

WEBVTT

1

00:00:00.895 --> 00:00:03.825

Welcome to the February 5th, 2026 School board meeting.

2

00:00:03.825 --> 00:00:06.305

This meeting is now in session without objection.

3

00:00:06.305 --> 00:00:09.025

Vice Chair Miranda Turner is participating virtually using

4

00:00:09.345 --> 00:00:10.905

Microsoft Teams due to medical reasons.

5

00:00:12.405 --> 00:00:13.545

At this time, I would like

6

00:00:13.545 --> 00:00:15.625

to welcome the Arlington Career Center Space Force,

7

00:00:15.785 --> 00:00:16.985

J-R-O-T-C, cadet Corps,

8

00:00:16.985 --> 00:00:18.825

who will present the colors police rise,

9

00:01:05.715 --> 00:01:10.095

All three nine colors

10

00:01:13.105 --> 00:01:15.485

to the flag of the United States of America,

11

00:01:16.105 --> 00:01:17.965

and to the republic for which it stands,

12

00:01:18.585 --> 00:01:21.765

one nation under God, individual liberty.

13

00:01:21.945 --> 00:01:22.165

In

14  
00:01:24.885 --> 00:01:27.955  
order, honor God.

15  
00:02:01.755 --> 00:02:03.185  
Thank you and good evening everyone.

16  
00:02:05.945 --> 00:02:07.265  
February is Black History Month.

17  
00:02:07.945 --> 00:02:09.585  
A time to honor the accomplishments

18  
00:02:09.685 --> 00:02:12.745  
and substantial contributions of black Americans,

19  
00:02:14.075 --> 00:02:16.105  
sorry, past and present.

20  
00:02:16.525 --> 00:02:17.945  
And to acknowledge their struggle

21  
00:02:18.085 --> 00:02:19.585  
to claim the right same rights

22  
00:02:19.585 --> 00:02:22.345  
and opportunities that have been granted to other Americans.

23  
00:02:23.635 --> 00:02:26.025  
Black History Month is an important opportunity,

24  
00:02:26.365 --> 00:02:28.505  
but no, by no means the only opportunity

25  
00:02:29.125 --> 00:02:30.785  
to learn about those contributions

26  
00:02:31.325 --> 00:02:34.425  
and also the sacrifices made by those who have fought

27  
00:02:34.685 --> 00:02:36.145

for civil rights and equality,

28

00:02:36.665 --> 00:02:38.625  
honoring their legacy and ins.

29

00:02:38.655 --> 00:02:40.465  
Inspiring continued activism

30

00:02:41.725 --> 00:02:44.025  
To begin our meeting this evening, it's my pleasure

31

00:02:44.025 --> 00:02:46.465  
to introduce a very special performance

32

00:02:46.725 --> 00:02:48.625  
by the Guston Middle School Choral Group.

33

00:02:50.105 --> 00:02:52.225  
I welcome Dr. Pam Farrell, supervisor

34

00:02:52.245 --> 00:02:53.865  
of Arts Education to the podium.

35

00:02:54.045 --> 00:02:57.185  
To share more about today's performance board members

36

00:02:57.185 --> 00:02:59.060  
and superintendent, please join me in the, the

37

00:02:59.125 --> 00:03:00.125  
Audience.

38

00:03:04.455 --> 00:03:07.205  
Thank you. Good evening, members of the school board, Dr.

39

00:03:07.375 --> 00:03:09.525  
Deron, a PS staff and guests.

40

00:03:10.195 --> 00:03:13.725  
Tonight we will have the Gun Guston Chorus perform, along

41  
00:03:13.725 --> 00:03:16.485  
with their choral director, Mr. Jesse Williams.

42  
00:03:17.265 --> 00:03:19.285  
I'd also like to recognize Dr. Jackson,

43  
00:03:19.745 --> 00:03:21.325  
the principal at Gunston, who is here

44  
00:03:21.325 --> 00:03:22.485  
with her students tonight.

45  
00:03:23.095 --> 00:03:26.885  
Since 2008, in celebration of Black history month,

46  
00:03:27.405 --> 00:03:30.205  
a PS has had student performance at the February school

47  
00:03:30.205 --> 00:03:32.725  
board meeting to sing, lift Every Voice

48  
00:03:32.945 --> 00:03:37.605  
and Sing the Black National Anthem, lift Every Voice

49  
00:03:37.785 --> 00:03:41.165  
and Sing, which was publicly performed first as a poem,

50  
00:03:41.465 --> 00:03:42.685  
as part of a celebration

51  
00:03:42.685 --> 00:03:46.685  
of Abraham Lincoln's birthday on February 12th, 1900

52  
00:03:47.305 --> 00:03:48.805  
by 500 school children

53  
00:03:49.665 --> 00:03:52.405  
at the Segregated Stanton School in Jacksonville, Florida.

54  
00:03:53.375 --> 00:03:57.005

James Weldon Johnson, its principle, wrote the words

55

00:03:57.065 --> 00:04:01.805

to introduce its honored guest Booker t Washington in 1905.

56

00:04:02.025 --> 00:04:05.005

The poem was set to music by Johnson's brother John

57

00:04:05.985 --> 00:04:07.085

in 1919.

58

00:04:07.665 --> 00:04:10.725

The NAACP dubbed it the Negro National anthem

59

00:04:10.725 --> 00:04:13.645

for its power in voicing the Cry for Liberation

60

00:04:13.665 --> 00:04:16.365

and affirmation for African American people.

61

00:04:17.265 --> 00:04:21.965

On September 24th, 2016, this song was sung

62

00:04:21.985 --> 00:04:23.565

by Soprano Denise Graves

63

00:04:23.865 --> 00:04:26.645

and Chorus at the conclusion of the opening ceremonies

64

00:04:26.745 --> 00:04:29.365

of the National Museum of African American History

65

00:04:29.545 --> 00:04:32.605

and Culture at which President Barack Obama

66

00:04:32.605 --> 00:04:33.965

delivered the keynote address.

67

00:04:34.905 --> 00:04:37.965

Please join me in welcoming the Gunston Chorus,

68  
00:04:39.865 --> 00:04:42.285  
and when they're ready to start, we will ask everyone

69  
00:04:42.305 --> 00:04:44.845  
to stand for the Black national anthem.

70  
00:05:51.565 --> 00:05:51.785  
The,

71  
00:06:00.185 --> 00:06:00.405  
the

72  
00:06:15.705 --> 00:06:16.125  
Stoney,

73  
00:06:20.865 --> 00:06:21.085  
the

74  
00:08:09.795 --> 00:08:10.015  
the

75  
00:09:13.015 --> 00:09:14.015  
Thank.

76  
00:09:45.265 --> 00:09:45.795  
Okay, great.

77  
00:10:05.255 --> 00:10:09.785  
Just gonna slide over. Wonderful.

78  
00:10:09.785 --> 00:10:11.065  
Thank you so much. Great job.

79  
00:10:11.065 --> 00:10:11.625  
Thank you so much.

80  
00:11:15.575 --> 00:11:17.445  
Thank you. On behalf of the school board, I went

81  
00:11:17.685 --> 00:11:20.405

to extend my deepest gratitude to our students

82

00:11:20.545 --> 00:11:22.885  
for helping us honor the cultural contributions,

83

00:11:23.005 --> 00:11:25.005  
enduring legacy of Black Americans,

84

00:11:25.215 --> 00:11:27.765  
while also highlighting the beauty of the performing arts.

85

00:11:28.585 --> 00:11:30.605  
Please join me in giving another round of applause

86

00:11:30.605 --> 00:11:31.565  
to our talented students

87

00:11:39.135 --> 00:11:40.965  
Throughout our schools and community.

88

00:11:40.965 --> 00:11:43.805  
Black History Month holds many different meanings shaped

89

00:11:43.905 --> 00:11:46.725  
by personal stories, traditions, and experiences.

90

00:11:47.785 --> 00:11:48.885  
The video you are about

91

00:11:48.885 --> 00:11:50.565  
to watch is a tribute to those voices.

92

00:11:51.545 --> 00:11:53.285  
You will hear from students, staff,

93

00:11:53.285 --> 00:11:56.165  
and community members as they share what this month means

94

00:11:56.165 --> 00:11:59.445  
to them and how they choose to celebrate and honor it.

95  
00:12:00.345 --> 00:12:03.205  
We are reminded that Black History is not only a record

96  
00:12:03.305 --> 00:12:07.005  
of the past, but a living continuing story shaped

97  
00:12:07.065 --> 00:12:09.685  
by creativity, resilience, and leadership.

98  
00:12:10.825 --> 00:12:12.245  
We are grateful to the students

99  
00:12:12.305 --> 00:12:13.885  
and staff who prepared this video

100  
00:12:14.145 --> 00:12:16.885  
and for the opportunity to celebrate Black History Month.

101  
00:12:17.695 --> 00:12:19.245  
Let's take a look at what they had

102  
00:12:19.245 --> 00:12:20.885  
to say about Black History Month

103  
00:12:24.525 --> 00:12:27.005  
Greeting and Happy Black History

104  
00:12:27.015 --> 00:12:28.525  
Month. The culture around

105  
00:12:28.525 --> 00:12:30.325  
Black History Month is important to me

106  
00:12:30.325 --> 00:12:31.565  
because it gives a complete

107  
00:12:31.565 --> 00:12:33.845  
and historical picture, which corrects the narrative

108  
00:12:33.905 --> 00:12:35.125

by showing black history

109

00:12:35.455 --> 00:12:36.925

isn't separate from American history.

110

00:12:37.095 --> 00:12:40.205

Being black means to me, representing black excellence

111

00:12:40.205 --> 00:12:41.685

and denoting all stereotypes.

112

00:12:42.005 --> 00:12:44.445

I attended Winston Samuel State University located in

113

00:12:44.445 --> 00:12:47.965

North Carolina, and the reason I chose an HBCU is

114

00:12:47.965 --> 00:12:49.245

because of band culture.

115

00:12:49.985 --> 00:12:53.205

Uh, band culture is rooted in Black American history

116

00:12:53.865 --> 00:12:57.685

and it represents pride, excellence, and resilience.

117

00:12:58.345 --> 00:13:01.085

Um, and it also gave me the chance to travel

118

00:13:01.425 --> 00:13:03.885

and connect with other black students as well as be a part

119

00:13:03.885 --> 00:13:04.965

of something bigger than myself.

120

00:13:05.405 --> 00:13:08.565

I attended the illustrious Clark Atlanta University

121

00:13:08.585 --> 00:13:11.925

for undergrad, uh, that is at HBCU, uh, historically

122  
00:13:11.925 --> 00:13:14.365  
that college in Atlanta, Georgia, next

123  
00:13:14.365 --> 00:13:16.405  
to Spelman College at Morehouse College.

124  
00:13:17.065 --> 00:13:19.725  
Um, and why HBCUs are important, um,

125  
00:13:20.025 --> 00:13:21.805  
it was the first time I felt seen.

126  
00:13:21.965 --> 00:13:25.685  
I learned so much about my history, um, my ancestors,

127  
00:13:25.945 --> 00:13:30.045  
who we come from, and I'm so proud to be African American.

128  
00:13:30.725 --> 00:13:33.765  
I attended the Texas Southern University for undergrad.

129  
00:13:34.115 --> 00:13:35.565  
It's a historically black college

130  
00:13:35.905 --> 00:13:38.165  
or university, also known as HBCUs.

131  
00:13:39.125 --> 00:13:40.445  
I think HBCUs are important

132  
00:13:40.555 --> 00:13:43.365  
because of the history of how they were created

133  
00:13:43.385 --> 00:13:44.525  
and why they were created.

134  
00:13:44.985 --> 00:13:47.125  
Um, so if you don't know, HBCUs were created

135  
00:13:47.265 --> 00:13:49.805

for black students because they could not attend school

136

00:13:49.915 --> 00:13:51.245

with white students at that time.

137

00:13:51.705 --> 00:13:54.045

And so to give black students the same opportunity

138

00:13:54.105 --> 00:13:57.965

of higher education, we now have 107 HBCUs,

139

00:13:58.385 --> 00:14:01.765

and I am a proud alumni of one of those go tigers.

140

00:14:02.465 --> 00:14:04.845

For my black history spotlight, I would like

141

00:14:04.845 --> 00:14:07.085

to shine the light on my organization,

142

00:14:07.505 --> 00:14:10.925

the illustrious Alpha Kappa Alpha Sorority incorporated.

143

00:14:11.155 --> 00:14:14.725

What black culture means to me is remembering the past,

144

00:14:15.115 --> 00:14:18.165

like what our ancestors had to do to get us here

145

00:14:18.665 --> 00:14:20.965

and how we can celebrate it.

146

00:14:21.625 --> 00:14:26.525

To me, black culture means like, um, the different forms

147

00:14:26.595 --> 00:14:28.485

that we all come in our hair

148

00:14:28.905 --> 00:14:32.085

and our different like backgrounds.

149  
00:14:32.225 --> 00:14:35.845  
My black history means supporting my family, my mother,

150  
00:14:36.065 --> 00:14:38.925  
my grandmother, everyone that has became before me

151  
00:14:38.985 --> 00:14:41.125  
and wanted to like spread the same message.

152  
00:14:41.155 --> 00:14:43.965  
Just that like, we are who we are and we wanna be known

153  
00:14:44.025 --> 00:14:45.045  
and we wanna just be here.

154  
00:14:45.345 --> 00:14:47.365  
And to be able to be in the future, to be able

155  
00:14:47.365 --> 00:14:49.405  
to like express being black

156  
00:14:49.405 --> 00:14:50.885  
and not like holding back who we are.

157  
00:14:51.155 --> 00:14:53.925  
Growing up in the DMV as a black student, one of the things

158  
00:14:53.925 --> 00:14:55.845  
that I really enjoy is the music choices.

159  
00:14:55.955 --> 00:14:58.405  
Like go-go reaction dent and the food.

160  
00:14:58.565 --> 00:15:00.285  
I love soul food, mumbo sauce,

161  
00:15:00.895 --> 00:15:02.965  
fried chicken fries, all that.

162  
00:15:03.185 --> 00:15:06.205

My History Month from a female perspective is

163

00:15:06.735 --> 00:15:09.245

about celebrating the strength, resilience,

164

00:15:09.505 --> 00:15:12.485

and contributions of black women while acknowledging

165

00:15:12.655 --> 00:15:13.925

their unique challenges.

166

00:15:14.255 --> 00:15:17.845

Black culture means to me is where we all get, spent

167

00:15:19.145 --> 00:15:21.285

our religion together with different people

168

00:15:21.425 --> 00:15:22.925

and learn about other people's culture.

169

00:15:23.665 --> 00:15:25.165

And I think it's very fun to do.

170

00:15:25.545 --> 00:15:28.125

To me, black culture means sisterhood, black excellence,

171

00:15:28.205 --> 00:15:29.645

and keeping black history alive.

172

00:15:30.025 --> 00:15:32.445

To me, celebrating Black History Month means celebrating

173

00:15:32.445 --> 00:15:35.205

black excellence and passing the present as well

174

00:15:35.205 --> 00:15:36.285

as appreciating how far we've

175

00:15:36.285 --> 00:15:37.285

Come. Black History

176  
00:15:37.285 --> 00:15:39.245  
Month fosters empathy and diversity

177  
00:15:39.625 --> 00:15:42.085  
and builds cultural awareness, promotes respect

178  
00:15:42.345 --> 00:15:45.085  
and counter stereotypes by highlighting the achievements

179  
00:15:45.105 --> 00:15:48.125  
and struggles of black Americans. Past, present

180  
00:15:48.495 --> 00:15:49.805  
Happy Black History Month.

181  
00:15:50.465 --> 00:15:52.765  
For me, this month isn't just about the

182  
00:15:52.765 --> 00:15:54.285  
past, it's about truth.

183  
00:15:55.095 --> 00:15:56.965  
Black history is American history

184  
00:15:57.425 --> 00:15:59.725  
and it lives in our classrooms, our communities,

185  
00:15:59.725 --> 00:16:01.125  
and our kids' lives every day

186  
00:16:02.065 --> 00:16:05.125  
at a time when telling the full truth is being threatened.

187  
00:16:05.885 --> 00:16:07.925  
Teaching honest history matters more than ever.

188  
00:16:08.465 --> 00:16:10.445  
Our students deserve to learn where we've been

189  
00:16:10.785 --> 00:16:12.925

so they can better understand who they are

190

00:16:13.305 --> 00:16:15.285

and help shape a more just future.

191

00:16:15.905 --> 00:16:17.565

That's why Black History Month

192

00:16:17.785 --> 00:16:19.125

always belongs in our schools.

193

00:16:23.995 --> 00:16:27.645

Well, it's wonderful to hear from Ms. Bryant and our,

194

00:16:27.905 --> 00:16:30.285

and all of our students about how they celebrate

195

00:16:30.385 --> 00:16:32.285

and why this is so important to them.

196

00:16:33.185 --> 00:16:34.725

Dr. Duran, would you like to say a few

197

00:16:34.725 --> 00:16:35.725

Words? Sure. Thank you. So

198

00:16:35.725 --> 00:16:37.445

thank, uh, let's give a big shout out

199

00:16:37.445 --> 00:16:38.925

and clap for all those students and staff

200

00:16:38.945 --> 00:16:42.005

who did a wonderful video, uh, we're very proud

201

00:16:42.105 --> 00:16:44.605

and a PS to celebrate Black History Month

202

00:16:44.605 --> 00:16:46.485

because this is a month that affirms identity.

203  
00:16:47.185 --> 00:16:48.285  
It affirms history.

204  
00:16:48.385 --> 00:16:50.605  
It affirms creativity, reinforces pride,

205  
00:16:50.705 --> 00:16:52.605  
and not just for African American

206  
00:16:52.605 --> 00:16:53.925  
and black students, for all students

207  
00:16:53.985 --> 00:16:55.125  
to learn about the power

208  
00:16:55.185 --> 00:16:57.205  
and the importance of the contributions

209  
00:16:57.205 --> 00:16:59.165  
that have taken place right here in Arlington.

210  
00:16:59.165 --> 00:17:01.845  
We have a great history at Dorothy Ham, uh, where,

211  
00:17:01.845 --> 00:17:04.725  
where we were one of the first school systems in, uh,

212  
00:17:04.725 --> 00:17:07.165  
the Commonwealth to reenter, to integrate our schools

213  
00:17:07.165 --> 00:17:08.885  
that we have right here in Arlington.

214  
00:17:09.385 --> 00:17:11.285  
We also have so much history

215  
00:17:11.285 --> 00:17:13.805  
and culture, uh, right here in Virginia and in our nation.

216  
00:17:13.825 --> 00:17:15.405

And so this is a month. I hope everyone will take

217

00:17:15.405 --> 00:17:16.485

an opportunity to learn about that.

218

00:17:16.485 --> 00:17:18.605

But again, not just focus this month, all month,

219

00:17:19.545 --> 00:17:20.605

all month throughout the year.

220

00:17:20.675 --> 00:17:21.805

It's part of our history.

221

00:17:22.005 --> 00:17:24.045

'cause African American history is American history.

222

00:17:24.715 --> 00:17:28.485

Very proud. We have 3,201 students who identify as black.

223

00:17:28.485 --> 00:17:30.485

So that's 11% of our population

224

00:17:30.745 --> 00:17:33.845

and 23% of our staff are black serving

225

00:17:33.865 --> 00:17:35.005

as role models for our students.

226

00:17:35.025 --> 00:17:38.325

So we work very hard to ensure that we have staff

227

00:17:38.325 --> 00:17:40.645

that represent our students and the students they serve.

228

00:17:40.705 --> 00:17:43.645

And so we have 23% of our staff, or 11% of our students.

229

00:17:43.655 --> 00:17:44.805

We're very proud of that fact.

230  
00:17:44.825 --> 00:17:47.845  
And just thank you all for, um, coming tonight

231  
00:17:47.905 --> 00:17:49.325  
to honor this special occasion.

232  
00:17:49.425 --> 00:17:51.365  
And Ms. Bryant, thank you for adding your words

233  
00:17:51.385 --> 00:17:53.565  
as school board member and welcome to the board.

234  
00:17:55.345 --> 00:17:56.495  
Thank you, Dr. Duran.

235  
00:17:58.725 --> 00:18:00.815  
Okay, uh, we are now at consent.

236  
00:18:01.035 --> 00:18:03.055  
May I have a motion to adopt the consent agenda?

237  
00:18:05.145 --> 00:18:06.215  
Madam Chair, make a motion

238  
00:18:06.235 --> 00:18:08.135  
to con adopt the consent agenda.

239  
00:18:08.465 --> 00:18:09.495  
Thank you. Is there a second?

240  
00:18:10.995 --> 00:18:13.335  
Second, Ms. Mercado, will you please call the roll?

241  
00:18:14.995 --> 00:18:16.335  
All in favor? Please say yes.

242  
00:18:16.385 --> 00:18:18.015  
Those who opposed say no. Ms. Brian?

243  
00:18:18.795 --> 00:18:23.215

Yes. Ms. Clark? Yes. Ms. Tapia Hadley. Yes. Ms. Turner?

244  
00:18:24.235 --> 00:18:28.475  
Yes. Ms. Turner.

245  
00:18:29.705 --> 00:18:30.835  
Mute. You're muted.

246  
00:18:32.415 --> 00:18:33.955  
It wasn't when I said yes the first time.

247  
00:18:34.015 --> 00:18:35.015  
Can you hear me now?

248  
00:18:36.175 --> 00:18:36.915  
Can you hear us?

249  
00:18:41.665 --> 00:18:43.825  
I think they're working on it. Ms. Yes.

250  
00:18:45.525 --> 00:18:47.105  
Motion passes for to zero.

251  
00:18:48.825 --> 00:18:50.305  
I would like to announce that under consent,

252  
00:18:50.325 --> 00:18:52.345  
the school board approved new appointments in various

253  
00:18:52.665 --> 00:18:54.025  
positions at Arlington Public Schools

254  
00:18:55.285 --> 00:18:59.025  
as displayed on this slide to those new members

255  
00:18:59.025 --> 00:19:01.025  
of our community, we are so happy that you chose

256  
00:19:01.025 --> 00:19:02.465  
to work in Arlington Public Schools.

257  
00:19:02.565 --> 00:19:03.785  
We have every confidence

258  
00:19:03.855 --> 00:19:06.145  
that you'll be terrific members of our team.

259  
00:19:06.455 --> 00:19:09.385  
Welcome to a PSI am.

260  
00:19:14.145 --> 00:19:16.465  
I am pleased to announce that the school board also has

261  
00:19:16.465 --> 00:19:20.545  
appointed Habi Tu Jola JLo

262  
00:19:21.245 --> 00:19:22.865  
as Director of Procurement in the Office

263  
00:19:22.865 --> 00:19:24.625  
of Procurement effective March 2nd.

264  
00:19:25.245 --> 00:19:27.665  
Mr. Lowe, will you please join us at the podium?

265  
00:19:30.975 --> 00:19:35.315  
Mr. Lowe brings, sorry, brings nearly a decade

266  
00:19:36.255 --> 00:19:39.315  
of senior public sector procurement leadership across large

267  
00:19:39.375 --> 00:19:40.915  
and complex government systems.

268  
00:19:41.385 --> 00:19:42.555  
Most recently, she served

269  
00:19:42.575 --> 00:19:45.355  
as the Deputy Chief Contracting Officer

270  
00:19:45.495 --> 00:19:48.675

for health services at the District of Columbia, office

271

00:19:48.775 --> 00:19:50.475  
of Contracting and Procurement.

272

00:19:51.255 --> 00:19:53.915  
At this time, I'd like to invite you to share any remarks

273

00:19:53.945 --> 00:19:55.555  
with us or comments that you have.

274

00:19:57.465 --> 00:19:59.355  
Good evening, everyone. Thank you.

275

00:19:59.895 --> 00:20:01.635  
Um, all my name is Aviva.

276

00:20:02.135 --> 00:20:05.955  
I'm very excited to join, um, Arlington Public Schools,

277

00:20:06.175 --> 00:20:10.275  
and I hope to bring my experience in contract

278

00:20:10.275 --> 00:20:13.115  
and procurement from New York and DC here

279

00:20:13.215 --> 00:20:15.115  
and working in education in New York.

280

00:20:15.175 --> 00:20:16.595  
I'm very excited about this position

281

00:20:16.895 --> 00:20:19.115  
and I hope to, uh, work to ensure

282

00:20:19.115 --> 00:20:21.235  
that your procurements need I met.

283

00:20:21.805 --> 00:20:22.805  
Thank you all.

284  
00:20:23.685 --> 00:20:25.395  
Thank you. Thank you so much.

285  
00:20:26.135 --> 00:20:28.075  
We wish you the best of luck in your new role.

286  
00:20:28.205 --> 00:20:30.715  
Thank you. We are now at the

287  
00:20:30.915 --> 00:20:32.195  
announcements portion of our agenda.

288  
00:20:32.535 --> 00:20:34.235  
The school board will hold the following meetings.

289  
00:20:34.515 --> 00:20:35.555  
February 7th, school Board

290  
00:20:35.555 --> 00:20:38.675  
and Superintendent Retreat, 8:30 AM offices of Walsh,

291  
00:20:38.945 --> 00:20:40.955  
Colucci, Luli,

292  
00:20:40.955 --> 00:20:44.435  
and Walsh pc February 10th, work session number two

293  
00:20:44.435 --> 00:20:47.205  
with a CTL 6:30 PM in the board conference room.

294  
00:20:47.885 --> 00:20:49.765  
February 17th, committee of the whole meeting,

295  
00:20:49.795 --> 00:20:51.525  
5:00 PM in the con in conference room.

296  
00:20:51.525 --> 00:20:53.605  
4 0 1 February 19th,

297  
00:20:53.625 --> 00:20:56.285

closed meeting 5:30 PM Board conference room.

298

00:20:57.085 --> 00:21:00.805

February 19th, school board meeting 7:00 PM boardroom.

299

00:21:01.965 --> 00:21:03.965

I would like to announce that the school board has started

300

00:21:03.965 --> 00:21:07.685

accepting nominations for the 2026 Honored Citizen Award.

301

00:21:08.155 --> 00:21:10.845

Each year. The school board recognizes a select group

302

00:21:10.845 --> 00:21:14.165

of individuals who have made outstanding contributions

303

00:21:14.165 --> 00:21:16.085

to our schools on a voluntary basis.

304

00:21:16.795 --> 00:21:18.765

This honor recognizes individuals

305

00:21:18.765 --> 00:21:20.245

who have committed significant time

306

00:21:20.265 --> 00:21:22.205

and energy to a broad range

307

00:21:22.225 --> 00:21:24.645

of volunteer activities throughout the

308

00:21:24.645 --> 00:21:25.885

Arlington School community.

309

00:21:26.905 --> 00:21:30.245

You can submit an honored citizen nomination using the

310

00:21:30.265 --> 00:21:32.365

online form on the a PS website.

311  
00:21:32.915 --> 00:21:36.085  
Nominations are due by close of business on March 13th.

312  
00:21:37.095 --> 00:21:39.725  
Board members, do you have any announcements, Ms. Clark?

313  
00:21:43.385 --> 00:21:47.285  
Uh, so out if you guys, as you've entered in here today,

314  
00:21:47.345 --> 00:21:48.645  
you might have noticed all the great

315  
00:21:48.645 --> 00:21:49.765  
artwork that's out there.

316  
00:21:50.065 --> 00:21:54.245  
So, um, the elementary artwork exhibit is now, uh,

317  
00:21:54.255 --> 00:21:55.605  
shown here on the second floor

318  
00:21:55.635 --> 00:21:57.045  
outside the school board room.

319  
00:21:57.665 --> 00:22:00.045  
And several of my liaison schools have

320  
00:22:00.155 --> 00:22:01.565  
artwork out there now.

321  
00:22:02.365 --> 00:22:04.485  
Cardinal Discovery, Tuckahoe Hoffman, Boston,

322  
00:22:04.535 --> 00:22:05.685  
Montessori, and Taylor.

323  
00:22:06.825 --> 00:22:09.405  
Um, really, we have some lovely artists,

324  
00:22:09.985 --> 00:22:12.685

lovely budding artists here in in a PS.

325

00:22:13.305 --> 00:22:15.885

Um, and I'd like to share a special shout out.

326

00:22:16.425 --> 00:22:20.125

Uh, student at Discovery used mixed media symbol

327

00:22:20.175 --> 00:22:21.605

story and their artwork.

328

00:22:22.185 --> 00:22:25.205

So if you take a look outside there as you leave tonight,

329

00:22:25.785 --> 00:22:27.485

um, it's really incredible

330

00:22:27.705 --> 00:22:30.165

to see a third grader using braille.

331

00:22:31.225 --> 00:22:34.325

So I haven't, I haven't seen that in any of our youngsters,

332

00:22:34.705 --> 00:22:37.245

and I just really appreciate the inclusiveness that,

333

00:22:37.245 --> 00:22:38.725

that, that brings out.

334

00:22:38.825 --> 00:22:40.685

So kudos to that Discovery student.

335

00:22:48.335 --> 00:22:50.885

Thank you, Madam Chair. First of all, uh, again, it's,

336

00:22:50.885 --> 00:22:53.525

it's an honor to be able to celebrate Black History Month

337

00:22:53.525 --> 00:22:55.285

with my colleagues and with our schools.

338  
00:22:56.065 --> 00:22:57.685  
Um, as a resident of Green Valley,

339  
00:22:57.925 --> 00:23:00.765  
a historically black neighborhood, I also want to invite

340  
00:23:01.385 --> 00:23:04.605  
all our students to read up on our black neighborhoods,

341  
00:23:04.965 --> 00:23:06.685  
historically black neighborhoods in, in Arlington, so

342  
00:23:06.685 --> 00:23:08.765  
that they learn a bit about the land that we're standing on.

343  
00:23:09.195 --> 00:23:11.565  
I've particularly enjoyed when I moved to Green Valley,

344  
00:23:11.725 --> 00:23:12.965  
I read, um, Dr.

345  
00:23:12.965 --> 00:23:15.965  
Taylor's book, um, about the history of my area

346  
00:23:15.985 --> 00:23:17.925  
and where my house was built upon.

347  
00:23:17.985 --> 00:23:20.605  
So I encourage us all to do that and thank you all.

348  
00:23:20.605 --> 00:23:22.645  
And I also want to announce that, uh, my colleague,

349  
00:23:22.845 --> 00:23:26.005  
Kathleen Clark and I will be having a, a coffee

350  
00:23:26.225 --> 00:23:29.485  
as a one year look back retrospective, um,

351  
00:23:29.625 --> 00:23:31.325

to our first year being on the board.

352

00:23:31.585 --> 00:23:35.605

It will be on Friday, February 20th at 5:00 PM uh,

353

00:23:35.945 --> 00:23:38.285

and location to be confirmed.

354

00:23:38.345 --> 00:23:41.565

But, um, we will be sharing out on our social media the

355

00:23:41.565 --> 00:23:43.525

registration link so folks can sign up.

356

00:23:43.655 --> 00:23:44.655

Thank you.

357

00:23:46.885 --> 00:23:48.535

Okay. No announcements.

358

00:23:48.755 --> 00:23:50.895

Uh, Ms. Turner does not have any, and I do not have any.

359

00:23:50.915 --> 00:23:53.455

So we are now at the superintendent's announcements. All

360

00:23:53.455 --> 00:23:54.455

Right, thank you. They're drawn. Appreciate

361

00:23:54.455 --> 00:23:55.575

it. Can bring my announcements up.

362

00:23:55.635 --> 00:23:57.055

All right. Good evening.

363

00:23:57.055 --> 00:23:59.415

Before I begin my announcements, I do wanna, as always,

364

00:23:59.415 --> 00:24:01.135

we've been giving an update on our litigation

365  
00:24:01.135 --> 00:24:03.695  
with the US Department of Education over a high risk status

366  
00:24:04.315 --> 00:24:05.895  
and on a transgender policy.

367  
00:24:06.515 --> 00:24:08.015  
As our litigation is proceeding,

368  
00:24:08.035 --> 00:24:09.855  
our current policy does remain in effect.

369  
00:24:10.235 --> 00:24:12.975  
Uh, we did have an appeal hearing last week with the fourth,

370  
00:24:12.975 --> 00:24:15.455  
before the fourth Circuit Court to determine, uh,

371  
00:24:15.455 --> 00:24:16.615  
what's next steps are.

372  
00:24:16.635 --> 00:24:18.135  
We continue to challenge the Department

373  
00:24:18.135 --> 00:24:19.615  
of Ed's high risk designation,

374  
00:24:19.625 --> 00:24:21.455  
which threatens future federal funding

375  
00:24:21.685 --> 00:24:23.975  
that provides essential services

376  
00:24:24.115 --> 00:24:25.815  
and meals for our thousands of our students.

377  
00:24:26.515 --> 00:24:28.815  
We do not yet know the timeline for the course decision,

378  
00:24:28.875 --> 00:24:31.055

but once an opinion is issued, we will review it,

379

00:24:31.055 --> 00:24:33.655

determine next steps, and comply with any required actions.

380

00:24:34.515 --> 00:24:35.935

We, we remain confident

381

00:24:35.955 --> 00:24:37.575

and we are committed to make sure

382

00:24:37.575 --> 00:24:38.815

that our schools are inclusive

383

00:24:38.955 --> 00:24:40.935

and that we make sure we do all

384

00:24:41.135 --> 00:24:43.135

to help students feel safe, welcome, and warm.

385

00:24:43.815 --> 00:24:46.055

I also know that, um, we'll share a little bit more about

386

00:24:46.055 --> 00:24:47.255

that as as time goes on.

387

00:24:48.405 --> 00:24:51.375

Alright. To this evening, we have a monitoring report

388

00:24:51.375 --> 00:24:53.775

that's focused on our bullying prevention efforts.

389

00:24:53.875 --> 00:24:55.735

And as always, our every counts video.

390

00:24:56.225 --> 00:24:57.655

Every student counts video for the night.

391

00:24:57.655 --> 00:24:59.375

It's connected to our monitoring report.

392  
00:24:59.805 --> 00:25:01.335  
This is, uh, the latest film

393  
00:25:01.335 --> 00:25:03.215  
that Kenmore Middle School focused on the

394  
00:25:03.215 --> 00:25:04.895  
school's upstanders program.

395  
00:25:05.515 --> 00:25:07.735  
At Kenmore students, they're learning what it means

396  
00:25:07.735 --> 00:25:10.695  
to stand up for someone to speak out against bullying

397  
00:25:10.795 --> 00:25:12.375  
and to speak out against hate speech

398  
00:25:12.675 --> 00:25:14.575  
and to help create their school, a community

399  
00:25:14.575 --> 00:25:16.855  
where everyone feels safe, valued, and included.

400  
00:25:17.315 --> 00:25:19.455  
So in the video, you're gonna hear directly from students

401  
00:25:19.475 --> 00:25:22.415  
and staff about the importance of kindness, belonging,

402  
00:25:22.415 --> 00:25:25.615  
and taking action when someone needs support, their voices.

403  
00:25:25.675 --> 00:25:27.295  
You'll see in this video remind us

404  
00:25:27.295 --> 00:25:28.455  
that when students feel safe

405  
00:25:28.455 --> 00:25:30.615

and supported, they're able to learn better

406

00:25:30.715 --> 00:25:31.895  
and they grow and thrive.

407

00:25:32.245 --> 00:25:35.455  
This is a powerful example, one of many that a PS is doing

408

00:25:35.455 --> 00:25:38.415  
to help students build empathy, responsibility,

409

00:25:38.635 --> 00:25:42.015  
and leadership skills that extend far beyond the classroom.

410

00:25:42.265 --> 00:25:43.265  
Let's take a look.

411

00:25:45.555 --> 00:25:47.815  
We came together to help people like know

412

00:25:47.815 --> 00:25:49.615  
that we don't want hate speech spreading,

413

00:25:49.795 --> 00:25:51.735  
and we don't wanna make people feel uncomfortable

414

00:25:52.035 --> 00:25:54.015  
or bad about themselves because they're different

415

00:25:54.315 --> 00:25:56.775  
or they're not included in something.

416

00:25:57.315 --> 00:25:59.375  
We decided that we would, uh,

417

00:25:59.395 --> 00:26:02.215  
do a lesson on pro-social behaviors

418

00:26:02.475 --> 00:26:05.295  
and hate speech, um, for the sixth grade class.

419  
00:26:05.475 --> 00:26:09.015  
And so it's approximately 300 students, the Office

420  
00:26:09.015 --> 00:26:10.535  
of Diversity Equity Inclusion.

421  
00:26:11.125 --> 00:26:13.455  
Join me in facilitating those lessons.

422  
00:26:13.955 --> 00:26:16.335  
We all made posters about like,

423  
00:26:16.955 --> 00:26:19.575  
why you shouldn't be a bully and like how it affects you.

424  
00:26:19.795 --> 00:26:23.775  
And then we all shared, I wrote an example of hate speech

425  
00:26:24.515 --> 00:26:27.855  
and I wrote how it affects a person.

426  
00:26:28.965 --> 00:26:31.735  
Like it can lower a person's self-confidence

427  
00:26:31.735 --> 00:26:32.775  
and self-esteem.

428  
00:26:33.595 --> 00:26:36.375  
The middle one is basically portraying that kindness is kind

429  
00:26:36.375 --> 00:26:38.655  
of like a vaccine for the harmful behaviors

430  
00:26:39.085 --> 00:26:40.495  
that other people spread.

431  
00:26:41.115 --> 00:26:44.725  
We also wrote to be kind, don't hate,

432  
00:26:44.875 --> 00:26:46.205

love your differences.

433

00:26:47.145 --> 00:26:50.405

We wanted students to create an infographic based on

434

00:26:50.405 --> 00:26:52.965

particular scenarios that happen in real life.

435

00:26:53.465 --> 00:26:55.125

And we were looking for students

436

00:26:55.225 --> 00:26:58.685

to actually practice prosocial skills in action.

437

00:26:59.355 --> 00:27:00.685

When students feel safe

438

00:27:00.945 --> 00:27:03.205

and they feel like they belong, they perform better,

439

00:27:03.275 --> 00:27:06.085

they become, uh, better citizens of society.

440

00:27:06.545 --> 00:27:08.765

And so we want to teach students how

441

00:27:08.765 --> 00:27:09.845

to create social harmony

442

00:27:10.065 --> 00:27:13.005

so they can be excellent in everything that they do.

443

00:27:13.535 --> 00:27:15.285

We're trying to like stop bullying

444

00:27:15.625 --> 00:27:17.325

and like, make people like realize

445

00:27:17.325 --> 00:27:18.445

that it's not a good thing.

446  
00:27:19.225 --> 00:27:22.045  
We could either tell a trusted adult

447  
00:27:22.225 --> 00:27:24.205  
or we could come up to the bully

448  
00:27:24.225 --> 00:27:26.125  
and ask them to politely stop.

449  
00:27:27.105 --> 00:27:29.525  
So we're basically talking about bullying

450  
00:27:29.825 --> 00:27:31.965  
and being an upstander, not a bystander.

451  
00:27:32.225 --> 00:27:34.445  
An upstander is, um, just like go

452  
00:27:34.445 --> 00:27:36.965  
and get help for the people who's being targeted.

453  
00:27:37.145 --> 00:27:40.085  
And a bystander means just staying there and doing nothing.

454  
00:27:41.015 --> 00:27:44.405  
Don't just stand by while people are getting bullied.

455  
00:27:44.955 --> 00:27:48.445  
It's important so other people don't get sad.

456  
00:27:49.365 --> 00:27:51.365  
I feel like it's really important to think about

457  
00:27:51.465 --> 00:27:52.685  
how it affects the person

458  
00:27:53.235 --> 00:27:57.125  
because just saying like, rude things can really like,

459  
00:27:57.355 --> 00:27:58.565

make somebody upset.

460

00:27:59.025 --> 00:28:01.005

You don't really know what people are going through.

461

00:28:01.105 --> 00:28:04.045

So when you like bully people, it hurts their feelings.

462

00:28:04.145 --> 00:28:06.885

And then you might not know what it like could do to them.

463

00:28:07.955 --> 00:28:10.405

It's important because sometimes when you're thinking about

464

00:28:10.405 --> 00:28:12.725

something that makes you sad, you can't like cooperate

465

00:28:12.725 --> 00:28:14.605

or you can't pay attention to something.

466

00:28:14.985 --> 00:28:17.125

And then sometimes you don't wanna go to school

467

00:28:17.125 --> 00:28:19.245

because someone might be bullying you or hurting you.

468

00:28:19.805 --> 00:28:21.325

Bullying is like really not nice,

469

00:28:21.425 --> 00:28:23.045

and I've experienced it a bit.

470

00:28:23.465 --> 00:28:27.725

And my message would be that as much joy

471

00:28:27.795 --> 00:28:29.445

that you might find from bullying,

472

00:28:30.195 --> 00:28:31.645

it's not fun for anybody else.

473

00:28:32.185 --> 00:28:36.205

So like, you should stop and like know your consequences.

474

00:28:37.505 --> 00:28:39.685

Um, I just want people to know that like you're not alone.

475

00:28:39.685 --> 00:28:41.845

There's other people who have had that done to them

476

00:28:42.385 --> 00:28:44.325

and it's a terrible thing

477

00:28:44.325 --> 00:28:46.565

that no one should ever be put to go through.

478

00:28:47.105 --> 00:28:49.125

And it just hurts and targets and offends other people.

479

00:28:49.665 --> 00:28:51.605

We notice that students are telling a

480

00:28:51.605 --> 00:28:52.765

trusted adult when it happens.

481

00:28:53.145 --> 00:28:55.365

We know that we can't mitigate all bullying,

482

00:28:56.065 --> 00:29:00.605

but we know that students have the skills to interrupt it,

483

00:29:00.625 --> 00:29:01.885

to tell a trusted adult.

484

00:29:02.025 --> 00:29:05.085

So students are actually using those skills

485

00:29:05.225 --> 00:29:06.845

and applaud it in their everyday life.

486

00:29:07.495 --> 00:29:11.085

Don't be a bystander of being an upstander.

487

00:29:14.915 --> 00:29:19.365

Alright. And later tonight

488

00:29:19.655 --> 00:29:22.325

we'll hear from our staff on our monitoring report on

489

00:29:22.485 --> 00:29:23.565

bullying and harassment

490

00:29:23.565 --> 00:29:25.765

and some of the things that we're working on to ensure

491

00:29:25.765 --> 00:29:28.125

that we make sure all students feel safe in our schools.

492

00:29:29.025 --> 00:29:31.485

On this slide, you can see some of the February recognitions

493

00:29:31.485 --> 00:29:33.805

and the month ahead in terms of the calendar dates.

494

00:29:34.135 --> 00:29:35.165

Wanna highlight a couple

495

00:29:35.165 --> 00:29:37.525

that it's National School Counseling Week coming up

496

00:29:37.945 --> 00:29:39.965

and we're proud to highlight our school counselors

497

00:29:39.965 --> 00:29:41.965

and the unique, powerful contributions they make

498

00:29:41.965 --> 00:29:43.045

to Arlington Public Schools.

499

00:29:43.555 --> 00:29:45.605

This is an opportunity to thank our counselors

500  
00:29:45.605 --> 00:29:48.325  
for all they do academically, socially, emotionally,

501  
00:29:48.425 --> 00:29:50.245  
and helping students plan for their future.

502  
00:29:50.995 --> 00:29:53.365  
Also, in February, we have career in Tech ed month

503  
00:29:53.365 --> 00:29:56.085  
celebrating the accomplishments of our CTE programs

504  
00:29:56.085 --> 00:29:58.685  
and the importance of having that for students at all ages.

505  
00:29:59.665 --> 00:30:02.245  
And importantly, February 11th is crossing

506  
00:30:02.245 --> 00:30:03.325  
guard appreciation day.

507  
00:30:03.345 --> 00:30:05.605  
So I want everyone who walks to school

508  
00:30:05.625 --> 00:30:07.605  
or knows someone that walks to school on that day

509  
00:30:07.665 --> 00:30:09.085  
to thank our crossing guards

510  
00:30:09.085 --> 00:30:10.965  
for ensuring our students get to school safely.

511  
00:30:11.455 --> 00:30:12.485  
Especially this week.

512  
00:30:12.485 --> 00:30:14.325  
We've seen that as navigating ice and snow,

513  
00:30:14.325 --> 00:30:15.965

but in general, having to cross

514

00:30:16.025 --> 00:30:18.285  
and walk through our streets.

515

00:30:18.585 --> 00:30:20.845  
Our crossing guards play a very important role.

516

00:30:20.865 --> 00:30:23.405  
So on February 11th, it's appreciation day for them.

517

00:30:23.405 --> 00:30:26.045  
Please, please get out and say hello and thank you to them.

518

00:30:26.505 --> 00:30:28.885  
And then later this month, we'll be celebrating school board

519

00:30:28.885 --> 00:30:31.765  
appreciation and our school board clerk at the next meeting.

520

00:30:31.785 --> 00:30:33.245  
And that's also happening in February.

521

00:30:34.425 --> 00:30:39.205  
Oh, what happened here? Maybe I went too far.

522

00:30:39.355 --> 00:30:42.285  
Okay, next up we have our Your Voice Matters survey

523

00:30:42.285 --> 00:30:43.645  
that's launching, uh, tomorrow.

524

00:30:43.795 --> 00:30:47.845  
This is the, um, new date is February 6th.

525

00:30:48.065 --> 00:30:49.125  
It says February 4th on

526

00:30:49.125 --> 00:30:50.205  
the slide, but it's now February 6th.

527  
00:30:50.665 --> 00:30:51.885  
Uh, this is happening. Uh,

528  
00:30:51.885 --> 00:30:54.045  
it's a very important time each year for us

529  
00:30:54.105 --> 00:30:56.685  
to get information from our community, from our staff,

530  
00:30:56.685 --> 00:30:58.005  
from our students and our parents.

531  
00:30:58.715 --> 00:31:00.765  
It's a survey and we have a lot of surveys we do,

532  
00:31:00.765 --> 00:31:02.765  
but this one is really one that's grounded in some

533  
00:31:02.765 --> 00:31:04.045  
of the work that we do with regards

534  
00:31:04.065 --> 00:31:05.605  
to our school action plans.

535  
00:31:05.605 --> 00:31:08.525  
Principal use this information, our department action plans,

536  
00:31:08.985 --> 00:31:11.285  
as well as the monitoring reports that you'll see tonight.

537  
00:31:11.705 --> 00:31:14.965  
Uh, much of, um, the metrics in our strategic plan are

538  
00:31:15.205 --> 00:31:17.405  
grounded in some of the information we get from this survey.

539  
00:31:18.105 --> 00:31:20.005  
So please make sure that you take the time

540  
00:31:20.065 --> 00:31:22.285

to spend a little bit to tell us how we're doing ideas

541

00:31:22.425 --> 00:31:24.525

and thoughts to how we can get better so

542

00:31:24.525 --> 00:31:26.445

that we can continue to monitor the work we're doing

543

00:31:26.985 --> 00:31:28.885

and develop those action plans to meet areas

544

00:31:28.885 --> 00:31:31.765

where we're seeing in the results and the feedback we get.

545

00:31:31.765 --> 00:31:34.725

Obviously we have a lot of quantitative feedback we get,

546

00:31:34.725 --> 00:31:36.965

but we want qualitative feedback that you're telling us

547

00:31:37.305 --> 00:31:39.885

how you feel, what's happening, what's not happening in a PS

548

00:31:40.805 --> 00:31:43.045

kindergarten register and webinars coming up.

549

00:31:43.045 --> 00:31:45.165

Uh, so the information session this year is going

550

00:31:45.165 --> 00:31:47.445

to be a webinar to help families

551

00:31:47.445 --> 00:31:48.885

as they're transitioning into kindergarten.

552

00:31:49.065 --> 00:31:52.205

Preregistration begins on February 17th for all

553

00:31:52.205 --> 00:31:53.685

of our new kindergartners next fall.

554  
00:31:54.105 --> 00:31:55.725  
And we encourage all of our families,

555  
00:31:55.725 --> 00:31:57.965  
and if you know anyone to begin the process as early

556  
00:31:57.985 --> 00:32:00.645  
as possible to ensure a smooth start to school.

557  
00:32:01.145 --> 00:32:02.725  
But to help with that, on March 3rd,

558  
00:32:02.735 --> 00:32:05.205  
we're gonna have a webinar to give information

559  
00:32:05.205 --> 00:32:08.245  
to families on clear, helpful steps, what you need to do,

560  
00:32:08.245 --> 00:32:11.685  
what you need to know, focusing on registration readiness,

561  
00:32:12.105 --> 00:32:14.005  
how to support students during transition,

562  
00:32:14.425 --> 00:32:17.165  
and also a lot of other engagement opportunities, uh,

563  
00:32:17.165 --> 00:32:18.605  
for the new year coming ahead.

564  
00:32:18.705 --> 00:32:22.405  
So it'll also be in Spanish, uh, as well on the webinar.

565  
00:32:22.625 --> 00:32:23.725  
So please take advantage of this.

566  
00:32:23.725 --> 00:32:26.365  
And if you know anybody coming in as a kindergartner,

567  
00:32:26.365 --> 00:32:27.805

even if you've already had older children

568

00:32:27.835 --> 00:32:29.765

that have previously gone, this is an opportunity

569

00:32:29.765 --> 00:32:32.085

to learn more about what's happening in kindergarten.

570

00:32:32.115 --> 00:32:35.965

It's changing. Sometimes things are different. Alright.

571

00:32:36.025 --> 00:32:39.445

We also have our Engage a PS, which is a very important part

572

00:32:39.445 --> 00:32:41.605

of our communication with our community, our platform

573

00:32:41.625 --> 00:32:43.965

for inviting family, staff and students

574

00:32:43.985 --> 00:32:46.085

and community members to learn about current initiatives

575

00:32:46.085 --> 00:32:48.245

that we're working on, to share feedback

576

00:32:48.385 --> 00:32:51.165

and to be transparent about the work outlined timelines

577

00:32:51.505 --> 00:32:53.205

and next steps so that you know what's happening.

578

00:32:53.625 --> 00:32:55.045

So our current initiatives

579

00:32:55.045 --> 00:32:57.325

that you see right now are the non-traditional program

580

00:32:57.845 --> 00:33:00.245

proposal, the fi fiscal year 22 7 budget development.

581  
00:33:00.505 --> 00:33:02.165  
And you'll see at the end of this month, uh,

582  
00:33:02.225 --> 00:33:04.485  
my proposed budget will be announced, uh,

583  
00:33:04.485 --> 00:33:06.605  
the a PS device work group, what's been meeting,

584  
00:33:06.625 --> 00:33:07.965  
and the early childhood work group.

585  
00:33:07.965 --> 00:33:09.445  
So you can go on this site and click on

586  
00:33:09.445 --> 00:33:11.685  
and see more information about each of those.

587  
00:33:11.705 --> 00:33:13.525  
And then this, those topics obviously change

588  
00:33:13.525 --> 00:33:15.205  
as the year goes on, when there are

589  
00:33:15.205 --> 00:33:16.525  
new initiatives that are happening.

590  
00:33:16.905 --> 00:33:19.405  
So they're updated regularly to see what's taking place.

591  
00:33:19.565 --> 00:33:21.965  
I encourage everyone to go on our Engage.

592  
00:33:21.995 --> 00:33:23.565  
It's been around for several years now,

593  
00:33:23.565 --> 00:33:26.325  
and it's an opportunity to have a central spot to see

594  
00:33:26.325 --> 00:33:28.325

what are the initiatives, what is the work being done,

595

00:33:28.385 --> 00:33:29.725

and learn more about each of those.

596

00:33:30.065 --> 00:33:31.725

And then ways that you can give feedback.

597

00:33:31.865 --> 00:33:34.725

You can see here, uh, the, the webpage that we have there,

598

00:33:34.825 --> 00:33:36.725

and also the email address if you'd like

599

00:33:36.725 --> 00:33:37.965

to send in some information.

600

00:33:38.885 --> 00:33:40.765

Speaking of the budget, I'll be presenting my budget,

601

00:33:41.125 --> 00:33:43.005

proposed budget on February 26th.

602

00:33:43.425 --> 00:33:45.685

The school board will then receive that from me

603

00:33:45.685 --> 00:33:48.045

and work on their budget and propose their own

604

00:33:48.045 --> 00:33:49.325

budget on March 26th.

605

00:33:50.005 --> 00:33:51.125

A key difference will be waiting

606

00:33:51.185 --> 00:33:53.285

for the budget from the state.

607

00:33:53.555 --> 00:33:54.605

That will be coming from

608  
00:33:54.965 --> 00:33:56.365  
Governor Berger and the General Assembly.

609  
00:33:56.945 --> 00:33:59.005  
Uh, the way that the proposed budget works from a

610  
00:33:59.005 --> 00:34:01.365  
superintendent's perspective is we always include the

611  
00:34:01.965 --> 00:34:03.485  
proposed budget from the governor

612  
00:34:03.785 --> 00:34:05.125  
that's delivered in December.

613  
00:34:05.155 --> 00:34:06.245  
Well, this is a unique year

614  
00:34:06.245 --> 00:34:07.605  
because we have two different governors,

615  
00:34:08.145 --> 00:34:10.285  
so we'll have a different amount of money coming in.

616  
00:34:10.285 --> 00:34:11.485  
My proposed budget, 'cause I have

617  
00:34:11.765 --> 00:34:13.525  
to use it based on the proposed

618  
00:34:13.525 --> 00:34:14.765  
budget from the governor in December.

619  
00:34:15.225 --> 00:34:17.525  
The school board will propose theirs in March 26th.

620  
00:34:17.585 --> 00:34:21.405  
The general assembly is set to conclude March 14th.

621  
00:34:21.545 --> 00:34:23.685

And so after that, hopefully they'll have a signed budget.

622  
00:34:23.985 --> 00:34:25.445  
So the, the school board may have a little

623  
00:34:25.445 --> 00:34:26.725  
different look at the numbers than I do.

624  
00:34:27.225 --> 00:34:30.685  
Uh, there will also be four work sessions taking place on

625  
00:34:30.685 --> 00:34:32.085  
April 14th, followed

626  
00:34:32.085 --> 00:34:33.325  
by a public hearing on the school

627  
00:34:33.325 --> 00:34:34.605  
board's proposed budget that evening.

628  
00:34:35.105 --> 00:34:37.085  
And finally then the board will be adopting the

629  
00:34:37.085 --> 00:34:38.205  
budget on May 14th.

630  
00:34:38.255 --> 00:34:40.485  
14th for the upcoming school year.

631  
00:34:40.825 --> 00:34:43.125  
And again, you can see on our webpage more information.

632  
00:34:43.125 --> 00:34:44.925  
If you're curious about the budget process,

633  
00:34:46.905 --> 00:34:48.565  
why don't give a shout out to, uh,

634  
00:34:48.805 --> 00:34:50.645  
a PS Family Community Engagement team who work

635  
00:34:50.645 --> 00:34:52.325  
with Arlington Education Association,

636  
00:34:52.825 --> 00:34:54.165  
who is our union partner

637  
00:34:54.585 --> 00:34:58.005  
to win a prestigious \$25,000 NEA professional excellence

638  
00:34:58.005 --> 00:35:00.405  
grant to support parent teacher home visits.

639  
00:35:00.585 --> 00:35:03.565  
So thank you to our union partner and to our family

640  
00:35:03.585 --> 00:35:04.605  
and community engagement team

641  
00:35:04.625 --> 00:35:06.205  
who work together to get this funds.

642  
00:35:06.825 --> 00:35:10.165  
Uh, this award recognizes 15 years of sustained leadership

643  
00:35:10.165 --> 00:35:12.925  
and implementation by the Wakefield High School team who've

644  
00:35:12.925 --> 00:35:14.325  
been doing home visits and now are able

645  
00:35:14.325 --> 00:35:15.725  
to work a little more

646  
00:35:15.745 --> 00:35:18.285  
and expand that opportunity through their collaboration

647  
00:35:18.315 --> 00:35:19.685  
with, uh, a EA.

648  
00:35:20.065 --> 00:35:22.605

So next steps is we'll be working collaboratively to plan

649

00:35:22.605 --> 00:35:24.605

for thoughtful expansion to additional schools

650

00:35:24.985 --> 00:35:28.405

and identify goals on how we can have parent home visits

651

00:35:28.595 --> 00:35:30.725

with our staff and our community.

652

00:35:30.785 --> 00:35:31.925

So thank you a EA

653

00:35:32.065 --> 00:35:33.765

and thank you to our administrators at

654

00:35:33.765 --> 00:35:34.965

Wakefield to help make this happen.

655

00:35:36.305 --> 00:35:38.965

Um, I wanna say I'm incredibly grateful to the staff

656

00:35:38.965 --> 00:35:42.205

who worked hard to allow us to, to work open up our schools

657

00:35:42.265 --> 00:35:43.605

and continuing to do so.

658

00:35:43.935 --> 00:35:46.965

We're glad to have, um, all their efforts

659

00:35:46.965 --> 00:35:49.325

that were put in place over the last week, even as the snow

660

00:35:49.325 --> 00:35:51.165

and ice continue to cause some challenges

661

00:35:51.165 --> 00:35:52.525

with the commutes to and from school.

662  
00:35:53.105 --> 00:35:55.965  
The impact of this storm we all know is very significant.

663  
00:35:56.225 --> 00:35:57.445  
And I know that the conditions

664  
00:35:57.445 --> 00:35:59.405  
and school closures have been hard for many

665  
00:35:59.985 --> 00:36:02.125  
and continue to be disruptive for our students

666  
00:36:02.145 --> 00:36:03.565  
and all of us in our personalized,

667  
00:36:03.585 --> 00:36:05.645  
but certainly in our education of our students.

668  
00:36:06.185 --> 00:36:08.085  
Um, I want to take a moment to share some

669  
00:36:08.085 --> 00:36:10.125  
of the challenges we face to ensure the safety

670  
00:36:10.145 --> 00:36:11.205  
and wellbeing of our students

671  
00:36:11.225 --> 00:36:12.765  
and staff, as well

672  
00:36:12.765 --> 00:36:16.165  
as the factors we consider when making closure decisions.

673  
00:36:17.075 --> 00:36:19.205  
This particular storm, we all might know,

674  
00:36:19.305 --> 00:36:20.485  
the ice accumulation

675  
00:36:20.545 --> 00:36:22.805

and below freezing temperatures that persisted

676

00:36:22.875 --> 00:36:26.205

through the past week created those significant challenges

677

00:36:26.205 --> 00:36:28.165

and differences in this particular storm from others.

678

00:36:28.825 --> 00:36:32.165

Our priority always is to balance safety with the desire

679

00:36:32.285 --> 00:36:34.205

to open schools as quickly as possible.

680

00:36:35.025 --> 00:36:37.085

But in order to do that, we have to work closely

681

00:36:37.115 --> 00:36:39.645

with our Arlington County officials and our staff.

682

00:36:40.225 --> 00:36:41.925

We evaluate weather forecasts.

683

00:36:41.985 --> 00:36:45.005

We assess the conditions of roads, sidewalks, bus stops.

684

00:36:45.005 --> 00:36:46.485

Our bus drivers actually take the buses

685

00:36:46.585 --> 00:36:49.485

and drive routes to see how they are, report back

686

00:36:49.505 --> 00:36:51.805

to the county report back to our team.

687

00:36:52.305 --> 00:36:55.485

Uh, we have our staff get out on a daily basis throughout

688

00:36:55.595 --> 00:36:58.325

morning, noon and night, working 12 hour shifts to go

689  
00:36:58.325 --> 00:37:00.925  
and see how roads are sidewalks are, report them back.

690  
00:37:01.665 --> 00:37:04.165  
And our crews and counties snow removal work together.

691  
00:37:04.275 --> 00:37:07.005  
They, um, also we bring in contractors sometimes

692  
00:37:07.005 --> 00:37:11.125  
to come help us, uh, overnight shifts to remove the snow.

693  
00:37:11.525 --> 00:37:12.805  
Normally when we remove the snow,

694  
00:37:12.835 --> 00:37:15.525  
it's a lot easier than in the, this particular case

695  
00:37:15.525 --> 00:37:17.645  
where it was ice and then would refreeze overnight

696  
00:37:17.645 --> 00:37:19.125  
and have to re remove it again.

697  
00:37:19.865 --> 00:37:21.285  
But I just wanna share that, you know,

698  
00:37:21.285 --> 00:37:23.245  
it's a challenging thing and for our staff,

699  
00:37:23.245 --> 00:37:24.245  
but I wanna just thank them and

700  
00:37:24.405 --> 00:37:26.165  
whenever the public to know they are, we're doing daily

701  
00:37:26.165 --> 00:37:27.485  
assessments of the conditions.

702  
00:37:28.105 --> 00:37:30.445

We were out with the team. I see some of them here.

703

00:37:30.785 --> 00:37:32.765

Uh, checking on schools, checking on roads,

704

00:37:32.865 --> 00:37:35.245

and making sure that we could do our very best

705

00:37:35.245 --> 00:37:38.125

to open schools when we could to open schools.

706

00:37:38.145 --> 00:37:40.205

We also have to look at the walkability of neighborhoods.

707

00:37:40.225 --> 00:37:42.925

And we know this has continued to be a challenge even today.

708

00:37:43.065 --> 00:37:44.965

Um, as we look at the sidewalks

709

00:37:44.965 --> 00:37:46.965

and bus routes, the narrowing

710

00:37:47.085 --> 00:37:49.085

and possibility of side streets, that's

711

00:37:49.085 --> 00:37:50.685

what our bus drivers were able to tell us some

712

00:37:50.685 --> 00:37:52.165

of those areas where it would

713

00:37:52.165 --> 00:37:53.205

be a challenge to drive through.

714

00:37:53.205 --> 00:37:54.925

It was a narrow lane. And then

715

00:37:54.925 --> 00:37:57.565

as we've seen out on about very large mounds of snow

716  
00:37:57.825 --> 00:37:59.725  
and the space in the parking lots that had

717  
00:37:59.725 --> 00:38:01.045  
to be removed and taken care of.

718  
00:38:01.705 --> 00:38:04.245  
We also communicate daily with neighboring counties

719  
00:38:04.295 --> 00:38:06.845  
where our staff reside as well as local school divisions

720  
00:38:06.845 --> 00:38:09.685  
to understand the operations when we're seeing if we can

721  
00:38:09.685 --> 00:38:11.165  
reopen, what does it look like in terms

722  
00:38:11.165 --> 00:38:13.605  
of our staff being able to come so our students can be safe

723  
00:38:13.825 --> 00:38:15.565  
and have the supervision and the support needed.

724  
00:38:16.345 --> 00:38:18.805  
Our transportation teams, again, they pre-check buses.

725  
00:38:18.995 --> 00:38:20.285  
They, they clear the lots.

726  
00:38:20.285 --> 00:38:22.885  
They plan routes to identify hazards.

727  
00:38:23.425 --> 00:38:26.645  
And again, a major factor in our decision to close, uh,

728  
00:38:26.645 --> 00:38:28.645  
last week and on Monday, was the condition

729  
00:38:28.645 --> 00:38:30.045

of our neighborhood sidewalks

730

00:38:30.265 --> 00:38:32.645  
and the condition of bus stops and walking routes.

731

00:38:33.265 --> 00:38:34.405  
Uh, it is a true danger

732

00:38:34.425 --> 00:38:35.965  
to have students walking in the street

733

00:38:35.965 --> 00:38:38.205  
during early morning commutes often on ice.

734

00:38:38.705 --> 00:38:40.565  
And that's also why we had some delays

735

00:38:40.565 --> 00:38:41.685  
this week, uh, as well.

736

00:38:42.455 --> 00:38:44.525  
While it might seem we should reopen as soon

737

00:38:44.525 --> 00:38:45.605  
as main roads are clear,

738

00:38:45.765 --> 00:38:48.165  
'cause the main roads were often cleared fairly quickly,

739

00:38:48.555 --> 00:38:50.165  
schools can only open when students

740

00:38:50.165 --> 00:38:51.645  
and buses can safely reach them.

741

00:38:51.645 --> 00:38:52.925  
And it's not just the main roads

742

00:38:52.925 --> 00:38:54.605  
because our schools don't,

743  
00:38:54.905 --> 00:38:57.565  
aren't situated on main roads only many

744  
00:38:57.565 --> 00:38:59.165  
of our schools are in neighborhoods

745  
00:38:59.305 --> 00:39:00.845  
and they're not right on the main roads.

746  
00:39:01.585 --> 00:39:03.365  
So it's always a difficult decision

747  
00:39:03.425 --> 00:39:05.645  
and we're always working hard round the clock to see,

748  
00:39:05.645 --> 00:39:07.405  
to make decisions as early as possible.

749  
00:39:08.245 --> 00:39:10.205  
Communicate them as immediately as we can so

750  
00:39:10.205 --> 00:39:12.325  
that you can help plan for staff and families.

751  
00:39:12.825 --> 00:39:16.165  
And at the same time, we're always looking at gaps in

752  
00:39:16.165 --> 00:39:17.925  
coordination and things that we could do better

753  
00:39:17.945 --> 00:39:19.165  
and ways that we can improve.

754  
00:39:20.225 --> 00:39:22.365  
We value the feedback that we've received

755  
00:39:22.365 --> 00:39:24.005  
and continue to work in partnership

756  
00:39:24.005 --> 00:39:26.725

with our Arlington County, um, um, colleagues

757

00:39:26.745 --> 00:39:27.885  
to improve areas

758

00:39:27.885 --> 00:39:30.285  
that we can learn from each event, including this one.

759

00:39:31.145 --> 00:39:33.405  
Um, it is vital that we continue to work together

760

00:39:33.505 --> 00:39:35.765  
to make sure we have a safe community for everyone

761

00:39:35.765 --> 00:39:38.085  
to travel in throughout the CLO closure.

762

00:39:38.185 --> 00:39:39.445  
We heard from families

763

00:39:39.445 --> 00:39:41.645  
and staff who all over who asked us

764

00:39:41.645 --> 00:39:42.765  
to please open right away.

765

00:39:43.015 --> 00:39:45.645  
We've gotten emails today still asking families to close

766

00:39:45.705 --> 00:39:48.245  
and be, remain closed right now, as well

767

00:39:48.245 --> 00:39:50.645  
as an equal number seeking, you know, a variety of things,

768

00:39:50.895 --> 00:39:52.405  
delay, not, et cetera.

769

00:39:52.625 --> 00:39:54.765  
We receive all those and we do listen and read those.

770  
00:39:54.825 --> 00:39:57.365  
And we also balance that with the runs

771  
00:39:57.365 --> 00:39:58.725  
that our facilities team does

772  
00:39:58.725 --> 00:40:01.245  
and the walking conditions of the roads, et cetera.

773  
00:40:01.895 --> 00:40:03.325  
These decisions are challenging

774  
00:40:03.325 --> 00:40:05.165  
because everyone faces different circumstances.

775  
00:40:05.495 --> 00:40:07.805  
There are many important factors to consider.

776  
00:40:08.645 --> 00:40:11.285  
A number of families have also asked us recently

777  
00:40:11.305 --> 00:40:14.125  
to share more frequent updates on the challenges we're

778  
00:40:14.125 --> 00:40:16.445  
facing, including clear explanation

779  
00:40:16.545 --> 00:40:20.085  
of why barriers were there to open, as well as suggestions

780  
00:40:20.085 --> 00:40:22.245  
to ask the community, send out more messaging

781  
00:40:22.245 --> 00:40:24.365  
to help community members to help us reopen schools.

782  
00:40:25.025 --> 00:40:28.365  
For instance, on Friday of last week, providing a message,

783  
00:40:28.365 --> 00:40:29.445

letting the community know

784

00:40:29.445 --> 00:40:31.085  
that we will be monitoring over the weekend

785

00:40:31.085 --> 00:40:32.445  
and what we were doing over the weekend

786

00:40:32.985 --> 00:40:35.285  
and the significant issues that we were facing even

787

00:40:35.285 --> 00:40:36.845  
during the weekend to give updates.

788

00:40:37.665 --> 00:40:39.725  
Um, moving forward we will work to see

789

00:40:39.725 --> 00:40:42.965  
how we can better communicate on a more regular basis, um,

790

00:40:42.965 --> 00:40:44.485  
what those specific barriers are

791

00:40:44.865 --> 00:40:46.525  
and what our timeline is looking like.

792

00:40:46.755 --> 00:40:48.405  
Frankly, sometimes we don't know.

793

00:40:48.405 --> 00:40:49.765  
It's very challenging in that moment,

794

00:40:50.105 --> 00:40:51.645  
but again, we receive the feedback

795

00:40:51.705 --> 00:40:53.645  
and we find ways that we could better communicate.

796

00:40:53.645 --> 00:40:55.445  
We will certainly work on doing that.

797  
00:40:56.985 --> 00:40:58.645  
So to conclude my announcements

798  
00:40:58.645 --> 00:41:01.365  
and connection to the winter storm, my bright spot

799  
00:41:01.785 --> 00:41:04.725  
for this board meeting is definitely our facilities

800  
00:41:04.725 --> 00:41:07.885  
and operations heroes who cleared the path to learning.

801  
00:41:08.595 --> 00:41:10.445  
They worked tirelessly over the last week

802  
00:41:10.445 --> 00:41:12.525  
and a half to remove snow and the ice.

803  
00:41:12.705 --> 00:41:15.685  
And the ice is something as I visited schools with the team

804  
00:41:16.185 --> 00:41:18.165  
to see the amount of ice picking that had

805  
00:41:18.165 --> 00:41:20.925  
to happen was very, very, uh, labor intensive.

806  
00:41:21.545 --> 00:41:23.965  
I'm very grateful for their dedication to clearing the way

807  
00:41:23.965 --> 00:41:25.645  
for our students and our staff

808  
00:41:26.185 --> 00:41:28.365  
and the opportunity to see them out there bright

809  
00:41:28.365 --> 00:41:29.885  
and early, working very hard.

810  
00:41:29.885 --> 00:41:31.365

And they knew why they were doing it

811

00:41:31.525 --> 00:41:34.125

'cause they wanted to make sure our facilities were

812

00:41:34.125 --> 00:41:36.045

available for students and staff.

813

00:41:36.545 --> 00:41:38.165

We were out visiting with them last week.

814

00:41:38.175 --> 00:41:40.245

Let's take a brief video highlighting them.

815

00:41:40.785 --> 00:41:42.325

And I would appreciate at the end

816

00:41:42.325 --> 00:41:44.005

of the video just giving a big round of applause

817

00:41:44.145 --> 00:41:46.565

to our facilities and operations heroes.

818

00:41:46.565 --> 00:41:49.205

And thank you Ms. Harbor and Ms. Graves who are leaders

819

00:41:49.425 --> 00:41:50.925

who are the leadership of this work over

820

00:41:50.925 --> 00:41:51.965

the last week and a half.

821

00:41:52.365 --> 00:41:54.085

I greatly appreciate you and your team.

822

00:41:54.345 --> 00:41:55.685

So let's take a, watch the video

823

00:41:55.705 --> 00:41:57.245

and then we'll give everyone a round of applause

824  
00:41:57.305 --> 00:41:58.805  
as the bright spot of tonight.

825  
00:42:03.225 --> 00:42:07.585  
No video. Okay.

826  
00:42:08.755 --> 00:42:09.755  
It'll come up

827  
00:42:15.175 --> 00:42:17.105  
When the we go snow finish dropping.

828  
00:42:17.525 --> 00:42:22.225  
We got a job to do the ice on the bottom and the ice on top

829  
00:42:22.725 --> 00:42:24.345  
and with the snow in the middle.

830  
00:42:25.285 --> 00:42:28.385  
That's what's the challenge part right there. This year

831  
00:42:28.765 --> 00:42:30.265  
Our dedicated staff, you know,

832  
00:42:30.265 --> 00:42:33.105  
our essential employees are out here working hard in this

833  
00:42:33.345 --> 00:42:35.225  
frigid weather to get us prepared

834  
00:42:35.225 --> 00:42:37.185  
to open up schools safely. We

835  
00:42:37.185 --> 00:42:38.985  
Have our, our essential transportation team,

836  
00:42:38.985 --> 00:42:40.905  
which consists of all of our supervisors,

837  
00:42:40.905 --> 00:42:42.225

our cluster leads, our swings.

838

00:42:42.445 --> 00:42:43.945

We do have what's called cold start

839

00:42:43.945 --> 00:42:45.745

and snow removal teams, which does consist

840

00:42:45.745 --> 00:42:47.185

of our bus drivers and bus attendants.

841

00:42:47.405 --> 00:42:49.185

So they brave the weather in these conditions.

842

00:42:49.185 --> 00:42:52.305

They came out here to assist our leadership teams out here.

843

00:42:52.525 --> 00:42:53.985

And basically their main role is,

844

00:42:54.045 --> 00:42:55.185

is assisting with the buses.

845

00:42:55.285 --> 00:42:58.625

So starting them. Um, we have about 15 employees right now

846

00:42:58.625 --> 00:43:00.625

that are driving with us, designate our snow routes.

847

00:43:00.735 --> 00:43:03.105

Basically we give those routes to the county as kind

848

00:43:03.105 --> 00:43:05.745

of a synopsis of what we look for, if the roads are clear.

849

00:43:06.005 --> 00:43:07.665

So they're out there right now driving that

850

00:43:07.685 --> 00:43:09.345

to see if those roads are passable

851  
00:43:09.345 --> 00:43:11.105  
and the sidewalks as well as the intersections

852  
00:43:11.495 --> 00:43:14.185  
Stay off of the roads, definitely so that our county, um,

853  
00:43:14.185 --> 00:43:16.585  
officials and workers can get out and get the roads clear.

854  
00:43:16.965 --> 00:43:19.465  
Um, if you're close in the neighborhood, drop by the school,

855  
00:43:19.565 --> 00:43:22.265  
you know, bring your custodians, bring the essential teams

856  
00:43:22.265 --> 00:43:24.705  
that are there, getting our schools ready, a cup of coffee.

857  
00:43:24.885 --> 00:43:26.865  
You know, there are unsung heroes during the weather.

858  
00:43:26.865 --> 00:43:30.225  
Oftentimes we don't know what goes on behind the scenes

859  
00:43:30.405 --> 00:43:32.785  
to get our schools ready and to get our spaces prepared.

860  
00:43:32.845 --> 00:43:34.825  
And we couldn't do it without the dedicated

861  
00:43:34.975 --> 00:43:36.025  
work of our team members.

862  
00:43:57.205 --> 00:43:59.785  
We got a team here, we all work together, work together,

863  
00:43:59.925 --> 00:44:01.065  
and, and we get the job done.

864  
00:44:01.845 --> 00:44:03.385

That's, that's how it's supposed to be.

865

00:44:04.975 --> 00:44:07.105

Well, the custodians are working hard.

866

00:44:07.305 --> 00:44:09.465

I mean, they are inside the building, making sure

867

00:44:09.535 --> 00:44:11.265

that there is heat in the building,

868

00:44:11.975 --> 00:44:14.465

that the building is safe, that there are no leaks,

869

00:44:14.525 --> 00:44:18.425

in addition to making sure that the grounds are as clean

870

00:44:18.425 --> 00:44:20.865

as possible and that there's, uh, no ice right

871

00:44:20.865 --> 00:44:21.865

Now. We just cleaning

872

00:44:21.865 --> 00:44:24.705

the sidewalks, uh, breaking the ice up

873

00:44:24.865 --> 00:44:26.105

'cause we can't use the snowblower.

874

00:44:26.725 --> 00:44:27.865

So we have to chip it

875

00:44:28.045 --> 00:44:31.325

and then pick it up with the shovel, throw it to the side.

876

00:44:31.765 --> 00:44:34.085

I mean, we gotta make sure that the kids are safe

877

00:44:34.625 --> 00:44:39.085

and the sidewalks are clear where they can come in and leave

878  
00:44:39.785 --> 00:44:43.045  
and not be, uh, you know,

879  
00:44:43.405 --> 00:44:45.125  
worrying about slipping or falling.

880  
00:44:45.505 --> 00:44:47.685  
But understanding the support for our, our walkers

881  
00:44:47.685 --> 00:44:50.405  
who walk to school, who don't have transportation, as well

882  
00:44:50.405 --> 00:44:51.445  
as the bus riders who have

883  
00:44:51.445 --> 00:44:53.165  
to walk from their homes to the bus stops.

884  
00:44:53.645 --> 00:44:55.845  
Sidewalks need to be clear, intersections be clear, that's

885  
00:44:55.845 --> 00:44:56.965  
where they're designated to meet at.

886  
00:44:57.025 --> 00:44:58.925  
So, um, that, that's a huge help.

887  
00:44:58.925 --> 00:45:00.165  
And that's what we also look at too.

888  
00:45:00.165 --> 00:45:02.565  
When our team are out there looking at those snow routes,

889  
00:45:02.565 --> 00:45:03.765  
they're also looking at sidewalks

890  
00:45:03.765 --> 00:45:04.845  
and intersections, ensuring that

891  
00:45:04.845 --> 00:45:06.005

they're accessible for our students.

892

00:45:06.605 --> 00:45:09.125

I want to thank you all for doing an amazing job cleaning,

893

00:45:09.125 --> 00:45:11.045

getting ready for our students and our staff.

894

00:45:11.475 --> 00:45:13.645

This has been a very difficult storm this time

895

00:45:13.645 --> 00:45:15.725

with the amount of ice that you've had to break apart

896

00:45:16.105 --> 00:45:17.525

and you have done a phenomenal job.

897

00:45:17.635 --> 00:45:19.085

This could not be done without you.

898

00:45:19.465 --> 00:45:21.445

Our students and staff really, really want

899

00:45:21.445 --> 00:45:23.645

to be back in school and you're making it happen.

900

00:45:23.665 --> 00:45:24.665

So thank you very much.

901

00:45:32.685 --> 00:45:34.485

I took for more snow this weekend. More snow.

902

00:45:34.485 --> 00:45:35.605

Keep us outta school. Yeah,

903

00:45:37.745 --> 00:45:38.745

We might have it. We'll see.

904

00:45:38.745 --> 00:45:40.965

Alright. Big round of applause for our heroes.

905  
00:45:40.965 --> 00:45:45.745  
Thank you very much. That

906  
00:45:45.945 --> 00:45:47.025  
concludes my announcements, Ms.

907  
00:45:50.445 --> 00:45:51.515  
Thank you, Dr. Duran.

908  
00:45:51.515 --> 00:45:52.995  
And I, I wanted to mention there was a,

909  
00:45:53.035 --> 00:45:55.555  
a brief mention somewhere in there about, uh, uh,

910  
00:45:55.555 --> 00:45:57.715  
driving the transportation routes

911  
00:45:57.855 --> 00:46:00.515  
and talking to the county about which roads are clear

912  
00:46:00.515 --> 00:46:01.555  
and which we still need clear.

913  
00:46:01.575 --> 00:46:05.235  
So I, I think that emphasizes the, um, the coordination

914  
00:46:05.235 --> 00:46:06.795  
with the county that's so critical.

915  
00:46:07.415 --> 00:46:11.315  
Um, I am going to, um, ask for, um,

916  
00:46:12.215 --> 00:46:14.515  
uh, board comments and questions on the

917  
00:46:14.515 --> 00:46:16.115  
superintendent's, um, announcements.

918  
00:46:16.195 --> 00:46:17.635

I think I'll go first to Ms. Turner

919

00:46:17.635 --> 00:46:19.395

and we'll see if her audio is now working.

920

00:46:20.835 --> 00:46:21.835

I hope that it is. Thank you.

921

00:46:21.835 --> 00:46:23.155

Ms. Decker Sutton, can you hear me?

922

00:46:24.415 --> 00:46:26.875

Yes. Okay, great. Thank you Dr.

923

00:46:27.045 --> 00:46:30.035

Jaron and to all of our hardworking staff

924

00:46:30.055 --> 00:46:32.635

who were clearing our school buildings and parking lots

925

00:46:32.635 --> 00:46:33.755

and pathways.

926

00:46:33.935 --> 00:46:37.155

Um, this was an unbelievably difficult storm

927

00:46:37.215 --> 00:46:39.675

to manage just my own personal property

928

00:46:39.695 --> 00:46:40.795

and sidewalk out front.

929

00:46:41.135 --> 00:46:42.915

Um, and to be outside for

930

00:46:42.915 --> 00:46:45.035

what I understand were extremely long days

931

00:46:45.335 --> 00:46:46.395

in the freezing cold.

932  
00:46:46.935 --> 00:46:49.235  
Um, it was a, a tremendous effort

933  
00:46:49.775 --> 00:46:51.995  
and I want to express appreciation of

934  
00:46:51.995 --> 00:46:53.035  
that and acknowledge that.

935  
00:46:53.855 --> 00:46:56.955  
And also we had a situation where our schools were not able

936  
00:46:56.955 --> 00:47:00.795  
to open this Monday and our community was surprised,

937  
00:47:01.035 --> 00:47:04.515  
I think both of which are, um, not optimal.

938  
00:47:04.795 --> 00:47:06.515  
I would comment that, uh, most

939  
00:47:06.515 --> 00:47:07.995  
of the communications we received

940  
00:47:07.995 --> 00:47:12.555  
as a school board came in beginning on Monday, late Sunday

941  
00:47:12.655 --> 00:47:15.875  
and, and on Monday in terms of the closures on Monday.

942  
00:47:16.055 --> 00:47:19.395  
And I heard Dr. Duran, you say that that communication

943  
00:47:19.395 --> 00:47:20.515  
and messaging is something

944  
00:47:20.675 --> 00:47:21.955  
that we can look at in the future.

945  
00:47:22.295 --> 00:47:24.835

And, and I would, I would underscore that

946

00:47:25.055 --> 00:47:26.475  
as something that is important.

947

00:47:26.935 --> 00:47:29.205  
And I just wonder if you can address, um,

948

00:47:29.675 --> 00:47:32.005  
what additional coordination

949

00:47:32.065 --> 00:47:37.045  
or effort, um, we could assist with in terms of what needed

950

00:47:37.145 --> 00:47:41.445  
to be addressed for schools to be able to open on Monday.

951

00:47:41.505 --> 00:47:43.445  
It does not sound like it was our facilities

952

00:47:43.445 --> 00:47:45.725  
or our properties thanks to the hard work of our staff.

953

00:47:45.825 --> 00:47:48.205  
And I know the county staff was working just as hard,

954

00:47:48.545 --> 00:47:51.685  
but if there was just one additional day that got us

955

00:47:51.685 --> 00:47:54.685  
to open on Tuesday morning, how we could in the future look

956

00:47:54.745 --> 00:47:59.525  
to try to accelerate that work, um, over the preceding days

957

00:47:59.705 --> 00:48:02.445  
so that we can get our schools open.

958

00:48:02.505 --> 00:48:04.205  
As we all acknowledge they are essential.

959

00:48:04.625 --> 00:48:08.325

And, uh, attendance has been a huge point of focus for ours.

960

00:48:08.465 --> 00:48:10.805

And, um, obviously it's important for our community

961

00:48:10.805 --> 00:48:12.645

to have our students in schools.

962

00:48:13.555 --> 00:48:15.045

Sure. I'll start and I'll see if Ms.

963

00:48:15.105 --> 00:48:16.645

Um, har or Ms. Gray would like to add.

964

00:48:16.985 --> 00:48:19.485

So on Monday we did get, uh, quite, at least the,

965

00:48:19.485 --> 00:48:22.125

the communication we got, we did get quite a few pictures

966

00:48:22.185 --> 00:48:24.725

and, uh, information over the weekend from families

967

00:48:25.145 --> 00:48:27.325

and staff members and neighborhoods asking us

968

00:48:27.325 --> 00:48:28.445

to please not open on Monday.

969

00:48:28.445 --> 00:48:30.085

We did get some to, to open on Monday,

970

00:48:30.085 --> 00:48:31.605

so it was a very mixed piece.

971

00:48:31.625 --> 00:48:33.965

But one thing that we were receiving in terms of pictures

972

00:48:34.025 --> 00:48:36.205

and communication from families and com

973

00:48:36.225 --> 00:48:38.885

and, um, neighborhoods as well as some of the work

974

00:48:38.885 --> 00:48:40.845

of our facilities and operations over the weekend up

975

00:48:40.845 --> 00:48:44.045

until Sunday, were the conditions of the sidewalks,

976

00:48:44.045 --> 00:48:46.965

the bus stops, and some of the walkable spaces, some

977

00:48:46.965 --> 00:48:49.325

of the opportunities for where our buses could not drive

978

00:48:49.325 --> 00:48:51.765

through still yet, uh, safely to some

979

00:48:51.765 --> 00:48:53.005

of our schools on Sunday

980

00:48:53.275 --> 00:48:55.885

because of not the work that was not being done, but

981

00:48:55.885 --> 00:48:58.925

because it was refreezing and it was constantly, uh, um,

982

00:48:58.925 --> 00:49:01.885

having to go back and do work that was already undone.

983

00:49:02.225 --> 00:49:05.125

So there was a lot of that information coming in from, um,

984

00:49:05.175 --> 00:49:08.685

again, our own facility staff from county staff as well

985

00:49:08.685 --> 00:49:10.285

as from parents and neighbors

986  
00:49:10.545 --> 00:49:13.645  
and community members sharing with us to, uh, please, uh,

987  
00:49:13.645 --> 00:49:16.005  
be aware that it would not be a viable good decision

988  
00:49:16.005 --> 00:49:17.365  
to open on Monday based on the

989  
00:49:17.365 --> 00:49:18.485  
pictures they were sending us.

990  
00:49:18.945 --> 00:49:20.605  
So those pictures they would share,

991  
00:49:20.725 --> 00:49:22.085  
I would share with, and I know Ms.

992  
00:49:22.085 --> 00:49:23.525  
Harbor and Ms. Graze may have gotten some too,

993  
00:49:23.825 --> 00:49:25.485  
but I would share those, we would share them,

994  
00:49:25.505 --> 00:49:28.245  
we would go out and look at those spaces to ensure,

995  
00:49:28.265 --> 00:49:30.005  
and again, it was the constant review

996  
00:49:30.065 --> 00:49:33.045  
and as assess an assessment of were we able

997  
00:49:33.045 --> 00:49:36.165  
to safely have those sidewalks, bus stops

998  
00:49:36.545 --> 00:49:40.005  
and bus routes frankly, to be able to get to on Monday.

999  
00:49:40.465 --> 00:49:42.925

And we did not have that as of Sunday, um,

1000  
00:49:43.355 --> 00:49:44.725  
late Sunday when we were able to do that.

1001  
00:49:44.785 --> 00:49:46.405  
Ms. Har, I don't dunno if you'd like

1002  
00:49:46.405 --> 00:49:47.445  
to add anything more to that.

1003  
00:49:48.575 --> 00:49:51.045  
Thank you Dr. Duran. Thank you Ms. Turner.

1004  
00:49:51.545 --> 00:49:54.485  
Uh, also on Sunday there were about six schools

1005  
00:49:54.735 --> 00:49:56.805  
where we still had to plow the lots.

1006  
00:49:57.265 --> 00:50:02.205  
So we had our staff who were able to address many

1007  
00:50:02.205 --> 00:50:04.845  
of the, the lots right after the snow.

1008  
00:50:04.905 --> 00:50:06.045  
But if you remember right

1009  
00:50:06.045 --> 00:50:10.365  
after the snow, there was about two inches of ice or sleet.

1010  
00:50:10.785 --> 00:50:13.645  
And some of those lots were not initially plowed.

1011  
00:50:13.665 --> 00:50:17.525  
So now you had snow as, as, uh, Mr. Todd showed

1012  
00:50:17.595 --> 00:50:21.165  
that we had snow, ice, you know, ice, snow, ice.

1013  
00:50:21.705 --> 00:50:24.805  
Uh, so we did still have some lots that needed

1014  
00:50:24.805 --> 00:50:26.485  
to be addressed on Sunday.

1015  
00:50:27.145 --> 00:50:28.165  
So I just wanted to clarify.

1016  
00:50:28.425 --> 00:50:31.565  
It was not, even though we had a considerable amount of our,

1017  
00:50:31.585 --> 00:50:33.605  
our buildings and our spaces were clear,

1018  
00:50:33.935 --> 00:50:36.285  
there were still some areas that were not

1019  
00:50:36.385 --> 00:50:39.365  
and we were being honest about what was there

1020  
00:50:39.385 --> 00:50:42.085  
and what was prepared and ready for operation.

1021  
00:50:43.225 --> 00:50:45.965  
Ms. Grays, anything to add? No, thank you.

1022  
00:50:46.555 --> 00:50:48.765  
Okay. Thank you Mr. Turner.

1023  
00:50:48.825 --> 00:50:50.245  
Did you have any additional questions?

1024  
00:50:51.905 --> 00:50:53.965  
Uh, no. Thank you for the additional info.

1025  
00:50:54.435 --> 00:50:57.085  
Okay. Um, thank you. I think Ms. Clark has a follow up or,

1026  
00:50:57.675 --> 00:50:58.675

Yeah. Yeah.

1027  
00:50:58.675 --> 00:51:02.405  
Um, so with respect to, um, the snow removal,

1028  
00:51:02.525 --> 00:51:03.805  
I think it would be really helpful.

1029  
00:51:04.745 --> 00:51:06.485  
Um, it sounds like already

1030  
00:51:06.515 --> 00:51:08.085  
what is happening is we're doing an

1031  
00:51:08.085 --> 00:51:09.885  
after action review, hindsight

1032  
00:51:09.885 --> 00:51:12.445  
with the county working very closely with them.

1033  
00:51:13.065 --> 00:51:14.445  
Um, a couple things that I noticed,

1034  
00:51:14.625 --> 00:51:15.685  
I'm in the Westover area.

1035  
00:51:16.215 --> 00:51:18.205  
There are areas in Westover

1036  
00:51:18.435 --> 00:51:20.085  
that still have not been cleared.

1037  
00:51:21.025 --> 00:51:24.885  
Um, the parking lot that's near Italian store, for example,

1038  
00:51:24.885 --> 00:51:28.205  
where we have lots of kids that walk long fellow, those,

1039  
00:51:28.235 --> 00:51:30.525  
that sidewalk there still hasn't been taken care of.

1040  
00:51:30.595 --> 00:51:32.005  
I've checked that three days in a row

1041  
00:51:32.625 --> 00:51:33.725  
and I think that's one of the

1042  
00:51:33.845 --> 00:51:35.045  
challenges that we're up against, right?

1043  
00:51:35.045 --> 00:51:36.325  
We wanna get kids there safely.

1044  
00:51:36.905 --> 00:51:39.445  
And I observed a, a, a, a student, um,

1045  
00:51:39.605 --> 00:51:43.445  
slipping over it into Washington Boulevard, mind you, um,

1046  
00:51:43.895 --> 00:51:45.685  
going to school on Tuesday morning.

1047  
00:51:45.905 --> 00:51:48.805  
So, you know, there were, we got frustrated emails

1048  
00:51:48.835 --> 00:51:50.925  
that we were absolutely the worst for not opening.

1049  
00:51:51.145 --> 00:51:54.085  
And we got frustrated emails from parents, um,

1050  
00:51:54.395 --> 00:51:56.365  
that we did open recognizing

1051  
00:51:56.365 --> 00:51:58.365  
that there is this great concern for safety

1052  
00:51:58.865 --> 00:52:01.525  
and I think we have to make the best decisions possible.

1053  
00:52:01.745 --> 00:52:04.765

And I'm, I'm glad that I wasn't in your shoes this time.

1054

00:52:05.505 --> 00:52:07.005

Um, but there were a couple things

1055

00:52:07.005 --> 00:52:08.285

that community members brought up

1056

00:52:08.285 --> 00:52:12.045

that I thought were very helpful, which was, um, one of the,

1057

00:52:12.185 --> 00:52:15.365

uh, civic associations that I'm on, uh, the lister for,

1058

00:52:15.885 --> 00:52:17.685

I was able to see they were soliciting, um,

1059

00:52:18.255 --> 00:52:21.925

volunteers signup genius to get the sidewalks done

1060

00:52:22.075 --> 00:52:25.805

because we had such challenges with the snow plowed, uh,

1061

00:52:26.145 --> 00:52:27.885

the snow up against the crosswalks.

1062

00:52:28.305 --> 00:52:30.285

So even when we got the sidewalks cleared,

1063

00:52:30.505 --> 00:52:32.605

we couldn't get kids over those crosswalks safely.

1064

00:52:33.545 --> 00:52:36.205

Um, uh, doing student volunteer hours.

1065

00:52:36.785 --> 00:52:38.725

Um, so maybe perhaps organizing those

1066

00:52:38.725 --> 00:52:40.605

through the schools or, um, groups.

1067  
00:52:41.185 --> 00:52:43.965  
Um, 'cause they need those volunteer hours in high school.

1068  
00:52:44.865 --> 00:52:48.125  
Um, and then, uh, yeah,

1069  
00:52:48.125 --> 00:52:50.285  
those were the two about the after action review.

1070  
00:52:50.365 --> 00:52:51.605  
I think the only other thing that I heard

1071  
00:52:51.875 --> 00:52:53.765  
that would've been helpful if, um,

1072  
00:52:54.555 --> 00:52:58.045  
perhaps the plow drivers had copies of

1073  
00:52:58.045 --> 00:53:00.045  
where the school bus stops were.

1074  
00:53:00.825 --> 00:53:03.405  
So as we continue to have those conversations

1075  
00:53:03.405 --> 00:53:05.405  
with the county, those are the kind of things that I heard

1076  
00:53:05.405 --> 00:53:07.965  
that would be helpful, um, for that piece.

1077  
00:53:10.265 --> 00:53:12.245  
So thank you Ms. Clark. The county, actually,

1078  
00:53:12.435 --> 00:53:14.245  
they do have all of our bus stops.

1079  
00:53:14.315 --> 00:53:16.165  
Okay. And so, um, Mr.

1080  
00:53:16.505 --> 00:53:18.885

Uh, Johnson does an excellent job in communicating

1081

00:53:18.885 --> 00:53:20.605

with the team those needs as well.

1082

00:53:24.575 --> 00:53:26.485

Tapia, Hudley, Thank you.

1083

00:53:26.485 --> 00:53:28.845

I'll start with a couple of additional suggestions, uh,

1084

00:53:28.935 --> 00:53:30.485

share those that I received and,

1085

00:53:30.545 --> 00:53:31.725

and then end with the question.

1086

00:53:32.345 --> 00:53:34.045

Um, in terms of suggestions and,

1087

00:53:34.145 --> 00:53:36.125

and thank you for also collaborating

1088

00:53:36.125 --> 00:53:37.245

so much with our county colleagues.

1089

00:53:37.325 --> 00:53:38.605

I know this is going to be a very joint,

1090

00:53:38.605 --> 00:53:41.245

very much joint effort going forward.

1091

00:53:41.555 --> 00:53:44.005

Clearly the sidewalks were the main issue

1092

00:53:44.345 --> 00:53:47.925

and, um, even, you know, with so many elderly

1093

00:53:48.225 --> 00:53:51.885

or other residents in Arlington, I I'm not sure that it's a,

1094

00:53:51.905 --> 00:53:54.525

the solution is having residents clear their own sidewalk.

1095

00:53:55.345 --> 00:53:57.805

Um, even my family

1096

00:53:57.825 --> 00:54:00.485

and others had trouble with that having, you know,

1097

00:54:00.815 --> 00:54:03.805

being relatively young able-bodied.

1098

00:54:03.945 --> 00:54:06.125

Um, so I don't know how we get through that.

1099

00:54:06.185 --> 00:54:08.765

But we, I I do encourage us to work with the county

1100

00:54:08.785 --> 00:54:11.325

to develop some sort of program, um,

1101

00:54:11.745 --> 00:54:13.765

to clear sidewalks when there was snow

1102

00:54:13.865 --> 00:54:16.325

or heavier material, as was the case.

1103

00:54:16.325 --> 00:54:20.805

This, with this storm, um, I noticed the challenge

1104

00:54:20.805 --> 00:54:23.565

of corners that even when snowplows came around,

1105

00:54:24.485 --> 00:54:26.285

I don't know if there's a way to, to make it so

1106

00:54:26.285 --> 00:54:29.045

that snowplows don't just plow, but also pick up and,

1107

00:54:29.105 --> 00:54:31.445

and do away with the, with the ice waste.

1108

00:54:31.445 --> 00:54:32.845

Because I think that was the challenge

1109

00:54:33.485 --> 00:54:36.325

I particularly heard from, um, parents

1110

00:54:36.345 --> 00:54:39.165

of Abingdon students at some that some of the abingdon,

1111

00:54:39.165 --> 00:54:42.365

the bus stop, the, the abingdon was maybe fine,

1112

00:54:42.365 --> 00:54:45.125

but then the, the bus stop corner was completely a,

1113

00:54:45.245 --> 00:54:47.565

a mountain and impossible to, to wait at.

1114

00:54:48.145 --> 00:54:51.645

Um, so that's just some of the feedback that I received.

1115

00:54:52.265 --> 00:54:54.565

Um, and like Abingdon, there were some other areas

1116

00:54:54.565 --> 00:54:58.005

around Gunston Claremont stops similar situation.

1117

00:54:58.825 --> 00:55:03.725

Um, my question has to do with our students who have

1118

00:55:03.725 --> 00:55:06.365

to take the art bus because we don't have a school bus,

1119

00:55:06.825 --> 00:55:07.845

um, in their area.

1120

00:55:08.625 --> 00:55:12.365

So specifically Route 75, um, I know that even yesterday,

1121  
00:55:12.485 --> 00:55:14.845  
I believe the bus did not go by in the morning.

1122  
00:55:14.945 --> 00:55:16.565  
It was the last report I received.

1123  
00:55:17.105 --> 00:55:18.445  
So I just put that out there

1124  
00:55:18.445 --> 00:55:20.525  
and you may not have the answer now, obviously that has

1125  
00:55:20.525 --> 00:55:22.205  
to be from our, our county colleagues.

1126  
00:55:22.265 --> 00:55:25.405  
But, um, I, I do wanna share that, that I received

1127  
00:55:25.405 --> 00:55:27.245  
that concern repeatedly. Yeah,

1128  
00:55:27.405 --> 00:55:28.685  
I don't know the answer to the art bus

1129  
00:55:28.705 --> 00:55:30.645  
so we can follow up and checks as the county. Thank you.

1130  
00:55:30.705 --> 00:55:34.685  
Mm-hmm. Um, Ms. Clark

1131  
00:55:34.905 --> 00:55:39.125  
And the spec, this, that specific stop is around, um, uh,

1132  
00:55:39.665 --> 00:55:42.645  
uh, eighth Road South and near Tarn Hill.

1133  
00:55:42.935 --> 00:55:43.935  
Thank you.

1134  
00:55:45.775 --> 00:55:47.685

Sorry, I have two more tonight.

1135

00:55:47.905 --> 00:55:51.445

Um, budget, I wanna double down on the budget slide.

1136

00:55:51.725 --> 00:55:53.965

'cause you mentioned, um,

1137

00:55:54.475 --> 00:55:56.365

that there will be two different budgets this year,

1138

00:55:56.365 --> 00:55:57.805

which is, I wanna highlight again,

1139

00:55:57.805 --> 00:55:59.125

this is different than last year.

1140

00:56:00.065 --> 00:56:03.405

And the reason for that in part is that is the process

1141

00:56:03.475 --> 00:56:04.485

that we're doing this year,

1142

00:56:05.225 --> 00:56:09.205

but also, uh, the amount

1143

00:56:10.185 --> 00:56:14.885

of funding is likely to change based on the change

1144

00:56:15.475 --> 00:56:19.125

that we saw in at the state level, right?

1145

00:56:19.865 --> 00:56:21.965

Yes, yes. The amount of funding will change

1146

00:56:21.965 --> 00:56:23.885

because the Governor Jenkin's proposed budget,

1147

00:56:23.885 --> 00:56:25.045

which mine will be based on,

1148  
00:56:25.465 --> 00:56:27.285  
is definitely not gonna be Governor Sandberg's budget.

1149  
00:56:27.465 --> 00:56:29.885  
How it changes, we'll see, but it'll definitely change for

1150  
00:56:29.885 --> 00:56:30.885  
Sure. So for our

1151  
00:56:30.885 --> 00:56:33.805  
budget hawks out there, just remember that

1152  
00:56:34.115 --> 00:56:37.845  
what you see in February is likely to change and be amended

1153  
00:56:37.865 --> 00:56:40.645  
and not because we didn't do the right thing,

1154  
00:56:40.875 --> 00:56:44.045  
it's based on the changes to the state level funding.

1155  
00:56:44.985 --> 00:56:47.525  
Um, the other thing I wanna highlight is I am actually the

1156  
00:56:47.555 --> 00:56:49.885  
liaison to the pre-K, um, working group.

1157  
00:56:50.065 --> 00:56:53.845  
All three of my students went through pre-K here at,

1158  
00:56:53.945 --> 00:56:55.045  
um, in a PS.

1159  
00:56:55.545 --> 00:56:59.565  
Um, so my plea to, to our greater community here is

1160  
00:57:00.465 --> 00:57:01.765  
if your kids are younger

1161  
00:57:02.305 --> 00:57:06.325

or entering pre-K, um, what are things that you would like

1162

00:57:06.345 --> 00:57:09.845

to see offered in a PS for pre-K?

1163

00:57:10.625 --> 00:57:13.605

And if your, uh, students are older, um,

1164

00:57:13.915 --> 00:57:17.165

what are things perhaps if you didn't, you opted out

1165

00:57:17.165 --> 00:57:20.045

of doing a PS pre-K, what were some

1166

00:57:20.045 --> 00:57:21.845

of the reasons why and what would've been helpful?

1167

00:57:22.355 --> 00:57:25.605

Like, we've definitely heard community members say access to

1168

00:57:26.185 --> 00:57:28.285

before and after care was critical,

1169

00:57:28.665 --> 00:57:30.645

and when that wasn't available, that was a challenge.

1170

00:57:30.945 --> 00:57:33.925

And so it would be helpful as we're engaging in this process

1171

00:57:34.545 --> 00:57:37.405

to get some more direct feedback from community members.

1172

00:57:38.225 --> 00:57:41.925

Um, I know that pre-K was so six years ago for me

1173

00:57:42.035 --> 00:57:44.165

that I don't always remember all the things,

1174

00:57:44.265 --> 00:57:46.365

but for the parts that I do, I remember some

1175  
00:57:46.365 --> 00:57:48.765  
of those challenges very, um, vividly.

1176  
00:57:48.945 --> 00:57:52.085  
So, um, if you have those, please, please, please send them

1177  
00:57:52.085 --> 00:57:56.485  
to US school board at aps va,

1178  
00:57:57.385 --> 00:58:02.285  
us and um, our next meeting is gonna be February 18th,

1179  
00:58:05.625 --> 00:58:06.625  
Ms. Bryan.

1180  
00:58:06.755 --> 00:58:07.755  
Okay. Ms. Bryan,

1181  
00:58:08.955 --> 00:58:10.925  
Very quickly, I just wanna thank again the superintendent

1182  
00:58:10.945 --> 00:58:13.005  
and staff for your hard work with removal

1183  
00:58:13.145 --> 00:58:15.125  
and also your collaboration with the county board.

1184  
00:58:15.545 --> 00:58:17.525  
Um, I wanna make sure that I state so that

1185  
00:58:17.545 --> 00:58:20.405  
as we're hearing from recommendations about messaging,

1186  
00:58:20.755 --> 00:58:22.805  
that we take a moment to remember

1187  
00:58:22.805 --> 00:58:25.045  
that we do have elderly neighbors that aren't able

1188  
00:58:25.045 --> 00:58:26.125

to shovel, um,

1189

00:58:26.255 --> 00:58:28.445

after three houses of our own that we've,

1190

00:58:28.545 --> 00:58:30.285

we worked on a neighbor with dementia, a neighbor

1191

00:58:30.285 --> 00:58:32.405

that was out of town, we were tapped out.

1192

00:58:33.045 --> 00:58:35.605

I also wanna make sure that we, um, as a community,

1193

00:58:35.605 --> 00:58:37.965

as we're thinking about our sidewalks, um,

1194

00:58:37.965 --> 00:58:41.645

and the accessibility that was most feasible was the street,

1195

00:58:41.905 --> 00:58:44.805

is that we have students and staff that are non-ambulatory

1196

00:58:44.805 --> 00:58:46.725

that use Walkers, wheelchairs,

1197

00:58:46.725 --> 00:58:49.725

and other devices that we're not able to assess safely.

1198

00:58:50.185 --> 00:58:52.125

So I wanna make sure that as we're doing our messaging,

1199

00:58:52.125 --> 00:58:54.005

that we're including that as well, so

1200

00:58:54.005 --> 00:58:55.885

that we're thinking about that together and collectively.

1201

00:58:56.095 --> 00:58:57.095

Thank you.

1202  
00:58:59.435 --> 00:59:02.715  
Anything else, colleagues? Any others? Um, okay.

1203  
00:59:02.715 --> 00:59:05.515  
So I will simply just add on that, um, for the sake

1204  
00:59:05.515 --> 00:59:06.515  
of the community that, um,

1205  
00:59:07.045 --> 00:59:08.755  
we've talked a lot tonight about coordination

1206  
00:59:08.755 --> 00:59:11.315  
with the county on the storm, but I, I just wanna say that,

1207  
00:59:11.815 --> 00:59:15.115  
um, in general we have a very collaborative working

1208  
00:59:15.115 --> 00:59:16.235  
relationship with the county

1209  
00:59:16.295 --> 00:59:19.355  
and we have a number of sort of formal ways in which

1210  
00:59:19.355 --> 00:59:21.205  
that happens in addition to informal ways.

1211  
00:59:21.625 --> 00:59:24.205  
Um, I would say at, at a minimum, the superintendent

1212  
00:59:24.205 --> 00:59:26.165  
and the county manager speak at least once a week.

1213  
00:59:26.505 --> 00:59:29.765  
Um, I speak with the county board chair, um,

1214  
00:59:30.205 --> 00:59:32.085  
formally on a formal basis every month,

1215  
00:59:32.225 --> 00:59:35.205

and then additionally on an as needed basis, um,

1216

00:59:35.265 --> 00:59:37.205

we bring together once a month a meeting

1217

00:59:37.275 --> 00:59:40.045

that includes the county manager, county board chair,

1218

00:59:40.045 --> 00:59:41.525

and vice chair, the superintendent

1219

00:59:41.585 --> 00:59:43.325

and the school board chair and vice chair.

1220

00:59:43.865 --> 00:59:45.965

Um, we have that monthly meeting coming up tomorrow.

1221

00:59:46.185 --> 00:59:49.045

And, um, so of course debriefing on the storm cleanup,

1222

00:59:49.055 --> 00:59:51.285

we'll, we will do that together as a group tomorrow.

1223

00:59:51.785 --> 00:59:55.005

Um, but uh, we have those formal channels in place so

1224

00:59:55.005 --> 00:59:58.485

that we can address any number of different topics, um,

1225

00:59:58.485 --> 01:00:00.045

around which we need to collaborate

1226

01:00:00.065 --> 01:00:01.565

or just keep each other informed.

1227

01:00:01.745 --> 01:00:04.645

So I just wanted to reassure the community that we have a,

1228

01:00:05.005 --> 01:00:06.685

a strong working relationship with the county.

1229  
01:00:06.715 --> 01:00:09.005  
Sometimes it can be challenging when we have something like

1230  
01:00:09.085 --> 01:00:10.445  
a, a big winter storm.

1231  
01:00:10.865 --> 01:00:15.165  
Um, but we, uh, we, we, we prioritize

1232  
01:00:15.165 --> 01:00:17.005  
that relationship and, um,

1233  
01:00:17.145 --> 01:00:19.645  
and work very hard to make sure that we're always, um,

1234  
01:00:19.755 --> 01:00:21.165  
connected and collaborating.

1235  
01:00:25.715 --> 01:00:26.885  
Okay. Thank you everyone.

1236  
01:00:27.025 --> 01:00:30.365  
We are now at public comment on agenda and non agenda items.

1237  
01:00:30.865 --> 01:00:33.165  
Before we begin, I begin going to read some

1238  
01:00:33.165 --> 01:00:34.445  
of the guidelines for public comment

1239  
01:00:34.445 --> 01:00:35.925  
because they're important to reiterate.

1240  
01:00:36.785 --> 01:00:39.165  
The Arlington School Board welcomes public comment at most

1241  
01:00:39.165 --> 01:00:40.925  
regular meetings and at public hearings.

1242  
01:00:41.345 --> 01:00:42.445

The school board expects

1243  
01:00:42.445 --> 01:00:44.405  
that each speaker will be courteous modeling

1244  
01:00:44.585 --> 01:00:45.965  
for our students, how one can

1245  
01:00:45.965 --> 01:00:47.845  
respectfully disagree with others' views.

1246  
01:00:48.635 --> 01:00:50.885  
Each speaker may speak for up to two minutes.

1247  
01:00:51.385 --> 01:00:53.765  
The clerk will start the timer when the speaker begins,

1248  
01:00:53.825 --> 01:00:55.125  
and speakers should conclude their

1249  
01:00:55.125 --> 01:00:56.405  
remarks when the buzzer sounds.

1250  
01:00:57.545 --> 01:00:59.005  
Please be sure to state your name

1251  
01:00:59.025 --> 01:01:01.605  
and the topic you will speak about when you begin.

1252  
01:01:02.305 --> 01:01:04.125  
We want each speaker to be fully heard.

1253  
01:01:04.225 --> 01:01:05.405  
We also want each speaker

1254  
01:01:05.505 --> 01:01:07.685  
to receive their full two minutes of time to speak.

1255  
01:01:08.105 --> 01:01:10.845  
We therefore request that audience members display silent

1256  
01:01:10.895 --> 01:01:13.805  
signs of respo of support rather than applause.

1257  
01:01:14.715 --> 01:01:17.085  
Speaker substitutions are not permitted.

1258  
01:01:17.605 --> 01:01:19.925  
A speaker may not yield their time to another individual

1259  
01:01:19.985 --> 01:01:21.445  
before or during their remarks.

1260  
01:01:22.385 --> 01:01:24.285  
The school board encourages speakers

1261  
01:01:24.285 --> 01:01:25.925  
to also provide their comments in writing.

1262  
01:01:25.985 --> 01:01:27.605  
Please email written comments

1263  
01:01:27.665 --> 01:01:31.445  
to school board at APS va us.

1264  
01:01:32.225 --> 01:01:34.125  
Ms. Mercado, will you please announce the speakers?

1265  
01:01:34.785 --> 01:01:36.045  
Yes, we have a Colin speaker,

1266  
01:01:36.305 --> 01:01:38.245  
the first speaker, Gary Kirkland.

1267  
01:01:46.885 --> 01:01:49.455  
Good evening. My topic is moving Langston

1268  
01:01:49.455 --> 01:01:50.615  
to the Grace Harper site.

1269  
01:01:51.845 --> 01:01:52.895

Good evening chair and members

1270  
01:01:52.895 --> 01:01:54.215  
of the Orange County School Board.

1271  
01:01:54.215 --> 01:01:55.895  
Thank you for this opportunity to speak.

1272  
01:01:56.555 --> 01:01:57.855  
My name is Gary Kirkland

1273  
01:01:58.755 --> 01:02:01.855  
and I'm a proud graduate of Langston class in 1987,

1274  
01:02:01.995 --> 01:02:05.335  
and my family and I are lifelong residence of Halls Hill.

1275  
01:02:05.935 --> 01:02:08.655  
Langston isn't just a school to us, it's part

1276  
01:02:08.655 --> 01:02:11.255  
of our neighborhood, our history, our belief in

1277  
01:02:11.255 --> 01:02:12.775  
what our thing can do when they truly

1278  
01:02:12.795 --> 01:02:13.975  
invest in every student.

1279  
01:02:14.855 --> 01:02:16.695  
I also wanted to be transparent about why

1280  
01:02:16.695 --> 01:02:18.055  
Langton matters so much to me.

1281  
01:02:18.775 --> 01:02:21.205  
I was behind. I had missed too many days of school

1282  
01:02:21.305 --> 01:02:23.805  
and I didn't graduate with my class on time.

1283  
01:02:24.565 --> 01:02:25.805  
I actually waited two years

1284  
01:02:25.805 --> 01:02:28.405  
after my initial graduation date to earn my diploma,

1285  
01:02:28.905 --> 01:02:30.685  
and Langston gave me what I needed most,

1286  
01:02:30.925 --> 01:02:31.925  
a real second chance,

1287  
01:02:31.985 --> 01:02:34.245  
and people who showed me I can still do

1288  
01:02:34.585 --> 01:02:36.645  
and had what it took to succeed.

1289  
01:02:37.395 --> 01:02:39.245  
That second chance changed my life.

1290  
01:02:39.775 --> 01:02:42.725  
Today I serve as vice president of corporate operations

1291  
01:02:42.745 --> 01:02:45.005  
for a company supporting the intelligence defense

1292  
01:02:45.005 --> 01:02:46.645  
and Homeland Security communities.

1293  
01:02:47.395 --> 01:02:48.965  
Langton was that springboard.

1294  
01:02:49.505 --> 01:02:50.605  
That's why I'm here tonight

1295  
01:02:50.625 --> 01:02:52.685  
and that's why I'm speaking of supportive Moving Langton

1296  
01:02:52.685 --> 01:02:53.885

to the Grace Harford site.

1297

01:02:54.675 --> 01:02:57.645

This is about equity, equitable access to facilities,

1298

01:02:57.645 --> 01:02:59.365

technology, and learning environments

1299

01:02:59.365 --> 01:03:01.925

that match the demand students are facing right now.

1300

01:03:02.435 --> 01:03:03.925

When testing college readiness

1301

01:03:03.925 --> 01:03:05.085

and concerns nationally,

1302

01:03:05.465 --> 01:03:07.205

the answer is not to limit opportunity.

1303

01:03:07.625 --> 01:03:09.325

The answer is to give students every tool

1304

01:03:09.385 --> 01:03:11.725

and put them in the best environments to succeed,

1305

01:03:11.935 --> 01:03:14.765

especially students who need the most support.

1306

01:03:15.435 --> 01:03:18.285

What strikes me is this Langston's facility is still

1307

01:03:18.375 --> 01:03:20.085

co-located with the community center.

1308

01:03:20.595 --> 01:03:23.765

Meanwhile, we're planning a modern innovation focused campus

1309

01:03:23.835 --> 01:03:24.845

that excludes them.

1310  
01:03:25.665 --> 01:03:28.965  
If this, if we believe every student can grow,

1311  
01:03:29.315 --> 01:03:31.165  
then Langston students should not be the last

1312  
01:03:31.165 --> 01:03:33.125  
to benefit from those resources.

1313  
01:03:33.685 --> 01:03:36.485  
I respect the transitions, raise questions, work

1314  
01:03:36.485 --> 01:03:39.525  
through them, plan carefully include families and staff,

1315  
01:03:39.545 --> 01:03:42.245  
but don't let the process become the barrier to progress.

1316  
01:03:42.865 --> 01:03:47.325  
Please lead the outcomes of EEC equity, excuse me.

1317  
01:03:47.325 --> 01:03:49.205  
Support the move and move Langston students

1318  
01:03:49.205 --> 01:03:52.085  
to the environment that tells them just like it told

1319  
01:03:52.085 --> 01:03:54.045  
me, you can do this. Thank you again.

1320  
01:03:54.255 --> 01:03:56.285  
Thank you for your comments. Next speaker, please.

1321  
01:03:58.225 --> 01:03:59.965  
Now I would call the in-person speakers.

1322  
01:04:00.755 --> 01:04:02.885  
I'll call the first five speakers to line up by Ms.

1323  
01:04:02.985 --> 01:04:07.925

Uh Torres, Ola Olson, Caden Kaufman, Laura Goldman,

1324

01:04:08.425 --> 01:04:10.965

Declan Hadley, and Madison Moore.

1325

01:04:11.095 --> 01:04:13.005

First speaker, ULA Olson.

1326

01:04:23.515 --> 01:04:24.945

Hello, my name is Ula Olson

1327

01:04:24.945 --> 01:04:26.745

and I'm coming to you as Arlington Tech's 11th

1328

01:04:26.745 --> 01:04:28.025

grade student body precedent.

1329

01:04:28.365 --> 01:04:29.665

I'm here to address the proposal

1330

01:04:29.665 --> 01:04:31.705

to relocate Langston High School to the Grace Hopper Center.

1331

01:04:32.185 --> 01:04:34.105

I wanna start off by saying something very important.

1332

01:04:34.445 --> 01:04:35.905

I'm not opposed to Langston students

1333

01:04:35.905 --> 01:04:36.985

joining Grace Hopper Center.

1334

01:04:37.325 --> 01:04:39.825

I'm opposed to how a PS staff have handled this transition

1335

01:04:39.975 --> 01:04:42.185

with a lack of forethought planning and care.

1336

01:04:42.775 --> 01:04:45.025

This proposal was introduced in November, less than a year

1337  
01:04:45.025 --> 01:04:46.985  
before we're supposed to move into the new building,

1338  
01:04:46.985 --> 01:04:49.345  
which signals to me that we're moving too fast.

1339  
01:04:49.955 --> 01:04:51.185  
Staff leading this project have

1340  
01:04:51.185 --> 01:04:52.385  
allowed misinformation to spread.

1341  
01:04:52.415 --> 01:04:54.665  
When Dr. Bird and Ms. Smith spoke with student government

1342  
01:04:54.665 --> 01:04:56.425  
to clear some of it up, we left the meeting

1343  
01:04:56.425 --> 01:04:57.865  
with more questions than answers.

1344  
01:04:58.495 --> 01:04:59.545  
Changes have been made

1345  
01:04:59.545 --> 01:05:01.225  
to the proposal based off community feedback,

1346  
01:05:01.225 --> 01:05:02.865  
but it still feels incomplete and rushed.

1347  
01:05:02.865 --> 01:05:04.065  
Perhaps things would've been different

1348  
01:05:04.065 --> 01:05:05.105  
if we'd been told about it sooner.

1349  
01:05:05.715 --> 01:05:08.105  
We're told small class sizes will be maintained,

1350  
01:05:08.365 --> 01:05:10.705

yet Langston will be moving from a school of 90 kids

1351

01:05:10.845 --> 01:05:12.225  
to a school of over a thousand.

1352

01:05:12.635 --> 01:05:14.385  
We're told the Grace Hopper Center is big enough

1353

01:05:14.385 --> 01:05:16.225  
for each program to have its own space,

1354

01:05:16.445 --> 01:05:18.205  
yet no concrete plans have been made,

1355

01:05:18.585 --> 01:05:20.725  
and we're told this proposal does not affect us.

1356

01:05:20.905 --> 01:05:23.605  
It does not affect Arlington Tech. I disagree.

1357

01:05:23.945 --> 01:05:25.885  
The Arlington Career Center is a delicate

1358

01:05:25.885 --> 01:05:26.965  
balance between programs.

1359

01:05:26.975 --> 01:05:28.765  
We're one unified community greater

1360

01:05:28.765 --> 01:05:29.805  
than the sum of our parts.

1361

01:05:30.275 --> 01:05:32.925  
This proposal does not only bring Langston to a CC,

1362

01:05:32.925 --> 01:05:34.885  
it reshapes how every program is organized

1363

01:05:34.885 --> 01:05:36.045  
and that affects us.

1364  
01:05:36.925 --> 01:05:38.805  
I urge the school board to gather more information,

1365  
01:05:38.855 --> 01:05:41.005  
facilitate conversations between Langston

1366  
01:05:41.005 --> 01:05:43.845  
and a CC, promote thoughtful, clear communication

1367  
01:05:43.845 --> 01:05:45.925  
between students, teachers, parents, and staff,

1368  
01:05:46.185 --> 01:05:49.125  
and delay approval and implementation until changes are made

1369  
01:05:49.125 --> 01:05:50.525  
that prioritize student success.

1370  
01:05:50.935 --> 01:05:51.935  
Thank you.

1371  
01:05:53.335 --> 01:05:55.405  
Thank you for your comments. Next speaker, please.

1372  
01:05:56.015 --> 01:05:56.845  
Caden Kaufman.

1373  
01:06:03.475 --> 01:06:05.125  
Good evening. My name is Caden Kaufman

1374  
01:06:05.125 --> 01:06:06.325  
and I'm the sophomore student government

1375  
01:06:06.325 --> 01:06:07.445  
president on Arlington Tech.

1376  
01:06:07.585 --> 01:06:09.205  
I'm here to talk to you tonight about the logistics

1377  
01:06:09.205 --> 01:06:10.605

of the new Grace Hopper Center proposal.

1378

01:06:10.715 --> 01:06:13.525

Well, the lack thereof, every time we ask about it,

1379

01:06:13.525 --> 01:06:14.685

we get told it's adult stuff.

1380

01:06:14.705 --> 01:06:16.725

We get told that doesn't concern you, but it does.

1381

01:06:16.725 --> 01:06:18.525

This proposal is about the structure of our school

1382

01:06:18.625 --> 01:06:20.445

and how it will impact us in very real ways.

1383

01:06:20.445 --> 01:06:22.565

Next year when we talk to a PS

1384

01:06:22.565 --> 01:06:24.085

and school leadership, they didn't have the answers.

1385

01:06:24.145 --> 01:06:25.165

The adults didn't even know

1386

01:06:25.165 --> 01:06:26.765

what the adult stuff is, and that's a problem.

1387

01:06:27.065 --> 01:06:29.605

The information we've received is incomplete, contradictory,

1388

01:06:29.625 --> 01:06:30.685

and keeps changing.

1389

01:06:31.195 --> 01:06:33.285

This proposal is supposed to be voted on in two weeks,

1390

01:06:33.285 --> 01:06:34.805

and basic questions still have no answers.

1391  
01:06:35.105 --> 01:06:36.445  
Do you have the answers? Can

1392  
01:06:36.445 --> 01:06:37.725  
you publicly answer these questions?

1393  
01:06:37.855 --> 01:06:39.485  
First of all, how can you expand the

1394  
01:06:39.485 --> 01:06:40.605  
programs with limited space?

1395  
01:06:40.605 --> 01:06:41.925  
You say you want to grow our programs,

1396  
01:06:41.925 --> 01:06:43.045  
but the numbers don't add up.

1397  
01:06:43.335 --> 01:06:45.405  
Grace Hopper Center's capacity is 1600 students.

1398  
01:06:45.405 --> 01:06:49.645  
Arlington Tech will take up 101,000 spots based on current a

1399  
01:06:49.645 --> 01:06:51.525  
PS enrollment numbers across through remaining programs.

1400  
01:06:51.525 --> 01:06:54.365  
So only 76 spots for growth is 76 really enough.

1401  
01:06:54.395 --> 01:06:56.205  
Without sing, it could be over double that.

1402  
01:06:56.475 --> 01:06:58.485  
Also, sing is meant to have small class sizes

1403  
01:06:58.485 --> 01:06:59.565  
and be in a small environment.

1404  
01:06:59.575 --> 01:07:01.245

Would you be redefining or change of the program

1405

01:07:01.305 --> 01:07:02.725  
by moving them here?

1406

01:07:03.235 --> 01:07:05.485  
Even if you can give everyone a desk, we have to remember

1407

01:07:05.485 --> 01:07:07.565  
that these programs functionality goes beyond the walls

1408

01:07:07.565 --> 01:07:08.645  
of a single classroom.

1409

01:07:08.795 --> 01:07:10.565  
It's about our broader space and organization.

1410

01:07:10.825 --> 01:07:12.285  
For example, Langston uses a four

1411

01:07:12.285 --> 01:07:14.205  
by four semester based schedule while a CC

1412

01:07:14.235 --> 01:07:15.445  
uses a normal block schedule.

1413

01:07:15.985 --> 01:07:17.685  
How are two completely different scheduling

1414

01:07:17.685 --> 01:07:18.765  
systems going to work together?

1415

01:07:19.305 --> 01:07:21.885  
How will the staff and two sets of admin be organized?

1416

01:07:21.885 --> 01:07:23.285  
Will teachers be shared between academies?

1417

01:07:23.385 --> 01:07:25.125  
If so, how does that work when programs have

1418  
01:07:25.125 --> 01:07:26.365  
different structures and visions?

1419  
01:07:26.625 --> 01:07:28.365  
If not, are we just creating two separate

1420  
01:07:28.365 --> 01:07:29.565  
schools that happen to share building?

1421  
01:07:31.195 --> 01:07:33.165  
What is the point of that? August 6th,

1422  
01:07:33.505 --> 01:07:34.885  
August is six months away.

1423  
01:07:34.885 --> 01:07:36.085  
What is the contingency plan?

1424  
01:07:36.085 --> 01:07:38.525  
If this doesn't work, is it a good idea to bring in hundreds

1425  
01:07:38.525 --> 01:07:40.245  
of students to a new campus and almost maxed out

1426  
01:07:40.365 --> 01:07:41.405  
building capacity in its first year?

1427  
01:07:41.915 --> 01:07:43.125  
It's too much for a building

1428  
01:07:43.125 --> 01:07:45.125  
that isn't even ready, let alone made for it.

1429  
01:07:45.515 --> 01:07:47.325  
This was supposed to be a slow transition in growth.

1430  
01:07:47.355 --> 01:07:48.925  
This proposal will do the opposite of that.

1431  
01:07:49.055 --> 01:07:51.445

These are basic questions that need to be answered in order

1432  
01:07:51.445 --> 01:07:52.885  
to have a functioning school next year.

1433  
01:07:53.145 --> 01:07:55.525  
How can you vote on a proposal that's that incomplete?

1434  
01:07:55.895 --> 01:07:56.895  
Thank you.

1435  
01:07:57.535 --> 01:07:59.845  
Thank you for your comments. Next speaker please and

1436  
01:07:59.845 --> 01:08:00.845  
Laura Goldman.

1437  
01:08:06.555 --> 01:08:07.605  
Good evening and thank you

1438  
01:08:07.605 --> 01:08:09.005  
for the opportunity to speak tonight.

1439  
01:08:09.065 --> 01:08:10.205  
My name is Laura Goldman.

1440  
01:08:10.265 --> 01:08:12.365  
I'm the freshman class president at Arlington Tech.

1441  
01:08:12.865 --> 01:08:15.245  
I'm here to ask the board to revise the proposed changes

1442  
01:08:15.265 --> 01:08:16.365  
to the Grace Auburn Center.

1443  
01:08:16.665 --> 01:08:18.925  
The proposal to split the Grace Auburn Center into two

1444  
01:08:19.085 --> 01:08:21.565  
separate academies and to add the Langston Brown Alternative

1445  
01:08:21.565 --> 01:08:24.525  
High School program was introduced very quickly and suddenly

1446  
01:08:24.905 --> 01:08:27.285  
and to many students as well as the a CC community.

1447  
01:08:27.505 --> 01:08:29.925  
It came across as rushed. This is a major change.

1448  
01:08:29.925 --> 01:08:31.085  
It many are still trying to

1449  
01:08:31.085 --> 01:08:32.445  
understand exactly what it means.

1450  
01:08:32.545 --> 01:08:36.005  
The sense of urgency is especially concerning given that all

1451  
01:08:36.005 --> 01:08:37.805  
of the current a CC programs move.

1452  
01:08:37.805 --> 01:08:40.605  
Moving all of the current a CC programs into a new building

1453  
01:08:40.665 --> 01:08:42.845  
is already significant transition in its own

1454  
01:08:43.065 --> 01:08:45.005  
and requires careful planning and adjustment.

1455  
01:08:45.005 --> 01:08:47.565  
Adding another large scale reshuffling at the same time

1456  
01:08:47.565 --> 01:08:50.005  
creates unnecessary confusion, making it harder

1457  
01:08:50.065 --> 01:08:52.925  
to ensure a smooth transition for students.

1458  
01:08:53.445 --> 01:08:55.445

Secondly, there are still unanswered questions,

1459

01:08:55.445 --> 01:08:56.845

particularly around administration.

1460

01:08:56.905 --> 01:08:58.565

The house space in the new building will be

1461

01:08:58.565 --> 01:08:59.845

allocated to different programs.

1462

01:09:00.215 --> 01:09:02.925

These details matter and should be clearly defined

1463

01:09:02.925 --> 01:09:04.485

before any decision is finalized.

1464

01:09:04.875 --> 01:09:06.205

Many in both the A CC

1465

01:09:06.205 --> 01:09:07.445

and Langton communities feel

1466

01:09:07.445 --> 01:09:09.045

that they were not adequately consulted

1467

01:09:09.045 --> 01:09:10.685

before this proposal went forward.

1468

01:09:11.085 --> 01:09:13.085

A delay would allow for more meaningful community

1469

01:09:13.085 --> 01:09:14.245

engagement, clear planning,

1470

01:09:14.305 --> 01:09:17.005

and a more thoughtful rollout, as well as give students,

1471

01:09:17.365 --> 01:09:19.325

teachers, students, and teachers time to adjust

1472  
01:09:19.325 --> 01:09:21.285  
to the new building without added complexities.

1473  
01:09:21.605 --> 01:09:23.485  
Delaying this proposal is about slowing down

1474  
01:09:23.485 --> 01:09:24.485  
to make sure the change is done

1475  
01:09:24.485 --> 01:09:26.005  
right, not about opposing it.

1476  
01:09:26.015 --> 01:09:27.965  
Thank you for your time and consideration.

1477  
01:09:28.815 --> 01:09:30.205  
Thank you for your comments this

1478  
01:09:30.205 --> 01:09:31.405  
evening. Next speaker, please.

1479  
01:09:31.825 --> 01:09:32.725  
Declan Hadley.

1480  
01:09:39.075 --> 01:09:41.285  
Good evening. My name is Declan Hadley

1481  
01:09:41.285 --> 01:09:43.165  
and I'm a student at the Arlington Career Center.

1482  
01:09:43.495 --> 01:09:46.165  
Today, I'm, I am coming to you with two main concerns.

1483  
01:09:46.475 --> 01:09:48.645  
Firstly, as someone who walks through Westover,

1484  
01:09:49.065 --> 01:09:51.005  
as Ms. Clark mentioned, the ice

1485  
01:09:51.005 --> 01:09:52.765

and slush are still making sidewalks

1486

01:09:52.765 --> 01:09:53.965  
and crosswalks dangerous.

1487

01:09:54.395 --> 01:09:56.045  
This week I have seen kids slip

1488

01:09:56.045 --> 01:09:59.365  
and fall on giant snow banks that block crosswalks of small

1489

01:09:59.425 --> 01:10:00.645  
and large intersections.

1490

01:10:01.485 --> 01:10:04.565  
I myself have also had my foot break through a cracked part

1491

01:10:04.565 --> 01:10:07.565  
of an ice bank resulting in quite, quite a rough fall.

1492

01:10:07.565 --> 01:10:11.565  
All if we acknowledge that these, uh,

1493

01:10:12.575 --> 01:10:15.325  
these conditions are still dangerous, how much

1494

01:10:15.325 --> 01:10:17.605  
of these this week's decisions are actually based on the

1495

01:10:17.605 --> 01:10:20.485  
safety of all students and not the safety of most students.

1496

01:10:22.105 --> 01:10:24.205  
My other concern is regarding the Grace Hopper Center.

1497

01:10:25.025 --> 01:10:27.245  
At the last school board meeting, it was stated

1498

01:10:27.245 --> 01:10:30.285  
that outreach to address community concerns and potentially

1499  
01:10:30.545 --> 01:10:34.045  
and potentially change the proposal based on community

1500  
01:10:34.325 --> 01:10:36.085  
feedback was necessary before a vote.

1501  
01:10:37.075 --> 01:10:40.005  
Thus far, to my knowledge, one of the main demographics,

1502  
01:10:40.465 --> 01:10:44.365  
me this outreach should target none has happened so far

1503  
01:10:44.465 --> 01:10:46.765  
or none has been easily accessible to students

1504  
01:10:47.225 --> 01:10:49.805  
who have a full-time job going to school.

1505  
01:10:51.945 --> 01:10:54.405  
In absence of such outreach, it seems necessary

1506  
01:10:54.505 --> 01:10:57.245  
to at least push the vote on this issue back to allow

1507  
01:10:57.245 --> 01:10:58.645  
for the outreach you asked for

1508  
01:10:58.645 --> 01:11:00.845  
and we demand it, push back the vote

1509  
01:11:00.905 --> 01:11:02.405  
so we can have clarity on the proposal

1510  
01:11:02.665 --> 01:11:04.525  
and so you can have a fair vote.

1511  
01:11:04.895 --> 01:11:05.895  
Thank you.

1512  
01:11:06.575 --> 01:11:07.845

Thank you for coming out this

1513  
01:11:07.845 --> 01:11:09.005  
evening. Next speaker, please.

1514  
01:11:09.395 --> 01:11:10.405  
Madison Moore.

1515  
01:11:19.165 --> 01:11:20.935  
Good evening. My name is Madison Moore

1516  
01:11:21.155 --> 01:11:23.695  
and I'm the sophomore Vice President at Arlington Tech.

1517  
01:11:24.155 --> 01:11:26.575  
You've heard a lot tonight about numbers, logistics,

1518  
01:11:26.575 --> 01:11:28.975  
and planning, but I wanna talk about how this process feels

1519  
01:11:28.975 --> 01:11:30.495  
to students right now.

1520  
01:11:30.495 --> 01:11:32.375  
Many students feel confused and left out.

1521  
01:11:32.785 --> 01:11:34.975  
We're being told this pro this proposal is meant

1522  
01:11:34.975 --> 01:11:37.295  
to help students, but we don't have clear answers about

1523  
01:11:37.315 --> 01:11:40.575  
how it would actually work When students ask questions,

1524  
01:11:40.575 --> 01:11:42.775  
we're often told details will come later,

1525  
01:11:42.795 --> 01:11:44.495  
but this decision is moving forward now

1526  
01:11:45.315 --> 01:11:46.735  
and it's hard to support something

1527  
01:11:46.735 --> 01:11:47.775  
we don't fully understand.

1528  
01:11:48.245 --> 01:11:50.815  
Both Arlington Tech and Langton exists for Pacific reasons.

1529  
01:11:51.055 --> 01:11:53.615  
Langston works because is it a it's a small

1530  
01:11:54.195 --> 01:11:55.335  
and personal environment.

1531  
01:11:55.685 --> 01:11:56.775  
Arlington Tech works

1532  
01:11:56.775 --> 01:11:58.935  
because of collaborations within one career center.

1533  
01:11:59.605 --> 01:12:02.415  
This pers this proposal changes both environments,

1534  
01:12:02.515 --> 01:12:04.055  
yet students from both communities

1535  
01:12:04.115 --> 01:12:05.255  
are saying the same thing.

1536  
01:12:05.515 --> 01:12:07.895  
We aren't meaningfully consulted.

1537  
01:12:08.005 --> 01:12:09.855  
This isn't about being against LinkedIn students.

1538  
01:12:10.035 --> 01:12:12.535  
If they wanted to join us, we would be more than welcome

1539  
01:12:13.565 --> 01:12:14.975

welcoming them to our school.

1540

01:12:15.355 --> 01:12:18.015

But based on what we've heard from Ston students, many

1541

01:12:18.015 --> 01:12:19.135

of them are worried about losing

1542

01:12:19.135 --> 01:12:20.255

what makes their school work.

1543

01:12:20.605 --> 01:12:23.455

That concern deserves to be taken very seriously.

1544

01:12:24.615 --> 01:12:26.495

Students aren't asking to control the decisions.

1545

01:12:26.495 --> 01:12:28.895

We're asking for transparency, clear planning

1546

01:12:28.915 --> 01:12:30.175

and honest communication.

1547

01:12:30.175 --> 01:12:32.095

Before I revisable changes are made,

1548

01:12:32.475 --> 01:12:34.615

our education is directly affected by this

1549

01:12:34.615 --> 01:12:35.615

and our voices matter.

1550

01:12:35.935 --> 01:12:38.495

I urge you to slow the process down, provide clear answers

1551

01:12:38.495 --> 01:12:40.455

and truly include students and families impacted.

1552

01:12:40.795 --> 01:12:42.215

If you have any follow up questions,

1553  
01:12:42.235 --> 01:12:43.375  
please reach out and let us

1554  
01:12:43.375 --> 01:12:44.455  
know. Thank you for your listening.

1555  
01:12:45.305 --> 01:12:47.135  
Thank you. Okay,

1556  
01:12:47.155 --> 01:12:49.655  
and, uh, we'll call the next seven speakers to line up

1557  
01:12:50.865 --> 01:12:54.375  
Wilma Jones, Nicholas, me Metcalf, Camille Gez,

1558  
01:12:54.905 --> 01:12:59.375  
Annie Wrigley, Liza Sch, Shelby Schwartz, Belinda Fo.

1559  
01:12:59.805 --> 01:13:01.295  
Next speaker Wilma Jones.

1560  
01:13:15.055 --> 01:13:19.485  
Good evening school board and school staff.

1561  
01:13:19.865 --> 01:13:21.365  
Um, I'm speaking on behalf

1562  
01:13:21.365 --> 01:13:23.685  
of the John m Langston Citizens Association,

1563  
01:13:23.685 --> 01:13:24.845  
where I serve as president.

1564  
01:13:25.385 --> 01:13:29.525  
Um, I have lived in the Halls Hill neighborhood

1565  
01:13:29.745 --> 01:13:32.285  
and actually was on the building level planning committee

1566  
01:13:32.465 --> 01:13:33.565

for the Langston Building.

1567

01:13:33.705 --> 01:13:35.605

So I'm very well acquainted with it.

1568

01:13:36.225 --> 01:13:40.325

And, um, in the spirit of just standing up for staff,

1569

01:13:40.655 --> 01:13:44.245

staff reached out to our community back in right

1570

01:13:44.245 --> 01:13:46.525

after Thanksgiving and said, we'd like to come in

1571

01:13:46.525 --> 01:13:49.925

and talk to you all about what's, what this plan is.

1572

01:13:50.465 --> 01:13:53.605

And we had very good turnout that evening, both online

1573

01:13:53.865 --> 01:13:56.045

and in the building at Langston.

1574

01:13:56.425 --> 01:14:00.365

And our community overwhelmingly supports the, um, move

1575

01:14:00.425 --> 01:14:02.645

of Langston to the Grace Hopper Center.

1576

01:14:02.985 --> 01:14:06.845

As you heard Gary, who's, um, again, um, a member

1577

01:14:06.845 --> 01:14:09.405

of our community and we did have a few other people

1578

01:14:09.465 --> 01:14:12.165

who were planning to be here, but unfortunately could not.

1579

01:14:12.665 --> 01:14:15.925

Um, we do overwhelmingly support it and we do

1580

01:14:15.925 --> 01:14:18.925

because of the reasons that Gary talked about, about giving

1581

01:14:19.435 --> 01:14:23.045

that school, um, those school students the ability

1582

01:14:23.105 --> 01:14:25.485

to have access to new technology.

1583

01:14:26.105 --> 01:14:29.725

And we do believe, even though it is a small school,

1584

01:14:29.865 --> 01:14:31.845

we believe that the right now,

1585

01:14:31.875 --> 01:14:34.965

that the schools will do what's necessary to make sure

1586

01:14:34.965 --> 01:14:37.445

that those students have the small staff,

1587

01:14:37.705 --> 01:14:40.525

but they're not gonna have access to the kind of technology

1588

01:14:40.525 --> 01:14:43.085

that the Grace Hopper building has at Langston.

1589

01:14:43.085 --> 01:14:45.525

And we think that that's important from the perspective

1590

01:14:45.665 --> 01:14:47.205

of equity in this county.

1591

01:14:48.145 --> 01:14:51.405

Um, we understand that Arlington Techs and Pathways

1592

01:14:51.465 --> 01:14:53.685

and the program for Employment preparedness

1593

01:14:53.705 --> 01:14:55.205

and the Teen Parenting Program

1594

01:14:55.305 --> 01:14:57.085  
and the CTE programs are there,

1595

01:14:57.345 --> 01:15:01.605  
but Arlington has co-located programs for a long time.

1596

01:15:01.805 --> 01:15:04.965  
I graduated from Arlington County Public Schools in 1977

1597

01:15:05.145 --> 01:15:09.325  
and went to a school that had, um, a variety

1598

01:15:09.425 --> 01:15:10.445  
of programs in it.

1599

01:15:10.545 --> 01:15:13.645  
So we trust that you all will do the right thing

1600

01:15:13.785 --> 01:15:16.045  
and give the Langston students the opportunity

1601

01:15:16.105 --> 01:15:18.045  
to have access to this facility.

1602

01:15:18.815 --> 01:15:20.845  
Thank you very much for your comments this evening, you

1603

01:15:21.355 --> 01:15:23.205  
Next speaker t Metcalf.

1604

01:15:31.145 --> 01:15:32.675  
Next speaker, Camille gdi.

1605

01:15:38.455 --> 01:15:39.955  
Hi, my name is Camille Gdes

1606

01:15:39.955 --> 01:15:42.835  
and I'm here to talk about the one to one device policy.

1607  
01:15:43.255 --> 01:15:46.715  
Around 20% of kids are diagnosed with A DHD

1608  
01:15:46.715 --> 01:15:49.235  
or an anxiety disorder at a PS.

1609  
01:15:49.255 --> 01:15:51.235  
That's about 5,500 students.

1610  
01:15:51.735 --> 01:15:54.155  
For kids with these conditions, the research is unequivocal.

1611  
01:15:54.955 --> 01:15:57.235  
Interacting with screen-based applications over activates

1612  
01:15:57.235 --> 01:15:59.635  
their nervous systems, setting off a slew of symptoms,

1613  
01:15:59.635 --> 01:16:02.475  
overstimulation, panic, emotional dysregulation,

1614  
01:16:02.575 --> 01:16:05.115  
and attention, addictive behaviors,

1615  
01:16:05.115 --> 01:16:06.595  
sensory seeking, et cetera.

1616  
01:16:07.145 --> 01:16:08.755  
It's now common knowledge that screens,

1617  
01:16:08.755 --> 01:16:11.515  
especially touchscreen tablets are harm harmful for kids

1618  
01:16:11.515 --> 01:16:12.875  
with A DHD or anxiety.

1619  
01:16:13.655 --> 01:16:14.835  
Yet that is a central way

1620  
01:16:14.835 --> 01:16:16.555

that a PS is delivering its education.

1621

01:16:17.275 --> 01:16:19.075

A PS has made a tool that's turned out to be harmful

1622

01:16:19.075 --> 01:16:21.275

to a fifth, the student population, ubiquitous

1623

01:16:21.275 --> 01:16:24.315

and inescapable and Arlington education has become

1624

01:16:24.515 --> 01:16:26.355

synonymous, synonymous with the iPad.

1625

01:16:26.895 --> 01:16:29.235

It starts in first grade with small but regular use.

1626

01:16:29.575 --> 01:16:31.355

But by sixth grade students are tethered

1627

01:16:31.355 --> 01:16:32.795

to their school iPads in every class

1628

01:16:33.135 --> 01:16:35.395

and for hours at home while they complete digital homework.

1629

01:16:35.985 --> 01:16:38.475

This is catastrophic for children who str struggle with

1630

01:16:39.075 --> 01:16:40.355

A DHD or anxiety.

1631

01:16:40.805 --> 01:16:42.435

These children are already distracted

1632

01:16:42.435 --> 01:16:44.035

by their thoughts and sensory input.

1633

01:16:44.105 --> 01:16:45.355

It's setting them up for failure

1634  
01:16:45.455 --> 01:16:46.955  
to put them on an iPad at school.

1635  
01:16:47.665 --> 01:16:49.515  
Just watch one of these children try

1636  
01:16:49.515 --> 01:16:50.755  
to take a test on an iPad.

1637  
01:16:50.985 --> 01:16:52.955  
They rush through nervously hitting buttons

1638  
01:16:52.955 --> 01:16:53.995  
or swiping, interacting

1639  
01:16:53.995 --> 01:16:55.675  
with the material on a shallow sensory level

1640  
01:16:55.675 --> 01:16:57.035  
rather than a cognitive level.

1641  
01:16:57.815 --> 01:16:59.635  
The effects aren't just academic either.

1642  
01:16:59.865 --> 01:17:02.195  
That same kid will then go to recess

1643  
01:17:02.255 --> 01:17:04.075  
and be more likely to overact with peers.

1644  
01:17:05.015 --> 01:17:06.315  
The board recently recognized

1645  
01:17:06.315 --> 01:17:08.235  
that iPads are developmentally damaging for three

1646  
01:17:08.235 --> 01:17:09.765  
to six year olds to youth.

1647  
01:17:09.815 --> 01:17:11.485

Thank you. It is time

1648

01:17:11.485 --> 01:17:14.165

that a PS also recognize the iPads in their gamified apps

1649

01:17:14.555 --> 01:17:16.005

with sound effects and tokens

1650

01:17:16.005 --> 01:17:18.765

and animations are also damaging for students of any age

1651

01:17:18.765 --> 01:17:20.085

with A DHD or anxiety

1652

01:17:20.385 --> 01:17:22.485

and unwind the control they have over our district.

1653

01:17:22.945 --> 01:17:26.045

We must stop this failed experiment, bring back textbooks

1654

01:17:26.045 --> 01:17:27.525

and workbooks so these kids can stay

1655

01:17:27.525 --> 01:17:28.805

regulated and actually learn.

1656

01:17:29.405 --> 01:17:31.605

I know a PS aims to do better on special ed.

1657

01:17:31.715 --> 01:17:33.205

Also in this case, an ounce

1658

01:17:33.205 --> 01:17:34.845

of prevention is worth a pound of cure.

1659

01:17:35.425 --> 01:17:37.285

How many kids would no longer be disruptive?

1660

01:17:37.545 --> 01:17:39.365

How many would no longer need an IEP?

1661  
01:17:41.135 --> 01:17:42.725  
Thank you for your comments this evening.

1662  
01:17:42.795 --> 01:17:44.685  
Next speaker Annie Wrigley.

1663  
01:17:51.235 --> 01:17:53.405  
Okay. Hi, my name is Annie Wrigley.

1664  
01:17:53.465 --> 01:17:55.925  
I'm speaking to you about middle school, uh,

1665  
01:17:56.025 --> 01:17:57.845  
device policy in Arlington County.

1666  
01:17:58.265 --> 01:18:01.365  
I'm an a PS educator and I have, uh, three boys at home.

1667  
01:18:01.985 --> 01:18:05.805  
I'm concerned about the overreliance on iPads in daily

1668  
01:18:06.245 --> 01:18:09.725  
teaching this fall in my seventh graders class, I was told

1669  
01:18:09.835 --> 01:18:14.005  
that over 50% of math classwork is done on the iPad.

1670  
01:18:14.425 --> 01:18:16.525  
My seventh grader is working on essays

1671  
01:18:16.525 --> 01:18:18.685  
and has yet to show a written outline or draft

1672  
01:18:18.685 --> 01:18:21.565  
because it is all housed within Google Docs.

1673  
01:18:22.575 --> 01:18:24.445  
iPads can be a great tool,

1674  
01:18:24.825 --> 01:18:26.805

but this tool loses its effectiveness.

1675

01:18:26.805 --> 01:18:30.405

With overuse, we are taking away the hands-on learning the

1676

01:18:30.405 --> 01:18:33.325

slow down thought process, the connections that are made

1677

01:18:33.325 --> 01:18:35.365

with pen and paper and replacing it

1678

01:18:35.365 --> 01:18:37.925

with short attention span, high resolution screens

1679

01:18:38.195 --> 01:18:42.565

that also happen to have gains accessible in addition

1680

01:18:42.565 --> 01:18:44.165

to overuse within the school day.

1681

01:18:44.265 --> 01:18:46.445

I'm displeased with the current default practice

1682

01:18:46.465 --> 01:18:49.605

of allowing middle schoolers to bring home iPads daily

1683

01:18:50.375 --> 01:18:53.245

while intended as an equalizer for a PS students

1684

01:18:53.305 --> 01:18:55.765

to complete tests that has not proven true.

1685

01:18:57.555 --> 01:19:00.845

Instead, I'm forced to monitor an additional device

1686

01:19:00.845 --> 01:19:02.765

because we quote need it for school.

1687

01:19:03.545 --> 01:19:05.525

But I can count on one hand the number

1688  
01:19:05.525 --> 01:19:08.085  
of times my child has used his iPad for homework.

1689  
01:19:08.905 --> 01:19:11.845  
The assumed function, the number of times I've had

1690  
01:19:11.845 --> 01:19:15.245  
to pull him off it, find it hiding in his laundry basket

1691  
01:19:15.585 --> 01:19:18.525  
or catch him sneaking it at night is numerous.

1692  
01:19:19.715 --> 01:19:22.365  
I've been told by several a PS administrators

1693  
01:19:22.365 --> 01:19:24.245  
that Lightspeed is the tool for parents

1694  
01:19:24.305 --> 01:19:26.165  
to monitor home internet usage.

1695  
01:19:26.985 --> 01:19:28.805  
It is bulky, it is ineffective,

1696  
01:19:28.945 --> 01:19:31.845  
and it places the onus on parents when it is the

1697  
01:19:31.845 --> 01:19:33.045  
county's responsibility.

1698  
01:19:34.125 --> 01:19:36.885  
Additionally, the in-school internet policy is equally

1699  
01:19:37.285 --> 01:19:39.685  
ineffective for every site you block.

1700  
01:19:40.105 --> 01:19:44.885  
My student discovers five more instead of blocking them

1701  
01:19:45.025 --> 01:19:47.845

as they're reported, which again relies on parents.

1702

01:19:48.305 --> 01:19:51.365

The internet should be limited to only approved sites.

1703

01:19:54.775 --> 01:19:56.245

Thank you. If you have additional comments,

1704

01:19:56.245 --> 01:19:57.565

please send them to us in writing.

1705

01:19:58.675 --> 01:20:00.125

Next speaker, Liza Sch.

1706

01:20:04.705 --> 01:20:06.685

I'm Liza Schul, co-founder of DMV

1707

01:20:06.685 --> 01:20:07.925

Unplugged, a former teacher

1708

01:20:08.305 --> 01:20:09.685

and a mom of five young children.

1709

01:20:10.585 --> 01:20:12.285

I'm here to ask you to do something bold

1710

01:20:12.385 --> 01:20:14.365

and end one to one K through eight.

1711

01:20:15.195 --> 01:20:16.685

I'll start with a quote from Hamilton.

1712

01:20:16.685 --> 01:20:19.365

The musical Alexander is constantly fed up

1713

01:20:19.365 --> 01:20:20.925

with his frenemy Aaron Burr

1714

01:20:20.995 --> 01:20:23.205

because he operates passively and cautiously.

1715  
01:20:23.505 --> 01:20:25.645  
He says, if you stand for nothing,

1716  
01:20:25.755 --> 01:20:27.005  
burr what'll you fall for.

1717  
01:20:28.105 --> 01:20:29.805  
I'm here to ask that you take a stand

1718  
01:20:30.425 --> 01:20:32.005  
and a program that doesn't work.

1719  
01:20:32.175 --> 01:20:35.645  
One-to-one is convenient, but it does not improve learning.

1720  
01:20:35.785 --> 01:20:39.525  
It makes learning gamified, isolated algorithm fueled

1721  
01:20:39.525 --> 01:20:41.685  
and forces kids into a world of distraction.

1722  
01:20:42.465 --> 01:20:44.245  
You cannot let convenience win,

1723  
01:20:44.325 --> 01:20:47.485  
prioritizing it over building our children's capacities

1724  
01:20:47.485 --> 01:20:50.365  
to focus, to have their own unmediated thoughts,

1725  
01:20:50.625 --> 01:20:52.285  
to interact directly with each other,

1726  
01:20:52.425 --> 01:20:54.525  
to read actual books beginning to end.

1727  
01:20:55.315 --> 01:20:57.525  
I'll note here that my students of the early 2010s

1728  
01:20:57.625 --> 01:20:59.965

who never touched Lexi, could handle

1729

01:20:59.985 --> 01:21:02.645

and find revelation in books like Tony Morrison's.

1730

01:21:02.645 --> 01:21:06.245

Beloved, a decade later, I could not even assign Beloved.

1731

01:21:06.745 --> 01:21:09.685

It was out of reach. And this lowering of the bar

1732

01:21:09.745 --> 01:21:12.005

to fit the digital age is unacceptable.

1733

01:21:12.515 --> 01:21:14.565

It's tragic. We have to reject it.

1734

01:21:15.405 --> 01:21:17.485

I need you to take a stand, not just with K through five.

1735

01:21:17.575 --> 01:21:20.685

Think about middle school and a PS parent rightly pointed

1736

01:21:20.685 --> 01:21:22.605

out, puberty is the worst time

1737

01:21:22.945 --> 01:21:24.525

to have an always connected camera

1738

01:21:24.625 --> 01:21:26.765

and social media AI portal in your backpack.

1739

01:21:27.635 --> 01:21:30.565

Pedagogical dependence on devices can and must be broken.

1740

01:21:30.625 --> 01:21:33.245

If we are going to do right by these kids whose minds

1741

01:21:33.245 --> 01:21:35.565

and identities are still forming, teach kids

1742  
01:21:35.565 --> 01:21:37.325  
to type, teach them to code.

1743  
01:21:37.325 --> 01:21:39.685  
Teach high schoolers what AI can and can't do,

1744  
01:21:39.865 --> 01:21:43.325  
but end one-to-one tweaks and PD won't cut it.

1745  
01:21:43.545 --> 01:21:46.205  
If one-to-one continues, the default will be daily use

1746  
01:21:46.205 --> 01:21:48.805  
of ed tech, digital assignments, digital homework,

1747  
01:21:49.025 --> 01:21:51.485  
and a generation of kids who aren't given the gift

1748  
01:21:51.485 --> 01:21:54.285  
of digital detox who don't even know what they're missing.

1749  
01:21:54.955 --> 01:21:57.885  
Take a stand, lead the charge. Thank you.

1750  
01:21:59.095 --> 01:22:00.445  
Thank you for your comments this evening.

1751  
01:22:02.155 --> 01:22:03.605  
Next speaker, Shelby Schwartz.

1752  
01:22:19.185 --> 01:22:20.445  
Hi, I am Shelby Schwartz.

1753  
01:22:20.645 --> 01:22:22.725  
I am the parent of a second grader at innovation

1754  
01:22:22.865 --> 01:22:24.805  
and I'm here to talk to you today about the closures

1755  
01:22:24.805 --> 01:22:26.165

of the school for the inclement weather.

1756  
01:22:26.865 --> 01:22:28.685  
So I really appreciate the presentation

1757  
01:22:28.685 --> 01:22:29.925  
and I appreciate all the extra

1758  
01:22:29.925 --> 01:22:31.045  
information that I learned here tonight.

1759  
01:22:31.505 --> 01:22:32.605  
Um, and I appreciate that.

1760  
01:22:32.605 --> 01:22:34.365  
Someone else had already mentioned the fact

1761  
01:22:34.365 --> 01:22:35.765  
that we have gotten a barrage

1762  
01:22:35.765 --> 01:22:38.485  
of emails over the this year talking about the problems

1763  
01:22:38.485 --> 01:22:39.845  
of chronic absenteeism.

1764  
01:22:40.425 --> 01:22:44.285  
Um, and it feels really at odds with the extended closures.

1765  
01:22:44.585 --> 01:22:46.005  
It feels really at odds with the message

1766  
01:22:46.005 --> 01:22:47.525  
of the priority of being in school.

1767  
01:22:48.225 --> 01:22:51.565  
So I understand that there were particular schools

1768  
01:22:51.625 --> 01:22:52.765  
and particular bus routes,

1769  
01:22:52.765 --> 01:22:54.485  
in particular sidewalks that were dangerous.

1770  
01:22:54.945 --> 01:22:57.125  
But the reality is that despite the presentation

1771  
01:22:57.125 --> 01:23:00.085  
and despite the hard work of a lot of custodial staff, um,

1772  
01:23:00.675 --> 01:23:03.445  
most of the county, the remainder of the county appears

1773  
01:23:03.445 --> 01:23:04.485  
to have been more

1774  
01:23:04.505 --> 01:23:08.045  
or less moving on to open for business as of last Wednesday,

1775  
01:23:08.045 --> 01:23:10.005  
January 28th when the school stayed

1776  
01:23:10.005 --> 01:23:11.285  
closed for nearly another week.

1777  
01:23:11.905 --> 01:23:14.725  
So on January 28th, the county moved their suno response

1778  
01:23:14.725 --> 01:23:17.285  
to phase three, to phase four, which meant they determined

1779  
01:23:17.285 --> 01:23:18.645  
that all primary roads were clear

1780  
01:23:18.865 --> 01:23:21.845  
and that over 70% of residential roads were clear.

1781  
01:23:22.745 --> 01:23:26.965  
It makes it very confusing to think that you're gonna say

1782  
01:23:26.965 --> 01:23:30.325

that more than 70% of the kids could get to school safely,

1783

01:23:30.945 --> 01:23:34.005

but that all of the kids should be prevented from learning

1784

01:23:34.005 --> 01:23:38.445

because a minority of students may have difficulty count.

1785

01:23:38.445 --> 01:23:39.925

Many county services were open,

1786

01:23:39.925 --> 01:23:41.645

libraries were open, pools were open.

1787

01:23:42.325 --> 01:23:45.485

I understand that six schools didn't have their lots plowed,

1788

01:23:45.825 --> 01:23:46.925

but that is six schools.

1789

01:23:47.065 --> 01:23:48.765

If you had a plumbing issue at one school

1790

01:23:48.785 --> 01:23:50.205

or a plumbing issue at six schools,

1791

01:23:50.505 --> 01:23:52.725

you wouldn't keep every school in the county closed.

1792

01:23:52.745 --> 01:23:54.725

You wouldn't disadvantage all of those students.

1793

01:23:55.725 --> 01:23:58.045

I appreciate that we have an emphasis on equity in this

1794

01:23:58.045 --> 01:24:01.805

county, but depriving all of the children from an education

1795

01:24:01.805 --> 01:24:04.125

because a minority of them couldn't access schools

1796  
01:24:04.225 --> 01:24:07.045  
as easily, may have had to have been walked by a parent

1797  
01:24:07.505 --> 01:24:09.845  
who instead had to stay home with them all day.

1798  
01:24:10.105 --> 01:24:12.605  
That's not equity. That's really in my mind, a failure.

1799  
01:24:13.135 --> 01:24:15.645  
Thank you. Thank you for your comments.

1800  
01:24:16.745 --> 01:24:18.365  
And the last speaker, Belinda Fo.

1801  
01:24:24.065 --> 01:24:25.805  
Hi, my name is Belinda Ful

1802  
01:24:25.825 --> 01:24:27.685  
and I teach fifth grade at Hoffman Boston.

1803  
01:24:28.235 --> 01:24:31.045  
This year, our faculty is being trained in co-teaching

1804  
01:24:31.225 --> 01:24:33.565  
and I have the privilege of working with an EL teacher

1805  
01:24:33.705 --> 01:24:35.685  
and a special education teacher in my classroom.

1806  
01:24:36.285 --> 01:24:38.365  
I appreciate learning about co-teaching.

1807  
01:24:39.005 --> 01:24:41.525  
I have never had an opportunity to learn these strategies,

1808  
01:24:41.585 --> 01:24:42.765  
but we're gonna need more than

1809  
01:24:42.765 --> 01:24:44.725

co-teaching to achieve inclusion.

1810  
01:24:45.135 --> 01:24:46.405  
We're gonna need more staff

1811  
01:24:46.465 --> 01:24:49.125  
to support our students at recess luncheon specials.

1812  
01:24:49.765 --> 01:24:51.925  
C-K-C-K-L-A will have to be adopted

1813  
01:24:52.025 --> 01:24:55.245  
or replaced to for, for by a program that's more conducive

1814  
01:24:55.245 --> 01:24:56.965  
to stations and UDL

1815  
01:24:57.425 --> 01:25:00.125  
and most importantly, assessments need to change

1816  
01:25:00.265 --> 01:25:02.445  
to allow all students to see growth.

1817  
01:25:03.465 --> 01:25:06.205  
The NWA map test to assess growth in reading

1818  
01:25:06.225 --> 01:25:07.685  
and math is designed so

1819  
01:25:07.685 --> 01:25:10.005  
that it can accommodate learners who need it read aloud.

1820  
01:25:10.665 --> 01:25:13.685  
Our district, however, has decided not to provide that

1821  
01:25:14.195 --> 01:25:16.245  
even if it's been written into the student's.

1822  
01:25:16.245 --> 01:25:18.005  
IEP my students

1823  
01:25:18.065 --> 01:25:20.965  
who receive this accommodation on all classroom activities,

1824  
01:25:21.285 --> 01:25:24.285  
district assessments and will receive it on the SOL are

1825  
01:25:24.285 --> 01:25:25.605  
forced to three times a year.

1826  
01:25:25.955 --> 01:25:27.525  
Take a test without read aloud.

1827  
01:25:27.945 --> 01:25:29.445  
The look on my student's face

1828  
01:25:29.535 --> 01:25:31.205  
after taking that test said it all.

1829  
01:25:31.865 --> 01:25:33.045  
Why did you do this to me?

1830  
01:25:34.385 --> 01:25:36.765  
The argument this test is to show reading ability

1831  
01:25:36.825 --> 01:25:39.765  
and not comprehension, but a quick look at the NWE fact

1832  
01:25:39.765 --> 01:25:42.445  
sheet that I've included with the copy of my speech says

1833  
01:25:42.445 --> 01:25:43.725  
that information is not true.

1834  
01:25:45.025 --> 01:25:47.405  
The second argument for not providing the children the

1835  
01:25:47.405 --> 01:25:49.045  
accommodations that was, that are given

1836  
01:25:49.045 --> 01:25:52.725

to them in the IEP is that it is common practice

1837

01:25:53.505 --> 01:25:55.965  
to not provide read aloud on growth assessments.

1838

01:25:56.965 --> 01:25:59.165  
I am learning and changing how I teach

1839

01:25:59.825 --> 01:26:01.805  
and I'm not sticking with common practice

1840

01:26:02.265 --> 01:26:04.085  
and I expect a PS to do the same.

1841

01:26:04.265 --> 01:26:05.565  
Please fix the MAP test.

1842

01:26:07.055 --> 01:26:08.485  
Thank you for your comments this evening

1843

01:26:12.145 --> 01:26:14.205  
and thank you to all of the speakers for your comments.

1844

01:26:14.345 --> 01:26:16.845  
We appreciate that you took the time to join us this evening

1845

01:26:16.845 --> 01:26:18.165  
and share your perspectives with us.

1846

01:26:18.825 --> 01:26:20.245  
We will work with the superintendent

1847

01:26:20.345 --> 01:26:22.925  
to coordinate any necessary follow up to these questions

1848

01:26:22.925 --> 01:26:24.485  
and concerns over the coming week.

1849

01:26:25.065 --> 01:26:26.245  
The sign up to speak forum

1850  
01:26:26.265 --> 01:26:29.125  
for the February 19th school board meeting will be posted

1851  
01:26:29.125 --> 01:26:30.605  
between February 13th

1852  
01:26:30.625 --> 01:26:34.165  
and February 18th at 4:00 PM Before we move on

1853  
01:26:34.165 --> 01:26:36.365  
to our next agenda item, the board will take a

1854  
01:26:37.555 --> 01:26:40.845  
five minute recess and we will be back at eight.

1855  
01:26:41.425 --> 01:26:45.125  
Uh, 33. Thank you.

1856  
01:35:45.495 --> 01:35:47.585  
Okay. Thank you everyone, can you please take your seats.

1857  
01:35:50.245 --> 01:35:51.785  
We are now at monitoring items

1858  
01:35:52.085 --> 01:35:54.265  
and tonight we have one monitoring item highlighting the

1859  
01:35:54.545 --> 01:35:56.465  
strategic plan priority of student wellbeing,

1860  
01:35:57.045 --> 01:35:58.905  
and we are focusing on bullying and harassment.

1861  
01:35:58.925 --> 01:36:00.385  
Dr. Drum, will you please introduce the

1862  
01:36:00.385 --> 01:36:02.025  
staff who will present this item? Yes.

1863  
01:36:02.245 --> 01:36:03.665

I'd like to invite up Dr. Byrd,

1864

01:36:03.685 --> 01:36:05.665  
our Executive Director of Diversity Equity Inclusion.

1865

01:36:05.725 --> 01:36:08.385  
And with him this evening is Mr. Carpenter,

1866

01:36:08.385 --> 01:36:09.865  
our Executive Director of student services.

1867

01:36:10.005 --> 01:36:12.785  
We also have greatest white Director of school climate

1868

01:36:12.845 --> 01:36:14.145  
and culture and Dr.

1869

01:36:14.145 --> 01:36:16.105  
Kristen Deney, our supervisor of student services

1870

01:36:16.125 --> 01:36:17.425  
and the four of them will be presenting,

1871

01:36:17.725 --> 01:36:18.785  
uh, this information tonight.

1872

01:36:18.785 --> 01:36:19.985  
And we'll start with Dr. Bur.

1873

01:36:21.115 --> 01:36:23.345  
Thank you Dr. Duran. You read my first slide.

1874

01:36:23.345 --> 01:36:26.185  
Appreciate it. Good stuff. Good evening everyone.

1875

01:36:26.325 --> 01:36:29.505  
I'm Dr. Duran, chair Zucker Sutton, school board members,

1876

01:36:29.505 --> 01:36:31.185  
members of the executive leadership team

1877  
01:36:31.525 --> 01:36:33.705  
and members of the Arlington Public Schools community.

1878  
01:36:33.705 --> 01:36:34.825  
Thank you for the opportunity

1879  
01:36:34.825 --> 01:36:37.705  
to provide an update on our ongoing work to prevent

1880  
01:36:37.705 --> 01:36:39.745  
and address bullying and harassment across

1881  
01:36:39.745 --> 01:36:40.785  
schools and programs.

1882  
01:36:41.525 --> 01:36:44.025  
We also extended special thanks to Chair Sucker Sutton,

1883  
01:36:44.025 --> 01:36:46.425  
who served as liaison for this presentation, um,

1884  
01:36:46.425 --> 01:36:48.425  
and to Dr. Crawford who led this work

1885  
01:36:48.485 --> 01:36:50.425  
but was un unable to be with us this evening.

1886  
01:36:50.645 --> 01:36:52.505  
Uh, we know she's watching so Hi Julie.

1887  
01:36:53.045 --> 01:36:55.345  
Um, oh, I'm doing the slides.

1888  
01:36:58.685 --> 01:37:00.305  
Is that number two? Yeah. Okay.

1889  
01:37:01.005 --> 01:37:03.185  
Uh, tonight I'll be joined by Mr. Jeffrey Carpenter,

1890  
01:37:03.185 --> 01:37:05.345

executive director of student services, Dr.

1891

01:37:05.345 --> 01:37:08.425

Kristen De Deney, supervisor of counseling and Mr.

1892

01:37:08.705 --> 01:37:10.465

Greatest White Director of School Climate and Culture.

1893

01:37:10.805 --> 01:37:12.625

We are also joined by colleagues from our offices

1894

01:37:12.885 --> 01:37:15.185

and we appreciate their invaluable contributions

1895

01:37:15.185 --> 01:37:16.345

to this important work.

1896

01:37:17.005 --> 01:37:18.625

We will begin by reviewing the

1897

01:37:18.625 --> 01:37:20.665

how bullying is defined in Virginia law

1898

01:37:20.685 --> 01:37:23.385

and how that definition aligns with a PS practices.

1899

01:37:23.955 --> 01:37:25.465

We'll take a look at the current data,

1900

01:37:25.465 --> 01:37:28.345

highlight recent worked and improvements already underway

1901

01:37:28.645 --> 01:37:30.465

and close by outlining next steps

1902

01:37:30.605 --> 01:37:31.745

and continue strengthening

1903

01:37:31.765 --> 01:37:33.425

to continue continued strengthening, bullying,

1904  
01:37:33.425 --> 01:37:35.065  
prevention and response.

1905  
01:37:36.355 --> 01:37:38.185  
There are three goals for tonight's update.

1906  
01:37:38.555 --> 01:37:41.025  
First, to provide the board with a clear picture

1907  
01:37:41.125 --> 01:37:42.185  
of current conditions.

1908  
01:37:42.645 --> 01:37:43.785  
Second, to highlight

1909  
01:37:43.785 --> 01:37:46.385  
how Arlington Public Schools has strengthened reporting,

1910  
01:37:46.385 --> 01:37:47.825  
prevention and intervention efforts.

1911  
01:37:48.205 --> 01:37:50.265  
And third, to focus on what comes next

1912  
01:37:50.265 --> 01:37:52.465  
as we continue working to ensure safe

1913  
01:37:52.765 --> 01:37:54.945  
and inclusive learning environments for all students.

1914  
01:37:57.355 --> 01:37:58.445  
When we talk about bullying,

1915  
01:37:58.475 --> 01:38:00.125  
Arlington Public Schools is aligned

1916  
01:38:00.125 --> 01:38:02.245  
with the definition established in Virginia law.

1917  
01:38:02.635 --> 01:38:04.325

That definition is very specific.

1918  
01:38:05.205 --> 01:38:06.925  
Bullying refers to aggressive

1919  
01:38:06.925 --> 01:38:10.085  
and unwanted welcome unwelcome behavior intended to hurt,

1920  
01:38:10.335 --> 01:38:12.085  
intimidate, or humiliate another person.

1921  
01:38:12.745 --> 01:38:14.445  
It typically involves a real

1922  
01:38:14.505 --> 01:38:16.285  
or perceived power imbalance

1923  
01:38:16.415 --> 01:38:19.285  
where the student engaging in the behavior has some form

1924  
01:38:19.285 --> 01:38:22.205  
of control or influence over the student being targeted.

1925  
01:38:22.835 --> 01:38:25.165  
This behavior is often repeated over time,

1926  
01:38:25.585 --> 01:38:27.005  
or it may be serious enough

1927  
01:38:27.005 --> 01:38:28.885  
that a single incident causes emotional harm.

1928  
01:38:29.425 --> 01:38:32.965  
The definition also includes cyber bullying, which refers

1929  
01:38:32.965 --> 01:38:34.725  
to harassment that takes place online

1930  
01:38:34.825 --> 01:38:36.165  
or through digital platforms.

1931  
01:38:36.795 --> 01:38:38.765  
Importantly, the law also makes clear

1932  
01:38:38.765 --> 01:38:40.565  
that not all conflict is bullying.

1933  
01:38:41.275 --> 01:38:43.925  
Peer disagreements, teasing, roughhousing and

1934  
01:38:43.925 --> 01:38:46.645  
or arguments may still require adult response and support,

1935  
01:38:46.945 --> 01:38:48.845  
but they do not meet the legal definition

1936  
01:38:48.845 --> 01:38:50.645  
of bullying under Virginia law.

1937  
01:38:52.805 --> 01:38:55.565  
Interrupting bullying is about intentional action,

1938  
01:38:56.325 --> 01:38:58.925  
stepping in to stop harm, supporting those who are targeted

1939  
01:38:59.185 --> 01:39:01.445  
and shifting behavior in a positive direction.

1940  
01:39:02.035 --> 01:39:04.085  
This work is not only about discipline,

1941  
01:39:04.155 --> 01:39:07.805  
it's about building empathy using pro, pro-social behaviors

1942  
01:39:07.945 --> 01:39:09.885  
and helping students and staff act

1943  
01:39:09.885 --> 01:39:11.805  
as upstanders rather than bystanders.

1944  
01:39:12.625 --> 01:39:15.005

One of the key frameworks the Office of Diversity, equity

1945

01:39:15.005 --> 01:39:18.405

and Inclusion uses is think the internal dialogue.

1946

01:39:18.405 --> 01:39:20.645

We want students to practice before they speak

1947

01:39:20.745 --> 01:39:23.005

or act by asking whether what they're about

1948

01:39:23.005 --> 01:39:26.805

to say is helpful, true, inspiring, necessary,

1949

01:39:26.825 --> 01:39:29.125

and kind as you saw in the video

1950

01:39:29.265 --> 01:39:30.765

of the Kenmore Middle School students,

1951

01:39:31.245 --> 01:39:33.885

students were not only practicing this framework themselves,

1952

01:39:34.185 --> 01:39:35.565

but they were also promoting

1953

01:39:35.565 --> 01:39:38.085

and encouraging think as a strategy with for their peers,

1954

01:39:38.965 --> 01:39:41.405

reinforcing the importance of acting before, uh, thinking

1955

01:39:41.405 --> 01:39:42.605

before you speak or act.

1956

01:39:43.265 --> 01:39:45.005

Adults play a critical role in this work.

1957

01:39:45.575 --> 01:39:47.005

Staff are expected to

1958  
01:39:47.565 --> 01:39:49.125  
actively interrupt bullying when it occurs

1959  
01:39:49.125 --> 01:39:51.045  
and to model respectful communication

1960  
01:39:51.265 --> 01:39:54.005  
and upstander behavior in their daily interactions

1961  
01:39:54.005 --> 01:39:55.405  
with students, their parents

1962  
01:39:55.425 --> 01:39:57.125  
or caregivers, and with one another.

1963  
01:39:58.065 --> 01:40:00.645  
Our approach includes using scenario-based activities

1964  
01:40:00.645 --> 01:40:04.085  
with students posting, think visuals in classrooms

1965  
01:40:04.085 --> 01:40:06.245  
and in common areas using advisory

1966  
01:40:06.385 --> 01:40:09.645  
or homeroom time to explore ways to intervene safely

1967  
01:40:10.105 --> 01:40:12.205  
and developing peer led teams that model

1968  
01:40:12.265 --> 01:40:13.725  
and promote upstander behavior.

1969  
01:40:14.465 --> 01:40:17.525  
We are also building staff training into our ongoing plans

1970  
01:40:17.745 --> 01:40:19.125  
so that this work is implemented

1971  
01:40:19.125 --> 01:40:20.365

consistently across schools.

1972

01:40:21.485 --> 01:40:22.885  
Building and sustaining a safe

1973

01:40:22.885 --> 01:40:25.805  
and respectful school culture takes time and consistency.

1974

01:40:26.265 --> 01:40:30.125  
It requires practice self-awareness, visible expectations,

1975

01:40:30.345 --> 01:40:31.445  
and empowered students

1976

01:40:31.465 --> 01:40:34.125  
and adults who know how to act when they see harm.

1977

01:40:36.755 --> 01:40:39.095  
As part of our alignment with the a PS strategic plans

1978

01:40:39.095 --> 01:40:41.215  
performance objective on student wellbeing,

1979

01:40:41.865 --> 01:40:45.935  
we've set a clear goal by 2030, we want at least 90%

1980

01:40:45.935 --> 01:40:49.415  
of our students to report feeling safe at school as measured

1981

01:40:49.415 --> 01:40:50.895  
by the your voice, uh, matter survey.

1982

01:40:51.365 --> 01:40:55.925  
Looking at our baseline data from the 2324 school year, 66%

1983

01:40:55.925 --> 01:40:58.045  
of our students in grades four and five

1984

01:40:58.425 --> 01:41:02.125  
and 67% of our grade of our students in grades six

1985  
01:41:02.125 --> 01:41:03.805  
through 12 said they felt safe at school.

1986  
01:41:04.825 --> 01:41:07.245  
Our most recent results from February, 2025

1987  
01:41:07.315 --> 01:41:08.325  
show real progress.

1988  
01:41:08.985 --> 01:41:11.325  
The percentage of students who report feeling safe has

1989  
01:41:11.445 --> 01:41:13.725  
increased by 22% in grades four and five,

1990  
01:41:14.025 --> 01:41:17.005  
and by 18% in grade six through 12.

1991  
01:41:17.705 --> 01:41:19.485  
So while we know we still have work to do,

1992  
01:41:19.575 --> 01:41:21.805  
these numbers show that we're moving in the right direction

1993  
01:41:22.185 --> 01:41:23.645  
and that our efforts are beginning

1994  
01:41:23.645 --> 01:41:25.045  
to make measurable impact.

1995  
01:41:25.965 --> 01:41:28.925  
I now turn to my colleague, Mr. Jeffrey Jeffrey Carpenter,

1996  
01:41:28.925 --> 01:41:30.365  
executive Director of Student Services

1997  
01:41:30.585 --> 01:41:31.725  
to continue the presentation.

1998  
01:41:37.695 --> 01:41:38.805

Thank you Dr. Byrd.

1999

01:41:42.855 --> 01:41:45.525

While our most recent data from the February, 2025,

2000

01:41:45.555 --> 01:41:48.605

your Voice Matters survey shows encouraging progress in

2001

01:41:48.925 --> 01:41:50.365

students' feelings of safety at school,

2002

01:41:51.015 --> 01:41:53.645

other student voice data sets like the voluntary

2003

01:41:53.905 --> 01:41:56.725

and anonymous Arlington Youth Survey, also known

2004

01:41:56.725 --> 01:41:59.965

as the a YS administered just a few months earlier in

2005

01:42:00.125 --> 01:42:03.445

November, 2024, remind us that challenges do remain.

2006

01:42:04.075 --> 01:42:07.805

This survey was focuses on grades 6, 8, 10,

2007

01:42:07.805 --> 01:42:10.005

and 12, highlight clear differences in

2008

01:42:10.005 --> 01:42:12.645

how bullying affect our students across different grade

2009

01:42:12.645 --> 01:42:15.485

levels, specifically students in the sixth grade

2010

01:42:15.545 --> 01:42:18.325

and the eighth grades reported experiencing bullying at much

2011

01:42:18.325 --> 01:42:20.165

higher rates than those in the 10th

2012  
01:42:20.165 --> 01:42:22.485  
and 12th grades, both on school property

2013  
01:42:22.485 --> 01:42:23.485  
and in digital spaces.

2014  
01:42:24.505 --> 01:42:26.165  
The a YS also noted

2015  
01:42:26.165 --> 01:42:29.885  
that a dis disproportionate impact on our LGBTQ plus youth.

2016  
01:42:30.905 --> 01:42:34.365  
Though the sample size was small, the survey revealed, uh,

2017  
01:42:34.485 --> 01:42:36.765  
concerns that should be an area of focus for us.

2018  
01:42:37.185 --> 01:42:38.685  
So I do wanna highlight here that

2019  
01:42:38.885 --> 01:42:42.045  
although the sample size was only about 60, uh, youth,

2020  
01:42:42.895 --> 01:42:45.125  
every student counts in every voice matters

2021  
01:42:45.185 --> 01:42:47.085  
and informs our work in student services.

2022  
01:42:47.665 --> 01:42:52.005  
And so what we learned from this data was that nearly 20%

2023  
01:42:52.005 --> 01:42:53.245  
of non-binary students

2024  
01:42:53.465 --> 01:42:57.085  
and 9% of transgender students reported missing at least one

2025  
01:42:57.085 --> 01:42:59.245

day of school in their previous month simply

2026

01:42:59.245 --> 01:43:00.485  
because they felt unsafe.

2027

01:43:01.425 --> 01:43:03.765  
So while we are moving in the right direction overall,

2028

01:43:04.175 --> 01:43:05.925  
these figures underscore the need

2029

01:43:05.925 --> 01:43:07.525  
for continued targeted focus

2030

01:43:07.665 --> 01:43:09.765  
to ensure every student feel secure

2031

01:43:09.865 --> 01:43:11.485  
and supported in our schools.

2032

01:43:17.065 --> 01:43:19.805  
In the fall of the 20 24 25 school year,

2033

01:43:20.365 --> 01:43:23.045  
a PS expanded the ways that families, students,

2034

01:43:23.105 --> 01:43:25.205  
and staff can report bullying and harassment.

2035

01:43:25.745 --> 01:43:28.605  
The bullying report form was added to the AP PS website,

2036

01:43:29.065 --> 01:43:30.165  
all school websites

2037

01:43:30.345 --> 01:43:32.405  
and shared through digital QR codes posted

2038

01:43:32.405 --> 01:43:33.645  
throughout school buildings.

2039  
01:43:34.185 --> 01:43:38.525  
We also implemented, implemented the reports@apsva.us email

2040  
01:43:38.525 --> 01:43:41.205  
address, which accepts submissions from anyone

2041  
01:43:41.265 --> 01:43:42.925  
and allows for anonymous reporting.

2042  
01:43:43.535 --> 01:43:45.765  
These reports are received by student services

2043  
01:43:45.905 --> 01:43:48.285  
and shared with school administrators for follow up

2044  
01:43:48.835 --> 01:43:50.525  
reports can also continue

2045  
01:43:50.525 --> 01:43:53.445  
to be made directly at the school or via the new 24 hour

2046  
01:43:53.445 --> 01:43:54.565  
confidential tip line.

2047  
01:43:55.725 --> 01:43:58.325  
Additionally, the reporting tool now includes a question

2048  
01:43:58.325 --> 01:44:00.485  
about suspected bullying behavior connected

2049  
01:44:00.485 --> 01:44:02.845  
to federally protected categories of harassment.

2050  
01:44:03.145 --> 01:44:06.125  
For example, race, religion, sexual orientation,

2051  
01:44:06.385 --> 01:44:09.165  
gender identity, genetics, just to name a few

2052  
01:44:09.715 --> 01:44:12.365

reporters are asked whether they believe the behavior was  
2053  
01:44:12.365 --> 01:44:13.965  
related to any of these categories.

2054  
01:44:15.205 --> 01:44:17.565  
Additionally, we launched new bullying prevention lessons

2055  
01:44:17.785 --> 01:44:19.925  
and increased direct conversations with students.

2056  
01:44:20.295 --> 01:44:22.725  
Additional prevention efforts will be described later in

2057  
01:44:22.725 --> 01:44:25.965  
this presentation by my colleagues on the slide before you.

2058  
01:44:26.105 --> 01:44:29.645  
The data reflects an anticipated increase in reports

2059  
01:44:29.705 --> 01:44:31.285  
of bullying and harassment

2060  
01:44:31.285 --> 01:44:33.965  
during the 24 25 school year at the middle school

2061  
01:44:33.965 --> 01:44:36.725  
and high school levels, uh, corresponding

2062  
01:44:36.725 --> 01:44:40.085  
with the expanded reporting avenues IE the online report

2063  
01:44:40.115 --> 01:44:42.885  
form and the reports at aps va, us email

2064  
01:44:43.225 --> 01:44:45.125  
and strengthen student education efforts.

2065  
01:44:49.155 --> 01:44:51.085  
This chart before you reflects two metrics,

2066  
01:44:52.005 --> 01:44:53.285  
distinct student respondents,

2067  
01:44:53.485 --> 01:44:56.685  
IE individuals specifically identified as responsible

2068  
01:44:56.685 --> 01:44:59.885  
for bullying and harassment and distinct founded incidents.

2069  
01:45:00.285 --> 01:45:01.885  
IE confirmed cases of bullying

2070  
01:45:01.885 --> 01:45:04.205  
or harassment for all figures.

2071  
01:45:04.205 --> 01:45:07.245  
Whether the number of for all figures where the number

2072  
01:45:07.245 --> 01:45:09.685  
of founded incidents is greater than the number

2073  
01:45:09.705 --> 01:45:12.645  
of respondents, this is typically due to a student

2074  
01:45:12.705 --> 01:45:14.205  
or students engaging in bullying

2075  
01:45:14.265 --> 01:45:16.085  
and harassment behavior more than once.

2076  
01:45:17.155 --> 01:45:19.605  
Regarding the data, you can see on the slide that

2077  
01:45:19.605 --> 01:45:23.405  
during the 2223 school year, there were 66 respondents.

2078  
01:45:23.405 --> 01:45:26.885  
In 71 founded instances of bullying or harassment.

2079  
01:45:27.385 --> 01:45:29.405

During the 2324 school year,

2080

01:45:29.425 --> 01:45:31.965

we saw a significant spike over the previous year.

2081

01:45:32.705 --> 01:45:36.445

During the 24 25 school year figures remain high

2082

01:45:36.555 --> 01:45:38.445

with 136 respondents,

2083

01:45:38.965 --> 01:45:40.485

although there was a slight decrease in the number

2084

01:45:40.505 --> 01:45:43.085

of founded incidents following investigation.

2085

01:45:43.745 --> 01:45:47.085

And currently during the 25 26 school year, as

2086

01:45:47.085 --> 01:45:50.405

of January the 18th, 2026, the data indicates

2087

01:45:50.405 --> 01:45:52.245

that there have been 46 respondents

2088

01:45:52.345 --> 01:45:54.565

and 52 founded incidents of bullying

2089

01:45:54.665 --> 01:45:56.525

or harassment following investigation.

2090

01:45:57.345 --> 01:45:59.805

But I do wanna highlight here how the reports are handled,

2091

01:46:00.335 --> 01:46:03.045

first of all, with universal investigation,

2092

01:46:03.505 --> 01:46:06.365

and what I mean by that is that every report of bullying

2093  
01:46:06.465 --> 01:46:08.885  
or harassment is investigated at the school level

2094  
01:46:09.065 --> 01:46:12.685  
by a school administrator and mandatory responses.

2095  
01:46:12.985 --> 01:46:15.805  
In other words, regardless of whether an incident is founded

2096  
01:46:16.065 --> 01:46:17.165  
for which I mean proven

2097  
01:46:17.665 --> 01:46:21.445  
or unsubstantiated in administrative response is required.

2098  
01:46:22.325 --> 01:46:24.845  
Responses typically include, include supportive measures

2099  
01:46:24.865 --> 01:46:27.725  
for those involved for all parties involved behavioral

2100  
01:46:28.125 --> 01:46:30.645  
interventions and formal disciplinary dis formal

2101  
01:46:30.645 --> 01:46:33.005  
disciplinary action where indicated

2102  
01:46:37.915 --> 01:46:38.965  
Here before you,

2103  
01:46:39.025 --> 01:46:41.205  
the bar chart illustrates an upward trend

2104  
01:46:41.205 --> 01:46:42.325  
in disciplinary action.

2105  
01:46:42.845 --> 01:46:46.085  
IE in and out of school suspension for founded instances

2106  
01:46:46.145 --> 01:46:49.445

of bullying and cyber bullying across all grades, followed

2107

01:46:49.445 --> 01:46:51.405

by midyear snapshot for the current term

2108

01:46:51.405 --> 01:46:53.525

through January 18th, 2026.

2109

01:46:54.305 --> 01:46:57.845

On the slide, you can see that during the 2223 school year,

2110

01:46:57.845 --> 01:47:01.645

there were a total of 17 suspensions, 14 of those accounted

2111

01:47:01.645 --> 01:47:03.365

for bullying and three for cyber bullying.

2112

01:47:04.025 --> 01:47:07.565

The suspensions doubled during the following year, 2324,

2113

01:47:07.955 --> 01:47:11.285

with a total of 36 suspensions, 26 for bullying

2114

01:47:11.305 --> 01:47:12.445

and eight for cyber bullying.

2115

01:47:13.625 --> 01:47:15.725

We reached a peak of 48 suspensions

2116

01:47:15.725 --> 01:47:19.445

during the 24 25 school year with 34 accounting for bullying

2117

01:47:19.585 --> 01:47:21.005

and 14 for cyber bullying.

2118

01:47:21.585 --> 01:47:23.205

But I do wanna also note here again,

2119

01:47:23.205 --> 01:47:26.325

that this is the same year in which reporting mechanisms in

2120  
01:47:26.325 --> 01:47:27.805  
student education were increased,

2121  
01:47:28.095 --> 01:47:31.245  
which resulted in an increase in the reporting of bullying

2122  
01:47:31.545 --> 01:47:33.525  
and as a result, an increase in disciplinary

2123  
01:47:33.585 --> 01:47:35.005  
action where appropriate.

2124  
01:47:35.745 --> 01:47:39.005  
And then presently, during this current year, 25, 26, as

2125  
01:47:39.005 --> 01:47:41.645  
of January 18th, there have been eight suspensions all

2126  
01:47:41.645 --> 01:47:43.445  
categorized as bullying was zero.

2127  
01:47:43.445 --> 01:47:45.565  
Cyber bullying suspensions recorded to date

2128  
01:47:49.635 --> 01:47:51.725  
Here on this slide, noting that our data tends

2129  
01:47:51.725 --> 01:47:53.485  
to show the highest instances of bullying

2130  
01:47:53.505 --> 01:47:55.245  
and cyber bullying at the middle school level.

2131  
01:47:55.585 --> 01:47:57.645  
We reviewed the disciplinary data for this group

2132  
01:47:57.865 --> 01:47:59.965  
for founded bullying and harassment incidents.

2133  
01:48:00.585 --> 01:48:03.245

The data shows a year over year comparison in, in

2134

01:48:03.325 --> 01:48:05.245

and out of school suspensions for founded bullying

2135

01:48:05.265 --> 01:48:07.485

and cyber bullying amongst middle school students.

2136

01:48:08.105 --> 01:48:10.805

During the 2223 school year, there were a total

2137

01:48:10.805 --> 01:48:14.965

of 10 suspensions during the 2324 school year,

2138

01:48:14.965 --> 01:48:16.285

there were a total of 25,

2139

01:48:16.625 --> 01:48:19.485

and during the 24 25 school year, there were a total

2140

01:48:19.485 --> 01:48:22.925

of 34 suspensions with 25 of those accounting for bullying

2141

01:48:23.065 --> 01:48:24.325

and nine for cyber bullying.

2142

01:48:24.915 --> 01:48:26.885

Presently, as of January the 18th,

2143

01:48:26.885 --> 01:48:28.605

there have been eight suspensions all

2144

01:48:28.605 --> 01:48:29.645

categorized as bullying.

2145

01:48:30.725 --> 01:48:33.245

I do wanna highlight here that the outcomes of bullying,

2146

01:48:33.375 --> 01:48:36.205

cyber bullying and harassment incidents consider proactive

2147  
01:48:36.205 --> 01:48:38.845  
measures and alternatives to traditional suspensions.

2148  
01:48:39.465 --> 01:48:43.045  
For example, restorative practices, which includes circles,

2149  
01:48:43.195 --> 01:48:46.005  
conferences, mediation to repair, harm

2150  
01:48:46.025 --> 01:48:49.045  
and rebuild student relationships, alternatives

2151  
01:48:49.045 --> 01:48:51.605  
to suspension, such as, uh, structured time

2152  
01:48:51.605 --> 01:48:55.165  
and alternative spaces focusing on academic work, counseling

2153  
01:48:55.165 --> 01:48:58.325  
and reflective activities, behavioral intervention plans

2154  
01:48:58.485 --> 01:49:00.725  
where appropriate and social emotional learning

2155  
01:49:01.045 --> 01:49:03.565  
interventions, which provide targeted skill building in

2156  
01:49:03.565 --> 01:49:05.685  
areas of self-regulation, conflict,

2157  
01:49:05.885 --> 01:49:07.605  
re resolution, and decision making.

2158  
01:49:10.345 --> 01:49:13.515  
Finally, this slide before you, um, illustrates harassment.

2159  
01:49:13.765 --> 01:49:16.435  
Harassment was mentioned in a few earlier slides in this

2160  
01:49:16.445 --> 01:49:18.635

slide, specifically reviews our harassment data

2161

01:49:19.095 --> 01:49:20.915

by distinguishing harassment from bullying

2162

01:49:21.095 --> 01:49:24.275

as defined earlier in this presentation, by emphasizing

2163

01:49:24.275 --> 01:49:27.995

that harassment involves unwanted conduct targeting a

2164

01:49:27.995 --> 01:49:30.475

protected characteristic to create a hostile

2165

01:49:30.695 --> 01:49:31.995

and intimidating environment,

2166

01:49:32.245 --> 01:49:34.315

these character characteristics include

2167

01:49:34.335 --> 01:49:37.235

but are not limited to race, gender, identity

2168

01:49:37.415 --> 01:49:39.675

or expression, national or origin.

2169

01:49:39.745 --> 01:49:43.155

Just to name a few. The chart tracks the total number of in

2170

01:49:43.155 --> 01:49:44.275

and out of school suspensions

2171

01:49:44.275 --> 01:49:46.075

for harassment across all grade levels

2172

01:49:46.075 --> 01:49:48.120

during the past four, four school years.

2173

01:49:48.665 --> 01:49:51.285

You can see on the slide that there were 27 suspensions

2174  
01:49:51.285 --> 01:49:53.525  
during the 2223 school year,

2175  
01:49:54.065 --> 01:49:55.525  
and then there was a notable increase

2176  
01:49:55.525 --> 01:49:58.805  
during the 24 25 school year to 33 suspensions.

2177  
01:49:59.065 --> 01:50:00.485  
During this present school year,

2178  
01:50:00.485 --> 01:50:02.965  
there have been eight suspensions, uh, recorded

2179  
01:50:03.305 --> 01:50:04.485  
as of January the 18th.

2180  
01:50:05.725 --> 01:50:07.645  
I now turn this presentation over to Dr.

2181  
01:50:07.645 --> 01:50:10.125  
Kristen Dey, our supervisor of counseling, and Mr.

2182  
01:50:10.125 --> 01:50:12.445  
Graders White, our Director of Student climate

2183  
01:50:12.465 --> 01:50:14.405  
and culture, who will highlight some of the actions

2184  
01:50:14.405 --> 01:50:16.685  
that we've put in place to address bullying,

2185  
01:50:16.685 --> 01:50:18.005  
harassment, and cyber bullying.

2186  
01:50:25.265 --> 01:50:26.655  
Thank you, Mr. Carpenter.

2187  
01:50:27.835 --> 01:50:29.335

In continuing with our goal

2188

01:50:29.395 --> 01:50:32.375

to improve reporting mechanisms in an effort to prevent

2189

01:50:32.515 --> 01:50:35.935

and interrupt bullying, you can see the varying methods of

2190

01:50:35.935 --> 01:50:38.415

how anyone with bullying concerns can make a report.

2191

01:50:39.325 --> 01:50:43.455

This past fall, we implemented a new phone tip line, safety,

2192

01:50:43.855 --> 01:50:46.535

security, and emergency management reported that as

2193

01:50:46.535 --> 01:50:48.895

of January, there has been one report of bullying

2194

01:50:48.965 --> 01:50:51.415

that used this new 24 hour tip line.

2195

01:50:52.165 --> 01:50:53.895

This is in addition to several ways

2196

01:50:53.895 --> 01:50:55.935

that someone can report an incident of bullying.

2197

01:50:56.785 --> 01:50:59.375

There is a central email address that also can be used,

2198

01:50:59.475 --> 01:51:00.735

and all schools have links

2199

01:51:00.755 --> 01:51:03.255

to a bullying report form on their website.

2200

01:51:03.945 --> 01:51:06.695

We've also created flyers with a QR code on them

2201  
01:51:06.755 --> 01:51:09.855  
for easy access to anyone wanting to make a report.

2202  
01:51:10.195 --> 01:51:12.415  
And these flyers can be seen throughout the schools.

2203  
01:51:16.555 --> 01:51:18.775  
In continuing with our goal of improving methods

2204  
01:51:18.795 --> 01:51:20.535  
of reporting, bullying concerns,

2205  
01:51:20.955 --> 01:51:23.575  
and staying current with our prevention education,

2206  
01:51:24.315 --> 01:51:26.895  
the Student services bullying prevention website is

2207  
01:51:26.895 --> 01:51:27.935  
regularly updated

2208  
01:51:28.355 --> 01:51:32.215  
and contains resources for families, including tips on how

2209  
01:51:32.215 --> 01:51:35.335  
to talk to kids about bullying, how to make a report,

2210  
01:51:35.715 --> 01:51:38.655  
and we've also posted all the bullying prevention lessons in

2211  
01:51:38.655 --> 01:51:39.895  
grades K through 12.

2212  
01:51:40.795 --> 01:51:43.375  
You'll see the data on this slide, tracking the number

2213  
01:51:43.375 --> 01:51:45.255  
of views and visitors to this page

2214  
01:51:45.845 --> 01:51:47.655

with a large increase in access

2215

01:51:47.675 --> 01:51:50.975

to our website in school year 25, which aligns

2216

01:51:50.975 --> 01:51:53.415

with the reporting data that Mr. Carpenter shared earlier.

2217

01:51:54.285 --> 01:51:55.615

This can also be attributed

2218

01:51:55.635 --> 01:51:58.735

to our focus on expanding our bullying prevention lessons

2219

01:51:58.835 --> 01:51:59.855

across all grades.

2220

01:52:00.315 --> 01:52:02.815

And it appears the web traffic is holding steady

2221

01:52:02.815 --> 01:52:04.695

with visitors this current school year.

2222

01:52:08.165 --> 01:52:09.575

Here you see a snapshot

2223

01:52:09.635 --> 01:52:13.055

of a visual aid on our website showing a flow chart of

2224

01:52:13.055 --> 01:52:14.495

what happens step-by-step.

2225

01:52:14.605 --> 01:52:18.735

When a concern of bullying is shared, the district continues

2226

01:52:18.735 --> 01:52:21.575

to encourage anyone with concerns to say something.

2227

01:52:22.325 --> 01:52:23.615

Once the report is made

2228  
01:52:23.635 --> 01:52:24.975  
and it is shared with the school,

2229  
01:52:25.515 --> 01:52:28.415  
the school administrator will notify the person making the

2230  
01:52:28.415 --> 01:52:29.815  
report within 24 hours,

2231  
01:52:30.355 --> 01:52:33.055  
and they will investigate the report within two school days.

2232  
01:52:34.325 --> 01:52:35.495  
When the investigation

2233  
01:52:35.515 --> 01:52:38.455  
by the school administrator is concluded, the student

2234  
01:52:38.555 --> 01:52:39.815  
and the parent and guardians

2235  
01:52:39.815 --> 01:52:41.495  
of all parties will be contacted

2236  
01:52:41.495 --> 01:52:42.655  
in writing with the results.

2237  
01:52:43.545 --> 01:52:45.205  
Every decision letter that is shared

2238  
01:52:45.205 --> 01:52:48.765  
with the family includes contact information to follow up

2239  
01:52:48.765 --> 01:52:51.925  
with any questions or concerns about the investigation.

2240  
01:52:55.305 --> 01:52:57.565  
As Dr. Byrd mentioned earlier, we continue

2241  
01:52:57.565 --> 01:52:59.645

to strengthen our, our approach in response to bullying.

2242

01:53:00.565 --> 01:53:02.805

Although all administrators were trained on the bullying

2243

01:53:03.445 --> 01:53:06.485

investigation process last February, a group

2244

01:53:06.485 --> 01:53:09.365

of school-based administrators are now beta testing a new

2245

01:53:09.365 --> 01:53:11.605

electronic tool that was created with the Office

2246

01:53:11.625 --> 01:53:14.325

of School Climate and Culture and Safety, security,

2247

01:53:14.345 --> 01:53:15.565

and Emergency Management.

2248

01:53:16.475 --> 01:53:18.805

This tool includes decision making, checklists

2249

01:53:19.025 --> 01:53:22.245

and other valuable resources for school administrators

2250

01:53:22.625 --> 01:53:25.085

to effectively complete bullying investigations.

2251

01:53:26.335 --> 01:53:29.725

Using this new online tool, we will track allegations,

2252

01:53:30.725 --> 01:53:32.125

investigations, and findings,

2253

01:53:32.425 --> 01:53:34.765

and help to provide clear oversight

2254

01:53:34.765 --> 01:53:36.845

and accountability for reports of bullying.

2255  
01:53:37.415 --> 01:53:39.005  
We're excited about this addition

2256  
01:53:39.225 --> 01:53:41.205  
and moving forward with additional training.

2257  
01:53:41.355 --> 01:53:46.245  
This spring, we asked

2258  
01:53:46.325 --> 01:53:49.125  
a small group of school-based administrators in elementary

2259  
01:53:49.125 --> 01:53:51.925  
and secondary schools to share their feedback on using this

2260  
01:53:51.925 --> 01:53:53.085  
new electronic system.

2261  
01:53:53.955 --> 01:53:56.485  
Most administrators feel the tool is efficient,

2262  
01:53:56.895 --> 01:53:58.285  
helps guide decision making

2263  
01:53:58.285 --> 01:54:00.725  
during the step-by-step investigation process,

2264  
01:54:01.465 --> 01:54:04.045  
and that it helps with clear communication to families.

2265  
01:54:05.025 --> 01:54:06.925  
We have gathered feedback as we plan

2266  
01:54:06.925 --> 01:54:08.765  
to train all school administrators

2267  
01:54:08.765 --> 01:54:10.325  
to use this electronic system.

2268  
01:54:10.355 --> 01:54:11.805

Beginning next school year,

2269

01:54:16.085 --> 01:54:17.335  
We'd like to provide an update

2270

01:54:17.335 --> 01:54:18.935  
to the bullying prevention lessons

2271

01:54:19.045 --> 01:54:21.575  
that were rolled out in school year 24 25.

2272

01:54:22.555 --> 01:54:25.335  
The lessons were created to address bullying behaviors,

2273

01:54:25.855 --> 01:54:28.495  
specifically targeting LGBTQ plus students

2274

01:54:28.715 --> 01:54:30.175  
and students with disabilities.

2275

01:54:30.955 --> 01:54:33.455  
And they were developed by a group of counselors, teachers,

2276

01:54:33.475 --> 01:54:35.615  
and social emotional learning leads.

2277

01:54:37.275 --> 01:54:40.735  
In the summer of 2025, we utilized feedback

2278

01:54:40.735 --> 01:54:42.615  
and additional data and continued

2279

01:54:42.615 --> 01:54:44.015  
with the development of new lessons.

2280

01:54:44.545 --> 01:54:46.575  
Additional lessons were created for middle

2281

01:54:46.675 --> 01:54:48.415  
and high school, which aligns

2282  
01:54:48.415 --> 01:54:50.495  
with the need based on the data shared earlier

2283  
01:54:50.645 --> 01:54:51.895  
with an increase of reports

2284  
01:54:51.915 --> 01:54:55.335  
and bullying at the secondary level in school year 25,

2285  
01:54:56.195 --> 01:54:57.975  
we also modified all of the lessons

2286  
01:54:58.155 --> 01:55:00.895  
for this current school year to be more accessible

2287  
01:55:00.895 --> 01:55:03.575  
to our English learners and students with disabilities.

2288  
01:55:03.925 --> 01:55:06.615  
With a collaborative effort from our L

2289  
01:55:06.715 --> 01:55:10.815  
and special education staff, the lessons were shared

2290  
01:55:10.815 --> 01:55:12.695  
with all the students services staff to deliver

2291  
01:55:12.715 --> 01:55:14.655  
as a team across all grade levels.

2292  
01:55:15.245 --> 01:55:17.535  
With the first one being facilitated in October

2293  
01:55:17.595 --> 01:55:20.215  
for bullying prevention month, the Office

2294  
01:55:20.215 --> 01:55:22.175  
of Student Services notified families

2295  
01:55:22.235 --> 01:55:23.535

of these lessons in the fall.

2296

01:55:23.915 --> 01:55:26.815

And all lessons have since been posted on our website

2297

01:55:29.955 --> 01:55:32.055

In an ongoing effort to measure effectiveness

2298

01:55:32.055 --> 01:55:34.975

of these bullying prevention lessons, we checked in

2299

01:55:34.975 --> 01:55:37.135

with school-based student services teams this fall

2300

01:55:37.235 --> 01:55:38.615

for feedback on delivery

2301

01:55:38.755 --> 01:55:41.215

of the first lessons facilitated in October.

2302

01:55:42.325 --> 01:55:44.925

Most shared responses were about positive student

2303

01:55:44.925 --> 01:55:48.125

engagement, and there was also specific feedback about

2304

01:55:48.125 --> 01:55:49.365

adding more scenarios

2305

01:55:49.385 --> 01:55:51.045

or activities for group discussion

2306

01:55:51.045 --> 01:55:52.445

to maintain this engagement.

2307

01:55:53.565 --> 01:55:56.205

Additionally, some counselors suggested more targeted topics

2308

01:55:56.345 --> 01:55:58.125

in specific grades, such

2309  
01:55:58.125 --> 01:56:00.805  
as empathy being discussed earlier than third grade.

2310  
01:56:01.435 --> 01:56:03.245  
This was a counselor recommendation

2311  
01:56:03.295 --> 01:56:06.085  
after observing continued student laughter when watching

2312  
01:56:06.085 --> 01:56:07.125  
a brief bullying video.

2313  
01:56:08.225 --> 01:56:11.325  
We see this as helpful feedback for our team as we review

2314  
01:56:11.325 --> 01:56:13.045  
and update curriculum again this summer.

2315  
01:56:14.445 --> 01:56:17.525  
A PS staff are also collecting student feedback using

2316  
01:56:17.805 --> 01:56:19.325  
questions before and after the lessons

2317  
01:56:20.105 --> 01:56:22.645  
to measure effectiveness that we also plan to use

2318  
01:56:22.985 --> 01:56:25.805  
for any necessary modifications to future lessons.

2319  
01:56:29.235 --> 01:56:31.935  
In addressing our goal for providing bullying prevention

2320  
01:56:32.275 --> 01:56:34.055  
and social emotional learning for all,

2321  
01:56:34.305 --> 01:56:36.215  
there are adapted lessons for elementary

2322  
01:56:36.215 --> 01:56:37.215

and secondary students

2323

01:56:37.595 --> 01:56:41.295  
for our self-contained special education programs such

2324

01:56:41.295 --> 01:56:43.455  
as our FLS, functional Life Skills

2325

01:56:43.875 --> 01:56:47.135  
and our MPA Multi Intervention program for autism Students

2326

01:56:47.825 --> 01:56:50.295  
First created in school year 24 25.

2327

01:56:50.545 --> 01:56:53.415  
These lessons focus directly on topics related

2328

01:56:53.415 --> 01:56:57.295  
to prevention, asking for help, saying no

2329

01:56:57.865 --> 01:56:59.295  
requesting personal space,

2330

01:56:59.755 --> 01:57:02.095  
and recognizing emotions of self and others.

2331

01:57:02.825 --> 01:57:05.855  
These topics address personal safety boundaries

2332

01:57:06.075 --> 01:57:07.455  
and self-advocacy skills.

2333

01:57:08.225 --> 01:57:10.415  
These lessons were carefully developed by a group

2334

01:57:10.415 --> 01:57:11.815  
of professional a PS staff,

2335

01:57:11.915 --> 01:57:14.495  
and they're delivered in classrooms by program teachers

2336  
01:57:14.525 --> 01:57:16.655  
with support from student services staff.

2337  
01:57:17.555 --> 01:57:19.975  
In addition to these lessons, student services

2338  
01:57:20.035 --> 01:57:23.775  
and special education staff also use other curriculums such

2339  
01:57:23.775 --> 01:57:26.895  
as the Circles curriculum in some secondary FLS

2340  
01:57:26.895 --> 01:57:27.975  
and MEPA classrooms

2341  
01:57:28.165 --> 01:57:29.735  
that focus on teaching personal

2342  
01:57:29.735 --> 01:57:31.375  
boundaries and personal safety.

2343  
01:57:32.475 --> 01:57:34.695  
Now you'll hear from Direct to Greatest White

2344  
01:57:34.725 --> 01:57:36.135  
with an update from the Office

2345  
01:57:36.155 --> 01:57:37.375  
of School Climate and Culture.

2346  
01:57:42.165 --> 01:57:44.155  
Thank you Dr. De, and good evening.

2347  
01:57:45.775 --> 01:57:47.715  
For the past two years, the Office of School Climate

2348  
01:57:47.715 --> 01:57:48.955  
and Culture has partnered closely

2349  
01:57:48.955 --> 01:57:51.315

with the school administrators to deliver the student rights

2350

01:57:51.315 --> 01:57:53.155

and responsibility lessons at both the

2351

01:57:53.155 --> 01:57:54.755

elementary and secondary levels.

2352

01:57:55.325 --> 01:57:56.955

These lessons are intentionally designed

2353

01:57:56.955 --> 01:57:59.675

to focus on student safety, awareness and accountability.

2354

01:58:00.575 --> 01:58:02.835

At the midway point of the school current school year,

2355

01:58:02.835 --> 01:58:04.875

more than a hundred presentations have already been

2356

01:58:04.875 --> 01:58:06.675

completed reaching over more than half

2357

01:58:06.675 --> 01:58:07.715

of our school communities.

2358

01:58:08.045 --> 01:58:10.435

These sessions provide students with clear expectations

2359

01:58:10.435 --> 01:58:12.515

around behavior, how to seek help

2360

01:58:12.535 --> 01:58:13.755

and how to support each other.

2361

01:58:14.575 --> 01:58:17.395

In addition to those proactive instruction, the Office

2362

01:58:17.395 --> 01:58:19.755

of School Climate and Cultural Office, daily Office hours

2363

01:58:19.855 --> 01:58:24.155

for school based consultations related to student behavior

2364

01:58:24.175 --> 01:58:26.035

and discipline, many of which involving

2365

01:58:26.835 --> 01:58:28.115

bullying harassment concerns.

2366

01:58:29.855 --> 01:58:31.595

At the midway point of the school year,

2367

01:58:31.655 --> 01:58:33.835

we have concluded over 450 staff

2368

01:58:33.835 --> 01:58:36.035

consultations representing over.

2369

01:58:37.135 --> 01:58:39.355

We have con, let me start over.

2370

01:58:41.425 --> 01:58:43.085

At the midway point of the school year,

2371

01:58:43.185 --> 01:58:47.805

we have completed over 450 staff consultations, uh,

2372

01:58:48.075 --> 01:58:51.245

with an increase of 30% compared to this time last year,

2373

01:58:51.725 --> 01:58:53.685

demonstrating both the increase in student awareness

2374

01:58:53.905 --> 01:58:55.245

and trust in our support systems.

2375

01:58:58.785 --> 01:59:00.445

The Title IX office continues

2376

01:59:00.445 --> 01:59:02.005

to play a critical role in prevention

2377

01:59:02.005 --> 01:59:04.045

and response by conducting regular trainings

2378

01:59:04.185 --> 01:59:06.685

and presentations for administrators and key stakeholders.

2379

01:59:07.295 --> 01:59:10.485

These sessions focus on sexual harassment, title IX

2380

01:59:11.685 --> 01:59:14.005

responsibilities and clear reporting procedures, ensuring

2381

01:59:14.005 --> 01:59:15.965

that school leaders understand their obligations

2382

01:59:15.985 --> 01:59:17.805

and are prepared to respond appropriately

2383

01:59:18.265 --> 01:59:20.045

and promptly when concerns arise.

2384

01:59:25.225 --> 01:59:27.365

In partnership with the Office of Diversity, equity

2385

01:59:27.365 --> 01:59:29.085

and Inclusion, the Office of School Climate

2386

01:59:29.085 --> 01:59:31.245

and Culture has expanded bullying

2387

01:59:31.265 --> 01:59:32.325

and harassment prevention

2388

01:59:32.325 --> 01:59:34.485

through targeted training from both staff and students.

2389

01:59:36.605 --> 01:59:38.645

Trainings have been provided to a wide range

2390  
01:59:38.645 --> 01:59:40.325  
of adults across the school system,

2391  
01:59:40.515 --> 01:59:43.405  
including our school-based administrators, dean of students,

2392  
01:59:43.465 --> 01:59:46.405  
transportation staff, extended day staff,

2393  
01:59:46.555 --> 01:59:48.685  
food service staff, school climate coordinators,

2394  
01:59:49.225 --> 01:59:51.965  
and PTA groups ensuring that all adults interacting

2395  
01:59:51.965 --> 01:59:55.165  
with students are prepared to prevent, identify,

2396  
01:59:55.505 --> 01:59:56.565  
and respond to bullying

2397  
01:59:56.625 --> 01:59:59.245  
and harassment at the student level,

2398  
01:59:59.265 --> 02:00:01.805  
middle school students participated in classroom based

2399  
02:00:01.805 --> 02:00:04.245  
instruction focused on identifying hate speech

2400  
02:00:04.245 --> 02:00:06.245  
and practicing pro-social behaviors.

2401  
02:00:06.535 --> 02:00:09.205  
Additional pro-social behavior presentations were delivered

2402  
02:00:09.205 --> 02:00:10.965  
at Echelon and Fleet Elementary Schools

2403  
02:00:12.665 --> 02:00:13.805

at Kenmore Middle School.

2404

02:00:13.985 --> 02:00:16.485

Pre and post-survey data showed measurable impact,

2405

02:00:16.715 --> 02:00:20.205

including increased students' understanding of hate speech

2406

02:00:20.225 --> 02:00:23.605

and post social behaviors, a greater likelihood of reporting

2407

02:00:23.705 --> 02:00:25.445

or intervening when issues occur.

2408

02:00:25.705 --> 02:00:28.445

And a decrease in students indicated that they would ignore

2409

02:00:29.265 --> 02:00:32.445

or dismiss hate speech in real time.

2410

02:00:33.375 --> 02:00:36.285

These results highlight effectiveness early preventive,

2411

02:00:36.975 --> 02:00:39.325

early early intervention and instruction.

2412

02:00:43.425 --> 02:00:44.845

And finally, our next steps.

2413

02:00:45.705 --> 02:00:47.965

The district is moving forward towards a full rollout

2414

02:00:47.965 --> 02:00:49.605

of an online bullying harassment

2415

02:00:49.605 --> 02:00:50.965

management reporting system.

2416

02:00:51.475 --> 02:00:54.485

This platform will support consistent documentation,

2417  
02:00:54.865 --> 02:00:55.965  
timely investigation,

2418  
02:00:56.225 --> 02:00:58.485  
and transparent follow up across all schools,

2419  
02:00:59.285 --> 02:01:01.165  
strengthening accountability while ensuring students

2420  
02:01:01.185 --> 02:01:04.605  
and families experience clear and predictable processes.

2421  
02:01:04.925 --> 02:01:07.245  
Collectively, these efforts reinforce all

2422  
02:01:07.345 --> 02:01:09.925  
and public schools' ongoing commitment to safe, inclusive,

2423  
02:01:10.145 --> 02:01:11.605  
and supportive learning environments.

2424  
02:01:15.185 --> 02:01:18.485  
And that concludes our presentation and my nerves. Okay.

2425  
02:01:21.015 --> 02:01:23.445  
Thank you so much to the team, uh, all of you.

2426  
02:01:23.445 --> 02:01:26.725  
We appreciate you and I, um, appreciated the chance to work

2427  
02:01:26.795 --> 02:01:29.165  
with, uh, with you all on the presentation.

2428  
02:01:29.705 --> 02:01:32.125  
Um, I am going to, uh, go ahead

2429  
02:01:32.125 --> 02:01:34.085  
and turn it to my colleagues for questions.

2430  
02:01:34.105 --> 02:01:35.845

And I I might jump in at some point.

2431  
02:01:35.985 --> 02:01:38.565  
So did Miranda have any I'll come to her.

2432  
02:01:38.825 --> 02:01:40.845  
Do you have questions? Yeah. Okay, Ms. Tapia Hadley.

2433  
02:01:42.135 --> 02:01:43.965  
Thank you. Good evening. And, um,

2434  
02:01:43.985 --> 02:01:46.165  
and welcome Mr. Carpenter, uh, your first meeting.

2435  
02:01:46.265 --> 02:01:48.605  
So thank you all for such great work.

2436  
02:01:48.825 --> 02:01:53.085  
Um, I will start by saying how excited I am, especially

2437  
02:01:53.085 --> 02:01:57.085  
to know about this hotline, um, that we now have established

2438  
02:01:57.085 --> 02:01:58.765  
that anyone can call to report.

2439  
02:01:58.835 --> 02:02:00.085  
That is phenomenal

2440  
02:02:00.085 --> 02:02:02.725  
because one of the concerns I would always hear,

2441  
02:02:02.735 --> 02:02:04.325  
often hear from parents that I think led

2442  
02:02:04.325 --> 02:02:06.965  
to underreporting was fear of retaliation.

2443  
02:02:07.025 --> 02:02:10.685  
And I know that, you know, that might not be the case,

2444  
02:02:10.745 --> 02:02:12.965  
but it, it is a real fear by students and parents.

2445  
02:02:12.985 --> 02:02:15.765  
So I think I want the community to understand

2446  
02:02:15.835 --> 02:02:19.565  
that there is no reason to fear, um, reporting,

2447  
02:02:19.935 --> 02:02:23.485  
especially using an anonymous line or hotline

2448  
02:02:23.485 --> 02:02:24.645  
or email, um,

2449  
02:02:24.745 --> 02:02:27.005  
if someone is not comfortable doing it through their school.

2450  
02:02:27.105 --> 02:02:29.525  
So, so can't wait for that full rollout. Thank you.

2451  
02:02:30.345 --> 02:02:33.965  
Um, my question is first regarding slide seven

2452  
02:02:33.985 --> 02:02:37.645  
and the data we're seeing particularly regarding, um, our,

2453  
02:02:37.645 --> 02:02:39.125  
our children who are, who are trans

2454  
02:02:39.225 --> 02:02:42.845  
or non-binary, in addition to the training

2455  
02:02:42.905 --> 02:02:44.165  
and coursework for staff

2456  
02:02:44.345 --> 02:02:47.085  
and to with fellow students, which is incredibly important.

2457  
02:02:48.025 --> 02:02:49.325

How can you talk a bit about,

2458

02:02:49.325 --> 02:02:51.565

and this is maybe more along for Ms. Graves or whomever,

2459

02:02:51.585 --> 02:02:56.005

but, um, how else are we supporting this

2460

02:02:56.025 --> 02:02:57.525

cohort of students that

2461

02:02:58.355 --> 02:02:59.765

From all reports, can you bring up slide seven please,

2462

02:02:59.955 --> 02:03:00.955

From all reports? Um,

2463

02:03:00.955 --> 02:03:03.845

have a particularly hard time these days,

2464

02:03:10.265 --> 02:03:11.265

So, sure. So I've spent

2465

02:03:11.265 --> 02:03:13.925

some time having conversations with multiple,

2466

02:03:14.145 --> 02:03:16.605

um, colleagues within the school division.

2467

02:03:16.665 --> 02:03:19.205

And so, you know, I'm, as I'm learning what we're doing

2468

02:03:19.205 --> 02:03:22.365

to support our students, what I do know is that all

2469

02:03:22.365 --> 02:03:26.005

of our students, regardless of how they identify, um,

2470

02:03:26.115 --> 02:03:28.845

have access to the full scope of services in our schools.

2471  
02:03:28.985 --> 02:03:31.645  
And so we've got school psychologists in schools,

2472  
02:03:31.735 --> 02:03:32.845  
we've got social workers,

2473  
02:03:33.025 --> 02:03:35.245  
but we also have our school counselors in their

2474  
02:03:35.245 --> 02:03:36.525  
robust school counseling program.

2475  
02:03:37.145 --> 02:03:39.525  
So our services are offered on a tier level.

2476  
02:03:39.785 --> 02:03:42.805  
Um, so of course what's available for all students.

2477  
02:03:42.985 --> 02:03:44.325  
And then we go up from there in terms

2478  
02:03:44.325 --> 02:03:46.045  
of identifying students who need more support.

2479  
02:03:46.065 --> 02:03:48.965  
And that includes our LGBTQ plus youth.

2480  
02:03:49.425 --> 02:03:50.445  
And so we're always looking

2481  
02:03:50.465 --> 02:03:52.125  
for additional ways to support youth.

2482  
02:03:52.305 --> 02:03:54.565  
Uh, as a matter of fact, uh, we have a meeting tomorrow

2483  
02:03:54.565 --> 02:03:58.245  
with one of our community partners, uh, uh, A GIA, right,

2484  
02:03:58.245 --> 02:04:00.205

where I know we'll be having a conversation about this.

2485

02:04:00.265 --> 02:04:02.565

And they have seen this data and have already

2486

02:04:02.805 --> 02:04:04.925

provided some suggestions on how we can further engage this

2487

02:04:04.925 --> 02:04:06.485

population to figure out what they need

2488

02:04:06.545 --> 02:04:07.765

so we can support them.

2489

02:04:07.795 --> 02:04:09.645

Because again, you know, as I said earlier,

2490

02:04:09.655 --> 02:04:11.285

every student counts. Mm-hmm.

2491

02:04:12.095 --> 02:04:13.365

Thank you. And particularly

2492

02:04:13.645 --> 02:04:15.365

'cause, um, sometimes we have students

2493

02:04:15.365 --> 02:04:17.325

who maybe don't wanna talk about, you know, or,

2494

02:04:17.345 --> 02:04:18.725

or are more fearful to talk about,

2495

02:04:18.905 --> 02:04:20.045

uh, what they're going through.

2496

02:04:20.065 --> 02:04:22.325

So, so appreciate that. My next question has to do

2497

02:04:22.325 --> 02:04:23.565

with slide 23

2498  
02:04:23.905 --> 02:04:26.045  
and those sessions that were mentioned also

2499  
02:04:26.405 --> 02:04:27.885  
phenomenal, um, outcomes there.

2500  
02:04:27.925 --> 02:04:31.325  
I think on the, the, the sessions where there was more, uh,

2501  
02:04:31.325 --> 02:04:34.565  
intense work with specific schools with Kenmore, um,

2502  
02:04:34.565 --> 02:04:35.845  
and more specific training done.

2503  
02:04:36.025 --> 02:04:40.445  
My, my question is really, it's great

2504  
02:04:40.445 --> 02:04:42.685  
that we've already trained, it sounds like all staff.

2505  
02:04:44.055 --> 02:04:46.405  
We've done the program with some specific schools

2506  
02:04:46.515 --> 02:04:48.565  
with Kenmore, a fleet, et cetera.

2507  
02:04:49.425 --> 02:04:50.725  
I'm wondering, is this something

2508  
02:04:50.725 --> 02:04:52.685  
that we could do across all schools?

2509  
02:04:52.705 --> 02:04:54.525  
And I don't know, this is more for the superintendent,

2510  
02:04:54.525 --> 02:04:55.925  
but we, I mean yeah.

2511  
02:04:56.105 --> 02:04:58.805

Why not do it? Um, across with every school?

2512  
02:04:59.065 --> 02:05:00.085  
Yes. Great question. Especially at the

2513  
02:05:00.085 --> 02:05:01.205  
most we'd love to uhhuh.

2514  
02:05:01.285 --> 02:05:03.725  
Um, our offices have partnered in doing this work and,

2515  
02:05:03.785 --> 02:05:05.565  
and it's, um, by request.

2516  
02:05:05.745 --> 02:05:07.285  
So schools have reached out to us

2517  
02:05:07.305 --> 02:05:08.605  
to have deeper conversations.

2518  
02:05:08.905 --> 02:05:10.525  
Um, Ms. Harper has reached out to us

2519  
02:05:10.625 --> 02:05:11.805  
to spend time with transportation.

2520  
02:05:12.175 --> 02:05:14.685  
We've worked with Tony Hall and the extended day staff.

2521  
02:05:15.105 --> 02:05:17.205  
We are here for any and everyone who wants

2522  
02:05:17.205 --> 02:05:19.565  
to have us in their building to further these conversations.

2523  
02:05:19.785 --> 02:05:21.205  
And it's not because they don't want to,

2524  
02:05:21.395 --> 02:05:23.245  
it's just there's just limited time bandwidth.

2525  
02:05:23.245 --> 02:05:24.565  
Oh, I understand. Bandwidth. So, yeah.

2526  
02:05:24.565 --> 02:05:27.925  
But, but we, our preference is to go class by class. Uh, Ms.

2527  
02:05:27.925 --> 02:05:29.485  
Schulman and I, uh, soon to be Dr.

2528  
02:05:29.485 --> 02:05:31.525  
Schulman and I, we go class by class

2529  
02:05:31.525 --> 02:05:34.325  
because we think that's how it most resonates with students

2530  
02:05:34.345 --> 02:05:35.725  
as opposed to a class-wide assembly

2531  
02:05:35.895 --> 02:05:38.285  
where kids can become distracted by their peers

2532  
02:05:38.345 --> 02:05:39.925  
or in a small classroom setting.

2533  
02:05:39.925 --> 02:05:42.645  
Like the, the video you saw of Kenmore, that's work

2534  
02:05:42.645 --> 02:05:44.645  
that we've, we've led with, um, with Terry Taylor,

2535  
02:05:44.655 --> 02:05:46.605  
who's the DEI coordinator in that space.

2536  
02:05:46.705 --> 02:05:48.005  
Um, so that's our effort.

2537  
02:05:48.065 --> 02:05:51.245  
Um, and you do classroom stuff as well? Yes. Yeah. So

2538  
02:05:51.655 --> 02:05:52.655

Thank you. So then maybe

2539

02:05:52.655 --> 02:05:53.965

I'll, uh, follow up

2540

02:05:53.965 --> 02:05:55.805

with the superintendent on, you know,

2541

02:05:55.825 --> 02:05:57.685

how maybe if we start in elementary school,

2542

02:05:58.015 --> 02:05:59.325

eventually we can make sure

2543

02:05:59.325 --> 02:06:01.005

that all classes have that training.

2544

02:06:01.205 --> 02:06:03.125

'cause I understand there's, there's only so much time,

2545

02:06:03.225 --> 02:06:05.805

but this is often the issue that keeps kids from learning.

2546

02:06:05.985 --> 02:06:08.565

Yes. Right. So, um, and, and,

2547

02:06:08.625 --> 02:06:10.925

and my last question is how can we

2548

02:06:11.715 --> 02:06:13.925

take the material the students are learning?

2549

02:06:14.825 --> 02:06:16.285

I'm one of those parents who's old school.

2550

02:06:16.485 --> 02:06:17.645

I really miss worksheets

2551

02:06:17.705 --> 02:06:19.845

and like the paper copies of everything.

2552

02:06:20.505 --> 02:06:22.685

And I think these are incredible lessons we're imparting on

2553

02:06:22.805 --> 02:06:24.845

children, but oftentimes this has been pointed to the data.

2554

02:06:24.845 --> 02:06:27.285

Sometimes parents miss out on this. Yeah.

2555

02:06:27.905 --> 02:06:31.885

And how can we at home as parents reaffirm this culture

2556

02:06:31.985 --> 02:06:33.885

of inclusivity and lessons that we're learning,

2557

02:06:34.025 --> 02:06:36.325

or at least reaffirm some of the concepts

2558

02:06:36.325 --> 02:06:37.765

or understand the concepts

2559

02:06:37.765 --> 02:06:38.925

that our students are learning? Absolutely

2560

02:06:39.205 --> 02:06:40.205

Learning. Uh,

2561

02:06:40.205 --> 02:06:42.725

serendipity would have it this evening we were at a PTA

2562

02:06:42.725 --> 02:06:44.925

meeting at Swanson, um, Bridget Loft and Jackie St.

2563

02:06:44.925 --> 02:06:47.925

Stallworth and that building are, they invited the PTA,

2564

02:06:47.925 --> 02:06:49.245

they invited us to come in

2565

02:06:49.245 --> 02:06:51.125

and talk about how to interrupt hate speech in your home,

2566

02:06:51.305 --> 02:06:53.205

how to talk to students and children who,

2567

02:06:53.385 --> 02:06:54.565

who may be inclined to

2568

02:06:54.565 --> 02:06:57.325

or may have used a language that parents are uncomfortable

2569

02:06:57.325 --> 02:06:58.485

with and not know what to do.

2570

02:06:58.785 --> 02:07:00.885

Um, so we, we are bringing those sessions.

2571

02:07:00.885 --> 02:07:01.925

We've been to several schools.

2572

02:07:02.005 --> 02:07:03.045

I don't remember exactly how many,

2573

02:07:03.185 --> 02:07:05.245

but we've been to several schools to have that conversations

2574

02:07:05.445 --> 02:07:06.525

with, with PTAs.

2575

02:07:06.635 --> 02:07:07.635

Okay, you guys.

2576

02:07:08.865 --> 02:07:12.045

So, and you know, again, being new, I've had a lot

2577

02:07:12.045 --> 02:07:13.045

of great conversations.

2578

02:07:13.145 --> 02:07:15.085

And so one of the most recent conversations

2579  
02:07:15.085 --> 02:07:16.205  
that I've had has been

2580  
02:07:16.205 --> 02:07:17.805  
with the Student Services Advisory Committee.

2581  
02:07:17.805 --> 02:07:19.405  
And so you all will find out recently

2582  
02:07:19.405 --> 02:07:21.165  
that they're gonna bring some recommendations to you

2583  
02:07:21.585 --> 02:07:23.325  
around simple kindness, right?

2584  
02:07:23.345 --> 02:07:25.365  
We found some resources through the random acts

2585  
02:07:25.365 --> 02:07:28.325  
of kindness organization that we're hoping to roll out,

2586  
02:07:28.345 --> 02:07:29.365  
uh, with your support.

2587  
02:07:29.745 --> 02:07:31.645  
And I think that's a further enhancement

2588  
02:07:31.745 --> 02:07:33.805  
to the good work that we're already doing.

2589  
02:07:34.085 --> 02:07:35.725  
'cause we can all use more kindness. So

2590  
02:07:36.815 --> 02:07:37.815  
Thank you very much. That's

2591  
02:07:37.815 --> 02:07:41.005  
really helpful. So PTAs, please reach out. Yes.

2592  
02:07:41.815 --> 02:07:43.045

Thank you Ms. Clark.

2593

02:07:47.095 --> 02:07:48.795

Uh, we keep this,

2594

02:07:50.635 --> 02:07:52.315

I was gonna say, we can probably keep the slides up.

2595

02:07:52.495 --> 02:07:56.955

Um, uh, one of the questions I submitted earlier, um,

2596

02:07:56.975 --> 02:07:58.435

slides eight and 14.

2597

02:07:59.295 --> 02:08:03.875

Um, just to clarify, we, I mean, I would expect to see

2598

02:08:05.385 --> 02:08:06.895

about 50%.

2599

02:08:07.515 --> 02:08:09.895

Um, we're halfway through the school year.

2600

02:08:10.975 --> 02:08:12.735

I would expect to see about 50% of

2601

02:08:12.735 --> 02:08:16.415

what I saw last year in terms of year over year reporting.

2602

02:08:16.475 --> 02:08:18.615

And it seems like we see less reporting.

2603

02:08:18.895 --> 02:08:22.855

I know last year, um, there was a tremendous push

2604

02:08:23.035 --> 02:08:26.535

and effort to get the new format out,

2605

02:08:27.355 --> 02:08:28.575

um, the new rep.

2606  
02:08:28.795 --> 02:08:31.135  
Um, not this reporting system,

2607  
02:08:31.195 --> 02:08:33.295  
but I think we were focused more on the form

2608  
02:08:33.835 --> 02:08:35.695  
and the education piece behind.

2609  
02:08:35.955 --> 02:08:37.775  
Um, there were some really great meetings

2610  
02:08:37.775 --> 02:08:39.295  
with special education PTA.

2611  
02:08:40.115 --> 02:08:42.815  
Um, what work are we doing this year?

2612  
02:08:44.115 --> 02:08:46.095  
Uh, I would actually expect

2613  
02:08:46.095 --> 02:08:48.375  
to see higher reporting given the climate.

2614  
02:08:51.245 --> 02:08:52.775  
I'll start off with each one to jump in.

2615  
02:08:53.115 --> 02:08:55.775  
So I'll just say to that very quickly, you know,

2616  
02:08:56.135 --> 02:08:57.335  
although the slide shows

2617  
02:08:57.335 --> 02:09:00.535  
that the reporting figures are down, um, I would say

2618  
02:09:00.535 --> 02:09:03.215  
that in terms of the efforts that we've been making to sort

2619  
02:09:03.215 --> 02:09:05.575

of grow people's understanding of what bullying is

2620

02:09:05.675 --> 02:09:07.375

and what bullying isn't, I think

2621

02:09:07.375 --> 02:09:09.655

that could have an impact on the amount of reporting.

2622

02:09:09.775 --> 02:09:11.055

'cause people have a better understanding.

2623

02:09:11.515 --> 02:09:13.735

But we've also been out there in the land creating all

2624

02:09:13.735 --> 02:09:16.055

of these sort of anti-bullying ambassadors, right?

2625

02:09:16.055 --> 02:09:17.735

So you saw the video from Kenmore,

2626

02:09:17.785 --> 02:09:19.575

those are anti-bullying ambassadors.

2627

02:09:19.575 --> 02:09:21.015

We've been out there training our staff.

2628

02:09:21.015 --> 02:09:25.015

Those are ambassadors to create this kind environment where,

2629

02:09:25.155 --> 02:09:26.855

um, people hopefully aren't engaging

2630

02:09:26.915 --> 02:09:28.095

in these behaviors anymore.

2631

02:09:28.235 --> 02:09:30.375

And of course, having a, a greater understanding of

2632

02:09:30.375 --> 02:09:31.495

what is and what isn't bullying.

2633  
02:09:31.795 --> 02:09:34.455  
So I would say that some of that likely contributes to,

2634  
02:09:34.635 --> 02:09:37.575  
um, the change in the data. Anything else to add to

2635  
02:09:37.575 --> 02:09:38.575  
That? No, I think that's great.

2636  
02:09:38.575 --> 02:09:39.655  
Um, Mr. Carpenter,

2637  
02:09:39.655 --> 02:09:42.775  
that's absolutely our, our strategy is that we push out in,

2638  
02:09:42.795 --> 02:09:45.935  
in response to the increase in, in, in reports

2639  
02:09:45.935 --> 02:09:47.815  
that we respond to it in a way that's,

2640  
02:09:47.875 --> 02:09:50.855  
that's operationalizes interrupting, um,

2641  
02:09:50.915 --> 02:09:52.495  
not just hate speech, um,

2642  
02:09:52.495 --> 02:09:54.375  
but also, um, harassment and bullying.

2643  
02:09:54.675 --> 02:09:56.455  
Uh, so we're working across grade levels

2644  
02:09:56.555 --> 02:10:00.095  
to have conversations at the classroom level, uh, so

2645  
02:10:00.095 --> 02:10:01.695  
that students know when they see it, so

2646  
02:10:01.695 --> 02:10:04.295

that they can be proactive and, and police it themselves.

2647

02:10:04.475 --> 02:10:05.855

Yes, adults are involved in this,

2648

02:10:05.955 --> 02:10:08.055

but we need our children to count on one another

2649

02:10:08.355 --> 02:10:10.775

to be upstanders when they see a student being harmed.

2650

02:10:11.075 --> 02:10:12.815

And we've continued, we've had, again, this year

2651

02:10:12.815 --> 02:10:15.255

with the SEPTA presentation a night, so

2652

02:10:15.255 --> 02:10:16.495

for second year in a row we did that.

2653

02:10:16.795 --> 02:10:18.135

And also we're working with Ms.

2654

02:10:18.375 --> 02:10:20.255

Ashby and the team and community relation,

2655

02:10:20.255 --> 02:10:23.895

putting some information out through stories on Friday fives

2656

02:10:23.915 --> 02:10:27.215

and in my Wednesday messages that go out to, uh, staff

2657

02:10:27.215 --> 02:10:29.495

and to families reminding about some of these resources

2658

02:10:29.495 --> 02:10:31.135

that are available and reporting.

2659

02:10:31.235 --> 02:10:33.920

So continuing to do some more of that, of that reporting,

2660  
02:10:33.920 --> 02:10:36.725  
um, pr I guess, to make sure people know that it's there.

2661  
02:10:37.745 --> 02:10:40.685  
And tracking our, your voice matters data longitudinally.

2662  
02:10:40.695 --> 02:10:42.205  
We're so very grateful that we're doing

2663  
02:10:42.205 --> 02:10:44.565  
that on an annual basis now that we have more, uh,

2664  
02:10:44.565 --> 02:10:47.365  
actionable data, more readily available to us, so

2665  
02:10:47.365 --> 02:10:49.485  
that we can target those students, those schools

2666  
02:10:49.495 --> 02:10:52.365  
where this is a concern, um, it's a concern at all schools,

2667  
02:10:52.365 --> 02:10:54.685  
but where there's a number that troubles us, we can go in

2668  
02:10:54.685 --> 02:10:55.925  
and actively work in that space.

2669  
02:10:56.715 --> 02:10:59.085  
Yeah. I think, um, my colleague, um,

2670  
02:10:59.085 --> 02:11:00.645  
Ms. Turner has a follow up on this.

2671  
02:11:00.925 --> 02:11:03.965  
I would just say, um, I mean, I've, my,

2672  
02:11:04.065 --> 02:11:06.405  
my family's incident has been very public over the years.

2673  
02:11:07.145 --> 02:11:11.105

Um, and, and I bring this up sort of repeatedly

2674

02:11:11.205 --> 02:11:15.385

as a reminder, um, that when situations like this happen,

2675

02:11:15.525 --> 02:11:19.705

it can be incredibly, uh, challenging for that student.

2676

02:11:19.925 --> 02:11:22.265

Mm-hmm. Um, to make it through. Right.

2677

02:11:22.445 --> 02:11:24.625

And just to create that, that, um,

2678

02:11:24.895 --> 02:11:27.065

culture in which they can turn around and thrive.

2679

02:11:27.155 --> 02:11:30.065

Right. So the piece that I would, I, I love

2680

02:11:30.575 --> 02:11:32.265

hearing the amount of effort

2681

02:11:32.285 --> 02:11:34.265

and work that is going into the prevention

2682

02:11:34.325 --> 02:11:37.225

and the upstander, because I think that that

2683

02:11:37.995 --> 02:11:40.065

would have been super beneficial.

2684

02:11:41.205 --> 02:11:43.025

Um, and I, and I love that we are,

2685

02:11:43.165 --> 02:11:44.305

we are working towards that.

2686

02:11:45.125 --> 02:11:48.425

Um, my, my pause

2687  
02:11:48.845 --> 02:11:51.665  
or my question would be that continued support

2688  
02:11:52.555 --> 02:11:55.305  
after an incident, uh,

2689  
02:11:55.865 --> 02:11:59.865  
I think it was the slide bef maybe, uh, down a slide.

2690  
02:11:59.865 --> 02:12:01.785  
Sorry, go down a slide nine. Yeah.

2691  
02:12:02.365 --> 02:12:05.465  
So, um, as we're doing the,

2692  
02:12:05.645 --> 02:12:07.705  
the founded incidents, right?

2693  
02:12:08.395 --> 02:12:12.145  
There are times where we're saying that it wasn't a bullying

2694  
02:12:12.665 --> 02:12:16.625  
situation, but harm was caused.

2695  
02:12:18.125 --> 02:12:21.145  
How are we handling those situations to ensure that we can,

2696  
02:12:21.335 --> 02:12:23.225  
that those students are getting the support that they need?

2697  
02:12:23.815 --> 02:12:26.785  
Yeah. I can answer quickly that when we get an opportunity

2698  
02:12:26.785 --> 02:12:27.825  
to spend time with staff,

2699  
02:12:28.005 --> 02:12:30.265  
we talk about not only addressing it in the moment,

2700  
02:12:30.385 --> 02:12:31.865

interrupting it immediately,

2701

02:12:32.045 --> 02:12:34.705

but the follow up that you visit with that student

2702

02:12:34.755 --> 02:12:38.025

after the day, during the day, the next day, the next week,

2703

02:12:38.025 --> 02:12:39.105

the next month at elementary school,

2704

02:12:39.105 --> 02:12:41.385

that student could be in that building for several years.

2705

02:12:41.885 --> 02:12:44.305

And how often are you checking in with that child

2706

02:12:44.485 --> 02:12:46.025

to see if they're still being targeted

2707

02:12:46.055 --> 02:12:47.905

with hurtful language or behaviors?

2708

02:12:48.045 --> 02:12:49.385

Not only that student, but the student

2709

02:12:49.405 --> 02:12:50.785

who used the inappropriate language?

2710

02:12:50.805 --> 02:12:53.025

Are you checking in with that student to find out whether

2711

02:12:53.025 --> 02:12:55.425

or not they've made different choices, better choices?

2712

02:12:55.805 --> 02:12:57.865

Um, and we know that the elementary school students

2713

02:12:57.865 --> 02:12:59.185

especially love their teachers,

2714  
02:12:59.285 --> 02:13:01.825  
and when their teachers reach out to them in this way,

2715  
02:13:02.085 --> 02:13:03.425  
it resonates long term.

2716  
02:13:03.765 --> 02:13:06.185  
We could probably all think back to an elementary teacher

2717  
02:13:06.445 --> 02:13:09.265  
who impacted us positively, even at our mature ages.

2718  
02:13:09.405 --> 02:13:11.185  
So we, we give great credit

2719  
02:13:11.245 --> 02:13:13.745  
to our educators at the elementary level for being able

2720  
02:13:13.745 --> 02:13:15.825  
to connect with them at that personal level about

2721  
02:13:15.825 --> 02:13:17.065  
this topic specifically.

2722  
02:13:17.845 --> 02:13:19.305  
And, yep, please do.

2723  
02:13:19.445 --> 02:13:21.145  
And I'll just add to that very quickly.

2724  
02:13:21.365 --> 02:13:23.465  
Uh, I was excited this week to actually get

2725  
02:13:23.465 --> 02:13:25.825  
to demo the new digital tool that we have.

2726  
02:13:25.845 --> 02:13:29.025  
And so one of the things that was pointed out to me is that

2727  
02:13:29.325 --> 02:13:31.160

as our administrators are going, going

2728

02:13:31.160 --> 02:13:32.405  
through those investigations

2729

02:13:32.425 --> 02:13:35.765  
and sort of figuring out next steps, the form requires you

2730

02:13:35.765 --> 02:13:37.565  
to indicate what the supportive measures will be

2731

02:13:37.565 --> 02:13:38.965  
for all parties involved.

2732

02:13:39.305 --> 02:13:41.605  
And then we get that information in student services,

2733

02:13:41.625 --> 02:13:43.965  
so we can also support with the follow up if we need

2734

02:13:43.965 --> 02:13:46.365  
to engage SST further some of our central office people.

2735

02:13:46.825 --> 02:13:48.245  
So I think that's going to be great.

2736

02:13:48.425 --> 02:13:50.285  
And so, uh, we've been very appreciative

2737

02:13:50.285 --> 02:13:52.405  
of the administrators who have piloted that for us,

2738

02:13:52.705 --> 02:13:54.205  
and we're looking forward to rolling that out.

2739

02:13:55.415 --> 02:13:58.005  
Thank you. Um, I noticed in the appendix the list,

2740

02:13:58.185 --> 02:14:00.485  
the very long list of the supportive measures, um,

2741  
02:14:00.535 --> 02:14:01.765  
which I appreciated seeing.

2742  
02:14:01.945 --> 02:14:03.685  
Um, Ms. Turner, did you have a follow-up?

2743  
02:14:04.575 --> 02:14:05.805  
Thank you. Yeah, I did.

2744  
02:14:06.145 --> 02:14:09.525  
Um, I also wanna comment, as Ms. Clark did on

2745  
02:14:09.785 --> 02:14:11.285  
how much work has gone into this.

2746  
02:14:11.385 --> 02:14:13.165  
And, and it seems like we are

2747  
02:14:13.985 --> 02:14:17.365  
moving towards a really robust structure here, um,

2748  
02:14:17.365 --> 02:14:20.965  
which is a huge positive and an improvement over last year.

2749  
02:14:21.345 --> 02:14:24.245  
Um, but I don't wanna get lost in the adulation over

2750  
02:14:24.245 --> 02:14:25.405  
all the work that's been done.

2751  
02:14:25.745 --> 02:14:28.165  
Um, and, and the numbers, I,

2752  
02:14:28.285 --> 02:14:30.085  
I just wanna push back a little bit

2753  
02:14:30.935 --> 02:14:33.445  
maybe on the response to Ms.

2754  
02:14:33.475 --> 02:14:34.685

Clark's question about

2755

02:14:35.105 --> 02:14:38.645

how when we see numbers dip this year, it is, um,

2756

02:14:39.815 --> 02:14:43.965

reflective of our efforts working,

2757

02:14:44.425 --> 02:14:46.925

and it obviously very well could be,

2758

02:14:47.105 --> 02:14:48.565

and that's what we all hope.

2759

02:14:48.705 --> 02:14:51.285

But how do we know what the peak is

2760

02:14:51.465 --> 02:14:53.245

or what the right number is,

2761

02:14:53.425 --> 02:14:55.925

or sort of whether we've right sized the

2762

02:14:55.925 --> 02:14:57.325

reporting to the problem?

2763

02:14:57.635 --> 02:15:00.525

Because I remember discussing that last year, uh,

2764

02:15:00.525 --> 02:15:01.605

when this was presented.

2765

02:15:01.665 --> 02:15:05.085

We sort of don't necessarily always know or see the size

2766

02:15:05.085 --> 02:15:07.005

or scope of the, of the issue.

2767

02:15:07.005 --> 02:15:10.605

And obviously with the, um, outreach efforts

2768  
02:15:10.625 --> 02:15:12.485  
and the attention paid to this last year

2769  
02:15:12.485 --> 02:15:14.685  
and sort of the rationalizing of the framework

2770  
02:15:14.705 --> 02:15:17.085  
and the, um, the better structure

2771  
02:15:17.145 --> 02:15:19.565  
and process that was put in place, we did see a bump,

2772  
02:15:19.665 --> 02:15:22.885  
but maybe that's where we should be.

2773  
02:15:23.025 --> 02:15:25.485  
Or maybe it was a bump and now it's back down

2774  
02:15:25.505 --> 02:15:27.885  
and we still haven't reached where we should be.

2775  
02:15:28.065 --> 02:15:31.525  
How are you all thinking about trying to, um,

2776  
02:15:32.965 --> 02:15:37.125  
I guess get a bead on on what the size

2777  
02:15:37.125 --> 02:15:38.285  
of the problem really is

2778  
02:15:38.385 --> 02:15:43.005  
and how far along to getting reporting right sized?

2779  
02:15:43.185 --> 02:15:44.185  
We are.

2780  
02:15:45.185 --> 02:15:47.165  
Uh, so I'll, I'll speak on behalf of the,

2781  
02:15:47.225 --> 02:15:49.445

the diversity equity inclusion office specifically,

2782

02:15:49.445 --> 02:15:51.485

but generally all of our offices we're,

2783

02:15:51.485 --> 02:15:53.765

we're tracking our data long longitudinally,

2784

02:15:53.765 --> 02:15:56.285

we're collecting more information on a regular basis

2785

02:15:56.335 --> 02:15:57.405

about where we're standing.

2786

02:15:57.405 --> 02:16:00.045

We have some now data that we can act upon.

2787

02:16:00.345 --> 02:16:02.725

Uh, we believe that we've increased awareness to

2788

02:16:02.725 --> 02:16:04.885

what bullying and harassment are and,

2789

02:16:04.905 --> 02:16:07.365

and how it should be responded to and interrupted.

2790

02:16:07.705 --> 02:16:10.085

Um, I, I, I do firmly believe that,

2791

02:16:10.085 --> 02:16:12.005

that our proactive work is working.

2792

02:16:12.425 --> 02:16:14.925

Um, we're excited about collecting in information from the

2793

02:16:14.925 --> 02:16:16.765

schools where we've been in specifically

2794

02:16:16.765 --> 02:16:18.405

to see if there is some difference

2795  
02:16:18.405 --> 02:16:20.205  
between third grade at this school

2796  
02:16:20.205 --> 02:16:21.445  
and third grade at another school

2797  
02:16:21.445 --> 02:16:24.005  
that hasn't had an opportunity to bring us in just yet

2798  
02:16:24.105 --> 02:16:25.805  
to the level that some schools have.

2799  
02:16:26.015 --> 02:16:28.485  
We're going to have some comparison data at the end

2800  
02:16:28.485 --> 02:16:31.405  
of this school year to see where the, the, the, the

2801  
02:16:31.925 --> 02:16:34.685  
offerings that we have provided are leaned into more

2802  
02:16:34.685 --> 02:16:35.805  
than in some other spaces.

2803  
02:16:36.025 --> 02:16:37.965  
So, uh, I don't have a perfect answer for you,

2804  
02:16:37.965 --> 02:16:41.365  
but I, we are tracking as much data as we can longitudinally

2805  
02:16:41.365 --> 02:16:43.445  
to see and, and then con comparing

2806  
02:16:43.445 --> 02:16:45.005  
and contrasting to other spaces.

2807  
02:16:45.725 --> 02:16:46.765  
Anything, guys, we're good.

2808  
02:16:47.705 --> 02:16:52.365

Is there some sort of benchmark that exists outside  
2809  
02:16:52.365 --> 02:16:55.805  
of a PS that would be helpful to understand the incidents

2810  
02:16:55.805 --> 02:16:59.605  
that, you know, the, the incidents that occurs as compared

2811  
02:16:59.605 --> 02:17:02.285  
to the incidents that, um, that we sort

2812  
02:17:02.285 --> 02:17:03.605  
of see get forward in reporting?

2813  
02:17:03.625 --> 02:17:06.245  
Is there anything like that, that we could use as

2814  
02:17:07.005 --> 02:17:08.165  
a point of reference?

2815  
02:17:08.505 --> 02:17:11.205  
That's a good idea. And I know that Dr. Crawford has kind

2816  
02:17:11.205 --> 02:17:12.885  
of talked about that you want to Yeah. Okay.

2817  
02:17:12.905 --> 02:17:14.485  
No, we, we can get back to you on some of that.

2818  
02:17:14.565 --> 02:17:16.285  
I know Dr. Crawford is probably listening

2819  
02:17:16.285 --> 02:17:17.245  
and wanting to answer that, so

2820  
02:17:17.245 --> 02:17:18.405  
we'll get we'll, we'll get back to

2821  
02:17:18.405 --> 02:17:19.405  
You on that. I'm not gonna pick up

2822  
02:17:19.405 --> 02:17:19.685  
my phone,

2823  
02:17:21.985 --> 02:17:23.165  
but yes, that's a great idea.

2824  
02:17:23.345 --> 02:17:26.325  
And, and it's the more information we can gather and, and,

2825  
02:17:26.345 --> 02:17:29.165  
and using similar, uh, communities to our own,

2826  
02:17:29.265 --> 02:17:30.365  
uh, would be a great idea.

2827  
02:17:30.495 --> 02:17:31.495  
Thank you for that.

2828  
02:17:32.355 --> 02:17:34.965  
Okay. Thank you, Ms. Turner. We can come back to you.

2829  
02:17:35.425 --> 02:17:37.005  
Um, Ms. Clark, did you have additional,

2830  
02:17:37.985 --> 02:17:40.245  
or shall I, I'm gonna jump to Ms. Bryant.

2831  
02:17:40.305 --> 02:17:41.405  
I'm gonna jump to Ms. Bryant.

2832  
02:17:43.575 --> 02:17:45.765  
Thank you. Welcome aboard. Uh, thank you.

2833  
02:17:46.545 --> 02:17:49.925  
And my questions are follow ups, again, being on this side

2834  
02:17:49.925 --> 02:17:51.605  
of the diocese and also for the community.

2835  
02:17:52.265 --> 02:17:55.645

Um, specifically two slides for slide number seven.

2836

02:17:58.945 --> 02:18:03.085

It is reported that our LGBTQ plus youth are missing school

2837

02:18:03.145 --> 02:18:04.165

due to feeling unsafe.

2838

02:18:04.825 --> 02:18:09.365

And so my question is, how are we verifying that, um,

2839

02:18:10.425 --> 02:18:12.365

the hostile environment has been addressed

2840

02:18:12.705 --> 02:18:14.205

and that the impact that students

2841

02:18:14.205 --> 02:18:15.445

feel safe to return to school?

2842

02:18:20.145 --> 02:18:23.595

Well, what I'll add to that is that, you know, the,

2843

02:18:23.695 --> 02:18:25.555

the information in that survey, first of all,

2844

02:18:25.555 --> 02:18:27.155

there was anonymous reporting, right?

2845

02:18:27.455 --> 02:18:29.675

And so when incidents come up in school, you know,

2846

02:18:29.675 --> 02:18:32.235

if a student specifically discloses, you know,

2847

02:18:32.255 --> 02:18:34.475

how they identify, well, you know, we can address that.

2848

02:18:34.495 --> 02:18:38.315

But in general, our focus is what are the concerns

2849  
02:18:38.315 --> 02:18:40.155  
that students and families are bringing to us?

2850  
02:18:40.335 --> 02:18:42.075  
And then what supports can we put in

2851  
02:18:42.075 --> 02:18:43.555  
place to support the student?

2852  
02:18:43.615 --> 02:18:44.835  
And then what steps can we take

2853  
02:18:44.835 --> 02:18:46.555  
to prevent those things from happening again,

2854  
02:18:46.555 --> 02:18:47.995  
which include our investigations,

2855  
02:18:48.415 --> 02:18:51.475  
it includes our supportive measures, it includes, you know,

2856  
02:18:51.475 --> 02:18:53.035  
working with our SST teams.

2857  
02:18:53.215 --> 02:18:56.635  
Uh, so we want to wrap around and support every student and,

2858  
02:18:56.635 --> 02:18:58.835  
and address every problem that's brought to us and,

2859  
02:18:59.015 --> 02:19:01.435  
and take it down the path to getting it resolved.

2860  
02:19:01.615 --> 02:19:03.435  
And so that, that's how I would answer that question.

2861  
02:19:03.465 --> 02:19:04.915  
Okay. I have a quick follow up to

2862  
02:19:04.915 --> 02:19:06.115

that one before the other slide.

2863

02:19:06.355 --> 02:19:07.635

'cause you, I think you started to touch on it,

2864

02:19:08.685 --> 02:19:11.255

what specific protections are in place to make sure

2865

02:19:11.255 --> 02:19:12.655

that we are limiting, um,

2866

02:19:13.645 --> 02:19:16.335

retaliation against students that have been harmed?

2867

02:19:18.235 --> 02:19:19.235

You all know that

2868

02:19:24.265 --> 02:19:25.645

We have to come back to you on that. Okay.

2869

02:19:25.795 --> 02:19:28.405

Okay. You wanna add one more

2870

02:19:28.405 --> 02:19:29.565

On the slide team? Scrape? Can

2871

02:19:29.565 --> 02:19:30.565

Add Oh, go ahead. Just,

2872

02:19:30.565 --> 02:19:32.285

just to add to, to the work, um,

2873

02:19:32.285 --> 02:19:35.205

that the team is highlighting, you know, by all means, we,

2874

02:19:35.225 --> 02:19:39.045

we look at all sorts of data as it relates to, um, reports

2875

02:19:39.045 --> 02:19:40.685

that students make about their behaviors

2876  
02:19:40.745 --> 02:19:43.485  
or things that are happening to them, um, in the classroom.

2877  
02:19:44.085 --> 02:19:46.805  
I do wanna highlight that we still have a number of,

2878  
02:19:47.465 --> 02:19:51.165  
you know, staff, um, practices in the building to, um,

2879  
02:19:51.585 --> 02:19:55.765  
as best as possible try to address in any, um, incidents

2880  
02:19:55.765 --> 02:19:58.485  
of bullying or any incidents where students are indicating

2881  
02:19:58.485 --> 02:19:59.685  
that they're feeling not safe.

2882  
02:20:00.225 --> 02:20:03.685  
Um, we don't want to paint this picture that, of course, all

2883  
02:20:03.685 --> 02:20:05.885  
of those structures eliminate, you know,

2884  
02:20:05.985 --> 02:20:07.645  
any opportunities for it to happen.

2885  
02:20:08.025 --> 02:20:09.805  
But we, um, strive to make certain

2886  
02:20:09.835 --> 02:20:12.605  
that our students have trusted adults in the building

2887  
02:20:12.605 --> 02:20:16.085  
where they feel that they can, um, go to those individuals,

2888  
02:20:16.085 --> 02:20:18.125  
particularly in a classroom environment.

2889  
02:20:18.385 --> 02:20:20.285

Um, some of the work that the team has highlighted

2890

02:20:20.285 --> 02:20:21.485  
around the upstanders

2891

02:20:21.485 --> 02:20:24.285  
and making sure that students are not,

2892

02:20:24.455 --> 02:20:26.525  
we're not asking our students to, um,

2893

02:20:26.745 --> 02:20:28.245  
to stop those incidents

2894

02:20:28.245 --> 02:20:30.645  
or stand in the place of adults by any means.

2895

02:20:30.905 --> 02:20:32.365  
But we also know the impact

2896

02:20:32.365 --> 02:20:33.925  
and the influence that peers have

2897

02:20:34.235 --> 02:20:36.125  
with each other being a strong place.

2898

02:20:36.305 --> 02:20:38.245  
Um, I know the team will be able to follow up

2899

02:20:38.245 --> 02:20:41.485  
with more specific, um, responses to the questions,

2900

02:20:41.685 --> 02:20:43.645  
but I did want to make certain, we highlighted

2901

02:20:43.675 --> 02:20:46.565  
that in our schools, we, we do strive to make sure

2902

02:20:46.565 --> 02:20:48.605  
that those environments are safe for all students.

2903  
02:20:49.105 --> 02:20:52.005  
The tools that we have to, um, provide students

2904  
02:20:52.005 --> 02:20:55.765  
with the opportunity to report back are oftentimes another,

2905  
02:20:55.945 --> 02:20:57.165  
um, avenue for students

2906  
02:20:57.265 --> 02:20:59.845  
to share when they don't feel that they can.

2907  
02:21:00.025 --> 02:21:03.205  
And so it's, it's a constant, um, up, uh, battle

2908  
02:21:03.205 --> 02:21:06.365  
that we wanna try to accomplish more opportunities

2909  
02:21:06.505 --> 02:21:09.005  
for our students to, um, not feel this way,

2910  
02:21:09.065 --> 02:21:10.245  
but just wanted to make sure

2911  
02:21:10.275 --> 02:21:11.605  
that we highlighted that component.

2912  
02:21:11.605 --> 02:21:13.045  
Thank you so much. I appreciate it.

2913  
02:21:13.425 --> 02:21:15.605  
And then just last one on slide 18, um,

2914  
02:21:18.745 --> 02:21:19.785  
I see the decrease

2915  
02:21:20.285 --> 02:21:22.785  
that's happening in this current school year based on

2916  
02:21:22.885 --> 02:21:25.305

Ms. Clark, my colleague saying, looking at the projection.

2917

02:21:25.685 --> 02:21:30.105

Um, and I'm curious, um, if the

2918

02:21:30.795 --> 02:21:32.385

additional lessons that are,

2919

02:21:32.385 --> 02:21:34.505

they're delivered when the school select their times,

2920

02:21:34.925 --> 02:21:37.825

are those additional lessons optional or mandatory?

2921

02:21:38.965 --> 02:21:41.465

Do you mean optional that the school do them?

2922

02:21:41.685 --> 02:21:44.385

Uh, the second to last bullet point, just that I know

2923

02:21:44.385 --> 02:21:46.185

that the first lesson for all grades was delivered in

2924

02:21:46.185 --> 02:21:48.425

October, but when there are additional lessons delivered,

2925

02:21:48.485 --> 02:21:50.945

are is at the schools, are the schools opting in?

2926

02:21:50.945 --> 02:21:52.905

Is it mandatory or is it optional for them? It's

2927

02:21:53.185 --> 02:21:54.185

Mandatory. It's mandatory. Fantastic.

2928

02:21:54.185 --> 02:21:56.625

So two, two lessons at all grades

2929

02:21:56.645 --> 02:21:59.265

and secondary and elementary has additional lessons as

2930  
02:21:59.265 --> 02:22:00.265  
Well. Thank you so much. Mm-hmm.

2931  
02:22:00.265 --> 02:22:00.385

2932  
02:22:03.935 --> 02:22:05.305  
Stop you. Uh, thank you Ms.

2933  
02:22:05.365 --> 02:22:07.425  
Uh, Ms. Bryant reminded me of, of something

2934  
02:22:07.425 --> 02:22:10.105  
that I think it's also important the community is aware of.

2935  
02:22:10.205 --> 02:22:15.025  
Um, from a policy standpoint, uh, a PS policy used to,

2936  
02:22:15.485 --> 02:22:20.345  
in my view, sort of put the onus on the victim, um, to,

2937  
02:22:20.525 --> 02:22:21.985  
if there was a bullying

2938  
02:22:22.125 --> 02:22:24.745  
or situation where one student felt uncomfortable

2939  
02:22:24.745 --> 02:22:28.045  
with another student, the student that would tended

2940  
02:22:28.045 --> 02:22:30.245  
to be moved or had the onus put on them was the,

2941  
02:22:30.665 --> 02:22:33.925  
was the quote unquote victim or the student reporting.

2942  
02:22:34.545 --> 02:22:37.685  
Um, we changed policy last year so that

2943  
02:22:39.125 --> 02:22:41.765  
pursuant to either specific orders or directives

2944

02:22:41.985 --> 02:22:46.885

or by decision of the school system, uh, that, that the

2945

02:22:47.515 --> 02:22:49.525

student reporting doesn't even need to ask

2946

02:22:49.835 --> 02:22:54.085

that when assessing, um, per, uh,

2947

02:22:54.325 --> 02:22:56.165

measures going forward or future actions

2948

02:22:56.165 --> 02:22:59.885

after an incident, that the school system will do this, um,

2949

02:23:00.865 --> 02:23:03.405

you know, without necessarily it could, it's one

2950

02:23:03.405 --> 02:23:05.765

of the options that the school system can, can choose

2951

02:23:05.865 --> 02:23:09.085

to automatically, you know, redress the situation

2952

02:23:09.085 --> 02:23:12.685

and the, the person that would be moved would be the, the,

2953

02:23:13.705 --> 02:23:16.645

the person that would perform the, the action,

2954

02:23:16.865 --> 02:23:18.485

not the one receiving it.

2955

02:23:18.625 --> 02:23:21.885

So I think that's a really important distinction.

2956

02:23:21.985 --> 02:23:24.485

I'm very proud of that because, um,

2957

02:23:24.645 --> 02:23:26.405  
I know it's something Kathleen also cared about a lot

2958  
02:23:26.405 --> 02:23:30.645  
that we tended to, not to say re-victimize,

2959  
02:23:30.745 --> 02:23:33.565  
but in a way, yes, we, we wanna be sure

2960  
02:23:33.565 --> 02:23:35.205  
that people feel comfortable reporting

2961  
02:23:35.205 --> 02:23:37.525  
and that they know that they're not going to suffer

2962  
02:23:38.325 --> 02:23:40.885  
consequence consequence on top of a consequence

2963  
02:23:40.945 --> 02:23:42.565  
or on top of a hurt.

2964  
02:23:43.905 --> 02:23:44.905  
Mm-hmm.

2965  
02:23:45.425 --> 02:23:47.405  
I'm gonna, I'm gonna jump in and ask one question.

2966  
02:23:47.665 --> 02:23:49.165  
Uh, and then I think we have just a

2967  
02:23:49.165 --> 02:23:50.285  
couple more from my colleagues.

2968  
02:23:50.465 --> 02:23:54.765  
Um, I'm curious about the relationship between, um,

2969  
02:23:56.045 --> 02:23:57.165  
bullying and suspensions,

2970  
02:23:57.385 --> 02:24:02.285  
and in particular, what it is that, um, what it is

2971  
02:24:02.285 --> 02:24:05.445  
that is perhaps required by the state, um,

2972  
02:24:05.555 --> 02:24:09.765  
when suspension is, is a required response, um,

2973  
02:24:10.185 --> 02:24:12.045  
as it relates to things that are, you know,

2974  
02:24:12.115 --> 02:24:14.765  
that we would say are bullying behaviors or, um,

2975  
02:24:15.345 --> 02:24:16.565  
or harassment behaviors.

2976  
02:24:16.625 --> 02:24:20.765  
And then what is it that we, um, in our policies perhaps,

2977  
02:24:21.305 --> 02:24:23.245  
um, outline for suspension, um,

2978  
02:24:23.245 --> 02:24:24.805  
that might not be required by the state.

2979  
02:24:24.825 --> 02:24:26.765  
I'm not looking for the specific examples, I'm just trying

2980  
02:24:26.765 --> 02:24:29.605  
to get a sense of how much, how much

2981  
02:24:29.605 --> 02:24:31.365  
of the time is a suspension

2982  
02:24:31.365 --> 02:24:35.005  
because we are required to implement a suspension

2983  
02:24:35.165 --> 02:24:38.485  
by the state versus because we have policy that requires it.

2984

02:24:39.675 --> 02:24:41.805  
Well, I think that, why can't I say that?

2985  
02:24:42.125 --> 02:24:44.525  
I think in the past, before we had these preventive

2986  
02:24:44.525 --> 02:24:49.005  
measures, um, we followed the framework clearly,

2987  
02:24:49.505 --> 02:24:51.965  
but right now, when we have situations where

2988  
02:24:52.485 --> 02:24:53.725  
a student has been bullied

2989  
02:24:53.735 --> 02:24:57.045  
after the investigation takes place, my office usually meets

2990  
02:24:57.045 --> 02:24:58.765  
with the school through a consultation

2991  
02:24:59.105 --> 02:25:01.285  
to determine the next steps and best practices.

2992  
02:25:01.585 --> 02:25:03.685  
It doesn't always result in a suspension,

2993  
02:25:03.755 --> 02:25:05.605  
sometimes it is a restorative talk

2994  
02:25:05.605 --> 02:25:07.085  
because that student may not be aware

2995  
02:25:07.085 --> 02:25:08.645  
that this bullying has taken place.

2996  
02:25:08.905 --> 02:25:10.285  
And this is what we're doing right now,

2997  
02:25:10.305 --> 02:25:14.045  
making our students aware, um, of what's going on.

2998  
02:25:14.635 --> 02:25:17.045  
Horseplay and bullying is a very thin line

2999  
02:25:17.045 --> 02:25:18.525  
between bullying and horseplay.

3000  
02:25:18.705 --> 02:25:20.885  
And so when we are meeting with our students, um,

3001  
02:25:20.995 --> 02:25:22.645  
even my staff, um, Mr.

3002  
02:25:22.945 --> 02:25:24.805  
Lo, Mr. They told me not to mention his name,

3003  
02:25:24.805 --> 02:25:27.885  
Mr. Lopez and Dr.

3004  
02:25:28.025 --> 02:25:30.765  
Bonard have been going into schools for the last two years,

3005  
02:25:31.025 --> 02:25:33.365  
making our students aware of what bullying looked like,

3006  
02:25:33.435 --> 02:25:35.325  
what it feels like, and who to talk

3007  
02:25:35.325 --> 02:25:36.965  
to identify safe persons in the building.

3008  
02:25:37.185 --> 02:25:40.085  
So it's a thin line between, uh, moving forward

3009  
02:25:40.085 --> 02:25:41.925  
to a direct suspension

3010  
02:25:42.185 --> 02:25:43.365  
and consulting with the school

3011

02:25:43.365 --> 02:25:44.845  
administrators and working with the parents.

3012  
02:25:44.985 --> 02:25:46.525  
We always include the parents as well.

3013  
02:25:49.975 --> 02:25:50.975  
Thank You. Okay.

3014  
02:25:53.985 --> 02:25:56.965  
Uh, quick question. As I see Ms. Crawford out here, uh,

3015  
02:25:57.185 --> 02:25:59.765  
the, um, uh,

3016  
02:26:01.845 --> 02:26:04.085  
peer-to-peer training, is

3017  
02:26:04.085 --> 02:26:06.125  
that the upstander training that we're doing?

3018  
02:26:07.675 --> 02:26:09.925  
Yeah, that's, um, what you saw Ms. Taylor doing

3019  
02:26:10.105 --> 02:26:11.205  
in the video at Kenmore.

3020  
02:26:11.205 --> 02:26:13.845  
Yeah. Those were students who went through our training. Ms.

3021  
02:26:13.845 --> 02:26:14.925  
Schulman, uh, Ms. Taylor

3022  
02:26:14.945 --> 02:26:18.605  
and I, we trained every student in the building, um, a six

3023  
02:26:18.765 --> 02:26:20.045  
through eight, uh,

3024  
02:26:20.075 --> 02:26:22.365  
last year we did all the six, six through eights.

3025  
02:26:22.365 --> 02:26:23.685  
This year only, we only had

3026  
02:26:23.685 --> 02:26:25.285  
to do the sixth graders who were still there.

3027  
02:26:25.355 --> 02:26:27.485  
Okay. She has a club where those students come

3028  
02:26:27.485 --> 02:26:29.845  
and they spend time talking about how to move

3029  
02:26:29.845 --> 02:26:31.405  
that message across the building.

3030  
02:26:31.405 --> 02:26:33.325  
There's a bulletin board, they're doing video, uh,

3031  
02:26:33.325 --> 02:26:34.805  
morning announcements, things along those lines.

3032  
02:26:35.515 --> 02:26:38.925  
Okay. When we, when we worked on the strategic plan,

3033  
02:26:38.925 --> 02:26:43.085  
there was a, uh, a discussion I think we had

3034  
02:26:43.085 --> 02:26:44.565  
around the peer-to-peer training.

3035  
02:26:45.145 --> 02:26:48.165  
Um, and I'm excited that we are leveraging that

3036  
02:26:48.165 --> 02:26:52.405  
because I, I've seen really great results in other,

3037  
02:26:53.225 --> 02:26:55.285  
um, school districts that are leveraging,

3038

02:26:55.645 --> 02:26:57.085  
I think one in five is one of them.

3039  
02:26:57.085 --> 02:27:00.365  
Mm-hmm. Hope Squad is another one. Um, this peer to peer

3040  
02:27:05.185 --> 02:27:06.185  
Any more. Okay. Ms. Turner,

3041  
02:27:06.185 --> 02:27:07.805  
did you have an additional one?

3042  
02:27:08.755 --> 02:27:10.005  
Yeah, just a short one. Thanks.

3043  
02:27:10.065 --> 02:27:11.285  
Uh, this may have been covered

3044  
02:27:11.285 --> 02:27:13.965  
to some extent already in the presentation,

3045  
02:27:14.025 --> 02:27:16.045  
but I wanted to ask the specific question.

3046  
02:27:16.265 --> 02:27:20.845  
We occasionally hear about re reports,

3047  
02:27:21.225 --> 02:27:25.285  
uh, of, of instances where staff in our schools, teachers

3048  
02:27:25.385 --> 02:27:29.825  
or, or, you know, those adults in the buildings

3049  
02:27:30.485 --> 02:27:33.225  
may witness, um, incidents

3050  
02:27:33.565 --> 02:27:36.145  
and not address it on the spot.

3051  
02:27:36.525 --> 02:27:41.425  
Um, and, and more or less, um, not turn a blind eye,

3052

02:27:41.485 --> 02:27:44.945

but but not maybe interrupt in the way we might like.

3053

02:27:45.125 --> 02:27:48.905

And obviously that sets a pretty rough example

3054

02:27:49.285 --> 02:27:50.985

for any student who witnesses it.

3055

02:27:51.005 --> 02:27:52.745

Do we have specific strategies

3056

02:27:52.845 --> 02:27:57.265

or trainings around that sort of thing, um, to make sure

3057

02:27:57.265 --> 02:28:00.705

that, um, we're not inadvertently setting,

3058

02:28:00.705 --> 02:28:03.705

sending the wrong message at times like that?

3059

02:28:04.895 --> 02:28:06.465

Yeah, that's a great question. Thank you for that.

3060

02:28:06.525 --> 02:28:08.745

So, a part of our training, um, in the Office

3061

02:28:08.745 --> 02:28:11.185

of Diversity Equity inclusion includes training

3062

02:28:11.185 --> 02:28:13.265

that describes two forms of interrupting,

3063

02:28:13.455 --> 02:28:15.905

cooperative interrupting and competitive interrupting.

3064

02:28:16.095 --> 02:28:18.625

Cooperative interrupting is when you step into that space

3065

02:28:18.645 --> 02:28:21.105  
as the adult and you wanna learn more, talk

3066  
02:28:21.205 --> 02:28:23.005  
to me about why you're using that language.

3067  
02:28:23.115 --> 02:28:24.405  
What does that word mean to you?

3068  
02:28:24.405 --> 02:28:25.885  
Because this is what it means to me.

3069  
02:28:26.355 --> 02:28:29.125  
Competitive is when you know the word was hurtful

3070  
02:28:29.145 --> 02:28:30.325  
and hateful on purpose.

3071  
02:28:30.505 --> 02:28:32.845  
You knew the student intended to use that word,

3072  
02:28:32.845 --> 02:28:36.085  
whether it be hate speech or, or bullying or, or harassment.

3073  
02:28:36.385 --> 02:28:38.045  
You know, it is crossed that line

3074  
02:28:38.145 --> 02:28:39.405  
and you stop it immediately.

3075  
02:28:39.525 --> 02:28:41.485  
You take over ownership of that conversation.

3076  
02:28:41.865 --> 02:28:43.005  
Dr. Duran mandated

3077  
02:28:43.005 --> 02:28:45.005  
that every high school had that conversation.

3078  
02:28:45.305 --> 02:28:47.325  
Uh, in the last two years, many

3079  
02:28:47.345 --> 02:28:49.085  
of our other schools have reached out to us

3080  
02:28:49.105 --> 02:28:50.165  
for that same training.

3081  
02:28:50.385 --> 02:28:52.165  
Um, we've done it at the classroom level

3082  
02:28:52.225 --> 02:28:53.325  
for, I mean, for grade levels.

3083  
02:28:53.385 --> 02:28:54.765  
At some schools. We've done it

3084  
02:28:54.765 --> 02:28:56.285  
for the entire school in some spaces.

3085  
02:28:56.535 --> 02:28:57.565  
We've been to many of them.

3086  
02:28:57.625 --> 02:28:58.685  
I'm looking at Miss Schulman

3087  
02:28:58.845 --> 02:29:00.125  
'cause she probably knows how many, do you know

3088  
02:29:00.125 --> 02:29:01.125  
how many She doesn't?

3089  
02:29:01.145 --> 02:29:02.485  
She knows. She knows everything.

3090  
02:29:02.665 --> 02:29:05.085  
But we've been to, we, so we're, we're, our endeavor is

3091  
02:29:05.085 --> 02:29:07.925  
to be in many of these schools, not just once we're trying

3092

02:29:07.925 --> 02:29:10.725  
to get away from training into, into coaching.

3093  
02:29:10.905 --> 02:29:12.845  
We want to, we want to stop just coming in,

3094  
02:29:12.845 --> 02:29:15.885  
spur in sporadically leverage the amazing work

3095  
02:29:15.885 --> 02:29:18.525  
that our de our diversity, equity and inclusion coordinators

3096  
02:29:18.705 --> 02:29:20.725  
and equity influencers do in their building.

3097  
02:29:20.825 --> 02:29:24.085  
The, the knowledge that they have, not only of the, of the,

3098  
02:29:24.265 --> 02:29:26.765  
the content, but of their schools and the space,

3099  
02:29:26.865 --> 02:29:29.365  
and leveraging that so that we can build capacity.

3100  
02:29:29.785 --> 02:29:32.005  
The last thing we want people to do is, is ignore it.

3101  
02:29:32.005 --> 02:29:34.605  
Because if you've ignored it, you've co-signed on it.

3102  
02:29:34.785 --> 02:29:37.085  
So we want people to stop in their tracks,

3103  
02:29:37.085 --> 02:29:38.845  
and even if they say something that's awkward

3104  
02:29:38.845 --> 02:29:40.725  
or clumsy, they've said something

3105  
02:29:40.725 --> 02:29:43.405  
because most of the times the children will forget exactly

3106  
02:29:43.405 --> 02:29:45.005  
what they said, but they'll remember

3107  
02:29:45.005 --> 02:29:46.885  
how they felt when somebody stood up for them.

3108  
02:29:47.105 --> 02:29:49.405  
So that's our ambition. And so that training is available

3109  
02:29:49.625 --> 02:29:52.285  
to any and all schools on multiple occasions.

3110  
02:29:52.515 --> 02:29:55.285  
When a school reaches out to us, we tailor the requests

3111  
02:29:55.345 --> 02:29:56.485  
to their specific building.

3112  
02:29:56.505 --> 02:29:58.205  
We don't just have a boilerplate program,

3113  
02:29:58.345 --> 02:29:59.765  
the competitive and the cooperative.

3114  
02:29:59.825 --> 02:30:00.965  
That's pretty boilerplate.

3115  
02:30:00.965 --> 02:30:02.765  
We've given people sentence starters.

3116  
02:30:02.785 --> 02:30:04.645  
You've seen this, this is what you say,

3117  
02:30:04.645 --> 02:30:06.165  
you've heard this, this is what you say.

3118  
02:30:06.235 --> 02:30:08.245  
Just to get people started, but our educators know this.

3119

02:30:11.235 --> 02:30:12.375

Um, that's great. Thank

3120

02:30:12.375 --> 02:30:13.375

You. Yes, you're welcome. Follow

3121

02:30:13.375 --> 02:30:13.735

up.

3122

02:30:14.785 --> 02:30:16.975

Thank you. Um, Mr. Bird,

3123

02:30:17.115 --> 02:30:20.135

and as a parent of two middle schoolers, I, I,

3124

02:30:20.195 --> 02:30:22.655

can I make a suggestion also, is there a way that we can

3125

02:30:23.565 --> 02:30:24.895

sort of have just check-ins

3126

02:30:24.895 --> 02:30:26.575

with teachers directly every so often?

3127

02:30:26.765 --> 02:30:31.295

Okay. And students, um, my sense is that,

3128

02:30:32.355 --> 02:30:35.295

and also from some exper personal experience, my sense is

3129

02:30:35.885 --> 02:30:39.015

that there's sometimes a bit of fear, maybe either fear

3130

02:30:39.155 --> 02:30:41.255

or just, especially at the middle school age,

3131

02:30:41.255 --> 02:30:43.535

where there's kind of constantly a lot of

3132

02:30:45.605 --> 02:30:48.295

ribbing horse playing.

3133  
02:30:49.165 --> 02:30:52.415  
It's so common that like mm-hmm. It becomes maybe

3134  
02:30:52.635 --> 02:30:53.655  
We do it all the time, everyone

3135  
02:30:54.335 --> 02:30:56.415  
I know and, and it becomes kind of, sort

3136  
02:30:56.415 --> 02:30:58.735  
of a thing of every day.

3137  
02:30:59.315 --> 02:31:01.895  
And so we lose that opportunity, I think,

3138  
02:31:01.895 --> 02:31:04.375  
or sometimes, understandably, I, my,

3139  
02:31:04.375 --> 02:31:06.095  
this is just my impression mm-hmm.

3140  
02:31:06.595 --> 02:31:10.055  
Adults are either maybe afraid to intervene

3141  
02:31:10.055 --> 02:31:14.175  
because these kids are also like sometimes big kids, right?

3142  
02:31:14.175 --> 02:31:15.775  
Yeah. At this point. Um,

3143  
02:31:16.355 --> 02:31:20.285  
or just kind of have given quote unquote,

3144  
02:31:20.465 --> 02:31:22.125  
and I'll, I'll be honest, I've heard this from,

3145  
02:31:22.635 --> 02:31:23.725  
from some educators

3146

02:31:23.725 --> 02:31:25.085  
that they're kind of like, I give up, right?

3147  
02:31:25.085 --> 02:31:26.965  
Like, this is just kind of the way it is. Yeah.

3148  
02:31:27.265 --> 02:31:30.885  
And I, I know there's no ill intent, but it's the reality.

3149  
02:31:31.025 --> 02:31:35.285  
And I think it's what leads to maybe situations happen

3150  
02:31:35.285 --> 02:31:37.045  
that we maybe could have avoided.

3151  
02:31:37.165 --> 02:31:40.725  
Right. With that, maybe I, and I, I don't have the solution,

3152  
02:31:40.725 --> 02:31:42.805  
but I welcome your thoughts on a solution for

3153  
02:31:42.825 --> 02:31:45.285  
how it can become something more innate.

3154  
02:31:45.835 --> 02:31:47.885  
That, and I understand, like I say, I have two,

3155  
02:31:47.885 --> 02:31:50.085  
they have 20, but kids in a room,

3156  
02:31:50.145 --> 02:31:51.965  
but I, I know I live, they're like, I can kind

3157  
02:31:51.965 --> 02:31:54.445  
of see the escalation, the progression

3158  
02:31:54.505 --> 02:31:56.605  
and know, okay, we're getting, we're getting a point

3159  
02:31:56.605 --> 02:31:59.085  
where it's, I have to intervene here to sort

3160  
02:31:59.085 --> 02:32:00.965  
of manage coach the children

3161  
02:32:01.065 --> 02:32:02.845  
and how to manage now their interaction.

3162  
02:32:03.625 --> 02:32:07.405  
Um, how can we maybe more consistently

3163  
02:32:08.555 --> 02:32:13.205  
instill that when teachers are tired, overworked, right?

3164  
02:32:13.275 --> 02:32:15.045  
Like, I don't know.

3165  
02:32:15.365 --> 02:32:17.405  
I don't have the answer, but that's what I sense is,

3166  
02:32:17.425 --> 02:32:19.885  
is also an issue that there's that fine line.

3167  
02:32:20.225 --> 02:32:22.885  
So we believe that there's a critical mass that we need

3168  
02:32:22.885 --> 02:32:23.925  
to develop in any space.

3169  
02:32:24.155 --> 02:32:26.045  
Science would suggest that you need

3170  
02:32:26.045 --> 02:32:28.565  
to see three people doing something once

3171  
02:32:28.705 --> 02:32:30.285  
to change your behavior as opposed

3172  
02:32:30.285 --> 02:32:32.165  
to one person doing something three times.

3173

02:32:32.705 --> 02:32:36.805  
So we need multiple educators to be seen regularly,

3174  
02:32:36.845 --> 02:32:40.125  
consistently engaging in this interruption that might occur.

3175  
02:32:40.255 --> 02:32:43.165  
We've had some schools say that, say that if, if we were

3176  
02:32:43.165 --> 02:32:44.685  
to spend our entire day stopping

3177  
02:32:44.715 --> 02:32:46.405  
that behavior, that's all we do.

3178  
02:32:46.795 --> 02:32:49.125  
Well, I say, do it for a day, do it for a week.

3179  
02:32:49.465 --> 02:32:51.045  
See if it starts to change things.

3180  
02:32:51.075 --> 02:32:54.245  
When students start to see they're all on us for that thing,

3181  
02:32:54.535 --> 02:32:56.085  
maybe we should stop doing that thing

3182  
02:32:56.275 --> 02:32:57.845  
because if it's intermittent,

3183  
02:32:57.945 --> 02:33:00.125  
we know about intermittent reinforcement, right?

3184  
02:33:00.195 --> 02:33:02.125  
That they're gonna continue to do those things.

3185  
02:33:02.225 --> 02:33:05.125  
So we, we are trying to encourage our colleagues,

3186  
02:33:05.125 --> 02:33:08.525  
and it's not the, the, the term, the term fear is, I think

3187

02:33:08.525 --> 02:33:10.885

that's a apt, I think it's, there is some concern

3188

02:33:10.885 --> 02:33:13.405

that I might see the wrong thing and I might make it worse.

3189

02:33:13.905 --> 02:33:17.085

Um, but our belief is that stepping into that space

3190

02:33:17.105 --> 02:33:19.005

and communicating, you're uncertain.

3191

02:33:19.465 --> 02:33:21.085

You, you guys are talking about something.

3192

02:33:21.425 --> 02:33:23.325

I'm not sure if you understand what that word means.

3193

02:33:23.515 --> 02:33:25.525

This is what it means to me. Is that what it means to you?

3194

02:33:25.865 --> 02:33:27.005

And then walk away.

3195

02:33:27.235 --> 02:33:30.045

There's no con there's no punishment involved in that.

3196

02:33:30.185 --> 02:33:32.645

That's just a conversation where you're trying to learn more

3197

02:33:32.785 --> 02:33:34.565

and you're trying to communicate that with them.

3198

02:33:34.695 --> 02:33:37.925

There may be a time and place for that word or that language

3199

02:33:37.925 --> 02:33:40.045

or that jocularity, but this isn't it.

3200

02:33:40.305 --> 02:33:42.005  
And if we can communicate that with, again,

3201  
02:33:42.005 --> 02:33:44.645  
the critical mass, not only of the adults, but of students.

3202  
02:33:44.945 --> 02:33:47.645  
And if we see students doing this policing one another,

3203  
02:33:47.645 --> 02:33:50.125  
supporting one another in this development will have

3204  
02:33:50.125 --> 02:33:51.445  
pro-social behaviors all over the

3205  
02:33:51.445 --> 02:33:54.165  
place. We just need to get in the building.

3206  
02:33:54.335 --> 02:33:55.965  
Thank you. Yeah. Alright.

3207  
02:33:56.085 --> 02:33:57.445  
I want to thank the team very much

3208  
02:33:57.505 --> 02:33:58.645  
for, um, putting this together.

3209  
02:33:58.645 --> 02:34:00.405  
And Dr. Crawford, I know you're watching, thank you

3210  
02:34:00.405 --> 02:34:02.165  
for your leadership and she really wanted to be here

3211  
02:34:02.165 --> 02:34:03.365  
to present tonight.

3212  
02:34:03.385 --> 02:34:04.605  
So I know, I just want to thank you

3213  
02:34:04.625 --> 02:34:07.445  
for all the work you've done, listening to our families,

3214

02:34:07.445 --> 02:34:09.845  
listening to our staff, developing the curriculum,

3215

02:34:09.845 --> 02:34:11.485  
developing the new tools to report.

3216

02:34:11.785 --> 02:34:12.845  
Uh, we have a lot more to do,

3217

02:34:12.865 --> 02:34:14.165  
but I think there's a lot to be proud of

3218

02:34:14.165 --> 02:34:16.085  
that we've worked on over the last couple of years.

3219

02:34:16.105 --> 02:34:18.010  
So thank you to all, all of you for being here tonight.

3220

02:34:18.065 --> 02:34:20.165  
Yes. Thank you very much. And I appreciate not only those

3221

02:34:20.235 --> 02:34:21.285  
four of you standing up here,

3222

02:34:21.305 --> 02:34:23.965  
but all of those who are here in the room with us, um, we,

3223

02:34:24.025 --> 02:34:27.205  
we see you and we really, really appreciate you and, uh,

3224

02:34:27.385 --> 02:34:30.725  
and know, um, you lead a lot of really terrific work across

3225

02:34:31.385 --> 02:34:32.725  
all of our schools and programs.

3226

02:34:32.785 --> 02:34:34.205  
Um, so you're amazing.

3227

02:34:34.305 --> 02:34:35.365  
Can I give 'em the rest of the night

3228  
02:34:35.365 --> 02:34:36.365  
Off? We are. Well,

3229  
02:34:36.365 --> 02:34:38.725  
yeah. You, you absolutely May.

3230  
02:34:40.145 --> 02:34:41.365  
Gladys night in the pips. We're outta

3231  
02:34:41.365 --> 02:34:42.365  
Here.

3232  
02:34:42.735 --> 02:34:45.205  
Thank you. Thank you. Um, okay.

3233  
02:34:45.265 --> 02:34:46.445  
We are now on action items

3234  
02:34:46.505 --> 02:34:48.485  
and tonight we have one item, the deed of easement

3235  
02:34:48.485 --> 02:34:50.165  
and deed of temporary construction easement at

3236  
02:34:50.165 --> 02:34:51.405  
Hoffman Boston Elementary School.

3237  
02:34:51.465 --> 02:34:53.245  
Dr. Duran, will you please introduce the staff

3238  
02:34:53.265 --> 02:34:54.285  
who will present this item.

3239  
02:34:54.515 --> 02:34:55.885  
This item was presented at the

3240  
02:34:55.885 --> 02:34:57.525  
January 22nd school board meeting.

3241  
02:34:57.525 --> 02:34:59.125  
There have been no changes to this item,

3242  
02:34:59.125 --> 02:35:01.925  
however, Ms. Lynn is here if there are any questions.

3243  
02:35:05.695 --> 02:35:08.205  
Thank you. Board members. Do we have any, uh, questions?

3244  
02:35:08.505 --> 02:35:12.045  
Uh, since the presentation was done two weeks ago, no. No.

3245  
02:35:12.275 --> 02:35:13.805  
Okay. I think we are ready for a motion.

3246  
02:35:15.725 --> 02:35:17.205  
I have a motion. I move

3247  
02:35:17.205 --> 02:35:20.445  
that the school board approve Hoff Hoffman Boston Elementary

3248  
02:35:20.445 --> 02:35:21.605  
School's deed of easement

3249  
02:35:21.625 --> 02:35:23.765  
and deed of temporary construction easement

3250  
02:35:24.185 --> 02:35:27.325  
to support the county's Arlington View Connector Trail

3251  
02:35:27.325 --> 02:35:29.285  
project, which provides a connection

3252  
02:35:29.285 --> 02:35:30.565  
between the Arlington View

3253  
02:35:30.865 --> 02:35:32.445  
and Arlington Ridge neighborhoods.

3254

02:35:32.845 --> 02:35:36.285  
Supports the county's master transportation plan improves

3255  
02:35:36.425 --> 02:35:39.845  
multimodal connectivity

3256  
02:35:40.225 --> 02:35:41.525  
and serves the community.

3257  
02:35:43.165 --> 02:35:45.365  
I will second 'cause I'm excited for this one.

3258  
02:35:47.595 --> 02:35:50.085  
Anybody have any comments they want to make? Okay.

3259  
02:35:50.185 --> 02:35:52.005  
Um, Ms. Mercado, will you please call the role

3260  
02:35:52.705 --> 02:35:53.705  
All in favor? Please say

3261  
02:35:53.705 --> 02:35:57.355  
yes. Those opposed say no. Yes.

3262  
02:35:58.015 --> 02:36:00.915  
I'm gonna call after. Okay. Yes. Sorry. Uh, Ms. Brian?

3263  
02:36:01.775 --> 02:36:02.835  
Yes. Ms. Clark?

3264  
02:36:03.295 --> 02:36:05.715  
Yes. Ms. Tapia Hadley? Yes. Ms. Turner?

3265  
02:36:06.695 --> 02:36:08.515  
Yes. Ms. Er Sutton?

3266  
02:36:08.935 --> 02:36:10.315  
Yes. And you can see it's getting late.

3267  
02:36:10.675 --> 02:36:12.115  
Motion passes. Five to zero.

3268  
02:36:13.805 --> 02:36:16.715  
Thank you Ms. Lynn. Okay.

3269  
02:36:16.735 --> 02:36:18.435  
And we are now at information items

3270  
02:36:18.575 --> 02:36:19.995  
and tonight we have one item,

3271  
02:36:20.095 --> 02:36:21.795  
the annual summer school report.

3272  
02:36:22.015 --> 02:36:23.355  
Dr. Duran, will you please introduce

3273  
02:36:23.355 --> 02:36:24.835  
the staff who will present this item? Yes.

3274  
02:36:24.915 --> 02:36:27.195  
I will turn this to Dr. Mann, our Chief Academic Officer,

3275  
02:36:27.295 --> 02:36:28.315  
who will be presenting this item

3276  
02:36:28.455 --> 02:36:30.155  
and, uh, let him introduce any other staff

3277  
02:36:30.155 --> 02:36:31.275  
that he may have with him.

3278  
02:36:31.275 --> 02:36:32.355  
But Dr. Manter it to you.

3279  
02:36:32.355 --> 02:36:34.795  
Alright, thank you Dr. Duran. Good evening. School board.

3280  
02:36:35.215 --> 02:36:38.675  
Um, before the team comes up, we do have our supervisor,

3281

02:36:39.475 --> 02:36:41.955  
Stephanie McIntyre, who does lead this effort

3282  
02:36:41.975 --> 02:36:43.515  
for us in Office of Academics

3283  
02:36:43.515 --> 02:36:46.755  
and also, uh, our director of English Learner Services.

3284  
02:36:46.885 --> 02:36:48.995  
Terry Murphy. Before I start

3285  
02:36:49.055 --> 02:36:51.595  
and they start, I won't steal too much of their thunder.

3286  
02:36:51.775 --> 02:36:55.155  
It is just that there are a ton of people

3287  
02:36:55.255 --> 02:36:56.835  
who helped get summer school together.

3288  
02:36:56.935 --> 02:36:59.555  
And you may remember last year we pivoted

3289  
02:36:59.935 --> 02:37:02.275  
and summer school was under Ms. Graves team,

3290  
02:37:02.415 --> 02:37:03.515  
and then it came back to us.

3291  
02:37:04.175 --> 02:37:06.995  
And so, uh, they're gonna go over what we had last summer,

3292  
02:37:07.255 --> 02:37:08.875  
the highlights, the survey results,

3293  
02:37:09.295 --> 02:37:11.515  
but they're just so everyone knows for the public.

3294  
02:37:11.655 --> 02:37:13.355  
So you do have the Office of Academics,

3295

02:37:13.355 --> 02:37:16.285

you have Ms. Graves team and student, uh, school support.

3296

02:37:16.285 --> 02:37:19.365

We have the entire facilities team. We partner with DPR.

3297

02:37:19.985 --> 02:37:22.205

Um, I'm probably forgetting other departments,

3298

02:37:22.205 --> 02:37:25.605

human resources, our principals, all the effort

3299

02:37:25.605 --> 02:37:27.965

that goes into our four weeks, um,

3300

02:37:28.065 --> 02:37:30.325

for summer school is a lot of work.

3301

02:37:30.425 --> 02:37:34.685

And so it, that does end in the first week of August,

3302

02:37:34.745 --> 02:37:36.045

but we basically have a month

3303

02:37:36.045 --> 02:37:39.685

and a half off at the start again for the month of July.

3304

02:37:39.985 --> 02:37:42.445

So I just wanted to highlight that for the school board.

3305

02:37:42.465 --> 02:37:45.285

We did scale down our summer school offerings,

3306

02:37:45.285 --> 02:37:47.325

but we still served over 5,000 students.

3307

02:37:47.425 --> 02:37:49.005

And so the team will go over that this evening.

3308

02:37:49.025 --> 02:37:50.845

But again, there's a, a small

3309

02:37:50.865 --> 02:37:52.525

but mighty team presenting tonight.

3310

02:37:52.545 --> 02:37:55.005

We do have a couple other team members here,

3311

02:37:55.145 --> 02:37:57.805

but, uh, there's a lot of work happening to make sure

3312

02:37:57.805 --> 02:38:00.645

that we provide, um, robust opportunities for our students.

3313

02:38:00.665 --> 02:38:02.605

So at this time, I'll turn it over to Ms. McIntyre

3314

02:38:02.665 --> 02:38:04.765

And before the presentation, this is an information item.

3315

02:38:04.985 --> 02:38:06.685

Um, because normally we'd bring this forward,

3316

02:38:06.685 --> 02:38:09.045

if there is any fees, they'll talk about the aren't any.

3317

02:38:09.065 --> 02:38:12.165

So that's why for the public, this is not a monitoring item.

3318

02:38:12.195 --> 02:38:14.525

This is an information item we bring forth each year.

3319

02:38:15.025 --> 02:38:17.285

We bring forward at this time if there are any new fees,

3320

02:38:17.385 --> 02:38:19.085

but all of the work that you're gonna hear about

3321

02:38:19.105 --> 02:38:21.685

and the plans you're gonna hear about in the presentation

3322  
02:38:21.755 --> 02:38:24.085  
will actually be part of the budget process, uh,

3323  
02:38:24.085 --> 02:38:25.845  
that will be coming, uh, in my proposed budget.

3324  
02:38:26.235 --> 02:38:27.765  
Just for anyone who's wondering why is this

3325  
02:38:27.825 --> 02:38:28.885  
not a monitoring report?

3326  
02:38:28.885 --> 02:38:30.165  
It sounds like a monitoring report

3327  
02:38:30.165 --> 02:38:32.445  
or wires an informa item, just so you know

3328  
02:38:32.445 --> 02:38:33.885  
that the information you receive is for

3329  
02:38:33.885 --> 02:38:35.965  
that reason only in case there's any fee increase.

3330  
02:38:36.385 --> 02:38:38.525  
But anything that the school board will be voting on related

3331  
02:38:38.525 --> 02:38:42.525  
to the 2026 summer program would actually be part of a vote

3332  
02:38:42.525 --> 02:38:44.965  
through the budget process that will be coming forward.

3333  
02:38:46.535 --> 02:38:49.845  
Thank you for that. Good evening Chair, Zucker Sutton,

3334  
02:38:49.845 --> 02:38:51.165  
members of the school board

3335

02:38:51.265 --> 02:38:53.725  
and Dr. Duran, thank you for the opportunity

3336  
02:38:53.725 --> 02:38:54.725  
to present this evening.

3337  
02:38:55.515 --> 02:38:56.925  
This evening we're pleased

3338  
02:38:56.945 --> 02:38:58.925  
to present our annual summer school report,

3339  
02:38:59.215 --> 02:39:01.165  
which provides a comprehensive overview

3340  
02:39:01.165 --> 02:39:03.405  
of our 2025 summer programs

3341  
02:39:03.625 --> 02:39:06.925  
and outlines our recommendations for summer 2026.

3342  
02:39:10.355 --> 02:39:14.245  
Tonight we will review summer 2025 sharing information about

3343  
02:39:14.245 --> 02:39:16.045  
our programs enrollment data,

3344  
02:39:16.225 --> 02:39:18.205  
and valuable feedback from our staff survey.

3345  
02:39:18.825 --> 02:39:21.845  
We will also share our recommendations for Summer 2026,

3346  
02:39:22.275 --> 02:39:25.085  
including proposed programming refinements

3347  
02:39:28.265 --> 02:39:29.685  
For summer 2025.

3348  
02:39:30.055 --> 02:39:31.285  
Faced with reduced funding

3349  
02:39:31.345 --> 02:39:34.045  
and increased difficulty in staff hiring from previous

3350  
02:39:34.045 --> 02:39:36.325  
summers, we refined our summer learning options.

3351  
02:39:37.025 --> 02:39:39.605  
Summer 2025 programming continued

3352  
02:39:39.605 --> 02:39:41.525  
to serve students across all grade levels

3353  
02:39:41.665 --> 02:39:44.325  
and prioritized in-person learning opportunities

3354  
02:39:44.505 --> 02:39:46.725  
for students in need of credit recovery,

3355  
02:39:47.195 --> 02:39:48.645  
English language development,

3356  
02:39:49.025 --> 02:39:50.605  
and extended school year services

3357  
02:39:50.745 --> 02:39:52.245  
for our students with disabilities.

3358  
02:39:53.105 --> 02:39:55.285  
In addition, we offered virtual options

3359  
02:39:55.305 --> 02:39:57.645  
for our students looking to accelerate their growth in

3360  
02:39:57.645 --> 02:40:00.365  
reading and mathematics or for who were looking

3361  
02:40:00.385 --> 02:40:03.205  
to obtain additional high school credit for new courses.

3362

02:40:04.345 --> 02:40:06.845  
We continued to partner with the Department of Parks

3363  
02:40:06.845 --> 02:40:08.565  
and Recreation for prioritized

3364  
02:40:08.625 --> 02:40:11.245  
and reduced fee registrations for our a PS students.

3365  
02:40:12.445 --> 02:40:14.605  
I would be remiss if I did not mention that all

3366  
02:40:14.605 --> 02:40:17.165  
of these programs would not be possible without the

3367  
02:40:17.365 --> 02:40:18.685  
collaboration and commitment

3368  
02:40:18.685 --> 02:40:21.805  
to students from the teams in the Office of Academics,

3369  
02:40:22.195 --> 02:40:26.885  
student Services, school support, school health facilities,

3370  
02:40:26.905 --> 02:40:28.845  
transportation, food

3371  
02:40:28.845 --> 02:40:31.965  
and nutrition services, safety, security

3372  
02:40:31.985 --> 02:40:33.885  
and emergency Management, school

3373  
02:40:33.885 --> 02:40:36.085  
and Community Relations, human Resources

3374  
02:40:36.185 --> 02:40:37.445  
and Information Services.

3375  
02:40:38.225 --> 02:40:40.525  
It really takes the work of every office

3376  
02:40:40.745 --> 02:40:42.165  
and department in a PS,

3377  
02:40:42.315 --> 02:40:44.045  
just like in our regular school year,

3378  
02:40:48.875 --> 02:40:51.335  
summer 2025, excuse me,

3379  
02:40:51.395 --> 02:40:53.855  
had several highlights including strong,

3380  
02:40:53.855 --> 02:40:56.455  
consistent enrollment as compared to previous years

3381  
02:40:57.265 --> 02:40:58.695  
successful implementation

3382  
02:40:58.755 --> 02:41:00.975  
of our new English Learner Pathways program

3383  
02:41:01.835 --> 02:41:05.255  
and successful staffing, including school counselors prior

3384  
02:41:05.255 --> 02:41:06.495  
to the start of summer school.

3385  
02:41:09.925 --> 02:41:11.695  
We'd also like to highlight the impact

3386  
02:41:11.695 --> 02:41:14.575  
of summer learning on our largest enrolled student group

3387  
02:41:14.795 --> 02:41:16.815  
taking high school credit bearing courses.

3388  
02:41:17.675 --> 02:41:20.655  
Our data shows meaningful academic gains for students

3389

02:41:20.675 --> 02:41:22.295  
who participated in these courses.

3390  
02:41:23.195 --> 02:41:24.855  
96% of our eighth

3391  
02:41:24.855 --> 02:41:26.855  
through 12th grade students passed their credit

3392  
02:41:27.375 --> 02:41:30.895  
recovery course and 83% of these students passed

3393  
02:41:30.895 --> 02:41:33.095  
with a final grade of C or higher.

3394  
02:41:37.165 --> 02:41:39.775  
This table shows our enrollment across preschool,

3395  
02:41:40.105 --> 02:41:42.175  
elementary, middle, and high school.

3396  
02:41:42.795 --> 02:41:44.895  
Our total in-person summer enrollment

3397  
02:41:44.915 --> 02:41:48.055  
for 2025 was approximately 1900 students

3398  
02:41:48.115 --> 02:41:49.255  
across all grade levels.

3399  
02:41:50.005 --> 02:41:53.175  
This is compared to almost 2,800 students in

3400  
02:41:53.175 --> 02:41:55.815  
2024, as I shared earlier.

3401  
02:41:56.115 --> 02:41:58.015  
And Dr. Mann mentioned as well,

3402  
02:41:58.235 --> 02:42:00.295  
we saw a decrease in enrollment this past summer

3403

02:42:00.295 --> 02:42:04.295

with our streamlined offerings offerings to offset funding

3404

02:42:04.395 --> 02:42:05.615

and hiring demands.

3405

02:42:06.405 --> 02:42:09.295

That said, we maintained our high school enrollment,

3406

02:42:09.295 --> 02:42:11.575

increasing it just slightly to ensure

3407

02:42:11.575 --> 02:42:14.375

that our students are recovering any necessary credit

3408

02:42:14.675 --> 02:42:15.815

for our high school courses.

3409

02:42:16.765 --> 02:42:19.215

It's also important to note that ESY refers

3410

02:42:19.215 --> 02:42:21.215

to extended school year services for students

3411

02:42:21.215 --> 02:42:24.055

with disabilities of federally mandated program

3412

02:42:24.315 --> 02:42:25.455

for our eligible students.

3413

02:42:29.325 --> 02:42:32.155

While our in-person enrollment decreased our virtual

3414

02:42:32.225 --> 02:42:35.195

programming saw robust participation serving

3415

02:42:35.375 --> 02:42:39.715

2,726 students, the virtual options

3416

02:42:40.115 --> 02:42:42.595  
provided a multifaceted approach allowing us

3417  
02:42:42.695 --> 02:42:45.955  
to meet diverse student needs while maximizing flexible

3418  
02:42:46.115 --> 02:42:48.755  
learning opportunities for our students and their families.

3419  
02:42:49.535 --> 02:42:52.475  
Our Summer Skills Boost program for grades K through eight

3420  
02:42:53.075 --> 02:42:56.275  
enrolled approximately 1600 students providing targeted

3421  
02:42:56.365 --> 02:42:58.995  
skill reinforcement in reading language arts

3422  
02:42:59.015 --> 02:43:01.835  
and mathematics based on a placement assessment

3423  
02:43:02.055 --> 02:43:04.115  
or a student's individual map growth score.

3424  
02:43:05.175 --> 02:43:07.635  
Our new work for credit program for grade seven

3425  
02:43:07.635 --> 02:43:10.795  
through 12 served approximately 1100 students,

3426  
02:43:11.485 --> 02:43:13.765  
allowing middle and high school students to take courses

3427  
02:43:13.945 --> 02:43:17.125  
for original credit through virtual vendors such

3428  
02:43:17.125 --> 02:43:19.765  
as Virtual Virginia combined.

3429  
02:43:19.825 --> 02:43:23.045  
Our virtual and in-person programs served over 4,600

3430  
02:43:23.325 --> 02:43:25.845  
students this past summer, a significant reach

3431  
02:43:26.065 --> 02:43:28.685  
and overall increase from the previous year.

3432  
02:43:29.825 --> 02:43:31.645  
Now I'll turn it over to Dr. Terry Murphy

3433  
02:43:31.745 --> 02:43:34.965  
to share specifics about our English learner programming.

3434  
02:43:40.225 --> 02:43:41.445  
Oh, sorry. Yes,

3435  
02:43:41.595 --> 02:43:42.595  
It's okay. I'll just,

3436  
02:43:42.595 --> 02:43:43.805  
okay. You

3437  
02:43:43.805 --> 02:43:44.805  
Deserve it. Thank you.

3438  
02:43:44.805 --> 02:43:48.965  
Thank you. Good. Okay. That was funny.

3439  
02:43:50.715 --> 02:43:51.845  
Good evening. Um,

3440  
02:43:51.985 --> 02:43:55.685  
the data on this slide reflects enrollment in our L summer

3441  
02:43:55.845 --> 02:43:59.565  
programs, and so the Pathways to Progress program was new.

3442  
02:43:59.865 --> 02:44:02.405  
We intentionally rolled it out as a smaller program.

3443

02:44:02.785 --> 02:44:04.965  
We wanted to have time to implement the model

3444  
02:44:05.345 --> 02:44:08.725  
and ensure that we could adequately staff the model as well.

3445  
02:44:09.385 --> 02:44:11.005  
One thing we did realize is

3446  
02:44:11.005 --> 02:44:13.925  
that we had a lopsided enrollment, if you will.

3447  
02:44:14.445 --> 02:44:18.285  
Abingdon was very large discovery, uh, being further north,

3448  
02:44:18.705 --> 02:44:20.325  
um, had a smaller enrollment.

3449  
02:44:20.545 --> 02:44:22.845  
So one change we are looking to make this year is

3450  
02:44:22.845 --> 02:44:25.045  
to consolidate our Pathways

3451  
02:44:25.205 --> 02:44:27.765  
to Progress program at elementary in one location

3452  
02:44:28.225 --> 02:44:31.605  
that's convenient both to north and south side students.

3453  
02:44:32.345 --> 02:44:35.125  
Um, so we had pathways to progress at elementary

3454  
02:44:35.125 --> 02:44:37.205  
and middle school, and then at high school

3455  
02:44:37.265 --> 02:44:38.365  
we had bridging courses.

3456  
02:44:38.865 --> 02:44:40.885  
And these are non-credit bearing courses

3457

02:44:41.195 --> 02:44:44.805

that support students who need additional language support.

3458

02:44:45.465 --> 02:44:48.245

And one thing we found here is that these courses,

3459

02:44:49.425 --> 02:44:52.005

the students enrolled in the courses overlaps

3460

02:44:52.005 --> 02:44:53.685

with the same population of students

3461

02:44:53.785 --> 02:44:55.365

who often need credit recovery.

3462

02:44:56.025 --> 02:44:58.485

So these are some things we're looking to adjust for

3463

02:44:58.865 --> 02:45:00.525

as we move into next year.

3464

02:45:01.615 --> 02:45:05.805

Given that the Pathways model was new, we spent quite a bit

3465

02:45:05.805 --> 02:45:07.405

of time engaging the staff

3466

02:45:07.585 --> 02:45:09.485

and, um, collecting their feedback.

3467

02:45:09.825 --> 02:45:12.445

We did focus groups where we talked

3468

02:45:12.445 --> 02:45:14.085

to them about their experiences.

3469

02:45:14.665 --> 02:45:16.845

And so by and large, they felt like the program was

3470

02:45:16.845 --> 02:45:18.085  
very well coordinated.

3471  
02:45:18.115 --> 02:45:21.725  
They felt like they had great materials that, um,

3472  
02:45:22.065 --> 02:45:24.045  
the materials were well organized.

3473  
02:45:24.465 --> 02:45:27.045  
So they were very happy with the instructional, um,

3474  
02:45:27.195 --> 02:45:28.245  
aspects of the program.

3475  
02:45:29.195 --> 02:45:31.725  
They also really enjoyed the co-teaching,

3476  
02:45:32.015 --> 02:45:33.525  
which surprised us a bit

3477  
02:45:33.525 --> 02:45:36.085  
because they didn't have relationships before the summer.

3478  
02:45:36.235 --> 02:45:39.005  
They showed up the professional learning day

3479  
02:45:39.005 --> 02:45:40.365  
and were like, that's your partner.

3480  
02:45:40.865 --> 02:45:42.645  
But they were able to really build those

3481  
02:45:42.645 --> 02:45:44.125  
relationships and work together.

3482  
02:45:44.545 --> 02:45:46.325  
So we were really excited about that.

3483  
02:45:46.975 --> 02:45:49.525  
While they felt like they had high quality instructional

3484

02:45:49.805 --> 02:45:52.685

materials, in some instances they felt like they had too

3485

02:45:52.685 --> 02:45:54.965

many high quality instructional materials.

3486

02:45:55.465 --> 02:45:57.285

We feel that we did overplan a bit

3487

02:45:57.905 --> 02:45:59.765

and we had quite a bit for them

3488

02:45:59.765 --> 02:46:01.245

to do in the course of the day.

3489

02:46:01.715 --> 02:46:04.045

Some of the things they felt challenged to do was

3490

02:46:04.045 --> 02:46:06.965

to really dive deeply into oral language development,

3491

02:46:07.295 --> 02:46:10.205

which was incorporated with the SEL lessons.

3492

02:46:10.465 --> 02:46:12.925

And so they communicated wanting to have more time

3493

02:46:13.465 --> 02:46:16.645

to really dive into those resources and understand what was

3494

02:46:16.885 --> 02:46:19.845

provided to them so that they could deliver that aspect

3495

02:46:19.845 --> 02:46:21.165

of the program appropriately.

3496

02:46:21.585 --> 02:46:24.405

So we see that as a training need that we need to address

3497

02:46:24.405 --> 02:46:25.845

for next year as well as an

3498

02:46:26.445 --> 02:46:28.245

curricular adjustment in our pacing.

3499

02:46:28.785 --> 02:46:30.445

And then on top of that, um,

3500

02:46:30.665 --> 02:46:34.045

we did have some small assessments that they did, um,

3501

02:46:34.165 --> 02:46:38.245

a core phonic survey, small math survey that, um,

3502

02:46:39.115 --> 02:46:41.165

they wanted more information.

3503

02:46:41.425 --> 02:46:44.045

The surveys that they did were very formative in nature.

3504

02:46:44.115 --> 02:46:47.245

They didn't result in a composite that we could use

3505

02:46:47.265 --> 02:46:48.565

to say at the beginning.

3506

02:46:48.665 --> 02:46:51.925

The students were here at the end, they were at this level.

3507

02:46:52.345 --> 02:46:54.805

And so we're looking to see are there simple assessments

3508

02:46:54.805 --> 02:46:55.805

that we could utilize,

3509

02:46:56.325 --> 02:46:59.245

possibly focusing on oral language actually to see

3510

02:46:59.265 --> 02:47:01.285

how students progress over the course of the summer.

3511

02:47:01.905 --> 02:47:04.165

And then the attendance policy was something else

3512

02:47:04.395 --> 02:47:06.405

that they concern that concerned them.

3513

02:47:06.985 --> 02:47:10.805

We, um, have had over the years a attendance policy

3514

02:47:10.995 --> 02:47:12.805

that doesn't allow students

3515

02:47:12.865 --> 02:47:14.925

to attend if they've missed three days.

3516

02:47:15.545 --> 02:47:17.085

And so for some of our students

3517

02:47:17.645 --> 02:47:20.125

families schedule medical appointments in the summer so

3518

02:47:20.125 --> 02:47:22.285

that they don't have to do that during the school year.

3519

02:47:22.315 --> 02:47:25.965

They have very legitimate need reasons for being out

3520

02:47:25.965 --> 02:47:27.005

beyond the three days.

3521

02:47:27.625 --> 02:47:29.765

So we don't want to, um,

3522

02:47:30.695 --> 02:47:33.685

discourage students from attending when they can attend

3523

02:47:33.685 --> 02:47:34.725

the majority of the summer.

3524

02:47:34.825 --> 02:47:36.645  
So we're looking at adjusting that policy

3525  
02:47:36.745 --> 02:47:38.565  
and I'll say more about that in a little bit.

3526  
02:47:39.385 --> 02:47:43.965  
And I'm gonna give it back to Ms. McIntyre or is it Doc? No,

3527  
02:47:45.425 --> 02:47:46.425  
I'm good.

3528  
02:47:50.865 --> 02:47:53.925  
So beyond our English learner specific feedback,

3529  
02:47:54.025 --> 02:47:56.525  
we did conduct a comprehensive staff survey

3530  
02:47:56.835 --> 02:47:58.765  
with approximately 200 respondents.

3531  
02:47:58.765 --> 02:48:02.685  
So that was a marked, uh, increase in from the year

3532  
02:48:02.685 --> 02:48:04.605  
before with teachers responding.

3533  
02:48:05.185 --> 02:48:06.645  
One important context to note,

3534  
02:48:06.705 --> 02:48:09.845  
our summer school staffing was heavily concentrated in

3535  
02:48:09.845 --> 02:48:13.405  
special education programs, which likely shapes, uh, some

3536  
02:48:13.405 --> 02:48:15.885  
of the see the themes we see in the survey responses.

3537  
02:48:16.545 --> 02:48:18.685  
The survey explored what worked well,

3538  
02:48:18.995 --> 02:48:20.445  
what challenges staff faced,

3539  
02:48:20.785 --> 02:48:23.045  
and what recommendations they have for improvement.

3540  
02:48:23.505 --> 02:48:25.925  
And this feedback's been instrumental in shaping our

3541  
02:48:25.925 --> 02:48:27.285  
2026 planning.

3542  
02:48:30.205 --> 02:48:32.495  
When we asked staff what contributed most

3543  
02:48:32.495 --> 02:48:35.375  
to program success, several clear themes emerged.

3544  
02:48:36.105 --> 02:48:38.695  
Staff consistently cited staffing,

3545  
02:48:38.725 --> 02:48:40.655  
including experienced teachers

3546  
02:48:40.715 --> 02:48:43.695  
and administrative support as critical to success.

3547  
02:48:44.525 --> 02:48:45.815  
Also, staffing that allowed

3548  
02:48:45.815 --> 02:48:48.695  
for smaller class sizes was noted as a top factor.

3549  
02:48:49.635 --> 02:48:52.535  
The availability of in appropriate instructional materials

3550  
02:48:52.535 --> 02:48:56.055  
and resources also ranked highly among the success factors.

3551

02:48:59.065 --> 02:49:00.655

Staff were equally candid,

3552

02:49:00.755 --> 02:49:02.615

candid about the challenges they faced.

3553

02:49:03.255 --> 02:49:04.975

Staffing quality and availability

3554

02:49:04.995 --> 02:49:08.125

for support in special education emerged as a challenge.

3555

02:49:08.745 --> 02:49:11.805

The need for more developed curricular resources in our high

3556

02:49:11.805 --> 02:49:13.485

school courses was also noted.

3557

02:49:13.905 --> 02:49:17.245

And attendance issues affected program continuity within our

3558

02:49:17.245 --> 02:49:19.205

English Pro, uh, English learner program.

3559

02:49:19.385 --> 02:49:21.485

As Ms. Murphy just, uh, spoke about,

3560

02:49:22.115 --> 02:49:25.605

understanding these challenges has helped us to plan

3561

02:49:25.605 --> 02:49:28.205

for improvements in the experience for both staff

3562

02:49:28.225 --> 02:49:29.645

and students as we go forward.

3563

02:49:32.675 --> 02:49:35.045

Despite those challenges, we were encouraged

3564

02:49:35.045 --> 02:49:37.605

by the staff responses regarding their intent to return

3565  
02:49:37.625 --> 02:49:38.685  
for summer 26.

3566  
02:49:39.115 --> 02:49:40.925  
This positive response indicates

3567  
02:49:40.925 --> 02:49:43.605  
that while staff recognize areas for improvement,

3568  
02:49:43.835 --> 02:49:45.925  
they continue to find the work meaningful

3569  
02:49:45.985 --> 02:49:48.925  
and the environment supportive enough to want to continue.

3570  
02:49:49.555 --> 02:49:52.245  
This Retention of experienced summer staff is crucial

3571  
02:49:52.745 --> 02:49:54.925  
for our program quality and continuity.

3572  
02:49:58.565 --> 02:50:00.265  
As we look to summer 2026,

3573  
02:50:00.595 --> 02:50:03.265  
we'll incorporate the feedback into actionable next

3574  
02:50:03.265 --> 02:50:04.465  
steps for our programs.

3575  
02:50:05.125 --> 02:50:08.865  
Key recommendations include reevaluating attendance policies

3576  
02:50:08.865 --> 02:50:09.905  
for the Pathways program,

3577  
02:50:10.775 --> 02:50:13.785  
providing additional secondary professional learning focused

3578

02:50:13.845 --> 02:50:16.865  
on our diverse student needs, auditing

3579  
02:50:16.865 --> 02:50:19.385  
and revising secondary curricular resources

3580  
02:50:19.385 --> 02:50:23.705  
through our academics offices and standardizing orientation

3581  
02:50:23.765 --> 02:50:26.425  
and planning time for teachers across their

3582  
02:50:26.455 --> 02:50:27.585  
role and grade levels.

3583  
02:50:29.545 --> 02:50:31.705  
Director Murphy will speak to some additional proposed

3584  
02:50:31.705 --> 02:50:34.345  
recommendations for programming of our English learners

3585  
02:50:34.445 --> 02:50:35.545  
for summer 2026.

3586  
02:50:38.745 --> 02:50:39.905  
I took the doctor this

3587  
02:50:40.235 --> 02:50:41.235  
Thank you.

3588  
02:50:42.245 --> 02:50:45.745  
Um, as Ms. McIntyre mentioned, we're looking

3589  
02:50:45.845 --> 02:50:47.705  
to revise our attendance policy.

3590  
02:50:48.545 --> 02:50:51.385  
Additionally, we want to extend the pathways opportunity

3591  
02:50:51.445 --> 02:50:52.905  
to more students this summer.

3592

02:50:53.205 --> 02:50:55.905

So we're looking to adjust our criteria for enrollment.

3593

02:50:56.415 --> 02:51:00.865

Last year we served LS one and two Ls at levels one

3594

02:51:00.865 --> 02:51:04.385

and two who had enrolled during the current school year

3595

02:51:04.565 --> 02:51:06.545

and the previous spring semester.

3596

02:51:06.995 --> 02:51:08.945

We're not getting as many newcomers now.

3597

02:51:08.965 --> 02:51:12.625

And so what we're looking to do is offer the program to ones

3598

02:51:12.625 --> 02:51:15.665

and twos again, who have enrolled within the past three

3599

02:51:15.715 --> 02:51:20.185

years, that the secondary criteria involves students who,

3600

02:51:20.285 --> 02:51:21.945

um, have reading and math challenges.

3601

02:51:22.205 --> 02:51:23.745

That's something else we're looking at.

3602

02:51:24.565 --> 02:51:26.785

We also are considering new models

3603

02:51:26.885 --> 02:51:28.065

for our professional learning.

3604

02:51:28.235 --> 02:51:31.305

We'll still have the traditional professional learning days

3605

02:51:31.565 --> 02:51:34.745  
for all of the staff, but we're wanting to, um,

3606  
02:51:34.935 --> 02:51:38.505  
have some additional days for a core group of teachers

3607  
02:51:38.885 --> 02:51:40.985  
who can essentially become lead teachers.

3608  
02:51:41.285 --> 02:51:42.385  
So we're looking for a group

3609  
02:51:42.385 --> 02:51:46.025  
that we could train possibly in May or early June, um,

3610  
02:51:46.165 --> 02:51:48.465  
or close to when school lets out, I should say.

3611  
02:51:48.845 --> 02:51:51.305  
And really have those teachers understand the model,

3612  
02:51:51.915 --> 02:51:53.945  
understand all aspects of it,

3613  
02:51:54.145 --> 02:51:56.345  
including the oral language which some

3614  
02:51:56.345 --> 02:51:57.985  
of the teachers found confusing.

3615  
02:51:58.245 --> 02:52:00.905  
Really make sure that they have a strong grounding in the

3616  
02:52:00.905 --> 02:52:03.345  
strategies that we're using in hopes

3617  
02:52:03.345 --> 02:52:07.165  
that those teachers become leads peer mentors

3618  
02:52:07.505 --> 02:52:09.125  
for other teachers during the course

3619  
02:52:09.125 --> 02:52:10.325  
of the summer school program.

3620  
02:52:13.155 --> 02:52:16.365  
When we look at our high school program, recognizing

3621  
02:52:16.365 --> 02:52:18.685  
that there's that overlap between the students

3622  
02:52:18.705 --> 02:52:20.645  
and the bridging courses and the students

3623  
02:52:20.645 --> 02:52:22.805  
who need credit recovery, we're looking

3624  
02:52:22.985 --> 02:52:25.085  
to eliminate the bridging courses

3625  
02:52:25.705 --> 02:52:27.765  
and repurpose those 1 teachers

3626  
02:52:27.825 --> 02:52:30.605  
to be co-teachers in the credit recovery courses.

3627  
02:52:31.475 --> 02:52:32.685  
That way we're making sure

3628  
02:52:32.685 --> 02:52:35.365  
that our credit bearing courses get the support

3629  
02:52:35.795 --> 02:52:37.725  
that they really need, especially given

3630  
02:52:37.725 --> 02:52:39.805  
that this is credit towards graduation.

3631  
02:52:40.805 --> 02:52:44.005  
Additionally, we're looking to offer a life reading

3632

02:52:44.025 --> 02:52:47.685  
and math course that would address foundational skills

3633  
02:52:47.945 --> 02:52:49.165  
for our life students.

3634  
02:52:49.905 --> 02:52:52.765  
Um, this is a course that would not be credit bearing,

3635  
02:52:52.945 --> 02:52:54.885  
but it would be helpful

3636  
02:52:55.145 --> 02:52:58.245  
and beneficial for, um, life students who need it.

3637  
02:52:58.265 --> 02:53:00.965  
And we expect that to be a relatively small enrollment,

3638  
02:53:01.465 --> 02:53:04.485  
but we really think that we can kind of build off

3639  
02:53:04.485 --> 02:53:07.485  
of the pathways model of supporting reading

3640  
02:53:07.485 --> 02:53:09.205  
and math integrated with language

3641  
02:53:09.345 --> 02:53:12.125  
and, um, really support meaningfully some

3642  
02:53:12.125 --> 02:53:13.125  
of our life students.

3643  
02:53:14.385 --> 02:53:17.325  
So in consideration of everything we've shared tonight,

3644  
02:53:17.575 --> 02:53:20.005  
these are the courses that we will offer.

3645  
02:53:20.385 --> 02:53:23.885  
Uh, this summer we're keeping the core structure

3646  
02:53:24.065 --> 02:53:26.805  
and then making adjustments based on feedback

3647  
02:53:26.865 --> 02:53:28.645  
and data that we've observed.

3648  
02:53:29.105 --> 02:53:32.445  
And then we're also wanting to maintain, as you can see,

3649  
02:53:33.285 --> 02:53:35.845  
offerings across all grade levels with some

3650  
02:53:36.525 --> 02:53:39.485  
strategic adjustments to our 1 programs that I've shared.

3651  
02:53:39.865 --> 02:53:41.725  
And we're also going to have in-person

3652  
02:53:41.985 --> 02:53:43.885  
and virtual options to make sure

3653  
02:53:43.955 --> 02:53:46.685  
that we have accessibility for all families.

3654  
02:53:49.135 --> 02:53:50.925  
These are our summer learning fees.

3655  
02:53:51.175 --> 02:53:53.445  
We're maintaining the same fee structure

3656  
02:53:53.445 --> 02:53:55.205  
that we had in place last year,

3657  
02:53:55.785 --> 02:53:58.525  
and the majority of our offerings continue

3658  
02:53:58.525 --> 02:53:59.565  
to be free of charge.

3659

02:54:03.705 --> 02:54:06.565  
And finally, this is our timeline for moving forward.

3660  
02:54:07.285 --> 02:54:10.285  
Tomorrow we will have our information on the webpage,

3661  
02:54:10.625 --> 02:54:13.085  
and we're really excited about transitioning

3662  
02:54:13.105 --> 02:54:14.845  
to online registration.

3663  
02:54:15.585 --> 02:54:17.685  
That's some of the behind the scenes work.

3664  
02:54:17.865 --> 02:54:18.925  
Dr. Mann mentioned

3665  
02:54:19.025 --> 02:54:21.765  
how much effort goes into preparing for summer school.

3666  
02:54:22.005 --> 02:54:23.725  
Registration is a heavy lift

3667  
02:54:23.745 --> 02:54:26.725  
and we think an online model will really help us out.

3668  
02:54:27.065 --> 02:54:29.205  
So we're looking to launch that April 6th.

3669  
02:54:29.595 --> 02:54:32.365  
Then we'll go into the nitty gritty, um,

3670  
02:54:32.455 --> 02:54:34.045  
finalizing registration

3671  
02:54:34.225 --> 02:54:35.845  
and beginning in early July

3672  
02:54:35.845 --> 02:54:37.485  
with the actual summer school program.

3673

02:54:38.415 --> 02:54:40.885

Thank you very much. We'll now take your questions.

3674

02:54:42.295 --> 02:54:46.085

Thank you. Um, I will, uh,

3675

02:54:46.345 --> 02:54:48.645

see if my colleagues have questions.

3676

02:54:48.905 --> 02:54:49.905

Ms. Clark.

3677

02:54:51.865 --> 02:54:55.725

Uh, quick question regarding, um, ESY

3678

02:54:55.785 --> 02:54:57.125

for students with disabilities.

3679

02:54:57.485 --> 02:55:01.005

I know that, uh, one of the challenges, uh,

3680

02:55:01.975 --> 02:55:03.725

every school year, I know Dr.

3681

02:55:03.825 --> 02:55:05.045

Kru, thank you for coming up.

3682

02:55:05.785 --> 02:55:07.165

Uh, one of the challenges

3683

02:55:07.165 --> 02:55:10.725

that we've heard about regularly is the staffing for

3684

02:55:11.295 --> 02:55:15.565

these really difficult to, uh, staff

3685

02:55:16.225 --> 02:55:18.005

mpa, mini mpa, um,

3686

02:55:20.045 --> 02:55:22.045  
functional life skills classrooms during the summer.

3687  
02:55:22.385 --> 02:55:24.525  
And, uh, my understanding is that in years,

3688  
02:55:24.585 --> 02:55:26.285  
in the last couple years, we've had

3689  
02:55:26.875 --> 02:55:28.725  
certified special education teachers,

3690  
02:55:28.825 --> 02:55:31.725  
but maybe not with the experience in the MPA classrooms

3691  
02:55:31.785 --> 02:55:36.325  
taking these classes, um, simply due to, um, staffing need.

3692  
02:55:37.025 --> 02:55:40.965  
So I'm hoping that is there, uh,

3693  
02:55:40.965 --> 02:55:43.925  
what is our strategy this year to ensure

3694  
02:55:43.925 --> 02:55:45.885  
that those classrooms is specifically

3695  
02:55:45.885 --> 02:55:49.525  
because that is from a special

3696  
02:55:49.525 --> 02:55:51.045  
education per perspective.

3697  
02:55:51.145 --> 02:55:55.125  
If we can get those kids, uh, maintaining their routines,

3698  
02:55:55.585 --> 02:55:58.125  
it is so much more helpful to begin,

3699  
02:55:58.425 --> 02:55:59.725  
go back into the school year

3700  
02:55:59.725 --> 02:56:01.485  
so they don't lose those skills.

3701  
02:56:02.315 --> 02:56:03.645  
Yeah, that's certainly a challenge.

3702  
02:56:03.985 --> 02:56:07.685  
Um, we do anticipate it potentially being a challenge still.

3703  
02:56:08.275 --> 02:56:11.045  
Last year we increased our two coordinators

3704  
02:56:11.185 --> 02:56:13.765  
to support our MPA programs to two instead of one.

3705  
02:56:14.065 --> 02:56:16.005  
And I do think that made a huge difference

3706  
02:56:16.105 --> 02:56:20.645  
to have two experts on site every day to really help with,

3707  
02:56:21.265 --> 02:56:24.125  
um, the, they know all of the students.

3708  
02:56:24.345 --> 02:56:26.125  
And so for the students to see

3709  
02:56:26.125 --> 02:56:29.365  
that familiar face was very anchoring for them, as well as

3710  
02:56:29.365 --> 02:56:31.365  
to give the onsite support to teachers

3711  
02:56:31.425 --> 02:56:33.525  
who have experience in special education,

3712  
02:56:33.525 --> 02:56:36.365  
but maybe not necessarily with some complex learners.

3713

02:56:36.785 --> 02:56:38.565  
So we're gonna continue that this year.

3714  
02:56:39.305 --> 02:56:43.485  
Um, we're hoping that, um, additional training

3715  
02:56:43.505 --> 02:56:46.845  
for the site-based administrators to know how to support,

3716  
02:56:47.145 --> 02:56:50.365  
um, a new, uh, location for many of the students.

3717  
02:56:50.825 --> 02:56:53.405  
And then doing some spring training just like, uh,

3718  
02:56:53.405 --> 02:56:56.165  
Terry Murphy said with, with the English learner, uh,

3719  
02:56:56.485 --> 02:56:58.165  
teachers trying to get some front loading

3720  
02:56:58.165 --> 02:56:59.325  
in for the teachers.

3721  
02:56:59.825 --> 02:57:01.605  
So we're gonna see how that goes.

3722  
02:57:03.115 --> 02:57:06.005  
Have we explored potentially additional bonuses

3723  
02:57:06.065 --> 02:57:09.605  
for these super hard to fill positions?

3724  
02:57:10.265 --> 02:57:12.045  
We haven't right now, um, done that.

3725  
02:57:12.065 --> 02:57:13.845  
We are looking at other possibilities.

3726  
02:57:13.895 --> 02:57:16.685  
We'll work with our, um, union partners and see,

3727  
02:57:16.685 --> 02:57:17.845  
but anyone add to anything about that?

3728  
02:57:18.835 --> 02:57:20.285  
What what we've been doing.

3729  
02:57:20.345 --> 02:57:23.125  
Um, we've actually started having meetings called staff

3730  
02:57:23.365 --> 02:57:25.325  
retention to meetings, uh, with Kelly's department.

3731  
02:57:25.585 --> 02:57:26.805  
And so we are looking at, um,

3732  
02:57:27.415 --> 02:57:30.005  
we're looking at actually increasing pay, um,

3733  
02:57:30.265 --> 02:57:31.645  
or just step increases.

3734  
02:57:31.875 --> 02:57:35.045  
Also, we're looking at the also support and training, um,

3735  
02:57:35.105 --> 02:57:36.645  
and also also how to support

3736  
02:57:36.645 --> 02:57:39.565  
and train, have more consistency with just

3737  
02:57:39.565 --> 02:57:41.365  
during the regular school year with the, uh, sp

3738  
02:57:41.475 --> 02:57:42.565  
with the spare coordinators.

3739  
02:57:42.585 --> 02:57:45.925  
But we, we are meeting on a regular basis to try to come up

3740

02:57:45.925 --> 02:57:47.045  
with some things to kind of help them out.

3741  
02:57:47.265 --> 02:57:51.365  
In, in addition, uh, also, uh, Corey

3742  
02:57:51.785 --> 02:57:53.445  
and uh, Shannon are gonna start,

3743  
02:57:53.945 --> 02:57:55.325  
but yet we met with substitute.

3744  
02:57:55.325 --> 02:57:57.445  
We have in focus groups and so we're gonna have focus groups

3745  
02:57:57.475 --> 02:57:59.485  
with the MEPA teachers now, so we can kind

3746  
02:57:59.485 --> 02:58:00.525  
of just find some things.

3747  
02:58:00.595 --> 02:58:03.845  
Some have some stay type of interviews with people,

3748  
02:58:03.845 --> 02:58:05.725  
so we're gonna try to help out the situation.

3749  
02:58:05.905 --> 02:58:06.905  
So

3750  
02:58:10.225 --> 02:58:11.085  
Ms. Tapia Huley.

3751  
02:58:11.815 --> 02:58:13.125  
Thank you. That sounds great. Um,

3752  
02:58:13.225 --> 02:58:15.005  
and I don't know if this would be then back to Mr.

3753  
02:58:15.005 --> 02:58:18.125  
Stockton, but Ms, you just mentioned focus groups

3754  
02:58:18.275 --> 02:58:19.445  
with some of these educators.

3755  
02:58:19.665 --> 02:58:21.885  
Are we doing the same with, with LS and co-teaching?

3756  
02:58:22.725 --> 02:58:24.805  
Absolutely. So it's, it's a, it's a series of 'em

3757  
02:58:24.805 --> 02:58:26.685  
and so I guess today was, uh, subs.

3758  
02:58:27.065 --> 02:58:29.805  
Um, but how we, we really started just with working

3759  
02:58:29.805 --> 02:58:32.285  
with Kelly, uh, that we wanted to just work with MIP

3760  
02:58:32.285 --> 02:58:33.485  
and just any other SP classes

3761  
02:58:33.585 --> 02:58:35.205  
or SPED professionals that we have out there.

3762  
02:58:35.305 --> 02:58:37.085  
So, um, we will get there too.

3763  
02:58:37.415 --> 02:58:39.725  
Thank you. Um, and my main question was

3764  
02:58:39.725 --> 02:58:41.645  
regarding the timing again

3765  
02:58:41.825 --> 02:58:43.845  
and duration rather of summer school.

3766  
02:58:44.345 --> 02:58:46.805  
Um, so I know this past year was a, a bit abbreviated.

3767

02:58:47.305 --> 02:58:50.645  
Are we looking how long, how long do we intend

3768  
02:58:50.665 --> 02:58:53.365  
for the program to last this coming summer or 2026?

3769  
02:58:53.655 --> 02:58:55.285  
It'll last and I'm sorry, go ahead.

3770  
02:58:55.285 --> 02:58:57.045  
And would we consider expanding it?

3771  
02:58:57.385 --> 02:59:00.085  
Is there given especially the days we we're losing this year

3772  
02:59:00.145 --> 02:59:02.605  
of regular school year? Uh,

3773  
02:59:02.905 --> 02:59:05.165  
So we've maintained a four week schedule

3774  
02:59:05.385 --> 02:59:08.445  
for the last number of years in order to recruit staff.

3775  
02:59:08.835 --> 02:59:11.765  
When we extended beyond August, it was even more difficult,

3776  
02:59:11.825 --> 02:59:14.565  
um, for us to fully staff programming.

3777  
02:59:14.745 --> 02:59:19.085  
So our plan is to stick with July 6th through July 31st for

3778  
02:59:19.605 --> 02:59:22.325  
teachers and students with pre-service starting, uh,

3779  
02:59:22.395 --> 02:59:25.525  
July 1st, so July 1st and second to pre-service

3780  
02:59:25.585 --> 02:59:26.685  
and orientation days,

3781  
02:59:27.025 --> 02:59:29.485  
and then students begin on the 6th of July.

3782  
02:59:30.355 --> 02:59:32.605  
Okay, thank You. Can I just add one thing? Yes.

3783  
02:59:32.785 --> 02:59:35.525  
Um, as Ms. McIntyre lived summer school,

3784  
02:59:35.655 --> 02:59:39.165  
among other things on her to-do list, we do have some

3785  
02:59:39.165 --> 02:59:42.365  
of the surrounding districts cutting back on four weeks.

3786  
02:59:42.625 --> 02:59:44.405  
And so yes, most of us would love

3787  
02:59:44.405 --> 02:59:47.205  
to have a longer summer school, but we, we all know

3788  
02:59:47.205 --> 02:59:49.685  
after COVID we had to do bonuses across the region.

3789  
02:59:50.025 --> 02:59:51.285  
And as more and more people

3790  
02:59:51.985 --> 02:59:55.485  
and Ms uh, Zucker Sutton will remember this with Ms.

3791  
02:59:55.755 --> 02:59:59.165  
Cera is summer school's always the trying

3792  
02:59:59.165 --> 03:00:00.765  
to figure out what's the best model

3793  
03:00:01.025 --> 03:00:03.885  
and does it work, does it not work and it is expensive.

3794

03:00:04.385 --> 03:00:07.085  
Um, and so that's where, um, we think sticking

3795  
03:00:07.085 --> 03:00:08.405  
with four weeks, we actually,

3796  
03:00:08.405 --> 03:00:10.605  
this past year didn't have the staffing issues

3797  
03:00:10.665 --> 03:00:12.365  
and that we thought we would have.

3798  
03:00:12.985 --> 03:00:15.125  
Um, but that's usually the challenge for us.

3799  
03:00:15.145 --> 03:00:17.205  
But you're starting to see school districts, um,

3800  
03:00:17.275 --> 03:00:19.285  
only do credit recovery and ESY

3801  
03:00:19.745 --> 03:00:21.765  
and then also cutting back to three weeks.

3802  
03:00:22.025 --> 03:00:24.605  
So it, it's, it's not just a, an Arlington thing,

3803  
03:00:24.605 --> 03:00:26.365  
but I think nationally people are really struggling with

3804  
03:00:26.365 --> 03:00:29.725  
what is the best way to serve our students in the summer.

3805  
03:00:30.895 --> 03:00:32.245  
Thank you. You welcome.

3806  
03:00:32.745 --> 03:00:35.125  
Do you have additional, okay. Do you have any questions?

3807  
03:00:36.675 --> 03:00:37.685  
Okay, Ms. Bright,

3808  
03:00:39.325 --> 03:00:40.325  
I don't know if this is really just

3809  
03:00:40.325 --> 03:00:41.445  
a question or I'm thinking out loud.

3810  
03:00:41.445 --> 03:00:42.565  
Great. Probably a little of both.

3811  
03:00:43.065 --> 03:00:44.685  
Um, thank you for a great presentation

3812  
03:00:44.905 --> 03:00:49.005  
and I really love that, uh, the unexpected appreciation

3813  
03:00:49.265 --> 03:00:51.205  
and excitement around co-teaching.

3814  
03:00:51.705 --> 03:00:56.285  
Um, for the staff retention, for the secondary sped,

3815  
03:00:56.845 --> 03:00:58.165  
I don't know where this goes.

3816  
03:00:58.625 --> 03:01:03.565  
Um, bonuses could potentially be very pricey as mentioned.

3817  
03:01:04.005 --> 03:01:07.205  
I wonder if there is a possibility

3818  
03:01:07.265 --> 03:01:08.485  
of having a rolling basis.

3819  
03:01:09.025 --> 03:01:12.725  
So if it's a co co-teaching team, um, if it's two

3820  
03:01:12.745 --> 03:01:14.325  
or three that if it's a Tuesday, Thursday

3821

03:01:14.325 --> 03:01:15.765  
or Monday, Wednesday, Friday so

3822  
03:01:15.765 --> 03:01:18.805  
that the students have the continuity of who they're seeing,

3823  
03:01:19.065 --> 03:01:22.125  
but that it's not such a heavy lift on the educators,

3824  
03:01:23.025 --> 03:01:24.525  
that's not a, it's an

3825  
03:01:24.525 --> 03:01:25.925  
open-ended question, it's thought. Yep.

3826  
03:01:26.225 --> 03:01:27.885  
So maintaining the staff that supports

3827  
03:01:28.085 --> 03:01:29.605  
Maintaining the staff, but maybe increasing

3828  
03:01:29.745 --> 03:01:32.525  
by one more versus a co try.

3829  
03:01:33.065 --> 03:01:35.445  
Um, and then giving some alternating days so it's not

3830  
03:01:35.445 --> 03:01:39.035  
so much of a lift to hopefully keep the continuity

3831  
03:01:39.055 --> 03:01:41.315  
but also increase retention for the following year.

3832  
03:01:42.045 --> 03:01:43.675  
Thank you for that. Appreciate

3833  
03:01:43.675 --> 03:01:44.675  
It.

3834  
03:01:45.335 --> 03:01:50.035  
Um, Ms. Turner, Um, do we have

3835  
03:01:51.025 --> 03:01:53.555  
data on to Dr.

3836  
03:01:53.875 --> 03:01:57.075  
Mann's point, whether we think this worked other than the

3837  
03:01:57.075 --> 03:02:00.395  
slides that address credit recovery, um,

3838  
03:02:00.495 --> 03:02:02.875  
and the staff perceptions of how it went?

3839  
03:02:04.535 --> 03:02:07.435  
So Terry Murphy spoke a bit to the improvements

3840  
03:02:07.435 --> 03:02:10.475  
that we're gonna look to add for monitoring progress

3841  
03:02:10.495 --> 03:02:12.555  
and growth for the English learner program.

3842  
03:02:13.255 --> 03:02:16.355  
And then as it relates specifically to the new work

3843  
03:02:16.375 --> 03:02:19.715  
for virtual credit, that's based on students completing

3844  
03:02:19.715 --> 03:02:21.155  
their course and earning credit.

3845  
03:02:21.575 --> 03:02:24.635  
The summer skills boost piece this past summer

3846  
03:02:24.665 --> 03:02:26.955  
with the 1600 students participating,

3847  
03:02:26.955 --> 03:02:28.435  
we really looked at engagement

3848

03:02:28.535 --> 03:02:31.035  
and actual participation within the platform

3849  
03:02:31.375 --> 03:02:33.515  
as we go into this summer

3850  
03:02:33.535 --> 03:02:34.555  
and offering it again,

3851  
03:02:35.215 --> 03:02:39.955  
we paired about 500 students last year with a specialist

3852  
03:02:40.015 --> 03:02:43.395  
to maintain check-ins and to kind of move students along

3853  
03:02:43.395 --> 03:02:44.395  
and keep them engaged.

3854  
03:02:44.735 --> 03:02:46.875  
So we looked really at engagement with that last year.

3855  
03:02:46.875 --> 03:02:49.755  
This year we'll be looking specifically at whether

3856  
03:02:49.755 --> 03:02:52.115  
or not we see growth at least over

3857  
03:02:52.115 --> 03:02:53.475  
that four week period of time.

3858  
03:02:55.265 --> 03:02:59.825  
I, is there any room to compare the scores sort of

3859  
03:03:00.525 --> 03:03:01.745  
at the end of a school year

3860  
03:03:01.745 --> 03:03:03.705  
and the beginning of the next school year in terms

3861  
03:03:03.705 --> 03:03:06.265  
of assessments that we're already administering,

3862  
03:03:06.925 --> 03:03:07.985  
at least at a minimum

3863  
03:03:08.045 --> 03:03:09.785  
to take a look at the summer slide issue?

3864  
03:03:10.625 --> 03:03:12.785  
Absolutely. Particularly with the summer skills boost,

3865  
03:03:12.785 --> 03:03:15.745  
because in our grades where we administer map

3866  
03:03:15.765 --> 03:03:18.185  
and there's a spring and then fall administration,

3867  
03:03:18.765 --> 03:03:21.345  
we have on our agenda to take a look at

3868  
03:03:21.345 --> 03:03:23.545  
that from the spring score to the fall score

3869  
03:03:23.575 --> 03:03:28.265  
because that summer skills boost, we, um, feed

3870  
03:03:28.455 --> 03:03:31.185  
that student's individual map growth score into that

3871  
03:03:31.205 --> 03:03:32.225  
for the grades that have it.

3872  
03:03:32.225 --> 03:03:33.705  
So we can absolutely take a look at that

3873  
03:03:33.705 --> 03:03:35.825  
and that's part of our plan for summer 26.

3874  
03:03:36.845 --> 03:03:39.665  
So, but like we have that data for summer 25, right?

3875

03:03:40.295 --> 03:03:43.585  
Because we did it in 24 and yes. Also in fall of 25,

3876  
03:03:44.125 --> 03:03:45.125  
Yes. We could take a closer

3877  
03:03:45.125 --> 03:03:46.065  
look at that data.

3878  
03:03:48.985 --> 03:03:50.955  
Okay. Anything else Ms. Turner?

3879  
03:03:51.795 --> 03:03:53.435  
I have another question, but it might be yours.

3880  
03:03:53.435 --> 03:03:55.155  
Do you want me to go ahead and ask it? Sure, you can

3881  
03:03:55.155 --> 03:03:56.155  
Ask it.

3882  
03:03:56.315 --> 03:03:58.125  
I had a question about the attendance policy.

3883  
03:03:58.625 --> 03:04:01.325  
Um, the, the three days missing

3884  
03:04:01.625 --> 03:04:03.645  
and then you're, I guess unenrolled

3885  
03:04:03.705 --> 03:04:05.485  
or disinvented or, or what have it.

3886  
03:04:05.485 --> 03:04:08.605  
Is that, is that not the policy for all

3887  
03:04:08.605 --> 03:04:09.925  
of our summer school programming?

3888  
03:04:10.065 --> 03:04:11.885  
Or is that outdated at this point?

3889  
03:04:13.475 --> 03:04:16.125  
Yeah, so it is, uh, Ms. Turner, um,

3890  
03:04:16.825 --> 03:04:19.445  
it is outdated when we were talking about this with the NAS

3891  
03:04:19.445 --> 03:04:21.685  
of academics, traditionally that has been

3892  
03:04:22.445 --> 03:04:23.965  
a high school credit bearing thing.

3893  
03:04:23.965 --> 03:04:25.605  
If you're four weeks or a six week

3894  
03:04:25.605 --> 03:04:26.845  
program, you missed three days.

3895  
03:04:26.845 --> 03:04:27.965  
You've missed a lot of time.

3896  
03:04:28.505 --> 03:04:30.085  
And so as we were thinking about it,

3897  
03:04:30.105 --> 03:04:31.765  
we call it an attendance policy.

3898  
03:04:31.865 --> 03:04:34.805  
We know it's, the board has not passed this policy per se,

3899  
03:04:34.825 --> 03:04:38.205  
but as we think about non high school credit courses,

3900  
03:04:38.425 --> 03:04:40.805  
to really be flexible, we want kids to come,

3901  
03:04:41.275 --> 03:04:44.565  
it's 20 half days, um, for students.

3902

03:04:44.625 --> 03:04:47.285  
So we wanna make sure that they don't miss any time

3903  
03:04:47.385 --> 03:04:48.765  
and then say, because you've missed

3904  
03:04:48.785 --> 03:04:50.005  
or you unfortunately get sick

3905  
03:04:50.025 --> 03:04:52.725  
or a doctor's appointment that you no longer can attend.

3906  
03:04:53.265 --> 03:04:56.685  
And so that, uh, change will be taking in effect, uh,

3907  
03:04:56.745 --> 03:04:58.565  
in our courses that are not high school

3908  
03:04:58.565 --> 03:04:59.925  
credit bearing or credit recovery.

3909  
03:05:01.575 --> 03:05:02.805  
Sorry, what change can you

3910  
03:05:03.215 --> 03:05:04.245  
Understand that we're not gonna,

3911  
03:05:04.245 --> 03:05:07.325  
we're not gonna say Dr. Duran or Gerald can't come

3912  
03:05:07.335 --> 03:05:09.725  
after they've missed three days if they're not in a, uh,

3913  
03:05:09.725 --> 03:05:12.365  
credit recovery or new work course.

3914  
03:05:13.025 --> 03:05:14.925  
If you're in, uh, summer Boost

3915  
03:05:15.185 --> 03:05:17.685  
or the path, um, the EL program,

3916

03:05:18.425 --> 03:05:20.605

you can still attend if you miss more than three days.

3917

03:05:21.955 --> 03:05:24.045

Okay. I guess I just, I, I understand,

3918

03:05:24.465 --> 03:05:25.965

I'm sure the rationale for that,

3919

03:05:25.965 --> 03:05:28.165

but to your point, Dr. Mann, it is expensive

3920

03:05:28.385 --> 03:05:31.725

to run the program and it's not that many days.

3921

03:05:31.995 --> 03:05:33.085

It's only four weeks.

3922

03:05:33.465 --> 03:05:38.285

Um, so I guess I just wonder, um, whether excusing those,

3923

03:05:38.665 --> 03:05:41.885

um, those absences as opposed to making the sort

3924

03:05:41.885 --> 03:05:44.605

of concerted push for attendance as we do

3925

03:05:44.605 --> 03:05:47.725

during the regular school year because it is important and

3926

03:05:47.725 --> 03:05:50.125

because the summer program is so short

3927

03:05:50.145 --> 03:05:51.685

and there are some other weeks available

3928

03:05:52.305 --> 03:05:53.365

for doctor's appointments

3929

03:05:53.365 --> 03:05:55.965  
and the like, um, whether we might give

3930  
03:05:55.965 --> 03:05:56.965  
that another thought.

3931  
03:05:57.755 --> 03:06:00.285  
Yeah, we can, we can actually, uh, we'll see

3932  
03:06:00.345 --> 03:06:02.005  
how many students this would affect,

3933  
03:06:02.065 --> 03:06:05.365  
but that is a good point for us to continue to reiterate,

3934  
03:06:05.705 --> 03:06:08.085  
please attend every day and we still do that.

3935  
03:06:08.585 --> 03:06:11.045  
Um, but we did see, especially in the EL program

3936  
03:06:11.095 --> 03:06:15.485  
where parents, students were not coming after three days.

3937  
03:06:15.505 --> 03:06:18.245  
And so it is something that we do need to look at,

3938  
03:06:18.265 --> 03:06:19.925  
but we also didn't want to turn students

3939  
03:06:19.925 --> 03:06:21.125  
away who may need that support.

3940  
03:06:21.825 --> 03:06:23.765  
Can I make a suggestion? Can I,

3941  
03:06:25.385 --> 03:06:27.245  
Um, curious also to then

3942  
03:06:27.245 --> 03:06:28.885  
what student support services are

3943  
03:06:28.885 --> 03:06:30.325  
available during the summer?

3944  
03:06:30.325 --> 03:06:33.245  
Because if, if the school year is any indication,

3945  
03:06:33.845 --> 03:06:36.685  
I think a lot of the absence, especially for LS, has to do

3946  
03:06:37.075 --> 03:06:39.485  
with other family responsibilities that they have.

3947  
03:06:40.065 --> 03:06:42.205  
So what is going on at home

3948  
03:06:43.315 --> 03:06:45.885  
that precludes them from attending?

3949  
03:06:45.945 --> 03:06:48.965  
So do we have a grasp on that or no?

3950  
03:06:50.065 --> 03:06:51.485  
We do have staff in place.

3951  
03:06:51.585 --> 03:06:54.885  
So every site is staffed with a counselor, um,

3952  
03:06:55.065 --> 03:06:59.205  
in some instances also a bilingual family liaison as well

3953  
03:06:59.265 --> 03:07:01.805  
to support those conversations with our families.

3954  
03:07:02.155 --> 03:07:05.725  
Okay, thank you. So we can definitely leverage that staff.

3955  
03:07:07.345 --> 03:07:09.725  
Um, I'm just gonna ask one very quick question

3956

03:07:09.785 --> 03:07:11.245  
and then I think we're good.

3957  
03:07:11.915 --> 03:07:16.885  
Yeah. Um, so, um, curriculum, um,

3958  
03:07:17.465 --> 03:07:21.335  
are we, a couple years ago we were using a curriculum.

3959  
03:07:21.375 --> 03:07:22.455  
I think we used it two summers

3960  
03:07:22.595 --> 03:07:24.055  
and then this past summer we,

3961  
03:07:24.275 --> 03:07:25.815  
we did not use that curriculum.

3962  
03:07:26.275 --> 03:07:28.935  
But, and, and I don't have, I don't need

3963  
03:07:28.935 --> 03:07:30.415  
to get into the details of what we are using,

3964  
03:07:30.415 --> 03:07:35.255  
but I I just wanted to reconfirm that, um,

3965  
03:07:35.755 --> 03:07:38.295  
all of the sort of the curriculum, the resources,

3966  
03:07:38.585 --> 03:07:40.295  
everything is provided

3967  
03:07:40.715 --> 03:07:43.975  
and so those, the, the educators come in,

3968  
03:07:43.975 --> 03:07:46.055  
they have two professional learning days.

3969  
03:07:46.485 --> 03:07:49.295  
They take those days, they get familiar with the

3970

03:07:49.485 --> 03:07:52.335

what it is they're going to be teaching and um,

3971

03:07:52.595 --> 03:07:53.775

and then they simply go forth

3972

03:07:54.115 --> 03:07:55.495

and your survey results,

3973

03:07:55.715 --> 03:07:59.895

it sound seemed like were positive on that point, right?

3974

03:08:00.155 --> 03:08:01.415

Yes. With some areas, I think

3975

03:08:01.415 --> 03:08:03.015

for improvement at the secondary level.

3976

03:08:03.205 --> 03:08:05.815

Perfect. Okay. Thank you. You're welcome.

3977

03:08:05.815 --> 03:08:07.615

Um, thank you very much

3978

03:08:07.995 --> 03:08:12.655

and I think you all, um, did a great job of making the point

3979

03:08:12.655 --> 03:08:14.535

of what an incredible team effort this is

3980

03:08:14.875 --> 03:08:16.295

across many, many departments.

3981

03:08:16.355 --> 03:08:18.655

So, um, please extend our thanks to all of those

3982

03:08:18.655 --> 03:08:20.455

who are not here and Um,

3983

03:08:20.795 --> 03:08:22.855  
and we appreciate you coming and doing this for us.

3984  
03:08:22.915 --> 03:08:24.975  
And, uh, there as Dr.

3985  
03:08:25.195 --> 03:08:28.815  
Uh, John indicated at the beginning, um, since there is no,

3986  
03:08:28.995 --> 03:08:30.975  
uh, proposed increase to summer school fees,

3987  
03:08:30.975 --> 03:08:32.815  
there is no action required by the board.

3988  
03:08:32.835 --> 03:08:34.695  
So we have received this as an info item,

3989  
03:08:34.715 --> 03:08:36.855  
but we do not need to take action on it at the next

3990  
03:08:36.855 --> 03:08:38.615  
meeting. Um, thank you.

3991  
03:08:38.825 --> 03:08:40.015  
Thank you, thank you. Okay.

3992  
03:08:40.515 --> 03:08:42.615  
We are now at new business board members.

3993  
03:08:42.635 --> 03:08:43.935  
Is there any new business?

3994  
03:08:44.515 --> 03:08:46.535  
Seeing none, this meeting is adjourned.

3995  
03:08:48.735 --> 03:08:49.735  
I think I was supposed to tap.