

School Board Meeting: November 13, 2025

Agenda (click to jump):

Opening: Call to Order; Presentation of Colors: Arlington Career Center Space Force JROTC Cadets Corps
[requested 00:00:00 → nearest cue 00:00:03]

HB Woodlawn Secondary Program Theater Performance [requested 00:02:01 → nearest cue 00:02:02]

Recognition: Native American Heritage Month [requested 00:12:48 → nearest cue 00:12:47]

Consent Items & Appointments [requested 00:15:10 → nearest cue 00:15:08]

Announcements: Board Members [requested 00:16:24 → nearest cue 00:16:22]

Announcements: Superintendent's Announcements and Updates [requested 00:21:20 → nearest cue 00:21:18]

Public Comment on Agenda and Non-Agenda Items [requested 00:43:07 → nearest cue 00:43:10]

Monitoring Item: Strategic Plan Priority – Student Well-Being (Focus on Chronic Absenteeism) [requested 01:50:29 → nearest cue 01:50:31]

Action Item: Proposed Revisions to the 2025-26 School Year Calendar [requested 02:52:37 → nearest cue 02:52:39]

Information Item: Revisions to School Policy E-5.1.2 School Start Times, J-5.3.32 Administrative Placements, and J-13 Physical Interventions [requested 02:58:12 → nearest cue 02:58:12]

Information Item: Middle and High School Programs of Studies [requested 02:52:37 → nearest cue 02:52:39]

Information Item: 2025 Final Fiscal Close-Out Status Report and the Capital Improvement Plan (CIP) Quarterly Report [requested 03:35:19 → nearest cue 03:35:17]

Transcript

[00:00:03]

Welcome to the November 13th, 2025 school board meeting.

[00:00:07]

We have quiet in the room, please.

[00:00:11]

This meeting is now in session.

[00:00:12]

At this time, I would like

[00:00:13]

to welcome the Arlington Career Center Space Force,

[00:00:16]

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

[00:00:18]

Please stand.

[00:00:29]

Oh, I,

[00:00:37]

I dunno you brought it.

[00:00:48]

I would ignore it.

[00:01:06]

Three. Set out

[00:01:12]

United States America to the Republic for which

[00:01:17]

nation Under God, indivisible, with liberty

[00:01:20]

and justice law out.

[00:02:02]

Thank you and good evening everyone.

[00:02:05]

Before we begin, I wanna note an update

[00:02:06]

to the agenda for this evening.

[00:02:08]

The school board will now now act upon the school board

[00:02:11]

direction on the superintendent's proposed capital

[00:02:15]

improvement plan at the December 18th meeting.

[00:02:19]

This is allowing the board to continue

[00:02:21]

to discuss the direction, clarify information,

[00:02:23]

and receive community input.

[00:02:27]

We're pleased to start today's meeting

[00:02:29]

with a special performance

[00:02:30]

by our talented students from HB Woodlawn secondary program.

[00:02:35]

This evening, the HB Woodlawn Theater students will perform

[00:02:38]

a scene from Puffs, also known

[00:02:40]

as seven increasingly eventful years at a certain school

[00:02:45]

of magic and magic.

[00:02:50]

This black box theater production is directed by HB Juniors,

[00:02:54]

Alice Aman Amania.

[00:02:56]

I should have worked through these

[00:02:57]

pronunciations earlier today.

[00:02:59]

Today. And Jaden Brown with Arvon Fisk,

[00:03:02]

serving a stage manager.

[00:03:04]

The cast includes Annie Aran, Lily Fine, Albert Charlotte,

[00:03:09]

Fletcher, Haja, Goyle, Ali Khalifa,

[00:03:15]

Luke Pinella, Sarah Resch, Sabina Sult,

[00:03:19]

Roya Stevenson, Rachel Studley, and Kelso Via Hunt.

[00:03:25]

I wanna take a moment to recognize HB Woodlawn theater

[00:03:28]

teacher Hope Lambert, who has been an extraordinary asset

[00:03:31]

to the theater program at hb.

[00:03:33]

Ms. Lambert's students in the Advanced Theater four

[00:03:37]

directing program develop valuable leadership skills

[00:03:40]

through every step of the process, from crafting a vision,

[00:03:44]

holding auditions, planning rehearsals,

[00:03:47]

and coordinating all aspects of a show.

[00:03:50]

And now, please enjoy a scene from Puffs, a clever

[00:03:53]

and heartwarming parody inspired by the story

[00:03:56]

of a certain boy wizard with a scar and round glasses.

[00:04:00]

This version tells the story from the perspective

[00:04:02]

of the puffs, the house that never wins first place,

[00:04:06]

reminding us that heroism comes in many forms.

[00:04:10]

Board members and superintendent,

[00:04:11]

please join me in the audience.

[00:04:43]

Heroes made not born,

[00:04:46]

except sometimes they are born

[00:04:49]

on a faraway night in a magical faraway land called England.

[00:04:54]

Now, I'm sure you are all familiar with the story

[00:04:57]

of a certain boy

[00:04:58]

with a certain scar on a certain forehead shaped like a,

[00:05:02]

you know, you familiar with this boy?

[00:05:05]

Woo. Forget about him. This is not about him.

[00:05:08]

It's about another boy who found himself at the gates

[00:05:11]

of a certain school of female magic

[00:05:13]

and male magic where he was in the next seven yards.

[00:05:18]

This story begins as these stories often do with assaulting.

[00:05:25]

Look, I was gonna get into Raven.

[00:05:28]

I Hi name. I

[00:05:32]

Actually Elementary fit again.

[00:05:35]

Shamus

[00:05:44]

Goldstein, Anthony.

[00:05:52]

Um, Well it just says Goyle

[00:05:56]

Gole.

[00:06:02]

Yeah. Um, uh, range of

[00:06:09]

Question, hypothetical.

[00:06:11]

How much of a personality do I need to have for this?

[00:06:13]

How to sortt me? Like

[00:06:15]

how much authority does that really have?

[00:06:17]

Nevermind. This place is so cool.

[00:06:21]

I never thought I'd go to school in a castle.

[00:06:23]

Can I tell you something? I think I might be special.

[00:06:28]

So I read a lot of books and watch a lot of movies,

[00:06:30]

and there's always this one ordinary boy

[00:06:33]

who finds out he has magical powers

[00:06:35]

and gets wished off to this mystical land.

[00:06:38]

Does that sound familiar?

[00:06:39]

Because that is my actual life

[00:06:42]

and through some incredible circumstances,

[00:06:45]

that person ends up being like a chosen one.

[00:06:49]

Magic is real. And this orphan wizard boy is ready

[00:06:53]

for seven years of wonderful adventures

[00:06:55]

And have Mr.

[00:06:56]

Colta did

[00:07:02]

Oh, hold that please.

[00:07:04]

No hat anything but that.

[00:07:16]

Another one, um, uh, student

[00:07:20]

Wayne Hopkins.

[00:07:21]

Ah, yes. Come on bud.

[00:07:32]

The puffs, spoiler alert. Not

[00:07:35]

Everyone's favorite water hot speech.

[00:07:38]

You listen and the new recruits were quickly whisked away

[00:07:40]

to quite little place somewhere near the kitchens.

[00:07:43]

Welcome to what I like to call year one, the saucers

[00:07:46]

and tender earning points and making friends

[00:07:54]

Somewhere.

[00:07:55]

I think it's here.

[00:08:11]

Who? Yeah. Hey, why don't we all go and introduce ourselves?

[00:08:17]

I'm Jay Fit. I'm boy. Hi.

[00:08:21]

I'm Su entire, Sally was mad at,

[00:08:26]

except for my aunt. Hi,

[00:08:28]

Um, I'm Lynn Hopkins. I've read the

[00:08:30]

IL twice.

[00:08:32]

Hi, I'm Sally Pick and I go to this school. Hi.

[00:08:37]

Who's that? It's me, Annie Mac. I'm

[00:08:40]

Basically the Best. So,

[00:08:41]

hi. Hi. Who's that?

[00:08:46]

It's me, Hannah. I am Hannah. Hi.

[00:08:51]

I was raised in a academy by my grandparents

[00:08:53]

and children I've ever seen and, and I'm a wizard.

[00:08:56]

And my name is Leanne. Hi. Hi.

[00:09:00]

Um, Oliver Rivers,

[00:09:02]

and I'm just here to keep my head down and

[00:09:03]

Get a fundamental understanding of Wizarding

[00:09:05]

Basics. Hi.

[00:09:07]

Um, Megan Jones. Yep.

[00:09:10]

That's right. Just so we're clear, I'm not like you, any

[00:09:13]

of you, so leave me alone.

[00:09:15]

Harsh. And my name is Cedric,

[00:09:23]

My hero.

[00:09:27]

Don't be shy. Gather round. Welcome to the Puffs.

[00:09:32]

Hi. Just a few things

[00:09:33]

to get you all acquainted to the school.

[00:09:35]

First, the stairs move. Don't be scared, just breathe.

[00:09:43]

Second, the puffs don't exactly have the best

[00:09:46]

reputation around here.

[00:09:47]

People will make fun of you. Aw. Or throw food at you.

[00:09:52]

Oh. Or they might curse.

[00:09:57]

In fact, here is a list of curses you can expect to be hit

[00:09:59]

by in the next week or so.

[00:10:01]

Oh my.

[00:10:07]

But none of that really matters

[00:10:08]

because really we are a bunch of nice, fun, happy people.

[00:10:13]

Also Badgers. Badgers are great.

[00:10:17]

That being said, what do you think is the most important

[00:10:20]

part of Wizard School?

[00:10:23]

Learning Magic. Wrong the House Cup.

[00:10:27]

Here you can earn points by doing something right

[00:10:31]

and lose them by doing something wrong.

[00:10:35]

The puffs have come in last place every year forever.

[00:10:39]

But this year we're going to change that.

[00:10:41]

This year we're going to win. Oh, we're gonna get second.

[00:10:46]

Oh, we're going to get third. Oh, third or nothing.

[00:10:50]

Third Horn. Nothing. Third Horn, nothing.

[00:10:54]

Third Horn, nothing.

[00:10:57]

Whoever gets the most points, they'd be a real hero.

[00:11:02]

Me, maybe. I don't know.

[00:11:05]

Well, I'm off to bed. If

[00:11:07]

Cedric's off to bed, I'm off to bed too.

[00:12:37]

Okay. So thank you so much, uh, to Hope

[00:12:40]

and to all the students from HB Woodlawn.

[00:12:42]

Um, y'all can come back anytime you wanna do

[00:12:45]

the next scene or the next.

[00:12:47]

Thank you very much, Very much.

[00:12:52]

We are now, um, at recognitions.

[00:12:55]

November is Native American Heritage Month.

[00:12:57]

A time to honor and celebrate the rich histories, cultures

[00:13:00]

and contributions of Native peoples

[00:13:03]

Arlington public schools serves nearly 28,000 diverse

[00:13:07]

pre-K to 12 students.

[00:13:09]

We respectfully acknowledge

[00:13:11]

that the land on which our schools stand

[00:13:14]

and where our students learn

[00:13:15]

and grow was once home to indigenous communities,

[00:13:20]

including the NACO tank, Anacostia, Piscataway,

[00:13:25]

peon, and toxin Dogue Peoples, as well

[00:13:29]

as other Algonquin speaking people,

[00:13:32]

we honor their enduring legacy

[00:13:34]

and contributions to our region.

[00:13:37]

Tonight we are proud to share a video highlighting

[00:13:40]

how our schools are honoring Native American Heritage Month

[00:13:43]

and celebrating the voices

[00:13:45]

and stories that continue to shape our community.

[00:13:48]

Thank you to a ETV for producing this video.

[00:14:08]

I Savannah Foley.

[00:14:09]

I ma ka

[00:14:16]

ade mauna, or ate ti.

[00:14:20]

Hi, my name is Savannah Foley.

[00:14:23]

I'm from the Standing Rock Rosebud Nations.

[00:14:25]

I'm a sixth grader at Swanson Middle School.

[00:14:28]

I dance and have learned some of my language

[00:14:31]

as part of my culture.

[00:14:33]

I'm Luke Foley. I'm a gala Lakota,

[00:14:36]

I only collecting feathers, claws,

[00:14:37]

and other Native Native American artifacts.

[00:14:40]

I'm wearing my shirt. This is the flag of the Aala Nation.

[00:14:44]

I'm a fourth grader, eye Taco Elementary.

[00:15:02]

Thank you. It's always, uh, uh, wonderful to be able

[00:15:05]

to appreciate the different, uh, stories,

[00:15:07]

the different children and families

[00:15:08]

that we have in our community.

[00:15:12]

We are now at consent.

[00:15:14]

May I have a motion to adopt the consent agenda?

[00:15:16]

I move to adopt the consent agenda.

[00:15:19]

Is there a second? Second. All in favor?

[00:15:23]

Please say yes. Yes,

[00:15:25]

Yes, Yes, yes.

[00:15:27]

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

[00:15:32]

I would like to announce that under consent,

[00:15:33]

the school board approved new appointments in various

[00:15:36]

positions at Arlington Public Schools

[00:15:37]

as displayed on this slide to those new members

[00:15:41]

of our community, we are so happy that you chose

[00:15:43]

to work in Arlington Public Schools.

[00:15:45]

We have every confidence

[00:15:46]

that you will be terrific members of our team.

[00:15:47]

Welcome to a PS.

[00:15:56]

In addition, on the consent agenda,

[00:15:58]

the school board adopted revisions

[00:15:59]

to school board policy K dash seven financial management,

[00:16:02]

use of school facilities

[00:16:04]

and M dash six financial management,

[00:16:06]

jointly funded projects, programs,

[00:16:08]

and the tri retirement of school board policy

[00:16:12]

M five financial management

[00:16:14]

services provided to county offices.

[00:16:16]

The superintendent has approved the policy implementation

[00:16:19]

procedures related to these policies

[00:16:22]

and the revised policies will be posted on board docs.

[00:16:26]

We are now the announcements portion of our agenda.

[00:16:28]

The school board hold will hold the following meetings.

[00:16:33]

Uh, on November 18th,

[00:16:34]

we will have a work session on the advisory committee

[00:16:36]

working group 9:00 AM in the boardroom at,

[00:16:41]

at 10:45 AM a work session on non traditional secondary

[00:16:44]

programs in the boardroom at 1:00 PM

[00:16:49]

work session on the Grace Hopper Center

[00:16:51]

Programming in the boardroom.

[00:16:52]

And at 2 45 work session on high school schedules in the

[00:16:56]

boardroom at 4:30 PM on November 18th,

[00:17:00]

we will have a closed meeting or right after, sorry, 4:30 PM

[00:17:04]

or right after the work sessions in the board conference

[00:17:06]

room On November 19th to 21st,

[00:17:11]

the school board will, uh,

[00:17:14]

join the VSBA annual convention in William Williamsburg,

[00:17:18]

Virginia on December 3rd,

[00:17:20]

there will be a policy subcommittee meeting at 8:30 AM in

[00:17:22]

the board conference room on December 9th.

[00:17:25]

There will be a committee of the whole meeting at 5:00 PM in

[00:17:27]

conference room 4 0 1 on December 12th,

[00:17:30]

there will be an audit committee meeting 8:00 AM

[00:17:32]

in the board conference room.

[00:17:34]

December 17th, the policy subcommittee meeting 8:30 AM

[00:17:36]

in the board conference room.

[00:17:39]

Uh, December Eight, uh, 18th,

[00:17:44]

a CLO closed meeting, 5:30 PM in the board conference room

[00:17:47]

and a school board meeting at 7:00 PM in the boardroom.

[00:17:51]

Um, I also wanna share that each November,

[00:17:53]

the Virginia School Boards Association

[00:17:55]

encourages school boards across the Commonwealth

[00:17:58]

to participate in Take Your Legislator to School Month.

[00:18:01]

An important annual initiative to strengthen the connection

[00:18:04]

between our public schools

[00:18:06]

and the legislators who represent our communities

[00:18:08]

in the General Assembly.

[00:18:10]

This past Monday, we were honored to host several

[00:18:13]

of our legislators and county leaders

[00:18:14]

at Wakefield High School.

[00:18:16]

During their visit, legislators had the opportunity

[00:18:18]

to learn about key issues impacting public education,

[00:18:22]

visit classrooms, and meet with students and teachers.

[00:18:25]

We are grateful to, grateful to Principal Ballast

[00:18:28]

and his team for hosting the visit,

[00:18:29]

which reaffirmed the importance of collaboration

[00:18:32]

between schools and policymakers as we work together

[00:18:35]

to ensure every student in Virginia has access

[00:18:38]

to an excellent education, uh, board members.

[00:18:42]

Do you have any announcements? Yes. Okay. Ms. Tapia Hadley.

[00:18:47]

Thank you Madam Chair. Um, happy to share that.

[00:18:51]

Uh, we are continuing to partner

[00:18:54]

with the county in various ways for the stumbling

[00:18:57]

stone ceremony to acknowledge, uh, the history

[00:18:59]

of slavery in Arlington County and Gunston Middle School.

[00:19:02]

We will host a dedication of stumbling stones on

[00:19:06]

November, uh, 24th.

[00:19:08]

In addition to that, um, some other announcements from my,

[00:19:12]

uh, liaison schools.

[00:19:14]

Uh, don't forget that at Drew,

[00:19:15]

there are monthly garden days still at Drew,

[00:19:18]

though the weather is changing, the dates

[00:19:20]

remain on their website.

[00:19:22]

There will also be an advanced academics nights actually

[00:19:25]

happening tonight at Drew.

[00:19:27]

And a number of our schools continue to have food drives.

[00:19:30]

Uh, fleet schools food drive will go through November 21st.

[00:19:34]

So if you have non-perishable food items,

[00:19:36]

uh, they can be delivered there.

[00:19:38]

Uh, as well as, um, glee, PTA continues

[00:19:42]

to have a food pantry

[00:19:44]

and, uh, Dorothy Ham will have high school

[00:19:47]

information sessions, uh, posted on their website.

[00:19:50]

And the sessions will take place on November 19th, uh,

[00:19:55]

Wednesday, December 3rd, and Thursday, December 4th.

[00:19:58]

So encourage everyone to please pay close attention to those

[00:20:01]

as well as flagging for all those listening.

[00:20:04]

A reminder that applications for options programs are open

[00:20:09]

and they will close in January.

[00:20:11]

Thank you.

[00:20:21]

I'll be hosting, uh, the PTA liaison schools, uh, for,

[00:20:25]

or my liaison schools on Monday for, uh, just to get

[00:20:29]

to know the PTA Presidents a little bit better.

[00:20:31]

And also for them to do some knowledge, uh,

[00:20:34]

sharing about their schools

[00:20:36]

and their school community so

[00:20:37]

that they can learn more about each other within the

[00:20:38]

community, which I have found in valuable, um,

[00:20:41]

since joining the board, um, last year

[00:20:44]

to really have elementary through high school

[00:20:46]

to have those conversations.

[00:20:48]

And, uh, we began our work last night

[00:20:51]

with the pre-K working group, so

[00:20:53]

I don't wanna steal any thunder in case it comes up later.

[00:20:56]

But, um, with Dr. Mann and, uh, Ms.

[00:20:58]

Putnam, um, so we have some great work happening there

[00:21:01]

and appreciate the input from the community already.

[00:21:06]

Yes, Sadly, sorry, I forgot.

[00:21:08]

And open office hours on Monday.

[00:21:09]

I'll, I'm very happy to host our school board

[00:21:11]

open office hours on Mondays.

[00:21:13]

Um, Ms. Clark's remarks just reminded me. Okay.

[00:21:18]

Um, okay, any other announcements? Colleagues? Okay.

[00:21:22]

We are now at the superintendent's announcements. Dr.

[00:21:25]

Duron, do you have announcements this

[00:21:26]

Evening? I do. Thank

[00:21:27]

you. Um, good evening.

[00:21:29]

Um, want to share, um, tonight we have a, um,

[00:21:33]

monitoring item this evening

[00:21:34]

that is focused on chronic absenteeism.

[00:21:36]

So we wanna start out this evening with, um,

[00:21:39]

in every counts video on chronic absenteeism.

[00:21:42]

Let's take a look.

[00:21:48]

Our attendance committee has been

[00:21:51]

amazing in impacting attendance.

[00:21:54]

When I arrived here, um, this is my third year,

[00:21:57]

our chronic absenteeism was at 26%.

[00:22:01]

And at this point we're on the 14.

[00:22:05]

And that's been lots and lots of work.

[00:22:08]

Each member of the attendance

[00:22:10]

team is assigned a grade level.

[00:22:11]

So we get to build relationships with the kids within

[00:22:14]

that grade and create goals with the kids

[00:22:16]

who are chronically absent

[00:22:17]

and put things in place to encourage them

[00:22:19]

and motivate them to come to school.

[00:22:21]

I think it's really been having a more personal connection

[00:22:24]

with the family and also making sure they know

[00:22:27]

that we care about their students coming into the school.

[00:22:31]

We help families with food, clothing, housing support,

[00:22:35]

connecting with medical resources, anything

[00:22:38]

to help the families

[00:22:39]

and caregivers feel that they're supported.

[00:22:43]

We spread the work out

[00:22:44]

and we're like dividing all that work, doing

[00:22:46]

that constant outreach.

[00:22:48]

Not coming to them with this is the issue,

[00:22:51]

but more like, how can we support you guys?

[00:22:53]

So we have a list of kids who might be struggling

[00:22:56]

with their attendance for a variety of reasons.

[00:22:59]

Uh, and it kind of lets us catch those kids early.

[00:23:02]

And what we've seen is with these initiatives,

[00:23:04]

that list has gotten a lot shorter.

[00:23:06]

We were previously like in the red for the state,

[00:23:09]

and not only did we really reduce that percentage,

[00:23:12]

but we're totally off the watch list. Now.

[00:23:14]

In third grade, I wouldn't really come a lot to school

[00:23:17]

'cause I thought it wouldn't really help me in anything.

[00:23:20]

But now in fifth grade I learned that I need to come

[00:23:22]

to school every day to learn to help me with my future.

[00:23:26]

In middle school, high school and college,

[00:23:28]

We began as a group just talking about

[00:23:30]

and looking at the root causes

[00:23:32]

for the absences of our students.

[00:23:35]

And in doing so, learn a lot about what to put in place

[00:23:39]

to motivate them to want to come to school.

[00:23:42]

So sometimes they do like donuts, like little cards.

[00:23:45]

If you get the perfect attendance awards,

[00:23:47]

which just makes you come to school more,

[00:23:50]

Making students aware of how important school is

[00:23:54]

by giving them incentives really helps in them

[00:23:57]

being a lifelong learner.

[00:23:59]

If you miss out about school, you're not really,

[00:24:02]

you're not really going to know what's happening.

[00:24:05]

It's important to come to school

[00:24:07]

because it'll show that you wanna learn

[00:24:09]

and like you're making the teachers feel like, oh,

[00:24:12]

they wanna come to school, I should teach them.

[00:24:14]

It shows that you care to come to school

[00:24:16]

and like that you wanna have a good grade

[00:24:19]

Hearing them. Talk about

[00:24:20]

attendance in itself.

[00:24:21]

Three years ago when I first came in here, there was a lot

[00:24:24]

of students, a lot throughout the school

[00:24:26]

that didn't even know what that word meant.

[00:24:28]

Now they know what it is, they have it in their vocabulary.

[00:24:32]

It's definitely changed the culture of our school.

[00:24:34]

Sometimes parents don't feel that partnership

[00:24:36]

with the school, but we wanna make sure

[00:24:38]

that we're highlighting that we do wanna

[00:24:40]

have a partnership with them.

[00:24:41]

That it's a teamwork.

[00:24:48]

Chronic absenteeism is something

[00:24:50]

that ha we've been struggling with in our school.

[00:24:52]

And so last year we really made a big

[00:24:54]

emphasis on collecting data

[00:24:56]

Monthly. We track

[00:24:57]

each barrier to attendance.

[00:24:58]

So we have a list of all the different barriers

[00:25:01]

to attendance that we know.

[00:25:02]

So we'll log those things, right?

[00:25:04]

So we can say for this month, the number one barrier

[00:25:07]

to attendance was employment.

[00:25:09]

We all came together, we decided

[00:25:11]

to have a chronic absenteeism group.

[00:25:14]

So that really takes a lot of energy and a lot of effort,

[00:25:17]

and it's just a testament to their commitment

[00:25:19]

to make this experience better.

[00:25:22]

So one of the incentives is to give our students an option

[00:25:25]

for transportation, whether it be through using the metro

[00:25:29]

or if they're driving, um, we can provide parking for them.

[00:25:32]

We have an assembly every month

[00:25:35]

where we celebrate students who have perfect attendance, um,

[00:25:38]

classes who have the best attendance

[00:25:40]

from based on each period.

[00:25:42]

And, um, it's like a friendly competition, right?

[00:25:45]

So people really get involved in it.

[00:25:48]

Us getting recognized that we're doing good

[00:25:51]

and that we're going to class has hope.

[00:25:54]

I have like, uh, six certificates

[00:25:58]

and I feel like, um, proud of me.

[00:26:01]

I know that this is something that is going

[00:26:04]

to help me in the future to improve myself.

[00:26:07]

It very much warms my heart

[00:26:09]

and I look forward

[00:26:11]

to every month looking at every student's attendance

[00:26:14]

and seeing like who, who's gonna be recognized.

[00:26:17]

So it means a lot for me

[00:26:18]

because if more students are coming to school,

[00:26:20]

that means more students are graduating.

[00:26:22]

If more students in our school,

[00:26:23]

honest at community high school are

[00:26:25]

graduating, that's a good thing. That's a great thing.

[00:26:28]

I always like doubted myself

[00:26:29]

and see like can say like, I can't, you know, go

[00:26:31]

to school on time or, you know, can't go to school at all.

[00:26:34]

But like, this shows me that I can actually really do it.

[00:26:43]

Round of applause to the, the work of our staff

[00:26:46]

that are focusing on, um, our chronic absenteeism.

[00:26:52]

So before I share a few announcements tonight, I do want

[00:26:54]

to speak about a couple of things

[00:26:56]

that I'd like to address in our community.

[00:26:57]

Um, first I want to speak, um, directly about an incident

[00:27:02]

that occurred this week.

[00:27:03]

Um, an act of hate that occurred at one

[00:27:05]

of our school campuses, uh,

[00:27:06]

where a racial slur was carved into the grass.

[00:27:10]

Sadly, this is not the first instance of hate speech

[00:27:13]

or, uh, hate symbols

[00:27:14]

that we've encountered in our community.

[00:27:16]

But I wanna be very clear that this is an unacceptable

[00:27:20]

and we need to, as a community come together to, um,

[00:27:23]

call out those types of acts

[00:27:25]

and make sure that any form of useful, uh,

[00:27:27]

any hateful language, any types of displays, uh,

[00:27:31]

that is dehumanizing, that is focusing on, um, any form

[00:27:35]

of discrimination, racism, anything that we need

[00:27:40]

to stop and pause and recognize that that's unacceptable.

[00:27:43]

Our core values here in a PS are about equity, inclusion,

[00:27:46]

and diversity.

[00:27:48]

And we continue to make sure that

[00:27:50]

that's the strive that we're focused on.

[00:27:51]

And so when moments like this occur, we need to again,

[00:27:54]

call them out, address them, and make sure,

[00:27:57]

and I want our community to know that we are gonna continue

[00:28:00]

to respond to address, to educate,

[00:28:03]

and all of us though as a community,

[00:28:05]

it's not just on our schools.

[00:28:06]

All of us as a community come together to make sure

[00:28:09]

that we're providing that, um,

[00:28:11]

positive environment for our students.

[00:28:13]

Second, I want to make sure as we respond, as we, um,

[00:28:16]

been providing each every update to the, um, lawsuit

[00:28:20]

that's pending, that I want to give an update

[00:28:23]

that we filed our brief on October 20th.

[00:28:26]

Uh, and since then, uh, at the fourth Circuit,

[00:28:28]

we've had two groups who've joined

[00:28:30]

with us an amicus brief in support of our legal arguments.

[00:28:33]

The first group was Equity, Virginia, equality Virginia,

[00:28:36]

excuse me, Arlington Gender Identity Alliance

[00:28:40]

and Northern Virginia families.

[00:28:41]

And the second group was the NAACP Legal Defense Fund.

[00:28:45]

So those are two groups that have filed with us.

[00:28:48]

Additionally, as our case is in the second court,

[00:28:50]

we are anticipating that the judge will hear oral arguments,

[00:28:53]

uh, from the parties early in the new year.

[00:28:56]

We're gonna continue to keep you informed

[00:28:57]

as proceedings continue,

[00:28:59]

but I want our public to know that

[00:29:00]

that's where we are right now.

[00:29:02]

Now I have a few more updates if we

[00:29:04]

can bring back the slides up.

[00:29:06]

Want to say congratulations

[00:29:08]

and welcome to our new school board member.

[00:29:09]

I'm not sure I seeing the audience.

[00:29:11]

You said she may be here. Mo Bryant? Yes she is.

[00:29:13]

Please stand, please remain standing.

[00:29:15]

Ms. Bryant, we welcome you.

[00:29:18]

Look forward to joining our school board, uh,

[00:29:21]

and our community in January.

[00:29:24]

Um, this fall our in the continuation of, you know,

[00:29:27]

we've spent the last several years trying

[00:29:28]

to be transparent about data that we have available

[00:29:31]

for our community to know

[00:29:32]

and understand the progress we're making.

[00:29:34]

A few years ago, we didn't even have data dashboards.

[00:29:36]

We have them now, but it's not just about having the

[00:29:38]

dashboards and having the data available.

[00:29:40]

We wanna make sure that we're continuing to provide, um,

[00:29:44]

analysis of the work that's happening.

[00:29:46]

And so we've started

[00:29:47]

to do something different this year in providing quarterly

[00:29:49]

reports, focusing on two areas of our strategic plan, um,

[00:29:52]

student academic growth and student wellbeing.

[00:29:55]

This fall you can see our very first report is now online.

[00:29:58]

On the next slide, we can see actually here on the bottom

[00:30:00]

of this slide, there is a link

[00:30:01]

to the page where it's located.

[00:30:03]

And you'll go to the bottom of the strategic plan page

[00:30:05]

and you'll view quarter one report.

[00:30:08]

I wanna highlight that our beginning

[00:30:09]

of the year assessment results are in this, uh,

[00:30:11]

math achievement, uh, across, um, all of our grade levels.

[00:30:14]

Lemme go to the next slide. Math achievement, uh,

[00:30:17]

achievement grade levels, all our levels are high

[00:30:19]

to average right now in English Language arts,

[00:30:21]

our achievement across all grade levels in the

[00:30:23]

high average range as well.

[00:30:25]

And on our state assessment that we've done,

[00:30:26]

which is the v screening, we have fewer students

[00:30:28]

who are identified as high risk compared to last fall,

[00:30:31]

which is all positive indicators of progress.

[00:30:34]

But we also know that we continue to see in the data

[00:30:36]

that there are some subgroups

[00:30:39]

and some schools that need some more support.

[00:30:41]

Our intensive and targeted schools.

[00:30:42]

We're gonna continue to work on collaborative walkthroughs,

[00:30:45]

ongoing data reviews, planning with those schools

[00:30:48]

to see what we can do to support them.

[00:30:49]

We're also gonna continue to provide the support, um,

[00:30:52]

around collaborative learning teams as well

[00:30:55]

as working on lesson plans that help support them

[00:30:57]

through data and small group instruction.

[00:31:01]

We also have 3,280 students who are identified

[00:31:04]

as needing reading plans.

[00:31:05]

We're gonna continue to focus on supporting them.

[00:31:08]

So in the area of student academic growth,

[00:31:09]

you can see much more detail if you wanna look at

[00:31:12]

that report that's online.

[00:31:14]

Our second area of focus is student wellbeing.

[00:31:17]

And you can see here that in this uh,

[00:31:19]

section we looked at bullying, chronic absenteeism,

[00:31:21]

which you'll hear about tonight.

[00:31:23]

Student discipline, positive school climate efforts,

[00:31:25]

and also a little update on our student advisory board

[00:31:29]

in our student wellbeing data.

[00:31:30]

We did see some mixed trends this quarter

[00:31:32]

between last school year and this year.

[00:31:34]

Bullying incidents in our high school decreased,

[00:31:36]

but our middle schools saw a significant increase.

[00:31:39]

Chronic absenteeism is much lower at the end

[00:31:42]

of our first quarter compared to the end of last year.

[00:31:45]

But we still do have some chronic absenteeism concerns

[00:31:47]

above 15% for Hispanic students, English learner

[00:31:50]

and students with disabilities.

[00:31:52]

Our suspension data

[00:31:53]

for the first quarter is lower than last year

[00:31:56]

and continues to show an o you know, some overrepresentation

[00:31:59]

of students with disabilities

[00:32:00]

and black students that need to be addressed.

[00:32:02]

Looking ahead, we're gonna continue

[00:32:04]

to monitor our bullying trends closely by thinking about

[00:32:07]

what those incidents are, how they're investigated,

[00:32:10]

documentation to ensure that we're providing follow up.

[00:32:13]

We're gonna continue our partnership with George Mason,

[00:32:15]

an initiative to see

[00:32:16]

how we can leverage artificial intelligence to identify

[00:32:19]

and, um, implement some strategies

[00:32:21]

for attendance and root causes.

[00:32:23]

And we're also gonna continue

[00:32:24]

to provide school administrators

[00:32:26]

with monthly reports on some of the trends we see,

[00:32:29]

and also how we can look carefully at any students

[00:32:31]

who are repeating suspensions

[00:32:33]

to make sure they're getting those wraparound

[00:32:35]

support services that they need.

[00:32:36]

Because oftentimes when we look at our numbers

[00:32:39]

of suspensions, it's not just the number.

[00:32:41]

We have to look deeper and see who are those students,

[00:32:43]

what is occurring, and if they're receiving several of them,

[00:32:46]

then we need to provide additional support.

[00:32:48]

So a lot of good information in quarter one.

[00:32:50]

This is our first time doing this, so, uh,

[00:32:52]

there's a quite a bit there, but we encourage you in our

[00:32:55]

community, if you're interested to see

[00:32:56]

how we're doing each quarter.

[00:32:58]

We obviously have an end of the year results that we get

[00:33:00]

through SOLs and we have end of the year report

[00:33:02]

that we give in the beginning of the year in August.

[00:33:05]

But we want to make sure this year we're spending a little

[00:33:07]

bit more time throughout the year.

[00:33:08]

You'll see a lot of some

[00:33:09]

of this information come about in some

[00:33:11]

of our monitoring reports, but we also want to make sure

[00:33:13]

that we're on top of what we're seeing in the data.

[00:33:17]

Well, it is that time of the year.

[00:33:18]

If you haven't felt the temperature,

[00:33:20]

certainly this Monday when it was 16 degrees

[00:33:22]

with a wind chill, I'm sure you begin to wonder

[00:33:25]

and think about inclement weather.

[00:33:26]

And we saw some snow right next to us in West Virginia

[00:33:29]

and other, uh, states around us.

[00:33:30]

But as we approach the cold time in the winter, like

[00:33:33]

to remind all of our staff

[00:33:34]

and our families of our inclement weather procedures.

[00:33:38]

You can see here our closure codes for inclement weather.

[00:33:41]

The first 12 inclement weather days are elementary

[00:33:44]

and the first 15 days will be treated

[00:33:46]

as traditional snow days

[00:33:48]

because those are the amount of seat hours

[00:33:49]

that we have built into our, um, calendar.

[00:33:53]

These days may occur, you know, consecutively,

[00:33:55]

there may be single days, we hope we don't have 15 days

[00:33:58]

of snow, but you know, maybe the students would hope we do.

[00:34:00]

Um, but, uh, 15 days is the, the most we could have in terms

[00:34:04]

of being able to have traditional snow days at the secondary

[00:34:07]

and 12 at the elementary.

[00:34:08]

If we were to have a very, very, very severe winter

[00:34:11]

and need more than those days, then we would revert

[00:34:14]

to distance learning for the days so that we would not have

[00:34:17]

to increase our calendar.

[00:34:20]

But if you have want any more information,

[00:34:21]

you can see on the web on the webpage here,

[00:34:23]

the link about inclement weather reminders

[00:34:26]

when making decisions.

[00:34:27]

People always ask, well,

[00:34:29]

how do you decide when you close schools

[00:34:30]

and what does that look like?

[00:34:31]

So when we make decisions to close schools, we really,

[00:34:34]

or delay, or if we have to, you know,

[00:34:36]

have an early dismissal, we really consider three things.

[00:34:40]

We really wanna think about the safety of student staff

[00:34:42]

and families that may be traveling.

[00:34:45]

We wanna make sure the temperature

[00:34:47]

and be mindful of wind chills and snow

[00:34:49]

and ice accumulation is the second.

[00:34:51]

And the third is our safe bus operations and driver safety.

[00:34:55]

And we do work closely with the county to get an assessment

[00:34:58]

of the roads and the conditions of the roads

[00:35:00]

for our buses to be able to travel.

[00:35:02]

So those are the conditions we consider

[00:35:03]

and we work closely with our county partners.

[00:35:06]

We work, we do sometimes, um, coordinate

[00:35:09]

with our surrounding school systems,

[00:35:10]

but we do have surrounding school systems in our Northern

[00:35:13]

Virginia area that sometimes have difference in roads.

[00:35:16]

And certainly if you think all the way out in Loudoun

[00:35:18]

or Prince William, they may have a different, uh,

[00:35:20]

situation than we might have here.

[00:35:21]

So we do try to work together,

[00:35:23]

but it's not always gonna be unified given those

[00:35:25]

factors that we look at.

[00:35:27]

We do know that this is disruptive

[00:35:29]

and we do know that this can cause a lot

[00:35:31]

of need to plan and prepare.

[00:35:32]

And so we make every attempt to notify families

[00:35:35]

by 6:00 PM the night before if the forecast

[00:35:37]

and those conditions will allow us to think about that.

[00:35:41]

If not, we will monitor throughout the

[00:35:43]

night, all throughout the night.

[00:35:45]

I know, uh, Ms. Graves and Ms.

[00:35:46]

Harbor love to stay up all night monitoring with me,

[00:35:48]

but, um, we are monitoring all throughout the night

[00:35:51]

and then by 4:30 AM in the morning, we would be sharing

[00:35:54]

with families and our staff if we would need to make sure

[00:35:58]

that there was delay for that day.

[00:35:59]

We prefer obviously to try and let you know the night

[00:36:02]

before, but we don't want to do that without certainty.

[00:36:05]

And so it is a lot of disruption

[00:36:07]

to find out at 5:00 AM am 5:00 AM that day

[00:36:09]

our decision will be communicated through Parents Square.

[00:36:12]

We post it on our website, social media,

[00:36:14]

and we do share it with the local media.

[00:36:17]

Extended day is not open

[00:36:18]

because of those same situations of temperature, safety

[00:36:21]

of our staff and safety of our drivers.

[00:36:24]

Uh, so families would need to plan

[00:36:25]

accordingly in the event of early release

[00:36:27]

or if it's closed, we do not have any programs open.

[00:36:32]

All this information can be found on our webpage, uh,

[00:36:35]

that you can see down below.

[00:36:37]

But I am excited to share some information about an

[00:36:40]

opportunity for families this, uh, winter break

[00:36:43]

that we're also about to launch a pilot program

[00:36:45]

of extended day for special sessions during winter break.

[00:36:49]

The program will be available at Carlin Springs, drew

[00:36:51]

and Nottingham Elementary Schools, as well as at Shriver

[00:36:55]

for Shriver students only at that program open to,

[00:36:58]

uh, the extended day program.

[00:36:59]

These will be on the day you see on

[00:37:01]

the screen during winter break.

[00:37:03]

The main session will be from 8:00 AM to 4:00 PM

[00:37:06]

and then there will be an evening afternoon session from

[00:37:09]

four to six for an additional fee registration.

[00:37:12]

And all the fee information will be sent

[00:37:14]

to extended day families next week.

[00:37:16]

And the registration information will include which school

[00:37:19]

programs will feed into the elementary schools.

[00:37:21]

And the Shriver program, of course,

[00:37:22]

again, is only for those students.

[00:37:24]

So we're gonna try this, this winter break

[00:37:26]

to see if we can expand opportunities for our families

[00:37:28]

and we are looking at planning perhaps

[00:37:30]

for our spring break next.

[00:37:31]

And, uh, we appreciate our county partners

[00:37:34]

who also have many programs during winter break

[00:37:37]

for middle school students and some others

[00:37:38]

that you might want to consider

[00:37:39]

beyond just our extended day here at a PS.

[00:37:42]

Wanna give a shout out The next Wednesday, on November 19th,

[00:37:45]

we will be recognizing nationally education

[00:37:48]

support professional day.

[00:37:49]

And this is a moment to really thank all

[00:37:52]

of the support employees who work to do so many things

[00:37:55]

by providing essential needs to our students,

[00:37:58]

our families, their colleagues.

[00:38:00]

These are the individuals who greet students as they arrive.

[00:38:02]

They're the individuals who are preparing our meals.

[00:38:05]

They're the individuals who are keeping our buildings clean.

[00:38:07]

They're the individuals who are working in classrooms

[00:38:10]

to provide teacher support

[00:38:11]

and they're the individuals maintaining technology systems

[00:38:14]

that ensure our operations run smoothly.

[00:38:16]

We couldn't do any of the work we do without our

[00:38:19]

educational support professionals.

[00:38:20]

So please take a moment next Wednesday if you interact

[00:38:23]

with any of them, whether it's at the bus stop, whether it's

[00:38:26]

as you're picking up your child,

[00:38:27]

whether it's walking down the hall

[00:38:29]

or seeing someone to express your appreciation

[00:38:31]

for their commitment, their

[00:38:33]

dedication, and their professionalism.

[00:38:35]

And we'll have more information to share about that,

[00:38:37]

um, online.

[00:38:38]

But please take a moment to thank them.

[00:38:40]

We hashtag love our ESPs definitely here in a PS

[00:38:44]

and we know that how integral part of our family they are.

[00:38:48]

And to conclude with my bright spot.

[00:38:49]

Finally, I'd like to highlight a significant recognition

[00:38:52]

for five of our schools, particularly fitting

[00:38:55]

as we just celebrated Veterans Day on Tuesday of this week.

[00:38:58]

These schools have been awarded the Virginia Purple Star

[00:39:00]

designation, adding to many schools

[00:39:02]

that we already have in our school system.

[00:39:05]

This honor does reflect the dedication of our schools

[00:39:08]

to help and support military connected families

[00:39:11]

as they feel welcome, supported,

[00:39:13]

and connected to our schools this year.

[00:39:16]

Dr. Charles Drew Elementary in Wakefield received the

[00:39:18]

designation for the first time.

[00:39:20]

So they're brand new to this Hoffman, Boston Kenmore

[00:39:23]

and Swanson earned a second award for being a part

[00:39:26]

of this program and we're very proud of each of them.

[00:39:28]

It's a lot of work application

[00:39:30]

and they do have to show that they have made the effort

[00:39:33]

and have the programs in place to welcome our families.

[00:39:36]

And I also wanna just take a moment since it was Veteran's

[00:39:38]

Day this week, to thank all of our military families

[00:39:41]

for your service and the many ways

[00:39:43]

that they are enriching our school division.

[00:39:45]

And I would like to invite the audience to give them a round

[00:39:48]

of applause, please, to all

[00:39:49]

of our military connected families.

[00:39:52]

We're very, very proud to be home to the Pentagon

[00:39:57]

and to be home to so many military connected families

[00:40:00]

at Fort Meyer and others.

[00:40:01]

And we appreciate all of their service.

[00:40:03]

And with that, uh, Madam Chair,

[00:40:05]

I conclude my announcements. Thank you. Thank

[00:40:07]

You Dr. Duran.

[00:40:08]

Um, so, uh, board members, board colleagues,

[00:40:11]

do you have comments or questions, um,

[00:40:13]

on Dr I'm gonna start here with Ms. Guera.

[00:40:16]

I just wanna say, um, I'm so excited to hear

[00:40:19]

that we're able to make some extended day opportunities

[00:40:21]

available during winter break.

[00:40:22]

And I wanna say a special thank you to Julie Crawford

[00:40:25]

and Tony Hall and our extended day team.

[00:40:27]

Um, it's just we had this discussion during the budget, uh,

[00:40:31]

our budget deliberations last spring about what the fate

[00:40:34]

of extended day would be

[00:40:35]

and our wishes that we could do even more.

[00:40:37]

And it's wonderful to see that actually happening.

[00:40:39]

So thank you. And then on the veterans, uh,

[00:40:41]

the veterans recognition, I just wanted to note, in addition

[00:40:45]

to our military families, um, I was the liaison, um,

[00:40:48]

last year to Swanson Middle School.

[00:40:50]

And Swanson had a special, uh, purple star ceremony

[00:40:53]

because they have, uh, at least one

[00:40:55]

and probably more than one, um, teacher at their school

[00:40:58]

who has a second career after retiring from the military.

[00:41:01]

And I just wanna note that we have staff members in a PS

[00:41:05]

who served with distinction

[00:41:06]

and now are serving again in a different capacity.

[00:41:08]

I wanna thank them for doing that.

[00:41:13]

Thank you. I would, uh,

[00:41:14]

echo the thanks on the afterschool programming

[00:41:17]

and as, as liaison to our afterschool, uh,

[00:41:19]

and youth partnership with the county, appreciate everything

[00:41:22]

that Julie and Tony are doing to also ensure that at the,

[00:41:26]

at the middle school level, for those who who aren't aware,

[00:41:28]

there's also a number of programs

[00:41:30]

provided by Arlington County that Julie has shared

[00:41:32]

and our staff is, is diligently working on those issues.

[00:41:35]

So thank you for everything and I wanna commend the

[00:41:38]

superintendent and our chair

[00:41:39]

and vice chair, um, for this data that I think

[00:41:45]

everyone here is very data-driven

[00:41:46]

and it's something that the community has

[00:41:48]

asked for quite a bit as well.

[00:41:50]

Um, so I think it's incredibly helpful.

[00:41:52]

I know that for us as board members to have the ability to

[00:41:56]

check in on how we're doing on a regular basis.

[00:41:58]

So these quarterly reports are, uh, we're a brainchild

[00:42:03]

of a few of, of our and,

[00:42:04]

and could not have happened without the leadership of the,

[00:42:06]

the chair and the superintendent, um,

[00:42:09]

kicking off in our retreat from January.

[00:42:12]

So, uh, just wanna express that gratitude.

[00:42:16]

Thank you. Mm-hmm. Um, Ms. Clark,

[00:42:19]

any comments or questions?

[00:42:21]

No, Ms. Turner. Okay. Um, so Dr. Dr.

[00:42:24]

Jar, I really just wanted to say thank you

[00:42:26]

for your leadership in making sure that we have a culture

[00:42:28]

of inclusion in Arlington Public Schools, um,

[00:42:31]

where we appreciate all of the things that are differences

[00:42:34]

among us and that all the things

[00:42:35]

that bring us together as a community.

[00:42:38]

We do not want our community divided in any way

[00:42:41]

by expressions of hate

[00:42:42]

or by actions that diminish the value

[00:42:44]

of any members of our community.

[00:42:46]

So I just wanted to, um, express my gratitude

[00:42:49]

for your leadership in this area

[00:42:50]

and that the school board, um, stands with you in, uh,

[00:42:53]

condemning any, any expressions of hate

[00:42:56]

or any actions that, um, that are uh, detrimental to

[00:42:59]

that community that we want to have

[00:43:01]

that is inclusive and positive.

[00:43:10]

We are now at a public comment on agenda

[00:43:13]

and non agenda items.

[00:43:15]

Before we begin, I'm going to read some of the guidelines

[00:43:18]

for public comment because they are important to reiterate.

[00:43:21]

The Arlington School Board

[00:43:23]

welcomes public comment at most regular

[00:43:25]

meetings and at public hearings.

[00:43:27]

The school board expects

[00:43:28]

that each speaker will be courteous modeling

[00:43:31]

for our students, how one can respectfully

[00:43:33]

disagree with others' views.

[00:43:36]

Each speaker may speak for up to two minutes.

[00:43:39]

The clerk will start the timer when the speaker begins,

[00:43:42]

and speakers should conclude their remarks

[00:43:44]

when the buzzer sounds.

[00:43:46]

Please be sure to state your name

[00:43:47]

and the topic you will speak about when you begin.

[00:43:50]

We want each speaker to be fully heard.

[00:43:53]

We also want each speaker

[00:43:54]

to receive their full two minutes of time to speak.

[00:43:57]

We therefore request

[00:43:58]

that audience members display silent signs of support such

[00:44:03]

as jazz, hands rather than applause.

[00:44:09]

Speaker substitutions are not permitted.

[00:44:12]

A speaker may not yield at their time to another individual

[00:44:15]

before or during their remarks.

[00:44:17]

The school board encourages speakers

[00:44:19]

to also provide their comments in writing.

[00:44:21]

Please email written comments to school board at

[00:44:26]

APS via Ms. Mercado, please announce the speakers.

[00:44:31]

I will call the first five speakers to line up

[00:44:34]

Sophia Warren, Emma Caputo, Genesis Herba,

[00:44:38]

Cameron Felton, Porsche Williams,

[00:44:40]

first speaker Sophia Warren.

[00:44:54]

Good evening, members of the school

[00:44:56]

board and all those listening.

[00:44:57]

My name is Sophia Warren

[00:44:59]

and I'm a seventh grader at Thomas Jefferson Middle School

[00:45:02]

and a member of the National Junior Honor Society here

[00:45:04]

to speak in favor of the improvements to TJMS.

[00:45:08]

Our school is a hardworking and deserving community.

[00:45:11]

However, the conditions in our building are inadequate.

[00:45:15]

Um, TJ's building is partly underground in

[00:45:18]

as many internal classrooms, which means about 75%

[00:45:21]

of the classrooms are without any windows

[00:45:23]

or any natural light.

[00:45:25]

We're inside the whole day stuck

[00:45:26]

with mostly artificial light, which leads

[00:45:28]

to a somewhat depressing environment.

[00:45:31]

Additionally, our school is extremely overcrowded.

[00:45:33]

There are over a thousand students at DJ

[00:45:35]

and you can tell when walking through the halls and up

[00:45:38]

or down the stairs, it seems like every day I bump into at

[00:45:41]

least one person in the halls.

[00:45:43]

And sometimes the stairs are so crowded you can't make it

[00:45:45]

to class without running, which is clearly not safe.

[00:45:49]

Speaking of unsafe, we have no sprinkler system.

[00:45:51]

That is just not okay.

[00:45:53]

Fire safety is a big deal and we need sprinklers.

[00:45:57]

Plus there's poor ventilation in the building,

[00:45:59]

even in science classes where we do labs, which is yeah,

[00:46:02]

another safety issue.

[00:46:04]

Another prob another problem is that many

[00:46:07]

of our interior walls are just thin metal panels.

[00:46:10]

You can hear what it's being said in the classroom next door

[00:46:12]

and it can be very distracting and difficult to focus.

[00:46:16]

TJ wasn't up to code when it was built decades

[00:46:18]

ago, let alone now.

[00:46:20]

Overall, our building is just not acceptable.

[00:46:23]

Although I won't be at TJ to see the potential changes,

[00:46:26]

I'm positive the full funding

[00:46:27]

for our school would improve the conditions

[00:46:28]

and lead to better learning and safety for future students.

[00:46:32]

I'm grateful to be able to speak today.

[00:46:34]

Thank you for your time.

[00:46:36]

Thank you for your comments this evening.

[00:46:39]

Next speaker, Emma Kaputo.

[00:46:47]

Good evening board members.

[00:46:49]

My name is Emma and I'm very pleased to be here.

[00:46:51]

I'm a member of the Thomas Jefferson National Junior Honor

[00:46:54]

Society and this is my second year at tj.

[00:46:56]

There are many changes that need to be made

[00:46:59]

and I'm going to list some of them.

[00:47:00]

The first thing is our windows.

[00:47:03]

Half of them are facing inside the school,

[00:47:05]

which there is not a lot of natural light

[00:47:07]

and most of the windows are in the basement

[00:47:09]

or facing inside of the school.

[00:47:11]

There are limited windows and limited natural light.

[00:47:14]

Another thing that needs to be improved is the walls

[00:47:16]

and overall structure of the building.

[00:47:18]

In some classes you can tell the ceiling has leaked

[00:47:20]

and the walls are very thin.

[00:47:22]

You can hear the other classes and it is very distracting.

[00:47:26]

And my science class, some of the sinks don't work

[00:47:28]

and is very hard to, to use one sink in an experiment

[00:47:31]

and there are so many people, the hallways

[00:47:34]

and stairwells are another problem

[00:47:35]

and they're always crowded.

[00:47:36]

When it is time to switch classes, it's very hard to get

[00:47:39]

through the stairwell and hallways if you are being shoved.

[00:47:43]

This would be prevented if the stairwell

[00:47:44]

and hallways were bigger, adding on.

[00:47:46]

Sometimes people are late to class

[00:47:48]

because they were stuck in the stairwell and hallways.

[00:47:51]

Lastly, the classroom sizes are very different.

[00:47:54]

Some of the rooms are bigger than others

[00:47:56]

and some are too small and very tight with allotted desks.

[00:47:59]

This building is old and the overall structure is worn down.

[00:48:01]

Hope you take my thoughts into

[00:48:03]

consideration. Thank you for your time.

[00:48:05]

Thank you for your comments this evening.

[00:48:08]

Next speaker, Genesis Harba.

[00:48:14]

Okay, good evening, student, me, members

[00:48:17]

of the school board, teachers and fellow students present.

[00:48:19]

First of all, I'm here sva.

[00:48:20]

As student from TJMS, I would like to thank you

[00:48:23]

for allowing me to be here representing TJMS

[00:48:25]

and staying here, giving my speech.

[00:48:27]

Today, I'm not just asking for an investment in bricks

[00:48:29]

and mortar, I'm asking for an investment in human potential.

[00:48:32]

The potential of the students

[00:48:33]

and teachers at TJMS, the school isn't just a place

[00:48:36]

of knowledge, but as an educator that impacts, that,

[00:48:39]

impacts those within its walls.

[00:48:41]

I'm here to talk about effects this has on the students

[00:48:43]

and teachers because if I were

[00:48:44]

to talk about the structural flows, literally, wow,

[00:48:47]

I could be here, I'll not listen them.

[00:48:49]

Every school needs flexible, special and welcoming spaces.

[00:48:52]

The building structure should be an anchor

[00:48:54]

that imposes a spec, A spec specialization,

[00:48:57]

not an obstacle, not a person.

[00:48:58]

In the eyes of students I close than stifling spaces.

[00:49:01]

Also stable students fostering ice train stress,

[00:49:04]

decreased concentration and performance

[00:49:06]

and a greater aver aversion to the environment as well

[00:49:10]

as hindering teachers from giving their best.

[00:49:12]

Our worthy structure de deserves

[00:49:14]

to be better in the in day lake and we are not

[00:49:17]

and we are to shine and flourish.

[00:49:19]

We will not achieve excellence in the shadows.

[00:49:21]

Excellent in the future are forgetting the in

[00:49:24]

the light for the teachers.

[00:49:25]

All our school is full of dedicated educators.

[00:49:27]

They already have enough work related

[00:49:30]

stress we shouldn't add to it.

[00:49:31]

They deserve a decent place

[00:49:33]

where they feel comfortable without having

[00:49:35]

to perform miracles for, for the for themselves and for us.

[00:49:39]

What they should be doing is giving their best feeling

[00:49:41]

welcome in a comfortable environment.

[00:49:43]

We cannot afford to wait until the structure collapses

[00:49:46]

before deciding to invest.

[00:49:47]

The time to invest in the and the future

[00:49:49]

of our community is now.

[00:49:50]

It is our priority.

[00:49:52]

T-G-M-S-T-G-M-S is a unique school

[00:49:53]

among all others in Arlington.

[00:49:55]

Highly solved after for its for its qualities such

[00:49:59]

as being the only IB middle school.

[00:50:00]

Let's ensure that the school is structured,

[00:50:02]

not only supports our roof, but also the greatest dreams

[00:50:05]

and futures of each student.

[00:50:06]

It's time to invest. Invest in your school,

[00:50:08]

invest in your mission, invest in all future.

[00:50:11]

Invest in the best of the best better than the rest.

[00:50:14]

All the time, it's time to invest in TJMS. Thank you.

[00:50:17]

Thank you for your comments this evening.

[00:50:21]

Next speaker, Cameron Felton.

[00:50:27]

Good evening school board and Dr. Duran.

[00:50:30]

My name is Cameron and I'm a sixth

[00:50:31]

grader at Thomas Jefferson.

[00:50:32]

I believe that we need a new building

[00:50:34]

because there are many problems in our current one.

[00:50:36]

Some of the problems include the classrooms being too small

[00:50:39]

with thin walls that aren't permanent.

[00:50:42]

Another problem is the halls

[00:50:43]

and stairwells being too skinny in the la in

[00:50:46]

the lack of natural light.

[00:50:47]

This affects students in a couple of ways.

[00:50:49]

For example, sometimes in class we can hear

[00:50:51]

other teachers entire lessons.

[00:50:53]

When I'm trying to learn the classroom, oh, when I'm trying

[00:50:56]

to learn the classroom size with the, with the large number

[00:51:00]

of students, makes class uncomfortable, it's even harder

[00:51:03]

to focus when you combine these two problems.

[00:51:05]

Skinny halls can prevent students from being on class on

[00:51:09]

time, from, from being to class on time with the amount

[00:51:12]

of students in the hallways at one point it can

[00:51:14]

cause students to trip and fall.

[00:51:16]

Many, many students get stuck

[00:51:17]

and have to go to class late,

[00:51:18]

which cuts into their learning time.

[00:51:20]

Another problem with TJ's, a lack

[00:51:22]

of windows in the building.

[00:51:23]

Not having much natural light makes the school day

[00:51:26]

feel pretty lifeless.

[00:51:28]

As a former Alice West Fleet student, I believe that coming

[00:51:30]

to TJ was a downgrade building.

[00:51:32]

Building wise, walking outta school

[00:51:35]

and seeing big, colorful, inviting fleet

[00:51:37]

and then tj, I feel like we deserve better.

[00:51:40]

That is why I believe TJ MS needs all the funds

[00:51:43]

and more. Thank you for listening.

[00:51:45]

Thank you for your comments this evening.

[00:51:49]

Before I call the next speaker

[00:51:50]

with the next five speakers, please line up Ryan Hassan,

[00:51:53]

Grace Collins Ingen, Bayard Sinal, Bo

[00:51:59]

Soak, and the next speaker, Portia Williams.

[00:52:09]

Hello and good evening. I am Portia Williams,

[00:52:12]

a sixth grader from Thomas Jefferson Middle School.

[00:52:14]

I'm here to discuss a few problems that get in the way

[00:52:17]

of our TGMS students every day,

[00:52:19]

so hopefully we can address these problems first.

[00:52:22]

Something that makes the average school day

[00:52:24]

so difficult is the tiny lockers.

[00:52:27]

Students barely have any room

[00:52:28]

to even open their lockers in the crowded hallways without

[00:52:30]

hitting something or even someone.

[00:52:33]

I propose that we get bigger lockers in wider locker

[00:52:35]

hallways to further benefit students.

[00:52:37]

Our students should be able

[00:52:38]

to get their belongings without being pushed around.

[00:52:41]

Second, I would like to address the lighting.

[00:52:44]

Even with the overhead lights, it is still very gloomy.

[00:52:46]

Some students can feel trapped in their own school.

[00:52:49]

I know that half the school is underground.

[00:52:51]

I still hope we can add more

[00:52:52]

windows on the upper part of the school.

[00:52:53]

At the very least, if we add more natural lighting,

[00:52:56]

it would make students feel much more welcome.

[00:52:59]

Third is the stairwells.

[00:53:01]

Our stairwells are extremely crowded

[00:53:03]

and it makes it extremely difficult for students

[00:53:05]

to get to class on time.

[00:53:07]

In fact, some students have resorts yelling,

[00:53:09]

hall sweep in the stairwells just to get through.

[00:53:12]

I propose that we either add another stairwell

[00:53:14]

or make the stairwells wider.

[00:53:16]

The stairwells as they are, can possibly be, be

[00:53:18]

as safe as they should be.

[00:53:20]

If our students need to get out because of a fire

[00:53:22]

or some other disaster, we would take

[00:53:24]

so much valuable time just

[00:53:25]

shoving our way down the stairwells.

[00:53:27]

Finally, and most importantly, we need real walls.

[00:53:30]

Our space at Thomas Jefferson is super cramped

[00:53:32]

with classrooms stuck right next to each other.

[00:53:35]

This makes it hard for students to focus in a small space,

[00:53:37]

plus many classrooms share walls, which makes it so

[00:53:40]

that they can hear other classes

[00:53:42]

and it can be very disruptive.

[00:53:43]

The walls are super thin, which is why other classes are

[00:53:46]

so audible from other rooms.

[00:53:48]

Our walls aren't walls, they're partitions.

[00:53:50]

You could fix these problems

[00:53:51]

by giving Thomas Jefferson the funds we need

[00:53:53]

for a better learning environment. Thank you for your time.

[00:53:56]

Thank you for your comments this evening.

[00:53:58]

Next speaker Ryan Hassan.

[00:54:03]

Dear all members of the school board, I'm Rihanna Sun

[00:54:06]

and I'm a current student at TGMS Middle School.

[00:54:09]

One day I was in Ms. VA's history class.

[00:54:11]

We were taught about the Bill of Rights.

[00:54:13]

I learned that the First Amendment is freedom of speech

[00:54:16]

and I'm using this amendment right now

[00:54:17]

to talk about something I believe in.

[00:54:19]

I think TGMS needs a major renovation for a lot of reasons,

[00:54:22]

including very thin walls, rooms not being up to code

[00:54:26]

and hallways and staircases that are very crowded.

[00:54:28]

Furthermore, there are even more issues such

[00:54:30]

as not having secure rooms for lockdowns

[00:54:33]

and it is almost impossible to get to my locker

[00:54:35]

because of the unacceptable levels of traffic.

[00:54:37]

This school has been waiting 20 years for this,

[00:54:39]

so why not give us enough funds

[00:54:40]

to change the school for the better.

[00:54:44]

Thank you for your comments.

[00:54:47]

Next speaker, Grace Collins.

[00:54:54]

Good evening, members of the board.

[00:54:55]

My name is Grace Collins

[00:54:56]

and I'm a seventh grader at Thomas Jefferson Middle School.

[00:54:59]

According to a recent feasibility study,

[00:55:01]

there are many things wrong with TJMS.

[00:55:04]

A few of the things that make the school inadequate

[00:55:06]

for learning are the thin walls

[00:55:07]

and insufficient natural light.

[00:55:09]

It's hard to concentrate in class when you can hear people

[00:55:12]

talking or flushing the toilet

[00:55:13]

on the other side of the wall.

[00:55:15]

Many classes lack natural sufficient light,

[00:55:18]

which makes many kids have low

[00:55:20]

energy and it affects their mood.

[00:55:21]

Sometimes I'll be taking a test in my classroom next

[00:55:24]

to the cafeteria and I won't be able to hear my own thoughts

[00:55:27]

because the walls are so thin.

[00:55:28]

Classes without windows are the classes I sometimes dread

[00:55:31]

Because of how low energy the lack of windows creates,

[00:55:36]

there are also safety concerns that need

[00:55:38]

to be taken into account.

[00:55:39]

Did you know that TJMS has no sprinkler system?

[00:55:41]

This can be very dangerous if there

[00:55:43]

ever was a fire in the school.

[00:55:45]

Another thing that is dangerous is

[00:55:47]

how crowded the stairwells

[00:55:48]

and hallways get when in between classes

[00:55:51]

or at the end of the day, a friend

[00:55:54]

of mine actually injured her

[00:55:55]

wrist when she fell down the stairs.

[00:55:57]

I hope that one day in the future,

[00:55:59]

the kids at TJMS will not have to worry about the safety

[00:56:01]

and learning happening at the school.

[00:56:03]

Thank you for taking the time to listen

[00:56:05]

and consider what should be done to truly invest in TJMS.

[00:56:08]

Thank you. Thank you for your comments this evening.

[00:56:12]

Next speaker Al.

[00:56:19]

Good evening, members of the board.

[00:56:21]

I appreciate the opportunity

[00:56:22]

to speak on behalf of my school.

[00:56:25]

Thank you for having me.

[00:56:26]

My name is and I am a seventh grader at

[00:56:29]

Thomas Jefferson Middle School.

[00:56:31]

I'm a part of NJHS

[00:56:32]

and I hope you'll all understand how much the condition

[00:56:35]

of our school building affects the quality of our learning.

[00:56:38]

One challenge in our school building is

[00:56:40]

that we have very limited windows inside our school.

[00:56:43]

It causes very small amount of sunlight,

[00:56:46]

which I believe is important for students and teachers.

[00:56:49]

Less windows also leads to very humid and sweaty classrooms.

[00:56:52]

It can smell really awful if students were all sweaty in

[00:56:55]

one classroom with no windows.

[00:56:57]

I believe that improving AC quality is a better way

[00:57:00]

to handle extremely cold classrooms or scorching hot rooms.

[00:57:04]

Another problem in our school building is that our hallways

[00:57:08]

and staircases are always jammed and crowded.

[00:57:10]

It often results in students pushing

[00:57:12]

and many students get injured.

[00:57:14]

The last problem in our school is that the lockers are

[00:57:17]

so thin at the end of the day.

[00:57:19]

It also results in many students

[00:57:20]

crowding to get to their locker.

[00:57:22]

Since they're all so close together.

[00:57:24]

I believe that a renovation would help teachers

[00:57:26]

and students by providing a better environment

[00:57:29]

to improve our school system.

[00:57:31]

I'm proud to be at TJMS

[00:57:33]

and I hope you'll take my statement into consideration.

[00:57:36]

Thank you very much for your comments this evening.

[00:57:39]

Next speaker Bo Soak.

[00:57:46]

Close your eyes for a moment.

[00:57:48]

Envision yourself walking in the colorful halls

[00:57:51]

of Thomas Jefferson

[00:57:52]

and nervously glancing at the roof, the walls,

[00:57:57]

and pretty much everything

[00:57:59]

that could fall apart and harm you.

[00:58:01]

Now, open your eyes. How? How do you feel about that?

[00:58:05]

Scared, anxious, angry, sad, or maybe even happy.

[00:58:10]

I would say scared or anxious.

[00:58:13]

Hello, my name is Bo AK

[00:58:15]

and I am a sixth grade representative at Thomas Jefferson

[00:58:19]

and I'm an overthinker and a worried person.

[00:58:22]

Students like me often are worry about even the littlest

[00:58:26]

things and when we find out that some things are wrong

[00:58:28]

with our school, we panic.

[00:58:31]

Instead of learning, we panic about the roof falling on us.

[00:58:35]

We panic about water.

[00:58:37]

Water leaking classrooms

[00:58:39]

and no sprinkler system in case fires.

[00:58:43]

We panic about the school collapsing.

[00:58:45]

We panic about the structure, mistakes,

[00:58:47]

and then we overthink.

[00:58:48]

We can't sleep at night because of these worries.

[00:58:51]

We are kids. Do you really want that?

[00:58:57]

Sure, you could tell the students that everything will,

[00:58:59]

will be all right, but we still worry

[00:59:02]

because of the structure of our school.

[00:59:04]

We can't focus on our work and learning.

[00:59:07]

Do you want the next gen generation to be able

[00:59:10]

to solve math problems?

[00:59:14]

Then you should give TJ the money to fix the school

[00:59:17]

and in addition to all of that, our school is

[00:59:19]

behind Alice West fully elementary school

[00:59:22]

and it is hard to find, so when someone goes, oh, is

[00:59:26]

that nice school yours?

[00:59:27]

We have to say, nah. Our school is a dumpy one behind it.

[00:59:31]

That's overdue for a lot of fresh repairs now.

[00:59:35]

Do you think we should only get half the money?

[00:59:38]

No, we, we Students think students

[00:59:41]

and teachers think we should get all of the money.

[00:59:45]

Please invest in TJMS. Thank you.

[00:59:48]

Thank you for your comments this evening.

[00:59:51]

Next speaker, Sophia Land Feld. Sophia, land Feld.

[01:00:07]

Hello, my name is Sophia Feld

[01:00:09]

and I'm a sixth grade representative at

[01:00:11]

Thomas Jefferson Middle School.

[01:00:13]

I'm here to tonight

[01:00:14]

to talk about why Jefferson should receive all of the money

[01:00:19]

to help get us major renovations or a new building.

[01:00:24]

Tonight I will be talking about safety

[01:00:26]

and what it feels like to go to this school

[01:00:28]

and how that relates to our building.

[01:00:31]

First up, I have fire drills.

[01:00:33]

Our stairwells are crammed as well as our hallways

[01:00:37]

because of how many classrooms line the walls,

[01:00:39]

which means it takes twice

[01:00:41]

as long to get outta the building.

[01:00:43]

By that time, we'd be toast the burnt kind,

[01:00:46]

but if we had a bigger building, it'd be less crowded

[01:00:48]

and we wouldn't put our safety in danger.

[01:00:51]

Second, and if if an intruder breaks into our building,

[01:00:54]

there'd be no safe places to hide because guess what?

[01:00:57]

Our walls aren't even walls.

[01:00:59]

Heck, I dunno what they're made of,

[01:01:01]

but I do know they aren't stopping any

[01:01:03]

bullets from coming to get us.

[01:01:05]

Third, I'm going to say

[01:01:06]

what it feels like to come to our school.

[01:01:08]

The second, the first floor is amazing.

[01:01:11]

So much natural light, but then you go underground

[01:01:13]

and it's like a dungeon.

[01:01:15]

Maybe two-ish rooms have natural light, but that's all.

[01:01:18]

Finally, did you know we've been in line for years.

[01:01:21]

Even Fleet was built in, was built in our old parking lot.

[01:01:25]

We have been the second choice for years.

[01:01:27]

Now it's time for us to be first.

[01:01:30]

Invest your time into TJMS.

[01:01:34]

Thank you for your comments this evening.

[01:01:36]

Okay, with the next five speakers,

[01:01:38]

please line up Natalie Thomas, Rosalyn Wheat,

[01:01:42]

Ryan Afol BU Johnson,

[01:01:44]

and Veh SVA Kumar.

[01:01:49]

Next speaker, Natalie Thomas.

[01:01:56]

Good Evening school board.

[01:01:58]

My name is Natalie Thomas

[01:01:59]

and I'm a current student at Thomas Jefferson Middle School.

[01:02:03]

Our school is not up to date.

[01:02:05]

We have around 25 classrooms that don't meet standard

[01:02:08]

and multiple problems that only a new school will fix.

[01:02:12]

I hope. After this meeting,

[01:02:13]

you'll realize why TJ is in need of a new building.

[01:02:17]

One thing I noticed as a student is that our stairwells

[01:02:20]

are incredibly cramped, making it hard to navigate.

[01:02:23]

Through school, I've seen people push through to get home

[01:02:26]

or just to get to the next period.

[01:02:28]

It creates unsafe and unca

[01:02:30]

and uncomfortable spaces for anyone walking

[01:02:32]

through teacher or student.

[01:02:35]

Next, the labs have carpets instead of tiles,

[01:02:37]

which is a safety hazard.

[01:02:39]

We have squished lockers in classrooms.

[01:02:42]

I love science, but it's really hard

[01:02:44]

to learn in such a cramped space.

[01:02:46]

The tininess of our classrooms make it hard

[01:02:48]

to navigate the room if we're doing fire drills

[01:02:50]

or even just getting up to use the restroom.

[01:02:52]

And also the walls are so thin,

[01:02:54]

I can hear my teacher from across the hallway

[01:02:57]

when I'm learning grammar lectures.

[01:03:00]

I can hear Ms. Bass talking about the Revolutionary War.

[01:03:04]

The last problem I'll address is the sunlight.

[01:03:07]

The majority of classrooms have no natural sunlight.

[01:03:10]

This affects me hugely since I don't go outside for recess,

[01:03:13]

I don't get any sunlight for seven hours straight,

[01:03:16]

which is not good for my body.

[01:03:18]

All of these problems show us why we need a

[01:03:20]

new building desperately.

[01:03:22]

I appreciate your attention and thank

[01:03:24]

you for considering my ideas.

[01:03:26]

Thank you for your comments this evening.

[01:03:28]

Next speaker, Rosalyn Wheat.

[01:03:36]

Hello. Thank you for letting me speak tonight.

[01:03:39]

Oh, my name is Rosalyn Wheat

[01:03:41]

and I'm a seventh grader at Thomas Jefferson Middle School.

[01:03:44]

Tonight, I wanna tell you what it's like

[01:03:45]

to be a student at tj.

[01:03:47]

I love Jefferson. The teachers

[01:03:49]

are passionate about what they do.

[01:03:51]

They make everyone feel valued and confident.

[01:03:54]

Many of the TJMS staff made me feel loved and important.

[01:03:58]

I appreciate the many opportunities.

[01:03:59]

A PS gives students, for instance, afterschool clubs

[01:04:03]

in spite of the teachers and staff's dedication.

[01:04:05]

There are some elements of the school that no amount

[01:04:07]

of passion can fix because the school is not designed

[01:04:09]

to hold as many students as are currently enrolled.

[01:04:12]

Navigating the hallways in

[01:04:13]

between classes has been extremely difficult and stressful.

[01:04:16]

Overcrowding has also been an issue in the classrooms.

[01:04:19]

This means that learning experience have been more disrupted

[01:04:22]

and more stressful for Stu, for teachers and students.

[01:04:25]

Columns and pillars may look great on historical

[01:04:29]

colonial buildings, but this is a 21st century middle

[01:04:32]

school, not Monticello.

[01:04:34]

It's especially hard to see the board

[01:04:36]

and move around the room, especially if a pillar is in the

[01:04:38]

middle of where everyone is trying to go.

[01:04:40]

We're in front of something they're trying to see.

[01:04:44]

Also, the walls are incredibly thin.

[01:04:46]

In my ta, in first period, the math teacher

[01:04:49]

and my TA teacher share a wall.

[01:04:51]

And every day I can hear a math

[01:04:52]

teacher talking through the walls.

[01:04:54]

It's very distracting listening

[01:04:55]

to two teachers talking at the same time, the issues

[01:04:59]

that I've seen at Jefferson have become even more apparent

[01:05:01]

because last night I went

[01:05:02]

to an Arlington Honors course course

[01:05:04]

audition at Kenmore Middle School.

[01:05:06]

The school seems so much bigger than Thomas Jefferson,

[01:05:09]

and I can say without hesitation

[01:05:11]

that future students would appreciate a

[01:05:12]

school fitted to their needs.

[01:05:14]

Even though I'm sad that I won't get

[01:05:15]

to possibly learn in a big, beautiful school like Kenmore,

[01:05:19]

I know that if a brand new school was built,

[01:05:22]

it would definitely be worth a public investment.

[01:05:24]

Again, thank you for letting me share

[01:05:26]

my thoughts and experiences.

[01:05:28]

I hope you take in my experiences

[01:05:29]

and build us a brand new school. Go Yellow Jackets.

[01:05:32]

Thank you for your comments this evening.

[01:05:35]

Next speaker, Ryan Atal.

[01:05:44]

Yeah, so my name is Ryan.

[01:05:46]

I'm a sixth grader student in Thomas Jefferson.

[01:05:49]

And I would like to say that there's a bit of a problem.

[01:05:53]

Our walls are so thin instead

[01:05:54]

of the intruders just busting down the doors,

[01:05:57]

they can bust down the walls like it's a sheet of paper

[01:06:00]

and come and also give.

[01:06:02]

And like what can happen is there can be injuries

[01:06:05]

or more worse death.

[01:06:06]

And also if we're trying to go to like a fi,

[01:06:09]

if there's a fire drill

[01:06:11]

or like there's a tornado coming, like what's gonna,

[01:06:13]

like if there's a whole crowd of stampede elephants

[01:06:18]

that like, we're gonna probably like all get injured or die.

[01:06:24]

And also I would like to say that for the lockers,

[01:06:28]

like you're like, it's squished.

[01:06:30]

It's like very squished. It's like so squished.

[01:06:33]

Everybody's connected Legos.

[01:06:36]

And I would say that that needs to be like a, like,

[01:06:41]

I think that needs to be fixed.

[01:06:43]

And also like if we're like walking to classes

[01:06:47]

and we're going down the stairs

[01:06:49]

or like we're going to like the theater is something,

[01:06:53]

everybody's gonna be like squished,

[01:06:56]

like they're just gonna be like connected Lego blocks,

[01:06:58]

just like I said, and,

[01:07:00]

and like just imagine getting pushed down.

[01:07:05]

Like if you're in like example in the stairs,

[01:07:08]

there's lots of crowds.

[01:07:09]

You can get pushed down and get hurt or,

[01:07:13]

or like, yeah, you can get hurt and get a concussion

[01:07:16]

and then you have to get to like the hospital.

[01:07:18]

That's why I think

[01:07:20]

that Thomas Jefferson deserves all the money

[01:07:22]

so we can build a better

[01:07:25]

and happy community for the other students and this school.

[01:07:30]

Thank you for your comments this evening.

[01:07:33]

Next speaker, Elby Johnson.

[01:07:41]

Good evening, members of the board

[01:07:42]

and good evening to, um, other meeting attendees.

[01:07:45]

My name is Elby Johnson.

[01:07:47]

I'm a seventh grader at TJMS

[01:07:48]

and a member of the National Junior Honor Society.

[01:07:51]

I'm very excited to be speaking to you today.

[01:07:54]

I'm here to support TJM Mess

[01:07:55]

and talk about why you should consider

[01:07:57]

renovating our school.

[01:07:58]

Due to the insufficient learning conditions,

[01:08:01]

TJM mess is not up

[01:08:02]

to standards in TJ while walking down the stairs

[01:08:04]

to my next class, people will push and get pushed.

[01:08:07]

People will fall and students can't even get

[01:08:09]

to class on time because of clogging in

[01:08:11]

the halls and stairwells.

[01:08:13]

The environment is very unsafe to walk in.

[01:08:15]

There are also no fire sprinklers, which is very unsafe.

[01:08:18]

Another problem is the lack of windows.

[01:08:20]

We barely have any windows.

[01:08:22]

Some people don't even get to see sunlight at all

[01:08:24]

during a school day, especially sixth graders.

[01:08:27]

When I was in sixth grade, I would,

[01:08:28]

I would see out a window no more than two times a day.

[01:08:31]

Additionally, the walls are fake.

[01:08:33]

Our school used to be open,

[01:08:34]

so all the classes has no walls in between.

[01:08:37]

When that was over, they just put fake metal walls.

[01:08:39]

Now we hear every single person in the rooms around us.

[01:08:42]

Imagine taking a test

[01:08:43]

and hearing, yelling in the room next to you.

[01:08:45]

Wouldn't it be tough to take that test?

[01:08:48]

Also, the classrooms are small.

[01:08:50]

There would be 25 kids in a very, very small classroom,

[01:08:54]

but there will be no space to put any bigger classrooms.

[01:08:57]

There are over 1000 kids in our school.

[01:08:59]

We fit those kids into classrooms,

[01:09:00]

but there isn't much space.

[01:09:02]

This makes it hard to learn in TJMS

[01:09:04]

and I was just scratching the surface of

[01:09:06]

what is wrong with the TJ building.

[01:09:07]

So I hope you'll help fund our school.

[01:09:09]

Thank you for letting me speak with you.

[01:09:11]

Thank you for your comments this evening.

[01:09:13]

Before I call the next speaker

[01:09:15]

with the next five speakers, please line up Miles Roseland,

[01:09:19]

Horst, Leah Burns, Jade Precia, Sunane Eron,

[01:09:24]

Amelia Rose Grant.

[01:09:26]

Next speaker, DVA Kumar.

[01:09:34]

Good evening, members of the school board.

[01:09:35]

My name is Kumar,

[01:09:37]

and I'm the SCA President at Thomas Jefferson Middle School.

[01:09:42]

I care deeply about our school

[01:09:43]

community and the learning environment.

[01:09:44]

We share first, our sixth

[01:09:46]

and seventh grade science classrooms space meant

[01:09:49]

for discovery and experimentation do not meet

[01:09:51]

basic facility expectations.

[01:09:53]

Presenting a real barrier to education

[01:09:57]

carpeting remains on the floors

[01:09:59]

where specialty science work takes place,

[01:10:01]

which is inappropriate for chemical handling and cleanup,

[01:10:04]

and proper ventilation is clearly lacking.

[01:10:07]

This means we cannot safely conduct the full range

[01:10:10]

of necessary hands-on learning.

[01:10:12]

Second, the operational efficiency

[01:10:14]

of our school is failing due to overwhelming student density

[01:10:18]

with the rising student population.

[01:10:20]

Since the building's original design, the hallways

[01:10:22]

and general classrooms are increasingly congested.

[01:10:26]

Furthermore, our staircases are difficult

[01:10:28]

to navigate efficiently when moving

[01:10:30]

between upper and lower levels.

[01:10:32]

Often delaying students from reaching their next class

[01:10:35]

within the given three minute transition window.

[01:10:38]

Third, during testing days,

[01:10:40]

our academic focus is continually disrupted.

[01:10:43]

The noise from adjoining classes on one side

[01:10:45]

and bathroom flashing

[01:10:46]

and traffic on the other continually pull attention

[01:10:49]

away from the work at hand.

[01:10:51]

I share these concerns, not a criticize, but

[01:10:54]

because I believe our school deserves to be the best version

[01:10:56]

of itself with their support

[01:10:57]

and investment in solving these specific structure problems,

[01:11:01]

we can ensure science classrooms

[01:11:02]

that match your purpose hallways to full freely

[01:11:05]

and testing spaces where every student can concentrate.

[01:11:08]

Thank you for your time and care.

[01:11:10]

Thank you for your comments. Next speaker,

[01:11:13]

miles Rosenblad Hurst.

[01:11:22]

Hello, my name is Miles Rosenblad Hurst

[01:11:25]

and I'm a sixth grader at Thomas Jefferson Middle School.

[01:11:27]

Last year I graduated from Fleet. Fleet Elementary.

[01:11:31]

Fleet is only a few steps away from tj,

[01:11:33]

but when it comes to the buildings,

[01:11:35]

it's a whole different world.

[01:11:37]

I'd like to share a few examples of the ways that tj,

[01:11:41]

the TJ building is not working for students like me.

[01:11:45]

Last year, every one

[01:11:46]

of my classrooms at Fleet had huge windows

[01:11:48]

with natural light.

[01:11:50]

And this year, only one of my classrooms has a real window.

[01:11:54]

Natural light is important.

[01:11:56]

It makes me feel happier and more relaxed in my TJ classes.

[01:11:59]

Without natural light, it feels gloomy.

[01:12:02]

And gr TJ also feels overcrowded In tj.

[01:12:06]

There's a staircase that over that around

[01:12:09]

3,300 ish sixth graders need to use

[01:12:13]

during a three minutes of passing time.

[01:12:16]

I regularly see students tripping on these staes

[01:12:18]

because hundreds of people are pushing

[01:12:21]

to get to class on time.

[01:12:22]

I'm aware that these STAs would not be safe in an emergency.

[01:12:26]

Noise is a big issue at teach in my science class.

[01:12:29]

The walls are made of thin metal.

[01:12:32]

The and the math teacher next door is really excited about

[01:12:35]

math, which is great.

[01:12:37]

I mean, um,

[01:12:38]

but it also means I can hear every word he is saying.

[01:12:42]

Um, in another one of my classes,

[01:12:44]

we can hear the noise from the cafeteria.

[01:12:47]

And I don't know if you've ever been inside

[01:12:49]

of middle school cafeteria.

[01:12:50]

It is not quiet. Um,

[01:12:54]

noise pollution is very distracting for me

[01:12:57]

and other students, which impacts our ability

[01:12:59]

to focus on learning.

[01:13:01]

Uh, please consider investing in renovations for

[01:13:05]

TJ so that students like us can have a better environment

[01:13:09]

with natural life, safe amounts of space

[01:13:12]

and quiet classrooms.

[01:13:14]

Thank you for the opportunity to speak this evening.

[01:13:18]

Thank you for coming and speaking with us this evening.

[01:13:20]

Nick Speaker Leo Burns.

[01:13:28]

Good evening, members of the board.

[01:13:30]

I'm a member of the TJMS and NJHS,

[01:13:33]

and I'm so grateful to be speaking here today.

[01:13:36]

Recently, I have been noticing problems

[01:13:37]

with our school's, poor quality.

[01:13:39]

I sit in class trying to focus on my work,

[01:13:41]

but I can hear an entire conversation going on

[01:13:44]

from the other side of the wall.

[01:13:46]

The ceilings are leaking through making teachers work

[01:13:48]

with the little energy they have left to clean up the water.

[01:13:51]

Our classrooms are dark, not full of life or color.

[01:13:55]

I remember in my sixth grade science classroom,

[01:13:58]

I had a window and I was able to work better.

[01:14:01]

But this year I have no windows in my classes.

[01:14:06]

All I want is some nice sunlight

[01:14:08]

because going outside is, is a privilege, not a right.

[01:14:14]

I try to have some privacy in the bathroom,

[01:14:16]

but the stalls always have huge gaps

[01:14:19]

and I don't feel comfortable.

[01:14:20]

The hallways are crowded

[01:14:22]

and it feels like I have to squish my way past

[01:14:23]

just to go from class to class.

[01:14:25]

The classrooms are crowded as well,

[01:14:27]

and I bump into people when I'm just trying

[01:14:29]

to leave the classroom to go

[01:14:30]

through the bathroom or get water.

[01:14:32]

The lockers are the tiniest spaces ever.

[01:14:35]

I try to stuff everything I can,

[01:14:37]

but sometimes it doesn't all fit.

[01:14:39]

Most classrooms have temperatures that cannot be changed

[01:14:41]

and forces us to sit in a blazing hot summer

[01:14:43]

day or a cold winter night.

[01:14:45]

The science rooms have carpeted floors making it dangerous

[01:14:49]

for any chemicals were to drop.

[01:14:51]

Also, some of the sinks in the science rooms don't work

[01:14:54]

right, making it dangerous to do labs.

[01:14:57]

I wish to see a big sun sunlit school for it

[01:15:00]

to not look like a jail and

[01:15:02]

to make the hallways big and spacious.

[01:15:04]

Our school is really breaking down

[01:15:06]

and all we ask for is some funding

[01:15:07]

to help us have a better education and grow as individuals.

[01:15:10]

Thank you. Have a nice night.

[01:15:12]

Thank you for your comments this evening.

[01:15:14]

Next speaker, Jade Prusa.

[01:15:21]

Good evening, members of the board.

[01:15:23]

My name is Jade Precia

[01:15:24]

and I'm a seventh grader at Thomas Jefferson Middle School.

[01:15:27]

I'm writing this speech because I'm concerned about the

[01:15:29]

wellbeing of our students, but also the wellbeing

[01:15:31]

of our staff, mainly because the hallways

[01:15:33]

and staircases are always too crowded, which causes people

[01:15:36]

to push making our hallways

[01:15:37]

and staircases more prone to injuries.

[01:15:39]

Only 25% of the classrooms have windows,

[01:15:42]

so we get no fresh air or natural light.

[01:15:44]

Our bathrooms have hand dryers that barely work.

[01:15:47]

And according to TJMS feasibility study,

[01:15:50]

TJMS has significant lack of surveillance, access control

[01:15:53]

and territorial reinforcement amplified by remote kitchen

[01:15:57]

in community center,

[01:15:58]

and a gymnasium shared with the public

[01:16:00]

with no secure separations.

[01:16:02]

I want to share what it's like to learn in a building

[01:16:04]

where you can barely learn properly

[01:16:06]

because the classroom next door is doing something that

[01:16:09]

that involves being loud so you can hear everything or

[01:16:12]

whenever the AC doesn't work.

[01:16:14]

So everyone is just hot.

[01:16:15]

It's especially worse, it's worse, especially after PE

[01:16:18]

because you can't even open the windows

[01:16:21]

when you're trying to get to your locker.

[01:16:22]

Since they're so small, you can't get to your locker

[01:16:24]

because there are so many people around.

[01:16:26]

As a result, you might miss your bus

[01:16:28]

or be late to something important.

[01:16:30]

Having a newer building would make learning at TJ better

[01:16:33]

because we won't have to worry about passing out

[01:16:35]

or making it to class on time.

[01:16:36]

Because of the crowded hallways.

[01:16:37]

Jefferson students deserve a school with windows real walls

[01:16:41]

and wider hallways.

[01:16:42]

Thank you for taking this time to listen

[01:16:43]

and hopefully consider

[01:16:45]

to selecting TJ MS for a new building.

[01:16:47]

So please consider giving us the best

[01:16:49]

because TJ MS is the best of the best.

[01:16:52]

Thank you for your comments this evening.

[01:16:55]

Next speaker, Sunna Sunne mro

[01:17:06]

Dear School Board, my name is Nia mro.

[01:17:10]

I'm a sixth grader at Thomas Jefferson Middle School.

[01:17:13]

Every day I see Fleet Elementary School,

[01:17:15]

and I think why can't Thomas Jefferson be this nice?

[01:17:18]

Eight years ago, fleet was the TJ's parking lot.

[01:17:22]

Now it's a modern elementary school with five floors,

[01:17:25]

two big fields, three playgrounds, five elevators,

[01:17:29]

and even an indoor slide in the school building

[01:17:33]

when Fleet was about to be made, we were the second option.

[01:17:36]

And for the past 20 years,

[01:17:37]

we've always been the second option

[01:17:40]

for a new school building.

[01:17:41]

But today I say we stopped being that second option

[01:17:44]

and be the first option.

[01:17:46]

Adoption. Let's start talking about

[01:17:48]

the, the school building.

[01:17:50]

We have small classes and little natural light.

[01:17:53]

We have bad structure

[01:17:54]

for the building since it was based on an open classroom.

[01:17:58]

People who have wheelchairs have trouble taking arts such as

[01:18:03]

band, orchestra, or choir since the ramp is at a bad angle

[01:18:07]

and it could lead to potential danger.

[01:18:11]

There is little to no tempera temperature control since some

[01:18:15]

classes have a thermometer

[01:18:18]

and the other class next to them has to ask them

[01:18:21]

to adjust the temperature.

[01:18:24]

There's flaky walls and small stairs.

[01:18:28]

That's why we need the 150 million for a new modern building

[01:18:33]

for the next generation of sixth graders, seventh graders

[01:18:37]

and eighth graders to experience.

[01:18:39]

Thank you for your time.

[01:18:41]

Thank you for your comment this evening.

[01:18:43]

Um, we have an additional 10 speakers,

[01:18:45]

but as we, uh, wrap up with our student speakers, I,

[01:18:48]

I wanna thank you all and I just want the community

[01:18:51]

and all of our speakers in the room to be aware

[01:18:53]

that we have, um, an entire binder

[01:18:56]

of letters from the TJ Middle School students, um,

[01:18:59]

which we very much appreciate

[01:19:01]

and we all look forward to reading

[01:19:02]

and we're gonna be passing it around, uh, so

[01:19:04]

that everybody gets a chance to read all of your letters.

[01:19:08]

Um, Ms. Uhdo, will you call the next speaker?

[01:19:12]

Sure. Uh, before I call the next speaker,

[01:19:14]

I'll ask the next five speakers to line up Larry Fial,

[01:19:17]

Cameron Lineback, Amanda Villa Pando,

[01:19:20]

Kirsten Pickle, Rachel Johnson.

[01:19:22]

Next speaker Amelia Rose. Grant.

[01:19:32]

Good evening. My name is Amelia Rose Grant

[01:19:34]

and I'm here to speak about Jefferson.

[01:19:36]

I'm the library assistant

[01:19:37]

and I was here speaking on that last year.

[01:19:39]

I will talk about why I love my job

[01:19:41]

and how our building can be improved.

[01:19:43]

I am incredibly proud to be a yellow jacket.

[01:19:46]

Our community is strong, as you have seen here tonight.

[01:19:49]

When I tell people where I work,

[01:19:50]

I often say we have the worst building, but the best people.

[01:19:54]

Our students and staff deserve a better building.

[01:19:57]

You have heard many of our problems tonight,

[01:19:59]

maybe six or seven.

[01:20:01]

I will share more about why we need a restructured library

[01:20:04]

space compared to other secondary spaces.

[01:20:07]

Ours is lacking in space storage and functionality.

[01:20:10]

The library is set up in a way that it is impossible

[01:20:13]

to have more than one activity happening at a time.

[01:20:15]

There is no space for flexible

[01:20:17]

or innovative seating, which is a detriment to making it

[01:20:20]

as welcoming of a space as it could be.

[01:20:21]

Monthly we have two book club meetings

[01:20:23]

and a craft day at lunch.

[01:20:25]

Bimonthly, we have a karaoke lunch.

[01:20:27]

All of these things would be better

[01:20:28]

facilitated with more space.

[01:20:30]

I invite any board member to attend our li our library

[01:20:33]

during a sixth grade lunch where we daily have 40

[01:20:36]

to 65 students in even on a day with no special events.

[01:20:40]

Many of them here tonight.

[01:20:43]

Every space we have had access to

[01:20:44]

for storage has been repurposed

[01:20:46]

to office or classroom space.

[01:20:48]

There are many times we have to close the library

[01:20:50]

for testing or meetings for small groups

[01:20:52]

because as a school, we have no other option.

[01:20:54]

This limits access to all other students.

[01:20:57]

We run the Daily Morning News show from our biography room,

[01:21:00]

making it cramped, difficult to maneuver

[01:21:02]

and inaccessible to students and staff with mobility needs.

[01:21:05]

Our shelving is old and impractical.

[01:21:08]

There are holes in the middle, which cause books to fall

[01:21:10]

between shelves get lost or damaged.

[01:21:12]

Much like my building analogy,

[01:21:14]

we often tell our students we have great

[01:21:16]

books but awful shelves.

[01:21:18]

In addition, our shelves are quite high

[01:21:20]

and not a DA compliant.

[01:21:22]

This limits our ability to set up book displays

[01:21:24]

and entice students to the library visually.

[01:21:26]

Others have spoken about the distinct lack

[01:21:29]

of natural light in our building.

[01:21:30]

This is a concern in the library as well.

[01:21:33]

Thank you for hearing my comments.

[01:21:34]

And in the words of our yellow jacket leader,

[01:21:36]

make tonight a great night or not.

[01:21:38]

The choice is yours.

[01:21:41]

Thank you for your comments this evening.

[01:21:44]

Next speaker, Larry Fish Toller.

[01:21:56]

Good evening, Madam Chair, members

[01:21:57]

of the school board, Dr. Duran.

[01:22:00]

Uh, thank you for this opportunity to speak

[01:22:03]

with you about the importance

[01:22:05]

of our subject area advisory committees.

[01:22:08]

I am Larry Fish Toller

[01:22:09]

and I'm serving now as the chair

[01:22:11]

of the Science Advisory Committee.

[01:22:14]

Uh, I have given you a draft of the Science

[01:22:16]

Advisory Committee's report

[01:22:18]

and recommendations for this year.

[01:22:21]

It is a work in progress.

[01:22:23]

I will not talk about the substance of that draft.

[01:22:26]

Rather, I want to, uh, show you the kind of work

[01:22:30]

that the subject area advisory committees are doing now.

[01:22:34]

Uh, as you prepare to consider the your Work in Groups

[01:22:38]

proposals for discontinuing these committees.

[01:22:42]

I've heard comments about the committees

[01:22:44]

that are not consistent with my long experience working

[01:22:48]

with the A CTL, uh, I'm sorry, the a CI, the forerunner

[01:22:52]

of the Advisory Council on Teaching and Learning A CTL.

[01:22:58]

I've given you a page from our former superintendent Rob

[01:23:01]

Smith's book, gaining on the Gap.

[01:23:04]

As you see, he specifically calls out the a CI

[01:23:08]

and the Subject Area Advisory Committees,

[01:23:11]

calling them allies in our efforts

[01:23:14]

to close achievement gaps for all students.

[01:23:17]

Our focus was and is on the academic

[01:23:21]

success of all students.

[01:23:25]

Uh, uh, the COVID Plague has damaged many,

[01:23:30]

uh, in of our institutions, including the A CTL,

[01:23:35]

some of our former ways

[01:23:36]

of working the Arlington Way, were lost.

[01:23:40]

We have worked to do to repair, recover,

[01:23:42]

and return to full potential,

[01:23:45]

but we are not that rabid, uh,

[01:23:48]

wrecking crew across the river.

[01:23:50]

We are resilient.

[01:23:52]

We are fortunate to have people with depth, dedication,

[01:23:56]

experience, and expertise to do the work

[01:23:59]

that needs to be done.

[01:24:01]

We're 40. Thank you.

[01:24:07]

Thank you. And thank you for providing

[01:24:09]

your comments to us in writing.

[01:24:11]

Next speaker camera on Lineback.

[01:24:22]

Hello, uh, good evening. Thank you.

[01:24:26]

I appreciate the board's time to let me speak

[01:24:28]

and address the issues at Thomas Jefferson Middle School.

[01:24:30]

My name is Cameron Lineback

[01:24:32]

and I'm a special education teacher at Thomas Jefferson.

[01:24:35]

And I can tell you firsthand

[01:24:36]

some of the things I've experienced.

[01:24:37]

Uh, first and foremost when I come in,

[01:24:40]

the feeling I get when I arrive is I like to go

[01:24:42]

to the break room and get myself a coffee and a sandwich,

[01:24:46]

but I have to walk all the way to the end of the building.

[01:24:49]

I hear stories. There used

[01:24:50]

to be a break room in each great area,

[01:24:53]

but there is not any longer.

[01:24:57]

And also, uh, in the busiest periods in the break room such

[01:25:01]

as lunch, it can be very difficult to find seating.

[01:25:05]

And sometimes I find myself taking my lunch to my room, uh,

[01:25:09]

just so I can enjoy it.

[01:25:11]

Um, I can imagine, um, you know, how nice that was

[01:25:16]

to to have those break rooms.

[01:25:18]

I also, uh, have

[01:25:20]

to usually leave the break room at some point

[01:25:22]

because usually I have to cut it short

[01:25:24]

because of the hallway space.

[01:25:26]

Uh, usually I will bump into a student if I leave right

[01:25:30]

when my break ends.

[01:25:31]

So I have to make sure I time it correctly

[01:25:34]

so I don't hit it exactly when the students, um, come out.

[01:25:38]

Uh, I teach TA in the morning

[01:25:39]

and in the makeshift room that's been made,

[01:25:42]

uh, with three different walls.

[01:25:43]

Um, I have 18 students

[01:25:45]

and that's not including the co-teacher and my one-on-ones.

[01:25:49]

So it's simply not as feasible for them to have that space

[01:25:52]

for both special education, which I teach after

[01:25:54]

and the TA in the morning.

[01:25:56]

Um, ideally I'd like to have my desk in the front

[01:25:58]

of the class, but the amount of the plugs

[01:26:00]

for technology does not make it feasible

[01:26:02]

for me in a building design before the invention

[01:26:04]

of the cell phone, let alone the laptop.

[01:26:06]

Um, so my desk is in the back.

[01:26:08]

Um, the planning time, I can hear Ms. Bass's history lesson.

[01:26:13]

I can also hear the special education lead planning next

[01:26:15]

to me and I can hear my own thoughts.

[01:26:17]

Um, so that's also very fun.

[01:26:21]

I find myself planning around lunchtime, uh,

[01:26:24]

to leave the door open as much as I can.

[01:26:25]

I hear the cafeteria. But all that to stay.

[01:26:28]

Thank you and I appreciate your time.

[01:26:30]

Thank you for your comments this evening.

[01:26:33]

Next speaker, Amanda Villa Pando.

[01:26:42]

Hello, I am Amanda Villa Pando

[01:26:43]

and I'm a wife and mother to three children.

[01:26:46]

First, thank you so much for keeping

[01:26:47]

integration station open.

[01:26:49]

A new change for my family since last year is

[01:26:52]

that our third child is now attending integration station at

[01:26:54]

the Children's School in the two's class

[01:26:56]

after being diagnosed as delayed.

[01:26:58]

So he's now a special ed a PS student as well thanks to is

[01:27:02]

and the children's school.

[01:27:03]

Xavier is thriving. We no longer attend twice a week private

[01:27:07]

speech therapy for him

[01:27:08]

because he has made such fantastic progress at the

[01:27:11]

integration station speech therapy that he receives.

[01:27:13]

He can now follow one and two step directions

[01:27:16]

and he can now use his own words to reject my home cooking

[01:27:19]

and request McDonald's.

[01:27:20]

Instead, I would like to emphasize the importance

[01:27:23]

of parent representation in the early childhood

[01:27:26]

preschool working group.

[01:27:27]

Thank you for inviting integration station parents to join.

[01:27:31]

And I speak for the is parent community that we are grateful

[01:27:33]

for the invitation and we were frustrated

[01:27:36]

that initially only one is parent was

[01:27:38]

invited to join the group.

[01:27:39]

And after a collective effort of communicating

[01:27:41]

to the board in a PS, now we have two.

[01:27:44]

One from the Little beginnings location

[01:27:46]

and one from the children's school location.

[01:27:48]

We should not have to fight so hard

[01:27:50]

to give our children a fair voice.

[01:27:52]

Parent voice is a critical aspect of this engagement

[01:27:55]

and I hope a PS will listen to these voices

[01:27:57]

and find ways to incorporate their views.

[01:27:59]

Even though the parent voice is a minority voice in the

[01:28:02]

preschool working group, no one knows the spectrum

[01:28:05]

of the needs and challenges of children

[01:28:07]

with special needs better than their parents.

[01:28:10]

I have now been an a PS preschool parent

[01:28:12]

and four different types

[01:28:13]

of special education preschool classrooms.

[01:28:16]

And I believe it is important that all of the types

[01:28:18]

of a PS special ed classrooms have a strong voice,

[01:28:21]

especially a preschool program as successful

[01:28:24]

and inclusive as integration station.

[01:28:26]

I ask that parent representation

[01:28:27]

and voice will continue to be heard and included in a PS

[01:28:30]

and not only in the preschool working group

[01:28:32]

where parents are still the minority voice,

[01:28:35]

but also I hope that a PS will not move forward

[01:28:37]

to eliminate all standing A CTL subcommittees.

[01:28:41]

Arlington has a history of strong collaboration

[01:28:43]

between a PS parents and the school board,

[01:28:45]

and I hope that contin continue. Thank

[01:28:46]

You. Thank you so much. Thank

[01:28:47]

you for your comments this evening.

[01:28:49]

Next speaker Kirsten Pi Pickle,

[01:28:59]

Uh, good evening school board members and Dr. Duran.

[01:29:02]

My name is Kirsten Pickle

[01:29:04]

and I'm on the Student Services Advisory Committee.

[01:29:06]

I would like to talk to you about, uh, in support

[01:29:09]

of keeping the subject matter advisory committees.

[01:29:12]

There are so many distractions in the world for students

[01:29:15]

and for all of us, and that makes it hard

[01:29:17]

to decide what's important to focus on.

[01:29:20]

So I really appreciate hearing Dr.

[01:29:22]

Duran's motto and reminder of meeting every student by name,

[01:29:26]

strength, and need as a social worker.

[01:29:29]

I love this strength-based approach to education.

[01:29:33]

This is also a state-of-the-art philosophy and social work

[01:29:36]

and in social emotional learning.

[01:29:38]

This is in contrast

[01:29:39]

with the traditional deficit based models

[01:29:41]

that focus only on perceived weaknesses.

[01:29:44]

We are hoping that this strength based model can also be

[01:29:48]

applied to the advisory committees

[01:29:49]

during this time of auditing.

[01:29:51]

What is going well and what's not going well.

[01:29:53]

Our committee is currently hoping to work with climate

[01:29:56]

and culture to make a budget neutral recommendation

[01:29:59]

of a district-wide year long kindness initiative

[01:30:02]

to help address the increased suicide risk assessments,

[01:30:06]

increased threat assessments,

[01:30:07]

and increased behavioral challenges in elementary school.

[01:30:11]

I asked Jen Gross, the coordinator

[01:30:13]

of social emotional learning, if she would write something

[01:30:16]

that I could share with you tonight about the current state

[01:30:18]

of SEL at a PS.

[01:30:20]

She wrote the A-P-S-S-E-L curriculum underwent a

[01:30:23]

comprehensive audit a few years ago,

[01:30:25]

and the resulting recommendations significantly inform the

[01:30:29]

current district right approach to SEL.

[01:30:31]

The district remains in a reflective

[01:30:33]

and evaluative phase, engaging in continuous monitoring

[01:30:37]

to identify strengths, address areas for improvement,

[01:30:40]

and ensure the curriculum's effectiveness in supporting the

[01:30:43]

social emotional development of all students.

[01:30:46]

Then she said about our committee, we value our partnership

[01:30:50]

and the perspective you bring, you're always advocating

[01:30:53]

for us and highlighting the needs of our students

[01:30:55]

and brainstorming ways to best support that.

[01:30:58]

So I hope you can look at

[01:30:59]

what our advisory committees are doing

[01:31:01]

with a strength-based lens so we can continue to exist.

[01:31:04]

Thank you for your comments this evening.

[01:31:06]

Okay, before I call the next speaker

[01:31:08]

with the last four speakers, please line up

[01:31:10]

Jody Al Singh Lee Harper Chen, Joanne Mann.

[01:31:14]

Angie Kramer, next speaker Rachel Johnson.

[01:31:26]

Good evening, uh, board members and Dr. Doran.

[01:31:28]

My name is Rachel Johnston

[01:31:30]

and I'm a parent of, uh, Sophia Feld,

[01:31:32]

who you heard from earlier, uh,

[01:31:34]

this evening from Thomas Jefferson Middle School.

[01:31:36]

I am here to talk to you, uh,

[01:31:38]

about the many issues Thomas Jefferson Middle School is

[01:31:41]

having, uh, right now and has had for many years.

[01:31:44]

My son John, will be a student at TJ in several years,

[01:31:47]

and, uh, Sophia already outlined many issues

[01:31:50]

that TJ's having.

[01:31:52]

Uh, we want all of our children in Arlington County

[01:31:54]

to have high quality education, equitable education, uh,

[01:31:58]

as compared to all the other

[01:31:59]

Arlington, public middle schools.

[01:32:01]

And what have the kids talked about today? Plain old safety.

[01:32:04]

They don't wanna fall in the halls.

[01:32:06]

They don't wanna be pushed. They'd

[01:32:08]

wanna have sprinkler systems.

[01:32:09]

Uh, they don't want to have dark, dreary,

[01:32:13]

damp classrooms.

[01:32:15]

They don't want carpet in their science classrooms.

[01:32:18]

So what, what can we do about it?

[01:32:19]

What can you do about this issue today?

[01:32:22]

Uh, so what are some of the history

[01:32:23]

that we've learned about, uh,

[01:32:25]

that I've learned about as a parent?

[01:32:27]

So some findings that you've already heard about, uh,

[01:32:29]

from the students, uh, from the teachers is that, uh, 74%

[01:32:34]

of the spaces do not meet natural light requirements.

[01:32:38]

Uh, 75% fall short of minimum size standards

[01:32:42]

and essential program spaces are missing entirely.

[01:32:45]

Uh, undersized teaching spaces severely impact

[01:32:48]

education and accessibility.

[01:32:51]

So what is this? It's a major detriment.

[01:32:54]

Detriment, excuse me, to the quality of education

[01:32:57]

and accessibility for our students,

[01:32:59]

our students here in Arlington County as a homeowner,

[01:33:03]

as a parent of two children.

[01:33:05]

Uh, my neighbors have children in Arlington County.

[01:33:08]

What is this doing for our children?

[01:33:11]

Our children have already testified today

[01:33:13]

before you, how it's having an adverse impact on their

[01:33:16]

education, an adverse impact on their ability to learn

[01:33:20]

as the Youth of America.

[01:33:21]

They're going to be leaders of tomorrow.

[01:33:24]

And so we want them to be able

[01:33:26]

to put their best foot forward.

[01:33:27]

Thank you so much for your time.

[01:33:29]

Thank you for your consideration

[01:33:31]

and we really hope that you can, uh,

[01:33:32]

fund the funding from the school.

[01:33:34]

Thank You for your comments this evening. Next speaker,

[01:33:37]

Jody El Singh.

[01:33:46]

Good evening. My name is Jody Elai

[01:33:48]

and I'm the president, uh, parent

[01:33:50]

of an Arlington Tech Governor STEM Academy 11th grader.

[01:33:53]

I'm also proud to serve as chair

[01:33:55]

of the Arlington Tech Advisory Committee,

[01:33:57]

representing our dedicated parents and families.

[01:34:00]

When Arlington Tech opened in 2016, it started

[01:34:03]

with a bold vision to immerse Arlington students in STEM CTE

[01:34:07]

engineering and project-based learning that continues

[01:34:09]

to connect academics with real world experiences.

[01:34:13]

In nine years, we've grown from fewer than 25 students

[01:34:16]

to more than 400 in ninth through 12th grades.

[01:34:19]

Our graduates have earned degrees from top universities.

[01:34:22]

They're receiving competitive national scholarships

[01:34:25]

and they're earning associate's degrees

[01:34:27]

and CTE industry certificates each year.

[01:34:29]

Throughout this journey, we've been grateful to be part

[01:34:32]

of the Arlington Career Center community.

[01:34:34]

A school that has supported our students,

[01:34:36]

encouraged collaboration and enabled

[01:34:38]

Arlington Tech to thrive.

[01:34:40]

While it's important for our school to be recognized

[01:34:42]

and understood in the community,

[01:34:43]

we have heard from our students

[01:34:44]

and staff about the unique ties

[01:34:47]

that Arlington tech students share

[01:34:48]

with the other programs in the building.

[01:34:50]

We aim to continue those relationships once we all move

[01:34:53]

together into our new building as one tight-knit community,

[01:34:57]

our families have watched

[01:34:58]

as the incredible Grace Hopper Center has been built from

[01:35:01]

the ground up, knowing

[01:35:02]

that it will eventually serve 1000 new

[01:35:04]

Arlington tech students.

[01:35:06]

We are eager to stay engaged as partners

[01:35:08]

with a PS throughout this process, helping

[01:35:10]

to ensure we improve, improve retention

[01:35:13]

through greater investment in the Grace Hopper Center

[01:35:15]

activities, budget and the pot,

[01:35:18]

and the potential hiring of an activities director

[01:35:21]

to support the entire school Next year, we also hope

[01:35:24]

to see expanded access to additional art

[01:35:27]

and music classes to inspire more students

[01:35:30]

to join Arlington Tech.

[01:35:31]

Our survey data has shown that these items are

[01:35:35]

of the highest priority for retention.

[01:35:37]

As we prepare to open the doors of the Grace Hopper Center,

[01:35:40]

we ask that you invite us to be partners at the table.

[01:35:43]

We are committed to helping build on the success

[01:35:46]

of our LinkedIn tech as we plan for the future.

[01:35:48]

Thank you. Thank you for your comments this evening.

[01:35:52]

Next speaker Lee Harper. Chen.

[01:36:01]

Good evening. Um, my name is Lee Harper Chen.

[01:36:04]

I'm a school nurse and I actually now have survivor's guilt

[01:36:06]

'cause I work at Kenmore Middle School,

[01:36:08]

which is like a beautiful building.

[01:36:09]

So I'm like, sorry y'all, I listen

[01:36:11]

to all of your statements.

[01:36:12]

Please knock that thing down, give those kids a good school.

[01:36:15]

Um, but I'm actually here tonight

[01:36:18]

to tell you about a children's medical nonprofit

[01:36:20]

that I'm the president of.

[01:36:22]

It's called the Marjorie Hughes Fund for Children.

[01:36:25]

Um, we're a nonprofit.

[01:36:26]

We help low income uninsured Arlington County Public School

[01:36:29]

students pay for medical and dental services

[01:36:32]

and other necessary medical care.

[01:36:34]

We only serve a PS, only public schools and only Arlington.

[01:36:38]

We don't know of any other similar

[01:36:39]

organization in the region.

[01:36:41]

Um, it was established in 1992 to honor the work

[01:36:44]

of public health physician Marjorie Hughes,

[01:36:46]

who dedicated her 40 year career

[01:36:48]

to public school students here in Arlington.

[01:36:51]

We are all volunteer

[01:36:52]

and our funding comes a hundred percent

[01:36:54]

from private donations.

[01:36:55]

So no federal, state, or local funding.

[01:36:58]

Um, students in need of our funds are identified

[01:37:01]

by their school clinic staff

[01:37:03]

and referred to the Marjorie Hughes Fund.

[01:37:04]

We have partner doctors

[01:37:05]

and dentists who provide care at a deep discount

[01:37:09]

for those students that we refer.

[01:37:11]

Um, we've assisted students at every single public school in

[01:37:14]

Arlington because we do know

[01:37:16]

that Arlington's a wealthy county,

[01:37:17]

though wealth is not equally distributed.

[01:37:19]

But we've helped students at every single school.

[01:37:21]

The Marjorie Hughes Fund pays for school entry

[01:37:24]

and sports, physical exams, dental treatments, eye exams

[01:37:27]

and glasses, audiology, um, and transportation.

[01:37:31]

Uh, via Uber health rides to doctor

[01:37:32]

and dentist appointments

[01:37:33]

for transportation challenge families.

[01:37:36]

Um, students can get, uh, \$300 per student per year

[01:37:40]

for medical and a once in a lifetime \$1,000 amount toward

[01:37:44]

dentistry, which is very expensive.

[01:37:46]

And that is by far our greatest need.

[01:37:48]

Um, we know that these are tough times.

[01:37:50]

It's tough time for giving,

[01:37:51]

but it's a lot tough times for those

[01:37:53]

who are in need of our funds.

[01:37:55]

I welcome everyone to learn more about us by going

[01:37:57]

to our website, marjorie.hughesfund.com. Thank you.

[01:38:02]

Thank you for your comments this evening.

[01:38:05]

Next speaker, Joanne Min.

[01:38:10]

Hello, I think I'm the last TJ representative.

[01:38:13]

Um, thank you for having us.

[01:38:15]

Um, hello School board members and Dr. Duran.

[01:38:18]

Uh, my name is Joanne Mann.

[01:38:20]

I've been at Thomas Jefferson since 2008 as a teacher,

[01:38:24]

and when I arrived, uh, we were first in line

[01:38:27]

or at the front of the line to get a new building

[01:38:28]

or a major renovation, and we're still waiting.

[01:38:31]

Um, so as you've heard, our classrooms, many

[01:38:33]

of them are very small, smaller than many

[01:38:36]

of the other classrooms across other

[01:38:37]

middle schools in the county.

[01:38:39]

And when you have 25 plus students as, which is not unique

[01:38:43]

to us, but when you have a small classroom like that

[01:38:46]

and you have multiple teachers, the general ed teacher,

[01:38:49]

teachers supporting English learners,

[01:38:50]

special needs students, we have interpreters

[01:38:53]

for our students in the deaf and hard of hearing program.

[01:38:55]

It gets very crowded.

[01:38:57]

And among other issues that can arise, it,

[01:39:00]

it limits our flexibility and how we instruct students

[01:39:03]

and how we group them and how they're able to collaborate.

[01:39:06]

So I often, as many of my colleagues do pull students

[01:39:10]

for small group instruction

[01:39:11]

'cause you have to work with students who need more

[01:39:13]

intensive support and it's not always the same group.

[01:39:16]

So they, and I wouldn't want them sitting

[01:39:18]

together all the time anyway.

[01:39:19]

But there's no room to have a dedicated space

[01:39:22]

for pulling small groups.

[01:39:23]

'cause in some of my classes, every single desk is taken

[01:39:26]

and there's no room to add any more desks.

[01:39:29]

So I have to have kids trade places.

[01:39:31]

You come work with me, you go take his seat

[01:39:33]

and it's, it's not subtle and it's not efficient.

[01:39:37]

And then of course, I have to get up

[01:39:38]

and monitor the other students from time to time.

[01:39:41]

They are middle schoolers

[01:39:43]

and it's, I'm squishing between chairs,

[01:39:45]

peering over kids' shoulders.

[01:39:47]

And so it's not, it's not conducive to the kind

[01:39:50]

of learning environment that we know that they need

[01:39:53]

and that they deserve.

[01:39:55]

Um, and then having them and work with each other.

[01:39:58]

They're up against other groups.

[01:39:59]

They can't hear their partner speaking.

[01:40:01]

It's hard to hear each other talk,

[01:40:03]

and they're just very distracted.

[01:40:06]

Um, we are lucky in this county.

[01:40:08]

We have a lot of experienced teachers who are creative

[01:40:10]

and talented, supportive staff,

[01:40:13]

and our students deserve the best

[01:40:14]

that we can give them. Thank you.

[01:40:16]

Thank you for your comments this evening.

[01:40:18]

And the last speaker, Andrew Kramer.

[01:40:34]

Good evening. In 1948,

[01:40:38]

a PS elected its first school board.

[01:40:40]

They first fired their long-term

[01:40:42]

superintendent Fletcher Camp.

[01:40:44]

Then they created a community citizens advisory structure

[01:40:48]

consisting of an overarching council

[01:40:50]

with academic subcommittees.

[01:40:52]

Initially, subcommittees were formed to collaborate

[01:40:55]

with the system through its supervisors to inform

[01:40:58]

and advocate for instructional

[01:41:00]

and operational excellence from the bottom up known

[01:41:04]

as the Arlington Way unique to Arlington County citizens.

[01:41:08]

Whether lay people or subject matter experts can apply

[01:41:11]

to serve on these small committees, build relationships

[01:41:15]

with decision makers

[01:41:16]

and neighbors collectively improving policy.

[01:41:20]

It is a consensus driven approach to governance.

[01:41:22]

It is the opposite of a 60 member council designed

[01:41:25]

for more top-down approach to decision making.

[01:41:28]

Next week you will be asked to overturn the 75 year

[01:41:33]

precedent by eliminating all subcommittees.

[01:41:36]

That would be a shame.

[01:41:38]

We once achieved the 90% SOL pass rate in 2009

[01:41:43]

in the book gaining on the Gap, which was mentioned earlier.

[01:41:46]

It's centered marginalized children

[01:41:48]

fully in their curriculum.

[01:41:49]

And yes, it was a success due to a CI

[01:41:53]

and your subcommittees.

[01:41:56]

I was recently asked also how subcommittees add value.

[01:42:00]

Well, as a chair, maybe I'm here not just to remind us

[01:42:03]

of our history, but our core value as well

[01:42:07]

to meet every student by name, strength, and need.

[01:42:12]

Your students are more just than just

[01:42:15]

quantitative data sets.

[01:42:17]

They are more than our strategic plan.

[01:42:19]

They deserve to see themselves reflected in their curriculum

[01:42:22]

to learn who they are as they grow up,

[01:42:24]

as they participate in their schools and wider community.

[01:42:27]

They belong whether they take advanced

[01:42:31]

or general ed classes.

[01:42:32]

And certainly they belong if they do not

[01:42:35]

pass standardized tests.

[01:42:37]

I believe you want the same. Thank you.

[01:42:40]

Thank you for your comments and thank you to all

[01:42:42]

of the speakers this evening.

[01:42:43]

We appreciate that you took the time to join us

[01:42:45]

and share your perspectives with us.

[01:42:47]

We will work with the superintendent

[01:42:49]

to coordinate any necessary follow up to any questions

[01:42:52]

and concerns over the coming week.

[01:42:54]

The sign up to speak form

[01:42:55]

for the December 18th school board meeting will be posted

[01:42:58]

between December 12th

[01:42:59]

and December 17th at 4:00 PM Before we move on

[01:43:03]

to our next agenda item, the board will take a five minute

[01:43:05]

recess and we will reconvene at eight 50.

[01:50:13]

Kathleen Clark.

[01:50:24]

I did. Okay.

[01:50:31]

Okay. You did. We are now at monitoring items

[01:50:34]

and tonight we have one monitoring item highlighting the

[01:50:37]

strategic plan, priority student wellbeing,

[01:50:39]

which is focusing on chronic absenteeism.

[01:50:42]

Dram, will you please introduce the

[01:50:43]

staff who will present this item?

[01:50:45]

Yes. I'd like to bring up Dr. Crawford, chief Diversity,

[01:50:47]

equity, inclusion and student support, her and her team,

[01:50:50]

and let her introduce them that are here tonight

[01:50:51]

to provide us an update on the work.

[01:50:53]

You saw some of it in the video tonight,

[01:50:55]

but we're very proud of the work

[01:50:56]

that we have been working on to reduce chronic absenteeism

[01:50:59]

and a PS and you'll see tonight some of the highlights

[01:51:02]

and also some of

[01:51:03]

the challenges that we need to work through.

[01:51:05]

So, Dr. Crawford, turn over to you. Thank you,

[01:51:09]

Chair Zucker sut and vice chair, uh,

[01:51:11]

Turner and members of the board.

[01:51:13]

We really appreciate the opportunity to come

[01:51:15]

before you tonight, as Dr. Duran just said, to share some

[01:51:18]

of the areas of strength with our work in decrease in

[01:51:21]

chronic absenteeism, and importantly, talk about the areas

[01:51:23]

that continue to require our focus.

[01:51:27]

I'm going to turn it over to the, the team shortly,

[01:51:29]

but I do wanna take a moment to say the improvements

[01:51:31]

that you're going to hear about tonight are really the

[01:51:34]

result of a partnership with our wonderful schools,

[01:51:38]

our families, our students, the communities

[01:51:41]

and the partners that we have in our building.

[01:51:43]

Um, of course, our student services staff

[01:51:45]

and the amazing, uh, Jonathan Teresa, who always keeps us up

[01:51:49]

to date with our most accurate data.

[01:51:52]

I do also want to publicly thank Dr.

[01:51:55]

S Samson for all of his work over the last three years.

[01:51:58]

Um, and you see some of

[01:51:59]

that work in our chronic absenteeism decreases.

[01:52:02]

We wish him success as he transitions to his next position,

[01:52:05]

very sadly, outside of a PS.

[01:52:07]

Um, but we know that we will keep in touch with all

[01:52:09]

of the wonderful strategies

[01:52:10]

that we use in our student services world.

[01:52:12]

So with that, I will turn it over to Dr. Sampson,

[01:52:15]

and then you'll hear from Ms.

[01:52:16]

Vaa Jackson, who is one

[01:52:17]

of our supervisors in student services as well.

[01:52:24]

Thank you, Dr. Crawford. Uh, good evening, Dr.

[01:52:27]

Darrell Sampson, executive Director of Student Services,

[01:52:31]

and we'll go ahead and dive in.

[01:52:33]

Um, so tonight we're hoping to provide you with, um,

[01:52:37]

some grounding back in why we are doing this work, uh,

[01:52:41]

as well as, uh, highlight some things

[01:52:43]

that we think have gone particularly well

[01:52:45]

in the the last year.

[01:52:46]

Some of the data that, uh, will show us

[01:52:49]

where we have made some growth

[01:52:50]

and where we have some additional work to do.

[01:52:53]

Uh, and then our plans, uh, for this upcoming school year.

[01:52:56]

Uh, and then for the community

[01:52:58]

or anyone who may be watching, um, there is a lot of, uh,

[01:53:01]

information and additional data, uh,

[01:53:03]

in the appendix if you're interested in diving in more.

[01:53:07]

Okay. Um, so we want to share those highlights this year.

[01:53:10]

We want to share updates, uh, and then we want to talk, uh,

[01:53:14]

and I think we're excited about some of the plans we have

[01:53:17]

to support our schools, uh,

[01:53:18]

in some different ways this year.

[01:53:20]

Okay. Um,

[01:53:21]

grounding ourselves back in the a PS strategic plan.

[01:53:25]

Um, our goal really is

[01:53:27]

to reduce our chronic absenteeism rate, uh, down to 8%.

[01:53:31]

And that number really comes from our work, uh,

[01:53:35]

from based upon our rates prior to the pandemic.

[01:53:37]

So when we look at that last school year

[01:53:39]

before the pandemic, 2018 19, um, we were around

[01:53:43]

that 8% range.

[01:53:44]

And so we've really been using that number as our, our goal,

[01:53:47]

our star for the last several years to see if we are able

[01:53:50]

to get us back, uh, to, to those rates.

[01:53:54]

Um, as well as we're looking to see if we can decrease, um,

[01:53:58]

some of the over-representation

[01:53:59]

and those disparities, um, to no more than 5%.

[01:54:03]

And so what that means is, is that, for example, um,

[01:54:06]

our Hispanic students are about 31% of our population.

[01:54:10]

If we meet this goal, they would be no more than 36%

[01:54:13]

of the students represented, um,

[01:54:15]

within our chronic absenteeism data.

[01:54:17]

That would be, that would be the goal. Okay?

[01:54:22]

So as a reminder, uh, chronic absenteeism is, uh,

[01:54:25]

missing 10% or more of the school year for any reason,

[01:54:29]

and includes both excused and unexcused absences.

[01:54:34]

Okay? Around if you go through the entire year,

[01:54:36]

that's looking at around, um, 18 days

[01:54:39]

or even two days per month.

[01:54:41]

Uh, and so sometimes when we interact with our families

[01:54:43]

and our community, they don't always equate the fact that,

[01:54:47]

oh, I've missed, you know, a couple of days this month

[01:54:49]

and I miss a day or two every month.

[01:54:51]

But ultimately, that's adding up to, um, 18 days

[01:54:54]

or even more in some instances of missed instructional time.

[01:54:58]

Um, and that has, um, some pretty, uh,

[01:55:00]

impactful consequences that we'll look at next.

[01:55:03]

Uh, when we look at our groups of absences

[01:55:06]

for the 20 24, 25 school year, 64%

[01:55:10]

of those absences were unexcused.

[01:55:11]

So if all our students were chronically absent, 64%

[01:55:15]

of their absences were excused.

[01:55:18]

Okay? And then about 34% were unexcused.

[01:55:22]

And we always wanna reiterate that

[01:55:23]

because there's still a vision, I think,

[01:55:25]

of absenteeism being about students who are coming to school

[01:55:29]

and nobody knows where they're at.

[01:55:31]

Uh, and we think of that more when we think of truancy.

[01:55:34]

Chronic absenteeism is any missed school

[01:55:37]

for any particular reason.

[01:55:39]

Okay? When we look at the

[01:55:44]

causes of chronic absenteeism, uh, people often say,

[01:55:48]

and even at the legislative breakfast we were at the other

[01:55:51]

day, um, you know, people ask, well, what is,

[01:55:53]

what is the one thing?

[01:55:54]

What is the one cause?

[01:55:55]

What is the one thing that we could truly try

[01:55:57]

to target as a community?

[01:55:59]

Um, and the answer is really

[01:56:00]

that it's much more complex than that

[01:56:02]

because there are a variety of reasons why

[01:56:05]

students may be chronically absent.

[01:56:07]

Um, you know, we have students

[01:56:09]

who don't feel necessarily connected to school,

[01:56:11]

and that can mean everything from not feeling safe

[01:56:13]

or supported in their school community to, uh,

[01:56:16]

not feeling engaged in their curriculum.

[01:56:19]

They don't feel like school is, is meeting their needs.

[01:56:22]

And so they don't feel as connected

[01:56:23]

to the work in the classroom.

[01:56:25]

Um, we also have illness

[01:56:27]

and, you know, for some of our families, uh, illness can be,

[01:56:32]

I have RSV and my kids get over that,

[01:56:35]

and then a week later they have the flu,

[01:56:36]

and then a week later they miss a couple more days

[01:56:39]

because some other virus comes in.

[01:56:41]

So we do still see instances where we have students missing,

[01:56:44]

uh, for, for illness.

[01:56:46]

Overall though, when we look at the totality of all

[01:56:49]

of the causes, there is no one cause

[01:56:53]

therefore, our work is, is challenged in

[01:56:56]

that when we have students who are missing school, we have

[01:56:59]

to look at it from an individualized perspective.

[01:57:02]

We have to look at the family context.

[01:57:04]

We have to look at the student context

[01:57:06]

and the school context to figure out for that student

[01:57:10]

what are the factors that are

[01:57:11]

inhibiting them coming to school.

[01:57:12]

And then really try to work, uh, to remove those barriers.

[01:57:16]

When we think about the academic impacts

[01:57:19]

of chronic absenteeism on our students,

[01:57:22]

we'd done this data about two years ago and we ran it.

[01:57:24]

We reran it again for this year, um, just

[01:57:28]

to see if we were still seeing some

[01:57:29]

of the same, uh, challenges.

[01:57:31]

And you can tell here that, um, you know, our students

[01:57:34]

who are chronically absent, uh,

[01:57:37]

do have less academic achievement in some

[01:57:39]

of these really key measures than the students

[01:57:42]

who are not chronically absent.

[01:57:44]

So we look at some of these,

[01:57:45]

whether it's third grade reading

[01:57:47]

or algebra one attainment by, uh, eighth grade.

[01:57:50]

Um, these are some of those, uh, research-based factors,

[01:57:53]

predictors of post-secondary success.

[01:57:56]

So students who are reading on grade level

[01:57:58]

by third grade are more likely to graduate from high school.

[01:58:01]

Um, our students that, uh, are, uh,

[01:58:05]

not taking algebra one

[01:58:06]

or successful cleaning it by the end of, uh, eighth grade

[01:58:10]

are, uh, not able to, are less likely than

[01:58:14]

to graduate from high school

[01:58:15]

and achieve, uh, post-secondary success.

[01:58:17]

So those are the reasons we look at some of those measures.

[01:58:20]

Um, I'd be excited,

[01:58:22]

hopefully we get the slides back up in just a minute.

[01:58:24]

There they are. Um, so

[01:58:28]

we see here that our students for reading, um,

[01:58:32]

for our third graders, again, that key indicator,

[01:58:34]

they're 17% lower, um, pass rates on those SOLs.

[01:58:39]

And if we look at the totality of our students

[01:58:41]

who take reading SOLs, uh, from grade three to 12,

[01:58:44]

they're 19% lower.

[01:58:46]

Um, when we look at our students' GPA in high school,

[01:58:49]

they're 1.11% lower or points lower.

[01:58:52]

Um, for our students that are chronically absent, um, our,

[01:58:55]

uh, math pass rates are lower.

[01:58:57]

Um, and I think for us, as we all try to work

[01:59:00]

to graduate our students, um,

[01:59:02]

into positive post-secondary areas,

[01:59:04]

they are four times less likely

[01:59:06]

to graduate on time if they're chronically absent.

[01:59:10]

So absenteeism

[01:59:11]

and our students' academic achievement is, uh,

[01:59:14]

closely connected.

[01:59:17]

So things that happened last year

[01:59:19]

that we're really proud of.

[01:59:20]

So, um, in 20 23, 24, we had, uh, 24

[01:59:25]

of our schools, uh, had a chronic absenteeism rate of, uh,

[01:59:30]

less than 15% Last year for 20 24, 25,

[01:59:34]

we had 32 of our schools that had an, uh,

[01:59:37]

chronic absenteeism rate of 15% or less.

[01:59:40]

So we were able to increase that, uh, from, uh,

[01:59:45]

by eight schools in the last school year.

[01:59:48]

Um, and, uh, you know, I think that is a, a good mark

[01:59:52]

of dedication that we've seen, um, by the schools as well as

[01:59:56]

by central office staff as Dr. Crawford indicated

[01:59:59]

that they are trying to collaborate,

[02:00:01]

that they are really trying

[02:00:02]

to tackle this from a systemic, a systemic stance.

[02:00:06]

Okay? Overall, across the board, we had 23 schools

[02:00:08]

that improved their chronic absenteeism rate last

[02:00:11]

year from the prior year.

[02:00:13]

Um, we have seen, uh, reductions in all

[02:00:16]

of our demographic groups.

[02:00:17]

Uh, we'll talk a little bit more

[02:00:19]

about that in just a second.

[02:00:20]

Um, and I think one of the big reasons why we've seen this

[02:00:23]

is we have seen greater implementation of universal efforts

[02:00:27]

to, uh, promote coming to school, positive attendance.

[02:00:32]

So taking it away or,

[02:00:34]

or focusing, yes, of course,

[02:00:35]

continuing the intervention work,

[02:00:37]

but also thinking how is a school, how is a school division?

[02:00:40]

Are we saying it's important for everyone to come to school,

[02:00:43]

making sure all of our families are getting those messages?

[02:00:46]

And that there is universal programming that is reinforcing

[02:00:50]

and recognizing students' positive attendance,

[02:00:52]

uh, in our buildings.

[02:00:55]

Okay? When we look at the, uh, demographic highlights,

[02:00:58]

so we did see some really strong reductions,

[02:01:01]

uh, year over year.

[02:01:02]

So we had a, a 1.8% reduction from our black students.

[02:01:05]

We had a 1.9% reduction in the rates

[02:01:09]

of our Hispanic students, um, 1.3%

[02:01:12]

for economically disadvantaged students.

[02:01:14]

Um, and then we had some smaller gains in some

[02:01:16]

of our other target areas.

[02:01:17]

So, um, you know, we did see a reduction

[02:01:20]

for English learners level one for four,

[02:01:21]

but it was a very small reduction.

[02:01:23]

Um, and similarly with our students with disabilities, um,

[02:01:26]

we still have disproportionality,

[02:01:28]

and that's something that we still must continue to work on.

[02:01:31]

Our white students, um, you know,

[02:01:34]

are at a 6.9% rate chronic absenteeism while our, uh,

[02:01:38]

Hispanic students are at a 19.7% rate.

[02:01:41]

Um, and our rates for students with disabilities

[02:01:44]

and English learners are still above

[02:01:46]

that 15%, uh, threshold.

[02:01:49]

When we look at the disproportionality,

[02:01:51]

our Hispanic students, again,

[02:01:52]

we talked about this in the goal area, are 50%

[02:01:55]

of our students who are chronically absent,

[02:01:57]

but they're only 31% of our student,

[02:02:00]

of the total a PS enrollment.

[02:02:02]

Okay? And that's really outside of that five, 5% window.

[02:02:06]

You know, in comparison, you know, with our,

[02:02:08]

our black students, our black students are, uh, 14%

[02:02:12]

of our chronically absent students.

[02:02:13]

Uh, and they're 11% of the a PS student population.

[02:02:18]

So they're still overrepresented,

[02:02:20]

but by a much smaller amount.

[02:02:25]

Okay? So this gives us a little bit of year over year.

[02:02:29]

Um, the state changed their accountability formulas, which,

[02:02:32]

you know, we've been talking about, uh,

[02:02:35]

over the last several board meetings.

[02:02:37]

And, uh, chronic absenteeism is still something

[02:02:40]

that factors into our accountability system,

[02:02:43]

but it is no longer done in sort of these indicators

[02:02:46]

that we had of level three, level two, level one.

[02:02:49]

So we're switching our focus to, uh, trying

[02:02:52]

to work on those schools that are at 15% or above, uh,

[02:02:56]

and 15 per, and then less than 15%.

[02:02:59]

Um, so year over year you can see that our schools that, uh,

[02:03:03]

are under 15% or, or 15%

[02:03:07]

or above, excuse me, um, continues to be reduced.

[02:03:10]

And that's, uh, outright numbers.

[02:03:13]

And then we know there have been questions in the past about

[02:03:16]

school's use of what we call flexible instructional time,

[02:03:18]

which can be used to help reduce, um, a school's, uh,

[02:03:22]

chronic absenteeism rates when we look at things like

[02:03:26]

accountability and accreditation.

[02:03:28]

Um, but there isn't that much

[02:03:30]

of a variance when we look at it overall.

[02:03:32]

So we had five schools LA uh,

[02:03:36]

this year without flexible instructional time

[02:03:38]

that were under 15%.

[02:03:40]

Um, and then with flexible instructional time, it only, uh,

[02:03:44]

it makes it four.

[02:03:45]

Um, so a little bit of a difference.

[02:03:46]

But overall, our schools are meeting, um, are,

[02:03:50]

are reducing their absenteeism even without, uh, the use

[02:03:54]

of the flexible instructional time.

[02:03:57]

And I'll turn this over to Ms. Jackson.

[02:04:05]

Good evening, Pfizer Jackson.

[02:04:08]

Um, I'm going to continue

[02:04:10]

to talk a little bit about the data for our schools

[02:04:12]

that we targeted our support for.

[02:04:15]

Um, and then talk about how we did that.

[02:04:17]

So the first thing that I want us to look at is just

[02:04:19]

that we worked very closely with our schools

[02:04:22]

that were over 15%.

[02:04:24]

Um, and we really focused on steady reductions over time.

[02:04:29]

So as you can see, eight

[02:04:31]

of our nine schools made improvements,

[02:04:32]

which we were really excited about.

[02:04:34]

Um, I wanna point out a couple of things.

[02:04:36]

Drew did have a slight increase,

[02:04:38]

but it's still a decrease from their 2223 rate.

[02:04:42]

So we are going in the right direction,

[02:04:45]

and we have a little bit more of an idea

[02:04:47]

and some targeted support that we're doing with them.

[02:04:50]

Um, A CHS has a higher rate,

[02:04:51]

but it also has a targeted population where attendance, um,

[02:04:55]

can be a challenge.

[02:04:57]

And so the other thing

[02:04:59]

to point out there is they had an

[02:05:01]

alternative accreditation plan.

[02:05:03]

Um, but the VDOE has not

[02:05:05]

provided for opportunities this year for that, um, plan

[02:05:11]

because we were able to see more of our schools falling

[02:05:16]

underneath that 15% rate.

[02:05:18]

What we really want to think about this year in the work

[02:05:21]

that we're doing is how do we expand our focus

[02:05:25]

and support more of our schools?

[02:05:27]

So we we're thinking about this

[02:05:29]

as continuous improvement than if we're making that

[02:05:32]

progress, let's kind of lower the standard, right?

[02:05:35]

Okay, well now we're at 12%, we're approaching 12%,

[02:05:38]

we're gonna support those schools in a different way so

[02:05:42]

that hopefully next year we're seeing even more schools at a

[02:05:46]

lower percentage, right?

[02:05:47]

Because that means more of our students are in school.

[02:05:49]

And so we've, um, really

[02:05:53]

increased our targeted support schools

[02:05:56]

and then we have put together ideas based on the work

[02:06:00]

that we did last year as to how we're going to support them,

[02:06:04]

um, moving into this year.

[02:06:06]

So just to highlight some of the supports

[02:06:10]

that we put in place.

[02:06:11]

And again, and I really wanna emphasize this

[02:06:13]

'cause I think it's important, all

[02:06:15]

of the work is a partnership and collaboration.

[02:06:18]

Um, the schools did an amazing job implementing a lot

[02:06:22]

of programming and supports,

[02:06:24]

and we tried to really be partners with them

[02:06:27]

and talk about what resources we could provide, um,

[02:06:30]

as they engaged in that on a daily basis.

[02:06:33]

So we held quarterly attendance summits, um,

[02:06:36]

that was really targeted to our schools

[02:06:37]

that had the higher rates of chronic absenteeism,

[02:06:41]

and it was a place to come together

[02:06:42]

and, um, share, collaborate,

[02:06:44]

and learn together different strategies

[02:06:47]

that could be put in place.

[02:06:49]

Um, we talked about Jonathan there

[02:06:51]

and the data that we all rely on.

[02:06:53]

And something that was really, uh, fantastic that came out

[02:06:57]

of these summits is administrators talking

[02:07:00]

to us about the types of data

[02:07:02]

that would be most useful to them.

[02:07:05]

So as they started to meet regularly and review their data

[02:07:08]

and their progress, they said, Hey, we'd really like

[02:07:11]

to see this metric, or is it possible

[02:07:12]

to add this to the dashboard?

[02:07:14]

And so we made some updates based on their feedback.

[02:07:17]

Um, I wanna highlight the use of tutoring

[02:07:20]

after school and on weekends.

[02:07:22]

Uh, one of the things that we think about

[02:07:24]

with chronic absenteeism is

[02:07:26]

that sometimes student engagement

[02:07:28]

decreases as they fall behind.

[02:07:30]

And so if we can offer opportunities where they can make up

[02:07:33]

that missed instruction,

[02:07:34]

then hopefully we're increasing engagement

[02:07:36]

and getting them back into the building over time.

[02:07:39]

Um, in the Office of Student Services,

[02:07:42]

we were liaisons across all the schools

[02:07:45]

and we would check in

[02:07:46]

and talk to them about their data, see, um,

[02:07:49]

you know, what they were noticing.

[02:07:50]

And then we were a source of support.

[02:07:53]

So if they needed resources

[02:07:55]

or wanted feedback, consultation, we really, um, tried

[02:07:59]

to be collaborative and available for that.

[02:08:02]

And then finally, an overall reduction in exclusionary

[02:08:05]

discipline at the high school level.

[02:08:06]

'cause when you think about chronic absenteeism

[02:08:08]

and other piece of it, excused absences, unexcused absences

[02:08:12]

and suspensions are included in that data.

[02:08:14]

So if our goal is to increase time in in school,

[02:08:17]

then we really want to look at that as well.

[02:08:22]

I also wanna highlight, um, our partnership with edu fitro,

[02:08:25]

which started last year

[02:08:27]

and really was a highlight for a lot of the schools

[02:08:30]

that they partnered with.

[02:08:32]

Um, it focused on chronic absenteeism.

[02:08:35]

We launched at the beginning of last school year,

[02:08:38]

and referrals really started coming in in December.

[02:08:41]

So, um, the beginning of the partnership was really getting

[02:08:45]

to know each other, um, introducing Dufu

[02:08:48]

as a partner within our school communities,

[02:08:50]

and then identifying students

[02:08:51]

that would benefit from that support.

[02:08:53]

We had 127 students

[02:08:55]

that were referred at the high school level.

[02:08:57]

Um, and as you'll see that we saw a lot of success.

[02:09:01]

So 64%

[02:09:02]

of the students referred improved their

[02:09:03]

overall attendance rate.

[02:09:05]

And, um, later in the year, we were able,

[02:09:08]

we had some capacity

[02:09:10]

and we were able to expand to elementary at,

[02:09:13]

in the fourth quarter, and 72%.

[02:09:16]

We had 18 students referred at the elementary level,

[02:09:18]

and 72% of them, just in that fourth quarter, showed, uh,

[02:09:22]

improvement in their attendance.

[02:09:24]

So we are really excited

[02:09:26]

that we can continue our partnership with EDU fitro, um,

[02:09:30]

and expand that support to some more schools

[02:09:33]

during the 25 26 school year.

[02:09:36]

Um, I also wanna highlight

[02:09:38]

that our partnership last year was

[02:09:39]

funded through all in funds.

[02:09:41]

And this year we were the only school division in region

[02:09:43]

four to receive a community schools grant from the VDOE,

[02:09:47]

which is allowing us to continue our work with them.

[02:09:54]

So as we look ahead to the supports that we are offering

[02:09:58]

to our schools this year, uh, one of the things

[02:10:01]

that we really want to do is continue

[02:10:03]

to solidify our multi-tiered approach.

[02:10:07]

So, as we talked about, um,

[02:10:09]

as we think about attendance work, it's really about

[02:10:11]

programming, um, and a systemic approach.

[02:10:14]

So at the universal level, we encourage all of our schools

[02:10:17]

to have attendance teams that meet regularly, review data,

[02:10:22]

talk about messaging, education,

[02:10:24]

and prevention within the larger school community.

[02:10:27]

Um, at the targeted level, we look at some evidence-based

[02:10:30]

and small group interventions, our check and connect.

[02:10:34]

Uh, this year we're expanding check and connect.

[02:10:36]

We're calling it a network. We have seven secondary schools

[02:10:39]

in one elementary school that have completed training.

[02:10:42]

And we're offering them collaboration opportunities

[02:10:45]

to come together and say, Hey,

[02:10:46]

what does implementation look like?

[02:10:47]

What's working, what's not?

[02:10:49]

How do we continue to build and use this effectively?

[02:10:52]

Um, we're continuing

[02:10:54]

to host our quarterly attendance summits.

[02:10:56]

We continue to support, um,

[02:10:58]

in the student services department.

[02:11:00]

We have, uh, liaisons that are meeting with schools.

[02:11:04]

And I'm really excited about a new partnership we have this

[02:11:07]

year with GMU, um, through their Arise program.

[02:11:11]

And this is a program

[02:11:13]

that helps division leadership leverage the use of AI

[02:11:17]

to access evidence-based interventions that align with

[02:11:20]

what we identify as root causes.

[02:11:23]

So, as Dr. Samson said, there are a lot of different causes,

[02:11:27]

um, when we look at absenteeism,

[02:11:29]

but as we work to really understand within our communities,

[02:11:34]

we are partnering with George Mason to find out

[02:11:37]

how can we leverage technology

[02:11:39]

to help us implement effective interventions.

[02:11:42]

Um, and then at the most intensive level, continued work

[02:11:45]

with edu fitro

[02:11:46]

and, um, individualized intervention planning.

[02:11:49]

And this is also where a lot of our community-based

[02:11:52]

and wraparound supports, um, come into play

[02:11:55]

for students and families.

[02:12:00]

So in conclusion, we just want to reiterate

[02:12:03]

that when we support attendance,

[02:12:06]

it really is a community approach

[02:12:09]

and it's a collaboration between schools,

[02:12:13]

families, and the community.

[02:12:14]

Um, and we look forward to continuing this work. Thank you.

[02:12:19]

Thank you so much for the presentation.

[02:12:21]

Um, I am gonna, uh, turn

[02:12:24]

to my colleagues and see where we wanna start.

[02:12:26]

Ms. Cera would like to start.

[02:12:28]

I would, I was the liaison to this, uh, report,

[02:12:30]

and so I appreciated the chance

[02:12:32]

to talk about it with you all.

[02:12:34]

Uh, um, in advance of the meeting, I just

[02:12:36]

before I, I, I do have a couple of questions, but

[02:12:38]

before my question, I just wanna echo, uh,

[02:12:40]

what Dr. Crawford said

[02:12:41]

and say that we, uh, we, I, I think I can say we,

[02:12:45]

I'll say I have been so grateful for the work of you, uh,

[02:12:48]

Dr. Sampson over the past three years.

[02:12:51]

And, uh, the work that was described today about attendance

[02:12:54]

is just one small piece of a very large plate of work

[02:12:57]

that you've done while you've been here.

[02:12:59]

And some of the things that are top of mind for me are all

[02:13:02]

of the work that you and your team have done, um,

[02:13:04]

to pay attention to the mental health of our students.

[02:13:07]

Um, and that's been in partnership with DHS

[02:13:10]

and other community partners,

[02:13:11]

and you've been, uh, tireless in that work.

[02:13:14]

Um, I think, uh, shortly

[02:13:16]

after you arrived, we had, um, some really, uh, sad

[02:13:19]

and difficult times in our community in terms

[02:13:21]

of opioids and substance abuse.

[02:13:22]

And your team was, has really been instrumental in, um,

[02:13:26]

supporting, uh, sort of strengthening our, um,

[02:13:29]

substance abuse prevention and, um,

[02:13:30]

noting the connection between that and mental health.

[02:13:33]

And then of course, as a champion

[02:13:34]

for social emotional learning, um, in our division.

[02:13:38]

Um, you and your team's work there has been great.

[02:13:40]

And so we just, we're all very grateful to you

[02:13:42]

and wish you the best of luck.

[02:13:44]

It'll be, I think, our last

[02:13:45]

board meeting with you in attendance.

[02:13:46]

So I wanted to make sure to say that, um,

[02:13:49]

I would just kick us off with one question

[02:13:52]

and, uh, I think it's a question that I asked when, uh,

[02:13:55]

I had a chance to preview this,

[02:13:56]

but I imagine that some folks watching in the

[02:13:58]

community may have the question too.

[02:14:00]

And when we look at the rate of chronic absenteeism

[02:14:02]

for our Hispanic students

[02:14:04]

and the significant disproportionality there, one

[02:14:07]

of the things that I wondered, um, as a, as a reader of

[02:14:10]

that presentation was whether there was any connection

[02:14:13]

between that chronic absenteeism rate for Hispanic students

[02:14:17]

and some fear about coming to school

[02:14:19]

with immigration enforcement.

[02:14:21]

Um, and we talked about that a little bit when I previewed,

[02:14:23]

but I wondered for the benefit of folks in the community

[02:14:25]

who may be, have the same question, if you could,

[02:14:28]

you could talk about what you're seeing, if anything there.

[02:14:31]

Sure. I think last year, um, we started to look, uh,

[02:14:35]

as a group weekly at, uh,

[02:14:38]

attendance rates across the schools for that very reason,

[02:14:41]

because we wanted to determine, um, if there were concerns

[02:14:45]

amongst that population, um,

[02:14:47]

of students given our focus on trying to reduce

[02:14:50]

that disproportionality.

[02:14:52]

Um, and what we, we found when we tracked is

[02:14:56]

that there would be some potential upticks

[02:15:00]

around known immigration enforcement within the community.

[02:15:04]

But, but overall, we did not see, um,

[02:15:08]

any increases.

[02:15:09]

And in fact, I think our data shows, we saw some decreases,

[02:15:12]

uh, in our Hispanic student numbers in particular, um,

[02:15:16]

between the prior year

[02:15:18]

and then, uh, the 20 24, 25 school year.

[02:15:22]

Um, and so I would never say that it's not a factor,

[02:15:25]

you know, um, certainly I think for some

[02:15:27]

of our individual students

[02:15:28]

and families, it very much, you know, is, um,

[02:15:32]

and though I would say that overall our schools, um,

[02:15:36]

did a really strong job in messaging the,

[02:15:39]

that our schools are a safe place for children

[02:15:43]

and that they're a safe place for students.

[02:15:45]

Um, and, uh, I think that that was something

[02:15:48]

that we were able to pull out of, uh, what we had, uh,

[02:15:52]

worked on and the board worked on in conjunction

[02:15:54]

with the superintendent, um, in ensuring

[02:15:56]

that our community knew, uh, that our schools were,

[02:16:01]

um, a place we wanted kids to be

[02:16:03]

and that they would be okay when they were there.

[02:16:07]

I have one more question, um,

[02:16:08]

and then you answered all my other ones

[02:16:10]

before the meeting, um, when we, when we prepped.

[02:16:13]

But the other question that I'm wondering about is when we

[02:16:15]

look at Arlington Community High School

[02:16:16]

and the high rate of chronic absenteeism there, I mean,

[02:16:20]

that's, that's a program that has a very distinctive, um,

[02:16:23]

sort of unique student

[02:16:24]

population compared to all of our others.

[02:16:26]

And I guess I'm wondering if you could talk a little bit,

[02:16:28]

again, there's no one root cause that can apply

[02:16:31]

to a whole school population,

[02:16:32]

but sort of some of the things that come up for that school

[02:16:35]

and what, what for that school community in particular,

[02:16:38]

what some strategies are that, um,

[02:16:40]

that you guys are thinking about. So

[02:16:43]

I've been meeting with them, and I will say one

[02:16:45]

of the things that I really love about working with

[02:16:48]

that particular school team is that you're absolutely right.

[02:16:51]

The needs of their students are unique and different.

[02:16:54]

Um, and it is hard to say just kind of one, um,

[02:16:59]

trend or barrier, but what I think

[02:17:00]

that they have done a really, really good job

[02:17:03]

with is saying, um, we as a team need to understand

[02:17:08]

what our students are experiencing

[02:17:09]

and figure out what we can do

[02:17:11]

to start to remove some barriers.

[02:17:13]

Um, so I'll say something that is great,

[02:17:16]

and I think has been a valuable addition this year, is

[02:17:19]

that they have an attendance specialist that is a part

[02:17:21]

of their team, um, shared with the Langston program,

[02:17:25]

and they've done some really purposeful connection

[02:17:27]

between their students and adult mentors.

[02:17:30]

So they use the check and connect model,

[02:17:32]

and they or they launched a last year.

[02:17:35]

Um, and I think that allows us

[02:17:37]

to then really understand on an individual level,

[02:17:40]

what are some of the barriers

[02:17:42]

and have a positive adult that's connecting with students

[02:17:45]

and trying to help them, you know, figure that out.

[02:17:53]

Yeah. Ms. Clark,

[02:17:55]

Um, I, there have been several articles, New York Times,

[02:17:59]

um, Washington Post about, um,

[02:18:02]

something I don't see on this slide, which is, um,

[02:18:08]

the need for, um, laundry facilities

[02:18:12]

and schools to help support commu, so to help support, um,

[02:18:17]

that barrier, um, of have just having, you know, clean

[02:18:23]

access to having clean laundry right to go to school,

[02:18:26]

that there's an embarrassment factor.

[02:18:28]

And there have been, um, numerous studies to show that, um,

[02:18:33]

students, um, that is part of the connectedness

[02:18:36]

and feeling welcome and inclusive and a community.

[02:18:39]

Um, have we ever thought about that in, in schools

[02:18:42]

where they may need it.

[02:18:44]

And I also recognize in this work, um, that some of this is

[02:18:49]

that this wraparound service concept mm-hmm.

[02:18:52]

That, um, you know, schools on the surface,

[02:18:55]

schools are there to educate kids,

[02:18:57]

but you cannot access learning

[02:19:00]

when you don't have basic access to, um,

[02:19:05]

you know, that secure environment at home.

[02:19:08]

And I think that there are a lot of people

[02:19:09]

that have in Arlington County

[02:19:12]

and don't understand the concept of those that have not.

[02:19:16]

And so I'm just curious, have we ever gone down the path

[02:19:19]

and have we heard from families that this is, uh,

[02:19:22]

a particular barrier for them?

[02:19:27]

I can't speak to if we've gone down that path,

[02:19:29]

but what I can tell you from a social work perspective, um,

[02:19:33]

and thinking about the wraparound supports,

[02:19:34]

and you're absolutely right, that if

[02:19:37]

we are lacking in certain basic needs, we're not available

[02:19:40]

to learn whether we're

[02:19:41]

physically present in the building or not.

[02:19:42]

I think we all agree on that.

[02:19:44]

Um, what we do support, I know across all of our schools,

[02:19:49]

um, is access to clothing.

[02:19:51]

So many of our social workers, especially, um,

[02:19:55]

maintain closets so that if students are in need

[02:19:57]

of something, families know they can come, they can request.

[02:20:01]

Um, and so we try to make sure that that need is met

[02:20:05]

through the resources that we can provide.

[02:20:08]

Um, and we also as highlighted, um,

[02:20:11]

before we work really closely with our DHS partners.

[02:20:14]

And so I also supervise our McKinney-Vento program.

[02:20:18]

Um, and sometimes those are families

[02:20:19]

who in their transitional living may not have access

[02:20:24]

to some of these facilities.

[02:20:26]

And so we try to work hard with our DHS partners

[02:20:28]

and with our families to identify

[02:20:30]

what might be needed and to meet that need.

[02:20:32]

Okay. Thank you

[02:20:36]

Talk. Yes, thank

[02:20:37]

you. Um, going back

[02:20:39]

to the presentation in slide four that comes up

[02:20:42]

with our targets, um, you explained a bit about

[02:20:45]

how we came up with those targets to go back to the pre, uh,

[02:20:48]

COVID numbers, but is there a way

[02:20:51]

that you think we could be aggressive

[02:20:53]

and meet our target within five years or before 2030? Um,

[02:20:58]

Sure. I think,

[02:20:59]

I think it's complicated.

[02:21:02]

Of course, with me, I think answers are often, uh,

[02:21:05]

complicated because part of the conversation

[02:21:08]

that I think we're also having, given

[02:21:10]

that this is not just an Arlington problem,

[02:21:13]

this is a state problem, this is a national problem, um, is

[02:21:17]

that lots of school divisions are seeing some

[02:21:21]

of this challenge in being able to bring attendance back to

[02:21:25]

what we think of as pre pandemic levels.

[02:21:28]

Um, you know, and I think we've seen some other school

[02:21:30]

divisions who will like,

[02:21:31]

make skyrocketing progress in a year,

[02:21:33]

and then they flatline, you know, the next school year.

[02:21:37]

I think our goal has been to

[02:21:40]

make incremental progress over, uh,

[02:21:44]

an extended period of time.

[02:21:45]

And I think some of that is because when we do some things

[02:21:50]

and we do them quickly, they take place.

[02:21:52]

But if people leave

[02:21:54]

or things change, then the, it hasn't had a chance

[02:21:58]

to take root within the culture.

[02:22:00]

I think a lot about that with the SEL work we've done

[02:22:02]

in the last several years.

[02:22:04]

Um, it was, you know, did not have

[02:22:08]

as much implementation in the first year

[02:22:10]

as we did in the second, and then we really saw a lot

[02:22:12]

of progress last year in the third.

[02:22:15]

But that's because it was a steady, um,

[02:22:17]

there was steady work done over time

[02:22:21]

and it became embedded in the cultures of the school.

[02:22:23]

I think what, um, the work

[02:22:25]

that particularly Ms. Jackson did last year

[02:22:28]

with the schools was getting

[02:22:30]

attendance teams built into the fabric of the school.

[02:22:34]

Like it becomes a regular thing.

[02:22:36]

And we all talk about attendance, getting

[02:22:39]

universal messaging

[02:22:40]

and programs that

[02:22:42]

recognize positive attendance into our schools.

[02:22:46]

You know, you saw the video from Carlin Springs,

[02:22:48]

and that's just a snippet of what they have done in terms

[02:22:52]

of parent outreach, community education,

[02:22:55]

around the importance of attendance.

[02:22:58]

Um, so I think from our perspective, yes, we would love

[02:23:01]

to see accelerants, you know, to be able to see

[02:23:04]

how can we get more and more students back in our school,

[02:23:07]

but we also wanna make sure that the things we are doing

[02:23:10]

are becoming rooted within the foundation of

[02:23:14]

what those schools do, so that it then becomes second nature

[02:23:20]

and doesn't just come away depending upon who's in,

[02:23:23]

who's in the building on

[02:23:24]

what given year, if that makes sense.

[02:23:26]

Yes. Thank you. That does.

[02:23:28]

Um, and my second question is, if we turn to, to slide nine,

[02:23:31]

and you talked about this briefly

[02:23:34]

and the, the challenge in reducing the oval representation

[02:23:36]

of the Hispanic population in terms of absenteeism.

[02:23:40]

Uh, I'm curious as to whether we've had a chance to, um,

[02:23:45]

overlay that data with

[02:23:47]

an earlier slide outlining the various reasons

[02:23:50]

that we have a sense, um, lead to chronic absenteeism

[02:23:55]

if we have overlapped the two

[02:23:57]

and have any more detailed data on specifically

[02:24:01]

with Hispanic students, the, the reasons behind

[02:24:04]

the chronic absenteeism, either from case work

[02:24:08]

or your voice matters.

[02:24:11]

Um, can we connect the, the data citing the reasons

[02:24:15]

with this number?

[02:24:17]

Do we have a sense for sort of root causes,

[02:24:19]

or is that more challenging to find?

[02:24:23]

Mm-hmm. I,

[02:24:27]

I don't wanna speak too broadly.

[02:24:28]

So here's where I get hesitant.

[02:24:29]

I think what I have seen that is really valuable

[02:24:33]

is schools within their community doing the work

[02:24:37]

to identify root causes,

[02:24:39]

and they look at their subgroup data.

[02:24:40]

And so then I think to your point, we're looking at our, um,

[02:24:45]

Hispanic students and we're saying, what's going on?

[02:24:47]

What's causing the gap and what are the barriers?

[02:24:50]

Um, but I think it does vary by school community, um,

[02:24:54]

even when you think about like elementary

[02:24:55]

versus a high school.

[02:24:57]

So one of the things that I will say, um,

[02:25:01]

as an example is I think our partnership

[02:25:03]

with EDU fitro has really, uh, strengthened our ability

[02:25:07]

to understand that they are connecting

[02:25:09]

with families in the community.

[02:25:11]

And because they're partners with us,

[02:25:13]

but they're not a PS staff going out there,

[02:25:16]

they have a different relationship

[02:25:18]

and they come back to the school

[02:25:19]

and talk to us about some of the barriers

[02:25:22]

or what might be needed, and they're doing some case

[02:25:24]

management and they're getting families reengaged

[02:25:27]

and connected to the school.

[02:25:28]

So I do think that we are learning. Mm-hmm.

[02:25:31]

I think we're still in the process.

[02:25:33]

Um, and I think it also does vary a little bit based on the

[02:25:37]

specific school community. Great.

[02:25:39]

No, thank you. And that's helpful. And I ask

[02:25:41]

because as a school board member, I'm trying to get to, um,

[02:25:45]

noticing trends, right?

[02:25:47]

Like we govern at the system level. Yep.

[02:25:49]

So I'm trying to get that data so

[02:25:51]

that we can address any systemic issues out there in the

[02:25:54]

community that we know exists.

[02:25:55]

So for example, the fact that a PS is offering meals,

[02:25:58]

and I've, we've commended the superintendent for this,

[02:26:00]

like if it's, is it, um, food insecurity,

[02:26:04]

is it housing insecurity?

[02:26:06]

Is it, um, social emotional challenges or trauma?

[02:26:09]

Like what, what are the, is it, you know, an economic,

[02:26:12]

our economic issues that kids students have to work?

[02:26:15]

So the more that we can identify these at the systemic

[02:26:17]

level, I think we can put in the right supports to Yes.

[02:26:21]

Lower the numbers. So that's why I was asking.

[02:26:22]

And, um, my last just kind of comment, couple comments.

[02:26:26]

One, I I would also love to overlay the data, um,

[02:26:29]

because I noticed in the appendix in the, at the elementary

[02:26:33]

and high school levels we're, we're doing, like,

[02:26:35]

I think we're seeing the downward trend pretty

[02:26:37]

systematically across the board, middle schools,

[02:26:40]

however, even among middle schools

[02:26:42]

that are under the 15% like that are maybe at an eight

[02:26:45]

or 10% absenteeism rate.

[02:26:47]

The trend though is upward. Mm-hmm.

[02:26:49]

Um, across middle schools except for two. Right.

[02:26:52]

So I'm curious as to whether

[02:26:54]

overlaying like the middle school data

[02:26:57]

with the Hispanic student data with or other demographics.

[02:27:00]

So I'd love to, for us to do that, um,

[02:27:02]

and just commend you on your work and thank you.

[02:27:04]

And yes, it's been a pleasure to work with Mr. Sampson.

[02:27:07]

Um, I think one of the, one of the big factors that led

[02:27:10]

to this sort of steadiness

[02:27:11]

among the immigrant community continue to come to school

[02:27:14]

is the work that you

[02:27:16]

and a lot of folks here in, in the staff

[02:27:18]

and part of the team did to provide that safety

[02:27:20]

and security early on this year, starting in January

[02:27:23]

that we kind of dove right in, um,

[02:27:26]

and addressed that past the safe school resolutions

[02:27:29]

and policies to go with that as to how schools address the,

[02:27:33]

any kind of connection or

[02:27:35]

or approach from law enforcement,

[02:27:36]

I think has given our community

[02:27:38]

and school community a great sense of safety and security.

[02:27:40]

And I hear that a lot from families that reiterating

[02:27:43]

that message and appreciate all the staff that has continued

[02:27:46]

to go to schools to drive this message home

[02:27:48]

and educate schools and staff on our policies.

[02:27:51]

I think that's made a huge impact. So appreciate you guys.

[02:27:55]

Thank you, Ms. Turner.

[02:27:57]

Thank you. Um, I think this might be a bit

[02:27:59]

of a follow up to Ms.

[02:28:00]

Tapia, Hadley's questions.

[02:28:02]

Um, but I wonder if you have a sense of, um,

[02:28:05]

what's actually working among all of these interventions

[02:28:09]

and what's moving the needle more so than something else,

[02:28:12]

and what might be scalable in a way

[02:28:14]

that appreciating the desire for intentionality,

[02:28:17]

maybe embedding some of these practices and,

[02:28:20]

and making them permanent.

[02:28:21]

Um, we do have an ambitious goal

[02:28:26]

and, um, some of the,

[02:28:30]

the percentage changes, um,

[02:28:32]

there are still very large numbers of students

[02:28:35]

that are high schools in particular, um, that are,

[02:28:38]

that are chronically absent.

[02:28:39]

So I'm wondering about both what is working,

[02:28:42]

what could be scaled and,

[02:28:43]

and I guess also what is the bandwidth to broaden

[02:28:46]

to more schools, to your point, Dr. Jackson, about,

[02:28:49]

you know, can we do that at this point when we still have a

[02:28:52]

number of schools at 15% and above,

[02:28:54]

and particularly to very large high schools

[02:28:56]

where it's like 900 kids in total.

[02:28:59]

Um, so if you could speak to that.

[02:29:02]

Sure. Um, I think your point about the numbers I think is,

[02:29:07]

is well taken because we both try

[02:29:09]

to look at the students in terms of percentages,

[02:29:11]

but we also try to look at them in terms of numbers.

[02:29:15]

So, um, when we look, um, at something like, uh, the,

[02:29:20]

you know, Hispanic students, when we look at that, you know,

[02:29:23]

1.9% decrease, that actually was 153 fewer students

[02:29:28]

than the prior years, that's 153 more students

[02:29:31]

that we were able to get back into school.

[02:29:33]

Um, and so we do sort of see a lot

[02:29:38]

of the challenges though, when we have our schools

[02:29:40]

that have large numbers.

[02:29:41]

So, to get back a little bit to both your point

[02:29:43]

and your point, um, when we looked at that slide about

[02:29:47]

what we're doing this year, when we've increased it

[02:29:49]

to the 12%, it is in large part

[02:29:52]

because we saw the numbers in middle school

[02:29:55]

and we knew it was time to start

[02:29:58]

to focus a little bit more on those approaching 15% schools

[02:30:02]

in addition to the ones that are over 15%.

[02:30:05]

Now, we do feel we have the capacity, um,

[02:30:08]

because many of those schools or some of those schools

[02:30:12]

or schools that we have already been working with,

[02:30:14]

they have just now come down under 15%,

[02:30:17]

but they were over 15% the year before.

[02:30:20]

We've also found, so one of the practices

[02:30:22]

that I think does work, um, well,

[02:30:26]

that was really evidenced in the last quarterly summit we

[02:30:28]

had with the schools, was bringing these schools together

[02:30:32]

and giving them some focus time

[02:30:34]

and not just focus time where we talk at them

[02:30:38]

and give them pointers, but

[02:30:39]

before they share with each other.

[02:30:41]

The last quarterly summit that we did, we did not do much.

[02:30:45]

Um, we sat there and watched because they came in

[02:30:48]

and had two slides that they had to present on something

[02:30:51]

that was working in their schools.

[02:30:53]

And I have rarely seen an event

[02:30:56]

where you could watch every school there taking notes,

[02:31:00]

an elementary school taking notes on a high school, um,

[02:31:03]

presentation, high schools taking notes on middle

[02:31:05]

school presentations.

[02:31:07]

And so we have the capacity

[02:31:09]

to involve more schools in that work.

[02:31:12]

We have the capacity in student services.

[02:31:14]

The liaison work was something we started halfway

[02:31:17]

through last year,

[02:31:18]

and it was also highly effective to just have

[02:31:21]

somebody from our office asking questions, helping them

[02:31:24]

to think about the structures for their work.

[02:31:27]

Um, and we know that we want to be able

[02:31:28]

to continue that as well.

[02:31:30]

Um, I'd say another high impact, um, uh,

[02:31:34]

strategy is this universal work.

[02:31:37]

And that's actually where I was gonna jump in

[02:31:40]

and say to your point about like, what do we know

[02:31:43]

that's actually working and making a difference?

[02:31:45]

I'll say one of the things is the implementation

[02:31:48]

of attendance teams

[02:31:50]

and the way that schools have started to look at

[02:31:52]

and talk about data is different.

[02:31:55]

And so what they're doing now is they're able to say,

[02:31:58]

what are our trends across the school year?

[02:32:01]

Where are we seeing maybe something bubble up

[02:32:04]

and how do we address it is enough to address it

[02:32:06]

with some whole school universal messaging.

[02:32:08]

Like, when do I send my child to school if they have,

[02:32:11]

you know, fever or cough, those types of things.

[02:32:14]

Or is this something a little bit more specific

[02:32:17]

and we might need to address it through some programming

[02:32:20]

or some education in the building.

[02:32:22]

Um, I think the other thing that

[02:32:27]

I heard from schools that I think is a really important

[02:32:30]

piece to point out here, right, is like, kids want to go

[02:32:33]

to schools, students wanna go

[02:32:34]

to school when it feels good to be in school.

[02:32:37]

Right? And then

[02:32:38]

what I heard from adults is once we started doing the

[02:32:41]

programming, the proactive, the positive, making it fun,

[02:32:45]

the adults were having fun too.

[02:32:47]

And sometimes attendance work can feel really hard

[02:32:52]

because you're running into some barriers

[02:32:54]

and you're really sitting with some

[02:32:55]

complex issues with families.

[02:32:57]

And, and sometimes it can be really fun if we're talking

[02:33:01]

to students and we're understanding what brings them joy,

[02:33:04]

we're creating that in the school environment.

[02:33:06]

So we're getting a certain group

[02:33:08]

of students back into the building from that work.

[02:33:11]

That's also freeing up some of our resources for some

[02:33:14]

of the more complex cases.

[02:33:16]

So we have less maybe, that are rising up to that level

[02:33:19]

of need, and we're better able to use our students,

[02:33:23]

you know, services teams, our support staff

[02:33:25]

and our community partners to support them.

[02:33:29]

And how many students are in, what is, I guess,

[02:33:33]

the intensive tier for support?

[02:33:36]

It looks like edu FITRO has about 150,

[02:33:39]

and then who else is in there?

[02:33:41]

Who else is doing something?

[02:33:43]

How many other students are sort of the subject

[02:33:45]

of the intensive efforts?

[02:33:47]

Sure. So URA this year has expanded.

[02:33:50]

So right now they actually have 300 students, um,

[02:33:53]

that they are working with across multiple schools.

[02:33:56]

Um, so we're very excited about that.

[02:33:59]

Um, I think it's a huge, um, added resource.

[02:34:02]

And then as far as

[02:34:03]

how many students are we talking about in the intensive

[02:34:06]

level, um, it really varies by school.

[02:34:10]

Um, because we look at percentages, right?

[02:34:13]

So if you're, if we're really doing a good job implementing

[02:34:17]

the tiered system with Fidelity,

[02:34:19]

we should only see about three to 5% of students

[02:34:22]

that are really at that highest level

[02:34:24]

of needing the intensive support.

[02:34:27]

Um, and it varies.

[02:34:29]

So it could be, so it's, it's hard for me

[02:34:32]

to say right now across the whole division,

[02:34:36]

this is the number of students

[02:34:37]

that are receiving intensive support.

[02:34:39]

I think it is certainly something that as we meet

[02:34:42]

with our school teams, we can get a better sense

[02:34:46]

and understanding of that data from them.

[02:34:49]

Yeah. 'cause I think when we look at a school that tends

[02:34:53]

to have cry higher chronic absenteeism, you know,

[02:34:56]

like a Wakefield for instance, um, you know, we have

[02:35:00]

to think differently because there is not an ability

[02:35:02]

to do tier three for, you know, all of these students.

[02:35:06]

So that's where I think they're, we're even working

[02:35:08]

with them now on let's plan some more education

[02:35:11]

opportunities for families as well as their students so

[02:35:16]

that we're reaching more people, um, with something

[02:35:19]

that at a different school, we might have done something

[02:35:21]

that's more targeted in that, in that way.

[02:35:25]

Um, And the, the statistics on edu fit's success, 64%

[02:35:30]

of high school students referred improved their overall

[02:35:33]

attendance rate by how much

[02:35:39]

I have to, we have to go back and look at that.

[02:35:41]

Yeah, I have to go back and look. Yeah. Yeah.

[02:35:42]

That came from the report they submitted to us. Yes.

[02:35:44]

But I can go back and look. Does it mean improved?

[02:35:46]

Like they're no longer chronically absent

[02:35:48]

or improved, like they're going to school, you know,

[02:35:53]

they're, they're missing 30 days instead of 31.

[02:35:56]

So we do actually have the number that improved to the,

[02:36:01]

with the chronically absent.

[02:36:02]

Yes. But I have to go back and look, look for it.

[02:36:04]

And I will say there are some students that were referred

[02:36:06]

to them that maybe weren't at 31, maybe we're at 58,

[02:36:10]

and they did improve, but they're not gonna get back

[02:36:12]

below the 18, you know, so I think it's important for us

[02:36:15]

to look and give you the accurate information from

[02:36:18]

them from their reporting.

[02:36:23]

Okay. Um, I'm gonna do one,

[02:36:27]

and then I'll jump to any other final questions.

[02:36:31]

Um, so I think this is actually, uh, along the lines of,

[02:36:36]

of where Ms. Turner was just going.

[02:36:37]

And I, I'm, I'm looking at slide seven, um,

[02:36:40]

where we're talking about what, what the impact is.

[02:36:43]

Um, and of course my mind always jumps to, okay,

[02:36:47]

but, uh, So

[02:36:52]

18 days is a lot.

[02:36:54]

And where, where do we, do we know where we see

[02:36:59]

the impact really make a difference?

[02:37:01]

In other words, if we get them to 16 days,

[02:37:03]

is it gonna have an impact?

[02:37:04]

Or if we need to get them to 10, you know,

[02:37:07]

or something, uh, lower or higher

[02:37:12]

or where, you know, sort of where do we see a,

[02:37:15]

a more substantial impact on the out the academic outcomes.

[02:37:21]

Um, you know, we have this 10% number,

[02:37:25]

which I assume is probably one that is, um,

[02:37:28]

externally generated as opposed

[02:37:29]

to internally generated by our system.

[02:37:32]

Um, but the data that you've shared, I believe are, are,

[02:37:36]

is our data in terms of the percentages

[02:37:39]

of pass rates on the SOLs, et cetera?

[02:37:41]

Absolutely. Mm-hmm. Yes. So that's our data.

[02:37:42]

So then, have you looked at or correlated

[02:37:44]

or thought about sort of, okay, where do we actually really,

[02:37:47]

genuinely want to be, um, in order to have a,

[02:37:53]

a really, you know, a significant impact

[02:37:55]

on, on these outcomes?

[02:37:56]

In other words, not four times less likely

[02:37:59]

to graduate on time, right?

[02:38:00]

You know, two times less likely, or,

[02:38:01]

or where, where do these different bars fall?

[02:38:04]

Do we look at that or are we still

[02:38:06]

just trying to work on the core? On the core numbers?

[02:38:09]

We're, we're working on the core numbers.

[02:38:10]

We don't have those numbers.

[02:38:12]

Um, it's certainly something

[02:38:13]

that we could look into an additional analysis, um,

[02:38:17]

to figure out is like, is there a point at which, you know,

[02:38:21]

if it's, um, not 18 absences,

[02:38:24]

but suddenly if we get the 10 absence mark,

[02:38:26]

we see a greater reduction.

[02:38:28]

That's certainly something that we can look

[02:38:29]

at, um, in the future.

[02:38:31]

I have an end of one in my household

[02:38:33]

and I'd be happy to share

[02:38:34]

The data.

[02:38:35]

Um, but, uh, we, you know, we've made great strides

[02:38:38]

and the grades have gone up, right?

[02:38:40]

Mm-hmm. So, but, uh, that's just the end of one. Yes.

[02:38:44]

But we can look at that. Uh, so,

[02:38:48]

um, I have an n of two.

[02:38:52]

Um, but, you know, I, I, I,

[02:38:56]

my previous question

[02:38:58]

and then sort of the follow up here

[02:38:59]

is all about connectedness.

[02:39:01]

And I think I live connectedness in my house personally

[02:39:04]

and different ways in other families,

[02:39:05]

because I have two children with disabilities

[02:39:08]

who have struggled with some, you know, pretty complex

[02:39:11]

and serious mental health challenges,

[02:39:13]

even at their young ages.

[02:39:16]

And so when I look towards the end of the deck

[02:39:18]

and I think about creating the safe

[02:39:20]

and inclusive environments for our students, um, I,

[02:39:25]

you know, I wonder if there isn't still some opportunity

[02:39:27]

within schools to, um, ensure that

[02:39:32]

we are doubling down with this, with our, with, um,

[02:39:36]

the staff that works not just directly with them,

[02:39:39]

but that second and third tier away.

[02:39:42]

So that's, um, sometimes the, um,

[02:39:47]

you know, gym teacher that they may not have

[02:39:50]

or somebody else in the hall where they can build

[02:39:52]

that relationship with that person.

[02:39:53]

And I will also say that oftentimes our students

[02:39:56]

with diff disabilities, there can be behavior

[02:40:01]

challenges associated.

[02:40:02]

And so our attention to them becomes very negative at times.

[02:40:07]

And where I recognize that this isn't about students

[02:40:09]

with disabilities in that way,

[02:40:11]

there is a connectedness there.

[02:40:14]

And if they feel like all they're doing is getting in

[02:40:17]

trouble at school, that is something that we need

[02:40:20]

to think about in terms of do they really

[02:40:22]

want to come the next day?

[02:40:23]

And so, when I see the numbers being very high

[02:40:26]

for our students with disabilities

[02:40:28]

and with mental health,

[02:40:30]

I wonder if there isn't some opportunity, um, to look at

[02:40:35]

that connectedness piece there.

[02:40:37]

Um, and then one other thing,

[02:40:39]

and I wish I could remember what group I was talking to, um,

[02:40:43]

that, 'cause I would give them a shout out.

[02:40:45]

Um, have we ever done tours for fifth graders,

[02:40:51]

fourth and fifth graders going to look at career center?

[02:40:55]

That is something that we actually, uh,

[02:40:57]

got some suggestions on, uh, sometime very early this year.

[02:41:02]

Um, and then we are in conversations, uh, with, uh,

[02:41:06]

Arlington Career Center to talk about that.

[02:41:08]

Um, we do do a lot of work

[02:41:10]

to make sure we get eighth graders over there.

[02:41:12]

We do counselor PDs on a regular basis.

[02:41:15]

But something we would like to think about is their capacity

[02:41:18]

to do some fifth grade visits over there, particularly

[02:41:21]

as we look at hopper opening in the sub school

[02:41:24]

Year. So I heard

[02:41:25]

a very, um, interesting, um, you know,

[02:41:30]

what, what the community member had said was basically,

[02:41:33]

kids need to be engaged.

[02:41:35]

And so when we think about graduation rates,

[02:41:38]

we know if they take career and technical classes,

[02:41:40]

they graduate, right?

[02:41:41]

Like with a very high percentage.

[02:41:43]

So how do we get fifth graders excited about that engagement

[02:41:48]

for themselves and being able to see themselves in these,

[02:41:53]

you know, six years down the line?

[02:41:55]

And one of the ways that we can do that is

[02:41:57]

to give them something to look forward to.

[02:41:59]

You gotta get through those tough middle school years,

[02:42:01]

but then this is where you're, you know,

[02:42:02]

you could, you could be here.

[02:42:04]

And so I think that there are maybe some strategies that are

[02:42:08]

very little cost that may give kids that hope

[02:42:12]

and that connection and if,

[02:42:14]

and sort of that future vision of themselves

[02:42:16]

that may be helpful in this work.

[02:42:19]

Sorry, I was instructed by our chair

[02:42:21]

to jump in with my question.

[02:42:23]

Um, if you finish, so I'm gonna go,

[02:42:25]

I'm gonna move.

[02:42:26]

I, okay. I just wanna make sure

[02:42:27]

I'm not cutting you, cutting you off.

[02:42:29]

Um, it's a follow up to, um, Ms.

[02:42:31]

Turner's question about high leverage strategies.

[02:42:33]

And I think, um, and I'm pretty sure some version

[02:42:36]

of these two things I'm gonna mention are

[02:42:38]

happening in Arlington.

[02:42:39]

But in my reading about this, a couple of things

[02:42:42]

that I was really interested in, um, one is the exercise

[02:42:45]

of relationship mapping.

[02:42:46]

And so there are different sort of flavors of this,

[02:42:48]

but the, the premises

[02:42:50]

and a relationship mapping exercise that you're making sure

[02:42:52]

that every student in the school has connections

[02:42:55]

to at least one or more adults in the school community.

[02:42:58]

But there's another flavor of relationship mapping,

[02:43:01]

which is actually peer to peer for students.

[02:43:03]

And where the adults in the school are sitting down

[02:43:05]

and saying, who's the friend group?

[02:43:07]

Is there a friend group? Mm-hmm.

[02:43:08]

Um, you know, and trying to understand the relationships,

[02:43:11]

the positive relationships that students have, making sure

[02:43:14]

that there are some critical number of them with adults

[02:43:18]

and peers that would influence their

[02:43:19]

desire to show up at school.

[02:43:21]

The other strategy that I thought was just really,

[02:43:23]

really interesting was reading about a middle school,

[02:43:25]

and I can't even remember what state it was in,

[02:43:27]

where the activities director took it upon himself

[02:43:30]

to make sure that every student in the school

[02:43:33]

had an afterschool activity, some kind of club or activity

[02:43:37]

or interest that he knew this, this activity director,

[02:43:41]

he knew what every child in

[02:43:42]

that middle school might be interested in,

[02:43:44]

and he encouraged them to sign up.

[02:43:46]

And if the student was interested in something

[02:43:48]

that they didn't have a club for, then the staff at

[02:43:51]

that school worked to start new clubs

[02:43:53]

that reflected those interests.

[02:43:55]

And the idea was then in the middle school

[02:43:57]

that there was something that you would look forward to,

[02:43:59]

that you'd go to school for.

[02:44:00]

And I think this overlaps a little bit with the work

[02:44:02]

of the afterschool initiative

[02:44:03]

that we've been working on in partnership with the county.

[02:44:06]

And I know that some of the, um, the feedback,

[02:44:08]

if I'm remembering right, that some of the programming

[02:44:10]

that was in place after school at Wakefield was so popular

[02:44:13]

that it had this effect, right?

[02:44:15]

That students who were chronically absent were showing up

[02:44:17]

after school and really wanted

[02:44:19]

to show up after school for the club.

[02:44:20]

And we had to say, no,

[02:44:21]

no, no, you gotta be here the whole day.

[02:44:23]

But I think that idea of relationship mapping

[02:44:25]

and then it's sort of, I think of it as activities mapping,

[02:44:27]

what is it that you're interested in and,

[02:44:29]

and how can we match you up with something either

[02:44:30]

during the school day or after school.

[02:44:32]

Um, so I just throw those out there as things that, um,

[02:44:35]

we might think about too, if I can chime onto that.

[02:44:38]

Um, just very quickly, we did at the, um,

[02:44:41]

I think it was the beginning of the summer, um, and Ms.

[02:44:44]

Sterner and, uh, Ms.

[02:44:45]

Tevy Hadley know from their afterschool liaison

[02:44:48]

that we surveyed our families on that note

[02:44:50]

of did your child six through 12 participate, um,

[02:44:53]

in an afterschool activity?

[02:44:54]

If yes, what? And if not, you know, is there something

[02:44:58]

that you, they would have participated?

[02:45:00]

So, so we're actually using that as we work

[02:45:02]

with the county on, um, the children wellbeing plan, um,

[02:45:07]

to look at kind of zoning, if you will,

[02:45:09]

and areas that we might be missing using that survey data

[02:45:12]

to do exactly what you're saying.

[02:45:13]

The other piece is, I will just say that Ms. Jackson

[02:45:15]

and I were just on a call with, um,

[02:45:17]

the juvenile courts court services

[02:45:19]

and DHS this afternoon as the follow up to a conference

[02:45:22]

that we, uh, we did with the judges.

[02:45:25]

And they were talking exactly about this.

[02:45:28]

Um, we were, we went through at

[02:45:29]

that conference some successful models in places that, um,

[02:45:32]

do the one-to-one mentorship.

[02:45:34]

How are they sure. Um, that we're matching,

[02:45:36]

whether it's in the community,

[02:45:38]

and we're partnering across all of our systems

[02:45:40]

and really talked about ways that we

[02:45:42]

as adults could remove some of the barriers

[02:45:44]

between our systems and make sure that we have students

[02:45:47]

who are linked to, um, not just a person,

[02:45:50]

but a true mentor that understands

[02:45:52]

and builds the relationships

[02:45:53]

and how that builds all of the positive, um,

[02:45:56]

activities that we could have in school.

[02:45:58]

And I think I would just quickly then make the

[02:45:59]

link back to the presentation.

[02:46:00]

We heard about partnerships where, um, when Ms.

[02:46:03]

Ashby was talking about, um, the idea

[02:46:05]

of a partnership database, right?

[02:46:07]

And you would understand at the community level what kind

[02:46:10]

of expertise do we have in our communities,

[02:46:12]

and if it's a student who has some particular interest,

[02:46:15]

it may not be a, a, a teacher

[02:46:17]

or a staff member at the school,

[02:46:18]

but it might be a community member.

[02:46:19]

And so thinking more broadly about how do we create these,

[02:46:22]

um, opportunities, maybe plugging that piece into

[02:46:27]

Thank you. And, um, Dr.

[02:46:28]

Crawford's comments just reminded me

[02:46:30]

of something else that has been on my mind.

[02:46:32]

Um, you mentioned juvenile court services in many instances,

[02:46:36]

oftentimes also, students don't always report things

[02:46:40]

that they may be going through,

[02:46:41]

whether they happen at school

[02:46:42]

or outside of school, if there's some sort of trauma, um,

[02:46:46]

something has happened to them,

[02:46:47]

they've been assaulted, et cetera.

[02:46:49]

Um, so many of these situations don't go reported

[02:46:53]

and yet impact, of course, student wellbeing, attendance to

[02:46:57]

that point, have we consider, to

[02:47:00]

what extent could maybe having restorative justice

[02:47:03]

practices within the school system also, um, help encourage,

[02:47:07]

uh, kids to, to come to school or, or stay in school?

[02:47:12]

Um, I'll just add on there too, that, um,

[02:47:15]

we do have a number of our schools

[02:47:16]

that use restorative practices.

[02:47:18]

And in our department specifically, um,

[02:47:20]

we just had three staff members trained to be.

[02:47:24]

They, they went through the train the trainer model, so

[02:47:27]

that now we have trained staff who can turn around

[02:47:29]

and train some of our groups in restorative practices

[02:47:32]

as we look to expand that work in our school systems

[02:47:35]

and make it more unified.

[02:47:36]

Um, it is a critical practice.

[02:47:38]

It and a tier three practice when you think about, uh,

[02:47:41]

restorative conferences bringing groups together

[02:47:43]

that have had infractions, but the basis, and, uh, Ms.

[02:47:48]

Cera stepped away, but the basis

[02:47:49]

of restorative practice is your tier one of, um,

[02:47:51]

community circles and building community and understanding

[02:47:54]

and, and relationship driven overall.

[02:47:57]

Um, so we, we love restorative practices

[02:47:59]

and we're looking to build it across the schools.

[02:48:02]

We definitely see some schools that have an emphasis on it.

[02:48:05]

And, um, we look to just expand

[02:48:07]

that work. Thank you for that question.

[02:48:09]

Thank you. One more. Yeah, one more please.

[02:48:13]

Um, can you speak a little bit about how, um,

[02:48:18]

the approach may be changing with respect

[02:48:20]

to exclusionary discipline?

[02:48:21]

I understand the point and the, the reason,

[02:48:24]

but obviously, um, I, I believe it's a,

[02:48:28]

there are some severe behaviors that can Yes.

[02:48:30]

Lead to one yes. Being subject to exclusionary discipline.

[02:48:34]

So I'd like to understand a little bit more, um, what

[02:48:36]

that is looking like as part of an effort

[02:48:39]

to reduce absenteeism, if I understood what you were saying.

[02:48:43]

Sure. And I think, and I'll let Dr. Crawford,

[02:48:45]

um, follow up.

[02:48:46]

I think a lot of what we've done is exclusionary discipline

[02:48:48]

means out of school suspensions.

[02:48:50]

So if they're out of school,

[02:48:52]

that is considered absent versus an in-school suspension

[02:48:55]

would be considered, not be considered absent.

[02:48:58]

Um, so I think there's been some work,

[02:49:00]

particularly at the high school level to really look at

[02:49:02]

what, given what has occurred,

[02:49:05]

what is the right leveled response for

[02:49:08]

what has happened with that student.

[02:49:10]

Um, you know, and I think we've seen, uh,

[02:49:13]

some more conversations about the use

[02:49:16]

of in-school suspension when it's appropriate.

[02:49:18]

Of course, there are instances where, you know, out

[02:49:21]

of school suspension is something that we're required to do.

[02:49:23]

Um, but, uh, I know that Mr. White

[02:49:26]

and his team spend a lot

[02:49:27]

of time in the schools really trying to level set

[02:49:31]

with administrators about using our leveled responses

[02:49:35]

and coming up with a consequence that is appropriate given

[02:49:39]

what has occurred, the number of things

[02:49:42]

that a student may have engaged in

[02:49:44]

before, um, to lead to hopefully, you know,

[02:49:47]

reduce suspensions when appropriate.

[02:49:51]

Thank you, Dr. Samson.

[02:49:53]

Just to add on to that and the comments

[02:49:54]

that the superintendent made when he was highlighting the

[02:49:56]

quarterly report in his announcements, um, looking, doing

[02:50:01]

really intensive data analysis,

[02:50:03]

when we look at our exclusionary discipline of

[02:50:05]

who is being suspended and why.

[02:50:07]

Um, and one of the additional things we did over the summer

[02:50:11]

was to look at students who received repeat offenses.

[02:50:14]

And, um, I think the number was at almost 50% of this,

[02:50:18]

you know, a once a student had a suspension,

[02:50:22]

they had several more.

[02:50:23]

And then looking at what are they being suspended for?

[02:50:26]

Um, so really doing specific case study

[02:50:29]

to see are there other options?

[02:50:31]

Is restorative practices appropriate?

[02:50:33]

Is it an in-school suspension, uh, as opposed to an out

[02:50:36]

of school where we can use that instructional time

[02:50:39]

and also time to go back and problem solve and really review

[02:50:43]

and analyze the, the, um, suspension, the cause

[02:50:45]

of suspension with that student so

[02:50:47]

that we're not just suspending, we're not just removing,

[02:50:50]

and you've heard me say this before,

[02:50:51]

and expect magic to happen.

[02:50:52]

You know, what are we doing to correct the behavior

[02:50:55]

and work with the student, um, so

[02:50:57]

that it doesn't happen in the future?

[02:50:59]

Our data last year certainly showed us

[02:51:01]

for exclusionary discipline that we have

[02:51:04]

cases across schools that we really need that work.

[02:51:07]

So we're monitoring very early on the number

[02:51:10]

of repeat suspensions we see, so we can step in

[02:51:12]

and see how can we support a school perhaps on different

[02:51:15]

interventions, et cetera.

[02:51:16]

And as I said, restorative practices

[02:51:18]

and some of these other practices, um, are critical.

[02:51:21]

Also, looking at, as I mentioned,

[02:51:23]

what are students being suspended for?

[02:51:25]

Unfortunately, within the disproportionality numbers,

[02:51:28]

we're still seeing the more subjective offenses, um, than,

[02:51:31]

uh, the more very clear objective that would require an out

[02:51:35]

of school suspension.

[02:51:36]

So that's, that's more outreach

[02:51:38]

and under talking to our teachers, our administrators,

[02:51:41]

are they, um, what did they need so

[02:51:44]

that we can change those practices.

[02:51:52]

Uh, I think that's it for this evening. Okay.

[02:51:56]

Um, we are, uh, we are very, very grateful

[02:51:58]

for the work that you all are doing.

[02:52:00]

Um, understanding the factors that impact attendance, um,

[02:52:05]

strengthening and working through the supports often on

[02:52:08]

a case by case basis.

[02:52:09]

Um, and the, the teams in the schools,

[02:52:11]

we really also really tremendously appreciate.

[02:52:14]

'cause we know they are doing a tremendous amount of work.

[02:52:17]

And I think all of this talk about, you know,

[02:52:18]

student engagement is so, so critical.

[02:52:21]

And, um, and then just, you know, all the other things

[02:52:24]

that we know can, can meet their needs

[02:52:25]

and have them in school and, and learning.

[02:52:28]

So, uh, thank you so much for the work you're doing.

[02:52:31]

Thank you for the report this evening.

[02:52:33]

Um, and we appreciate, uh, we appreciate you. Thanks.

[02:52:39]

We are now at action items,

[02:52:41]

and tonight we have one item, the proposed revisions

[02:52:44]

to the 20 25 26 school year calendar.

[02:52:48]

Uh, Dr. Drawn, please introduce the

[02:52:50]

staff who will present this item. This

[02:52:52]

Item was presented at the

[02:52:53]

October 23rd school board meeting.

[02:52:54]

There have been no changes, Mr.

[02:52:55]

Stockton's available if there are any questions.

[02:53:00]

Uh, okay. Thank you. Uh, board members,

[02:53:01]

are there any clarifying questions?

[02:53:06]

Uh, okay, then we will, uh, we are now ready for a motion.

[02:53:10]

Madam chair, I move

[02:53:11]

that the school board adopt the revisions

[02:53:13]

to the 20 25, 26 school year calendar

[02:53:15]

as posted on board docs in the November 13th meeting agenda,

[02:53:18]

which will be made part of the official record.

[02:53:22]

Is there a second? Second, um, board members, uh,

[02:53:26]

would anybody like to comment on the motion?

[02:53:32]

I, okay. That's fine. Okay. Okay, Ms. Turner.

[02:53:36]

Thank you. Um, I would like

[02:53:38]

to make a comment on the motion.

[02:53:40]

Thank you for the information item presented last week.

[02:53:43]

Um, but as I said at the last meeting,

[02:53:46]

nothing's changed since the calendar was proposed before

[02:53:49]

and voted on before.

[02:53:50]

We knew then that there would be issues

[02:53:52]

with the spring conferences,

[02:53:53]

but there were other policy considerations

[02:53:55]

that resulted in the calendar that was proposed at

[02:53:58]

that time being proposed.

[02:54:00]

I voted yes then, and I don't have any new information

[02:54:03]

that I didn't have then that I could use to justify my,

[02:54:05]

to myself changing my vote.

[02:54:07]

And I think the proposal also contravenes two principles

[02:54:10]

that are currently ENS enshrined in policy,

[02:54:13]

which is developing calendars two years prior

[02:54:16]

and having calendars of at least 180 days.

[02:54:19]

We do need a policy on conferences,

[02:54:21]

but we don't have one now.

[02:54:22]

And so we haven't grappled with how we will add

[02:54:25]

yet another competing priority to an already long list.

[02:54:29]

I appreciate that the superintendent proposed a relatively

[02:54:31]

limited disruption by opting to adjust

[02:54:34]

to early release days.

[02:54:35]

And conferences are very important to our families

[02:54:38]

and to our teachers and to our students.

[02:54:41]

But I can't vote in favor of this process or this outcome.

[02:54:47]

Thank you, Ms. Turner. Are there any other comments?

[02:54:49]

I will go ahead. Go ahead.

[02:54:52]

Um, I just want to, um, I go, my concern also for that,

[02:54:57]

my colleague just, um, mentioned in terms of the importance

[02:54:59]

of student parent teacher conferences.

[02:55:02]

It is often the only occasion in which some parents, um,

[02:55:06]

come to school or connect with the teacher.

[02:55:08]

Uh, so I, I agree that that is something

[02:55:11]

that we should continue to prioritize

[02:55:12]

and in this case, uh,

[02:55:14]

appreciate the superintendent's recommendation

[02:55:16]

to adjust our calendar.

[02:55:17]

It is something that I, I expressed when we voted

[02:55:19]

on this calendar in February.

[02:55:20]

That was a concern to me,

[02:55:23]

and, uh, it came to me particularly

[02:55:25]

because of the concern that I, that I got from, um, faculty

[02:55:29]

as well as families in terms of the number of half days

[02:55:33]

that caused disruption for, um, staff

[02:55:36]

as well as her families.

[02:55:37]

And I think this is, um, a, a practical alternative

[02:55:42]

that makes, makes it easier on both faculty and families.

[02:55:47]

So, thank you. Mm-hmm.

[02:55:48]

Ms. Yeah, I think, um, I, uh, I just wanna say that, um,

[02:55:53]

I appreciate, um, I appreciate the, the,

[02:55:56]

the concern voiced by our principals

[02:55:59]

and our staff about the need for, um, protected time

[02:56:02]

for parent-teacher conferences.

[02:56:04]

I also, and equally appreciate the concerns

[02:56:06]

that my colleague raised the procedural question about, um,

[02:56:11]

wanting to get to a place

[02:56:12]

where in our calendar development we are not, um, sort

[02:56:16]

of having to go back

[02:56:17]

and revisit, um, with the frequency that it feels like, um,

[02:56:21]

we, we have been of late.

[02:56:22]

I think some of that is sort of beyond the control

[02:56:24]

of the, of the group.

[02:56:26]

Um, when we had the situation last spring

[02:56:28]

where we didn't know the specific date for Eid,

[02:56:31]

I think I would say that this, this was an example

[02:56:33]

of something that actually was well within

[02:56:35]

our control though.

[02:56:36]

And my hope is that we continue

[02:56:38]

to refine the process moving forward so that we don't have,

[02:56:41]

um, we don't have to sort of backtrack in this way.

[02:56:44]

The two specific things that I'm really interested in, um,

[02:56:48]

one is there have been some questions about the, uh,

[02:56:50]

the value, um,

[02:56:52]

and, um, uh, the role of the calendar committee.

[02:56:56]

And so I guess I would just say, I think, um,

[02:56:58]

one suggestion would be, um, maybe, um, current

[02:57:01]

and past members of the calendar committee

[02:57:03]

of just taking a little step back and looking

[02:57:05]

and seeing is that, is

[02:57:06]

that a mechanism work concerns like this are actually being

[02:57:10]

surfaced at the right point in time

[02:57:12]

and meaningfully considered.

[02:57:14]

The second was something that I

[02:57:15]

suggested in our last meeting.

[02:57:17]

It's not in the PIP for the calendar development right now.

[02:57:20]

And I would strongly encourage that we consider adding

[02:57:23]

a step between the calendar committee

[02:57:24]

and things coming to the board

[02:57:26]

where all the principals in the lead meetings have an

[02:57:28]

opportunity to look at the calendar.

[02:57:30]

Um, I have a suspicion that if all

[02:57:33]

of the principals have looked at this together,

[02:57:35]

then these questions about parent teacher conference time

[02:57:38]

might have been surfaced earlier.

[02:57:39]

Maybe not, but I, I, I think the principals deserve a,

[02:57:43]

a step in this process between calendar committee and board.

[02:57:49]

No. Okay. So we are ready for a vote.

[02:57:51]

Um, all in favor, please say yes. Yes,

[02:57:54]

Yes, Yes.

[02:57:56]

Any opposed? Please say no. No. Motion passes. Four to one.

[02:58:00]

Uh, thank you for the staff

[02:58:01]

for presenting the revised school calendar

[02:58:03]

and, uh, for incorporating feedback from staff

[02:58:06]

and community, um,

[02:58:08]

and working through the questions

[02:58:09]

that we've just thank you in advance for working

[02:58:11]

through some of the questions

[02:58:12]

and comments that we've just raised.

[02:58:14]

Uh, we are now at information items,

[02:58:15]

and tonight we have three information items.

[02:58:17]

The first information items is revisions to school policy E

[02:58:22]

dash five two school start times

[02:58:27]

J dash 5, 3 3 2 administrative placements

[02:58:29]

and J dash 13 physical interventions.

[02:58:32]

Dr. Duram, will you please introduce

[02:58:33]

the staff who will present this item. Mr.

[02:58:35]

Marco, director of Policy

[02:58:36]

and Legislative Affairs will be presenting these three,

[02:58:39]

uh, policy revisions. Mr. Mr. Marco.

[02:58:42]

Thank you. So we've got, uh, three tonight.

[02:58:45]

Uh, shouldn't be anything too controversial,

[02:58:47]

but, uh, we'll see how we do.

[02:58:49]

We didn't get any public comment on

[02:58:50]

any of these three actually.

[02:58:51]

Uh, and the crowd seems to anticipate it from earlier.

[02:58:55]

Uh, so we'll start with school start times.

[02:58:57]

And, um, just to be clear, uh, as, as we know,

[02:59:01]

but just for anyone watching, uh, this does not do anything

[02:59:04]

to change our school start times.

[02:59:06]

This is just, this policy deals with the process

[02:59:09]

through which we consider changes

[02:59:11]

and decide if we're going

[02:59:12]

to make changes to what those changes will be.

[02:59:14]

Uh, and so we have a few changes here,

[02:59:17]

but honestly, nothing that dramatic.

[02:59:20]

So, uh, we have a list.

[02:59:22]

So one of the things we did was, um, there's a list

[02:59:24]

of considerations, uh, to be, uh, taken in,

[02:59:29]

reviewing start times and considerations

[02:59:30]

to be made in terms of setting them.

[02:59:32]

And, uh, we changed those from a numbered list

[02:59:34]

to a bulleted list because, uh, they're not organized

[02:59:38]

and they're not supposed to be prioritized.

[02:59:39]

One over another, uh,

[02:59:41]

two conditions overlap with each other.

[02:59:43]

So we combined those, uh,

[02:59:44]

we added significant staffing

[02:59:46]

challenges to the list of conditions.

[02:59:47]

And then we had one overly vague one, um, about

[02:59:52]

considerations that may have an impact on instruction and,

[02:59:54]

and other things that it could

[02:59:56]

plausibly use to cover anything.

[02:59:57]

So we, we take that one out.

[02:59:59]

Um, there was, uh, a report in here that was out of date.

[03:00:03]

We want to clarify the public

[03:00:04]

engagement language a little bit.

[03:00:05]

Uh, the language here referred specifically to,

[03:00:08]

uh, stakeholder groups.

[03:00:10]

Uh, and we changed that, just talk about public comment

[03:00:13]

and doing community engagement in the affected areas.

[03:00:15]

And then of course, we take out the monitoring language,

[03:00:18]

which we've just been taking out everywhere

[03:00:20]

because quite frankly, you don't need to have monitoring

[03:00:23]

of every single policy that we have.

[03:00:26]

Um, pip we have two pips on this that we're gonna try

[03:00:29]

to merge together.

[03:00:30]

And so the first pip, uh, we'll deal with this one,

[03:00:34]

had some, has some duplicative policy language.

[03:00:37]

Uh, and then we just wanna make some minor updates to, um,

[03:00:41]

uh, the items that the superintendent has

[03:00:44]

to include in his recommendation for new school start times.

[03:00:47]

And then the second PIP is a little odd.

[03:00:50]

So I do want to take a minute on this one.

[03:00:51]

This is, we're still working on this one,

[03:00:53]

but this actually has moved around a little bit.

[03:00:55]

This goes back to our work on, if you can believe it, our

[03:00:59]

religious exemptions into compulsory attendance policy.

[03:01:03]

It's, which dealt with all exemptions,

[03:01:05]

but, uh, for some reason its pep dealt with, uh,

[03:01:08]

school hours, which didn't make a ton of sense.

[03:01:11]

And so when we worked on that one last year, uh, we moved

[03:01:15]

that pip over, we moved that PIP over here,

[03:01:18]

and then we also found that about half

[03:01:20]

of it duplicated our building and ground management policy.

[03:01:23]

For some reason, we took that out.

[03:01:26]

And now that we're reviewing this policy, looking at it,

[03:01:28]

we're seeing that if you take out all the language

[03:01:30]

that belongs somewhere else, there's only about two

[03:01:32]

sentences left, and we could just put that in PIP one.

[03:01:35]

Uh, but we are looking at with that one, uh,

[03:01:39]

arrival practices across the division in terms of, uh,

[03:01:42]

when you can be allowed into the

[03:01:44]

school before school starts.

[03:01:45]

Uh, it plays in with the way transportation is figured and,

[03:01:48]

and whether we wanna standardize

[03:01:50]

things more and how we wanna do that.

[03:01:51]

So there's still some conversations to be had there,

[03:01:53]

but, uh, happy to take any questions anyone has,

[03:01:57]

Colleagues, are there any questions?

[03:02:01]

Thank you, Mr. Mark, who the school board will act on this

[03:02:04]

item at the December 18th meeting.

[03:02:06]

I got, He has two more to go.

[03:02:08]

I got two more. I thought I Got to read 'em. Oh, I get,

[03:02:11]

All right. We have three.

[03:02:12]

Three. And

[03:02:12]

that was the first one. So two more.

[03:02:14]

I take questions on each one.

[03:02:15]

We should pause at the end. Yeah,

[03:02:17]

I, I ask for questions on each one so that we can see that

[03:02:19]

Now. Yeah.

[03:02:19]

Okay. It's all right. It's, it's after 10 o'clock.

[03:02:24]

We're all struggling. Um, all right.

[03:02:27]

Uh, administrative placements, if we can get back to the,

[03:02:32]

um, yeah,

[03:02:34]

I said 10, 10 0 5 is tough for, for me,

[03:02:38]

for, yeah.

[03:02:40]

Um, we'll just take a minute

[03:02:43]

If we can please bring up the previous

[03:02:46]

Where PowerPoint, which is the, um, policies. We're,

[03:02:51]

We're working on it.

[03:03:00]

Ah, thank you. Okay.

[03:03:02]

So that brings us to administrative placements

[03:03:06]

and, uh, number of, uh, things here.

[03:03:09]

Uh, for one thing we do try

[03:03:11]

and have in all of our policies,

[03:03:13]

a a value statement at the beginning

[03:03:14]

that introduces why we do this.

[03:03:16]

And so this policy was lacking that.

[03:03:18]

So we add that introductory sentence there.

[03:03:20]

Um, there was a whole lot

[03:03:21]

of language listing things we do in other

[03:03:23]

policies not necessary here.

[03:03:24]

And we wanted to clarify that administrative placements are

[03:03:28]

not permitted in option schools or programs.

[03:03:31]

We say this in other places, we wanna say it here too.

[03:03:34]

We wanna say it over and over again so

[03:03:36]

that everyone knows at all times.

[03:03:38]

Uh, it's very important. It does come up.

[03:03:40]

Uh, there's some language here regarding, uh,

[03:03:42]

court requests, and we just wanted to clarify the way

[03:03:45]

that's worded so that, uh, it's clear

[03:03:47]

that the courts don't actually make

[03:03:49]

placement decisions at a PS.

[03:03:51]

They make, uh, requests.

[03:03:53]

And then of course, we follow the

[03:03:55]

court requests when it works.

[03:03:56]

But it, it's not the courts

[03:03:58]

making placement decisions for us.

[03:03:59]

We actually make our own placement decisions.

[03:04:01]

Um, there was a section on par continuity that, uh,

[03:04:05]

that's not necessary the items in it are covered, uh,

[03:04:07]

in other places, the hardship section.

[03:04:10]

Uh, and then one thing I wanna note, the, the section

[03:04:12]

that covers bullying and harassment

[03:04:14]

and, uh, situations

[03:04:15]

that prevent students from accessing education.

[03:04:18]

Uh, in addition to entitling that, um, we wanted to,

[03:04:21]

so the language we have says that the superintendent

[03:04:23]

or designee, uh, can place a student in another school

[03:04:27]

if the student is, uh, being victimized by repeated

[03:04:30]

and documented bullying or harassment

[03:04:33]

or similar situations in a school.

[03:04:36]

Uh, we wanted to add language that says

[03:04:38]

that the student may place the student

[03:04:39]

who has been doing the documented bullying harassment.

[03:04:43]

Um, that's been our practice,

[03:04:45]

but wasn't in tried to the policy,

[03:04:47]

but we wanted to make sure that it's not just the burden on

[03:04:50]

the student being bullied

[03:04:51]

or harassed the student doing the bullying,

[03:04:53]

harassment could be moved to another school.

[03:04:55]

Um, and then we just, uh, in the hardship section, uh,

[03:05:00]

we just added some more language

[03:05:01]

to clarify each of the three items there.

[03:05:04]

And, uh, then just some fairly minor changes after that.

[03:05:07]

Uh, the pip, which is still in development, uh,

[03:05:10]

we moved some language over to, uh, well,

[03:05:14]

there was some duplicative policy language.

[03:05:15]

And then, uh, the court section, we wanted to clarify

[03:05:18]

that one a little bit better because a lot of it reads

[03:05:20]

as if we're directing the courts.

[03:05:22]

We don't control courts here. We only control ourselves.

[03:05:24]

So we wanted to word that so that that's not the case.

[03:05:26]

Some other out of date things.

[03:05:28]

Um, and then we also emphasize here, which we try not

[03:05:32]

to do duplicate, but here we'll do it

[03:05:34]

that there are no administrative placements

[03:05:36]

at option schools or programs.

[03:05:37]

We ought keep saying it. Uh,

[03:05:39]

and then there's a long section

[03:05:40]

of program continuity placements.

[03:05:41]

This deals with if a student is, um, moves

[03:05:45]

during the midst of the school year.

[03:05:48]

Um, how we handle that,

[03:05:50]

that's not really an administrative placement.

[03:05:52]

Uh, it's, it's an admissions issue.

[03:05:54]

And so we wanna take that whole section, uh, move that out,

[03:05:58]

and then create a new pip.

[03:06:00]

And that'll be, actually, it'll be PIP three,

[03:06:03]

uh, residents changes.

[03:06:04]

And that's gonna be attached to our admissions policy,

[03:06:06]

and that's gonna, uh, include that language.

[03:06:10]

And, uh, we're just gonna change the minimum amount of time,

[03:06:14]

uh, for a student to, in high school from two years

[03:06:17]

to three years to get the exception from the

[03:06:19]

requirement that they change schools.

[03:06:21]

Uh, that's still in development.

[03:06:22]

Uh, any questions on that one?

[03:06:28]

All right. We got one more. Next one. Last one.

[03:06:30]

So I got one more physical interventions.

[03:06:31]

And this is our policy that governs seclusion and restraint.

[03:06:34]

Uh, and actually this, this, uh, one

[03:06:36]

of our overdue policies, actually, it's, it's,

[03:06:38]

uh, a short cycle policy.

[03:06:40]

So we're gonna bring this one back in about a year's time.

[03:06:42]

Um, this one had a long statement

[03:06:45]

that was really about values and,

[03:06:46]

and kind of high level, but it was all in the pip.

[03:06:48]

So we took that language, moved with the introduction

[03:06:50]

to the policy, um, little house cleaning.

[03:06:53]

We wanna add corporal punishment to the list

[03:06:54]

of prohibited forms of physical restraint.

[03:06:56]

We, uh, of course already prohibit corporal punishment,

[03:07:00]

but it wasn't in the policy, so we wanted to add it there.

[03:07:02]

Uh, there were reporting requirements that, uh, we wanted to

[03:07:06]

make those me, those in the Virginia Administrative Code.

[03:07:09]

Uh, and the one issue we made, any report

[03:07:11]

that the superintendent makes the Virginia Superintendent

[03:07:13]

of Public Instruction that's required under state code, uh,

[03:07:16]

that should also be given to the school board.

[03:07:18]

You'll wanna see those two.

[03:07:20]

And then in the pip, this was approved,

[03:07:23]

uh, several weeks ago.

[03:07:25]

Uh, a lot of duplicative policy language.

[03:07:27]

Um, there was a definition of parent, we don't need that.

[03:07:30]

We list parents and guardians

[03:07:31]

and many policies, uh, at a crosswalk

[03:07:34]

to the MOU with the police.

[03:07:35]

Uh, if there are violent incidents

[03:07:38]

or violent threats, those are to be reported

[03:07:39]

to the Island County Police Department.

[03:07:41]

Uh, some documentation deadlines, uh,

[03:07:43]

extending those deadlines

[03:07:44]

to match those in the Virginia Administrative Code.

[03:07:46]

And then one that didn't make it into the slide,

[03:07:48]

but I did wanna note that, uh, all schools have

[03:07:53]

to have a designated behavior crisis team.

[03:07:55]

Uh, and then we designate a number of staff members

[03:07:58]

that have beyond that, and they have to receive,

[03:08:00]

be trained in a nationally recognized training program on

[03:08:02]

deescalation and intervention.

[03:08:05]

Uh, so any questions on that?

[03:08:12]

Thank you, Mr. Mecu.

[03:08:13]

The school board will act on all of these items

[03:08:16]

at the December 18th meeting.

[03:08:20]

He's dismissed now, right? Yes, ma'am.

[03:08:22]

The pen, the penultimate information item is the middle

[03:08:26]

and high school program of studies.

[03:08:29]

The superintendent, please introduce the presenter.

[03:08:32]

Yes, I'd like to introduce Dr. Mann

[03:08:34]

and his team are with them here.

[03:08:35]

But, uh, tonight we are gonna present the middle

[03:08:38]

and high school program of studies,

[03:08:39]

which are changes on recommendations

[03:08:41]

to any new additions or deletions of courses.

[03:08:43]

Turn over to Dr. Mann to kick it off with, um, Ms.

[03:08:47]

Putnam coming up as well.

[03:08:48]

Alright, uh, thank you Dr. Duren.

[03:08:49]

Good Evening School Board.

[03:08:51]

Uh, yes, it is that time of year for our program of studies,

[03:08:54]

um, what updates and changes,

[03:08:56]

and we also included some of those, uh, happy to glads

[03:08:59]

and some of those smaller changes we may not have

[03:09:01]

highlighted in the past for you so

[03:09:03]

that you're aware of those changes.

[03:09:04]

And also, we have our supervisor for instructional support,

[03:09:07]

Ms. McIntyre here as well, who's, uh, works with Ms.

[03:09:10]

Putnam and our principals and directors of counseling,

[03:09:13]

and also our teachers.

[03:09:14]

We have feedback on some of the changes

[03:09:16]

and proposals you'll see to this evening.

[03:09:17]

So at this time, I'll turn over to Ms.

[03:09:19]

Putnam, our Executive Director of Instructional, I'm sorry,

[03:09:22]

that's Stephanie's title,

[03:09:23]

our Executive Director of Curriculum Instruction.

[03:09:32]

Good evening. Thanks for having me here

[03:09:34]

to present the info item for the program of studies

[03:09:36]

for 26 27.

[03:09:39]

Um, I'll briefly go through our purpose and our process

[03:09:42]

and really dig into our additions

[03:09:44]

and deletions for both, for both middle and high school.

[03:09:47]

And then I will conclude at the end to talk

[03:09:49]

to you a little bit about the pilots that we have, um,

[03:09:52]

underway for this school year, as well as some courses

[03:09:55]

that we are going to have understudy

[03:09:57]

for potential changes in the future.

[03:10:02]

So our program of studies is really our published document

[03:10:05]

that provides a roadmap for our students,

[03:10:07]

and it gives, um, guidance on academic career planning

[03:10:10]

for our secondary students,

[03:10:12]

outlines the graduation requirements,

[03:10:14]

and really contains all of our course offerings that we have

[03:10:18]

for our secondary students throughout a PS

[03:10:20]

and all of our schools and programs.

[03:10:24]

So our process annually begins with staff proposals

[03:10:28]

that really come to us either late spring, early summer,

[03:10:32]

and those course requests come from both school staff.

[03:10:36]

So it might be, uh, an identified need

[03:10:38]

that they see from student interest

[03:10:40]

or from school based staff, I'm sorry, school based staff

[03:10:43]

or central office staffs.

[03:10:45]

A lot of times the central office staff courses come

[03:10:47]

as a result of VDOE saying, offer this course.

[03:10:51]

So they originate from both places.

[03:10:54]

We take those and we review them with various stakeholders.

[03:10:57]

You'll see there in gray, all the supervisors look at them.

[03:11:00]

Then we bring them to the principals

[03:11:02]

and the directors of counseling really to think about the

[03:11:05]

who, what, when, where, why of all of the courses

[03:11:07]

to see if it's a good idea to move it forward.

[03:11:10]

And then that brings us to this evening where we bring it

[03:11:13]

to you as an info item.

[03:11:16]

So I'll start really, um, all of our middle

[03:11:19]

and middle school editions

[03:11:20]

or deletions are shown on this slide here.

[03:11:22]

So this year for Math six Advanced, this was a course

[03:11:27]

that we piloted in order to have an additional level of math

[03:11:30]

for our sixth grade students.

[03:11:32]

If you recall, there was new legislation that

[03:11:35]

auto placed some of our students, um,

[03:11:38]

in sixth grade into an advanced course.

[03:11:40]

If they performed in their SOL in the upper quartile.

[03:11:44]

We were asked to, um, to place them in an advanced course.

[03:11:47]

So this gave us another option for students in sixth grade.

[03:11:52]

In addition to the pre-algebra six course that we have,

[03:11:56]

we also will be moving forward with additions

[03:11:58]

for disciplinary literacy, intensified and world geography.

[03:12:01]

Intensified. This sort of rounds out all

[03:12:03]

of our core courses, um,

[03:12:05]

and puts them all into alignment

[03:12:07]

for intensified options for sixth graders.

[03:12:09]

And these courses will continue to be open enrollment, um,

[03:12:13]

options for all students.

[03:12:16]

For deletions, we're proposing two really, um,

[03:12:19]

exploring public speaking is one

[03:12:22]

that was only offered at Kenmore in the past,

[03:12:24]

and it has not had sections for the past two years.

[03:12:27]

So when we study courses that just don't make up, we tend

[03:12:30]

to sunset them and propose them for deletion.

[03:12:33]

Spanish for fluent speakers.

[03:12:35]

Three is also recommended for deletion.

[03:12:38]

We don't offer level three for Spanish for fluent speakers

[03:12:41]

and or for any other language at the middle school level.

[03:12:45]

And this one had been offered at one school,

[03:12:48]

and it also has not made up any active sections

[03:12:51]

the last several years.

[03:12:52]

Um, you'll see we do have that at the high school level,

[03:12:54]

but not at the middle school level.

[03:12:59]

So most of this evening are high school editions.

[03:13:02]

You'll see we've outlined on this slide quite a few, um,

[03:13:06]

career and technical education courses,

[03:13:08]

and I've put them into two separate sections.

[03:13:11]

We'll start with the orange section.

[03:13:13]

This one is really the classes

[03:13:14]

that will be added just at Grace Hopper when it comes

[03:13:18]

online in the fall.

[03:13:19]

Um, mechatronics one

[03:13:21]

and two will strengthen our tech ed pathway,

[03:13:24]

entertainment design and technology and audio production

[03:13:27]

and recording, um, gives students some access to, um,

[03:13:31]

the career cluster called Arts,

[03:13:33]

AV Technology and Communications.

[03:13:36]

And then nurse aid is an interesting one.

[03:13:38]

It's a comprehensive training course

[03:13:40]

that focuses on human bodies and common diseases,

[03:13:43]

and it has a work-based learning component

[03:13:46]

where the students would work, um,

[03:13:48]

in a healthcare facility as part of that course.

[03:13:52]

If you look at all of the ones listed in gray,

[03:13:55]

you'll see some that are accessible

[03:13:57]

that already at Grace Hopper

[03:13:59]

or at the comprehensive high school.

[03:14:00]

So we're bringing them all into alignment.

[03:14:02]

So introduction for to Culinary Arts, for instance,

[03:14:06]

is currently at the comprehensive high schools,

[03:14:08]

and we are adding it as an intro course at Grace Hopper.

[03:14:12]

Fashion Marketing helps strengthen our marketing pathway.

[03:14:16]

So you'll see we have fashion marketing, marketing

[03:14:18]

and marketing management.

[03:14:20]

Um, all of those will bring that pathway

[03:14:23]

and gives students many, many different options there.

[03:14:26]

Marketing is currently at the comprehensive high schools.

[03:14:29]

We'd be adding that to Hopper.

[03:14:31]

Marketing Management would be added to both, um, all

[03:14:35]

of the comprehensive and secondary programs.

[03:14:38]

That one is being added really

[03:14:39]

because, um, teachers have observed

[03:14:41]

that there's a really strong interest in marketing

[03:14:43]

management on behalf of the students.

[03:14:47]

Um, technology

[03:14:48]

and engineering foundations is a course that helps, um,

[03:14:51]

students that might wanna take more advanced coursework

[03:14:53]

and tech ed courses, and that also will be offered at all

[03:14:56]

of the comprehensive and secondary schools.

[03:14:59]

And then individual development is currently one

[03:15:03]

that we offer at the middle school level.

[03:15:05]

It's a high school credit option at the middle school level.

[03:15:08]

And so the goal is really to make sure that we have

[03:15:11]

that available to students at the high school.

[03:15:13]

It's part of the Family and Consumer Sciences courses.

[03:15:16]

Um, and then lastly, cybersecurity Fundamentals.

[03:15:21]

This is an addition at the comprehensive high schools

[03:15:24]

that's already at the Career center

[03:15:26]

or soon to be Grace Hopper.

[03:15:28]

So students would have the opportunity in that course

[03:15:31]

to work on an industry certification in cybersecurity.

[03:15:37]

Other high school additions, um,

[03:15:39]

you'll see quite a few on here

[03:15:40]

that are dual enrolled courses

[03:15:42]

that we're adding across different subject areas.

[03:15:44]

We have some in math, science, social studies, and art.

[03:15:49]

We also are proposing an addition

[03:15:51]

of a higher level math course called E Ecology Intensified.

[03:15:55]

This was a request that originally came from Wakefield High

[03:15:58]

School, but when we, as I mentioned at the beginning, we,

[03:16:01]

we show all of the proposals to the school staff,

[03:16:04]

and this is one that they said they would want available

[03:16:06]

across all of the secondary sites.

[03:16:08]

So that's proposed there that, um,

[03:16:11]

to give you some more details about ecology, you would have

[03:16:14]

to take bio before it.

[03:16:17]

And it really is a nice, um, higher level math course.

[03:16:20]

I'm sorry, science course. If you think about chemistry

[03:16:22]

and physics, a lot of times you need higher level math

[03:16:25]

to take chemistry and physics.

[03:16:27]

This one is like a less heavy science math course,

[03:16:31]

but still gives students an intensified option.

[03:16:34]

Um, and it also is one for juniors and seniors, 11th

[03:16:38]

and 12th graders that would, um,

[03:16:40]

where their schedule may not accommodate a double block

[03:16:43]

science class, this one would be a good option for them.

[03:16:47]

And then lastly, German four is one

[03:16:51]

that would be added to Grace Hopper.

[03:16:53]

It is, um, one that I think when we look at level two

[03:16:56]

and level one of German over the last few

[03:16:58]

years, it has been doubling.

[03:16:59]

So our enrollment is growing, which is great.

[03:17:02]

And this opens up a pathway for students

[03:17:04]

who are interested in continuing in German.

[03:17:07]

We offer level four for all

[03:17:08]

of our other languages except for Japanese.

[03:17:11]

Um, and that might be changing in the future as well.

[03:17:14]

Um, so one thing to note, if we already know, um, Chloe, um,

[03:17:19]

Duche, who is our supervisor for WOO languages, if

[03:17:23]

that course has low enrollment, we would still run it,

[03:17:26]

but students would, um, have

[03:17:28]

to engage in it virtually, potentially.

[03:17:31]

So it's there as an option.

[03:17:33]

Um, but we do anticipate just given the interest in

[03:17:35]

that language that it would, um,

[03:17:37]

would have students interested in enrolling.

[03:17:42]

All right, next, uh,

[03:17:44]

we have an update on the Uniform Certificate

[03:17:47]

of General Studies or the UCGS.

[03:17:50]

This is a statewide initiative

[03:17:52]

that allows Virginia High School students

[03:17:54]

to earn a transferable college level credential while

[03:17:57]

they're still in high school.

[03:17:59]

So starting this school year, students have access

[03:18:02]

to courses that they need to complete A-U-C-G-S,

[03:18:06]

and that can be in person or virtual.

[03:18:09]

We have these courses taught by our credentialed teachers

[03:18:13]

or through college instructors,

[03:18:15]

and those credits would then transfer to any public

[03:18:18]

or college, college or university in Virginia.

[03:18:22]

So to support this on this slide, we kind

[03:18:25]

of give you a look at the courses on the left are already

[03:18:28]

ones that we have, but we wanna be able

[03:18:30]

to expand those offerings to make sure

[03:18:32]

that students have a wide range of options.

[03:18:34]

So students would receive some counseling advisement so

[03:18:38]

that they can navigate which ones might be right for them.

[03:18:42]

And then completing the UCGS means

[03:18:44]

that they would graduate high school with an equivalent

[03:18:46]

of a one year college credit,

[03:18:49]

which would save them time and money.

[03:18:51]

And then we see this as a significant step toward equity

[03:18:55]

and access so that they're ready for college on the right.

[03:18:59]

We have other courses that we're waiting for Nova to approve

[03:19:02]

that We have, uh, a course within our POS already

[03:19:06]

that exists, and we're just waiting for them

[03:19:08]

to look at the alignment and give us an approval to be able

[03:19:11]

to potentially add those as well.

[03:19:15]

For high school deletions within CTAE, um,

[03:19:19]

the cybersecurity network systems,

[03:19:21]

it now has a new course requirement,

[03:19:24]

and it's a course that we do not offer.

[03:19:26]

So we no longer need this.

[03:19:27]

And we have other courses that satisfy

[03:19:29]

that cybersecurity pathway.

[03:19:31]

So we're removing that one.

[03:19:33]

Leadership development is also one that video E canceled,

[03:19:37]

so we're taking that one out of our roster.

[03:19:40]

And then photo and video technology one

[03:19:42]

and two is proposed for deletion due to low enrollment.

[03:19:47]

And then English communication, I'm sorry, dynamic

[03:19:50]

communication for ELA is, uh,

[03:19:52]

it was a semester English elective that, um,

[03:19:55]

has not been offered, so we're proposing that as a deletion.

[03:20:01]

So as Dr. Mann mentioned at the start, we also, um, wanted

[03:20:05]

to elevate for you a high school revision

[03:20:07]

that we have UNDERST study.

[03:20:09]

We plan to engage stakeholders

[03:20:11]

to see whether we should continue to offer some

[03:20:14]

of our double blocked AP science courses

[03:20:17]

as a double block when college board no longer requires it.

[03:20:21]

Um, we are one of the few school divisions

[03:20:23]

who still double block these courses.

[03:20:25]

And so in talking to students

[03:20:27]

and talking to counselors, um, by doing that, we contend

[03:20:31]

with having students have some limited course offerings.

[03:20:34]

And then there's a little bit of lack

[03:20:36]

of flexibility within their schedule.

[03:20:38]

Directors of counseling report

[03:20:40]

that they end up seeing more scheduling conflicts when we're

[03:20:42]

trying to fit these double block courses

[03:20:44]

into a student's schedule.

[03:20:46]

And then they also have li more limited options

[03:20:48]

for electives because certainly electives

[03:20:50]

can only run at certain times.

[03:20:52]

So we're bringing this to you just so you know

[03:20:55]

that we're studying it and

[03:20:56]

that we wanna make sure we're talking to a wide range

[03:20:59]

of stakeholders, science teachers of course,

[03:21:01]

but then teachers of other content areas, um,

[03:21:04]

administrators, counselors,

[03:21:05]

and most importantly students to see, um,

[03:21:08]

what's the best option for them moving forward.

[03:21:10]

So based on that study, um, a change may be brought forward

[03:21:13]

to you for consideration,

[03:21:15]

but not until the 27 28 POS sounds far away,

[03:21:20]

but I'm sure it'll be here before we know it.

[03:21:23]

Um, and then finally, I'd like to share, these are pilots

[03:21:26]

that we have currently underway for high school.

[03:21:29]

Uh, we show you these every year just so that you can see

[03:21:31]

what we're grappling with,

[03:21:33]

and then we'll review them at the end of this school year,

[03:21:36]

and they would also be up for your consideration for 27 28.

[03:21:42]

So in terms of next steps, here we are on November 13th,

[03:21:45]

we'll come back on December 18th, uh, for an action item.

[03:21:49]

As soon as we receive approval, we update schools.

[03:21:53]

They are off and running by updating their course request

[03:21:56]

forms, and then they engage in

[03:21:58]

that advisement process beginning in January with students.

[03:22:01]

So with that, I'll pause

[03:22:03]

and see what questions you might have. Ms. Cera,

[03:22:08]

I have two questions.

[03:22:10]

Um, one is, it's not a question.

[03:22:12]

I guess the first one is a comment,

[03:22:13]

but when you're looking at the double blocked, uh,

[03:22:16]

AP science courses, I know that there are a number

[03:22:18]

of considerations that you'll be weighing,

[03:22:20]

but one of the ones that I think, um, I wanna make sure

[03:22:23]

as part of the conversation is when we think about staffing

[03:22:27]

allocations to schools

[03:22:28]

and we think about the number of, the number of sections

[03:22:31]

of science, the number of teachers, we have

[03:22:33]

to teach those number of sections of science.

[03:22:35]

Mm-hmm. You know, one argument could be made to do away

[03:22:38]

with a double blocking because then

[03:22:40]

that teacher is freed up for one.

[03:22:42]

You know, they're not,

[03:22:43]

their dance card is not filled two slots for one class,

[03:22:47]

but there's a, there's a section that gets freed up.

[03:22:49]

And I can imagine doing that math that that would, um,

[03:22:53]

the effect of that might be

[03:22:54]

to lower class sizes in science classrooms across

[03:22:57]

that whole school, potentially.

[03:23:00]

So I'm, I'm just hoping that that can be part of the, the,

[03:23:03]

the calculation, um, along with other pros and cons.

[03:23:07]

Um, the other question I have, and this, um, it may be

[03:23:11]

because it's late at night, but a general question I have is

[03:23:13]

when we talk about adding new classes,

[03:23:16]

as we have talked about here,

[03:23:17]

and a number of wonderful ideas of courses to add,

[03:23:20]

what are the budget implications of that?

[03:23:23]

That often comes up when we have that conversation

[03:23:26]

with the high school principals.

[03:23:28]

Um, really they look at, let's look at the offerings,

[03:23:32]

let's see what students are interested in enrolling.

[03:23:34]

And then they work with their staffing allocation

[03:23:37]

to make sure that they can run certain sections.

[03:23:39]

So they might say, we have this many students

[03:23:41]

who wanna take cybersecurity.

[03:23:44]

How many sections can we run?

[03:23:46]

How many periods is that for one of my existing FTEs?

[03:23:49]

So many times there are no additional budget implications.

[03:23:53]

If there are some where we see we have a demand,

[03:23:55]

sometimes we would see a school submit a request

[03:23:59]

for additional, um, like a 0.17

[03:24:02]

to run an additional period for a teacher.

[03:24:05]

My, yeah, my my assumptions were

[03:24:07]

that either if it was a new class that was so specialized

[03:24:09]

that nobody in the existing staff pool could teach it,

[03:24:12]

like it was so different that it would involve hiring, um,

[03:24:15]

potentially a fractional,

[03:24:16]

and that that would be budget implication.

[03:24:18]

Or, you know, in the math that I'm trying

[03:24:21]

to do late at night in my head, if I'm a principal

[03:24:24]

and I already have 12 different kinds of science classes,

[03:24:27]

and now there are four new really exciting science, uh,

[03:24:30]

classes that I wanna add,

[03:24:31]

and now I have 16 with the same amount, the same number

[03:24:35]

of staff, I'm trying to cover all of those things.

[03:24:39]

And what I imagine would happen would be

[03:24:40]

that my core science classes, my biology, earth science,

[03:24:44]

that class size in those classes might go up

[03:24:48]

because we have these new electives that would be

[03:24:51]

necessarily sort of lower enrollment and more elective.

[03:24:55]

I guess I'm just, what I'm trying

[03:24:56]

to figure out is the benefit of being able

[03:24:58]

to offer a wide range of really appealing

[03:25:01]

and exciting classes versus the practical realities of

[03:25:05]

what does that mean for class size?

[03:25:07]

What does it mean for hiring of staff?

[03:25:09]

And, um, it's probably a bigger conversation than for us

[03:25:12]

to have at 10 30 at night.

[03:25:13]

No, it's a good question though.

[03:25:15]

I think what they will do is they'll look at the

[03:25:18]

preponderance of student interest

[03:25:21]

and then know one,

[03:25:22]

how many sections they might need to run a biology.

[03:25:25]

What does that look like in terms of class size?

[03:25:28]

Do I have a section of 25 or is it something closer to 30?

[03:25:32]

And I think we've done a really good job lately of saying

[03:25:34]

to schools, if it's under 15,

[03:25:37]

really take a hard look at whether you should be

[03:25:39]

running that or not.

[03:25:41]

Um, is, can we advise students into taking another course

[03:25:45]

that would run and it would be above that, that threshold,

[03:25:49]

um, just because that works well for staffing

[03:25:52]

and for fiscal

[03:25:53]

responsibility. Ms. Tapia

[03:25:58]

Yes, thank you. And thanks Sarah for the presentation.

[03:26:00]

Um, can I ask for specifically,

[03:26:05]

I have questions on three courses,

[03:26:06]

but let's start with disciplinary literacy,

[03:26:09]

how this curriculum differs from

[03:26:11]

what we're already offering Sure. In intensified English.

[03:26:14]

So if you recall at sixth grade, we now,

[03:26:17]

this would give us our third level

[03:26:18]

of reading for sixth graders.

[03:26:20]

So we have structured literacy that would be students

[03:26:22]

who have some foundational needs in reading.

[03:26:25]

Then we have disciplinary literacy,

[03:26:26]

which was something new that we offered.

[03:26:29]

And now this intensified version really, it will still sort

[03:26:32]

of have that same through line

[03:26:34]

of having students look at different types of disciplines.

[03:26:37]

Right. Reading as a scientist

[03:26:39]

or reading, you know, through, as a historian

[03:26:42]

through primary sources and being able to take that

[03:26:45]

and infuse more depth

[03:26:46]

and complexity into that so

[03:26:48]

that students are still looking at that same,

[03:26:50]

same standards, same content,

[03:26:52]

but what activities might they be able to engage in

[03:26:56]

that take them deeper into reading

[03:26:58]

and writing skills? Okay.

[03:27:00]

Um, I shared some of the same questions

[03:27:03]

and concerns that my colleague Ms.

[03:27:04]

Cera, um, did.

[03:27:06]

So if I'm a, let's say middle school principal, um,

[03:27:11]

and I'd like to differentiate also

[03:27:12]

between like a neighborhood middle school

[03:27:14]

versus an options middle school.

[03:27:16]

Like if I'm in immersion middle school

[03:27:18]

and I have a limited number of staff mm-hmm.

[03:27:21]

Um, how does this change my staffing need is one question.

[03:27:25]

The other question is also how many students would,

[03:27:29]

do you have a sense for how many students would

[03:27:31]

benefit from this?

[03:27:33]

My my perspective is that I would hope we already kind

[03:27:36]

of have a sense that there's a need

[03:27:37]

and that's why we're doing this, right.

[03:27:38]

Otherwise, I think it would be like the

[03:27:40]

cart leading the horse a little bit.

[03:27:41]

Sure. So I'm, I'm curious as to how many,

[03:27:44]

what our expectations is in terms of how many students will,

[03:27:47]

will be served by this.

[03:27:49]

We did take a look to see by school how many sections

[03:27:53]

of structured and disciplinary literacy they were running

[03:27:56]

and what that meant in terms of

[03:27:57]

how many teachers were teaching.

[03:27:59]

Some teachers taught just a full load

[03:28:01]

of structured literacy.

[03:28:03]

Some took a, a mixture of a little bit of both.

[03:28:07]

So they'll look to see, you know,

[03:28:09]

a teacher may have a prep of both of those.

[03:28:12]

Um, I would say with all of the intensified offerings

[03:28:15]

that we've added over the last few years, we,

[03:28:18]

we know there is the student interest in demand,

[03:28:20]

particularly for students in sixth grade who are coming out

[03:28:24]

of elementary school as very skilled readers

[03:28:28]

who want a different type of experience in addition

[03:28:30]

to their intensified English course.

[03:28:32]

Now they would have this option for an intensified, um,

[03:28:34]

reading course as well.

[03:28:36]

Yeah. And, and again, I think that's wonderful.

[03:28:38]

But if, if, like if, let's say I'm again at an option school

[03:28:41]

and I have a limited amount of faculty, can you,

[03:28:45]

can we be sure that this is not detracting from let's say

[03:28:48]

the structural structured, structured literacy, uh, work

[03:28:51]

that needs to be done in order to fill the staff

[03:28:54]

that would be needed to teach?

[03:28:56]

So they would look at the, their number

[03:28:58]

of reading teachers, and as related to Ms.

[03:29:01]

CDEs question, look at number of sections

[03:29:03]

that they could run of each one.

[03:29:05]

Um, I think first and foremost we're really good now at

[03:29:07]

looking at our elementary reading data

[03:29:09]

and knowing which students we are recommending

[03:29:11]

to go into structured literacy as sixth graders.

[03:29:14]

So those are the first ones that we would plug in.

[03:29:16]

And then looking at the students

[03:29:18]

who would be interested in disciplinary versus intensified,

[03:29:22]

it might be the case that more, you know,

[03:29:24]

more students are interested in the intensified,

[03:29:26]

so maybe you're running more sections of that

[03:29:28]

and you just have one section of disciplinary.

[03:29:30]

Um, it really just depends on the student choice,

[03:29:33]

which I think is a value.

[03:29:35]

Okay. And for ecology

[03:29:37]

and German four, same thing at the high school level,

[03:29:39]

do we have a sense for, for how many students,

[03:29:41]

uh, would benefit from that

[03:29:43]

Ecology, as I mentioned, was one that was initiated by,

[03:29:46]

um, Wakefield because they did have an interest in, uh,

[03:29:50]

from a, from students to say, I wanna take another,

[03:29:52]

something related to bio, something more challenging.

[03:29:56]

Um, and then when we offered that ALP more schools said,

[03:29:59]

Hey, I think that might be something that students in 11th

[03:30:03]

and 12th grade choose because of what I said earlier.

[03:30:07]

It, it's a less heavy math advanced science course.

[03:30:12]

It gives them something to think about other than, um,

[03:30:15]

physics or chemistry in their 11th and 12th grade year.

[03:30:19]

And they'll look at this, the course request form,

[03:30:21]

and if it makes up, they'll be able to run it.

[03:30:25]

Okay. And same with German four.

[03:30:27]

Do we have a sense for how many

[03:30:29]

Students? Yes. Um,

[03:30:30]

in talking to the supervisor for LA

[03:30:32]

for world languages, she did mention that for level one

[03:30:36]

and two, the course enrollment has been doubling as of late.

[03:30:41]

So she knows that there's an interest for students

[03:30:42]

to continue in that.

[03:30:44]

Um, it's an an interesting one

[03:30:45]

because it, it, it, it flexes,

[03:30:47]

but it's trending in the right direction now.

[03:30:49]

So, um, she wanted to be able to have level four

[03:30:52]

because all of our other languages have that fourth level

[03:30:55]

and it encourages students to continue

[03:30:57]

with a language that they're interested in. Great.

[03:31:00]

Thank you. And again, these, this is also,

[03:31:01]

you said it's not mandatory for all schools.

[03:31:04]

In terms of the, the disciplinary literacy we talked about,

[03:31:07]

it's up to the principal

[03:31:08]

to decide whether they adopt it or not, is that right?

[03:31:11]

No, if you approve it, it'll be in the program of studies,

[03:31:13]

you're talking about intensified disciplinary literacy.

[03:31:16]

Yeah. Um, so it will once approved

[03:31:18]

in December. It'll be, it'll

[03:31:19]

Have to have at least one section.

[03:31:20]

They will have to have it on the CRF,

[03:31:22]

and if students select it

[03:31:24]

and there's enough students to run it,

[03:31:26]

they will run it. Okay.

[03:31:27]

Mm-hmm. Okay. Thank you. Sure.

[03:31:30]

Ms. Clark,

[03:31:36]

um, um, for middle school, um,

[03:31:39]

and the program deletions, the exploring public speaking.

[03:31:43]

Mm-hmm. Um, I know, uh, what,

[03:31:48]

could you remind me again what that Sure. What that was?

[03:31:50]

It had only been offered at Kenmore

[03:31:52]

and there has not been enrollment the last two years.

[03:31:55]

There's been no enrollment. No enrollment. Okay.

[03:31:58]

Okay. Um,

[03:32:00]

and then, uh, we had a lot

[03:32:04]

of advocacy earlier this year from our friends at

[03:32:08]

Arlington Tech that they would like to see more art classes.

[03:32:12]

Ah, yes. So that they can do the continuation.

[03:32:15]

I don't see it in here.

[03:32:17]

And I know several of the students, one personally

[03:32:21]

that was advocating for, um, art three is there,

[03:32:25]

is there, um, talk

[03:32:28]

and discussion about how we could add in that third, um,

[03:32:32]

'cause if, remind me again,

[03:32:33]

but I don't, they have

[03:32:35]

to have the continuation of the third elective.

[03:32:38]

It could be yes. If, if a student wanted

[03:32:40]

to pursue that one.

[03:32:42]

Um, that was one where when we looked at numbers to, to run,

[03:32:47]

we were uncertain that if they offered that third level,

[03:32:51]

that one it would make up.

[03:32:53]

And as part of Arlington Tech, we had the conversation

[03:32:56]

that there are other courses within that realm

[03:33:00]

that still kind of feed upon your art interest,

[03:33:02]

but that may not be art three.

[03:33:04]

Um, it might be digital photo, it might be other things

[03:33:06]

that still connect to your artistic talents.

[03:33:09]

And those are courses that were housed there as part

[03:33:12]

of one career and technical education,

[03:33:14]

but then also, um, fitting more into the Arlington Tech,

[03:33:18]

um, PBL format.

[03:33:20]

Okay. I may have a follow up later. Sure.

[03:33:22]

Just offline about that for the graduation for requirement.

[03:33:26]

Thanks. Um, and then, uh, with respect to the, um, science,

[03:33:30]

this is one that we've already seen some, um,

[03:33:34]

interest in advocacy on, um, to Ms.

[03:33:36]

RA's point, like there are some, um, I think

[03:33:41]

The ability, the flexibility with the schedule would be one,

[03:33:44]

the master schedule, um, flexibility, um, you know,

[03:33:48]

not having dual periods would free up an extra class

[03:33:51]

potentially for students to take in another elective.

[03:33:55]

Um, on the other side of that, I'm, I'm curious, you know,

[03:33:59]

if we keep that block, um, what are the students'

[03:34:03]

pass rates right on the AP exam?

[03:34:06]

How much credit are they earning?

[03:34:08]

Is that like a full year of college credit for high school

[03:34:12]

or, um, in high school that they can apply right.

[03:34:16]

For, because I think it's the lab

[03:34:19]

and the class It is, which is, you know,

[03:34:22]

a full year at college.

[03:34:25]

One thing that I'll put out there, yes, we will study.

[03:34:28]

We've already kind of looked at

[03:34:29]

how are our students faring in scoring a three

[03:34:32]

or higher, how does that compare to other districts

[03:34:35]

who are not double blocking?

[03:34:37]

Are their scores dramatically different than ours?

[03:34:39]

So that's a piece of data

[03:34:41]

that we've already been looking at.

[03:34:42]

Um, but I think one consideration as we think about this,

[03:34:47]

are there some, because you saw the list

[03:34:50]

that we're all double blocked.

[03:34:51]

Are there some that we wanna maintain as a double block

[03:34:53]

and others that we might wanna shift back just to kind

[03:34:56]

of see how it changes?

[03:34:57]

So that might be something we consider for the future too,

[03:35:00]

if we're going to make a change.

[03:35:02]

Maybe we don't change all of them.

[03:35:04]

Maybe we just change some. Okay.

[03:35:12]

Thank you. The school board will act on this item at the

[03:35:15]

December 18th meeting.

[03:35:17]

Thank you. Okay.

[03:35:22]

The third information item is the FY 2025 final fiscal

[03:35:26]

status and capital improvement plan.

[03:35:28]

Quarterly report. Dr. Jaron?

[03:35:32]

Yes. Our last item of the night.

[03:35:33]

We save for always something connected to Ms.

[03:35:36]

Har, so she could be here late,

[03:35:38]

but, um, we'll invite up Mr. Hawkins, our business officer

[03:35:42]

to present the last item.

[03:35:46]

So good evening. Uh, I'm here tonight

[03:35:47]

to present the FY 25 final physical status

[03:35:50]

and CIP quarterly reports, commonly referred to

[03:35:54]

as the FY 25 closeout report for the period ended as

[03:35:59]

of June 30th, 2025.

[03:36:01]

Tonight I'm reporting the good news that a P S'S final, uh,

[03:36:06]

AP PS has filed the, with the DOE, our, um,

[03:36:12]

our annual school report

[03:36:14]

and our FY 25 financial statements have

[03:36:17]

been independently audited.

[03:36:19]

And a PS has received an unqualified opinion.

[03:36:23]

This unqualified opinion documents that the independent

[03:36:26]

or any independent auditor's judgment,

[03:36:28]

the financial statements prepared by a PS are fairly stated

[03:36:33]

and are in compliance with all laws, rules and regulations.

[03:36:37]

This represents the highest recognition given

[03:36:41]

and assures our community

[03:36:42]

that these financial statements can be trusted.

[03:36:46]

While I'll be given an update on as

[03:36:48]

to the financial statements of all of APSs budgeted funds,

[03:36:52]

I'll concentrate primarily on the a PS School operating

[03:36:56]

fund, which represents approximately 85% of all

[03:36:59]

of a PS budgeted funds for the school operating fund.

[03:37:05]

This slide shows a PS collected more revenue

[03:37:07]

than originally budgeted.

[03:37:10]

It was due, it was partially due to more state revenue

[03:37:14]

received than budgeted from additional collections

[03:37:16]

of sales tax and increased actual enrollment

[03:37:19]

over the budgeted amount.

[03:37:22]

While a PIS collected more revenue than budgeted,

[03:37:26]

it also expended less funds than budgeted

[03:37:29]

a PS expended approximately 97% of all budgeted funds.

[03:37:36]

As we look into a breakdown of the expenditures, we can see

[03:37:40]

that 10.74 million is related

[03:37:43]

to less expenditures than budgeted for staff salaries

[03:37:46]

and benefits, commonly known to us as lapse in turnover

[03:37:51]

and 18.05 million in all other areas

[03:37:55]

of the school operating fund.

[03:37:59]

The breakdown of revenue shows

[03:38:02]

that a PS collected 10.74 million in service fees

[03:38:08]

more than was budgeted,

[03:38:09]

and approximately \$6 million in additional state revenue.

[03:38:13]

The budget amount for service fees will be adjusted

[03:38:17]

on past trends when we go forward to the FY 27 budget.

[03:38:21]

And the additional funding from the state,

[03:38:22]

as I mentioned earlier, is due

[03:38:23]

to increased sales tax collections

[03:38:26]

and higher reported student enrollment number than was,

[03:38:29]

than was budgeted.

[03:38:32]

The community's activities fund encompass vari, uh,

[03:38:35]

varied number of programs offered by a PS such as aquatics,

[03:38:40]

such as the aquatics program, humanities program,

[03:38:43]

the planetarium, and,

[03:38:44]

and various communities center programs.

[03:38:48]

This slide documents

[03:38:49]

that a PS collected approximately \$190,000 in additional

[03:38:52]

revenue over the adopted budget

[03:38:55]

and expended approximately \$2 million less than budgeted.

[03:39:01]

So the Food and Nutrition Services fund collected

[03:39:04]

2.1 million in revenue, less in revenue, and,

[03:39:09]

and expended \$22,686,000 less

[03:39:14]

in expenditures than budgeted, creating a use

[03:39:17]

of the fund balance and the amount of \$2.1 million.

[03:39:22]

This leaves the Food Nutrition Fund balance fund balance at

[03:39:25]

approximately \$10 million.

[03:39:29]

The debt service fund had an adopted budget

[03:39:33]

of \$67,292,000,

[03:39:37]

and the actual expenditure

[03:39:38]

of \$66,000,925 were a difference

[03:39:42]

of approximately \$366,000.

[03:39:48]

Children's Services Fund Act fund shows

[03:39:50]

that the actual revenue collection of one

[03:39:52]

of \$1.7 million over the adopted budget

[03:39:56]

and actual expenditures of 1.669 million

[03:40:01]

for a difference of only \$32,294.

[03:40:06]

The Capital Projects fund shows an ending balance

[03:40:09]

of approximately \$34.7 million.

[03:40:15]

In summary, a PS has a total

[03:40:17]

of \$40,274,432 in funds to be allocated.

[03:40:22]

These funds are comprised of 22.1 million in unspent funds

[03:40:28]

and 7.1 million of expenditure encumbrances of as

[03:40:32]

of June 30th, which need to be carried over

[03:40:34]

to the FY 26 for payment.

[03:40:38]

In addition, the county collected more revenue than was

[03:40:41]

budgeted in FY 25

[03:40:44]

and through AP S'S share of 46.8%

[03:40:48]

of all tax collections equates to an addition

[03:40:52]

of \$1.8 million more in additional revenue for a PS.

[03:40:57]

During FY 25 a PS collected approximately

[03:41:01]

16.4 million in additional revenue over the adopted budget

[03:41:05]

and received a payment

[03:41:08]

or a reimbursement in the amount of 6.9 million, uh,

[03:41:12]

for retiree health insurance cost benefit recovery

[03:41:16]

from our other post-employment Benefit Trust fund in the

[03:41:20]

amount of 6.9 million.

[03:41:22]

The grand total of the above

[03:41:24]

is

[03:41:24]

\$40,274,432

[03:41:32]

The recommendation is that the school board place all

[03:41:34]

of the lapse in turnover funding from FY 25 budget into the

[03:41:38]

Compensation Reserve has been a normal practice

[03:41:43]

and the amount of 10 billion 736 990 \$6,

[03:41:48]

and to use a portion of the remaining balance in the amount

[03:41:51]

of \$537,652 to purchase,

[03:41:57]

uh, new transportation department routing software,

[03:42:01]

which was discussed in detail by the school board

[03:42:03]

during the committee of the whole meeting on Monday,

[03:42:06]

November the 10th, and all of the remaining balance

[03:42:11]

in the amount of 28,999,007 \$34

[03:42:16]

in the future budget reserves account.

[03:42:22]

So on the chart, this slide documents AP S'S history

[03:42:26]

of budget reserve balances.

[03:42:28]

The current reserve amount equates to 4.8%

[03:42:32]

of the FY 26 adopted budget, which is within the range given

[03:42:37]

by the school board during the FY 26 budget direction

[03:42:42]

of a minimum of 3% and a maximum of 5.5%.

[03:42:50]

We started looking at capital projects for capital projects,

[03:42:54]

has two major funds, the major construction funds

[03:42:57]

and the minor and the minor construction major maintenance

[03:43:01]

fund as of June 30th, 2025.

[03:43:06]

The construction fund balance

[03:43:09]

is 160.98 million,

[03:43:12]

and the MCMM fund balance is \$4.9 million.

[03:43:17]

Major capital construction projects are shown on this slide,

[03:43:21]

which shows

[03:43:22]

that the largest capital project is the career center.

[03:43:25]

And we have several near completion projects identified

[03:43:28]

as the Heights Enterprise Resource, uh, planning System

[03:43:33]

and the installation of public address systems at several

[03:43:36]

of our schools with

[03:43:42]

MCMM accounts through June 25,

[03:43:44]

there were 114 identified projects with 79

[03:43:48]

projects being completed,

[03:43:50]

and the remaining projects will be completed within

[03:43:53]

or expected to be completed within the next six months.

[03:43:59]

On the screen, you can see our, our Reserves

[03:44:01]

and MCMM Capital Reserve

[03:44:05]

and Major Capital Reserve,

[03:44:06]

currently at \$318,628.

[03:44:12]

The remaining slides are, are, are resolutions that we,

[03:44:15]

we will ask the board to review and, and

[03:44:18]

and approve, um, at the December 18th school board meeting.

[03:44:26]

Are there any questions or concerns, comments? Thank

[03:44:30]

Mr. Hawkins open for questions, uh, on any

[03:44:33]

of the items. Turner,

[03:44:35]

Uh, one request for information just as a follow up.

[03:44:38]

Um, and that would be for the Capital Reserve.

[03:44:41]

Um, I'd be interested to know, um, sort of historically,

[03:44:45]

like you showed for the other funds,

[03:44:46]

if we could get the capital reserve sort of over time

[03:44:49]

and see where we are relative to years past.

[03:44:51]

But the, the overall comment is it's 10 47

[03:44:54]

and we buried the lead to this whole meeting

[03:44:56]

because we have \$40 million in close out.

[03:44:59]

We are at 4.8% of our operating, uh, budget

[03:45:04]

that we have kept in reserves,

[03:45:05]

which we have been endeavoring to do.

[03:45:08]

Um, we have more in the future budget years reserve than

[03:45:11]

we've had in years, recent years,

[03:45:13]

and that is fantastic news for us.

[03:45:15]

And so congratulations to, um, all

[03:45:18]

of you budget managers out there

[03:45:19]

In the room. Terrific. And we've

[03:45:20]

also received an unqualified opinion,

[03:45:22]

and I know that's, yeah, that's fancy talk in accounting

[03:45:25]

terms, but that is, uh, something that we're real proud of

[03:45:28]

that, uh, that we, we should all be very proud of,

[03:45:31]

of the work has been done.

[03:45:32]

This is, this is great work and uh,

[03:45:34]

budget holders are the folks out there,

[03:45:35]

but your school board is very grateful

[03:45:37]

for your financial discipline and thank you so much.

[03:45:43]

Um, yep. I will just echo that.

[03:45:44]

Um, very, very good news

[03:45:46]

and um, thank you Mr. Hawkins for all of your work.

[03:45:49]

Okay. Anything else? Okay.

[03:45:53]

Um, the school board will act on this item at the

[03:45:56]

December 18th meeting.

[03:45:57]

Thank you. We are now at new business board members.

[03:46:00]

Is there any other new business? Seeing none.

[03:46:03]

This meeting is adjourned.