

WEBVTT

1

00:00:03.245 --> 00:00:07.015

Welcome to the January 22nd, 2026 school board meeting.

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00:00:07.015 --> 00:00:08.255

This meeting is now in session.

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00:00:08.875 --> 00:00:09.935

At this time, I would like

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00:00:09.935 --> 00:00:12.495

to welcome the Arlington Career Center Space Force,

5

00:00:12.855 --> 00:00:15.615

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

6

00:00:15.675 --> 00:00:16.675

Please stand.

7

00:00:17.545 --> 00:00:17.895

Hello,

8

00:00:26.565 --> 00:00:27.055

forward

9

00:00:57.075 --> 00:01:00.575

Mother, God hope.

10

00:01:02.405 --> 00:01:07.185

Present. Vote by pledge allegiance

11

00:01:07.325 --> 00:01:09.865

to the flag of the United States of America,

12

00:01:10.355 --> 00:01:12.265

every republic for which it stands.

13

00:01:12.885 --> 00:01:16.865

One nation under God, indivisible, with liberty of justice.

14

00:01:17.165 --> 00:01:20.405

All here we colors.

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00:01:56.975 --> 00:01:58.925

Thank you and good evening everyone.

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00:02:00.785 --> 00:02:03.245

We are pleased to be back following the winter break

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00:02:04.065 --> 00:02:06.525

as we get ready to start the second semester of the year.

18

00:02:06.525 --> 00:02:08.125

We have a lot of good things on the horizon.

19

00:02:08.825 --> 00:02:10.565

We have some recognitions this evening,

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00:02:11.065 --> 00:02:13.685

and I know the superintendent has some positive news

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00:02:13.685 --> 00:02:14.765

in his announcements.

22

00:02:16.025 --> 00:02:19.245

But before we begin, I want to take a moment to acknowledge

23

00:02:19.245 --> 00:02:22.885

that in recent weeks we have seen disturbing violence across

24

00:02:22.905 --> 00:02:25.245

the country against our immigrant friends

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00:02:25.305 --> 00:02:27.845

and neighbors, as well as fellow citizens.

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00:02:28.605 --> 00:02:30.925

Violence, again, PE against people who have been born here

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00:02:30.985 --> 00:02:33.645

and those who have chosen the United States as their home.

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00:02:34.865 --> 00:02:37.365

We know that there are many in our community here in

29

00:02:37.365 --> 00:02:40.605

Arlington who are suffering with the uncertainty

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00:02:40.605 --> 00:02:43.085

that their lives or the lives of their loved ones

31

00:02:43.665 --> 00:02:45.885

may be upended with little or no warning.

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00:02:47.385 --> 00:02:48.605

The safety of our students

33

00:02:48.705 --> 00:02:50.685

and employees is of highest

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00:02:51.205 --> 00:02:52.805

priority in Arlington public schools.

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00:02:53.985 --> 00:02:57.645

We continually monitor our systems, listen to concerns,

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00:02:58.145 --> 00:03:00.205

assess risk, assess risks,

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00:03:00.785 --> 00:03:04.605

and we strive to do everything we can to maintain the safety

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00:03:04.705 --> 00:03:07.045

and security of all those in our school system.

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00:03:08.675 --> 00:03:10.125

This is a difficult time in our

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00:03:10.125 --> 00:03:11.445

community and across our country.

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00:03:12.405 --> 00:03:14.725

I wanna thank the leadership of a PS, the superintendent

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00:03:14.725 --> 00:03:18.565

and his team, as well as those in our schools, principals,

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00:03:18.565 --> 00:03:20.805

assistant principals, counselors, social workers,

44

00:03:20.985 --> 00:03:24.765

and many others for maintaining a steadfast focus on the

45

00:03:24.765 --> 00:03:26.645

wellbeing of our students and staff.

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00:03:28.515 --> 00:03:30.565

It's appropriate that our first recognition

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00:03:30.565 --> 00:03:31.725

this evening is teachers.

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00:03:33.285 --> 00:03:35.725

Teachers also live with the fear, anxiety,

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00:03:36.025 --> 00:03:38.605

and concern that so many of us are feeling.

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00:03:39.665 --> 00:03:41.605

And yet they come to work every day

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00:03:42.105 --> 00:03:44.685

to engage in the incredibly important work

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00:03:44.825 --> 00:03:46.165

of educating our children.

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00:03:47.265 --> 00:03:49.005

For those in the room and those online

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00:03:49.185 --> 00:03:50.445

and those out there in the community,

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00:03:50.465 --> 00:03:51.805

we are so grateful for you.

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00:03:54.505 --> 00:03:55.925

We are delighted this evening

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00:03:56.025 --> 00:03:59.685

to celebrate our national Board certified teachers, a group

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00:03:59.685 --> 00:04:02.045

of outstanding educators who have achieved one

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00:04:02.045 --> 00:04:04.805

of the highest distinctions in the teaching profession.

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00:04:06.025 --> 00:04:07.125

We are especially proud

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00:04:07.125 --> 00:04:08.965

to recognize those earning national Board

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00:04:09.205 --> 00:04:10.405

certification for the first time.

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00:04:11.395 --> 00:04:15.085

This accomplishment reflects countless hours of reflection,

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00:04:15.805 --> 00:04:18.485

analysis, and dedication to improving student learning.

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00:04:19.945 --> 00:04:22.565

We also extend our sincere congratulations

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00:04:22.585 --> 00:04:24.445

to those renewing their certification.

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00:04:25.395 --> 00:04:26.965

Renewal is no small feat.

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00:04:27.625 --> 00:04:30.725

It demonstrates sustained excellence over time

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00:04:31.145 --> 00:04:33.565

and a commitment to growing as educators

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00:04:33.565 --> 00:04:34.805

and leaders in our schools.

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00:04:36.555 --> 00:04:39.805

Your dedication embodies the excellence we strive

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00:04:39.865 --> 00:04:41.325

for as a school system.

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00:04:42.865 --> 00:04:44.645

On behalf of the school board, thank you

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00:04:44.705 --> 00:04:46.845

for your professionalism, your leadership,

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00:04:46.905 --> 00:04:49.805

and the lasting impact you make each day.

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00:04:51.105 --> 00:04:52.445

We are grateful for your service

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00:04:52.665 --> 00:04:55.405

and proud to celebrate this achievement with you tonight.

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00:04:57.545 --> 00:04:59.165

I'd like to welcome Andy Webb,

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00:04:59.165 --> 00:05:01.405

professional learning specialist to the podium

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00:05:01.585 --> 00:05:02.645

to share some remarks.

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00:05:08.375 --> 00:05:08.725

Thank

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00:05:21.225 --> 00:05:22.225

Good Evening.

83

00:05:23.825 --> 00:05:26.515

Welcome everyone, especially our

84

00:05:27.395 --> 00:05:30.795

national board certified teachers, their loved ones

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00:05:31.215 --> 00:05:32.555

and their administrators

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00:05:32.655 --> 00:05:34.995

and supervisors who are able to be here.

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00:05:36.175 --> 00:05:39.595

All of us who are in BCTs understand

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00:05:39.655 --> 00:05:41.515

how challenging this process is,

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00:05:42.215 --> 00:05:45.555

and at this moment, I would like to say congratulations.

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00:05:47.095 --> 00:05:50.315

We are here to celebrate you. I think it's okay to clap.

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00:05:57.035 --> 00:05:58.685

They've earned it, so thank you.

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00:06:00.345 --> 00:06:04.485

The hours, the stress, the worry, the money

93

00:06:05.065 --> 00:06:06.765

for those paying for retakes

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00:06:06.905 --> 00:06:08.525

and maintenance of certification,

95
00:06:09.235 --> 00:06:12.485
it's all worth it when you see the fireworks on score

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00:06:12.485 --> 00:06:13.885
release day, isn't it?

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00:06:16.505 --> 00:06:18.685
You should be so very proud of yourselves.

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00:06:18.905 --> 00:06:21.445
And on behalf of the Office of Professional Learning,

99
00:06:21.945 --> 00:06:23.205
we congratulate all

100
00:06:23.205 --> 00:06:25.445
of our national board certified teachers.

101
00:06:27.115 --> 00:06:30.965
Arlington Public Schools announces that 29 teachers,

102
00:06:31.095 --> 00:06:33.365
counselors, or librarians earned

103
00:06:33.705 --> 00:06:36.445
or renewed their national board certification.

104
00:06:38.005 --> 00:06:41.205
National board certification is the most respected

105
00:06:41.205 --> 00:06:44.605
professional certification available in education

106
00:06:45.105 --> 00:06:48.325
and provides numerous benefits to teachers,

107
00:06:48.965 --> 00:06:50.005
students, and schools.

108
00:06:51.465 --> 00:06:54.685

It was designed to develop, retain,

109

00:06:54.905 --> 00:06:57.445

and recognize accomplished teachers,

110

00:06:57.825 --> 00:07:01.645

and to generate ongoing improvement in schools nationwide.

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00:07:03.105 --> 00:07:05.925

It is the gold standard of teaching,

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00:07:07.385 --> 00:07:09.565

and tonight we are very fortunate

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00:07:09.565 --> 00:07:11.725

to have Laura Benedetto joining us.

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00:07:12.295 --> 00:07:13.325

She's a staff member

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00:07:13.385 --> 00:07:15.885

of the national board whose headquarters are fortunately

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00:07:15.885 --> 00:07:17.365

located here in Arlington,

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00:07:17.665 --> 00:07:19.365

and they've given us a lot of support,

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00:07:19.505 --> 00:07:20.925

so we appreciate them for that.

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00:07:22.505 --> 00:07:26.805

In a PS, we have over 200 national board certified teachers,

120

00:07:27.435 --> 00:07:29.165

also known as N BCTs

121

00:07:30.765 --> 00:07:33.765

National Board Certification Candidates take anywhere from

122
00:07:33.945 --> 00:07:37.605
one to five years to complete the process

123
00:07:39.305 --> 00:07:41.885
if their scores meet the requirements.

124
00:07:42.055 --> 00:07:45.685
After that, they become national board certified teachers.

125
00:07:46.985 --> 00:07:50.445
Please let me be very clear how labor

126
00:07:51.235 --> 00:07:55.845
time intensive and emotional this process is for

127
00:07:56.475 --> 00:07:58.765
BCTs and I'm sure their family members as well.

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00:08:00.325 --> 00:08:03.245
Hundreds of hours are poured into this voluntary

129
00:08:03.605 --> 00:08:07.125
certification while candidates are working as full-time

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00:08:07.645 --> 00:08:09.125
teachers, counselors,

131
00:08:09.465 --> 00:08:12.925
or librarians for our, our

132
00:08:13.675 --> 00:08:15.445
BCTs being recognized tonight,

133
00:08:15.875 --> 00:08:17.685
they have persevered with this work.

134
00:08:18.655 --> 00:08:21.085
While some have had babies during this process,

135
00:08:21.955 --> 00:08:24.925

some have gotten engaged, married,

136

00:08:25.505 --> 00:08:27.445

and some have even lost loved ones

137

00:08:27.985 --> 00:08:29.965

and yet persevered during this process.

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00:08:32.195 --> 00:08:34.445

Even with the time intensive commitment,

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00:08:34.455 --> 00:08:36.445

candidates are not guaranteed.

140

00:08:36.835 --> 00:08:40.325

They will achieve certification thus making this an

141

00:08:40.475 --> 00:08:42.645

extremely prestigious accomplishment.

142

00:08:43.835 --> 00:08:45.885

Once submitting all of their work,

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00:08:46.955 --> 00:08:49.485

they must wait six long months

144

00:08:49.985 --> 00:08:52.805

for the annual score release day in December

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00:08:54.195 --> 00:08:55.845

when logging into their account,

146

00:08:56.465 --> 00:09:00.245

if they achieve certification, they see fireworks.

147

00:09:01.435 --> 00:09:05.085

Many of our APSS BCTs are also our mentors,

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00:09:05.935 --> 00:09:08.405

partnering teachers for student teachers

149

00:09:08.945 --> 00:09:10.325
and field experience students.

150

00:09:10.875 --> 00:09:12.845
They serve on countless committees

151

00:09:13.265 --> 00:09:17.765
and much more significant research demonstrates the

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00:09:18.125 --> 00:09:20.365
positive effect in BCTs

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00:09:21.085 --> 00:09:23.445
directly have on student achievement.

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00:09:24.805 --> 00:09:27.525
I mentioned earlier that Laura from National Board is here.

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00:09:27.945 --> 00:09:32.205
She, I tried very hard to get her to release the data early.

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00:09:32.785 --> 00:09:35.485
She said the data is officially coming out Monday,

157

00:09:36.185 --> 00:09:40.325
but I'm pretty certain a PS is number two in the state.

158

00:09:42.035 --> 00:09:46.005
Once earned national board certification must be maintained

159

00:09:46.095 --> 00:09:48.645
every five years, and this is in addition

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00:09:48.905 --> 00:09:53.765
to all Virginia licensure requirements, newly certified

161

00:09:54.395 --> 00:09:57.685
BCTs and those maintaining their certification are receiving

162

00:09:58.125 --> 00:10:00.805

a national board certification certificate this evening.

163

00:10:01.485 --> 00:10:02.845

A lanyard, a pen,

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00:10:03.145 --> 00:10:07.205

and a gold star to represent the gold standard of teaching.

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00:10:07.545 --> 00:10:10.485

And the five levels of support a PS offers

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00:10:11.065 --> 00:10:14.685

to include funding, time for professional leave,

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00:10:14.785 --> 00:10:18.205

to work on certification, year long cohort support

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00:10:18.305 --> 00:10:21.805

and feedback, recognition and leadership opportunities.

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00:10:24.005 --> 00:10:25.085

A special thank you to Mr.

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00:10:25.305 --> 00:10:26.805

Tom today at the career center

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00:10:26.825 --> 00:10:28.725

and his amazing student, Lauren,

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00:10:29.345 --> 00:10:31.325

who created the video from my slides

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00:10:31.325 --> 00:10:32.885

that you will see in just a moment.

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00:10:33.455 --> 00:10:36.085

Their kindness and expertise are most appreciated.

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00:10:37.385 --> 00:10:39.725

Now let's meet these outstanding

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00:10:40.365 --> 00:10:41.845
national board certified teachers.

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00:15:53.155 --> 00:15:56.365
Okay, thank you. Thank you again to our nbct

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00:15:56.505 --> 00:15:58.365
for your extraordinary contributions.

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00:15:58.825 --> 00:16:01.165
And thank you for everyone, uh, joining us this evening

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00:16:01.265 --> 00:16:03.845
for this, uh, celebration of excellence in teaching.

181

00:16:04.825 --> 00:16:08.565
We are going to attempt to take a group photo so all of the

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00:16:09.275 --> 00:16:12.285
NBCs who are here in the room with us, uh, come on up

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00:16:12.285 --> 00:16:14.205
to the front and everybody can cheer

184

00:16:14.225 --> 00:16:15.885
for them while we do a photo.

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00:16:41.625 --> 00:16:43.955
Just everybody, and they'll,

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00:17:30.845 --> 00:17:31.845
Okay. We are well

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00:17:31.845 --> 00:17:33.415
aware that that was one

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00:17:33.415 --> 00:17:34.735
of the main events of this evening.

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00:17:34.915 --> 00:17:37.695

So we will take a three minute, uh, break.

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00:17:37.755 --> 00:17:40.695

If there are some who would like to, uh, exit at this time,

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00:17:40.915 --> 00:17:42.335

uh, you're welcome to stay for the meeting,

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00:17:42.435 --> 00:17:44.455

but you also are welcome to go.

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00:17:45.115 --> 00:17:47.415

We will reconvene at 7 21.

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00:20:51.545 --> 00:20:51.785

Kathleen.

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00:21:04.945 --> 00:21:06.895

Thank you. Everyone. Could you take your seats, please?

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00:21:10.325 --> 00:21:12.935

Mary mentioned I'm ready. I was here.

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00:21:14.305 --> 00:21:15.455

Don't make me tap the gavel.

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00:21:19.605 --> 00:21:21.615

Okay. We are ready to continue.

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00:21:22.875 --> 00:21:27.295

Uh, we will, uh, take a moment now to extend a warm welcome

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00:21:27.595 --> 00:21:31.375

to our newest school board member Monique Mo Bryant.

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00:21:39.755 --> 00:21:42.215

Ms. Bryant is the proud mother

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00:21:42.235 --> 00:21:46.055

of an Arlington Public Schools student and an a PS graduate.

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00:21:46.915 --> 00:21:49.135

She is a passionate champion for our schools

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00:21:49.775 --> 00:21:52.855

bringing experience and a deep commitment to her service.

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00:21:53.915 --> 00:21:55.935

She is also a dedicated volunteer

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00:21:55.955 --> 00:21:57.975

and servant leader whose

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00:21:58.655 --> 00:22:01.495

advocacy reflects a genuine love for our community.

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00:22:02.795 --> 00:22:06.335

Ms. Bryant is truly committed to supporting the whole child

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00:22:07.375 --> 00:22:09.335

academically, socially, and emotionally,

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00:22:10.235 --> 00:22:12.575

and to ensuring that students, especially those

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00:22:12.575 --> 00:22:14.495

who have been historically been marginalized,

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00:22:14.765 --> 00:22:16.855

have the opportunity, support

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00:22:17.155 --> 00:22:18.975

and encouragement needed to succeed.

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00:22:20.725 --> 00:22:24.015

Serving on the school board is both a great privilege

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00:22:24.035 --> 00:22:25.695

and a significant responsibility.

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00:22:27.135 --> 00:22:30.375

Together we will have the opportunity to shape policies,

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00:22:30.835 --> 00:22:32.495
set goals, and make decisions

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00:22:32.725 --> 00:22:35.015
that profoundly impact the lives

219

00:22:35.015 --> 00:22:37.095
of our students, teachers, and families.

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00:22:38.145 --> 00:22:39.605
We are thrilled to have you join us.

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00:22:40.475 --> 00:22:41.725
Your perspective, ideas,

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00:22:41.985 --> 00:22:44.445
and commitment to public service will be invaluable

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00:22:44.465 --> 00:22:47.445
as we navigate the year ahead, years ahead.

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00:22:49.425 --> 00:22:51.405
At this time, I'd invite my fellow board members

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00:22:51.465 --> 00:22:54.965
to share any brief remarks to welcome our newest colleague.

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00:22:55.115 --> 00:22:57.925
I'll begin to my left, which are Ms. Turner,

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00:22:58.345 --> 00:23:00.965
And I will begin by welcoming my newest

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00:23:00.965 --> 00:23:02.245
colleague to my left.

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00:23:02.705 --> 00:23:05.045
I'm glad to have somebody else to sit next

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00:23:05.045 --> 00:23:06.205
to and whisper to.

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00:23:06.205 --> 00:23:08.325
Sorry, Kathleen, I'll miss you.

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00:23:09.785 --> 00:23:11.925
Um, really looking forward to working with you,

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00:23:12.245 --> 00:23:13.605
learning more about your priorities

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00:23:13.665 --> 00:23:15.845
and starting to talk about some of the things we're gonna,

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00:23:15.905 --> 00:23:17.205
um, meet about tomorrow morning.

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00:23:17.555 --> 00:23:18.555
Welcome,

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00:23:20.465 --> 00:23:21.465
Ms. Clark.

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00:23:23.145 --> 00:23:26.645
Um, Mo I'm so excited to serve with you.

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00:23:27.585 --> 00:23:31.605
Uh, she and I have run in the same circles with, um,

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00:23:31.835 --> 00:23:33.725
with our, our kids that learn differently,

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00:23:33.825 --> 00:23:35.085
our students with disabilities.

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00:23:35.945 --> 00:23:39.805
And, um, as a board member, I feel incredibly grateful

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00:23:39.825 --> 00:23:42.365

to have another voice in that room as we go.

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00:23:43.545 --> 00:23:45.205

And, uh, deliberate on things, things.

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00:23:45.355 --> 00:23:49.005

It's always helpful to have, um, perspective in the room,

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00:23:49.665 --> 00:23:53.965

and she has a lived perspective that, um, uh, wasn't here.

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00:23:54.545 --> 00:23:57.525

And so I'm, I'm super grateful to serve with her

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00:23:57.825 --> 00:23:59.725

and, um, I'm looking

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00:23:59.725 --> 00:24:00.845

forward to the work that we're gonna do.

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00:24:03.915 --> 00:24:05.525

Okay. Amen.

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00:24:05.665 --> 00:24:08.605

And, uh, Mo Brian, I've had the privilege to know you

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00:24:08.665 --> 00:24:09.805

for a couple of years now.

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00:24:10.065 --> 00:24:13.205

And you know what, what I love most about Mo is her never

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00:24:13.205 --> 00:24:16.205

ending positivity, energy, and empathy.

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00:24:16.705 --> 00:24:20.045

And so I'm so excited to be serving with you, Mo, um,

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00:24:20.075 --> 00:24:22.805

your leadership through both challenging racism

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00:24:23.185 --> 00:24:26.405
and just as a parent in a PS advocating

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00:24:26.405 --> 00:24:28.805
and fighting for equity, I know is going

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00:24:28.805 --> 00:24:30.405
to be a powerful force on this board.

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00:24:30.545 --> 00:24:33.245
And I know that together along with our teachers,

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00:24:33.265 --> 00:24:35.605
our families and neighbors, we're gonna continue

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00:24:35.605 --> 00:24:37.085
to build a district and a community

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00:24:37.475 --> 00:24:41.485
that faces these challenging times, not with fear,

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00:24:41.625 --> 00:24:45.645
and certainly not with silence, but with resolve, with hope,

265

00:24:45.945 --> 00:24:49.845
and with care to make sure that our schools remain a place

266

00:24:49.845 --> 00:24:53.565
where every child feels safe, valued, and seen.

267

00:24:53.585 --> 00:24:54.585
So, welcome,

268

00:24:56.345 --> 00:24:57.345
Dr. Ron.

269

00:24:57.345 --> 00:24:57.785

270

00:24:58.145 --> 00:24:59.685
Ms. Brian, welcome to the board.

271
00:24:59.785 --> 00:25:01.925
I'm very excited to have you alongside us

272
00:25:01.985 --> 00:25:03.125
on this side of the diocese.

273
00:25:03.125 --> 00:25:06.165
You've been very much involved in a PS in my, um,

274
00:25:06.395 --> 00:25:08.205
time here in the last five and a half years.

275
00:25:08.625 --> 00:25:11.405
You've constantly been a champion for students.

276
00:25:11.785 --> 00:25:14.605
You've been a voice for students who sometimes don't have

277
00:25:14.605 --> 00:25:16.525
that voice elevated at this level.

278
00:25:16.985 --> 00:25:19.725
You'll continue to bring that forth in your decision making.

279
00:25:20.225 --> 00:25:21.605
I'm also very, very impressed

280
00:25:21.745 --> 00:25:24.445
so far in your few meetings you've had with us as staff,

281
00:25:24.465 --> 00:25:26.805
how you've jumped right in to ask the, the hard questions,

282
00:25:26.805 --> 00:25:29.525
the good questions, and the collaborative spirit you bring

283
00:25:29.525 --> 00:25:31.885
to making sure that what that science is over there.

284

00:25:31.885 --> 00:25:34.405

Every student counts and excellence for all.

285

00:25:34.465 --> 00:25:37.205

And you truly care about each and every student.

286

00:25:37.505 --> 00:25:39.405

You don't see them as numbers on a chart.

287

00:25:39.405 --> 00:25:41.245

You see them as the individuals they are.

288

00:25:41.705 --> 00:25:45.645

And I welcome your perspective, your experience as a parent,

289

00:25:45.745 --> 00:25:48.405

as an advocate to bringing that fresh set of lens

290

00:25:48.665 --> 00:25:51.565

to help us make sure we're reaching every single student

291

00:25:52.025 --> 00:25:54.365

and that no one is forgotten.

292

00:25:54.555 --> 00:25:56.805

Because you have been an advocate before,

293

00:25:56.825 --> 00:25:58.525

and I know you'll continue to be one now,

294

00:25:58.705 --> 00:26:01.925

but you'll also have been a leader outside of a PS

295

00:26:01.925 --> 00:26:04.125

and I welcome you now as a leader within a PS.

296

00:26:06.525 --> 00:26:07.675

Thank you, Dr. Jaron.

297

00:26:07.675 --> 00:26:09.115

And I, um, this is the moment

298

00:26:09.115 --> 00:26:10.235
that we've all been waiting for.

299

00:26:10.775 --> 00:26:14.435
Ms. Bryant, would you like to make some remarks? Thank you.

300

00:26:16.805 --> 00:26:19.315
Thank you everyone. Uh, I wanna begin

301

00:26:19.335 --> 00:26:22.475
by thanking my fellow board members, our superintendent.

302

00:26:22.895 --> 00:26:26.395
You have in three short weeks been welcoming,

303

00:26:26.635 --> 00:26:27.955
answered questions, answered emails,

304

00:26:28.095 --> 00:26:31.755
and are helping me get my feet planted to the educators

305

00:26:31.755 --> 00:26:34.035
and to the staff that show up for our students

306

00:26:34.095 --> 00:26:38.395
and for each other every single day and to our community.

307

00:26:38.395 --> 00:26:39.395
Thank you for your trust

308

00:26:39.855 --> 00:26:42.075
and thank you for your opportunity to serve in this manner.

309

00:26:43.355 --> 00:26:45.085
Serving on the school board is an honor,

310

00:26:45.905 --> 00:26:48.165
and it is also a very serious responsibility.

311

00:26:49.295 --> 00:26:53.365
Every decision that we make has a real impact on students,

312
00:26:53.905 --> 00:26:55.765
on families, and on the people

313
00:26:55.825 --> 00:26:57.685
who dedicate their lives to public education.

314
00:26:58.605 --> 00:27:01.885
I carry that weight with me as I step into this role

315
00:27:01.885 --> 00:27:05.165
with care, humility, and with a clear sense of purpose.

316
00:27:06.465 --> 00:27:09.925
We are living in a moment in our lifetime when courage

317
00:27:09.985 --> 00:27:12.045
and integrity are more important than ever.

318
00:27:13.325 --> 00:27:16.645
I believe that leadership calls for steadiness, clarity

319
00:27:17.625 --> 00:27:21.045
and a willingness to meet complex moments without losing

320
00:27:21.175 --> 00:27:22.645
sight of what matters most.

321
00:27:24.065 --> 00:27:26.645
It also requires truthful dialogue

322
00:27:27.355 --> 00:27:29.325
even when conversations are uncomfortable,

323
00:27:29.955 --> 00:27:34.045
because honesty is essential to progress and trust.

324
00:27:35.305 --> 00:27:37.445
My approach to leadership is grounded in

325

00:27:37.765 --> 00:27:39.045

collaboration and connection.

326

00:27:39.885 --> 00:27:42.605

I believe in staying engaged across differences

327

00:27:42.945 --> 00:27:45.165

and in pursuing excellent, not as a slogan,

328

00:27:45.625 --> 00:27:46.885

but as a shared practice.

329

00:27:48.085 --> 00:27:51.765

I will approach this work guided by empathy, equity,

330

00:27:52.205 --> 00:27:54.925

transparency, fiscal responsibility

331

00:27:55.065 --> 00:27:57.885

and care, using that lens

332

00:27:57.905 --> 00:28:00.845

and those values for our decision making, knowing

333

00:28:00.845 --> 00:28:04.205

that intent matters, but impact matters even more.

334

00:28:05.585 --> 00:28:07.525

Representation also matters.

335

00:28:08.505 --> 00:28:10.805

Who is seen, who is heard,

336

00:28:11.545 --> 00:28:14.165

and whose experiences shape our decisions

337

00:28:14.985 --> 00:28:16.805

and whether students, families,

338

00:28:16.805 --> 00:28:19.565
and staff truly feel a sense of belonging.

339
00:28:20.945 --> 00:28:23.085
You may notice at times in the coming months

340
00:28:23.475 --> 00:28:25.485
that I may sit quietly during these meetings.

341
00:28:26.105 --> 00:28:29.765
It is intentional. I believe that I believe deeply

342
00:28:30.195 --> 00:28:31.485
that active listening

343
00:28:31.545 --> 00:28:34.725
and leaning in to hear all perspectives in our community,

344
00:28:36.225 --> 00:28:37.605
in the full community that we serve.

345
00:28:38.705 --> 00:28:41.085
Public education is a shared responsibility.

346
00:28:41.745 --> 00:28:44.325
And strong schools depend on strong relationships,

347
00:28:45.165 --> 00:28:46.885
grounded in trust and support.

348
00:28:47.985 --> 00:28:50.125
And so I ask for your continued engagement,

349
00:28:50.595 --> 00:28:51.605
your partnership,

350
00:28:51.665 --> 00:28:53.605
and your trust as we move forward together.

351
00:28:54.865 --> 00:28:58.565
I'm so very humbled and honored to step into this role.

352

00:28:59.545 --> 00:29:02.805

I'm committed to learning how to be an excellent addition

353

00:29:02.805 --> 00:29:05.445

to a PS and to serve our students

354

00:29:05.465 --> 00:29:06.685

and our community with integrity.

355

00:29:07.095 --> 00:29:08.095

Thank you.

356

00:29:15.415 --> 00:29:16.685

Thank you Ms. Bryant.

357

00:29:16.785 --> 00:29:19.325

We are all very much looking forward to working with you.

358

00:29:21.665 --> 00:29:23.405

We, uh, are now at consent.

359

00:29:24.105 --> 00:29:26.325

May I have a motion to adopt the consent agenda?

360

00:29:29.775 --> 00:29:32.045

Madam Chair, I move to adopt the consent agenda.

361

00:29:32.695 --> 00:29:36.605

Thank you. Is there a second? Second. All in favor?

362

00:29:36.605 --> 00:29:40.085

Please say yes. Yes, yes, yes. Any opposed, please say no.

363

00:29:40.185 --> 00:29:41.765

Motion passes. Five to zero.

364

00:29:42.845 --> 00:29:44.365

I would like to announce that under consent,

365

00:29:44.365 --> 00:29:46.885
the school board approved new appointments in various

366
00:29:47.245 --> 00:29:48.645
positions at Arlington Public Schools

367
00:29:48.745 --> 00:29:50.285
as displayed on this slide

368
00:29:55.065 --> 00:29:57.405
To those new members of our community, we are so happy

369
00:29:57.405 --> 00:29:59.805
that you chose to work in Arlington Public Schools.

370
00:30:00.225 --> 00:30:01.365
We have every confidence

371
00:30:01.365 --> 00:30:03.085
that you will be terrific members of our team.

372
00:30:03.085 --> 00:30:04.485
Welcome to a PS.

373
00:30:05.625 --> 00:30:10.165
In addition, under consent, the board adopted our new, our,

374
00:30:10.225 --> 00:30:15.125
uh, the, the board adopted our renew renewed our code

375
00:30:15.125 --> 00:30:17.205
of conduct, sorry, um, which is, uh,

376
00:30:17.385 --> 00:30:20.005
now being signed by each board member.

377
00:30:20.465 --> 00:30:21.525
I'm gonna pass this down to you.

378
00:30:24.065 --> 00:30:27.645
We also adopted revised school board liaison assignments

379

00:30:27.665 --> 00:30:29.365
to schools, advisory committees

380

00:30:29.365 --> 00:30:31.525
and civic associations to include Ms. Bryant.

381

00:30:32.265 --> 00:30:34.445
Lastly, the school board adopted revisions

382

00:30:34.445 --> 00:30:37.365
to school board policy I dash seven

383

00:30:39.135 --> 00:30:41.365
three communication.

384

00:30:42.285 --> 00:30:44.765
I dash 11 one, family

385

00:30:44.785 --> 00:30:49.125
and community engagement I dash 11.61.

386

00:30:49.125 --> 00:30:50.845
Locally awarded verified credits

387

00:30:51.605 --> 00:30:54.845
J dash 5 3 3 1 options

388

00:30:54.925 --> 00:30:58.125
and transfers j dash 8.7.

389

00:30:58.265 --> 00:31:00.085
Safety of students and child abuse

390

00:31:00.265 --> 00:31:02.645
and neglect, child Protective Services

391

00:31:03.685 --> 00:31:07.645
J dash 15.31 Reporting students enrolled in programs

392

00:31:08.185 --> 00:31:12.285
and K dash 2.33 media relations.

393
00:31:13.345 --> 00:31:16.125
The superintendent has approved the policy implementation

394
00:31:16.405 --> 00:31:18.485
procedures related to these policies.

395
00:31:18.485 --> 00:31:21.325
Accordingly, the revised policies will be

396
00:31:21.325 --> 00:31:22.445
posted on board docs.

397
00:31:24.185 --> 00:31:26.445
We are now at the announcements portion of our agenda.

398
00:31:26.625 --> 00:31:28.405
The school board will hold the following meetings.

399
00:31:28.885 --> 00:31:31.085
February 2nd, audit committee meeting 8:00 AM

400
00:31:31.135 --> 00:31:32.285
board conference room.

401
00:31:33.725 --> 00:31:36.725
February 5th, closed meeting 5:30 PM Board conference room.

402
00:31:37.645 --> 00:31:40.365
February 5th, school board meeting 7:00 PM boardroom.

403
00:31:42.325 --> 00:31:44.645
I would like to announce that the school board will begin

404
00:31:44.645 --> 00:31:48.005
accepting nominations for the 2026 Honored Citizen Award.

405
00:31:49.515 --> 00:31:52.325
Each year, the school board recognizes a select group

406
00:31:52.325 --> 00:31:55.325
of individuals who have made, made outstanding contributions

407
00:31:55.385 --> 00:31:57.285
to our schools on a voluntary basis.

408
00:31:58.315 --> 00:32:00.245
This honor recognizes individuals

409
00:32:00.245 --> 00:32:01.885
who have committed significant time

410
00:32:01.985 --> 00:32:03.885
and energy to a broad range

411
00:32:03.945 --> 00:32:05.565
of volunteer activities throughout the

412
00:32:05.565 --> 00:32:06.725
Arlington school community.

413
00:32:08.025 --> 00:32:11.125
You can submit an honored citizen nomination using the

414
00:32:11.125 --> 00:32:13.165
online form on the a PS website.

415
00:32:13.875 --> 00:32:17.445
Nominations are due by close of business on March 13th.

416
00:32:18.575 --> 00:32:21.405
Board members, do you have any announcements? Ms.

417
00:32:21.405 --> 00:32:22.405
Tapia Hadley.

418
00:32:23.335 --> 00:32:25.765
Thank you Madam Chair. And I'll take just two minutes, um,

419

00:32:25.785 --> 00:32:28.445
in addition announcement just to say a few words, uh,

420
00:32:28.455 --> 00:32:29.805
along the lines of what, uh,

421
00:32:29.805 --> 00:32:31.405
your opening statement also included

422
00:32:31.405 --> 00:32:32.765
reflecting the times we're in.

423
00:32:32.945 --> 00:32:34.085
And thank you Madam Chair

424
00:32:34.085 --> 00:32:35.565
for your leadership in that regard.

425
00:32:36.135 --> 00:32:38.245
First, I wanna extend my deepest condolences

426
00:32:38.245 --> 00:32:40.845
to our WNL community who suffered the sudden

427
00:32:40.845 --> 00:32:43.285
and difficult loss of a faculty member this week.

428
00:32:43.755 --> 00:32:45.445
Just know our thoughts are are with you.

429
00:32:46.145 --> 00:32:48.245
Um, at this first meeting of this new school board,

430
00:32:48.285 --> 00:32:50.525
I wanna begin by reflecting on both the privilege

431
00:32:50.525 --> 00:32:52.925
and the responsibility that come with the moment we're in.

432
00:32:53.465 --> 00:32:56.525
We gather tonight in the midst of very challenging times,

433

00:32:56.895 --> 00:32:58.645
times that test our convictions,

434

00:32:59.225 --> 00:33:00.925
our compassion, and our courage.

435

00:33:01.745 --> 00:33:03.005
But as history reminds us,

436

00:33:03.005 --> 00:33:06.485
these are not entirely unprecedented times our nation.

437

00:33:06.485 --> 00:33:08.445
And indeed Arlington itself has weathered

438

00:33:08.445 --> 00:33:09.645
moments of division before.

439

00:33:09.985 --> 00:33:12.565
And each time progress has depended on people willing

440

00:33:12.565 --> 00:33:13.805
to stand up for what's right

441

00:33:14.345 --> 00:33:16.285
and work toward what Dr. King called

442

00:33:16.285 --> 00:33:19.285
to the beloved community, a community rooted in justice,

443

00:33:19.515 --> 00:33:21.365
understanding, and love for one another.

444

00:33:22.115 --> 00:33:24.245
This week I had the privilege to be in Richmond

445

00:33:24.785 --> 00:33:27.165
and witness in person the most important

446

00:33:27.165 --> 00:33:28.445
characteristic of our nation.

447
00:33:28.825 --> 00:33:30.245
The peaceful transfer of power

448
00:33:30.825 --> 00:33:32.605
As governor span Berger took her oath

449
00:33:32.605 --> 00:33:34.445
of office an enduring symbol

450
00:33:34.665 --> 00:33:36.005
of the strength of our democracy.

451
00:33:36.475 --> 00:33:37.645
Even in times of strain.

452
00:33:38.265 --> 00:33:40.805
In her inaugural address, she recalled the words

453
00:33:40.805 --> 00:33:44.245
of Virginia's first governor Patrick Henry, when he said,

454
00:33:44.705 --> 00:33:47.005
United, we stand, divided we fall.

455
00:33:47.305 --> 00:33:50.485
Let us not split into factions which must destroy

456
00:33:50.755 --> 00:33:53.965
that union upon which our existence hangs.

457
00:33:54.815 --> 00:33:58.525
Those words are as necessary now as they were 250 years ago.

458
00:33:59.515 --> 00:34:01.925
I'll admit this moment feels particularly personal

459
00:34:01.925 --> 00:34:03.045
to me as an immigrant.

460

00:34:03.725 --> 00:34:05.645

I see myself in the faces of our students,

461

00:34:06.105 --> 00:34:08.165

and I know it's equally personal to teachers

462

00:34:08.165 --> 00:34:09.925

and staff who are not only protectors,

463

00:34:10.385 --> 00:34:14.365

but they also at times need our support, our protection

464

00:34:14.705 --> 00:34:16.445

and belonging in public schools.

465

00:34:17.285 --> 00:34:19.525

I carry a deep awareness of the fragility

466

00:34:19.665 --> 00:34:21.325

and the power of our union.

467

00:34:22.075 --> 00:34:24.405

When anyone communities under attack,

468

00:34:24.775 --> 00:34:26.245

every community's diminished.

469

00:34:26.785 --> 00:34:28.685

And this week also serve to celebrate

470

00:34:28.685 --> 00:34:31.885

and remember the actions of Dr. Martin Luther King Jr.

471

00:34:32.525 --> 00:34:35.125

I had the privilege to attend service at Mount Olive Baptist

472

00:34:35.145 --> 00:34:38.125

Church, where we were called to meet the fierce urgency

473

00:34:38.125 --> 00:34:40.245
of now to stand up, to speak up.

474
00:34:40.945 --> 00:34:43.205
And in her speech, governor Berger recalled

475
00:34:43.205 --> 00:34:46.965
that in Richmond in 1960, Dr. King said, as Virginia goes,

476
00:34:47.265 --> 00:34:51.285
so goes the south and perhaps America and the world.

477
00:34:51.825 --> 00:34:55.285
So tonight, I humbly add as Arlington goes,

478
00:34:55.785 --> 00:34:58.325
so goes Virginia, so goes the South,

479
00:34:58.825 --> 00:35:01.165
and perhaps America and the world.

480
00:35:02.655 --> 00:35:07.605
Thank you. Because the work that we do here matters far

481
00:35:07.685 --> 00:35:08.885
beyond our county lines.

482
00:35:09.585 --> 00:35:12.205
Our schools model what inclusion looks like.

483
00:35:12.275 --> 00:35:15.205
They teach young people how to live in community with others

484
00:35:15.755 --> 00:35:17.885
even, and especially when times are hard.

485
00:35:18.265 --> 00:35:20.245
And what each of you in the audience in

486
00:35:20.245 --> 00:35:21.445
Arlington do matters.

487

00:35:21.735 --> 00:35:25.445

Don't be silent. Please volunteer, speak up, protest,

488

00:35:25.785 --> 00:35:29.885

be a helper to help us ensure that every child feels safe,

489

00:35:30.225 --> 00:35:31.285

valued, and seen.

490

00:35:31.455 --> 00:35:32.455

Thank you.

491

00:35:33.935 --> 00:35:35.245

Thank you, Ms. Snappy Hadley.

492

00:35:36.865 --> 00:35:40.725

Any other announcements from the board? No. Dr. Duran?

493

00:35:40.825 --> 00:35:42.805

Yes, thank you. Good evening.

494

00:35:42.805 --> 00:35:44.365

Before I begin my announcements, I'd like

495

00:35:44.365 --> 00:35:47.005

to share a brief update related to the ongoing litigation

496

00:35:47.005 --> 00:35:48.845

that we have pertaining to Title IX

497

00:35:48.845 --> 00:35:50.285

and our transgender student policy.

498

00:35:50.955 --> 00:35:53.205

Oral arguments will be taking place this week

499

00:35:53.305 --> 00:35:55.925

before the fourth, excuse me, next week, uh,

500

00:35:55.925 --> 00:35:57.005
before the Fourth Circuit Court

501
00:35:57.005 --> 00:35:59.285
of Appeals on January 29th in Richmond.

502
00:35:59.585 --> 00:36:00.805
Uh, based on the, uh,

503
00:36:00.955 --> 00:36:03.605
whether we understand those will be virtually done,

504
00:36:04.075 --> 00:36:05.845
this is the latest information we have.

505
00:36:05.915 --> 00:36:08.285
I'll continue to keep the community inve informed

506
00:36:08.285 --> 00:36:10.925
of any developments we have as we continue working

507
00:36:10.925 --> 00:36:13.285
with the board to defend policies designed

508
00:36:13.285 --> 00:36:15.605
to protect our families and educators.

509
00:36:16.675 --> 00:36:18.565
Tonight, if we can bring my announcements up please.

510
00:36:19.515 --> 00:36:22.525
Alright. As we begin, uh, my announcements, as you know,

511
00:36:22.565 --> 00:36:25.005
I always have in every student counts episode that's tied

512
00:36:25.005 --> 00:36:26.645
to the monitoring report that's coming up.

513
00:36:27.065 --> 00:36:28.925
Uh, this video that we're gonna see today is going

514

00:36:28.925 --> 00:36:32.405

to reflect the I Teach program that empowers staff

515

00:36:32.545 --> 00:36:35.245

to pursue full-time teaching positions in a PS.

516

00:36:35.625 --> 00:36:38.045

And tonight we have a monitoring report on human resources.

517

00:36:38.145 --> 00:36:39.405

I'm very excited about this program

518

00:36:39.585 --> 00:36:41.085

as it helps our staff advance

519

00:36:41.105 --> 00:36:43.645

and excel in their careers within a PS

520

00:36:43.825 --> 00:36:46.005

and ensures that we're able to con, retain

521

00:36:46.225 --> 00:36:48.045

and recruit highly qualified teachers.

522

00:36:48.625 --> 00:36:50.445

And this is an opportunity we've had with some

523

00:36:50.445 --> 00:36:53.165

of our assistants, some of our substitutes, to be able

524

00:36:53.165 --> 00:36:56.325

to move into teaching positions here in a PS This year we

525

00:36:56.335 --> 00:36:59.525

began by paying for supporting them in that work so

526

00:36:59.525 --> 00:37:01.685

that they can take the courses needed to advance

527

00:37:01.745 --> 00:37:03.685
and continue to support students that they serve.

528
00:37:04.155 --> 00:37:06.165
This helps advance, again, substitutes.

529
00:37:06.165 --> 00:37:08.045
It could be teaching assistants, a variety of others

530
00:37:08.045 --> 00:37:09.325
to become a full-time teacher.

531
00:37:10.095 --> 00:37:12.565
Let's take a look at what we're seeing with our, I teach

532
00:37:12.665 --> 00:37:14.485
and our assistants

533
00:37:14.485 --> 00:37:15.685
and our substitutes

534
00:37:15.685 --> 00:37:17.365
who have moved into full-time teaching positions.

535
00:37:18.875 --> 00:37:21.525
Very good. We're gonna do one more. You ready? Mm-hmm.

536
00:37:22.225 --> 00:37:23.225
Kat.

537
00:37:23.505 --> 00:37:25.245
So the I teach program EVA

538
00:37:25.245 --> 00:37:28.885
as an alternative licensure pathway for those individuals

539
00:37:28.885 --> 00:37:30.565
who already have a bachelor's degree.

540
00:37:30.565 --> 00:37:31.965
They're interested in becoming a teacher.

541

00:37:32.395 --> 00:37:34.125

They didn't complete the traditional

542

00:37:34.235 --> 00:37:35.725

education teacher prep program.

543

00:37:36.275 --> 00:37:37.565

This is their route for them.

544

00:37:38.245 --> 00:37:40.485

I worked in corporate communications for 20 years

545

00:37:40.945 --> 00:37:42.845

and then I stayed home with my children for a while

546

00:37:42.945 --> 00:37:45.925

and I loved the energy and the feeling of the schools.

547

00:37:46.425 --> 00:37:47.925

So when I returned to the workforce,

548

00:37:48.325 --> 00:37:50.885

I did some substitute teaching and I really liked it.

549

00:37:51.085 --> 00:37:52.685

I was at the elementary school level

550

00:37:53.305 --> 00:37:55.565

and then I became an instructional assistant

551

00:37:55.585 --> 00:37:56.685

for special education.

552

00:37:57.105 --> 00:38:00.085

So I worked for 10 years at Barrett Elementary, um,

553

00:38:00.095 --> 00:38:02.245

doing special ed support, which I really loved.

554

00:38:02.665 --> 00:38:04.245

Um, and I had always wanted

555

00:38:04.245 --> 00:38:07.285

to get my teaching certification, but because my husband

556

00:38:07.345 --> 00:38:08.805

and I have our own three children

557

00:38:09.065 --> 00:38:10.685

and we had colleges to pay for,

558

00:38:11.185 --> 00:38:14.805

it was never really the right time to borrow money to go get

559

00:38:15.325 --> 00:38:17.325

a master's or a teaching certification

560

00:38:17.595 --> 00:38:19.525

because while I have a bachelor's degree,

561

00:38:19.545 --> 00:38:20.965

it was not education.

562

00:38:21.145 --> 00:38:23.965

So there's needs to be some steps to kind of fill in.

563

00:38:24.305 --> 00:38:26.085

So it was really a great opportunity

564

00:38:26.145 --> 00:38:29.845

for me when a PS started offering, um, a program

565

00:38:29.945 --> 00:38:32.085

for assistance to get that training

566

00:38:32.145 --> 00:38:34.565

and certification to become a certified teacher,

567

00:38:34.955 --> 00:38:37.445

including the financial piece of paying for that.

568

00:38:37.825 --> 00:38:40.325

So in Arlington, outside of the traditional pathway,

569

00:38:40.785 --> 00:38:44.045

you have the assistant to teacher, you have sub to hire,

570

00:38:44.705 --> 00:38:47.085

and then you have the I Teach program where

571

00:38:47.845 --> 00:38:50.005

teachers are actually in the classroom as a teacher in

572

00:38:50.005 --> 00:38:52.525

that position, working on their credentialing

573

00:38:52.525 --> 00:38:55.285

through the I Teach program through the state of Virginia.

574

00:38:55.845 --> 00:38:59.005

I started out an extended day many, many years ago,

575

00:38:59.005 --> 00:39:00.365

about maybe 12 years ago.

576

00:39:00.625 --> 00:39:03.325

And, um, I would work with the kids after school

577

00:39:03.705 --> 00:39:05.685

and I realized that I wanted to do more.

578

00:39:05.915 --> 00:39:08.365

They gave me the tools that I needed to apply

579

00:39:08.365 --> 00:39:09.565

for the I Teach program,

580

00:39:10.225 --> 00:39:13.365

and that allows me to go to school while I'm learning

581

00:39:13.545 --> 00:39:15.045
and also teaching at the same time.

582
00:39:15.355 --> 00:39:17.885
Very good. Flynn, let's do that together. You ready?

583
00:39:22.225 --> 00:39:24.045
Uh, B

584
00:39:25.785 --> 00:39:26.785
Box.

585
00:39:27.345 --> 00:39:29.925
The flexibility is great. Everybody has been wonderful.

586
00:39:30.345 --> 00:39:33.485
HR has helped me along every step of the way, so

587
00:39:33.485 --> 00:39:34.805
that was a seamless process.

588
00:39:35.595 --> 00:39:37.805
Some people want more experience in the classroom,

589
00:39:37.865 --> 00:39:39.645
but they don't want the full responsibility

590
00:39:39.665 --> 00:39:41.005
of being a teacher quite yet.

591
00:39:41.275 --> 00:39:42.765
They feel like they want the opportunity

592
00:39:42.825 --> 00:39:44.525
to learn from teachers, to work with teachers,

593
00:39:44.705 --> 00:39:46.885
and a lot of them will be instructional assistants.

594
00:39:47.195 --> 00:39:48.645
Some people just wanna get used

595

00:39:48.905 --> 00:39:50.645

to the students in the school environment.

596

00:39:50.645 --> 00:39:51.925

And so they'll start off as a sub.

597

00:39:52.465 --> 00:39:55.005

So when I first came, I didn't have as much background

598

00:39:55.115 --> 00:39:56.845

with classroom management

599

00:39:57.225 --> 00:40:00.125

or how to help students with challenging behaviors.

600

00:40:00.585 --> 00:40:02.885

So over my course with a PSI got a lot

601

00:40:02.885 --> 00:40:05.045

of different trainings and professional development

602

00:40:05.045 --> 00:40:08.085

opportunities and it kind of let me hone my craft

603

00:40:08.145 --> 00:40:11.605

and get the experience in the classroom while watching, um,

604

00:40:11.755 --> 00:40:12.885

more experienced teachers.

605

00:40:13.445 --> 00:40:16.485

I started at Swanson, um, and I was there for 10 years.

606

00:40:16.895 --> 00:40:18.685

Those 10 years at Swanson really helped.

607

00:40:18.865 --> 00:40:21.925

And the teachers that I worked under really helped me too

608

00:40:21.925 --> 00:40:23.965
because they gave me more and more things to do.

609
00:40:24.545 --> 00:40:28.645
Um, they tend to come from a workshop model background.

610
00:40:29.025 --> 00:40:31.925
So every strategy that I implemented here,

611
00:40:32.045 --> 00:40:34.165
I learned from those teachers at Swanson.

612
00:40:34.585 --> 00:40:36.205
And it was one of those teachers

613
00:40:36.205 --> 00:40:38.365
that thought I would make a good math teacher.

614
00:40:39.025 --> 00:40:42.485
We recognize in human resources that retaining

615
00:40:42.485 --> 00:40:44.965
and growing the staff that we have is so important,

616
00:40:45.015 --> 00:40:47.325
which is why we have these grow your own programs.

617
00:40:47.585 --> 00:40:48.805
We have people who are ready,

618
00:40:49.075 --> 00:40:50.605
they just need some additional support,

619
00:40:50.715 --> 00:40:52.085
some need financial support.

620
00:40:52.385 --> 00:40:55.245
And so we have cohorts specifically for special education,

621
00:40:55.245 --> 00:40:56.805
which is a really high need for us

622
00:40:57.185 --> 00:40:59.285
and where we're offering financial support as well.

623
00:40:59.885 --> 00:41:00.925
I never thought I would get here.

624
00:41:01.165 --> 00:41:02.685
I never thought this is where I would be.

625
00:41:02.725 --> 00:41:04.485
I thought I was gonna be in the classroom

626
00:41:04.545 --> 00:41:07.565
as an assistant going forward, and I was fine with that.

627
00:41:07.905 --> 00:41:09.245
But this is just leveling up

628
00:41:09.245 --> 00:41:10.765
and helping the kids in another way.

629
00:41:11.445 --> 00:41:13.605
I think a PS is a great place to, um,

630
00:41:13.785 --> 00:41:15.045
put your foot into education.

631
00:41:15.105 --> 00:41:18.525
We have such solid schools and an excellent system

632
00:41:18.865 --> 00:41:21.765
and a PS sponsoring the I Teach program,

633
00:41:22.075 --> 00:41:24.365
it's been a really easy program for me to get in.

634
00:41:24.365 --> 00:41:26.765
It's all online. It's totally flexible.

635

00:41:26.925 --> 00:41:30.005

I can do it in the evenings, I can do it on the weekend,

636

00:41:30.225 --> 00:41:31.525

and it's at your own pace.

637

00:41:32.145 --> 00:41:34.685

And I think a PS gives really nice options

638

00:41:34.825 --> 00:41:37.325

for especially assistance that come in

639

00:41:37.625 --> 00:41:39.045

or if you're coming from another career

640

00:41:39.705 --> 00:41:41.565

and they're always interested to talk

641

00:41:41.565 --> 00:41:44.045

to folks if they wanna make it a more permanent situation.

642

00:41:47.775 --> 00:41:49.765

Thank you to the human resources staff

643

00:41:49.825 --> 00:41:51.485

and uh, we can give a round applause.

644

00:41:51.485 --> 00:41:55.405

Thank you. Human Resources staff for, um, helping

645

00:41:55.545 --> 00:41:58.725

to support our assistance and our substitutes.

646

00:42:00.265 --> 00:42:02.885

We all know on everyone's mind right now is probably what's

647

00:42:02.885 --> 00:42:03.925

gonna happen with this snow.

648

00:42:04.025 --> 00:42:05.485

So we're certainly continuing

649

00:42:05.865 --> 00:42:08.565

to monitor the potential winter, uh, forecast

650

00:42:08.585 --> 00:42:10.365

for this weekend and early next week.

651

00:42:10.385 --> 00:42:12.405

And, you know, we've seen all kinds of projections,

652

00:42:12.465 --> 00:42:15.125

but, um, just wanna keep, encourage our families

653

00:42:15.125 --> 00:42:17.405

and staff to review our winter weather notification

654

00:42:17.725 --> 00:42:19.805

procedures, ensure they have a plan in place

655

00:42:19.865 --> 00:42:21.085

for possible snow days

656

00:42:21.185 --> 00:42:23.685

or delays as we will work very closely with the county.

657

00:42:24.025 --> 00:42:25.605

And I'm gonna give a big shout out now

658

00:42:25.605 --> 00:42:28.805

to our facilities team, who, once any snow takes place,

659

00:42:28.875 --> 00:42:32.565

they are out early cleaning our sidewalks,

660

00:42:32.765 --> 00:42:33.765

cleaning the parking lots.

661

00:42:33.765 --> 00:42:35.605

We work closely with the county who does the roads,

662

00:42:35.605 --> 00:42:37.205
but we have a lot to clean with driveways

663
00:42:37.505 --> 00:42:39.245
and our team does a phenomenal job.

664
00:42:39.245 --> 00:42:41.085
So I want to give them a big shout out as they're going

665
00:42:41.085 --> 00:42:44.205
to be taking place, uh, a lot of extra time moving forward.

666
00:42:44.785 --> 00:42:46.565
Um, also in anticipation

667
00:42:46.565 --> 00:42:49.125
of the potential weather related disruptions, we worked

668
00:42:49.125 --> 00:42:51.205
with the state to receive temporary funding

669
00:42:51.625 --> 00:42:54.445
to operate a short term food program during implement,

670
00:42:54.445 --> 00:42:55.445
implement weather period.

671
00:42:55.995 --> 00:42:59.005
This is allowing us to provide three days of bag breakfast

672
00:42:59.005 --> 00:43:00.005
and lunches to students

673
00:43:00.065 --> 00:43:01.685
and families who may need that additional support.

674
00:43:02.345 --> 00:43:04.125
So to that end, we're distributing meals

675
00:43:04.145 --> 00:43:05.805
and if anyone please get the word out.

676

00:43:05.805 --> 00:43:08.485

We've been sharing it as much as we can to families

677

00:43:08.505 --> 00:43:11.365

to our tomorrow at Thomas Jefferson Community Center Door

678

00:43:11.365 --> 00:43:14.685

12, uh, from three to 5:00 PM uh, you can pick up.

679

00:43:15.145 --> 00:43:16.405

All we need is a student ID

680

00:43:16.405 --> 00:43:18.405

and the name that's in order for us to get with the waiver

681

00:43:18.785 --> 00:43:20.605

and we can provide those meals to you tomorrow.

682

00:43:20.825 --> 00:43:22.805

So this is a temporary targeted effort

683

00:43:23.105 --> 00:43:25.245

and it's made possible through the state support

684

00:43:25.265 --> 00:43:26.845

and through the work of Amy McCloskey.

685

00:43:26.845 --> 00:43:28.005

I wanna give her a big shout out

686

00:43:28.225 --> 00:43:29.845

and our commitment to supporting students

687

00:43:29.845 --> 00:43:31.485

and families during time of need.

688

00:43:33.025 --> 00:43:35.925

Um, a PS is offering a extended day

689

00:43:35.945 --> 00:43:37.805
as another opportunity for spring break.

690
00:43:37.905 --> 00:43:40.125
We, this past a winter break had the opportunity

691
00:43:40.125 --> 00:43:41.405
to have it and we're gonna continue to do that.

692
00:43:41.405 --> 00:43:43.645
Thank you to the extended day team, Dr. Crawford

693
00:43:43.645 --> 00:43:44.965
and your staff for making this happen.

694
00:43:45.425 --> 00:43:47.685
Uh, we had over 300 families registered

695
00:43:47.685 --> 00:43:50.205
during the winter break, and we're now gonna be offering

696
00:43:50.205 --> 00:43:52.645
this during spring break at three locations.

697
00:43:52.695 --> 00:43:54.885
Nottingham Drew and Carlin Springs.

698
00:43:55.375 --> 00:43:56.845
Additional information on how

699
00:43:56.845 --> 00:43:58.085
to register is available online

700
00:43:58.185 --> 00:43:59.965
and the registration is currently open

701
00:43:59.965 --> 00:44:02.725
and runs through noon on February 3rd.

702
00:44:04.385 --> 00:44:06.485
The annual your voice matter survey will be

703

00:44:06.485 --> 00:44:07.805
launching on February 4th.

704

00:44:07.915 --> 00:44:10.325
This is, uh, a voluntary survey

705

00:44:10.395 --> 00:44:11.965
that we hope people will take place

706

00:44:11.985 --> 00:44:14.565
to help us address the needs and concerns

707

00:44:14.565 --> 00:44:16.845
and aspirations of our students, staff and families.

708

00:44:17.375 --> 00:44:19.885
Staff and student surveys are administered confidentially

709

00:44:19.905 --> 00:44:22.005
and are distributed through a third party vendor.

710

00:44:22.145 --> 00:44:23.965
And all the data is maintained by them,

711

00:44:24.065 --> 00:44:26.045
so it is certainly confidential.

712

00:44:26.385 --> 00:44:28.765
We wanna make sure that you share with us

713

00:44:28.765 --> 00:44:31.605
what we can do better to serve based on all

714

00:44:31.605 --> 00:44:33.245
of the various areas we've been focused on

715

00:44:33.245 --> 00:44:34.285
through our strategic plan.

716

00:44:35.165 --> 00:44:36.765
Families can opt out their student survey

717
00:44:36.765 --> 00:44:38.285
through June 30th if you don't want

718
00:44:38.285 --> 00:44:39.405
your student to participate.

719
00:44:39.665 --> 00:44:41.405
And if you have any more information you'd like to see,

720
00:44:41.405 --> 00:44:45.205
it's available on our Engage page, the application window

721
00:44:45.265 --> 00:44:47.285
for our families to apply for an option school

722
00:44:47.285 --> 00:44:48.685
or program closed on Friday.

723
00:44:48.865 --> 00:44:52.285
And this year we receive more than 6,000 applications

724
00:44:52.615 --> 00:44:55.285
reflecting a strong interest from families across our

725
00:44:55.285 --> 00:44:56.725
community and all of our option schools.

726
00:44:57.305 --> 00:44:58.925
The next step is for our lottery,

727
00:44:58.935 --> 00:45:01.565
which will be held virtually on February 6th.

728
00:45:02.365 --> 00:45:04.125
Families will receive offers throughout the day

729
00:45:04.125 --> 00:45:05.925
as the lottery process is conducted.

730

00:45:06.395 --> 00:45:10.125

Once families receive an offer, they have 14 calendar days

731

00:45:10.585 --> 00:45:13.245

to confirm or decline their attendance for that school

732

00:45:13.245 --> 00:45:15.365

or program during the first round of offers

733

00:45:15.865 --> 00:45:19.365

for any subsequent round, they'll have five days to respond.

734

00:45:19.785 --> 00:45:21.405

During this time, option schools

735

00:45:21.405 --> 00:45:23.525

and programs will be hosting information sessions.

736

00:45:23.525 --> 00:45:25.765

If you have wonderings about where you are accepted.

737

00:45:25.765 --> 00:45:28.565

If it's the right fit for you, there'll be opportunities

738

00:45:28.705 --> 00:45:30.485

to learn more at those locations.

739

00:45:31.085 --> 00:45:33.845

I also wanna note that late applications will be available,

740

00:45:34.105 --> 00:45:35.965

uh, opened up on March 2nd,

741

00:45:36.145 --> 00:45:39.725

and the deadline for new families to register is June 26th.

742

00:45:40.585 --> 00:45:42.045

We appreciate the engagement of all

743

00:45:42.045 --> 00:45:43.405
of our families throughout this process,

744
00:45:43.585 --> 00:45:45.085
and we remain committed to making sure

745
00:45:45.325 --> 00:45:46.525
that we can clearly share

746
00:45:46.525 --> 00:45:48.365
with you whether you've been accepted through the lottery.

747
00:45:48.705 --> 00:45:50.725
And we look forward to any questions you might have.

748
00:45:50.825 --> 00:45:52.485
Please reach out to us centrally

749
00:45:52.545 --> 00:45:56.285
or to the individual schools that are on your option, uh,

750
00:45:56.285 --> 00:45:59.645
letter that you receive some important dates coming up.

751
00:45:59.645 --> 00:46:02.325
The second quarter will be concluding on January 29th,

752
00:46:02.375 --> 00:46:05.125
which is an important academic milestone for our students

753
00:46:05.185 --> 00:46:07.365
as they complete the first half of the school year,

754
00:46:07.755 --> 00:46:08.885
January 30th.

755
00:46:08.885 --> 00:46:10.085
There is no school for students

756
00:46:10.185 --> 00:46:12.045
as our staff prepare for grade prep.

757

00:46:12.555 --> 00:46:15.485

This allows our educators time to review student progress

758

00:46:15.485 --> 00:46:18.005

and prepare the grading and get ready for the next quarter.

759

00:46:18.665 --> 00:46:21.045

On February 10th, the school board will hold a work session

760

00:46:21.185 --> 00:46:23.765

number two with the Advisory Committee for Teaching

761

00:46:23.765 --> 00:46:26.005

and Learning to continue to receive important

762

00:46:26.005 --> 00:46:28.165

recommendations and feedback from those members.

763

00:46:28.825 --> 00:46:30.565

And finally, you want to note there'll be no school

764

00:46:30.565 --> 00:46:32.405

for students on February 16th in

765

00:46:32.405 --> 00:46:33.725

observance of President's Day.

766

00:46:34.265 --> 00:46:36.165

We encourage families and staff to keep all

767

00:46:36.165 --> 00:46:37.605

of these dates in mind for upcoming.

768

00:46:37.745 --> 00:46:39.885

And we have all this information, of course, on our website.

769

00:46:41.065 --> 00:46:43.565

I'd also like to take a moment to share some good news

770

00:46:43.565 --> 00:46:47.005
and rankings that we received, um, Arlington Public Schools

771
00:46:47.005 --> 00:46:48.285
and how we were recognized.

772
00:46:48.285 --> 00:46:50.085
According to the US World News

773
00:46:50.085 --> 00:46:52.885
and World latest report, two of our high schools were named

774
00:46:52.895 --> 00:46:55.965
among the top 25 in Virginia, Yorktown number 11,

775
00:46:56.185 --> 00:46:57.925
and Washington Liberty number 24

776
00:46:59.125 --> 00:47:01.645
a PS also was recognized across grade levels.

777
00:47:01.825 --> 00:47:04.885
We have Williamsburg Middle School, number four in Virginia

778
00:47:05.345 --> 00:47:08.445
for middle schools, Arlington Tech Elementary, number four

779
00:47:08.545 --> 00:47:11.685
for elementary schools in Virginia and in niche.

780
00:47:11.755 --> 00:47:12.885
Arlington was ranked

781
00:47:12.885 --> 00:47:17.165
as the number three school division in the DMV area, uh,

782
00:47:17.165 --> 00:47:18.485
with an overall grade

783
00:47:18.505 --> 00:47:21.445
of a number one was Falls Church right next to us.

784

00:47:21.665 --> 00:47:25.085

And number two was a charter, uh, district in, uh,

785

00:47:25.305 --> 00:47:27.005

DC Niche.

786

00:47:27.115 --> 00:47:29.365

Also recognized our high schools individually ranking

787

00:47:29.365 --> 00:47:31.245

Washington Liberty as number 10

788

00:47:31.345 --> 00:47:32.885

and Yorktown as number 12

789

00:47:33.095 --> 00:47:35.565

among the top 50 public high schools in Virginia.

790

00:47:36.225 --> 00:47:38.325

So I just wanna give a shout out to all those schools

791

00:47:38.505 --> 00:47:40.605

and their staff for the hard work that they did.

792

00:47:44.105 --> 00:47:48.005

And finally, my bright spot is our very own chief

793

00:47:48.005 --> 00:47:49.325

of staff, Brian Stockton.

794

00:47:50.665 --> 00:47:52.085

Uh, Mr. Stockton.

795

00:47:52.825 --> 00:47:56.005

Yes, Mr.

796

00:47:56.125 --> 00:47:58.005

Stockton was awarded the Justice

797

00:47:58.305 --> 00:48:00.045
and Action Change Maker Award

798
00:48:00.065 --> 00:48:01.525
by the Arlington County at the

799
00:48:01.525 --> 00:48:02.765
annual Martin Luther King, Jr.

800
00:48:03.045 --> 00:48:04.405
Tribute this past weekend.

801
00:48:04.875 --> 00:48:07.685
This award recognizes an individual in the county

802
00:48:07.745 --> 00:48:08.885
who demonstrates Dr.

803
00:48:08.945 --> 00:48:12.485
King's principles through service, equality, justice,

804
00:48:12.985 --> 00:48:14.285
and a shared sense of purpose.

805
00:48:14.985 --> 00:48:17.605
Mr. Stockton was honored for his work as a change maker

806
00:48:17.665 --> 00:48:20.045
for students and families across Arlington Public Schools.

807
00:48:20.465 --> 00:48:23.045
And as I can personally attest, having worked alongside him

808
00:48:23.045 --> 00:48:24.845
for many years, his leadership

809
00:48:24.945 --> 00:48:27.485
and actions are a reflection of the values

810
00:48:27.825 --> 00:48:31.485
and the commitment he has to make sure everyone is listened

811
00:48:31.485 --> 00:48:34.165
to, heard and followed up with appropriately.

812
00:48:34.465 --> 00:48:35.925
So we're proud to celebrate you

813
00:48:35.945 --> 00:48:37.925
and please join me in giving him another round of applause.

814
00:48:40.625 --> 00:48:41.805
And with that Madam Chair,

815
00:48:41.925 --> 00:48:43.605
I conclude my announcements. Thank you.

816
00:48:43.735 --> 00:48:47.365
Thank you Dr. Duran, uh, board colleagues,

817
00:48:47.365 --> 00:48:49.245
do you have any questions or comments, uh,

818
00:48:49.245 --> 00:48:51.205
for Dr. Duran on his announcements?

819
00:48:51.505 --> 00:48:53.965
No, no. Ms. Clark,

820
00:48:54.745 --> 00:48:59.525
Uh, I received several texts today thanking, uh, us

821
00:48:59.625 --> 00:49:01.765
for going ahead and doing the, um,

822
00:49:02.625 --> 00:49:04.085
the meals before the storm.

823
00:49:04.745 --> 00:49:07.965
Um, so please know that the community sees this

824

00:49:08.145 --> 00:49:09.245
and recognizes it

825
00:49:09.305 --> 00:49:12.325
and very much appreciates the work that we're doing

826
00:49:12.385 --> 00:49:15.045
to ensure that our families have food.

827
00:49:15.415 --> 00:49:17.005
Thank you. And a big shout out to our Food

828
00:49:17.005 --> 00:49:19.005
and Nutrition Services, Amy McCloskey

829
00:49:19.005 --> 00:49:21.485
and that whole team there who are gonna put extra effort

830
00:49:21.485 --> 00:49:22.765
to make sure our families have

831
00:49:22.765 --> 00:49:23.965
what, uh, the support they need.

832
00:49:24.025 --> 00:49:25.025
So,

833
00:49:30.205 --> 00:49:31.205
Okay. Anything else?

834
00:49:31.205 --> 00:49:35.215
No. Okay. Thank you. Um, okay.

835
00:49:35.235 --> 00:49:39.495
So we are now at public comment on the agenda, um, um,

836
00:49:39.655 --> 00:49:41.655
public comment on agenda and non agenda items.

837
00:49:41.755 --> 00:49:44.335
Before we begin, I'm going to read some of the guidelines

838

00:49:44.355 --> 00:49:46.495

for public comment because they're important to reiterate.

839

00:49:46.995 --> 00:49:49.495

The Arlington School Board welcomes public comment at most

840

00:49:49.495 --> 00:49:51.215

regular meetings and at public hearings.

841

00:49:51.595 --> 00:49:53.575

The school board expects that each speaker will be

842

00:49:53.575 --> 00:49:55.055

courteous modeling for our students.

843

00:49:55.115 --> 00:49:57.895

How one can respectfully disagree with others' views.

844

00:49:58.725 --> 00:50:00.695

Each speaker may speak for up to two minutes.

845

00:50:01.235 --> 00:50:03.655

The clerk will start the timer when the speaker begins,

846

00:50:03.655 --> 00:50:04.855

and speakers should conclude their

847

00:50:04.855 --> 00:50:06.015

remarks when the buzzer sounds.

848

00:50:06.555 --> 00:50:08.015

Please be sure to state your name

849

00:50:08.035 --> 00:50:10.935

and the topic you will speak about when you begin.

850

00:50:11.835 --> 00:50:13.775

We want each speaker to be fully heard.

851

00:50:13.995 --> 00:50:15.095

We also want each speaker

852

00:50:15.095 --> 00:50:17.455

to receive their full two minutes of time to speak.

853

00:50:17.915 --> 00:50:20.735

We therefore request that audience members display silent

854

00:50:20.945 --> 00:50:24.335

signs of support such as jazz, hands rather than applause.

855

00:50:25.125 --> 00:50:27.215

Speaker substitutions are not permitted.

856

00:50:27.925 --> 00:50:30.245

A speaker may not yield their time to another individual

857

00:50:30.265 --> 00:50:31.805

before or during their remarks.

858

00:50:32.665 --> 00:50:34.405

The school board encourages speakers

859

00:50:34.405 --> 00:50:36.045

to also provide their comments in writing.

860

00:50:36.105 --> 00:50:37.685

Please email written comments

861

00:50:37.825 --> 00:50:42.645

to school board at APS va us Ms. Mercado,

862

00:50:42.645 --> 00:50:43.965

will you please announce the speakers?

863

00:50:44.945 --> 00:50:48.605

Our first speaker is a calling speaker, Maria Re,

864

00:50:56.405 --> 00:50:56.625

Ms.

865
00:50:56.965 --> 00:50:57.185
Re

866
00:51:02.925 --> 00:51:03.865
you may begin your comments.

867
00:51:06.075 --> 00:51:08.145
Hello. I hope this has gone through.

868
00:51:08.225 --> 00:51:10.265
I apologize for the technical difficulties.

869
00:51:11.575 --> 00:51:14.115
Um, this is, uh, Marissa.

870
00:51:15.515 --> 00:51:19.195
I am, uh, the mother of three children in Arlington schools,

871
00:51:19.375 --> 00:51:21.875
the oldest of which is a freshman at Arlington Tech.

872
00:51:22.255 --> 00:51:25.635
Uh, and I appreciate this meeting and being able to speak.

873
00:51:26.215 --> 00:51:27.555
Um, I'm here, uh,

874
00:51:27.665 --> 00:51:31.395
because of the proposed changes to the Grace Hopper Center

875
00:51:32.255 --> 00:51:36.515
and many of us parents, uh, at Arlington Tech have a lot

876
00:51:36.515 --> 00:51:39.235
of questions and concerns about the proposed changes,

877
00:51:39.745 --> 00:51:42.595
largely because this seems to have come towards the end

878

00:51:42.595 --> 00:51:46.155
of the construction when there were already planned uses

879
00:51:46.175 --> 00:51:47.475
for the Grace Hopper Center.

880
00:51:48.015 --> 00:51:52.435
Uh, when we were all sort of planning on using this space

881
00:51:52.535 --> 00:51:54.875
as an opportunity to grow Arlington Tech

882
00:51:54.895 --> 00:51:56.395
and have additional offerings.

883
00:51:57.015 --> 00:51:59.515
Um, I would love to be able

884
00:51:59.515 --> 00:52:02.955
to understand more from the school board about why this

885
00:52:02.955 --> 00:52:06.315
change is happening with adding Langston Center, uh,

886
00:52:06.615 --> 00:52:08.075
to the school.

887
00:52:08.735 --> 00:52:11.955
Um, more about the details of how it works

888
00:52:12.055 --> 00:52:13.755
to have two school programs

889
00:52:13.775 --> 00:52:16.955
and two different principals, uh, in the same location

890
00:52:17.015 --> 00:52:18.875
and what the coordination is, uh,

891
00:52:18.875 --> 00:52:20.955
because again, we're still not, there's

892

00:52:20.955 --> 00:52:24.075

so many questions about why this has been proposed

893

00:52:24.215 --> 00:52:26.195

and how this works in practice.

894

00:52:26.855 --> 00:52:29.635

And then lastly, many of us have concerns, um,

895

00:52:29.765 --> 00:52:33.115

about ensuring that there is continued access, um,

896

00:52:33.495 --> 00:52:35.995

to the technical education programs there

897

00:52:35.995 --> 00:52:38.355

that have allowed it to be a Governor's STEM Academy

898

00:52:38.455 --> 00:52:40.635

and is such an essential part of the school.

899

00:52:41.335 --> 00:52:42.835

Uh, we did get something today saying

900

00:52:42.835 --> 00:52:43.955

that there would still be access,

901

00:52:43.975 --> 00:52:47.475

but we're still not clear as to, um, where exactly

902

00:52:47.505 --> 00:52:50.515

that center is located within the different

903

00:52:50.545 --> 00:52:52.075

academies that are at the school.

904

00:52:52.815 --> 00:52:56.835

And, um, I want to say this isn't about, uh, necessarily

905

00:52:57.755 --> 00:52:59.995
concerns around the Billington students

906
00:53:00.215 --> 00:53:01.555
who need their own environment.

907
00:53:01.575 --> 00:53:02.795
We would love to hear more about

908
00:53:03.415 --> 00:53:04.795
how the parents groups there

909
00:53:04.895 --> 00:53:06.955
and the communities there feeling about the change.

910
00:53:07.535 --> 00:53:10.795
Um, this is about concerns about not having a lot

911
00:53:10.795 --> 00:53:12.795
of information of why this is happening,

912
00:53:13.175 --> 00:53:15.875
how it's gonna work in practice. Um, and

913
00:53:16.165 --> 00:53:17.195
Thank you for your comments.

914
00:53:17.975 --> 00:53:20.555
Um, you're welcome to send additional comments in writing,

915
00:53:20.735 --> 00:53:22.355
uh, since you were cut off at the end there.

916
00:53:22.735 --> 00:53:24.835
Um, thank you. And, uh, Ms. Mercado, you please

917
00:53:24.835 --> 00:53:25.835
Call the next speaker. Yes.

918
00:53:25.835 --> 00:53:27.245
I'll ask the next five speakers

919

00:53:27.245 --> 00:53:28.445
to line up by Ms. Mejia.

920

00:53:29.225 --> 00:53:33.325
Winnie Gibson. Declan Hadley, Jody Singh,

921

00:53:33.835 --> 00:53:38.645
Dima Hara, Ted Black, first speaker Winnie g Gibson.

922

00:53:47.145 --> 00:53:49.085
Hi, I'm Winnie Gibson.

923

00:53:49.225 --> 00:53:52.165
I'm an Arlington Tech Junior at my school.

924

00:53:52.385 --> 00:53:55.725
I'm known as an art kid. I want to go to art college.

925

00:53:56.505 --> 00:54:00.245
But unfortunately at Arlington Tech we only have Art

926

00:54:00.345 --> 00:54:01.365
one and Art two.

927

00:54:01.725 --> 00:54:06.205
I ran out of Art College of Arts courses last year, so I had

928

00:54:06.205 --> 00:54:08.445
to scrounge up another one that,

929

00:54:09.385 --> 00:54:13.165
and most people don't have that at Arlington Tech.

930

00:54:13.315 --> 00:54:14.725
It's not fair.

931

00:54:15.485 --> 00:54:16.805
I love my school,

932

00:54:17.145 --> 00:54:19.645
but at a school that prides itself on preparing students

933
00:54:19.825 --> 00:54:22.045
for adulthood, higher education

934
00:54:22.045 --> 00:54:24.405
and careers, people interested in the arts are

935
00:54:24.405 --> 00:54:25.605
completely marooned.

936
00:54:26.065 --> 00:54:28.245
We don't have any options.

937
00:54:29.985 --> 00:54:32.965
You are supposed to care about the arts and you say you do,

938
00:54:33.625 --> 00:54:37.965
but the actions are speaking louder than the words people at

939
00:54:37.985 --> 00:54:40.965
the school, both in the students and staff want this.

940
00:54:41.165 --> 00:54:44.045
There is interest, we want art classes,

941
00:54:44.665 --> 00:54:47.045
but they're not being allowed to happen.

942
00:54:48.385 --> 00:54:51.165
And these art classes are very important

943
00:54:51.715 --> 00:54:53.205
when we ask for art classes.

944
00:54:53.755 --> 00:54:56.165
Both I, both the students

945
00:54:56.665 --> 00:55:00.765
and staff have been told that students should just go back

946
00:55:00.765 --> 00:55:04.565
to their home schools, which is a terrible suggestion.

947
00:55:05.905 --> 00:55:08.405
No offense to anyone, but a lot

948
00:55:08.405 --> 00:55:10.045
of us are juniors and seniors.

949
00:55:10.345 --> 00:55:12.205
I'm a junior. I've been there for three years.

950
00:55:12.385 --> 00:55:16.125
I'm not going to a school that I've never been in just

951
00:55:16.145 --> 00:55:17.405
to take art courses.

952
00:55:17.625 --> 00:55:18.845
That's not fair.

953
00:55:19.285 --> 00:55:22.965
I have, it's, I have would be scared to be bullied.

954
00:55:23.395 --> 00:55:26.165
It's not friendly to my neurodivergence.

955
00:55:26.635 --> 00:55:28.845
It's bad for people. It's not fair.

956
00:55:28.905 --> 00:55:30.885
So then people just don't get to have art classes.

957
00:55:31.765 --> 00:55:33.525
I have written, I have signed,

958
00:55:34.405 --> 00:55:35.445
I have done a petition on this.

959

00:55:35.825 --> 00:55:39.165
It is in your email. Please look at it.

960
00:55:39.235 --> 00:55:40.925
I've also written an article on the a c

961
00:55:40.925 --> 00:55:42.405
Chronicle if you want to read more.

962
00:55:42.415 --> 00:55:43.415
Thank you.

963
00:55:44.415 --> 00:55:45.965
Thank you for your comments this evening.

964
00:55:46.915 --> 00:55:48.685
Next speaker, Declan Hadley.

965
00:55:57.425 --> 00:55:59.675
Good evening. My name is Declan Hadley

966
00:55:59.675 --> 00:56:01.715
and I'm gonna be talking about the new proposed plan

967
00:56:01.715 --> 00:56:02.755
for the Grace Hopper Center.

968
00:56:04.195 --> 00:56:05.615
I'm a junior at the Career center

969
00:56:05.715 --> 00:56:07.815
and I've been a student here for the past two years,

970
00:56:08.275 --> 00:56:10.415
and my brother was here for four years before that.

971
00:56:11.415 --> 00:56:15.575
I adore my school. The staff is incredible, the size,

972
00:56:15.755 --> 00:56:18.335
the size of our classes make learning fun

973

00:56:18.755 --> 00:56:20.575

and the atmosphere is safe

974

00:56:20.575 --> 00:56:23.765

and accessible for different learners, such as students

975

00:56:23.765 --> 00:56:26.045

with five oh fours, English language learners

976

00:56:26.385 --> 00:56:28.645

or development mentally disabled students.

977

00:56:30.545 --> 00:56:33.685

Our school has worked hard to create a connected, safe,

978

00:56:33.835 --> 00:56:36.165

inclusive learning environment for students

979

00:56:36.185 --> 00:56:37.925

who aren't considered non-traditional.

980

00:56:39.235 --> 00:56:42.135

Rumors are that a PS wants to use our building as some kind

981

00:56:42.135 --> 00:56:44.535

of dumping ground for all of the different

982

00:56:45.175 --> 00:56:46.575

students in the district.

983

00:56:47.195 --> 00:56:49.775

We have heard that the original proposal has been modified

984

00:56:50.155 --> 00:56:53.015

and there will be possibly up to an additional 200 students.

985

00:56:55.525 --> 00:56:57.505

It seems that members of the school board may have been

986

00:56:57.825 --> 00:57:00.585
informed of these modifications in greater depth than the

987
00:57:00.585 --> 00:57:03.305
public, but have not further communicated these changes.

988
00:57:04.525 --> 00:57:07.465
It was also clear that a PS wanted to inform members

989
00:57:07.465 --> 00:57:08.905
of the community about these changes,

990
00:57:09.285 --> 00:57:13.145
but the speakers were vague or would not answer

991
00:57:13.405 --> 00:57:14.945
or could not answer our questions.

992
00:57:15.395 --> 00:57:18.505
These rumors about potential changes have caused a lot

993
00:57:18.665 --> 00:57:21.865
of anxiety and discontent throughout the student staff

994
00:57:21.925 --> 00:57:25.625
and parents and community at large tonight.

995
00:57:25.965 --> 00:57:28.705
As someone who deeply values his education as well

996
00:57:28.725 --> 00:57:31.265
as the school that I'm privileged to be a part of,

997
00:57:31.785 --> 00:57:34.825
I am simply asking for all the details of the new proposal

998
00:57:34.825 --> 00:57:39.065
to be shared in a public accessible and clear way.

999
00:57:39.355 --> 00:57:40.355
Thank you.

1000
00:57:41.075 --> 00:57:42.585
Thank you for your comments this evening.

1001
00:57:43.695 --> 00:57:45.425
Next speaker, Jody Singh.

1002
00:57:49.635 --> 00:57:54.145
Thank you. Hello, Dr. Duran and school board members.

1003
00:57:54.445 --> 00:57:55.745
I'm Jody Sai, chair

1004
00:57:55.745 --> 00:57:57.505
of the Arlington Tech Advisory Committee,

1005
00:57:57.685 --> 00:57:59.665
and I know you've heard a lot from me in the past few

1006
00:57:59.665 --> 00:58:00.905
months, so I'll get right to it.

1007
00:58:01.765 --> 00:58:04.665
The proposal for non-traditional schools did not include our

1008
00:58:04.665 --> 00:58:06.185
community or the Langton community

1009
00:58:06.805 --> 00:58:08.625
in a transparent or inclusive process.

1010
00:58:09.365 --> 00:58:11.705
It was rushed decision decisions were

1011
00:58:11.705 --> 00:58:12.865
made behind closed doors.

1012
00:58:13.705 --> 00:58:16.465
A PS has not shared any justification of

1013

00:58:16.465 --> 00:58:18.745
what problem this proposal intended to solve.

1014
00:58:19.375 --> 00:58:20.945
What data supports this shift

1015
00:58:21.285 --> 00:58:23.665
or how this change benefits each of the programs.

1016
00:58:24.885 --> 00:58:27.265
We ask for a PS to share the data

1017
00:58:27.285 --> 00:58:29.465
and the rationale for moving the new programs,

1018
00:58:29.885 --> 00:58:31.065
how they will be structured

1019
00:58:31.285 --> 00:58:34.625
and how community input will inform the proposal.

1020
00:58:34.635 --> 00:58:37.545
Final decisions, logistical challenges such

1021
00:58:37.545 --> 00:58:38.705
as separate bell schedules,

1022
00:58:39.145 --> 00:58:40.705
semester versus quarter calendar systems

1023
00:58:41.125 --> 00:58:42.585
and dual leadership structures.

1024
00:58:42.735 --> 00:58:43.985
Introduce logistical

1025
00:58:44.005 --> 00:58:46.465
and academic challenges that directly affect our students,

1026
00:58:46.465 --> 00:58:49.145
particularly with the target to implement these changes

1027

00:58:49.205 --> 00:58:50.425
for the upcoming school year.

1028

00:58:50.885 --> 00:58:53.905
We ask a PS to outline exactly how this is gonna work

1029

00:58:54.245 --> 00:58:56.745
before it's simply thrown at us to handle it.

1030

00:58:57.125 --> 00:58:59.305
Um, along with the other challenges of moving

1031

00:58:59.305 --> 00:59:01.465
to a new space in a new school year.

1032

00:59:01.655 --> 00:59:02.705
That sounds like a lot.

1033

00:59:03.525 --> 00:59:05.745
The biggest question to me is why the Langton program

1034

00:59:05.745 --> 00:59:06.945
needs to move in the first place.

1035

00:59:07.665 --> 00:59:09.345
Langston is a well-regarded program

1036

00:59:09.415 --> 00:59:10.985
with testimonials from students

1037

00:59:11.005 --> 00:59:14.065
and parents that the success is built around a small school

1038

00:59:14.335 --> 00:59:15.905
with a supportive learning environment.

1039

00:59:16.245 --> 00:59:19.305
The proposal cites a reason for moving them is access

1040

00:59:19.305 --> 00:59:22.285
to CTE courses, but Langston already has access

1041
00:59:22.285 --> 00:59:24.925
to CTE courses just as all the other high schools do.

1042
00:59:25.615 --> 00:59:27.765
Relocating their program to a large building

1043
00:59:28.515 --> 00:59:32.125
with over 1600 students, with another 900 students coming in

1044
00:59:32.125 --> 00:59:35.165
and out throughout the day, puts the students at risk for

1045
00:59:35.165 --> 00:59:36.845
what makes Langton so successful.

1046
00:59:37.105 --> 00:59:38.125
Nobody wants this.

1047
00:59:39.065 --> 00:59:40.285
Lastly, I wanna point out

1048
00:59:40.285 --> 00:59:41.845
that the Grace Hopper Building was designed

1049
00:59:41.845 --> 00:59:45.285
and funded through the 2022 school board referendum school

1050
00:59:45.285 --> 00:59:48.605
bond referendum to be one unified school community,

1051
00:59:48.605 --> 00:59:50.445
intentionally integrating

1052
00:59:50.445 --> 00:59:53.085
and expanded Arlington Tech CTE and the

1053
00:59:55.795 --> 00:59:57.615
Yes, Thank you for a unified

1054

00:59:57.615 --> 00:59:58.615

School is all we're asking.

1055

00:59:59.025 --> 01:00:03.135

Thank you for your comments. Next speaker, Dima Hara.

1056

01:00:08.965 --> 01:00:10.775

Good evening. We continue

1057

01:00:10.775 --> 01:00:12.575

to pay lip service to transparency.

1058

01:00:12.955 --> 01:00:15.975

We continue to see proposals without a statement of

1059

01:00:15.975 --> 01:00:18.975

what problems are being solved, why they will be effective,

1060

01:00:19.115 --> 01:00:21.375

the alternatives, how will they be implemented,

1061

01:00:21.395 --> 01:00:22.855

and what are the ramifications

1062

01:00:22.915 --> 01:00:24.335

and how each will be addressed.

1063

01:00:24.685 --> 01:00:27.255

Tonight you'll see a presentation from staff

1064

01:00:27.255 --> 01:00:28.895

that bears no mention of

1065

01:00:28.895 --> 01:00:32.095

how all these programs will be colocated at

1066

01:00:32.095 --> 01:00:34.655

Grace Hopper Center will be administered whether there'll be

1067

01:00:34.745 --> 01:00:38.255
under 1, 2, 3 or more administrations or academies,

1068
01:00:38.595 --> 01:00:42.175
nor any information on who will administer the CTE classes.

1069
01:00:42.925 --> 01:00:45.615
Most probably this is being swept under the rug

1070
01:00:45.715 --> 01:00:48.095
of operational decisions so

1071
01:00:48.095 --> 01:00:49.935
that the school board not vote on it.

1072
01:00:50.805 --> 01:00:54.695
This is wrong. The school board should vote on this.

1073
01:00:56.795 --> 01:00:58.295
How a program is structured

1074
01:00:58.315 --> 01:01:01.375
and administers plays a big role in its success or failure

1075
01:01:01.755 --> 01:01:04.775
and public input can highlight considerations

1076
01:01:04.775 --> 01:01:06.215
that staff have overlooked.

1077
01:01:06.285 --> 01:01:09.055
Whether CTE classes will be under the supervision

1078
01:01:09.155 --> 01:01:11.855
of Arlington tech principle will make a difference in

1079
01:01:12.015 --> 01:01:14.055
decisions by future school board members,

1080
01:01:14.055 --> 01:01:15.655
superintendents and principals.

1081
01:01:15.955 --> 01:01:19.335
No matter how many reassurances you provide today, these,

1082
01:01:19.365 --> 01:01:21.695
they, these are, there are consequences.

1083
01:01:22.405 --> 01:01:25.135
Discussions with stakeholders post fact of a proposal,

1084
01:01:25.235 --> 01:01:26.895
do not make a public engagement process

1085
01:01:27.425 --> 01:01:29.695
input solicitation is needed from the beginning.

1086
01:01:30.115 --> 01:01:31.455
It is important that each

1087
01:01:31.715 --> 01:01:34.455
and every program discuss tonight, succeed and thrive.

1088
01:01:34.715 --> 01:01:36.775
So there needs to be careful consideration of

1089
01:01:36.775 --> 01:01:38.535
what would make each of them successful.

1090
01:01:38.795 --> 01:01:41.375
And this element should not be undermined in the

1091
01:01:41.375 --> 01:01:42.415
case of Arlington Tech.

1092
01:01:42.415 --> 01:01:43.895
This proposal could not come,

1093
01:01:44.045 --> 01:01:46.895
have come at a worse time causing uncertainty

1094

01:01:47.075 --> 01:01:49.535
and wavering of prospective students needed

1095
01:01:49.535 --> 01:01:52.695
to grow the program because the CTE draw is

1096
01:01:52.695 --> 01:01:53.735
no longer assured.

1097
01:01:54.125 --> 01:01:58.535
Finally, if the Walter Reed campus is such a strategic

1098
01:01:59.055 --> 01:02:01.015
location for secondary seats,

1099
01:02:01.405 --> 01:02:04.295
shouldn't the school board reconsider its decision

1100
01:02:04.355 --> 01:02:06.055
to eliminate the secondary seats

1101
01:02:06.245 --> 01:02:08.415
that are currently on that campus?

1102
01:02:09.225 --> 01:02:11.295
Thank you, um, as a parent

1103
01:02:11.315 --> 01:02:12.975
of Arlington Text Theater. Thank you.

1104
01:02:13.945 --> 01:02:16.775
Thank you for your comments. Before I call the next

1105
01:02:16.775 --> 01:02:19.260
speaker, would the next five speakers please line up

1106
01:02:20.115 --> 01:02:24.085
Liza Sch Lindsey Kire, Paul Gutridge,

1107
01:02:24.335 --> 01:02:26.485
Wendy Goyard, Heidi Gibson.

1108

01:02:26.875 --> 01:02:28.325

Next speaker, Ted Black.

1109

01:02:37.795 --> 01:02:40.565

Good evening. I'm Ted Black

1110

01:02:40.905 --> 01:02:44.645

and in full disclosure, I chaired the BLPC

1111

01:02:44.705 --> 01:02:45.765

for the career center.

1112

01:02:46.425 --> 01:02:50.125

Uh, but this evening I'm here to, uh,

1113

01:02:50.125 --> 01:02:51.165

speak on my own behalf.

1114

01:02:52.105 --> 01:02:56.265

Um, to the Grace Hopper Center

1115

01:02:57.885 --> 01:02:59.865

is designed for expansion.

1116

01:03:01.525 --> 01:03:06.415

It's, but my understanding has always been that that

1117

01:03:06.965 --> 01:03:10.015

expansion would be synergistic.

1118

01:03:12.545 --> 01:03:15.685

The new programs, the new opportunities for additional

1119

01:03:16.245 --> 01:03:19.245

students would all work for the greater good.

1120

01:03:22.005 --> 01:03:26.545

As I followed the proposal for the programs, uh,

1121

01:03:27.605 --> 01:03:28.785
to go to Grace Harper.

1122
01:03:31.385 --> 01:03:32.385
I shouldn't say Hopper

1123
01:03:32.385 --> 01:03:34.785
because I wanna talk about Renee Hop Harper instead

1124
01:03:35.025 --> 01:03:37.105
of Hopper, but I always wanna do that.

1125
01:03:38.315 --> 01:03:40.775
But the plan is for excellent programs

1126
01:03:40.775 --> 01:03:41.895
and I wanna emphasize that

1127
01:03:42.325 --> 01:03:45.375
because it, they are excellent programs

1128
01:03:45.525 --> 01:03:47.015
that meet needs of students.

1129
01:03:47.795 --> 01:03:50.575
But the plan is for excellent stu, excellent programs

1130
01:03:51.035 --> 01:03:53.655
to be brought to the facility,

1131
01:03:54.995 --> 01:03:59.775
but in the form of two separate programs

1132
01:04:00.805 --> 01:04:02.015
with different structures.

1133
01:04:03.765 --> 01:04:05.065
At least that's my understanding

1134
01:04:07.085 --> 01:04:11.665
and that doesn't seem to create synergy in my mind

1135

01:04:11.805 --> 01:04:13.545

and it likely diverts energy

1136

01:04:14.005 --> 01:04:18.745

and effort to make things work rather than

1137

01:04:18.965 --> 01:04:21.345

to focus on innovating for the future.

1138

01:04:22.765 --> 01:04:26.625

So my request is that you ensure there is synergy

1139

01:04:27.765 --> 01:04:32.505

and that it is articulated to the community if it's this,

1140

01:04:32.615 --> 01:04:36.545

this proposal or if that doesn't work in other options

1141

01:04:36.885 --> 01:04:38.145

and pur pursue those.

1142

01:04:39.075 --> 01:04:41.735

Thank you, thank you, thank you

1143

01:04:41.735 --> 01:04:44.815

For your support because it is a stunning facility

1144

01:04:44.875 --> 01:04:47.095

that's fully going to be more vibrant with the students.

1145

01:04:47.585 --> 01:04:48.815

Thank you Mr. Black.

1146

01:04:48.985 --> 01:04:50.495

Thank you for your comments this evening.

1147

01:04:51.445 --> 01:04:52.935

Next speaker Liza Sch.

1148

01:04:57.075 --> 01:04:58.655

I'm Liza, a co-founder

1149

01:04:58.655 --> 01:05:00.575

of DMV Unplugged and a former teacher.

1150

01:05:01.325 --> 01:05:04.815

Just last week I watched a row of experts, implores senators

1151

01:05:04.815 --> 01:05:06.335

to do something about ed tech

1152

01:05:07.075 --> 01:05:09.455

to expose this failures and restrain it.

1153

01:05:10.095 --> 01:05:12.735

A neuroscientist there explained that EdTech doesn't work

1154

01:05:12.805 --> 01:05:16.055

because we've evolved to learn from other human beings.

1155

01:05:17.265 --> 01:05:20.525

I'm here to tell you that the Senate won't save us

1156

01:05:21.265 --> 01:05:22.485

in time at all

1157

01:05:22.905 --> 01:05:25.485

and to make the case for a less is more approach when it

1158

01:05:25.485 --> 01:05:26.485

comes to devices.

1159

01:05:26.785 --> 01:05:27.885

Uh, within a PS.

1160

01:05:28.195 --> 01:05:29.725

Schools need to counter the forces

1161

01:05:29.755 --> 01:05:31.045

that are making students lonely,

1162

01:05:31.525 --> 01:05:32.685
distracted, and less capable.

1163

01:05:33.725 --> 01:05:35.885
I ask for your understanding and action.

1164

01:05:36.415 --> 01:05:39.365
First, don't let Ed Tech's marketing machine fool you.

1165

01:05:39.425 --> 01:05:40.685
Differentiated learning

1166

01:05:40.865 --> 01:05:43.805
and easy, constant feedback aren't worth the costs

1167

01:05:43.825 --> 01:05:45.285
of screen oriented classrooms.

1168

01:05:45.975 --> 01:05:47.805
Understand that PD sessions

1169

01:05:47.825 --> 01:05:49.445
and tweaks in the implementation

1170

01:05:49.445 --> 01:05:51.205
of ed tech won't save us either.

1171

01:05:51.865 --> 01:05:53.925
The problems with EdTech are fundamental,

1172

01:05:54.765 --> 01:05:55.845
grounded in our psychology

1173

01:05:56.025 --> 01:05:57.725
and the attention harvesting business

1174

01:05:57.725 --> 01:05:58.845
model of these companies.

1175

01:05:59.725 --> 01:06:00.845

NEPD dedicated

1176

01:06:00.845 --> 01:06:03.285

to this topic should help teachers get their students off

1177

01:06:03.285 --> 01:06:05.685

of screens and explain why it's so necessary.

1178

01:06:06.545 --> 01:06:10.245

In terms of action, please change the physical setup when it

1179

01:06:10.245 --> 01:06:12.525

comes to devices eliminating one-to-one at

1180

01:06:12.525 --> 01:06:13.565

least K through eight.

1181

01:06:14.225 --> 01:06:15.725

We need friction so

1182

01:06:15.725 --> 01:06:17.205

that devices come out only when

1183

01:06:17.205 --> 01:06:18.645

they're absolutely necessary.

1184

01:06:18.785 --> 01:06:21.805

If you change the pedagogical guidelines for, for tech

1185

01:06:22.145 --> 01:06:23.645

but not the physical setup.

1186

01:06:24.025 --> 01:06:26.485

If devices are still in student backpacks instead

1187

01:06:26.485 --> 01:06:29.285

of on carts or in closets, change won't come

1188

01:06:29.585 --> 01:06:32.405

and we will let down our county students for another year.

1189
01:06:33.425 --> 01:06:35.285
If you're dieting, you don't walk around

1190
01:06:35.285 --> 01:06:36.525
with Oreos in your pocket.

1191
01:06:37.975 --> 01:06:39.485
Bring back physical books and paper.

1192
01:06:39.545 --> 01:06:41.045
The research here is unambiguous.

1193
01:06:41.795 --> 01:06:43.405
Last, please require schools

1194
01:06:43.465 --> 01:06:46.525
to do active parent outreach on the risks of tech overuse,

1195
01:06:46.525 --> 01:06:47.805
including on school issued devices.

1196
01:06:48.505 --> 01:06:50.885
And to vocally join the wave of organizations

1197
01:06:50.885 --> 01:06:53.925
and experts plainly advising parents to delay smartphones

1198
01:06:53.925 --> 01:06:55.245
for as long as possible.

1199
01:06:55.245 --> 01:06:58.765
Even to 18. We cannot sacrifice cognitive development

1200
01:06:58.765 --> 01:06:59.925
for the sake of convenience.

1201
01:06:59.925 --> 01:07:00.925
Thank you.

1202

01:07:01.335 --> 01:07:03.205
Thank you for your comments this evening.

1203
01:07:03.955 --> 01:07:05.805
Next speaker Lindsey Re.

1204
01:07:07.915 --> 01:07:09.725
Good evening. I'm Lindsay Cate.

1205
01:07:10.125 --> 01:07:12.005
I have a ninth grader at Arlington Tech

1206
01:07:12.005 --> 01:07:14.445
and a seventh grader who is potentially interested in the

1207
01:07:14.445 --> 01:07:15.485
program in the coming years.

1208
01:07:15.985 --> 01:07:17.525
My comments are on the proposed changes

1209
01:07:17.545 --> 01:07:18.645
to the Grace Hopper Center.

1210
01:07:19.465 --> 01:07:22.085
As a parent, I've been disheartened by AP S'S Rush

1211
01:07:22.105 --> 01:07:24.885
to institute changes to the previously approved plan

1212
01:07:24.885 --> 01:07:26.045
for the Grace Hopper Center.

1213
01:07:26.475 --> 01:07:28.405
With limited meaningful engagement

1214
01:07:28.435 --> 01:07:31.165
with the various school communities that would be affected

1215
01:07:31.225 --> 01:07:34.325
by such a significant programmatic change for years to come.

1216
01:07:35.325 --> 01:07:37.205
Students, parents and staff have been asked

1217
01:07:37.225 --> 01:07:38.565
to comment on fragments

1218
01:07:38.565 --> 01:07:40.645
of information rather than a complete plan.

1219
01:07:41.845 --> 01:07:44.525
Decisions of this magnitude, which impact hundreds

1220
01:07:44.525 --> 01:07:46.565
and eventually more than a thousand students

1221
01:07:46.675 --> 01:07:48.645
that will be located at the Grace Hopper Center,

1222
01:07:49.035 --> 01:07:51.725
deserve transparency, A clearly defined

1223
01:07:51.785 --> 01:07:52.845
and inclusive process

1224
01:07:52.995 --> 01:07:56.205
that seeks input from all the impacted school communities

1225
01:07:56.305 --> 01:07:58.365
before ideas and proposals are formed

1226
01:07:58.785 --> 01:08:00.685
and more time for community engagement.

1227
01:08:01.275 --> 01:08:03.525
What we are respectfully asking for prior

1228
01:08:03.585 --> 01:08:06.485
to a school board vote on this matter is for a PS

1229

01:08:06.485 --> 01:08:07.525
to share its research

1230
01:08:07.585 --> 01:08:09.765
and conclusions on what current problem

1231
01:08:09.905 --> 01:08:11.605
or deficiency, any change

1232
01:08:11.605 --> 01:08:14.245
to the previously approved plan is intended to solve.

1233
01:08:14.715 --> 01:08:16.405
What data supports this shift?

1234
01:08:16.795 --> 01:08:19.325
What are the potential negative implications on each

1235
01:08:19.325 --> 01:08:20.725
of the school communities affected

1236
01:08:21.065 --> 01:08:22.565
and how will they be ameliorated?

1237
01:08:25.355 --> 01:08:26.775
And finally, what is the ultimate

1238
01:08:27.015 --> 01:08:28.135
structure for the programs?

1239
01:08:28.395 --> 01:08:30.455
And how will all of this be implemented in time

1240
01:08:30.455 --> 01:08:32.215
for the 26th 27th school year?

1241
01:08:32.795 --> 01:08:35.135
At this time, the Arlington community is just

1242
01:08:36.315 --> 01:08:39.415
now getting fragmentary information about a plan put forward

1243
01:08:39.915 --> 01:08:42.735
and will be given only a few short weeks it seems like

1244
01:08:42.795 --> 01:08:44.415
to respond and provide feedback.

1245
01:08:44.725 --> 01:08:46.255
This should not be a rushed process

1246
01:08:47.555 --> 01:08:48.895
and a few weeks

1247
01:08:48.905 --> 01:08:51.695
until a potential school board vote on this is not nearly

1248
01:08:51.695 --> 01:08:54.535
enough time for the various affected school communities

1249
01:08:54.535 --> 01:08:56.215
to meaningfully provide feedback.

1250
01:08:56.475 --> 01:08:59.455
Please give the community more time and information

1251
01:08:59.455 --> 01:09:01.135
before making any final decisions.

1252
01:09:01.265 --> 01:09:02.265
Thank you.

1253
01:09:02.785 --> 01:09:04.255
Thank you for your comments this evening.

1254
01:09:05.365 --> 01:09:06.895
Next speaker, Paul Gutridge.

1255
01:09:10.985 --> 01:09:12.715
Good evening. My name is Paul Gutridge

1256

01:09:12.715 --> 01:09:14.515
and I'm a parent of an Arlington Tech student.

1257
01:09:14.735 --> 01:09:17.435
I'm here because the proposed plan to combine Arlington Tech

1258
01:09:17.435 --> 01:09:19.635
and the Langston Program in the new Grace Hopper building

1259
01:09:20.135 --> 01:09:21.475
raises important concerns.

1260
01:09:21.835 --> 01:09:23.915
Concerns that deserve clarity, transparency,

1261
01:09:24.015 --> 01:09:25.315
and discussion with stakeholders

1262
01:09:25.375 --> 01:09:27.235
before a formal vote by this board.

1263
01:09:27.805 --> 01:09:28.835
Right now, families

1264
01:09:28.835 --> 01:09:30.235
and staff are being asked to react

1265
01:09:30.235 --> 01:09:32.195
to a major structural change without a clear,

1266
01:09:32.555 --> 01:09:35.555
detailed proposal, without data showing why this change is

1267
01:09:35.555 --> 01:09:37.915
needed and without an explanation of

1268
01:09:37.915 --> 01:09:39.715
what problem a PS is trying to solve.

1269
01:09:40.425 --> 01:09:42.475
Much of what we've heard has come from a working group

1270

01:09:42.475 --> 01:09:43.555
that Arlington tech parents

1271

01:09:43.615 --> 01:09:44.915
and students were not invited to.

1272

01:09:45.255 --> 01:09:47.675
And even today, basic details remain uncertain.

1273

01:09:48.335 --> 01:09:50.475
The great opera building was optimally designed

1274

01:09:50.475 --> 01:09:51.995
to house one integrated program

1275

01:09:52.535 --> 01:09:54.035
and expanded Arlington Tech

1276

01:09:54.035 --> 01:09:56.515
with robust CTE Pathways and Room to Grow.

1277

01:09:57.095 --> 01:09:59.275
It was not designed to house two separate high school

1278

01:09:59.275 --> 01:10:00.715
programs with different schedules,

1279

01:10:00.715 --> 01:10:03.435
different instruction models, and different community needs.

1280

01:10:03.935 --> 01:10:06.635
Trying to retrofit two schools into a building designed

1281

01:10:06.635 --> 01:10:08.755
for one undermines both programs

1282

01:10:09.375 --> 01:10:10.475
for Arlington tech students.

1283

01:10:10.535 --> 01:10:12.195
The consequences are especially severe.

1284
01:10:12.875 --> 01:10:15.755
Removing CTE course, course priority jeopardizes the

1285
01:10:15.915 --> 01:10:17.115
Governor's STEM Academy status

1286
01:10:17.255 --> 01:10:18.835
and it raises a fundamental question,

1287
01:10:19.255 --> 01:10:21.715
why would future students give up sports, theater, music,

1288
01:10:21.715 --> 01:10:23.155
and other neighborhood school opportunities

1289
01:10:23.615 --> 01:10:25.795
to attend Arlington Tech if the very programs

1290
01:10:25.955 --> 01:10:27.635
that make it unique are weakened?

1291
01:10:28.285 --> 01:10:30.035
We've also been asked to believe that two schools

1292
01:10:30.035 --> 01:10:32.035
with different bell schedules, different calendars

1293
01:10:32.035 --> 01:10:34.675
and different cultures can somehow share one building

1294
01:10:34.895 --> 01:10:37.995
and still build community that has not been explained

1295
01:10:37.995 --> 01:10:39.635
because it doesn't seem to have been planned.

1296
01:10:39.855 --> 01:10:41.235
So tonight I'm asking for three things,

1297
01:10:41.595 --> 01:10:44.155
a clear written proposal that includes data rationale

1298
01:10:44.575 --> 01:10:46.875
and full analysis and impacts on both programs.

1299
01:10:47.025 --> 01:10:49.515
Time to absorb the proposal and provide feedback

1300
01:10:49.855 --> 01:10:51.675
and a commitment to keep the Grace Opera building

1301
01:10:51.695 --> 01:10:52.715
as originally intended.

1302
01:10:52.815 --> 01:10:56.555
One school, one community has promised our students deserve

1303
01:10:56.555 --> 01:10:58.675
thoughtful planning, not a half formed idea

1304
01:10:58.675 --> 01:10:59.755
rushed into implementation.

1305
01:10:59.755 --> 01:11:01.195
Arlington tech should not be harmed

1306
01:11:01.195 --> 01:11:02.835
and Langston should not be harmed.

1307
01:11:03.175 --> 01:11:04.875
And our community deserve transparency

1308
01:11:05.055 --> 01:11:06.995
before decisions of this magnitude are made.

1309
01:11:06.995 --> 01:11:08.395
Thank you very much. Appreciate it.

1310

01:11:08.685 --> 01:11:10.075
Thank you for your comments this evening.

1311
01:11:11.265 --> 01:11:13.195
Next speaker, Wendy Goyert.

1312
01:11:15.495 --> 01:11:17.285
Hello and thanks so much for the opportunity

1313
01:11:17.285 --> 01:11:19.085
to speak tonight about the Greys Hopper Center.

1314
01:11:19.545 --> 01:11:20.725
My name is Wendy Goyard.

1315
01:11:20.785 --> 01:11:23.125
I'm the parent of a 10th grader at Arlington Tech.

1316
01:11:23.265 --> 01:11:24.805
My son loves Arlington Tech,

1317
01:11:24.805 --> 01:11:26.645
especially his aviation technology

1318
01:11:27.065 --> 01:11:28.565
and engineering CT classes,

1319
01:11:28.865 --> 01:11:30.765
and he has had a wonderful experience so far.

1320
01:11:31.405 --> 01:11:33.005
I want that experience to continue,

1321
01:11:33.005 --> 01:11:35.485
which is why I'm concerned about the recent a PS proposal

1322
01:11:35.875 --> 01:11:37.045
that could change the structure

1323
01:11:37.045 --> 01:11:39.365
of the Arlington Tech program, including the idea

1324

01:11:39.825 --> 01:11:40.965
of moving CTE classes

1325

01:11:41.105 --> 01:11:43.005
to a new Pathways and Progress Academy.

1326

01:11:43.705 --> 01:11:45.165
I'm also concerned about the proposal

1327

01:11:45.185 --> 01:11:46.525
to relocate the Langston Learn

1328

01:11:46.545 --> 01:11:48.845
and New Directions Program to the Grace Hopper Center.

1329

01:11:49.365 --> 01:11:50.885
Langston students, teachers,

1330

01:11:50.885 --> 01:11:52.085
and families have been clear

1331

01:11:52.115 --> 01:11:54.245
that a small dedicated school environment is

1332

01:11:54.245 --> 01:11:55.365
essential to their success.

1333

01:11:55.865 --> 01:11:57.885
The Grace Hopper Center with capacity for up

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01:11:57.885 --> 01:12:00.565
to 1600 students in multiple programs does not

1335

01:12:00.565 --> 01:12:01.605
provide that environment.

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01:12:02.165 --> 01:12:04.205
I want to support the Langston community in having a

1337

01:12:04.205 --> 01:12:05.325
say in what works best for them.

1338
01:12:06.185 --> 01:12:08.725
My biggest concern, however, is the lack of transparency

1339
01:12:08.865 --> 01:12:11.445
and communication that AP from a PS.

1340
01:12:11.655 --> 01:12:14.085
These proposals were introduced in a November work session

1341
01:12:14.085 --> 01:12:16.565
with limited detail seem to have changed since then,

1342
01:12:16.765 --> 01:12:19.125
although it's unclear and are now being rushed forward.

1343
01:12:19.125 --> 01:12:21.805
Without clear explanations, explanations to families

1344
01:12:21.805 --> 01:12:23.285
and students who will be directly impacted,

1345
01:12:24.115 --> 01:12:25.965
even basic questions remain unanswered.

1346
01:12:26.065 --> 01:12:28.885
For example, whether CT classes will still be moved out

1347
01:12:28.885 --> 01:12:31.205
of Arlington Tech or what the planned expansion

1348
01:12:31.205 --> 01:12:32.485
of tech actually entails.

1349
01:12:32.695 --> 01:12:34.885
Given the space constraints at Grace Hopper,

1350
01:12:34.995 --> 01:12:37.885
because of this uncertainty, I urge the school board

1351
01:12:37.905 --> 01:12:40.565
to postpone any vote on relocating the Langston program

1352
01:12:40.585 --> 01:12:41.685
to the Grace Hopper Center

1353
01:12:42.185 --> 01:12:45.125
and require a PS to provide a full detailed proposal.

1354
01:12:46.125 --> 01:12:48.245
Families need clarity about the intended programs,

1355
01:12:48.265 --> 01:12:49.445
how they will be structured,

1356
01:12:50.025 --> 01:12:51.565
the data supporting these decisions,

1357
01:12:51.565 --> 01:12:53.885
and how community input will shape the final plan.

1358
01:12:54.235 --> 01:12:56.765
Four weeks is not enough time for meaningful engagement.

1359
01:12:57.185 --> 01:12:59.845
As it stands, this proposal risks weakening two successful

1360
01:12:59.845 --> 01:13:01.285
programs rather than strengthening them.

1361
01:13:02.045 --> 01:13:04.565
Students and families deserve transparency, stability,

1362
01:13:04.705 --> 01:13:06.725
and a real opportunity to provide input

1363
01:13:06.725 --> 01:13:08.005
before major changes are made.

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01:13:08.055 --> 01:13:09.055

Thank you.

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01:13:09.615 --> 01:13:12.805

Thank you for your comments. Before I call the next

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01:13:12.805 --> 01:13:14.285

speaker with the next five speaker,

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01:13:14.285 --> 01:13:16.445

please line up Brian Kaufman.

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01:13:16.535 --> 01:13:20.205

Marguerite Goodin. Svvia Anderson. Shayna Hadley.

1369

01:13:20.535 --> 01:13:23.565

Debra Waldron. Next speaker, Heidi Gibson.

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01:13:27.295 --> 01:13:29.985

Good evening. My name is Heidi Gibson.

1371

01:13:30.185 --> 01:13:32.825

I am the parent of an 11th grader at Arlington Tech.

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01:13:32.965 --> 01:13:34.785

I'm also the vice chair of the Arlington

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01:13:34.785 --> 01:13:35.865

Tech Advisory Committee.

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01:13:36.545 --> 01:13:40.065

I wanna start by saying thank you. Um, I'm an A PS graduate.

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01:13:40.265 --> 01:13:42.185

I have been pleased to be part of many committees

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01:13:42.205 --> 01:13:43.505

and PTAs over the years

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01:13:43.685 --> 01:13:45.945

and I recognize how hard this position is

1378

01:13:45.945 --> 01:13:47.985

and I am grateful for the surface of all of you.

1379

01:13:48.595 --> 01:13:50.585

There are so many things I admire

1380

01:13:50.685 --> 01:13:52.505

and love about Arlington Public Schools.

1381

01:13:53.245 --> 01:13:56.425

But that said, I think friends tell each other the truth.

1382

01:13:57.245 --> 01:13:59.905

And to tell you the truth, I've been very disappointed

1383

01:14:00.135 --> 01:14:02.905

with the process of rethinking those programs

1384

01:14:02.905 --> 01:14:04.585

that are located at the Grace Hopper Center.

1385

01:14:05.245 --> 01:14:08.025

As has been said this evening, we live in a time

1386

01:14:08.025 --> 01:14:09.025

of great uncertainty

1387

01:14:09.365 --> 01:14:11.685

and frankly, betrayal by our national government.

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01:14:12.265 --> 01:14:14.325

During this time, I have found a lot

1389

01:14:14.325 --> 01:14:16.485

of solace in the community focus approach

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01:14:16.905 --> 01:14:19.085

of Arlington County and a PS,

1391

01:14:19.585 --> 01:14:22.725
but this proposal challenges at Faith as a community.

1392
01:14:22.905 --> 01:14:24.685
You have heard, we have felt powerless.

1393
01:14:24.685 --> 01:14:28.165
We have felt voiceless. We years the Arlington Tech

1394
01:14:28.165 --> 01:14:29.565
community has been talking about

1395
01:14:29.565 --> 01:14:30.765
and looking forward to the opening

1396
01:14:30.785 --> 01:14:32.485
of the Grace Hoppers Center as a center

1397
01:14:32.505 --> 01:14:33.805
for stem and excellence.

1398
01:14:34.515 --> 01:14:36.405
This long understanding of the purpose of

1399
01:14:36.405 --> 01:14:39.045
that building has been made all more confusing by, right

1400
01:14:39.045 --> 01:14:41.125
before Thanksgiving being told

1401
01:14:41.125 --> 01:14:42.885
that we're going in entirely new directions,

1402
01:14:42.885 --> 01:14:44.285
splitting the building into two separate schools,

1403
01:14:44.285 --> 01:14:45.445
under two separate principles.

1404
01:14:45.825 --> 01:14:48.085
And the questions, the questions,

1405

01:14:48.225 --> 01:14:50.125
the questions we heard from the community,

1406

01:14:50.305 --> 01:14:52.645
and we can't answer them and we reach out and they,

1407

01:14:52.645 --> 01:14:53.845
and you all can't answer them.

1408

01:14:54.145 --> 01:14:55.285
We don't know what to do.

1409

01:14:57.115 --> 01:15:00.125
This I have, I appreciate that.

1410

01:15:00.245 --> 01:15:01.765
A PS came to our December meeting

1411

01:15:01.865 --> 01:15:04.365
and they created a town hall at Arlington Tech

1412

01:15:04.365 --> 01:15:05.525
with a limited number of students.

1413

01:15:05.945 --> 01:15:08.205
But that's outreach, not consultation.

1414

01:15:08.495 --> 01:15:11.165
Those students were told that this was a done deal.

1415

01:15:12.565 --> 01:15:14.645
I have heard of teachers at Arlington Tech

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01:15:14.865 --> 01:15:17.445
who have been told to be quiet that they,

1417

01:15:17.445 --> 01:15:18.965
that their jobs would be at risk if

1418

01:15:18.965 --> 01:15:20.085
they spoke against this proposal.

1419
01:15:20.235 --> 01:15:22.805
This is not the Arlington that I know and love.

1420
01:15:23.325 --> 01:15:26.205
I urge you to calm down on this proposal.

1421
01:15:26.595 --> 01:15:29.885
Take a pause and let the community have consultation.

1422
01:15:31.215 --> 01:15:32.685
Thank you for your comments this evening.

1423
01:15:33.715 --> 01:15:35.525
Next speaker, Brian Kaufman.

1424
01:15:45.305 --> 01:15:47.525
My son is a ninth grader at Arlington Tech.

1425
01:15:48.065 --> 01:15:50.685
We chose tech based on the original Grace Hopper proposal.

1426
01:15:51.305 --> 01:15:53.565
We feel like this new proposal is like a bait and switch

1427
01:15:53.665 --> 01:15:56.085
and is not in the best interest of tech, the Career Center

1428
01:15:56.265 --> 01:15:58.125
or the Langston and New Directions programs.

1429
01:15:58.505 --> 01:16:00.765
We chose tech in part because we thought the new building

1430
01:16:00.765 --> 01:16:03.485
would've enable tech's and the CTE's program expansion

1431
01:16:03.625 --> 01:16:06.525
and increase course offering Attract best the best teachers,

1432

01:16:06.555 --> 01:16:08.285

recruit and retain the best students.

1433

01:16:08.635 --> 01:16:11.245

Help tech compete with tj, improve tech's image,

1434

01:16:11.465 --> 01:16:14.125

and increase acceptance in great colleges.

1435

01:16:14.435 --> 01:16:16.845

This new proposal does not appear to be well thought out

1436

01:16:17.025 --> 01:16:18.565

and has disaster written all over it.

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01:16:19.065 --> 01:16:21.245

The Grace Hopper building is opening in a couple months,

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01:16:21.245 --> 01:16:22.405

and yet we learned about this

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01:16:22.405 --> 01:16:23.685

new proposal in the last minute.

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01:16:24.035 --> 01:16:25.325

This building was not designed

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01:16:25.325 --> 01:16:26.725

to house two different academies.

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01:16:27.205 --> 01:16:29.005

A PS has already tried this experiment

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01:16:29.005 --> 01:16:30.405

with Drew in the Montessori program

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01:16:30.785 --> 01:16:32.165

and it failed spectacularly.

1445

01:16:32.585 --> 01:16:35.285
Do not make this mistake again. Keep the original proposal.

1446
01:16:35.745 --> 01:16:38.045
Two principles in one building seriously impeded the

1447
01:16:38.045 --> 01:16:39.565
performance of both programs.

1448
01:16:40.065 --> 01:16:42.565
To the extent that now housed in separate buildings,

1449
01:16:43.305 --> 01:16:45.485
it is crucial to have one principal lead tech

1450
01:16:45.485 --> 01:16:48.325
and CTE to a build to build a strong community and culture.

1451
01:16:48.955 --> 01:16:51.645
Tech Langston and New Directions are not complimentary

1452
01:16:51.645 --> 01:16:53.965
Programs require very different resources

1453
01:16:54.185 --> 01:16:55.325
and have different cultures.

1454
01:16:55.665 --> 01:16:57.765
People are already confused about what the tech

1455
01:16:57.765 --> 01:16:59.045
and CTE programs

1456
01:16:59.145 --> 01:17:02.165
and with the last minute proposal, some families are scared

1457
01:17:02.165 --> 01:17:04.005
of staying at tech and new families

1458
01:17:04.005 --> 01:17:05.165
are concerned about choosing tech.

1459

01:17:05.465 --> 01:17:06.725

It has already hurt the brand.

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01:17:06.895 --> 01:17:08.445

Let's not further waste resources.

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01:17:08.615 --> 01:17:11.125

Let's show that a PS has learned from its mistakes.

1462

01:17:12.125 --> 01:17:14.405

Students in the Langston and comprehensive programs already

1463

01:17:14.405 --> 01:17:15.845

have access to the CTE courses.

1464

01:17:16.385 --> 01:17:19.285

Do not make this rest decision and add more programs

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01:17:19.285 --> 01:17:21.565

and bodies to a building that was already planned years ago.

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01:17:21.875 --> 01:17:23.765

Arlington Tech is well on its way to being one

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01:17:23.765 --> 01:17:26.805

of AP S'S flagship programs, a pride of Arlington,

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01:17:27.145 --> 01:17:29.725

but these changes will only leave the program directionless

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01:17:30.025 --> 01:17:31.645

and will likely ensure tax failure.

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01:17:32.295 --> 01:17:33.645

Don't destroy the program simply

1471

01:17:33.665 --> 01:17:35.085

for the sake of haphazard changes.

1472

01:17:35.505 --> 01:17:36.965
We need to keep the original proposal

1473
01:17:36.985 --> 01:17:38.005
for Grace Opera building

1474
01:17:38.355 --> 01:17:41.525
that was promised in the original referendum back in 2022.

1475
01:17:41.975 --> 01:17:42.975
Thank you.

1476
01:17:43.775 --> 01:17:44.925
Thank you for coming this evening

1477
01:17:44.925 --> 01:17:45.925
and sharing your comments.

1478
01:17:46.755 --> 01:17:48.605
Next speaker, Marguerite Goodin.

1479
01:17:52.785 --> 01:17:54.635
Good evening superintendent and the board.

1480
01:17:54.735 --> 01:17:56.035
My name is Marguerite Goodin.

1481
01:17:56.095 --> 01:17:59.395
I'm the former principal of the New Directions Program,

1482
01:17:59.655 --> 01:18:00.995
now housed at Langston.

1483
01:18:01.855 --> 01:18:03.675
And I am a lifelong member

1484
01:18:03.675 --> 01:18:06.475
of the John m Langston Citizens Association.

1485
01:18:06.635 --> 01:18:09.355
I live in the Langston neighborhood

1486

01:18:09.815 --> 01:18:12.275

and have lived in the Langston neighborhood.

1487

01:18:12.535 --> 01:18:15.315

The Langston program stands as a beacon of hope

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01:18:15.535 --> 01:18:17.555

and opportunity within our district.

1489

01:18:17.775 --> 01:18:19.035

It is a place where students

1490

01:18:19.255 --> 01:18:22.715

who have too often been underserved find pathways to

1491

01:18:23.275 --> 01:18:26.715

academic achievement, personal growth, and lifelong success.

1492

01:18:27.015 --> 01:18:29.475

The program's commitment to inclusivity

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01:18:29.935 --> 01:18:33.835

and individualized support has made a profound difference,

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01:18:33.835 --> 01:18:36.115

especially among marginalized students

1495

01:18:36.455 --> 01:18:39.955

who bring extraordinary potential to our school system.

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01:18:39.955 --> 01:18:43.355

They are not the trash or the of our school system.

1497

01:18:44.005 --> 01:18:48.395

Langston's impact is evident in the lives it transforms.

1498

01:18:48.695 --> 01:18:50.955

The program provides a nurturing environment

1499

01:18:51.045 --> 01:18:53.355
where every student is valued, understood,

1500
01:18:53.455 --> 01:18:55.235
and equipped with the tools to thrive.

1501
01:18:55.615 --> 01:18:57.115
It offers resources

1502
01:18:57.115 --> 01:18:59.835
and support systems tailored to the unique needs

1503
01:18:59.995 --> 01:19:01.715
of its students, many of whom

1504
01:19:01.855 --> 01:19:05.035
who have faced barriers traditional educational pathway

1505
01:19:05.335 --> 01:19:07.675
and in traditional educational pathways.

1506
01:19:07.935 --> 01:19:11.635
By doing so, Langston not only uplifts individuals,

1507
01:19:11.855 --> 01:19:14.315
but also strengthens their entire school system

1508
01:19:14.815 --> 01:19:17.315
and broadens the um community.

1509
01:19:17.465 --> 01:19:21.515
However, the Langston program faces significant challenges

1510
01:19:21.895 --> 01:19:23.995
in the current shared location

1511
01:19:24.025 --> 01:19:26.595
with the Langston Brown Community Center.

1512
01:19:27.365 --> 01:19:30.755
Daily operations are constrained by limited classrooms,

1513

01:19:31.315 --> 01:19:33.635

a lack of dedicated spaces for counseling

1514

01:19:33.655 --> 01:19:35.035

and specialized instruction,

1515

01:19:35.295 --> 01:19:39.075

and insufficient access to upgraded technology.

1516

01:19:39.445 --> 01:19:40.915

These spatial

1517

01:19:40.975 --> 01:19:45.075

and technological limitations hinder our their ability

1518

01:19:45.175 --> 01:19:48.275

to deliver the high quality student-centered education

1519

01:19:48.305 --> 01:19:52.715

that our community expects and our students deserve.

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01:19:53.445 --> 01:19:54.755

Relocating. Ah,

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01:19:58.925 --> 01:19:59.925

Thank, thank you. Please

1522

01:19:59.925 --> 01:20:02.235

share the rest of your comments with us in writing.

1523

01:20:04.185 --> 01:20:06.275

Next speaker, Svvia Anderson.

1524

01:20:09.745 --> 01:20:12.205

Hi, good evening. Thank you for the opportunity to speak.

1525

01:20:12.345 --> 01:20:13.765

My name is Via Anderson,

1526

01:20:13.765 --> 01:20:15.725
and I'm speaking to you tonight in two capacities.

1527
01:20:15.935 --> 01:20:18.205
First is a current parent of a 10th grade student

1528
01:20:18.625 --> 01:20:20.805
and at, um, Arlington Tech

1529
01:20:20.865 --> 01:20:24.165
and also a STEM education specialist contracted

1530
01:20:24.165 --> 01:20:26.085
to a local agency here in Arlington.

1531
01:20:26.585 --> 01:20:28.485
My daughter and I moved here in 2021

1532
01:20:28.485 --> 01:20:29.725
for an 11 month fellowship.

1533
01:20:30.005 --> 01:20:31.165
I had never been to Arlington,

1534
01:20:31.425 --> 01:20:33.045
but I intentionally landed us here

1535
01:20:33.045 --> 01:20:34.325
because of this school district.

1536
01:20:34.585 --> 01:20:36.285
We loved it. We obviously stayed

1537
01:20:36.425 --> 01:20:38.245
and we gave up our lives across the country

1538
01:20:38.345 --> 01:20:40.885
for the education and opportunities we knew my daughter

1539
01:20:40.885 --> 01:20:42.285
would have throughout this district.

1540
01:20:42.665 --> 01:20:45.285
She set her goals on Arlington Tech early in seventh grade,

1541
01:20:45.505 --> 01:20:47.605
and we are beyond grateful that she was admitted.

1542
01:20:47.785 --> 01:20:50.205
And as a side note, I am a former education

1543
01:20:50.485 --> 01:20:51.925
EDU educator in Arlington.

1544
01:20:52.005 --> 01:20:53.165
I taught at Kenmore for a year,

1545
01:20:53.425 --> 01:20:54.885
and I have to say that it was the

1546
01:20:54.885 --> 01:20:56.165
best district I've ever worked for.

1547
01:20:56.585 --> 01:20:58.245
So coming here tonight is a little hard.

1548
01:20:58.705 --> 01:21:01.085
In my current role, I support K 12 students

1549
01:21:01.145 --> 01:21:03.485
and educators throughout the National Capital region.

1550
01:21:04.045 --> 01:21:06.005
I wanna state clearly that Arlington Tech

1551
01:21:06.145 --> 01:21:08.925
and its resources are a valuable asset.

1552
01:21:09.105 --> 01:21:11.045
The quality of the educators, the students,

1553

01:21:11.145 --> 01:21:12.365
the overall programming

1554
01:21:12.545 --> 01:21:14.565
and the community environment exceed any

1555
01:21:14.565 --> 01:21:15.485
of the other students that

1556
01:21:15.485 --> 01:21:16.685
I've been privileged to be part of.

1557
01:21:17.245 --> 01:21:20.165
I wanna pivot the focus of the vital areas of STEM

1558
01:21:20.185 --> 01:21:24.685
and the CTE workforce development between 2023 and 2033.

1559
01:21:24.855 --> 01:21:27.245
Employment in science, technology, engineering,

1560
01:21:27.245 --> 01:21:30.765
and mathematics as well as CTE occupations are projected

1561
01:21:30.765 --> 01:21:33.845
to grow by 10.4%, which translate

1562
01:21:33.845 --> 01:21:36.005
to 1.1 million new jobs.

1563
01:21:36.625 --> 01:21:39.285
The growth rate exceeds projections for the other fields

1564
01:21:39.305 --> 01:21:41.565
and occurs when our nation already faces a deficit

1565
01:21:41.945 --> 01:21:44.245
of individuals entering this critical workspace.

1566
01:21:44.755 --> 01:21:47.325
Arlington students, Arlington Tech students,

1567
01:21:47.585 --> 01:21:49.725
are receiving the necessary education needed

1568
01:21:49.725 --> 01:21:51.165
to join this vital workforce.

1569
01:21:51.835 --> 01:21:53.045
Therefore, it's essential

1570
01:21:53.045 --> 01:21:55.685
that we maintain the full student access to CTE

1571
01:21:55.785 --> 01:21:57.725
and the Arlington Tech programming

1572
01:21:57.865 --> 01:22:00.565
and preserve the unique community at Arlington Tech.

1573
01:22:00.965 --> 01:22:03.725
I must echo the concerns you've already heard tonight about

1574
01:22:03.725 --> 01:22:05.165
the Arlington, the possibility

1575
01:22:05.165 --> 01:22:07.365
of Arlington tech losing the Governor's STEM Academy

1576
01:22:07.435 --> 01:22:09.685
recognition, the restrictions in space,

1577
01:22:09.945 --> 01:22:11.125
and the challenge of moving.

1578
01:22:12.135 --> 01:22:13.685
Thank you. Thank you.

1579
01:22:13.685 --> 01:22:15.085
Please share your comments with us in writing.

1580

01:22:16.115 --> 01:22:17.885

Next speaker, Shayna Hadley.

1581

01:22:22.835 --> 01:22:25.005

Good evening. My name is Shayna Hadley

1582

01:22:25.145 --> 01:22:28.725

and I'm the parent of a 2023 graduate of Arlington Tech

1583

01:22:28.825 --> 01:22:30.965

and a current 11th grader at Arlington Tech.

1584

01:22:31.425 --> 01:22:33.165

Um, and I'm here to talk about the proposal

1585

01:22:33.235 --> 01:22:35.285

regarding the Grace Hopper Center.

1586

01:22:36.145 --> 01:22:39.045

Uh, we have high expectations for a PS

1587

01:22:39.665 --> 01:22:42.485

as we have held ourself up as a school system

1588

01:22:42.485 --> 01:22:44.525

that will listen to its parents and community

1589

01:22:44.905 --> 01:22:47.405

and meet the needs of our diverse student body.

1590

01:22:47.915 --> 01:22:51.245

However, I have been dismayed the way a PS went about the

1591

01:22:51.565 --> 01:22:53.125

proposal for the program additions

1592

01:22:53.125 --> 01:22:55.085

and changes for the Grace Hopper Center.

1593

01:22:55.965 --> 01:22:58.685

A PS staff did not engage Arlington Career Center

1594

01:22:58.745 --> 01:23:01.685

and Langston communities until we asked them to speak with us

1595

01:23:02.145 --> 01:23:03.925

and in meetings and through written questions.

1596

01:23:04.125 --> 01:23:06.045

A PS has not provided explanation

1597

01:23:06.045 --> 01:23:07.565

or details about the proposal.

1598

01:23:08.705 --> 01:23:11.485

The slides provided for the Grace Hopper Center presentation

1599

01:23:11.485 --> 01:23:12.605

tonight seem

1600

01:23:12.605 --> 01:23:15.165

to provide some additional details on the proposal,

1601

01:23:15.345 --> 01:23:17.685

but in my mind, still lacks information about

1602

01:23:17.745 --> 01:23:20.405

how this proposal would be carried out in real life.

1603

01:23:20.985 --> 01:23:23.965

Is there still a plan for a two academy system within the

1604

01:23:23.965 --> 01:23:26.005

Grace Hopper Center with different administrators?

1605

01:23:26.465 --> 01:23:29.565

How does a PS expect the Grace Hopper Center to meet needs

1606

01:23:29.565 --> 01:23:31.205

of Langston new direction students

1607

01:23:31.265 --> 01:23:33.445
who have thrived in their small class environments

1608
01:23:33.785 --> 01:23:35.245
and large building that was meant

1609
01:23:35.245 --> 01:23:37.085
to integrate students, not separate them?

1610
01:23:37.945 --> 01:23:40.325
How will the staff who provide counseling academic

1611
01:23:40.385 --> 01:23:43.405
and support services be expected to meet the needs

1612
01:23:43.405 --> 01:23:46.285
of students from an expanding Arlington tech population

1613
01:23:46.665 --> 01:23:48.925
and the students from Langston in new directions?

1614
01:23:49.435 --> 01:23:50.965
It's an overwhelming prospect

1615
01:23:51.065 --> 01:23:52.845
for students, families, and staff.

1616
01:23:53.685 --> 01:23:55.125
A PS owes Langston

1617
01:23:55.125 --> 01:23:57.765
and Arlington Career Center communities a strong

1618
01:23:58.365 --> 01:24:01.285
detailed plan about how this proposal would be implemented

1619
01:24:01.345 --> 01:24:03.165
to meet the needs of all the students.

1620
01:24:03.985 --> 01:24:06.685
We want the Grace Hopper Center to continue to be a model

1621

01:24:06.745 --> 01:24:09.765
for CTE Learning based through Arlington Tech

1622

01:24:10.105 --> 01:24:12.685
and an integrated diverse community body.

1623

01:24:13.425 --> 01:24:16.085
We want one principal to oversee all the programs

1624

01:24:16.085 --> 01:24:18.765
and we want to ensure there will be additional counseling

1625

01:24:18.865 --> 01:24:20.525
and support staff at the school

1626

01:24:20.625 --> 01:24:23.045
to meet the needs of all students. Thank you.

1627

01:24:23.935 --> 01:24:28.325
Thank you for your comments. Before I call the next

1628

01:24:28.325 --> 01:24:30.045
speaker with the next five speakers,

1629

01:24:30.045 --> 01:24:33.405
please line up Christine Hurst, Bernhardt.

1630

01:24:34.765 --> 01:24:39.205
Stephanie Cruz, Alexandra Simon. Josh Full Larry Fish Toler.

1631

01:24:39.755 --> 01:24:41.365
Next speaker. Deborah Waldron.

1632

01:24:45.885 --> 01:24:48.975
Okay, thank you. Alright.

1633

01:24:56.455 --> 01:24:59.275
On Friday, Friday, January 2nd, a non-federal holiday.

1634

01:24:59.435 --> 01:25:01.475

I took my semi adult child to the eye doctor.

1635

01:25:01.715 --> 01:25:03.955

I picked this day purposely the first business day

1636

01:25:03.955 --> 01:25:06.635

after the new year, so my flexible extending account funds

1637

01:25:06.635 --> 01:25:08.955

were available and there would be plenty of time for glasses

1638

01:25:09.095 --> 01:25:11.675

to arrive before my child went back to college abroad,

1639

01:25:11.975 --> 01:25:13.635

except when they ran my insurance

1640

01:25:13.635 --> 01:25:14.675

card, they couldn't find me.

1641

01:25:14.985 --> 01:25:17.275

Even though vision vis benefits were listed on my card.

1642

01:25:17.285 --> 01:25:18.915

Davis Insurance, the firm

1643

01:25:19.035 --> 01:25:22.035

that manages our vision policy had no record of me.

1644

01:25:22.335 --> 01:25:24.795

And it wasn't just me. The person in checking in next

1645

01:25:24.795 --> 01:25:26.155

to me has having the same problem.

1646

01:25:26.335 --> 01:25:29.275

And what a surprise, they were also an a PS employee.

1647

01:25:30.045 --> 01:25:32.235

After a 20 minute phone call with CareFirst,

1648

01:25:32.235 --> 01:25:33.595

I learned the policy paperwork sent

1649

01:25:33.595 --> 01:25:36.315

to CareFirst had been set with a start date of 1 1 26

1650

01:25:36.735 --> 01:25:39.275

and a termination date of 1 1 26.

1651

01:25:39.655 --> 01:25:41.875

We literally had vision insurance for 24 hours.

1652

01:25:42.395 --> 01:25:43.475

A mistake, obviously,

1653

01:25:43.655 --> 01:25:46.395

and one that probably wouldn't be that hard to fee fixed if

1654

01:25:47.025 --> 01:25:50.115

only a PS business personnel actually worked business

1655

01:25:50.355 --> 01:25:52.955

schedules because at 3:00 PM on Friday, January 2nd,

1656

01:25:53.075 --> 01:25:55.555

a workday, there was no one working in a PS

1657

01:25:55.715 --> 01:25:58.475

because we in explicitly close up shop for two weeks.

1658

01:25:59.055 --> 01:26:00.955

So I emailed HR benefits,

1659

01:26:01.105 --> 01:26:03.035

even a cabinet member explaining the problem,

1660

01:26:03.080 --> 01:26:04.925

problem in hopes that someone might be checking key

1661

01:26:04.935 --> 01:26:06.045
email accounts.

1662
01:26:06.065 --> 01:26:07.565
But no, I heard nothing

1663
01:26:07.575 --> 01:26:10.245
until 10:00 AM Monday when I received a kind reply letting

1664
01:26:10.245 --> 01:26:12.525
me know that yes, I had vision insurance

1665
01:26:12.745 --> 01:26:14.685
and here was a copy of my health card, which

1666
01:26:14.905 --> 01:26:16.485
as a side note bothers me.

1667
01:26:16.665 --> 01:26:18.205
Why do they have copies of my health cards?

1668
01:26:18.705 --> 01:26:21.325
Why response was direct. Had you read my email?

1669
01:26:21.465 --> 01:26:23.565
Did you see no one in a PS had vision insurance?

1670
01:26:23.865 --> 01:26:26.245
Do you realize this was a system-wide problem?

1671
01:26:26.625 --> 01:26:29.005
Oh, came the response 10 minutes later. Thanks.

1672
01:26:29.215 --> 01:26:31.365
We'll look into that. Four hours later,

1673
01:26:31.405 --> 01:26:32.805
I learned the problem was being fixed,

1674
01:26:32.865 --> 01:26:34.605
but not to go to the eye doctor that day.

1675

01:26:34.605 --> 01:26:35.965

Wait one more day, they suggested.

1676

01:26:35.965 --> 01:26:38.925

So we waited, went to the eye doctor four days after plan,

1677

01:26:38.925 --> 01:26:41.645

and I paid extra for expedited processing and shipping.

1678

01:26:41.825 --> 01:26:44.285

So just curious, where do I send that bill?

1679

01:26:45.065 --> 01:26:46.485

But the bigger picture is this.

1680

01:26:46.715 --> 01:26:48.205

What if it had been our health insurance?

1681

01:26:48.555 --> 01:26:50.605

What if I had to reschedule an expensive,

1682

01:26:50.605 --> 01:26:51.685

hard to schedule test?

1683

01:26:52.075 --> 01:26:53.685

What if it had been lifesaving care?

1684

01:26:53.805 --> 01:26:55.485

I was negating businesses.

1685

01:26:55.535 --> 01:26:59.165

Don't close shop for two weeks. Thank you.

1686

01:26:59.695 --> 01:27:01.165

Thank you for your comments this evening.

1687

01:27:02.435 --> 01:27:05.285

Next, next speaker, Kristen Hurst. Bernhardt.

1688

01:27:09.355 --> 01:27:11.165
Good evening. My name is Dr. Bernhardt.

1689
01:27:11.165 --> 01:27:13.245
I'm an Albert Einstein distinguished educator fellow

1690
01:27:13.245 --> 01:27:14.485
and Arlington tech parent.

1691
01:27:15.635 --> 01:27:17.885
I've spent two decades as an educator,

1692
01:27:18.035 --> 01:27:20.685
predominantly serving alternative student populations

1693
01:27:20.685 --> 01:27:22.725
similar to those attending Langston High School.

1694
01:27:23.075 --> 01:27:24.125
Alternative high schools

1695
01:27:24.225 --> 01:27:26.365
by design require deep individualization,

1696
01:27:26.805 --> 01:27:27.965
flexible scheduling, and small

1697
01:27:27.965 --> 01:27:29.405
student-centered learning environments.

1698
01:27:29.645 --> 01:27:31.325
Langston parents have consistently shared

1699
01:27:31.325 --> 01:27:33.565
that their students are thriving in exactly that model

1700
01:27:33.705 --> 01:27:35.085
and are not seeking a return

1701
01:27:35.085 --> 01:27:36.725
to a larger, more traditional setting.

1702

01:27:37.175 --> 01:27:38.445

These families have also shared

1703

01:27:38.445 --> 01:27:40.005

that students value being able

1704

01:27:40.005 --> 01:27:42.165

to attend career center classes while returning

1705

01:27:42.165 --> 01:27:43.485

to a supportive and home campus

1706

01:27:43.555 --> 01:27:45.765

with stability, identity, and belonging.

1707

01:27:45.765 --> 01:27:46.805

And it is illogical

1708

01:27:46.825 --> 01:27:48.645

to disrupt a currently successful program.

1709

01:27:49.305 --> 01:27:51.125

In my 20 years of education, I have yet

1710

01:27:51.125 --> 01:27:53.085

to see a successful model of co-locating

1711

01:27:53.085 --> 01:27:55.445

and alternative program within a traditional school.

1712

01:27:56.245 --> 01:27:58.485

Research and practice consistently caution against such

1713

01:27:58.485 --> 01:28:01.285

co-location because it undermines the continuity clarity

1714

01:28:01.345 --> 01:28:02.885

of mission and long-term success

1715

01:28:02.885 --> 01:28:04.245
of both student populations.

1716
01:28:04.705 --> 01:28:07.125
As is mentioned, a PS has already experienced these

1717
01:28:07.125 --> 01:28:08.565
programmatic dissolutions

1718
01:28:08.675 --> 01:28:10.245
with the co-location of Montessori.

1719
01:28:10.795 --> 01:28:12.245
Finally, the timing and the manner

1720
01:28:12.445 --> 01:28:14.445
of disclosure undermines public trust.

1721
01:28:14.905 --> 01:28:16.005
Voters were not told

1722
01:28:16.005 --> 01:28:17.725
that this bond funded facility would

1723
01:28:17.725 --> 01:28:19.045
co-locate to high school models.

1724
01:28:19.345 --> 01:28:21.645
Had that been disclosed, the bond would not have passed.

1725
01:28:22.345 --> 01:28:24.525
To be clear, this proposal represents a fundamental

1726
01:28:24.525 --> 01:28:26.445
departure from what families were promised,

1727
01:28:26.445 --> 01:28:29.165
what taxpayers proved and best practices in education.

1728
01:28:29.345 --> 01:28:31.765
It is not a refinement, it's a dismantling.

1729

01:28:32.265 --> 01:28:34.125

For these reasons, I urge the board to,

1730

01:28:34.505 --> 01:28:35.685

to reject this proposal

1731

01:28:35.985 --> 01:28:39.085

to safeguard both programs their students and public trust.

1732

01:28:39.385 --> 01:28:42.165

As Ms. Bryant so eloquently expressed her, her,

1733

01:28:42.265 --> 01:28:43.565

her commitment to Thank you.

1734

01:28:46.955 --> 01:28:48.445

Next speaker, Stephanie Cruz.

1735

01:28:56.365 --> 01:28:59.415

Good evening, Dr. Duran and esteemed school board members.

1736

01:29:00.295 --> 01:29:02.365

I want to be clear about something very important.

1737

01:29:03.035 --> 01:29:05.845

Arlington tech families reject the narrative

1738

01:29:05.905 --> 01:29:08.565

and the stereotypes that diminish the Langston community.

1739

01:29:08.965 --> 01:29:10.365

Langston serves community

1740

01:29:10.665 --> 01:29:12.765

and students with very many different reasons.

1741

01:29:13.565 --> 01:29:16.485

Challenges in larger schools, grief, health challenges,

1742

01:29:16.665 --> 01:29:18.845
mental health needs, or just wanting a

1743
01:29:18.845 --> 01:29:20.045
different pace and environment.

1744
01:29:20.295 --> 01:29:22.365
Those are realities that deserve respect.

1745
01:29:22.945 --> 01:29:24.645
My own daughter had a 5 0 4.

1746
01:29:25.145 --> 01:29:27.205
She was diagnosed with an anxiety disorder

1747
01:29:27.505 --> 01:29:28.965
and is on the autism spectrum.

1748
01:29:29.465 --> 01:29:31.045
During her sophomore to junior year,

1749
01:29:31.065 --> 01:29:32.445
she lost a very close mentor,

1750
01:29:32.945 --> 01:29:34.325
her mental health destabilized,

1751
01:29:34.345 --> 01:29:36.845
and she struggled to walk through our school doors daily.

1752
01:29:37.455 --> 01:29:39.965
There were moments I feared for her personal safety.

1753
01:29:40.505 --> 01:29:42.165
At that point, my focus was simple,

1754
01:29:43.245 --> 01:29:44.605
stabilize her mental health and help

1755
01:29:44.605 --> 01:29:45.725
her graduate high school.

1756
01:29:46.265 --> 01:29:49.125
She was a junior, only missing two classes to graduate.

1757
01:29:49.545 --> 01:29:51.885
As I explored options, I considered homeschooling,

1758
01:29:52.115 --> 01:29:54.125
enrolling her in a private online school.

1759
01:29:54.565 --> 01:29:57.485
Langston was presented as an option, a smaller,

1760
01:29:57.555 --> 01:29:58.805
more supportive environment

1761
01:29:58.895 --> 01:30:00.845
where she could accelerate and finish school.

1762
01:30:01.275 --> 01:30:02.765
With the support of outside therapy

1763
01:30:03.065 --> 01:30:05.965
and the amazing a CC counseling team, we were able

1764
01:30:05.965 --> 01:30:07.485
to put accommodations in place so

1765
01:30:07.485 --> 01:30:09.125
that my daughter could complete her

1766
01:30:09.125 --> 01:30:10.325
senior year at Arlington Tech.

1767
01:30:11.265 --> 01:30:13.725
I'm deeply grateful that Langston existed

1768
01:30:13.865 --> 01:30:15.805
as a real alternative if she would not

1769

01:30:15.805 --> 01:30:16.965
have been able to finish school.

1770
01:30:17.875 --> 01:30:20.405
I've spoken with Langston parents, alumni and staff,

1771
01:30:20.585 --> 01:30:21.805
and they all say the same thing.

1772
01:30:22.185 --> 01:30:24.765
The small school model is central to their success.

1773
01:30:25.405 --> 01:30:27.325
I wanna acknowledge and thank Marguerite

1774
01:30:27.505 --> 01:30:29.845
and others who are here to advocate for Langston.

1775
01:30:30.105 --> 01:30:34.485
The a PS Arlington Tech community has not spoken with the ar

1776
01:30:34.555 --> 01:30:35.805
with the Langston community.

1777
01:30:35.985 --> 01:30:37.405
We don't know what the students want.

1778
01:30:37.425 --> 01:30:38.845
We don't know what the parents need.

1779
01:30:39.325 --> 01:30:41.565
A PS needs to be facilitating conversations.

1780
01:30:42.025 --> 01:30:45.005
If Langston students want this, if their parents want this,

1781
01:30:45.155 --> 01:30:47.565
there's no way that Arlington tech parents would be

1782
01:30:47.565 --> 01:30:48.605
here advocating against it.

1783

01:30:49.065 --> 01:30:50.165

We do not know.

1784

01:30:50.535 --> 01:30:52.445

There have not been made opportunities

1785

01:30:53.025 --> 01:30:54.125

to hear from each other.

1786

01:30:54.745 --> 01:30:57.045

My ask is simple. Listen to the voices

1787

01:30:57.105 --> 01:30:59.045

of those most impacted. Thank you.

1788

01:30:59.535 --> 01:31:00.965

Thank you for your comments this evening.

1789

01:31:02.195 --> 01:31:07.005

Next speaker, Alexandra Simon. Alexandra Simon.

1790

01:31:08.695 --> 01:31:09.945

Next speaker Josh Full.

1791

01:31:25.065 --> 01:31:26.585

I taught seven years at Langston,

1792

01:31:27.085 --> 01:31:28.425

six years at New Directions,

1793

01:31:28.885 --> 01:31:31.025

and for the last four have referred students

1794

01:31:31.085 --> 01:31:32.145

to the Langston program.

1795

01:31:32.905 --> 01:31:34.705

I stand here as I did when this was up

1796

01:31:34.705 --> 01:31:36.385
for debate a decade ago.

1797
01:31:36.865 --> 01:31:39.745
I oppose the move to Langston of Langston.

1798
01:31:40.525 --> 01:31:42.625
Let me tell you about the Langston students as I know them.

1799
01:31:42.625 --> 01:31:45.145
From my lived experience, it's the student

1800
01:31:45.145 --> 01:31:46.665
who needed not just smaller classes,

1801
01:31:47.045 --> 01:31:48.345
but a smaller environment.

1802
01:31:48.605 --> 01:31:50.425
It was less about who was in the class

1803
01:31:50.525 --> 01:31:54.865
and more about who was not for the child who was bullied

1804
01:31:55.165 --> 01:31:57.825
and knows that going to the bathroom is once again safe.

1805
01:31:58.025 --> 01:31:59.205
Langston was the answer.

1806
01:31:59.585 --> 01:32:03.125
And at Grace Hopper would offer no protection for the child

1807
01:32:03.145 --> 01:32:06.245
who ran with a back crowd and desperately wants a reset.

1808
01:32:06.385 --> 01:32:08.445
Who knows who. Those friends have quite

1809
01:32:08.445 --> 01:32:09.925
literally left behind.

1810

01:32:10.525 --> 01:32:11.685

Langston is the answer.

1811

01:32:11.945 --> 01:32:14.125

And at Grace Hopper that safety is gone.

1812

01:32:14.545 --> 01:32:18.845

For the girl who was sexually harassed or worse at school

1813

01:32:19.185 --> 01:32:21.445

and now knows that her aggressor won't be

1814

01:32:21.445 --> 01:32:22.565

waiting around the corner.

1815

01:32:22.965 --> 01:32:25.965

Langston is the answer until he signs up

1816

01:32:25.965 --> 01:32:27.845

for Auto Tech just to get near her.

1817

01:32:27.845 --> 01:32:30.725

At Grace Hopper, nobody in this room has

1818

01:32:30.805 --> 01:32:31.965

a credible plan for that.

1819

01:32:32.715 --> 01:32:36.525

Kids who go to Langston make a trade safety over variety.

1820

01:32:37.115 --> 01:32:38.965

They may not have access to every class,

1821

01:32:39.065 --> 01:32:41.685

but they get the classes they need in a protective

1822

01:32:41.685 --> 01:32:44.485

environment to get out and move on with their lives.

1823

01:32:45.035 --> 01:32:47.045

That was the common thread I knew then,

1824

01:32:47.345 --> 01:32:51.725

and I still know today, a chance to move on more classes

1825

01:32:51.985 --> 01:32:54.125

or services, as you'll hear tonight, is the benefit.

1826

01:32:54.945 --> 01:32:56.805

But for the boy who was bullied, the girl

1827

01:32:56.825 --> 01:32:57.885

who was sexually assaulted,

1828

01:32:57.945 --> 01:33:01.125

or the child just trying to get away from some bad choices,

1829

01:33:01.745 --> 01:33:04.125

safety seems paramount to access.

1830

01:33:04.905 --> 01:33:08.685

And for that, you have no reliable plan before you.

1831

01:33:09.265 --> 01:33:13.045

My name is Josh Fobe and I oppose this move.

1832

01:33:14.295 --> 01:33:15.295

Thank you.

1833

01:33:17.055 --> 01:33:18.405

Thank you for your comments this evening.

1834

01:33:18.905 --> 01:33:20.645

And the last speaker, Larry Fish.

1835

01:33:42.035 --> 01:33:44.855

All right, it's me again, Larry Fish Hollerer.

1836

01:33:45.395 --> 01:33:49.775

Um, as you may recall, I suggested some holiday homework,

1837

01:33:50.515 --> 01:33:54.215

so I'm here to give you some hints about that.

1838

01:33:54.955 --> 01:33:59.655

Um, and uh, this is about the, uh, new Virginia

1839

01:34:00.435 --> 01:34:04.135

School quality, uh, metric that has been offered.

1840

01:34:05.195 --> 01:34:09.815

So, uh, I've, I've put these, uh, little,

1841

01:34:10.515 --> 01:34:12.455

uh, demonstrations together.

1842

01:34:13.845 --> 01:34:15.055

They keep falling apart,

1843

01:34:16.635 --> 01:34:21.095

but this is kind of like a, um, a normal distribution

1844

01:34:21.835 --> 01:34:26.815

of scores You have, uh, the, the centers

1845

01:34:27.515 --> 01:34:32.135

of these, uh, are the students that have passed.

1846

01:34:33.595 --> 01:34:37.935

Uh, this is the, the students who have,

1847

01:34:38.515 --> 01:34:39.695

uh, passed advanced.

1848

01:34:39.945 --> 01:34:41.935

These are students who have failed.

1849

01:34:42.395 --> 01:34:45.655

So this is kind of a curve that you might expect normally.

1850

01:34:46.925 --> 01:34:50.695
Here is another, uh, distribution, same amount

1851
01:34:50.715 --> 01:34:52.095
of, of students.

1852
01:34:53.275 --> 01:34:54.275
But, um,

1853
01:34:55.795 --> 01:34:56.795
Oh boy.

1854
01:34:57.215 --> 01:35:02.085
Sorry. Here I got you. This. Yeah.

1855
01:35:02.475 --> 01:35:07.285
Okay. But this one again, which we have are students

1856
01:35:07.285 --> 01:35:11.205
that have passed these three passed again,

1857
01:35:11.565 --> 01:35:13.085
advanced failed.

1858
01:35:14.985 --> 01:35:19.045
Now, this to my mind, is less happy than the other one.

1859
01:35:20.545 --> 01:35:23.765
The worst one is this one.

1860
01:35:25.755 --> 01:35:29.365
Yeah. Um,

1861
01:35:30.005 --> 01:35:31.805
I had limited Legos to do this.

1862
01:35:33.465 --> 01:35:36.525
So, uh, in this case,

1863
01:35:37.145 --> 01:35:39.565
we have past advanced and we have failed.

1864

01:35:40.425 --> 01:35:44.045

To me, this is really a bad story. Okay.

1865

01:35:46.465 --> 01:35:50.685

The quality Index gives the same value for each

1866

01:35:50.865 --> 01:35:52.205

of this distribution.

1867

01:36:02.965 --> 01:36:04.035

We're gonna leave you.

1868

01:36:04.725 --> 01:36:07.155

Thank you. We would love

1869

01:36:07.155 --> 01:36:09.275

to have your model in our school board office.

1870

01:36:09.405 --> 01:36:11.115

Thank you. Uh, Mr. Fish dollar.

1871

01:36:14.015 --> 01:36:15.235

Is that it? Okay.

1872

01:36:16.615 --> 01:36:17.755

Uh, thank you to all

1873

01:36:17.755 --> 01:36:19.235

of our speakers this evening for your comments.

1874

01:36:19.335 --> 01:36:21.755

We appreciate you that you took the time to join

1875

01:36:21.755 --> 01:36:23.635

with us this evening and share your perspectives.

1876

01:36:24.615 --> 01:36:25.955

We will work with the superintendent

1877

01:36:26.215 --> 01:36:28.995
to coordinate any necessary follow up to these, uh,

1878
01:36:29.275 --> 01:36:30.755
questions and concerns in the coming week.

1879
01:36:31.375 --> 01:36:32.555
The sign up to speak form

1880
01:36:32.555 --> 01:36:34.555
for the February 5th School board meeting will be posted

1881
01:36:34.555 --> 01:36:36.275
between January 30th

1882
01:36:36.335 --> 01:36:40.235
and February 4th at 4:00 PM Before we move on

1883
01:36:40.235 --> 01:36:41.475
to our next agenda item,

1884
01:36:41.655 --> 01:36:43.915
the board will take a three minute recess

1885
01:36:43.915 --> 01:36:45.675
and we'll be back at eight 40.

1886
01:36:45.765 --> 01:36:46.195
Thank you.

1887
01:42:59.145 --> 01:43:00.445
If you can take your seats, please.

1888
01:43:00.535 --> 01:43:01.885
We're gonna restart the meeting.

1889
01:43:15.215 --> 01:43:18.105
Okay. We are now at monitoring items,

1890
01:43:18.165 --> 01:43:20.425
and tonight we have one monitoring item highlighting the

1891
01:43:20.625 --> 01:43:22.905
strategic plan priority, student Centered Workforce,

1892
01:43:23.785 --> 01:43:25.025
focusing on human resources

1893
01:43:25.025 --> 01:43:27.265
and our audit, uh, HR audit update.

1894
01:43:28.325 --> 01:43:29.945
Dr. Duran, will you please introduce the

1895
01:43:29.945 --> 01:43:31.145
staff who will present this item?

1896
01:43:31.885 --> 01:43:34.145
Yes. Mr. Stockton, our, uh, chief of Staff,

1897
01:43:34.175 --> 01:43:37.345
I'll write him up to introduce this monitoring item

1898
01:43:37.565 --> 01:43:39.705
and all of the HR staff who are here with him.

1899
01:43:40.125 --> 01:43:42.225
Uh, Corey Dotson and others, but Mr. Stockton,

1900
01:43:45.195 --> 01:43:46.225
Thank you superintendent.

1901
01:43:46.445 --> 01:43:49.345
And, uh, tonight we're gonna, um, we've

1902
01:43:49.345 --> 01:43:52.005
Been one moment for the technical piece.

1903
01:43:52.095 --> 01:43:53.095
Let's see. Let's try it again.

1904

01:43:57.995 --> 01:44:02.375

Can you hear me now? Yes. Thank you, superintendent.

1905

01:44:02.795 --> 01:44:04.375

Um, this is a, we've come

1906

01:44:04.375 --> 01:44:06.935

before the board, uh, a couple of times, uh, since last May.

1907

01:44:07.315 --> 01:44:09.415

And we were actually what, want to talk about some

1908

01:44:09.415 --> 01:44:10.735

of the progress that we've made.

1909

01:44:10.755 --> 01:44:12.415

We actually made a lot of promises when

1910

01:44:12.415 --> 01:44:13.495

we first came before the board.

1911

01:44:13.915 --> 01:44:16.655

Um, but I would have to say under the leadership of,

1912

01:44:16.675 --> 01:44:18.295

of Cory Dotson, um,

1913

01:44:18.295 --> 01:44:19.575

and the rest of his leadership team,

1914

01:44:19.755 --> 01:44:22.215

we are constantly making strides day by day.

1915

01:44:22.635 --> 01:44:25.975

Um, not only just turning things around, are we perfect yet?

1916

01:44:26.075 --> 01:44:28.255

No, but we're, we're turning things around at the same time.

1917

01:44:28.265 --> 01:44:29.855

We'll get some audit updates as well.

1918

01:44:29.855 --> 01:44:30.895

We're doing good there as well.

1919

01:44:31.035 --> 01:44:32.895

So, um, give it to Cory Dotson.

1920

01:44:33.195 --> 01:44:36.175

And what we want to do is, uh, we still are trying

1921

01:44:36.175 --> 01:44:39.095

to give representation so people will know who HR is.

1922

01:44:39.395 --> 01:44:41.935

And so basically you won't just see Cory Dotson tonight.

1923

01:44:41.935 --> 01:44:43.335

You'll see the rest of our leadership team

1924

01:44:43.355 --> 01:44:44.535

as well, uh, presenting.

1925

01:44:44.535 --> 01:44:45.535

Thank you

1926

01:44:53.745 --> 01:44:57.685

Superintendent for the opportunity to provide a HR update

1927

01:44:58.065 --> 01:45:00.925

and a special shout out to Ms. Clark for collaborating

1928

01:45:00.955 --> 01:45:03.405

with HR and gathering feedback and recommendations.

1929

01:45:03.405 --> 01:45:05.725

And so, again, thank you for your partnership and support.

1930

01:45:08.105 --> 01:45:10.845

Our outline for this evening includes an overview

1931

01:45:10.845 --> 01:45:14.925
of the HR profile, an introduction to HR leadership team,

1932
01:45:15.685 --> 01:45:18.685
progress on a strategic plan, updates related

1933
01:45:18.685 --> 01:45:20.325
to HR, as well as the audit.

1934
01:45:20.425 --> 01:45:24.965
And then we'll close out with some questions Here.

1935
01:45:25.155 --> 01:45:28.965
This slides reflect, um, our senior leadership team.

1936
01:45:28.965 --> 01:45:32.205
Within hr, we have Shannon Ellis, director

1937
01:45:32.205 --> 01:45:34.405
of Talent Acquisition and manage for elementary.

1938
01:45:35.095 --> 01:45:37.445
Adora ena, director of Talent Acquisition

1939
01:45:37.445 --> 01:45:38.485
and manage for secondary.

1940
01:45:39.145 --> 01:45:40.965
Absent tonight, Ms. Kahina Soni,

1941
01:45:40.965 --> 01:45:42.525
who's a director of employee relations.

1942
01:45:42.585 --> 01:45:44.805
Carrie home supervisors of benefits.

1943
01:45:45.245 --> 01:45:47.565
Ricardo Soto, special projects coordinator.

1944
01:45:47.565 --> 01:45:50.085
And Tammy Solo, who's our compensation, um,

1945

01:45:50.185 --> 01:45:51.845
and position management coordinator.

1946

01:45:53.465 --> 01:45:57.205
And here's a team. Here's the whole, um, HR leadership team.

1947

01:45:57.545 --> 01:45:58.965
And we actually meet weekly

1948

01:45:59.105 --> 01:46:01.645
to address opportunities planned strategically

1949

01:46:01.705 --> 01:46:04.405
and align our work so that we can continue to operate

1950

01:46:04.425 --> 01:46:06.205
as a high performing district.

1951

01:46:10.045 --> 01:46:11.915
Human Resources is responsible

1952

01:46:11.915 --> 01:46:14.515
for a benefits administration, classification

1953

01:46:14.515 --> 01:46:18.675
and compensation employee, um, relations, staff evaluations,

1954

01:46:18.675 --> 01:46:20.595
teacher licensure, and the recruitment

1955

01:46:20.595 --> 01:46:21.835
and selection of staff.

1956

01:46:25.545 --> 01:46:26.785
A key cornerstone

1957

01:46:26.785 --> 01:46:29.425
of our work is grounded in student-centered workforce.

1958

01:46:30.225 --> 01:46:31.945
A PS is committed to supporting

1959
01:46:31.945 --> 01:46:35.265
and investing in a culture that attracts, retains

1960
01:46:35.265 --> 01:46:36.665
and develop skill, talent,

1961
01:46:36.765 --> 01:46:39.425
and effective staff who are deeply committed

1962
01:46:39.425 --> 01:46:41.305
to the student success and wellbeing.

1963
01:46:41.775 --> 01:46:44.265
Much of tonight's presentation will focus on this

1964
01:46:44.265 --> 01:46:45.825
area at this time.

1965
01:46:46.215 --> 01:46:48.625
I'll turn it over to Shannon to kick off the portion

1966
01:46:48.645 --> 01:46:51.125
of the presentation we've all been waiting for.

1967
01:46:55.055 --> 01:46:57.525
Thank you. Thank you.

1968
01:46:57.525 --> 01:46:58.885
Good evening everyone, and thank you

1969
01:46:58.885 --> 01:46:59.925
for having us here tonight.

1970
01:47:00.545 --> 01:47:03.365
Um, Adora and I will go over the part of the presentation

1971
01:47:03.365 --> 01:47:05.645
that deals with recruitment and retention.

1972

01:47:07.345 --> 01:47:12.285

And so the next, uh, quite a few slides through slide 27,

1973

01:47:12.495 --> 01:47:17.445

we'll address, um, our work in retention of at least 93%

1974

01:47:17.905 --> 01:47:21.605

of our staff and our focus on the heart to field positions

1975

01:47:21.945 --> 01:47:24.445

and increasing teacher diversity here in Arlington.

1976

01:47:27.345 --> 01:47:29.805

So at the beginning of the year, we're proud to say

1977

01:47:30.075 --> 01:47:33.605

that we had very few vacancies thinking of the thousands

1978

01:47:33.605 --> 01:47:35.845

of staff, uh, that we employ.

1979

01:47:36.385 --> 01:47:39.325

So when we look from, uh, the comparison from last year,

1980

01:47:39.345 --> 01:47:43.405

for example, we hired 50 additional teachers, uh,

1981

01:47:43.405 --> 01:47:45.445

approximately 30 additional assistance,

1982

01:47:45.905 --> 01:47:47.965

yet we were still down to, uh,

1983

01:47:48.155 --> 01:47:50.445

nine total elementary vacancies,

1984

01:47:50.905 --> 01:47:51.965

uh, at the beginning of the year.

1985

01:47:51.965 --> 01:47:55.125

That includes even our part-time positions, um,

1986

01:47:55.145 --> 01:47:57.685

and just 25, uh, secondary.

1987

01:47:57.825 --> 01:47:59.685

So again, one thing that Dr.

1988

01:47:59.895 --> 01:48:02.565

Soton mentioned, we're not perfect, but this is excellent.

1989

01:48:02.785 --> 01:48:04.245

And so we're really proud of that,

1990

01:48:04.275 --> 01:48:06.565

even though we're striving to be even better

1991

01:48:08.875 --> 01:48:12.285

When we're looking at our a scale vacancy vacancies again.

1992

01:48:12.785 --> 01:48:15.045

Um, one of the things that I wanna point out here

1993

01:48:15.585 --> 01:48:18.925

is when we compare this time last year, we did hire

1994

01:48:19.495 --> 01:48:23.765

about 30 additional a scale staff, um, yet we were down

1995

01:48:23.765 --> 01:48:26.485

to 18 vacancies at the beginning of the year,

1996

01:48:26.795 --> 01:48:28.245

including that part-time.

1997

01:48:28.345 --> 01:48:29.845

So when we're looking at full and part-time,

1998

01:48:30.185 --> 01:48:32.325

and what you'll see later in the slide, a lot

1999

01:48:32.465 --> 01:48:35.885

of our instructional assistants, a a good number, uh,

2000

01:48:36.245 --> 01:48:38.525

actually became classroom teachers, which created,

2001

01:48:38.705 --> 01:48:39.805

uh, several vacancies.

2002

01:48:39.805 --> 01:48:42.565

And so we're proud to say that we were still pr, uh,

2003

01:48:42.565 --> 01:48:44.365

for the most part, filled at

2004

01:48:44.365 --> 01:48:45.405

the beginning of the school year.

2005

01:48:45.905 --> 01:48:47.605

And I'm gonna turn it over to Adora.

2006

01:48:48.455 --> 01:48:52.925

Great. This one.

2007

01:48:53.275 --> 01:48:56.525

Good evening. So let's look at retention.

2008

01:48:56.595 --> 01:49:00.205

This slide shows our three year retention trends across all

2009

01:49:00.325 --> 01:49:04.045

a PS employees, including a scale and t scale positions.

2010

01:49:04.065 --> 01:49:07.485

And overall, our retention has remained, uh,

2011

01:49:07.485 --> 01:49:09.325

relatively stable over time.

2012

01:49:09.985 --> 01:49:13.405

Uh, the level of consistency is noteworthy though, uh,

2013

01:49:13.405 --> 01:49:15.125

given the environment now

2014

01:49:15.185 --> 01:49:18.405

and the pressure schools phase in filling their vacancies.

2015

01:49:18.945 --> 01:49:22.445

Um, at the same time, this data is very intentional about

2016

01:49:22.445 --> 01:49:24.685

where we focus our efforts.

2017

01:49:24.825 --> 01:49:27.205

And during this three year period,

2018

01:49:28.195 --> 01:49:33.125

approximately 8.8 of our employees separated from a PS

2019

01:49:33.125 --> 01:49:35.085

during the 24 25 school year,

2020

01:49:35.825 --> 01:49:38.285

and 25% of those were allocated

2021

01:49:38.305 --> 01:49:40.525

to our special education teachers.

2022

01:49:40.585 --> 01:49:44.205

And that concentration of numbers is meaningful to us.

2023

01:49:44.305 --> 01:49:46.765

It reinforces why special education

2024

01:49:47.545 --> 01:49:50.965

is our priority area for recruitment, for retention,

2025

01:49:51.625 --> 01:49:53.325

and also targeted support.

2026

01:49:53.825 --> 01:49:56.565

So in response to that, we are continuing

2027

01:49:56.565 --> 01:49:59.485

to invest in multiple teacher pathways designed

2028

01:49:59.505 --> 01:50:01.725

to grow our talent from within.

2029

01:50:02.385 --> 01:50:03.885

And this includes our partnerships with,

2030

01:50:04.125 --> 01:50:07.845

I teach our special ed, uh, cohort, uh, which,

2031

01:50:08.975 --> 01:50:11.965

which supports the participants in achieving licensure.

2032

01:50:12.425 --> 01:50:14.525

Uh, additionally, we have the assistant to teacher

2033

01:50:15.025 --> 01:50:17.165

and substitute teacher pathways, uh,

2034

01:50:17.165 --> 01:50:18.245

which we'll address shortly.

2035

01:50:22.335 --> 01:50:25.635

So we track our hiring demographics over the three years

2036

01:50:25.815 --> 01:50:29.035

to understand how well our recruitment strategies are

2037

01:50:29.355 --> 01:50:31.795

reaching a broad candidate pool.

2038

01:50:32.935 --> 01:50:35.195

And over the past three years, the overall makeup

2039

01:50:35.215 --> 01:50:38.475
of our new hires has remained relatively consistent

2040
01:50:38.475 --> 01:50:41.115
with continued representation among Black

2041
01:50:41.115 --> 01:50:44.075
and African-Americans and Hispanic

2042
01:50:44.175 --> 01:50:45.595
or Latino educators

2043
01:50:45.595 --> 01:50:48.395
with a modest increase in Asian representation.

2044
01:50:49.535 --> 01:50:52.995
And this data helps us see where our efforts are gaining,

2045
01:50:53.495 --> 01:50:56.035
uh, traction and where additional focus is needed,

2046
01:50:57.165 --> 01:51:00.195
which is why HR prioritizes our targeted recruitment

2047
01:51:00.195 --> 01:51:03.715
efforts, Inc including participation at job fairs,

2048
01:51:03.815 --> 01:51:06.835
at historically black colleges

2049
01:51:06.835 --> 01:51:08.995
and universities such as Howard and Hampton,

2050
01:51:09.735 --> 01:51:12.475
and also the Hispanic serving institutions such

2051
01:51:12.475 --> 01:51:14.915
as those in Texas and in Puerto Rico.

2052
01:51:14.915 --> 01:51:16.035
And again, it's just strengthening

2053

01:51:16.035 --> 01:51:19.835

and expanding our long term educator pipeline.

2054

01:51:20.655 --> 01:51:22.795

Our goal is to be intentional, um,

2055

01:51:23.135 --> 01:51:27.075

and also strengthening the alignment between our workforce

2056

01:51:27.815 --> 01:51:29.635

and the students that we serve.

2057

01:51:33.845 --> 01:51:36.305

We also apply the same demographic monitoring

2058

01:51:36.365 --> 01:51:37.625

to our a scale hiring.

2059

01:51:38.125 --> 01:51:41.185

Um, even with this year to year variation, you can see

2060

01:51:41.185 --> 01:51:43.705

that our a scale workforce continues

2061

01:51:43.725 --> 01:51:45.705

to show a meaningful representation

2062

01:51:46.375 --> 01:51:50.065

that m more closely mirrors our students that we serve.

2063

01:51:50.685 --> 01:51:55.185

And more so that you'll see in our teacher, uh, positions.

2064

01:51:55.205 --> 01:51:56.785

And because our a Scale workforce

2065

01:51:57.335 --> 01:51:59.465

closely mirrors our students,

2066

01:52:00.085 --> 01:52:04.185
we are intentionally tapping into that talent pool

2067
01:52:04.765 --> 01:52:07.145
and growing our own teachers from within.

2068
01:52:13.365 --> 01:52:15.705
As part of our strategic plan, we're continuing

2069
01:52:15.705 --> 01:52:18.665
to strengthen how we communicate about our Grow Your Own

2070
01:52:18.665 --> 01:52:22.345
programs, um, including the assistant to teachers

2071
01:52:22.365 --> 01:52:24.025
and the substitute to teacher programs.

2072
01:52:24.025 --> 01:52:26.185
And most recently, we shared this information

2073
01:52:26.575 --> 01:52:31.385
with the employees, um, in our HR newsletter to ensure

2074
01:52:31.385 --> 01:52:34.505
that eligible employees are aware of the programs

2075
01:52:34.505 --> 01:52:36.945
and the benefits, uh, that are,

2076
01:52:38.775 --> 01:52:42.665
That are there for them to grow their careers within a PS.

2077
01:52:43.205 --> 01:52:47.685
And clear communication is especially important, uh,

2078
01:52:47.785 --> 01:52:49.085
for those assistants

2079
01:52:49.085 --> 01:52:50.405
and those substitutes

2080
01:52:50.405 --> 01:52:52.605
who are already embedded in our schools.

2081
01:52:53.385 --> 01:52:55.885
And they also represent a key part

2082
01:52:56.305 --> 01:52:59.645
of our long term retention strategy.

2083
01:53:00.145 --> 01:53:04.125
And for those employees that are already in our schools, um,

2084
01:53:04.435 --> 01:53:07.925
when they see a clear supported pathway forward,

2085
01:53:08.515 --> 01:53:10.965
it's a key driver of our retention.

2086
01:53:11.465 --> 01:53:15.165
So we we're expanding access to, I teach, uh,

2087
01:53:15.865 --> 01:53:16.885
for our substitutes.

2088
01:53:16.985 --> 01:53:19.005
Uh, we're committed to keeping the talent within the

2089
01:53:19.245 --> 01:53:21.765
division and HR has worked

2090
01:53:21.845 --> 01:53:23.485
to remove those financial barriers

2091
01:53:24.705 --> 01:53:26.805
by covering the program related costs.

2092
01:53:27.105 --> 01:53:30.485
In addition, we are partnering with our local universities

2093

01:53:30.505 --> 01:53:33.365
and colleges to establish those cohorts

2094
01:53:33.425 --> 01:53:34.965
and our Grow Your Own programs.

2095
01:53:38.825 --> 01:53:41.965
So for the 25 26 school year, we hired

2096
01:53:42.495 --> 01:53:46.885
375 teachers and 95 A Scale employees.

2097
01:53:47.705 --> 01:53:51.445
And our Grow Your Own Pathway is, um,

2098
01:53:52.605 --> 01:53:54.805
continues to play a very important role in

2099
01:53:55.425 --> 01:53:56.565
in our hiring process.

2100
01:53:56.825 --> 01:53:59.845
So we've welcomed 21 assistant to teachers.

2101
01:54:00.495 --> 01:54:04.245
We've hired substitute, um, teachers, 38 of those,

2102
01:54:04.705 --> 01:54:07.245
and also 21 from the I teach cohort.

2103
01:54:08.145 --> 01:54:09.325
So we're mindful

2104
01:54:09.435 --> 01:54:12.685
that the traditional teacher prep programs are declining

2105
01:54:12.695 --> 01:54:14.125
nationally and regionally.

2106
01:54:14.125 --> 01:54:17.085
And so we're addressing that trend by, um,

2107

01:54:17.515 --> 01:54:19.765

proactively responding, um,

2108

01:54:19.985 --> 01:54:24.965

and growing the programs within a PS so that we can keep

2109

01:54:24.995 --> 01:54:28.205

that, uh, strong sustainable pipeline.

2110

01:54:29.235 --> 01:54:31.095

And again, the goal of the assistant

2111

01:54:31.095 --> 01:54:32.735

and substitute teacher program is

2112

01:54:32.735 --> 01:54:34.495

to support our long-term staffing.

2113

01:54:40.275 --> 01:54:42.525

This slide, uh, highlights how again,

2114

01:54:42.585 --> 01:54:45.845

we are intentionally building our internal internal pipeline

2115

01:54:46.435 --> 01:54:49.005

with our three Grow Your Own programs, our set

2116

01:54:49.005 --> 01:54:50.685

to hire our assistant to teacher,

2117

01:54:51.065 --> 01:54:52.885

and of course our special ed cohort.

2118

01:54:53.185 --> 01:54:56.005

And so by streamlining the licensure process,

2119

01:54:56.815 --> 01:54:59.045

fully funding the IT Teach program

2120

01:54:59.385 --> 01:55:01.485
and prioritizing special education

2121
01:55:01.585 --> 01:55:05.045
and EEL, uh, we're removing those financial barriers,

2122
01:55:05.565 --> 01:55:07.085
accelerating the placement,

2123
01:55:07.305 --> 01:55:11.125
and again, strengthening our long-term workforce stability.

2124
01:55:18.585 --> 01:55:21.115
This slide shows our promotion

2125
01:55:21.635 --> 01:55:24.355
activity over the last three years for teachers

2126
01:55:24.495 --> 01:55:25.835
and also, uh,

2127
01:55:25.955 --> 01:55:29.555
a scale positions And retention is not just about keeping

2128
01:55:29.655 --> 01:55:32.755
our employees, it's also about, uh, developing them,

2129
01:55:32.885 --> 01:55:36.875
supporting them in their growth and advancement within a PS.

2130
01:55:37.375 --> 01:55:41.115
So we've maintained consistent promotion activities across

2131
01:55:41.255 --> 01:55:43.365
the A and the T scales,

2132
01:55:43.505 --> 01:55:46.285
and this helps retain our experienced staff.

2133
01:55:47.705 --> 01:55:50.845
And when employees see those opportunities to advance,

2134

01:55:50.845 --> 01:55:52.045

they're more likely to stay

2135

01:55:52.625 --> 01:55:55.165

and build that long-term career with a PS.

2136

01:55:55.785 --> 01:55:57.285

And then on the next slide, you'll see

2137

01:55:57.825 --> 01:56:00.525

for the 25 26 school year, we have

2138

01:56:01.485 --> 01:56:02.965

promoted 12 P scales.

2139

01:56:03.425 --> 01:56:07.765

Um, this mix is five white for black

2140

01:56:07.785 --> 01:56:10.845

or African American and three Hispanic or Latinos.

2141

01:56:10.845 --> 01:56:13.445

And this shows advancement in these groups.

2142

01:56:13.785 --> 01:56:16.285

And also when you look at that in comparison

2143

01:56:16.465 --> 01:56:20.405

to our demographics with our students, uh, it shows us

2144

01:56:20.405 --> 01:56:22.685

that we are heading in the right direction, um,

2145

01:56:22.865 --> 01:56:24.165

for our leadership pathways

2146

01:56:27.695 --> 01:56:28.995

and our student demographic.

2147

01:56:29.335 --> 01:56:32.035
Um, the student demographic provides the lens

2148
01:56:32.175 --> 01:56:33.835
for our recruitment strategy.

2149
01:56:34.625 --> 01:56:38.155
It's just reinforcing why we are targeted.

2150
01:56:38.775 --> 01:56:41.315
Uh, while, while we are targeting outreach

2151
01:56:41.455 --> 01:56:43.435
and internal pipelines to build those, uh,

2152
01:56:43.755 --> 01:56:45.755
internal workforces that reflects the

2153
01:56:45.755 --> 01:56:47.155
communities that we serve.

2154
01:56:48.095 --> 01:56:51.515
And we serve a highly diverse student population,

2155
01:56:52.375 --> 01:56:55.875
and we look at students, uh, and our employees

2156
01:56:55.895 --> 01:56:57.235
and the hiring demographics

2157
01:56:57.545 --> 01:57:00.715
that just helps ground our work in hr.

2158
01:57:01.295 --> 01:57:04.755
Uh, our goal, again, is just to recruit and to retain the,

2159
01:57:05.895 --> 01:57:07.515
and be intentionally aligned

2160
01:57:07.625 --> 01:57:09.355
with the communities that we serve.

2161

01:57:10.845 --> 01:57:13.105

And this is why we continue to focus, uh,

2162

01:57:13.105 --> 01:57:16.305

on the our Grow Your Own Pathways, our partnerships.

2163

01:57:16.845 --> 01:57:20.825

And over time, uh, our workforce reflects the diversity

2164

01:57:21.685 --> 01:57:23.305

of the student population.

2165

01:57:26.725 --> 01:57:29.465

And so for our staff demographics, shifting from students

2166

01:57:29.525 --> 01:57:32.985

to staff, this slide shows our fiscal year 26 employee

2167

01:57:32.985 --> 01:57:36.465

demographics across a scale, p scale and T scale.

2168

01:57:36.885 --> 01:57:39.465

And you'll notice an important difference here, uh,

2169

01:57:39.475 --> 01:57:40.665

among the employee groups.

2170

01:57:41.325 --> 01:57:43.905

Our A scale workforce is most diverse

2171

01:57:44.005 --> 01:57:46.105

and most closely resembles our student.

2172

01:57:46.805 --> 01:57:49.545

And as we move into the P scale roles, our,

2173

01:57:49.965 --> 01:57:52.385

our diversity remains, uh, evident.

2174

01:57:52.565 --> 01:57:54.825
But representation narrows when we go

2175
01:57:54.825 --> 01:57:56.465
to the T scale positions.

2176
01:57:56.925 --> 01:57:59.985
And this is underscoring why Our Grow Your Own program

2177
01:58:01.405 --> 01:58:03.785
and our internal pipelines are central

2178
01:58:03.885 --> 01:58:06.025
to our long-term commitment to,

2179
01:58:06.805 --> 01:58:08.225
uh, retention and recruitment.

2180
01:58:09.245 --> 01:58:12.305
And so beyond building the pipeline itself,

2181
01:58:12.755 --> 01:58:13.825
we're also focused on

2182
01:58:13.885 --> 01:58:17.065
how those hiring decisions are made once those

2183
01:58:17.065 --> 01:58:18.305
candidates are in front of us.

2184
01:58:19.205 --> 01:58:22.465
How we select and evaluate candidates matters just as much.

2185
01:58:22.875 --> 01:58:24.465
We're intentional about, uh, working

2186
01:58:24.465 --> 01:58:26.425
with our hiring officials, uh,

2187
01:58:26.705 --> 01:58:28.465
emphasizing the diverse hiring panels,

2188
01:58:28.975 --> 01:58:31.985
also reinforcing their awareness of the unconscious bias

2189
01:58:32.525 --> 01:58:36.625
and also promoting the equitable interviewing practices.

2190
01:58:36.645 --> 01:58:39.745
So, so together these efforts support

2191
01:58:39.745 --> 01:58:40.945
our fair inclusive hiring

2192
01:58:41.285 --> 01:58:42.285
Decisions.

2193
01:58:45.405 --> 01:58:46.865
That's me. Oh, okay.

2194
01:58:52.695 --> 01:58:53.985
Okay. We're getting close to wrapping up

2195
01:58:53.985 --> 01:58:55.025
this part of the presentation.

2196
01:58:56.765 --> 01:58:58.745
So for the last portion of the recruitment

2197
01:58:58.745 --> 01:59:01.025
and retention, I'll focus on how we're working

2198
01:59:01.045 --> 01:59:04.705
to improve fill rates for substitute teachers, as well as

2199
01:59:04.845 --> 01:59:07.625
how talent acquisition and management engages our staff.

2200
01:59:08.245 --> 01:59:10.865
Um, so this just reminds us of some of the action steps

2201

01:59:10.895 --> 01:59:13.625
that we have focused on in improving that fill rate,

2202
01:59:13.795 --> 01:59:16.785
which is recruiting and orienting substitute teachers on

2203
01:59:16.845 --> 01:59:17.865
an ongoing basis.

2204
01:59:18.405 --> 01:59:20.825
We have about 25 applications

2205
01:59:20.825 --> 01:59:22.305
for substitute teachers per week.

2206
01:59:22.765 --> 01:59:25.625
And so we are actively involved with, um,

2207
01:59:26.125 --> 01:59:28.145
our job seekers regularly.

2208
01:59:28.245 --> 01:59:31.345
And also if you recognized about, uh, 10%

2209
01:59:31.345 --> 01:59:33.785
of the T scale staff we hired came from the substitute pool.

2210
01:59:33.785 --> 01:59:34.945
So we're really excited about that.

2211
01:59:35.525 --> 01:59:36.585
We also identify

2212
01:59:36.865 --> 01:59:38.985
and confirm substitute placements earlier,

2213
01:59:39.485 --> 01:59:41.465
so looking in the summer before school starts

2214
01:59:42.005 --> 01:59:45.145
and getting from substitutes information about content areas

2215

01:59:45.145 --> 01:59:46.625
that they're comfortable with, grade levels

2216

01:59:46.625 --> 01:59:48.985
that they're comfortable with, because that helps us

2217

01:59:49.005 --> 01:59:50.985
to secure those first day subs.

2218

01:59:52.745 --> 01:59:54.565
Oh, went too far. All right.

2219

01:59:54.825 --> 01:59:58.485
So if you look from August until now, in just a few months,

2220

01:59:58.575 --> 02:00:02.885
we've hired over 200 substitute teachers to really build

2221

02:00:02.885 --> 02:00:06.005
that pool to over 1200, which we're really excited about.

2222

02:00:06.665 --> 02:00:10.125
We know that that has contributed to that average field rate

2223

02:00:10.125 --> 02:00:11.685
for substitute teachers so far.

2224

02:00:12.105 --> 02:00:14.925
You can see, you can see an improvement over last year,

2225

02:00:15.025 --> 02:00:16.845
and our goal is for that to be even higher

2226

02:00:17.465 --> 02:00:18.565
by the end of this year.

2227

02:00:19.145 --> 02:00:22.965
Uh, the marker that we used last year to determine, um,

2228

02:00:23.645 --> 02:00:26.165
a a certain level of success is not where we want to be,

2229
02:00:26.225 --> 02:00:29.605
but what we used was looking at a 50%

2230
02:00:29.605 --> 02:00:31.885
or higher field rate across all of our schools.

2231
02:00:32.065 --> 02:00:33.085
So on average,

2232
02:00:33.705 --> 02:00:37.645
and by the end of the year, 98% of our schools met that.

2233
02:00:38.145 --> 02:00:41.285
Um, when we looked this year at that, uh,

2234
02:00:41.285 --> 02:00:42.685
between the beginning of school year

2235
02:00:42.685 --> 02:00:46.565
and now, um, everybody was at more than 50%, so we decided

2236
02:00:46.565 --> 02:00:48.165
to use that 60% marker.

2237
02:00:48.665 --> 02:00:52.045
Um, 98% of our schools now, um,

2238
02:00:52.275 --> 02:00:54.405
have had a fill rate of over 60%.

2239
02:00:54.405 --> 02:00:56.765
And even though it's not on this slide, I'm proud to say

2240
02:00:57.075 --> 02:00:59.325
that, uh, over 80%

2241
02:00:59.325 --> 02:01:02.085
of our schools have over a 70% fill rate.

2242

02:01:02.145 --> 02:01:04.405

And so we're just looking to continue to improve that.

2243

02:01:08.155 --> 02:01:11.445

Some of the recruitment, um, as I mentioned, we have a lot

2244

02:01:11.625 --> 02:01:13.365

of people applying to be subs,

2245

02:01:13.365 --> 02:01:15.365

and we are, um, blessed them that way.

2246

02:01:15.905 --> 02:01:19.085

We have one employment specialist that works on subs,

2247

02:01:19.085 --> 02:01:20.405

so the interviewing, the hiring,

2248

02:01:20.465 --> 02:01:21.685

the onboarding and all of that.

2249

02:01:22.065 --> 02:01:23.685

And so we recognized, um,

2250

02:01:23.685 --> 02:01:25.645

because we had a lot of people waiting that we needed

2251

02:01:25.645 --> 02:01:28.445

to do all hands on deck and all hands on deck event.

2252

02:01:28.985 --> 02:01:32.485

Um, and in October, we actually took two full days.

2253

02:01:32.665 --> 02:01:37.205

We interviewed, uh, well over a couple hundred, uh,

2254

02:01:37.275 --> 02:01:39.205

substitutes and instructional assistants,

2255

02:01:39.285 --> 02:01:40.525
even though that's not listed here.

2256
02:01:40.745 --> 02:01:41.845
But in a two day period,

2257
02:01:41.985 --> 02:01:44.525
we hired over 150 substitute teachers

2258
02:01:44.545 --> 02:01:47.165
and we were able to also recommend, um,

2259
02:01:47.165 --> 02:01:49.245
instructional assistants to all

2260
02:01:49.245 --> 02:01:50.885
of our principals who had vacancies.

2261
02:01:50.885 --> 02:01:52.725
So we did, uh, any of the, any

2262
02:01:52.725 --> 02:01:54.485
of the instructional assistants that we recommended

2263
02:01:54.485 --> 02:01:57.565
or highly recommended, and most of them were actually hired.

2264
02:01:57.785 --> 02:01:58.885
So we were happy about that.

2265
02:01:59.585 --> 02:02:03.125
Um, we have a new employment specialist who works with subs.

2266
02:02:03.125 --> 02:02:06.205
He is now meeting regularly with sub coordinators.

2267
02:02:06.305 --> 02:02:08.005
And our goal is to improve alignment

2268
02:02:08.185 --> 02:02:11.125
and communication, um, as well as employment of subs

2269
02:02:11.125 --> 02:02:13.285
to make sure that our students have someone in front

2270
02:02:13.285 --> 02:02:14.485
of them highly qualified when

2271
02:02:14.485 --> 02:02:15.765
their teachers aren't available.

2272
02:02:16.665 --> 02:02:19.165
And then we're clearly defining the expectations

2273
02:02:19.185 --> 02:02:21.245
for substitutes as far as their work days.

2274
02:02:21.705 --> 02:02:23.765
We want to make sure that people are committed,

2275
02:02:23.765 --> 02:02:25.805
they're spending time in our schools, they're getting

2276
02:02:25.805 --> 02:02:28.285
to know our students, our expectations, especially

2277
02:02:28.285 --> 02:02:29.725
for those looking to stay long-term

2278
02:02:29.745 --> 02:02:31.285
or transition into a teacher role.

2279
02:02:34.555 --> 02:02:37.685
When we look at our, uh, tams engagement,

2280
02:02:37.945 --> 02:02:40.085
we have quarterly dedicated meetings for that.

2281
02:02:40.245 --> 02:02:42.125
I teach cohort that we mentioned earlier,

2282

02:02:42.305 --> 02:02:43.485
and we will continue that.

2283
02:02:43.945 --> 02:02:45.725
The great thing about that, we're able

2284
02:02:45.725 --> 02:02:47.605
to see what's working well for them in the schools,

2285
02:02:47.705 --> 02:02:49.005
but also with their coursework,

2286
02:02:49.265 --> 02:02:51.285
and then where do they need additional support

2287
02:02:51.345 --> 02:02:54.765
and resources So we're a able to gather that information

2288
02:02:54.865 --> 02:02:56.645
and make strategic plans from that.

2289
02:02:57.305 --> 02:02:59.685
Um, we also recognize that we need to celebrate

2290
02:02:59.685 --> 02:03:01.925
and acknowledge new hires is hard work.

2291
02:03:02.245 --> 02:03:05.165
Teaching is hard work, and we want to let them know.

2292
02:03:05.165 --> 02:03:08.205
We recognize that we thank them for showing up every day

2293
02:03:08.205 --> 02:03:09.245
to serve our students,

2294
02:03:09.585 --> 02:03:12.365
and then we lend the opportunity for them to reach out

2295
02:03:12.365 --> 02:03:13.685
and let us know, um,

2296

02:03:13.945 --> 02:03:15.925

any additional ways that we can support them.

2297

02:03:17.065 --> 02:03:21.725

We conduct, uh, monthly new hire orientations for staff

2298

02:03:22.145 --> 02:03:24.645

to support onboarding compliance and readiness.

2299

02:03:25.385 --> 02:03:26.645

Um, and we've also hosted

2300

02:03:26.645 --> 02:03:28.045

several targeted professional learnings.

2301

02:03:28.065 --> 02:03:31.165

And you'll hear that, uh, HRIS has done, uh, quite a few

2302

02:03:31.165 --> 02:03:33.365

as well, um, including that recruitment

2303

02:03:33.365 --> 02:03:35.725

for administrators in our new system Stars Plus.

2304

02:03:35.825 --> 02:03:38.645

So, um, as we transition to a new system, everybody has

2305

02:03:38.645 --> 02:03:41.165

to get acclimated to it, and some people need, um, you know,

2306

02:03:41.935 --> 02:03:44.045

additional support a few times, and that's okay.

2307

02:03:44.865 --> 02:03:48.565

Um, this year we're transitioning from our traditional

2308

02:03:48.645 --> 02:03:51.445

teacher fair to our first career expo.

2309

02:03:51.945 --> 02:03:55.245

And so we will still have the side of the fair

2310

02:03:55.495 --> 02:03:57.045

where teachers can come and interview.

2311

02:03:57.185 --> 02:03:58.565

We have early contracts.

2312

02:03:58.565 --> 02:03:59.645

We're really excited about that,

2313

02:03:59.705 --> 02:04:01.445

and that includes counselors, social workers,

2314

02:04:01.445 --> 02:04:02.925

school psychologists, et cetera.

2315

02:04:03.585 --> 02:04:06.405

But on the other side, we have multiple offices

2316

02:04:06.705 --> 02:04:09.965

who will have the opportunity to share how they contribute

2317

02:04:10.345 --> 02:04:11.845

to this excellent school system.

2318

02:04:12.045 --> 02:04:15.245

I look at it like a big, uh, puzzle with a lot of pieces.

2319

02:04:15.785 --> 02:04:17.765

And so they're gonna offer information sessions,

2320

02:04:17.785 --> 02:04:20.205

but also have the opportunity to build, um,

2321

02:04:20.215 --> 02:04:21.685

their candidate pools as well.

2322

02:04:22.065 --> 02:04:23.885

Um, and just to put that shameless plug out there,

2323

02:04:24.005 --> 02:04:25.205

I know we're trying to move along,

2324

02:04:25.465 --> 02:04:27.925

but February 7th at Wakefield High School,

2325

02:04:28.325 --> 02:04:31.965

I encourage everyone to register for the career expo, go

2326

02:04:31.965 --> 02:04:35.325

to the AP PS, um, VA careers website, um,

2327

02:04:35.325 --> 02:04:37.765

and register for that to see everything that we have

2328

02:04:37.765 --> 02:04:40.125

to offer teaching and beyond.

2329

02:04:42.145 --> 02:04:43.325

All right, our bright spots.

2330

02:04:43.545 --> 02:04:46.005

Uh, this year we are proud to say

2331

02:04:46.005 --> 02:04:48.165

that we started the school year with, um,

2332

02:04:48.715 --> 02:04:51.925

over 99% field for our staff.

2333

02:04:52.305 --> 02:04:54.805

And I have to say, even though I know that we shoot

2334

02:04:54.865 --> 02:04:59.125

for the improbable, which is perfection, um, this was great.

2335

02:04:59.155 --> 02:05:00.685

This, this is one that was great.

2336

02:05:00.745 --> 02:05:02.805
Uh, we met with colleagues across the state

2337
02:05:03.105 --> 02:05:05.365
and people were really excited about like 89%.

2338
02:05:05.425 --> 02:05:06.845
And so I was, I was just like, okay,

2339
02:05:06.845 --> 02:05:08.525
we had 99, well over 99.

2340
02:05:08.825 --> 02:05:11.285
Um, so just really have to again say

2341
02:05:11.285 --> 02:05:14.725
that we are super duper excited that we had over 99% of our,

2342
02:05:14.825 --> 02:05:17.445
uh, teaching positions filled at the beginning of the year.

2343
02:05:17.915 --> 02:05:20.725
Also, again, that increase in that sub field rate,

2344
02:05:20.775 --> 02:05:22.405
we're looking for a higher

2345
02:05:22.405 --> 02:05:23.885
percentage increase every single year.

2346
02:05:23.885 --> 02:05:25.605
And this is a little bit higher than last year.

2347
02:05:25.985 --> 02:05:28.005
And then that stable workforce diversity,

2348
02:05:28.055 --> 02:05:29.885
definitely areas for improvement.

2349
02:05:30.345 --> 02:05:32.925
Um, that targeted recruitment that you see here

2350

02:05:32.925 --> 02:05:34.525
with special education in-person

2351

02:05:34.525 --> 02:05:36.445
and virtual job fair, specifically targeted

2352

02:05:36.465 --> 02:05:39.445
for special education, know that we recognize that

2353

02:05:39.475 --> 02:05:41.565
that retention piece is important as well.

2354

02:05:41.905 --> 02:05:44.205
And so we'll touch on some of the other slides of some

2355

02:05:44.205 --> 02:05:46.485
of the things that we're doing there in collaboration

2356

02:05:46.555 --> 02:05:48.525
with the Office of Academic Special Education.

2357

02:05:51.665 --> 02:05:53.915
When we look for our opportunities, again,

2358

02:05:53.915 --> 02:05:57.075
moving towards exceptional because that is always our goal.

2359

02:05:57.455 --> 02:05:59.795
Um, building greater university partnerships,

2360

02:05:59.795 --> 02:06:01.075
especially with internships.

2361

02:06:01.075 --> 02:06:03.475
We have a lot of students that will intern with Arlington.

2362

02:06:03.735 --> 02:06:05.315
We need to get them to stay here.

2363

02:06:05.455 --> 02:06:06.515
So you come and intern here,

2364
02:06:06.705 --> 02:06:08.155
what do we need to do to get you here?

2365
02:06:08.255 --> 02:06:10.675
So we recognize that that's an opportunity for us

2366
02:06:11.425 --> 02:06:14.315
also continuing to strengthen our Grow your own programs

2367
02:06:14.865 --> 02:06:16.315
overall, the Grow Your Own.

2368
02:06:16.375 --> 02:06:17.395
So not just the subs,

2369
02:06:17.395 --> 02:06:19.315
but everyone accounted for about 20%

2370
02:06:19.415 --> 02:06:21.115
of our new teachers this year.

2371
02:06:21.535 --> 02:06:23.675
And so we're looking to start an additional

2372
02:06:23.675 --> 02:06:24.915
cohort, thank you, Dr.

2373
02:06:25.095 --> 02:06:29.715
Ram, um, next year so that we can, um, again,

2374
02:06:30.075 --> 02:06:31.115
continue to grow from within

2375
02:06:31.115 --> 02:06:33.355
because we know we have to have a two-tiered

2376
02:06:33.575 --> 02:06:35.795
or really three-tiered, um, recruitment retention

2377

02:06:35.855 --> 02:06:39.475

and grow your own to be able to, uh, have excellence

2378

02:06:39.615 --> 02:06:41.275

and excellent teachers in front of our students.

2379

02:06:42.015 --> 02:06:44.875

And then, um, a couple other things.

2380

02:06:45.455 --> 02:06:47.475

We know that we have, uh, pipelines

2381

02:06:47.595 --> 02:06:48.955

for our administrators and teachers.

2382

02:06:48.955 --> 02:06:51.235

We have several of them, but we really need

2383

02:06:51.235 --> 02:06:55.795

to better leverage our recruitment eligibility data, um, to,

2384

02:06:55.975 --> 02:06:57.595

to strengthen that succession plan.

2385

02:06:57.815 --> 02:07:00.195

So we have people in the pipeline looking at

2386

02:07:00.195 --> 02:07:01.995

that data being strategic, do we have enough?

2387

02:07:02.065 --> 02:07:03.115

What more do we need to do?

2388

02:07:03.935 --> 02:07:06.435

Um, and then, uh, last on this slide,

2389

02:07:06.525 --> 02:07:07.835

conducting stay interviews

2390

02:07:07.895 --> 02:07:09.475
and engaging in listening sessions.

2391
02:07:09.475 --> 02:07:11.635
We have a couple of them coming up, uh,

2392
02:07:11.935 --> 02:07:13.675
for special education teachers,

2393
02:07:13.695 --> 02:07:16.315
but also for substitute teachers really

2394
02:07:16.315 --> 02:07:18.555
to hear what's going well, why are you staying,

2395
02:07:18.735 --> 02:07:20.955
and then how can we get better in that support of you?

2396
02:07:23.725 --> 02:07:26.385
One big piece of that retention I alluded to earlier,

2397
02:07:26.765 --> 02:07:28.305
is really partnering with offices.

2398
02:07:28.605 --> 02:07:30.105
We get them in and we can support,

2399
02:07:30.165 --> 02:07:32.825
but there are people who are working with them every day

2400
02:07:33.005 --> 02:07:34.785
or in professional development.

2401
02:07:35.105 --> 02:07:38.165
So how can we work together collaboratively, um,

2402
02:07:38.305 --> 02:07:40.485
to support those positions specifically with

2403
02:07:40.485 --> 02:07:41.605
that high attrition level.

2404

02:07:41.865 --> 02:07:44.605

So even though we know our retention level is over 92%,

2405

02:07:44.625 --> 02:07:48.565

we recognize that, um, and I'll say in special education,

2406

02:07:48.565 --> 02:07:49.605

because we know that that's out there.

2407

02:07:49.785 --> 02:07:51.885

We have more attrition than in other places

2408

02:07:52.915 --> 02:07:54.805

looking at our substitute coverage.

2409

02:07:55.085 --> 02:07:56.645

I know some people cringe when they look at

2410

02:07:56.645 --> 02:07:58.285

75% fill rate, right?

2411

02:07:58.305 --> 02:07:59.325

So how can we get better?

2412

02:07:59.665 --> 02:08:02.045

We know it's not that way across our schools, some

2413

02:08:02.045 --> 02:08:03.605

of our schools have in the nineties.

2414

02:08:04.105 --> 02:08:08.085

Um, and so looking to see with both conversations

2415

02:08:08.085 --> 02:08:10.565

with principals, but in that listening session with subs,

2416

02:08:11.035 --> 02:08:12.805

what are the strengths of Arlington?

2417

02:08:12.915 --> 02:08:14.325

What are the strengths of the buildings

2418

02:08:14.325 --> 02:08:15.765

that you continue to go back to?

2419

02:08:16.385 --> 02:08:18.685

Um, what are some of the needs and challenges that you see?

2420

02:08:18.685 --> 02:08:21.045

Because that can also help us be strategic

2421

02:08:21.425 --> 02:08:24.205

and help our, um, the leaders of our school buildings

2422

02:08:24.205 --> 02:08:28.125

to be more strategic in ensuring that subs want to come, um,

2423

02:08:28.145 --> 02:08:29.605

and serve in all of our spaces.

2424

02:08:31.845 --> 02:08:33.305

All right, I'm gonna pass it to Cole.

2425

02:08:37.035 --> 02:08:40.415

Is it upper or sideways? Um, up. Up, yeah.

2426

02:08:42.075 --> 02:08:45.255

Hi everybody. So now we're gonna be moving into the

2427

02:08:45.255 --> 02:08:48.135

section of our presentation, which focuses on climate

2428

02:08:48.315 --> 02:08:49.575

and staff engagement.

2429

02:08:55.465 --> 02:08:57.695

Sorry. As a reminder,

2430

02:08:57.755 --> 02:09:01.495

we have a strategic performance objective centered on a PS

2431

02:09:01.495 --> 02:09:03.215

staff reporting positive experiences

2432

02:09:03.215 --> 02:09:05.655

regarding workplace climate and staff engagement.

2433

02:09:06.605 --> 02:09:09.055

Some of the strategies we'll focus on to ensure

2434

02:09:09.055 --> 02:09:11.935

that include developing a calendar with events

2435

02:09:11.955 --> 02:09:14.095

to discuss different HR initiatives.

2436

02:09:15.015 --> 02:09:17.895

Collaborating with a PS department leads by holding q

2437

02:09:17.895 --> 02:09:19.855

and a sessions and leadership meetings.

2438

02:09:20.435 --> 02:09:22.255

We want to continue fostering communication

2439

02:09:22.255 --> 02:09:24.015

between leadership and hr.

2440

02:09:24.395 --> 02:09:26.855

And by creating these opportunities for open discussions,

2441

02:09:27.275 --> 02:09:29.975

the goal is to ensure we're all on the same page regarding

2442

02:09:30.005 --> 02:09:33.095

what our focuses and initiatives are from both directions.

2443

02:09:34.195 --> 02:09:37.415

We are also striving to increase interest from a PS

2444

02:09:37.575 --> 02:09:39.935
employees around our events by creating more interactive

2445
02:09:39.935 --> 02:09:41.415
marketing when promoting these events.

2446
02:09:42.155 --> 02:09:44.535
And lastly, we want to make sure we're making good use

2447
02:09:44.555 --> 02:09:47.135
of wellness dollars from healthcare vendors

2448
02:09:47.595 --> 02:09:50.135
to support all HR engagement initiatives.

2449
02:09:53.515 --> 02:09:56.335
So while HR as a whole is focusing on these more targeted

2450
02:09:56.395 --> 02:10:00.015
and calendar based engagement, um, the day-to-day

2451
02:10:00.275 --> 02:10:03.095
for all a PS employees, not just leadership, um,

2452
02:10:03.095 --> 02:10:07.415
but everyone has access to hr, engages with hr, uh,

2453
02:10:07.415 --> 02:10:08.535
through primarily

2454
02:10:08.535 --> 02:10:10.775
through the Human resources service support center.

2455
02:10:11.035 --> 02:10:14.775
And that's my team. So whether it's a walk-in a phone call

2456
02:10:14.835 --> 02:10:17.855
or a ticket, and let's talk, um, also called on flow.

2457
02:10:18.235 --> 02:10:20.895
The H-R-S-S-C team has that first touch.

2458

02:10:21.515 --> 02:10:22.575

We resolve what we can

2459

02:10:23.035 --> 02:10:25.935

or if need be, we pass it through to an HR specialist.

2460

02:10:26.905 --> 02:10:29.615

Since the last time HR presented to the board, the volume

2461

02:10:29.615 --> 02:10:31.855

of tickets year over year has gone up again.

2462

02:10:32.675 --> 02:10:34.805

And if the current pace keeps up, we're on track

2463

02:10:34.865 --> 02:10:38.525

for a 16% increase over last year, possibly ending the year

2464

02:10:38.525 --> 02:10:40.085

around 27,000 tickets.

2465

02:10:41.175 --> 02:10:43.405

Again, the H-R-S-S-C team assesses

2466

02:10:43.405 --> 02:10:44.685

every ticket that comes through.

2467

02:10:44.985 --> 02:10:46.845

But regarding the tickets that we actually close out

2468

02:10:46.845 --> 02:10:48.925

ourselves, we are currently responsible

2469

02:10:48.925 --> 02:10:51.765

for closing out about 62% of the total tickets.

2470

02:10:52.705 --> 02:10:55.845

Um, that's the total tickets coming into hr specifically

2471

02:10:56.745 --> 02:10:59.525
to date, 91% of those tickets that we close,

2472
02:10:59.585 --> 02:11:01.085
we close within the two day standard.

2473
02:11:02.785 --> 02:11:05.445
So moving on to customer experience, um, first off,

2474
02:11:05.485 --> 02:11:07.725
I wanna discuss the tool we're using here to measure that.

2475
02:11:08.265 --> 02:11:13.205
Um, what let's talk calls their CX score and what that is.

2476
02:11:13.275 --> 02:11:15.365
Essentially, um, upon the completion

2477
02:11:15.365 --> 02:11:16.885
of a ticket, a survey goes out.

2478
02:11:17.385 --> 02:11:20.765
Um, the stakeholder, uh, the employee retiree applicant,

2479
02:11:21.275 --> 02:11:23.365
they have the chance to rate the service

2480
02:11:23.365 --> 02:11:25.685
that they received on a simple scale of one to 10.

2481
02:11:26.105 --> 02:11:28.325
And optionally, they can leave a comment.

2482
02:11:29.155 --> 02:11:31.725
Currently the H-R-S-S-C is averaging a score

2483
02:11:31.745 --> 02:11:33.525
of just under eight out of 10.

2484
02:11:33.625 --> 02:11:35.445
So I think it's uh, 7.98.

2485

02:11:36.755 --> 02:11:39.205

What we are seeing in the comment section of these surveys,

2486

02:11:39.505 --> 02:11:42.165

um, or the tickets that they came in with, is

2487

02:11:42.165 --> 02:11:44.965

that a PS stakeholders were having a lot of technical issues

2488

02:11:44.965 --> 02:11:48.325

with the new STAR system, uh, especially noticeable right

2489

02:11:48.325 --> 02:11:49.925

after the release back in July.

2490

02:11:50.105 --> 02:11:52.405

And again, during the benefits open enrollment back in

2491

02:11:52.405 --> 02:11:54.925

October, document upload issues

2492

02:11:54.925 --> 02:11:56.205

were mentioned time and again.

2493

02:11:56.665 --> 02:11:59.085

Um, and regarding the benefits enrollment,

2494

02:11:59.145 --> 02:12:01.565

but also the applicants that are coming in, people

2495

02:12:01.565 --> 02:12:04.125

that are trying to join our team, they're having a hard time

2496

02:12:04.435 --> 02:12:06.245

with the application process.

2497

02:12:07.425 --> 02:12:08.485

Um, we also saw

2498

02:12:08.485 --> 02:12:10.525
that pay related issues were also

2499
02:12:10.525 --> 02:12:11.685
trending heavy in these comments.

2500
02:12:12.425 --> 02:12:14.325
Um, issues with submitting time cards

2501
02:12:14.585 --> 02:12:16.845
and a variety of other timekeeper issues.

2502
02:12:17.415 --> 02:12:19.805
Again, especially just after the Stars release.

2503
02:12:20.425 --> 02:12:22.165
Um, and I think it's important to note here

2504
02:12:22.595 --> 02:12:25.365
that there isn't really an issue with Stars itself.

2505
02:12:25.555 --> 02:12:28.925
It's simply that the first year using a new system, um,

2506
02:12:28.985 --> 02:12:30.285
we lack that familiarity.

2507
02:12:30.425 --> 02:12:34.205
So everybody who's using stars to clock in to apply

2508
02:12:34.205 --> 02:12:36.565
for benefits, everyone's using it for the first time.

2509
02:12:37.065 --> 02:12:39.085
Um, and so there's a lack of familiarity there.

2510
02:12:39.825 --> 02:12:41.885
Um, and I just wanted to to point that out.

2511
02:12:43.025 --> 02:12:47.325
Um, they'll get comfortable with it soon

2512

02:12:47.325 --> 02:12:48.685
and it won't be so big of a deal.

2513

02:12:49.145 --> 02:12:51.325
Um, so I think the main takeaway that I took from,

2514

02:12:51.325 --> 02:12:54.045
from the feedback was that whether constructive

2515

02:12:54.045 --> 02:12:58.285
or complimentary stakeholders were commenting on timeliness,

2516

02:12:58.475 --> 02:12:59.765
that was always the big concern.

2517

02:13:00.185 --> 02:13:02.925
And that makes sense because when an issue is about

2518

02:13:02.925 --> 02:13:04.565
someone's pay or their benefits,

2519

02:13:04.995 --> 02:13:06.365
it's going to be time sensitive.

2520

02:13:06.945 --> 02:13:08.805
So stakeholders were either very grateful

2521

02:13:08.805 --> 02:13:11.085
that their issues were resolved so quickly, um,

2522

02:13:11.145 --> 02:13:12.485
or they wished we could have resolved

2523

02:13:12.485 --> 02:13:13.525
their issue a little bit sooner.

2524

02:13:14.385 --> 02:13:15.725
Um, and we hear that last piece.

2525

02:13:15.725 --> 02:13:17.845
We've been working really hard to identify opportunities

2526
02:13:17.845 --> 02:13:21.005
to streamline the processes to track annual trends

2527
02:13:21.025 --> 02:13:23.005
so we can make information available to folks

2528
02:13:23.005 --> 02:13:24.445
before the need arises.

2529
02:13:25.185 --> 02:13:29.725
Um, but clearly eight outta 10, so we have some work to do.

2530
02:13:31.715 --> 02:13:34.685
Okay, I'd like to pass the mic back to Corey, please for a,

2531
02:13:35.045 --> 02:13:37.325
a little dig into the strategic plan

2532
02:13:37.325 --> 02:13:39.525
implementation and some other bright spots. See again.

2533
02:13:39.525 --> 02:13:44.485
Alright, so here,

2534
02:13:44.785 --> 02:13:47.285
uh, one of our performance objective states that by 20

2535
02:13:47.285 --> 02:13:48.925
or 30, at least 70%

2536
02:13:48.925 --> 02:13:52.005
of a PS staff will report a positive workplace climate

2537
02:13:52.065 --> 02:13:53.405
and strong staff engagement.

2538
02:13:54.085 --> 02:13:55.725
I actually believe we met this goal.

2539
02:13:55.805 --> 02:13:57.885
I need to double check because I think we've reported on

2540
02:13:57.885 --> 02:13:59.805
this previously, but I'll double check

2541
02:13:59.805 --> 02:14:01.725
and circle back to you guys and let you know for sure.

2542
02:14:05.905 --> 02:14:07.365
So some additional highlights,

2543
02:14:07.425 --> 02:14:09.165
bright spots and accomplishments.

2544
02:14:09.545 --> 02:14:12.565
So we hosted wellness focused workshops on managing

2545
02:14:12.565 --> 02:14:16.245
difficult conversations, increased EAP presence, um,

2546
02:14:16.245 --> 02:14:20.125
including attending base camp expansion of the caregiver

2547
02:14:20.125 --> 02:14:22.005
and teacher school staff support groups,

2548
02:14:22.715 --> 02:14:25.725
continued monthly EAP wellness communications.

2549
02:14:26.425 --> 02:14:28.845
We launched a monthly EAP lunch

2550
02:14:28.865 --> 02:14:31.365
and learn session providing timing, education

2551
02:14:31.365 --> 02:14:32.605
and resources and support.

2552

02:14:33.585 --> 02:14:36.085

Our benefit supervisor Carrie Holmes,

2553

02:14:36.305 --> 02:14:38.285

she will now share some additional, um,

2554

02:14:38.345 --> 02:14:39.605

bright spots for her team.

2555

02:14:43.495 --> 02:14:48.365

Thank you. Thank you Corey.

2556

02:14:48.705 --> 02:14:51.645

Um, so before I go into this slide, I just wanna cover

2557

02:14:52.205 --> 02:14:55.005

a little information about the Benefits Wellness Center.

2558

02:14:55.465 --> 02:14:59.525

So in 2024, we transitioned from Cigna to CareFirst,

2559

02:14:59.905 --> 02:15:03.925

and a part of the contract included implementing, uh,

2560

02:15:03.925 --> 02:15:04.925

the wellness clinic.

2561

02:15:05.075 --> 02:15:07.565

That means they're, they're equipped to,

2562

02:15:07.565 --> 02:15:09.205

they provide all the equipment, they

2563

02:15:09.445 --> 02:15:12.725

provided the, um, individual that, um,

2564

02:15:12.875 --> 02:15:14.205

manages the cl the clinic.

2565

02:15:14.905 --> 02:15:17.685

And so I just wanna share with you a little bit about

2566

02:15:17.835 --> 02:15:19.165

what goes on in the clinic.

2567

02:15:19.825 --> 02:15:23.005

So we have a nurse practitioner, which is Ladon,

2568

02:15:23.655 --> 02:15:25.285

Ladon, um, Crawford.

2569

02:15:25.385 --> 02:15:27.605

And what she does as a nurse practitioner,

2570

02:15:27.745 --> 02:15:31.325

she has the option, she has the, uh, ability to talk

2571

02:15:31.325 --> 02:15:34.245

to the employees in person and virtual.

2572

02:15:35.105 --> 02:15:37.565

Um, she also has the opportunity

2573

02:15:37.705 --> 02:15:40.805

to order test test results from employees

2574

02:15:41.325 --> 02:15:43.005

preventative care services.

2575

02:15:43.395 --> 02:15:48.085

That includes, um, chronic disease management, behavior,

2576

02:15:48.145 --> 02:15:51.925

health, other support systems such as vaccinations,

2577

02:15:52.255 --> 02:15:54.565

acute care, and general guidance.

2578

02:15:55.285 --> 02:15:59.725

I wanna note that encounters mean those employees

2579

02:15:59.795 --> 02:16:02.445
that just dropped by out of the blue looking

2580
02:16:02.625 --> 02:16:04.205
for a consultation

2581
02:16:04.745 --> 02:16:08.045
and visits are actually employees that have appointments.

2582
02:16:08.825 --> 02:16:12.085
The office hours for the clinic is Monday, Tuesday,

2583
02:16:12.345 --> 02:16:15.285
and Wednesday from 11 to five and Thursday

2584
02:16:15.305 --> 02:16:17.365
and Friday from eight to two.

2585
02:16:17.985 --> 02:16:22.245
If she's not available to anyone who comes to the clinic,

2586
02:16:22.735 --> 02:16:24.765
there is a QR code that's available

2587
02:16:24.835 --> 02:16:27.725
that employees can click on to get a virtual appointment

2588
02:16:28.145 --> 02:16:30.565
or they can schedule an appointment online.

2589
02:16:31.105 --> 02:16:33.565
So let's just look at the slide for just a little bit

2590
02:16:33.665 --> 02:16:37.045
to show you what has occurred since I've been, um,

2591
02:16:37.895 --> 02:16:39.165
hired into this role.

2592
02:16:39.705 --> 02:16:43.885
And the first quarter we had 20 encounters and 69 patients.

2593

02:16:44.225 --> 02:16:47.965

And as we gradually increase through the quarters in quarter

2594

02:16:48.525 --> 02:16:52.365

14, we had 16 encounters and 109 patients.

2595

02:16:52.795 --> 02:16:55.085

Overall, we had 83 encounters.

2596

02:16:55.355 --> 02:16:57.125

That means people dropping by out

2597

02:16:57.125 --> 02:16:59.205

of the blue looking for assistance.

2598

02:16:59.665 --> 02:17:03.445

And we had 339 patients for total

2599

02:17:03.785 --> 02:17:08.045

of 422 people that dropped by the clinic.

2600

02:17:08.155 --> 02:17:12.445

That is significant increase over what we had in 2024.

2601

02:17:14.785 --> 02:17:17.605

So I wanna share with you right spots in

2602

02:17:17.605 --> 02:17:18.885

the benefits department.

2603

02:17:19.145 --> 02:17:21.805

Our benefits department is fully staffed.

2604

02:17:22.265 --> 02:17:26.045

You cannot run a benefits department without foot

2605

02:17:26.045 --> 02:17:27.085

being fully staffed.

2606

02:17:27.465 --> 02:17:32.165

We have a number of employees that contact us via email,

2607

02:17:33.125 --> 02:17:36.205

telephone, or they drop by just out of the blue looking

2608

02:17:36.425 --> 02:17:37.605

for assistance.

2609

02:17:38.145 --> 02:17:40.365

And so my team works extremely hard.

2610

02:17:41.225 --> 02:17:44.365

Uh, we manage over a hundred FMLA cases,

2611

02:17:44.735 --> 02:17:48.805

short-term disability, long-term disability, and,

2612

02:17:49.025 --> 02:17:50.565

and workers' comp.

2613

02:17:51.055 --> 02:17:53.725

These cases are complex and

2614

02:17:53.725 --> 02:17:56.845

because the benefit department is constantly moving

2615

02:17:57.715 --> 02:18:01.005

fast paced, it requires attention to detail.

2616

02:18:02.145 --> 02:18:05.205

Um, since I've been on board since July, I've

2617

02:18:05.845 --> 02:18:08.845

reviewed some training with my team on the hybrid plan,

2618

02:18:09.225 --> 02:18:12.325

the hybrid planner for all employees that were hired as

2619

02:18:12.325 --> 02:18:13.885

of July, 2014.

2620

02:18:14.675 --> 02:18:17.725

That just, um, it's crucial that I mentioned that

2621

02:18:17.725 --> 02:18:22.085

because previously we wanted, people were complaining about

2622

02:18:22.225 --> 02:18:23.525

how the plans were working.

2623

02:18:23.865 --> 02:18:25.485

So we wanted to make sure that I

2624

02:18:25.765 --> 02:18:28.325

provided ample training to the department

2625

02:18:28.385 --> 02:18:30.645

to ensure they understand the business

2626

02:18:31.005 --> 02:18:32.405

practice, how it works.

2627

02:18:32.945 --> 02:18:35.045

Uh, we look at the collective bargaining agreement,

2628

02:18:35.145 --> 02:18:38.165

we look at our policies before we make decisions.

2629

02:18:38.905 --> 02:18:42.445

And last but not least, in August of 2025,

2630

02:18:42.665 --> 02:18:44.885

we rolled out the benefit resource center

2631

02:18:45.815 --> 02:18:48.085

who's readily available to answer any

2632

02:18:48.085 --> 02:18:51.685

of our employees questions when we're not available.

2633

02:18:51.915 --> 02:18:56.005
They are the first point of contact for our employees so

2634
02:18:56.005 --> 02:18:57.405
that if we are not available,

2635
02:18:57.635 --> 02:18:59.885
someone's always available from eight to five

2636
02:19:00.225 --> 02:19:01.525
to answer their questions.

2637
02:19:01.865 --> 02:19:03.445
And when we're closed during the holiday,

2638
02:19:03.795 --> 02:19:04.845
they are still open

2639
02:19:04.945 --> 02:19:07.765
and readily available to help our employees.

2640
02:19:08.355 --> 02:19:12.885
Overall, they had 223 calls, 57 emails,

2641
02:19:13.545 --> 02:19:16.365
and 132 follow ups.

2642
02:19:16.865 --> 02:19:19.485
So when they're, they cannot answer a question

2643
02:19:19.485 --> 02:19:22.645
and need to escalate a question to me, they do so

2644
02:19:22.785 --> 02:19:24.325
by email or by phone.

2645
02:19:25.425 --> 02:19:26.425
I'm gonna turn it

2646
02:19:29.305 --> 02:19:31.725
In the areas of EAP and employee relation.

2647

02:19:32.345 --> 02:19:34.885

We have expanded staff engagement offerings,

2648

02:19:35.155 --> 02:19:38.325

increased communication and marketing around EAP services.

2649

02:19:39.085 --> 02:19:41.805

Launched a quarterly EAP employee relations newsletter

2650

02:19:41.865 --> 02:19:43.485

for administrators and supervisors.

2651

02:19:43.935 --> 02:19:47.045

We've hosted wellness popup events at transportation,

2652

02:19:47.885 --> 02:19:50.805

participated in the Wakefield School Resource Expo

2653

02:19:51.755 --> 02:19:54.365

facilitated sessions at the administrative conference.

2654

02:19:54.385 --> 02:19:56.805

And I failed to put, to add this on the slide,

2655

02:19:56.865 --> 02:19:59.085

we actually launched our HR newsletter

2656

02:19:59.085 --> 02:20:00.125

and that goes out quarterly.

2657

02:20:00.565 --> 02:20:02.965

Kudos to Miranda for helping us put that together

2658

02:20:03.145 --> 02:20:05.205

and putting some nuggets in that newsletters,

2659

02:20:05.205 --> 02:20:06.925

but we'll make sure that's on the next time.

2660

02:20:10.495 --> 02:20:12.245
Let's see, almost there folks.

2661
02:20:12.665 --> 02:20:16.725
Um, participation in base camp transportation in serving

2662
02:20:16.765 --> 02:20:19.925
sessions framed as orientation to EAP services,

2663
02:20:20.705 --> 02:20:24.165
seated massages for staff, flu shot clinics,

2664
02:20:24.725 --> 02:20:27.685
biometric screenings for all of our staff.

2665
02:20:27.685 --> 02:20:29.365
And I actually participated in flu shot.

2666
02:20:29.365 --> 02:20:31.125
I got mine, sir, and the biometric screening

2667
02:20:31.125 --> 02:20:32.405
and probably didn't like the results,

2668
02:20:32.545 --> 02:20:34.845
but, um, it's, it's nice to have those, um,

2669
02:20:34.845 --> 02:20:36.445
options available for employees.

2670
02:20:37.145 --> 02:20:38.845
So I turned it back over to Ms. Holmes.

2671
02:20:41.365 --> 02:20:42.565
I got you. Okay.

2672
02:20:42.565 --> 02:20:45.445
We just wanna cover really quickly, um, some things

2673
02:20:45.445 --> 02:20:46.725
that came out of the audit.

2674

02:20:47.185 --> 02:20:50.285

And so we are currently conducting an audit, uh,

2675

02:20:50.405 --> 02:20:52.845

a comprehensive audit in all of our benefit plans.

2676

02:20:52.905 --> 02:20:55.885

And the reason I do that is to figure out where we are.

2677

02:20:56.685 --> 02:20:59.085

I can't determine where we are without really

2678

02:21:00.125 --> 02:21:03.085

doing a deeper dive into the plans to make sure

2679

02:21:03.085 --> 02:21:06.205

that people enrolled, uh, that should be enrolled

2680

02:21:06.745 --> 02:21:10.045

and dependents, uh, and spouse alike.

2681

02:21:10.275 --> 02:21:12.125

That the premiums that they're paying

2682

02:21:12.185 --> 02:21:14.165

for coverage is the correct premiums.

2683

02:21:14.835 --> 02:21:19.285

More importantly, data integrity, garbage in, garbage out.

2684

02:21:19.865 --> 02:21:21.685

I'm in the process of an RFP

2685

02:21:21.685 --> 02:21:23.845

and I need to make sure that the data that's been

2686

02:21:24.125 --> 02:21:26.045

provided is accurate and correct.

2687

02:21:26.865 --> 02:21:28.285

And then compliance check.

2688

02:21:28.385 --> 02:21:31.325

By doing a compliance check, we, um,

2689

02:21:31.865 --> 02:21:34.485

we eliminate any billing errors, um,

2690

02:21:35.045 --> 02:21:37.725

employees receiving incorrect coverage information.

2691

02:21:38.105 --> 02:21:41.405

And more importantly, we are in compliance with state

2692

02:21:41.585 --> 02:21:43.045

and federal, federal laws.

2693

02:21:48.805 --> 02:21:52.685

Alrighty. I'm especially proud

2694

02:21:52.865 --> 02:21:55.885

of the HR senior leadership team that that's here tonight

2695

02:21:56.305 --> 02:21:59.325

for responding directly to staff needs during winter break.

2696

02:21:59.905 --> 02:22:01.645

We actually led by example

2697

02:22:02.185 --> 02:22:05.285

by personally managing the less talk tickets on designated

2698

02:22:05.315 --> 02:22:06.365

days throughout the break.

2699

02:22:06.365 --> 02:22:09.045

Throughout the break, I had to go through a quick training

2700

02:22:09.205 --> 02:22:11.885

'cause I'd never used the system myself, but Ricardo

2701

02:22:11.885 --> 02:22:14.405

and Cole were very healthy, making sure that I was ready

2702

02:22:14.405 --> 02:22:16.285

to go on the assigned days that I had.

2703

02:22:16.865 --> 02:22:19.765

So this practice will now become our standard approach

2704

02:22:19.765 --> 02:22:21.445

during winter break, recognizing

2705

02:22:21.445 --> 02:22:23.365

that this is our only extended break period

2706

02:22:23.785 --> 02:22:26.805

and a critical time for our staff, um, who need support.

2707

02:22:27.265 --> 02:22:32.125

So as we prepare to conclude land, this plane, um, Ricardo

2708

02:22:32.265 --> 02:22:36.605

and Carrie will now provide upstate related to the HR audit.

2709

02:22:39.505 --> 02:22:41.285

Do you want me to drive? Yeah.

2710

02:22:41.915 --> 02:22:44.405

Alright. So we're gonna talk about the audit

2711

02:22:44.465 --> 02:22:46.405

and some of the things that came out of there.

2712

02:22:46.585 --> 02:22:49.485

So, uh, some of the key audit themes were, uh,

2713

02:22:49.485 --> 02:22:51.885

around consistency, documentation,

2714

02:22:51.905 --> 02:22:54.245
and sustainability across HR operations.

2715
02:22:54.245 --> 02:22:57.845
So over the last year, we have developed a standardized, uh,

2716
02:22:57.845 --> 02:23:00.965
centralized department wide SOP library, um,

2717
02:23:00.965 --> 02:23:04.045
that includes all HR divisions, benefits, HRIS,

2718
02:23:04.245 --> 02:23:05.485
employee relations, tam,

2719
02:23:05.865 --> 02:23:07.685
and I mean all of them are listed in there.

2720
02:23:08.185 --> 02:23:10.525
Uh, and in doing so, we did, uh, strive

2721
02:23:10.525 --> 02:23:12.485
to create a standardized, uh, format

2722
02:23:12.985 --> 02:23:15.765
and numbering system so that the procedures are easy

2723
02:23:15.765 --> 02:23:17.405
to find, not only for our current staff,

2724
02:23:17.405 --> 02:23:19.285
but obviously any new employees that, uh,

2725
02:23:19.505 --> 02:23:21.405
joined the HR team in the future.

2726
02:23:22.025 --> 02:23:24.925
Um, this also allows us to keep, uh, version control

2727
02:23:24.945 --> 02:23:26.605
and also make sure that there is alignment

2728

02:23:26.605 --> 02:23:28.845
amongst all the teams, um, so

2729

02:23:28.845 --> 02:23:31.085
that we are actually being compliant with our work.

2730

02:23:31.465 --> 02:23:33.845
Uh, in doing so, we also made sure that, um,

2731

02:23:33.905 --> 02:23:37.725
we are formalizing processes tied to directly to, uh,

2732

02:23:38.045 --> 02:23:41.165
regulatory compliances, specifically around those SOPs

2733

02:23:41.165 --> 02:23:42.485
that deal with, uh, foia,

2734

02:23:42.645 --> 02:23:45.605
FMLA salary setting, how we pay employees.

2735

02:23:45.605 --> 02:23:48.045
All of that, uh, is very important to make sure

2736

02:23:48.045 --> 02:23:50.285
that our daily operations do match, uh,

2737

02:23:50.285 --> 02:23:51.445
compliance expectations.

2738

02:23:51.905 --> 02:23:54.205
In addition to that, uh, is very important to note

2739

02:23:54.205 --> 02:23:56.005
that we didn't just do these SOPs

2740

02:23:56.005 --> 02:23:59.005
and documentations just for the purpose of documenting.

2741

02:23:59.345 --> 02:24:01.685
Um, but it was also a good opportunity for us

2742
02:24:01.685 --> 02:24:04.685
as a department to, uh, out review all

2743
02:24:04.685 --> 02:24:06.245
of our outdated workflows and gaps.

2744
02:24:06.625 --> 02:24:09.525
And in doing so, partnering with the rest of the hr, uh,

2745
02:24:09.665 --> 02:24:12.285
HR divisions, uh, we rewrote a lot of our processes

2746
02:24:12.495 --> 02:24:15.245
where systems and practices had changed over time.

2747
02:24:15.985 --> 02:24:18.245
And then finally, we did, uh, build, uh,

2748
02:24:18.245 --> 02:24:20.445
maintenance cycles into, uh, our program.

2749
02:24:20.705 --> 02:24:24.205
So we can, uh, quarterly be reviewing our SOPs.

2750
02:24:24.305 --> 02:24:26.925
So when there's any procedures shift shifts or changes,

2751
02:24:27.425 --> 02:24:29.205
or when any future audits occur,

2752
02:24:29.205 --> 02:24:30.445
then these documents are going

2753
02:24:30.445 --> 02:24:33.245
to be current rather than becoming static binders

2754
02:24:33.245 --> 02:24:34.605
that we just put on a shelf.

2755

02:24:34.985 --> 02:24:36.445

Um, so this structure, uh,

2756

02:24:36.445 --> 02:24:40.445

really reduces the dependency on institutional, uh, memory

2757

02:24:40.945 --> 02:24:43.445

or John Smith that's been here in HR for 15 years,

2758

02:24:43.495 --> 02:24:45.965

which obviously, when those people leave, you know,

2759

02:24:45.965 --> 02:24:50.045

it does create a risk for us as a department as far

2760

02:24:50.065 --> 02:24:52.525

as our policy and PIP review.

2761

02:24:52.545 --> 02:24:56.765

We are running this in parallel tandem with our SOPs, uh,

2762

02:24:56.865 --> 02:24:59.405

to make sure that we have a comprehensive review of all

2763

02:24:59.405 --> 02:25:01.165

of our HR policies and pips,

2764

02:25:01.465 --> 02:25:04.205

and also whatever tie in they have with our CBAs.

2765

02:25:04.545 --> 02:25:06.165

So the focus that we are striving

2766

02:25:06.225 --> 02:25:08.605

to have here in the department is alignment, making sure

2767

02:25:08.605 --> 02:25:10.125

that what our policies are saying

2768

02:25:10.665 --> 02:25:12.605
and what our SOPs are outlining

2769
02:25:12.665 --> 02:25:14.565
and what staff are actually doing, uh,

2770
02:25:14.665 --> 02:25:17.205
in practice are actually fully synchronized.

2771
02:25:17.545 --> 02:25:19.565
Um, so in doing so, we're also making sure

2772
02:25:19.565 --> 02:25:21.725
that we are modernizing the language of all

2773
02:25:21.725 --> 02:25:23.005
of our pips and policies.

2774
02:25:23.385 --> 02:25:24.805
Uh, as a matter of fact, I have our,

2775
02:25:24.825 --> 02:25:27.485
our next check in tomorrow, uh, for the next set of, uh,

2776
02:25:27.515 --> 02:25:28.805
pips that we are reviewing.

2777
02:25:29.065 --> 02:25:31.365
And so we are doing this in collaboration altogether,

2778
02:25:31.465 --> 02:25:34.525
all the HR leaders and the, uh, respective divisions.

2779
02:25:34.825 --> 02:25:36.205
Uh, and we're all discussing

2780
02:25:36.205 --> 02:25:37.605
what recommendations we bring forward.

2781
02:25:38.065 --> 02:25:39.165
Um, so that then, uh,

2782

02:25:39.165 --> 02:25:41.685

we have an operationally sound audit ready

2783

02:25:41.705 --> 02:25:43.125

and sustainable organization.

2784

02:25:43.585 --> 02:25:46.085

And ultimately, uh, this, uh, work, uh,

2785

02:25:46.285 --> 02:25:47.565

positions not only a PS,

2786

02:25:47.565 --> 02:25:51.325

but also the Department of HR to move from audit findings

2787

02:25:51.325 --> 02:25:53.725

to actually have a long-term compliance maturity,

2788

02:25:53.725 --> 02:25:55.005

which reduces our risk,

2789

02:25:55.525 --> 02:25:57.125

increases transparency within the department,

2790

02:25:57.305 --> 02:26:00.045

and also strengthen our internal controls.

2791

02:26:00.345 --> 02:26:02.605

So doing both of these things, uh,

2792

02:26:02.625 --> 02:26:05.525

create essentially a close loop for us where, um,

2793

02:26:05.625 --> 02:26:07.685

our policies establish the expectations

2794

02:26:08.105 --> 02:26:10.165

and the SOPs operationalize them.

2795

02:26:15.315 --> 02:26:19.525

Okay, I promise I'm gonna close this out. So, okay.

2796

02:26:19.875 --> 02:26:22.365

I've invested a lot of time in training in my staff,

2797

02:26:23.145 --> 02:26:26.485

and, um, one of the most important things I did was

2798

02:26:26.505 --> 02:26:29.245

to ensure that they manage their time wisely

2799

02:26:29.555 --> 02:26:31.885

because our department is fast moving,

2800

02:26:32.465 --> 02:26:35.525

and at any drop of a hat, employee may drop by,

2801

02:26:35.585 --> 02:26:38.125

we may lose our way throughout the day

2802

02:26:38.125 --> 02:26:41.765

because of so many emails calls, people dropping by.

2803

02:26:42.385 --> 02:26:45.045

So they, everyone was, it was a mandatory training

2804

02:26:45.105 --> 02:26:48.485

for everyone to take a, how to manage your time wisely.

2805

02:26:48.875 --> 02:26:52.565

This means how to manage your calendar, your appointments,

2806

02:26:52.875 --> 02:26:55.005

your workload so that we are more

2807

02:26:55.845 --> 02:26:57.005

efficient and we're accurate.

2808

02:26:57.305 --> 02:26:59.005

And when we calculate benefits,

2809

02:26:59.545 --> 02:27:01.245

we spend three days in January,

2810

02:27:01.495 --> 02:27:05.165

three full days training on F-M-L-A-A-D-A

2811

02:27:05.625 --> 02:27:08.685

and PWFA, which is paternity leave.

2812

02:27:09.225 --> 02:27:12.325

And so that enforces the understanding of state

2813

02:27:12.465 --> 02:27:13.645

and federal leave.

2814

02:27:13.875 --> 02:27:17.725

Overall, the training supports more consistent guidance

2815

02:27:17.825 --> 02:27:22.205

to employees to ensure HR practices remain aligned

2816

02:27:22.665 --> 02:27:24.685

and current legal standard.

2817

02:27:25.465 --> 02:27:29.525

In addition, I train the staff on benefits offsets when

2818

02:27:29.525 --> 02:27:32.765

someone goes on a worker workers' comp

2819

02:27:33.305 --> 02:27:37.285

or short-term disability to help them understand that the,

2820

02:27:37.585 --> 02:27:39.045

how to make the employee whole.

2821

02:27:39.785 --> 02:27:42.725

And so that wasn't an in-depth training for our employees.

2822

02:27:42.785 --> 02:27:44.365

It helps improve accuracy

2823

02:27:44.465 --> 02:27:46.685

and administering the leave programs correctly.

2824

02:27:47.025 --> 02:27:49.725

And this enhances, once again, consistency

2825

02:27:49.745 --> 02:27:54.205

and reduces errors in the training and developing.

2826

02:27:54.305 --> 02:27:57.645

We also train the employees on the plan designs.

2827

02:27:58.235 --> 02:28:01.645

Each plan requires something different when someone

2828

02:28:01.795 --> 02:28:02.885

goes out and leave.

2829

02:28:03.185 --> 02:28:05.645

And without understanding the dynamics of each plan,

2830

02:28:05.745 --> 02:28:09.125

you cannot manage the leave plan accurately.

2831

02:28:09.705 --> 02:28:12.405

So by training them on the plan designs,

2832

02:28:12.425 --> 02:28:14.925

we deliver training sessions through the benefits team

2833

02:28:14.985 --> 02:28:19.685

to ensure employees are compensated correctly to ensure

2834

02:28:19.755 --> 02:28:22.565

that the plan specification is being followed.

2835

02:28:23.355 --> 02:28:26.605

More importantly, that the pips, the CBA,

2836
02:28:26.995 --> 02:28:31.885
that we are in line with the school, um, policies

2837
02:28:32.545 --> 02:28:36.285
to ensure fairness, accuracy, and transparency.

2838
02:28:37.225 --> 02:28:40.125
And then last but not least, I wanna mention the TAM

2839
02:28:40.145 --> 02:28:42.245
and their efforts for training their team

2840
02:28:42.825 --> 02:28:44.925
on I nine electronically.

2841
02:28:45.675 --> 02:28:49.645
Five specialists are currently taking the professional

2842
02:28:49.705 --> 02:28:52.085
and human resources certification program,

2843
02:28:52.745 --> 02:28:55.525
and we have one in particular that just received

2844
02:28:56.145 --> 02:28:59.325
her Sharm designation as a senior professional.

2845
02:29:00.395 --> 02:29:03.125
That concludes our portion of the presentation.

2846
02:29:03.305 --> 02:29:04.885
I'm gonna turn it back over to Corey,

2847
02:29:04.985 --> 02:29:06.005
and he'll close this out.

2848
02:29:09.215 --> 02:29:11.965
Thank you everyone. And we have just landed the plane,

2849

02:29:12.145 --> 02:29:15.125
and so we welcome any questions, comments,

2850
02:29:15.305 --> 02:29:17.365
and feedback that you may have tonight.

2851
02:29:17.695 --> 02:29:18.725
Again, thank you so much.

2852
02:29:19.585 --> 02:29:20.645
Uh, thank you so much.

2853
02:29:21.005 --> 02:29:22.525
I, the, and, and they're all,

2854
02:29:22.545 --> 02:29:24.525
and the whole team is lining up ready

2855
02:29:24.585 --> 02:29:26.045
for questions and, uh, comments.

2856
02:29:26.185 --> 02:29:28.085
So I'm gonna turn to, uh, Ms. Clark,

2857
02:29:28.105 --> 02:29:29.885
who was the liaison from the board, uh,

2858
02:29:29.885 --> 02:29:32.445
for this presentation, and invite her to go first.

2859
02:29:34.305 --> 02:29:35.685
Um, thank you so much.

2860
02:29:35.925 --> 02:29:38.125
I really enjoyed being the liaison to this project.

2861
02:29:38.865 --> 02:29:42.205
Um, so I, I think it's important for community to hear,

2862
02:29:42.235 --> 02:29:44.765
like, when we started discussing the monitoring report,

2863

02:29:45.305 --> 02:29:46.525

the team actually came

2864

02:29:46.625 --> 02:29:49.885

and stated that they thought the audit action plan was a

2865

02:29:49.885 --> 02:29:51.125

good place to sp to start.

2866

02:29:52.265 --> 02:29:56.085

And, um, as an auditor, that is like music to my ears.

2867

02:29:57.145 --> 02:29:59.965

Uh, but I also think it's really, really important

2868

02:29:59.985 --> 02:30:03.245

to acknowledge the change that is happening, um,

2869

02:30:03.705 --> 02:30:07.165

and the focus that there is on the free flow of information

2870

02:30:07.745 --> 02:30:10.445

and in audit, we look at that as I, I mean, that is

2871

02:30:10.445 --> 02:30:13.845

what we expect to see and a high performing culture.

2872

02:30:15.265 --> 02:30:19.725

And, um, you know, kudos to Dr. Duran

2873

02:30:19.945 --> 02:30:23.645

and the team for taking the audit result

2874

02:30:23.785 --> 02:30:27.765

and findings, using that action plan to create the change

2875

02:30:28.115 --> 02:30:32.085

that, that you hear and see and the feedback that has been

2876

02:30:32.605 --> 02:30:34.805
provided over the years from staff.

2877
02:30:35.315 --> 02:30:37.285
Like, I've been on the board a year

2878
02:30:37.425 --> 02:30:40.725
and I see measurable change in the work

2879
02:30:40.725 --> 02:30:43.885
that you guys are doing and kudos.

2880
02:30:44.305 --> 02:30:46.485
Um, so I'm gonna hold off

2881
02:30:46.485 --> 02:30:48.245
because I got to do a lot of my questions

2882
02:30:48.315 --> 02:30:50.045
that informed the slides,

2883
02:30:50.625 --> 02:30:52.845
and I'll turn it over to my colleagues.

2884
02:30:53.305 --> 02:30:55.525
But thank you, thank you for staffing winter hours.

2885
02:30:56.255 --> 02:30:57.325
Thank you for being present,

2886
02:30:57.505 --> 02:30:59.325
and thank you for listening to the concerns

2887
02:30:59.325 --> 02:31:00.805
of a PS staff. Thank

2888
02:31:00.805 --> 02:31:01.805
You.

2889
02:31:03.605 --> 02:31:07.005
I would echo all of those thank yous. Um, Ms. Hanley,

2890

02:31:08.455 --> 02:31:09.455

Thank you. I would just

2891

02:31:09.455 --> 02:31:11.365

echo, um, my colleagues.

2892

02:31:11.365 --> 02:31:14.245

Thanks, because I think we have had a front row to,

2893

02:31:14.305 --> 02:31:17.125

to seeing how much work has gone into this

2894

02:31:17.465 --> 02:31:20.445

and into implementing quite a bit of change very quickly.

2895

02:31:21.145 --> 02:31:22.285

Um, so thank you for that.

2896

02:31:22.385 --> 02:31:24.365

And we understand that you are the front line,

2897

02:31:24.865 --> 02:31:28.165

you are the soldiers here at the very front line, um,

2898

02:31:28.225 --> 02:31:29.365

taking care of us all.

2899

02:31:29.385 --> 02:31:30.565

So, so thank you for that.

2900

02:31:30.785 --> 02:31:33.765

Um, and so I, I, I have a couple questions,

2901

02:31:33.785 --> 02:31:37.405

but my first one I is both going to relate to,

2902

02:31:37.525 --> 02:31:40.685

I think an area where I see a continued need

2903

02:31:40.745 --> 02:31:44.245

and I ask the questions that I ask offering also help.

2904

02:31:44.685 --> 02:31:46.405

I would like to see how we can work together

2905

02:31:47.025 --> 02:31:49.205

and what you will need from us

2906

02:31:49.265 --> 02:31:51.845

and how I can support you in achieving, I know what I'm,

2907

02:31:51.955 --> 02:31:54.365

what our ambitious goals that we are not shying away from,

2908

02:31:55.265 --> 02:31:56.725

um, in slides 12

2909

02:31:56.745 --> 02:32:00.205

and 13 in, in terms of our hiring demographics and trends.

2910

02:32:01.785 --> 02:32:04.085

Um, you all correctly pointed out

2911

02:32:04.085 --> 02:32:06.045

that our school system is quite diverse

2912

02:32:07.145 --> 02:32:10.005

and we have a, a school system that is 30% Latino

2913

02:32:10.625 --> 02:32:14.685

or Hispanic, and yet, um, this diversity just,

2914

02:32:14.905 --> 02:32:17.765

the reality is it's not entirely reflected in our,

2915

02:32:17.785 --> 02:32:19.565

in our workforce, particularly our teachers,

2916

02:32:19.855 --> 02:32:22.845

which are then the feeders to the, to the a scale, right?

2917

02:32:22.905 --> 02:32:26.165

For the most part. Um, and as someone who,

2918

02:32:26.385 --> 02:32:28.245

and I say this also sharing a bit

2919

02:32:28.245 --> 02:32:30.885

of having empathy coming from a space where I worked on,

2920

02:32:30.985 --> 02:32:32.285

on diversity, equity inclusion,

2921

02:32:32.425 --> 02:32:36.725

and in growing diverse workforces for 20 years, um,

2922

02:32:37.205 --> 02:32:39.845

I worked at a time when, you know, trying

2923

02:32:39.865 --> 02:32:43.125

to get Latino lawyers appointed to a federal bench, when

2924

02:32:44.225 --> 02:32:47.525

at the time, only about 2% of lawyers were Latino.

2925

02:32:48.025 --> 02:32:50.805

And yet in four years we were, we were able to shepherd

2926

02:32:50.805 --> 02:32:55.205

through over 54 Latinos to federal courts,

2927

02:32:55.585 --> 02:32:57.805

um, through appointment nominations processes.

2928

02:32:57.825 --> 02:33:01.685

So, I know it's hard, but I also know it can be done.

2929

02:33:02.465 --> 02:33:05.325

So I, I, this is a big concern of mine

2930

02:33:05.325 --> 02:33:06.405
because I think we all know

2931
02:33:06.405 --> 02:33:10.285
that our students do perform better when they can kind of

2932
02:33:10.985 --> 02:33:14.365
relate at a different level with the adults in the room

2933
02:33:14.465 --> 02:33:16.325
and that, and they can have trusted adults

2934
02:33:16.325 --> 02:33:19.125
that also understand their personal background a bit more.

2935
02:33:19.185 --> 02:33:21.045
So, particularly for the Latino community

2936
02:33:21.045 --> 02:33:25.525
and the A-N-H-P-I community, I, I do want to challenge us

2937
02:33:25.625 --> 02:33:27.645
to figure out how we

2938
02:33:28.155 --> 02:33:30.805
ramp up those percentages aggressively.

2939
02:33:31.305 --> 02:33:32.965
I'd like to know what you need from us

2940
02:33:33.665 --> 02:33:34.725
to be able to do that.

2941
02:33:34.925 --> 02:33:35.965
I mean, ideas that I have,

2942
02:33:35.965 --> 02:33:37.245
and I dunno if you're doing this already,

2943
02:33:37.305 --> 02:33:41.805
so please tell me if you are, um, I'm not sure if you are,

2944

02:33:42.665 --> 02:33:45.845

uh, interviewing at HSIs are, is it, do you need

2945

02:33:45.845 --> 02:33:47.725

to travel across the country to states

2946

02:33:47.725 --> 02:33:50.045

that are heavily Latino and maybe visit some HSIs

2947

02:33:50.065 --> 02:33:52.845

and aggressively recruit there internships?

2948

02:33:52.865 --> 02:33:54.765

Do we need more internship programs?

2949

02:33:55.465 --> 02:33:59.965

You know, working with HSIs again, um, I would love for us

2950

02:34:00.145 --> 02:34:01.165

to maybe set,

2951

02:34:01.165 --> 02:34:02.205

and this, I don't know, this is an s

2952

02:34:02.205 --> 02:34:05.085

for Dr. Duran set a target that by springtime

2953

02:34:05.625 --> 02:34:08.165

we have a a percentage goal increase for,

2954

02:34:08.265 --> 02:34:09.725

for fall 26 staffing

2955

02:34:10.105 --> 02:34:12.765

and how we can expect our demographics to look differently

2956

02:34:13.505 --> 02:34:16.125

or if you need support in terms of implementing.

2957

02:34:16.245 --> 02:34:18.165

I am also, uh, now chair

2958

02:34:18.165 --> 02:34:20.765

of the policy committee implementing policies and

2959

02:34:20.785 --> 02:34:24.965

or pips that require diverse slate approach for interviews

2960

02:34:25.625 --> 02:34:27.445

to be carried out at every level in the system,

2961

02:34:27.665 --> 02:34:31.525

be it department, head by department heads, principles, um,

2962

02:34:31.945 --> 02:34:34.885

across sax, so that at every level,

2963

02:34:35.365 --> 02:34:39.645

everyone is on the same page, that this is an urgency

2964

02:34:39.795 --> 02:34:43.565

that we need to be bringing in, um, qualified,

2965

02:34:43.565 --> 02:34:45.725

qualified candidates that are also diverse,

2966

02:34:45.815 --> 02:34:48.245

which we know exist and we know are there.

2967

02:34:48.745 --> 02:34:51.165

So that is my question to you all

2968

02:34:52.985 --> 02:34:53.985

You want say? Yeah,

2969

02:34:53.985 --> 02:34:58.285

well, not just the person we need do redo.

2970

02:35:00.985 --> 02:35:03.485

Um, so yeah, so Dora and I can speak to some of that.

2971

02:35:03.705 --> 02:35:07.205

Um, so yes, we do have outreach.

2972

02:35:07.225 --> 02:35:08.645

We actually had to prioritize a lot

2973

02:35:08.645 --> 02:35:12.085

of our recruiting this year, and we made sure that in

2974

02:35:12.245 --> 02:35:16.645

that prioritization were universities that yield a lot

2975

02:35:16.705 --> 02:35:19.445

of bilingual, um, Latino,

2976

02:35:19.985 --> 02:35:21.885

um, educators.

2977

02:35:22.225 --> 02:35:24.325

And so we are going to

2978

02:35:25.165 --> 02:35:27.045

a few different universities in Texas.

2979

02:35:27.335 --> 02:35:29.245

We're going to Puerto Rico again.

2980

02:35:29.945 --> 02:35:33.165

Um, some of the feedback back that we got from last year

2981

02:35:33.195 --> 02:35:35.725

that were, um, really encouraging

2982

02:35:35.725 --> 02:35:37.885

for our hiring officials are some students,

2983

02:35:38.475 --> 02:35:41.365

even if they are, even if they speak English,

2984

02:35:41.435 --> 02:35:45.165
they feel more comfortable being able to ask questions, um,

2985
02:35:45.345 --> 02:35:47.245
in Spanish and have conversations in Spanish.

2986
02:35:47.305 --> 02:35:50.485
So we do have our Spanish speaking, hiring officials going

2987
02:35:50.485 --> 02:35:53.365
to those locations and really, um, encouraging them

2988
02:35:53.385 --> 02:35:55.725
to allow students to speak in the language

2989
02:35:55.725 --> 02:35:57.765
that they're more comfortable with, um,

2990
02:35:57.825 --> 02:35:59.365
and have that incent incentive.

2991
02:35:59.535 --> 02:36:02.765
We've gotten some feedback around, um, some

2992
02:36:02.765 --> 02:36:04.685
of the concerns people have for coming to this area,

2993
02:36:04.735 --> 02:36:06.765
which is some of the, the cost of living things.

2994
02:36:07.025 --> 02:36:09.885
Um, but know that that is a recruitment effort.

2995
02:36:09.985 --> 02:36:13.805
Um, all of our advertisements, radio, print, um,

2996
02:36:14.425 --> 02:36:18.325
social media are all in both Spanish and English.

2997
02:36:18.825 --> 02:36:22.605
We actually had our staff go out, uh, last week even to all

2998

02:36:22.605 --> 02:36:26.205

of the community centers in Arlington to really promote

2999

02:36:26.205 --> 02:36:27.685

that career expo.

3000

02:36:27.985 --> 02:36:32.725

So we have a lot of, uh, Spanish speaking, um, job seekers

3001

02:36:32.865 --> 02:36:35.805

who have signed up, but many of them have also signed up

3002

02:36:35.905 --> 02:36:38.485

for non-licensed, uh, positions.

3003

02:36:38.905 --> 02:36:41.485

So yes, we are putting those efforts out there.

3004

02:36:41.625 --> 02:36:44.765

Yes, we will take any additional recommendations

3005

02:36:44.765 --> 02:36:45.805

that you have,

3006

02:36:46.305 --> 02:36:49.485

but know that that definitely is a priority to us.

3007

02:36:49.985 --> 02:36:52.445

Um, I've been in this county, we've been in this county

3008

02:36:52.825 --> 02:36:55.685

for a very long time, and we, I mean, I've even, uh,

3009

02:36:55.685 --> 02:36:57.005

practiced Spanish for a while

3010

02:36:57.005 --> 02:36:59.445

because for some of our students, it's important for me

3011

02:36:59.445 --> 02:37:00.925
to at least be able to speak to them

3012
02:37:01.305 --> 02:37:02.685
to some extent in Spanish.

3013
02:37:02.865 --> 02:37:05.125
So we recognize the importance

3014
02:37:05.125 --> 02:37:09.725
of having our bilingual educators, we are doing things

3015
02:37:09.945 --> 02:37:12.365
to, to bring them in,

3016
02:37:12.385 --> 02:37:14.805
but any additional ideas we would love. Can I do a quick

3017
02:37:14.805 --> 02:37:15.805
Follow? I have a quick follow

3018
02:37:15.805 --> 02:37:16.565
up. Yes.

3019
02:37:17.025 --> 02:37:18.965
So 25 years in higher education.

3020
02:37:19.245 --> 02:37:22.285
I, uh, quickly looked at the EXCELENCIA and education list,

3021
02:37:22.305 --> 02:37:26.645
and there are a dozen four year HSIs in New Jersey.

3022
02:37:27.825 --> 02:37:29.285
So much closer New Jersey.

3023
02:37:30.705 --> 02:37:32.925
You guys gonna go to New Jersey? Yeah. Okay,

3024
02:37:33.435 --> 02:37:34.435
Good to hear.

3025

02:37:34.465 --> 02:37:36.405

Yes. Do we have any in New Jersey,

3026

02:37:37.185 --> 02:37:38.245

Ms. Tapia? Hadley, did

3027

02:37:38.245 --> 02:37:39.805

You have other Yes, I have one more.

3028

02:37:39.945 --> 02:37:44.645

Um, thank you for also, I see that in slide,

3029

02:37:45.065 --> 02:37:47.125

uh, in one of the slides you mentioned

3030

02:37:47.125 --> 02:37:49.725

that there's this additional credentialing and,

3031

02:37:49.865 --> 02:37:52.765

and certifications that some of our staff is going through.

3032

02:37:52.825 --> 02:37:54.245

So that's, that's really wonderful

3033

02:37:54.245 --> 02:37:55.885

and I think it's great that we're encouraging

3034

02:37:56.405 --> 02:37:57.765

everyone's professional development.

3035

02:37:58.425 --> 02:38:03.085

Um, are there any also exemplary partnerships

3036

02:38:03.115 --> 02:38:04.685

that you would highlight in this regard?

3037

02:38:04.825 --> 02:38:09.365

And or, um, is there an expectation sort of that from that,

3038

02:38:09.365 --> 02:38:12.245
that staff is going to be conducting these certifications

3039
02:38:12.265 --> 02:38:15.685
or carrying them out sort of as Yeah, as, as part

3040
02:38:15.685 --> 02:38:16.725
of being a part of the team?

3041
02:38:17.785 --> 02:38:18.845
You talk about TM staff,

3042
02:38:19.425 --> 02:38:21.765
Our, our, our TM staffing

3043
02:38:21.945 --> 02:38:25.725
and, um, the, the programs that we have in place

3044
02:38:25.745 --> 02:38:28.765
for the licensure piece, uh, the partnerships that we have

3045
02:38:28.765 --> 02:38:32.845
with the I teach cohort, um, we are,

3046
02:38:33.635 --> 02:38:35.365
that, that's our goal right there, is

3047
02:38:35.365 --> 02:38:36.845
to focus on that program.

3048
02:38:37.545 --> 02:38:38.545
Um,

3049
02:38:41.785 --> 02:38:43.725
So for clarity, because I'm thinking

3050
02:38:43.725 --> 02:38:44.765
of two different partnerships.

3051
02:38:44.765 --> 02:38:48.725
Yes. So for clarification, for certifications for TAM staff

3052

02:38:49.025 --> 02:38:51.805
or certifications for a PS staff who are

3053

02:38:52.045 --> 02:38:53.245
Becoming wise staff or AP PS HR staff,

3054

02:38:53.385 --> 02:38:54.885
the certifications, like in the shrm?

3055

02:38:55.265 --> 02:38:57.965
The shrm like you were talking about in the different,

3056

02:38:58.065 --> 02:38:59.645
or I think another one, I call it your colleagues,

3057

02:38:59.645 --> 02:39:02.125
was talking about, um, certifications in terms

3058

02:39:02.125 --> 02:39:05.205
of our benefits, procedures, et cetera.

3059

02:39:05.275 --> 02:39:06.275
Yeah.

3060

02:39:06.805 --> 02:39:08.295
Okay. So most, I mean,

3061

02:39:08.315 --> 02:39:09.415
so there's several different offices.

3062

02:39:09.795 --> 02:39:12.175
So we can speak to, we can speak to TAM specifically.

3063

02:39:12.595 --> 02:39:16.655
So yes, all of our, um, all of the staff in TAM

3064

02:39:17.395 --> 02:39:19.535
are either, uh, seeking

3065

02:39:20.275 --> 02:39:24.335
or, uh, continuing their SH RM certification.

3066
02:39:24.755 --> 02:39:28.495
And then all of the specialists are, uh, pursuing the PHR,

3067
02:39:28.585 --> 02:39:31.455
which again, one recently finished that certification.

3068
02:39:32.035 --> 02:39:34.615
As far as benefits or,

3069
02:39:35.995 --> 02:39:40.535
or HRS certifications for staff for in benefits.

3070
02:39:40.715 --> 02:39:43.535
So we currently already have our certific, I'm sorry,

3071
02:39:43.875 --> 02:39:46.775
we currently already have our certification in FMLA,

3072
02:39:46.795 --> 02:39:49.255
and that's all the components of FMLA,

3073
02:39:49.255 --> 02:39:52.215
which I mentioned in the slide, including a DA,

3074
02:39:52.785 --> 02:39:55.095
we're working towards a certification in hipaa.

3075
02:39:55.295 --> 02:39:57.535
'cause that's a very important, uh, certification

3076
02:39:57.535 --> 02:39:58.815
that all my team needs to have.

3077
02:39:59.155 --> 02:40:00.855
And it's ongoing training.

3078
02:40:01.105 --> 02:40:02.695
First you have to get them trained

3079

02:40:02.695 --> 02:40:04.815

before we move forward with additional certification.

3080

02:40:05.255 --> 02:40:08.575

I need to make sure they understand the, the different plans

3081

02:40:08.575 --> 02:40:10.895

that we offer, how to manage those plans

3082

02:40:10.955 --> 02:40:13.805

to ensure our employees are paid correctly,

3083

02:40:14.145 --> 02:40:16.525

and then we'll move forward with additional certifications.

3084

02:40:16.935 --> 02:40:18.005

Great. Thank you.

3085

02:40:18.205 --> 02:40:20.765

I just want, I, I just wanted to add, now that I understand,

3086

02:40:20.825 --> 02:40:24.365

um, that you were seeking, uh, an answer about our TAM team.

3087

02:40:24.835 --> 02:40:28.045

They have been working weekly attending these meetings.

3088

02:40:28.465 --> 02:40:29.485

Um, every Wednesday.

3089

02:40:29.565 --> 02:40:33.445

I have a few employees that just, they intentionally want

3090

02:40:33.445 --> 02:40:37.085

to leave early so they can in, um, participate in these,

3091

02:40:37.185 --> 02:40:38.725

uh, online courses.

3092

02:40:39.185 --> 02:40:40.765
And they've been studying very hard.

3093
02:40:41.035 --> 02:40:44.165
They've been participating since the end of November

3094
02:40:44.555 --> 02:40:45.885
with the class ending in April.

3095
02:40:46.065 --> 02:40:48.885
So, uh, again, one of our, uh,

3096
02:40:48.885 --> 02:40:51.645
talent acquisition coordinators just recently passed your

3097
02:40:51.755 --> 02:40:54.125
TESS as a senior, um, pr

3098
02:40:54.895 --> 02:40:55.895
Great. Thank you. And I

3099
02:40:55.895 --> 02:40:56.685
know we have another round,

3100
02:40:56.685 --> 02:40:57.845
so I'll save my questions.

3101
02:40:57.845 --> 02:41:00.725
Thanks. Okay. Uh, Ms. Turner? Sure.

3102
02:41:03.105 --> 02:41:05.645
Hi everyone. Um, thank you for the presentation.

3103
02:41:05.785 --> 02:41:08.285
And, um, as Ms. Clark said, um, some

3104
02:41:08.285 --> 02:41:11.685
of us have had a front row seat at the audit, um, efforts.

3105
02:41:11.945 --> 02:41:15.205
And I, I completely agree, um, with the progress

3106

02:41:15.205 --> 02:41:18.565

that we've seen, um, I had a question I've heard

3107

02:41:18.585 --> 02:41:23.285

before, um, suggested that when we calculate fill rates

3108

02:41:23.285 --> 02:41:26.405

or when we talk about fill rates for our teaching staff, um,

3109

02:41:26.405 --> 02:41:30.005

that sometimes our secondary teachers in particular may be

3110

02:41:30.005 --> 02:41:32.165

asked to take on more than the sort of the standard

3111

02:41:32.225 --> 02:41:33.485

or the default five classes.

3112

02:41:33.785 --> 02:41:34.925

Do you know if the stats

3113

02:41:34.925 --> 02:41:38.045

that were in the report are calculated on a basis of

3114

02:41:38.275 --> 02:41:40.165

that sort of default figure

3115

02:41:40.305 --> 02:41:43.365

or whether it is based on teachers taking on an additional

3116

02:41:43.365 --> 02:41:44.805

class, which could, you know, in theory,

3117

02:41:44.825 --> 02:41:46.005

cut into their planning time

3118

02:41:46.025 --> 02:41:48.245

and other expectations that we have of them?

3119

02:41:50.645 --> 02:41:53.225

So the 0.1 sevens are not factored in

3120

02:41:53.225 --> 02:41:55.225

because many times those positions are not

3121

02:41:55.225 --> 02:41:56.265

posted to begin with.

3122

02:41:56.275 --> 02:41:59.465

Principals are elect into the many staff who actually want

3123

02:41:59.465 --> 02:42:00.465

to teach that extra period.

3124

02:42:00.845 --> 02:42:02.465

And so when we know that in advance,

3125

02:42:02.565 --> 02:42:05.225

and so we're not actively recruiting to fill those positions

3126

02:42:05.225 --> 02:42:06.745

because it's been assigned to other staff,

3127

02:42:06.805 --> 02:42:08.785

so it's not a part of the, um, field rates.

3128

02:42:09.455 --> 02:42:10.785

Okay. Um,

3129

02:42:11.045 --> 02:42:14.985

and then on the substitute fill rates, um,

3130

02:42:15.195 --> 02:42:16.665

definitely see the effort

3131

02:42:16.665 --> 02:42:18.345

and the work there and the progress.

3132

02:42:18.645 --> 02:42:23.385

Um, that said, you know, there are still some distance

3133

02:42:23.485 --> 02:42:26.145

to go overall and certainly at some of our schools.

3134

02:42:26.485 --> 02:42:28.985

So I'm wondering if there is a need for sort

3135

02:42:28.985 --> 02:42:32.505

of a more aggressive or overt action plan and

3136

02:42:32.505 --> 02:42:34.705

or if there's anything that we as a board can be doing

3137

02:42:34.705 --> 02:42:37.105

with respect to compensation and funding for that,

3138

02:42:37.445 --> 02:42:38.905

or anything else that you can think of

3139

02:42:38.905 --> 02:42:41.465

that might move the needle a little bit faster on that,

3140

02:42:41.745 --> 02:42:43.705

acknowledging that there has been steady

3141

02:42:43.925 --> 02:42:47.185

and positive progress over the past several years.

3142

02:42:48.605 --> 02:42:51.065

So aside from the things that Shannon mentioned

3143

02:42:51.165 --> 02:42:53.745

and my team have to, they remind me of this often.

3144

02:42:54.145 --> 02:42:57.225

I used to be the substitute coordinator about 13 years ago,

3145

02:42:57.365 --> 02:43:00.105

and we had a few rate of about 90%.

3146

02:43:00.605 --> 02:43:03.425
And so my team reminds me, Corey, things have changed now.

3147
02:43:03.805 --> 02:43:06.545
And so with the volume, it would appear

3148
02:43:06.575 --> 02:43:08.145
that there is an opportunity to us

3149
02:43:08.145 --> 02:43:10.785
to take a closer look at our resources that we have in hr.

3150
02:43:11.155 --> 02:43:12.805
That role may be too much

3151
02:43:12.825 --> 02:43:14.645
for just one person, if I'm being honest.

3152
02:43:15.105 --> 02:43:18.845
Um, to have 25 applicants apply on a daily basis, we want

3153
02:43:18.845 --> 02:43:20.165
to be able to screen and interview

3154
02:43:20.165 --> 02:43:21.765
and onboard those individuals.

3155
02:43:22.065 --> 02:43:23.725
So we have to think strategically,

3156
02:43:23.745 --> 02:43:25.645
how can we either leverage the resources

3157
02:43:25.645 --> 02:43:27.565
that we currently have to support the hiring

3158
02:43:27.625 --> 02:43:29.525
of the substitutes so we can get them in the pool

3159
02:43:29.825 --> 02:43:31.205
and they can take these assignments.

3160

02:43:31.385 --> 02:43:33.085

And then secondly, we have

3161

02:43:33.085 --> 02:43:35.245

to start having those courageous conversations

3162

02:43:35.245 --> 02:43:39.245

with those schools where we know for, um, whatever reason

3163

02:43:39.915 --> 02:43:42.405

substitutes are not picking up these assignments.

3164

02:43:42.405 --> 02:43:45.725

That's one. And then two, uh, for being transparent.

3165

02:43:46.475 --> 02:43:49.605

When you look at the data in terms of the number of absences

3166

02:43:49.605 --> 02:43:52.885

that you're having on certain days, I'm not gonna call,

3167

02:43:53.105 --> 02:43:55.765

you know, high number of absence on every Monday

3168

02:43:55.825 --> 02:43:59.685

and Friday, a substitute shortage, that's something else.

3169

02:44:00.045 --> 02:44:01.165

I don't know what that is.

3170

02:44:01.185 --> 02:44:03.325

And so that's all we need to have further conversations

3171

02:44:03.325 --> 02:44:04.565

with administrators and say, Hey,

3172

02:44:04.565 --> 02:44:07.085

how can we support what's happening in the buildings, um,

3173

02:44:07.085 --> 02:44:09.365
while we see the, while we tend to see these trends

3174
02:44:09.465 --> 02:44:12.685
of increased, um, needs for subs on those particular days.

3175
02:44:12.945 --> 02:44:15.565
And so those are some of the things that we do need to, um,

3176
02:44:15.565 --> 02:44:17.365
tighten up, uh, within hr.

3177
02:44:17.505 --> 02:44:20.885
But we may need additional resources to address

3178
02:44:20.885 --> 02:44:22.645
that particular, particular component,

3179
02:44:22.645 --> 02:44:25.405
because I'm recognizing that that's a significant number

3180
02:44:25.435 --> 02:44:27.205
that one person is trying to manage.

3181
02:44:27.705 --> 02:44:29.325
Um, and so I don't know if, Shannon,

3182
02:44:29.325 --> 02:44:30.885
there's something you want to add to that?

3183
02:44:31.025 --> 02:44:32.025
Um,

3184
02:44:32.825 --> 02:44:35.445
Um, just to piggyback on, um,

3185
02:44:36.755 --> 02:44:37.845
what Corey has said.

3186
02:44:38.025 --> 02:44:39.205
Um, we've also looked,

3187
02:44:39.275 --> 02:44:43.285
because I've had, um, the person who's managing subs

3188
02:44:43.285 --> 02:44:45.205
to look into hot days.

3189
02:44:45.665 --> 02:44:48.685
So hot days are days that we know there are gonna be a lot

3190
02:44:48.685 --> 02:44:51.365
of teachers out, sometimes about 600 in the

3191
02:44:51.365 --> 02:44:53.005
county, that many, yes.

3192
02:44:53.025 --> 02:44:54.325
In one day. Um,

3193
02:44:55.385 --> 02:44:58.365
and there is a higher pay rate on those hot days.

3194
02:44:59.025 --> 02:45:01.045
It has not impacted the field rate.

3195
02:45:01.945 --> 02:45:04.485
So we know it's not a financial thing. Mm-hmm. Okay.

3196
02:45:05.185 --> 02:45:07.885
Um, so we're looking at the different variables

3197
02:45:07.885 --> 02:45:09.885
that may be impacting the fill rates.

3198
02:45:10.305 --> 02:45:11.605
One of the things that, you know,

3199
02:45:11.685 --> 02:45:14.165
I mentioned earlier is there some locations

3200

02:45:14.165 --> 02:45:15.645
where there is no issue with fill rate,

3201
02:45:15.795 --> 02:45:16.845
even with the absences.

3202
02:45:16.845 --> 02:45:19.045
Right? Um, so those are some of the things

3203
02:45:19.045 --> 02:45:20.605
that we're trying to dig deeper.

3204
02:45:21.405 --> 02:45:24.525
I appreciate Corey for setting up the listening session on

3205
02:45:24.765 --> 02:45:28.205
February 4th, because we not just, we're, we're gonna have

3206
02:45:28.205 --> 02:45:29.205
to work with administrators,

3207
02:45:29.205 --> 02:45:31.645
but we really want to hear directly from subs.

3208
02:45:31.945 --> 02:45:33.165
Um, we have some subs

3209
02:45:33.165 --> 02:45:34.925
who are actively working every single day,

3210
02:45:34.955 --> 02:45:36.765
literally every day they're picking up jobs.

3211
02:45:37.465 --> 02:45:42.445
Um, and so we need to hear from them, um, instead of trying

3212
02:45:42.445 --> 02:45:43.765
to kind of guess what's going on,

3213
02:45:43.905 --> 02:45:45.685
but looking at all the different variables

3214
02:45:45.685 --> 02:45:47.325
and then really creating a plan for that.

3215
02:45:47.825 --> 02:45:51.725
We have enough subs in the pool now if people are working

3216
02:45:52.425 --> 02:45:53.685
to fill our vacancies,

3217
02:45:53.905 --> 02:45:55.885
yet it's not happening specifically in some,

3218
02:45:58.835 --> 02:46:01.405
Yeah, I would just like to say that that was, um,

3219
02:46:01.925 --> 02:46:03.645
a very clear and transparent

3220
02:46:03.665 --> 02:46:05.845
and responsive response, and I appreciate it.

3221
02:46:05.865 --> 02:46:07.365
And it seems to me that,

3222
02:46:07.545 --> 02:46:11.245
or my colleagues may have, um, some things to consider

3223
02:46:11.305 --> 02:46:14.125
for our version of the budget if we want to take that up.

3224
02:46:14.705 --> 02:46:17.485
And then the courageous conversations part,

3225
02:46:17.605 --> 02:46:20.445
I guess I'll look to the end of the, uh, dais

3226
02:46:20.905 --> 02:46:22.165
to the guy, to the guy texting.

3227

02:46:31.275 --> 02:46:33.015

All right. So I'm gonna, I'm gonna jump in

3228

02:46:33.015 --> 02:46:36.535

and ask, um, I wanna just talk a little bit

3229

02:46:36.535 --> 02:46:37.695

about retention for a minute.

3230

02:46:37.915 --> 02:46:42.295

Um, uh, so first of all,

3231

02:46:43.335 --> 02:46:44.975

retention rate is, is really good.

3232

02:46:45.955 --> 02:46:48.215

Um, and it's also an area where we always have

3233

02:46:48.215 --> 02:46:49.415

to be mindful.

3234

02:46:50.035 --> 02:46:53.135

So, uh, I really wanted to ask, um, whether you

3235

02:46:54.165 --> 02:46:57.455

have in place any kind of mentoring, um, around new hires,

3236

02:46:57.635 --> 02:47:01.255

um, in, in really in any scales, anywhere in the system, um,

3237

02:47:01.845 --> 02:47:05.295

that you feel are helpful for improving retention?

3238

02:47:05.515 --> 02:47:09.015

And then also, um, in terms of schools,

3239

02:47:09.015 --> 02:47:11.415

whether building level leadership, leadership,

3240

02:47:11.515 --> 02:47:13.215

or if they're given any coaching

3241

02:47:13.215 --> 02:47:14.575
or guidance about strategies

3242

02:47:15.075 --> 02:47:17.215
for retaining employees, uh, in their school.

3243

02:47:19.955 --> 02:47:24.245
Okay. I can, uh, speak to the mentorship piece, um, both

3244

02:47:24.285 --> 02:47:25.685
because I've been a mentor as well.

3245

02:47:26.025 --> 02:47:29.685
Um, so new teachers, all new teachers, um,

3246

02:47:29.955 --> 02:47:32.565
have mentors if they are a brand new teacher,

3247

02:47:32.795 --> 02:47:35.045
they have a full year mentor.

3248

02:47:35.745 --> 02:47:38.405
Um, in addition to that, for anybody who's listening, um,

3249

02:47:39.315 --> 02:47:42.525
CLTs also serve as unofficial mentors as well.

3250

02:47:42.785 --> 02:47:45.245
So we know that there's a lot of support in that area,

3251

02:47:45.785 --> 02:47:47.045
um, is formalized.

3252

02:47:47.135 --> 02:47:52.005
Those mentors, um, have, they have to engage online

3253

02:47:52.025 --> 02:47:54.525
to talk about some of the expectations, how they're doing,

3254

02:47:54.985 --> 02:47:57.045
um, their work with the staff without of course,

3255
02:47:57.045 --> 02:47:58.485
giving any confidential information.

3256
02:47:59.105 --> 02:48:03.085
Um, also our new administrators have, uh, mentors is not

3257
02:48:03.105 --> 02:48:04.365
as formalized as a process,

3258
02:48:04.905 --> 02:48:07.085
but they do, including new supervisors.

3259
02:48:07.305 --> 02:48:08.965
Um, I've served as a mentor

3260
02:48:09.025 --> 02:48:10.885
to new supervisors in the past as well.

3261
02:48:11.585 --> 02:48:13.165
Um, and so we have a lot

3262
02:48:13.165 --> 02:48:15.285
of informal mentoring and formal mentoring.

3263
02:48:15.285 --> 02:48:17.485
But yes, new staff in t scale

3264
02:48:17.485 --> 02:48:21.565
and p scale positions do have mentors, sees it, teachers

3265
02:48:21.565 --> 02:48:22.965
who come to the county, but they're new

3266
02:48:22.965 --> 02:48:24.365
to the county also have a mentor,

3267
02:48:24.505 --> 02:48:25.725
but they have a half year mentor.

3268

02:48:26.185 --> 02:48:28.685

So I was one of those people who came with experience

3269

02:48:28.685 --> 02:48:30.525

to Arlington, and I had a mentor for a half year,

3270

02:48:30.525 --> 02:48:31.645

which was very helpful to me.

3271

02:48:37.465 --> 02:48:39.725

Um, okay. Um, next clerk.

3272

02:48:41.025 --> 02:48:43.645

Um, so my, my colleague mentioned, um,

3273

02:48:43.645 --> 02:48:47.005

hiring demographics on slide, um, 13.

3274

02:48:47.665 --> 02:48:50.725

And to ensure that we, um, you know, are, are

3275

02:48:52.455 --> 02:48:55.755

who we hire represents our student population.

3276

02:48:56.775 --> 02:49:00.955

One of the challenges that I see as a parent, um, is

3277

02:49:00.955 --> 02:49:03.555

that my son's disability is invisible.

3278

02:49:03.855 --> 02:49:06.435

You would not know. It is not something that is apparent.

3279

02:49:07.585 --> 02:49:11.685

And yet he looks for representation too.

3280

02:49:13.145 --> 02:49:16.525

You can't force people right to share that.

3281

02:49:16.525 --> 02:49:19.325

They, um, have, uh, learning struggles too.

3282

02:49:20.025 --> 02:49:23.845

But I do wish that there was a way that, um,

3283

02:49:25.185 --> 02:49:29.485

we could create, um, some sort of program where, um,

3284

02:49:29.585 --> 02:49:32.685

we had teachers that could serve as mentors

3285

02:49:33.025 --> 02:49:36.045

to our students in this specific place,

3286

02:49:36.395 --> 02:49:39.205

because I can, I can tell you without a doubt,

3287

02:49:39.905 --> 02:49:44.565

the game changer from my oldest was when he, um,

3288

02:49:44.865 --> 02:49:46.005

met with, uh, Ms.

3289

02:49:46.005 --> 02:49:50.725

Hammer and who, you know, from the moment they met

3290

02:49:51.825 --> 02:49:53.165

my son was like, that's my mentor.

3291

02:49:53.875 --> 02:49:56.085

That is who I wanna be when I grow up,

3292

02:49:56.085 --> 02:49:57.485

because I know she's like me.

3293

02:49:58.345 --> 02:50:00.645

And I think that that is really critical

3294

02:50:00.645 --> 02:50:04.285

because at a very young age, my son was able to recognize

3295

02:50:04.305 --> 02:50:06.165
and see that in, in someone else

3296

02:50:06.165 --> 02:50:08.125
because she was willing to share that.

3297

02:50:08.665 --> 02:50:11.845
So I, I don't know that we have that,

3298

02:50:12.065 --> 02:50:15.485
but if that was possible, I think that

3299

02:50:15.485 --> 02:50:17.925
that would bring another element to the work

3300

02:50:17.925 --> 02:50:21.925
that you guys do and to how we can support, um,

3301

02:50:21.985 --> 02:50:23.565
we always talk about the whole child.

3302

02:50:24.065 --> 02:50:26.885
To me, this is that part that would be missing for that com,

3303

02:50:26.885 --> 02:50:30.445
that component of the population that, that we also serve.

3304

02:50:35.225 --> 02:50:36.245
That's it. Sorry.

3305

02:50:36.875 --> 02:50:38.365
Okay. Um, okay. Ms.

3306

02:50:38.365 --> 02:50:39.525
Tapia Henley, did you have additional

3307

02:50:39.605 --> 02:50:40.605
Questions? Thank you. Yes. Just one

3308

02:50:40.605 --> 02:50:40.845
more.

3309
02:50:40.945 --> 02:50:42.685
Um, turning to slide 30

3310
02:50:43.305 --> 02:50:47.445
and, uh, our human resources service support center,

3311
02:50:48.455 --> 02:50:51.325
first of all, thank you for adding some information there

3312
02:50:51.325 --> 02:50:53.565
with respect to sort of outcomes in addition

3313
02:50:53.565 --> 02:50:55.885
to the statistics of, of our incoming tickets.

3314
02:50:56.785 --> 02:51:01.565
Um, my question relates to the outcome of tickets.

3315
02:51:02.445 --> 02:51:05.725
I see that we include here the statistics of

3316
02:51:05.725 --> 02:51:08.365
how many we have and the resolution of rate

3317
02:51:08.365 --> 02:51:11.645
of 91% within the two business day standard,

3318
02:51:11.645 --> 02:51:12.885
which is, which is great.

3319
02:51:14.645 --> 02:51:17.525
I am curious as to whether you have any more color

3320
02:51:17.585 --> 02:51:20.725
or detail as to what,

3321
02:51:21.035 --> 02:51:22.605
what does being resolved mean?

3322

02:51:23.145 --> 02:51:27.405

Is it that there was a response, like a,

3323

02:51:27.405 --> 02:51:28.565

like we've received your ticket,

3324

02:51:28.745 --> 02:51:31.645

or is it that the underlying issue

3325

02:51:32.825 --> 02:51:35.725

for whomever called, was taken care of and

3326

02:51:37.105 --> 02:51:40.325

or Yeah, welcome your, your input.

3327

02:51:40.745 --> 02:51:42.765

So the, the life of a ticket is basically

3328

02:51:42.765 --> 02:51:44.245

that it is received by my team,

3329

02:51:44.825 --> 02:51:46.845

and then we have a first response

3330

02:51:46.845 --> 02:51:49.285

where we say there's an automated response, first of all

3331

02:51:49.285 --> 02:51:50.365

that says, we've received your ticket.

3332

02:51:50.645 --> 02:51:52.805

Somebody will be looking into it, setting the standard

3333

02:51:52.805 --> 02:51:54.765

that it will be responded to in 48 hours

3334

02:51:55.105 --> 02:51:56.205

or two business days.

3335

02:51:57.105 --> 02:52:00.605

Um, from there, my team will look at it,

3336

02:52:00.675 --> 02:52:01.965

make the determination whether

3337

02:52:01.965 --> 02:52:03.565

or not it's something that we can handle,

3338

02:52:03.745 --> 02:52:05.440

or if it needs to be escalated to the back,

3339

02:52:06.545 --> 02:52:10.085

if we can handle it, then we will immediately

3340

02:52:10.305 --> 02:52:12.205

or as quickly as we can, we'll respond.

3341

02:52:12.785 --> 02:52:14.965

We don't close out the ticket at that point.

3342

02:52:15.465 --> 02:52:17.085

We wait for the response back.

3343

02:52:17.085 --> 02:52:19.285

We put it into what's called pending status, right?

3344

02:52:19.745 --> 02:52:21.205

So we put it into pending status,

3345

02:52:21.625 --> 02:52:26.285

and then we wait to see if there's a necessary follow up.

3346

02:52:26.285 --> 02:52:28.725

If there's not necessary follow up, we'll close the ticket.

3347

02:52:29.585 --> 02:52:31.165

If the ticket happens to be closed

3348

02:52:31.225 --> 02:52:33.325

before the person feels as though

3349
02:52:33.945 --> 02:52:36.645
the response was sufficient, they can just open it up again.

3350
02:52:37.225 --> 02:52:39.965
Um, if it goes, I believe, is it two days past?

3351
02:52:40.185 --> 02:52:42.645
So if it, if it's, if we close it

3352
02:52:42.645 --> 02:52:45.405
and then two days later they decide, no,

3353
02:52:45.405 --> 02:52:46.565
wait, I have a follow up.

3354
02:52:47.185 --> 02:52:48.605
It reopens the ticket,

3355
02:52:48.745 --> 02:52:51.325
but it reopens it as a, as a new ticket.

3356
02:52:51.665 --> 02:52:53.005
But we can still see the,

3357
02:52:53.025 --> 02:52:55.125
we can still see the previous information on it.

3358
02:52:55.465 --> 02:52:57.205
So that would be two closed tickets,

3359
02:52:57.275 --> 02:52:58.925
even though it's one person.

3360
02:52:59.665 --> 02:53:02.925
Um, so we really try not to close a ticket until we know

3361
02:53:02.925 --> 02:53:07.485
that the issue has been satisfactorily received. Great.

3362

02:53:07.575 --> 02:53:08.485

Thank you. Terrific.

3363

02:53:12.585 --> 02:53:16.165

Uh, Ms. Bryant, I just have a quick question.

3364

02:53:17.605 --> 02:53:20.045

I know in slide 16, uh, it's mentioned

3365

02:53:20.045 --> 02:53:22.565

that I teach the focus specifically for sped

3366

02:53:22.565 --> 02:53:24.045

because we're looking at the vacancy rates

3367

02:53:25.025 --> 02:53:27.965

and we see the improvement.

3368

02:53:27.965 --> 02:53:29.445

It's a great, great improvement.

3369

02:53:29.865 --> 02:53:31.805

Um, and slides 46

3370

02:53:31.805 --> 02:53:35.165

and 47, the vacancies

3371

02:53:35.225 --> 02:53:38.285

for special education still represent more than half

3372

02:53:38.285 --> 02:53:39.445

of the total vacancies.

3373

02:53:39.865 --> 02:53:41.965

So I'm curious if the

3374

02:53:42.625 --> 02:53:45.085

new teachers specifically in special education,

3375

02:53:45.905 --> 02:53:48.565

are they not only receiving the full one year mentor,

3376

02:53:48.865 --> 02:53:51.285
or is there anything else in addition, um,

3377

02:53:51.285 --> 02:53:52.685
to help support them in their role?

3378

02:53:59.095 --> 02:54:02.745
Yeah. Yeah. Dr. Mann can start.

3379

02:54:02.895 --> 02:54:06.625
Yeah, I was gonna say, you wanna talk about what, okay.

3380

02:54:08.385 --> 02:54:09.425
I was just gonna talk about academic.

3381

02:54:10.005 --> 02:54:11.745
Um, thank you for that question.

3382

02:54:11.805 --> 02:54:14.225
So, yes, this year, the special ed department

3383

02:54:14.225 --> 02:54:16.985
and Dr. Brown is, uh, here this evening, um,

3384

02:54:16.985 --> 02:54:19.265
they've been working on something that we,

3385

02:54:19.295 --> 02:54:21.545
they've strategized where every new,

3386

02:54:21.755 --> 02:54:23.665
every month they have a training session.

3387

02:54:24.445 --> 02:54:26.665
And, uh, the first one is over 40 people.

3388

02:54:26.665 --> 02:54:28.185
We've had a good consistent group.

3389

02:54:28.325 --> 02:54:30.625

And so it's something, um, new that we've tried

3390

02:54:31.005 --> 02:54:33.825

and hearing directly from staff saying, I need more support.

3391

02:54:33.825 --> 02:54:36.545

And as we get more, um, career changers people

3392

02:54:36.565 --> 02:54:39.705

who are going in our I teach program, this is a way to, um,

3393

02:54:40.735 --> 02:54:42.865

give them that hands-on training things that they need

3394

02:54:42.885 --> 02:54:44.705

and can use and make and take right away.

3395

02:54:44.725 --> 02:54:48.665

And so between our, uh, two directors, our supervisors, um,

3396

02:54:48.665 --> 02:54:51.145

the whole team coming together to provide that each month,

3397

02:54:51.285 --> 02:54:53.385

and we can also follow up if you'd like

3398

02:54:53.385 --> 02:54:55.705

to see the actual training schedule that they have.

3399

02:54:56.525 --> 02:54:56.945

Mm-hmm.

3400

02:55:00.615 --> 02:55:02.875

Um, thank you. So I think

3401

02:55:03.355 --> 02:55:06.685

That we are on our end, are now ready to,

3402

02:55:07.265 --> 02:55:08.765

to, uh, land the plane.

3403

02:55:09.245 --> 02:55:12.085

Um, I, I do wanna make a quick comment just, um,

3404

02:55:12.115 --> 02:55:15.685

that I appreciate tremendously, uh, the SOP library

3405

02:55:15.825 --> 02:55:17.765

and the policy and PIP review that's going on.

3406

02:55:18.185 --> 02:55:21.405

Um, I know that the board over the past several years,

3407

02:55:22.655 --> 02:55:25.365

we've put a really strong emphasis on customer service,

3408

02:55:25.465 --> 02:55:27.125

and we've been really focused in that area,

3409

02:55:27.225 --> 02:55:28.245

and we very much want

3410

02:55:28.245 --> 02:55:30.245

to continue our focus in customer service.

3411

02:55:30.625 --> 02:55:33.485

Um, but we also have, um, it's been very clear

3412

02:55:33.485 --> 02:55:35.565

that we needed detailed processes

3413

02:55:35.565 --> 02:55:37.965

and we needed, um, adherence to policies,

3414

02:55:37.965 --> 02:55:40.205

and we needed updates to policies and pips.

3415

02:55:40.225 --> 02:55:43.405

Um, so I'm, I just wanna acknowledge that I know a lot

3416

02:55:43.405 --> 02:55:44.645
of work is going into that and,

3417
02:55:44.665 --> 02:55:46.405
and it's much appreciated just

3418
02:55:46.405 --> 02:55:49.045
as we appreciate all the attention to customer service.

3419
02:55:49.545 --> 02:55:53.365
Um, so I, um, Mr. Dotson, uh, Mr.

3420
02:55:53.485 --> 02:55:57.125
Stockton and the entire team, thank you so much.

3421
02:55:57.505 --> 02:55:59.485
Um, you always come to us

3422
02:55:59.515 --> 02:56:02.525
with these incredibly comprehensive, uh, reports

3423
02:56:02.745 --> 02:56:05.405
and you know, you, it's a large department with a,

3424
02:56:06.675 --> 02:56:10.045
with a lot of responsibility, um, very critical.

3425
02:56:10.785 --> 02:56:11.965
The students could come to us.

3426
02:56:12.025 --> 02:56:13.405
If we did not have the employees

3427
02:56:13.425 --> 02:56:15.685
to serve them, we would be nowhere.

3428
02:56:16.225 --> 02:56:19.565
So, um, uh, appreciate very much the work that you've done,

3429
02:56:19.565 --> 02:56:22.605
appreciate the report, um, and we will see you next time.

3430

02:56:23.255 --> 02:56:24.445

Thank you. Good night.

3431

02:56:29.315 --> 02:56:30.885

Okay, we are now at action items,

3432

02:56:30.985 --> 02:56:32.085

and tonight we have three items.

3433

02:56:32.825 --> 02:56:35.245

The first action item is the Arlington Science Focus

3434

02:56:35.655 --> 02:56:37.605

Elementary School Kitchen Project Award.

3435

02:56:37.605 --> 02:56:38.885

Dr. Duran, please introduce the

3436

02:56:38.885 --> 02:56:39.965

staff who will present this item.

3437

02:56:40.395 --> 02:56:42.045

This item was presented at our

3438

02:56:42.285 --> 02:56:43.525

December 18th school board meeting.

3439

02:56:43.525 --> 02:56:46.365

There are new cha, no new changes to this action item,

3440

02:56:46.475 --> 02:56:48.045

however, Mr. Chambers is here.

3441

02:56:48.045 --> 02:56:49.045

If there are any questions,

3442

02:56:54.075 --> 02:56:55.785

Colleagues, any questions?

3443

02:56:58.805 --> 02:57:00.305
Um, okay, we're ready for a motion.

3444
02:57:01.385 --> 02:57:03.945
I have a motion, uh, I move

3445
02:57:03.945 --> 02:57:07.305
that the school board award contract 33 F 26

3446
02:57:07.325 --> 02:57:10.025
for renovations at Arlington Science Focus Elementary school

3447
02:57:10.025 --> 02:57:12.665
to AP construction LLC in the amount of

3448
02:57:13.565 --> 02:57:17.905
\$1 million nine 1,000,972 \$950,

3449
02:57:18.045 --> 02:57:19.465
and approve a project budget

3450
02:57:19.685 --> 02:57:23.825
of a 3 million 748 200, 748

3451
02:57:23.965 --> 02:57:27.905
to 248, 740 \$8,248

3452
02:57:28.535 --> 02:57:30.185
from the kitchen renovation

3453
02:57:30.685 --> 02:57:34.105
and entrance security vestibule renovation program funding

3454
02:57:34.205 --> 02:57:36.265
to support renovations at Arlington Science

3455
02:57:36.265 --> 02:57:37.345
Focus Elementary School.

3456
02:57:37.445 --> 02:57:38.445
Is there a second?

3457

02:57:39.545 --> 02:57:43.245

Second, Uh, board members, any comments?

3458

02:57:45.465 --> 02:57:47.285

No. Okay. We are ready for a vote. All in favor.

3459

02:57:47.285 --> 02:57:51.725

Please say yes. Yes, yes. Motion passes five to zero.

3460

02:57:54.345 --> 02:57:57.485

Second action Item Lon Elementary School

3461

02:57:57.485 --> 02:57:58.685

Kitchen Project Award.

3462

02:57:59.515 --> 02:58:01.205

This item was also presented at the

3463

02:58:01.325 --> 02:58:02.485

December 18th school board meeting.

3464

02:58:02.485 --> 02:58:04.045

There are no new changes from when this

3465

02:58:04.045 --> 02:58:05.205

present was presented.

3466

02:58:05.225 --> 02:58:06.965

Mr. Chambers is here if there are any questions.

3467

02:58:07.665 --> 02:58:08.925

Do we have any clarifying questions?

3468

02:58:09.875 --> 02:58:12.245

Okay, we are ready for a motion. Ms. Turner,

3469

02:58:22.205 --> 02:58:23.205

I have a motion.

3470

02:58:23.685 --> 02:58:27.365

I move that the school board award contract 45 FY 26

3471

02:58:27.385 --> 02:58:29.525

for renovations at Chelon Elementary School

3472

02:58:29.525 --> 02:58:31.205

to Henley Construction Co, Inc.

3473

02:58:31.225 --> 02:58:33.845

In the amount of 1,508,000,

3474

02:58:34.305 --> 02:58:38.045

and approve a project budget of 4.1 million from the kitchen

3475

02:58:38.625 --> 02:58:41.685

and entrance security vestibule renovation program funding

3476

02:58:41.985 --> 02:58:43.605

to support both 2025

3477

02:58:43.665 --> 02:58:47.005

and 2026 phases of renovations at Lon Elementary School.

3478

02:58:47.295 --> 02:58:48.325

Thank you. Is there a second?

3479

02:58:49.025 --> 02:58:50.565

Second. Any comments?

3480

02:58:52.065 --> 02:58:54.125

All those in favor, please say yes. Yes,

3481

02:58:54.265 --> 02:58:55.265

Yes. Any opposed?

3482

02:58:55.265 --> 02:58:58.085

Motion passes five to zero.

3483

02:59:01.515 --> 02:59:03.085

Last to action. Item is the Con

3484

02:59:03.725 --> 02:59:05.165

Construction Contract Change order

3485

02:59:05.165 --> 02:59:06.925

for the new Arlington Career Center facility.

3486

02:59:06.925 --> 02:59:09.085

Grace Hopper Center. Dr. Duran,

3487

02:59:09.235 --> 02:59:10.885

Like the last two, this was presented at the

3488

02:59:11.005 --> 02:59:12.085

December 18th school board meeting.

3489

02:59:12.085 --> 02:59:15.125

There are no new changes to this, um, change order.

3490

02:59:15.225 --> 02:59:16.925

Mr. Chambers is here if there are any questions.

3491

02:59:17.345 --> 02:59:20.605

Any questions for Mr. Chambers? Nope. Ms. Clark,

3492

02:59:22.485 --> 02:59:23.485

I have a motion.

3493

02:59:23.805 --> 02:59:26.285

I move that the school board approve the proposed change

3494

02:59:26.285 --> 02:59:30.885

order funded by the project's contingency for \$671,388.

3495

02:59:31.505 --> 02:59:34.485

The change order will be funded from the current school

3496

02:59:34.495 --> 02:59:36.445

board approved allocation,

3497

02:59:36.585 --> 02:59:38.725
so no additional funding is required.

3498
02:59:39.665 --> 02:59:43.525
Is there a second? Second. Any comments, questions?

3499
02:59:44.595 --> 02:59:46.285
Okay. We are ready for a vote. All in favor?

3500
02:59:46.285 --> 02:59:47.445
Please say yes. Yes, yes,

3501
02:59:47.545 --> 02:59:48.545
Yes. Motion passes

3502
02:59:48.545 --> 02:59:49.605
five to zero.

3503
02:59:50.805 --> 02:59:53.305
On behalf of the school board, Mr. Chambers, we thank you

3504
02:59:53.565 --> 02:59:55.745
for your time and we send you home.

3505
02:59:59.925 --> 03:00:01.745
Mr. Chambers likes to be here at 10 o'clock,

3506
03:00:01.805 --> 03:00:03.105
so you got him right here at 10.

3507
03:00:03.245 --> 03:00:04.245
So he is good.

3508
03:00:05.075 --> 03:00:06.895
We are now, we are now at information

3509
03:00:06.895 --> 03:00:08.015
items, and tonight we have two items.

3510
03:00:09.755 --> 03:00:12.095
The first information item is the deed of easement

3511

03:00:12.095 --> 03:00:14.015

and deed of temporary construction easement at

3512

03:00:14.015 --> 03:00:16.415

Hoffman Boston Elementary. Dr. Duron?

3513

03:00:17.155 --> 03:00:19.255

Yes. For this item, uh, Kathy Lynn, our Director

3514

03:00:19.255 --> 03:00:21.815

of Facilities of Operations, will present this deed

3515

03:00:21.815 --> 03:00:22.695

of easement and deed of

3516

03:00:22.855 --> 03:00:24.135

temporary construction at Hoffman Boston.

3517

03:00:25.345 --> 03:00:26.935

Thank you dur. Dr. Duron.

3518

03:00:27.005 --> 03:00:29.335

Good evening, Madam Chair, members of the school board.

3519

03:00:29.595 --> 03:00:32.575

It is my pleasure to present to you the deed of easement

3520

03:00:32.715 --> 03:00:34.695

and deed of temporary construction easement

3521

03:00:34.715 --> 03:00:36.975

for Hoffman Boston Elementary School.

3522

03:00:38.165 --> 03:00:42.175

Some background, the county has been working on a connector

3523

03:00:42.175 --> 03:00:45.935

trail for the last 30 years, um, between Army,

3524

03:00:45.965 --> 03:00:49.575

Navy Country Club entrance, the gate over there,

3525

03:00:49.635 --> 03:00:52.615

and 13th Road South at Hoffman Boston Elementary School.

3526

03:00:53.315 --> 03:00:55.575

The goal of this connector trail is really

3527

03:00:55.635 --> 03:00:57.975

to connect the two neighborhoods of Arlington View

3528

03:00:57.975 --> 03:00:59.015

and Arlington Ridge,

3529

03:00:59.585 --> 03:01:01.885

and provide multimodal connectivity

3530

03:01:01.955 --> 03:01:03.565

options for these neighborhoods.

3531

03:01:04.225 --> 03:01:07.645

The county is requesting an easement of a permanent easement

3532

03:01:07.705 --> 03:01:10.645

and then a temporary construction easement at Hoffman

3533

03:01:10.645 --> 03:01:11.805

Boston Elementary School.

3534

03:01:13.305 --> 03:01:16.765

The permanent easement, the county requests is to allow

3535

03:01:16.765 --> 03:01:20.125

for the public trail that includes sidewalks, utilities,

3536

03:01:20.125 --> 03:01:24.165

and stormwater drainage, um, along the east side

3537

03:01:24.165 --> 03:01:27.005

of Hoffman's, Boston Elementary, the side closest

3538

03:01:27.225 --> 03:01:28.845
to Interstate 3 95.

3539

03:01:29.505 --> 03:01:32.245
The main easement conditions include free

3540

03:01:32.245 --> 03:01:33.685
and full use of the easement area.

3541

03:01:33.785 --> 03:01:36.245
In order to construct, install, maintain,

3542

03:01:36.265 --> 03:01:38.445
and repair these facilities,

3543

03:01:38.985 --> 03:01:43.485
the easement area will total about 14,124 square feet.

3544

03:01:45.665 --> 03:01:49.725
The county will give AP huts no less than 20 days business,

3545

03:01:49.965 --> 03:01:52.565
I mean 20 days business days advance notice

3546

03:01:52.825 --> 03:01:55.765
to schedule any construction work on our property.

3547

03:01:56.465 --> 03:01:59.685
The county will also restore at no cost to a PS,

3548

03:01:59.865 --> 03:02:02.765
any areas damaged during the construction, maintenance,

3549

03:02:02.765 --> 03:02:04.845
or repair of the easement area.

3550

03:02:05.545 --> 03:02:07.685
All the facilities that are being constructed

3551

03:02:07.715 --> 03:02:08.805
will belong to the county.

3552
03:02:09.225 --> 03:02:11.565
The easement has been reviewed by legal counsel.

3553
03:02:13.335 --> 03:02:17.275
The temporary construction easement really is only necessary

3554
03:02:17.275 --> 03:02:20.875
during the construction process for this facility.

3555
03:02:21.545 --> 03:02:25.635
This temporary easement is 5,123 square feet.

3556
03:02:26.165 --> 03:02:28.595
Again, it follows the same conditions

3557
03:02:28.695 --> 03:02:30.155
as our permanent easement.

3558
03:02:30.495 --> 03:02:33.155
So again, 20 business days to allow a

3559
03:02:33.155 --> 03:02:35.515
to give a PS advanced notice for any work.

3560
03:02:36.615 --> 03:02:40.155
The term of the temporary easement will commence when the

3561
03:02:40.155 --> 03:02:41.995
school board approves this easement

3562
03:02:42.335 --> 03:02:44.875
and will expire once the project is complete.

3563
03:02:46.445 --> 03:02:49.595
Again, the county will restore no cost to a PS.

3564
03:02:49.775 --> 03:02:52.635
The areas that may be disturbed during this work,

3565

03:02:53.095 --> 03:02:55.475

and the easement has been reviewed by legal counsel,

3566

03:02:56.965 --> 03:02:59.875

staff recommends the school board approve the deed

3567

03:02:59.875 --> 03:03:02.555

of easement and deed of temporary construction easement.

3568

03:03:02.575 --> 03:03:04.355

To support this connector trail,

3569

03:03:04.855 --> 03:03:07.395

it truly provides a connection to two neighborhoods

3570

03:03:08.065 --> 03:03:10.355

that are broken up by Interstate 3 95.

3571

03:03:10.855 --> 03:03:13.395

It supports the county's master transportation plan,

3572

03:03:13.655 --> 03:03:15.235

and it really serves the community.

3573

03:03:17.505 --> 03:03:20.875

This is an exhibit, the pink shows the permanent easement

3574

03:03:20.875 --> 03:03:22.755

that the county will then maintain.

3575

03:03:23.375 --> 03:03:26.475

The blue areas show just the temporary construction easement

3576

03:03:26.475 --> 03:03:27.995

needed to build this trail.

3577

03:03:28.535 --> 03:03:31.115

As you can see, inter interstate 3 95

3578

03:03:31.735 --> 03:03:33.755
is on the right hand side on the eastern

3579
03:03:33.785 --> 03:03:34.795
edge of the property.

3580
03:03:35.375 --> 03:03:38.355
The land between a PS property

3581
03:03:38.375 --> 03:03:41.995
and Interstate 3 95 is a VDOT right of way.

3582
03:03:42.375 --> 03:03:44.475
So they have also, the county has also worked

3583
03:03:44.475 --> 03:03:46.995
with the Virgin Virginia Department of Transportation

3584
03:03:47.735 --> 03:03:48.955
for Eastman in that area.

3585
03:03:49.495 --> 03:03:50.495
So thank you.

3586
03:03:51.325 --> 03:03:53.875
Thank you, Ms. Lynn. Um, board members, oh,

3587
03:03:54.415 --> 03:03:55.955
Turner has turned on her light.

3588
03:03:57.165 --> 03:03:58.885
I would just like to know what has brought us

3589
03:03:58.905 --> 03:04:00.965
to this happy day after 30 years.

3590
03:04:03.305 --> 03:04:06.405
Oh, a lot of work, a lot of planning on the county's end,

3591
03:04:06.405 --> 03:04:09.045
really for, um, their CIP process.

3592

03:04:09.825 --> 03:04:11.405

So we appreciate their partnership.

3593

03:04:11.485 --> 03:04:13.605

I think this can be a great opportunity. So

3594

03:04:14.965 --> 03:04:15.965

Years.

3595

03:04:16.225 --> 03:04:20.045

Any other questions? No. Um, I second it.

3596

03:04:20.085 --> 03:04:23.365

I, um, know I have spoken with folks in the past couple

3597

03:04:23.365 --> 03:04:25.525

of years who have asked, is this ever going to happen?

3598

03:04:25.785 --> 03:04:28.045

And my response was, ask the county

3599

03:04:28.625 --> 03:04:30.245

and we will cooperate when we can.

3600

03:04:30.465 --> 03:04:31.885

So, um, thank you very much.

3601

03:04:32.305 --> 03:04:34.805

Uh, the school board will act on this item at

3602

03:04:34.805 --> 03:04:36.085

the February 5th meeting.

3603

03:04:37.115 --> 03:04:39.965

Five. They're gonna go back on

3604

03:04:39.965 --> 03:04:40.965

It. The second

3605

03:04:40.965 --> 03:04:43.845
information item, uh, is the proposed changes

3606
03:04:44.065 --> 03:04:45.405
to the non-traditional programs.

3607
03:04:45.945 --> 03:04:47.365
Dr. Drum, will you introduce

3608
03:04:47.365 --> 03:04:49.125
the presenters for this evening? Yes.

3609
03:04:49.425 --> 03:04:52.125
For this proposal tonight, we will have four presenters.

3610
03:04:52.225 --> 03:04:54.605
Dr. Mann will begin Chief Academic Officer.

3611
03:04:54.695 --> 03:04:58.525
We'll also have presentation by Ms. Graves, Dr. Crawford,

3612
03:04:58.625 --> 03:05:01.405
and Ms. Murphy, director of English Learner Services.

3613
03:05:01.555 --> 03:05:03.685
Well, we'll start with Dr. Mann. I'll turn it to him.

3614
03:05:05.095 --> 03:05:06.965
Thank you, Dr. Durham. Good evening. School board.

3615
03:05:07.105 --> 03:05:09.645
Uh, pleasure to be part of the team presenting

3616
03:05:10.265 --> 03:05:13.565
our proposal on the non-traditional secondary programs.

3617
03:05:14.105 --> 03:05:17.445
And so this evening, we have an overview of the purpose

3618
03:05:17.585 --> 03:05:20.205
and principles, also our key recommendation

3619

03:05:20.205 --> 03:05:22.965

that changes the overview of the proposed programs

3620

03:05:23.305 --> 03:05:25.125

and followed up by discussion.

3621

03:05:27.185 --> 03:05:29.325

And so, as we, uh, know

3622

03:05:29.325 --> 03:05:32.645

and understand our non-traditional secondary programs in a

3623

03:05:32.725 --> 03:05:36.205

PS, um, they do offer pathways for our students

3624

03:05:36.205 --> 03:05:38.605

who have unique learning needs, social, emotional,

3625

03:05:38.865 --> 03:05:40.085

and also behavioral needs.

3626

03:05:40.315 --> 03:05:43.445

This proposal will, uh, outline the changes

3627

03:05:43.445 --> 03:05:45.605

that will happen at Arlington Community High School,

3628

03:05:45.655 --> 03:05:48.605

Grace Hopper Center, and also Langston.

3629

03:05:49.105 --> 03:05:52.565

We know that, uh, this over a year ago, we were, um,

3630

03:05:53.325 --> 03:05:56.045

recognizing we need to look at our non-traditional secondary

3631

03:05:56.045 --> 03:05:58.365

programs and really figure out what needs

3632

03:05:58.365 --> 03:06:01.125
to be further investigated in ways that we can expand

3633
03:06:01.125 --> 03:06:02.725
and strengthen offerings for our students.

3634
03:06:03.505 --> 03:06:06.285
And so upon that, the team of, as Dr.

3635
03:06:06.335 --> 03:06:09.205
Deron mentioned, the three departments involved, um,

3636
03:06:09.345 --> 03:06:12.725
set about doing that and looking at how we can identify ways

3637
03:06:12.725 --> 03:06:15.485
to increase student, uh, academic achievement,

3638
03:06:15.755 --> 03:06:18.445
improve student support, and also efficiencies

3639
03:06:18.465 --> 03:06:20.725
and equitable access to all of our students.

3640
03:06:22.505 --> 03:06:24.925
And so this proposal will, uh,

3641
03:06:25.325 --> 03:06:27.485
increase student ac academic achievement.

3642
03:06:27.945 --> 03:06:31.765
We know we've, uh, increasing access to our CTE courses

3643
03:06:32.065 --> 03:06:33.645
and competency based instruction,

3644
03:06:34.065 --> 03:06:37.685
and then also providing additional resources and supports.

3645
03:06:38.225 --> 03:06:41.045
And some changes have been, uh, made to the proposal

3646
03:06:41.105 --> 03:06:45.125
and updates based on community, uh, feedback and also staff

3647
03:06:45.125 --> 03:06:46.125
and students' feedback.

3648
03:06:46.145 --> 03:06:48.205
But I also like to just highlight for the board

3649
03:06:48.205 --> 03:06:51.645
as we think about this alignment to our strategic plan,

3650
03:06:51.645 --> 03:06:54.805
and specifically around how, when we think about changes

3651
03:06:55.225 --> 03:06:58.445
to non second non-traditional programming,

3652
03:06:58.635 --> 03:07:00.285
many times we think about the location,

3653
03:07:00.345 --> 03:07:02.325
but also how does this then impact the type

3654
03:07:02.325 --> 03:07:04.005
of instruction students receive.

3655
03:07:04.465 --> 03:07:07.885
And so, as you think about just around, um, our first, um,

3656
03:07:07.905 --> 03:07:09.365
one that my office is in charge of,

3657
03:07:09.385 --> 03:07:11.965
and we think about student academic growth

3658
03:07:12.025 --> 03:07:15.485
and success is really this allows us to continue

3659

03:07:15.485 --> 03:07:18.965
to have students maintain, um, accruing credits.

3660
03:07:18.965 --> 03:07:21.045
We know graduations are very, very important,

3661
03:07:21.045 --> 03:07:23.125
especially when we're talking about our non-traditional

3662
03:07:23.125 --> 03:07:24.325
programs at secondary.

3663
03:07:24.865 --> 03:07:28.005
And also that they still have access to grade level content.

3664
03:07:28.865 --> 03:07:30.925
We think about student wellbeing from an

3665
03:07:31.245 --> 03:07:32.885
academic, uh, impact.

3666
03:07:33.255 --> 03:07:35.125
Again, this can reduce distractions,

3667
03:07:35.145 --> 03:07:39.605
but also make sure that we, um, mitigate any chances of, uh,

3668
03:07:40.405 --> 03:07:42.405
dropping out, uh, falling further

3669
03:07:42.405 --> 03:07:44.245
behind if students are coming back from a

3670
03:07:44.245 --> 03:07:45.365
transition or a crisis.

3671
03:07:46.385 --> 03:07:49.245
And also, we do know that we can improve attendance

3672
03:07:49.425 --> 03:07:52.205
and also, um, academic persistence.

3673

03:07:52.275 --> 03:07:54.045

When we look at it from the standpoint,

3674

03:07:54.305 --> 03:07:56.005

we look at our student-centered workforce

3675

03:07:56.515 --> 03:08:00.245

from an academic lens, we also are gonna be expanding access

3676

03:08:00.265 --> 03:08:03.565

for some of our students to CTE courses and credentialing.

3677

03:08:03.665 --> 03:08:06.245

And you do know, uh, Mr. Martinez here,

3678

03:08:06.245 --> 03:08:07.485

he is retiring in a week,

3679

03:08:07.505 --> 03:08:09.005

so he may not be at work next week

3680

03:08:09.125 --> 03:08:10.285

depending on how much snow we have.

3681

03:08:10.745 --> 03:08:14.005

Um, but he and his team have worked hard on making sure

3682

03:08:14.005 --> 03:08:16.845

that we map out and continue to increase those opportunities

3683

03:08:16.945 --> 03:08:17.965

for all of our students.

3684

03:08:18.425 --> 03:08:20.685

And so, as we think about our operational excellence,

3685

03:08:20.685 --> 03:08:22.245

and also from an academic lens,

3686

03:08:22.835 --> 03:08:25.005
this also helps us concentrate our expertise.

3687
03:08:25.825 --> 03:08:28.365
And how do we also concentrate our resources

3688
03:08:28.385 --> 03:08:29.725
to support all of our students?

3689
03:08:30.265 --> 03:08:33.405
And then also it helps us with improved coherence

3690
03:08:33.405 --> 03:08:35.525
and consistency across all of our pathways.

3691
03:08:35.585 --> 03:08:37.805
And as we think about our last one, our partnerships

3692
03:08:37.805 --> 03:08:39.005
with our students, families,

3693
03:08:39.005 --> 03:08:41.245
and community, this also says that all

3694
03:08:41.245 --> 03:08:43.685
of those people are important and are not forgotten.

3695
03:08:44.025 --> 03:08:45.445
As we think about this proposal,

3696
03:08:45.865 --> 03:08:48.245
and specifically our core work, what has to do

3697
03:08:48.245 --> 03:08:50.765
with academics and what, uh, needs to happen

3698
03:08:50.785 --> 03:08:52.085
to support all of our students.

3699
03:08:53.225 --> 03:08:56.045
So at this time, I'll turn it over to Dr. Crawford

3700
03:08:56.345 --> 03:08:58.885
to go over our engagement and process and timeline.

3701
03:09:01.265 --> 03:09:04.205
Get my stuff. Okay.

3702
03:09:05.615 --> 03:09:06.685
Thank you Dr. Mann.

3703
03:09:07.185 --> 03:09:09.325
Um, as we think about our engagement process

3704
03:09:09.545 --> 03:09:11.125
and our timeline, I will begin

3705
03:09:11.125 --> 03:09:13.605
where the superintendent did earlier this evening.

3706
03:09:13.765 --> 03:09:16.245
I almost said this morning, still this evening, um,

3707
03:09:16.475 --> 03:09:18.725
with the sign behind me of every student counts

3708
03:09:18.945 --> 03:09:20.445
and how do we consider all students

3709
03:09:20.505 --> 03:09:22.485
and meet all students' needs when we're making

3710
03:09:22.625 --> 03:09:24.125
student-centered decisions?

3711
03:09:24.905 --> 03:09:28.845
So going back to our initial meeting in 20 24, 25, um,

3712
03:09:28.945 --> 03:09:31.685
we did have a cross-departmental team that went out

3713

03:09:31.685 --> 03:09:34.125
and had individual meetings with our different schools,

3714
03:09:34.225 --> 03:09:36.365
the schools that are delineated here, really

3715
03:09:36.465 --> 03:09:38.245
to gather baseline data on

3716
03:09:38.245 --> 03:09:39.965
what programs are in existence now.

3717
03:09:40.305 --> 03:09:42.325
How do the principals feel that they're working?

3718
03:09:42.665 --> 03:09:45.685
Are there any recommendations on, um, improvements

3719
03:09:45.745 --> 03:09:47.365
or next steps or areas

3720
03:09:47.435 --> 03:09:50.005
that we feel like maybe we're not hitting the mark?

3721
03:09:51.355 --> 03:09:53.845
That information and continued dialogue

3722
03:09:53.905 --> 03:09:56.645
and work then, um, was the basis for the work session

3723
03:09:56.675 --> 03:09:59.445
that we had in November of 2024.

3724
03:10:00.025 --> 03:10:03.445
Um, as you know, from the, even the work session in 2024

3725
03:10:03.445 --> 03:10:06.045
to the work session you had in 2025, there were changes in

3726
03:10:06.045 --> 03:10:09.525
that proposal, um, because we continued to solicit input

3727

03:10:09.525 --> 03:10:11.685
and had discussion as a a team.

3728

03:10:12.085 --> 03:10:14.045
I, I do think it's important to recognize,

3729

03:10:14.045 --> 03:10:16.365
and the board has heard tonight, um, certainly

3730

03:10:16.365 --> 03:10:17.725
that we've heard from community groups

3731

03:10:17.795 --> 03:10:21.085
that engagement should have happened sooner and more often.

3732

03:10:21.465 --> 03:10:23.325
Um, certainly receive that and,

3733

03:10:23.425 --> 03:10:25.885
and do think that that's a fair comment when we think about

3734

03:10:25.885 --> 03:10:29.485
some of our programs that we were not making alterations

3735

03:10:29.545 --> 03:10:30.885
to the instructional program.

3736

03:10:31.425 --> 03:10:33.085
The outreach wasn't initially there.

3737

03:10:33.305 --> 03:10:35.405
And do we have said that, shared

3738

03:10:35.405 --> 03:10:37.125
that in our public meetings that we've had?

3739

03:10:37.385 --> 03:10:39.205
Um, and said, that's a really fair point.

3740

03:10:39.265 --> 03:10:42.405

We take it and we have had intensive outreach to many

3741

03:10:42.405 --> 03:10:44.525

of the groups in the last few months as the board is aware.

3742

03:10:44.985 --> 03:10:48.685

Um, on that note, uh, as we look at the community groups

3743

03:10:48.685 --> 03:10:51.045

that we met with, there were some targeted meetings

3744

03:10:51.045 --> 03:10:53.645

that we had where we answered questions about the proposal

3745

03:10:53.745 --> 03:10:54.845

and solicited feedback.

3746

03:10:54.845 --> 03:10:56.765

And then there are some meetings that are routine

3747

03:10:56.785 --> 03:10:59.205

and quarterly, um, where this is an agenda item

3748

03:10:59.235 --> 03:11:01.045

that was discussed with the different

3749

03:11:01.045 --> 03:11:02.245

community group or parent groups.

3750

03:11:02.745 --> 03:11:05.285

Um, we had several different town halls

3751

03:11:05.345 --> 03:11:07.645

or meetings with, um, some of our students.

3752

03:11:08.145 --> 03:11:11.805

Uh, one school had the student advisory board members lead

3753

03:11:11.805 --> 03:11:14.085

it, which, which we love of course as we look

3754

03:11:14.085 --> 03:11:16.405

to expand student voice and student leadership.

3755

03:11:16.785 --> 03:11:20.165

Um, and we did specifically have, um, Ms. Smith led a lot

3756

03:11:20.165 --> 03:11:22.885

of this work, uh, at the Arlington Career Center

3757

03:11:22.885 --> 03:11:25.845

with Dr. Bird on meeting with every individual program

3758

03:11:26.145 --> 03:11:27.925

to hear from the different, um, students

3759

03:11:27.985 --> 03:11:29.365

and individual programs there.

3760

03:11:29.705 --> 03:11:32.365

Uh, that led us to the committee of the whole

3761

03:11:32.465 --> 03:11:34.325

and then back in front of you for the first time

3762

03:11:34.325 --> 03:11:36.485

as an information item, um, going

3763

03:11:36.485 --> 03:11:37.725

through the information tonight.

3764

03:11:39.795 --> 03:11:41.405

Alright, so summary of feedback.

3765

03:11:41.405 --> 03:11:43.885

And this is, um, overarching

3766

03:11:44.065 --> 03:11:46.525

of whether they were staff groups that we met

3767

03:11:46.525 --> 03:11:49.765
with at the schools, at the departments over the past,

3768
03:11:50.225 --> 03:11:51.925
um, one and a half years.

3769
03:11:52.185 --> 03:11:54.365
The community groups, the families, the students,

3770
03:11:54.385 --> 03:11:57.405
so overarching, we know that there were certain needs

3771
03:11:57.405 --> 03:11:58.925
that were, uh, key needs

3772
03:11:58.945 --> 03:12:00.445
and priorities that were identified

3773
03:12:00.445 --> 03:12:02.005
that did form themes there.

3774
03:12:02.665 --> 03:12:04.965
We saw certainly expanded access

3775
03:12:05.105 --> 03:12:07.885
and pathways as a key need and a priority.

3776
03:12:08.305 --> 03:12:10.845
Um, specifically we've heard a lot tonight about the

3777
03:12:10.845 --> 03:12:12.925
increased access to CTE, um,

3778
03:12:12.925 --> 03:12:15.205
student-centered design and community.

3779
03:12:15.225 --> 03:12:19.045
So how are we intentionally looking at any recommendation

3780
03:12:19.065 --> 03:12:21.125
to, um, dedicate spaces

3781

03:12:21.465 --> 03:12:24.285

and physical layout to ensuring the preservation

3782

03:12:24.505 --> 03:12:26.405

of a small learning environment

3783

03:12:26.865 --> 03:12:29.285

for our non-traditional programs that have that

3784

03:12:29.625 --> 03:12:31.245

as a critical piece of their program?

3785

03:12:31.825 --> 03:12:34.485

Um, the board has heard us talk about the importance

3786

03:12:34.485 --> 03:12:37.325

of wraparound services and certainly strengthening, um,

3787

03:12:37.425 --> 03:12:40.685

to the maximum extent that we can, uh, the support

3788

03:12:40.685 --> 03:12:43.085

that we provide to all aspects of our students' learning

3789

03:12:43.105 --> 03:12:44.485

and embracing the whole child

3790

03:12:44.745 --> 03:12:47.205

and seeing what additional, whether it's therapeutic

3791

03:12:47.585 --> 03:12:51.325

or, um, some of our SST supports we could provide via a case

3792

03:12:51.325 --> 03:12:53.925

management structure in some of our smaller, um,

3793

03:12:53.965 --> 03:12:57.045

settings like the proposed flexible learning, um,

3794

03:12:57.195 --> 03:12:59.405

also the strategic growth and sustainability.

3795

03:12:59.825 --> 03:13:03.965

Um, you see here when we talk about clear branding

3796

03:13:03.985 --> 03:13:06.165

or recruitment, making sure that students know

3797

03:13:06.165 --> 03:13:07.845

what programs are available to them

3798

03:13:07.865 --> 03:13:10.645

as they engage in our career and academic planning.

3799

03:13:11.105 --> 03:13:13.445

As well as, um, in the feedback sessions,

3800

03:13:13.445 --> 03:13:15.565

we did have the consideration of co-location

3801

03:13:16.025 --> 03:13:18.565

and satellite type models really being creative

3802

03:13:18.705 --> 03:13:21.685

as we looked at what programs could be proposed

3803

03:13:22.065 --> 03:13:23.565

to be in front of us in Arlington.

3804

03:13:23.905 --> 03:13:26.925

Um, we also received a lot of feedback on key challenges

3805

03:13:26.985 --> 03:13:29.605

and concerns as we had everything on the

3806

03:13:29.605 --> 03:13:30.845

table for discussion.

3807

03:13:31.145 --> 03:13:33.005

We heard a lot of different questions and,

3808

03:13:33.185 --> 03:13:35.765

and comments about access and equity concerns.

3809

03:13:36.065 --> 03:13:37.365

You heard some of those tonight.

3810

03:13:37.665 --> 03:13:41.685

Um, how are we both preserving the structure of programs

3811

03:13:41.685 --> 03:13:42.925

that we know work well

3812

03:13:43.545 --> 03:13:46.525

and also modifying any programs

3813

03:13:46.525 --> 03:13:48.245

where we feel like we can improve?

3814

03:13:48.625 --> 03:13:52.485

Um, that specifically on the slide we talk about at the, um,

3815

03:13:52.555 --> 03:13:56.085

Arlington tech meeting, we heard questions, comments, and

3816

03:13:56.225 --> 03:14:00.045

and confusion about how we are preserving the CTE access

3817

03:14:00.185 --> 03:14:02.565

for those students that are in the program currently.

3818

03:14:02.585 --> 03:14:05.365

And those who are joining as well as our part-time students

3819

03:14:05.625 --> 03:14:07.125

who come over and take a sequence.

3820

03:14:07.745 --> 03:14:09.085

Um, other key challenges

3821

03:14:09.085 --> 03:14:11.405
and concerns that were raised, staffing and capacity.

3822
03:14:11.755 --> 03:14:15.245
Some questions about, um, identified as a critical need

3823
03:14:15.245 --> 03:14:18.245
where support services like EL and special education,

3824
03:14:18.265 --> 03:14:21.245
but then how does it work in a shared, um, location.

3825
03:14:21.705 --> 03:14:23.605
Um, I will take a moment to highlight that.

3826
03:14:23.805 --> 03:14:25.005
We have many of these right now,

3827
03:14:25.005 --> 03:14:26.525
including at the Arlington Career Center,

3828
03:14:26.525 --> 03:14:28.485
where we have multiple programs that are located.

3829
03:14:28.905 --> 03:14:30.725
Um, and we have that within buildings.

3830
03:14:30.745 --> 03:14:32.165
How is that shared staffing?

3831
03:14:32.355 --> 03:14:33.845
What would that look like in some

3832
03:14:33.845 --> 03:14:36.045
of our other places like a CHS

3833
03:14:36.265 --> 03:14:37.685
and like the Grace Hopper Center.

3834
03:14:38.465 --> 03:14:41.725
Um, additionally along those same lines, operations

3835

03:14:41.745 --> 03:14:42.805
and systems alignment.

3836

03:14:42.945 --> 03:14:44.965
So throughout our outreach, one thing

3837

03:14:44.965 --> 03:14:47.765
that has been raised about having different schedules, um,

3838

03:14:47.785 --> 03:14:49.045
and how do we navigate that?

3839

03:14:49.105 --> 03:14:51.285
How do we navigate that Now we have students

3840

03:14:51.345 --> 03:14:53.485
who are on eight period bell and go

3841

03:14:53.625 --> 03:14:54.925
and may have a four by four.

3842

03:14:55.075 --> 03:14:56.685
What do we do to uniquely schedule

3843

03:14:56.705 --> 03:14:59.365
and how do we navigate that successfully as we do right now?

3844

03:14:59.945 --> 03:15:03.045
Um, clarity and governance was something that was raised.

3845

03:15:03.265 --> 03:15:05.565
Uh, we heard again that tonight questions about

3846

03:15:05.565 --> 03:15:07.405
what does the shared leadership model look like

3847

03:15:07.785 --> 03:15:09.325
and how do you continue

3848

03:15:09.325 --> 03:15:12.645
to intentionally maintain one community focus within one

3849
03:15:12.665 --> 03:15:14.325
or one school community,

3850
03:15:14.325 --> 03:15:17.005
focus within one building when we have programs

3851
03:15:17.005 --> 03:15:18.005
or schools within schools,

3852
03:15:18.545 --> 03:15:21.325
and continuing to get our student voice

3853
03:15:21.705 --> 03:15:24.085
and input as we move through this progress.

3854
03:15:25.475 --> 03:15:28.005
That leads us to what the key recommendations are

3855
03:15:28.005 --> 03:15:29.765
that will be highlighted for you tonight.

3856
03:15:30.185 --> 03:15:33.405
Um, the first is regarding our alternative learning program.

3857
03:15:33.905 --> 03:15:36.285
And this is a modification

3858
03:15:36.385 --> 03:15:40.165
and expansion, if you will, increasing services for students

3859
03:15:40.305 --> 03:15:45.005
who may require a short term temporary removal, uh,

3860
03:15:45.105 --> 03:15:47.285
to provide some intensive behavioral support.

3861
03:15:47.755 --> 03:15:51.645
This builds on our current 45 day program that we have

3862

03:15:51.865 --> 03:15:53.525
for our students with disabilities.

3863

03:15:53.825 --> 03:15:55.725
Uh, and this expands

3864

03:15:55.785 --> 03:15:57.885
to include students without disabilities,

3865

03:15:57.885 --> 03:15:59.165
general education students,

3866

03:15:59.625 --> 03:16:02.365
and increase, uh, our middle school programming.

3867

03:16:03.645 --> 03:16:05.325
Additionally, our flexible learning program.

3868

03:16:05.545 --> 03:16:06.845
So one of the critical pieces

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03:16:06.845 --> 03:16:09.565
that we heard in our very first session that we had

3870

03:16:09.565 --> 03:16:12.925
with our non-traditional, uh, administrators

3871

03:16:12.925 --> 03:16:15.965
and coordinators and leaders in 2024, um,

3872

03:16:16.025 --> 03:16:18.165
you all actually participated in the work session

3873

03:16:18.165 --> 03:16:20.325
where you saw the pictures of the student needs

3874

03:16:20.345 --> 03:16:21.925
and then the lines drawing to

3875

03:16:22.315 --> 03:16:23.805
what programs meet those needs.

3876
03:16:24.265 --> 03:16:28.045
And there we still had a bunch of papers

3877
03:16:28.075 --> 03:16:30.485
that were on the wall that didn't have lines drawn to them,

3878
03:16:30.955 --> 03:16:33.165
that didn't have a program that was designed

3879
03:16:33.185 --> 03:16:35.805
to meet the specific need that was identified

3880
03:16:36.025 --> 03:16:37.045
by our administrators.

3881
03:16:37.265 --> 03:16:39.965
One of those needs was for our students who need

3882
03:16:39.965 --> 03:16:43.925
to transition, um, from programs potentially, excuse me,

3883
03:16:43.925 --> 03:16:47.405
treatment programs, whether that's a substance use issue

3884
03:16:47.585 --> 03:16:49.325
or a mental health support

3885
03:16:49.665 --> 03:16:52.445
or something along those lines, transitioning back in

3886
03:16:52.445 --> 03:16:53.685
and out, what treatment or

3887
03:16:53.685 --> 03:16:55.165
what programs could assist with that?

3888
03:16:55.625 --> 03:16:57.765
We develop the flexible learning program

3889

03:16:57.835 --> 03:16:59.005

with that, excuse me.

3890

03:17:02.115 --> 03:17:04.485

Next we have our Multilingual Pathway program

3891

03:17:05.485 --> 03:17:08.405

redesigning some of our EL supports for our students,

3892

03:17:08.755 --> 03:17:13.005

including our newcomer programs and our, our SLIFE students.

3893

03:17:13.945 --> 03:17:15.685

And lastly, we've heard a lot about,

3894

03:17:15.745 --> 03:17:17.965

but the, the conversation regarding the relocation

3895

03:17:17.965 --> 03:17:20.365

of the Langston program to the Grace Hopper Center.

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03:17:21.385 --> 03:17:23.965

So those are the four recommendations that, uh,

3897

03:17:24.075 --> 03:17:25.285

that you see in front of you.

3898

03:17:25.425 --> 03:17:28.365

You don't see a change with respect to Arlington Tech

3899

03:17:28.435 --> 03:17:31.245

because there are no instructional changes proposed

3900

03:17:31.245 --> 03:17:32.485

to the Arlington Tech program.

3901

03:17:32.735 --> 03:17:35.165

There are no physical changes to the labs

3902

03:17:35.185 --> 03:17:36.765
and the commitment of the CTE space

3903
03:17:36.765 --> 03:17:38.165
that are in the Grace Hopper Center.

3904
03:17:38.585 --> 03:17:40.725
Um, what you have seen in previous slides,

3905
03:17:40.725 --> 03:17:43.565
including at the work session, is the commitment to continue

3906
03:17:43.565 --> 03:17:46.325
to grow that program both through our part-time students

3907
03:17:46.785 --> 03:17:48.885
and Arlington Tech numbers, um,

3908
03:17:49.105 --> 03:17:51.925
do lay out continued growth there far beyond

3909
03:17:51.925 --> 03:17:54.325
where we are right now, which is in alignment

3910
03:17:54.395 --> 03:17:55.605
with what the bond was.

3911
03:17:56.505 --> 03:17:59.365
Um, and then at next couple slides we'll talk

3912
03:17:59.365 --> 03:18:01.205
through those key recommendations.

3913
03:18:01.585 --> 03:18:04.365
Uh, the first is the proposed alternative learning

3914
03:18:04.365 --> 03:18:05.645
program that I just highlighted.

3915
03:18:06.105 --> 03:18:09.205
Um, this is very specifically clearly defined.

3916

03:18:09.545 --> 03:18:12.445

Um, a program that is more self-contained in nature

3917

03:18:12.835 --> 03:18:15.245

that is behaviorally based, allows

3918

03:18:15.425 --> 03:18:19.085

for direct instruction when we have students at various

3919

03:18:19.235 --> 03:18:22.165

secondary grade levels that have had significant behavioral,

3920

03:18:22.625 --> 03:18:25.325

uh, challenges that warrant a short-term removal.

3921

03:18:25.745 --> 03:18:29.285

Um, the proposal right now, if the proposal for Langston

3922

03:18:29.545 --> 03:18:31.845

to make the move goes through the proposal is

3923

03:18:31.905 --> 03:18:36.765

for this program to be located at the Sax Education Center.

3924

03:18:37.225 --> 03:18:40.765

Um, it is right now currently located in Langston in a

3925

03:18:41.045 --> 03:18:43.285

distinct location from the rest of the building.

3926

03:18:44.835 --> 03:18:48.485

What this does is the key takeaway here is it expands, um,

3927

03:18:48.945 --> 03:18:51.685

school and family access to this type of program

3928

03:18:51.865 --> 03:18:53.485

for our general education students

3929

03:18:53.505 --> 03:18:54.805
who may require this need.

3930
03:18:55.185 --> 03:18:56.605
Um, and also it expands

3931
03:18:56.605 --> 03:18:58.885
that middle school option, uh, for us.

3932
03:19:00.545 --> 03:19:02.845
We will talk about the flexible learning program in a little

3933
03:19:02.845 --> 03:19:05.245
bit more detail and I'll turn it back over to Dr. Mann.

3934
03:19:05.415 --> 03:19:06.415
Thank you.

3935
03:19:10.025 --> 03:19:11.215
Thank you, Dr. Crawford.

3936
03:19:11.635 --> 03:19:14.175
Um, I'm excited about the Flexible Learning Program,

3937
03:19:14.715 --> 03:19:15.975
um, for a couple of reasons.

3938
03:19:16.205 --> 03:19:18.095
This will bring us into alignment with many

3939
03:19:18.095 --> 03:19:20.175
of our surrounding, uh, divisions

3940
03:19:20.175 --> 03:19:21.215
that have something similar.

3941
03:19:21.555 --> 03:19:23.855
And, uh, you've probably heard from Dr

3942
03:19:24.275 --> 03:19:25.815
and I both, we are competitive

3943

03:19:25.815 --> 03:19:27.615
and wanna make sure that we have things

3944

03:19:27.765 --> 03:19:29.095
that we offer to our students.

3945

03:19:29.235 --> 03:19:31.735
But also what's exciting about this is this idea came from

3946

03:19:31.735 --> 03:19:32.735
our high school principals.

3947

03:19:33.315 --> 03:19:36.055
So this was them saying, we have a certain segment

3948

03:19:36.115 --> 03:19:37.935
of students that we're not meeting their needs.

3949

03:19:38.515 --> 03:19:40.055
And so this allows us to do that.

3950

03:19:40.195 --> 03:19:42.135
And so as we think about students

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03:19:42.235 --> 03:19:45.735
who may be coming back from, uh, some a hospitalization,

3952

03:19:45.735 --> 03:19:47.095
something's going on in their life

3953

03:19:47.095 --> 03:19:49.455
that they need the support, this offers them this,

3954

03:19:49.835 --> 03:19:53.015
and again, this is that flexibility where it can be online,

3955

03:19:53.555 --> 03:19:55.815
in person and small group, um,

3956

03:19:56.035 --> 03:19:58.175
and allow them also to accelerate, to catch up.

3957
03:19:58.315 --> 03:19:59.335
And as I mentioned earlier,

3958
03:19:59.395 --> 03:20:03.215
to be opening this conversation is graduation's our goal

3959
03:20:03.435 --> 03:20:06.295
and making sure that any student who enters high school

3960
03:20:06.325 --> 03:20:08.095
with us and they finish with us,

3961
03:20:08.095 --> 03:20:10.055
that they have the opportunity to graduate.

3962
03:20:10.055 --> 03:20:12.775
And so this gives us an opportunity to create that pathway.

3963
03:20:13.675 --> 03:20:15.055
Um, anecdotally

3964
03:20:15.055 --> 03:20:17.655
and actually factually as a K 12 district,

3965
03:20:17.655 --> 03:20:20.455
we have 2,400 health plans that we know of.

3966
03:20:20.875 --> 03:20:22.215
Now, those aren't all secondary,

3967
03:20:22.235 --> 03:20:24.135
but how many students are experiencing something

3968
03:20:24.135 --> 03:20:25.815
that they just haven't said to anyone

3969
03:20:25.875 --> 03:20:28.455
and are saying, I, this, this actually might help me.

3970

03:20:29.035 --> 03:20:31.895

And to actually catch up, um, accelerate

3971

03:20:31.915 --> 03:20:34.975

and then also, um, be able to graduate.

3972

03:20:34.995 --> 03:20:37.375

And we know in other school systems, this is an opportunity

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03:20:37.435 --> 03:20:40.335

for students who may just say, I figured out

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03:20:40.335 --> 03:20:43.295

that if I can get out early, um, and start to work

3975

03:20:43.315 --> 03:20:44.775

or do something else, that this is

3976

03:20:44.845 --> 03:20:46.255

affords them that opportunity.

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03:20:46.755 --> 03:20:47.975

And so as we build this out,

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03:20:48.055 --> 03:20:50.775

I think this will be exciting opportunity for us to be able

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03:20:50.775 --> 03:20:53.895

to provide something for our students who, um, for all

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03:20:53.895 --> 03:20:55.695

of our non-traditional programs,

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03:20:55.695 --> 03:20:58.135

this might be hit the sweet spot for them.

3982

03:20:58.555 --> 03:21:02.535

And so as we also just think about, um, the serves that need

3983

03:21:02.595 --> 03:21:04.215

and segment that we haven't been reaching,

3984

03:21:04.235 --> 03:21:07.175

but also that academic impact that they can continue

3985

03:21:07.555 --> 03:21:11.495

to make sure that they have access to, um, our standards

3986

03:21:11.495 --> 03:21:12.655

and what we expect for students,

3987

03:21:12.795 --> 03:21:15.455

but also continue to accrue credits.

3988

03:21:15.555 --> 03:21:20.015

And then lastly, um, this really, um, I think makes a need

3989

03:21:20.015 --> 03:21:23.135

that we definitely need to, uh, examine and search for

3990

03:21:23.155 --> 03:21:25.695

and again, brought to us by our high school principals.

3991

03:21:26.195 --> 03:21:28.175

So I will, um, I'm sorry.

3992

03:21:31.065 --> 03:21:32.125

And this will be located at

3993

03:21:32.125 --> 03:21:33.125

The community? Yes. I'm sorry. I

3994

03:21:33.125 --> 03:21:35.725

That's, it says it in the title.

3995

03:21:35.845 --> 03:21:37.885

I didn't mention it. I just was excited to talk about it.

3996

03:21:38.115 --> 03:21:40.645

This will be located at Arlington Community High School

3997

03:21:40.645 --> 03:21:41.725

in the new HQ Center.

3998

03:21:42.065 --> 03:21:44.485

And so at this time, I'll bring up, uh, Dr.

3999

03:21:45.145 --> 03:21:48.165

Not Dr. Murphy, but Ms. Terry Murphy

4000

03:21:48.625 --> 03:21:51.725

to talk about the multilingual pathway program.

4001

03:21:58.825 --> 03:22:02.275

Good evening. The proposed multilingual pathway program at

4002

03:22:02.325 --> 03:22:06.235

Grace Hopper seeks to increase opportunities

4003

03:22:06.335 --> 03:22:10.035

for English learners to participate in CT programs while

4004

03:22:10.105 --> 03:22:11.675

receiving academic

4005

03:22:11.815 --> 03:22:15.995

and language support in the discourse surrounding English

4006

03:22:16.235 --> 03:22:19.075

learners at the secondary level, policy makers

4007

03:22:19.295 --> 03:22:20.555

and researchers

4008

03:22:20.615 --> 03:22:24.835

who focus on this population often cite CTE

4009

03:22:25.235 --> 03:22:28.275

programs and participation in CTE programs

4010

03:22:28.615 --> 03:22:31.475
as yielding positive benefits for English learners, both

4011
03:22:31.995 --> 03:22:34.675
academically during their high school years in terms

4012
03:22:34.675 --> 03:22:36.915
of school engagement and performance,

4013
03:22:36.935 --> 03:22:38.595
and then post-secondary as well.

4014
03:22:39.135 --> 03:22:41.475
So we're hoping to leverage that research

4015
03:22:41.535 --> 03:22:43.155
to yield academic benefits

4016
03:22:43.155 --> 03:22:45.075
for our English learner population.

4017
03:22:45.625 --> 03:22:49.115
This proposal, um, extends the opportunity

4018
03:22:49.295 --> 03:22:52.195
to a wider range of English learner students,

4019
03:22:52.585 --> 03:22:55.955
English learners at levels one through four English learners

4020
03:22:55.975 --> 03:22:59.875
who may be newcomers, English learners who may be life.

4021
03:23:00.375 --> 03:23:01.835
And within this population,

4022
03:23:01.835 --> 03:23:05.515
we may also have duly identified Ls, recognizing

4023
03:23:05.515 --> 03:23:08.675
that we have a very broad and diverse L population.

4024
03:23:09.085 --> 03:23:12.075
We're hoping to leverage the co-located resources

4025
03:23:12.135 --> 03:23:14.595
to meet their needs in a more targeted way,

4026
03:23:14.885 --> 03:23:17.915
while simultaneously giving them the access

4027
03:23:17.975 --> 03:23:19.515
to those CTE courses.

4028
03:23:20.455 --> 03:23:22.195
Um, when we look at CTE

4029
03:23:22.375 --> 03:23:25.675
and the benefits for English learners that are often cited

4030
03:23:25.675 --> 03:23:28.435
and that we hope to see in this model,

4031
03:23:29.275 --> 03:23:31.475
CTE provides an opportunity for ELLs

4032
03:23:31.475 --> 03:23:32.715
to build their social capital.

4033
03:23:33.065 --> 03:23:35.795
They gain access to industry credentials,

4034
03:23:35.795 --> 03:23:37.875
potentially they have the opportunity

4035
03:23:37.935 --> 03:23:39.955
to participate in dual enrollment.

4036
03:23:40.455 --> 03:23:42.275
The instruction is highly engaging.

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03:23:42.625 --> 03:23:44.875

They have the opportunity for work-based learning,

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03:23:45.255 --> 03:23:46.835

and ultimately, this helps them

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03:23:46.855 --> 03:23:49.635

to build relationships potentially with employers

4040

03:23:49.695 --> 03:23:51.115

and develop skills

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03:23:51.115 --> 03:23:53.595

that they can carry into their post-secondary lives.

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03:23:54.215 --> 03:23:57.435

At a more granular level, in this model, we're hoping

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03:23:57.495 --> 03:23:59.435

to leverage co-teaching possibilities,

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03:23:59.545 --> 03:24:01.595

co-planning possibilities, so

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03:24:01.595 --> 03:24:03.795

that the CTE teachers have the support

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03:24:03.795 --> 03:24:06.275

of EL teachers when they're instructing the students,

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03:24:06.655 --> 03:24:10.835

and so that EL students receive the scaffolding they need in

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03:24:10.835 --> 03:24:12.035

their CTE courses.

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03:24:12.705 --> 03:24:15.955

It's also important to note that CT instruction tends

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03:24:15.955 --> 03:24:17.515

to be very context rich.

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03:24:17.935 --> 03:24:20.795

The students are developing academic language,

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03:24:20.825 --> 03:24:21.915

technical language,

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03:24:21.935 --> 03:24:24.835

and they're using that vocabulary in real world context

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03:24:25.615 --> 03:24:27.875

as they work on real world problems

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03:24:27.905 --> 03:24:29.955

with actual materials and resources.

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03:24:30.375 --> 03:24:33.515

And that's sort of a embedded scaffold for English learners.

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03:24:33.785 --> 03:24:36.955

That context rich environment is very supportive

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03:24:36.955 --> 03:24:38.715

of their language development as well.

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03:24:39.745 --> 03:24:42.955

Also, students have the opportunity to develop soft skills

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03:24:43.355 --> 03:24:48.125

through communication, teamwork, and problem solving

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03:24:48.225 --> 03:24:51.285

and critical thinking that also is very conducive

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03:24:51.425 --> 03:24:54.605

to their language development and their academic development

4063

03:24:54.605 --> 03:24:56.845

and their post-secondary success as well.

4064

03:24:57.265 --> 03:24:59.885

Our ultimate goal with this program is to ensure

4065

03:25:00.115 --> 03:25:03.085

that our students' academic achievement improves.

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03:25:03.345 --> 03:25:06.365

We recognize that this program not, may not appeal

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03:25:06.425 --> 03:25:08.045

to all English learners,

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03:25:08.185 --> 03:25:11.965

and we're not implying that all English learners, um,

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03:25:12.175 --> 03:25:16.885

would necessarily need to be in a CTE program in order

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03:25:16.885 --> 03:25:18.685

to have academic gains.

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03:25:19.025 --> 03:25:23.125

But for a population who is career-minded, for a subset

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03:25:23.265 --> 03:25:25.325

of our L population who is career-minded

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03:25:25.705 --> 03:25:28.765

and who has an interest in these types of programs, we want

4074

03:25:28.765 --> 03:25:31.085

to create a supportive and successful environment.

4075

03:25:37.855 --> 03:25:41.345

Okay, Good evening.

4076

03:25:43.005 --> 03:25:47.185

Um, this component of the proposal to relocate Langston

4077

03:25:47.185 --> 03:25:49.465

to the Grace Hopper Center is designed

4078
03:25:49.465 --> 03:25:53.305
to establish a centralized high school site for students

4079
03:25:53.325 --> 03:25:55.625
who would benefit from, from a more structured,

4080
03:25:55.625 --> 03:25:57.625
personalized learning environment.

4081
03:25:58.465 --> 03:26:00.545
Langston serves high school students

4082
03:26:00.685 --> 03:26:04.465
who often require small class sizes, targeted social

4083
03:26:04.565 --> 03:26:05.745
and emotional supports,

4084
03:26:06.005 --> 03:26:09.505
and individualized academic interventions to ensure

4085
03:26:09.535 --> 03:26:12.105
that they remain on track for graduation due to a number

4086
03:26:12.105 --> 03:26:13.665
of complex factors and issues.

4087
03:26:15.175 --> 03:26:18.865
Co-locating Langston at Gray Grace Hopper allows us,

4088
03:26:18.925 --> 03:26:22.145
excuse me, co-locating at Grace Hopper allows us

4089
03:26:22.205 --> 03:26:25.865
to preserve Langton's core program model of small classes,

4090
03:26:26.505 --> 03:26:28.025
personalized supports,

4091

03:26:28.725 --> 03:26:30.585
and a semester based structure,

4092
03:26:30.955 --> 03:26:34.585
while also still leveraging the additional shared staff

4093
03:26:35.495 --> 03:26:38.145
instructional resources and student services.

4094
03:26:39.335 --> 03:26:42.425
Importantly, this move will significantly expand the

4095
03:26:42.425 --> 03:26:44.745
student's access to CTE coursework

4096
03:26:45.205 --> 03:26:47.745
and industry recognized certification pathways,

4097
03:26:48.505 --> 03:26:50.225
strengthen strengthening post-secondary

4098
03:26:50.285 --> 03:26:51.705
and workforce readiness.

4099
03:26:52.325 --> 03:26:54.705
Our current Langston model aligned

4100
03:26:54.895 --> 03:26:57.545
with our other comprehensive schools currently has one

4101
03:26:57.545 --> 03:26:59.545
pathway for CTE,

4102
03:26:59.845 --> 03:27:02.505
and we are looking to, in this co-location model

4103
03:27:02.565 --> 03:27:05.465
to provide even additional access when we look at this

4104
03:27:05.465 --> 03:27:08.465
comparative to our other sch, um, comprehensive schools

4105
03:27:08.645 --> 03:27:10.665
and programs that are offered for our students.

4106
03:27:12.755 --> 03:27:15.615
At its core, this component

4107
03:27:15.635 --> 03:27:17.895
of the proposal is about equity

4108
03:27:17.955 --> 03:27:19.895
and access, ensuring

4109
03:27:19.925 --> 03:27:23.455
that students have multiple high quality pathways

4110
03:27:23.995 --> 03:27:27.775
to graduation and supports that they need to succeed during

4111
03:27:27.955 --> 03:27:29.175
and beyond high school.

4112
03:27:31.745 --> 03:27:32.845
The next few slides

4113
03:27:32.845 --> 03:27:35.565
of the presentation provide the community

4114
03:27:35.625 --> 03:27:37.525
and the board with visual summaries

4115
03:27:37.785 --> 03:27:40.685
of the non-traditional program proposals built,

4116
03:27:40.925 --> 03:27:42.085
building on the detailed data

4117
03:27:42.105 --> 03:27:44.405
and analysis that my colleagues have shared

4118

03:27:44.585 --> 03:27:45.725
in the previous slides.

4119
03:27:46.745 --> 03:27:51.205
At its core, this proposal, again, as we've shared, is

4120
03:27:51.725 --> 03:27:54.725
designed to ensure that we have optimal resources

4121
03:27:55.345 --> 03:27:58.245
and a full continuum of services for all of our students

4122
03:27:58.585 --> 03:28:01.085
who truly benefit from the need

4123
03:28:01.085 --> 03:28:03.885
to have an alternative pathway for schooling,

4124
03:28:05.215 --> 03:28:09.045
while ensuring that we maintain strong academic expectations

4125
03:28:09.465 --> 03:28:13.605
and alignment to the core values that we have here in a PS

4126
03:28:14.265 --> 03:28:18.205
across all of the programs, the focus is on meeting students

4127
03:28:18.335 --> 03:28:21.605
where they are through smaller learning environments,

4128
03:28:22.525 --> 03:28:25.285
targeted academic and social emotional supports,

4129
03:28:25.665 --> 03:28:30.055
and flexible schedules rather than operating

4130
03:28:30.275 --> 03:28:32.095
as previous standalone programs.

4131
03:28:32.095 --> 03:28:34.375
This model and this component

4132
03:28:34.375 --> 03:28:36.815
of the model will create stronger alignment

4133
03:28:37.085 --> 03:28:39.615
between our sites, shared resources

4134
03:28:39.875 --> 03:28:43.415
and common expectations for instruction, student support,

4135
03:28:43.755 --> 03:28:45.935
and reentry into, um,

4136
03:28:46.325 --> 03:28:49.455
instructional pathways at perhaps their comprehensive

4137
03:28:49.455 --> 03:28:52.455
schools or remaining intact at the program that they serve.

4138
03:28:55.255 --> 03:28:57.195
And this again, is just another summary

4139
03:28:57.375 --> 03:28:59.155
of our program descriptions, um,

4140
03:28:59.185 --> 03:29:01.675
that provide a quick glance at the details

4141
03:29:01.675 --> 03:29:02.995
that were previously shared.

4142
03:29:04.565 --> 03:29:07.635
We've heard quite a bit of feedback from, um,

4143
03:29:07.815 --> 03:29:10.635
our community members, um, at Arlington Tech,

4144
03:29:10.975 --> 03:29:13.115
and I think it goes without saying that.

4145

03:29:13.695 --> 03:29:16.755

Um, we hear your feedback, we hear your concerns.

4146

03:29:17.775 --> 03:29:22.075

We also understand that in the planning of the proposals

4147

03:29:22.075 --> 03:29:25.635

that have been put forward, that there's been no changes

4148

03:29:25.815 --> 03:29:28.195

to the program model for Arlington Tech.

4149

03:29:28.735 --> 03:29:32.435

Um, nor are there no going to be any changes made

4150

03:29:32.455 --> 03:29:36.075

to student access to courses of CTE programming

4151

03:29:36.075 --> 03:29:37.955

and offerings that will be made available.

4152

03:29:39.255 --> 03:29:42.195

So we still are committed to the plan that has put in place.

4153

03:29:42.775 --> 03:29:44.995

Our intent is to main stability for current

4154

03:29:45.015 --> 03:29:47.995

and prospective students and families while we strengthen

4155

03:29:47.995 --> 03:29:50.635

non-traditional path pathways in our district.

4156

03:29:52.505 --> 03:29:54.595

Preliminary information shares

4157

03:29:54.595 --> 03:29:57.275

that we have still quite a high number of families

4158

03:29:57.275 --> 03:29:59.635

that have expressed interest in our Arlington tech program.

4159
03:29:59.725 --> 03:30:02.195
We'll have those finalized numbers of the families

4160
03:30:02.495 --> 03:30:04.555
who accept their, um, um,

4161
03:30:04.745 --> 03:30:07.955
spot in the lottery once the option school window, um,

4162
03:30:08.015 --> 03:30:09.755
closes, um, fairly shortly.

4163
03:30:10.735 --> 03:30:14.115
Um, but I think it's important to to end

4164
03:30:14.115 --> 03:30:16.075
and to, to discuss the fact that

4165
03:30:17.505 --> 03:30:20.315
this proposal is about adding options for students.

4166
03:30:21.415 --> 03:30:22.915
Our goal is not to reduce

4167
03:30:23.575 --> 03:30:27.155
or redirect opportunities that are currently aligned

4168
03:30:27.295 --> 03:30:28.835
and available for our students

4169
03:30:28.855 --> 03:30:30.035
in the Arlington Tech program.

4170
03:30:32.415 --> 03:30:35.595
Um, we are still continuing to welcome

4171
03:30:36.205 --> 03:30:40.005
engagement from the community, um, as, as we all are aware,

4172

03:30:40.005 --> 03:30:41.085
these are proposals

4173
03:30:41.085 --> 03:30:44.405
and recommendations that are being put forward for, um,

4174
03:30:44.405 --> 03:30:46.765
the board to act on and to give us their feedback.

4175
03:30:46.765 --> 03:30:50.285
And so we recognize that there are opportunities

4176
03:30:50.505 --> 03:30:54.245
for the engagement, um, from a PS staff to increase,

4177
03:30:54.545 --> 03:30:57.005
but also an opportunity to make certain

4178
03:30:57.205 --> 03:31:00.405
that we are hearing from those individuals to ensure

4179
03:31:00.405 --> 03:31:02.765
that if there's opportunities to make, um,

4180
03:31:03.385 --> 03:31:05.285
as we look forward for integration

4181
03:31:05.285 --> 03:31:08.045
of these proposals pending your approval, we know that

4182
03:31:08.045 --> 03:31:09.205
that has to take place.

4183
03:31:09.745 --> 03:31:12.765
And so we've listed here a number of, um, opportunities

4184
03:31:12.865 --> 03:31:15.605
for folks to be able to engage with us.

4185
03:31:16.105 --> 03:31:18.965
Um, we are committed to continuing this engagement

4186
03:31:18.995 --> 03:31:21.725
with our community, um, so that we can ensure

4187
03:31:21.835 --> 03:31:23.285
that our commitment

4188
03:31:23.305 --> 03:31:25.285
and our dedication to supporting all

4189
03:31:25.285 --> 03:31:27.965
of the learners in a PS remains true and valued.

4190
03:31:28.865 --> 03:31:32.445
And so finally, in conclusion, we are formally recommending

4191
03:31:32.445 --> 03:31:34.965
that the school board take the following action,

4192
03:31:35.265 --> 03:31:38.925
and we've now listed the multiple components of the proposal

4193
03:31:38.955 --> 03:31:41.805
that have been shared approving the development

4194
03:31:41.805 --> 03:31:45.285
of the alternative learning program to be located at sfax,

4195
03:31:45.555 --> 03:31:48.205
approve the development of the flexible learning program

4196
03:31:48.385 --> 03:31:52.285
to be located at A CHS, approve the development

4197
03:31:52.425 --> 03:31:53.885
of the multilingual program

4198
03:31:54.315 --> 03:31:57.245
that incorporates L Services previously delivered

4199

03:31:57.265 --> 03:32:01.365
by English Learner Institute in approving the relocation

4200
03:32:01.365 --> 03:32:04.325
of the Langston program in including new directions

4201
03:32:04.545 --> 03:32:05.725
to Grace Hopper Center.

4202
03:32:06.905 --> 03:32:10.165
And so this now concludes our presentation for the evening.

4203
03:32:10.785 --> 03:32:14.405
We, um, have a number of our team members here, um, Ms.

4204
03:32:14.615 --> 03:32:17.805
Leona Smith, who is the executive principal who's done quite

4205
03:32:17.805 --> 03:32:21.805
a bit of work with our administrators, um, with engagement

4206
03:32:21.905 --> 03:32:23.565
and seeking to develop the plan

4207
03:32:23.595 --> 03:32:25.845
with our administrators, Mrs.

4208
03:32:25.905 --> 03:32:27.245
Um, of course, Ms. Murphy.

4209
03:32:27.245 --> 03:32:28.685
And we have other members in the audience

4210
03:32:28.905 --> 03:32:31.045
who will be available to address, answer,

4211
03:32:31.145 --> 03:32:32.565
uh, questions and provide answers.

4212
03:32:32.735 --> 03:32:33.735
Thank you.

4213

03:32:35.135 --> 03:32:38.045

Thank you very much. I, um, um,

4214

03:32:41.085 --> 03:32:43.485

I was pleased to serve as the liaison to this presentation,

4215

03:32:43.585 --> 03:32:45.125

and I just wanna make two quick comments.

4216

03:32:45.425 --> 03:32:50.205

Um, uh, one is just to emphasize that we are going, um,

4217

03:32:50.265 --> 03:32:52.645

off of our usual schedule for info action.

4218

03:32:52.645 --> 03:32:54.445

Typically, we do info at one board meeting

4219

03:32:54.465 --> 03:32:55.925

and action at the next board meeting.

4220

03:32:56.145 --> 03:32:58.605

We are in fact going to, uh, skip a meeting in order

4221

03:32:58.605 --> 03:33:01.765

to give ourselves four weeks, um, to, um, continue

4222

03:33:01.765 --> 03:33:04.845

to hear from the C community, engage with staff, um,

4223

03:33:04.985 --> 03:33:08.525

and, uh, and make sure that we have, um, done all

4224

03:33:08.525 --> 03:33:09.645

of our homework, um,

4225

03:33:09.665 --> 03:33:13.045

before we, um, have these proposals come to a vote.

4226

03:33:13.425 --> 03:33:15.885
The other thing I would mention that's just as a, um, sort

4227
03:33:15.885 --> 03:33:19.005
of a logistical piece, um, um,

4228
03:33:19.005 --> 03:33:23.355
because, uh, we found that policy was

4229
03:33:24.055 --> 03:33:27.115
up for a little bit of interpretation regarding, um, what,

4230
03:33:27.385 --> 03:33:30.115
what needed a board vote versus what did not.

4231
03:33:30.655 --> 03:33:33.435
Um, first of all, we are, um, taking up

4232
03:33:33.435 --> 03:33:34.755
that policy later this year.

4233
03:33:35.135 --> 03:33:39.005
Um, but second of all, um, uh, we, we just,

4234
03:33:40.025 --> 03:33:43.245
we agreed that the board would vote on these four proposals.

4235
03:33:43.665 --> 03:33:46.405
Um, I think the final piece that is, um, um,

4236
03:33:47.945 --> 03:33:50.525
the question is are we going to vote on each

4237
03:33:50.525 --> 03:33:53.325
of the four proposals, 1, 2, 3, 4 as four different votes,

4238
03:33:53.665 --> 03:33:55.685
or are we going to do them together?

4239
03:33:56.305 --> 03:33:58.965
Um, I think we can do them separately.

4240

03:33:59.385 --> 03:34:00.765

We could do them together with amendment.

4241

03:34:01.105 --> 03:34:03.285

We just have to be cognizant that there is a little bit

4242

03:34:03.305 --> 03:34:06.445

of intersection, um, in terms of like staffing and budget

4243

03:34:06.465 --> 03:34:09.445

and things if we were to approve, say, two outta the four

4244

03:34:09.445 --> 03:34:11.485

or three outta the four versus all four.

4245

03:34:11.545 --> 03:34:15.525

So, um, that's just a little bit of reminder to mostly

4246

03:34:15.585 --> 03:34:16.605

to us up here.

4247

03:34:16.825 --> 03:34:18.885

Um, and also to just for the benefit of the community

4248

03:34:18.885 --> 03:34:21.205

to be aware that there are some, um, ways

4249

03:34:21.205 --> 03:34:24.205

that we're gonna have to, um, think about this in terms

4250

03:34:24.225 --> 03:34:26.005

of four unique proposals

4251

03:34:26.075 --> 03:34:28.045

that are also somewhat interconnected.

4252

03:34:28.385 --> 03:34:31.405

Um, and with that, I will, um, I'll start

4253

03:34:31.405 --> 03:34:33.085
to my left, um, with Ms. Turner.

4254
03:34:34.935 --> 03:34:36.765
Thank you. Thanks Kim.

4255
03:34:36.865 --> 03:34:38.805
And, and Dr. Crawford and everybody else.

4256
03:34:39.145 --> 03:34:44.125
Um, I wanted to go back to the issue of community engagement

4257
03:34:44.465 --> 03:34:47.965
and slide five with the timeline slide six

4258
03:34:47.985 --> 03:34:51.005
and seven, both of which lead with the proposition

4259
03:34:51.125 --> 03:34:54.405
that staff, students, and families provided feedback.

4260
03:34:55.305 --> 03:34:58.725
Um, I think

4261
03:35:00.625 --> 03:35:03.125
in terms of the specific community groups

4262
03:35:03.835 --> 03:35:07.285
that are listed here, um, I've spoken to some

4263
03:35:07.285 --> 03:35:10.685
of the leaders involved here and been in contact otherwise,

4264
03:35:10.825 --> 03:35:14.085
and I would say there's a disconnect, um, between

4265
03:35:14.775 --> 03:35:19.205
these specific groups that are listed in terms of what sort

4266
03:35:19.205 --> 03:35:22.605
of the sense in this room is of the engagement

4267
03:35:22.745 --> 03:35:25.325
and the sharing of the plans and the discussions

4268
03:35:25.385 --> 03:35:28.645
and what they are reflecting back to me.

4269
03:35:29.185 --> 03:35:33.285
Um, and that is, you know, when we've got sort

4270
03:35:33.285 --> 03:35:36.605
of specific groups here, aspa, um,

4271
03:35:37.385 --> 03:35:40.405
the advisory committee, septa atac, and,

4272
03:35:40.905 --> 03:35:43.005
and yet there is a disconnect with

4273
03:35:43.005 --> 03:35:44.725
how they have perceived the engagement

4274
03:35:44.725 --> 03:35:46.325
and what they understand is happening.

4275
03:35:46.565 --> 03:35:48.405
I think that that is a bit of a concern.

4276
03:35:48.905 --> 03:35:50.005
Um, there's nothing on this.

4277
03:35:50.085 --> 03:35:51.285
I I have not had contact

4278
03:35:51.285 --> 03:35:52.845
with the Langston Civic Association.

4279
03:35:52.875 --> 03:35:54.765
There's nothing on this slide about families.

4280

03:35:55.385 --> 03:35:57.645
And obviously we have some representatives

4281
03:35:57.645 --> 03:35:58.885
of our school community here.

4282
03:35:58.885 --> 03:36:01.565
This is not a somnolence school community, it's here.

4283
03:36:02.185 --> 03:36:03.965
Um, but I've also always been told

4284
03:36:03.985 --> 03:36:06.605
to ask questions about those who aren't here.

4285
03:36:07.425 --> 03:36:10.725
And I don't believe that tonight we heard

4286
03:36:11.405 --> 03:36:14.085
directly from the Langston community, we have gotten emails

4287
03:36:14.225 --> 03:36:15.725
as a board and

4288
03:36:15.725 --> 03:36:18.685
as individual board members from the Langston community,

4289
03:36:18.685 --> 03:36:20.565
both teachers and parents.

4290
03:36:21.305 --> 03:36:24.725
And I am not seeing any of that in any of these slides.

4291
03:36:24.825 --> 03:36:27.845
And I don't believe it's been expressed in any way, shape

4292
03:36:27.845 --> 03:36:30.685
or form that that level of engagement has happened.

4293
03:36:31.385 --> 03:36:34.405
So with that long preamble, my question is,

4294

03:36:34.515 --> 03:36:37.965

what is the plan, if any, for doing something about

4295

03:36:37.965 --> 03:36:41.005

that other than a slide that says, you can email us.

4296

03:36:42.025 --> 03:36:44.485

Do you want me to, I will also address the, um,

4297

03:36:44.545 --> 03:36:46.845

the comment about the different community organizations.

4298

03:36:47.275 --> 03:36:49.965

Some, as I mentioned, were specific meetings to come into,

4299

03:36:50.095 --> 03:36:51.885

talks exactly about this proposal.

4300

03:36:52.505 --> 03:36:54.725

And in some instances, we had a meeting

4301

03:36:54.725 --> 03:36:56.765

where either they had it as an agenda item

4302

03:36:56.825 --> 03:37:00.685

or we did to talk through, um, the, the sole purpose

4303

03:37:00.745 --> 03:37:03.165

of the meeting was not necessarily to go through

4304

03:37:03.165 --> 03:37:06.765

that proposal, but to answer questions as a part of an,

4305

03:37:06.825 --> 03:37:10.805

an already, um, inclusive agenda of other things.

4306

03:37:11.225 --> 03:37:13.485

So, um, I know you'd also asked about the dates.

4307

03:37:13.485 --> 03:37:14.485
We're happy to get you the dates

4308
03:37:14.505 --> 03:37:18.085
and the different items that are there, um, just didn't have

4309
03:37:19.635 --> 03:37:21.655
in the, in the last few days, but happy to do that.

4310
03:37:21.755 --> 03:37:23.415
And then, um, I don't know if you want to

4311
03:37:23.435 --> 03:37:24.435
No, no, no. I,

4312
03:37:24.435 --> 03:37:28.135
I mean, I think that, um, based on the feedback

4313
03:37:28.135 --> 03:37:30.935
that we've just even received during tonight's evening,

4314
03:37:31.285 --> 03:37:35.215
tonight's meeting, and then also prior to this time, even

4315
03:37:35.215 --> 03:37:37.135
with our best efforts for the engagement

4316
03:37:37.135 --> 03:37:40.055
that we are quantifying as outreach, we need

4317
03:37:40.055 --> 03:37:41.655
to hear some more from the individuals.

4318
03:37:41.655 --> 03:37:43.655
And we need to circle back to ensure that

4319
03:37:44.275 --> 03:37:46.255
not only is it just about sharing here's

4320
03:37:46.255 --> 03:37:48.735
what this proposal is, but being able to listen

4321

03:37:48.755 --> 03:37:51.255
and hear the feedback regarding how,

4322

03:37:51.595 --> 03:37:54.895
if there are opportunities for that refinement to be done,

4323

03:37:55.115 --> 03:37:58.455
or are there opportunities for us to, um,

4324

03:37:59.605 --> 03:38:02.735
rectify any misperceptions about what the, um,

4325

03:38:03.055 --> 03:38:04.335
proposals, um, involve.

4326

03:38:04.595 --> 03:38:07.615
And so even in our best efforts, when we talk about

4327

03:38:08.125 --> 03:38:10.335
what engagement may look like, um,

4328

03:38:10.625 --> 03:38:12.895
there is always opportunities to do it better

4329

03:38:13.195 --> 03:38:14.335
and to make certain

4330

03:38:14.365 --> 03:38:17.335
that we are hearing directly from the team individuals

4331

03:38:17.335 --> 03:38:18.615
that need to be heard from.

4332

03:38:18.995 --> 03:38:22.375
But by no means is the information that we shared, um,

4333

03:38:22.495 --> 03:38:25.055
a misrepresentation of discussions that have been had,

4334

03:38:25.435 --> 03:38:27.815
but I think more hearing and responding

4335
03:38:27.815 --> 03:38:30.255
and acknowledging that, uh, more needs to be done.

4336
03:38:39.165 --> 03:38:40.455
Okay. Um,

4337
03:38:42.915 --> 03:38:46.255
so I was actually at the November, 2024 work session, um,

4338
03:38:46.835 --> 03:38:49.335
and, and yet I didn't remember it well.

4339
03:38:49.335 --> 03:38:50.775
So I went back and pulled the slides

4340
03:38:51.155 --> 03:38:55.855
and, um, I think one of the things that

4341
03:38:57.525 --> 03:39:00.615
Came out of it, as, you know, a goal or a suggestion or,

4342
03:39:00.675 --> 03:39:04.095
or whatever, um, was formulation

4343
03:39:04.135 --> 03:39:06.175
of a district-wide policy procedures

4344
03:39:06.175 --> 03:39:09.015
and guidelines to frame the non-traditional learning

4345
03:39:09.015 --> 03:39:11.455
programs and clearly defined criteria

4346
03:39:11.635 --> 03:39:13.175
and eligibility standards

4347
03:39:13.755 --> 03:39:17.615
for participation in the non-traditional education programs.

4348

03:39:17.635 --> 03:39:22.485

So, um, at a high level, it seems to me

4349

03:39:22.485 --> 03:39:26.525

that those things would need to come first to get sort of a,

4350

03:39:26.805 --> 03:39:31.325

a very clear framework for moving forward

4351

03:39:31.625 --> 03:39:33.765

and a, a sort of rationale

4352

03:39:34.195 --> 03:39:38.045

that everyone has a shared conception of understanding

4353

03:39:38.265 --> 03:39:39.405

that's not where we are.

4354

03:39:40.025 --> 03:39:43.365

Um, my specific questions still relate

4355

03:39:43.385 --> 03:39:45.205

to what's being proposed,

4356

03:39:45.705 --> 03:39:46.365

and in

4357

03:39:46.365 --> 03:39:51.365

particular, My concern.

4358

03:39:51.985 --> 03:39:54.845

And the question of whether, if one were

4359

03:39:54.845 --> 03:39:57.965

to take a district-wide policy, procedure and guideline

4360

03:39:57.965 --> 03:39:59.525

and clearly defined criteria

4361

03:39:59.905 --> 03:40:02.485
and apply it to describe Langston,

4362
03:40:02.835 --> 03:40:06.285
what I am understanding from all of the discussion is

4363
03:40:06.285 --> 03:40:09.525
that it would include a small school environment in addition

4364
03:40:09.525 --> 03:40:14.085
to small class sizes and frequent access to supports.

4365
03:40:14.585 --> 03:40:19.085
And so without that framework in place that everyone sort

4366
03:40:19.085 --> 03:40:21.485
of agrees on, how are we not running the risk

4367
03:40:21.505 --> 03:40:25.965
of undermining the very premise of Langston by

4368
03:40:26.865 --> 03:40:29.445
moving it to a large school environment?

4369
03:40:30.225 --> 03:40:32.405
And, and similarly, just as we were going

4370
03:40:32.405 --> 03:40:35.205
through the slides, I, I still don't feel that I have a,

4371
03:40:35.445 --> 03:40:38.165
a confident understanding of what the multilingual

4372
03:40:38.845 --> 03:40:41.045
Lingual Pathways program is.

4373
03:40:41.245 --> 03:40:44.245
I left the cow thinking it was predominantly focused on

4374
03:40:44.415 --> 03:40:45.805
attracting our life students

4375
03:40:45.825 --> 03:40:48.005
and providing those supports for newcomers,

4376
03:40:48.255 --> 03:40:49.765
which I couldn't understand

4377
03:40:49.795 --> 03:40:52.405
with the HP Woodlawn program still existing.

4378
03:40:52.765 --> 03:40:54.245
I am seeing these slides tonight

4379
03:40:54.245 --> 03:40:57.245
and hearing from, um, miss or Dr.

4380
03:40:57.295 --> 03:40:58.525
Sorry, Murphy.

4381
03:40:59.145 --> 03:41:01.565
Um, and, and the suggestion is

4382
03:41:01.635 --> 03:41:03.245
that those students could be included,

4383
03:41:03.345 --> 03:41:06.485
but perhaps it's RL students who are interested in CTE.

4384
03:41:06.905 --> 03:41:10.525
So again, without clearly defined criteria,

4385
03:41:10.635 --> 03:41:13.045
eligibility standards, policy, procedures,

4386
03:41:13.045 --> 03:41:15.485
and guidelines, which was a goal from over a year ago,

4387
03:41:15.985 --> 03:41:17.605
I'm finding it hard to understand

4388

03:41:18.145 --> 03:41:19.365
the steps that we are taking.

4389
03:41:19.545 --> 03:41:23.965
And I feel that we are running the risk of undermining some

4390
03:41:23.965 --> 03:41:26.885
of our programs or our moves right from the start

4391
03:41:27.715 --> 03:41:31.965
without some sort of cornerstone to rely on.

4392
03:41:33.225 --> 03:41:34.565
And I will speak to, um,

4393
03:41:34.675 --> 03:41:36.405
your comment about moving Langston

4394
03:41:36.405 --> 03:41:38.005
to a larger space from a smaller space,

4395
03:41:38.005 --> 03:41:40.845
because I think there is clear agreement on, um,

4396
03:41:40.845 --> 03:41:43.805
from the student side and from the staff and,

4397
03:41:43.825 --> 03:41:47.205
and even in all of our, um, conversations about,

4398
03:41:47.305 --> 03:41:48.605
as I mentioned, the preservation

4399
03:41:48.605 --> 03:41:50.045
of the small learning environment.

4400
03:41:50.625 --> 03:41:53.885
And, um, one of the things that I neglected as I was going

4401
03:41:53.885 --> 03:41:56.445
through my comments to mention, um, with some

4402

03:41:56.445 --> 03:41:58.125

of the planning is the number of walkthroughs

4403

03:41:58.125 --> 03:42:01.165

that have been done at the Grace Hopper Center to

4404

03:42:01.965 --> 03:42:05.605

identify potential locations, um, to make sure that

4405

03:42:05.675 --> 03:42:09.525

what the students have reported as liking about Langston

4406

03:42:09.525 --> 03:42:12.485

and wanting to keep about Langston would in fact be

4407

03:42:12.485 --> 03:42:14.445

something that could be implemented within that building.

4408

03:42:17.095 --> 03:42:21.315

Can I, might I also add in, um, as well, um, I've done,

4409

03:42:21.385 --> 03:42:23.515

I've done most of my work is working directly

4410

03:42:23.515 --> 03:42:25.155

with the school administrators and think

4411

03:42:25.155 --> 03:42:27.595

and listening with them of how they work with their staff

4412

03:42:27.655 --> 03:42:29.715

and their students about, um,

4413

03:42:29.825 --> 03:42:31.470

what are the success of the programs.

4414

03:42:31.865 --> 03:42:34.885

So, um, Ms. Principal Jackson at Langston has spent, um,

4415

03:42:34.885 --> 03:42:37.405
quite a bit of time with her staff

4416
03:42:37.405 --> 03:42:39.325
and her students to understand like,

4417
03:42:39.325 --> 03:42:40.925
what is successful about our program?

4418
03:42:41.035 --> 03:42:42.645
What do we wanna preserve and maintain?

4419
03:42:43.265 --> 03:42:45.205
And, um, 'cause they are successful.

4420
03:42:45.265 --> 03:42:46.925
So I appreciate that everyone acknowledges that.

4421
03:42:47.425 --> 03:42:49.005
And really what it comes down to is

4422
03:42:49.205 --> 03:42:52.245
that flexibility in their, in some of their scheduling,

4423
03:42:52.545 --> 03:42:55.165
the relationships, the teaching practices,

4424
03:42:55.465 --> 03:42:57.965
and some of those small, smaller class sizes,

4425
03:42:58.175 --> 03:43:01.485
there are naturally some worries about, um, the,

4426
03:43:01.985 --> 03:43:03.725
the moving to a different building.

4427
03:43:03.825 --> 03:43:05.805
So there, that's human, that's human nature.

4428
03:43:06.465 --> 03:43:10.405
Um, and many of the students have shared directly with, uh,

4429

03:43:10.465 --> 03:43:13.005

Ms. Jackson, you know, we trust

4430

03:43:13.005 --> 03:43:14.885

that you have our best interests in play.

4431

03:43:15.745 --> 03:43:17.885

One of the things that has occurred through this is the,

4432

03:43:17.985 --> 03:43:19.405

the realization of all the things

4433

03:43:19.555 --> 03:43:21.205

that they are not getting access to.

4434

03:43:21.745 --> 03:43:24.805

And so as they start to have those conversations, um,

4435

03:43:25.225 --> 03:43:27.085

we don't want, they're starting

4436

03:43:27.165 --> 03:43:28.325

to be some consciousness raised.

4437

03:43:28.325 --> 03:43:30.445

Like, I didn't know that that was available to me.

4438

03:43:30.945 --> 03:43:33.805

Um, and also thinking through with, um, principal Jackson,

4439

03:43:34.595 --> 03:43:36.405

some of the things that they would gain, like access

4440

03:43:36.405 --> 03:43:38.925

to the mental health resource supports some

4441

03:43:38.925 --> 03:43:42.125

of the full-time staff that exist, um, from that side at,

4442

03:43:42.465 --> 03:43:45.045
at the proposed hopper are things

4443
03:43:45.045 --> 03:43:47.205
that the students don't currently have access to.

4444
03:43:47.785 --> 03:43:50.125
So when they think through sort of what are the,

4445
03:43:50.275 --> 03:43:51.405
what do we wanna preserve

4446
03:43:51.405 --> 03:43:53.645
and what do we wanna maintain, um, there's,

4447
03:43:53.645 --> 03:43:55.245
there's excitement from the students.

4448
03:43:56.025 --> 03:43:58.405
And naturally there'll be some questions as well

4449
03:43:58.425 --> 03:43:59.645
around how do we maintain that.

4450
03:43:59.985 --> 03:44:02.245
The other thing I've wor I've been working extensively

4451
03:44:02.245 --> 03:44:03.565
with, um, Ms.

4452
03:44:03.775 --> 03:44:07.925
Chung at current a CC is really do thinking about the pro

4453
03:44:08.025 --> 03:44:09.125
the, the building space.

4454
03:44:09.125 --> 03:44:10.565
There are quite a bit of spaces in there.

4455
03:44:10.565 --> 03:44:11.845
It's a beautifully designed building.

4456

03:44:12.295 --> 03:44:16.405

There are places in which you can have, um, a program feel

4457

03:44:16.655 --> 03:44:19.405

where students can, we can use strategic, strategic,

4458

03:44:19.545 --> 03:44:20.685

the way we use a facility.

4459

03:44:20.865 --> 03:44:22.845

So this happens across all of our schools.

4460

03:44:22.845 --> 03:44:25.485

Principals look every year to say, how might a cluster

4461

03:44:25.545 --> 03:44:27.365

of fourth grade together in an elementary school,

4462

03:44:27.385 --> 03:44:30.485

how might I cluster, um, you know, this group

4463

03:44:30.505 --> 03:44:32.405

to work together and still give them access

4464

03:44:32.405 --> 03:44:34.685

to the shared spaces they don't already have access to.

4465

03:44:35.225 --> 03:44:37.045

So I do, I wanna acknowledge, yes,

4466

03:44:37.045 --> 03:44:38.845

that there are some things we wanna maintain

4467

03:44:39.185 --> 03:44:41.685

and there's some natural wonderings and some worries,

4468

03:44:42.265 --> 03:44:45.605

but the staff and also the leadership

4469

03:44:45.605 --> 03:44:47.685

and thinking about how their students can be prepared

4470

03:44:47.705 --> 03:44:50.605

for the future are really excited about the possibility of

4471

03:44:50.755 --> 03:44:53.125

what they're gaining more so than what they're losing.

4472

03:44:56.855 --> 03:44:59.275

And Ms. Starner, can I just come back to your,

4473

03:44:59.535 --> 03:45:01.835

to your initial question, which are, which are,

4474

03:45:01.835 --> 03:45:04.195

which was focused around the goals

4475

03:45:04.195 --> 03:45:07.395

that were established in the, um, 2024, um,

4476

03:45:07.745 --> 03:45:09.155

work session that we provided.

4477

03:45:09.415 --> 03:45:11.955

And one of those goals being developing a district-wide

4478

03:45:11.955 --> 03:45:16.275

policy to help us have clear pathways for our students, um,

4479

03:45:16.295 --> 03:45:19.435

to determine what could be an opportunity for them.

4480

03:45:19.975 --> 03:45:24.635

Um, I wanna highlight for the fact that we do have criteria

4481

03:45:24.975 --> 03:45:28.275

and, and part of the pathways, um, that we established

4482

03:45:28.295 --> 03:45:33.045

to design the proposal involved, looking at how are we going

4483

03:45:33.065 --> 03:45:36.325

to help support X type of learner, what is

4484

03:45:36.325 --> 03:45:37.805

that pathway going to look like?

4485

03:45:37.905 --> 03:45:41.365

And so while there's still work in terms of defining

4486

03:45:41.465 --> 03:45:44.765

and really refining that districtwide, um, guidelines,

4487

03:45:45.225 --> 03:45:48.085

the proposal that we have submitted did take into

4488

03:45:48.285 --> 03:45:51.405

consideration the feedback, the information, the research,

4489

03:45:51.505 --> 03:45:54.245

the data from the work session previously,

4490

03:45:54.245 --> 03:45:56.685

looking at the unmet needs of our students

4491

03:45:56.985 --> 03:46:00.165

and what are ways that we can look at our current programs

4492

03:46:00.265 --> 03:46:02.885

to strengthen those pathways for students that

4493

03:46:03.215 --> 03:46:05.405

where we found needs were not being met.

4494

03:46:05.905 --> 03:46:09.285

So, um, a portion of that goal has been met

4495

03:46:10.395 --> 03:46:13.885

pending the approval of the work that we've proposed for.

4496

03:46:13.985 --> 03:46:15.565
We will continue to build out

4497
03:46:15.945 --> 03:46:17.925
and clearly define that pathway.

4498
03:46:18.145 --> 03:46:20.005
So it would be a district level policy.

4499
03:46:23.385 --> 03:46:26.945
I wanted to ask, am I making sure it's loud, Ms. Turner,

4500
03:46:27.245 --> 03:46:29.385
you mentioned, um, confusion

4501
03:46:29.385 --> 03:46:31.705
around the multilingual learner pathway program.

4502
03:46:32.365 --> 03:46:34.785
Um, I wanted to make sure I understood specifically

4503
03:46:34.935 --> 03:46:36.545
what your question was.

4504
03:46:37.805 --> 03:46:41.065
So I, I left the cal thinking that the sort of

4505
03:46:41.655 --> 03:46:45.825
core focus would be our newcomers and our life students.

4506
03:46:46.485 --> 03:46:48.305
And I am looking at these slides

4507
03:46:48.405 --> 03:46:52.465
and hearing your presentation, which was informative,

4508
03:46:52.685 --> 03:46:55.825
but to me doesn't seem to be quite the same thing.

4509
03:46:56.095 --> 03:46:57.225
It's, it's, you know,

4510

03:46:57.985 --> 03:46:59.465
redesigning our instructional programming

4511

03:46:59.465 --> 03:47:02.025
for some L learners who might like this type of approach

4512

03:47:02.055 --> 03:47:04.505
that CTE focused and co-located.

4513

03:47:05.125 --> 03:47:07.545
And that could include newcomers in S life.

4514

03:47:07.805 --> 03:47:09.745
So it's just, to me, not exactly the same thing,

4515

03:47:09.885 --> 03:47:11.745
but perhaps it is, and I misunderstood.

4516

03:47:12.055 --> 03:47:13.265
Sure. I I think

4517

03:47:13.265 --> 03:47:16.225
that currently located at the Yale Institute

4518

03:47:16.285 --> 03:47:18.745
as it exists now, we do have a significant number

4519

03:47:18.745 --> 03:47:21.705
of newcomers students, but not all of them are newcomers.

4520

03:47:22.165 --> 03:47:24.265
Not all of them are exclusively slife.

4521

03:47:24.325 --> 03:47:26.785
And I understand that the terminology can get

4522

03:47:26.785 --> 03:47:28.425
to be kind of overlapping.

4523

03:47:29.005 --> 03:47:31.745
So we have English learners, LS one through four

4524
03:47:31.925 --> 03:47:34.385
who aren't necessarily recent arrivals,

4525
03:47:34.955 --> 03:47:36.865
don't necessarily have, um,

4526
03:47:36.865 --> 03:47:38.745
significant gaps in their schooling.

4527
03:47:39.245 --> 03:47:41.785
So in addition to that, we have newcomers

4528
03:47:41.845 --> 03:47:44.305
who might have arrived within the past year or two,

4529
03:47:44.405 --> 03:47:47.665
and then the life students recognizing that all

4530
03:47:47.665 --> 03:47:50.705
of these students may benefit from this program model,

4531
03:47:51.035 --> 03:47:52.865
we're seeking to make it more inclusive.

4532
03:47:53.845 --> 03:47:56.825
Now, practically speaking, at the moment we're in,

4533
03:47:56.825 --> 03:47:59.265
we're not receiving very many new arrivals.

4534
03:47:59.765 --> 03:48:02.625
And so we're not having the increase in life students

4535
03:48:02.625 --> 03:48:04.225
that we may have had a few years ago,

4536
03:48:04.405 --> 03:48:06.945
nor are we having the increase in newcomers.

4537

03:48:07.245 --> 03:48:09.185

So in order to have a sustainable program,

4538

03:48:09.445 --> 03:48:10.985

we would also probably need

4539

03:48:10.985 --> 03:48:13.385

to be more inclusive practically anyway.

4540

03:48:15.925 --> 03:48:20.095

Okay. What would you say the driving principle

4541

03:48:20.355 --> 03:48:23.175

of the Multilingual Pathways program is?

4542

03:48:23.695 --> 03:48:27.215

I would say it's still leveraging CTE integration

4543

03:48:27.315 --> 03:48:29.005

with language instruction

4544

03:48:29.225 --> 03:48:32.045

and obviously academic core content instruction

4545

03:48:32.265 --> 03:48:34.765

to improve academic outcomes for ls.

4546

03:48:35.585 --> 03:48:39.565

Any l who could potentially benefit from that structure,

4547

03:48:39.715 --> 03:48:42.365

it's not a structure that's unique to the needs

4548

03:48:42.365 --> 03:48:46.405

of life students or unique to the needs of newcomers.

4549

03:48:47.425 --> 03:48:48.845

It could benefit any l

4550

03:48:48.905 --> 03:48:51.005
but I think the driving piece in terms of

4551
03:48:51.005 --> 03:48:53.325
who might end up there would have

4552
03:48:53.325 --> 03:48:55.045
to tie into a student's interest.

4553
03:48:55.225 --> 03:48:56.645
Not every student would want

4554
03:48:56.645 --> 03:48:59.045
to experience a career focused program.

4555
03:48:59.705 --> 03:49:01.645
And so that's where I'm seeing where some

4556
03:49:01.645 --> 03:49:02.965
of this gets carved out.

4557
03:49:03.395 --> 03:49:05.685
Some students would want a more traditional setting,

4558
03:49:05.795 --> 03:49:08.165
some students may want a non-traditional setting,

4559
03:49:08.505 --> 03:49:10.565
but not one that exclusively focuses

4560
03:49:10.825 --> 03:49:12.525
on career opportunities. Okay.

4561
03:49:12.535 --> 03:49:15.805
Thank you. I'd just like to add, we, um,

4562
03:49:16.635 --> 03:49:19.165
have seen our data from the CTE work

4563
03:49:19.165 --> 03:49:22.525
that when we have students who complete a CTE course,

4564

03:49:22.665 --> 03:49:24.805
the more likely they are to graduate.

4565

03:49:24.825 --> 03:49:26.965
And I'm sure Chris is probably smiling right now.

4566

03:49:27.465 --> 03:49:28.605
Uh, there he is.

4567

03:49:28.945 --> 03:49:31.805
Um, but we do know that we've seen, uh,

4568

03:49:31.875 --> 03:49:33.565
when we have students persevere

4569

03:49:33.565 --> 03:49:35.525
and complete CTE courses, that also leads

4570

03:49:35.525 --> 03:49:38.565
to higher graduation rates, especially in our underserved

4571

03:49:38.565 --> 03:49:40.125
and underrepresented population.

4572

03:49:40.185 --> 03:49:43.365
So this also is a driving force that we can help

4573

03:49:43.745 --> 03:49:45.565
and, um, also make sure

4574

03:49:45.565 --> 03:49:47.565
that our students have access to these courses as well.

4575

03:49:51.075 --> 03:49:54.765
Okay. Ms. Brian, thank you so much for this presentation.

4576

03:49:54.945 --> 03:49:58.125
Um, I think you may have answered part of my,

4577

03:49:58.225 --> 03:49:59.765
or most of my question, my first question.

4578
03:50:00.585 --> 03:50:03.005
Um, but for the sake that I wasn't here at the beginning

4579
03:50:03.265 --> 03:50:04.925
of the process and timeline,

4580
03:50:05.185 --> 03:50:07.085
I'm gonna ask it again just in case, just

4581
03:50:07.085 --> 03:50:08.125
to make it succinct.

4582
03:50:08.625 --> 03:50:12.965
Um, in regards to the totality of the student body

4583
03:50:12.965 --> 03:50:15.885
that's being proposed for Grace Hopper, can you share

4584
03:50:15.905 --> 03:50:17.045
how the proposed move

4585
03:50:17.145 --> 03:50:19.925
of the non-traditional programs would improve access

4586
03:50:20.465 --> 03:50:22.565
to CTE for all of the students?

4587
03:50:22.665 --> 03:50:24.085
So l Langston and tech

4588
03:50:24.865 --> 03:50:27.925
and second part of that with that, um,

4589
03:50:30.385 --> 03:50:34.285
is there an intent to expand CTE courses to make sure

4590
03:50:34.285 --> 03:50:36.085
that we are meeting all of the needs of the students?

4591

03:50:36.185 --> 03:50:37.185

Yes.

4592

03:50:40.525 --> 03:50:42.535

I'll go ahead and, uh, take a stab at that one.

4593

03:50:42.715 --> 03:50:45.895

Um, one of the things that we have over at Arlington Tech

4594

03:50:45.915 --> 03:50:47.975

or the new Grace Hopper is there are spaces

4595

03:50:48.085 --> 03:50:50.695

that are still available that we can go ahead and build out.

4596

03:50:51.195 --> 03:50:53.655

Um, we also had made flexibility within those

4597

03:50:53.655 --> 03:50:55.095

spaces so that there can be changes.

4598

03:50:55.415 --> 03:50:59.135

'cause as we know, um, technology, education and career

4599

03:50:59.135 --> 03:51:01.495

and technical education is ever changing, right?

4600

03:51:01.545 --> 03:51:03.895

We're not sure what these careers are gonna be when our,

4601

03:51:03.965 --> 03:51:06.615

when our kindergartners get to be 12th grade,

4602

03:51:06.995 --> 03:51:09.015

but we need to have that flexibility to do that.

4603

03:51:09.875 --> 03:51:11.375

Um, when the, when the,

4604

03:51:11.805 --> 03:51:14.895
when the students from Langston would be able to come over,

4605
03:51:15.435 --> 03:51:18.815
um, to the Grace Hopper, they can come over now, um,

4606
03:51:18.955 --> 03:51:21.655
but at their homeschool, if they don't choose to come over

4607
03:51:21.955 --> 03:51:23.575
to the career center to take career

4608
03:51:23.575 --> 03:51:24.695
and technical education,

4609
03:51:24.995 --> 03:51:27.005
there's only one really pathway over there.

4610
03:51:27.005 --> 03:51:28.845
And that's a business pathway for two classes.

4611
03:51:29.705 --> 03:51:32.605
So it opens up some opportunities for, for most

4612
03:51:32.605 --> 03:51:35.765
of the students, but it doesn't really broaden their career

4613
03:51:35.915 --> 03:51:37.245
exploration opportunities.

4614
03:51:37.875 --> 03:51:40.285
When they would be over at the Grace Hopper Center,

4615
03:51:40.595 --> 03:51:44.685
they would have the high intensity labs that are over there,

4616
03:51:45.275 --> 03:51:47.965
plus the one credit classes that we've been adding

4617
03:51:48.745 --> 03:51:51.365
for the students that would be there full time.

4618
03:51:51.865 --> 03:51:53.645
That's the Arlington Tech students.

4619
03:51:54.145 --> 03:51:55.885
That's also the students

4620
03:51:55.915 --> 03:51:58.845
that are in the different programs at Arlington Tech

4621
03:51:59.425 --> 03:52:02.245
or at the career center that would be moving over with them.

4622
03:52:02.985 --> 03:52:04.965
So that opens those up.

4623
03:52:05.545 --> 03:52:08.405
Um, if a student is in a comprehensive high school,

4624
03:52:08.835 --> 03:52:11.285
they do have multiple pathways in career

4625
03:52:11.305 --> 03:52:13.525
and technical education that they can take.

4626
03:52:14.145 --> 03:52:16.005
Um, it starts them on a path.

4627
03:52:16.185 --> 03:52:19.165
We have completed paths over at the comprehensive high

4628
03:52:19.165 --> 03:52:21.165
schools, but they can also go over

4629
03:52:21.185 --> 03:52:24.165
to the Arlington Career Center, the labs that we've built,

4630
03:52:24.625 --> 03:52:26.245
um, over at Grace Hopper.

4631

03:52:26.665 --> 03:52:30.285

Um, some of those, the ones that are the most demand, um,

4632

03:52:30.535 --> 03:52:33.485

we've made in, uh, larger so that

4633

03:52:33.795 --> 03:52:37.765

with additional teachers we can support more, more students.

4634

03:52:38.475 --> 03:52:42.045

Some of our classes are high intensity classes at the Career

4635

03:52:42.045 --> 03:52:44.765

center and at Grace Hopper are going

4636

03:52:44.765 --> 03:52:47.445

to have a specific 20 cap limit,

4637

03:52:47.865 --> 03:52:49.245

and that's because of safety.

4638

03:52:49.825 --> 03:52:52.885

And some of those labs, if we have two teachers within them,

4639

03:52:53.665 --> 03:52:55.445

we can go ahead increase those sizes.

4640

03:52:55.825 --> 03:52:57.645

One of them is the culinary arts program.

4641

03:52:57.905 --> 03:52:59.685

We know that's been very popular.

4642

03:52:59.975 --> 03:53:02.005

We've put in an intro to culinary at each

4643

03:53:02.005 --> 03:53:04.405

of our comprehensive high schools to help with that,

4644

03:53:04.905 --> 03:53:06.445

but now we'll be able to have two,

4645

03:53:06.625 --> 03:53:08.845
two full-time teachers over there and,

4646

03:53:09.145 --> 03:53:12.045
and in essence, double that capacity.

4647

03:53:16.585 --> 03:53:18.405
You may have also answered my second question,

4648

03:53:18.405 --> 03:53:19.885
so I'm gonna pivot for a quick second.

4649

03:53:20.425 --> 03:53:24.065
Um, again,

4650

03:53:24.065 --> 03:53:27.225
because I wasn't on this side of the dais

4651

03:53:27.285 --> 03:53:28.505
during this original process

4652

03:53:28.605 --> 03:53:33.035
and timeline, um, I wanna make a note about engagement.

4653

03:53:33.815 --> 03:53:37.555
Uh, while I wholeheartedly agree with my colleague that, um,

4654

03:53:38.885 --> 03:53:41.105
the intent was that we engaged the community,

4655

03:53:41.245 --> 03:53:43.305
but the impact is that many members

4656

03:53:43.305 --> 03:53:45.145
of the community feel that they were not heard.

4657

03:53:45.805 --> 03:53:48.385
Um, we have an opportunity to course correct and,

4658

03:53:48.445 --> 03:53:49.745
and to hear more from everyone.

4659
03:53:50.325 --> 03:53:51.865
And as we continue this conversation

4660
03:53:51.865 --> 03:53:55.985
and engagement, I strongly urge us to set clear guidelines

4661
03:53:56.205 --> 03:53:57.905
and dialogue, um,

4662
03:53:58.925 --> 03:54:02.505
and that we are all very mindful that our students, all

4663
03:54:02.505 --> 03:54:03.545
of our students are watching

4664
03:54:04.165 --> 03:54:06.185
and they're listening to how they're spoken about

4665
03:54:06.485 --> 03:54:07.545
and how they're represented.

4666
03:54:08.445 --> 03:54:11.105
The language that we use should always respect, dignity,

4667
03:54:12.175 --> 03:54:15.665
respect, uh, and the belief in each of their potential.

4668
03:54:16.005 --> 03:54:18.345
So would I would really urge us to be mindful

4669
03:54:18.615 --> 03:54:21.145
that we set those guidelines as we are dialoguing.

4670
03:54:22.365 --> 03:54:23.645
And I, and I state that

4671
03:54:23.645 --> 03:54:26.285
because of my newly minted email, um,

4672

03:54:26.285 --> 03:54:29.005

and the feedback that I have and the choice

4673

03:54:29.065 --> 03:54:31.205

and dialogue, um, and word choice.

4674

03:54:32.305 --> 03:54:34.175

Thank you for that comment. I really appreciate

4675

03:54:34.175 --> 03:54:36.375

and echo that as well, um, based on some

4676

03:54:36.375 --> 03:54:37.415

of the email I've received as well.

4677

03:54:37.435 --> 03:54:41.335

So thank you Ms. Tap.

4678

03:54:44.025 --> 03:54:46.415

Thank you, Ms. Brian. I was going to start

4679

03:54:46.415 --> 03:54:48.175

with something else, but, but I'll start there.

4680

03:54:48.355 --> 03:54:50.415

Um, I, I don't think I need to belabor the point,

4681

03:54:50.515 --> 03:54:52.455

but 30%

4682

03:54:52.515 --> 03:54:53.655

of our students are English

4683

03:54:53.855 --> 03:54:55.015

language learners in Arlington County.

4684

03:54:55.195 --> 03:54:59.335

So I just wanna be clear for those listening

4685

03:54:59.335 --> 03:55:01.655
and for public so that everyone understands that

4686
03:55:02.515 --> 03:55:05.135
the L population is not like a side note

4687
03:55:05.195 --> 03:55:07.615
or this little tiny marginalized group.

4688
03:55:07.645 --> 03:55:09.455
They are a third of our school system.

4689
03:55:09.995 --> 03:55:12.135
So as the L population goes, goes,

4690
03:55:12.195 --> 03:55:13.375
so goes our school system.

4691
03:55:13.795 --> 03:55:15.855
So we have to be sure that we're providing

4692
03:55:15.875 --> 03:55:20.575
and treating them with the respect and, um, demand

4693
03:55:21.075 --> 03:55:24.535
and high expectations of every other group.

4694
03:55:24.995 --> 03:55:28.295
So I, while I certainly appreciate that, we're thinking of

4695
03:55:28.755 --> 03:55:31.655
how to encourage, and it shouldn't be the l population

4696
03:55:31.655 --> 03:55:35.095
by the way, all our students to engage in CTE careers

4697
03:55:35.095 --> 03:55:38.135
because let's be clear, CTE careers are now,

4698
03:55:38.135 --> 03:55:40.735
these are kids graduating from CTE, going to Harvard, going

4699

03:55:40.735 --> 03:55:43.495
to Ivy League schools, getting degrees in,

4700

03:55:43.635 --> 03:55:48.575
in in rocket science, in high, in in quantum physics, right?

4701

03:55:48.605 --> 03:55:49.695
That is CTE.

4702

03:55:50.195 --> 03:55:52.575
Um, while all professions are valuable

4703

03:55:52.635 --> 03:55:56.615
and valued, I just wanna be sure that we're not,

4704

03:55:57.605 --> 03:56:00.375
that we're educating our population on what CTE is,

4705

03:56:00.395 --> 03:56:02.215
number one, and number two,

4706

03:56:02.485 --> 03:56:04.655
opening up those opportunities to all students.

4707

03:56:04.655 --> 03:56:08.415
Because just as we should be encouraging our AP scholars

4708

03:56:08.415 --> 03:56:12.255
to additionally be taking CETE classes if they so choose,

4709

03:56:13.095 --> 03:56:15.535
I think that our L learners could very well be

4710

03:56:16.515 --> 03:56:20.175
put in a bespoke program to channel them to AP courses

4711

03:56:20.685 --> 03:56:24.095
because if maybe they are a Spanish speaker coming in from

4712

03:56:24.095 --> 03:56:26.415
another country with a high degree of education,

4713
03:56:26.415 --> 03:56:29.575
they could apply to AP Spanish or literature, um,

4714
03:56:29.715 --> 03:56:32.335
or, you know, students that are very fast learners in,

4715
03:56:32.335 --> 03:56:35.015
in languages, maybe within a couple years, they're ready

4716
03:56:35.015 --> 03:56:37.895
for AP AP coursework in, in English fully.

4717
03:56:38.515 --> 03:56:41.055
So it's an important point to drive home.

4718
03:56:41.755 --> 03:56:44.055
Um, I do think we need

4719
03:56:44.055 --> 03:56:48.455
to separate slice students from ls full stop slice.

4720
03:56:48.695 --> 03:56:51.335
Students have very specific needs as well.

4721
03:56:51.335 --> 03:56:55.815
And we are doing them a disservice by commingling

4722
03:56:56.085 --> 03:56:59.135
because life students, it means that they have not had

4723
03:57:00.235 --> 03:57:02.855
fun fundamental education from

4724
03:57:03.095 --> 03:57:04.215
wherever they're joining us from.

4725
03:57:04.875 --> 03:57:07.535
And we owe them because again, per the law,

4726

03:57:07.745 --> 03:57:10.695

every student in Arlington County deserves the right to a,

4727

03:57:11.055 --> 03:57:13.055

a full high quality public education.

4728

03:57:13.555 --> 03:57:16.775

We owe them whatever they need in building blocks

4729

03:57:16.775 --> 03:57:19.015

that they may be missing having not been exposed

4730

03:57:19.015 --> 03:57:20.015

to formal education.

4731

03:57:20.075 --> 03:57:24.125

So I just wanna start there, um, as an ask for the team

4732

03:57:24.275 --> 03:57:26.765

that we really do need to, to make that distinction.

4733

03:57:27.625 --> 03:57:31.405

Um, in term, I also, I do have a question in terms, I'll,

4734

03:57:31.405 --> 03:57:34.205

I'll start with a question on the Flex Learning program, um,

4735

03:57:34.645 --> 03:57:38.845

proposed for sax, sorry, flex Learning program,

4736

03:57:40.305 --> 03:57:41.725

Say CHS At Yeah.

4737

03:57:41.725 --> 03:57:44.565

At, I'm wondering why there, why,

4738

03:57:44.825 --> 03:57:47.245

why they're not at s Effects, given that we're right.

4739

03:57:47.415 --> 03:57:49.405

These are students who clearly just, you know,

4740

03:57:49.405 --> 03:57:50.525

have certain needs and,

4741

03:57:50.525 --> 03:57:52.285

and potentially may need, um,

4742

03:57:52.575 --> 03:57:54.565

quick health or mental health support.

4743

03:57:54.705 --> 03:57:57.445

And since DHS is right here, I'm curious

4744

03:57:58.155 --> 03:57:59.645

what the rationale was to,

4745

03:57:59.785 --> 03:58:02.285

to not have the flex learning program here as well.

4746

03:58:02.675 --> 03:58:03.685

Yeah, that's a good question.

4747

03:58:04.105 --> 03:58:08.365

Um, the thought of having it at A CHS was to have, um,

4748

03:58:08.555 --> 03:58:11.165

more shared services that are there, considering

4749

03:58:11.165 --> 03:58:13.445

that the students could be there for a longer period of time

4750

03:58:13.865 --> 03:58:16.485

as they are, um, coming up, if they're using it

4751

03:58:16.485 --> 03:58:19.405

as a transition program, then potentially for, um,

4752

03:58:19.765 --> 03:58:21.805

a 45 day, um, program.

4753

03:58:22.105 --> 03:58:26.085

And the alternative learning program by nature is, uh,

4754

03:58:26.395 --> 03:58:27.525

more separate.

4755

03:58:28.185 --> 03:58:31.845

And so the location in this building would be a middle

4756

03:58:31.845 --> 03:58:33.205

school and a high school program.

4757

03:58:33.985 --> 03:58:37.005

Um, when we talk about building the flexible learning

4758

03:58:37.005 --> 03:58:39.645

program, and we are anticipating it being, um,

4759

03:58:39.675 --> 03:58:40.885

more expansive than that,

4760

03:58:41.185 --> 03:58:44.165

and that we could be, if it were co-located with a CHS,

4761

03:58:44.165 --> 03:58:46.525

we'd be able to, um, utilize a number

4762

03:58:46.545 --> 03:58:49.525

of those wraparound services like our DHS therapists,

4763

03:58:49.595 --> 03:58:51.125

like our substance use therapists,

4764

03:58:51.225 --> 03:58:52.405

et cetera, that are already there.

4765

03:58:53.205 --> 03:58:55.805

I think that was actually a question Ms. Turner asked me at

4766

03:58:55.805 --> 03:58:57.205

the work session about, well, if there,

4767

03:58:57.265 --> 03:58:59.845

the staff members are already there, um, would

4768

03:58:59.845 --> 03:59:01.925

that benefit, uh, the students?

4769

03:59:01.985 --> 03:59:04.445

And it would, so that's, that is part of the thinking is

4770

03:59:04.445 --> 03:59:08.045

that the alternative learning program is more temporary

4771

03:59:08.145 --> 03:59:09.645

and self-contained in nature

4772

03:59:10.305 --> 03:59:12.685

and you wouldn't have the same staffing needs

4773

03:59:12.795 --> 03:59:15.125

that you would in a flexible learning program

4774

03:59:15.475 --> 03:59:18.485

that could have shared resources within A CHS.

4775

03:59:22.125 --> 03:59:22.965

I have more questions, but

4776

03:59:22.965 --> 03:59:23.805

we're gonna have more rounds, right?

4777

03:59:23.825 --> 03:59:26.125

Or, um, are we just one more. Okay.

4778

03:59:26.865 --> 03:59:31.655

Um, in slide 17,

4779

03:59:32.955 --> 03:59:36.415

um, how does that change staffing?

4780

03:59:36.435 --> 03:59:38.575

Yes. Slide there in our third bullet there,

4781

03:59:38.795 --> 03:59:41.655

the recommendations to approve the development

4782

03:59:41.655 --> 03:59:44.055

of multilingual program and et cetera.

4783

03:59:44.715 --> 03:59:47.615

How, how would in implementing this bullet change our

4784

03:59:47.775 --> 03:59:50.615

staffing for LS across the county?

4785

03:59:50.825 --> 03:59:55.375

Would it or would it change our, our, our, our resources,

4786

03:59:55.375 --> 03:59:56.455

staffing resources?

4787

03:59:56.995 --> 04:00:00.295

How would it impact other high schools

4788

04:00:00.295 --> 04:00:01.735

and middle school Middle schools as well?

4789

04:00:03.705 --> 04:00:05.085

Or would it, would it, you can do

4790

04:00:05.085 --> 04:00:06.285

It from your seat if you like microphone.

4791

04:00:06.475 --> 04:00:07.525

Yeah. Okay. No, you

4792

04:00:07.525 --> 04:00:08.525

Can do it there.

4793

04:00:09.225 --> 04:00:11.845

Um, moving myself, no,

4794

04:00:11.845 --> 04:00:13.765

it wouldn't impact the staffing formulas

4795

04:00:13.765 --> 04:00:14.805

applied at other schools.

4796

04:00:16.045 --> 04:00:18.005

I guess that was a from my seat answer, huh?

4797

04:00:18.555 --> 04:00:20.685

Okay. So it it is a new program though.

4798

04:00:20.685 --> 04:00:23.045

So where would we, would we be hiring new staff?

4799

04:00:23.785 --> 04:00:26.725

No, I think part of, um, if you go back, um, Ms.

4800

04:00:26.775 --> 04:00:28.925

Tappy Hadley part

4801

04:00:28.925 --> 04:00:31.205

of looking at incorporating the L Institute,

4802

04:00:31.265 --> 04:00:34.205

we would utilize the staffing that was previously, um,

4803

04:00:34.655 --> 04:00:37.965

supporting that program from the L Institute to be able

4804

04:00:37.965 --> 04:00:40.805

to help support some of the, um, staffing needs

4805

04:00:40.805 --> 04:00:44.285

that would be relevant with our imple if,

4806

04:00:44.435 --> 04:00:46.245

with the implementation of the new program.

4807

04:00:46.655 --> 04:00:48.565

Thank you. Then, then I guess my next question would just

4808

04:00:48.565 --> 04:00:51.005

be, if we could, and this is more an ask Sure.

4809

04:00:51.105 --> 04:00:53.845

If we could figure out again, sort of the curriculum

4810

04:00:53.865 --> 04:00:55.365

for Life students, what they need

4811

04:00:55.425 --> 04:01:00.325

and how that differs, um, so that we could sort of begin

4812

04:01:00.325 --> 04:01:02.805

to separate out the staffing models for the two.

4813

04:01:03.425 --> 04:01:05.405

And my my, sorry, go ahead. Yeah.

4814

04:01:05.505 --> 04:01:08.805

So we currently provide life support across the county,

4815

04:01:09.285 --> 04:01:10.725

wherever our life students are located.

4816

04:01:11.065 --> 04:01:12.565

And they are very dispersed.

4817

04:01:13.025 --> 04:01:15.125

And so there are opportunity, there are times

4818

04:01:15.295 --> 04:01:17.325

where it's beneficial for a life student

4819

04:01:17.465 --> 04:01:20.965

to be in a certain section of a course where their needs are

4820

04:01:21.645 --> 04:01:22.645
distinct from other students.

4821
04:01:22.935 --> 04:01:25.285
There are other times where we very much so want them

4822
04:01:25.285 --> 04:01:27.125
to be integrated because that's

4823
04:01:27.125 --> 04:01:28.725
how they also develop language skills

4824
04:01:28.905 --> 04:01:31.525
and the acculturation that they need to experience.

4825
04:01:31.985 --> 04:01:35.485
And so if we were to isolate them into their own program,

4826
04:01:36.145 --> 04:01:39.365
it would be very difficult to meet those nuanced needs.

4827
04:01:39.675 --> 04:01:41.045
There's also a wide range

4828
04:01:41.045 --> 04:01:43.005
of diversity in our life population.

4829
04:01:43.355 --> 04:01:46.325
Some students actually do have a foundational education,

4830
04:01:46.325 --> 04:01:48.085
however, that education has been

4831
04:01:48.715 --> 04:01:51.925
interrupted significantly disrupted for two or more years.

4832
04:01:52.265 --> 04:01:55.325
Um, that happens with our refugee population often.

4833
04:01:55.745 --> 04:01:57.565
And so there's a lot of variation.

4834

04:01:57.825 --> 04:02:00.605

And if we start to divide students into too many pockets,

4835

04:02:00.865 --> 04:02:02.965

it makes it complicated to meet their needs.

4836

04:02:03.385 --> 04:02:04.565

And that's where, um,

4837

04:02:04.675 --> 04:02:06.925

when I was speaking the multilingual Pathway program,

4838

04:02:07.385 --> 04:02:09.245

the co-location of resources

4839

04:02:09.345 --> 04:02:11.525

and other students is actually beneficial

4840

04:02:11.755 --> 04:02:15.445

because it means that we can meet the needs of a wider range

4841

04:02:15.445 --> 04:02:16.965

of students more efficiently.

4842

04:02:18.135 --> 04:02:19.705

Okay. Um, thank you.

4843

04:02:19.705 --> 04:02:23.505

And, and my last question, well, one, I absolutely agree

4844

04:02:23.505 --> 04:02:25.185

that, and the numbers bear it out,

4845

04:02:25.185 --> 04:02:26.785

that in greater inclusion leads

4846

04:02:26.805 --> 04:02:28.945

to greater progress among all groups.

4847

04:02:29.125 --> 04:02:32.105
But, um, transportation, I don't know if also there,

4848
04:02:32.105 --> 04:02:35.185
there's been an assessment of how this would change our,

4849
04:02:35.185 --> 04:02:36.865
our transportation needs across

4850
04:02:36.965 --> 04:02:37.965
The county. Sure. Um,

4851
04:02:37.965 --> 04:02:40.145
and, and I'm, are you speaking specifically

4852
04:02:40.205 --> 04:02:42.185
to the relocation or across the,

4853
04:02:42.505 --> 04:02:44.505
I guess it's a more general question is

4854
04:02:44.505 --> 04:02:46.745
through the relocations in these new programs,

4855
04:02:46.925 --> 04:02:48.345
has there already been an exercise

4856
04:02:48.365 --> 04:02:50.265
to map out based on the demand,

4857
04:02:50.695 --> 04:02:52.705
what transportation rats would look like, what,

4858
04:02:52.705 --> 04:02:54.825
how transportation rats would change, for example?

4859
04:02:54.825 --> 04:02:55.825
Langstone?

4860
04:02:56.545 --> 04:02:59.025
Absolutely. Um, the most significant impact

4861

04:02:59.025 --> 04:03:01.345

that we would have to look at with the proposals

4862

04:03:01.345 --> 04:03:03.545

that have been, um, submitted for your approval

4863

04:03:04.085 --> 04:03:07.905

are gonna primarily be around the relocation of Langston

4864

04:03:08.405 --> 04:03:10.265

to the, uh, Grace Hopper Center.

4865

04:03:10.685 --> 04:03:14.505

Um, currently Langston does not have its own routes, um,

4866

04:03:14.505 --> 04:03:17.365

necessarily they access a number of our hub stops,

4867

04:03:17.585 --> 04:03:20.165

as do a number of our families currently in Arlington tech

4868

04:03:20.325 --> 04:03:21.405

'cause it's an option school.

4869

04:03:21.785 --> 04:03:24.925

And so we would have to look at how we would consolidate,

4870

04:03:25.465 --> 04:03:27.125

not necessarily our hub stops,

4871

04:03:27.125 --> 04:03:30.085

but looking at the enrollment, determining if there need,

4872

04:03:30.085 --> 04:03:33.005

if there's a need to add additional hub stops to address,

4873

04:03:33.505 --> 04:03:36.525

um, the capacity of the, and the safety of our students.

4874

04:03:36.665 --> 04:03:39.405

And so, um, based on our communication

4875

04:03:39.425 --> 04:03:41.885

and our review of our current practices,

4876

04:03:42.225 --> 04:03:44.885

it would be something that would be sustainable, something

4877

04:03:44.885 --> 04:03:45.885

that we could look to do.

4878

04:03:46.305 --> 04:03:49.005

Um, as it relates to our other programs, um,

4879

04:03:49.005 --> 04:03:51.405

the transportation implications are not as significant

4880

04:03:51.465 --> 04:03:53.525

for our A CHS students.

4881

04:03:53.625 --> 04:03:56.245

We are looking at a number of opportunities

4882

04:03:56.565 --> 04:03:59.005

'cause they currently do not access transportation.

4883

04:03:59.185 --> 04:04:01.405

And so we're looking at a number of models.

4884

04:04:01.665 --> 04:04:04.645

Um, I know that Mrs. Smith has been in communication

4885

04:04:04.715 --> 04:04:06.805

with our principal at A CHS

4886

04:04:07.065 --> 04:04:11.245

and also looking at, um, what are some, some other options

4887

04:04:11.245 --> 04:04:13.485

that we can use, whether working with the county

4888

04:04:13.585 --> 04:04:15.005
to get additional access.

4889

04:04:15.305 --> 04:04:18.125
But those are all still, um, areas of the proposal

4890

04:04:18.125 --> 04:04:20.125
that we'll need to, um, refine.

4891

04:04:21.145 --> 04:04:23.565
May I add one thing about transportation as well?

4892

04:04:23.995 --> 04:04:26.645
Part of our engagement, we did work with the central office

4893

04:04:26.705 --> 04:04:27.725
as well to talk about some

4894

04:04:27.725 --> 04:04:29.565
of those operational considerations.

4895

04:04:30.225 --> 04:04:32.285
One, the very, one of the groups that got, um,

4896

04:04:32.285 --> 04:04:34.845
significant time dedicated just to them was transportation.

4897

04:04:35.425 --> 04:04:37.005
And actually in those conversations

4898

04:04:37.035 --> 04:04:38.405
with our facilities partners,

4899

04:04:38.635 --> 04:04:40.565
this would actually help ease some

4900

04:04:40.565 --> 04:04:42.165
of our strain on some of our transportation.

4901

04:04:42.305 --> 04:04:44.165
We are running shuttles sometimes.

4902
04:04:44.465 --> 04:04:46.805
Um, and there's HubSpots thinking through those pieces.

4903
04:04:47.235 --> 04:04:51.005
Some of those, the, some of the students don't live close

4904
04:04:51.025 --> 04:04:53.525
to Langston, um, in its current location.

4905
04:04:53.985 --> 04:04:56.725
So in speaking with our facilities partners, um,

4906
04:04:56.725 --> 04:04:58.645
they were actually really excited about some of the ways

4907
04:04:58.645 --> 04:05:00.285
that, um, this will support some

4908
04:05:00.285 --> 04:05:01.645
of our transportation challenges.

4909
04:05:03.985 --> 04:05:05.205
And I just want to clarify

4910
04:05:05.485 --> 04:05:07.645
'cause I know we have lots of discussion about our,

4911
04:05:08.105 --> 04:05:09.565
um, our, our stops.

4912
04:05:09.905 --> 04:05:13.325
Um, the shuttles, um, are part of those hub stops

4913
04:05:13.325 --> 04:05:14.325
that we were referencing

4914
04:05:14.355 --> 04:05:17.525
because currently our Langston students do not

4915

04:05:17.525 --> 04:05:18.645
receive transportation.

4916

04:05:18.955 --> 04:05:20.645
They are required to get to

4917

04:05:20.665 --> 04:05:21.765
and from the program,

4918

04:05:21.905 --> 04:05:23.725
our new direction students have transportation.

4919

04:05:24.705 --> 04:05:26.645
Uh, Got it. That's a helpful clarification.

4920

04:05:26.805 --> 04:05:28.925
Thank you. Just didn't want anything publicly

4921

04:05:28.925 --> 04:05:30.485
to be missed, uh, represented.

4922

04:05:31.265 --> 04:05:35.765
Ms. Clark, I will try

4923

04:05:35.765 --> 04:05:37.685
to articulate this as best I can,

4924

04:05:37.705 --> 04:05:39.125
but I've been crunching numbers since

4925

04:05:39.125 --> 04:05:40.405
before eight o'clock this morning.

4926

04:05:40.705 --> 04:05:45.445
So this may come out as hot mess here.

4927

04:05:45.905 --> 04:05:50.725
But, um, c um, CTE students,

4928

04:05:51.115 --> 04:05:53.445
what is the graduation rate of students that take,

4929
04:05:53.665 --> 04:05:56.045
you alluded to this, Dr. Mann, what is the,

4930
04:05:56.115 --> 04:05:57.405
what is the graduation rate?

4931
04:05:58.265 --> 04:06:00.645
Uh, the graduation rate for our completers,

4932
04:06:00.645 --> 04:06:03.445
that's a student that has taken a sequence of courses Yep.

4933
04:06:03.705 --> 04:06:07.005
In CTE is about 99.8%.

4934
04:06:07.105 --> 04:06:10.845
It runs around between 98 and 99% for the last three years.

4935
04:06:12.945 --> 04:06:15.565
It, and I asked this question

4936
04:06:15.635 --> 04:06:18.405
because clearly when that happens,

4937
04:06:19.045 --> 04:06:20.205
students have found a passion

4938
04:06:20.985 --> 04:06:22.885
and something that they can connect to.

4939
04:06:24.985 --> 04:06:28.165
And, and some of the students that we would be serving, um,

4940
04:06:28.225 --> 04:06:32.005
moving these around, if I understand the configuration

4941
04:06:32.005 --> 04:06:34.805
of this correctly, is in hopes that they can find

4942

04:06:34.805 --> 04:06:36.685

that connection and they can find

4943

04:06:36.685 --> 04:06:39.565

that connection perhaps sooner than they have been able to.

4944

04:06:40.665 --> 04:06:45.405

Um, and that in essence, you know, we're providing access,

4945

04:06:45.455 --> 04:06:47.965

which, you know, is why I'm here

4946

04:06:48.505 --> 04:06:52.085

to make sure students have access, equal access to success.

4947

04:06:53.205 --> 04:06:56.765

I think that, um, this is more comment,

4948

04:06:57.065 --> 04:06:59.365

but I think that two things are true in this case.

4949

04:07:01.445 --> 04:07:06.085

A pathway has been laid out to help provide better access

4950

04:07:06.185 --> 04:07:08.165

to students that clearly would benefit

4951

04:07:08.505 --> 04:07:12.565

and graduate with, um, perhaps a sense

4952

04:07:12.565 --> 04:07:16.565

of accomplishment, um, knowing that they've also gone

4953

04:07:16.565 --> 04:07:17.645

through this other struggle.

4954

04:07:17.945 --> 04:07:19.565

And that is perhaps why

4955

04:07:20.035 --> 04:07:22.605
that a different environment than a traditional high

4956
04:07:22.605 --> 04:07:23.845
school was their way to go.

4957
04:07:24.545 --> 04:07:26.605
Um, speaking specifically of some of our students

4958
04:07:26.605 --> 04:07:29.685
that attend Langston, who I know, um,

4959
04:07:30.485 --> 04:07:34.425
I think the other thing is true is the journey

4960
04:07:35.015 --> 04:07:39.225
that was taken by staff wasn't,

4961
04:07:39.845 --> 04:07:41.025
um, as trans,

4962
04:07:41.425 --> 04:07:43.385
I don't wanna say transparent, because it's not transparent.

4963
04:07:43.385 --> 04:07:46.905
It wasn't as apparent to other community members

4964
04:07:47.655 --> 04:07:50.025
that this was a thought or a process.

4965
04:07:50.285 --> 04:07:53.985
So acknowledging that much of this,

4966
04:07:54.595 --> 04:07:56.905
there were elements of this that I learned

4967
04:07:56.905 --> 04:07:59.225
of the first time, um, being the liaison

4968
04:07:59.225 --> 04:08:00.825
to the project back in, in November.

4969

04:08:01.765 --> 04:08:05.865

Um, and so my hope is that we could do sort

4970

04:08:05.865 --> 04:08:09.145

of a look back analysis at, at that portion

4971

04:08:10.085 --> 04:08:13.705

and figure out where we need to, um,

4972

04:08:14.275 --> 04:08:16.545

where we have opportunity to do things differently

4973

04:08:16.565 --> 04:08:21.385

and in future liaison work as board members, um, assigned

4974

04:08:21.385 --> 04:08:22.985

to projects as they, as they go through.

4975

04:08:22.985 --> 04:08:26.665

Because it would be helpful, um, at, I think

4976

04:08:27.605 --> 04:08:31.185

as somebody who was in the community when, uh,

4977

04:08:31.385 --> 04:08:33.785

a very contentious boundary change.

4978

04:08:35.075 --> 04:08:38.945

There were points as a community member when I felt like my

4979

04:08:38.945 --> 04:08:43.585

voice was not heard because decisions had already been made.

4980

04:08:44.485 --> 04:08:47.745

And that was frustrating.

4981

04:08:48.525 --> 04:08:51.385

And I wanna acknowledge that there are people

4982

04:08:51.385 --> 04:08:53.065
that definitely feel that way right now

4983
04:08:54.855 --> 04:08:56.545
that doesn't take away from the fact

4984
04:08:56.545 --> 04:08:58.865
that we are solving an access problem.

4985
04:09:03.035 --> 04:09:07.255
My, um, concerns are the ones that we haven't,

4986
04:09:07.345 --> 04:09:08.615
we've already articulated.

4987
04:09:08.675 --> 04:09:10.135
So I don't wanna belabor the point.

4988
04:09:11.335 --> 04:09:14.805
I, I think I, I really do think about this piece of our,

4989
04:09:14.905 --> 04:09:17.485
our students in a smaller environment

4990
04:09:17.585 --> 04:09:18.805
and going to a bigger one.

4991
04:09:18.825 --> 04:09:19.925
And what does that mean?

4992
04:09:20.485 --> 04:09:25.365
I hear what that looks like in, in a larger setting

4993
04:09:25.465 --> 04:09:27.125
to create a smaller space and a larger setting.

4994
04:09:29.185 --> 04:09:33.565
I'm still teasing out how I want to

4995
04:09:34.535 --> 04:09:36.805
think, you know, how, how I'm gonna think about this.

4996

04:09:36.825 --> 04:09:40.085

And again, I've been crunching numbers since eight.

4997

04:09:40.185 --> 04:09:42.925

So that, that is, that is, uh,

4998

04:09:43.155 --> 04:09:45.805

what I have. That's it.

4999

04:09:46.695 --> 04:09:50.805

Thank you. Um, I don't know

5000

04:09:50.805 --> 04:09:52.525

that I have any questions other than I have some things

5001

04:09:52.525 --> 04:09:54.365

written down that I would like to just confirm

5002

04:09:54.365 --> 04:09:56.805

that my thinking is aligned with what you're,

5003

04:09:56.915 --> 04:09:58.565

what you're saying or what you're presenting.

5004

04:09:58.945 --> 04:10:00.805

Um, and, and if,

5005

04:10:00.825 --> 04:10:01.965

and if you, I guess these

5006

04:10:01.965 --> 04:10:03.005

are, some of these are just comments.

5007

04:10:03.245 --> 04:10:04.605

I, I have to say that I, um,

5008

04:10:05.565 --> 04:10:07.565

I really appreciate the flexible learning program.

5009

04:10:07.985 --> 04:10:12.805
Um, I, um, I worked on the policy a couple

5010
04:10:12.805 --> 04:10:16.845
of years ago about returning to learn, following a medical,

5011
04:10:17.345 --> 04:10:19.845
um, a, a mental health leave of absence

5012
04:10:19.845 --> 04:10:23.285
where we previously had really only had for students,

5013
04:10:23.315 --> 04:10:25.525
student athletes, essentially concussions.

5014
04:10:25.905 --> 04:10:29.765
Um, and at the time we really talked through a lot of

5015
04:10:29.765 --> 04:10:32.805
what was needed for students that didn't exist.

5016
04:10:32.905 --> 04:10:35.765
Now, what we tried to do in the policy was to create it,

5017
04:10:36.065 --> 04:10:39.165
create a pathway that would exist at their home high school.

5018
04:10:39.625 --> 04:10:42.405
But the whole time I felt that we

5019
04:10:43.045 --> 04:10:45.925
probably weren't fully necessarily addressing the needs.

5020
04:10:46.065 --> 04:10:48.485
And when I, when I read the information about the flexible

5021
04:10:48.605 --> 04:10:51.725
learning pathway, I see it there much more clearly than when

5022
04:10:51.725 --> 04:10:53.445
we were working with the policy

5023

04:10:54.145 --> 04:10:55.445
for comprehensive high schools.

5024

04:10:55.985 --> 04:10:59.485
Um, I, I, I literally currently know students now

5025

04:10:59.545 --> 04:11:01.325
who would benefit from that,

5026

04:11:02.145 --> 04:11:04.005
the flexible learning program if we had it.

5027

04:11:04.305 --> 04:11:06.445
Um, I wrote down the flexibility

5028

04:11:06.505 --> 04:11:07.925
of it is enormously attractive,

5029

04:11:07.925 --> 04:11:09.645
which I think I realize is redundant.

5030

04:11:09.645 --> 04:11:13.245
Um, but, um, the o the other thing that I i,

5031

04:11:14.205 --> 04:11:19.005
I have come to understand is that, um, it also op it,

5032

04:11:19.005 --> 04:11:22.605
it it may offer an additional option for students

5033

04:11:22.665 --> 04:11:24.965
who traditionally would've only had new

5034

04:11:24.965 --> 04:11:26.965
directions as an option.

5035

04:11:27.825 --> 04:11:31.605
The flexible learning program might offer an additional, um,

5036

04:11:31.605 --> 04:11:34.805
possibility for those students, which would be a tremendous,

5037
04:11:35.305 --> 04:11:36.325
um, help

5038
04:11:36.325 --> 04:11:40.005
because for some of them it is exactly what they would need.

5039
04:11:40.265 --> 04:11:43.405
And, um, so I, I appreciate that as well.

5040
04:11:44.225 --> 04:11:48.965
Um, in terms of the multilingual, uh, pathway program, I,

5041
04:11:49.205 --> 04:11:52.395
I really like, um, additional access for,

5042
04:11:52.735 --> 04:11:56.475
for English learners, um, to access CTE students, both

5043
04:11:56.475 --> 04:11:58.275
because as a CTE classes, both

5044
04:11:58.275 --> 04:11:59.435
because I think it's of benefit to them,

5045
04:11:59.435 --> 04:12:02.315
but I also think that it's really of benefit to, um,

5046
04:12:02.465 --> 04:12:03.835
non-English learner students

5047
04:12:04.215 --> 04:12:06.955
to experience the diversity in the classroom, um,

5048
04:12:06.975 --> 04:12:08.355
in the CTE classes with,

5049
04:12:08.355 --> 04:12:10.115
with a wide range of diverse students.

5050

04:12:10.255 --> 04:12:12.645

So I feel like it's a value added for all the students,

5051

04:12:13.185 --> 04:12:14.685

um, in CTE classes.

5052

04:12:15.305 --> 04:12:18.445

Um, in terms of the details, some details

5053

04:12:18.545 --> 04:12:20.885

for Arlington Tech, I just wanna like, run

5054

04:12:20.885 --> 04:12:24.805

through these very quickly, still have a planned expansion

5055

04:12:25.145 --> 04:12:26.245

to a thousand students.

5056

04:12:26.785 --> 04:12:29.565

Um, 250 this coming fall.

5057

04:12:30.945 --> 04:12:33.405

Um, seems like that's gonna be very reachable.

5058

04:12:33.985 --> 04:12:38.805

Um, uh, access to CTE classes remains intact.

5059

04:12:39.355 --> 04:12:42.125

Expansion of the size and

5060

04:12:42.125 --> 04:12:44.925

or availability of sections of CTE classes, um,

5061

04:12:45.145 --> 04:12:48.565

to accommodate increased demand, um,

5062

04:12:48.915 --> 04:12:53.685

potentially increase demand, um, maintaining Arlington Tech

5063

04:12:53.705 --> 04:12:55.085
as a governor's STEM Academy.

5064
04:12:55.285 --> 04:12:57.445
I don't, I was surprised to hear that mentioned tonight.

5065
04:12:57.565 --> 04:12:59.885
'cause I had, we, we just,

5066
04:13:00.635 --> 04:13:03.725
that has never been, been a concern.

5067
04:13:04.345 --> 04:13:08.845
Um, and then I think, um, the,

5068
04:13:09.605 --> 04:13:12.285
I thought I, I, I find the feedback from the community

5069
04:13:12.565 --> 04:13:15.205
interesting around, um, co-location

5070
04:13:15.205 --> 04:13:19.205
because we already co-locate a whole a, a number

5071
04:13:19.205 --> 04:13:20.605
of programs in the career center.

5072
04:13:20.865 --> 04:13:23.045
So we have the Teen parenting program, the PET program,

5073
04:13:23.105 --> 04:13:25.605
the academic academy, the English Learner Institute,

5074
04:13:25.745 --> 04:13:28.285
the CTE classes and Arlington Tech.

5075
04:13:28.745 --> 04:13:33.485
Um, and what we're proposing is, um, uh, actually

5076
04:13:34.175 --> 04:13:37.325
maybe a little bit, a little bit of a tighter configuration

5077

04:13:37.465 --> 04:13:38.765

of, of programs.

5078

04:13:38.945 --> 04:13:40.405

Um, so, um,

5079

04:13:42.825 --> 04:13:45.245

I'm not unconcerned about co-location,

5080

04:13:45.265 --> 04:13:48.205

but I, I am perhaps a little, um,

5081

04:13:49.245 --> 04:13:51.165

a little surprised about that concern.

5082

04:13:51.385 --> 04:13:53.525

Um, and I, you know, I'm curious to learn more.

5083

04:13:53.985 --> 04:13:58.065

Um, I, I believe that I'm hearing correctly

5084

04:13:59.785 --> 04:14:01.115

that when we look at the numbers,

5085

04:14:04.565 --> 04:14:08.145

the numbers that with the program state changes

5086

04:14:09.485 --> 04:14:11.825

the numbers of students in the Langston program

5087

04:14:12.405 --> 04:14:13.665

as it's reconceived.

5088

04:14:13.725 --> 04:14:17.025

And the Multilingual Pathways program is probably about two,

5089

04:14:17.405 --> 04:14:21.505

200 to 250 students total in those that it's not dissimilar

5090

04:14:22.675 --> 04:14:25.425
might, might be slightly more than what's in the current

5091
04:14:26.225 --> 04:14:28.385
configuration of the English Learner

5092
04:14:28.385 --> 04:14:29.505
Institute and the Academy.

5093
04:14:29.685 --> 04:14:34.385
And, um, so Smith is raising nodding

5094
04:14:34.565 --> 04:14:35.865
yes, that's slightly more,

5095
04:14:35.865 --> 04:14:39.025
but not substantially different, which means

5096
04:14:39.685 --> 04:14:42.345
we would not be taking up

5097
04:14:43.465 --> 04:14:47.345
physical space in some, um, manner that's, you know,

5098
04:14:47.525 --> 04:14:49.905
not going to allow physically the expansion

5099
04:14:49.905 --> 04:14:52.305
of Arlington Tech the way we have conceived of it. So

5100
04:14:52.365 --> 04:14:55.585
The plan to maintain the, uh, 1050 seats

5101
04:14:55.885 --> 04:14:58.185
for the Grace Harper for Arlington Tech remains intact

5102
04:14:58.185 --> 04:15:00.345
with the addition of those

5103
04:15:00.345 --> 04:15:01.345
With programs. Programs

5104

04:15:01.345 --> 04:15:02.705
there. Yes, ma'am. Yes. Right.

5105

04:15:02.705 --> 04:15:04.345
And I, you know, I looked at, I was looking

5106

04:15:04.345 --> 04:15:05.945
through all the numbers earlier today myself,

5107

04:15:06.005 --> 04:15:08.025
and it was, it was continuing to add up

5108

04:15:08.445 --> 04:15:11.725
and I believe, uh, Mr. Martinez was continuing to add up

5109

04:15:12.275 --> 04:15:16.045
with the possibility that the bands could go from two 50

5110

04:15:16.045 --> 04:15:20.565
to 300 students up closer to 400 students at a time.

5111

04:15:21.585 --> 04:15:24.685
Um, eventually, eventually when we have more,

5112

04:15:24.955 --> 04:15:26.605
more larger and more sections.

5113

04:15:27.345 --> 04:15:30.765
Yes. Okay. So all of this to me, um,

5114

04:15:33.205 --> 04:15:36.265
Uh, sounds, it sounds like my assumptions, I'm,

5115

04:15:36.305 --> 04:15:37.985
I have it more or less correct.

5116

04:15:38.305 --> 04:15:42.305
I do think that what I see as pending is, um, questions

5117

04:15:42.305 --> 04:15:44.625
around the bell schedules, the, I don't know those in,

5118
04:15:44.665 --> 04:15:45.865
I don't know that information yet.

5119
04:15:46.945 --> 04:15:49.585
Um, perhaps still some questions around transportation.

5120
04:15:50.385 --> 04:15:54.535
I think, um, um, the details

5121
04:15:54.595 --> 04:15:56.375
of the building layout, I think we've, you know,

5122
04:15:56.375 --> 04:15:57.975
we've been hearing, and I appreciate some

5123
04:15:57.975 --> 04:16:00.575
of the comments this evening from staff about the, this,

5124
04:16:00.675 --> 04:16:04.615
the spaces, um, having seen the drawings,

5125
04:16:04.675 --> 04:16:07.175
having walked the building in October,

5126
04:16:07.995 --> 04:16:10.295
I'm still not a hundred percent clear myself about

5127
04:16:11.315 --> 04:16:13.455
what's the envisioned new plan.

5128
04:16:13.835 --> 04:16:15.335
Um, so I'd be curious about that.

5129
04:16:15.595 --> 04:16:17.575
And then the other piece that is still pending

5130
04:16:18.035 --> 04:16:21.095
for me is about the administration, um, in terms of,

5131

04:16:21.095 --> 04:16:23.735
we've talked about one program,

5132

04:16:23.785 --> 04:16:25.015
we've talked about two programs,

5133

04:16:25.015 --> 04:16:27.295
we've talked about two principles, what, you know, how,

5134

04:16:28.355 --> 04:16:32.295
how we could best as if we were to, to go

5135

04:16:32.515 --> 04:16:35.135
and if we were to go forward with all four proposals,

5136

04:16:35.445 --> 04:16:36.855
what would be the best way

5137

04:16:36.995 --> 04:16:39.495
to have the administration of the building work?

5138

04:16:39.835 --> 04:16:44.295
So, um, I don't think I did ask a single question in there.

5139

04:16:44.875 --> 04:16:49.575
Um, that was just my, that was my speech I guess.

5140

04:16:50.115 --> 04:16:51.455
Um, um,

5141

04:16:52.115 --> 04:16:54.975
and probably a few more things percolating, uh,

5142

04:16:55.195 --> 04:16:56.335
as Ms. Clark indicated.

5143

04:16:56.395 --> 04:16:58.815
But, um, I guess that I'm, I'm good for now.

5144

04:16:59.635 --> 04:17:02.975

So I will see Ms. Turner has another question

5145

04:17:04.045 --> 04:17:05.415

Just to follow up to make sure

5146

04:17:05.415 --> 04:17:07.935

that I'm understanding where things are.

5147

04:17:08.255 --> 04:17:10.855

I mean, is there more opportunity for engagement

5148

04:17:10.855 --> 04:17:12.815

with the school communities that might be affected

5149

04:17:12.915 --> 04:17:14.015

and the Yes.

5150

04:17:14.415 --> 04:17:18.135

Families and the Yes ma'am. Yes. Okay.

5151

04:17:18.715 --> 04:17:22.415

And, and that's how will we receive that information?

5152

04:17:22.575 --> 04:17:25.015

I think, um, even based on some of the questions

5153

04:17:25.155 --> 04:17:27.055

and the feedback that's been given this evening

5154

04:17:27.475 --> 04:17:28.895

as a follow up, making certain

5155

04:17:28.925 --> 04:17:32.375

that there's additional information that truly outlines

5156

04:17:32.375 --> 04:17:36.175

and defines what those, um, the plan is regarding some

5157

04:17:36.175 --> 04:17:38.255

of those areas that haven't been addressed

5158
04:17:38.495 --> 04:17:41.015
or clearly articulated this evening will be updated

5159
04:17:41.075 --> 04:17:43.615
and shared with the community and the board.

5160
04:17:53.275 --> 04:17:53.735
You are welcome.

5161
04:17:57.855 --> 04:17:58.325
Thank you.

5162
04:17:59.215 --> 04:18:01.805
Thank you, uh, to everyone who stayed late

5163
04:18:01.805 --> 04:18:02.805
with us this evening.

5164
04:18:03.585 --> 04:18:08.565
Um, so we will act, uh, we will take,

5165
04:18:08.945 --> 04:18:10.725
uh, we will act on this item.

5166
04:18:10.785 --> 04:18:13.445
It says which these items, this item, um,

5167
04:18:13.545 --> 04:18:15.285
at the February 19th meeting.

5168
04:18:15.545 --> 04:18:19.645
And, um, we look forward to, um, hearing more from the team

5169
04:18:19.905 --> 04:18:21.805
and, um, if we could Dr.

5170
04:18:21.975 --> 04:18:25.845
Jaron, um, for the board's benefit, um,

5171

04:18:27.345 --> 04:18:28.805
see a schedule of what is going

5172
04:18:28.805 --> 04:18:30.005
to come in terms of engagement.

5173
04:18:30.105 --> 04:18:32.445
I'm certain that any one of us who might be available

5174
04:18:32.545 --> 04:18:33.605
to sit in would love to,

5175
04:18:33.785 --> 04:18:35.005
or you know, just to simply

5176
04:18:35.595 --> 04:18:37.445
know what's happening when would be helpful.

5177
04:18:38.195 --> 04:18:40.925
Sure. Okay.

5178
04:18:45.225 --> 04:18:48.365
We are now at new business. Is there any new business?

5179
04:18:49.295 --> 04:18:52.325
There is not. The meeting is adjourned. Thank you everyone.