.255

Arlington it, um, sorry, it, uh,

1038

00:47:03.405 --> 00:47:05.975

will lead to more busing boundary changes

1039

00:47:06.395 --> 00:47:07.735

and things that we don't want to do.

1040

00:47:08.185 --> 00:47:10.135

Thank you. If you have additional comments, you're welcome

1041

00:47:10.135 --> 00:47:11.575

to send them to us in writing.

1042

00:47:11.725 --> 00:47:14.135

Okay, thank you. Next speaker please,

1043

00:47:14.525 --> 00:47:15.525

Josh full.

1044

00:47:30.305 --> 00:47:32.325

You might think I'm here about the data breach.

1045

00:47:32.935 --> 00:47:34.685

Sadly, just another massive human

1046

00:47:34.685 --> 00:47:35.925

error that will be dealt with.

1047

00:47:36.135 --> 00:47:39.645

Eventually tonight you'll hear revisions to the calendar

1048

00:47:39.745 --> 00:47:42.485

to give back some of the parent conference time stolen

1049

00:47:42.545 --> 00:47:43.565

in the approved calendar.

1050

00:47:44.175 --> 00:47:45.765

While some might say thank you,

1051

00:47:46.205 --> 00:47:48.685

I say it's about time you listen to teachers.

1052

00:47:49.145 --> 00:47:53.525

You see the precise issue you are fixing tonight was my

1053

00:47:53.635 --> 00:47:54.725

heel to die on.

1054

00:47:54.835 --> 00:47:57.805

When I was on the calendar committee as one

1055

00:47:57.805 --> 00:48:01.245

of only two teachers on the committee, I knew the problem,

1056

00:48:01.705 --> 00:48:04.125

but was told that choices had to be made

1057

00:48:04.505 --> 00:48:07.485

and that my voice was no more important than

1058

00:48:07.545 --> 00:48:08.685

any other on the committee.

1059

00:48:09.225 --> 00:48:12.765

And I felt hurt. Forgive me for thinking that the heads

1060

00:48:12.765 --> 00:48:16.085

of facilities transportation extended day in finance

1061

00:48:17.285 --> 00:48:19.405

probably aren't the experts on the time needed

1062

00:48:19.545 --> 00:48:20.565

for parent conferences.

1063

00:48:21.385 --> 00:48:23.605

So instead of saying, I told you so,

1064

00:48:24.205 --> 00:48:25.485

I will ask for two things.

1065

00:48:25.975 --> 00:48:29.885

First, create a policy on parent conferences

1066

00:48:30.185 --> 00:48:32.885

and the days that must be allotted.

1067

00:48:33.505 --> 00:48:37.045

The same stolen parent teacher conference time occurs in the

1068

00:48:37.045 --> 00:48:39.845

26 27 calendar that you approved last year.

1069

00:48:40.225 --> 00:48:41.645

You might want to fix that too.

1070

00:48:42.705 --> 00:48:45.845

Second, we need to abolish the calendar committee.

1071

00:48:46.505 --> 00:48:49.845

It isn't solving any problems, just punting them

1072

00:48:49.905 --> 00:48:50.925

to be fixed later.

1073

00:48:51.545 --> 00:48:55.045

So just end it. And even if you don't, I'm done

1074

00:48:55.045 --> 00:48:57.725

with the calendar committee as I see it serving no purpose

1075

00:48:57.865 --> 00:49:01.965

any longer and the educator's voice not being elevated.

1076

00:49:02.425 --> 00:49:05.445

But I wanna walk away clearly and say it again.

1077

00:49:05.855 --> 00:49:10.365

Let's create a policy on parent teacher conference time

1078

00:49:11.065 --> 00:49:14.125

and end the calendar committee that just isn't working.

1079

00:49:14.945 --> 00:49:17.725

But I do want to end, since I have 15 seconds to say

1080

00:49:17.725 --> 00:49:19.445

that Mr. Frazier, that you all heard about,

1081

00:49:19.555 --> 00:49:21.005

today's my son's teacher

1082

00:49:21.545 --> 00:49:23.485

and he absolutely loves Mr. Frazier.

1083

00:49:25.255 --> 00:49:27.445

Thank you for your comments. Next speaker, please.

1084

00:49:27.905 --> 00:49:28.885

Tenley Peterson.

1085

00:49:34.335 --> 00:49:37.005

Hello, good evening. I am Tenley Peterson.

1086

00:49:37.325 --> 00:49:40.645

I am a proud MPSA parent, a Guston parent,

1087

00:49:41.065 --> 00:49:45.405

an a PS substitute teacher, the 2024 School bond co-chair,

1088

00:49:45.785 --> 00:49:47.405

and an Arlington County taxpayer.

1089

00:49:47.825 --> 00:49:50.325

Uh, first thank you for the work that you do.

1090

00:49:50.545 --> 00:49:53.045

Um, your commitment to our county is much appreciated.

1091

00:49:53.505 --> 00:49:55.925

Um, I wanna talk about why MPSA is important.

1092

00:49:56.375 --> 00:49:59.005

There are Montessori schools across the country,

1093

00:49:59.145 --> 00:50:02.125

but almost every single one of them is a private school.

1094

00:50:02.555 --> 00:50:05.445

This inherently means that the kids who have access

1095

00:50:05.465 --> 00:50:08.765

to this unique educational approach usually come from

1096

00:50:08.765 --> 00:50:10.005

well-resourced families.

1097

00:50:10.425 --> 00:50:12.365

One of the reasons that Arlington is special is

1098

00:50:12.365 --> 00:50:15.125

because we give all kids the opportunity

1099

00:50:15.145 --> 00:50:18.685

to explore educational styles that might be a better fit

1100

00:50:18.685 --> 00:50:19.685

for them and their families.

1101

00:50:20.045 --> 00:50:21.085

Moreover, the fact

1102

00:50:21.085 --> 00:50:24.125

that MPSA is located in South Arlington means

1103

00:50:24.125 --> 00:50:27.725

that this program is actually accessible to families who

1104

00:50:27.725 --> 00:50:30.205

otherwise wouldn't have access to a Montessori program.

1105

00:50:30.955 --> 00:50:35.125

76% of our school population lives in South Arlington.

1106

00:50:35.195 --> 00:50:37.885

Parents can walk or bike to pick up their kids from school.

1107

00:50:38.365 --> 00:50:41.325

A bus ride for a child as young as three isn't too far.

1108

00:50:41.745 --> 00:50:44.125

Two thirds of our kids are lower income.

1109

00:50:44.505 --> 00:50:47.445

Two thirds of our kids are, uh, students of color.

1110

00:50:48.225 --> 00:50:51.085

If our school were to move elsewhere, it would add a hurdle

1111

00:50:51.105 --> 00:50:54.725

to attending MPSA for families who already experience

1112

00:50:54.945 --> 00:50:57.565

so many hurdles to achieving educational opportunities

1113

00:50:57.875 --> 00:50:59.365

that come easily to many others.

1114

00:51:00.045 --> 00:51:01.285

I understand and appreciate

1115

00:51:01.285 --> 00:51:02.965

that you all have very difficult

1116

00:51:02.965 --> 00:51:04.405

budget decisions ahead of you.

1117

00:51:04.785 --> 00:51:07.045

The magic of MPSA is the teachers,

1118

00:51:07.385 --> 00:51:08.765

the kids, and the location.

1119

00:51:09.305 --> 00:51:11.645

If you need to make cuts, please look at cuts

1120

00:51:11.645 --> 00:51:13.205

to the costs of the renovation.

1121

00:51:13.585 --> 00:51:15.965

As a parent, as a teacher, as a taxpayer,

1122

00:51:16.315 --> 00:51:18.725

what makes the biggest impact in our kids' lives are the

1123

00:51:18.925 --> 00:51:20.925

teachers and kids having access

1124

00:51:21.385 --> 00:51:22.885

to a program that works for them.

1125

00:51:23.465 --> 00:51:25.245

So instead of delaying the renovations

1126

00:51:25.265 --> 00:51:27.285

or moving a program to North Arlington,

1127

00:51:27.345 --> 00:51:28.885

please look at the cost savings

1128

00:51:29.265 --> 00:51:30.845

for the planned renovation itself.

1129

00:51:31.075 --> 00:51:33.605

Give us the Toyota Camry of a renovation instead

1130

00:51:33.605 --> 00:51:34.725

of a luxury BMW.

1131

00:51:35.055 --> 00:51:37.685

Thank you. Thank you for your comments.

1132

00:51:38.425 --> 00:51:41.445

Uh, next speaker please. Cecilia Renoso.

1133

00:51:46.325 --> 00:51:49.575

Good evening. Over the summer, I relocated back

1134

00:51:49.575 --> 00:51:51.815

to Arlington after being away for so many years.

1135

00:51:52.415 --> 00:51:54.935

I am a former student of Thomas Jefferson Middle School.

1136

00:51:54.935 --> 00:51:58.335

Having attended from 1995 to 1998.

1137

00:51:59.165 --> 00:52:02.095

This academic year marks my daughter's first year at

1138

00:52:02.095 --> 00:52:03.735

Thomas Jefferson Middle School,

1139

00:52:03.825 --> 00:52:06.015

where she currently is in the seventh grade.

1140

00:52:07.015 --> 00:52:08.575

Although I was excited for her to go

1141

00:52:08.575 --> 00:52:11.175

to the same middle school I attended, I was surprised

1142

00:52:11.175 --> 00:52:14.495

to find in the 29 years since I was in the sixth grade,

1143

00:52:14.835 --> 00:52:17.495

the school had not undergone any significant changes.

1144

00:52:18.195 --> 00:52:20.535

The furniture and technology are the only things

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00:52:20.535 --> 00:52:21.935

that have changed in the interior.

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00:52:22.675 --> 00:52:25.135

The construction of the new elementary school has eliminated

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00:52:25.135 --> 00:52:27.295

that previous large parking lot

1148

00:52:27.325 --> 00:52:28.335

that used to be in the front.

1149

00:52:28.915 --> 00:52:30.935

Now the faculty has a small parking space

1150

00:52:31.035 --> 00:52:33.495

and families attending school events have no choice

1151

00:52:33.495 --> 00:52:34.895

but to park in the rear

1152

00:52:34.895 --> 00:52:37.055

of the tennis courts near second Street.

1153

00:52:37.475 --> 00:52:39.455

And that is if they're, they can find a space.

1154

00:52:39.995 --> 00:52:41.935

The front entrance is difficult to locate.

1155

00:52:42.395 --> 00:52:44.495

You must drive around the new school to reach it.

1156

00:52:44.515 --> 00:52:46.055

And even then, there's only two guest

1157

00:52:46.055 --> 00:52:47.095

parking spots available.

1158

00:52:47.835 --> 00:52:49.015

Thomas Jefferson.

1159

00:52:49.435 --> 00:52:53.415

The average enrollment for students was 742 in the nineties.

1160

00:52:54.045 --> 00:52:56.695

This year, the enrollment is 1056

1161

00:52:56.875 --> 00:52:59.575

and I know previous years have had more and,

1162

00:52:59.715 --> 00:53:02.095

and I'm also unsure of the number of staff members

1163

00:53:02.915 --> 00:53:04.335

during my time as a student.

1164

00:53:04.395 --> 00:53:05.575

The hallways, stairwells

1165

00:53:05.575 --> 00:53:07.575

and cafeteria were already quite crowded.

1166

00:53:07.795 --> 00:53:10.255

My daughter tells me that the current overcrowding is even

1167

00:53:10.255 --> 00:53:13.575

worse with students frequently struggling to get

1168

00:53:13.575 --> 00:53:15.735

through the building, including instances

1169

00:53:15.795 --> 00:53:17.335

of kids falling down the stairs.

1170

00:53:17.955 --> 00:53:20.455

And the overall noise level has its significantly

1171

00:53:20.725 --> 00:53:22.335

increased for years.

1172

00:53:22.435 --> 00:53:25.055

Now, the common observation amongst the community is

1173

00:53:25.190 --> 00:53:27.405

that the school's design gives a prison-like appearance

1174

00:53:27.405 --> 00:53:29.725

with the limited spaces number of windows

1175

00:53:30.105 --> 00:53:31.965

and its cold overall appearance.

1176

00:53:32.575 --> 00:53:34.845

Since my return to Arlington, I am pleased

1177

00:53:34.845 --> 00:53:36.245

to observe recent developments

1178

00:53:36.245 --> 00:53:37.445

such as the new career center.

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00:53:37.445 --> 00:53:38.725

However, I cannot help

1180

00:53:38.725 --> 00:53:41.365

but notice that so many other schools have undergone their

1181

00:53:41.445 --> 00:53:45.885

upgrades while Thomas Jefferson appears way too far behind

1182

00:53:46.545 --> 00:53:48.645

as a great school that also serves the community.

1183

00:53:49.145 --> 00:53:52.645

Um, the renovations are long overdue. Thank you.

1184

00:53:53.775 --> 00:53:56.165

Thank you for your comments. Next speaker, please.

1185

00:53:56.545 --> 00:53:58.085

Adrian, for fall. For fall.

1186

00:54:08.705 --> 00:54:12.485

Hi, I'm speaking on MPS a's move to the Career center.

1187

00:54:12.705 --> 00:54:16.325

My two kids go to MPSA and I live in South Arlington.

1188

00:54:17.085 --> 00:54:19.525

I also happen to be a social epidemiologist.

1189

00:54:19.965 --> 00:54:23.125

Researchers house. Socioeconomic factors like access

1190

00:54:23.125 --> 00:54:25.685

to high quality education affects health

1191

00:54:25.965 --> 00:54:27.005

outcomes over the life course.

1192

00:54:27.955 --> 00:54:32.365

Currently, MPSA is located in the 2 2 2 0 4 zip code

1193

00:54:32.505 --> 00:54:35.325

and enrollment clearly reflects the population

1194

00:54:35.385 --> 00:54:37.325

and diversity of South Arlington.

1195

00:54:38.155 --> 00:54:39.445

Some of the same statistics

1196

00:54:39.445 --> 00:54:41.645

that Tenley had mentioned, I'll skip over those.

1197

00:54:41.945 --> 00:54:45.845

Um, overall, 89% of the African American students

1198

00:54:45.945 --> 00:54:47.525

and 84% of the students

1199

00:54:47.585 --> 00:54:51.325

of Hispanic ethnicity at MPSA are from South Arlington.

1200

00:54:51.855 --> 00:54:54.765

There is published evidence that Montessori education

1201

00:54:55.065 --> 00:54:58.765

and specifically public Montessori education has a positive

1202

00:54:58.785 --> 00:55:02.685

impact on child outcomes, both academic and non-academic.

1203

00:55:03.805 --> 00:55:06.885

Locating MPSA in South Arlington is a way to contribute

1204

00:55:06.905 --> 00:55:09.685

to positive life outcomes in this neighborhood

1205

00:55:09.945 --> 00:55:13.485

for a population that experiences more challenges

1206

00:55:13.545 --> 00:55:17.685

to those positive outcomes than their peers In other zip

1207

00:55:17.695 --> 00:55:20.885

codes, um, like 2, 2 2 0 7,

1208

00:55:20.935 --> 00:55:23.165

where Taylor Elementary School is located,

1209

00:55:24.205 --> 00:55:27.285

families in South Arlington who experience poverty

1210

00:55:27.455 --> 00:55:29.845

below the federal poverty line will have barriers

1211

00:55:30.065 --> 00:55:33.565

to continuing to attend MPSA if the school is

1212

00:55:33.565 --> 00:55:34.645

moved across town.

1213

00:55:34.705 --> 00:55:37.405

And those barriers include things like transportation,

1214

00:55:38.075 --> 00:55:39.285

work and costs.

1215

00:55:40.105 --> 00:55:41.605

We already have a decision

1216

00:55:41.665 --> 00:55:44.925

to move MPSA into a renovated career center that was made

1217

00:55:44.925 --> 00:55:46.205

during the last CIP.

1218

00:55:46.515 --> 00:55:48.325

It's the lowest cost renovation budget

1219

00:55:48.385 --> 00:55:50.285

for any elementary school asking

1220

00:55:50.285 --> 00:55:53.165

that the board honor this decision that works in terms

1221

00:55:53.165 --> 00:55:56.645

of cost, expanding Montessori education opportunities

1222

00:55:56.825 --> 00:55:57.965

for kids in Arlington,

1223

00:55:58.385 --> 00:56:00.525

and keeps the school in a location that works

1224

00:56:00.585 --> 00:56:02.085

for the community that it serves.

1225

00:56:02.625 --> 00:56:05.565

And a community that would face significant challenges if

1226

00:56:05.785 --> 00:56:07.645

the school were to move across town.

1227

00:56:07.645 --> 00:56:10.845

Thank you so much. Thank you for your comments.

1228

00:56:11.475 --> 00:56:14.725

Next speaker, please. Amy Newman.

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00:56:22.385 --> 00:56:22.675

Good

1230

00:56:22.675 --> 00:56:23.675

Evening. My

1231

00:56:23.675 --> 00:56:27.245

name is Amy Newman and I'm a resident of Arlington County

1232

00:56:27.465 --> 00:56:30.765

and a member of the Faith Alliance for Climate Solutions.

1233

00:56:31.665 --> 00:56:34.805

I'm speaking on the a PS climate resolution

1234

00:56:34.905 --> 00:56:38.045

and the draft CIP direction tonight.

1235

00:56:39.125 --> 00:56:42.125

I believe climate change is truly an

1236

00:56:43.195 --> 00:56:44.925

existential threat to all of us

1237

00:56:45.225 --> 00:56:48.445

and is going to have increasingly dire effects on our

1238

00:56:48.605 --> 00:56:50.405

children and future generations.

1239

00:56:51.075 --> 00:56:54.165

Therefore, I appreciate that tonight the school board has

1240

00:56:54.995 --> 00:56:58.845

adopted a climate resolution that formally acknowledges

1241

00:56:58.845 --> 00:57:02.285

that, um, acknowledges that fact

1242

00:57:02.285 --> 00:57:04.765

and commits to working with Arlington County

1243

00:57:04.945 --> 00:57:07.125

as it develops a climate action plan

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00:57:07.225 --> 00:57:09.725

to achieve carbon neutrality by 2050.

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00:57:11.145 --> 00:57:13.245

I'm also happy to see that the resolution

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00:57:14.235 --> 00:57:15.445

ensures transparency

1247

00:57:15.665 --> 00:57:19.725

and accountability by calling for annual

1248

00:57:20.245 --> 00:57:22.045

progress reporting to the school board

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00:57:23.755 --> 00:57:28.325

regarding the draft CIP direction as a taxpayer as well

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00:57:28.325 --> 00:57:30.965

as a citizen concerned about climate change,

1251

00:57:31.565 --> 00:57:35.325

I applaud the draft CIP direction, which not only calls for

1252

00:57:35.835 --> 00:57:38.045

careful use of capital dollars,

1253

00:57:38.625 --> 00:57:41.525

but also calls for all proposed project work

1254

00:57:41.665 --> 00:57:45.405

to recognize the school board resolutions on prevailing wage

1255

00:57:45.585 --> 00:57:46.765

and climate action.

1256

00:57:47.915 --> 00:57:50.845

Fortunately, most of the climate projects

1257

00:57:50.845 --> 00:57:54.845

that reduce greenhouse gas emissions will save a PS money

1258

00:57:55.125 --> 00:57:59.125

either immediately or through energy savings over time.

1259

00:57:59.785 --> 00:58:01.765

For those where initial costs

1260

00:58:02.305 --> 00:58:05.845

may be higher than fossil fuel based technologies,

1261

00:58:06.545 --> 00:58:09.085

but where greater cost savings accrue over time,

1262

00:58:09.625 --> 00:58:13.565

we strongly support the proposed CIP direction to

1263

00:58:14.125 --> 00:58:15.965

consider financing options such

1264

00:58:15.965 --> 00:58:19.365

as public private partnerships, energy savings,

1265

00:58:19.515 --> 00:58:21.685

performance management contracts,

1266

00:58:21.865 --> 00:58:26.085

and possibly mixed use development to finance the projects.

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00:58:26.095 --> 00:58:27.095

Thank you.

1268

00:58:27.575 --> 00:58:28.965

Thank you for your comments this evening

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00:58:29.825 --> 00:58:32.205

in our la last speaker Winnie Peterson.

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00:58:32.635 --> 00:58:33.635

Moms.

1271

00:58:41.145 --> 00:58:45.005

Hi, I'm Winnie. I'm an MPSA third grader.

1272

00:58:45.165 --> 00:58:48.805

I love MPSA because of my teachers and friends at my school.

1273

00:58:48.805 --> 00:58:50.965

There are kids from all over

1274

00:58:51.385 --> 00:58:53.885

and there are kids from all over

1275

00:58:53.955 --> 00:58:55.525

Arlington and all over the world.

1276

00:58:55.885 --> 00:58:57.845

I have a friend who is born in the Philippines.

1277

00:58:57.915 --> 00:59:00.565

Several of my friends speak Spanish with their families,

1278

00:59:00.745 --> 00:59:03.205

so I started learning Spanish on Duolingo.

1279

00:59:03.905 --> 00:59:06.245

I'm in the second I am section.

1280

00:59:06.845 --> 00:59:11.205

I, um, I'm on section two even though I live in courthouse.

1281

00:59:11.275 --> 00:59:13.405

Many of my friends are from South Arlington.

1282

00:59:13.925 --> 00:59:16.925

I am on a South Arlington soccer team with my classmates.

1283

00:59:17.265 --> 00:59:18.565

My dad is a coach. Most

1284

00:59:18.565 --> 00:59:21.085

of my girl scout Troup is also from South Arlington.

1285

00:59:21.485 --> 00:59:24.765

I hope that you'll keep MPSA in South Aian.

1286

00:59:24.785 --> 00:59:27.845

So my friends and my little and their little brothers

1287

00:59:27.845 --> 00:59:29.765

and sisters can easily go to school.

1288

00:59:30.135 --> 00:59:31.325

Thank you SIUs,

1289

00:59:32.975 --> 00:59:34.805

Thank you very much for coming this evening.

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00:59:37.415 --> 00:59:39.925

Thank you to all of our speakers for your comments.

1291

00:59:41.105 --> 00:59:43.805

We appreciate that you took the time to join us this evening

1292

00:59:43.865 --> 00:59:45.365

and share your perspectives with us.

1293

00:59:45.905 --> 00:59:47.205

We will work with the superintendent

1294

00:59:47.225 --> 00:59:49.725

to coordinate any necessary follow up to these questions

1295

00:59:49.725 --> 00:59:51.205

or concerns over the coming week.

1296

00:59:51.625 --> 00:59:52.965

The sign up to speak form

1297

00:59:53.065 --> 00:59:55.485

for the November 13th school board meeting will be posted

1298

00:59:55.755 --> 00:59:57.005

between November 7th

1299

00:59:57.505 --> 01:00:01.405

and November 12th at 4:00 PM Before we move

1300

01:00:01.405 --> 01:00:02.965

to our next agenda item, uh,

1301

01:00:02.985 --> 01:00:05.245

the board will take a four minute recess.

1302

01:00:05.345 --> 01:00:07.645

We will reconvene at 8:05 PM

1303

01:07:18.205 --> 01:07:18.495

Okay.

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01:07:19.845 --> 01:07:24.775

Okay. We are back. Um, and we are now at monitoring items.

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01:07:24.925 --> 01:07:27.295

Tonight we have one monitoring item highlighting the

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01:07:27.535 --> 01:07:29.575

strategic plan priority on student academic growth

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01:07:29.575 --> 01:07:32.655

and success, focusing on math and science.

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01:07:33.035 --> 01:07:34.415

Dr. Draw, please introduce the

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01:07:34.415 --> 01:07:35.495

staff who will present this item.

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01:07:35.755 --> 01:07:37.295

Yes. Thank you. So tonight we're very happy

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01:07:37.295 --> 01:07:40.215

to give an update on our math and science work.

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01:07:40.215 --> 01:07:42.975

We have Dr. Man here, along with Dr. Lee and Mr.

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01:07:43.155 --> 01:07:45.815

Seward, who will be sharing with us a little bit about,

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01:07:46.435 --> 01:07:47.575

uh, the progress we're making.

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01:07:47.575 --> 01:07:49.215

Now I just want to clarify the public tonight,

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01:07:49.235 --> 01:07:50.735

we do have a lot of information

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01:07:50.735 --> 01:07:53.655

that was shared in our academic, uh, report that was, um,

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01:07:53.655 --> 01:07:54.815

in the beginning of the school year.

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01:07:54.815 --> 01:07:56.215

So tonight we're looking a little deeper.

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01:07:56.715 --> 01:07:58.095

Not so much at the data per se,

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01:07:58.095 --> 01:08:00.375

but some of the work that's been done, some of the successes

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01:08:00.475 --> 01:08:03.335

and some of what we're hoping to do is we want

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01:08:03.335 --> 01:08:06.055

to continually improve in the area of math and science.

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01:08:06.515 --> 01:08:08.655

Uh, so with that, I'll turn to Dr. Mann and his team.

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01:08:09.705 --> 01:08:12.215

Thank you Dr. Dur. You took all the things I was going

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01:08:12.415 --> 01:08:13.935

to say, um, before I turn it over

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01:08:13.935 --> 01:08:15.845

to Dr. Lee, but again, as Dr.

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01:08:15.945 --> 01:08:20.285

Ron did, uh, specify, we did have a 57 slate page slide

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01:08:20.345 --> 01:08:22.165

for the board and the public on our data.

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01:08:22.665 --> 01:08:25.885

And so our supervisors this evening will talk about, um,

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01:08:25.885 --> 01:08:26.965

some of the work they're doing

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01:08:27.225 --> 01:08:30.085

and what specifically also addressing what's new

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01:08:30.085 --> 01:08:31.725

that we're gonna be looking at this year,

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01:08:32.345 --> 01:08:34.325

and then I'll close this out on something

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01:08:34.325 --> 01:08:37.085

that we're exploring for the future that we're excited about

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01:08:37.105 --> 01:08:38.285

to dig into,

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01:08:38.285 --> 01:08:39.645

and how it can impact, um,

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01:08:39.705 --> 01:08:41.245

our math instruction specifically.

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01:08:41.245 --> 01:08:43.205

And we also, this evening, have our director

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01:08:43.205 --> 01:08:44.205

of curriculum instruction,

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01:08:44.205 --> 01:08:45.565

Carrie Hurst with us this evening.

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01:08:45.665 --> 01:08:47.485

So this time I'll turn it over to Dr. Lee.

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01:08:51.335 --> 01:08:54.485

Thank you. Good evening, Ms.

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01:08:54.505 --> 01:08:57.205

Zucker Sutton, members of the school board,

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01:08:57.465 --> 01:09:00.725

Dr. Duran cabinet members, thank you so much

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01:09:00.825 --> 01:09:03.885

for having us this evening to share with you our math

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01:09:03.905 --> 01:09:05.325

and science update report.

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01:09:05.855 --> 01:09:08.805

We're extremely excited to share with you all of the things

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01:09:08.805 --> 01:09:12.525

that we're doing, um, to support schools as well as

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01:09:12.525 --> 01:09:14.285

what we're doing that's new this year.

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01:09:18.025 --> 01:09:21.125

So I'd like to go over our presentation outline.

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01:09:21.545 --> 01:09:26.445

Um, we would like to go over, um, our areas of support,

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01:09:26.905 --> 01:09:30.165

how we're supporting schools this year, provide you

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01:09:30.165 --> 01:09:32.605

with a deep dive on the professional learning

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01:09:32.605 --> 01:09:35.005

that we're offering to teachers at schools.

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01:09:36.065 --> 01:09:40.005

Um, identifies schools that we're providing support along

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01:09:40.005 --> 01:09:41.085

with the rationale.

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01:09:41.305 --> 01:09:42.925

And then talk about our next steps,

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01:09:43.765 --> 01:09:45.165

specifically our implementation.

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01:09:48.785 --> 01:09:51.845

So the support that we're providing to schools this year

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01:09:52.355 --> 01:09:55.525

will align with our a PS instructional playbook.

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01:09:55.995 --> 01:09:57.525

This is really, really important

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01:09:57.555 --> 01:10:01.285

because it reinforces our shared beliefs of

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01:10:01.315 --> 01:10:06.205

what good teaching and learning looks like for science.

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01:10:06.585 --> 01:10:08.805

We have four buckets of support

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01:10:08.915 --> 01:10:10.685

that we're providing schools with.

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01:10:11.425 --> 01:10:14.685

The first one is in the areas of professional learning.

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01:10:15.295 --> 01:10:19.365

We're focusing on English learners as well as SPED students,

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01:10:19.365 --> 01:10:20.525

special education students.

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01:10:20.975 --> 01:10:23.765

We're also working closely with schools

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01:10:24.145 --> 01:10:26.565

and school-based administrators to provide

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01:10:27.445 --> 01:10:29.725

valuable walkthroughs to support teachers.

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01:10:30.905 --> 01:10:34.285

The third piece is our unit, um, assessments.

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01:10:34.465 --> 01:10:38.325

Our science office have developed unit assessments at the

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01:10:38.325 --> 01:10:40.045

elementary, middle, and high school level.

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01:10:40.705 --> 01:10:44.685

And then finally, the CLT piece, the collaborative learning,

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01:10:44.945 --> 01:10:48.485

uh, piece where we work closely with teachers plan

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01:10:48.585 --> 01:10:49.885

and provide them with support.

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01:10:53.965 --> 01:10:57.025

So, as I mentioned earlier, our focus continues

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01:10:57.025 --> 01:10:59.425

to be supporting English learners as well

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01:10:59.425 --> 01:11:00.745

as special education students.

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01:11:01.215 --> 01:11:03.465

This year, our science office has

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01:11:03.785 --> 01:11:06.345

provided, uh, a wealth of professional learning.

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01:11:06.835 --> 01:11:09.665

We've collaborated with the Office of English Learners,

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01:11:09.925 --> 01:11:12.505

as well as the Office of Special Education to

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01:11:13.015 --> 01:11:16.605

co-present many, uh, presentations to support teachers

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01:11:16.605 --> 01:11:17.805

with best practices.

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01:11:18.615 --> 01:11:22.445

We've also, um, for English learners focus on, uh,

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01:11:22.445 --> 01:11:23.605

content literacy

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01:11:24.185 --> 01:11:27.045

for special education teachers and assistants.

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01:11:27.065 --> 01:11:30.725

We focus on how to look at various models of,

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01:11:31.145 --> 01:11:32.205

uh, co-teaching.

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01:11:32.665 --> 01:11:33.885

As you know, if there's a lot

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01:11:33.885 --> 01:11:37.765

of focus over the years on the teacher in front and,

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01:11:37.865 --> 01:11:41.525

and the, um, uh, special education teacher in the back,

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01:11:41.525 --> 01:11:43.925

there are many, many different models where we find

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01:11:43.925 --> 01:11:46.885

that is much, much more effective, uh, in terms

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01:11:46.905 --> 01:11:49.965

of supporting, uh, our special education students.

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01:11:52.705 --> 01:11:55.885

So how are we identifying which schools to support?

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01:11:56.285 --> 01:12:00.445

I do want to emphasize that all of the schools in a PS

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01:12:00.445 --> 01:12:03.205

and programs receive, um, resources

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01:12:03.705 --> 01:12:05.365

and support from our science office.

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01:12:05.635 --> 01:12:07.445

However, we intentionally

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01:12:07.545 --> 01:12:10.365

and deliberately targeted 14 schools.

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01:12:10.745 --> 01:12:14.965

Uh, these schools are based on their SOL pass rates.

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01:12:15.185 --> 01:12:17.685

Um, any school that is 70%

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01:12:17.785 --> 01:12:21.005

or lower, this includes nine elementary schools,

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01:12:21.615 --> 01:12:23.525

three middle schools, and two high schools.

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01:12:24.285 --> 01:12:27.645

I also wanna point out that there are a couple of schools

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01:12:27.675 --> 01:12:30.845

that are above 70 that we included in this list.

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01:12:30.905 --> 01:12:32.045

And the reason so is

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01:12:32.045 --> 01:12:35.245

that those schools have made such tremendous progress.

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01:12:35.625 --> 01:12:37.365

We wanna continue that momentum

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01:12:37.785 --> 01:12:40.765

and make sure that they're maintaining above 70

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01:12:40.865 --> 01:12:43.005

or even go way, way beyond that number.

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01:12:43.025 --> 01:12:46.445

So that's, uh, a, a piece that we're,

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01:12:46.465 --> 01:12:48.765

we are very proud to support.

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01:12:52.025 --> 01:12:55.685

So what does our, uh, support at schools look like?

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01:12:56.185 --> 01:12:59.605

So there are four, I mentioned earlier, four buckets.

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01:12:59.705 --> 01:13:01.685

Um, the, the first one that I'd like

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01:13:01.685 --> 01:13:03.885

to share is are the unit assessments.

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01:13:04.225 --> 01:13:07.325

Um, over the last couple of years, we've, uh, worked

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01:13:07.425 --> 01:13:09.285

to develop unit assessments at the

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01:13:09.285 --> 01:13:10.805

elementary, middle, and high school level.

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01:13:11.385 --> 01:13:14.205

At the elementary level, we've developed unit assessments

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01:13:14.205 --> 01:13:16.245

that are aligned to our pacing guide

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01:13:16.245 --> 01:13:18.965

and curriculum documents for grades three, four, and five.

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01:13:19.465 --> 01:13:22.165

At the middle school, we've developed unit assessments

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01:13:22.225 --> 01:13:24.525

for grades six, seven, and eight,

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01:13:24.945 --> 01:13:28.005

and then for high school unit assessments for biology.

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01:13:28.505 --> 01:13:31.845

And just last year, we've included earth science.

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01:13:33.255 --> 01:13:36.285

We've also, um, are conducting walkthroughs

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01:13:36.285 --> 01:13:37.605

with school-based administrators.

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01:13:37.605 --> 01:13:40.925

These are very, very valuable, uh, opportunities for us

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01:13:40.985 --> 01:13:42.845

to work with schools with teachers

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01:13:43.345 --> 01:13:45.525

and provide them with valuable feedback

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01:13:45.585 --> 01:13:47.045

as we do the walkthroughs.

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01:13:47.905 --> 01:13:51.725

Um, one of the unique components of the walkthroughs is that

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01:13:52.345 --> 01:13:55.565

in our Department of Academics, we are using KickUp.

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01:13:55.835 --> 01:13:59.125

This is a, an amazing, amazing platform that

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01:13:59.745 --> 01:14:03.165

really streamlines, um, all of our walkthroughs

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01:14:03.385 --> 01:14:05.365

and our observations so that all of

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01:14:05.365 --> 01:14:08.485

that information is in housed in one area so

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01:14:08.485 --> 01:14:10.085

that we could refer to that data

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01:14:10.425 --> 01:14:13.965

and make some, uh, uh, recommendations and, um,

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01:14:13.985 --> 01:14:16.365

and work with schools in terms of best practices.

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01:14:17.545 --> 01:14:20.165

And then the final piece is the CLTs.

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01:14:20.325 --> 01:14:23.965

I know you've heard CLTs a lot in the last presentation.

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01:14:24.925 --> 01:14:28.565

I would definitely wanna emphasize how important CLTs are

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01:14:28.845 --> 01:14:32.125

because they interconnect all of these other pieces.

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01:14:32.585 --> 01:14:35.925

Um, I've been at schools over the last couple of years,

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01:14:36.635 --> 01:14:40.125

many, many times, spending a lot of hours working closely

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01:14:40.235 --> 01:14:42.165

with teachers on CLTs

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01:14:42.425 --> 01:14:44.645

and see how valuable this opportunity is.

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01:14:45.105 --> 01:14:46.845

In terms of the unit assessments.

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01:14:46.905 --> 01:14:50.765

We would work with students, with teachers going question

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01:14:50.825 --> 01:14:52.125

by question, looking at

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01:14:52.195 --> 01:14:54.725

what questions our students are missing and why.

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01:14:55.185 --> 01:14:57.885

And perhaps how are we doing?

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01:14:58.145 --> 01:15:00.445

How can we do better, whether it's reteaching

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01:15:00.445 --> 01:15:02.405

or provide rein, uh, interventions.

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01:15:02.945 --> 01:15:04.005

At the CLTs,

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01:15:04.005 --> 01:15:07.765

we look at the data we provide in the feedback we provide in

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01:15:07.765 --> 01:15:09.085

terms of the walkthroughs

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01:15:09.105 --> 01:15:12.245

and work to set goals for teachers in terms of

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01:15:12.265 --> 01:15:14.005

how they change their practice.

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01:15:14.035 --> 01:15:16.085

Because our teacher, many, many, many

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01:15:16.085 --> 01:15:17.405

of our teachers are wonderful

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01:15:17.405 --> 01:15:19.645

and they want to improve in their practice.

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01:15:19.745 --> 01:15:22.925

And the, the walkthrough piece has been very, very helpful.

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01:15:23.425 --> 01:15:25.405

And providing them with that feedback.

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01:15:26.145 --> 01:15:30.365

Um, in terms of, um, the professional learning,

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01:15:30.665 --> 01:15:33.645

we refresh some of the things that we share

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01:15:33.645 --> 01:15:35.325

with them in the professional learning,

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01:15:35.665 --> 01:15:38.565

and then we wanna make sure that those, what we share

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01:15:38.665 --> 01:15:42.005

and presented to our teachers are being transferred

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01:15:42.235 --> 01:15:43.285

into their practice.

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01:15:43.345 --> 01:15:45.325

So it's not just they're attending it,

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01:15:45.545 --> 01:15:47.885

but they're trying these new strategies and,

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01:15:47.985 --> 01:15:50.165

and implementing those in their classrooms.

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01:15:50.425 --> 01:15:53.805

And it's an opportunity during CLTs for us to work closely

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01:15:54.105 --> 01:15:57.125

and, uh, hone on those skills with our teachers.

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01:15:57.625 --> 01:16:00.085

Dr. Lee, can you just speak, take a few moments to explain

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01:16:00.105 --> 01:16:02.805

to our parents and community, what is the CLT, uh,

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01:16:02.805 --> 01:16:04.765

explain kind of what that does and what it looks like.

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01:16:05.725 --> 01:16:08.485

Absolutely. So, CLTs are collaborative learning teams

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01:16:08.775 --> 01:16:12.605

where, um, often it's usually grouped by grade level.

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01:16:12.825 --> 01:16:15.965

So the CLTs that we would attend to, let's say

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01:16:15.965 --> 01:16:17.365

for the eighth grade CLTs

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01:16:17.365 --> 01:16:21.805

or the high school biology CLTs, all of the team members in

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01:16:21.805 --> 01:16:24.005

that group, uh, all the biology teachers

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01:16:24.005 --> 01:16:25.645

or all the eighth grade teachers,

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01:16:25.645 --> 01:16:28.005

would meet regularly on a weekly basis.

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01:16:28.705 --> 01:16:31.685

And these teachers would develop an agenda.

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01:16:31.825 --> 01:16:34.765

So it's, the agenda doesn't come from, from the principals

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01:16:34.765 --> 01:16:37.885

or from us in terms of what are areas

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01:16:38.035 --> 01:16:40.765

that they're very interested in discussing.

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01:16:41.225 --> 01:16:42.805

It could be looking at data

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01:16:43.145 --> 01:16:47.565

and looking at how maybe perhaps based on the data they

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01:16:47.565 --> 01:16:49.085

could, uh, transform

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01:16:49.145 --> 01:16:51.085

or change some of their practices in,

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01:16:51.145 --> 01:16:52.325

in instructional delivery.

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01:16:52.745 --> 01:16:55.965

It could be lesson planning or lesson sharing.

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01:16:56.425 --> 01:17:00.325

Um, it could also be looking at, um, organizing

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01:17:00.585 --> 01:17:04.885

and sharing labs, uh, so that one teacher is not creating

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01:17:04.945 --> 01:17:06.285

and working in silos,

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01:17:06.345 --> 01:17:08.605

but instead are sharing labs so

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01:17:08.605 --> 01:17:10.885

that they're all taking turns developing

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01:17:11.065 --> 01:17:13.445

and, uh, gathering all the materials.

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01:17:13.505 --> 01:17:16.925

So it's a, it's a very valuable experience in terms of

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01:17:17.685 --> 01:17:19.805

collaborating and sharing, uh, at the,

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01:17:19.905 --> 01:17:21.685

the team level or at the grade level.

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01:17:22.015 --> 01:17:26.565

Thank you. So,

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01:17:26.585 --> 01:17:28.365

so those are the four components.

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01:17:28.505 --> 01:17:30.125

So what are our next steps?

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01:17:30.625 --> 01:17:33.445

Um, I do wanna highlight that this is

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01:17:33.445 --> 01:17:35.885

what we're planning we're doing at schools.

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01:17:36.705 --> 01:17:38.525

All of these components are new.

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01:17:38.745 --> 01:17:41.205

Um, we, some of them are new-ish

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01:17:41.205 --> 01:17:42.725

because we know that they work.

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01:17:43.425 --> 01:17:46.765

One of the pieces is co is co-teaching with, um,

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01:17:46.985 --> 01:17:48.085

our, our teachers.

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01:17:48.345 --> 01:17:50.605

Um, this includes either myself

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01:17:50.705 --> 01:17:53.565

or, um, our elementary science specialists

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01:17:53.665 --> 01:17:57.125

or our secondary science specialists teaching and,

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01:17:57.145 --> 01:17:58.525

and co-teaching with teachers.

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01:17:58.585 --> 01:18:00.805

And this will allow us to model

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01:18:01.025 --> 01:18:05.725

and share best practices with them, um, collaborating

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01:18:05.755 --> 01:18:08.245

with, uh, secondary schools in terms

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01:18:08.305 --> 01:18:10.325

of using unit assessments.

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01:18:10.995 --> 01:18:14.165

This, while this is not new, this is an expansion.

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01:18:14.505 --> 01:18:17.085

Um, for the schools that we've worked with

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01:18:17.785 --> 01:18:20.485

who are using this in its full fidelity,

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01:18:21.185 --> 01:18:24.925

we are seeing great, great gains, um, upwards

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01:18:24.925 --> 01:18:26.925

of 10 points gains in, in terms of,

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01:18:27.275 --> 01:18:29.845

it's not just using these unit assessments,

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01:18:30.145 --> 01:18:31.765

but it's what you do with it.

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01:18:31.765 --> 01:18:34.325

Looking at the data, providing if all

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01:18:34.325 --> 01:18:35.965

of the students are doing poorly,

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01:18:36.145 --> 01:18:37.485

we need to reteach that lesson.

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01:18:37.865 --> 01:18:40.525

If it's pockets, then we need to do small groups,

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01:18:40.865 --> 01:18:42.525

or if it's only a couple

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01:18:42.525 --> 01:18:44.685

of students provide direct intervention.

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01:18:45.145 --> 01:18:47.245

So it's how that is being used.

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01:18:47.305 --> 01:18:49.365

So what we would like to do is to see

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01:18:49.785 --> 01:18:54.165

how other schools can also, uh, get some of these successes

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01:18:54.225 --> 01:18:55.765

by using the unit assessments.

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01:18:55.765 --> 01:18:58.725

So we're super excited about, uh, uh, working

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01:18:58.795 --> 01:19:02.285

with other schools to get buy-in on these unit assessments.

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01:19:03.305 --> 01:19:06.645

The third piece that we would like to focus on, um, is,

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01:19:06.745 --> 01:19:08.885

is the, um, eighth grade curriculum.

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01:19:09.475 --> 01:19:11.125

This is not anything new,

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01:19:11.225 --> 01:19:14.965

but we would like to, um, add in a lot of the sixth

1554

01:19:14.985 --> 01:19:16.605

and seventh grade components.

1555

01:19:17.225 --> 01:19:20.245

The eighth grade SOL is really a misnomer

1556

01:19:20.245 --> 01:19:23.245

because a lot of times, folks, parents, community members,

1557

01:19:23.505 --> 01:19:26.285

um, would think that it's just the eighth grade test,

1558

01:19:26.705 --> 01:19:30.565

rather, it includes a, a pretty much an even split

1559

01:19:30.665 --> 01:19:31.885

of six, seven, and eight.

1560

01:19:31.905 --> 01:19:35.005

And what we would like to do is provide spiraling materials

1561

01:19:35.585 --> 01:19:36.845

to support students.

1562

01:19:36.845 --> 01:19:38.285

Because if you think about it,

1563

01:19:38.635 --> 01:19:41.445

it's almost three years from the beginning of sixth grade

1564

01:19:41.785 --> 01:19:44.725

to the end of eighth grade that our students are expected

1565

01:19:44.785 --> 01:19:46.205

to retain that information.

1566

01:19:46.625 --> 01:19:48.645

So we would like to spiral that

1567

01:19:48.825 --> 01:19:51.525

and to provide our students with a lot of review

1568

01:19:51.905 --> 01:19:53.565

and able to make those connections

1569

01:19:53.565 --> 01:19:55.605

between grade six, seven, and eight.

1570

01:19:56.345 --> 01:19:59.405

Um, and then one final point that's not on here

1571

01:19:59.635 --> 01:20:03.085

that we are working closely on is to develop, um,

1572

01:20:03.135 --> 01:20:07.565

level readers for our, um, our, uh, K 12, um,

1573

01:20:08.145 --> 01:20:10.765

uh, our curriculum documents, um, similar

1574

01:20:10.945 --> 01:20:13.605

to our advanced academics over the last year

1575

01:20:13.605 --> 01:20:16.685

where we've worked closely with teachers in terms

1576

01:20:16.785 --> 01:20:18.725

of developing, uh, lessons

1577

01:20:18.905 --> 01:20:22.725

and activities that are, um, that are by teachers

1578

01:20:22.865 --> 01:20:26.925

for teachers, we're now looking at where our, um,

1579

01:20:27.685 --> 01:20:30.125

resources that don't have level readers to have

1580

01:20:30.685 --> 01:20:33.725

teachers work in groups so that they could share their, um,

1581

01:20:34.265 --> 01:20:36.365

uh, different modified lessons so

1582

01:20:36.365 --> 01:20:40.005

that it will help our students who are, may not be at the,

1583

01:20:40.005 --> 01:20:43.205

uh, reading level that they are to have, be able

1584

01:20:43.205 --> 01:20:44.805

to access that content.

1585

01:20:46.465 --> 01:20:49.325

So we're very confident that all these new pieces

1586

01:20:49.395 --> 01:20:50.845

that I've just shared with you,

1587

01:20:51.355 --> 01:20:53.645

that we're gonna see much greater gains.

1588

01:20:53.765 --> 01:20:56.845

I know that for science, we've been seeing little gains

1589

01:20:56.845 --> 01:20:58.925

every year, um, but we're not happy with that.

1590

01:20:58.925 --> 01:21:03.445

We want much more, more gains, um, in that, in that we feel

1591

01:21:03.445 --> 01:21:05.685

that these new pieces will help a lot.

1592

01:21:06.465 --> 01:21:09.205

So at this time, I'd like to transition over

1593

01:21:09.225 --> 01:21:10.525

to my colleague, Mr.

1594

01:21:10.665 --> 01:21:12.805

Seward, our supervisor of mathematics.

1595

01:21:19.815 --> 01:21:22.165

Thank you Dr. Lee. And good evening, everyone.

1596

01:21:22.665 --> 01:21:23.845

My name is Carl Seward,

1597

01:21:23.845 --> 01:21:25.365

and I serve as the proud supervisor

1598

01:21:25.365 --> 01:21:27.365

of mathematics here in Arlington Public Schools.

1599

01:21:28.515 --> 01:21:29.525

Very similar to

1600

01:21:29.555 --> 01:21:32.125

what Dr. Lee elevated when he spoke

1601

01:21:32.125 --> 01:21:33.245

about the instructional playbook.

1602

01:21:33.425 --> 01:21:36.285

We too, in the Office of Mathematics use that I want

1603

01:21:36.285 --> 01:21:37.325

to just highlight

1604

01:21:37.325 --> 01:21:40.845

for your consideration the instructional areas of focus, uh,

1605

01:21:40.845 --> 01:21:42.685

the high leverage instructional strategies,

1606

01:21:42.745 --> 01:21:45.045

and the high leverage co-teaching strategies.

1607

01:21:45.045 --> 01:21:48.045

We spend a lot of time making sure that our coaches are able

1608

01:21:48.045 --> 01:21:50.205

to support our teachers in those areas

1609

01:21:50.345 --> 01:21:51.645

of our instructional playbook.

1610

01:21:53.595 --> 01:21:56.045

When we, I think about the office of mathematics

1611

01:21:56.225 --> 01:21:59.205

and our work, it falls into four buckets.

1612

01:21:59.505 --> 01:22:02.525

Uh, professional learning around our coaches, our teachers,

1613

01:22:02.585 --> 01:22:03.685

and our interventionists.

1614

01:22:03.885 --> 01:22:06.165

I can never say enough. Thank you for the investment

1615

01:22:06.235 --> 01:22:08.565

that this school board has made in our interventionists.

1616

01:22:08.745 --> 01:22:10.365

And Dr. Duran last year decided

1617

01:22:10.365 --> 01:22:11.845

that our intervention should be focused

1618

01:22:11.865 --> 01:22:12.885

at the elementary level.

1619

01:22:12.905 --> 01:22:14.405

So thank you for that strategic investment

1620

01:22:14.705 --> 01:22:16.845

and this placement of our interventionist.

1621

01:22:17.185 --> 01:22:19.005

As a part of the work in the Office of Mathematics,

1622

01:22:19.065 --> 01:22:20.765

we provide coaches, teachers,

1623

01:22:20.785 --> 01:22:25.405

and interventionist monthly support around best practices,

1624

01:22:25.905 --> 01:22:28.485

uh, how to effectively do their jobs, uh,

1625

01:22:28.705 --> 01:22:29.965

and to support teachers.

1626

01:22:30.625 --> 01:22:33.205

The second bucket is supporting R CLTs.

1627

01:22:33.465 --> 01:22:36.685

You heard Dr. Lee explain what CLTs are

1628

01:22:36.945 --> 01:22:39.005

and making sure that in those meetings,

1629

01:22:39.075 --> 01:22:42.405

instructional planning and delivery are spoken about.

1630

01:22:43.645 --> 01:22:46.285

Additionally, conducting classroom walkthroughs for teacher

1631

01:22:46.625 --> 01:22:48.205

and administrator feedback.

1632

01:22:48.625 --> 01:22:50.965

Not only do we wanna conduct those walkthroughs

1633

01:22:51.265 --> 01:22:53.565

and provide teachers feedback,

1634

01:22:53.865 --> 01:22:57.125

but oftentimes we wanna provide administrators the feedback

1635

01:22:57.345 --> 01:23:00.725

in order to, uh, support teachers in a very specific way.

1636

01:23:01.245 --> 01:23:02.925

I remember being a building administrator,

1637

01:23:03.025 --> 01:23:05.005

and while mathematics is my background,

1638

01:23:05.140 --> 01:23:07.045

but academic training history was not.

1639

01:23:07.045 --> 01:23:08.845

That was my twin brother who worked somewhere else.

1640

01:23:09.305 --> 01:23:11.925

And so I, as a assistant principal, it's always helpful

1641

01:23:12.225 --> 01:23:15.405

to have support around an area in which you are evaluating.

1642

01:23:16.315 --> 01:23:19.005

This year, what we're also doing at a school more

1643

01:23:19.025 --> 01:23:22.085

to come is establishing common unit assessments.

1644

01:23:22.465 --> 01:23:24.165

To be clear at the building level,

1645

01:23:25.155 --> 01:23:28.205

CLTs engage in a common unit assessment strategy.

1646

01:23:28.875 --> 01:23:30.565

What we are implementing at one

1647

01:23:30.565 --> 01:23:32.925

of our schools this year is the central office.

1648

01:23:32.985 --> 01:23:35.765

Making that unit assessment, not only

1649

01:23:35.765 --> 01:23:37.845

to lighten the cognitive load on our teachers so

1650

01:23:37.845 --> 01:23:40.005

that they can focus more on the instructional delivery

1651

01:23:40.065 --> 01:23:42.085

and planning of the instruction,

1652

01:23:42.205 --> 01:23:45.165

but also that we can standardize the conversation around

1653

01:23:45.515 --> 01:23:48.685

what is working, what's not working, what are we doing well,

1654

01:23:48.905 --> 01:23:50.645

and where are areas to improve.

1655

01:23:53.465 --> 01:23:55.085

You'll remember when I stood

1656

01:23:55.085 --> 01:23:56.085

before you in March,

1657

01:23:56.385 --> 01:23:58.485

we talked about the professional development

1658

01:23:58.485 --> 01:24:01.245

that we stood up around supporting students with, uh,

1659

01:24:01.275 --> 01:24:02.565

that are our English learners.

1660

01:24:02.945 --> 01:24:05.925

And that is a part of work that we will continue to do, uh,

1661

01:24:06.065 --> 01:24:07.165

to include making sure

1662

01:24:07.165 --> 01:24:09.925

that visual supports are being represented in classrooms,

1663

01:24:10.265 --> 01:24:11.765

and students also have an opportunity

1664

01:24:11.765 --> 01:24:13.925

to engage in academic language.

1665

01:24:15.025 --> 01:24:17.085

In addition to the work that we are doing

1666

01:24:17.085 --> 01:24:20.005

around English learners, we also are standing up support

1667

01:24:20.005 --> 01:24:21.605

around professional learning in the area

1668

01:24:21.865 --> 01:24:23.685

of supporting students with disabilities

1669

01:24:24.225 --> 01:24:26.445

to include chunking content into smaller,

1670

01:24:26.515 --> 01:24:27.685

more manageable chunks,

1671

01:24:27.945 --> 01:24:30.565

and also making sure that there are scaffolded questions

1672

01:24:30.785 --> 01:24:32.365

to support student thinking.

1673

01:24:34.155 --> 01:24:36.525

When I think about what is new that we're doing,

1674

01:24:36.985 --> 01:24:40.565

one is new-ish and one is newer.

1675

01:24:41.825 --> 01:24:44.165

So Advantage Math Recovery, you had an opportunity

1676

01:24:44.265 --> 01:24:46.405

to see a video on that earlier this evening.

1677

01:24:47.075 --> 01:24:50.005

This is the third year that we've implemented training

1678

01:24:50.465 --> 01:24:53.165

for students, uh, for teachers rather, to help students

1679

01:24:53.545 --> 01:24:55.845

around Advantage Mathematics Recovery.

1680

01:24:56.155 --> 01:24:58.765

That is a program that helps our teachers reach

1681

01:24:58.825 --> 01:25:02.245

to the foundational skills of our earliest mathematicians.

1682

01:25:02.515 --> 01:25:04.045

That is ongoing work.

1683

01:25:04.465 --> 01:25:05.685

Uh, I'm proud to say

1684

01:25:05.685 --> 01:25:09.445

that we have three cohorts simultaneously running each

1685

01:25:09.445 --> 01:25:12.365

of those courts have about 32 teachers in them.

1686

01:25:13.015 --> 01:25:14.605

We've decided to prioritize

1687

01:25:14.975 --> 01:25:17.525

where the training is targeted for those teachers.

1688

01:25:17.585 --> 01:25:19.925

So for preexisting teams, uh,

1689

01:25:19.925 --> 01:25:22.565

that has have a new team member, we wanted to make sure

1690

01:25:22.565 --> 01:25:23.845

that they had a team member

1691

01:25:23.845 --> 01:25:25.245

that was acclimated to the program.

1692

01:25:26.115 --> 01:25:28.925

Also, in schools that were adding an additional grade

1693

01:25:28.935 --> 01:25:30.245

where a grade already existed.

1694

01:25:30.585 --> 01:25:32.325

And for remaining slots that we had available,

1695

01:25:32.385 --> 01:25:34.285

we did open it up to new schools

1696

01:25:34.595 --> 01:25:36.445

that are experiencing it for the first time.

1697

01:25:37.675 --> 01:25:41.405

What is new were is this idea of content academies.

1698

01:25:41.785 --> 01:25:43.445

Uh, content academies in

1699

01:25:43.445 --> 01:25:45.965

and of themselves are not new to Arlington Public Schools.

1700

01:25:46.505 --> 01:25:49.485

Uh, our method of implementation, uh, will be new this year.

1701

01:25:50.195 --> 01:25:52.405

This year we're targeting the content academies

1702

01:25:52.865 --> 01:25:54.565

for specific grades.

1703

01:25:55.095 --> 01:25:59.525

We've identified using SOL data, grade four, math seven,

1704

01:25:59.665 --> 01:26:02.845

and geometry as areas where we wanna stand up math, uh,

1705

01:26:02.845 --> 01:26:03.965

content academies.

1706

01:26:04.505 --> 01:26:08.045

Uh, we're gonna get those content academies, uh, up

1707

01:26:08.045 --> 01:26:10.645

and running hopefully by January, 2026.

1708

01:26:10.935 --> 01:26:12.485

We're in the planning stages now

1709

01:26:12.485 --> 01:26:13.885

where we have the opportunity

1710

01:26:13.945 --> 01:26:16.405

to engage not only the central office staff,

1711

01:26:16.625 --> 01:26:19.205

but math coaches that are interested in that work, uh,

1712

01:26:19.205 --> 01:26:22.805

for content academies, the vision for our content academies,

1713

01:26:22.825 --> 01:26:26.165

or for them, for them to meet for about an hour, 90 minutes

1714

01:26:26.305 --> 01:26:30.205

to two hours once a month to help preview material

1715

01:26:30.505 --> 01:26:32.325

that's coming forth in the next month.

1716

01:26:32.325 --> 01:26:33.445

According to the pacing

1717

01:26:33.505 --> 01:26:35.845

of the Arlington Public Schools mathematics documents,

1718

01:26:36.055 --> 01:26:37.325

again, we chose these areas

1719

01:26:37.325 --> 01:26:39.165

because we found that they were the greatest areas

1720

01:26:39.165 --> 01:26:42.525

of need in elementary, middle, and high school respectively.

1721

01:26:44.495 --> 01:26:47.515

As Dr. Lee, uh, elevated in his presentation,

1722

01:26:47.515 --> 01:26:49.515

and as will I, there are 14 schools

1723

01:26:49.515 --> 01:26:52.075

that we're providing strategic support for.

1724

01:26:52.335 --> 01:26:54.595

The distribution of those schools are a bit different from

1725

01:26:54.595 --> 01:26:56.475

that of science, as is the Criterion.

1726

01:26:56.705 --> 01:27:00.955

Schools with, uh, uh, uh, pass rate of 60

1727

01:27:01.125 --> 01:27:03.835

below 60% are schools that we targeted.

1728

01:27:04.495 --> 01:27:07.755

Uh, and also other criteria that will be used in order

1729

01:27:07.775 --> 01:27:09.395

to determine what their eligibility

1730

01:27:09.775 --> 01:27:12.875

to receive additional support would be in two

1731

01:27:12.875 --> 01:27:14.755

of our schools, Gunston Middle School

1732

01:27:14.815 --> 01:27:17.915

and Thomas Jefferson Middle School, we are, uh,

1733

01:27:19.995 --> 01:27:23.795

implementing a program called Grow Guided, uh,

1734

01:27:23.795 --> 01:27:26.955

results Oriented Weekly, a program that we're working on,

1735

01:27:27.015 --> 01:27:29.395

uh, in conjunction with, uh, Stanford University

1736

01:27:29.505 --> 01:27:32.115

that has an accelerator project that's connected to this.

1737

01:27:32.385 --> 01:27:33.835

It's an opportunity for our students

1738

01:27:33.835 --> 01:27:38.395

to receive high intensity targeted tutoring during the day

1739

01:27:38.895 --> 01:27:40.515

as opposed to before and after school.

1740

01:27:41.015 --> 01:27:43.075

Uh, early preliminary research, uh,

1741

01:27:43.075 --> 01:27:46.595

from the accelerator connected to, uh, the company paper,

1742

01:27:47.015 --> 01:27:49.315

uh, who is, uh, who owns Grow

1743

01:27:49.655 --> 01:27:51.475

and the connection with Stanford University.

1744

01:27:51.475 --> 01:27:52.475

So, promising results.

1745

01:27:52.815 --> 01:27:56.955

And we are, uh, piloting this program, uh, in the sixth

1746

01:27:56.975 --> 01:27:59.275

and seventh grade at Gunston

1747

01:27:59.275 --> 01:28:00.795

and Thomas Jefferson Middle School.

1748

01:28:03.065 --> 01:28:05.435

When we think of supports, uh,

1749

01:28:05.655 --> 01:28:07.715

you'll see bolded at the top left hand corner,

1750

01:28:07.885 --> 01:28:10.835

developing pre-assessments and summative assessments.

1751

01:28:10.955 --> 01:28:13.795

I alluded to it earlier, but it bears repeating, uh,

1752

01:28:13.825 --> 01:28:15.595

that we want to get to a place

1753

01:28:15.595 --> 01:28:19.875

where we can help support teachers in developing assessments

1754

01:28:20.095 --> 01:28:21.115

so they can spend more

1755

01:28:21.115 --> 01:28:22.675

of their collaborative learning team time,

1756

01:28:22.675 --> 01:28:25.635

thinking about the data from the assessments,

1757

01:28:25.975 --> 01:28:28.515

and not determining what should number 19 be.

1758

01:28:28.785 --> 01:28:31.795

It's also a way for us to standardize a conversation,

1759

01:28:32.095 --> 01:28:34.915

not only across a building, but across our school division.

1760

01:28:35.735 --> 01:28:37.475

In addition to some of the activities

1761

01:28:37.475 --> 01:28:40.355

that should be happening in CLTs, that myself as well

1762

01:28:40.355 --> 01:28:42.555

as my staff support include making sure

1763

01:28:42.555 --> 01:28:46.235

that multiple representations, academic language, uh,

1764

01:28:46.455 --> 01:28:48.635

era analysis are part of the discussion

1765

01:28:48.635 --> 01:28:51.915

with collaborative teams at the time

1766

01:28:51.915 --> 01:28:54.835

that we uploaded the presentation for your consideration,

1767

01:28:55.295 --> 01:28:58.555

uh, myself, as well as, uh, my team, uh, in the Office

1768

01:28:58.555 --> 01:29:01.035

of Mathematics conducted more than 30 visits

1769

01:29:01.265 --> 01:29:03.805

and support meetings with schools to find out

1770

01:29:03.835 --> 01:29:07.965

what is the perceived need and what is the actual need

1771

01:29:08.145 --> 01:29:11.045

and for us to work to address what the actual needs are.

1772

01:29:11.215 --> 01:29:13.725

Those meetings have been very productive in, in so doing,

1773

01:29:13.895 --> 01:29:16.045

we've planned follow up meetings at the end

1774

01:29:16.045 --> 01:29:17.445

of each nine weeks.

1775

01:29:19.025 --> 01:29:21.365

And then when we think about consistency, one of the things

1776

01:29:21.365 --> 01:29:25.725

that we've heard from community members, uh, is the fact

1777

01:29:25.725 --> 01:29:27.765

that how can we take best practices

1778

01:29:27.915 --> 01:29:30.125

that we know are working in some places

1779

01:29:30.865 --> 01:29:32.605

and make them portable in other places?

1780

01:29:32.745 --> 01:29:35.125

So this year, in addition to my team being

1781

01:29:35.725 --> 01:29:38.485

actively in schools, along with myself, uh,

1782

01:29:38.485 --> 01:29:40.525

supporting our coaches, we wanna find out

1783

01:29:40.525 --> 01:29:42.005

what those best practices are

1784

01:29:42.425 --> 01:29:44.765

and see how scalable they are to other schools,

1785

01:29:44.825 --> 01:29:46.045

and in fact, the school division.

1786

01:29:47.735 --> 01:29:49.155

So when we consider next steps,

1787

01:29:49.415 --> 01:29:51.035

we will evaluate the implementation

1788

01:29:51.035 --> 01:29:53.675

of the common unit assessments at those schools, uh,

1789

01:29:53.865 --> 01:29:56.955

that have been designated to be a part of that, uh,

1790

01:29:57.045 --> 01:30:00.755

initiative, the enhanced, uh, walkthrough, uh,

1791

01:30:01.135 --> 01:30:04.795

for math specific to help our administrators narrow down

1792

01:30:04.865 --> 01:30:07.515

what exactly in math, when I go evaluate a class,

1793

01:30:07.615 --> 01:30:08.875

should I be looking for,

1794

01:30:09.265 --> 01:30:11.115

provide content focused professional learning

1795

01:30:11.175 --> 01:30:13.515

to include the advantage Math recovery training

1796

01:30:13.515 --> 01:30:17.195

that we are holding, the Content Academy trainings

1797

01:30:17.195 --> 01:30:20.035

that we're holding and professional learning, uh, trainings

1798

01:30:20.035 --> 01:30:21.555

that our principals ask for.

1799

01:30:21.895 --> 01:30:26.115

Indeed. Uh, we had an A VMR training just today, uh,

1800

01:30:26.115 --> 01:30:27.435

as part of one of the cohorts.

1801

01:30:27.655 --> 01:30:29.235

And, uh, Thomas Jefferson Middle School.

1802

01:30:29.355 --> 01:30:31.475

I saw a principal Bogan here earlier today.

1803

01:30:31.775 --> 01:30:34.035

One of our secondary mathematics specialists was providing

1804

01:30:34.135 --> 01:30:35.875

all day support to the math teachers there.

1805

01:30:36.095 --> 01:30:38.195

So our department, myself included,

1806

01:30:38.215 --> 01:30:39.755

are actively in schools helping

1807

01:30:39.815 --> 01:30:41.275

to support what that work should be.

1808

01:30:42.035 --> 01:30:43.755

Additionally, modeling and co-teaching

1809

01:30:43.985 --> 01:30:46.355

with identified teachers in targeted schools.

1810

01:30:46.825 --> 01:30:49.995

Sometimes a principal says, Hey, can you go check on Carl?

1811

01:30:50.455 --> 01:30:52.075

Or a teacher will say, you know what?

1812

01:30:52.235 --> 01:30:53.955

I need some support in the work

1813

01:30:53.955 --> 01:30:56.355

that our math teachers are do, our math coaches are doing.

1814

01:30:56.415 --> 01:30:58.795

And teachers shout out to all of our math teachers

1815

01:30:58.795 --> 01:31:01.355

and math coaches that are listening to the presentation.

1816

01:31:01.505 --> 01:31:02.635

They're doing great work,

1817

01:31:02.775 --> 01:31:05.555

and no one will turn down an extra set of hands.

1818

01:31:06.015 --> 01:31:08.715

So to the extent possible, myself, along with my team,

1819

01:31:08.715 --> 01:31:10.395

we provide that extra set of hands.

1820

01:31:10.665 --> 01:31:12.355

That is our work moving forward.

1821

01:31:12.935 --> 01:31:15.475

And I'll turn the next part of the presentation over

1822

01:31:15.495 --> 01:31:16.635

to Dr. Mann.

1823

01:31:23.565 --> 01:31:26.475

Thank you, gentlemen. And, um, Ms. Clark, thank you

1824

01:31:26.575 --> 01:31:29.115

for being the liaison to this presentation

1825

01:31:29.335 --> 01:31:32.315

and pushing us as a team, as we were planning this

1826

01:31:32.375 --> 01:31:33.955

to highlight what is new.

1827

01:31:34.615 --> 01:31:38.675

And I know, um, when I did the presentation in September,

1828

01:31:39.145 --> 01:31:40.755

that was something I didn't talk about.

1829

01:31:40.955 --> 01:31:43.115

'cause we had a lot of slides, but also we had this

1830

01:31:43.115 --> 01:31:44.195

presentation coming up.

1831

01:31:44.695 --> 01:31:48.395

And one statement I made during that was, I think it was

1832

01:31:48.395 --> 01:31:50.155

to Ms. Turner, was that, or Ms.

1833

01:31:50.455 --> 01:31:52.955

Cadera, I can't remember, um, was

1834

01:31:52.955 --> 01:31:56.395

that we were gonna look under every stone rock to figure out

1835

01:31:56.395 --> 01:31:59.445

what we can try and what's something we may need to do new.

1836

01:31:59.545 --> 01:32:02.925

And, um, 'cause none of us are satisfied with our data.

1837

01:32:03.185 --> 01:32:05.405

As I said, many school systems may want our data,

1838

01:32:05.545 --> 01:32:06.845

but we know we can do better.

1839

01:32:07.145 --> 01:32:11.565

And so, um, taking that statement, um, I had a meeting

1840

01:32:11.635 --> 01:32:12.885

with someone that's sitting up there

1841

01:32:12.885 --> 01:32:14.125

with you who was very excited.

1842

01:32:14.385 --> 01:32:16.405

And he had already already turned this rock over

1843

01:32:17.225 --> 01:32:19.645

and said, Hey, look at this.

1844

01:32:19.945 --> 01:32:21.885

And when we, and I, he

1845

01:32:21.885 --> 01:32:24.245

and I talked about it, I started to do some more research,

1846

01:32:24.425 --> 01:32:26.125

and it was something for us to explore.

1847

01:32:26.145 --> 01:32:29.525

And that is, um, for us to start looking and exploring.

1848

01:32:29.525 --> 01:32:31.165

And you may hear, um, more

1849

01:32:31.165 --> 01:32:33.205

and more people talking about, this is the

1850

01:32:33.275 --> 01:32:34.285

science of learning.

1851

01:32:35.065 --> 01:32:37.885

And we, um, when we started to look at this,

1852

01:32:37.985 --> 01:32:41.245

we then reached out to, um, some people

1853

01:32:41.245 --> 01:32:42.605

who did major research on this

1854

01:32:42.625 --> 01:32:43.685

and really starting to think

1855

01:32:43.685 --> 01:32:44.845

about what does this mean for us?

1856

01:32:44.845 --> 01:32:47.725

And so it does give us an instructional hierarchy

1857

01:32:47.725 --> 01:32:48.765

from the science of learning.

1858

01:32:49.145 --> 01:32:50.405

And so you see on the slide

1859

01:32:50.405 --> 01:32:53.325

before you, is that acquisition fluency and generalization,

1860

01:32:53.745 --> 01:32:56.565

and I'm not going to read every component on the slide

1861

01:32:56.565 --> 01:32:59.205

to you, but when we think about the acquisition part,

1862

01:32:59.205 --> 01:33:01.485

this is where we know the students are learning the skills.

1863

01:33:01.585 --> 01:33:04.285

We wanna make sure that we're modeling, we're guiding,

1864

01:33:04.385 --> 01:33:05.885

and that explicit instruction,

1865

01:33:05.905 --> 01:33:08.405

and I know many of you on the board have asked specifically

1866

01:33:08.405 --> 01:33:10.925

about explicit instruction, when are we going to do that?

1867

01:33:11.705 --> 01:33:14.485

And so we actually had a meeting today to do a deep dive

1868

01:33:14.595 --> 01:33:15.725

with this possibility,

1869

01:33:15.745 --> 01:33:17.245

and I'll talk about that in the next slide.

1870

01:33:17.245 --> 01:33:19.405

But then you look at the fluency. One is the practice.

1871

01:33:19.405 --> 01:33:20.805

Many of us remember those times

1872

01:33:20.905 --> 01:33:22.285

and may have nightmares about it,

1873

01:33:22.285 --> 01:33:23.805

but we still need to practice

1874

01:33:24.505 --> 01:33:25.885

and having that practice,

1875

01:33:25.885 --> 01:33:28.325

whether it is using an app like IXL

1876

01:33:28.325 --> 01:33:29.885

that tells you when you're proficient,

1877

01:33:30.105 --> 01:33:31.165

but also the science

1878

01:33:31.165 --> 01:33:33.805

of learning helps us in this hierarchy is

1879

01:33:33.805 --> 01:33:36.325

to really think about, I know Ms. Turner

1880

01:33:36.425 --> 01:33:39.085

or Dr. Mann have reached per proficiency

1881

01:33:39.635 --> 01:33:42.285

when they reach this level of it.

1882

01:33:42.625 --> 01:33:44.805

And so it's not to just drill and drill and drill,

1883

01:33:44.985 --> 01:33:46.805

but we know science has told us this

1884

01:33:46.805 --> 01:33:47.885

is when you've reached it.

1885

01:33:48.425 --> 01:33:51.005

Now we can move on to the generalization piece

1886

01:33:51.005 --> 01:33:54.005

where we can then apply those skills to novel problems.

1887

01:33:54.425 --> 01:33:56.285

Um, and so that's what we're excited about.

1888

01:33:56.465 --> 01:33:58.565

Uh, we will continue to dig into this

1889

01:33:58.585 --> 01:34:01.365

and we'll be bringing it to a larger audience.

1890

01:34:01.465 --> 01:34:04.165

And then we also, right now have a planned work session in

1891

01:34:04.165 --> 01:34:06.205

March to do a deeper dive with the board as well

1892

01:34:06.205 --> 01:34:07.685

as the public on this.

1893

01:34:08.705 --> 01:34:11.045

And so what does this mean moving forward for us?

1894

01:34:11.155 --> 01:34:13.645

When we, um, talked about this

1895

01:34:13.665 --> 01:34:17.765

and looked at the research, it does help us clarify, um,

1896

01:34:18.105 --> 01:34:20.365

the most efficient path to mastering the skill.

1897

01:34:20.365 --> 01:34:22.045

And that's what we want. We want to make sure

1898

01:34:22.045 --> 01:34:24.645

that when students leave our elementary schools

1899

01:34:24.645 --> 01:34:25.925

or middle schools and our high schools,

1900

01:34:25.925 --> 01:34:27.125

especially elementary

1901

01:34:27.125 --> 01:34:29.485

or that foundation is important, is

1902

01:34:29.485 --> 01:34:31.205

that they have mastered those skills

1903

01:34:31.385 --> 01:34:34.085

and that we have tapped into, which leads

1904

01:34:34.085 --> 01:34:36.725

to the next part is how do we then do our intervention?

1905

01:34:36.825 --> 01:34:38.765

We know that sometimes you may miss a skill,

1906

01:34:39.385 --> 01:34:41.445

but this also helps us figure out a model

1907

01:34:41.445 --> 01:34:43.325

where we're not necessarily taking you outta class.

1908

01:34:43.345 --> 01:34:45.205

How do we utilize class instruction?

1909

01:34:45.505 --> 01:34:47.725

And then, as I mentioned before, that fluency

1910

01:34:47.725 --> 01:34:48.965

or the acquisition part

1911

01:34:49.065 --> 01:34:52.685

of the hierarchy is really making sure that we've said,

1912

01:34:52.795 --> 01:34:55.845

okay, so for Ms. Turner, Dr. Mann, it's this much time.

1913

01:34:55.975 --> 01:34:57.605

We've said, this is where the science is.

1914

01:34:58.145 --> 01:34:59.245

Now we can move on.

1915

01:34:59.425 --> 01:35:02.365

And so, um, I've never seen two researchers

1916

01:35:02.385 --> 01:35:04.845

unless I was in grad school, so excited today.

1917

01:35:04.865 --> 01:35:06.125

But if you would've seen Carl

1918

01:35:06.785 --> 01:35:08.925

and, uh, don't wanna mispronounce her last name,

1919

01:35:08.945 --> 01:35:10.765

but we'll call her Margaret, 'cause that's her first name,

1920

01:35:11.225 --> 01:35:14.485

um, they were about to geek out on the research,

1921

01:35:14.785 --> 01:35:16.645

and they were both so excited about

1922

01:35:16.645 --> 01:35:17.725

the possibilities of this.

1923

01:35:17.785 --> 01:35:19.925

And so, um, more to come.

1924

01:35:20.065 --> 01:35:22.845

But we wanted to make sure that as I promised to the board

1925

01:35:22.945 --> 01:35:25.685

and the superintendent led the charge with me on this, is

1926

01:35:25.685 --> 01:35:27.485

that we are looking at everything.

1927

01:35:27.705 --> 01:35:29.245

We know that we want

1928

01:35:29.245 --> 01:35:31.965

to have better pass rates than 79% three

1929

01:35:31.965 --> 01:35:33.125

years in a row in math.

1930

01:35:33.705 --> 01:35:36.805

And we must. And so that's where I committed to you,

1931

01:35:37.155 --> 01:35:38.965

that we would look everywhere.

1932

01:35:38.985 --> 01:35:40.445

And what are those things that we need

1933

01:35:40.445 --> 01:35:41.485

to try to do differently?

1934

01:35:42.025 --> 01:35:44.645

And that is, as Mr. Stewart and Dr.

1935

01:35:44.795 --> 01:35:47.365

Lebo said, is supporting our teachers and our principals.

1936

01:35:47.365 --> 01:35:49.845

And so this is not to be additive for them

1937

01:35:49.905 --> 01:35:52.845

and one more thing, but ways that we can try to lighten

1938

01:35:52.845 --> 01:35:55.325

that load, but also back it up with years

1939

01:35:55.385 --> 01:35:57.885

and years of research to make sure that we, um,

1940

01:35:57.985 --> 01:36:00.005

can provide the best education, um,

1941

01:36:00.025 --> 01:36:02.485

to our students in mathematics and also in science.

1942

01:36:03.025 --> 01:36:05.845

And so, again, I will, uh, close the presentation

1943

01:36:05.845 --> 01:36:06.965

and turn it back over to you, Ms.

1944

01:36:06.965 --> 01:36:07.965

Sucker for questions.

1945

01:36:10.575 --> 01:36:13.245

Thank you. Excuse me. Thank you very much.

1946

01:36:13.465 --> 01:36:15.925

Um, uh, this was a terrific presentation

1947

01:36:16.065 --> 01:36:20.645

and, uh, lots said in a relatively small number of slides,

1948

01:36:20.945 --> 01:36:22.845

so, um, kudos to you all.

1949

01:36:23.005 --> 01:36:25.005

Kudos to Ms. Clark. Kudos to everyone involved.

1950

01:36:25.145 --> 01:36:26.805

Um, uh, let's see.

1951

01:36:26.805 --> 01:36:29.485

We're gonna attempt to do two, two rounds of two.

1952

01:36:29.905 --> 01:36:31.525

Um, and where should we,

1953

01:36:31.705 --> 01:36:33.605

you wanna start since you were the liaison?

1954

01:36:34.995 --> 01:36:36.375

Uh, well, thank you.

1955

01:36:36.465 --> 01:36:39.215

Thank you for the listening to the feedback, um,

1956

01:36:39.395 --> 01:36:41.495

and incorporating that into the presentation.

1957

01:36:42.195 --> 01:36:45.375

Um, I would like to first, um, mention Dr. Ron.

1958

01:36:45.875 --> 01:36:48.975

Um, we talk a lot about inclusive practices

1959

01:36:48.995 --> 01:36:51.655

and how beneficial they are for students with disabilities.

1960

01:36:52.595 --> 01:36:55.655

Can you remind everyone again, the importance of the, uh,

1961

01:36:55.835 --> 01:36:57.255

of inclusive practices

1962

01:36:57.315 --> 01:36:58.935

and co-teaching within our classrooms?

1963

01:36:59.295 --> 01:37:01.415

Absolutely. When we think about co-teaching,

1964

01:37:01.445 --> 01:37:03.735

true co-teaching, it's having two teachers in a classroom.

1965

01:37:03.755 --> 01:37:05.495

It benefits all students, not just students

1966

01:37:05.495 --> 01:37:07.055

with disabilities, but all students.

1967

01:37:07.365 --> 01:37:09.255

When it's done right and when it's done.

1968

01:37:09.265 --> 01:37:12.295

We're both, I love when I get to go visit a classroom

1969

01:37:12.425 --> 01:37:13.695

where co-teaching is happening,

1970

01:37:13.695 --> 01:37:16.095

and I have no idea which teachers, which, which,

1971

01:37:16.105 --> 01:37:17.215

whose students are who.

1972

01:37:17.215 --> 01:37:19.295

And they're all working together collaboratively.

1973

01:37:19.715 --> 01:37:21.975

Uh, and it's an opportunity for us to dig deeper into

1974

01:37:22.845 --> 01:37:25.615

content, the instruction, the support for students.

1975

01:37:26.035 --> 01:37:27.695

But we've also seen through our data

1976

01:37:28.045 --> 01:37:30.495

that when students are included in classrooms,

1977

01:37:30.495 --> 01:37:33.895

that they're performing higher, much higher up to 20 to 30,

1978

01:37:33.945 --> 01:37:37.095

40 points in some cases on their SOL results for students

1979

01:37:37.095 --> 01:37:39.415

that are included, getting that direct instruction,

1980

01:37:39.525 --> 01:37:42.495

because taking students out of the direct instruction,

1981

01:37:42.555 --> 01:37:45.775

not getting the support, we will never, ever get to

1982

01:37:45.775 --> 01:37:47.695

what we need by just providing interventions.

1983

01:37:47.715 --> 01:37:50.215

You cannot intervene your way outta supporting students.

1984

01:37:50.375 --> 01:37:52.975

Intervention has a certain important place,

1985

01:37:53.275 --> 01:37:55.685

but it's not going to be meaningful

1986

01:37:55.685 --> 01:37:57.405

for students who've not gotten access

1987

01:37:57.865 --> 01:37:59.685

to the content and to the curriculum.

1988

01:38:02.465 --> 01:38:06.045

Um, thank you. So, um, just a, just a quick question

1989

01:38:06.705 --> 01:38:09.245

around, um, leveling.

1990

01:38:10.065 --> 01:38:12.125

Um, so I, I had asked that question.

1991

01:38:12.365 --> 01:38:13.445

I had heard, um, some

1992

01:38:13.645 --> 01:38:16.045

of the leveling feedback from some of the teachers.

1993

01:38:16.695 --> 01:38:20.925

Could you explain what leveling is, um, just so

1994

01:38:20.925 --> 01:38:23.565

that parents understand the, the technical term behind that,

1995

01:38:24.065 --> 01:38:28.485

and also why it is so, so important for, for our students

1996

01:38:28.485 --> 01:38:30.725

with disabilities and also for English learners

1997

01:38:31.305 --> 01:38:33.725

and content accessibility.

1998

01:38:33.865 --> 01:38:35.765

And I, and I think about this both in terms

1999

01:38:35.905 --> 01:38:39.045

of the instructional instructional materials for science

2000

01:38:39.145 --> 01:38:40.485

and also for math.

2001

01:38:43.125 --> 01:38:47.445

Absolutely. So, um, many of our instructional resources,

2002

01:38:47.625 --> 01:38:51.165

not all of them have, um, some leveling.

2003

01:38:51.305 --> 01:38:55.245

And what leveling is, is that it provides, um,

2004

01:38:55.395 --> 01:38:59.005

different reading levels that provide our students

2005

01:38:59.075 --> 01:39:00.525

with access to the content.

2006

01:39:01.305 --> 01:39:04.205

So many of our students may know the content

2007

01:39:04.345 --> 01:39:06.245

or may want to know the content,

2008

01:39:06.345 --> 01:39:09.445

but the reading is, their reading level is not there yet.

2009

01:39:09.545 --> 01:39:13.565

So with a lot, some of our instructional resources, um,

2010

01:39:14.545 --> 01:39:17.565

the teachers can't select the level and the content

2011

01:39:17.705 --> 01:39:19.245

and the material is still there,

2012

01:39:19.425 --> 01:39:23.245

but in easier, in different levels, that is accessible

2013

01:39:23.245 --> 01:39:24.605

to, um, our students.

2014

01:39:25.275 --> 01:39:29.045

Unfortunately, not all of our resources have

2015

01:39:29.045 --> 01:39:31.885

that leveling technology or our capability.

2016

01:39:32.185 --> 01:39:34.845

And many of our teachers have to spend a lot

2017

01:39:34.845 --> 01:39:38.845

of time in rewriting, in developing re um,

2018

01:39:39.695 --> 01:39:41.485

doing the, whether it's a lab

2019

01:39:41.665 --> 01:39:44.765

or if it's a, uh, directions for an activity,

2020

01:39:45.195 --> 01:39:46.845

they would have to rewrite that.

2021

01:39:46.945 --> 01:39:48.325

And it takes a lot of time.

2022

01:39:48.905 --> 01:39:52.765

Um, what we're working on is to work with teachers in terms

2023

01:39:52.985 --> 01:39:54.845

of when it comes to a lab

2024

01:39:54.905 --> 01:39:57.965

or an activity, to have a lot of that done

2025

01:39:58.025 --> 01:39:59.205

by the teachers already,

2026

01:39:59.225 --> 01:40:00.565

and then include that, those

2027

01:40:00.745 --> 01:40:03.725

as resources on our curriculum documents so

2028

01:40:03.725 --> 01:40:06.445

that teachers are not spending a whole lot of time

2029

01:40:07.525 --> 01:40:10.765

rewording, rewriting a lot of these, um, materials.

2030

01:40:10.905 --> 01:40:13.565

And they will, they will have access with

2031

01:40:13.565 --> 01:40:15.205

that in our curriculum documents.

2032

01:40:16.935 --> 01:40:17.365

Thank you.

2033

01:40:26.765 --> 01:40:28.295

Stop you. Okay. Thank you.

2034

01:40:29.225 --> 01:40:30.775

Thank you so much for this presentation.

2035

01:40:31.035 --> 01:40:34.335

Um, we've heard also from the, your in through the,

2036

01:40:34.335 --> 01:40:35.975

your voice matter survey, um,

2037

01:40:36.195 --> 01:40:38.495

how important teacher feedback is in terms

2038

01:40:38.495 --> 01:40:40.895

of professional development, the,

2039

01:40:40.895 --> 01:40:42.535

the wonderful work you've done here in terms

2040

01:40:42.535 --> 01:40:43.535

of getting feedback.

2041

01:40:43.595 --> 01:40:45.095

Can you tell us more about that?

2042

01:40:45.245 --> 01:40:47.815

What, what, are there specific, um,

2043

01:40:48.325 --> 01:40:49.975

from the professional development you have

2044

01:40:50.215 --> 01:40:51.775

provided both math and science teachers?

2045

01:40:51.795 --> 01:40:52.855

Are there specific ideas

2046

01:40:53.065 --> 01:40:56.565

or new practices that have, have been suggested possibly,

2047

01:40:56.565 --> 01:40:57.885

or what is the feedback in terms of

2048

01:40:57.885 --> 01:40:59.565

how they're implementing this

2049

01:40:59.565 --> 01:41:01.165

professional learning in their day to day?

2050

01:41:05.705 --> 01:41:06.925

In thinking about mathematics,

2051

01:41:07.125 --> 01:41:08.725

I reflect on the professional learning that we

2052

01:41:09.005 --> 01:41:10.325

provided last year, especially

2053

01:41:10.325 --> 01:41:13.445

around supporting our English learner, uh, students.

2054

01:41:13.545 --> 01:41:17.045

We got lots of positive feedback, uh,

2055

01:41:17.545 --> 01:41:19.805

across the K 12 continuum around

2056

01:41:19.805 --> 01:41:20.925

that professional development.

2057

01:41:21.445 --> 01:41:23.005

I think that what's critical

2058

01:41:23.025 --> 01:41:24.525

and shout out to, uh,

2059

01:41:24.585 --> 01:41:27.365

my entire central office math team making the professional

2060

01:41:27.365 --> 01:41:31.165

development relevant to what teachers need and actionable.

2061

01:41:31.305 --> 01:41:32.365

So what the feedback

2062

01:41:32.365 --> 01:41:34.525

that we've heard is the professional development is

2063

01:41:34.525 --> 01:41:36.925

something that I can turn around the next day.

2064

01:41:37.315 --> 01:41:40.285

It's from people that have recently been in the classroom

2065

01:41:40.465 --> 01:41:42.765

or have lots of experience in the classrooms

2066

01:41:42.765 --> 01:41:44.445

and are engaged in classroom activities.

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01:41:44.445 --> 01:41:46.485

So being sensitive to what teachers need

2068

01:41:46.485 --> 01:41:50.125

and make sure it's actionable, that's been a, a resounding,

2069

01:41:50.305 --> 01:41:52.165

uh, positive feedback that we've received

2070

01:41:54.185 --> 01:41:55.185

For science. One

2071

01:41:55.185 --> 01:41:58.965

of the, um, ways we develop professional develop, uh,

2072

01:41:59.165 --> 01:42:02.205

learning opportunities is asking teachers, what is it

2073

01:42:02.205 --> 01:42:04.965

that you need so that you can hone your skills

2074

01:42:05.065 --> 01:42:07.005

and be successful in your classroom.

2075

01:42:07.595 --> 01:42:10.245

This year we collaborated with the Office

2076

01:42:10.265 --> 01:42:13.485

of Special Education in one area that we hear time

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01:42:13.485 --> 01:42:17.525

and time again, and when we see in walkthroughs where, um,

2078

01:42:17.705 --> 01:42:20.445

the co co-teaching model doesn't work really well.

2079

01:42:20.785 --> 01:42:23.365

And there are so many, many different ways

2080

01:42:23.665 --> 01:42:25.685

to approach the co-teaching model.

2081

01:42:26.405 --> 01:42:30.125

A lot of it do, uh, includes the planning piece

2082

01:42:30.265 --> 01:42:33.285

and a lot of our teachers are missing that, where the,

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01:42:33.505 --> 01:42:36.605

the content teacher and the special education teacher would

2084

01:42:36.605 --> 01:42:39.085

spend a lot of time and work together in terms

2085

01:42:39.145 --> 01:42:40.925

of who's gonna deliver what.

2086

01:42:41.435 --> 01:42:43.925

Both of them will need to know the content.

2087

01:42:44.575 --> 01:42:47.165

There has to be a plan in terms of delivery

2088

01:42:47.425 --> 01:42:48.965

and what the model looks like.

2089

01:42:49.785 --> 01:42:51.565

We are, we typically see a model

2090

01:42:51.565 --> 01:42:53.405

where one teacher in the front and,

2091

01:42:53.665 --> 01:42:56.605

and the special education teacher supporting the students in

2092

01:42:56.605 --> 01:42:59.485

the back, but we know that there are so many wonderful ways

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01:42:59.485 --> 01:43:01.565

that are much, much more effective.

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01:43:01.985 --> 01:43:04.205

Not to say that there's not a place for that,

2095

01:43:04.515 --> 01:43:06.525

however, what we're seeing is

2096

01:43:06.525 --> 01:43:09.565

that it's much more effective when there's team teaching,

2097

01:43:09.875 --> 01:43:11.805

when there's advanced collaboration.

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01:43:12.465 --> 01:43:16.205

And as Dr. Duran mentioned, that you can't tell,

2099

01:43:16.335 --> 01:43:17.965

which is the special education teacher,

2100

01:43:18.145 --> 01:43:19.885

and which one is the content teacher

2101

01:43:19.995 --> 01:43:22.325

because they're both so involved

2102

01:43:22.345 --> 01:43:24.565

and engaged in supporting all of our students.

2103

01:43:26.055 --> 01:43:28.085

Thank you. And on that note, um,

2104

01:43:28.225 --> 01:43:30.565

you mentioned coordinating best practices

2105

01:43:30.585 --> 01:43:34.765

and maybe gathering together, um, sort of some sort of a

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01:43:35.465 --> 01:43:39.205

hit list or, or deliverables, a document per perhaps that,

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01:43:39.585 --> 01:43:42.965

uh, could be leveraged across not just one entire building,

2108

01:43:43.065 --> 01:43:44.885

but maybe across the entire system,

2109

01:43:44.985 --> 01:43:46.125

but based on where

2110

01:43:46.125 --> 01:43:48.365

what we're seeing is actually working in our classrooms.

2111

01:43:48.365 --> 01:43:50.085

And, and actually in one of our asac,

2112

01:43:50.205 --> 01:43:52.085

I sat in on an ASAC meeting where particularly

2113

01:43:52.085 --> 01:43:55.525

for special education, this idea was, was floated of,

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01:43:55.705 --> 01:43:58.365

you know, can we, some of our teachers have some great

2115

01:43:59.085 --> 01:44:00.925

practices that they have just developed on their own.

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01:44:01.985 --> 01:44:04.805

Do we have some sort of, uh, compendium

2117

01:44:04.865 --> 01:44:06.325

or place repository

2118

01:44:06.325 --> 01:44:08.485

where we can list all these best practices?

2119

01:44:09.065 --> 01:44:11.325

Is that of the work that you're talking about?

2120

01:44:11.325 --> 01:44:12.325

You mentioned that you're,

2121

01:44:12.325 --> 01:44:13.965

you're getting feedback throughout this year.

2122

01:44:13.985 --> 01:44:16.965

So is the idea to come up with a final product, some sort

2123

01:44:16.965 --> 01:44:20.245

of deliverable or place where this information can be,

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01:44:20.585 --> 01:44:22.045

can be placed for as a resource

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01:44:22.045 --> 01:44:23.245

for teachers at the end of the year?

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01:44:23.585 --> 01:44:26.405

Is that the thought? Or how, how do you want to do that?

2127

01:44:27.225 --> 01:44:29.645

So one of the, I I was alluding

2128

01:44:29.645 --> 01:44:32.845

to the professional learning in terms of get getting, um,

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01:44:32.845 --> 01:44:36.285

teacher feedback in what areas of need

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01:44:36.385 --> 01:44:39.725

or interest that help them succeed in their classrooms

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01:44:39.755 --> 01:44:43.645

with their students in terms of looking at best practices.

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01:44:44.225 --> 01:44:48.165

We work with teachers insights very closely in terms

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01:44:48.225 --> 01:44:50.685

of looking at some of their best practices.

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01:44:50.995 --> 01:44:54.165

Some of the lessons that have been extremely effective

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01:44:54.165 --> 01:44:57.845

with teachers, and again, this goes back to our CLTs, where

2136

01:44:58.605 --> 01:45:01.285

teachers have time to plan and share some of their lessons.

2137

01:45:01.465 --> 01:45:05.125

And, and as you mentioned, a compilation of what works.

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01:45:05.635 --> 01:45:07.645

What we do then is pull those

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01:45:07.945 --> 01:45:11.365

and provide that in links in our curriculum documents so

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01:45:11.365 --> 01:45:13.845

that these, uh, wonderful lessons

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01:45:14.065 --> 01:45:16.765

and practices are not siloed in the classroom,

2142

01:45:17.065 --> 01:45:20.365

but are shared and accessible to all teachers across a PS.

2143

01:45:20.665 --> 01:45:23.925

We decided to put that in our curriculum documents

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01:45:23.925 --> 01:45:27.525

because that's where everything else, um, sits,

2145

01:45:27.525 --> 01:45:31.445

including our resources, our standards, our pacing guide.

2146

01:45:31.665 --> 01:45:34.565

So it, it becomes a one-stop shop for our teachers

2147

01:45:34.625 --> 01:45:38.045

and it highlights exemplary, um, activities,

2148

01:45:38.045 --> 01:45:40.445

lessons, and practices. Great.

2149

01:45:40.895 --> 01:45:43.365

Thank you. Can I just add one thing

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01:45:43.625 --> 01:45:45.925

that's a critical component of the playbook?

2151

01:45:46.345 --> 01:45:48.845

Um, I know we had a question submitted.

2152

01:45:48.845 --> 01:45:51.085

We can actually give you a live one so you can see.

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01:45:51.105 --> 01:45:53.245

So we've tried to highlight, um, some

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01:45:53.245 --> 01:45:54.365

of those best practices,

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01:45:54.465 --> 01:45:57.045

and that was a request, um, that we had from principals

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01:45:57.045 --> 01:45:59.485

and from teachers, but specifically our administrators,

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01:45:59.495 --> 01:46:03.045

where can we, uh, see the best practices.

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01:46:03.045 --> 01:46:05.765

So that's why it outlines the instructional focus areas,

2159

01:46:05.865 --> 01:46:10.245

but also best, um, co-teaching practices, SEL.

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01:46:10.825 --> 01:46:12.645

So that's where we wanted to say, here,

2161

01:46:12.745 --> 01:46:14.565

here's a start, and then there are links.

2162

01:46:14.565 --> 01:46:16.405

And so as we up it those, we can also,

2163

01:46:16.545 --> 01:46:19.725

as Dr. Lee was just mentioning, um, add some

2164

01:46:19.725 --> 01:46:21.085

of those links to that.

2165

01:46:21.105 --> 01:46:22.525

So we're trying to curate things,

2166

01:46:22.525 --> 01:46:24.725

but have it in one place so people aren't going to Canvas

2167

01:46:24.865 --> 01:46:26.485

or SharePoint or a Google site,

2168

01:46:26.505 --> 01:46:28.285

but it's all in our playbook.

2169

01:46:30.635 --> 01:46:34.155

Excellent. Thank you. We have another one, right?

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01:46:34.255 --> 01:46:35.915

Yes. And Ms. Cera has a follow up. So

2171

01:46:37.155 --> 01:46:38.635

Actually I have two follow ups

2172

01:46:38.635 --> 01:46:40.995

that just were naturals from where you Great.

2173

01:46:40.995 --> 01:46:42.315

Thank you for teeing that up for me.

2174

01:46:42.695 --> 01:46:45.395

Um, I think, uh, you know, along the lines of

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01:46:45.395 --> 01:46:48.155

what my colleague was saying about, um, sort

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01:46:48.155 --> 01:46:49.765

of curating best practices

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01:46:50.025 --> 01:46:52.605

and the, uh, you know, the quality of professional learning,

2178

01:46:52.805 --> 01:46:56.605

a comment that I would make is, um, I'm really interested in

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01:46:56.745 --> 01:46:59.885

how we tap into the wisdom of our exemplary teachers

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01:46:59.885 --> 01:47:01.365

that are in all of our schools.

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01:47:01.545 --> 01:47:04.365

And where we find teachers where they are, uh,

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01:47:04.365 --> 01:47:05.525

they're beating the odds

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01:47:05.585 --> 01:47:06.605

and they're having, um,

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01:47:06.605 --> 01:47:08.885

they're having tremendous success in,

2185

01:47:08.985 --> 01:47:10.365

in one particular subject

2186

01:47:10.465 --> 01:47:12.165

or with one particular group of learners.

2187

01:47:12.945 --> 01:47:15.485

I'm always interested in figuring out how we elevate that

2188

01:47:15.505 --> 01:47:18.165

and how we can help other teachers learn

2189

01:47:18.165 --> 01:47:19.245

from them and with them.

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01:47:19.865 --> 01:47:22.885

Um, and so I think about things like, like, uh,

2191

01:47:22.915 --> 01:47:25.485

tapping into those folks who are professional learning.

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01:47:26.005 --> 01:47:28.165

I think about having them do observations

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01:47:28.225 --> 01:47:29.485

of teachers in other schools

2194

01:47:29.665 --> 01:47:32.125

and come be observed by some of their peers.

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01:47:32.465 --> 01:47:35.005

Um, uh, I know you talked about co-teaching

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01:47:35.005 --> 01:47:36.605

and we talked about things like walkthroughs,

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01:47:36.665 --> 01:47:39.925

but I would be really interested in ways that we can expand,

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01:47:40.305 --> 01:47:43.725

um, the ability of teachers to visit each other's classrooms

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01:47:43.905 --> 01:47:45.285

to observe and be observed.

2200

01:47:45.755 --> 01:47:47.565

When I was a high school biology teacher,

2201

01:47:48.025 --> 01:47:49.725

my principal came to observe me.

2202

01:47:49.825 --> 01:47:51.605

We didn't have science coaches at the time,

2203

01:47:51.625 --> 01:47:54.205

but it was the principal and assistant principal I would've

2204

01:47:54.205 --> 01:47:56.485

loved for my other biology teachers in the school

2205

01:47:56.585 --> 01:47:57.965

to be able to come and observe me.

2206

01:47:58.105 --> 01:47:59.765

And that was never an option where I was.

2207

01:47:59.945 --> 01:48:01.525

But, and we only had one high school,

2208

01:48:01.585 --> 01:48:03.445

so it wasn't a question of going to different schools,

2209

01:48:03.625 --> 01:48:07.605

but the point is, your peer who teaches the same subject

2210

01:48:07.745 --> 01:48:09.085

and may be more experienced

2211

01:48:09.145 --> 01:48:12.245

or may have things, um, you know, that you can learn from.

2212

01:48:12.525 --> 01:48:15.365

I think, um, the extent to which we can expand upon that,

2213

01:48:15.665 --> 01:48:16.805

um, would be great.

2214

01:48:17.385 --> 01:48:19.365

The question I have that kind of goes along with that is,

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01:48:19.385 --> 01:48:22.365

I'm curious if we in a PS if there's a distinction we're

2216

01:48:22.365 --> 01:48:23.725

making when we talk about a walkthrough

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01:48:23.725 --> 01:48:24.965

versus an observation.

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01:48:25.505 --> 01:48:27.525

And when I was a teacher and we did observations,

2219

01:48:27.525 --> 01:48:29.445

sometimes we had surprise observations,

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01:48:29.825 --> 01:48:31.605

but a lot of times an observation meant

2221

01:48:31.605 --> 01:48:33.965

that my assistant principal would come and meet with me

2222

01:48:33.965 --> 01:48:35.285

before the observation,

2223

01:48:35.585 --> 01:48:37.925

and I would talk about what it was I was teaching and why,

2224

01:48:37.945 --> 01:48:39.605

and how I hoped to accomplish it.

2225

01:48:40.105 --> 01:48:42.685

I'd be observed for a big chunk of the,

2226

01:48:42.785 --> 01:48:44.805

if not the whole class period, a big chunk of it,

2227

01:48:44.805 --> 01:48:46.845

and then we would meet afterwards and kind of debrief.

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01:48:47.475 --> 01:48:49.485

That feels to me like it's a little bit different than

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01:48:49.485 --> 01:48:51.245

what a walkthrough is, but I may be,

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01:48:51.465 --> 01:48:52.365

my assumptions may be

2231

01:48:52.365 --> 01:48:53.365

wrong. So that's what I wanted to ask.

2232

01:48:53.395 --> 01:48:54.645

Your assumption is very correct.

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01:48:54.865 --> 01:48:57.325

So when we think about a classroom walkthrough,

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01:48:58.205 --> 01:49:00.605

consider this, it's a snapshot in time.

2235

01:49:01.105 --> 01:49:02.805

Uh, usually walkthroughs are trying

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01:49:02.805 --> 01:49:04.965

to collect data about a specific thing.

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01:49:05.025 --> 01:49:07.165

So it could be a student moves,

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01:49:07.885 --> 01:49:10.125

a student interactions, teacher moves.

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01:49:10.585 --> 01:49:13.805

Uh, those walkthroughs are usually anywhere between five,

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01:49:14.025 --> 01:49:15.525

no more than 10 or 12 minutes.

2241

01:49:16.435 --> 01:49:19.565

That is separate and apart from a classroom observation.

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01:49:19.585 --> 01:49:22.725

So a classroom observation is longer, usually 45 minutes,

2243

01:49:22.895 --> 01:49:24.365

maybe a little longer than that.

2244

01:49:24.865 --> 01:49:28.485

Uh, there is a prequel, there's a pre-conference,

2245

01:49:28.515 --> 01:49:31.205

there's the main event, and then there is a post-conference.

2246

01:49:31.545 --> 01:49:34.245

And usually those activities, observations are tied

2247

01:49:34.265 --> 01:49:37.125

to an evaluation or a professional growth plan.

2248

01:49:37.145 --> 01:49:39.645

So those are the two differences I would make

2249

01:49:39.645 --> 01:49:42.165

between a classroom walkthrough and a classroom observation.

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01:49:52.655 --> 01:49:54.315

Mr. Seward, Ms. Turner,

2251

01:49:54.635 --> 01:49:55.635

I have a question for you.

2252

01:49:56.255 --> 01:49:59.435

Um, so you weren't here at the last math presentation,

2253

01:49:59.895 --> 01:50:02.795

but I had asked a question that was sort of about

2254

01:50:02.795 --> 01:50:06.275

what the analog is to the science of reading, um,

2255

01:50:06.275 --> 01:50:08.595

which I think we've now seen some slides on.

2256

01:50:09.015 --> 01:50:10.995

Um, and, and Ms.

2257

01:50:11.215 --> 01:50:15.875

Putnam gave a little bit of an answer where she described,

2258

01:50:16.135 --> 01:50:17.635

um, that students need to start

2259

01:50:17.635 --> 01:50:19.115

with a conceptual understanding,

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01:50:20.015 --> 01:50:22.995

and that jumping to procedural knowledge in terms

2261

01:50:22.995 --> 01:50:25.235

of memorizing facts works for many students,

2262

01:50:25.295 --> 01:50:26.755

but it doesn't work for some students.

2263

01:50:26.815 --> 01:50:28.555

And in particular, it may not work

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01:50:28.695 --> 01:50:30.515

for our vulnerable populations

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01:50:30.515 --> 01:50:31.995

where we see significant gaps.

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01:50:32.615 --> 01:50:35.555

And so, um, what she described was needing to back up

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01:50:35.555 --> 01:50:37.675

and make sure that we're building conceptual understanding.

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01:50:37.695 --> 01:50:41.115

And she described, um, something called concrete, abstract,

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01:50:41.115 --> 01:50:42.595

and representational in that order.

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01:50:42.695 --> 01:50:44.475

And so my question is, um,

2271

01:50:45.665 --> 01:50:46.835

hang on, it's gonna be a long one.

2272

01:50:47.375 --> 01:50:51.555

Um, so how does that line up with

2273

01:50:52.345 --> 01:50:54.395

what was described with the science of learning

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01:50:55.495 --> 01:50:57.395

how when we have something that we know works

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01:50:57.415 --> 01:50:58.835

for some students and not for others,

2276

01:50:58.935 --> 01:51:02.515

are we making sure instructionally we are taking an approach

2277

01:51:02.515 --> 01:51:03.515

that works for all

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01:51:03.515 --> 01:51:06.395

of our students depending on which type of learner they are?

2279

01:51:07.255 --> 01:51:11.365

And how are we implementing an instructional approach

2280

01:51:11.385 --> 01:51:13.725

that's working for our vulnerable populations?

2281

01:51:14.145 --> 01:51:15.285

And what are we doing now?

2282

01:51:15.345 --> 01:51:17.565

How does it line up with what's described as the science

2283

01:51:17.565 --> 01:51:19.565

of learning and what Ms.

2284

01:51:19.665 --> 01:51:24.365

Putnam was, was describing when she referred to concrete,

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01:51:24.725 --> 01:51:26.005

abstract, and representational?

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01:51:29.905 --> 01:51:34.325

It is true that the concrete representational abstract,

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01:51:34.795 --> 01:51:38.445

also known as the CRA model, uh, is a model that mathematics

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01:51:38.965 --> 01:51:42.525

educators, uh, have executed as a part

2289

01:51:42.525 --> 01:51:44.405

of their practice for decades.

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01:51:44.675 --> 01:51:48.605

It's grounded in research, uh, that speaks to how hands on

2291

01:51:49.145 --> 01:51:53.965

to visual to symbolic reasoning is a way in which students

2292

01:51:54.025 --> 01:51:55.365

should think about mathematics.

2293

01:51:56.425 --> 01:51:59.205

The way that I think about CRA

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01:51:59.225 --> 01:52:01.205

or a concrete representational abstract, it,

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01:52:01.205 --> 01:52:02.445

it is an iterative process.

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01:52:03.315 --> 01:52:04.605

It's not a literal process.

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01:52:04.905 --> 01:52:07.605

So to be sure, with some math topics,

2298

01:52:08.425 --> 01:52:11.925

it would be reasonable to start with concrete, then move

2299

01:52:11.925 --> 01:52:13.885

to a representational, then to move to an abstract.

2300

01:52:14.505 --> 01:52:17.005

And as is the case with every iterative model,

2301

01:52:17.945 --> 01:52:19.525

that's not the only starting point.

2302

01:52:20.225 --> 01:52:23.725

Uh, I think that as we explore, uh,

2303

01:52:23.915 --> 01:52:27.085

more information in the, in the extent research

2304

01:52:27.785 --> 01:52:29.565

around the science of learning

2305

01:52:30.425 --> 01:52:32.005

and this larger body

2306

01:52:32.005 --> 01:52:34.645

of research called the learning sciences,

2307

01:52:35.185 --> 01:52:39.405

we have an opportunity to think what is the best models

2308

01:52:39.505 --> 01:52:42.325

of instruction and the science

2309

01:52:42.325 --> 01:52:43.925

of learning in this larger body

2310

01:52:43.925 --> 01:52:46.205

of research called the learning sciences is grounded in

2311

01:52:46.205 --> 01:52:49.045

cognitive science, neuroscience, uh, fields

2312

01:52:49.045 --> 01:52:50.245

of educational psychology.

2313

01:52:50.785 --> 01:52:55.125

How can we use that research on how students learn

2314

01:52:55.785 --> 01:52:58.005

the science of learning, and then

2315

01:52:58.065 --> 01:53:00.485

how do they learn in an environmental context,

2316

01:53:00.945 --> 01:53:03.405

the learning sciences in order to

2317

01:53:04.315 --> 01:53:06.525

improve instruction in mathematics here in

2318

01:53:06.525 --> 01:53:07.565

Arlington Public schools?

2319

01:53:08.345 --> 01:53:11.085

At the end of the day, it's all about something

2320

01:53:11.085 --> 01:53:13.045

that we've heard about for a while,

2321

01:53:13.965 --> 01:53:15.565

evidence-based practices.

2322

01:53:16.065 --> 01:53:18.445

So as we have an opportunity

2323

01:53:18.505 --> 01:53:21.965

to look at new mathematical resources, hopefully I'll stand

2324

01:53:22.125 --> 01:53:24.165

before you and marched to make a recommendation on

2325

01:53:24.165 --> 01:53:25.245

our new math resources.

2326

01:53:25.785 --> 01:53:29.925

Our new math resources will keep in mind all of the research

2327

01:53:30.155 --> 01:53:32.765

that speaks to what are the best ways students

2328

01:53:32.815 --> 01:53:34.605

learn in context.

2329

01:53:36.595 --> 01:53:39.535

And so how, how does what we are doing now

2330

01:53:39.875 --> 01:53:43.015

and the math resources that we have now, how does

2331

01:53:43.015 --> 01:53:45.135

that line up with the science of learning,

2332

01:53:45.315 --> 01:53:48.455

the evidence-based practices that you're describing,

2333

01:53:48.995 --> 01:53:51.615

and all of the larger body of research

2334

01:53:52.205 --> 01:53:55.375

that suggests we know things from cognitive science about

2335

01:53:55.375 --> 01:54:00.295

how students learn and how, how math should be taught.

2336

01:54:00.355 --> 01:54:02.335

If we can go so far as to say that, how does

2337

01:54:02.365 --> 01:54:04.415

what we do now line up with all of that?

2338

01:54:06.565 --> 01:54:08.695

What I would say is as we have an opportunity

2339

01:54:08.795 --> 01:54:13.775

to expose our math coaches and our teachers to new research

2340

01:54:14.235 --> 01:54:16.935

and have dialogue about new practices,

2341

01:54:17.655 --> 01:54:19.295

I can see our practices changing.

2342

01:54:19.835 --> 01:54:23.735

At the moment, a lot of our teacher practice is based in

2343

01:54:23.735 --> 01:54:27.015

what lots of people saw in their teacher education program,

2344

01:54:27.345 --> 01:54:30.415

which is concrete, representational and abstract.

2345

01:54:30.755 --> 01:54:32.295

And that's decades of research.

2346

01:54:32.875 --> 01:54:33.975

And many of us that went

2347

01:54:33.975 --> 01:54:37.095

through formal teacher education programs, either a major

2348

01:54:37.315 --> 01:54:39.375

or when I was in college, I was a math major

2349

01:54:39.475 --> 01:54:40.895

and a, an education minor.

2350

01:54:41.485 --> 01:54:42.815

That is what we were taught.

2351

01:54:43.205 --> 01:54:46.695

That was the way the truth, it was the rabbinical text of

2352

01:54:46.875 --> 01:54:48.135

how students should learn.

2353

01:54:48.955 --> 01:54:53.895

The benefit in 2025 is that we have more ready access

2354

01:54:54.715 --> 01:54:56.855

to research that is over two decades.

2355

01:54:57.235 --> 01:55:00.135

Oh, the research that's involved in the science of learning

2356

01:55:00.155 --> 01:55:01.375

and the learning sciences

2357

01:55:01.675 --> 01:55:05.695

and to reimagine, if we wanna talk about being bold in

2358

01:55:05.945 --> 01:55:08.095

where we want to take mathematics, education,

2359

01:55:08.425 --> 01:55:10.135

being bold means being open.

2360

01:55:10.585 --> 01:55:13.215

Being bold. Bold means being imaginative.

2361

01:55:13.795 --> 01:55:17.135

And also being bold means reading all of the research on

2362

01:55:17.135 --> 01:55:19.935

how students learn, not just, so that is the direction

2363

01:55:19.935 --> 01:55:21.655

that we're headed in mathematics education

2364

01:55:21.995 --> 01:55:23.215

moving forward. That

2365

01:55:23.215 --> 01:55:24.215

Sounds great. So I just,

2366

01:55:24.215 --> 01:55:25.055

I just wanna be clear

2367

01:55:25.055 --> 01:55:26.855

because this is all new terminology to me.

2368

01:55:26.935 --> 01:55:30.135

I hear you, Dr. Drawing a distinction between CRA

2369

01:55:30.795 --> 01:55:32.055

and the science of learning.

2370

01:55:33.335 --> 01:55:34.495

I am. Okay. Yes.

2371

01:55:51.405 --> 01:55:53.685

Question. Um, I'm gonna keep going with you guys.

2372

01:55:54.025 --> 01:55:57.405

I'm, some of you are asking my questions, so I'm good.

2373

01:56:01.945 --> 01:56:05.755

Okay. So, uh, two f two questions.

2374

01:56:06.615 --> 01:56:08.795

Um, first, um, homework.

2375

01:56:09.655 --> 01:56:11.075

So one of the benefits

2376

01:56:11.075 --> 01:56:13.355

of traveling liaison schools is I'm hearing

2377

01:56:13.825 --> 01:56:15.155

what some schools are doing

2378

01:56:15.155 --> 01:56:18.555

and what others, uh, are, you know, there are some schools

2379

01:56:18.555 --> 01:56:19.395

that are doing certain things

2380

01:56:19.415 --> 01:56:20.515

and there are others that aren't.

2381

01:56:21.175 --> 01:56:24.115

One of the things that I've heard about, um, is homework

2382

01:56:24.775 --> 01:56:26.995

and the concept of, you know, what,

2383

01:56:26.995 --> 01:56:28.475

what the students are gonna bring home with them.

2384

01:56:29.135 --> 01:56:31.355

As a parent of special education students,

2385

01:56:33.025 --> 01:56:37.875

that requires me as the parent to sit down for

2386

01:56:38.265 --> 01:56:39.835

however many problems there are

2387

01:56:40.975 --> 01:56:43.635

and do almost a hand over hand approach

2388

01:56:44.545 --> 01:56:47.395

that is exhaustive from a time perspective.

2389

01:56:47.985 --> 01:56:52.515

However, my kids benefit from

2390

01:56:52.515 --> 01:56:54.195

that reinforcement at home.

2391

01:56:55.445 --> 01:56:59.825

So is there appetite for us going back

2392

01:56:59.885 --> 01:57:02.265

to some homework, um,

2393

01:57:02.405 --> 01:57:04.505

and know that I'm sensitive to this subject,

2394

01:57:04.965 --> 01:57:09.625

but that repetition is so critical

2395

01:57:09.645 --> 01:57:12.065

to help reinforce what they're getting at school

2396

01:57:12.805 --> 01:57:14.265

and then to be able to come home and do it.

2397

01:57:14.265 --> 01:57:16.065

So I'm just curious where we are on that.

2398

01:57:18.465 --> 01:57:23.185

I will, why I will say that as a mathematician

2399

01:57:23.185 --> 01:57:24.505

and a mathematics educator,

2400

01:57:25.215 --> 01:57:26.945

intentional practice is important.

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01:57:28.685 --> 01:57:30.745

The opportunity to have intentional practice

2402

01:57:31.045 --> 01:57:33.785

and have a certified teacher provide feedback is important,

2403

01:57:33.925 --> 01:57:34.985

and the schoolhouse,

2404

01:57:35.925 --> 01:57:37.065

and having the opportunity

2405

01:57:37.065 --> 01:57:40.585

to have intentional practice at home, that is essential.

2406

01:57:41.525 --> 01:57:44.785

And so there's always an appetite to make sure

2407

01:57:44.785 --> 01:57:48.425

that students have intentional practice, uh, to be clear,

2408

01:57:48.425 --> 01:57:50.785

whether that is a sheet of paper going home

2409

01:57:51.165 --> 01:57:52.785

and the number two pencil hitting the paper,

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01:57:53.485 --> 01:57:56.305

or whether our students are exploiting intentional practice

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01:57:56.545 --> 01:57:59.545

vis-a-vis the IXL digital platform that we utilize,

2412

01:58:00.525 --> 01:58:02.905

or whether it is a math game

2413

01:58:03.405 --> 01:58:05.105

or some iteration thereof

2414

01:58:05.135 --> 01:58:07.225

that elevates intentional practice.

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01:58:07.605 --> 01:58:11.185

Uh, intentional practice, uh, inside school

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01:58:11.245 --> 01:58:13.185

and at home is essential for students

2417

01:58:13.185 --> 01:58:17.065

to develop foundational skills, fluency and accuracy.

2418

01:58:17.535 --> 01:58:18.865

Yeah. Thank you. Um,

2419

01:58:19.005 --> 01:58:23.505

we were big believers in fractions using Legos, which is

2420

01:58:23.765 --> 01:58:26.145

how we passed those units.

2421

01:58:27.405 --> 01:58:32.305

Um, okay. And then my second question, um, is, you know,

2422

01:58:32.305 --> 01:58:37.025

through these best practices, um, the repositories, the CLTs

2423

01:58:37.025 --> 01:58:41.265

that we've been talking about, are we seeing improvement

2424

01:58:41.905 --> 01:58:45.525

in curriculum adoption across our schools

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01:58:45.635 --> 01:58:48.845

with consistency, um, so

2426

01:58:48.845 --> 01:58:50.645

that the content is standardized?

2427

01:58:51.585 --> 01:58:54.765

Um, 'cause I have heard that, you know, some,

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01:58:54.955 --> 01:58:57.525

some schools do things differently.

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01:59:00.395 --> 01:59:02.285

Some schools do things differently.

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01:59:03.305 --> 01:59:07.325

We have an opportunity, Ms. Clark, to have an

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01:59:07.325 --> 01:59:09.045

of resource math resource adoption

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01:59:09.705 --> 01:59:12.605

and to have a math resource adoption that meets the needs

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01:59:12.665 --> 01:59:13.805

of all of our students.

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01:59:14.465 --> 01:59:17.045

Uh, I'm excited about that opportunity that we're being,

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01:59:17.195 --> 01:59:18.445

will be engaging in.

2436

01:59:20.145 --> 01:59:22.765

The feedback that we have heard on the resources

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01:59:23.035 --> 01:59:25.525

that we have has been mixed.

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01:59:26.105 --> 01:59:28.325

Uh, I've heard, uh, that feedback.

2439

01:59:28.665 --> 01:59:31.245

And again, what I'm excited about is the opportunity

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01:59:31.625 --> 01:59:35.285

to form committees, to look at our resources,

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01:59:35.665 --> 01:59:39.605

to have more classroom teachers, uh, those persons

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01:59:39.605 --> 01:59:42.805

that have a sweat equity stake in the resource

2443

01:59:42.805 --> 01:59:46.125

that we purchase and have to have the buy-in

2444

01:59:46.345 --> 01:59:47.965

to use the resources they're in.

2445

01:59:47.985 --> 01:59:50.285

Having more of those persons a part of our process.

2446

01:59:50.705 --> 01:59:53.165

I'm excited about engaging in that process this year.

2447

01:59:53.465 --> 01:59:55.365

So when we do adopt a resource,

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01:59:56.645 --> 02:00:00.045

resources can be more consistently used in more classrooms.

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02:00:00.065 --> 02:00:01.065

In more schools.

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02:00:05.945 --> 02:00:08.175

Thank you. Um, I really wanna delve a little bit

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02:00:08.175 --> 02:00:09.295

more to the science of learning.

2452

02:00:09.415 --> 02:00:12.775

I actually just got back with Superintendent Geron from an

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02:00:13.055 --> 02:00:15.495

excellent conference in Chicago where this was a big topic.

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02:00:15.675 --> 02:00:20.135

And I sat in on a presentation that discussed, um, the,

2455

02:00:20.135 --> 02:00:22.615

you know, the, the, the love we have of testing

2456

02:00:23.255 --> 02:00:26.175

nowadays across the country and the science of learning

2457

02:00:26.235 --> 02:00:30.495

and how learning is actually about knowledge retention

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02:00:30.635 --> 02:00:33.415

to the upon which to build, um,

2459

02:00:34.395 --> 02:00:37.495

and add additional concepts that then one can test.

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02:00:37.555 --> 02:00:39.135

But anyway, I would love your opinion

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02:00:39.315 --> 02:00:40.975

as an educator, as a professional.

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02:00:42.795 --> 02:00:47.295

It in light of how much standardized testing we have

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02:00:48.065 --> 02:00:51.735

right now, would you say that this is helpful, more helpful

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02:00:51.915 --> 02:00:54.655

or less helpful to the, to having our kids learn

2465

02:00:54.675 --> 02:00:57.975

and be, um, what you just mentioned, right, to,

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02:00:57.995 --> 02:01:00.975

to be aggressive for us to be more aggressive in terms

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02:01:00.975 --> 02:01:02.095

of teaching and learning and,

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02:01:02.475 --> 02:01:04.535

and expanding minds and concepts.

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02:01:06.785 --> 02:01:10.865

I think that any of us that either, uh, have children

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02:01:11.485 --> 02:01:15.545

or, uh, are associated with children wanna make sure

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02:01:15.545 --> 02:01:19.625

that they go to school and they have, uh, are being learned

2472

02:01:20.045 --> 02:01:21.745

and they're learning in an environment

2473

02:01:21.875 --> 02:01:25.065

where people are using evidence-based practices.

2474

02:01:25.375 --> 02:01:27.225

Because at the end of the day, Ms.

2475

02:01:27.355 --> 02:01:30.705

Tapia Hatley, that is what teachers want to provide

2476

02:01:30.725 --> 02:01:33.185

for students the best education possible.

2477

02:01:33.915 --> 02:01:35.705

There is a body of research

2478

02:01:36.855 --> 02:01:40.445

that talks about the ways in which students learn.

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02:01:42.325 --> 02:01:45.125

I think it's important to pay attention to research

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02:01:45.395 --> 02:01:47.845

that talks about the ways that students learn

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02:01:49.385 --> 02:01:52.525

to be sure if they are evidence-based practices.

2482

02:01:52.585 --> 02:01:56.845

And there are, uh, uh, ways to test the validity

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02:01:57.185 --> 02:02:01.845

and the, uh, the reliability, uh, when we look at the res,

2484

02:02:01.845 --> 02:02:03.645

the methodology of research studies.

2485

02:02:04.305 --> 02:02:07.685

So it's important for us to not take the second

2486

02:02:07.785 --> 02:02:10.885

and third hand comments of what other people read.

2487

02:02:11.205 --> 02:02:14.005

I think it's important for us in the math office to read

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02:02:14.585 --> 02:02:18.925

the extent research on what is going is happening in terms

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02:02:18.925 --> 02:02:21.965

of evidence-based practices, measure that against research

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02:02:21.965 --> 02:02:23.205

that may say something different

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02:02:23.465 --> 02:02:26.045

and make a determination on what are the effective

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02:02:26.645 --> 02:02:28.285

evidence-based research-based practices

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02:02:28.285 --> 02:02:30.125

that support kids. That's my position.

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02:02:30.415 --> 02:02:31.445

Thank you. Appreciate that.

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02:02:31.665 --> 02:02:36.645

Um, and my last question is, one, thank you again to all

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02:02:36.645 --> 02:02:38.405

of you and to my colleague, uh, Ms. Clark,

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02:02:38.985 --> 02:02:40.725

for this diligent work.

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02:02:40.725 --> 02:02:42.445

Because as you mentioned earlier,

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02:02:42.475 --> 02:02:45.885

this is focused on two populations that really do need, um,

2500

02:02:46.385 --> 02:02:48.045

our support and additional attention

2501

02:02:48.065 --> 02:02:49.725

to perform the way we know that, that they can,

2502

02:02:49.985 --> 02:02:52.925

and for us to make that every single student a PS reaches

2503

02:02:53.125 --> 02:02:55.965

their full potential, uh, English language learners and,

2504

02:02:56.105 --> 02:02:57.525

and kids with disabilities.

2505

02:02:57.985 --> 02:02:59.965

So looking at the appendix

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02:03:00.225 --> 02:03:04.205

and some of the, the pass rates, obviously, um, particularly

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02:03:04.225 --> 02:03:05.525

for, for English language learners,

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02:03:05.545 --> 02:03:07.525

and this also ties to inclusion by the way,

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02:03:07.525 --> 02:03:10.685

because, um, the, the rates for inclusion

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02:03:10.685 --> 02:03:12.445

for English language learners are even lower,

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02:03:12.865 --> 02:03:13.885

as we saw in one

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02:03:13.885 --> 02:03:17.205

of our reports in earlier in the spring than, um, kids

2513

02:03:17.205 --> 02:03:18.325

with disabilities oftentimes.

2514

02:03:18.385 --> 02:03:21.085

So this clearly has an impact on our pass rate, which is

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02:03:21.215 --> 02:03:23.365

below 50%, uh,

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02:03:23.365 --> 02:03:25.245

which is why we're here and why we're looking at this.

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02:03:25.245 --> 02:03:29.605

So thank you for your work. Um, on that, on that note, um,

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02:03:30.365 --> 02:03:32.525

I would like to get your opinion on, on something

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02:03:32.545 --> 02:03:35.725

to inform our work in terms of citizen advisory committees,

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02:03:35.725 --> 02:03:37.005

which is also being done right now.

2521

02:03:37.705 --> 02:03:42.645

Um, there, we currently have a committee focused exclusively

2522

02:03:43.265 --> 02:03:46.125

on English language learners, and we have,

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02:03:46.125 --> 02:03:49.805

and we'll continue to have a committee focused on, um, kids

2524

02:03:49.805 --> 02:03:51.805

with, uh, disabilities and,

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02:03:51.825 --> 02:03:54.205

and special education be that's required by law.

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02:03:54.785 --> 02:03:56.565

The English Language Learner Committee is

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02:03:56.565 --> 02:03:57.685

not required by law.

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02:03:57.745 --> 02:04:00.605

But given what the numbers we're seeing here,

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02:04:00.735 --> 02:04:03.125

would you find it helpful for us to continue to have,

2530

02:04:03.745 --> 02:04:05.285

um, such a committee?

2531

02:04:05.285 --> 02:04:08.525

Do you think it, I mean, I, my opinion is, you know,

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02:04:08.555 --> 02:04:10.125

it's important this merits, um,

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02:04:10.125 --> 02:04:11.765

additional clearly focused work.

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02:04:11.865 --> 02:04:13.165

So would you agree with that?

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02:04:14.435 --> 02:04:16.445

Have not being the liaison

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02:04:16.465 --> 02:04:17.925

to the English Learners Committee?

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02:04:18.165 --> 02:04:19.925

I would not wanna speak on their behalf.

2538

02:04:20.835 --> 02:04:24.565

Okay. I,

2539

02:04:24.905 --> 02:04:29.165

as a second language learner myself, I, I, you know,

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02:04:29.285 --> 02:04:31.445

I can't speak as for the liaison,

2541

02:04:31.465 --> 02:04:32.965

but I do see a lot of value.

2542

02:04:33.575 --> 02:04:37.645

Thank you. Appreciate that. My turn.

2543

02:04:37.985 --> 02:04:41.165

Yes, I have a very quick comment

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02:04:41.225 --> 02:04:42.605

and then my two allotted questions.

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02:04:42.665 --> 02:04:44.925

The quick comment is about the resource adoption that Mr.

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02:04:45.025 --> 02:04:46.605

Seward Seward mentioned.

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02:04:47.105 --> 02:04:49.685

Um, I would just say I, I would hope in addition

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02:04:49.685 --> 02:04:51.965

to everything you mentioned, that we take a careful look at

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02:04:51.965 --> 02:04:54.645

which components of a resource we decide to adopt.

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02:04:54.665 --> 02:04:57.045

And I'm thinking about workbooks and consumables,

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02:04:57.045 --> 02:04:59.045

and I think in our last adoption, some

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02:04:59.045 --> 02:05:00.165

of the feedback we heard was

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02:05:00.165 --> 02:05:01.445

that particularly the younger grades,

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02:05:01.445 --> 02:05:02.765

that those weren't being used.

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02:05:03.185 --> 02:05:05.845

But because it was part of a big bigger contract, we,

2556

02:05:05.945 --> 02:05:08.085

we paid for, we paid for things that we weren't using.

2557

02:05:08.105 --> 02:05:10.565

And so I just would really love to make sure we don't do

2558

02:05:10.565 --> 02:05:11.765

that again if we can avoid it.

2559

02:05:11.765 --> 02:05:13.325

And the second quick thing related

2560

02:05:13.345 --> 02:05:15.405

to resource adoption is I was interested

2561

02:05:15.425 --> 02:05:18.085

to read about another school district that was trying

2562

02:05:18.085 --> 02:05:19.485

to do a math resource adoption.

2563

02:05:19.785 --> 02:05:21.645

And they did a pilot of two actually.

2564

02:05:21.705 --> 02:05:24.405

And they had teachers who were volunteers who agreed

2565

02:05:24.405 --> 02:05:26.845

to use two curricula for a period

2566

02:05:26.845 --> 02:05:28.405

of a few months in their classroom

2567

02:05:28.545 --> 02:05:30.685

and sort of test drive them before they made a decision.

2568

02:05:30.825 --> 02:05:33.565

And I wonder if that kind of, um, sort

2569

02:05:33.685 --> 02:05:36.725

of rubber meets the road, uh, data would be helpful to us.

2570

02:05:36.795 --> 02:05:38.605

Just so that's a quick comment on that.

2571

02:05:39.205 --> 02:05:40.845

I have a question for Dr. Lee,

2572

02:05:40.845 --> 02:05:44.285

and it's a question about, um, the fact that we, uh,

2573

02:05:44.425 --> 02:05:47.285

we have, uh, interventionists that work with our, uh,

2574

02:05:47.605 --> 02:05:49.485

teachers and our students in, uh, math

2575

02:05:49.505 --> 02:05:52.485

and in reading the science committee, um, Mr.

2576

02:05:52.485 --> 02:05:54.605

Fish to is here and he's the chair of that committee.

2577

02:05:54.785 --> 02:05:56.765

Um, that committee has made a recommendation

2578

02:05:56.765 --> 02:05:59.685

before about the value that we might, uh,

2579

02:05:59.825 --> 02:06:01.605

we might see if we were able

2580

02:06:01.605 --> 02:06:03.925

to have interventionists working in science as well.

2581

02:06:04.345 --> 02:06:06.325

And I guess my question to you is, um,

2582

02:06:06.355 --> 02:06:07.645

from the staff perspective,

2583

02:06:08.185 --> 02:06:11.565

and if resource were not an issue, financial resource,

2584

02:06:11.985 --> 02:06:13.885

do you see that there would be value in having

2585

02:06:13.885 --> 02:06:16.045

interventionists in our schools working in science?

2586

02:06:16.105 --> 02:06:18.365

Or is there something different about science instruction

2587

02:06:18.365 --> 02:06:20.325

that might make that not the right way to go?

2588

02:06:21.525 --> 02:06:23.325

I absolutely think it would be helpful.

2589

02:06:23.745 --> 02:06:26.725

Um, I think however, our priority, um,

2590

02:06:26.725 --> 02:06:30.925

at the elementary level should be focusing on dedicated

2591

02:06:31.075 --> 02:06:32.165

instructional time.

2592

02:06:32.725 --> 02:06:33.965

I mean, we would take both.

2593

02:06:34.245 --> 02:06:36.085

I think both of it is,

2594

02:06:36.145 --> 02:06:39.805

is truly valuable given the financial situation.

2595

02:06:40.025 --> 02:06:42.085

And we may not have funding,

2596

02:06:42.345 --> 02:06:44.925

but the one big ask for us is

2597

02:06:44.985 --> 02:06:49.125

to look at the science instructional time, making sure

2598

02:06:49.125 --> 02:06:50.485

that there's protected time.

2599

02:06:50.985 --> 02:06:53.165

And this is so critically important,

2600

02:06:53.825 --> 02:06:54.925

and I truly, truly,

2601

02:06:54.975 --> 02:06:58.325

truly believe this deep down in my bones, that if we provide

2602

02:06:58.325 --> 02:07:01.845

that instructional time, we will see our scores go up

2603

02:07:02.395 --> 02:07:03.565

much, much, much higher.

2604

02:07:04.225 --> 02:07:05.845

So tier one instead of tier two,

2605

02:07:05.965 --> 02:07:08.845

Tier one, but tier two, there is a place for that too.

2606

02:07:09.565 --> 02:07:12.205

Absolutely. Because we need to look at those students

2607

02:07:12.545 --> 02:07:15.365

who aren't getting it to provide that intervention.

2608

02:07:15.595 --> 02:07:19.245

Okay. Um, but given the, the, the budget situation,

2609

02:07:19.545 --> 02:07:22.085

we understand that that might not happen. Yeah.

2610

02:07:22.275 --> 02:07:24.085

Okay. That, thank you. That's helpful to know.

2611

02:07:24.185 --> 02:07:25.365

And then my last question,

2612

02:07:25.385 --> 02:07:27.005

if we could pull up slide three again,

2613

02:07:27.185 --> 02:07:30.765

and this might be a Dr Man question, but, uh, for both math

2614

02:07:30.765 --> 02:07:32.165

and science, we had this slide

2615

02:07:32.165 --> 02:07:34.165

that talked about the instructional playbook.

2616

02:07:34.825 --> 02:07:37.445

Um, and the way that this is framed,

2617

02:07:37.445 --> 02:07:38.965

it looks like the things that are listed

2618

02:07:38.965 --> 02:07:41.365

underneath are all part of the instructional playbook.

2619

02:07:42.025 --> 02:07:44.845

And I guess, um, I was interested in this

2620

02:07:44.845 --> 02:07:47.205

and looked at this for a while before coming to the meeting.

2621

02:07:47.765 --> 02:07:50.125

'cause I was a little, I wasn't sure about the differences

2622

02:07:50.125 --> 02:07:52.405

between some of the things listed underneath.

2623

02:07:52.505 --> 02:07:55.405

For example, there's an instructional framework,

2624

02:07:55.545 --> 02:07:57.525

but then further down there's high leverage

2625

02:07:57.525 --> 02:07:58.965

instructional strategies.

2626

02:07:59.745 --> 02:08:01.445

The question part of this for me is,

2627

02:08:01.905 --> 02:08:04.485

is the instructional playbook something that the board

2628

02:08:04.665 --> 02:08:06.845

and our teachers and their families

2629

02:08:06.865 --> 02:08:08.685

and the students is this available publicly

2630

02:08:08.685 --> 02:08:10.765

where folks can see it so

2631

02:08:10.765 --> 02:08:11.485

that we can get a better

2632

02:08:11.685 --> 02:08:13.205

understanding of what these things are?

2633

02:08:14.225 --> 02:08:16.925

The comment part of it is this looks, um,

2634

02:08:17.235 --> 02:08:18.565

this looks really complex

2635

02:08:18.705 --> 02:08:20.525

and it may need to be this complex.

2636

02:08:21.325 --> 02:08:24.125

I guess the, the part of me that wants to kind of gets itchy

2637

02:08:24.125 --> 02:08:27.365

to simplify wonders, maybe in the way it's laid out,

2638

02:08:28.075 --> 02:08:31.125

what I would be looking for would be, here's what we know

2639

02:08:31.125 --> 02:08:33.125

to be true about good teaching and learning in general.

2640

02:08:33.385 --> 02:08:35.125

And we would talk about things like differentiation

2641

02:08:35.785 --> 02:08:37.365

or, uh, activating prior

2642

02:08:37.365 --> 02:08:38.805

knowledge or the science of learning.

2643

02:08:39.265 --> 02:08:43.325

And from there we would go to, um, beyond in general then

2644

02:08:43.325 --> 02:08:44.645

for specific populations,

2645

02:08:44.675 --> 02:08:47.045

like different developmental levels of students

2646

02:08:47.185 --> 02:08:51.005

or students that have specific attributes like dyslexia

2647

02:08:51.185 --> 02:08:55.405

or, um, brand new English learner, we could then go to

2648

02:08:56.005 --> 02:08:58.845

specific subject areas and talk about what good teaching

2649

02:08:58.845 --> 02:09:00.685

and learning looks like in specific subject areas.

2650

02:09:00.705 --> 02:09:01.885

And for each part of that,

2651

02:09:01.885 --> 02:09:03.405

we would have exemplars along the way.

2652

02:09:03.945 --> 02:09:06.085

And maybe that's what the instructional playbook is.

2653

02:09:06.865 --> 02:09:08.685

Um, I guess I would love

2654

02:09:08.685 --> 02:09:11.445

to know a little bit more about whether it's along the lines

2655

02:09:11.445 --> 02:09:12.965

of what I'm describing here and,

2656

02:09:13.025 --> 02:09:15.885

and can it be made available for a wider audience?

2657

02:09:17.475 --> 02:09:20.725

Well, I want to, uh, she's in the room. Um, so Ms.

2658

02:09:20.725 --> 02:09:25.445

Carrie Hirsch, um, at my request, um, curated a lot of this

2659

02:09:25.545 --> 02:09:28.845

and with principal feedback and, um, our team feedback.

2660

02:09:29.265 --> 02:09:32.925

And so we were trying to have a document that was, um,

2661

02:09:33.365 --> 02:09:35.685

I dunno if anyone's played a sport where you had a playbook,

2662

02:09:35.785 --> 02:09:37.005

it might be 70 pages.

2663

02:09:37.625 --> 02:09:40.325

Um, so we wanted, I think right now it's 13,

2664

02:09:40.985 --> 02:09:43.005

but high level so that anyone,

2665

02:09:43.005 --> 02:09:45.445

it could almost be subject agnostic.

2666

02:09:45.945 --> 02:09:49.125

Um, and so right, what you see on the slide, we put

2667

02:09:49.125 --> 02:09:53.645

that back up is one part of the front cover of the playbook.

2668

02:09:53.905 --> 02:09:55.125

And so we wanted to,

2669

02:09:55.705 --> 02:09:58.045

and, um, this came at a suggestion from Dr.

2670

02:09:58.115 --> 02:10:00.325

Drum when I was showing him one of the earlier drafts.

2671

02:10:00.505 --> 02:10:04.245

We wanted to, um, we kept hearing this question about

2672

02:10:05.105 --> 02:10:07.085

vision and those types of things.

2673

02:10:07.225 --> 02:10:10.525

And so we know our vision comes from the strategic plan

2674

02:10:10.525 --> 02:10:11.525

that you all approved.

2675

02:10:11.785 --> 02:10:14.405

And so on one side there's a strategic plan,

2676

02:10:14.425 --> 02:10:18.605

and then you have, um, this part here.

2677

02:10:18.705 --> 02:10:22.645

And so to answer your question, we could develop one that's,

2678

02:10:22.705 --> 02:10:26.005

um, a, um, non-educator version

2679

02:10:26.465 --> 02:10:27.845

that's easier to understand.

2680

02:10:27.985 --> 02:10:29.045

But we also working

2681

02:10:29.075 --> 02:10:32.485

with the diversity equity inclusion office on

2682

02:10:32.625 --> 02:10:33.805

the SEL components.

2683

02:10:33.905 --> 02:10:37.085

And so trying to make sure that if we handed this to, uh,

2684

02:10:37.595 --> 02:10:40.605

year one teacher or someone that's in year 33,

2685

02:10:41.075 --> 02:10:42.765

that they could find something useful.

2686

02:10:42.985 --> 02:10:44.925

And it is a living, breathing document.

2687

02:10:45.105 --> 02:10:46.885

And so, um, I don't know if Ms.

2688

02:10:47.005 --> 02:10:48.045

Hirst would want to add anything,

2689

02:10:48.065 --> 02:10:49.725

but it's been, uh, I would

2690

02:10:50.245 --> 02:10:52.045

probably say a labor of love for her.

2691

02:10:52.145 --> 02:10:54.405

But as you can see, we wanted to make sure that

2692

02:10:55.225 --> 02:10:58.525

it was something from the strategies from co-teaching.

2693

02:10:58.665 --> 02:11:00.885

So we've heard from people like, where do I find that?

2694

02:11:01.265 --> 02:11:03.365

And we actually had a ELT meeting today,

2695

02:11:03.365 --> 02:11:05.245

and one principals asked for, where do we,

2696

02:11:05.245 --> 02:11:06.885

so we created things, but we also then have

2697

02:11:06.885 --> 02:11:08.685

to make sure they can find it easily.

2698

02:11:09.505 --> 02:11:11.565

Um, so trying to create one stop shopping,

2699

02:11:11.865 --> 02:11:14.045

but in another, I'm wind landing, my plane,

2700

02:11:14.045 --> 02:11:17.685

as Mr. Stewart would say, is we can work on a, um,

2701

02:11:18.725 --> 02:11:19.885

non-educator version.

2702

02:11:20.065 --> 02:11:22.845

And, uh, work with is where we can put that publicly.

2703

02:11:23.165 --> 02:11:24.325

I know Ms. Hirsh is gonna speak too.

2704

02:11:24.365 --> 02:11:25.485

I don't want to create extra work.

2705

02:11:25.685 --> 02:11:27.365

I think I was just, I was not proposing you

2706

02:11:27.365 --> 02:11:28.685

create multiple versions of this.

2707

02:11:28.685 --> 02:11:31.045

No, but really just a curiosity of like, well,

2708

02:11:31.045 --> 02:11:32.325

what are the evidence-based

2709

02:11:32.685 --> 02:11:33.925

practices that guide teaching and learning?

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02:11:34.275 --> 02:11:35.685

Yeah. We've had the, um,

2711

02:11:35.955 --> 02:11:37.925

when we put the f when we put the playbook together,

2712

02:11:37.945 --> 02:11:40.405

the framework has been around since probably 2012.

2713

02:11:40.545 --> 02:11:43.125

And those are really kind of, if you look at the playbook,

2714

02:11:43.185 --> 02:11:45.645

it goes from a macro level to a more micro level.

2715

02:11:45.745 --> 02:11:48.965

So you have those kind of evidence-based best practices,

2716

02:11:48.985 --> 02:11:50.205

as you mentioned, differentiation,

2717

02:11:50.805 --> 02:11:52.445

multiple representations, all of those things.

2718

02:11:53.065 --> 02:11:56.645

Um, kind of the second level is in the office of academics,

2719

02:11:56.645 --> 02:11:58.405

where are we focusing our priorities?

2720

02:11:58.405 --> 02:12:01.765

So there's five high leverage areas that we are focusing on,

2721

02:12:01.785 --> 02:12:04.285

making sure we're talking with our staff about it,

2722

02:12:04.285 --> 02:12:06.125

having them turn that around with their staff.

2723

02:12:06.905 --> 02:12:08.725

The next level is really the classroom level.

2724

02:12:08.825 --> 02:12:10.725

So there are, um, the components

2725

02:12:10.755 --> 02:12:12.525

that should be present in every lesson.

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02:12:13.265 --> 02:12:16.605

And then, um, to your point that there's a lot in there.

2727

02:12:17.425 --> 02:12:19.765

In the past when we've done this, teachers have said,

2728

02:12:19.815 --> 02:12:20.965

great, you want me to do that?

2729

02:12:20.965 --> 02:12:24.365

How do I do it? So what we did then is from those, um,

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02:12:24.715 --> 02:12:27.605

five priority areas, we made a page of, um,

2731

02:12:27.635 --> 02:12:28.845

high leverage strategies

2732

02:12:28.845 --> 02:12:30.525

that people could kind of pick up and use.

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02:12:30.715 --> 02:12:32.285

They're not the end all

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02:12:32.305 --> 02:12:35.005

and be all of every strategy that's out there about that.

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02:12:35.065 --> 02:12:36.205

But they are quick ones

2736

02:12:36.435 --> 02:12:38.325

that we know can be used across content areas.

2737

02:12:38.505 --> 02:12:39.925

And then we have those co-teaching pieces.

2738

02:12:40.265 --> 02:12:42.365

So some of the links would be hard to translate,

2739

02:12:42.365 --> 02:12:45.285

but we could definitely clean it up so that the kind of, uh,

2740

02:12:45.435 --> 02:12:47.165

main frame is available to the public.

2741

02:12:51.325 --> 02:12:53.505

I'm gonna ask a question. Okay.

2742

02:12:54.525 --> 02:12:57.305

Um, this hasn't come up yet. So, uh, this is for Dr. Lee.

2743

02:12:57.645 --> 02:13:00.145

Um, well,

2744

02:13:00.205 --> 02:13:02.265

and both of you have talked about sort of the,

2745

02:13:02.725 --> 02:13:04.985

the importance of foundational knowledge

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02:13:04.985 --> 02:13:06.225

and foundational concepts.

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02:13:06.225 --> 02:13:07.385

And I think we've talked about that

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02:13:07.385 --> 02:13:09.185

before when we talked about math instruction.

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02:13:09.525 --> 02:13:11.545

Um, but I find it really helpful.

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02:13:11.865 --> 02:13:14.025

I, I found it really helpful. I did not understand

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02:13:14.025 --> 02:13:17.905

that the eighth grade science, um, SOL, um,

2752

02:13:17.985 --> 02:13:19.905

includes elements of sixth and seventh grade science.

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02:13:19.905 --> 02:13:21.025

That's very useful to know.

2754

02:13:21.485 --> 02:13:24.505

Um, and I think it's, I think it's helpful that you're doing

2755

02:13:24.505 --> 02:13:25.705

that spiraling, because I think

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02:13:25.705 --> 02:13:28.025

so often in Arlington we have this transient population.

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02:13:28.025 --> 02:13:29.505

They may not have been with us in sixth

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02:13:29.885 --> 02:13:30.945

and or seventh grade.

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02:13:31.545 --> 02:13:34.285

Um, and also, I know, you know, middle schoolers go

2760

02:13:34.285 --> 02:13:37.045

through a whole lot of change and development.

2761

02:13:37.185 --> 02:13:39.645

And so by eighth grade, I can imagine that some of

2762

02:13:39.645 --> 02:13:41.205

that science they learned in sixth

2763

02:13:41.205 --> 02:13:43.205

and seventh may not still be front and center.

2764

02:13:43.545 --> 02:13:45.165

Um, but I also have to wonder if,

2765

02:13:45.465 --> 02:13:48.205

if there is also work happening

2766

02:13:49.265 --> 02:13:53.565

to strengthen science instruction in sixth and seventh grade

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02:13:54.145 --> 02:13:56.485

and or if there's work being done that,

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02:13:56.515 --> 02:13:59.365

that is building the bridge from the upper elementary

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02:13:59.675 --> 02:14:00.965

into middle school science.

2770

02:14:01.065 --> 02:14:02.365

So I just wonder if you could speak to that.

2771

02:14:03.505 --> 02:14:06.285

Yes. So science is spiraling in nature.

2772

02:14:06.865 --> 02:14:10.485

Um, when we're looking at concepts on the Virginia standards

2773

02:14:10.485 --> 02:14:12.605

of learning, we see that many

2774

02:14:12.605 --> 02:14:16.165

of those concepts are being visited revisited from grade

2775

02:14:16.165 --> 02:14:17.165

level to grade level.

2776

02:14:17.785 --> 02:14:21.405

One of the areas that we want to focus on are,

2777

02:14:21.505 --> 02:14:23.165

are SOL point ones.

2778

02:14:23.375 --> 02:14:26.885

Those are our scientific practices that threads

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02:14:26.885 --> 02:14:28.525

through every single grade level.

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02:14:28.985 --> 02:14:31.765

And that's one of the areas where all

2781

02:14:31.765 --> 02:14:33.645

of our teachers are focusing on.

2782

02:14:33.665 --> 02:14:34.845

And that's the learning

2783

02:14:34.985 --> 02:14:38.205

and doing of science, understanding how science works,

2784

02:14:38.385 --> 02:14:40.245

the components of science, learning,

2785

02:14:40.345 --> 02:14:42.045

the processes of science.

2786

02:14:42.585 --> 02:14:45.645

So those pieces are thread through each one

2787

02:14:45.645 --> 02:14:49.085

of our grade levels, the content when it's appropriate.

2788

02:14:49.345 --> 02:14:53.205

We also thread that where we see physical science, again,

2789

02:14:53.265 --> 02:14:56.765

in certain grade levels, we have those reviewed

2790

02:14:56.905 --> 02:14:59.125

and, uh, spiraled in, in our curriculum.

2791

02:15:00.105 --> 02:15:02.205

So you're really talking about in the eighth grade

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02:15:02.515 --> 02:15:03.605

science as well.

2793

02:15:03.995 --> 02:15:08.005

It's content. It sounds like it's content that where

2794

02:15:08.625 --> 02:15:10.565

the students may need the refresher.

2795

02:15:11.145 --> 02:15:12.605

Yes. So for eighth grade,

2796

02:15:12.605 --> 02:15:13.805

and the same thing for fifth grade,

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02:15:13.805 --> 02:15:17.325

because the other thing that, um, not everybody knows is

2798

02:15:17.325 --> 02:15:18.805

that the fifth grade SOL is a

2799

02:15:18.805 --> 02:15:20.365

combination of fourth and fifth.

2800

02:15:21.025 --> 02:15:25.125

And that's why I'm a huge advocate of making sure

2801

02:15:25.155 --> 02:15:28.725

that we have consistent, uh, instruction at the, uh,

2802

02:15:28.725 --> 02:15:30.125

elementary level for science.

2803

02:15:31.415 --> 02:15:34.085

Thank you. And since I have the mic, I'll, I'll go, uh,

2804

02:15:34.115 --> 02:15:36.525

just with a, I think this is a comment, you know, Dr. Mann,

2805

02:15:36.525 --> 02:15:38.445

I'd like to comment and then eventually I see if,

2806

02:15:38.825 --> 02:15:39.845

if a question comes out.

2807

02:15:40.625 --> 02:15:45.005

Um, but slide 16, which you reviewed, which has the, um,

2808

02:15:45.425 --> 02:15:47.965

the, the acquisition fluency.

2809

02:15:48.105 --> 02:15:51.765

Generalization, um, that was, that really spoke to me

2810

02:15:51.765 --> 02:15:54.085

because I've seen that in my own kids where they've gotten

2811

02:15:54.085 --> 02:15:55.525

through the accuracy and efficiency.

2812

02:15:55.905 --> 02:15:59.925

Um, but the novel application piece is the challenge.

2813

02:16:00.265 --> 02:16:04.565

Um, and so, um, do you envision, um,

2814

02:16:06.555 --> 02:16:07.935

do you envision that this,

2815

02:16:08.925 --> 02:16:11.295

this continuum you're talking about in terms of math,

2816

02:16:11.295 --> 02:16:13.815

education, math instruction and, and, and science.

2817

02:16:14.435 --> 02:16:18.935

But is this also where you see a lot of,

2818

02:16:19.815 --> 02:16:21.495

a lot of subject areas could be going?

2819

02:16:24.745 --> 02:16:27.785

I do. Um, as we continue to explore this, um,

2820

02:16:28.055 --> 02:16:31.285

it's something that I, I don't, we don't,

2821

02:16:31.385 --> 02:16:33.485

we won't throw out the baby with the bath water.

2822

02:16:33.485 --> 02:16:35.165

There are some practices we want to keep.

2823

02:16:35.325 --> 02:16:36.965

I do wanna make clear for our teachers

2824

02:16:36.965 --> 02:16:38.165

and our principals who may be

2825

02:16:38.365 --> 02:16:39.565

watching, we are exploring this.

2826

02:16:39.575 --> 02:16:42.405

We're not saying tomorrow you're gonna get an email that,

2827

02:16:42.745 --> 02:16:46.085

uh, we're asking you to wholeheartedly change anything.

2828

02:16:46.705 --> 02:16:49.805

Um, but we are, um, we really are exploring this

2829

02:16:49.805 --> 02:16:52.245

and reading the research and what makes sense for us to do.

2830

02:16:52.465 --> 02:16:54.525

And if we do, um,

2831

02:16:55.345 --> 02:16:57.005

and make any changes, it's also bringing

2832

02:16:57.005 --> 02:16:58.045

them along at the same time.

2833

02:16:58.105 --> 02:17:01.165

So we're not going to, uh, make a decision in isolation.

2834

02:17:01.585 --> 02:17:04.085

Um, but we do know that the research is out there,

2835

02:17:04.105 --> 02:17:06.685

and it's not brand new as Mr. Stewart said,

2836

02:17:06.745 --> 02:17:08.445

but we, um, think

2837

02:17:08.445 --> 02:17:10.565

that this can have an impact on our students.

2838

02:17:10.985 --> 02:17:13.805

And, uh, we, we owe it to them

2839

02:17:13.905 --> 02:17:16.645

and to the teachers to make sure that we provide them, um,

2840

02:17:16.745 --> 02:17:19.365

what's, what is proven to work

2841

02:17:19.665 --> 02:17:22.005

and how do we tie that together with some of the practices

2842

02:17:22.005 --> 02:17:23.325

that Arlington has already been using.

2843

02:17:24.575 --> 02:17:26.125

Thank you, Mr.

2844

02:17:28.625 --> 02:17:30.885

Um, question about content academies,

2845

02:17:31.655 --> 02:17:34.085

which is under the professional learning

2846

02:17:37.015 --> 02:17:39.445

slide or under the professional learning header

2847

02:17:39.445 --> 02:17:41.765

as a new effort?

2848

02:17:42.345 --> 02:17:46.285

Um, so I, I thought I heard you describe it.

2849

02:17:46.795 --> 02:17:48.725

This is not my fault. I'm like,

2850

02:17:48.725 --> 02:17:49.885

the microphone's going crazy.

2851

02:17:50.765 --> 02:17:52.205

I believe you. Thank you.

2852

02:17:52.905 --> 02:17:55.525

I'm also loud enough without it, can I turn it off? Okay.

2853

02:17:56.385 --> 02:17:58.085

Um, okay. Alright. All right. It's still on.

2854

02:17:58.385 --> 02:18:00.445

Um, so I thought, I heard you describe Mr.

2855

02:18:00.665 --> 02:18:03.325

Se that the content academy, the purpose of it is

2856

02:18:03.325 --> 02:18:05.685

to preview content that's coming up.

2857

02:18:06.105 --> 02:18:08.165

And I guess my question is, um,

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02:18:10.945 --> 02:18:15.025

I would have thought maybe it would be something more

2859

02:18:16.575 --> 02:18:19.585

akin to teaching teachers

2860

02:18:20.785 --> 02:18:23.425

specific strategies and using maybe aspects

2861

02:18:23.425 --> 02:18:25.025

of the instructional playbook or,

2862

02:18:25.085 --> 02:18:28.065

or something more explicit other than a, a preview.

2863

02:18:28.415 --> 02:18:29.705

Because I know that some

2864

02:18:29.705 --> 02:18:32.425

of the feedback we've gotten from our professional learning

2865

02:18:32.645 --> 02:18:36.185

on our professional learning is that teachers want sort

2866

02:18:36.185 --> 02:18:40.105

of more specific how to teach training

2867

02:18:40.725 --> 02:18:42.225

and to follow what Ms.

2868

02:18:42.415 --> 02:18:43.425

Cera was talking about.

2869

02:18:43.485 --> 02:18:45.825

You know, learning from experienced practitioners

2870

02:18:46.365 --> 02:18:48.745

in classroom type of experience, um,

2871

02:18:48.745 --> 02:18:50.305

from our own excellent teachers.

2872

02:18:50.805 --> 02:18:54.665

So is there anything else on Content Academy that you can

2873

02:18:54.965 --> 02:18:56.865

Yes, and perhaps I didn't give myself enough.

2874

02:18:56.865 --> 02:19:00.025

Credit preview means to make sure that we,

2875

02:19:01.935 --> 02:19:02.935

Okay.

2876

02:19:04.405 --> 02:19:07.625

Pre preview means the teaching of teachers, right?

2877

02:19:07.885 --> 02:19:12.305

So andragogy, the art of teaching adults versus pedagogy,

2878

02:19:12.305 --> 02:19:14.065

the art of teaching kids totally different.

2879

02:19:14.065 --> 02:19:17.345

So the Content Academy is designed around andragogy

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02:19:17.345 --> 02:19:20.585

to support the teaching of content

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02:19:21.015 --> 02:19:22.465

that will be forthcoming.

2882

02:19:23.325 --> 02:19:25.585

So when I said preview, that's what I meant.

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02:19:25.585 --> 02:19:28.685

But certainly as a part of this content academy,

2884

02:19:28.815 --> 02:19:30.685

which would be anywhere between 90

2885

02:19:30.705 --> 02:19:34.165

and 120 minutes, it would be the instructional strategies

2886

02:19:34.505 --> 02:19:37.045

around how to teach X topic.

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02:19:37.535 --> 02:19:39.965

Let's actually do the mathematics to make sure that

2888

02:19:40.765 --> 02:19:42.525

teachers are comfortable with the content.

2889

02:19:42.625 --> 02:19:46.125

So the content academies are one part content,

2890

02:19:46.905 --> 02:19:49.845

one part pedagogy taught from an andragogy lens.

2891

02:19:50.475 --> 02:19:52.685

Okay. I'm never gonna get on board with that last word,

2892

02:19:52.745 --> 02:19:53.805

but I think I understand.

2893

02:19:54.945 --> 02:19:56.605

Um, okay.

2894

02:19:56.605 --> 02:19:59.685

So then my follow up question is, what is our approach going

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02:19:59.685 --> 02:20:01.565

to be to evaluate

2896

02:20:02.395 --> 02:20:06.365

what the content academies get us in terms of value

2897

02:20:06.705 --> 02:20:10.245

of the effort, juice for the squeeze, whatever, compared to

2898

02:20:10.245 --> 02:20:12.565

what we think we get from our coaches

2899

02:20:13.985 --> 02:20:16.645

and how we might compare those things.

2900

02:20:16.845 --> 02:20:18.725

'cause as I understand it, coaches are also supposed

2901

02:20:18.725 --> 02:20:20.085

to help the teachers teach better.

2902

02:20:21.025 --> 02:20:23.325

That's True. Content academies may

2903

02:20:23.325 --> 02:20:26.565

or may not be low budget items.

2904

02:20:27.195 --> 02:20:30.085

Coaches are a higher budget item.

2905

02:20:30.625 --> 02:20:33.125

How are we going to compare the value that we get out

2906

02:20:33.125 --> 02:20:36.565

of these respective approaches to supporting our teachers?

2907

02:20:37.165 --> 02:20:39.605

I wanna make the delineation between the coaching,

2908

02:20:39.705 --> 02:20:41.245

the work of our math coaches

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02:20:41.905 --> 02:20:44.525

and the work of the content academies to be sure.

2910

02:20:44.665 --> 02:20:46.645

We probably have the hardest working

2911

02:20:47.635 --> 02:20:49.165

math coaches in the country.

2912

02:20:49.465 --> 02:20:51.765

And the only reason why I preface it was probably

2913

02:20:51.765 --> 02:20:52.925

because I haven't been around the world.

2914

02:20:53.345 --> 02:20:54.805

Our math coaches are incredible

2915

02:20:54.805 --> 02:20:56.845

with providing job embedded just in

2916

02:20:56.845 --> 02:20:57.965

time professional development.

2917

02:20:58.545 --> 02:21:01.645

And in many buildings, we have one math coach

2918

02:21:01.835 --> 02:21:03.245

that services K through five.

2919

02:21:03.585 --> 02:21:05.325

In some buildings, we are fortunate enough

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02:21:05.325 --> 02:21:06.325

to have two coaches.

2921

02:21:06.745 --> 02:21:10.005

And in those buildings, the need precipitated the,

2922

02:21:10.545 --> 02:21:11.885

the placement of two math coaches.

2923

02:21:12.865 --> 02:21:16.885

So the value that a math coach brings is to support all

2924

02:21:16.885 --> 02:21:20.325

of the teachers in the building with tier one instruction.

2925

02:21:20.505 --> 02:21:22.205

And that's only one person supporting

2926

02:21:22.245 --> 02:21:23.405

a building for of teachers.

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02:21:24.185 --> 02:21:27.925

The purpose of the content academies this year is to provide

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02:21:28.525 --> 02:21:32.725

specific content level matched with pedagogy.

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02:21:32.825 --> 02:21:34.645

I'm not saying the third words, that you're not getting on

2930

02:21:34.645 --> 02:21:37.805

board with that, to match those things together

2931

02:21:37.865 --> 02:21:41.245

to specifically address the three subjects

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02:21:41.245 --> 02:21:42.805

that we have found historically

2933

02:21:42.805 --> 02:21:45.725

to be problematic in mathematics education here

2934

02:21:45.725 --> 02:21:46.765

in Arlington Public Schools.

2935

02:21:47.105 --> 02:21:50.965

So the value of the Content Academy is to give those fourth,

2936

02:21:50.965 --> 02:21:55.405

seventh, and jump to teachers a deeper dive into the content

2937

02:21:55.825 --> 02:21:57.165

and to the pedagogy

2938

02:21:57.875 --> 02:22:01.325

that perhaps a coach is having at the building,

2939

02:22:01.625 --> 02:22:05.245

but not at, at the level of specificity

2940

02:22:05.245 --> 02:22:08.925

because this person is also supporting five other grades.

2941

02:22:14.325 --> 02:22:17.245

I have one more. Um,

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02:22:18.065 --> 02:22:19.605

I'm just gonna keep rolling 'cause Mr.

2943

02:22:19.605 --> 02:22:21.325

Seward told me that homework is essential.

2944

02:22:21.345 --> 02:22:23.405

So now I wanna know what you think about block scheduling.

2945

02:22:23.475 --> 02:22:24.475

Okay.

2946

02:22:27.245 --> 02:22:30.725

I think about, uh, when I was a high school student,

2947

02:22:31.485 --> 02:22:34.045

I majored in, um, math, but I minored in physics

2948

02:22:34.225 --> 02:22:35.445

and in secondary education.

2949

02:22:36.025 --> 02:22:38.405

One of the benefits of a block schedule is

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02:22:38.405 --> 02:22:39.565

that if you're in a science class,

2951

02:22:39.585 --> 02:22:43.325

you can actually finish the experiment in a 47 minute

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02:22:43.325 --> 02:22:45.925

period, having been a middle school math coach

2953

02:22:45.925 --> 02:22:47.805

and a middle school assistant principal here in Arlington

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02:22:47.805 --> 02:22:50.525

Public Schools, by the time the period starts,

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02:22:51.515 --> 02:22:52.565

it's almost over.

2956

02:22:53.065 --> 02:22:57.605

And to set up a lab, you're, you've set up the lab

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02:22:57.605 --> 02:23:01.245

and you have to keep the lab available for a second day,

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02:23:01.945 --> 02:23:04.605

but four other classes are coming behind that lab.

2959

02:23:05.505 --> 02:23:08.605

So the benefit of block scheduling is you can get a lot done

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02:23:08.785 --> 02:23:09.845

in that period of time.

2961

02:23:10.825 --> 02:23:13.445

Uh, in Arlington Public Schools, we're not new to sharing

2962

02:23:13.445 --> 02:23:15.445

with our teachers in the area of mathematics,

2963

02:23:15.515 --> 02:23:18.005

different structures of how you can, uh,

2964

02:23:19.325 --> 02:23:22.085

organize a 90 minute period to make sure

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02:23:22.085 --> 02:23:24.725

that intervention is built into the period

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02:23:25.465 --> 02:23:28.085

and not necessarily an extra period

2967

02:23:28.455 --> 02:23:30.725

where core instruction can be delivered.

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02:23:30.735 --> 02:23:33.325

Where students have an opportunity to have guided practice

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02:23:33.325 --> 02:23:35.445

and the presence of a certified teacher, uh,

2970

02:23:35.545 --> 02:23:40.205

and extensions, as well as support on both ends

2971

02:23:40.305 --> 02:23:43.325

of the continuum can happen inside of a 84,

2972

02:23:43.325 --> 02:23:44.925

technically an 84 minute period.

2973

02:23:45.145 --> 02:23:47.885

So from my personal experience as a student,

2974

02:23:48.155 --> 02:23:50.725

from my experience as a teacher, from my experiences

2975

02:23:50.825 --> 02:23:52.965

as an administrator, I'm a fan of block scheduling.

2976

02:24:01.815 --> 02:24:04.595

Um, Dr. Lee and Mr.

2977

02:24:04.775 --> 02:24:09.395

Seward, you were the dynamic duo tonight.

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02:24:09.395 --> 02:24:11.955

And I think the only thing that could have enhanced this is

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02:24:11.955 --> 02:24:13.515

if we had had two of Mr.

2980

02:24:13.575 --> 02:24:15.515

Seward up there, which I understand might

2981

02:24:15.515 --> 02:24:16.555

be possible sometime.

2982

02:24:17.415 --> 02:24:19.275

So we're, we're gonna, we're gonna explore

2983

02:24:19.275 --> 02:24:20.515

that, you know, next time.

2984

02:24:21.025 --> 02:24:24.595

Next time. Um, anything else? Colleagues? Anything else? Dr.

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02:24:24.605 --> 02:24:27.475

Deron that you wanna add? Dr. Mann, do you wanna add?

2986

02:24:27.925 --> 02:24:30.195

Thank you so much. This was incredibly helpful.

2987

02:24:30.375 --> 02:24:32.315

Um, it was a really great presentation,

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02:24:32.655 --> 02:24:33.875

really great conversation.

2989

02:24:34.095 --> 02:24:36.315

We appreciate you very much. Thank

2990

02:24:36.315 --> 02:24:37.315

You so much. Thank you.

2991

02:24:37.315 --> 02:24:37.685

2992

02:24:47.225 --> 02:24:51.155

Okay. Uh, we are now at action items,

2993

02:24:51.455 --> 02:24:52.835

and tonight we have one item,

2994

02:24:52.855 --> 02:24:54.915

the school board legislative package.

2995

02:24:55.455 --> 02:24:57.715

Uh, Dr. Durran, will you please introduce the staff

2996

02:24:57.715 --> 02:24:58.835

who will present this item?

2997

02:24:59.175 --> 02:25:00.795

Yes. This item was presented at the

2998

02:25:00.795 --> 02:25:01.995

October 9th board meeting.

2999

02:25:01.995 --> 02:25:03.035

There are no new changes

3000

02:25:03.175 --> 02:25:05.115

to be presented tonight, however, Mr.

3001

02:25:05.175 --> 02:25:06.755

Markou is available for our questions.

3002

02:25:09.465 --> 02:25:11.315

Okay. Thank you Mr. Marco for being here.

3003

02:25:11.895 --> 02:25:14.115

Um, board members, do, uh,

3004

02:25:14.855 --> 02:25:16.835

do you have any clarifying questions about

3005

02:25:16.895 --> 02:25:17.955

the legislative package?

3006

02:25:20.535 --> 02:25:23.365

No. Okay. I believe we are ready for a motion.

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02:25:24.885 --> 02:25:26.445

I have a motion. I move

3008

02:25:26.445 --> 02:25:29.205

that the school board adopt the 2026 school board

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02:25:29.395 --> 02:25:30.565

legislative package.

3010

02:25:32.505 --> 02:25:37.125

Is there a second? Second, uh,

3011

02:25:37.745 --> 02:25:39.325

Ms. Turner, would you like to speak to your motion?

3012

02:25:41.385 --> 02:25:45.885

No. No. Do I have to? No. Okay, great.

3013

02:25:45.945 --> 02:25:50.405

Uh, anybody wanna make comments on the motion? No.

3014

02:25:50.835 --> 02:25:55.685

Okay. I believe we are ready for a vote. All in favor?

3015

02:25:55.825 --> 02:25:56.825

Please say yes.

3016

02:25:57.825 --> 02:26:00.685

Yes, yes, yes. Any opposed? Please say no.

3017

02:26:01.445 --> 02:26:03.425

Motion passes. Five to zero. Thank you, Mr.

3018

02:26:03.425 --> 02:26:04.745

Marco, for preparing

3019

02:26:04.765 --> 02:26:07.145

and presenting the 2026 legislative package.

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02:26:07.695 --> 02:26:10.625

Your efforts help us advocate effectively at the state

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02:26:10.625 --> 02:26:13.185

level, strengthen our partnership with legislators

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02:26:13.185 --> 02:26:14.265

to support public education.

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02:26:14.265 --> 02:26:15.545

We know you'll be tracking all

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02:26:15.545 --> 02:26:17.705

of the legislative developments over the next couple

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02:26:17.725 --> 02:26:20.745

of months, and we thank you in advance for that work.

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02:26:22.935 --> 02:26:24.625

Okay. We are now at information items,

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02:26:24.685 --> 02:26:26.385

and tonight we have three information items.

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02:26:26.585 --> 02:26:28.545

I notice that Mr. Marco has not left the podium.

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02:26:28.845 --> 02:26:31.105

The first information item is revisions

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02:26:31.105 --> 02:26:34.465

to school board policy, K dash seven, financial management,

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02:26:34.465 --> 02:26:35.545

use of school facilities,

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02:26:35.545 --> 02:26:38.105

and M dash six Financial management,

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02:26:38.105 --> 02:26:40.345

jointly funded projects, programs,

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02:26:40.845 --> 02:26:44.385

and retirement of school board policy M five financial

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02:26:44.385 --> 02:26:46.985

management services provided to county offices.

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02:26:48.005 --> 02:26:49.005

Uh, Mr. Marco,

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02:26:49.995 --> 02:26:50.995

Thank you. Of course, the fall

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02:26:50.995 --> 02:26:52.065

is the time when you see me the most.

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02:26:52.525 --> 02:26:56.225

Um, so just a bit of background on these policies.

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02:26:56.485 --> 02:26:58.825

Um, we have, as you know,

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02:26:58.825 --> 02:27:00.505

an extensive policy revision process.

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02:27:00.605 --> 02:27:02.185

We go through multiple stages committees.

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02:27:02.185 --> 02:27:03.265

There's public comment, period.

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02:27:03.925 --> 02:27:07.105

And sometimes, um, we see this in a number of cases.

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02:27:07.175 --> 02:27:10.585

When it gets partway through the process, we find

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02:27:10.585 --> 02:27:11.785

that there's a question we need to take

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02:27:11.785 --> 02:27:12.905

some time to step back and answer.

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02:27:13.375 --> 02:27:15.425

Sometimes that question takes a long

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02:27:15.425 --> 02:27:16.505

time to come back and resolve.

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02:27:17.085 --> 02:27:19.425

Um, but I want everyone to know

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02:27:19.425 --> 02:27:22.625

that we do eventually come back and resolve those questions,

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02:27:22.625 --> 02:27:24.785

and those policies do eventually get moving again.

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02:27:24.785 --> 02:27:25.945

And that's why we are here tonight.

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02:27:26.525 --> 02:27:28.105

So I'll start with policy K seven.

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02:27:28.105 --> 02:27:29.505

You can see this is from 2023.

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02:27:29.965 --> 02:27:34.665

Um, this one, there was a particular question regarding, uh,

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02:27:34.805 --> 02:27:37.705

an MOU that was being talked about with the county.

3058

02:27:37.765 --> 02:27:39.025

We wanted to make sure we aligned with that,

3059

02:27:39.025 --> 02:27:40.025

that ended up not happening,

3060

02:27:40.025 --> 02:27:42.305

and so we were able to, to move forward.

3061

02:27:43.005 --> 02:27:45.665

Um, and so there's a number of changes here.

3062

02:27:45.885 --> 02:27:50.025

So just to explain this, policy covers

3063

02:27:50.805 --> 02:27:54.625

how other groups that are able to use our schools

3064

02:27:54.645 --> 02:27:57.905

and facilities outside of school, hours, nights, weekends,

3065

02:27:58.785 --> 02:28:00.225

occasionally, holidays, although not often.

3066

02:28:00.965 --> 02:28:03.545

And so we had a number of changes to make to try to bring,

3067

02:28:03.645 --> 02:28:05.145

try to make this work better.

3068

02:28:05.325 --> 02:28:07.945

Uh, first, uh, I'll note there's another policy

3069

02:28:07.945 --> 02:28:09.025

that we'll get to in a minute.

3070

02:28:09.525 --> 02:28:13.505

Uh, M five, uh, we felt that the language in

3071

02:28:13.505 --> 02:28:15.825

that policy actually works better here, doesn't need

3072

02:28:15.825 --> 02:28:17.105

to stand alone as its own policy.

3073

02:28:17.365 --> 02:28:22.245

So keep it with, um, the topic that it kind of fits within.

3074

02:28:22.305 --> 02:28:24.885

So we moved that into the, the second paragraph.

3075

02:28:25.705 --> 02:28:29.285

Um, there was some language in the PIP for this

3076

02:28:30.315 --> 02:28:32.805

that stated that leases and license

3077

02:28:33.145 --> 02:28:35.285

and MOAs take precedence over this policy.

3078

02:28:35.315 --> 02:28:37.365

This, this creates sort of a procedural problem.

3079

02:28:38.145 --> 02:28:41.125

Uh, policy supersede pips.

3080

02:28:41.125 --> 02:28:42.845

You can't have a PIP that says

3081

02:28:42.845 --> 02:28:45.045

that something can override a policy.

3082

02:28:45.665 --> 02:28:47.365

So that language really has to be the policy.

3083

02:28:47.545 --> 02:28:49.045

So that's just a procedural shift.

3084

02:28:49.625 --> 02:28:53.885

Uh, the policy includes a, uh, priority list for use

3085

02:28:54.025 --> 02:28:56.325

of schools outside of school hours, starting

3086

02:28:56.325 --> 02:28:58.165

with instructional use on down.

3087

02:28:58.465 --> 02:29:00.565

Uh, we wanna make sure that extended day was on

3088

02:29:00.565 --> 02:29:03.325

that priority list so that they have the space they need,

3089

02:29:03.325 --> 02:29:06.925

they're not displaced by, uh, other events that may come up.

3090

02:29:07.705 --> 02:29:10.525

And, um, we wanted to, uh,

3091

02:29:10.555 --> 02:29:11.805

just one shift from that priority list.

3092

02:29:11.805 --> 02:29:13.805

We moved the county government ahead of nonprofit partners.

3093

02:29:14.745 --> 02:29:17.525

And, uh, that brings us to our categories.

3094

02:29:17.525 --> 02:29:19.965

There's category 1, 2, 3, and four.

3095

02:29:20.345 --> 02:29:22.605

And the different categories pay different amounts.

3096

02:29:22.925 --> 02:29:27.085

Category one, they're not charged a fee other than sometimes

3097

02:29:27.105 --> 02:29:28.485

for custodial fees.

3098

02:29:29.115 --> 02:29:30.245

They don't have to pay to use

3099

02:29:30.245 --> 02:29:31.325

our physical facility, otherwise.

3100

02:29:31.965 --> 02:29:33.405

Category four pay is the full cost.

3101

02:29:33.805 --> 02:29:36.725

Category two and three, they pay intermediate costs.

3102

02:29:36.745 --> 02:29:40.805

And so different groups, uh, fit into different categories.

3103

02:29:40.825 --> 02:29:42.005

You can see those listed in policy.

3104

02:29:42.005 --> 02:29:44.125

And we made a number of changes to those categories.

3105

02:29:44.705 --> 02:29:47.205

So just to, to reference that a little bit.

3106

02:29:47.565 --> 02:29:50.685

Category one, we've added, uh, a PS bargaining units.

3107

02:29:51.385 --> 02:29:54.405

Um, those had pre, previously would've been in category two.

3108

02:29:54.405 --> 02:29:55.845

Those belong in category one.

3109

02:29:55.945 --> 02:29:58.045

Uh, so that's a EA and a SA right now.

3110

02:29:58.515 --> 02:30:00.045

Also a PS volunteer groups,

3111

02:30:00.185 --> 02:30:02.685

and then the Boy Scouts, the Girl Scouts,

3112

02:30:02.705 --> 02:30:06.245

and then, um, uh, patriotic societies.

3113

02:30:06.585 --> 02:30:10.365

Uh, there's actually, oddly enough, a federal law

3114

02:30:10.435 --> 02:30:11.885

that requires that.

3115

02:30:12.545 --> 02:30:14.765

Uh, so that's why the, the term you see there

3116

02:30:14.765 --> 02:30:15.805

regarding patriotic studies

3117

02:30:15.805 --> 02:30:17.125

is actually, actually in the US code.

3118

02:30:17.125 --> 02:30:18.925

And if you go there, there's actually a whole list

3119

02:30:19.345 --> 02:30:21.245

of organizations that are cited in the US

3120

02:30:21.245 --> 02:30:22.365

code as fitting within that.

3121

02:30:22.785 --> 02:30:23.925

We follow that law, of course.

3122

02:30:24.185 --> 02:30:27.405

And, uh, all those groups get to, uh, use category one.

3123

02:30:27.815 --> 02:30:30.925

We've added, uh, political campaigns, elected officials

3124

02:30:31.065 --> 02:30:33.325

to category two, religious and cultural organizations.

3125

02:30:33.545 --> 02:30:36.095

So, um, you know,

3126

02:30:36.095 --> 02:30:38.135

legislators have town halls, that sort of thing.

3127

02:30:38.715 --> 02:30:40.735

Uh, commonly done the,

3128

02:30:41.475 --> 02:30:44.455

we included Arlington nonprofit groups in category two.

3129

02:30:44.915 --> 02:30:47.655

Uh, the change we're making here regards

3130

02:30:47.655 --> 02:30:49.095

to the definition of that itself.

3131

02:30:50.325 --> 02:30:53.175

There's no gr there's no perfect way to draw that line, that

3132

02:30:53.175 --> 02:30:56.295

what we have in there makes sense conceptually.

3133

02:30:56.415 --> 02:30:58.255

I think the problem, one of the things, one

3134

02:30:58.255 --> 02:31:00.455

of the great things about this policy process is you have a

3135

02:31:00.455 --> 02:31:03.495

chance to go through and see what sounded good in theory,

3136

02:31:03.635 --> 02:31:05.655

but doesn't really work in practice.

3137

02:31:05.655 --> 02:31:09.055

And this is one of those, the definition we have, uh, says

3138

02:31:09.055 --> 02:31:12.015

that more than 50% of the members of the nonprofit,

3139

02:31:12.555 --> 02:31:14.215

or more than 50% of the people served

3140

02:31:14.215 --> 02:31:15.975

by the nonprofit are residents of Arlington,

3141

02:31:16.425 --> 02:31:21.205

which sounds great to actually have anyone at a PS go

3142

02:31:21.205 --> 02:31:24.525

through the membership list of every nonprofit who seeks

3143

02:31:24.525 --> 02:31:26.005

to rent a room at our school

3144

02:31:26.465 --> 02:31:28.525

and do a residence check on all of those members

3145

02:31:28.545 --> 02:31:30.245

and figure out the exact proportion

3146

02:31:30.245 --> 02:31:31.285

who live in Arlington or not.

3147

02:31:32.585 --> 02:31:35.635

It's not practical. So the imperfect definition

3148

02:31:35.635 --> 02:31:38.235

that we've come up with is if the group is headquartered in

3149

02:31:38.235 --> 02:31:39.835

Arlington, we believe that covers everyone.

3150

02:31:39.835 --> 02:31:41.875

We want to cover, also covers some

3151

02:31:41.875 --> 02:31:44.075

that we would probably not otherwise cover,

3152

02:31:44.175 --> 02:31:46.795

but we don't believe there's going to be a major issue with

3153

02:31:47.795 --> 02:31:49.635

national nonprofits headquartered in Arlington.

3154

02:31:49.635 --> 02:31:51.395

Trying to use our schools hasn't really come up,

3155

02:31:51.415 --> 02:31:53.155

but if it ever does, we'll have

3156

02:31:53.155 --> 02:31:54.635

to have another conversation about it.

3157

02:31:54.655 --> 02:31:55.795

But we think we're gonna be okay.

3158

02:31:55.795 --> 02:31:57.995

And that makes it very easy to tell who's

3159

02:31:58.055 --> 02:31:59.075

who is and who isn't.

3160

02:31:59.815 --> 02:32:03.835

Um, we've also added, uh, filming

3161

02:32:04.175 --> 02:32:06.515

to category four, commercial filming, things of that nature.

3162

02:32:06.615 --> 02:32:07.875

One change we've made recently.

3163

02:32:07.875 --> 02:32:09.355

This is something that's come up.

3164

02:32:09.355 --> 02:32:11.195

So I wanna mention that this, this is act actually

3165

02:32:11.195 --> 02:32:12.795

after the, we did the public comment period,

3166

02:32:13.415 --> 02:32:15.515

but groups that charge for admission

3167

02:32:15.575 --> 02:32:19.435

or registration, um, there are a number of groups out there

3168

02:32:19.695 --> 02:32:23.675

who have been using our schools for,

3169

02:32:24.415 --> 02:32:25.675

uh, camps, things of that nature.

3170

02:32:25.675 --> 02:32:27.115

They charge for that. They've been, that

3171

02:32:27.375 --> 02:32:29.555

for varying reasons, have been able to get, uh,

3172

02:32:29.585 --> 02:32:33.475

through category one that they, if, if they're

3173

02:32:34.595 --> 02:32:37.035

charging money, they're making money off people using our

3174

02:32:37.035 --> 02:32:38.915

facilities, they should be paying us to use it.

3175

02:32:39.575 --> 02:32:41.315

So we've moved, we're, we're making sure that

3176

02:32:41.315 --> 02:32:42.515

that is in category four.

3177

02:32:43.325 --> 02:32:47.995

There is a fee structure chart in here, uh,

3178

02:32:48.145 --> 02:32:49.475

that isn't really necessary.

3179

02:32:50.095 --> 02:32:52.235

Uh, the fees are in the budget.

3180

02:32:52.415 --> 02:32:54.515

The annual budget that's passed every year includes the

3181

02:32:54.515 --> 02:32:55.555

fees for each category.

3182

02:32:55.625 --> 02:32:58.555

It's covered there. Uh, so we simply crosswalk it

3183

02:32:58.655 --> 02:32:59.915

to the budget.

3184

02:33:00.135 --> 02:33:01.555

And then there was a requirement in here

3185

02:33:01.555 --> 02:33:03.315

that DPR pay for pool facilities.

3186

02:33:03.315 --> 02:33:04.435

We don't require them to do that.

3187

02:33:04.495 --> 02:33:05.795

And then some other minor changes,

3188

02:33:06.975 --> 02:33:08.315

PIP one, this is still pending.

3189

02:33:08.655 --> 02:33:10.715

Uh, but we've done a lot of work on this once.

3190

02:33:10.715 --> 02:33:12.755

There's a lot here. A lot of it's technical changes.

3191

02:33:12.915 --> 02:33:15.435

A lot of it's just bringing things up to date.

3192

02:33:16.095 --> 02:33:20.955

Um, the responsibilities for, uh, for managing this, uh,

3193

02:33:21.015 --> 02:33:24.075

it actually, it's, it's with the same staff member.

3194

02:33:24.255 --> 02:33:28.035

She was with the finance office when this was last taken up.

3195

02:33:28.735 --> 02:33:30.795

Uh, when she left the finance office,

3196

02:33:30.855 --> 02:33:32.995

she was doing such a great job that we kept it with her.

3197

02:33:33.255 --> 02:33:34.555

And she now works for the Chief

3198

02:33:34.555 --> 02:33:36.235

of school support, uh, Ms. Graves.

3199

02:33:36.235 --> 02:33:37.795

And so we simply move it there,

3200

02:33:37.895 --> 02:33:39.915

but the management of that has not changed.

3201

02:33:40.535 --> 02:33:45.315

Uh, and then there was some language in here, as I mentioned

3202

02:33:45.315 --> 02:33:47.875

that, uh, uh, some things

3203

02:33:48.075 --> 02:33:49.395

that held us up a couple years ago.

3204

02:33:49.395 --> 02:33:51.035

But there's some language regarding MOUs,

3205

02:33:51.035 --> 02:33:52.075

leases and licenses.

3206

02:33:52.495 --> 02:33:54.875

And so we put the language regarding leases

3207

02:33:54.875 --> 02:33:56.435

and licenses into policy M six,

3208

02:33:56.805 --> 02:33:58.315

which will be coming up in a few minutes.

3209

02:33:59.015 --> 02:34:02.075

And then the, as I mentioned, uh, regarding the,

3210

02:34:02.075 --> 02:34:04.675

the superseding policies that goes into the policy here.

3211

02:34:04.775 --> 02:34:07.595

We had some language relating to pools that's covered.

3212

02:34:07.695 --> 02:34:10.595

We actually have a policy on pools, so

3213

02:34:11.055 --> 02:34:12.075

that's already covered there.

3214

02:34:12.095 --> 02:34:13.915

We don't need it here. And then just a lot of out

3215

02:34:13.915 --> 02:34:16.875

of date references, uh, things that are duplicative.

3216

02:34:17.665 --> 02:34:20.805

And then this, again, this relates to,

3217

02:34:21.105 --> 02:34:22.725

uh, what I just brought up.

3218

02:34:23.065 --> 02:34:26.445

Uh, we wanna make sure that, uh, the language

3219

02:34:26.445 --> 02:34:29.125

regarding third party vendors who could track with PTA,

3220

02:34:29.125 --> 02:34:31.805

that's really aimed at if, if A PTA is having a festival

3221

02:34:31.865 --> 02:34:32.965

or an event of some kind,

3222

02:34:32.985 --> 02:34:34.805

and maybe there is a table

3223

02:34:34.875 --> 02:34:36.325

that has a third party vendor there,

3224

02:34:36.825 --> 02:34:37.965

that's what that's meant to be.

3225

02:34:37.995 --> 02:34:41.005

It's not meant to be. Some group, uh,

3226

02:34:41.215 --> 02:34:43.005

knows somebody on a PTA board somewhere

3227

02:34:43.005 --> 02:34:44.885

and says they're a PTA affiliated vendor.

3228

02:34:45.265 --> 02:34:46.485

So we want to clarify that

3229

02:34:46.485 --> 02:34:47.605

and make sure that we're

3230

02:34:47.845 --> 02:34:48.925

covering what we need to cover with it.

3231

02:34:49.425 --> 02:34:51.285

One thing, uh, I do want to note,

3232

02:34:51.305 --> 02:34:52.405

and I had a conversation

3233

02:34:52.405 --> 02:34:55.565

with the leadership at C-C-P-T-A earlier this week, um,

3234

02:34:55.745 --> 02:34:58.445

and that regards, the, the definition of

3235

02:34:58.445 --> 02:35:00.245

what is a PTA sponsored event

3236

02:35:00.245 --> 02:35:02.045

and what is an AP PS sponsored event.

3237

02:35:02.505 --> 02:35:05.005

Uh, we don't have a lot of language in here on

3238

02:35:05.005 --> 02:35:06.525

that distinction, but there are a lot

3239

02:35:06.525 --> 02:35:07.885

of events where really it is.

3240

02:35:08.185 --> 02:35:10.245

You have some, you have some PTA support

3241

02:35:10.475 --> 02:35:12.405

with some help from PTA leaders

3242

02:35:12.465 --> 02:35:14.405

and then also school staff involved.

3243

02:35:14.505 --> 02:35:16.125

So it seems that, uh,

3244

02:35:16.385 --> 02:35:18.485

it sounds like we could use some more clarity on

3245

02:35:19.055 --> 02:35:20.565

which fall in which category.

3246

02:35:20.785 --> 02:35:23.565

So we're gonna take some time and we're gonna figure out

3247

02:35:23.565 --> 02:35:24.725

that definition a little better.

3248

02:35:24.725 --> 02:35:27.205

And we're gonna add that language into this pip uh, soon.

3249

02:35:28.955 --> 02:35:30.495

PIP two, this one was straightforward

3250

02:35:30.495 --> 02:35:32.375

and we got rid of it over a year and a half ago.

3251

02:35:32.795 --> 02:35:37.415

Um, basically if, if, if you look it, it's, uh,

3252

02:35:38.095 --> 02:35:40.815

a whole, it, it details all the fees and charges.

3253

02:35:42.225 --> 02:35:43.615

Those are not the fees and charges.

3254

02:35:44.355 --> 02:35:46.295

Uh, they weren't in April of 2024, either.

3255

02:35:46.595 --> 02:35:49.255

Uh, these are from the 20 18 20 19 school year.

3256

02:35:49.715 --> 02:35:50.895

And then it was not updated.

3257

02:35:51.635 --> 02:35:54.575

Now as a great argument for why this should not be in pip,

3258

02:35:54.625 --> 02:35:56.615

these fees are in the budget every year.

3259

02:35:57.155 --> 02:35:59.015

You all approve them every year as part of the budget.

3260

02:35:59.315 --> 02:36:01.695

And so we'll keep it there.

3261

02:36:02.075 --> 02:36:04.255

And we do not need a PIP that duplicates budget language,

3262

02:36:04.255 --> 02:36:05.495

and that fails to keep up with it.

3263

02:36:06.395 --> 02:36:09.655

Public comment. Uh, we did have a staff member ask

3264

02:36:09.655 --> 02:36:11.975

for an exception for students who use private therapists

3265

02:36:11.975 --> 02:36:15.615

and tutors, uh, when they're, those are private businesses.

3266

02:36:15.835 --> 02:36:19.695

Uh, and so that would fall under category four if they

3267

02:36:19.765 --> 02:36:20.895

wish to use our facilities.

3268

02:36:20.895 --> 02:36:22.015

And we have room for them

3269

02:36:22.015 --> 02:36:23.215

if we're able to make that all work.

3270

02:36:23.595 --> 02:36:26.095

Uh, they have to pay the full fee.

3271

02:36:26.095 --> 02:36:27.935

They're charging people to use them. They're private.

3272

02:36:28.435 --> 02:36:30.295

That's category four. They have to pay the fee.

3273

02:36:30.295 --> 02:36:32.175

We're not gonna have everyone's private tutor

3274

02:36:32.195 --> 02:36:34.295

and therapist coming into to school for free.

3275

02:36:34.795 --> 02:36:36.335

Um, one parent asked

3276

02:36:36.335 --> 02:36:38.095

that the a EA be included in the preference list.

3277

02:36:38.095 --> 02:36:40.055

We did make that change and put them into category

3278

02:36:40.115 --> 02:36:41.815

one for bargaining units.

3279

02:36:42.075 --> 02:36:44.975

Uh, one staff re requested, uh, some clarity on

3280

02:36:45.115 --> 02:36:47.015

how religious organizations are treated.

3281

02:36:47.355 --> 02:36:49.655

So this gets to the question of, if you look,

3282

02:36:49.655 --> 02:36:50.775

if this is really in the pip,

3283

02:36:51.235 --> 02:36:53.775

but it details the different times in which facilities are

3284

02:36:53.775 --> 02:36:54.855

available at different days.

3285

02:36:55.395 --> 02:36:57.255

And I guess there were some issues regarding

3286

02:36:57.255 --> 02:36:58.335

that being evenly applied

3287

02:36:58.335 --> 02:36:59.735

to the language that's in the PIP now.

3288

02:37:00.195 --> 02:37:02.575

Uh, his uniform across the board,

3289

02:37:02.595 --> 02:37:04.615

and there is a 10:00 PM deadline

3290

02:37:04.875 --> 02:37:06.735

for everyone for using our school.

3291

02:37:07.595 --> 02:37:10.415

Uh, and then we had a member of the community had a number

3292

02:37:10.415 --> 02:37:12.655

of suggestions, mostly tactical changes to the language.

3293

02:37:12.655 --> 02:37:13.695

We took some and not others,

3294

02:37:14.115 --> 02:37:16.965

and recommendation that we crosswalk the pool language

3295

02:37:17.025 --> 02:37:18.485

to M 15, which we did.

3296

02:37:18.905 --> 02:37:20.925

And then this gets back an earlier draft

3297

02:37:20.925 --> 02:37:24.005

of this actually included a new prohibition

3298

02:37:24.065 --> 02:37:25.445

on bingos in schools.

3299

02:37:25.465 --> 02:37:27.525

The C-C-C-P-K wrote an opposition to that.

3300

02:37:28.185 --> 02:37:30.365

We discussed it and decided

3301

02:37:30.365 --> 02:37:32.245

that we really did not need that prohibition.

3302

02:37:32.345 --> 02:37:34.765

It came out. So that was not part of the policy.

3303

02:37:35.165 --> 02:37:36.725

Everyone's big on nights continuing peace.

3304

02:37:37.585 --> 02:37:41.405

Um, something, you know, public comments. Good.

3305

02:37:43.705 --> 02:37:47.525

And that is, uh, this is, this is all we have on this one.

3306

02:37:47.585 --> 02:37:48.845

Um, I'm happy to take any questions,

3307

02:37:52.165 --> 02:37:55.565

Questions, colleagues, any questions on this one?

3308

02:37:55.985 --> 02:37:59.205

No questions? No questions. No questions. Okay.

3309

02:37:59.985 --> 02:38:01.005

No questions. Okay.

3310

02:38:02.215 --> 02:38:06.725

We'll keep going. Um, there we are. M five.

3311

02:38:07.025 --> 02:38:09.525

Now, one thing that occurs with policies is we'll get

3312

02:38:09.525 --> 02:38:10.845

through much of the process

3313

02:38:11.065 --> 02:38:13.725

and then it will occur to somebody that

3314

02:38:14.505 --> 02:38:16.445

on the policy subcommittee frequently, that

3315

02:38:17.075 --> 02:38:18.765

this really implicates another policy.

3316

02:38:19.025 --> 02:38:21.165

And we need to see what happens there

3317

02:38:21.785 --> 02:38:23.085

before we figure this one out.

3318

02:38:23.265 --> 02:38:24.285

In the case of M five,

3319

02:38:24.595 --> 02:38:26.885

this you can see is from three years ago, uh,

3320

02:38:26.885 --> 02:38:28.205

shortly after I started here.

3321

02:38:28.265 --> 02:38:31.005

We got it, I think, I believe it was February, 2023.

3322

02:38:31.005 --> 02:38:32.005

This was scheduled to be part

3323

02:38:32.005 --> 02:38:33.525

of our March, 2023 board meeting.

3324

02:38:33.545 --> 02:38:35.245

And then the policy subcommittee at the time,

3325

02:38:35.535 --> 02:38:38.125

don't believe either member is still on the board now, uh,

3326

02:38:38.225 --> 02:38:40.485

um, or no, you were, you were here by then.

3327

02:38:40.485 --> 02:38:42.525

You were here. I'm apologies to Ms.

3328

02:38:43.145 --> 02:38:45.325

Who was, who had just joined the subcommittee at that point.

3329

02:38:45.825 --> 02:38:48.645

Uh, but it was suggested that this policy

3330

02:38:48.665 --> 02:38:50.965

of emerge into K seven, which was at

3331

02:38:50.965 --> 02:38:53.365

that time on the schedule, but not yet up.

3332

02:38:53.705 --> 02:38:55.925

Little did we know that later on K seven

3333

02:38:55.925 --> 02:38:57.005

would itself be put on hold.

3334

02:38:57.105 --> 02:39:01.645

But we are back here today to retire Policy M five,

3335

02:39:01.975 --> 02:39:04.645

which is now going to be contained within K seven.

3336

02:39:04.665 --> 02:39:06.765

If you see, it was just a couple of sentences

3337

02:39:06.825 --> 02:39:08.765

and really didn't need to be a standalone policy.

3338

02:39:09.485 --> 02:39:10.965

I know some don't like that.

3339

02:39:10.965 --> 02:39:13.165

We have extra policies with, uh,

3340

02:39:13.605 --> 02:39:14.645

a couple of sentences in 'em.

3341

02:39:14.665 --> 02:39:19.125

So we are here to help, uh, the,

3342

02:39:19.225 --> 02:39:21.205

the pip, uh, similar deal.

3343

02:39:21.385 --> 02:39:22.525

Uh, just a couple of sentences.

3344

02:39:22.545 --> 02:39:24.165

We incorporate that into case seven.

3345

02:39:24.385 --> 02:39:26.685

Uh, that should be signed shortly.

3346

02:39:27.545 --> 02:39:29.285

Uh, and we didn't get any public comment on

3347

02:39:29.285 --> 02:39:30.445

this one, so any questions?

3348

02:39:31.165 --> 02:39:32.685

I think we're good on that one. Alright,

3349

02:39:34.405 --> 02:39:35.405

M six. This is another

3350

02:39:35.405 --> 02:39:36.965

one from 23.

3351

02:39:37.305 --> 02:39:40.765

Uh, similarly we, this got tied into the K seven issue too.

3352

02:39:40.785 --> 02:39:42.165

So we got held up for K seven,

3353

02:39:42.345 --> 02:39:44.565

but we can bring it back here as a short policy.

3354

02:39:44.745 --> 02:39:46.765

Uh, one thing we wanna do is renumber it to D 33.

3355

02:39:46.835 --> 02:39:48.005

It's really a finance policy.

3356

02:39:48.245 --> 02:39:50.165

D is to cover the finance policies.

3357

02:39:50.165 --> 02:39:51.805

And so we wanted to put it in that category.

3358

02:39:52.305 --> 02:39:54.765

Uh, we changed memorandum understanding to memorandum

3359

02:39:54.765 --> 02:39:58.285

of agreement, uh, and then we included, uh, leases

3360

02:39:58.425 --> 02:40:00.125

and licenses as part of that.

3361

02:40:00.125 --> 02:40:03.165

That came out of PIP case seven K seven PIP

3362

02:40:03.265 --> 02:40:05.055

one, the PIP here.

3363

02:40:05.055 --> 02:40:06.095

This is still in development.

3364

02:40:06.115 --> 02:40:08.015

Uh, there were a number of changes we're working on here

3365

02:40:08.225 --> 02:40:09.695

along the lines of what's in the policy.

3366

02:40:10.715 --> 02:40:14.685

Um, there's an ongoing issue regarding MOUs and MOAs.

3367

02:40:14.905 --> 02:40:16.285

Uh, a few weeks

3368

02:40:16.285 --> 02:40:19.685

before I started here, the board passed a policy on MOUs,

3369

02:40:20.265 --> 02:40:25.245

uh, that was, has not, has some conflicting language

3370

02:40:25.245 --> 02:40:26.845

with our other policies and has some,

3371

02:40:27.065 --> 02:40:28.445

has not been perfectly implemented.

3372

02:40:28.445 --> 02:40:32.685

And so none of the people who were involved in writing

3373

02:40:32.715 --> 02:40:34.645

that policy are still here.

3374

02:40:35.105 --> 02:40:36.885

And so we've had a challenge of just trying

3375

02:40:36.885 --> 02:40:38.005

to figure out exactly what we wanna do with it.

3376

02:40:38.025 --> 02:40:41.085

Now we know where the MOUs are, we know where to find them.

3377

02:40:41.105 --> 02:40:42.165

We know where we have them. We

3378

02:40:42.165 --> 02:40:43.245

haven't had any issues with that.

3379

02:40:43.545 --> 02:40:45.685

But in terms of how best to draft our policies

3380

02:40:45.685 --> 02:40:48.445

and pips with them and what we wanna do in terms

3381

02:40:48.445 --> 02:40:50.125

of implementing that, that

3382

02:40:50.365 --> 02:40:51.645

requires a little more conversation.

3383

02:40:51.705 --> 02:40:54.565

So this pip will, will resolve once we figure that out.

3384

02:40:54.945 --> 02:40:56.365

Uh, but it's just this issue

3385

02:40:56.365 --> 02:40:58.885

with this policy from spring of 2022.

3386

02:40:58.995 --> 02:41:02.805

That doesn't seem to have been perfectly aligned with, with,

3387

02:41:02.915 --> 02:41:03.965

with other things that we have.

3388

02:41:05.505 --> 02:41:09.405

Uh, that day may come, it's not on our calendar yet,

3389

02:41:09.525 --> 02:41:10.525

'cause it was for 2022,

3390

02:41:11.145 --> 02:41:13.085

but that, that, that day may yet come.

3391

02:41:13.825 --> 02:41:16.165

Um, so we, we will see.

3392

02:41:16.585 --> 02:41:18.445

Uh, but we didn't get any public comment on that one either.

3393

02:41:18.505 --> 02:41:19.725

So happy to take any questions.

3394

02:41:23.685 --> 02:41:27.845

Questions? No questions. Thank you, Mr. Marqui.

3395

02:41:28.225 --> 02:41:30.685

Uh, the school board will act on these policies at the

3396

02:41:30.885 --> 02:41:31.925

November 13th meeting.

3397

02:41:32.905 --> 02:41:35.925

The second information item is the proposed revisions

3398

02:41:35.925 --> 02:41:39.205

to the 20 25 26 school year calendar.

3399

02:41:40.065 --> 02:41:42.365

Uh, superintendent, um, Deron.

3400

02:41:42.985 --> 02:41:45.925

Yes. Thank you. Uh, Mr. Dotson is coming up to the podium.

3401

02:41:46.025 --> 02:41:46.845

Our assistant superintendent

3402

02:41:46.845 --> 02:41:48.325

human resources to present this.

3403

02:41:48.385 --> 02:41:52.245

Uh, just want to thank our, um, elementary principals

3404

02:41:52.245 --> 02:41:54.805

who helped work with me on providing this recommendation.

3405

02:41:55.225 --> 02:41:58.325

Uh, we met with them with ms, um, Ms. Smith, Leona Smith,

3406

02:41:58.345 --> 02:42:00.965

Ms. Graves, um, the concern that we had,

3407

02:42:00.965 --> 02:42:02.805

and that was brought to me by them and several teachers,

3408

02:42:02.805 --> 02:42:04.725

and some of you have actually had teachers come

3409

02:42:04.725 --> 02:42:07.085

to school board office hours as well in my listen

3410

02:42:07.085 --> 02:42:10.045

and learn chats is what way could we find to try

3411

02:42:10.145 --> 02:42:13.445

and move forward with some adjustments to, um,

3412

02:42:13.625 --> 02:42:15.325

the spring, um, conferences.

3413

02:42:15.525 --> 02:42:17.765

I do wanna mention, it was mentioned earlier at a public

3414

02:42:17.765 --> 02:42:20.365

comment and actually had some meeting yesterday at my listen

3415

02:42:20.365 --> 02:42:23.325

and Learn chat yesterday with, um, a teacher from Taylor

3416

02:42:23.465 --> 02:42:27.205

and several who wr wrote me some emails about what is our

3417

02:42:27.785 --> 02:42:29.405

policy around conferences?

3418

02:42:29.585 --> 02:42:31.325

And I do think it's something we should consider

3419

02:42:31.785 --> 02:42:34.325

and then mirror that to our calendar policy.

3420

02:42:34.425 --> 02:42:36.005

And do we need to make any adjustments to that?

3421

02:42:36.165 --> 02:42:37.205

'cause right now, they do conflict a

3422

02:42:37.205 --> 02:42:38.245

little bit in terms of our ability.

3423

02:42:38.905 --> 02:42:42.325

Uh, one thing that's very challenging in our calendar policy

3424

02:42:42.665 --> 02:42:44.085

is not being able

3425

02:42:44.085 --> 02:42:46.805

to start a week more than a week before Labor Day.

3426

02:42:46.805 --> 02:42:48.565

We were the only school system in Northern Virginia

3427

02:42:48.565 --> 02:42:49.845

that started as late as we did.

3428

02:42:50.305 --> 02:42:51.725

And then also you have the

3429

02:42:52.265 --> 02:42:54.245

not ending at a certain time late,

3430

02:42:54.425 --> 02:42:55.765

and we have religious holidays

3431

02:42:55.765 --> 02:42:58.645

and then we have the 180 days, all very important things,

3432

02:42:59.185 --> 02:43:00.925

parent conferences, very important things.

3433

02:43:00.945 --> 02:43:03.045

But I do think it warrants us sitting down

3434

02:43:03.045 --> 02:43:05.085

and having a conversation to think through about

3435

02:43:05.145 --> 02:43:06.685

how do all those things work together?

3436

02:43:07.075 --> 02:43:08.565

Because a parent conference

3437

02:43:08.565 --> 02:43:10.085

and the ability for a teacher to sit down

3438

02:43:10.085 --> 02:43:11.205

and have a meaningful time

3439

02:43:11.235 --> 02:43:13.285

with their students is very, very valuable.

3440

02:43:13.745 --> 02:43:15.685

Now, interesting. We've heard recently a lot

3441

02:43:15.685 --> 02:43:16.765

of different ideas about what

3442

02:43:16.765 --> 02:43:18.765

that might look like when those might occur.

3443

02:43:18.785 --> 02:43:20.245

Do we need a spring and a fall Could

3444

02:43:20.245 --> 02:43:21.285

be the one in the middle of the year.

3445

02:43:21.375 --> 02:43:23.045

Could it be a little longer? You know, all kinds

3446

02:43:23.045 --> 02:43:24.805

of things I think we should consider.

3447

02:43:24.985 --> 02:43:26.925

Um, but having said that, we do have the policy

3448

02:43:26.945 --> 02:43:28.525

as it stands now, and

3449

02:43:28.525 --> 02:43:31.605

so we are bringing forth a recommendation that would, um,

3450

02:43:33.355 --> 02:43:34.645

find a way forward this year.

3451

02:43:34.905 --> 02:43:37.365

But I do think we should think forward about all of

3452

02:43:37.365 --> 02:43:39.925

that bigger picture of our development, of our calendar

3453

02:43:40.345 --> 02:43:42.725

and what we want parent conferences to be.

3454

02:43:43.225 --> 02:43:45.645

So with that, um, further discussion amongst the board on

3455

02:43:45.645 --> 02:43:47.565

that, and I look forward to discussing that with you.

3456

02:43:47.905 --> 02:43:50.325

But for this current year, what can we do to try

3457

02:43:50.325 --> 02:43:52.525

and make some amends, uh, for

3458

02:43:52.525 --> 02:43:53.925

what will happen in the springtime?

3459

02:43:53.945 --> 02:43:56.645

And we're doing it now for action next month in November.

3460

02:43:56.665 --> 02:43:58.365

So there'll be plenty of time to communicate

3461

02:43:58.365 --> 02:44:00.725

to families if there is such a change made.

3462

02:44:00.985 --> 02:44:01.765

Uh, and I'll turn it to

3463

02:44:01.765 --> 02:44:03.445

Mr. Dotson to talk through those details. Thank you.

3464

02:44:04.415 --> 02:44:05.685

Thank you. Good evening everyone.

3465

02:44:06.305 --> 02:44:10.085

And so the proposed revised calendar is, is an attempt

3466

02:44:10.085 --> 02:44:12.565

to give elementary middle school parent teacher conference a

3467

02:44:12.565 --> 02:44:13.805

little bit more time in the spring.

3468

02:44:13.945 --> 02:44:15.725

And so that's what you see here on this slide.

3469

02:44:16.505 --> 02:44:20.365

And so some background. And so our rationale is, is simple.

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02:44:20.465 --> 02:44:21.525

Um, strengthening family

3471

02:44:21.545 --> 02:44:24.325

and school partnerships by expanding opportunities

3472

02:44:24.385 --> 02:44:26.845

for meaningful engagement to support student growth.

3473

02:44:27.265 --> 02:44:30.725

Uh, promote equity and access by increasing, um, schedule

3474

02:44:30.725 --> 02:44:32.485

and flexibility for working families

3475

02:44:32.485 --> 02:44:35.925

and ensuring that, um, inclusive participation, um,

3476

02:44:36.075 --> 02:44:39.365

enhancing student achievement by providing dedicated time

3477

02:44:39.425 --> 02:44:42.205

for focused discussions on learning goals and progress.

3478

02:44:42.505 --> 02:44:45.165

And of course, responding to stakeholders feedback

3479

02:44:45.185 --> 02:44:47.685

by reflecting on the input that we received from staff

3480

02:44:47.685 --> 02:44:49.245

and families requesting more times

3481

02:44:49.345 --> 02:44:50.765

for parent-teacher conferences.

3482

02:44:54.395 --> 02:44:57.165

Currently, April 22nd is an early release day

3483

02:44:57.165 --> 02:44:59.965

for all students, and we are proposing a full instructional

3484

02:44:59.985 --> 02:45:02.125

day for elementary and middle school students.

3485

02:45:02.545 --> 02:45:06.165

And on March 13th, currently it's an early re release date

3486

02:45:06.165 --> 02:45:07.805

for elementary and middle school students,

3487

02:45:07.905 --> 02:45:10.445

and we're proposing a four day conference for elementary

3488

02:45:10.445 --> 02:45:12.085

and middle school students on those two days.

3489

02:45:15.595 --> 02:45:17.845

Some additional information for your consideration.

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02:45:17.865 --> 02:45:20.285

And so the total number of instruction today's given

3491

02:45:20.965 --> 02:45:23.845

proposed, um, for if you, uh, move forward with this, um,

3492

02:45:23.845 --> 02:45:25.405

at the next board meeting, um,

3493

02:45:25.405 --> 02:45:27.765

there will be 179 instructional days

3494

02:45:27.785 --> 02:45:29.125

for elementary and middle.

3495

02:45:29.265 --> 02:45:31.965

And then we will maintain 180 instructional days

3496

02:45:31.985 --> 02:45:33.685

for the high school, um, students.

3497

02:45:35.075 --> 02:45:37.845

It's important to note that, should we move forward

3498

02:45:37.845 --> 02:45:39.525

with this, this is still in compliance

3499

02:45:39.525 --> 02:45:40.725

with the state requirements in terms

3500

02:45:40.725 --> 02:45:43.405

of the number instruction hours we are required to provide.

3501

02:45:45.595 --> 02:45:47.485

Here is just a snapshot of the calendar

3502

02:45:47.585 --> 02:45:49.005

for the folks can see a visual.

3503

02:45:49.145 --> 02:45:50.405

I'm a visual person. Um,

3504

02:45:50.405 --> 02:45:52.325

and we just highlighted those two days in blue

3505

02:45:52.325 --> 02:45:54.445

so people can easily identify it on the calendar.

3506

02:45:54.625 --> 02:45:57.605

Um, and we just made the notation on here for you.

3507

02:46:00.305 --> 02:46:03.725

And that is it. I'm happy to take any questions. Thank you,

3508

02:46:03.725 --> 02:46:04.725

Mr. Johnson. Of course.

3509

02:46:04.725 --> 02:46:08.685

Um, colleagues. Okay, Ms.

3510

02:46:08.955 --> 02:46:10.965

Cera, uh, I have a question

3511

02:46:10.965 --> 02:46:12.805

that I believe we've already approved the calendar

3512

02:46:12.865 --> 02:46:15.125

for 20 26, 27, and, uh, correct.

3513

02:46:15.745 --> 02:46:17.685

Is this also an issue for that calendar?

3514

02:46:18.225 --> 02:46:19.525

It is, it's a different one in

3515

02:46:19.525 --> 02:46:21.805

that there were three half days in that calendar.

3516

02:46:21.945 --> 02:46:23.445

Not two half, no, I shouldn't say half,

3517

02:46:23.695 --> 02:46:26.525

three reduced days instead of two reduced days.

3518

02:46:26.525 --> 02:46:29.245

This particular calendar in the spring had two reduced days,

3519

02:46:29.615 --> 02:46:32.005

which was the, uh, 12th and the 13th.

3520

02:46:32.385 --> 02:46:34.325

And in next year's calendar, there were three.

3521

02:46:34.425 --> 02:46:35.765

So there's a little bit more time,

3522

02:46:35.825 --> 02:46:37.245

but there's still reduced days.

3523

02:46:37.945 --> 02:46:41.165

But we will need to approve a revised if we want

3524

02:46:41.165 --> 02:46:44.085

to expand conference time in the spring, we'd need

3525

02:46:44.085 --> 02:46:47.005

to approve a revised calendar for 20 26, 27

3526

02:46:47.185 --> 02:46:48.405

At some point if we wanted

3527

02:46:48.405 --> 02:46:52.165

to have one full day dedicated off for conferences, yes.

3528

02:46:52.475 --> 02:46:54.725

Okay. Because in the 26 27 calendar,

3529

02:46:54.725 --> 02:46:56.885

there are not one full day off.

3530

02:46:57.235 --> 02:47:01.125

Okay. Because again, meeting the 180 day requirement,

3531

02:47:01.225 --> 02:47:04.925

we have those three release early release days in the

3532

02:47:04.925 --> 02:47:06.205

26th, 27th calendar.

3533

02:47:06.545 --> 02:47:08.485

So yes, it is something we would want to consider,

3534

02:47:08.485 --> 02:47:10.325

but we didn't bring forward that change yet

3535

02:47:10.325 --> 02:47:11.405

because I wanted

3536

02:47:11.405 --> 02:47:12.925

to have the conversation about the previous

3537

02:47:12.925 --> 02:47:14.085

thing I said as we opened up.

3538

02:47:14.105 --> 02:47:17.605

But yes, if we wanted to see one full de,

3539

02:47:17.705 --> 02:47:19.325

and that's the question, do, is that what we want?

3540

02:47:19.325 --> 02:47:20.805

Is that part of our policy? Is

3541

02:47:20.805 --> 02:47:22.885

that something we should work towards that we have one full

3542

02:47:23.065 --> 02:47:24.525

day off dedicated to that?

3543

02:47:25.225 --> 02:47:26.365

Or is it the amount of time?

3544

02:47:26.425 --> 02:47:28.445

You know, those are all questions I don't have the answer

3545

02:47:28.445 --> 02:47:30.685

for right now, but we all should discuss that.

3546

02:47:30.915 --> 02:47:35.885

Okay. Thank you. Uh, thank you.

3547

02:47:36.185 --> 02:47:39.085

Uh, yes, I, I just as a reminder,

3548

02:47:39.405 --> 02:47:41.845

I voted against this calendar earlier this year

3549

02:47:41.945 --> 02:47:43.085

for this precise reason.

3550

02:47:43.625 --> 02:47:46.005

Um, so I'm, I'm very supportive of this change.

3551

02:47:46.145 --> 02:47:48.725

And, um, thank you to my colleagues Cera for highlighting

3552

02:47:48.745 --> 02:47:49.925

for 27 as well.

3553

02:47:50.645 --> 02:47:54.365

I, I do rec, uh, accept your recommendation, Dr. Jaron.

3554

02:47:54.405 --> 02:47:55.845

I think it's important that we consider

3555

02:47:55.865 --> 02:47:57.045

how we either change the policy

3556

02:47:57.065 --> 02:48:01.645

or revisit, um, our current calendar, given that, uh,

3557

02:48:01.825 --> 02:48:04.485

the feedback that I have received from both families

3558

02:48:04.485 --> 02:48:06.205

and educators as well, that they,

3559

02:48:06.355 --> 02:48:09.365

they do not have sufficient time to have quality, uh,

3560

02:48:09.365 --> 02:48:10.685

parent-teacher conferences.

3561

02:48:11.385 --> 02:48:14.525

Not to mention the disruption that three partial days causes

3562

02:48:14.585 --> 02:48:16.765

for our families and, and, and educators as well.

3563

02:48:16.765 --> 02:48:17.765

So

3564

02:48:23.245 --> 02:48:25.165

I have a comment, um, that I was going

3565

02:48:25.165 --> 02:48:26.205

to bring up that Ms.

3566

02:48:26.255 --> 02:48:28.685

Tapia Hadley voted against this, um,

3567

02:48:29.165 --> 02:48:32.005

calendar when we all already voted on it,

3568

02:48:32.185 --> 02:48:33.845

and we don't have any new information.

3569

02:48:34.195 --> 02:48:35.245

Nothing has changed.

3570

02:48:35.825 --> 02:48:37.925

We would just be voting again

3571

02:48:39.585 --> 02:48:41.765

and potentially coming out

3572

02:48:42.035 --> 02:48:44.925

with a different vote based on a different recommendation.

3573

02:48:45.025 --> 02:48:48.445

And I'm making an observation from a process standpoint only

3574

02:48:48.875 --> 02:48:52.925

that we have had in most years, if not all years since

3575

02:48:52.925 --> 02:48:54.965

for the last five years, proposed changes

3576

02:48:55.065 --> 02:48:58.485

or actual changes mid-year to the calendar,

3577

02:48:58.815 --> 02:49:01.405

which is the opposite, I think, of what our goals were

3578

02:49:01.915 --> 02:49:04.605

when we started taking up votes on the calendar

3579

02:49:04.705 --> 02:49:05.885

in two year increments.

3580

02:49:06.585 --> 02:49:08.325

And it is, I think,

3581

02:49:08.325 --> 02:49:11.325

simply a bad approach from a process standpoint.

3582

02:49:11.465 --> 02:49:13.405

Our votes are not supposed to be a frolic

3583

02:49:13.405 --> 02:49:16.685

and detour that we then revisit halfway through the year

3584

02:49:17.455 --> 02:49:19.325

based on exactly the same information

3585

02:49:19.325 --> 02:49:21.125

that we all had when we voted the first time.

3586

02:49:22.045 --> 02:49:25.645

I am very supportive of looking at the issue of conferences.

3587

02:49:25.925 --> 02:49:28.045

I am one of the ones who heard from a number of teachers

3588

02:49:28.105 --> 02:49:30.245

and a number of parents who really value them.

3589

02:49:30.305 --> 02:49:32.205

And I think it would be important to consider

3590

02:49:32.205 --> 02:49:33.565

what a policy should look like

3591

02:49:33.625 --> 02:49:35.525

and how we balance that with all

3592

02:49:35.525 --> 02:49:39.005

of our many other competing calendar constraints.

3593

02:49:39.705 --> 02:49:43.445

Um, I am not sure though, that taking up a midyear vote to

3594

02:49:44.525 --> 02:49:48.245

retread exactly the same ground that we already took up

3595

02:49:48.245 --> 02:49:51.085

and voted on a couple of months ago.

3596

02:49:51.265 --> 02:49:52.485

How many are, how long ago?

3597

02:49:52.805 --> 02:49:55.485

February, February, six months ago is,

3598

02:49:55.625 --> 02:49:57.245

is the, the best approach?

3599

02:50:01.225 --> 02:50:05.685

Um, I would also, yeah, I mean,

3600

02:50:05.685 --> 02:50:08.005

I think a process is always helpful, a standardized process.

3601

02:50:08.365 --> 02:50:10.165

I, I do think we do have new information,

3602

02:50:10.175 --> 02:50:11.805

which is now in practice.

3603

02:50:11.805 --> 02:50:13.565

We've had the fall parent-teacher conferences

3604

02:50:13.585 --> 02:50:17.365

and seen, um, you know, that again, I think we have a call

3605

02:50:17.365 --> 02:50:19.205

for additional time from both educators

3606

02:50:19.205 --> 02:50:22.085

and families who are now concerned about looking at the

3607

02:50:22.135 --> 02:50:24.325

springtime, uh, parent-teacher conferences.

3608

02:50:24.785 --> 02:50:26.725

So I do think that that is some new information

3609

02:50:26.725 --> 02:50:29.005

and I agree we should have standardized processes.

3610

02:50:29.585 --> 02:50:33.325

Um, and within that context, I wonder if, um,

3611

02:50:33.725 --> 02:50:35.685

I I don't know the answer to this probably Dr. Duran

3612

02:50:35.805 --> 02:50:38.125

question, if we have a standardized process for

3613

02:50:38.145 --> 02:50:41.885

how conferences are done at the elementary, middle,

3614

02:50:41.945 --> 02:50:43.885

and high school level across the whole system,

3615

02:50:44.385 --> 02:50:47.805

or do schools change around their practices?

3616

02:50:47.885 --> 02:50:49.485

I, I get the sense that right now they're kind

3617

02:50:49.485 --> 02:50:52.525

of different schools will do it different ways If we have,

3618

02:50:52.525 --> 02:50:55.245

for example, a full day as it's being floated, a full day

3619

02:50:55.245 --> 02:50:58.525

of parent teacher conferences, um, I know just by way

3620

02:50:58.525 --> 02:51:01.245

of example, you know, like Gunton Middle School does kind

3621

02:51:01.245 --> 02:51:03.885

of like a, uh, an open space in the gym

3622

02:51:03.895 --> 02:51:07.245

where parents can sort of just do sort of a speed dating

3623

02:51:07.245 --> 02:51:08.525

with all the various teachers.

3624

02:51:08.935 --> 02:51:10.725

Elementary school obviously very different.

3625

02:51:10.985 --> 02:51:13.165

Um, it's one more one-on-one.

3626

02:51:13.585 --> 02:51:17.365

So again, I just, I I'm happy to support a process

3627

02:51:17.905 --> 02:51:19.845

for the entire system, but I do think

3628

02:51:19.875 --> 02:51:23.845

that it's worth our while to have that conversation

3629

02:51:23.945 --> 02:51:26.565

and think through a process that makes a uniform system so

3630

02:51:26.565 --> 02:51:28.325

that then we don't have to revisit it each year.

3631

02:51:28.755 --> 02:51:31.165

Yeah, I agree. And we do have different, um, approaches

3632

02:51:31.165 --> 02:51:32.965

that if some schools, depending upon the, the needs

3633

02:51:32.965 --> 02:51:34.285

and the level of course, middle

3634

02:51:34.305 --> 02:51:36.965

and elementary, certainly one thing I'll comment Ms. Turner,

3635

02:51:37.025 --> 02:51:39.725

is our goal is to try and not have those major changes.

3636

02:51:39.825 --> 02:51:41.845

The previous changes have been for two reasons.

3637

02:51:42.305 --> 02:51:44.885

We do have a couple of of religious holidays that do move,

3638

02:51:44.945 --> 02:51:47.885

and when that, when the original calendar was adopted,

3639

02:51:47.985 --> 02:51:49.125

we did not know that time.

3640

02:51:49.145 --> 02:51:50.925

And it, we don't know it often until it gets much closer.

3641

02:51:51.225 --> 02:51:54.245

And then the other change we had was when the state brought

3642

02:51:54.245 --> 02:51:56.485

forward a recommendation on professional development

3643

02:51:56.485 --> 02:51:57.845

that we needed additional time for.

3644

02:51:57.945 --> 02:52:00.525

So those were a little bit out, not were those are,

3645

02:52:00.555 --> 02:52:01.605

were out of our control.

3646

02:52:01.605 --> 02:52:02.805

This one, I would say is one

3647

02:52:02.805 --> 02:52:05.405

that was in our control in terms of our consideration

3648

02:52:05.425 --> 02:52:06.525

and decisions that were made

3649

02:52:06.525 --> 02:52:07.885

with the previous ones you referenced.

3650

02:52:08.245 --> 02:52:10.365

I would just respectfully say those were out of our control

3651

02:52:10.365 --> 02:52:13.405

and we brought them because of known information to those

3652

02:52:13.435 --> 02:52:15.765

that came much later information we

3653

02:52:15.765 --> 02:52:16.805

did not have at the time.

3654

02:52:16.905 --> 02:52:18.245

But my point though is

3655

02:52:18.245 --> 02:52:21.205

that's why I think we should have a more defined process

3656

02:52:21.745 --> 02:52:24.965

for the parent conference because it was, it is in conflict.

3657

02:52:24.985 --> 02:52:27.805

So that is something that we did have a discussion,

3658

02:52:27.805 --> 02:52:29.445

but we don't, we had a little bit of a conflict of,

3659

02:52:29.505 --> 02:52:31.205

and as staff, we were required

3660

02:52:31.205 --> 02:52:34.605

and are required to submit per the policy.

3661

02:52:34.785 --> 02:52:36.925

And the policy has 180 religious holiday.

3662

02:52:37.275 --> 02:52:39.485

This note starting more than a week before Labor Day

3663

02:52:39.825 --> 02:52:42.805

and not ending later than June 19th Juneteenth.

3664

02:52:43.145 --> 02:52:44.205

So we brought that forward

3665

02:52:44.205 --> 02:52:45.405

because we were following the policy.

3666

02:52:45.835 --> 02:52:48.485

This is an opportunity with new information and new feedback

3667

02:52:48.485 --> 02:52:50.165

and things we've gotten from families and,

3668

02:52:50.165 --> 02:52:51.285

and teachers and concern.

3669

02:52:51.825 --> 02:52:53.245

We had that concern, though, at that time,

3670

02:52:53.305 --> 02:52:55.165

to be honest from some folks about feeling

3671

02:52:55.165 --> 02:52:56.365

this was not going to be appropriate.

3672

02:52:56.945 --> 02:52:58.725

But at the time, again, I cannot

3673

02:52:58.905 --> 02:53:01.885

and staff cannot present a calendar to you

3674

02:53:02.635 --> 02:53:04.845

that would be in violation of the policy.

3675

02:53:04.955 --> 02:53:07.205

Only you could have made those changes or amendments.

3676

02:53:07.545 --> 02:53:09.285

We did bring it up. I did bring it up.

3677

02:53:09.305 --> 02:53:12.005

We talked about it that this was a concern,

3678

02:53:12.185 --> 02:53:15.125

but we also said this met the policy because it was 180

3679

02:53:15.345 --> 02:53:16.365

and it had all those dates.

3680

02:53:17.065 --> 02:53:18.485

Is there some mechanism pursuant

3681

02:53:18.485 --> 02:53:20.045

to which you can, we can do it now.

3682

02:53:20.235 --> 02:53:23.525

That doesn't go on the other side of policy. Do what now? I

3683

02:53:24.765 --> 02:53:26.045

I can't hear you. I don't know your question.

3684

02:53:26.285 --> 02:53:28.125

I don't understand the distinction

3685

02:53:28.125 --> 02:53:31.645

between presenting at time one pursuant to the policy

3686

02:53:31.705 --> 02:53:34.005

and just presenting now, not pursuant to the policy.

3687

02:53:34.305 --> 02:53:35.805

No, because we are, right,

3688

02:53:35.805 --> 02:53:38.765

because I'm presenting to you asking you

3689

02:53:38.785 --> 02:53:40.245

to change your own policy.

3690

02:53:40.525 --> 02:53:43.085

I cannot do that. And when we presented it the first time,

3691

02:53:43.085 --> 02:53:45.485

it was 180 days and we raised, and I raised,

3692

02:53:45.485 --> 02:53:47.085

and we talked about parent conferences

3693

02:53:47.385 --> 02:53:48.525

and what the concern was,

3694

02:53:48.625 --> 02:53:50.805

but was within that confine of the 180.

3695

02:53:54.995 --> 02:53:57.735

So I just wanna confirm one piece of information.

3696

02:53:58.275 --> 02:54:01.535

Um, the, the impetus

3697

02:54:01.595 --> 02:54:05.095

for this being raised at this time is because of that.

3698

02:54:05.095 --> 02:54:06.895

It is at the request of the elementary school

3699

02:54:06.895 --> 02:54:07.935

principals. Is that correct?

3700

02:54:08.685 --> 02:54:10.175

This particular proposal? Yes.

3701

02:54:10.195 --> 02:54:12.255

We work with elementary principals to come up

3702

02:54:12.255 --> 02:54:14.615

with this as a recommendation. Absolutely. Okay.

3703

02:54:14.745 --> 02:54:17.875

Thank you. Any other questions or comments?

3704

02:54:18.295 --> 02:54:20.835

Can I ask a quick Yeah. Okay. One, one more quick,

3705

02:54:21.385 --> 02:54:23.195

Just in the sort of spirit of, uh,

3706

02:54:23.195 --> 02:54:24.875

process improvement moving forward.

3707

02:54:26.015 --> 02:54:28.315

My understanding during my time on the board has been

3708

02:54:28.315 --> 02:54:29.355

that we have a calendar committee.

3709

02:54:29.415 --> 02:54:32.195

The calendar committee brings the recommendation to us

3710

02:54:32.415 --> 02:54:33.675

and we approve the calendar.

3711

02:54:34.215 --> 02:54:36.355

Is there a point at which in the lead meetings,

3712

02:54:36.355 --> 02:54:38.635

the principals look at that before it comes to us?

3713

02:54:39.655 --> 02:54:41.795

It has not been in the pro the past practice

3714

02:54:41.795 --> 02:54:43.475

for the calendar committee to then go

3715

02:54:43.475 --> 02:54:45.355

to the lead meetings with principals.

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02:54:45.355 --> 02:54:47.155

That's not been a previous practice.

3717

02:54:47.395 --> 02:54:49.155

I would be interesting, there are representatives on the

3718

02:54:49.395 --> 02:54:52.795

calendar committee who are principals who would go back

3719

02:54:52.795 --> 02:54:55.235

to their CO or expected to go back

3720

02:54:55.235 --> 02:54:56.675

to their colleagues and bring feedback.

3721

02:54:56.695 --> 02:54:58.035

But as a collective,

3722

02:54:58.505 --> 02:55:00.515

when the calendar recommendation is brought forth,

3723

02:55:00.545 --> 02:55:02.955

that has not been brought forth all of the principles.

3724

02:55:03.315 --> 02:55:05.325

It's been the representatives on the committee

3725

02:55:06.015 --> 02:55:08.445

we're not only to to to do bring their feedback.

3726

02:55:08.445 --> 02:55:10.685

Yeah, I would just, I would suggest that maybe this is,

3727

02:55:10.755 --> 02:55:12.605

this would benefit from the entire body

3728

02:55:12.605 --> 02:55:14.325

of principals being able to weigh in

3729

02:55:14.325 --> 02:55:15.405

before it comes to us. Yeah,

3730

02:55:15.645 --> 02:55:16.645

Absolutely. We can look at that.

3731

02:55:16.645 --> 02:55:16.845

3732

02:55:18.945 --> 02:55:21.395

Okay. Thank you. Um, thank you Mr. Dotson.

3733

02:55:21.455 --> 02:55:24.035

Uh, the school board will act on this item at the

3734

02:55:24.155 --> 02:55:25.195

November 13th meeting.

3735

02:55:27.575 --> 02:55:30.835

The third information item this evening is the school board

3736

02:55:31.065 --> 02:55:33.795

direction on the superintendent's proposed capital

3737

02:55:33.795 --> 02:55:34.835

improvement plan.

3738

02:55:35.655 --> 02:55:39.075

And I'm the presenter, so I'm gonna take the clicker.

3739

02:55:41.055 --> 02:55:45.995

Um, and I'm gonna bring up my own notes here also.

3740

02:55:51.065 --> 02:55:53.355

Okay. So, uh, this is the time of year,

3741

02:55:53.355 --> 02:55:56.355

every two years when we, um, provide direction

3742

02:55:56.355 --> 02:55:57.475

to the superintendent

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02:55:57.655 --> 02:56:01.755

and staff for the CIP, which is prepared then, um,

3744

02:56:01.815 --> 02:56:04.955

as a proposal from the superintendent to the board in, um,

3745

02:56:05.015 --> 02:56:08.355

the spring, typically in the April may timeframe.

3746

02:56:08.895 --> 02:56:12.435

Um, and the CIP is, is generally voted on in late May or,

3747

02:56:12.535 --> 02:56:14.755

or in June, uh, every two years.

3748

02:56:15.655 --> 02:56:20.475

Um, so I want to just take us through the key elements,

3749

02:56:20.695 --> 02:56:23.475

um, about our capital improvement plan

3750

02:56:23.475 --> 02:56:24.675

and, and this direction.

3751

02:56:25.215 --> 02:56:29.875

Um, this is, um, part of our strategic plan,

3752

02:56:30.095 --> 02:56:32.835

um, to improve student achievement and provide inclusive

3753

02:56:32.895 --> 02:56:34.675

and equitable learning environments for students.

3754

02:56:35.215 --> 02:56:39.115

Um, we do a systematic comprehensive planning process, um,

3755

02:56:39.175 --> 02:56:41.395

to determine the capital needs of the school system.

3756

02:56:42.135 --> 02:56:44.475

Um, and we partner, partner

3757

02:56:44.505 --> 02:56:46.355

with Arlington County in this process.

3758

02:56:47.135 --> 02:56:49.475

Um, we have public engagement with internal

3759

02:56:49.475 --> 02:56:52.675

and external stakeholders, um, throughout the, the process,

3760

02:56:53.095 --> 02:56:55.675

uh, each, each, each time.

3761

02:56:55.675 --> 02:56:56.795

We do it each two years.

3762

02:56:57.535 --> 02:57:02.115

Um, so in this, um, direction,

3763

02:57:03.395 --> 02:57:07.475

I want to highlight, um, that we are, um,

3764

02:57:08.055 --> 02:57:09.235

asking the superintendent

3765

02:57:09.375 --> 02:57:13.915

to develop a proposed 20 27 36

3766

02:57:13.985 --> 02:57:16.995

capital improvement plan that is attentive to, um,

3767

02:57:16.995 --> 02:57:18.915

planned projects that are already underway.

3768

02:57:19.485 --> 02:57:21.515

Major infrastructure projects, um,

3769

02:57:21.665 --> 02:57:22.795

that are currently planned

3770

02:57:22.935 --> 02:57:25.995

and also that may emerge continued assessment

3771

02:57:26.055 --> 02:57:28.155

and progress on the major renovation projects

3772

02:57:28.415 --> 02:57:31.075

for which feasibility studies have been completed.

3773

02:57:32.095 --> 02:57:35.595

And, and, um, attentive to, um, the maximum

3774

02:57:35.855 --> 02:57:38.955

of a hundred million dollars in new bond funding, um,

3775

02:57:40.295 --> 02:57:43.075

for FY 27 36, which is in accordance

3776

02:57:43.075 --> 02:57:44.555

with the Arlington County's, uh,

3777

02:57:44.585 --> 02:57:46.275

with Arlington County's debt capacity.

3778

02:57:48.575 --> 02:57:52.515

So in terms of the elements that we have in our direction,

3779

02:57:52.655 --> 02:57:54.675

uh, for the superintendent, um,

3780

02:57:54.735 --> 02:57:56.595

we have project continuation, um,

3781

02:57:57.135 --> 02:57:58.675

in which we are directing the superintendent

3782

02:57:58.735 --> 02:58:01.235

to propose a CIP that includes continuation

3783

02:58:01.785 --> 02:58:05.885

of 20 25 34 CIP projects that are already in progress.

3784

02:58:05.905 --> 02:58:09.125

And those include the Career Center Campus project, um,

3785

02:58:09.125 --> 02:58:11.285

which includes the Grace Hopper Center, the field,

3786

02:58:11.305 --> 02:58:14.005

and the parking garage, um, the notification

3787

02:58:14.005 --> 02:58:16.965

and public address systems at a number of schools, uh,

3788

02:58:16.965 --> 02:58:19.245

kitchen renovation projects at Chelon

3789

02:58:19.265 --> 02:58:21.125

and Arlington Science Focus Schools

3790

02:58:21.585 --> 02:58:23.885

and synthetic turf replacement projects.

3791

02:58:25.635 --> 02:58:29.895

We also have, um, major infrastructure projects, um,

3792

02:58:30.195 --> 02:58:33.055

and we propose we are looking for a proposed CIP

3793

02:58:33.055 --> 02:58:35.535

that includes up to five of these projects

3794

02:58:35.535 --> 02:58:38.895

with prioritization based on the degree of urgency

3795

02:58:38.955 --> 02:58:41.215

as identified in the 2023 facilities

3796

02:58:41.215 --> 02:58:42.415

condition assessment report.

3797

02:58:43.115 --> 02:58:45.295

Um, and any additional maintenance

3798

02:58:45.295 --> 02:58:47.375

or safety considerations, um, to date

3799

02:58:47.375 --> 02:58:49.455

that should be included in that prioritization,

3800

02:58:49.455 --> 02:58:51.015

being mindful that it's been a couple

3801

02:58:51.015 --> 02:58:52.735

of years since the assessment was done.

3802

02:58:53.235 --> 02:58:56.815

Um, so the following project should be given priority,

3803

02:58:56.905 --> 02:58:58.335

again, subject to the possibility

3804

02:58:58.335 --> 02:58:59.855

that another project might need

3805

02:58:59.855 --> 02:59:01.975

to replace an identified project if,

3806

02:59:02.065 --> 02:59:03.535

based on those same criteria

3807

02:59:03.535 --> 02:59:06.575

that were used in the 2023 FFC FCA,

3808

02:59:06.595 --> 02:59:08.015

it was found to be more urgent.

3809

02:59:08.515 --> 02:59:10.135

So it's the Dorothy Ham Middle School roof,

3810

02:59:10.415 --> 02:59:11.815

Williamsburg Middle School Roof, Hoffman,

3811

02:59:11.815 --> 02:59:13.455

Boston Elementary School, roof

3812

02:59:13.475 --> 02:59:16.775

and hvac, Jamestown Elementary School Roof and hvac,

3813

02:59:16.775 --> 02:59:18.695

and the Oak Ridge Elementary School hvac.

3814

02:59:20.875 --> 02:59:24.495

In terms of major renovation projects, uh,

3815

02:59:24.915 --> 02:59:26.735

we are directing the superintendent

3816

02:59:26.955 --> 02:59:30.095

to provide recommendations on the three

3817

02:59:30.095 --> 02:59:31.375

elementary school projects.

3818

02:59:31.595 --> 02:59:36.295

Um, informed by, sorry, I'm, I'm trying to

3819

02:59:36.835 --> 02:59:38.135

not read every word here.

3820

02:59:39.335 --> 02:59:40.615

Informed by internal

3821

02:59:40.755 --> 02:59:45.495

or independent analyses that would look at, um, the analysis

3822

02:59:45.495 --> 02:59:46.535

of seat capacity

3823

02:59:46.535 --> 02:59:49.615

and enrollment trends, including operating cost savings

3824

02:59:49.615 --> 02:59:52.175

that a PS might realize if it elects

3825

02:59:52.335 --> 02:59:53.775

to decrease seat capacity.

3826

02:59:54.515 --> 02:59:58.255

Um, modeled on cost savings realized in other districts

3827

02:59:58.255 --> 02:59:59.495

that have consolidated schools

3828

02:59:59.595 --> 03:00:02.935

and taking into account local circumstances at such

3829

03:00:02.935 --> 03:00:06.335

as transportation costs as fully as possible, discussion

3830

03:00:06.335 --> 03:00:08.815

of potential alternative uses for facilities

3831

03:00:08.815 --> 03:00:09.935

that might be taken offline

3832

03:00:10.435 --> 03:00:12.335

as demonstrated in other localities,

3833

03:00:12.355 --> 03:00:14.495

and understanding our community's near term needs

3834

03:00:14.495 --> 03:00:17.735

and opportunities and preserving the community's flexibility

3835

03:00:17.755 --> 03:00:19.895

to use the facility as a school in the future.

3836

03:00:20.915 --> 03:00:23.375

The second analysis is of how it is of

3837

03:00:23.435 --> 03:00:26.335

how a PS can best use its capital dollars efficiency

3838

03:00:26.565 --> 03:00:29.735

efficiently in light of infrastructure needs

3839

03:00:29.755 --> 03:00:30.935

and current facilities.

3840

03:00:32.995 --> 03:00:35.135

Uh, the school board further directs the superintendent

3841

03:00:35.155 --> 03:00:36.575

to present budgets for each

3842

03:00:36.575 --> 03:00:39.015

of the proposed three elementary projects,

3843

03:00:39.125 --> 03:00:42.535

plus the proposed renovation of the Arlington Career Center

3844

03:00:42.835 --> 03:00:45.775

for MPSA that are based on the same criteria,

3845

03:00:46.375 --> 03:00:48.135

specifically a requirement to address needs

3846

03:00:48.135 --> 03:00:51.775

that would qualify as major infrastructure needs requirement

3847

03:00:51.775 --> 03:00:53.815

to address safety and accessibility needs

3848

03:00:54.355 --> 03:00:57.655

and options for the elementary schools drawn from the 2025

3849

03:00:57.655 --> 03:00:58.975

feasibility studies and

3850

03:00:59.145 --> 03:01:03.965

or the FY 25 34 CIP as appropriate to update ed specs

3851

03:01:03.965 --> 03:01:07.445

to the extent possible within a budget range of 35

3852

03:01:07.465 --> 03:01:09.325

to \$50 million inclusive

3853

03:01:09.465 --> 03:01:13.005

of escalated costs since 2024 if applicable.

3854

03:01:15.065 --> 03:01:18.925

Um, in the event that, uh, the school board

3855

03:01:20.725 --> 03:01:22.085

determines that the, uh,

3856

03:01:22.245 --> 03:01:25.765

CIP in the next CIP we'll move forward with the, um,

3857

03:01:26.845 --> 03:01:30.765

relocation of the Montessori Public School of Arlington, um,

3858

03:01:31.135 --> 03:01:33.485

which would allow for the demolition demolition

3859

03:01:33.485 --> 03:01:37.125

of the former MPSA building, um, which has been planned for,

3860

03:01:37.345 --> 03:01:38.925

uh, the completion of that campus.

3861

03:01:39.745 --> 03:01:42.245

Um, we would seek

3862

03:01:42.765 --> 03:01:46.005

a recommendation from the superintendent in which the pros

3863

03:01:46.325 --> 03:01:50.405

proposed MPSA project would combine elements of option one

3864

03:01:50.425 --> 03:01:54.405

and option two from the FY 24 34 CIP

3865

03:01:54.785 --> 03:01:56.205

and address needs that would qualify

3866

03:01:56.385 --> 03:01:59.045

as major infrastructure needs and or code requirements.

3867

03:01:59.115 --> 03:02:02.045

Address safety and secure and accessibility needs,

3868

03:02:02.585 --> 03:02:04.805

and to the extent possible within budget constraints,

3869

03:02:04.805 --> 03:02:07.165

provide classroom and common spaces consistent

3870

03:02:07.165 --> 03:02:09.045

with current educational specifications.

3871

03:02:10.985 --> 03:02:14.765

In terms of the middle school projects under major

3872

03:02:14.795 --> 03:02:18.605

renovations, um, the school board directs the superintendent

3873

03:02:18.625 --> 03:02:19.765

to present recommendations

3874

03:02:19.785 --> 03:02:22.405

for major renovation projects at Thomas Jefferson

3875

03:02:22.405 --> 03:02:23.525

and Swanson Middle Schools.

3876

03:02:24.265 --> 03:02:25.485

The total budget inclusive

3877

03:02:25.545 --> 03:02:27.405

of both projects should fall within the range

3878

03:02:27.465 --> 03:02:29.045

of \$150 million

3879

03:02:29.065 --> 03:02:31.365

and be based on a requirement to address needs

3880

03:02:31.915 --> 03:02:34.245

that would qualify as major infrastructure needs

3881

03:02:34.845 --> 03:02:38.045

a requirement to address safety and accessibility needs

3882

03:02:38.825 --> 03:02:39.845

and multiple options

3883

03:02:39.865 --> 03:02:43.085

to update educational specifications based on amounts

3884

03:02:43.085 --> 03:02:45.005

that would increase overall project costs

3885

03:02:45.185 --> 03:02:47.165

by respectively 30%, 60%,

3886

03:02:47.165 --> 03:02:49.645

and 90% above the amounts needed to address

3887

03:02:50.335 --> 03:02:52.725

major infrastructure, safety and accessibility.

3888

03:02:55.315 --> 03:02:58.325

Finally, the school board directs the superintendent

3889

03:02:58.345 --> 03:02:59.645

to commission an analysis of

3890

03:02:59.665 --> 03:03:02.725

how a PS might finance capital projects in addition

3891

03:03:02.725 --> 03:03:05.565

to using bonds including public private partnerships,

3892

03:03:06.225 --> 03:03:08.325

energy performance management contracts,

3893

03:03:08.385 --> 03:03:10.925

and mixed use development and other.

3894

03:03:13.325 --> 03:03:17.985

So that is a very quick read through of the, uh,

3895

03:03:17.985 --> 03:03:19.385

draft CIP direction

3896

03:03:19.455 --> 03:03:21.585

that the school board is presenting this evening.

3897

03:03:21.925 --> 03:03:25.985

And, um, I think we will, um, probably each have some

3898

03:03:26.585 --> 03:03:28.825

comments, but I would like to invite, um,

3899

03:03:29.445 --> 03:03:32.625

the superintendent first to comment, um, in terms of,

3900

03:03:32.685 --> 03:03:35.345

of his response to this draft direction.

3901

03:03:35.735 --> 03:03:38.385

Alright, thank you. Um, chair Zucker son, first of all,

3902

03:03:38.385 --> 03:03:40.305

thank you to all the school board members and our,

3903

03:03:40.305 --> 03:03:41.305

and the staff of facilities

3904

03:03:41.305 --> 03:03:43.345

and operations who've worked very hard to,

3905

03:03:43.425 --> 03:03:46.425

together on our path forward with the CIP.

3906

03:03:46.525 --> 03:03:49.425

Um, we are very supportive of, um, most of everything

3907

03:03:49.425 --> 03:03:51.065

that was just provided in, in the draft

3908

03:03:51.065 --> 03:03:52.425

and we're ready to get to work, um,

3909

03:03:52.425 --> 03:03:54.465

for bringing forth a superintendent's

3910

03:03:54.625 --> 03:03:56.385

proposed CIP later to you.

3911

03:03:56.385 --> 03:03:57.725

However, the staff

3912

03:03:57.725 --> 03:04:00.685

and I do wanna comment on one part of the, um, direction

3913

03:04:00.975 --> 03:04:04.205

where we, um, would ask the board as you're deliberating

3914

03:04:04.205 --> 03:04:07.525

between now and your adoption to, to reconsider the language

3915

03:04:07.545 --> 03:04:10.685

for the Montessori uh, program, we are ready

3916

03:04:10.685 --> 03:04:12.045

to move forward with that work.

3917

03:04:12.385 --> 03:04:15.765

Uh, we have been paused in that work from the previous CIP,

3918

03:04:16.145 --> 03:04:18.765

um, and we do not support any delay further.

3919

03:04:18.865 --> 03:04:19.925

We really love to begin

3920

03:04:20.305 --> 03:04:22.165

to keep up the project moving forward.

3921

03:04:22.345 --> 03:04:26.645

Um, for the public's use, um, knowledge, the, um,

3922

03:04:26.995 --> 03:04:29.485

current CIP has directed us to continue

3923

03:04:29.485 --> 03:04:31.485

to work on the relocation of Montessori

3924

03:04:31.745 --> 03:04:33.325

to the Legacy Career Center.

3925

03:04:34.025 --> 03:04:35.045

Um, and in

3926

03:04:35.045 --> 03:04:38.285

that process we should have begun the work this past summer,

3927

03:04:38.745 --> 03:04:40.325

uh, on timeline of that work.

3928

03:04:40.465 --> 03:04:41.765

And we've been pausing, waiting

3929

03:04:41.825 --> 03:04:43.765

for the direction on what to do next.

3930

03:04:44.225 --> 03:04:46.125

Uh, originally the timeline was to begin

3931

03:04:46.125 --> 03:04:48.485

with the design team, uh, making sure

3932

03:04:48.485 --> 03:04:50.685

that we had all the proper processes in place,

3933

03:04:50.685 --> 03:04:54.525

which is the B-L-P-P-R-F-C process to update the, um,

3934

03:04:54.745 --> 03:04:56.725

permit use to get approvals, bidding

3935

03:04:56.725 --> 03:04:58.565

and construction prior to relocation.

3936

03:04:59.105 --> 03:05:01.565

And so that's something we were prepared to begin to do,

3937

03:05:01.625 --> 03:05:03.965

but we are still waiting and to begin that work,

3938

03:05:04.425 --> 03:05:06.885

our concern is really around, we have done a lot

3939

03:05:06.885 --> 03:05:09.205

of the analysis in the study with regards to the needs.

3940

03:05:09.205 --> 03:05:12.325

We know that this is one of the more, um, pressing buildings

3941

03:05:12.325 --> 03:05:14.165

that needs to be taken offline.

3942

03:05:14.545 --> 03:05:16.845

Um, when we are relocating in this plan,

3943

03:05:17.145 --> 03:05:20.045

an elementary program into a building we've already owned

3944

03:05:20.105 --> 03:05:21.885

and operate the legacy career center

3945

03:05:22.115 --> 03:05:24.525

that has already had some repairs done to it.

3946

03:05:24.625 --> 03:05:26.165

So it is more cost effective in terms

3947

03:05:26.165 --> 03:05:27.325

of the work we're attempting to do.

3948

03:05:27.865 --> 03:05:30.485

And in doing this would be demolishing a building

3949

03:05:30.485 --> 03:05:32.645

that was supposed to be demolished in 2019.

3950

03:05:33.155 --> 03:05:35.285

When we think about it from an economic perspective,

3951

03:05:35.365 --> 03:05:37.005

staffing costs remain the same

3952

03:05:37.025 --> 03:05:39.165

and actually could be lower in this move

3953

03:05:39.165 --> 03:05:41.445

because we potentially could bring forth some

3954

03:05:41.445 --> 03:05:43.485

of the middle school Montessori to, to the building.

3955

03:05:43.945 --> 03:05:47.085

All operation costs for the former Henry Building will cease

3956

03:05:47.085 --> 03:05:48.085

with the demolition,

3957

03:05:48.585 --> 03:05:51.645

and that will save us some approximately \$200,000 in

3958

03:05:51.645 --> 03:05:53.285

operational costs each year.

3959

03:05:53.515 --> 03:05:56.765

When that building is, um, demolished, we'll continue

3960

03:05:56.765 --> 03:05:59.485

to operate the legacy building even if we don't move there.

3961

03:05:59.485 --> 03:06:02.485

And so that does have operational costs to that, uh,

3962

03:06:02.485 --> 03:06:04.125

which a little bit more than \$200,000.

3963

03:06:04.705 --> 03:06:08.285

We are also well aware of the financial situation we're in,

3964

03:06:08.285 --> 03:06:10.565

and our team is ready to look at

3965

03:06:10.625 --> 03:06:13.965

how we can be more effective in looking at the adjusting

3966

03:06:13.965 --> 03:06:15.485

of the project budget that was originally

3967

03:06:15.765 --> 03:06:17.365

provided to us at \$45 million.

3968

03:06:17.705 --> 03:06:20.765

We believe we can plan for that in a much lower level, uh,

3969

03:06:20.785 --> 03:06:23.685

and still meet some of the ED specs in the requirements

3970

03:06:23.685 --> 03:06:26.365

that are, uh, appropriate for, for the school.

3971

03:06:26.665 --> 03:06:29.245

Uh, we also would look at potentially reducing from

3972

03:06:29.245 --> 03:06:31.325

what was originally provided to us, the number of students.

3973

03:06:31.385 --> 03:06:34.165

So that allows us to look at, for example, up to four

3974

03:06:34.165 --> 03:06:37.525

of the spaces projected in the last, um, discussion

3975

03:06:37.555 --> 03:06:39.525

that we would not need to have windows added

3976

03:06:39.585 --> 03:06:40.965

and can be used for other purposes.

3977

03:06:41.665 --> 03:06:44.325

Um, we also are concerned about making sure

3978

03:06:44.325 --> 03:06:46.205

that we bring up the building to code,

3979

03:06:46.205 --> 03:06:47.245

and that's a big part of it.

3980

03:06:47.765 --> 03:06:50.885

I will say also that should we wait to make the decision

3981

03:06:50.905 --> 03:06:53.205

and not have this pause taken off,

3982

03:06:53.225 --> 03:06:55.725

and if the decision is ultimately made in June,

3983

03:06:56.195 --> 03:06:58.685

that will result in a year delay at that point,

3984

03:06:58.685 --> 03:07:01.085

because we should have begun in September of, uh, excuse me,

3985

03:07:01.085 --> 03:07:02.125

summer of 2025.

3986

03:07:02.195 --> 03:07:04.245

We'd now begun summer of 2026.

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03:07:04.595 --> 03:07:07.685

That will mean the project and the last CIP was set

3988

03:07:07.685 --> 03:07:09.445

to be completed in 2028.

3989

03:07:09.445 --> 03:07:10.885

It would now move to 2029,

3990

03:07:11.385 --> 03:07:13.005

and that additional year will

3991

03:07:13.695 --> 03:07:17.605

yield a minimum additional cost of \$1.4 million waiting

3992

03:07:17.605 --> 03:07:20.045

that additional year because we will have

3993

03:07:20.045 --> 03:07:24.605

to invest about \$400,000 in additional, uh, costs

3994

03:07:24.665 --> 03:07:27.205

for operational maintenance to the, uh, Henry building.

3995

03:07:27.585 --> 03:07:29.965

Uh, and then that additional year, depending upon

3996

03:07:30.035 --> 03:07:33.445

what we do, would yield approximately a million dollars more

3997

03:07:33.545 --> 03:07:35.605

in inflationary costs for the new changes.

3998

03:07:35.825 --> 03:07:38.725

So with that in mind, we just, um, staff

3999

03:07:38.745 --> 03:07:40.565

and I am speaking on behalf of facilities

4000

03:07:40.565 --> 03:07:43.325

and operations staff, uh, as well as, um,

4001

03:07:44.185 --> 03:07:45.525

myself as superintendent.

4002

03:07:45.865 --> 03:07:49.285

Uh, would again thank the board for the very thoughtful, um,

4003

03:07:49.855 --> 03:07:52.445

draft presentation in CIP with regards

4004

03:07:52.505 --> 03:07:56.165

to the project continuation with regards to the, uh,

4005

03:07:56.165 --> 03:07:58.525

infrastructure projects that we want us to consider

4006

03:07:58.955 --> 03:08:00.845

with the elementary schools, the three

4007

03:08:00.845 --> 03:08:01.925

and the feasibility study

4008

03:08:01.985 --> 03:08:04.525

and what we will work with you to provide you feedback on,

4009

03:08:04.525 --> 03:08:07.485

on those and the analysis around those, uh, the plan

4010

03:08:07.485 --> 03:08:09.165

that we'll bring forth with the middle schools

4011

03:08:09.235 --> 03:08:11.125

with Thomas Jefferson and Swanson.

4012

03:08:11.465 --> 03:08:13.805

And we're really excited to also dig deeper into the

4013

03:08:14.045 --> 03:08:15.765

analysis on public private partnerships.

4014

03:08:15.825 --> 03:08:18.045

Mr. Hawkins has already had a couple of meetings on that,

4015

03:08:18.385 --> 03:08:20.605

and so by and large, we we're very thankful

4016

03:08:20.605 --> 03:08:22.805

to the direction, but look forward to it so

4017

03:08:22.805 --> 03:08:24.365

that we can prepare, uh, proposal

4018

03:08:24.425 --> 03:08:25.765

to bring to you in, in May.

4019

03:08:26.185 --> 03:08:29.085

But just did want to take the time to publicly acknowledge.

4020

03:08:29.085 --> 03:08:31.365

We've also gotten a lot of feedback in a variety

4021

03:08:31.365 --> 03:08:33.445

of ways on this question that staff

4022

03:08:33.445 --> 03:08:35.085

and I are ready to to begin the work.

4023

03:08:35.135 --> 03:08:36.405

We've been ready since last summer,

4024

03:08:36.425 --> 03:08:39.685

and we would like to begin the work on the ne next stages

4025

03:08:39.785 --> 03:08:42.405

of moving the Montessori building to, um,

4026

03:08:42.625 --> 03:08:45.325

the legacy career center from the Patrick Henry's site,

4027

03:08:45.395 --> 03:08:48.445

demolishing that site, ending our operational costs for

4028

03:08:48.445 --> 03:08:51.085

that, and lowering the costs that would require us

4029

03:08:51.085 --> 03:08:53.565

to wait another year of \$1.4 million.

4030

03:08:53.625 --> 03:08:55.605

We don't think that's something that we want to,

4031

03:08:55.625 --> 03:08:57.245

um, put in place.

4032

03:08:57.305 --> 03:08:59.765

If we can get the work ready to go, we are ready to go.

4033

03:08:59.765 --> 03:09:01.525

We have everything, uh, ready

4034

03:09:01.525 --> 03:09:02.805

to start with that first phase.

4035

03:09:02.945 --> 03:09:03.945

So thank you.

4036

03:09:05.255 --> 03:09:06.685

Thank you, Dr. Duran.

4037

03:09:06.785 --> 03:09:09.125

Um, I'm gonna invite my colleagues to make, uh,

4038

03:09:09.365 --> 03:09:12.645

comments on the draft CIP direction, uh, Ms. Tapia Hadley.

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03:09:13.415 --> 03:09:15.845

Thank you, Madam Chair, and thank you for, uh,

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03:09:15.845 --> 03:09:18.285

your work on this and certainly appreciate inclusion

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03:09:18.285 --> 03:09:19.405

of some of my suggestions.

4042

03:09:19.585 --> 03:09:21.645

Um, most specifically language

4043

03:09:21.645 --> 03:09:24.765

that includes a public engagement plan as part

4044

03:09:24.765 --> 03:09:28.085

of our CIP direction, um, and certainly prevailing wage

4045

03:09:28.145 --> 03:09:30.565

and environmental standards that, uh, we discussed

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03:09:30.565 --> 03:09:31.725

during our work session.

4047

03:09:32.505 --> 03:09:36.405

Um, I wanna just begin by, by saying how much I,

4048

03:09:36.685 --> 03:09:38.685

I absolutely of course, favor transparency

4049

03:09:38.825 --> 03:09:42.605

and making decisions based on full picture analysis

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03:09:42.785 --> 03:09:43.805

of all our options.

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03:09:44.025 --> 03:09:47.005

And I know that the CIP direction intends to,

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03:09:47.545 --> 03:09:50.325

to address this by developing uniform, uh,

4053

03:09:51.285 --> 03:09:52.925

ed specs at the elementary school level.

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03:09:53.465 --> 03:09:55.645

And from a value standpoint, I agree

4055

03:09:55.645 --> 03:09:58.845

that the right practice is to evaluate all projects,

4056

03:09:58.845 --> 03:10:02.525

particularly major capital projects, utilizing a,

4057

03:10:02.685 --> 03:10:05.925

a at least a, a, a fundamental uniform criteria

4058

03:10:06.515 --> 03:10:10.045

that yes may allow for specific building specific specs,

4059

03:10:10.045 --> 03:10:13.485

but one, a general criteria that prioritizes the health,

4060

03:10:13.945 --> 03:10:17.165

safety and accessibility of our buildings for the wellbeing

4061

03:10:17.165 --> 03:10:19.405

of our children, our staff and educators.

4062

03:10:20.165 --> 03:10:21.565

I also feel strongly

4063

03:10:21.565 --> 03:10:25.205

that m the MPSA program should remain in South Arlington.

4064

03:10:25.785 --> 03:10:29.645

And until now from the information we've been provided

4065

03:10:29.645 --> 03:10:31.605

and what I've learned now as a school board member

4066

03:10:32.225 --> 03:10:34.885

and what we've seen to date, the,

4067

03:10:35.025 --> 03:10:37.965

the least expensive option is to move, um,

4068

03:10:38.425 --> 03:10:41.565

to have those seats, uh, replaced within South Arlington

4069

03:10:41.565 --> 03:10:45.125

and move the MPSA program into the career center building.

4070

03:10:45.515 --> 03:10:47.765

However, I must also point out,

4071

03:10:47.785 --> 03:10:50.885

and I've shared this with, with our chair, that the language

4072

03:10:50.905 --> 03:10:53.485

and our direction as it stands does in my view

4073

03:10:53.485 --> 03:10:54.605

have some contradictions.

4074

03:10:55.385 --> 03:10:58.085

We are directing for all elementary school projects

4075

03:10:58.105 --> 03:11:00.685

and the a CC project to be based on the same criteria,

4076

03:11:01.215 --> 03:11:04.885

while also directing the MPSA relocation to quote unquote,

4077

03:11:04.985 --> 03:11:07.365

to the extent possible within budget constraints,

4078

03:11:07.365 --> 03:11:09.965

provide classroom and common spaces consistent

4079

03:11:10.475 --> 03:11:14.165

with current ed specs while referencing options one

4080

03:11:14.165 --> 03:11:18.165

and two from the f from the FY 25 to 34 CIP.

4081

03:11:18.905 --> 03:11:20.965

Um, so I do think it's important that we take a look at

4082

03:11:20.965 --> 03:11:22.685

that, if that is all in alignment.

4083

03:11:23.625 --> 03:11:26.885

Um, the other following items are top of mind for me

4084

03:11:26.985 --> 03:11:29.405

as we move forward in the CIP process.

4085

03:11:30.255 --> 03:11:33.045

First, um, I agree with the way in which this direction

4086

03:11:33.565 --> 03:11:35.565

recognizes that construction and construction

4087

03:11:35.565 --> 03:11:38.125

and infrastructure improvement plans do not need

4088

03:11:38.125 --> 03:11:41.405

to add elementary school seats, uh, at this time.

4089

03:11:42.585 --> 03:11:44.445

I'm also wondering, uh,

4090

03:11:44.985 --> 03:11:46.245

and including the MPSA project,

4091

03:11:46.245 --> 03:11:48.565

which right now would replace seats not add them

4092

03:11:48.745 --> 03:11:50.165

as we are directing here.

4093

03:11:50.745 --> 03:11:54.205

I'm also wondering what costs would result from a delay

4094

03:11:54.305 --> 03:11:57.925

of MPSA and well, yeah, Dr. Jones mentioned some of them

4095

03:11:58.345 --> 03:12:02.925

and, uh, looking at those in comparison to the cost

4096

03:12:02.985 --> 03:12:04.765

of obviously proceeding with the project.

4097

03:12:05.585 --> 03:12:10.045

Um, and then additionally, how are we ensuring that, um,

4098

03:12:10.155 --> 03:12:11.725

this is something I'm paying close attention to,

4099

03:12:12.035 --> 03:12:15.125

that our cost estimates as we develop the CIP process,

4100

03:12:15.385 --> 03:12:18.885

are the actual and updated cost estimates given inflation

4101

03:12:18.985 --> 03:12:22.885

and other factors, including escalation costs to ensure

4102

03:12:22.915 --> 03:12:25.165

that we are accurate in our assessments

4103

03:12:25.585 --> 03:12:28.805

and thus staying within our prescribed debt limit.

4104

03:12:30.145 --> 03:12:33.485

Uh, another, uh, element I'm look wondering about

4105

03:12:33.505 --> 03:12:35.805

and looking at as we go through this process is

4106

03:12:35.805 --> 03:12:39.725

how are we prioritizing our major infrastructure investments

4107

03:12:39.845 --> 03:12:42.685

according to need based on our FCA

4108

03:12:42.685 --> 03:12:44.485

and our facilities condition assessments?

4109

03:12:44.715 --> 03:12:46.565

Because, and as several, um,

4110

03:12:46.625 --> 03:12:49.125

of our constituents tonight mentioned in public comment,

4111

03:12:50.065 --> 03:12:52.325

we do have a number of competing urgent

4112

03:12:52.375 --> 03:12:53.605

needs across our schools.

4113

03:12:53.905 --> 03:12:57.085

So we do think I, we do need to be clear on

4114

03:12:57.105 --> 03:13:00.205

how we are prioritizing our, our major investments.

4115

03:13:00.705 --> 03:13:03.245

And in conclusion, the way that I'm evaluating some

4116

03:13:03.245 --> 03:13:06.325

of these trade-offs is primarily based on addressing, again,

4117

03:13:06.745 --> 03:13:08.605

urgent major infrastructure

4118

03:13:08.625 --> 03:13:11.485

and maintenance needs that will provide the best all

4119

03:13:11.485 --> 03:13:14.645

around working conditions for staff and educators,

4120

03:13:15.305 --> 03:13:17.925

and thus learning conditions for our kids.

4121

03:13:18.175 --> 03:13:19.175

Thank you so much.

4122

03:13:20.575 --> 03:13:22.845

Thank you, Ms. Tapia Hanley. Ms. Cera,

4123

03:13:23.495 --> 03:13:24.495

Thank you. I have

4124

03:13:24.495 --> 03:13:26.725

some prepared remarks I'd like to share, but

4125

03:13:26.725 --> 03:13:28.685

before I begin that, I'd just like to clarify

4126

03:13:29.345 --> 03:13:31.925

my own understanding of careful study

4127

03:13:31.925 --> 03:13:33.005

of this over many years.

4128

03:13:33.595 --> 03:13:36.165

When we talk about what is the least expensive option

4129

03:13:36.185 --> 03:13:38.125

for the Montessori Public School of Arlington.

4130

03:13:38.505 --> 03:13:40.645

The least expensive option is

4131

03:13:40.645 --> 03:13:42.285

to move the Montessori Public School

4132

03:13:42.285 --> 03:13:43.525

of Arlington option program

4133

03:13:43.625 --> 03:13:46.405

to another existing elementary school facility

4134

03:13:46.405 --> 03:13:48.685

that is already built for elementary students.

4135

03:13:49.385 --> 03:13:52.125

We have models of this 'cause we've done this before.

4136

03:13:52.265 --> 03:13:54.005

We moved the Arlington Traditional School

4137

03:13:54.025 --> 03:13:55.085

to the McKinley Building.

4138

03:13:55.345 --> 03:13:57.005

We moved to Squala Key into the

4139

03:13:57.005 --> 03:13:58.445

Arlington Traditional school building.

4140

03:13:58.945 --> 03:14:01.165

The cost of those option program moves.

4141

03:14:01.195 --> 03:14:03.725

Each of them was in the neighborhood of one to \$2 million,

4142

03:14:03.905 --> 03:14:07.605

if I remember correctly, which is way far south

4143

03:14:07.665 --> 03:14:09.845

of whether we're talking about 30 or 35

4144

03:14:09.845 --> 03:14:13.485

or \$45 million to retrofit the Legacy career center.

4145

03:14:14.315 --> 03:14:16.645

That is the least expensive option to move

4146

03:14:16.645 --> 03:14:19.045

to an existing facility, which we can do

4147

03:14:19.045 --> 03:14:21.165

because we have the luxury of excess capacity.

4148

03:14:21.765 --> 03:14:24.405

I acknowledge that that's a difficult and emotional process,

4149

03:14:24.625 --> 03:14:26.205

and it requires boundary change.

4150

03:14:27.475 --> 03:14:30.125

What I'm saying in addition to that is

4151

03:14:30.125 --> 03:14:31.525

that if it is important to us

4152

03:14:31.555 --> 03:14:32.965

that the Montessori Public School

4153

03:14:32.965 --> 03:14:35.685

of Arlington option program may remain in south

4154

03:14:35.745 --> 03:14:39.405

or central Arlington, that is not impossible to do.

4155

03:14:39.505 --> 03:14:42.485

If we're talking about doing boundary changes anyway, it,

4156

03:14:42.725 --> 03:14:44.485

we could locate that wherever we want to

4157

03:14:44.705 --> 03:14:46.405

and change boundaries accordingly.

4158

03:14:46.985 --> 03:14:48.805

If it's important for us to,

4159

03:14:48.805 --> 03:14:51.845

that it remain in South Arlington, I would simply suggest

4160

03:14:51.845 --> 03:14:54.525

that based on my understanding, we're making

4161

03:14:54.525 --> 03:14:56.685

that determination for reasons of

4162

03:14:58.125 --> 03:14:59.285

probably emotional attachment

4163

03:14:59.785 --> 03:15:02.805

and, uh, sort of a values gesture rather than

4164

03:15:02.875 --> 03:15:03.885

data that we have.

4165

03:15:03.885 --> 03:15:06.445

That suggests that when we move option programs,

4166

03:15:07.085 --> 03:15:09.405

families follow even when it moves farther away.

4167

03:15:09.745 --> 03:15:12.325

We have data that shows that from when MPSA moved out

4168

03:15:12.325 --> 03:15:15.125

of Drew, when a TS moved, when Key moved,

4169

03:15:15.385 --> 03:15:18.285

if we're gonna be careful students of data, which we have

4170

03:15:18.285 --> 03:15:20.165

to do with our capital decisions

4171

03:15:20.165 --> 03:15:21.645

and our precious capital dollars,

4172

03:15:22.145 --> 03:15:24.965

the data simply do not conclusively show

4173

03:15:25.475 --> 03:15:28.445

that families don't follow when we move option programs.

4174

03:15:28.985 --> 03:15:30.445

So I will say all of that

4175

03:15:30.665 --> 03:15:34.005

before my prepared remarks, which are that

4176

03:15:34.585 --> 03:15:36.525

I'm thinking about the CIP direction

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03:15:36.625 --> 03:15:39.205

and for attributes are guiding my thinking.

4178

03:15:39.495 --> 03:15:41.205

These attributes are holistic,

4179

03:15:41.725 --> 03:15:43.325

strategic, flexible, and creative.

4180

03:15:44.155 --> 03:15:46.765

When I think about holistic as a school board member,

4181

03:15:46.945 --> 03:15:49.380

my job is to consider the needs of the entire system.

4182

03:15:49.775 --> 03:15:52.565

Individual school communities naturally advocate

4183

03:15:52.565 --> 03:15:53.685

for their immediate interests,

4184

03:15:53.685 --> 03:15:55.005

and that's completely understandable.

4185

03:15:55.265 --> 03:15:57.205

But board members must view each project

4186

03:15:57.205 --> 03:15:58.445

within the broader context.

4187

03:15:59.345 --> 03:16:01.805

Here's an example from early on my term in the board.

4188

03:16:01.905 --> 03:16:04.845

In April of 2022, we voted on the concept design

4189

03:16:04.865 --> 03:16:06.445

for the new Grace Hopper Center.

4190

03:16:07.105 --> 03:16:09.405

We were weighing how to proceed with two designs

4191

03:16:09.405 --> 03:16:12.925

that differed by 450 seats and \$16 million.

4192

03:16:13.715 --> 03:16:15.885

This vote was scheduled just two weeks

4193

03:16:15.945 --> 03:16:18.405

before we'd see the superintendent's proposed

4194

03:16:18.565 --> 03:16:20.565

CIP as one board member.

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03:16:20.725 --> 03:16:23.605

I made a motion to delay the vote by two months so

4196

03:16:23.605 --> 03:16:26.845

that we could evaluate those designs within the full CIP

4197

03:16:26.845 --> 03:16:30.245

context because I believed we'd then have a much clearer

4198

03:16:30.245 --> 03:16:32.285

sense of all the other needs within the system.

4199

03:16:32.865 --> 03:16:35.565

My motion failed, but I stand by the premise

4200

03:16:36.075 --> 03:16:38.165

that the school board must always see the forest,

4201

03:16:38.505 --> 03:16:39.645

not the individual trees.

4202

03:16:40.305 --> 03:16:41.965

The second attribute is strategic.

4203

03:16:42.185 --> 03:16:43.965

We have limited real estate bond

4204

03:16:44.325 --> 03:16:45.685

capacity and operating capital.

4205

03:16:46.215 --> 03:16:49.085

Every decision we make must use the best available data

4206

03:16:49.185 --> 03:16:51.365

to invest wisely, maximize, benefit,

4207

03:16:51.505 --> 03:16:54.565

and avoid disproportionate impacts on any region or group.

4208

03:16:55.425 --> 03:16:57.525

Our current data show that we have an excess

4209

03:16:57.545 --> 03:17:01.245

of 1,700 elementary seats now

4210

03:17:01.305 --> 03:17:02.645

and for the foreseeable future.

4211

03:17:03.685 --> 03:17:06.805

Meanwhile, our capital needs in elementary facilities exceed

4212

03:17:06.805 --> 03:17:08.205

our bond capacity and funding.

4213

03:17:08.655 --> 03:17:10.005

Given those circumstances,

4214

03:17:10.365 --> 03:17:13.125

I support a comprehensive independent analysis of

4215

03:17:13.125 --> 03:17:16.725

how a PS can operate most cost effectively At the elementary

4216

03:17:16.725 --> 03:17:21.715

level, this analysis

4217

03:17:21.715 --> 03:17:23.435

should include, be holistic

4218

03:17:23.435 --> 03:17:26.435

and include all elementary school components, including

4219

03:17:26.435 --> 03:17:29.835

where we relocate MPSA, determining the next steps

4220

03:17:29.895 --> 03:17:31.515

for Taylor, Randolph, and Barrett.

4221

03:17:31.535 --> 03:17:33.035

The three schools that we've included

4222

03:17:33.135 --> 03:17:35.315

for major renovation in our feasibility studies,

4223

03:17:36.035 --> 03:17:37.995

I don't have preconceived conclusions.

4224

03:17:38.095 --> 03:17:39.955

It may well be that we stay the course

4225

03:17:40.375 --> 03:17:43.355

or change course on any one of those projects,

4226

03:17:43.775 --> 03:17:46.275

but I believe that we need to do that due diligence

4227

03:17:46.295 --> 03:17:47.915

to be financially responsible

4228

03:17:48.135 --> 03:17:50.195

and that holistic look is imperative.

4229

03:17:50.975 --> 03:17:52.435

The third imperative, or the third

4230

03:17:52.435 --> 03:17:53.755

attribute, is flexibility.

4231

03:17:53.825 --> 03:17:55.195

When circumstances change

4232

03:17:55.215 --> 03:17:56.595

and new information emerges,

4233

03:17:56.705 --> 03:17:58.315

sometimes we need to change course.

4234

03:17:58.895 --> 03:18:00.315

We shouldn't do this capriciously,

4235

03:18:00.335 --> 03:18:02.075

but neither should we cling to plans

4236

03:18:02.075 --> 03:18:03.595

that no longer make sense simply

4237

03:18:03.595 --> 03:18:05.195

because we've invested time in them.

4238

03:18:05.585 --> 03:18:08.035

This is the classic sunk cost fallacy.

4239

03:18:08.575 --> 03:18:10.155

As one board member, I ask,

4240

03:18:10.155 --> 03:18:11.995

what's the best decision I can make today

4241

03:18:12.185 --> 03:18:13.435

with current information?

4242

03:18:13.775 --> 03:18:16.075

If I'm changing course, do I have sound reasons?

4243

03:18:16.575 --> 03:18:18.995

School division's experience enrollment waves.

4244

03:18:19.375 --> 03:18:20.755

The maintenance needs in each

4245

03:18:20.755 --> 03:18:23.955

of our buildings evolve instructional practices shift

4246

03:18:24.355 --> 03:18:26.715

changing how we configure classrooms in shared spaces.

4247

03:18:27.375 --> 03:18:29.355

We adopt a new CIP every two years,

4248

03:18:29.505 --> 03:18:31.955

even though it's a 10 year plan, precisely

4249

03:18:31.955 --> 03:18:34.195

because this flexibility really matters.

4250

03:18:34.815 --> 03:18:36.675

And the last attribute is creative.

4251

03:18:37.065 --> 03:18:40.275

Limited resources are creative constraints that push us

4252

03:18:40.335 --> 03:18:41.715

to approach problems differently.

4253

03:18:42.375 --> 03:18:44.915

I'm pleased. The CIP directs the superintendent

4254

03:18:45.015 --> 03:18:47.720

to explore alternative financing beyond bonds

4255

03:18:47.720 --> 03:18:48.925

as other districts have done.

4256

03:18:49.345 --> 03:18:51.125

If those approaches help us accomplish

4257

03:18:51.125 --> 03:18:52.205

more, that's excellent.

4258

03:18:52.465 --> 03:18:54.725

But even if we conclude that those aren't appropriate

4259

03:18:54.725 --> 03:18:57.005

for Arlington, we'll know we did our due diligence

4260

03:18:57.105 --> 03:18:58.685

and then we've demonstrated good

4261

03:18:58.685 --> 03:19:00.085

stewardship of public funds.

4262

03:19:00.815 --> 03:19:02.485

Creativity also means asking

4263

03:19:02.705 --> 03:19:05.205

how can Arlington ride the waves of enrollment change

4264

03:19:05.835 --> 03:19:06.845

Like other communities,

4265

03:19:06.845 --> 03:19:09.205

we've gotta think creatively about our public facilities.

4266

03:19:09.405 --> 03:19:12.005

A building needed as a school today might serve a different

4267

03:19:12.005 --> 03:19:13.365

community need in 20 years.

4268

03:19:13.465 --> 03:19:15.845

And vice versa, other school divisions are

4269

03:19:15.845 --> 03:19:17.005

showing us what's possible.

4270

03:19:17.475 --> 03:19:19.645

Some co-locate health centers with high schools

4271

03:19:19.785 --> 03:19:20.845

to give families access

4272

03:19:20.845 --> 03:19:22.645

to medical care while creating healthcare

4273

03:19:22.675 --> 03:19:24.085

internships for students.

4274

03:19:24.545 --> 03:19:27.605

Others offer space at lower no cost to small businesses

4275

03:19:27.605 --> 03:19:29.485

and nonprofits that provide job

4276

03:19:29.485 --> 03:19:30.765

shadowing and apprenticeships.

4277

03:19:31.435 --> 03:19:33.965

Some expand dual enrollment with community colleges

4278

03:19:33.965 --> 03:19:36.725

and universities, or enable two generation learning

4279

03:19:36.725 --> 03:19:39.165

that combines childcare and adult education.

4280

03:19:39.575 --> 03:19:42.205

These approaches meet community needs while creating

4281

03:19:42.325 --> 03:19:43.645

instructional opportunities.

4282

03:19:44.145 --> 03:19:46.725

And I respectfully suggest that instead

4283

03:19:46.725 --> 03:19:48.405

of saying We don't know what we would do with one

4284

03:19:48.405 --> 03:19:50.965

of our buildings, we think creatively in these ways about

4285

03:19:51.065 --> 03:19:52.805

all of these opportunities, we could realize

4286

03:19:53.495 --> 03:19:56.525

these four attributes, holistic, strategic, flexible

4287

03:19:56.525 --> 03:19:58.685

and creative guide my work on the CAP direction.

4288

03:19:59.045 --> 03:20:00.885

I welcome your ideas and suggestions

4289

03:20:00.885 --> 03:20:02.525

that will help me push my own thinking.

4290

03:20:04.925 --> 03:20:07.035

Thank you, Ms. Cera. Ms. Turner,

4291

03:20:07.605 --> 03:20:08.605

Thank you. I would like

4292

03:20:08.605 --> 03:20:11.555

to, um, align with much of Ms what Ms.

4293

03:20:11.825 --> 03:20:13.075

Cera said. Um,

4294

03:20:13.375 --> 03:20:16.355

and add that I think it's accurate to say

4295

03:20:16.355 --> 03:20:18.835

that the least expensive option would certainly be

4296

03:20:18.835 --> 03:20:21.915

to move the Montessori school into an existing school

4297

03:20:22.115 --> 03:20:25.275

building, um, and to not spend our capital dollars

4298

03:20:25.415 --> 03:20:27.715

to replace seats that we currently do not need.

4299

03:20:28.005 --> 03:20:30.075

There are possibly other least expensive.

4300

03:20:30.525 --> 03:20:32.115

There are possibly other options,

4301

03:20:32.655 --> 03:20:35.035

but one point that is often made is

4302

03:20:35.035 --> 03:20:38.115

that Montessori is in fact the least expensive option

4303

03:20:38.475 --> 03:20:40.155

compared to some of the other feasibility studies

4304

03:20:40.155 --> 03:20:43.115

that we've gotten for our other elementary schools in need

4305

03:20:43.115 --> 03:20:44.915

of a, a renovation overhaul.

4306

03:20:45.455 --> 03:20:50.115

And the fact is that those two different, those

4307

03:20:50.945 --> 03:20:52.915

sets of options are not based on the same standard.

4308

03:20:52.975 --> 03:20:54.035

The Montessori Public School

4309

03:20:54.035 --> 03:20:58.715

of Arlington is a less expensive option by the dollars

4310

03:20:58.715 --> 03:21:01.475

because that was the direction given the direction was given

4311

03:21:01.575 --> 03:21:04.795

to only evaluate Montessori at the legacy career building

4312

03:21:04.855 --> 03:21:06.835

and to do it in a way that would meet a budget.

4313

03:21:07.535 --> 03:21:08.915

The direction on the feasibility

4314

03:21:08.915 --> 03:21:10.155

studies was simply different.

4315

03:21:10.175 --> 03:21:12.915

It was to see what could be done at the site

4316

03:21:12.975 --> 03:21:14.795

to meet ed specs that we would like

4317

03:21:14.795 --> 03:21:17.715

to have without applying the same standards across

4318

03:21:17.715 --> 03:21:18.755

the elementary schools.

4319

03:21:18.935 --> 03:21:22.795

And knowing that we currently do not have a need

4320

03:21:22.935 --> 03:21:25.715

to replace all of the elementary seats we currently have,

4321

03:21:25.855 --> 03:21:27.795

and knowing that we have a very long list

4322

03:21:28.215 --> 03:21:29.435

of infrastructure needs

4323

03:21:29.695 --> 03:21:31.395

for which we need our capital dollars

4324

03:21:31.495 --> 03:21:34.955

and we need to use them as efficiently as possible in order

4325

03:21:35.055 --> 03:21:39.475

to service our roofs, our HVACs at many, many,

4326

03:21:39.475 --> 03:21:41.515

many other schools beyond those, uh,

4327

03:21:41.545 --> 03:21:43.515

that are identified in the current direction.

4328

03:21:44.275 --> 03:21:46.325

I think we need to have an analysis

4329

03:21:46.325 --> 03:21:49.125

that actually compares all of the elementary schools

4330

03:21:49.925 --> 03:21:53.565

proposed on what is essentially an apples to apples basis.

4331

03:21:53.925 --> 03:21:56.645

I think that's also consistent with the portion

4332

03:21:56.665 --> 03:21:59.165

of the direction that suggests we should have

4333

03:21:59.165 --> 03:22:00.485

uniform ed specs.

4334

03:22:00.485 --> 03:22:01.605

Right now, we do not have that.

4335

03:22:01.745 --> 03:22:05.645

The Montessori proposal is subject to ed specs that,

4336

03:22:05.785 --> 03:22:08.885

to borrow an analogy from a public speaker, they could be

4337

03:22:09.405 --> 03:22:12.125

a Toyota Camry, they could be a Ford Pinto.

4338

03:22:12.315 --> 03:22:14.165

They are probably not a Cadillac.

4339

03:22:14.625 --> 03:22:17.645

And if we are okay with a Camry at one school,

4340

03:22:17.645 --> 03:22:20.525

perhaps we should be okay with a Camry level at all

4341

03:22:20.525 --> 03:22:21.925

of our elementary schools.

4342

03:22:23.445 --> 03:22:24.725

I think we need to take steps

4343

03:22:24.825 --> 03:22:26.805

to make sure we are not at a pinto level

4344

03:22:27.185 --> 03:22:29.685

and we need to evaluate whether the Camry level is

4345

03:22:29.685 --> 03:22:30.765

in the appropriate one.

4346

03:22:30.945 --> 03:22:33.525

But the bottom line is we need to do the same thing for all

4347

03:22:33.525 --> 03:22:35.045

of our elementary schools and be able

4348

03:22:35.045 --> 03:22:36.845

to compare them using the same standard

4349

03:22:36.865 --> 03:22:38.405

and the same criteria.

4350

03:22:39.385 --> 03:22:41.685

So that's all I want to say, except to thank the staff

4351

03:22:41.745 --> 03:22:44.565

for their work and their responsiveness to our questions,

4352

03:22:44.565 --> 03:22:47.565

which are many and varied, not always consistent.

4353

03:22:48.095 --> 03:22:50.245

Definitely different by each and every one of us.

4354

03:22:50.745 --> 03:22:53.965

And to thank our chair, uh, for trying to put together

4355

03:22:54.555 --> 03:22:55.805

some sort of, um,

4356

03:22:58.605 --> 03:23:00.885

I guess I probably can't even call it coherent,

4357

03:23:01.425 --> 03:23:05.245

but some sort of document that we could present tonight so

4358

03:23:05.245 --> 03:23:06.645

that we can move this process forward.

4359

03:23:09.735 --> 03:23:11.445

Thank you, Ms. Turner. Ms. Clark.

4360

03:23:14.225 --> 03:23:19.005

Uh, so first, um, thanks to Bethany

4361

03:23:19.385 --> 03:23:21.685

for really, uh, listening.

4362

03:23:21.885 --> 03:23:25.165

I mean to all of our feedback throughout this process

4363

03:23:25.545 --> 03:23:27.765

and trying to capture this in a document.

4364

03:23:27.945 --> 03:23:30.005

For those of you that have been tracking this,

4365

03:23:30.715 --> 03:23:32.285

this has come up, um,

4366

03:23:32.925 --> 03:23:36.045

I think multiple times in CIPS over the years, over votes,

4367

03:23:36.905 --> 03:23:39.365

um, but has come to a head this year.

4368

03:23:39.605 --> 03:23:40.885

I think specifically because

4369

03:23:41.465 --> 03:23:43.725

of the economic conditions surrounding this.

4370

03:23:44.545 --> 03:23:47.405

No one in, uh, previous years could have foreseen

4371

03:23:47.405 --> 03:23:49.245

that we are gonna be in this position now.

4372

03:23:49.905 --> 03:23:52.165

And I speak, um, you know, as I was speaking

4373

03:23:52.165 --> 03:23:55.765

with Mr. Hawkins earlier today, talking about, uh, budget

4374

03:23:55.825 --> 03:23:59.165

and finance and creating sustainable practices

4375

03:23:59.835 --> 03:24:02.605

with guardrails so that no matter

4376

03:24:02.635 --> 03:24:06.805

what curve balls we get thrown, um, we can maintain

4377

03:24:07.485 --> 03:24:10.925

practices that exemplify what we want to see

4378

03:24:10.925 --> 03:24:13.405

through our strategic plan coming to life.

4379

03:24:13.985 --> 03:24:17.565

Um, within a PS, and this is one aspect of it.

4380

03:24:18.465 --> 03:24:20.045

Um, as one board member,

4381

03:24:20.325 --> 03:24:23.205

I am weighing both the existing building conditions

4382

03:24:23.425 --> 03:24:26.245

of both the Patrick Henry, which is at use,

4383

03:24:26.475 --> 03:24:27.565

it's at end of life.

4384

03:24:27.865 --> 03:24:29.285

It is no longer a useful building.

4385

03:24:29.985 --> 03:24:33.285

And the career center, which has lots of useful life,

4386

03:24:34.025 --> 03:24:37.085

and let's be real, the ease of relocating

4387

03:24:37.685 --> 03:24:39.925

a school across from an existing school.

4388

03:24:40.395 --> 03:24:44.365

When you think about disruption simply from the relocation

4389

03:24:44.385 --> 03:24:48.965

of seats 500 feet away, like you don't get, I mean,

4390

03:24:48.965 --> 03:24:51.605

that is literally the least disruptive thing

4391

03:24:51.605 --> 03:24:54.445

that we could do for the Montessori students.

4392

03:24:55.345 --> 03:24:59.525

And I'm balancing this against our extra seat capacity,

4393

03:25:00.505 --> 03:25:05.085

the current economic conditions, the need for so many HVAC

4394

03:25:05.145 --> 03:25:07.405

and roof replacements that need to take place.

4395

03:25:07.945 --> 03:25:09.125

So we have infrastructure

4396

03:25:09.265 --> 03:25:10.925

and existing schools that's failing.

4397

03:25:12.345 --> 03:25:15.085

And the fact that if we move Montessori

4398

03:25:15.345 --> 03:25:16.685

to another elementary school,

4399

03:25:17.675 --> 03:25:22.605

this would require comprehensive boundary changes, which

4400

03:25:23.375 --> 03:25:25.885

bring out lots of emotion,

4401

03:25:26.865 --> 03:25:29.245

and they are really disruptive for communities.

4402

03:25:29.865 --> 03:25:32.085

So I want the communities,

4403

03:25:32.185 --> 03:25:34.845

the greater Arlington community here, like we are

4404

03:25:35.445 --> 03:25:39.005

actively engaged in conversations about how best to proceed,

4405

03:25:39.985 --> 03:25:42.205

um, with all of this data

4406

03:25:42.385 --> 03:25:45.405

and information that impacts 28,000 students.

4407

03:25:45.985 --> 03:25:49.245

And not just the implication of our strategic plan today,

4408

03:25:49.745 --> 03:25:52.965

but our strategic plan through 2030.

4409

03:25:54.385 --> 03:25:56.765

So, um, these are the considerations

4410

03:25:57.075 --> 03:25:59.005

that I, um, am weighing.

4411

03:25:59.945 --> 03:26:04.485

Um, I agree with the apples to apple's comparison

4412

03:26:04.955 --> 03:26:07.485

that my colleagues have also suggested.

4413

03:26:08.345 --> 03:26:11.165

Um, and I wanna give a quick shout out to Ms.

4414

03:26:11.555 --> 03:26:13.725

Cera for continuing to, uh,

4415

03:26:13.835 --> 03:26:17.285

push the public private partnership idea.

4416

03:26:18.005 --> 03:26:21.445

I think she's been on that for a while now.

4417

03:26:22.385 --> 03:26:26.445

Um, and so I, I do think that is very, um, a good way

4418

03:26:26.465 --> 03:26:30.245

to look at things in terms of, um, different,

4419

03:26:30.625 --> 03:26:32.485

the different possibilities that we can use

4420

03:26:32.905 --> 03:26:36.125

to further education here in a PS.

4421

03:26:37.185 --> 03:26:39.005

And those are my short remarks.

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03:26:41.055 --> 03:26:42.045

Thank you. It's possible.

4423

03:26:42.105 --> 03:26:43.325

I'm gonna be the longest tonight.

4424

03:26:44.305 --> 03:26:45.725

Um, uh, you know,

4425

03:26:45.725 --> 03:26:47.605

first I wanna say I appreciate tremendously the

4426

03:26:47.725 --> 03:26:49.565

collaboration that we've enjoyed over the past, uh,

4427

03:26:49.565 --> 03:26:52.165

two months or so, working together as a board, working

4428

03:26:52.165 --> 03:26:53.285

with the superintendent

4429

03:26:53.465 --> 03:26:57.245

and with staff to develop, um, a draft CIP direction.

4430

03:26:57.945 --> 03:27:00.085

Um, I'm supportive of every element

4431

03:27:00.225 --> 03:27:02.085

of the CIP direction except one.

4432

03:27:02.275 --> 03:27:03.725

I'll get to that shortly. Um,

4433

03:27:04.265 --> 03:27:06.205

but I feel that we are, I feel confident

4434

03:27:06.205 --> 03:27:08.125

that we are laying out a strong foundation, uh,

4435

03:27:08.145 --> 03:27:10.965

for the superintendent's proposed CIP this coming spring.

4436

03:27:11.665 --> 03:27:14.725

Um, I can't emphasize strongly enough, uh, the amount

4437

03:27:14.725 --> 03:27:17.605

of work that staff, um, have put into all of the

4438

03:27:18.245 --> 03:27:20.245

planning elements of our capital improvements.

4439

03:27:20.305 --> 03:27:23.125

And I, I wanna express my gratitude, uh, to all of you.

4440

03:27:25.425 --> 03:27:26.845

Uh, I believe that our direction

4441

03:27:26.845 --> 03:27:28.725

to the superintendent should be to move forward

4442

03:27:28.725 --> 03:27:31.765

with the planning for the renovation of the A CC building,

4443

03:27:32.025 --> 03:27:34.525

moving the Montessori Public School of Ireland into

4444

03:27:34.525 --> 03:27:37.485

that building and tearing down the former MPSA building,

4445

03:27:38.055 --> 03:27:39.125

which I also try.

4446

03:27:39.485 --> 03:27:42.805

I I call the Patrick Henry building also, um,

4447

03:27:44.265 --> 03:27:47.605

the current draft, um, CIP delays that, uh,

4448

03:27:47.685 --> 03:27:49.125

CIP direction delays that work

4449

03:27:49.225 --> 03:27:51.605

and puts the move of MPSA into the a

4450

03:27:51.685 --> 03:27:53.085

CC building into uncertainty.

4451

03:27:54.855 --> 03:27:56.615

I understand the desire to explore whether

4452

03:27:56.615 --> 03:28:00.375

or not there are other options, including the idea

4453

03:28:00.375 --> 03:28:02.935

that there might be one that would be better for MPSA.

4454

03:28:03.915 --> 03:28:06.575

But we have spent two years talking about whether

4455

03:28:06.595 --> 03:28:09.255

or not there are other or better options,

4456

03:28:09.315 --> 03:28:10.615

and there has not been one.

4457

03:28:12.095 --> 03:28:13.575

I don't believe that we need to spend money

4458

03:28:13.595 --> 03:28:15.855

to engage a consultant to tell us what we already know.

4459

03:28:19.335 --> 03:28:22.615

I know that it's said that staff did not explore other

4460

03:28:22.615 --> 03:28:24.615

options because they were not given that direction.

4461

03:28:24.615 --> 03:28:26.615

But I have had plenty of conversations

4462

03:28:26.615 --> 03:28:28.095

with staff over the past two years

4463

03:28:28.095 --> 03:28:30.655

where they absolutely would have brought forward another

4464

03:28:30.655 --> 03:28:32.055

option if they had seen one.

4465

03:28:34.095 --> 03:28:35.735

I understand that we should be cautious given

4466

03:28:35.755 --> 03:28:36.775

our financial outlook.

4467

03:28:36.935 --> 03:28:38.975

I understand that we have a lot of capital projects

4468

03:28:38.975 --> 03:28:42.015

that we want to address, but demolishing the MPSA building

4469

03:28:42.075 --> 03:28:43.775

has been a priority for a long time.

4470

03:28:45.215 --> 03:28:49.015

I may feel differently if we were looking at a competing use

4471

03:28:49.195 --> 03:28:50.975

for the legacy a CC building,

4472

03:28:51.475 --> 03:28:55.055

but there is not one, there is no compelling case being made

4473

03:28:55.155 --> 03:28:57.375

for something else to go into the a

4474

03:28:57.455 --> 03:28:58.615

CC building at this time.

4475

03:28:59.515 --> 03:29:01.295

If we don't move MPSA there,

4476

03:29:01.395 --> 03:29:03.775

we will have an empty building sitting on the campus,

4477

03:29:04.465 --> 03:29:06.855

which we will have to spend money to maintain.

4478

03:29:07.715 --> 03:29:09.695

To me, that does not represent responsible

4479

03:29:09.695 --> 03:29:11.055

stewardship of our resources.

4480

03:29:13.965 --> 03:29:17.185

The current conversation about seat capacity

4481

03:29:18.245 --> 03:29:19.905

treats all seats as equal.

4482

03:29:21.405 --> 03:29:23.705

And I don't believe that all seats are equal

4483

03:29:23.705 --> 03:29:26.585

because I believe it matters who is using the seat?

4484

03:29:28.195 --> 03:29:30.735

Our commitment to equity calls upon us to consider

4485

03:29:30.915 --> 03:29:34.135

who the children are, what are their needs,

4486

03:29:34.715 --> 03:29:35.895

how we are supporting them,

4487

03:29:36.315 --> 03:29:39.135

how they are achieving success in their current environment.

4488

03:29:40.235 --> 03:29:44.095

The location of MPSA for the students and families matters.

4489

03:29:45.035 --> 03:29:48.815

It serves the community in a central location aligned

4490

03:29:48.815 --> 03:29:50.015

with the MPSA mission

4491

03:29:50.555 --> 03:29:52.095

and in proximity to where many

4492

03:29:52.095 --> 03:29:54.375

of the students enrolled in MPSA live.

4493

03:29:55.435 --> 03:29:57.095

And it is a successful program,

4494

03:29:57.345 --> 03:29:59.815

which we should not unnecessarily disrupt.

4495

03:30:02.205 --> 03:30:03.865

An idea that has been floated is

4496

03:30:03.865 --> 03:30:06.665

to dismantle a North Arlington Elementary School

4497

03:30:06.915 --> 03:30:09.265

where there is capacity across a number of schools

4498

03:30:09.365 --> 03:30:11.865

and redistrict all of those kids to other schools

4499

03:30:12.525 --> 03:30:13.905

and move MPSA there.

4500

03:30:14.605 --> 03:30:16.465

To me, this sends the wrong message about

4501

03:30:16.485 --> 03:30:18.425

how we value neighborhood schools

4502

03:30:18.565 --> 03:30:19.865

as the heart of our community.

4503

03:30:21.005 --> 03:30:23.705

Having option programs is a terrific asset

4504

03:30:23.805 --> 03:30:25.585

and is part of what makes a PS special.

4505

03:30:26.645 --> 03:30:29.425

But I would be very cautious about closing a neighborhood

4506

03:30:29.545 --> 03:30:30.665

school to provide space

4507

03:30:30.685 --> 03:30:33.865

for an option program when another solution already exists.

4508

03:30:35.665 --> 03:30:37.945

A number of creative uses could be applied

4509

03:30:38.045 --> 03:30:40.885

to elementary schools that have more capacity available,

4510

03:30:42.075 --> 03:30:44.565

such as leasing spaces to daycare providers

4511

03:30:48.015 --> 03:30:49.315

for the building renovations

4512

03:30:49.535 --> 03:30:51.035

for the three elementary schools.

4513

03:30:51.135 --> 03:30:54.155

In the feasibility studies, I agree that we should seek

4514

03:30:54.155 --> 03:30:55.835

to achieve alignment in the costs

4515

03:30:55.895 --> 03:30:57.715

and scope of the work that we are doing.

4516

03:30:58.855 --> 03:31:02.075

But an apples to apples comparison does not take into

4517

03:31:02.075 --> 03:31:04.675

account the unique and individual characteristics

4518

03:31:04.675 --> 03:31:05.795

of a school community

4519

03:31:06.055 --> 03:31:07.955

and of each school property and building.

4520

03:31:09.565 --> 03:31:13.385

We can achieve general comp comparability across all four

4521

03:31:13.465 --> 03:31:15.665

projects, but we don't need

4522

03:31:15.665 --> 03:31:18.705

to delay the MPSA project in order to do that.

4523

03:31:20.685 --> 03:31:22.145

And I'm mindful that one of the reasons

4524

03:31:22.655 --> 03:31:25.145

that the reason why we need a home for MPSA is

4525

03:31:25.145 --> 03:31:27.665

because we are addressing the inadequacies of one

4526

03:31:27.665 --> 03:31:29.785

of the most worn out elementary schools that we have,

4527

03:31:30.155 --> 03:31:31.585

which is the MPSA building.

4528

03:31:34.085 --> 03:31:36.705

We have the opportunity to repurpose a building

4529

03:31:36.975 --> 03:31:38.225

that is in good condition

4530

03:31:38.225 --> 03:31:41.025

with only addressing some infrastructure needs

4531

03:31:41.085 --> 03:31:43.665

and renovating modestly for a designated purpose.

4532

03:31:45.305 --> 03:31:47.825

Anything that we decide, anything that we decide to do

4533

03:31:47.825 --> 03:31:50.865

with the legacy a CC building would incur these kinds

4534

03:31:50.865 --> 03:31:53.505

of costs, both infrastructure and renovation.

4535

03:31:54.485 --> 03:31:56.025

We have right now a plan

4536

03:31:56.085 --> 03:31:57.745

and a purpose for the building's use.

4537

03:31:58.565 --> 03:32:00.625

If we go some other route with MPSA,

4538

03:32:00.625 --> 03:32:03.105

we then leave a building sitting empty with no plan

4539

03:32:03.165 --> 03:32:07.745

or purpose and completion of the Grace Hopper Center.

4540

03:32:08.145 --> 03:32:11.555

A CC campus would bring an end

4541

03:32:11.555 --> 03:32:14.035

to the disruption we've created with the construction

4542

03:32:14.035 --> 03:32:17.155

and realize the vision of having two schools

4543

03:32:17.295 --> 03:32:19.715

and green space for students and the community.

4544

03:32:22.265 --> 03:32:24.875

When we engage in school or program moves

4545

03:32:25.015 --> 03:32:28.035

or boundary changes, we seek to minimize disruption,

4546

03:32:28.035 --> 03:32:31.075

provide stability, and be respectful of families' needs.

4547

03:32:31.985 --> 03:32:35.875

That is a values-based, not an emotional approach

4548

03:32:36.255 --> 03:32:37.915

or a value values gesture.

4549

03:32:38.985 --> 03:32:40.635

It's a values-based approach.

4550

03:32:41.575 --> 03:32:44.675

It achieves those goals not only for the MPSA community,

4551

03:32:44.695 --> 03:32:46.195

but for the surrounding neighborhood

4552

03:32:46.215 --> 03:32:47.995

and for all the other school communities

4553

03:32:47.995 --> 03:32:50.315

who would be disrupted if we took a different approach

4554

03:32:50.315 --> 03:32:51.395

with Montessori.

4555

03:32:53.255 --> 03:32:55.995

If we are going to study our capacity and enrollment,

4556

03:32:55.995 --> 03:32:59.435

but we are not going to ultimately make a change to the plan

4557

03:32:59.455 --> 03:33:00.915

for MPSA, why wait?

4558

03:33:01.615 --> 03:33:04.795

Why incur more cost for the renovation of the A CC building

4559

03:33:05.055 --> 03:33:06.395

and the maintenance and operation

4560

03:33:06.395 --> 03:33:08.595

of another year in the old MPSA building?

4561

03:33:11.915 --> 03:33:15.725

Further, if we do not use the a CC building

4562

03:33:15.825 --> 03:33:16.965

for an elementary school,

4563

03:33:17.345 --> 03:33:20.325

we will reduce the overall elementary school's seats

4564

03:33:20.495 --> 03:33:21.645

south of Route 50.

4565

03:33:22.155 --> 03:33:24.725

Generally speaking, the excess capacity is

4566

03:33:24.725 --> 03:33:26.045

primarily north of Route 50.

4567

03:33:27.385 --> 03:33:30.245

We have a number of elementary schools in South Arlington

4568

03:33:30.245 --> 03:33:32.005

that are near or at capacity.

4569

03:33:32.745 --> 03:33:35.565

The presence of Montessori school just off of Columbia Pike,

4570

03:33:35.565 --> 03:33:36.805

helps to relieve some of

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03:33:36.805 --> 03:33:38.885

that potential crowding or overcrowding.

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03:33:41.055 --> 03:33:44.275

And the last thing that I'd like to say is that I feel

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03:33:44.275 --> 03:33:46.515

that we should honor the case that we made to the voters

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03:33:46.615 --> 03:33:50.915

for the bond funding our 2025 school bond campaign focused

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03:33:51.015 --> 03:33:53.755

on maximizing the benefits of our existing resources

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03:33:54.135 --> 03:33:56.915

and advancing critical infrastructure projects.

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03:33:57.655 --> 03:34:00.355

It was widely understood that the intended project

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03:34:00.915 --> 03:34:02.675

included adapting the career center building

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03:34:02.735 --> 03:34:04.155

for use by MPSA.

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03:34:06.115 --> 03:34:07.575

So for all of those reasons,

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03:34:07.715 --> 03:34:11.935

and I appreciate your patience, um, I would prefer

4582

03:34:12.925 --> 03:34:16.455

that we land with A-C-P-C-I-P direction

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03:34:16.765 --> 03:34:19.535

that moves the Montessori project for, uh, forward.

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03:34:22.215 --> 03:34:26.315

We will continue to discuss, uh, our CIP direction.

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03:34:26.815 --> 03:34:30.435

Um, we invite feedback from the community.

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03:34:30.435 --> 03:34:32.875

Of course, we expect input from, uh,

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03:34:33.415 --> 03:34:35.835

the facilities advisory committee, if not others.

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03:34:36.695 --> 03:34:41.035

And, uh, the school board will act on this item at the

4589

03:34:41.195 --> 03:34:42.195

November 13th meeting.

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03:34:44.655 --> 03:34:47.195

We are now at new business board members.

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03:34:47.335 --> 03:34:51.035

Is there any other new business? Seeing none.

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03:34:51.035 --> 03:34:52.235

This meeting is adjourned.