

WEBVTT

1

00:00:01.360 --> 00:00:04.870

Good evening. Welcome to the February 19th, 2026 School Board meeting.

2

00:00:04.900 --> 00:00:08.540

This meeting is now in session. At this time, I would like to invite-- to welcome

3

00:00:08.660 --> 00:00:12.240

the Arlington Career Center Space Force JROTC Cadet

4

00:00:12.320 --> 00:00:14.440

Corps, who will present the colors.

5

00:00:14.460 --> 00:00:14.640

Please

6

00:00:14.700 --> 00:00:20.420

stand.

7

00:00:20.520 --> 00:00:25.500

Color

8

00:00:34.760 --> 00:00:55.490

guard,

9

00:00:55.520 --> 00:00:56.980

halt!

10

00:00:57.920 --> 00:01:00.620

Present

11

00:01:02.160 --> 00:01:04.000

colors.

12

00:01:06.340 --> 00:01:09.760

I pledge allegiance to the flag of the United States of

13

00:01:09.800 --> 00:01:13.620

America, and to the Republic for which it stands, one

14

00:01:13.680 --> 00:01:17.380
nation under God, indivisible, with liberty and

15

00:01:17.420 --> 00:01:19.420
justice for all.

16

00:01:19.500 --> 00:01:23.480
Order. Colors.

17

00:01:23.620 --> 00:01:23.790
Color

18

00:01:23.840 --> 00:01:28.100
guard.

19

00:01:34.880 --> 00:01:54.160
Thank

20

00:01:54.240 --> 00:01:54.530
you.

21

00:01:55.920 --> 00:01:59.880
Tonight, we are proud to open the meeting recognizing members

22

00:01:59.920 --> 00:02:03.910
of our staff who are celebrating important service milestones

23

00:02:03.940 --> 00:02:05.300
with Arlington Public Schools.

24

00:02:06.660 --> 00:02:09.489
Years of service represent more than just time.

25

00:02:09.500 --> 00:02:13.300
They reflect dedication, perseverance, and an unwavering commitment to

26

00:02:13.340 --> 00:02:16.360
our students, families, and community.

27

00:02:16.440 --> 00:02:20.240

Our honorees have chosen to build their careers here, and that

28

00:02:20.280 --> 00:02:23.400

choice has made a lasting difference in the lives of the students we

29

00:02:23.460 --> 00:02:27.420

serve. Each of the individuals we honor today is a

30

00:02:27.460 --> 00:02:31.240

member of a community centered on student success.

31

00:02:31.280 --> 00:02:34.760

Our diverse and dedicated workforce enriches APS by

32

00:02:34.800 --> 00:02:38.740

ensuring students see themselves reflected in the adults who guide and

33

00:02:38.780 --> 00:02:42.640

support them. On behalf of the school board, I want to

34

00:02:42.680 --> 00:02:46.180

express our deepest gratitude for your service, your

35

00:02:46.200 --> 00:02:49.120

professionalism, and the care you bring to your work each

36

00:02:49.140 --> 00:02:52.920

day. I'd like to invite Mr. Corey Dotson, Assistant

37

00:02:53.000 --> 00:02:56.920

Superintendent of Human Resources, to join us at the podium to help us

38

00:02:57.000 --> 00:03:00.920

recognize and applaud these outstanding individuals as we

39

00:03:01.000 --> 00:03:04.480

honor their years of service.

40

00:03:14.940 --> 00:03:15.620

Good evening.

41

00:03:16.560 --> 00:03:19.960

It is my honor to present the twenty twenty-six APS Service

42

00:03:20.020 --> 00:03:23.820

Awards. Tonight, we celebrate with employees gathered with

43

00:03:23.900 --> 00:03:27.100

us who have reached milestones in their personal and professional

44

00:03:27.160 --> 00:03:30.920

lives. APS is proud to honor those who

45

00:03:31.020 --> 00:03:34.660

have dedicated twenty-five years or more of service to our

46

00:03:34.740 --> 00:03:37.280

students, families, and community.

47

00:03:37.360 --> 00:03:40.960

Such longevity represents a profound investment of time,

48

00:03:41.060 --> 00:03:44.600

talent, and heart. Our honorees serve in many

49

00:03:44.680 --> 00:03:48.329

capacities across the district as teachers, administrative

50

00:03:48.400 --> 00:03:50.180

staff, and support staff.

51

00:03:51.000 --> 00:03:54.750

While their responsibilities may differ, they are united by a

52

00:03:54.800 --> 00:03:58.730

shared purpose: to serve with excellence and to ensure the success and

53

00:03:58.760 --> 00:04:02.570

well-being of every student. Everyone being recognized

54

00:04:02.580 --> 00:04:06.480
this evening plays an essential role in sustaining the strength and
impact of

55
00:04:06.520 --> 00:04:10.320
our organization. This year, we proudly

56
00:04:10.340 --> 00:04:14.180
recognize a hundred and thirty-two employees who have reached a milestone
of

57
00:04:14.220 --> 00:04:18.120
twenty-five, thirty, thirty-five, and forty years of service

58
00:04:18.161 --> 00:04:19.000
with APS.

59
00:04:20.041 --> 00:04:23.909
During the reception this evening, each employee was presented with a
certificate

60
00:04:24.100 --> 00:04:27.060
highlighting their service and a gift as a small token of

61
00:04:27.120 --> 00:04:29.780
appreciation.

62
00:04:33.360 --> 00:04:35.600
Oh, there we go. Oh, went too

63
00:04:35.640 --> 00:04:39.510
far. Our first slide displays the names

64
00:04:39.540 --> 00:04:42.960
of eighty-nine employees who have completed twenty-five years with

65
00:04:43.040 --> 00:04:46.800
APS. Reaching the twenty-five-year mark is a rare and

66
00:04:46.860 --> 00:04:50.760
remarkable achievement, and it is only fitting that we take this

67

00:04:50.780 --> 00:04:54.520

moment to express our deepest appreciation for your hard work,

68

00:04:54.580 --> 00:04:58.440

perseverance, and positive impact you have had both on our students

69

00:04:58.540 --> 00:04:59.340

and staff.

70

00:05:01.020 --> 00:05:05.000

At this time, we invite all employees present who are

71

00:05:05.080 --> 00:05:09.060

celebrating twenty-five years of service with APS to please come

72

00:05:09.100 --> 00:05:10.460

forward for a commemorative

73

00:05:10.540 --> 00:05:16.740

photo.

74

00:05:22.140 --> 00:05:31.420

Oh,

75

00:05:31.430 --> 00:05:32.440

yeah.

76

00:05:33.360 --> 00:05:35.860

Twenty-five, Jackie, twenty-five?

77

00:05:35.880 --> 00:05:35.890

Yeah.

78

00:05:35.920 --> 00:05:37.640

I didn't know...

79

00:06:09.930 --> 00:06:12.299

... Great.

80

00:06:13.050 --> 00:06:14.710

And now

81
00:06:16.850 --> 00:06:17.310
ready?

82
00:06:19.370 --> 00:06:20.490
One, two,

83
00:06:20.710 --> 00:06:23.600
three.

84
00:06:26.170 --> 00:06:28.090
Thank

85
00:06:28.110 --> 00:06:31.650
you.

86
00:06:34.070 --> 00:06:35.250
It is.

87
00:06:35.290 --> 00:06:36.150
Yes.

88
00:06:38.410 --> 00:06:42.259
Thank you for coming out. Did you see yourself on the

89
00:06:42.310 --> 00:06:43.810
video?

90
00:06:53.070 --> 00:06:53.090
I

91
00:06:53.100 --> 00:06:58.810
did.

92
00:07:02.650 --> 00:07:06.630
All right. On the screen, you will see the names

93
00:07:06.670 --> 00:07:09.950
of twenty-seven staff members who have completed three

94

00:07:10.090 --> 00:07:13.690

decades of dedicated service to Arlington Public Schools and our

95

00:07:13.770 --> 00:07:17.600

students. Thirty years is, is an extraordinary

96

00:07:17.690 --> 00:07:20.950

milestone and a testament to your enduring dedication to

97

00:07:21.010 --> 00:07:24.990

APS. Through decades of change, your commitment and

98

00:07:25.030 --> 00:07:28.930

professionalism have rema-- have remained steadfast.

99

00:07:28.970 --> 00:07:32.790

The impact of your service reaches across generations of students,

100

00:07:32.870 --> 00:07:36.810

families, and colleagues. Your legacy of excellence is both

101

00:07:36.910 --> 00:07:40.190

lasting and deeply appreciated. At this

102

00:07:40.250 --> 00:07:43.990

time, we invite all employees present who are celebrating thirty

103

00:07:44.090 --> 00:07:47.970

years of service with APS to please come forward for a photo.

104

00:07:48.040 --> 00:08:04.100

Congratulations.

105

00:08:04.100 --> 00:08:05.530

Oh, congrats!

106

00:08:05.550 --> 00:08:06.350

Wayne Lewis.

107

00:08:06.370 --> 00:08:06.910

Yep.

108

00:08:06.920 --> 00:08:08.190
Congratulations, Wayne.

109

00:08:11.110 --> 00:08:15.750
Congrats.

110

00:08:16.710 --> 00:08:18.230
Congrats.

111

00:08:18.250 --> 00:08:19.410
Yep.

112

00:08:19.450 --> 00:08:23.030
Congratulations. Is that

113

00:08:23.070 --> 00:08:24.470
everybody?

114

00:08:25.810 --> 00:08:31.280
Yep.

115

00:08:32.350 --> 00:08:34.010
Okay, ready? One, two,

116

00:08:34.191 --> 00:08:37.770
three.

117

00:08:40.390 --> 00:08:46.850
Thirty-five.

118

00:08:46.910 --> 00:08:48.590
No, wait, thirty.

119

00:08:48.650 --> 00:08:49.730
All right.

120

00:08:51.730 --> 00:08:52.330
It's not

121

00:08:54.490 --> 00:08:56.750
even... Get me off track.

122

00:09:03.110 --> 00:09:05.070
All right.

123

00:09:05.110 --> 00:09:06.220
Bring it back one more.

124

00:09:06.290 --> 00:09:07.330
Okay.

125

00:09:07.470 --> 00:09:10.010
Wayne is here, so...

126

00:09:12.350 --> 00:09:16.310
We now recognize our employees who have reached a remarkable milestone

127

00:09:16.390 --> 00:09:18.370
of thirty-five years of service with

128

00:09:18.430 --> 00:09:22.330
APS.

129

00:09:30.850 --> 00:09:33.860
Please take a moment to view their names displayed on the

130

00:09:33.930 --> 00:09:37.190
screen.

131

00:09:39.290 --> 00:09:43.209
Thirty-five years represents more than dedication.

132

00:09:43.330 --> 00:09:46.870
It reflects a lifetime of commitment to education and to the

133

00:09:46.930 --> 00:09:50.850
success of our students. Over three and a half decades,

134

00:09:50.970 --> 00:09:54.530

your leadership, wisdom, and unwavering service has helped shape

135

00:09:54.610 --> 00:09:57.970

APS into the strong community it is today.

136

00:09:58.090 --> 00:10:02.070

Your influence extends far beyond the classroom and workplace, leaving

137

00:10:02.090 --> 00:10:05.170

a lasting impact on generations of students and families and

138

00:10:05.250 --> 00:10:08.950

colleagues. At this time, we invite all employees

139

00:10:09.030 --> 00:10:12.510

present, you're here already, uh, to come forward for a photo

140

00:10:12.570 --> 00:10:15.710

op. Oh!

141

00:10:17.730 --> 00:10:17.959

Right, right.

142

00:10:18.030 --> 00:10:22.500

Okay.

143

00:10:22.530 --> 00:10:23.730

He'll-- He's fine.

144

00:10:24.630 --> 00:10:27.660

Thank you. All

145

00:10:29.369 --> 00:10:33.270

right. Sorry. One,

146

00:10:33.490 --> 00:10:36.190

two, three.

147

00:10:37.110 --> 00:10:40.910

Thank you so much.

148
00:10:40.930 --> 00:10:45.930
You're

149
00:10:47.150 --> 00:10:50.490
ten. Lots of eighty-four.

150
00:10:56.710 --> 00:10:57.030
Thank

151
00:10:57.270 --> 00:11:01.690
you.

152
00:11:07.210 --> 00:11:10.570
And now, we arrive at, at a truly

153
00:11:10.670 --> 00:11:14.350
extraordinary milestone. This evening, we present four

154
00:11:14.410 --> 00:11:17.730
employees with forty year service awards.

155
00:11:22.190 --> 00:11:25.770
While there are only four individuals celebrating this distinction

156
00:11:25.850 --> 00:11:36.350
tonight...

157
00:11:37.070 --> 00:11:45.819
While

158
00:11:45.850 --> 00:11:49.610
there are only four individuals celebrating this distinction tonight,

159
00:11:49.650 --> 00:11:53.550
forty years represents a career defined by steadfast de-- steadfast

160
00:11:53.610 --> 00:11:57.460
dedication, resiliency, and unwavering commitment to our students

161
00:11:57.570 --> 00:12:00.690

and com-- and our community. It is a remarkable

162

00:12:00.710 --> 00:12:04.020

achievement, one that reflects a lifetime of meaningful c-

163

00:12:04.050 --> 00:12:04.710

contribution.

164

00:12:05.530 --> 00:12:09.250

To honor this milestone, we asked their supervisors the following

165

00:12:09.330 --> 00:12:12.686

question:... How would you describe the employee

166

00:12:12.746 --> 00:12:16.586

dedication, work ethic, and influence over their forty years with the

167

00:12:16.666 --> 00:12:19.806

organization? And this is what their supervisors had to

168

00:12:19.966 --> 00:12:20.886

say:

169

00:12:22.186 --> 00:12:25.486

"Kathleen Moore is an invaluable asset to Carlin Springs

170

00:12:25.546 --> 00:12:29.186

community. She knows every student by name, their

171

00:12:29.306 --> 00:12:32.846

strengths, and their skills, are currently working to develop.

172

00:12:32.926 --> 00:12:35.766

Each morning at seven thirty-five AM, Ms.

173

00:12:35.786 --> 00:12:39.766

Moore can be found at the bus stop, warmly greeting students and staff

174

00:12:39.786 --> 00:12:42.266

with a smile and genuine excitement.

175

00:12:42.326 --> 00:12:46.186

For more than forty years, she has made learning meaningful for her

176

00:12:46.286 --> 00:12:50.226

students and has used literacy as a powerful tool to open doors

177

00:12:50.286 --> 00:12:52.826

and create opportunities for them.

178

00:12:52.886 --> 00:12:56.806

Her unwavering dedication, compassion, and belief in every child continues

179

00:12:56.846 --> 00:12:59.986

to inspire our entire school community."

180

00:13:01.166 --> 00:13:03.526

Okay, next up, Boramy

181

00:13:04.566 --> 00:13:06.066

Nugent?

182

00:13:06.076 --> 00:13:06.315

Nugent.

183

00:13:06.346 --> 00:13:08.186

Nu- Okay, thank you so much.

184

00:13:09.506 --> 00:13:13.426

Boramy began her career in public education in 1985 and

185

00:13:13.466 --> 00:13:17.026

found her home as a warrior at Wakefield High School.

186

00:13:17.106 --> 00:13:20.636

Over the years, she has worked with seven principals and even had Ms.

187

00:13:20.666 --> 00:13:22.506

Salvador, who's the AP there, as a

188

00:13:22.586 --> 00:13:25.006
student.

189
00:13:29.646 --> 00:13:33.346
Anyone who has spoken with Boramy knows how much she enjoys her

190
00:13:33.406 --> 00:13:36.666
classes and the sense of purpose her works give her.

191
00:13:36.686 --> 00:13:40.066
Her mantra: education, education,

192
00:13:40.146 --> 00:13:44.066
education, shows just how passionate she is about learning

193
00:13:44.126 --> 00:13:48.026
te- and teaching. For forty years, Boramy has been

194
00:13:48.146 --> 00:13:52.066
all about dedication, kindness, and a strong belief in the power of

195
00:13:52.126 --> 00:13:56.066
hard work and determination. Her positive impact on

196
00:13:56.246 --> 00:13:59.586
students and colleagues is felt every single day.

197
00:13:59.626 --> 00:14:03.426
Here's to many more years of making a difference.

198
00:14:08.826 --> 00:14:12.566
Next, we have Alexander Robinson.

199
00:14:15.746 --> 00:14:19.486
Dr. Pam Ferrell, our Supervisor of Art Education, said: "It's

200
00:14:19.525 --> 00:14:22.806
impossible to put into words the impact Alex has on

201
00:14:22.886 --> 00:14:26.606
students, colleagues, and our community over the past forty

202

00:14:26.676 --> 00:14:30.286

years. His commitment to excellence while supporting

203

00:14:30.426 --> 00:14:34.326

students' well-being is a model for other teachers to emulate.

204

00:14:34.346 --> 00:14:37.926

He is not only a teacher, but also a mentor and a gifted

205

00:14:37.966 --> 00:14:41.476

musician, a lifelong learner. He not only

206

00:14:41.566 --> 00:14:45.526

teaches students music, he builds meaningful relationships with them and

207

00:14:45.646 --> 00:14:48.066

giving them purpose and meaning and support

208

00:14:48.166 --> 00:14:52.946

always."

209

00:14:55.586 --> 00:15:00.926

John.

210

00:15:03.506 --> 00:15:06.916

Remarks by Kathryn Ashby, Assistant Superintendent of School and Community

211

00:15:06.916 --> 00:15:10.886

Relations: "Honoring forty years of extraordinary service for

212

00:15:10.926 --> 00:15:14.586

four decades, John has been the storyteller of Arlington Public

213

00:15:14.666 --> 00:15:18.626

Schools, capturing our history, our people, and the life-changing

214

00:15:18.706 --> 00:15:22.326

work happening in our classroom. Through A- through

215

00:15:22.466 --> 00:15:26.326

AETV, his creativity and deep knowledge of Arlington have created

216

00:15:26.366 --> 00:15:29.786

a legacy and lasting record that will enjoy- be enjoyed for

217

00:15:29.866 --> 00:15:33.446

generations. Beloved by colleagues and trusted by the

218

00:15:33.506 --> 00:15:36.996

community, John brings warmth, professionalism, and

219

00:15:37.206 --> 00:15:39.606

excellence to everything he does.

220

00:15:39.666 --> 00:15:43.466

He has earned the trust of our community, built a top-notch

221

00:15:43.546 --> 00:15:46.766

video team, and both mentored and inspired countless

222

00:15:46.826 --> 00:15:50.566

students. His dedication, talent, and heart have left an

223

00:15:50.606 --> 00:15:54.566

indelible mark on APS." You are here already,

224

00:15:54.586 --> 00:15:58.346

so we can skip that part, and so let's show our appreciation for a round
of

225

00:15:58.386 --> 00:15:59.866

applause.

226

00:16:11.426 --> 00:16:13.926

One, two, three.

227

00:16:15.986 --> 00:16:16.036

Okay.

228

00:16:16.036 --> 00:16:16.626
One more.

229
00:16:16.726 --> 00:16:19.016
All right. Okay.

230
00:16:20.946 --> 00:16:21.116
All right.

231
00:16:21.116 --> 00:16:22.986
All right.

232
00:16:33.106 --> 00:16:36.926
Now, I am pleased to turn the program over to Dr. Duran for closing remarks.

233
00:16:38.826 --> 00:16:42.806
Thank you. Let's give all of our, uh, employees who are

234
00:16:42.846 --> 00:16:45.826
receiving their service awards a big round of applause.

235
00:16:47.066 --> 00:16:48.466
Thank you for your

236
00:16:49.706 --> 00:16:53.226
dedication to our students and to what you've seen over the years.

237
00:16:53.266 --> 00:16:56.976
Many of you have-- are now, uh, teachers and rep--

238
00:16:57.066 --> 00:17:00.686
of parents, grandparents, great-grandparents, I heard one of you tell me.

239
00:17:00.726 --> 00:17:03.616
So congratulations, and thank you for your service. We really appreciate.

240
00:17:03.626 --> 00:17:06.866
You're what makes Arlington Public Schools one of the very best school divisions in

241

00:17:06.886 --> 00:17:10.277
this country because of your time and effort, and so I just wanna applaud
you once

242
00:17:10.326 --> 00:17:10.676
again. Thank

243
00:17:10.727 --> 00:17:17.106
you.

244
00:17:19.527 --> 00:17:23.306
Thank you. I am guessing that there's a few folks, given their

245
00:17:23.346 --> 00:17:26.426
years of service, who would perhaps like to go home and

246
00:17:26.546 --> 00:17:30.106
celebrate. So we will take a three-minute

247
00:17:30.206 --> 00:17:33.126
recess and be back in, uh, three

248
00:17:33.206 --> 00:17:34.226
minutes.

249
00:17:35.506 --> 00:17:35.846
Thank

250
00:17:35.906 --> 00:17:46.546
you.

251
00:18:20.896 --> 00:21:18.996
Okay,

252
00:21:19.056 --> 00:21:19.836
we are back.

253
00:21:21.456 --> 00:21:23.816
We are back. Ms. Graves, we're back?

254
00:21:23.885 --> 00:21:30.696

Shush.

255

00:21:33.136 --> 00:21:37.036

Okay. We're gonna settle, we're back.

256

00:21:37.076 --> 00:21:37.876

Okay,

257

00:21:38.716 --> 00:21:42.686

um, continuing on, uh, with recognitions, um,

258

00:21:42.756 --> 00:21:45.866

it is apparently School Board Appreciation Month.

259

00:21:46.796 --> 00:21:49.456

Um, and I have the pleasure of inviting Ms.

260

00:21:49.476 --> 00:21:53.056

Claire Nokes, President of the County Council PTAs, to the podium.

261

00:21:53.196 --> 00:21:57.056

Um, Ms. Nokes, I'm told, is here to recognize Virginia

262

00:21:57.076 --> 00:22:00.416

School Boards Association's School Board Appreciation Month.

263

00:22:00.476 --> 00:22:04.436

And before she speaks, I will say that as a school board, we know that our

264

00:22:04.476 --> 00:22:08.216

success is built on having a strong community, and that our local,

265

00:22:08.296 --> 00:22:11.646

state, and national parent-teacher associations are an essential part of

266

00:22:11.696 --> 00:22:15.336

that. So welcome, Ms. Nokes, and thank you for all that you do

267

00:22:15.396 --> 00:22:17.936

to support our students, teachers, and families.

268

00:22:19.736 --> 00:22:23.716

Thank you. Um, good evening, uh, Chair Zucker Sutton and school board

269

00:22:23.776 --> 00:22:27.076

members. It's that time of year again.

270

00:22:27.116 --> 00:22:30.696

The weather is bleak, the nights are long, and the easily

271

00:22:30.816 --> 00:22:34.776

solved problems were tackled before the holidays, leaving just the

272

00:22:34.836 --> 00:22:38.665

tough ones remaining. So on behalf of the executive board of the County

273

00:22:38.756 --> 00:22:42.256

Council PTAs, it is a fine time for School Board

274

00:22:42.316 --> 00:22:43.426

Appreciation Month.

275

00:22:44.276 --> 00:22:48.156

Uh, first, however, I would like to acknowledge our wonderful school board clerk,

276

00:22:48.256 --> 00:22:50.896

Ms. Claudia Mercado, and her s-

277

00:22:52.776 --> 00:22:55.536

and her staff, uh, Ms. Carmen Mejia and Ms.

278

00:22:55.556 --> 00:22:59.356

Jacqueline Torres, who perform the underrated service to the

279

00:22:59.456 --> 00:23:03.076

public of managing and archiving the business of the school board.

280

00:23:03.206 --> 00:23:06.986

I would like to thank you all as part of School Board Clerk Appreciation

281

00:23:07.096 --> 00:23:11.066

Week, which is this week, for your work in building the public's trust and

282

00:23:11.116 --> 00:23:14.636

making public engagement as seamless as possible.

283

00:23:14.716 --> 00:23:18.365

I wanna focus tonight on how strong fundamentals can build successful

284

00:23:18.516 --> 00:23:22.236

boah- school board leaders. So what does it mean to be a successful school

285

00:23:22.256 --> 00:23:26.076

board? We can borrow some ideas from corporate governance to sketch this

286

00:23:26.196 --> 00:23:29.616

out. First, an effective board needs to establish its

287

00:23:29.676 --> 00:23:33.596

mission, vision, and policies. Thanks to the work of many of

288

00:23:33.676 --> 00:23:37.636

you on this board, APS has an updated strategic plan through the year

289

00:23:37.676 --> 00:23:40.736

twenty-thirty, with quarterly reporting on meeting those

290

00:23:40.796 --> 00:23:44.566

goals. Additionally, thanks to the efforts of the current chair over

291

00:23:44.596 --> 00:23:48.136

several years, the school board has caught up on overhauling and

292

00:23:48.196 --> 00:23:52.016

rationalizing its policies. In the six years that I've served on the

293

00:23:52.056 --> 00:23:55.556

board of CCPTA, I have seen real progress that has been made

294
00:23:56.076 --> 00:23:58.236
on improving the school board policies.

295
00:23:58.276 --> 00:24:00.676
Mission, vision, policies, check.

296
00:24:01.416 --> 00:24:04.756
Second, an effective school board needs to have a constructive working

297
00:24:04.796 --> 00:24:08.136
relationship with the superintendent, while also retaining the

298
00:24:08.216 --> 00:24:12.134
necessary independence to provide meaningful oversight....

299
00:24:12.134 --> 00:24:15.504
This school board has made positive steps towards getting this balance

300
00:24:15.624 --> 00:24:19.364
right. For example, we support the efforts made so far to

301
00:24:19.404 --> 00:24:23.284
conduct a formal annual self-evaluation process, which

302
00:24:23.364 --> 00:24:27.264
communicates the seriousness of purpose while aligning with the practices

303
00:24:27.304 --> 00:24:30.524
of other regional school boards. We hope that the results of this

304
00:24:30.564 --> 00:24:34.244
self-evaluation will lead to a public action plan that communicates your

305
00:24:34.264 --> 00:24:38.164
intent to continue to grow and improve in your role.

306
00:24:38.204 --> 00:24:41.664
We also support the school board's decision to have the internal audit
director

307

00:24:41.764 --> 00:24:45.614
report to the chair, and preserve internal audit's independence from

308

00:24:45.644 --> 00:24:49.514
management. Decisions like these aren't always the topic of

309

00:24:49.584 --> 00:24:53.444
chatter at the bus stop, but the CCPTA appreciates

310

00:24:53.484 --> 00:24:57.224
this decision, because it signals that you intend that the

311

00:24:57.244 --> 00:25:01.124
buck stops with you. Every time that this school board has chosen

312

00:25:01.184 --> 00:25:05.124
to tackle tough subjects for its public monitoring reports,

313

00:25:05.204 --> 00:25:08.844
every time that this school board has leveraged its internal auditor for
expansive

314

00:25:08.884 --> 00:25:12.764
reviews or to conduct a risk assessment, every time this school board has

315

00:25:12.804 --> 00:25:16.063
discussed audit findings publicly, even if it doesn't feel

316

00:25:16.104 --> 00:25:19.464
good, and has followed up on audit findings to change APS

317

00:25:19.524 --> 00:25:23.444
practices, and every time this school board chooses to hold a vote on
controversial

318

00:25:23.524 --> 00:25:27.304
matters rather than deferred administrators, the school board is

319

00:25:27.384 --> 00:25:31.244
strengthening those muscles that allow it to operate independently and
fulfill its

320

00:25:31.304 --> 00:25:34.784

oversight role. Let's keep this momentum going.

321

00:25:34.844 --> 00:25:38.084

Finally, an effective school board needs to be an ambassador to the larger

322

00:25:38.124 --> 00:25:41.904

community. We appreciate the amount of your personal time that you

323

00:25:42.004 --> 00:25:44.524

spend with members of the school community.

324

00:25:44.564 --> 00:25:48.224

Every email reply, every evening Zoom call, every

325

00:25:48.284 --> 00:25:52.064

liaison meeting, and every event you attend is helping communicate

326

00:25:52.124 --> 00:25:56.054

your decision-making to our community stakeholders, while also helping

327

00:25:56.124 --> 00:25:59.344

you align your values with those held by the community.

328

00:25:59.354 --> 00:26:02.664

And we know that you don't get paid by the hour to do all this extra

329

00:26:02.724 --> 00:26:06.484

engagement. So thank you for your service, your growth, your

330

00:26:06.584 --> 00:26:10.164

self-reflection, and your willingness to chart a course that

331

00:26:10.244 --> 00:26:14.144

supports all of our students, despite what are currently very

332

00:26:14.284 --> 00:26:15.944

choppy waters. Thank you.

333

00:26:17.404 --> 00:26:19.404
Thank you, Ms. Noakes, for your comments.

334
00:26:19.484 --> 00:26:23.404
We, um, your acknowledgement means a lot to us, and we are so grateful

335
00:26:23.564 --> 00:26:26.284
for your partnership and partnership of the CCPTA.

336
00:26:26.324 --> 00:26:28.484
My notes say that we're all gonna take a photo together-

337
00:26:28.504 --> 00:26:28.554
Oh, very soon.

338
00:26:28.554 --> 00:26:29.944
-so let's, uh, let's take a

339
00:26:29.984 --> 00:26:35.564
photo.

340
00:26:36.864 --> 00:26:38.544
Well, look at how did so

341
00:26:38.684 --> 00:26:42.034
well. Oh, yeah, yeah, yeah.

342
00:26:46.164 --> 00:26:54.024
Everybody...

343
00:26:54.044 --> 00:26:57.104
Okay. One, two, three.

344
00:26:59.344 --> 00:27:02.764
I'll be really quick. We can share photos,

345
00:27:02.804 --> 00:27:04.374
but...

346
00:27:04.384 --> 00:27:04.594
Thank you.

347

00:27:04.594 --> 00:27:04.594

Thank

348

00:27:04.594 --> 00:27:11.444

you.

349

00:27:11.524 --> 00:27:27.644

Okay,

350

00:27:27.724 --> 00:27:29.914

we are now at consent.

351

00:27:30.024 --> 00:27:33.904

Um, at the request of Board Member Miranda Turner,

352

00:27:33.944 --> 00:27:37.644

consent item C5, multi-year school plans, school support

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00:27:37.764 --> 00:27:40.764

plans, MSSP, for targeted support and improvement

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00:27:41.764 --> 00:27:45.444

schools, TSI schools, will be voted on separately after the consent

355

00:27:45.484 --> 00:27:45.784

vote.

356

00:27:46.604 --> 00:27:50.564

May I have a motion to adopt the consent agenda?

357

00:27:52.904 --> 00:27:55.684

Madam Chair, I move to adopt the consent agenda.

358

00:27:55.704 --> 00:27:57.964

Thank you. Is there a second?

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00:27:59.604 --> 00:28:00.724

Second.

360

00:28:00.804 --> 00:28:02.264
All in favor, please say yes.

361
00:28:02.304 --> 00:28:02.484
Yes.

362
00:28:02.524 --> 00:28:02.644
Yes.

363
00:28:02.684 --> 00:28:03.724
Yes.

364
00:28:03.764 --> 00:28:07.364
Any opposed, please say no. Motion passes five to zero.

365
00:28:08.524 --> 00:28:12.344
We will now take up item C5, multi-year school support plans for targeted

366
00:28:12.404 --> 00:28:15.684
support and improvement plans, excuse me, schools. Um, Mr.

367
00:28:15.724 --> 00:28:18.884
Jonathan Teresa, Director of Accountability, Evaluation, and Strategic
Planning, is

368
00:28:18.924 --> 00:28:21.884
available to answer any questions from the board.

369
00:28:21.964 --> 00:28:25.604
Um, and I assume that, Ms. Turner, you would like to ask

370
00:28:25.644 --> 00:28:26.084
questions.

371
00:28:26.144 --> 00:28:28.624
Yes. Thank you for being here, Mr. Teresa.

372
00:28:28.684 --> 00:28:32.624
Um, could you give an overview of the new process this year that is

373
00:28:32.664 --> 00:28:36.264

going through, and then specifically address, um, what efforts

374

00:28:36.644 --> 00:28:40.324

the staff undertook to adj- adjust, revise,

375

00:28:40.404 --> 00:28:44.084

update the school action plans for the identified schools, and

376

00:28:44.124 --> 00:28:47.664

what you expect going forward, um, to, to

377

00:28:48.224 --> 00:28:50.524

take place, and over what time horizon?

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00:28:50.604 --> 00:28:52.604

Abso- absolutely. Thanks, Ms. Turner.

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00:28:52.684 --> 00:28:56.484

Uh, so this year, the state unrolled a new, a new way to accredit, uh,

380

00:28:56.544 --> 00:29:00.374

schools. And so under that new accountability framework, there were different areas

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00:29:00.404 --> 00:29:03.964

that our schools were assessed on, and different methods for, um,

382

00:29:04.044 --> 00:29:06.584

identifying which schools needed additional support.

383

00:29:06.594 --> 00:29:10.404

And so in December, we learned that we had ten elementary schools that were

384

00:29:10.424 --> 00:29:14.144

identified for additional support, and one of our high schools as

385

00:29:14.204 --> 00:29:17.804

well. And so, um, that notification in the past had been received in

386

00:29:17.884 --> 00:29:20.964

September, and with the new framework, the state was delayed.

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00:29:21.024 --> 00:29:24.684

So when we got notice of that information and all the requirements, we

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00:29:24.724 --> 00:29:27.904

convened a central office team and our school principals and their leadership

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00:29:28.004 --> 00:29:31.854

teams, and we began to work through the process of, um, that the

390

00:29:31.884 --> 00:29:35.344

state had prescribed for us, which was to first update our needs assessment

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00:29:35.424 --> 00:29:38.704

process. So look at the new accountability data, look at our

392

00:29:38.744 --> 00:29:42.724

results for each of the schools, the student groups that were identified

393

00:29:42.764 --> 00:29:44.484

for support, additional support.

394

00:29:44.504 --> 00:29:48.404

And one of the common threads across all of our el- the, the ten elementary schools

395

00:29:49.064 --> 00:29:50.744

was our students with disabilities.

396

00:29:50.764 --> 00:29:54.564

Their performance in reading, in math, and in science was not

397

00:29:54.604 --> 00:29:58.464

meeting state expectations. And so over the past month and a half, we've been

398

00:29:58.504 --> 00:30:02.484

working, uh, with central office and the schools to engage in the

399

00:30:02.524 --> 00:30:06.174

needs assessment process, relook at the most current data, and

400

00:30:06.204 --> 00:30:09.414

develop an updated support plan to drive improvements for those student

401

00:30:09.464 --> 00:30:13.084

groups. And so over the past month, we've engaged in that process.

402

00:30:13.124 --> 00:30:15.544

We've updated the school action plans.

403

00:30:15.604 --> 00:30:19.264

Uh, for members of the public, when you see the plans, it is on the same

404

00:30:19.274 --> 00:30:22.904

template that we have, but there are four new sections.

405

00:30:23.004 --> 00:30:26.804

One is, uh, the first section indicates the, which accountability

406

00:30:26.864 --> 00:30:30.440

indicator that we're addressing.... in this, in the plans.

407

00:30:30.480 --> 00:30:34.260

So like reading mastery, you'll see, math mastery, so that's one.

408

00:30:34.300 --> 00:30:38.240

The second new section is called the evidence-based intervention.

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00:30:38.300 --> 00:30:42.240

Uh, the state gives a resource to schools, um, and school divisions to

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00:30:42.300 --> 00:30:45.910

select interventions that research has proven can make a difference in improving

411

00:30:45.920 --> 00:30:49.900

student outcomes. And so at each of our 10 schools, we've identified the

412

00:30:49.960 --> 00:30:53.660
evidence-based intervention that we're gonna focus on implementing at that

413
00:30:53.720 --> 00:30:57.600
school to drive improvement. And, um, an additional ad- on

414
00:30:57.640 --> 00:31:01.560
the plans is intended outcomes. So as a result of doing this intervention,

415
00:31:01.600 --> 00:31:04.600
here's what we expect to happen in terms of improving.

416
00:31:04.610 --> 00:31:08.250
And the last, uh, new, new part of the plan is evidence of

417
00:31:08.300 --> 00:31:12.060
implementation. The state requires that we collect data to see

418
00:31:12.200 --> 00:31:16.020
how well are we implementing these interventions and action steps, and what steps

419
00:31:16.060 --> 00:31:19.100
are we taking to monitor them with intentionality?

420
00:31:19.140 --> 00:31:22.100
So those are the four new additions to the action plan.

421
00:31:22.160 --> 00:31:25.740
Um, they're highlighted in blue, so members of the public, if you're looking at the

422
00:31:25.800 --> 00:31:28.620
plans, the, there, those four sections are highlighted in

423
00:31:28.680 --> 00:31:32.590
blue. And the one section that is current, uh,

424
00:31:33.220 --> 00:31:37.200
is the action steps, and those are really those operational details

425

00:31:37.340 --> 00:31:40.740

about what the school plans to do at the tier one level of

426

00:31:40.800 --> 00:31:44.660

instruction, and, and, uh, and for our interventions and professional learning.

427

00:31:44.680 --> 00:31:47.840

And what you'll notice in those part of the plans is a refocusing and a

428

00:31:47.880 --> 00:31:51.620

reprioritization of, of, uh, of our focus areas.

429

00:31:51.700 --> 00:31:55.200

So, uh, some examples in math, AVMR is an

430

00:31:55.240 --> 00:31:58.860

intervention we use to support our students with math, and that has proven

431

00:31:58.880 --> 00:32:01.340

effective to work with our students with disabilities.

432

00:32:01.400 --> 00:32:05.020

So you'll see in the plans and the areas of math, a lot of

433

00:32:05.060 --> 00:32:09.000

professional learning to continue to build staff capacity with that intervention,

434

00:32:09.040 --> 00:32:11.920

and a lot of focus on using that to meet the needs of our students with

435

00:32:11.940 --> 00:32:15.720

disabilities. And similarly, on the ELA front, we have

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00:32:15.760 --> 00:32:19.460

interventions and steps that we're using specifically that we, we

437

00:32:19.580 --> 00:32:23.380

believe and know from the research will make a difference with our students with

438

00:32:23.400 --> 00:32:27.280

disabilities on ELA. So just at a high level, those are

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00:32:27.320 --> 00:32:31.280

some of the changes. Moving forward, um, where we've begun to implement these

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00:32:31.340 --> 00:32:35.030

plans already, we're gonna be monitoring them closely throughout the remainder of

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00:32:35.080 --> 00:32:38.920

this year, and this coming summer, we'll be reflecting on our progress to

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00:32:38.980 --> 00:32:42.860

see to what ex- which were effective and where are the efforts we want to continue

443

00:32:42.880 --> 00:32:45.170

to scale. The things that were working, let's scale.

444

00:32:45.180 --> 00:32:48.529

The things that maybe weren't, let's, let's look to table those and move on.

445

00:32:48.560 --> 00:32:52.140

So it's a continuous improvement cycle that's data-driven.

446

00:32:52.180 --> 00:32:56.080

We'll- we're gonna continue to use our data to inform all of our decision-making

447

00:32:56.140 --> 00:32:57.480

and really have that collaboration.

448

00:32:57.500 --> 00:33:01.369

We've built the central office team, um, that is designed to support the

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00:33:01.440 --> 00:33:05.240

schools. Every school has a dedicated support team, uh, that is

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00:33:05.280 --> 00:33:08.500

meeting monthly with those schools, and we'll be continuing those efforts

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00:33:08.580 --> 00:33:10.920

throughout the school year and into next.

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00:33:11.000 --> 00:33:14.500

Um, and the state has also allowed us to apply for a grant to get some additional

453

00:33:14.560 --> 00:33:18.500

resources. So, uh, we're excited about the, uh, what's ahead and the w-
the

454

00:33:18.560 --> 00:33:22.480

work we're doing, and, and just continuing to, again, use the data to
help inform

455

00:33:22.560 --> 00:33:24.520

our, our progress along the way.

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00:33:24.580 --> 00:33:27.100

Thank you, Mr. Teresa. Dr. Duran, did you want to add on to that?

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00:33:27.140 --> 00:33:30.369

Well, yes. I'd like to also invite Leona Smith, our executive principal,
who is

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00:33:30.420 --> 00:33:34.089

also leading this work in action, to share a little bit about what her
office is

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00:33:34.100 --> 00:33:36.490

doing under the direction of Ms. Grace.

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00:33:36.560 --> 00:33:38.860

Thank you, Dr. Duran and board. Um, as Mr.

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00:33:38.880 --> 00:33:41.470

Teresa shared, this really is a collaborative effort.

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00:33:41.560 --> 00:33:44.990

Um, we have launched what we've-- you've probably heard us refer to a few times as

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00:33:45.040 --> 00:33:47.990

our partners for progress. And so this is a

464

00:33:48.040 --> 00:33:50.880

cross-departmental team that comes together.

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00:33:50.920 --> 00:33:53.529

We go to schools monthly. We have a steering committee.

466

00:33:53.560 --> 00:33:56.800

We also have a leadership committee that is comprised of myself, Mr.

467

00:33:56.820 --> 00:34:00.000

Teresa, and Ms. Sarah Putnam from the curriculum team.

468

00:34:00.010 --> 00:34:03.589

And we are spending a lot of time not only doing that root cause analysis, but

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00:34:03.600 --> 00:34:06.190

there's additional principal coaching that is occurring.

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00:34:06.200 --> 00:34:09.020

Some of our principals will engage in some additional middle-of-the-year reflection

471

00:34:09.100 --> 00:34:12.920

conversations and data reflections with our office as well to really

472

00:34:13.020 --> 00:34:16.200

dig into some of those leadership moves. Um, as Mr.

473

00:34:16.220 --> 00:34:19.240

Teresa shared, really thinking not just what are the evidence-based

474

00:34:19.321 --> 00:34:22.571

interventions, but how are we ensuring implementation?

475

00:34:22.640 --> 00:34:26.390

Um, how are we, um, checking in that the things that we say we're going to do, that

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00:34:26.420 --> 00:34:29.400

we're really accomplishing them, and how do we know that they're working?

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00:34:29.440 --> 00:34:33.341

We're also looking at how do we scale things forward, as you shared, what's working

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00:34:33.380 --> 00:34:37.170

and what's not? So pulling across what are similar strategies.

479

00:34:37.261 --> 00:34:39.960

So we are excited about some summer professional learning.

480

00:34:40.000 --> 00:34:43.920

When we looked across all of our ten schools, um, common was the need

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00:34:43.960 --> 00:34:47.850

to build capacity. We have a lot of novice teachers, particularly special educators

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00:34:47.861 --> 00:34:51.821

that are novice, um, that are very eager to support and be in

483

00:34:51.861 --> 00:34:55.370

our classrooms. We have a lot of team teachers that are co-teaching this

484

00:34:55.420 --> 00:34:59.020

year. They don't have enough time sometimes to do that really

485

00:34:59.040 --> 00:35:02.350

intentional planning for this instruction.

486

00:35:02.400 --> 00:35:05.740

So through this leadership team, working with our principals, we will also be

487

00:35:05.780 --> 00:35:08.520

launching some summer professional development to support.

488

00:35:08.540 --> 00:35:12.500

So we're very excited about this work, um, and also monitoring it not

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00:35:12.520 --> 00:35:15.190

only at the, the vision level, but down to the school level as

490

00:35:15.220 --> 00:35:17.190

well.

491

00:35:17.220 --> 00:35:20.280

Thank you. Anything further?

492

00:35:20.340 --> 00:35:23.360

No, thank you both for that. Um, that was really helpful.

493

00:35:23.370 --> 00:35:25.520

And I guess on the resources point, Dr.

494

00:35:25.580 --> 00:35:28.420

Duran, if there comes a point where it's something we should consider for our

495

00:35:28.460 --> 00:35:29.220

budget-

496

00:35:29.240 --> 00:35:29.760

Yes

497

00:35:29.770 --> 00:35:32.000

... um, that would be worth hearing about.

498

00:35:32.060 --> 00:35:34.850

Yes, and you'll see it next week in my school board proposed budget.

499

00:35:34.860 --> 00:35:38.710

There will be a slide on some of the, um, resources that are needed and that,

500

00:35:38.760 --> 00:35:41.700

uh, we have outlined under the leadership of Ms. Smith and Mr.

501

00:35:41.720 --> 00:35:42.900

Teresa, who worked with principals.

502

00:35:42.920 --> 00:35:45.900

They've actually outlined what some of those are, and there'll be a slide on that

503

00:35:46.060 --> 00:35:46.820

ex- exactly.

504

00:35:48.700 --> 00:35:52.080

Thank you, and just as a bit of housekeeping, um, this is the first year that the,

505

00:35:52.180 --> 00:35:55.500

um... well, this is the first year for these plans, and therefore, uh, it also is,

506

00:35:55.580 --> 00:35:59.140

um, required by the state now that the board approve the plans, which is why we

507

00:35:59.260 --> 00:36:00.890

have it on our agenda this evening.

508

00:36:00.940 --> 00:36:04.590

Um, we have it on the, uh, the consent agenda because of the shortened timeframe.

509

00:36:04.680 --> 00:36:08.460

Um, going forward, um, we'll discuss, um, in the future

510

00:36:08.520 --> 00:36:12.440

whether we will do it as an info action item or, um, I guess it depends a little

511

00:36:12.480 --> 00:36:16.120

bit on how, how the next year goes and how the state, uh, the

512

00:36:16.200 --> 00:36:19.380

state, uh... what, what kind of timing the state gives us.

513

00:36:19.460 --> 00:36:23.080

Um, any other q- questions or comments from the board?

514

00:36:23.140 --> 00:36:27.100

Okay, so I think, uh, we're ready for a motion, and I have a motion.

515

00:36:27.110 --> 00:36:30.830

I move that the school board approve the multi-year school support plans for

516

00:36:30.920 --> 00:36:34.520

targeted support and improvement schools. Is there a second?

517

00:36:34.580 --> 00:36:35.940

Second.

518

00:36:35.960 --> 00:36:39.870

Board members, any comments?... Okay, all in favor,

519

00:36:39.890 --> 00:36:41.050

please say yes.

520

00:36:41.090 --> 00:36:41.840

Yes.

521

00:36:41.870 --> 00:36:45.170

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

522

00:36:45.210 --> 00:36:47.970

Thank you very much, uh, Mr. Teresa and Ms. Smith.

523

00:36:48.050 --> 00:36:51.470

Um, the school support plans will be made available on the APS website, on each

524

00:36:51.610 --> 00:36:53.530

individual school's website.

525

00:36:54.690 --> 00:36:57.860

Um, in terms of the rest of the consent agenda, I would like to announce that under

526

00:36:57.910 --> 00:37:00.910

consent, the school board approved new posi- uh, new appointments in various

527

00:37:00.970 --> 00:37:04.250

positions at Arlington Public Schools, as displayed on this

528

00:37:04.350 --> 00:37:08.330

slide. To those new members of our community, we are so happy that you

529

00:37:08.370 --> 00:37:10.120

chose to work in Arlington Public

530

00:37:10.210 --> 00:37:12.390

Schools.

531

00:37:13.430 --> 00:37:16.730

We have every confidence that you will be terrific members of our team.

532

00:37:16.770 --> 00:37:19.330

Welcome to APS.

533

00:37:19.450 --> 00:37:23.330

Um, we, uh... Okay, we are now at in the announcements

534

00:37:23.430 --> 00:37:26.879

portion of our agenda. Um, the school board will hold the following

535

00:37:26.930 --> 00:37:30.590

meetings: February 23rd, CCPTA Reflections Art

536

00:37:30.670 --> 00:37:34.350

Contest Ceremony at 6:30 p.m., Washington Liberty High School.

537

00:37:34.390 --> 00:37:38.090

February 26th, Superintendent's Proposed Budget Presentation at

538

00:37:38.130 --> 00:37:41.950
7:00 p.m. in the boardroom. March 10th,

539

00:37:42.010 --> 00:37:45.430
Arlington County Civic Federation Annual Visit, 7:00 p.m.

540

00:37:45.470 --> 00:37:49.130
at Virginia Hospital Center. March 12th, Closed Meeting,

541

00:37:49.310 --> 00:37:52.530
5:30 p.m. in the board conference room.

542

00:37:52.540 --> 00:37:56.510
March 12th, the school board meeting, 7:00 p.m. in the boardroom.

543

00:37:56.590 --> 00:38:00.130
I want to remind our community that the school board is accepting
nominations for

544

00:38:00.170 --> 00:38:03.790
the 2026 Honored Citizen Award. Each year, the school

545

00:38:03.830 --> 00:38:07.210
board recognizes a select group of individuals who have made outstanding

546

00:38:07.270 --> 00:38:10.910
contributions to our schools on a voluntary basis.

547

00:38:10.970 --> 00:38:14.610
This honor recognizes individuals who have committed significant time and

548

00:38:14.650 --> 00:38:18.390
energy to a broad range of volunteer activities throughout the Arlington

549

00:38:18.470 --> 00:38:21.830
School community. You can submit an Honored Citizen

550

00:38:21.890 --> 00:38:25.570
nomination using the online form on the APS website, and

551

00:38:25.590 --> 00:38:28.390
nominations are due by the close of business on March

552
00:38:28.430 --> 00:38:31.870
13th. Um, I am gonna open up

553
00:38:32.630 --> 00:38:34.790
our school board announcements this evening

554
00:38:35.790 --> 00:38:39.680
with a recognition that is near and dear to our hearts, uh, and that

555
00:38:39.790 --> 00:38:43.670
is the annual School Board Clerk Appreciation Week,

556
00:38:43.710 --> 00:38:47.649
which is a time when we get to highlight, uh, the incredibly critical
work

557
00:38:47.930 --> 00:38:50.350
that the school board clerks do every day.

558
00:38:50.370 --> 00:38:54.310
Our clerk, Claudia Mercado, and our deputy clerk, Carmen Mejia, are

559
00:38:54.370 --> 00:38:57.590
the heart and soul of the school board office.

560
00:38:57.610 --> 00:39:01.550
And, uh, I have to say, it is really only through their very hard work
that we can

561
00:39:01.590 --> 00:39:05.450
function. They organize everything, they communicate

562
00:39:05.710 --> 00:39:09.310
endlessly, and they solve every single problem that they

563
00:39:09.350 --> 00:39:12.910
possibly can. Uh, and, uh, we are

564

00:39:12.970 --> 00:39:15.060
incredibly grateful, uh, for the two of you.

565
00:39:15.130 --> 00:39:18.970
We appreciate your professionalism, your commitment, and your

566
00:39:19.090 --> 00:39:21.790
steadfast dedication to the work of the school board.

567
00:39:21.890 --> 00:39:25.730
Um, I'm sure my colleagues will chime in, so I will simply end

568
00:39:25.770 --> 00:39:29.670
here with an enormous thank you. Colleagues,

569
00:39:29.730 --> 00:39:32.790
announcements? Sure, Ms.

570
00:39:32.870 --> 00:39:34.730
Bryant.

571
00:39:39.950 --> 00:39:43.870
Okay. As the newest school board member, I've had the privilege, and

572
00:39:43.890 --> 00:39:47.530
this is to Claudia and Carmen, and Jackie, I've had the privilege of

573
00:39:47.690 --> 00:39:51.610
seeing up close the dedication, the care, and the professionalism that
you bring to

574
00:39:51.650 --> 00:39:55.530
your work each and every day. Um, and I am grateful for your service

575
00:39:55.630 --> 00:39:58.170
and honored to work with you on this path.

576
00:39:58.290 --> 00:40:02.140
Uh, from the bottom of my heart, I wanna thank all of you, um, for all

577
00:40:02.170 --> 00:40:05.370

that you do to support our students, our families, my

578

00:40:05.430 --> 00:40:08.450

colleagues, and definitely me. So thank you so very

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00:40:08.530 --> 00:40:10.930

much.

580

00:40:13.130 --> 00:40:16.370

I would like to thank you for your help and support in, um, getting things done,

581

00:40:16.410 --> 00:40:19.230

like writing two scripts so that I can pull things off of consent,

582

00:40:20.070 --> 00:40:23.490

and for tolerating me. And for the rest of you, you're welcome for this object

583

00:40:23.550 --> 00:40:26.510

lesson, and how great Claudia is at her job.

584

00:40:30.110 --> 00:40:33.500

Well, I think when, uh, in a workplace,

585

00:40:33.550 --> 00:40:37.150

it's critical to work with people that not only wanna

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00:40:37.190 --> 00:40:38.250

support you as

587

00:40:39.210 --> 00:40:43.030

an employee, coworker, colleague, but s- people that are genuinely

588

00:40:43.090 --> 00:40:46.410

interested, invested in you as a person.

589

00:40:46.450 --> 00:40:50.180

And I'm so grateful for our wonderful staff, because,

590

00:40:50.290 --> 00:40:54.110

uh, time and ti- you know, day in, day out, they are here for us

591

00:40:54.170 --> 00:40:57.710

in every capacity. So thank you guys very, very much.

592

00:40:59.670 --> 00:41:03.370

Um, it takes a very special person to have the

593

00:41:03.410 --> 00:41:07.090

aplomb, and professionalism, and patience,

594

00:41:07.170 --> 00:41:11.019

and intelligence to deal with everything that, uh, our...

595

00:41:11.030 --> 00:41:14.790

that Claudia deals with, and all of us, all of the public, an entire

596

00:41:14.830 --> 00:41:18.620

school system, and truly, you and your team do that day in, day out.

597

00:41:18.670 --> 00:41:21.020

It's a pleasure to witness that work.

598

00:41:21.150 --> 00:41:23.960

Um, I- it's a joy to work with you all.

599

00:41:23.990 --> 00:41:27.780

Thank you for all the support, likewise, you've afforded me since I joined this

600

00:41:27.870 --> 00:41:31.650

board. Um, I came up with new things to ask of Claudia and the

601

00:41:31.690 --> 00:41:35.170

team, and they very willingly and happily have supported me, and I really credit

602

00:41:35.210 --> 00:41:38.860

that with much of my... the things I've been able to do on this

603

00:41:38.870 --> 00:41:41.750

board. So, um, our wins are your wins, so thank

604

00:41:41.790 --> 00:41:44.170

you.

605

00:41:44.230 --> 00:41:47.210

Thank you, everyone. Did anybody have any other announcements they'd like to

606

00:41:47.230 --> 00:41:48.450

do?

607

00:41:48.470 --> 00:41:49.250

Just real quick.

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00:41:49.270 --> 00:41:51.030

Okay, Ms. Clark.

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00:41:51.130 --> 00:41:54.710

Uh, so I happened to notice when we were covering

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00:41:54.970 --> 00:41:58.550

the, um, anniversaries this year, looking at

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00:41:58.610 --> 00:42:02.330

the, uh, slides, the number of folks that I recognized that were APS

612

00:42:02.390 --> 00:42:02.960

graduates.

613

00:42:05.350 --> 00:42:09.010

That is a mark of a truly exceptional school system.

614

00:42:09.050 --> 00:42:11.130

We take, we take a lot of heat for a lot of things.

615

00:42:11.150 --> 00:42:14.990

We have very high standards in our community, but

616

00:42:15.050 --> 00:42:17.770

when you see graduates come back

617

00:42:19.030 --> 00:42:22.900

and, and teach, and ed- work with our children every

618

00:42:22.930 --> 00:42:26.750

single day, that is a mar- that is really a mark of an exceptional school

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00:42:26.770 --> 00:42:30.530

system. And so I would love to give one additional

620

00:42:30.590 --> 00:42:34.370

shout-out to everyone recognized tonight, because we

621

00:42:34.450 --> 00:42:36.890

are the school system we are because of you.

622

00:42:36.970 --> 00:42:38.650

Thank you.

623

00:42:40.878 --> 00:42:42.538

... Dr. Duran, do you have announcements this evening?

624

00:42:42.548 --> 00:42:45.598

I do. Thank you very much. We can bring them up on the slide.

625

00:42:45.678 --> 00:42:49.088

So normally, I have a Every Counts video connected to our monitoring report, but

626

00:42:49.098 --> 00:42:53.018

tonight our monitoring report is our fiscal, um, uh, monitoring report on the third

627

00:42:53.118 --> 00:42:56.798

quarter. So I thought in honor of Career and Technical Education Month, which we're

628

00:42:56.838 --> 00:43:00.678

having right now, I'd-- we'd like to share a, a video that's highlighting a

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00:43:00.698 --> 00:43:03.868
powerful example of hands-on learning in action.

630
00:43:03.878 --> 00:43:07.538
It shows the value of our student-centered workforce and how that translates

631
00:43:07.598 --> 00:43:11.198
into unique and meaningful learning opportunities for our students.

632
00:43:11.208 --> 00:43:15.018
So in this, uh, video, you're going to see students participating in Sawmill

633
00:43:15.118 --> 00:43:18.808
Day, which is an annual experience that brings career exploration to

634
00:43:18.878 --> 00:43:22.838
life. In this, students step outside of our traditional classroom setting

635
00:43:22.878 --> 00:43:26.738
and engage directly with professionals in carpentry and forestry.

636
00:43:26.778 --> 00:43:30.338
And I'm really grateful to all of our staff and community partners who make these

637
00:43:30.398 --> 00:43:33.148
types of experiences possible for our students.

638
00:43:33.178 --> 00:43:37.067
This is what it looks like when we ensure truly every student counts and

639
00:43:37.158 --> 00:43:40.998
pathways are valued for them in non-traditional four

640
00:43:41.058 --> 00:43:44.678
walls of our classroom. Let's take a look.

641
00:43:55.178 --> 00:43:59.078
Today is our annual Sawmill Day. It's a chance for students to job

642

00:43:59.178 --> 00:44:03.058

shadow a professional sawyer, who will take a giant log and

643

00:44:03.138 --> 00:44:06.398

slice it into lumber, but also meet with Virginia

644

00:44:06.558 --> 00:44:10.358

foresters to talk about their day-to-day operations,

645

00:44:10.438 --> 00:44:13.618

uh, career pathways, and also the importance of

646

00:44:13.718 --> 00:44:17.198

utilizing this urban lumber, turning it into usable

647

00:44:17.238 --> 00:44:18.058

material.

648

00:44:18.138 --> 00:44:21.078

It's really helpful for students to figure out if this is something that they

649

00:44:21.118 --> 00:44:23.238

really enjoy or are really interested in.

650

00:44:23.248 --> 00:44:27.038

And if they are, then this is a potential career, and that they could start taking

651

00:44:27.098 --> 00:44:29.878

classes to continue learning more about this field.

652

00:44:29.938 --> 00:44:33.738

It lets kids know that, uh, there's other options out there other than

653

00:44:33.798 --> 00:44:36.578

maybe what they traditionally are told about, you know?

654

00:44:36.618 --> 00:44:38.898

This is, uh, can be a very valuable career.

655

00:44:38.918 --> 00:44:42.738

There's hundreds and hundreds of sawmills all over the country,

656

00:44:42.878 --> 00:44:46.658

um, looking for qualified people, and there's different trades

657

00:44:46.758 --> 00:44:50.277

within those businesses. So, you know, if they like to work with their hands and

658

00:44:50.378 --> 00:44:53.738

stuff, then, you know, they can, they can learn a nice trade doing

659

00:44:53.758 --> 00:44:54.818

this.

660

00:44:55.478 --> 00:44:58.758

Well, it gives me a sort of tangible

661

00:44:58.858 --> 00:45:02.808

feel of what's going on in the world of carpentry,

662

00:45:02.858 --> 00:45:06.238

as opposed to, say, a math or a physics class, where

663

00:45:06.818 --> 00:45:10.558

you still are applying ideas, but you're not

664

00:45:10.638 --> 00:45:12.638

applying them physically.

665

00:45:12.678 --> 00:45:16.298

The tree comes in, and we actually, uh, we look at it for a couple of class

666

00:45:16.378 --> 00:45:20.118

periods. We determine the age of the tree, the species of the tree,

667

00:45:20.198 --> 00:45:24.178

um, any major defects that could affect the milling process and the

668

00:45:24.238 --> 00:45:28.078

outcome of the lumber. We'll stack it, allow it to dry.

669

00:45:28.118 --> 00:45:32.098

The following year, it has a low enough moisture content, where then they

670

00:45:32.158 --> 00:45:35.898

can start pulling from it and actually utilizing it in their projects for

671

00:45:35.938 --> 00:45:38.038

Carpentry Two or Carpentry Three.

672

00:45:38.918 --> 00:45:42.738

I feel like in other schools, you don't get very much of an opportunity to actually

673

00:45:42.818 --> 00:45:46.018

see what the jobs are like. Like, you're pressured to

674

00:45:46.578 --> 00:45:50.078

choose a career path that you want to pursue, um, after

675

00:45:50.218 --> 00:45:53.618

college or, you know, as a trade or whatever, but you don't really get the

676

00:45:53.658 --> 00:45:56.618

first-hand experience to see if you really like it.

677

00:45:56.678 --> 00:46:00.398

So I think it's important that students should be able to be

678

00:46:00.498 --> 00:46:03.898

shown, like, what they would be doing in the field if they were to choose that job.

679

00:46:03.918 --> 00:46:07.907

He's able to take the log, lift it right up with his hydraulic lifts onto the

680

00:46:07.998 --> 00:46:11.988

mill, and then determine, based on the size of the log, quality of the log, how

681

00:46:12.018 --> 00:46:13.798

he wants to slice it to meet our needs.

682

00:46:14.638 --> 00:46:18.158

So this is an example of the material that we are

683

00:46:18.218 --> 00:46:21.958

generating from our Sawmill Day. This is a white oak board.

684

00:46:21.978 --> 00:46:24.778

It has exceptional grain qualities.

685

00:46:24.898 --> 00:46:28.738

Overall, just, like, really high-quality lumber.

686

00:46:28.838 --> 00:46:32.648

I think the reason why there's a stereotype that women, uh, don't really

687

00:46:32.718 --> 00:46:36.078

participate in this stuff is that nobody's willing to teach them.

688

00:46:36.158 --> 00:46:39.718

So I think that women having the opportunity to be in

689

00:46:39.778 --> 00:46:43.078

CTE classrooms and learn those skills is really important.

690

00:46:43.138 --> 00:46:46.918

So this is really cool that they can see from whence the wood

691

00:46:47.018 --> 00:46:50.618

comes. And just to be clear, these are all trees that had to be

692

00:46:50.698 --> 00:46:54.658

removed due to insect, disease, an infrastructure project.

693

00:46:55.018 --> 00:46:58.418

These are trees that were removed because they had to be removed.

694

00:46:58.817 --> 00:47:01.998

We always kind of, like, wonder what the wood is from.

695

00:47:02.098 --> 00:47:05.238

So to know that it was from this day, and just, like, the memories from it and the

696

00:47:05.258 --> 00:47:06.698

experience, that's really cool.

697

00:47:07.758 --> 00:47:11.378

Sometimes when you think about forestry, you have one idea of what that is, but

698

00:47:11.478 --> 00:47:14.838

actually there is a wide variety of connections that you can make to these

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00:47:14.858 --> 00:47:17.918

careers. Um, and we just learned that they have a lot of job shadowing

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00:47:18.018 --> 00:47:21.458

opportunities. So whether you want one day or one week, a lot of the industry

701

00:47:21.538 --> 00:47:25.178

professionals are really excited to show students a day in the life.

702

00:47:25.238 --> 00:47:28.338

So when I went to college, I went to William and Mary, um, for biology.

703

00:47:28.378 --> 00:47:31.218

I was looking at a broad environmental science career.

704

00:47:31.258 --> 00:47:34.738

I'm kind of one of the more non-traditional routes of getting here, and, and that's

705

00:47:34.778 --> 00:47:37.878

another reason why I like doing these talks, is to show them that there's many

706

00:47:37.978 --> 00:47:39.878

paths to this one point.

707

00:47:39.918 --> 00:47:42.958

And you can go into all sorts of different avenues with it.

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00:47:42.978 --> 00:47:46.868

Our presentation today covers everything from going into utility forestry, clearing

709

00:47:46.958 --> 00:47:49.888

power line-type things, to very traditional forestry.

710

00:47:49.958 --> 00:47:52.558

Um, so we're kind of touching on all these different points.

711

00:47:52.578 --> 00:47:55.998

And then there are career opportunities, whether it's, you know, with a

712

00:47:56.038 --> 00:47:59.988

sawmill, as a forester or as an urban forester, and

713

00:48:00.038 --> 00:48:03.478

that those career opportunities exist, and we'd love to have them pursue it.

714

00:48:04.058 --> 00:48:07.278

Not every student wants to be a carpenter, but they definitely want to

715

00:48:07.358 --> 00:48:10.818

explore careers that are closely connected to it.

716

00:48:10.838 --> 00:48:14.258

And so foresters do a great job researching,

717

00:48:14.318 --> 00:48:18.178

maintaining our forests. That directly impacts the resources that we

718

00:48:18.218 --> 00:48:20.538

get from those forests for carpenters.

719

00:48:20.558 --> 00:48:23.658

And so being able to make those connections and just have a broader

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00:48:23.698 --> 00:48:27.398

lens, uh, enhances their opportunity for higher

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00:48:27.478 --> 00:48:31.398

education and future careers.

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00:48:34.618 --> 00:48:38.078

All right. Big thank you to all of our CTE program staff and our students who are

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00:48:38.098 --> 00:48:39.678

engaging in these wonderful opportunities.

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00:48:39.718 --> 00:48:42.798

So just wanted to highlight that in the CTE Month.

725

00:48:43.838 --> 00:48:46.938

... And as we start out the meeting, saying it's, uh, School Board Appreciation

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00:48:46.958 --> 00:48:49.798

Month, I just wanted to take a moment to publicly thank all of you as school board

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00:48:49.898 --> 00:48:53.288

members for your service, uh, your dedication to our

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00:48:53.738 --> 00:48:56.778

school community, and the true care you have for all of our students and

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00:48:56.898 --> 00:49:00.037

staff. I know serving on a school board is not easy.

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00:49:00.098 --> 00:49:03.558

It requires thoughtful decision-making, careful stewardship of our public

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00:49:03.598 --> 00:49:06.758

resources, and a deep commitment to our students and staff.

732

00:49:06.798 --> 00:49:10.478

And I have seen firsthand how you balance complex

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00:49:10.518 --> 00:49:13.698

issues, how you really grapple with various

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00:49:13.898 --> 00:49:17.838

perspectives, listening to all diverse perspectives, listening to a variety

735

00:49:17.958 --> 00:49:21.138

of concerns, both, and also a variety of

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00:49:21.198 --> 00:49:24.958

ideas, and then take those some kind of way and shape a

737

00:49:24.978 --> 00:49:27.938

decision that you have to make for the future of our students.

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00:49:27.958 --> 00:49:31.138

And I'm very grateful for your partnership and to work closely with you and the

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00:49:31.178 --> 00:49:35.068

leadership that you show me each and every day, 'cause each and every one of

740

00:49:35.118 --> 00:49:38.958

you care for our students. You come to this table every other Thursday or

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00:49:38.998 --> 00:49:42.498

twice a month, but you spend so much time that's not publicly seen

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00:49:42.558 --> 00:49:45.918

here, that's recorded. You have so much time that's out in the

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00:49:45.958 --> 00:49:49.938

community, talking to individuals, reading emails and responding, and I just

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00:49:49.998 --> 00:49:53.728

wanna, on behalf of our whole community, thank you, and if we can give them

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00:49:53.778 --> 00:49:56.738

another round of applause for their leadership and service in

746

00:49:56.778 --> 00:49:58.418

APS.

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00:50:00.218 --> 00:50:04.178

And I also wanna take this time to publicly thank two individuals who are

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00:50:04.278 --> 00:50:08.018

near and dear to me, who have-- I have grown to know over the last several

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00:50:08.058 --> 00:50:12.008

years, and I don't just see them as, um, clerks, I

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00:50:12.038 --> 00:50:15.758

see them as my colleagues and my friends, and I wanna thank them for their

751

00:50:15.898 --> 00:50:19.818

care and the time and attention that they put into ensuring not just that the

752

00:50:19.878 --> 00:50:23.718

work gets done, but it's done with care and with empathy, and with

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00:50:23.758 --> 00:50:27.338

the lens of wanting to know that all of our students, our

754

00:50:27.378 --> 00:50:31.358

parents, our community members who engage with this office, get listened

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00:50:31.398 --> 00:50:35.248

to, get responded to, and get some kind of response that's gonna

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00:50:35.518 --> 00:50:38.778

hopefully resolve their issue or their concern, or at least let them know that

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00:50:38.818 --> 00:50:42.718

they've been heard. And you work above and beyond to make sure that happens,

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00:50:42.758 --> 00:50:46.518

not because it's a job, but because it's a passion for you, and I see that each and

759

00:50:46.558 --> 00:50:49.788

every day in the work you do. So I just want to thank you, and let's give our

760

00:50:49.858 --> 00:50:53.078

clerks another round of applause.

761

00:50:56.318 --> 00:50:59.978

As a part of our ongoing commitment to continuous improvement, we started this

762

00:51:00.078 --> 00:51:03.998

year, at the beginning of the year, sharing that we would have quarterly reports on

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00:51:04.038 --> 00:51:07.618

student academic growth and also on student well-being.

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00:51:07.658 --> 00:51:10.987

And so we are sharing now our second quarterly report for the school

765

00:51:11.078 --> 00:51:14.598

year. This report highlights progress in student academic growth

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00:51:14.978 --> 00:51:18.878

and well-being, because those are two of our strategic plan priorities we decided

767

00:51:18.888 --> 00:51:22.138

to focus on. For academic progress, we're reporting mid-year

768

00:51:22.198 --> 00:51:25.848
assessment, measures of progress, data, the en- English language, arts,
and

769

00:51:25.878 --> 00:51:29.598
math, as well as a snapshot of support provided to schools and

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00:51:29.698 --> 00:51:31.288
special education monitoring data.

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00:51:31.878 --> 00:51:35.498
The full report is available on our website, and you can see the link
here.

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00:51:35.518 --> 00:51:38.818
You can find at the bottom of the page on the Strategic Plan page, and I
do

773

00:51:38.858 --> 00:51:41.198
encourage our staff and community to review it.

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00:51:41.258 --> 00:51:44.518
Your feedback does help inform our work and supports our shared mission
of

775

00:51:44.558 --> 00:51:47.578
ensuring that we're doing all that we can to meet our students'

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00:51:47.618 --> 00:51:51.378
needs. Thinking about the second, uh, quarter report for

777

00:51:51.398 --> 00:51:55.388
student academic growth, our mid-year data shows continuing progress in

778

00:51:55.458 --> 00:51:57.808
areas that also need some attention.

779

00:51:57.858 --> 00:52:00.818
Our central office staff, we heard a little bit earlier from Ms. Smith
and Mr.

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00:52:00.838 --> 00:52:04.658

Teresi around some of the work that's being done, but at this point in the second

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00:52:04.698 --> 00:52:07.958

quarter, there have been six hundred and ninety-six instances of instructional

782

00:52:08.078 --> 00:52:11.398

program coaching and support provided to schools from central

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00:52:11.858 --> 00:52:15.778

offices. Schools with consistent collaborative learning team, or what

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00:52:15.818 --> 00:52:19.808

we call CLT cycles, have also been showing gains in some

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00:52:19.858 --> 00:52:23.498

of their targeted standards. We also see in special education the

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00:52:23.538 --> 00:52:27.298

data that five of our eight schools that we provided revised

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00:52:27.338 --> 00:52:31.178

planning factors that this board invested in for a least restrictive environment to

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00:52:31.218 --> 00:52:35.198

ensure that we had more inclusion, are showing much progress in that area at this

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00:52:35.218 --> 00:52:36.918

point already in the second quarter.

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00:52:36.938 --> 00:52:39.598

So thank you to our school board for helping invest in those planning factor

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00:52:39.638 --> 00:52:42.658

investments. We're seeing positive there.

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00:52:42.758 --> 00:52:46.398

Ongoing analysis has also identified some gaps tied to staffing,

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00:52:46.408 --> 00:52:49.878

scheduling, and sometimes consistency, rather than planning quality

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00:52:49.938 --> 00:52:53.598

alone. And thinking where we are at the second quarter, we also

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00:52:53.838 --> 00:52:57.798

are, are putting some steps to move forward, shifting from planning-focused support

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00:52:57.838 --> 00:53:01.758

to more monitoring implementation and impact in the classroom, to making sure

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00:53:01.798 --> 00:53:05.698

that we are aligning our supports around instructional leadership teams to help

798

00:53:05.718 --> 00:53:09.198

with that, and that we're integrating our mid-year assessment data into

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00:53:09.258 --> 00:53:12.798

accountability frameworks, that we will look at our quarter three.

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00:53:12.818 --> 00:53:16.278

And obviously, we're gonna continue to make sure that for those identified schools

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00:53:16.298 --> 00:53:20.178

that need that support, walkthroughs, data reviews, and coaching cycles will

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00:53:20.218 --> 00:53:24.118

continue. Thinking about the second area that we are focused on, which

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00:53:24.158 --> 00:53:28.018

is our student well-being, this second quarter report sh- provides a

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00:53:28.058 --> 00:53:31.998

snapshot on homeless students, school health, chronic absenteeism,

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00:53:32.058 --> 00:53:34.608

broken down by school level on our full report.

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00:53:35.038 --> 00:53:38.278

Also, our discipline data, our updates on climate and culture

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00:53:38.378 --> 00:53:42.098

efforts, and how we're elevating student voice.

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00:53:42.158 --> 00:53:45.918

In our student well-being data, we noted several important trends and s-many

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00:53:46.038 --> 00:53:48.918

signs of in progress compared to quarter one.

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00:53:48.978 --> 00:53:52.718

We are seeing sustained reductions in ove- overall chronic absenteeism

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00:53:52.778 --> 00:53:56.038

from all of our subgroups. We're very proud of that.

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00:53:56.058 --> 00:54:00.018

It's trending in the right direction, particularly reducing that for some of the

813

00:54:00.078 --> 00:54:03.898

students that we saw increases in previously, like our English learners.

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00:54:03.938 --> 00:54:07.218

We're also continuing to see some decline in our total suspensions,

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00:54:07.678 --> 00:54:11.218

be-- not just because that's happening on its own, but because there's been a use

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00:54:11.278 --> 00:54:15.258

of restorative interventions, coaching, and alternatives to exclusionary

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00:54:15.338 --> 00:54:18.878

discipline that's been provided to schools to help them support that.

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00:54:18.898 --> 00:54:22.488

We've also seen, I'm very proud of the work that's b- happening under, um,

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00:54:22.898 --> 00:54:26.838

Dr. Bird's leadership for more representation in our student

820

00:54:26.878 --> 00:54:30.798

advisory board, and ensuring that student perspectives from all of our

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00:54:30.838 --> 00:54:34.598

comprehensive high schools now and all of our programs are a part of this process

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00:54:34.678 --> 00:54:38.538

and that voice being elevated. We're also seeing in this quarter, increased level

823

00:54:38.618 --> 00:54:41.958

of school engagement through school visits, consultations, and

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00:54:42.018 --> 00:54:45.808

prevention-focused presentations from our student support, uh,

825

00:54:45.858 --> 00:54:47.718

teams under Dr. Crawford's leadership.

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00:54:47.798 --> 00:54:50.958

As we move into the next steps, we know that there are some things we need to

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00:54:50.998 --> 00:54:54.928

continue to work on, like bullying investigations, ensuring that we're

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00:54:54.938 --> 00:54:58.740

providing more, uh... resources, time, and attention to what's happening in

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00:54:58.770 --> 00:55:02.730

those, that we're finalizing an electronic system to help us track

830
00:55:02.810 --> 00:55:06.620
allegations, investigations, and findings, so we could see patterns and

831
00:55:06.690 --> 00:55:10.170
trends and where resources and more support might be needed.

832
00:55:10.190 --> 00:55:13.890
We're gonna continue to help support the monitoring of attendance to re-

833
00:55:13.910 --> 00:55:17.670
reduce chronic absenteeism, but again, we're very happy to see that as of

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00:55:17.730 --> 00:55:21.650
right now, we have ten percent chronic absenteeism across our school

835
00:55:21.670 --> 00:55:24.890
system, which is much lower than it previously had been in previous

836
00:55:24.970 --> 00:55:28.760
years. We're also very thankful to our partnership with

837
00:55:28.790 --> 00:55:32.410
GMU, and they're helping us thinking about evidence-based attendance

838
00:55:32.450 --> 00:55:36.430
interventions. We'll continue that in the third quarter, and we're also
gonna work

839
00:55:36.510 --> 00:55:40.010
on our monthly suspension data. While we're seeing declines in many of
our

840
00:55:40.070 --> 00:55:43.590
subgroups, we still have some work to be done there, and we're gonna work
on

841
00:55:43.630 --> 00:55:47.190
focusing specifically on those schools and those students who need that

842
00:55:47.370 --> 00:55:51.110
wraparound support. And in doing all of that work, not

843
00:55:51.170 --> 00:55:55.130
just on the support, but also our culturally responsive practices that

844
00:55:55.150 --> 00:55:59.010
will help us think about why certain groups are being excluded,

845
00:55:59.070 --> 00:56:01.410
not included, or not coming to school.

846
00:56:01.490 --> 00:56:04.770
Again, I invite our community, if you'd like to see more of that detail,
you can go

847
00:56:04.810 --> 00:56:08.710
on our website, uh, and understand some of the progress and some of those
areas

848
00:56:08.750 --> 00:56:11.550
of challenge that we're still working through.

849
00:56:11.650 --> 00:56:15.330
As it was noted earlier, I'll be presenting my fiscal year '27

850
00:56:15.390 --> 00:56:19.310
proposed budget next Thursday. The school board then will be presenting

851
00:56:19.330 --> 00:56:22.650
their proposed budget on March twenty-sixth, a month a-

852
00:56:22.690 --> 00:56:26.150
later. There will be four work sessions during the day on April

853
00:56:26.210 --> 00:56:29.930
fourteenth, followed by a public hearing on the school board's proposed

854
00:56:29.970 --> 00:56:33.930
budget that same evening. And then finally, the school board is set to
adopt

855
00:56:33.950 --> 00:56:37.670

the fiscal year '27 budget at the May fourteenth school board meeting, of

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00:56:37.710 --> 00:56:41.690

course, pending, uh, that we have a state budget signed by Governor, uh,

857

00:56:41.710 --> 00:56:45.510

Spenger. But I also want to reference here something we created last

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00:56:45.550 --> 00:56:48.570

year that is, I think, very helpful to our public and our staff.

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00:56:48.590 --> 00:56:52.070

It's an infographic that explains the full budget process, and on our

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00:56:52.110 --> 00:56:55.770

website, there's actual links to budget resources and ways to

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00:56:55.810 --> 00:56:58.730

engage and share input on budget decisions.

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00:56:58.750 --> 00:57:01.250

So please look for that on our website on budget.

863

00:57:01.290 --> 00:57:04.550

And as we engage in this process, we welcome your feedback and your

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00:57:04.590 --> 00:57:08.350

comments as we move forward to that final adoption of the fiscal

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00:57:08.360 --> 00:57:12.030

'27 budget. I want to make sure and highlight a very

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00:57:12.050 --> 00:57:15.940

important opportunity for families with rising kindergartners and anyone

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00:57:15.950 --> 00:57:19.710

coming new to APS. Even if you are an APS parent of an

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00:57:19.790 --> 00:57:23.530

older student, we still want you to come and learn a little bit more about

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00:57:23.610 --> 00:57:26.430

kindergarten. We're hosting our Countdown to Kindergarten.

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00:57:26.530 --> 00:57:30.210

It will be a live webinar on Tuesday, March third, at six thirty

871

00:57:30.330 --> 00:57:33.950

PM. This is designed to help families feel prepared and also

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00:57:34.010 --> 00:57:37.870

excited to start their child's journey in kindergarten with us.

873

00:57:37.910 --> 00:57:41.810

During this session, you'll be able to learn about registration, you'll be able

874

00:57:41.850 --> 00:57:45.130

to learn about supports, what a typical kindergarten day looks

875

00:57:45.190 --> 00:57:49.059

like, tips on how to help students feel confident and ready for their first

876

00:57:49.130 --> 00:57:53.100

day. We will have Spanish interpretation, uh, for our families, and they're

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00:57:53.110 --> 00:57:56.670

encouraged to register in advance, and you'll be receiving a Zoom link to

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00:57:57.050 --> 00:57:59.590

submit questions that you might have ahead of time.

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00:57:59.650 --> 00:58:03.490

If you're not able to watch the live webinar, we will have it posted as a

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00:58:03.550 --> 00:58:06.210

recording later on on our website.

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00:58:06.230 --> 00:58:09.830

And I'm looking forward to, I'll be opening up that night to welcoming our newest

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00:58:09.910 --> 00:58:13.830

learners and our families that are joining us, either as a new kindergarten

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00:58:13.930 --> 00:58:17.190

parent or someone who has a rising kindergartner coming into our

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00:58:17.250 --> 00:58:20.970

system. Want to make sure that all of our parents know

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00:58:21.010 --> 00:58:24.650

that, uh, we have, um, an update on our progress report availability and

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00:58:24.690 --> 00:58:26.790

middle-of-the-year screener assessments.

887

00:58:26.870 --> 00:58:30.240

Progress reports are now available in ParentVUE, and the

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00:58:30.290 --> 00:58:33.730

middle-of-the-year universal screener results are also- will be available

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00:58:34.190 --> 00:58:37.610

tomorrow in ParentVUE if you'd like to see your child's assessments.

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00:58:38.190 --> 00:58:41.930

These are a very important part of how we monitor student progress in reading and

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00:58:41.970 --> 00:58:45.850

math. They provide timely information that helps understand how

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00:58:45.910 --> 00:58:49.750

students are growing and also where additional support may be needed.

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00:58:49.770 --> 00:58:53.130

And for students who also participated in our Virginia Language and Literacy

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00:58:53.230 --> 00:58:56.470

Screening system, those results will also be available

895

00:58:56.510 --> 00:59:00.360

tomorrow, and for students who took our MAP Growth assessments in reading and

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00:59:00.410 --> 00:59:04.000

math, those results will begin appearing in ParentVUE tomorrow as

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00:59:04.070 --> 00:59:07.810

well, and we'll have more detailed student reports available in

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00:59:07.850 --> 00:59:11.790

February twenty-seventh. Families can find assessment scores under the

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00:59:11.970 --> 00:59:14.610

Test History tab in their ParentVUE.

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00:59:14.689 --> 00:59:18.650

MAP Growth reports are located under the Documents tab, and we'll also be

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00:59:18.710 --> 00:59:22.410

providing guidance on how to interpret some of these results on our homepage of our

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00:59:22.450 --> 00:59:25.440

website to help families better understand what scores mean.

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00:59:25.450 --> 00:59:29.340

As I've gone to a few parent meetings that I've hosted at some of our

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00:59:29.390 --> 00:59:32.850

elementary schools, I've had a lot of feedback from parents saying: "Can you please

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00:59:32.890 --> 00:59:36.320

help give us a little bit more guidance on how to read these, what it actually

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00:59:36.430 --> 00:59:40.350

means for my child?" So we're working on some of that that we'll have available.

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00:59:40.390 --> 00:59:43.890

And please give us feedback if that's not even as clear, and what types of

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00:59:43.930 --> 00:59:46.230

questions we can help you to best understand.

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00:59:46.250 --> 00:59:49.430

We want you to know what, uh, progress your student is making.

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00:59:49.450 --> 00:59:52.650

We want to know what support your student still needs, and if these reports aren't

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00:59:52.710 --> 00:59:55.150

clear, please help us to help you with that.

912

00:59:55.210 --> 00:59:57.740

It is important to emphasize that these are screeners.

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00:59:57.750 --> 01:00:01.220

They're just one tool that our s- teachers are using, and they're

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01:00:01.310 --> 01:00:05.080

also looking at other things in their classroom, daily observations, et

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01:00:05.150 --> 01:00:08.910

cetera. But if you have any questions about your student's test results, I

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01:00:08.950 --> 01:00:12.150

encourage you to reach out directly to your child's teacher.

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01:00:12.170 --> 01:00:16.149

And I want to thank all of our teachers who've been working to,

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01:00:16.230 --> 01:00:19.590

uh, implement these assessments and also use this data to

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01:00:19.610 --> 01:00:23.410

effectively, uh, provide interventions and supports for

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01:00:23.530 --> 01:00:27.210

students moving forward. I want to take a moment to highlight a very

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01:00:27.250 --> 01:00:29.890

important week next week, which is Public Schools Week.

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01:00:29.910 --> 01:00:33.450

It's a national week that's taking place from February twenty-third

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01:00:33.810 --> 01:00:37.680

through the twenty-seventh. During this week, we will join schools, districts,

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01:00:37.730 --> 01:00:40.910

educators, families, and public school advocates across the

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01:00:40.950 --> 01:00:44.120

country in celebrating something that we're very proud here in

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01:00:44.170 --> 01:00:48.090

Arlington, to have public schools play such a strong role in

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01:00:48.110 --> 01:00:51.530

our community. And we know there are a lot of forces out there that don't want to

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01:00:51.570 --> 01:00:54.910

support our public schools, but we're proud of them, and we know that public

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01:00:54.950 --> 01:00:58.770

education is the one opportunity for all

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01:00:58.850 --> 01:01:02.570

children, no matter who you are, what language you speak, where you come from, to

931

01:01:02.610 --> 01:01:05.070

have opportunities provided to you and success.

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01:01:05.130 --> 01:01:08.890

This year's theme is Building Stronger, Fairer, and More Resilient

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01:01:09.010 --> 01:01:12.890

Public Education Systems, and I think that's such a timely issue for us to

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01:01:12.970 --> 01:01:16.450

all do together. So as we work through this next week, we're gonna have a lot of

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01:01:16.460 --> 01:01:20.330

opportunities to spotlight people, partnerships, and practices that help

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01:01:20.370 --> 01:01:23.450

our schools meet the challenges and prepare our students for the future.

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01:01:23.510 --> 01:01:27.270

I want to encourage our community to engage with us on social media throughout the

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01:01:27.350 --> 01:01:31.040

week, help amplify the great work happening in our classrooms and our

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01:01:31.150 --> 01:01:35.110

schools. Public Schools Week is an opportunity to celebrate not just what

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01:01:35.130 --> 01:01:38.278

we do... but importantly, why it matters.

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01:01:38.358 --> 01:01:42.238

Why is having public education accessible to all students so

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01:01:42.298 --> 01:01:46.288

important? And that is something that we are proud of here in Arlington,

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01:01:46.318 --> 01:01:50.218

Virginia, as a central part of our success.

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01:01:50.258 --> 01:01:53.208

And I'll conclude tonight with my bright spot for, uh, this

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01:01:53.258 --> 01:01:56.898

meeting. A really, really huge thank you and a shout-out to our

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01:01:57.018 --> 01:01:59.098

school-based behavioral health program.

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01:01:59.138 --> 01:02:01.758

On February 12th, the county manager, Mr.

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01:02:01.838 --> 01:02:05.458

Schwartz, recognized the school-based program with the Department of Human

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01:02:05.518 --> 01:02:09.418

Services mental health providers during his awards ceremony.

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01:02:09.478 --> 01:02:13.258

Uh, this program was nominated for this award, and I'm proud to share that DHS

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01:02:13.278 --> 01:02:16.938

staff made it clear when they received this award, that their

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01:02:16.998 --> 01:02:20.748

success would not have been possible, they would not have received this

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01:02:20.818 --> 01:02:24.398

award without the partnership and support of our APS staff

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01:02:24.738 --> 01:02:28.478

that works in schools where they are serving and making sure that these mental

955

01:02:28.518 --> 01:02:32.418

health services are provided. So while the official awards were presented to

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01:02:32.478 --> 01:02:36.158

the DHS team, APS staff, as you can see on the screen and their

957

01:02:36.238 --> 01:02:40.168

names, were also recognized with certificates in acknowledgment of the

958

01:02:40.278 --> 01:02:43.058

critical role and partnership of this work.

959

01:02:43.078 --> 01:02:46.738

And I'm very grateful to ha- to County Manager, uh, Mark

960

01:02:46.798 --> 01:02:49.958

Schwartz, and to our county officials who have joined with us in a

961

01:02:49.998 --> 01:02:53.758

partnership. There are other school systems where there is often a, a

962

01:02:53.938 --> 01:02:57.738

argument, or a, there's a divide, or there's people fighting over

963

01:02:57.778 --> 01:03:01.518

who's supporting who. We joined together in our resources because we are

964

01:03:01.558 --> 01:03:05.388

committed. Doesn't matter if you're a county staff, APS staff, what

965

01:03:05.478 --> 01:03:08.518

matters is what the child needs, what the parent needs.

966

01:03:08.528 --> 01:03:12.018

And this partnership and this award reflects what is possible when that

967

01:03:12.058 --> 01:03:15.838

collaboration across agencies is actually in action.

968

01:03:15.858 --> 01:03:19.758

When we work together, when we provide access to mental health services,
when we

969

01:03:19.818 --> 01:03:23.138

make sure that we're strengthening network of care, it shouldn't matter
where

970
01:03:23.178 --> 01:03:27.168
that's coming from. What should matter is the student need and the parent
need, and

971
01:03:27.218 --> 01:03:30.378
that's why I wanted to highlight this bright spot and thank our

972
01:03:30.458 --> 01:03:34.278
staff, who are listed here, and the county staff for this

973
01:03:34.358 --> 01:03:38.288
great recognition. We all know that we can do more in this area, but

974
01:03:38.358 --> 01:03:42.328
we are exemplar of collaboration in Arlington County, and so I want

975
01:03:42.438 --> 01:03:45.858
to conclude with that, Madam Chair. Thank you.

976
01:03:45.938 --> 01:03:49.728
Thank you, Dr. Duran. Uh, colleagues, are you-- do you have questions or

977
01:03:49.798 --> 01:03:51.098
comments for the superintendent this

978
01:03:51.118 --> 01:03:54.198
evening?

979
01:03:56.118 --> 01:03:59.838
No? No. Okay, I just had one, um, on s- on slide,

980
01:03:59.918 --> 01:04:00.118
um,

981
01:04:00.958 --> 01:04:04.068
I think it's slide eleven, um, about mid-year assessments and progress

982
01:04:04.118 --> 01:04:07.848
reports. Um, I will confess that

983

01:04:08.318 --> 01:04:11.638

I have never navigated successfully the system of where I find my high school

984

01:04:11.698 --> 01:04:15.128

student's GPA, um, and GPAs are not on,

985

01:04:16.178 --> 01:04:18.878

um, the uh, uh, progress reports-

986

01:04:18.888 --> 01:04:18.888

No

987

01:04:18.888 --> 01:04:20.098

... that you can get off of ParentVUE.

988

01:04:20.138 --> 01:04:22.758

So I just wanted to comment that if there are parents of high school students

989

01:04:22.838 --> 01:04:26.598

looking for their child's GPA, you can always get it by, um, asking the

990

01:04:26.638 --> 01:04:29.318

counselor, um, which is how I do that.

991

01:04:29.378 --> 01:04:33.178

So if there's an automated way to do it, and if anyone wants to enlighten me,

992

01:04:33.258 --> 01:04:37.158

um, where I find that online, um, I, I'd, I'd be happy to, to

993

01:04:37.218 --> 01:04:39.968

hear it, um, this evening or at some other

994

01:04:39.998 --> 01:04:41.238

time.

995

01:04:42.858 --> 01:04:45.858

No- nobody's jumping on this. Oh, Dr. Crawford.

996

01:04:45.898 --> 01:04:46.168

Dr. Crawford.

997

01:04:46.168 --> 01:04:48.818

Dr. Crawford, are you-- do you have a response?

998

01:04:48.918 --> 01:04:52.698

I was going to say, I'll be happy to give you s- a screenshot of where you can find

999

01:04:52.718 --> 01:04:52.788

it-

1000

01:04:52.858 --> 01:04:53.338

Thank you

1001

01:04:53.358 --> 01:04:53.658

... on our new school.

1002

01:04:53.718 --> 01:04:57.038

I would love that. And then maybe next time we'll get it onto the slide for the

1003

01:04:57.098 --> 01:04:58.258

superintendent as well.

1004

01:04:58.278 --> 01:04:58.767

Yeah. Okay.

1005

01:04:58.838 --> 01:05:02.598

Um, I'll-- you know, this is a time sometimes for high school parents when the GPA

1006

01:05:02.778 --> 01:05:06.578

starts to get very important. So, um, okay,

1007

01:05:06.638 --> 01:05:10.498

thank you. We will, um, now move to public comment

1008

01:05:10.538 --> 01:05:14.158

on agenda and non-agenda items. Before we begin, I'm going to read some of the

1009

01:05:14.218 --> 01:05:17.278

guidelines for public comment because they are important to reiterate.

1010

01:05:18.038 --> 01:05:21.518

The Arlington School Board welcomes public comment at most regular meetings and at

1011

01:05:21.558 --> 01:05:25.278

public hearings. The school board expects that each speaker will be courteous,

1012

01:05:25.338 --> 01:05:28.658

modeling for our students how one can respectfully disagree with others'

1013

01:05:28.678 --> 01:05:31.718

views. Each speaker may speak for up to two minutes.

1014

01:05:31.858 --> 01:05:34.808

The clerk will start the timer when the speaker begins, and speakers should

1015

01:05:34.878 --> 01:05:37.438

conclude their remarks when the buzzer sounds.

1016

01:05:37.458 --> 01:05:40.298

Please be sure to state your name and the topic you will speak about when you

1017

01:05:40.358 --> 01:05:43.978

begin. We want each speaker to be fully heard.

1018

01:05:43.998 --> 01:05:47.678

We also want each speaker to receive their full two minutes of time to

1019

01:05:47.818 --> 01:05:48.128

speak.

1020

01:05:49.058 --> 01:05:52.878

We therefore request that audience members display silent signs of support, such as

1021

01:05:52.918 --> 01:05:55.498
jazz hands, rather than applause.

1022

01:05:55.598 --> 01:05:58.058
Speaker substitutions are not permitted.

1023

01:05:58.068 --> 01:06:01.468
A speaker may not yield their time to another individual before or during their

1024

01:06:01.478 --> 01:06:05.388
remarks. The school board encourages speakers to also provide their comments

1025

01:06:05.418 --> 01:06:07.698
in writing. Please email written comments to

1026

01:06:07.818 --> 01:06:11.538
school.board@apsva.us. Ms.

1027

01:06:11.578 --> 01:06:14.018
Mercado, will you please announce the speakers?

1028

01:06:14.098 --> 01:06:16.558
Uh, yes. First speaker, Declan Hadley.

1029

01:06:23.228 --> 01:06:24.358
Mr. Hadley, you can begin

1030

01:06:24.438 --> 01:06:27.338
speaking.

1031

01:06:33.578 --> 01:06:33.588
Yes, please.

1032

01:06:33.638 --> 01:06:35.018
Can you hear us?

1033

01:06:36.198 --> 01:06:37.508
Can you hear me?

1034
01:06:37.558 --> 01:06:40.278
Yes, we can hear you. You can begin.

1035
01:06:44.838 --> 01:06:48.098
Good evening, members of the school board.

1036
01:06:50.218 --> 01:06:54.098
My name is Declan Hadley, and I am a junior at the,

1037
01:06:54.158 --> 01:06:56.738
at Arlington Tech.

1038
01:06:59.118 --> 01:07:02.258
I am not against lengthen cleaning our

1039
01:07:02.298 --> 01:07:05.578
school, but I do think it has to be done right.

1040
01:07:06.278 --> 01:07:10.018
One reason why I was in such a chaotic environment earlier

1041
01:07:10.558 --> 01:07:14.278
is I am actually on the bus ride to a hotel after the

1042
01:07:14.338 --> 01:07:17.348
ProStart Virginia Invitational

1043
01:07:17.838 --> 01:07:20.618
Competition dinner.

1044
01:07:21.798 --> 01:07:25.318
So this proposal is underbaked.

1045
01:07:26.458 --> 01:07:28.118
And like an underbaked pastry,

1046
01:07:28.998 --> 01:07:32.178
this will make sick who is served it,

1047

01:07:32.978 --> 01:07:34.597
which ultimately is us, the

1048

01:07:34.618 --> 01:07:40.752
students....

1049

01:07:40.762 --> 01:07:44.602
While I do think this can be amended, it needs to be

1050

01:07:44.682 --> 01:07:48.422
done correctly. You all asked for

1051

01:07:48.502 --> 01:07:51.782
outreach earlier, which either didn't happen or was

1052

01:07:51.802 --> 01:07:54.102
unsuccessful in that none of us heard any more

1053

01:07:54.142 --> 01:07:57.562
input. To the people who have been

1054

01:07:58.022 --> 01:08:01.312
sending this proposal, do the outreach, amend the

1055

01:08:01.362 --> 01:08:04.382
proposal, then maybe the school board can vote for

1056

01:08:04.442 --> 01:08:07.912
this, and it will help instead of harm.

1057

01:08:07.942 --> 01:08:11.442
Thank you.

1058

01:08:22.123 --> 01:08:25.702
And the next speaker, Diane Holland.

1059

01:08:28.242 --> 01:08:31.583
Ms. Holland, you need to unmute yourself.

1060

01:08:37.822 --> 01:08:41.282
Ms. Holland, you may begin speaking.

1061
01:08:41.302 --> 01:08:43.352
Thank you. Good evening. My name is Diane Holland.

1062
01:08:43.402 --> 01:08:47.142
I'm a teacher at Yorktown, and I'm here to speak to the expectation that staff use

1063
01:08:47.182 --> 01:08:51.152
our personal devices in any capacity for multi-factor authentication within

1064
01:08:51.482 --> 01:08:55.052
school buildings. I--

1065
01:08:56.083 --> 01:08:57.982
Hello?

1066
01:08:58.862 --> 01:09:02.652
I understand this plan is evolving in unclear and wi- widely unannounced

1067
01:09:02.722 --> 01:09:06.242
ways. My objections, which are primarily

1068
01:09:06.282 --> 01:09:10.242
conceptual, remain. When new teachers join my department, the first and most

1069
01:09:10.302 --> 01:09:14.282
frequently repeated advice I give them is to never spend their own money.

1070
01:09:14.342 --> 01:09:17.932
My department has a budget for pencils, poster paper, maps, et

1071
01:09:17.963 --> 01:09:21.842
cetera. If you cannot conduct a classroom activity with what the school provides, I

1072
01:09:21.902 --> 01:09:25.282

tell them, "Don't do it. It'll just distort the county's understanding of our

1073

01:09:25.302 --> 01:09:29.253

budget needs." How can it be then that a teacher can be required to pay hundreds

1074

01:09:29.302 --> 01:09:33.043

of dollars to purchase and pay a monthly fee to maintain a cell phone

1075

01:09:33.163 --> 01:09:36.663

just so we can do our jobs at work? My forty-two dollars and

1076

01:09:36.742 --> 01:09:40.322

thirty-five cent individual annual allocation doesn't come close to covering

1077

01:09:40.382 --> 01:09:44.242

that. I know that FCPS has an app, and that the county's relied on my

1078

01:09:44.302 --> 01:09:47.702

phone to text MFA codes, which I also have an issue

1079

01:09:47.742 --> 01:09:51.442

with. Regardless, both of those apply off campus, and I can avoid them by

1080

01:09:51.503 --> 01:09:55.462

remembering to not work for free outside of my contract hours.

1081

01:09:55.522 --> 01:09:58.922

If there's a problem inside the building during contract hours that requires the

1082

01:09:58.962 --> 01:10:02.542

device, the county ought to pay for it, just as it pays for my classroom

1083

01:10:02.602 --> 01:10:06.362

pencils. As a secondary objection, having my device at all

1084

01:10:06.422 --> 01:10:10.082

times doesn't sound like modeling good behavior and in a way for the day

1085

01:10:10.142 --> 01:10:13.542

atmosphere. I'd rather not be accused of hypocrisy on the

1086

01:10:13.582 --> 01:10:17.442

regular, that the administration appears to be scrambling to adjust

1087

01:10:17.502 --> 01:10:21.362

these and other foreseeable staff objections does not inspire

1088

01:10:21.402 --> 01:10:24.922

confidence in our next steps. Behavior and in a way for the day

1089

01:10:24.982 --> 01:10:28.402

atmosphere. They're not being accused of hypocrisy on the

1090

01:10:28.462 --> 01:10:32.262

regular, that the administration appears to be scrambling to adjust

1091

01:10:32.342 --> 01:10:36.222

these and other foreseeable staff objections does not inspire

1092

01:10:36.282 --> 01:10:39.522

confidence in our next steps. Behavior in a way for

1093

01:10:41.342 --> 01:10:47.432

the

1094

01:10:47.432 --> 01:10:48.922

The next speaker, Marguerite

1095

01:10:49.082 --> 01:10:53.182

Gooden.

1096

01:10:56.362 --> 01:10:57.422

Behavior in a way-

1097

01:10:57.502 --> 01:10:58.282

Ms. Gooden?

1098

01:10:58.322 --> 01:11:00.542

Yes.

1099

01:11:00.602 --> 01:11:01.962

Okay, you may begin speaking.

1100

01:11:08.462 --> 01:11:09.082

Please unmute

1101

01:11:09.122 --> 01:11:13.082

yourself.

1102

01:11:15.362 --> 01:11:15.642

Hello?

1103

01:11:17.002 --> 01:11:18.282

Uh, hello, can you hear me?

1104

01:11:18.362 --> 01:11:21.182

Yes, we can hear you. You may begin speaking.

1105

01:11:21.202 --> 01:11:23.282

All right. Um, I'm Marguerite Gooden.

1106

01:11:23.302 --> 01:11:27.182

I'm speaking tonight, not as, uh, not only as a member

1107

01:11:27.222 --> 01:11:31.042

of this community, but as someone who had the privilege of serving as

1108

01:11:31.102 --> 01:11:34.682

principal of the New Direction Program, now housed at Langston.

1109

01:11:34.822 --> 01:11:38.682

I know the Langston School. I know these students, and I know

1110

01:11:39.162 --> 01:11:43.042

what makes Langston special. Moving Langston to the Grace Hopper Center

1111

01:11:43.322 --> 01:11:46.942

preserves a supportive model while expanding

1112

01:11:47.122 --> 01:11:50.802

access. Students will remain anchored in their own dedicated

1113

01:11:50.922 --> 01:11:54.742

space with their staff and structure intact.

1114

01:11:54.762 --> 01:11:58.581

At the same time, they will have proximity to advanced career

1115

01:11:58.882 --> 01:12:01.782

and technical education programs, specialized

1116

01:12:01.922 --> 01:12:05.342

electives, and modern facilities that open

1117

01:12:05.362 --> 01:12:08.062

doors to real postsecondary

1118

01:12:08.122 --> 01:12:11.722

pathways. As someone who has watched

1119

01:12:11.762 --> 01:12:15.302

generations of Langston students succeed, I can tell you

1120

01:12:15.312 --> 01:12:18.402

this: structure plus exposure is

1121

01:12:18.462 --> 01:12:22.072

powerful. With student-- When students feel safe and

1122

01:12:22.102 --> 01:12:26.082

supported and have access to broader opportunities, their confidence

1123

01:12:26.162 --> 01:12:30.102

grows, their vision for their future expands.

1124

01:12:30.302 --> 01:12:33.062

This is what this move represents, not

1125

01:12:33.142 --> 01:12:36.942

displacement, but expansion. I also want to address

1126

01:12:36.982 --> 01:12:40.902

something that has troubled me. I have heard phrases like, "Our

1127

01:12:41.022 --> 01:12:44.942

school," "Those kids," and suggestions of

1128

01:12:45.042 --> 01:12:48.942

separation. As both a former principal and a neighbor,

1129

01:12:49.022 --> 01:12:51.842

I find the language deeply concerning.

1130

01:12:51.882 --> 01:12:55.622

Public schools do not belong to one group of families.

1131

01:12:55.642 --> 01:12:59.462

They belong to all of us, and every student in this

1132

01:12:59.582 --> 01:13:03.242

district belongs in every building funded by this

1133

01:13:03.262 --> 01:13:06.142

community. Langston students are not

1134

01:13:06.242 --> 01:13:09.262

outsiders, they are Arlington students.

1135

01:13:09.282 --> 01:13:13.012

They bring resilience, talent, and potential that will

1136

01:13:13.122 --> 01:13:16.782

enrich the Grace Hopper Center just as much as they will

1137

01:13:17.042 --> 01:13:20.862

benefit from it. Tonight's decision is about giving students

1138

01:13:21.002 --> 01:13:24.982

more, more exposure, more opportunity, more preparation

1139

01:13:25.042 --> 01:13:28.982

for the world they are entering. I support this move because I

1140

01:13:29.042 --> 01:13:32.802

believe in protecting the works at Langston while

1141

01:13:32.862 --> 01:13:36.382

expanding what is possible for its students.

1142

01:13:36.422 --> 01:13:38.682

Thank you so much.

1143

01:13:40.882 --> 01:13:43.902

Okay, the next speaker, Jodi Alsai.

1144

01:13:47.786 --> 01:13:49.826

... Will work at Langston while-

1145

01:13:49.926 --> 01:13:51.526

Next speaker, Jodi Alzai?

1146

01:13:51.536 --> 01:13:52.976

-possible for a chief.

1147

01:13:53.006 --> 01:13:54.006

Yes.

1148

01:13:55.626 --> 01:13:57.826

You may begin your remarks.

1149

01:13:57.926 --> 01:14:01.686

Okay, the next speaker, Jodi Alzai.

1150

01:14:03.386 --> 01:14:07.006

Hi, I'm Jodi Alzai, Chair of the Arlington Tech Advisory Committee.

1151

01:14:07.026 --> 01:14:08.726

Thank you for allowing me to call in this evening.

1152

01:14:08.806 --> 01:14:12.666

I'm unable to speak in person because, like, uh, the student speaker,

1153

01:14:12.846 --> 01:14:16.686

I am also in Williamsburg, watching my son compete in the ProStart

1154

01:14:16.786 --> 01:14:20.486

Culinary Management Competition with the Arlington Culinary team.

1155

01:14:20.506 --> 01:14:24.446

Last year, that, uh, ACC team won first place in the state of Virginia and went on

1156

01:14:24.486 --> 01:14:26.646

to compete at the national competition.

1157

01:14:26.726 --> 01:14:30.006

I am really proud to represent Arlington Tech and the broader Arlington Career

1158

01:14:30.106 --> 01:14:33.596

Center community. That includes students from comprehensive high schools and

1159

01:14:33.666 --> 01:14:36.386

non-traditional programs across Arlington.

1160

01:14:36.426 --> 01:14:40.146

The Arlington Tech Advisory Committee continues to express

1161

01:14:40.166 --> 01:14:44.146

concern for the relocation of Langston to the Grace Hopper Building.

1162

01:14:44.166 --> 01:14:47.746

Langston is a very successful program that serves students who benefit from a

1163

01:14:47.846 --> 01:14:51.506

smaller school learning environment, individual classroom

1164

01:14:51.586 --> 01:14:54.766

support, and flexibility in classes and scheduling.

1165

01:14:54.806 --> 01:14:58.666

This proposal, it, that means that Langston, an intentionally small school

1166

01:14:58.726 --> 01:15:02.646

by design, would be placed in a building that will include more than sixteen

1167

01:15:02.726 --> 01:15:06.266

hundred students and nine hundred students coming in and out of the building

1168

01:15:06.276 --> 01:15:09.626

throughout the day. APS has failed to gather community

1169

01:15:09.686 --> 01:15:13.556

input and provide opportunities for APS staff and teachers and

1170

01:15:13.606 --> 01:15:17.346

students to meaningfully provide input on this proposal.

1171

01:15:17.406 --> 01:15:21.126

Langston students, staff, and families were only engaged just

1172

01:15:21.166 --> 01:15:24.885

last week. The community most impacted by this decision

1173

01:15:25.176 --> 01:15:28.756

did not receive meaningful engagement until the very last minute.

1174

01:15:28.756 --> 01:15:32.696

The Arlington Tech Advisory Committee supports the voices and

1175

01:15:32.706 --> 01:15:36.276

perspectives of Langston families and teachers and staff.

1176

01:15:36.306 --> 01:15:39.746

We hope the school board will vote today to preserve the Langston small school

1177

01:15:39.926 --> 01:15:42.836

setting, learning environment, and seriously take into

1178

01:15:42.866 --> 01:15:46.166

consideration the voices and perspectives of the APS

1179

01:15:46.246 --> 01:15:47.146

community. Thank

1180

01:15:47.206 --> 01:15:51.586

you.

1181

01:15:54.026 --> 01:15:57.666

Next speaker, Reid Bush.

1182

01:15:57.726 --> 01:15:59.246

Hi, can you hear me?

1183

01:15:59.306 --> 01:16:01.186

Yes, we can hear you.

1184

01:16:01.286 --> 01:16:02.966

Okay, good evening. My name is Reid Bush.

1185

01:16:03.026 --> 01:16:06.606

Last year, our son, who is autistic, spoke here in public comment and told how he

1186

01:16:06.666 --> 01:16:10.606

won a lottery spot for H-B Woodlawn, only to be told by staff that he

1187

01:16:10.666 --> 01:16:13.806

should look, look, uh, elsewhere in APS to go to

1188

01:16:13.886 --> 01:16:17.406

school. Since then, I've heard from other parents who have told me that H-B

1189

01:16:17.466 --> 01:16:21.306

Woodlawn has been turning away students with certain disabilities, dating back to

1190

01:16:21.346 --> 01:16:25.206
at least two thousand and twelve. The APS policy on option schools is

1191
01:16:25.246 --> 01:16:27.606
no discrimination based on disabilities.

1192
01:16:27.646 --> 01:16:31.186
Yet just this week, during the ASAC meeting, staff said that H-B

1193
01:16:31.266 --> 01:16:35.126
provides a full range of services for students with IEPs and does not
turn

1194
01:16:35.146 --> 01:16:37.276
away students. But this is not true.

1195
01:16:37.306 --> 01:16:40.966
Our son's IEP coming out of Tuckahoe called for some instruction in the
gen ed

1196
01:16:41.026 --> 01:16:44.606
classroom and some pull-out instruction, in part because he had fallen
behind

1197
01:16:44.646 --> 01:16:48.606
during the pandemic. Here's what H-B staff, staff said during

1198
01:16:48.646 --> 01:16:52.526
an IEP meeting to discuss his transition to H-B after he won a lottery

1199
01:16:52.606 --> 01:16:56.596
spot, and I quote: "I see on his IEP that he is below grade level in

1200
01:16:56.666 --> 01:16:59.956
reading. We don't have instruction for students who are below grade level
in

1201
01:17:00.006 --> 01:17:03.776
reading, and I don't know if you know it or not, but since H-B is a

1202
01:17:03.846 --> 01:17:06.906
program, we don't have the full continuum of services,

1203

01:17:07.466 --> 01:17:11.026

and H-B would not be able to accommodate it, the

1204

01:17:11.106 --> 01:17:15.066

IEP." As a result of this discrimination, we were forced

1205

01:17:15.086 --> 01:17:18.936

to pull our, our son out of APS. Dr. Duran, you always talk about

1206

01:17:18.966 --> 01:17:22.566

inclusion of special needs students and equity. Thank you for doing that.

1207

01:17:22.586 --> 01:17:26.035

But why is H-B turning away students with disabilities?

1208

01:17:26.206 --> 01:17:29.896

H-B's slogan is "A Caring Community." So why does H-B only

1209

01:17:29.946 --> 01:17:32.846

care to admit certain students while rejecting others?

1210

01:17:32.906 --> 01:17:36.586

Why is APS blaming the parents when it turns a student away?

1211

01:17:36.626 --> 01:17:40.556

Why has system- systematic discrimination against students with disabilities

1212

01:17:40.566 --> 01:17:44.336

been allowed for so many years? When is APS going to address this

1213

01:17:44.366 --> 01:17:48.346

problem? Because all I've heard is denials that this is happening

1214

01:17:48.386 --> 01:17:52.086

since my son brought it to light in last year's school board meeting.

1215

01:17:52.146 --> 01:17:54.566

Thank you.

1216

01:17:56.966 --> 01:17:58.966

I will now call the in-person speakers.

1217

01:17:59.086 --> 01:18:02.686

Uh, would the next five speakers please line up by Ms. Mejia?

1218

01:18:02.786 --> 01:18:06.725

Li- Liza Schock, Larry Fishsteller, Liam Hadley,

1219

01:18:06.766 --> 01:18:10.006

Josh Volt, Andrew Kramer. Next speaker, Liza

1220

01:18:10.086 --> 01:18:11.906

Schock.

1221

01:18:15.386 --> 01:18:16.346

Next speaker, Larry

1222

01:18:16.406 --> 01:18:25.245

Fishsteller.

1223

01:18:28.386 --> 01:18:42.926

Good

1224

01:18:42.966 --> 01:18:46.546

evening. Um, I'm here as the

1225

01:18:46.746 --> 01:18:48.726

Chair of the Science Advisory Committee.

1226

01:18:49.346 --> 01:18:52.576

Uh, shortly, you will be providing responses to the reports and

1227

01:18:52.666 --> 01:18:56.466

recommendations presented to you by the academic

1228

01:18:56.526 --> 01:19:00.306

advisory committees. I would like to suggest a

1229

01:19:00.366 --> 01:19:03.846

process for handling those recommendations.

1230

01:19:03.946 --> 01:19:07.646

Uh, this, uh, suggestion comes from the time when I

1231

01:19:07.706 --> 01:19:10.066

was Chair of the Advisory Council on

1232

01:19:10.146 --> 01:19:13.456

Instruction. Advisory committee reports and

1233

01:19:13.526 --> 01:19:17.466

recommendations were reviewed by the school board to determine

1234

01:19:17.486 --> 01:19:20.966

if they raised significant issues and propos-

1235

01:19:21.186 --> 01:19:23.866

proposed reasonable approaches to the

1236

01:19:23.946 --> 01:19:27.886

resolution. If so, the board would then request the

1237

01:19:27.926 --> 01:19:31.886

administration to address the issues and propose a way

1238

01:19:32.006 --> 01:19:35.986

forward. The school board would then decide what to

1239

01:19:36.066 --> 01:19:36.786

do.

1240

01:19:37.926 --> 01:19:40.246

This approach produced real results.

1241

01:19:40.286 --> 01:19:44.166

We made s- substantial progress in closing gaps

1242

01:19:44.586 --> 01:19:47.806

in our students' achievement, academic achievement.

1243

01:19:47.846 --> 01:19:51.286

In those years, the ACI enjoyed a much more robust

1244

01:19:51.346 --> 01:19:54.486

participation from our PTAs and civil

1245

01:19:54.626 --> 01:19:58.506

organizations, including the Arlington chapter of the

1246

01:19:58.666 --> 01:20:00.986

NAACP and-

1247

01:20:01.478 --> 01:20:05.198

... LULAC Council 4606. The

1248

01:20:05.238 --> 01:20:08.238

Science Advisory Committee recognizes that our

1249

01:20:08.278 --> 01:20:11.777

recommendations could benefit from enhanced

1250

01:20:11.858 --> 01:20:15.558

review. We focus our, uh, on our Title I

1251

01:20:15.678 --> 01:20:19.508

schools, but only two of those schools participated in

1252

01:20:19.538 --> 01:20:23.318

the ACT whole review. We believe the

1253

01:20:23.328 --> 01:20:27.318

administration can provide recommendations for a way forward that

1254

01:20:27.398 --> 01:20:31.258

harmonizes what the Science Advisory Committee brought to

1255

01:20:31.298 --> 01:20:35.138

your attention with the priorities APS has

1256

01:20:35.158 --> 01:20:38.478

as a whole, and we suggest that you ask them.

1257

01:20:38.518 --> 01:20:39.878

Thank you.

1258

01:20:39.958 --> 01:20:42.938

Thank you for your comments this evening. Next speaker, please.

1259

01:20:42.978 --> 01:20:44.618

Liam Hadley?

1260

01:20:46.438 --> 01:20:48.818

Liam Hadley. Next speaker, Josh

1261

01:20:48.858 --> 01:21:04.718

Fold.

1262

01:21:08.598 --> 01:21:12.558

Good evening. First, on Langston, I can only hope that this solution in search

1263

01:21:12.598 --> 01:21:16.198

of a problem works out. APS has a trust and

1264

01:21:16.268 --> 01:21:19.958

communication problem with their staff, a surprise to no one.

1265

01:21:19.998 --> 01:21:23.518

Recently, APS told employees that due to network cons- security

1266

01:21:23.578 --> 01:21:27.298

concerns, the only solution was to install an MFA app on their

1267

01:21:27.358 --> 01:21:31.238

personal phone. The email, framed as a mandate, stressed that

1268

01:21:31.278 --> 01:21:34.858

this app was free and that no data would be compromised.

1269

01:21:34.918 --> 01:21:37.358

So why are staff upset, one might ask?

1270

01:21:37.378 --> 01:21:41.078

Well, first, trust. A school system that not four months

1271

01:21:41.158 --> 01:21:44.918

ago posted literally every employee's private information online

1272

01:21:45.358 --> 01:21:48.338

wants us to believe that this time is different.

1273

01:21:48.358 --> 01:21:51.418

The app is probably safe, but when people saying it all have

1274

01:21:51.498 --> 01:21:54.798

APS-issued phones, it just doesn't pass the smell

1275

01:21:54.858 --> 01:21:58.758

test. And second, on communication, APS has

1276

01:21:58.818 --> 01:22:02.758

a security problem, and a district with an eight hundred million dollar

1277

01:22:02.878 --> 01:22:06.838

budget could only think of asking employees to use their personal cell

1278

01:22:06.898 --> 01:22:10.847

phones to solve it? Every staff member in this room could walk up to

1279

01:22:10.898 --> 01:22:14.818

me and say, "See, Josh, it's on my personal phone, too," and

1280

01:22:14.858 --> 01:22:18.678

my response would be, "Well, you have an APS phone and got to

1281

01:22:18.698 --> 01:22:22.387

make that choice." Employees deserve work-life balance and

1282

01:22:22.478 --> 01:22:26.438

shouldn't be made to feel like they have to bear the burden of solving an
APS

1283

01:22:26.458 --> 01:22:30.378

problem. Some might be willing to participate, but they need to be given a

1284

01:22:30.418 --> 01:22:34.038

choice, and in the end, this doesn't actually fix the phishing

1285

01:22:34.118 --> 01:22:37.858

problem. Members of the board, it wasn't until AEA opposed this

1286

01:22:37.898 --> 01:22:41.618

plan and your emails got flooded, did it come out, "No, no, there are

1287

01:22:41.718 --> 01:22:45.178

options, but you won't have to use your phone if you don't want

1288

01:22:45.238 --> 01:22:48.678

to." Preparing for this speech tonight, believing there were no

1289

01:22:48.818 --> 01:22:52.758

options, I bought this forty-dollar generic phone to load the app on

1290

01:22:52.898 --> 01:22:56.638

and present you with the bill. I can now return that device, but

1291

01:22:56.678 --> 01:23:00.318

wish to point out that right here could have been an option.

1292

01:23:00.398 --> 01:23:04.278

Trust and communication must be the forefront of everything we do, and

1293

01:23:04.338 --> 01:23:07.198

that work is not yet finished. Thank you.

1294

01:23:07.838 --> 01:23:10.248

Thank you for your comments this evening. Next speaker, please.

1295

01:23:10.818 --> 01:23:14.618

Before I call out the next speaker, would the next five speakers please line up?

1296

01:23:14.658 --> 01:23:18.258

Deborah Waldron, Belinda Fold, Tia Alfred, Karen

1297

01:23:18.298 --> 01:23:21.698

Edwards, Edith Gravely. Next speaker, Angie

1298

01:23:21.758 --> 01:23:28.238

Kramer.

1299

01:23:38.218 --> 01:23:41.318

Hello, my name is Angie, and this is my fidget,

1300

01:23:42.198 --> 01:23:46.058

and this is the medication that I cannot take for evening meetings, lest I

1301

01:23:46.178 --> 01:23:49.558

stay up all night. My immigrant parents saved

1302

01:23:49.658 --> 01:23:53.158

everything. These are my standardized test scores

1303

01:23:54.138 --> 01:23:57.938

from an... from last century, yes, printed on a dot matrix

1304

01:23:58.018 --> 01:24:01.938

printer. While it is true my scores improved as I became more

1305

01:24:02.038 --> 01:24:05.938

English-proficient, what this document means to my life today

1306

01:24:06.198 --> 01:24:06.618

is

1307

01:24:07.778 --> 01:24:08.098

hmm,

1308

01:24:10.118 --> 01:24:13.138

I could have used a Langston growing up.

1309

01:24:13.638 --> 01:24:17.348
I'm sorry that some think that Langston students don't belong at the

1310
01:24:17.398 --> 01:24:20.977
Career Center. The Langston students are not less than.

1311
01:24:21.018 --> 01:24:24.318
In fact, I believe the opposite. They are amazing, and I am

1312
01:24:24.538 --> 01:24:28.518
always in awe in how they step up despite a system that creates

1313
01:24:28.578 --> 01:24:31.978
interventions and accommodations rather than fully centering

1314
01:24:32.038 --> 01:24:35.998
them in the curriculum. I'm sorry that APS

1315
01:24:36.038 --> 01:24:39.998
expects these students to be resilient as they make consequential
decisions on

1316
01:24:40.038 --> 01:24:43.598
their behalf. But to be fair, marginalized communities

1317
01:24:43.978 --> 01:24:46.978
have historically borne the brunt of true systemic

1318
01:24:47.118 --> 01:24:50.818
change. It is- it's a system that needs to

1319
01:24:50.878 --> 01:24:53.758
catch up, not them, for they have a

1320
01:24:53.778 --> 01:24:57.058
predecessor. His name was Raymond Williams.

1321
01:24:57.838 --> 01:25:00.678
I found a remarkable document at Central Library.

1322
01:25:01.238 --> 01:25:04.058

While the Stratford Four desegregated the system in

1323

01:25:04.078 --> 01:25:07.998

1959, and I do not wanna take anything away from

1324

01:25:08.078 --> 01:25:11.578

them, the first Black student who may have entered

1325

01:25:11.638 --> 01:25:15.598

APS before them was disabled, a six-year-old

1326

01:25:15.638 --> 01:25:19.538

child in 1953, before Brown versus

1327

01:25:19.658 --> 01:25:23.398

Board of Education. Happy Black History Month.

1328

01:25:26.478 --> 01:25:28.938

Thank you for your comments. Next speaker, please.

1329

01:25:28.978 --> 01:25:29.338

Deborah

1330

01:25:29.378 --> 01:25:34.758

Waldron?

1331

01:25:44.138 --> 01:25:47.338

I'm gonna channel my inner Josh Fold tonight, four vignettes in two

1332

01:25:47.418 --> 01:25:51.038

minutes. First, envision this: I get to work, I go in the back

1333

01:25:51.118 --> 01:25:54.798

office, I take my coat off, I stow my stuff, I grab my computer, I grab my

1334

01:25:54.838 --> 01:25:58.738

stuff. I go into the classroom, I sit down at my desk, I pull out my phone, I get

1335

01:25:58.758 --> 01:26:02.428

my six-digit code, and I log into the machine. I start to work.

1336

01:26:02.478 --> 01:26:04.708

A student shows up, "Hey, Deborah, I need some help.

1337

01:26:04.738 --> 01:26:08.568

Can you help me?" "Absolutely," and I carefully put my phone on my desk and go and

1338

01:26:08.618 --> 01:26:12.458

help them. Except later, inadvertently, a different student bumps into my

1339

01:26:12.478 --> 01:26:15.398

desk, and my phone falls to the floor and shatters.

1340

01:26:15.408 --> 01:26:17.998

And what I wanna know is, who's gonna pay to fix it?

1341

01:26:18.018 --> 01:26:21.838

Because the only reason my phone is sitting out on my desk is because it's

1342

01:26:21.858 --> 01:26:23.558

required for my job now.

1343

01:26:23.714 --> 01:26:27.134

... And no, I cannot leave it in the back room because I teach in three different

1344

01:26:27.174 --> 01:26:30.984

rooms, and I may need it later to log into my machine in another

1345

01:26:31.094 --> 01:26:34.654

place. Two, I have a buddy who recently applied to

1346

01:26:35.194 --> 01:26:37.814

be a sub in both Fairfax County and APS.

1347

01:26:37.834 --> 01:26:41.173

And at Fairfax County, from application to onboarding, ten

1348

01:26:41.234 --> 01:26:45.194
days. In APS, six weeks. Three, I have

1349
01:26:45.234 --> 01:26:49.194
another friend who's applied to work in DC public schools, and they
applied, and

1350
01:26:49.234 --> 01:26:52.774
from application to change of status to approved to be

1351
01:26:52.794 --> 01:26:56.434
hired, twenty-four hours. First interview, twenty-four hours

1352
01:26:56.514 --> 01:27:00.154
later. And it dawns on me, our problem in APS is not

1353
01:27:00.494 --> 01:27:04.274
that there aren't qualified teachers to be hired, it's that by the time
we have

1354
01:27:04.284 --> 01:27:07.904
processed their information, they've already been hired.

1355
01:27:07.914 --> 01:27:11.394
And if we want to fix the problem, we need to be more efficient in

1356
01:27:11.594 --> 01:27:15.034
HR in getting people from application to approved to be

1357
01:27:15.134 --> 01:27:19.034
hired. Four, I am super excited to hear that the class size report

1358
01:27:19.054 --> 01:27:22.794
is gonna be released on Tuesday, and I am hopeful that it's going to show
a

1359
01:27:22.804 --> 01:27:25.524
reducement in elementary class sizes.

1360
01:27:25.534 --> 01:27:29.124
And five, bonus, because I'm fast, I am concerned

1361

01:27:30.834 --> 01:27:34.774

that the ADA compliance o- uh, entrance to Yorktown High School in a

1362

01:27:34.834 --> 01:27:38.374

district that values equity, has allowed to have been broken for multiple

1363

01:27:38.474 --> 01:27:41.114

months. Thank you.

1364

01:27:41.174 --> 01:27:43.834

Thank you for your comments this evening. Next speaker, please.

1365

01:27:43.954 --> 01:27:44.334

Belinda

1366

01:27:44.414 --> 01:27:48.114

Folb.

1367

01:27:52.654 --> 01:27:56.254

Hello, my name is Belinda Folb, and I speak to you today as a member of the Hoffman

1368

01:27:56.314 --> 01:28:00.254

Boston family. Since it is Black History Month, I'd like to share the history of

1369

01:28:00.274 --> 01:28:03.614

our school, and that's found on our we- that is found on our website.

1370

01:28:03.654 --> 01:28:07.514

Hoffman Boston School was built in 1916 by Noble Thomas, the

1371

01:28:07.554 --> 01:28:11.374

first African American to construct a public building in Virginia.

1372

01:28:11.394 --> 01:28:15.384

Originally known as the Jefferson School, it was later renamed Hoffman Boston after

1373

01:28:15.434 --> 01:28:19.034

Edward C. Hoffman, the school's firs- first principal, and Ella

1374

01:28:19.114 --> 01:28:22.934

Boston, principal of Kemper Elementary School, which was another school

1375

01:28:22.994 --> 01:28:26.214

serving, serving Arlington, Arlington's Black community.

1376

01:28:26.234 --> 01:28:29.914

In its ear- early years, the school educated students from grade one t-
through

1377

01:28:29.934 --> 01:28:30.494

grade eight.

1378

01:28:31.474 --> 01:28:34.503

In 1930, Arlington County, in response to an increasing

1379

01:28:34.574 --> 01:28:38.434

population, opened up its first high school, but its enrollment was

1380

01:28:38.494 --> 01:28:42.274

limited to white children only. African American students had no such

1381

01:28:42.334 --> 01:28:46.204

opportunities until years later, when in 1942, a group of

1382

01:28:46.214 --> 01:28:50.194

high school seniors became the first graduating class at Hoffman Boston.

1383

01:28:50.574 --> 01:28:54.094

In 1956, Arlington School Board decided that the county would

1384

01:28:54.134 --> 01:28:56.774

comply with the ruling to integrate schools.

1385

01:28:56.854 --> 01:29:00.264

As a result, the school board later decided to close Hoffman Boston High

1386

01:29:00.374 --> 01:29:03.974

School, as many of its students and teachers were transferred to area

1387

01:29:04.054 --> 01:29:07.274
schools, such as Yorktown and Wakefield.

1388

01:29:07.314 --> 01:29:10.294
Hoffman Boston has served as a middle and high school.

1389

01:29:10.334 --> 01:29:13.794
Our building today is the only elementary school with an auditorium and

1390

01:29:13.914 --> 01:29:17.864
full-size lockers. We still have some staff and family members and

1391

01:29:17.934 --> 01:29:21.714
dear friends that attended it, but Hoffman Boston needs your help.

1392

01:29:21.754 --> 01:29:24.974
Our building needs a new HVAC unit and a few other repairs.

1393

01:29:24.994 --> 01:29:28.034
Though a little costly, preserving a piece of history is worth it.

1394

01:29:30.134 --> 01:29:34.074
Thank you for your comments this evening. Next speaker, please.

1395

01:29:34.134 --> 01:29:36.754
Tia Alfred.

1396

01:29:43.654 --> 01:29:47.534
Good evening. I'm Tia Alfred, and I'm here tonight for one reason:

1397

01:29:47.574 --> 01:29:51.294
because every student counts. In 2018, I stood

1398

01:29:51.334 --> 01:29:55.204
before the board, and yet here I stand again in 2026, eight

1399

01:29:55.234 --> 01:29:58.444
years later, because we are hearing language like, "Those

1400

01:29:58.554 --> 01:30:01.994

students," "Our building," and even suggestions of separate

1401

01:30:02.114 --> 01:30:05.734

entrances. That should alarm every one of us.

1402

01:30:05.794 --> 01:30:08.274

Langston holds historic significance.

1403

01:30:08.314 --> 01:30:11.163

It was the school that helped integrate APS in February

1404

01:30:11.234 --> 01:30:15.134

1959. Families fought for access, dignity, and

1405

01:30:15.434 --> 01:30:18.134

equal opportunity within these walls.

1406

01:30:18.174 --> 01:30:22.054

Placing Langston within the new career center does not dismantle

1407

01:30:22.174 --> 01:30:26.054

its model, it strengthens it. What it will expand

1408

01:30:26.094 --> 01:30:29.994

is opportunity, access to high-demand CTE,

1409

01:30:30.054 --> 01:30:32.934

broader electives, modern labs, and real career

1410

01:30:33.034 --> 01:30:36.654

preparation. We cannot celebrate integration in our

1411

01:30:36.694 --> 01:30:39.814

history while tolerating exclusion in our

1412

01:30:39.834 --> 01:30:43.154

present. Exposure to diverse learning models

1413

01:30:43.374 --> 01:30:46.154

strengthens culture, it doesn't weaken it.

1414

01:30:46.214 --> 01:30:49.894

Public schools are designed to serve all students, not

1415

01:30:49.934 --> 01:30:53.394

preserve comfort for some. We integrated buildings

1416

01:30:53.654 --> 01:30:57.214

decades ago, now we must integrate our thinking.

1417

01:30:57.274 --> 01:31:00.954

We already share programs successfully in APS with

1418

01:31:00.974 --> 01:31:04.454

HB and Shriver programs operating under one

1419

01:31:04.554 --> 01:31:07.734

roof, with in- with distinct identities and shared

1420

01:31:07.794 --> 01:31:11.774

resources, so it can be done in the new Hopper building as well.

1421

01:31:11.794 --> 01:31:15.774

History matters because it teaches us what exclusion sounds like

1422

01:31:15.814 --> 01:31:18.724

and how quickly it can normalize itself.

1423

01:31:18.754 --> 01:31:22.234

When any adult suggests separation, we should

1424

01:31:22.254 --> 01:31:26.023

pause. Public education exists to bring students

1425

01:31:26.074 --> 01:31:29.674

together, not carve out space for some and

1426

01:31:29.774 --> 01:31:33.724

limit others. Equity means that every student who walks into

1427

01:31:33.724 --> 01:31:36.704

a building feels fully entitled to be there.

1428

01:31:36.734 --> 01:31:40.144

Belonging means there are no qualifiers and is not

1429

01:31:40.194 --> 01:31:43.934

negotiable, not in this district, not in 2026.

1430

01:31:43.974 --> 01:31:47.874

APS cannot claim to be progressive if they continue with this

1431

01:31:47.934 --> 01:31:50.434

narrative. History is watching.

1432

01:31:50.474 --> 01:31:53.154

Thank you for your comments. Next speaker, please.

1433

01:31:53.194 --> 01:31:53.554

Karen

1434

01:31:53.674 --> 01:31:57.574

Edwards?

1435

01:31:59.874 --> 01:32:03.494

Good evening. I am a teacher at Kenmore Middle School, a

1436

01:32:03.554 --> 01:32:06.674

special education teacher, and I'm also working

1437

01:32:06.854 --> 01:32:10.714

on my PhD in disability policy. I am

1438

01:32:10.774 --> 01:32:14.214

here to talk about, um, some areas where

1439

01:32:14.594 --> 01:32:18.254

I feel that we are not meeting the standards, um,

1440

01:32:18.494 --> 01:32:21.894

and the guarantee provided by the individual

1441
01:32:22.474 --> 01:32:25.014
pe- uh, Individuals with Disability Act.

1442
01:32:25.034 --> 01:32:28.584
Uh, first of all, um, I concur with the

1443
01:32:28.714 --> 01:32:32.574
speakers who came before me about the need to

1444
01:32:32.634 --> 01:32:36.494
expand our, um, access to

1445
01:32:37.154 --> 01:32:40.874
CTE for our students who are seeking alternative education.

1446
01:32:40.994 --> 01:32:44.374
I also want to bring to attention,

1447
01:32:44.474 --> 01:32:45.174
um-

1448
01:32:45.278 --> 01:32:48.538
... that students who do not pass the WIDA

1449
01:32:48.838 --> 01:32:52.258
test are not able to

1450
01:32:52.878 --> 01:32:56.578
enjoy the opportunities at our career

1451
01:32:56.678 --> 01:33:00.598
center. At this time, um, when I do transition

1452
01:33:00.678 --> 01:33:04.598
IEPs for my eighth graders, I teach special education and

1453
01:33:04.718 --> 01:33:08.698
English as a second language. Uh, those students who have not passed

1454
01:33:08.718 --> 01:33:12.138

the WIDA test are told that they do not have access

1455

01:33:12.218 --> 01:33:15.178
to the career center in the future

1456

01:33:15.618 --> 01:33:19.218
because they, um, require additional reading

1457

01:33:19.278 --> 01:33:22.698
classes, and that support is not offered at the career center.

1458

01:33:22.708 --> 01:33:26.158
And they will not be able to be transported to

1459

01:33:26.198 --> 01:33:30.098
receive that, those opportunities because they need to

1460

01:33:30.158 --> 01:33:33.838
take English as a second language reading classes until they pass the
WIDA

1461

01:33:33.938 --> 01:33:37.238
test. Unfortunately, for my students who also have

1462

01:33:37.278 --> 01:33:40.598
disabilities, they may never pass the WIDA

1463

01:33:40.718 --> 01:33:44.298
test. And so those students, um, leave

1464

01:33:44.718 --> 01:33:48.558
Kenmore excited for the opportunities at the career center, which

1465

01:33:48.598 --> 01:33:52.278
are very visible, and they go on a tour of the

1466

01:33:52.358 --> 01:33:55.698
caree- a career center, see the cosmetology

1467

01:33:55.798 --> 01:33:59.338
opportunities, forestry opportunities, car mechanics

1468

01:33:59.398 --> 01:34:03.048

opportunities. They come back excited, and then they were told that

1469

01:34:03.078 --> 01:34:06.838

because of their, um, English as a second language status, they are

1470

01:34:06.938 --> 01:34:08.858

not eligible.

1471

01:34:08.938 --> 01:34:11.638

Thank you. If you have additional comments to share, please do send them to us in

1472

01:34:11.658 --> 01:34:13.558

writing. Next speaker, please.

1473

01:34:13.638 --> 01:34:14.928

And the last speaker, Edith

1474

01:34:15.038 --> 01:34:18.438

Gravely.

1475

01:34:23.368 --> 01:34:27.298

Good evening. My name is Edith Gravely,

1476

01:34:27.318 --> 01:34:31.078

and I'm here tonight to voice my concerns about

1477

01:34:31.478 --> 01:34:35.438

the issue of the, um, Langston School

1478

01:34:36.038 --> 01:34:39.948

and our students there, um, wanting to transfer to...

1479

01:34:39.958 --> 01:34:43.798

Not to transfer, but to attend, um, the career

1480

01:34:43.898 --> 01:34:47.328

center school. One of the things that, uh,

1481

01:34:48.178 --> 01:34:51.888
concerned me about some of the notices

1482

01:34:52.078 --> 01:34:56.018
I've heard, the announcements, the speakers, they

1483

01:34:56.058 --> 01:34:59.598
refer to it as our school. All of Arlington

1484

01:34:59.758 --> 01:35:02.998
schools belong to us. Every citizen who

1485

01:35:03.058 --> 01:35:06.158
pays, uh, property taxes, pays

1486

01:35:06.218 --> 01:35:09.338
taxes. We have an opportunity, we should have an

1487

01:35:09.398 --> 01:35:13.318
opportunity to attend the school of our choice.

1488

01:35:13.398 --> 01:35:15.318
Imagine going to a school

1489

01:35:16.178 --> 01:35:19.558
in a community center, which is a public school.

1490

01:35:19.638 --> 01:35:23.338
Uh, imagine what it feels like when all of your other classmates, your
classmates,

1491

01:35:23.378 --> 01:35:27.158
your friends, your family, they go to a regular

1492

01:35:27.238 --> 01:35:30.718
school, if you will, but we go to a community

1493

01:35:30.858 --> 01:35:34.678
center. And one of the reasons, too, I would

1494

01:35:34.758 --> 01:35:38.498
hope that you guys would vote to,

1495
01:35:38.618 --> 01:35:42.458
um, have the Langston community,

1496
01:35:42.618 --> 01:35:46.438
Langston, um, School, be

1497
01:35:46.518 --> 01:35:49.018
able to transfer to, um,

1498
01:35:50.558 --> 01:35:54.438
the Grace Hopper School Career Center, as I know it.

1499
01:35:54.458 --> 01:35:58.258
Because, uh, one thing, it, it interferes with community

1500
01:35:58.358 --> 01:36:02.158
citizens, um, senior citizens in the neighborhood, because we no

1501
01:36:02.258 --> 01:36:05.798
longer can go to the center at nine o'clock in the morning to

1502
01:36:05.898 --> 01:36:09.098
exercise because that facility is being used by the

1503
01:36:09.158 --> 01:36:13.078
school. So we have to wait until three thirty or after they go

1504
01:36:13.138 --> 01:36:16.778
or go to another facility. So one of the things I'd like to say

1505
01:36:16.858 --> 01:36:20.578
to our students, um, public education is a

1506
01:36:20.618 --> 01:36:24.478
responsibility that we share, not a

1507
01:36:24.498 --> 01:36:28.098
privilege we reserve. Thank you.

1508

01:36:28.158 --> 01:36:31.518

Thank you for your comments this evening.

1509

01:36:32.798 --> 01:36:36.498

And thank you to all of our speakers for your comments and for coming with

1510

01:36:36.538 --> 01:36:40.158

us, uh, coming to us this evening. We appreciate that you took the time to join us

1511

01:36:40.598 --> 01:36:42.688

and share your perspectives with us.

1512

01:36:42.718 --> 01:36:46.208

We will work with the superintendent to coordinate any necessary follow-up to these

1513

01:36:46.218 --> 01:36:48.898

questions and concerns over the coming week.

1514

01:36:48.938 --> 01:36:52.698

The sign up to speak form for the March twelfth school board meeting will be posted

1515

01:36:52.738 --> 01:36:55.548

between March sixth and March eleventh at four PM.

1516

01:36:56.518 --> 01:36:59.408

Before we move on to our next agenda item, the board will take a five-minute

1517

01:36:59.498 --> 01:37:02.258

recess. We will reconvene at eight forty-three.

1518

01:37:02.277 --> 01:37:02.458

Thank

1519

01:37:02.518 --> 01:44:43.478

you.Okay,

1520

01:44:43.508 --> 01:44:47.368

we are now at, uh, monitoring items, and tonight we have two

1521

01:44:47.408 --> 01:44:51.388

monitoring items. The first is the FY twenty-six mid-year fiscal

1522

01:44:51.508 --> 01:44:54.748

monitoring report. Dr. Duran, will you please introduce the staff who will present

1523

01:44:54.768 --> 01:44:55.628

this item?

1524

01:44:55.688 --> 01:44:58.908

Yes. Mr. Hawkins, our business officer, will be presenting this mid-year fiscal

1525

01:44:58.988 --> 01:45:02.208

status report, uh, and also our CIP quarterly report.

1526

01:45:02.228 --> 01:45:03.708

I'll turn it over to Mr. Hawkins.

1527

01:45:07.138 --> 01:45:11.078

Good evening. I'm here tonight to discuss the mid-year review for

1528

01:45:11.138 --> 01:45:12.558

fiscal year '26.

1529

01:45:13.978 --> 01:45:17.918

And the goals for this report are to measure the financial progress,

1530

01:45:17.998 --> 01:45:21.018

ensure the current year's budget accurately reflects the spending

1531

01:45:21.117 --> 01:45:24.858

plan, and finally, to determine if any adjustments to the current

1532

01:45:24.938 --> 01:45:26.758

year's budget are necessary.

1533

01:45:27.598 --> 01:45:31.478

So let's begin with the school operating fund, which is the primary school

1534

01:45:31.518 --> 01:45:34.558

division fund. We're projecting to

1535

01:45:34.598 --> 01:45:38.138

spend \$12.3 million less than

1536

01:45:38.178 --> 01:45:41.578

adopted in the FY '26 adopt, uh, um, operating

1537

01:45:41.678 --> 01:45:45.038

fund. That's approximately 1.6%.

1538

01:45:45.098 --> 01:45:48.678

You can see from the slide that we are projecting minimal savings in

1539

01:45:48.758 --> 01:45:51.998

salary, wages, and, and benefits categories.

1540

01:45:52.038 --> 01:45:54.958

This is commonly referred to as lapse and turnover,

1541

01:45:55.038 --> 01:45:58.978

primarily due to the increased staffing success of, of

1542

01:45:59.038 --> 01:46:01.918

human resources under the direction of Brian Stockton and Corey

1543

01:46:01.978 --> 01:46:05.858

Dodgen. The operations section is all

1544

01:46:05.898 --> 01:46:08.758

areas in the budget that are not salary, wages, or

1545

01:46:08.858 --> 01:46:12.658

benefits, totaling a projected reduction in planned

1546

01:46:12.778 --> 01:46:16.658
spending of \$11.3 million. In the

1547

01:46:16.718 --> 01:46:19.838
revenue section, you'll see a reduction in the county transfer

1548

01:46:20.658 --> 01:46:24.058
of, of \$3 million. This is about a half a percent

1549

01:46:24.698 --> 01:46:28.418
based on projected tax collections as reported by the county

1550

01:46:28.498 --> 01:46:32.418
financial officer. Also, you'll note a projected reduction

1551

01:46:32.438 --> 01:46:36.258
in federal revenue of approximately 1.5 million, primarily

1552

01:46:36.298 --> 01:46:39.698
due to Medicare rules for reimbursement request.

1553

01:46:39.758 --> 01:46:41.918
This is not due to any grant award

1554

01:46:42.898 --> 01:46:46.538
review or denials as a result of APS being placed on

1555

01:46:46.598 --> 01:46:49.858
high-risk status by the federal government, in which litigation is
currently

1556

01:46:49.938 --> 01:46:53.438
ongoing. Together, we are projecting an FY

1557

01:46:53.458 --> 01:46:56.798
'26 closeout of approximately \$10.6

1558

01:46:57.458 --> 01:47:01.358
million. Now, we'll continue to the other school

1559

01:47:01.438 --> 01:47:05.138

board funds, the Community Activities Fund, the MCMM

1560

01:47:05.178 --> 01:47:07.018

Fund, and the Bond Construction Fund.

1561

01:47:07.038 --> 01:47:09.478

The Community Activities Fund, which encompasses

1562

01:47:10.418 --> 01:47:13.218

varied number of programs offered by APS,

1563

01:47:14.558 --> 01:47:18.387

such as aquatics and humanities programs, the planetarium, and

1564

01:47:18.438 --> 01:47:20.498

various community center programs.

1565

01:47:20.558 --> 01:47:24.518

We're projecting a year-end closeout of approximately 1.8

1566

01:47:24.578 --> 01:47:26.398

million, representing a combination

1567

01:47:27.258 --> 01:47:30.998

of less projected expenditures and more than projected local

1568

01:47:31.158 --> 01:47:32.878

operating fund revenue.

1569

01:47:34.318 --> 01:47:38.178

The MCMM Fund, or Major... Minor Construction, Major Maintenance

1570

01:47:38.278 --> 01:47:41.378

Fund, is projecting less than expendit-

1571

01:47:41.618 --> 01:47:44.258

anticipated expenditure, totaling \$6.9

1572

01:47:44.298 --> 01:47:48.278

million. There could be various reasons for this projected reduction in

1573

01:47:48.318 --> 01:47:51.918
spending due to various project timelines or other

1574

01:47:52.018 --> 01:47:52.678
issues.

1575

01:47:53.898 --> 01:47:55.978
Finally, we show the Bond Construction Fund,

1576

01:47:56.858 --> 01:48:00.498
showing an approximately 23.8 million in spending

1577

01:48:00.578 --> 01:48:04.078
above the adopted budget. This is due to the county not selling

1578

01:48:04.138 --> 01:48:07.678
authorized, um, bonds last May, May

1579

01:48:07.878 --> 01:48:11.258
2025. The bonds are scheduled to be sold this May

1580

01:48:11.858 --> 01:48:15.558
by the county, and when this occurs, these bond

1581

01:48:15.598 --> 01:48:18.678
funds will be used to mitigate the shortfall.

1582

01:48:18.738 --> 01:48:22.158
APS financial staff have been in partnership with the county financial

1583

01:48:22.238 --> 01:48:25.978
staff, and this action was planned to mitigate bond

1584

01:48:26.298 --> 01:48:30.058
debt service cost in FY '26 and future

1585

01:48:30.158 --> 01:48:30.818
budgets.

1586

01:48:32.438 --> 01:48:36.038

So the final slide just shows a summary of, of all the funds that we've

1587

01:48:36.078 --> 01:48:39.958

discussed tonight. So... Well, I've discussed tonight.

1588

01:48:39.978 --> 01:48:42.278

Are there any questions, concerns, comments at this

1589

01:48:42.318 --> 01:48:44.778

time?

1590

01:48:48.018 --> 01:48:49.558

Thank you. I just have a question, Mr.

1591

01:48:49.598 --> 01:48:52.338

Hawkins, um, on the operating

1592

01:48:52.638 --> 01:48:53.718

funds.

1593

01:48:53.758 --> 01:48:53.838

Yeah.

1594

01:48:53.858 --> 01:48:57.798

The 11.3 million, um, can you

1595

01:48:57.858 --> 01:48:59.198

give us a little on what

1596

01:49:00.738 --> 01:49:04.258

resulted in that amount?

1597

01:49:06.698 --> 01:49:06.878

So

1598

01:49:08.518 --> 01:49:12.098

please go back to slide number four, if you can p- pull that back up.

1599

01:49:12.138 --> 01:49:15.458

Slide four is talking about the 11.3.

1600

01:49:15.518 --> 01:49:19.238

Approximately half of that amount of money, or a little more than half of it, \$6.7

1601

01:49:19.258 --> 01:49:23.178

million of that, is reduced, um, uh, debt service costs this

1602

01:49:23.278 --> 01:49:26.738

year. That's, uh, one of the primary things about it, because we

1603

01:49:26.838 --> 01:49:30.378

are-- we didn't borrow any money last May, and this is the

1604

01:49:30.438 --> 01:49:33.258

reason... This is gonna fall out this year.

1605

01:49:33.298 --> 01:49:36.658

So m- uh, h- over half of that money is, um,

1606

01:49:37.398 --> 01:49:41.118

it's debt service bond payments that we won't have to make this year, that we had

1607

01:49:41.158 --> 01:49:44.398

projected that we were going to make at the time that the budget was

1608

01:49:44.458 --> 01:49:47.367

adopted. The rest of it is just, uh,

1609

01:49:48.138 --> 01:49:52.118

various items throughout the budget for materials and supplies, purchase services

1610

01:49:52.158 --> 01:49:55.098

at the schools and other departments throughout, throughout

1611

01:49:55.158 --> 01:49:56.248

APS.

1612

01:49:56.338 --> 01:50:00.218

Okay, thanks. And the, the lapse in turnover amount is a net of, like, what?

1613

01:50:00.278 --> 01:50:01.218

One, one million?

1614

01:50:01.278 --> 01:50:02.378

Yeah, approximately one million.

1615

01:50:02.418 --> 01:50:06.318

And so is that the amount that we would, um, per

1616

01:50:06.328 --> 01:50:09.078

policy, put into the compensation reserve?

1617

01:50:09.138 --> 01:50:10.678

Yes.

1618

01:50:10.718 --> 01:50:11.848

Like, next to something.

1619

01:50:11.898 --> 01:50:14.218

Right. Yeah.

1620

01:50:14.318 --> 01:50:18.078

Um, thank you. I just wanted to, um...

1621

01:50:18.138 --> 01:50:20.968

I think that I underst- I think I understand, but I'm just making sure.

1622

01:50:21.058 --> 01:50:25.048

Um, the 10.6 million projection, um, uh,

1623

01:50:25.178 --> 01:50:27.458

is as of December 31st,

1624

01:50:27.518 --> 01:50:29.238

correct?

1625

01:50:29.298 --> 01:50:29.768

No, this is-

1626

01:50:29.768 --> 01:50:29.768

The f-

1627

01:50:29.768 --> 01:50:31.958

... what we projected will be on June the 30th of this year.

1628

01:50:31.998 --> 01:50:33.818

Right, but, I mean, you, you are project-

1629

01:50:33.858 --> 01:50:34.458

Oh, yes.

1630

01:50:34.498 --> 01:50:35.278

Your projection-

1631

01:50:35.298 --> 01:50:35.408

We, mm-hmm

1632

01:50:35.878 --> 01:50:38.418

... came from the thirty- December 31st numbers, right?

1633

01:50:38.478 --> 01:50:38.838

Right.

1634

01:50:38.848 --> 01:50:42.718

And do you expect that that will remain fairly stable?

1635

01:50:42.798 --> 01:50:43.598

Yes, I do.

1636

01:50:43.658 --> 01:50:46.938

Okay. Um, and, um,

1637

01:50:47.858 --> 01:50:50.968

also, just to confirm, I understand that we are, um,

1638

01:50:52.178 --> 01:50:55.568

that we have coordinated with the county regarding the bond sales.

1639

01:50:55.658 --> 01:50:59.518
Um, when you say they are, um, they do intend to sell the bonds

1640
01:50:59.558 --> 01:51:03.338
in May, am I correct that that is essentially, um, a

1641
01:51:03.498 --> 01:51:07.406
full year behind what we..... typically have done in past

1642
01:51:07.446 --> 01:51:07.906
years?

1643
01:51:08.326 --> 01:51:12.286
Yes, ma'am, that's exactly true. And so what we're doing is, uh,

1644
01:51:12.366 --> 01:51:16.006
the county wanted to use up all the, a lot of the cash reserves that they

1645
01:51:16.066 --> 01:51:18.206
had, and they have put in

1646
01:51:19.206 --> 01:51:23.186
language within the bond so that they can pay themselves back

1647
01:51:23.406 --> 01:51:27.366
after the bonds were sold. This is a, a better way of

1648
01:51:27.466 --> 01:51:31.286
using our bond funds so that we don't have such-- It's a way of leveling

1649
01:51:31.346 --> 01:51:35.326
out our bond debt cost, uh, in future years, and not having such

1650
01:51:35.406 --> 01:51:38.946
severe, um, ups, uh, increases in that fund, and

1651
01:51:39.026 --> 01:51:40.406
affecting, affecting the budget.

1652
01:51:40.466 --> 01:51:43.206
So we have found that effective, and the county has found that effective?

1653

01:51:43.266 --> 01:51:45.216

Yes, we've been working hand in hand with this.

1654

01:51:45.226 --> 01:51:48.486

Right. Okay. Okay, great. Any other questions?

1655

01:51:50.306 --> 01:51:52.286

Uh, well, then, thank you, Mr. Hawkins, for-

1656

01:51:52.306 --> 01:51:52.586

Thank you

1657

01:51:52.686 --> 01:51:55.946

... preparing and presenting, uh, the FY twenty-six mid-year fiscal monitoring

1658

01:51:56.006 --> 01:51:59.866

report. We appreciate, uh, you and your staff's commitment,

1659

01:51:59.966 --> 01:52:03.956

um, to financial transparency, and, um, appreciate you coming and

1660

01:52:03.966 --> 01:52:05.316

doing this report every quarter.

1661

01:52:06.726 --> 01:52:09.916

Uh, the second monitoring item is the,

1662

01:52:11.426 --> 01:52:14.846

um, consulting contracts audit report and safety and emergency

1663

01:52:14.906 --> 01:52:18.366

preparedness audit reports. The school board has

1664

01:52:18.406 --> 01:52:21.856

received these two audit reports from our internal auditor, Alice

1665

01:52:21.906 --> 01:52:25.416

Montfinny. Unfortunately, Ms. Montfinny is unable to join us this

1666

01:52:25.486 --> 01:52:27.776
evening, uh, due to medical reasons.

1667

01:52:27.826 --> 01:52:31.546
We are thinking of her and wish her a smooth and speedy recovery.

1668

01:52:31.646 --> 01:52:34.686
Uh, in her absence, I will present-- I will provide the

1669

01:52:34.706 --> 01:52:38.386
presentation on the audit reports that we have received,

1670

01:52:38.486 --> 01:52:41.926
um, and staff will be available to respond to questions from board

1671

01:52:41.946 --> 01:52:45.206
members. I'm gonna begin this evening with the consulting

1672

01:52:45.726 --> 01:52:49.666
contracts audit, um, followed by the safety and emergency preparedness

1673

01:52:49.706 --> 01:52:51.546
audit.

1674

01:52:53.266 --> 01:52:57.226
So the presentation of the, um, consulting contract audit

1675

01:52:57.266 --> 01:53:00.386
is in keeping with the twenty-five, twenty-six annual audit

1676

01:53:00.426 --> 01:53:04.016
plan. Um, we conducted this audit as a reflection of our

1677

01:53:04.086 --> 01:53:07.686
commitment to responsible stewardship of public funds.

1678

01:53:07.726 --> 01:53:11.266
APS uses consulting contracts to access specialized

1679

01:53:11.466 --> 01:53:14.755

expertise, accelerate complex initiatives, and

1680

01:53:14.806 --> 01:53:17.986

maintain operational continuity.

1681

01:53:17.996 --> 01:53:21.676

The audit ensures that our governance structures evolve alongside that

1682

01:53:21.706 --> 01:53:25.326

work. Can we go back to the slides, please?

1683

01:53:25.346 --> 01:53:27.986

Thank you.

1684

01:53:29.886 --> 01:53:33.786

So this audit reviewed two major active

1685

01:53:33.846 --> 01:53:37.666

contracts, Sierra Cedar for the Oracle upgrade and

1686

01:53:37.726 --> 01:53:41.646

USI for the healthcare RFP, as well as closed contracts

1687

01:53:41.746 --> 01:53:45.406

across departments. The audit also evaluated

1688

01:53:45.726 --> 01:53:48.746

business continuity risks and succession planning

1689

01:53:48.826 --> 01:53:52.706

practices. Um, I wanna highlight that

1690

01:53:52.746 --> 01:53:56.346

business process owners were cooperative and transparent through the

1691

01:53:56.426 --> 01:54:00.266

audit. All consulting agreements were successfully located,

1692

01:54:00.346 --> 01:54:02.736

either within departments...

1693

01:54:03.666 --> 01:54:06.006
Sorry, next slide.

1694

01:54:07.166 --> 01:54:08.366
No.

1695

01:54:10.046 --> 01:54:11.806
Within departments.

1696

01:54:12.346 --> 01:54:16.166
Um, it's mixed up, sorry. Um,

1697

01:54:16.266 --> 01:54:19.886
uh, or procurement, um, and so we,

1698

01:54:19.986 --> 01:54:23.836
uh, uh, Alice notes that this speaks to strong foundational record-keeping

1699

01:54:23.886 --> 01:54:27.386
practices. Um, the areas identified for improvement

1700

01:54:27.486 --> 01:54:31.096
are structural enhancements, not breakdowns in integrity or

1701

01:54:31.206 --> 01:54:33.206
cooperation.

1702

01:54:34.526 --> 01:54:36.266
In terms of key findings,

1703

01:54:38.206 --> 01:54:41.716
the audit found that APS does not currently have formal

1704

01:54:41.946 --> 01:54:44.286
centralized policies governing consultant

1705

01:54:44.366 --> 01:54:47.956
engagement. Additionally, there are no standardized

1706

01:54:48.086 --> 01:54:51.506
operating procedures requiring documentation of

1707

01:54:51.546 --> 01:54:55.355
deliverable, of, of deliverables and

1708

01:54:55.406 --> 01:54:59.266
deliverable monitoring. However, it is important to underscore that
contracts

1709

01:54:59.286 --> 01:55:01.846
were retrievable and departments were responsive.

1710

01:55:03.686 --> 01:55:07.246
The gap here is not in effort or professionalism, it is in

1711

01:55:07.366 --> 01:55:10.806
formalization and standardization.

1712

01:55:10.866 --> 01:55:14.786
So, uh, the opportunity before us is to move from functional practice

1713

01:55:14.826 --> 01:55:16.266
to codified best

1714

01:55:16.286 --> 01:55:19.246
practice.

1715

01:55:21.806 --> 01:55:25.786
The audit identified instances in which project manager designation

1716

01:55:25.825 --> 01:55:29.246
was unclear and where departments relied on procurement to maintain

1717

01:55:29.346 --> 01:55:33.196
contracts. Additionally, finance leverages retirees and

1718

01:55:33.346 --> 01:55:37.296
former employees to maintain continuity, and desi- design and

1719

01:55:37.306 --> 01:55:39.866

construction department uses an embedded consultant

1720

01:55:39.946 --> 01:55:43.596

model. Um, it's critical to frame these appropriately.

1721

01:55:43.646 --> 01:55:47.636

These practices have allowed APS to maintain continuity,

1722

01:55:47.646 --> 01:55:50.066

deliver complex projects, and sustain

1723

01:55:50.186 --> 01:55:53.956

operations. The recommendation is not about eliminating

1724

01:55:53.986 --> 01:55:57.706

effectiveness, it is about strengthening sustainability, succession

1725

01:55:57.726 --> 01:55:58.866

planning, and long-term

1726

01:55:59.166 --> 01:56:02.146

resilience.

1727

01:56:06.326 --> 01:56:10.106

The absence of a formal consultant policy presents an audify to

1728

01:56:10.166 --> 01:56:12.706

codify-- an opportunity to codify best

1729

01:56:12.726 --> 01:56:16.136

practice. APS will develop a

1730

01:56:16.166 --> 01:56:19.386

comprehensive consultant engagement framework that outlines

1731

01:56:19.466 --> 01:56:22.826

justification, budgeting protocols, expected

1732

01:56:22.866 --> 01:56:25.546

deliverables, and project manag- manager

1733

01:56:25.646 --> 01:56:29.506
responsibilities. Uh, this is evolutionary, not

1734

01:56:29.566 --> 01:56:32.846
corrective. We are formalizing what is already happening

1735

01:56:32.886 --> 01:56:34.226
responsibly.

1736

01:56:36.366 --> 01:56:38.956
So in terms of next steps to, um,

1737

01:56:40.266 --> 01:56:43.986
clear this finding, um, we will develop, develop a written

1738

01:56:44.046 --> 01:56:47.886
cons- con, consultant governance framework within sixty days,

1739

01:56:47.966 --> 01:56:51.686
publish consultant engagement guidance on the procurement webpage,

1740

01:56:51.746 --> 01:56:55.666
integrate budgeting and approval protocols, create standardized

1741

01:56:55.746 --> 01:56:59.566
pre-engagement justification template, and provide leadership training on
the

1742

01:56:59.626 --> 01:57:03.346
new framework. Um, the audit closure

1743

01:57:03.506 --> 01:57:07.356
indicator will be formalized governance framework that is published and
dis--

1744

01:57:07.366 --> 01:57:07.806
implemented

1745

01:57:07.886 --> 01:57:14.724
district-wide....

1746

01:57:14.774 --> 01:57:16.124

So in terms of, um,

1747

01:57:16.994 --> 01:57:20.044

the standards delivering, um, deliverable monitoring

1748

01:57:20.134 --> 01:57:23.814

standards, um, the audit found no standardized

1749

01:57:23.834 --> 01:57:26.434

documentation for monitoring deliverables.

1750

01:57:26.494 --> 01:57:29.314

While monitoring does occur in practice, it is not consistently

1751

01:57:29.354 --> 01:57:33.334

documented. We will in- we will institutionalize milestone

1752

01:57:33.434 --> 01:57:36.614

tracking to align performance monitoring with fiscal

1753

01:57:36.654 --> 01:57:39.664

accountability. In terms of next

1754

01:57:39.734 --> 01:57:43.674

steps, um, developing

1755

01:57:43.774 --> 01:57:47.074

standardized milestone tracking template, requiring monthly

1756

01:57:47.154 --> 01:57:50.823

documentation for active contracts, tie invoice

1757

01:57:50.874 --> 01:57:52.814

approval to milestone verification,

1758

01:57:53.774 --> 01:57:57.734

issue a district-wide guidance memo, and conduct periodic compliance spot

1759

01:57:57.774 --> 01:58:01.374

checks. To close out this in- audit indicator, all

1760

01:58:01.474 --> 01:58:04.434

active contracts will include d- documented monitoring

1761

01:58:04.454 --> 01:58:09.094

logs.

1762

01:58:10.534 --> 01:58:14.474

Okay, so, um, project manager designation and budget clarity.

1763

01:58:14.574 --> 01:58:17.714

Um, clear accountability strengthens outcomes.

1764

01:58:17.754 --> 01:58:21.484

In some cases, formal project manager designation was absent, creating

1765

01:58:21.614 --> 01:58:25.314

ambiguity. Moving forward, every contract will have a named

1766

01:58:25.454 --> 01:58:29.194

project manager with documented oversight responsibilities and budget

1767

01:58:29.254 --> 01:58:33.124

visibility. In terms of next steps to, um,

1768

01:58:33.234 --> 01:58:37.094

on this finding, um, requiring project manager designation on

1769

01:58:37.214 --> 01:58:40.954

all new and existing contracts, embedding project manager requirement

1770

01:58:41.014 --> 01:58:44.774

into the pro- procurement workflow, reconciling the

1771

01:58:44.784 --> 01:58:48.634

healthcare RFP budget and providing a clarity report, and aligning

1772

01:58:48.734 --> 01:58:51.094

project manager responsibilities with performance

1773
01:58:51.154 --> 01:58:54.994
expectations. Um, the goal here is that a hundred percent of consulting

1774
01:58:55.074 --> 01:58:58.354
contracts list a designated project manager with documented

1775
01:58:58.434 --> 01:59:00.934
oversight.

1776
01:59:03.354 --> 01:59:06.394
Okay, um, in terms of department contract

1777
01:59:06.514 --> 01:59:09.974
ownership, departments must retain and understand the contracts they

1778
01:59:09.994 --> 01:59:13.934
initiate. While procurement appropriately safeguards documentation,

1779
01:59:13.954 --> 01:59:16.694
a shared ownership will strengthen governance.

1780
01:59:16.774 --> 01:59:20.254
So, um, we will reinforce department-level responsibility and

1781
01:59:20.354 --> 01:59:23.794
clarity, implementing centralized digital

1782
01:59:23.854 --> 01:59:26.534
contract, a centralized digital contract

1783
01:59:26.614 --> 01:59:30.514
repository, uh, requiring the project manager attestation of

1784
01:59:30.554 --> 01:59:33.554
contract review, annual reminder memo outlining

1785
01:59:33.574 --> 01:59:36.934
responsibilities, and, um, integrate compliance

1786
01:59:37.014 --> 01:59:39.614

verification into internal reviews.

1787

01:59:39.674 --> 01:59:43.454

So the closure indicator for this, uh, finding is all

1788

01:59:43.464 --> 01:59:46.454

departments confirm possession and review of active

1789

01:59:46.614 --> 01:59:48.954

agreements.

1790

01:59:51.314 --> 01:59:52.554

In terms of, um,

1791

01:59:53.534 --> 01:59:55.284

finance, um, continuity

1792

01:59:56.634 --> 02:00:00.194

and the reliance on retirees, finance has demonstrated resilience by

1793

02:00:00.254 --> 02:00:03.894

utilizing retirees and former employees to maintain continuity.

1794

02:00:03.984 --> 02:00:06.774

That flexibility has preserved operational stability during

1795

02:00:06.794 --> 02:00:10.204

transitions. However, sustainability requires intentional

1796

02:00:10.294 --> 02:00:14.174

succession planning. Um, so the next steps include

1797

02:00:14.234 --> 02:00:18.194

conducting a workforce sustainability assessment, implementing

1798

02:00:18.254 --> 02:00:20.663

structured cross-train-- a, a structured cross-training

1799

02:00:20.774 --> 02:00:24.414

program, um, developing a comprehensive SOP

1800

02:00:24.514 --> 02:00:28.163

library, establishing succession planning matrix, and

1801

02:00:28.254 --> 02:00:32.234

gradually reducing the dependency, um, through our staffing, building up our

1802

02:00:32.274 --> 02:00:36.174

staffing pipeline. Um, we will close out this,

1803

02:00:36.254 --> 02:00:39.663

um, audit item by completing SOP documentation and

1804

02:00:39.734 --> 02:00:42.354

cross-training, and having a cross-training framework

1805

02:00:42.474 --> 02:00:44.554

implemented.

1806

02:00:46.574 --> 02:00:50.554

We're almost there. Uh, uh,

1807

02:00:50.614 --> 02:00:53.714

using an embedded consultant in design and construction

1808

02:00:53.774 --> 02:00:57.594

ha- um, design and construction has leveraged specialized expertise to

1809

02:00:57.614 --> 02:00:59.974

deliver complex capital projects.

1810

02:01:00.034 --> 02:01:03.914

This model has supported project continuity and responsiveness.

1811

02:01:03.934 --> 02:01:07.894

The next step is ensuring knowledge transfer and long-term internal

1812

02:01:07.974 --> 02:01:11.794

capacity building. So the next steps here are to conduct a

1813

02:01:11.854 --> 02:01:15.514
cost-benefit analysis of the consultant versus an FTE

1814
02:01:15.594 --> 02:01:18.714
model, develop targeted-- a targeted recruitment

1815
02:01:18.834 --> 02:01:22.254
strategy, formalize knowledge transfer and mentoring

1816
02:01:22.334 --> 02:01:26.054
requirements, establish a transition timeline for embedded

1817
02:01:26.134 --> 02:01:28.994
consultant roles, and develop and define ROI

1818
02:01:29.074 --> 02:01:30.894
benchmarks. Um,

1819
02:01:32.013 --> 02:01:35.814
the closeout... The cl- closure indicator for this item is documented
workforce

1820
02:01:35.953 --> 02:01:39.174
strategy and knowledge transfer, having a knowledge transfer plan in

1821
02:01:39.214 --> 02:01:41.994
place.

1822
02:01:42.794 --> 02:01:46.774
Um, and so, um, reading the final set

1823
02:01:46.794 --> 02:01:49.944
of notes here, th- this audit reflects a strong operational

1824
02:01:49.974 --> 02:01:52.584
foundation with clear opportunities for governance

1825
02:01:52.614 --> 02:01:56.514
refinement. Um, again, contracts were located,

1826
02:01:56.523 --> 02:01:59.934

departments cooperated, operations continued

1827

02:01:59.994 --> 02:02:02.574

uninterrupted, and major initiatives are

1828

02:02:02.644 --> 02:02:06.574

progressing. The enhancements that are outlined in this audit

1829

02:02:06.614 --> 02:02:10.344

report elevate us from effective practice to formalized effective

1830

02:02:10.394 --> 02:02:14.114

practice. Um, and so again, we

1831

02:02:14.174 --> 02:02:17.634

are... Um, our focus is not on correcting failure, it's on struct-

1832

02:02:17.694 --> 02:02:20.564

strengthening structure and transparency.

1833

02:02:20.594 --> 02:02:24.494

So I will, uh, turn this over to-- I guess

1834

02:02:24.574 --> 02:02:27.714

I will turn it over to myself to see if my colleagues have questions for

1835

02:02:27.794 --> 02:02:30.254

staff.

1836

02:02:32.634 --> 02:02:34.914

You're good. Okay. Ms. Turner?

1837

02:02:34.994 --> 02:02:36.534

I don't have any questions. I was on the committee.

1838

02:02:36.594 --> 02:02:39.394

Ms. Turner, as chair of the audit committee, does not have any

1839

02:02:39.434 --> 02:02:40.754

questions.

1840

02:02:41.554 --> 02:02:44.334

No. Okay, Ms. Tapia Hadley.

1841

02:02:44.354 --> 02:02:45.514

Thank you. Um,

1842

02:02:46.934 --> 02:02:50.794

yes, Madam Chair, um, do we have more information as to

1843

02:02:51.914 --> 02:02:55.474

the process and timing for... That will be

1844

02:02:55.514 --> 02:02:57.594

determined or placed in these processes

1845

02:02:58.454 --> 02:03:02.154

to provide sort of a, a limited window of time for when

1846

02:03:02.214 --> 02:03:05.774

consultants are hired for specialized needs or to fill

1847

02:03:05.854 --> 02:03:09.654

knowledge gap? Do we have a plan for then,

1848

02:03:09.734 --> 02:03:13.284

how we will compile metrics as to when

1849

02:03:13.334 --> 02:03:16.954

staff will be sufficiently trained by said consultants to

1850

02:03:17.014 --> 02:03:19.414

conclude that consulting arrangement?

1851

02:03:19.494 --> 02:03:23.334

Sure. I'm gonna turn first to, um, Mr. Hawkins. Okay.

1852

02:03:25.704 --> 02:03:26.904

... Okay, thank you for the question.

1853

02:03:26.944 --> 02:03:30.684

You know, when, when we engage with consultants, it's, uh, typically for one

1854

02:03:30.744 --> 02:03:34.644

of, of three reasons: It's a temporary knowledge gap

1855

02:03:34.684 --> 02:03:38.124

due to a retirement or a vacancy, it's highly specialized

1856

02:03:38.204 --> 02:03:41.664

expertise not needed on a permanent basis, or it's a

1857

02:03:41.724 --> 02:03:44.704

short-term project acceleration, uh,

1858

02:03:44.864 --> 02:03:48.704

issue. Our expectation moving forward is

1859

02:03:48.764 --> 02:03:51.744

very clear. Consulting engagements must include a

1860

02:03:51.784 --> 02:03:55.284

defined knowledge transfer for a component.

1861

02:03:55.664 --> 02:03:59.564

Specifically, every new consulting contract will include an

1862

02:03:59.624 --> 02:04:00.904

identified APS

1863

02:04:01.904 --> 02:04:05.744

staff counterpart. There will be documented deliverables

1864

02:04:06.264 --> 02:04:10.244

that include procedures, templates, and training materials.

1865

02:04:10.284 --> 02:04:13.044

We will establish a transition timeline with an exit

1866

02:04:13.144 --> 02:04:16.904

strategy. Cabinet reviews 1- longer-term

1867

02:04:16.984 --> 02:04:20.904

consult- cabinet will review longer-term consulting arrangements

1868

02:04:20.964 --> 02:04:23.484

to determine whether the function should be

1869

02:04:23.544 --> 02:04:27.324

internalized. Where consultants have been in place for extended

1870

02:04:27.384 --> 02:04:30.994

periods, we are receiving... We are reviewing those

1871

02:04:31.064 --> 02:04:35.034

enga- th- those engagements, whether the work should transition to staff,

1872

02:04:35.624 --> 02:04:38.724

whether it remains specialized and intermittent in

1873

02:04:38.804 --> 02:04:42.304

nature, or whether restructuring is needed to prevent de-

1874

02:04:42.324 --> 02:04:46.264

dependency. Our goal is to ensure the consultants build

1875

02:04:46.344 --> 02:04:48.544

capacity and not replace it.

1876

02:04:49.644 --> 02:04:52.354

Thank you. Uh, a follow-up there. You mentioned,

1877

02:04:52.444 --> 02:04:56.264

uh, that there is an expectation that the consultancy will

1878

02:04:56.284 --> 02:04:58.584

either tran- that role will transfer to staff

1879

02:04:59.504 --> 02:05:03.444

or continue to specialize skill. That sou- if I'm interpreting it correctly, that

1880

02:05:03.484 --> 02:05:06.964

sounds like the consultant can still then continue sort of as

1881

02:05:07.104 --> 02:05:10.804

a part-time employee, but maybe still charging consulting

1882

02:05:10.904 --> 02:05:13.714

fees. How are w- how do we plan to address that?

1883

02:05:13.744 --> 02:05:17.564

So, so, you know... And I, and I'm trying to

1884

02:05:17.624 --> 02:05:21.544

think of, of a case that this wouldn't apply, but almost all cases,

1885

02:05:21.584 --> 02:05:25.204

the consultant is here. It has a specific scope.

1886

02:05:25.224 --> 02:05:27.924

It has a certain amount of deliverables that we want from them.

1887

02:05:28.024 --> 02:05:31.824

Uh, uh, think about, um, the, the guys who did

1888

02:05:31.884 --> 02:05:35.103

the, the budget review for us last year.

1889

02:05:35.124 --> 02:05:37.464

They came in, we told them what we wanted them to do.

1890

02:05:37.504 --> 02:05:41.384

They came, they had a certain scope of their work, and they had

1891

02:05:41.444 --> 02:05:44.714

a definite time period of when they were going to be completed.

1892

02:05:44.744 --> 02:05:48.304

That's typically what, in ninety-nine percent of the cases, with a

1893

02:05:48.344 --> 02:05:49.684

consultant that we have.

1894

02:05:50.584 --> 02:05:53.984

Some consultants, like, for example, our health insurance consultant,

1895

02:05:54.064 --> 02:05:57.264

USI, they're ongoing with us because they

1896

02:05:57.344 --> 02:05:59.464

specialize in the health insurance.

1897

02:05:59.484 --> 02:06:03.124

They help negot- negotiate our health insurance premiums, our

1898

02:06:03.164 --> 02:06:06.904

pharmacy cost, our contracts, continually, year after year

1899

02:06:06.964 --> 02:06:10.884

after year. So they will be a much more long-term type of contract

1900

02:06:11.604 --> 02:06:15.214

consultant. In the finance office, in the

1901

02:06:15.244 --> 02:06:19.214

past, we have had, um, departures from the

1902

02:06:19.324 --> 02:06:22.384

office, like, um, where the finance director,

1903

02:06:23.204 --> 02:06:26.224

um, prior to me getting here, the finance director, um,

1904

02:06:26.304 --> 02:06:30.164

retired. They hired an assistant, uh, finance director, both at the

1905

02:06:30.224 --> 02:06:33.944

same time. They, they had no one there who really had any

1906

02:06:34.044 --> 02:06:37.984

institutional knowledge. The prior finance director, the one who was

1907

02:06:38.004 --> 02:06:41.984

retiring, came back to work for us graciously, and

1908

02:06:42.064 --> 02:06:46.024

helped... Uh, he spent twenty-five or thirty years with APS,

1909

02:06:46.084 --> 02:06:49.184

came back to help with the transition.

1910

02:06:49.224 --> 02:06:52.984

Once he got through with that transition, then the new ERP system was getting

1911

02:06:53.024 --> 02:06:56.964

ready to, uh, get initiated, so we needed

1912

02:06:57.024 --> 02:07:00.864

his expertise to continue until we got the new ERP

1913

02:07:00.964 --> 02:07:04.324

system up and running, because he had a lot of institutional knowledge

1914

02:07:05.104 --> 02:07:05.524

with him.

1915

02:07:06.424 --> 02:07:10.284

As soon as the ERP system was up and running, on June the

1916

02:07:10.404 --> 02:07:13.804

30th, it started on July the 1st, his last day was June the 30th.

1917

02:07:13.824 --> 02:07:17.784

His services were no longer needed by APS, and we thanked him

1918

02:07:17.824 --> 02:07:21.024

for his service, and he, he finally retired.

1919

02:07:21.064 --> 02:07:25.004

And so we should, in all of our consultants, we should

1920

02:07:25.084 --> 02:07:28.904
have a beginning, of, uh, uh, when, when things are gonna

1921
02:07:28.984 --> 02:07:32.834
start, and, and typically, we will have an end date, and we will have

1922
02:07:32.964 --> 02:07:36.184
a product when we get through, of what, what that

1923
02:07:36.564 --> 02:07:40.364
consultant was for. There are rare cases, like health

1924
02:07:40.404 --> 02:07:44.384
insurance, uh, consultant, that they will continue with us for multiple

1925
02:07:44.504 --> 02:07:47.094
years. But typically, we- they were...

1926
02:07:47.124 --> 02:07:50.824
A consultant will be much more like the Baker Tilly contract that we had
last

1927
02:07:50.924 --> 02:07:54.764
year, where it'll be for, for a specific thing, for a specific

1928
02:07:54.844 --> 02:07:58.744
moment in time, for specific work to help the board reach

1929
02:07:58.824 --> 02:08:00.224
a, a, a decision.

1930
02:08:01.084 --> 02:08:04.784
Thank you. I guess I was, and, and my, my thoughts are more

1931
02:08:04.824 --> 02:08:08.024
in, in line with just hypothetical examples.

1932
02:08:08.064 --> 02:08:11.304
Let's say, you know, a facilities or HR

1933
02:08:11.364 --> 02:08:15.324

consultant, how do we establish processes that sort of will

1934

02:08:15.584 --> 02:08:18.424

keep us from de- def- de- developing a long-term

1935

02:08:18.504 --> 02:08:22.444

dependency on a consultant, I guess, is, is just the bottom

1936

02:08:22.484 --> 02:08:25.984

line, that is food for thought that we can, um, get back to-

1937

02:08:26.044 --> 02:08:26.224

Okay.

1938

02:08:26.264 --> 02:08:26.674

Get back on this.

1939

02:08:26.674 --> 02:08:28.384

Thank you.

1940

02:08:28.424 --> 02:08:28.724

Thank you.

1941

02:08:28.764 --> 02:08:32.684

Thank you. Any other, um, questions or comments, Ms. Tapia Halley?

1942

02:08:32.744 --> 02:08:33.224

No, thank you.

1943

02:08:33.264 --> 02:08:36.304

Okay. Anything else on this audit?

1944

02:08:37.584 --> 02:08:41.364

Okay. Well, that was so exciting for me that I'm gonna do the

1945

02:08:41.404 --> 02:08:43.344

next one.

1946

02:08:44.204 --> 02:08:44.684

Whew!

1947

02:08:45.624 --> 02:08:48.524

I, I'm not usually in this. I- should I go stand at the podium?

1948

02:08:48.644 --> 02:08:51.084

You know, I, I don't know.

1949

02:08:51.104 --> 02:08:51.164

Yeah, indeed.

1950

02:08:51.184 --> 02:08:51.464

Um,

1951

02:08:52.564 --> 02:08:56.164

okay. This is hard work. I have

1952

02:08:56.284 --> 02:09:00.064

a, a renew... I have a new appreciation for all of you doing this for

1953

02:09:00.164 --> 02:09:03.864

us every two weeks. Okay, we are now,

1954

02:09:03.984 --> 02:09:07.144

uh, at the Emergency Preparedness and Safety

1955

02:09:07.264 --> 02:09:11.194

audit. Sorry. Um,

1956

02:09:11.244 --> 02:09:15.044

and I wanna, I, I, as I start this one, I, um, I wanna actually really

1957

02:09:15.064 --> 02:09:18.454

emphasize the point that, um,

1958

02:09:18.454 --> 02:09:22.356

um-... W- we chose to do this audit from a

1959

02:09:22.396 --> 02:09:25.816

proactive governance standpoint as a, uh, because we

1960

02:09:25.836 --> 02:09:29.526

prioritize safety and not from a place of,

1961

02:09:29.596 --> 02:09:33.126

uh... And because emergency pre- preparedness is, is a, a

1962

02:09:33.296 --> 02:09:37.216

high-risk operational area. Um, but it was not because we had perception

1963

02:09:37.296 --> 02:09:41.146

of any failures or anything that was, um, you know, that was, uh,

1964

02:09:41.196 --> 02:09:44.916

problematic. It was really to, um, be sure that we were being

1965

02:09:44.956 --> 02:09:48.416

proactive in this area, um, which we, we just feel so

1966

02:09:48.516 --> 02:09:52.416

strongly about. Um, and, and the overarching

1967

02:09:52.455 --> 02:09:56.145

theme, um, from this audit really is that we do have very strong

1968

02:09:56.236 --> 02:09:59.996

foundational practices, and we have very capable leadership in this area,
and we

1969

02:10:00.056 --> 02:10:03.876

just have some, um, some systems and s- and places w- in

1970

02:10:03.916 --> 02:10:07.216

which we would like to strengthen, um, what we have.

1971

02:10:07.236 --> 02:10:11.006

So with that said, um, and I'm gonna try to do this a little more quickly

1972

02:10:11.076 --> 02:10:14.666

this, this time through. Now, I've done it once, I'll try to go a little,
little m-

1973

02:10:14.666 --> 02:10:18.616

more quickly. Um, um, the, this audit, again, was

1974

02:10:18.656 --> 02:10:22.576

approved as part of the FY twenty-fi- uh, the, the FY twenty-five, twenty-six audit

1975

02:10:22.616 --> 02:10:26.556

plan. Um, and as I said, it's, it's really about intentional oversight as

1976

02:10:26.596 --> 02:10:29.796

opposed to a, a, a reaction to anything.

1977

02:10:29.896 --> 02:10:31.106

Um, and

1978

02:10:31.956 --> 02:10:35.896

we r- uh, regularly evaluate, um, safety and preparedness

1979

02:10:35.996 --> 02:10:39.796

because it is sort of a d- a, a dynamic function in the system.

1980

02:10:39.896 --> 02:10:43.856

Um, and so the-- just sort

1981

02:10:43.896 --> 02:10:46.996

of jumping into the summary of the findings and, and highlighting some of the

1982

02:10:47.036 --> 02:10:50.996

positives first, um, the m- the management team and

1983

02:10:51.016 --> 02:10:54.936

the staff in this area have, um, uh, strong professional

1984

02:10:54.956 --> 02:10:57.256

knowledge in safety and security.

1985

02:10:57.376 --> 02:11:01.016

Um, the leadership demonstrates an active,

1986

02:11:01.116 --> 02:11:05.056

um, an active presence and evaluation across all of our schools

1987

02:11:05.076 --> 02:11:09.056

and properties. Um, we have threat assessment

1988

02:11:09.066 --> 02:11:12.956

protocols that are appr- a- applied consistently across the

1989

02:11:12.976 --> 02:11:16.336

district. And, um, physical

1990

02:11:16.396 --> 02:11:20.216

inspections of bus- uh, buildings show, um, a high level of

1991

02:11:20.276 --> 02:11:23.796

operational vigilance, um, and the department's

1992

02:11:23.876 --> 02:11:27.576

mission to promote a safe and secure environment is clearly

1993

02:11:27.616 --> 02:11:31.476

embedded in the, in the daily operations, um, of

1994

02:11:31.556 --> 02:11:34.596

SSEM.

1995

02:11:39.656 --> 02:11:43.516

So in terms of some of the findings, um, um,

1996

02:11:43.856 --> 02:11:47.496

SSEM does use unannounced visits, um, in order to

1997

02:11:47.636 --> 02:11:50.736

engage in real-time oversight and accountability.

1998

02:11:50.836 --> 02:11:54.676

Um, the management, um, of SSEM really

1999

02:11:54.716 --> 02:11:57.896

prioritizes continuing professional development for staff,

2000

02:11:58.636 --> 02:12:01.956

um, attentiveness to state and federal safety

2001

02:12:02.036 --> 02:12:05.796

codes, and, um, there is a strong responsiveness to special

2002

02:12:05.836 --> 02:12:08.416

education needs and, and regulatory

2003

02:12:08.616 --> 02:12:14.996

compliance.

2004

02:12:16.296 --> 02:12:20.136

Um, an area, um, of finding where there were ga- some,

2005

02:12:20.176 --> 02:12:23.896

some areas of findings where gaps were identified, um, are that

2006

02:12:23.956 --> 02:12:27.476

training and drills are not provided at CIFACS and the Trade Center

2007

02:12:27.536 --> 02:12:31.196

locations. Um, and there are gaps in safety and

2008

02:12:31.236 --> 02:12:34.305

emergency preparedness training for staff, visitors, and

2009

02:12:34.396 --> 02:12:37.856

students in various parts of the district.

2010

02:12:37.866 --> 02:12:41.736

Um, the use of Raptor, um, is inconsistent across schools

2011

02:12:41.816 --> 02:12:45.656

and extended day. Certain areas lack

2012

02:12:45.736 --> 02:12:49.116

formal written policies and procedures.

2013

02:12:49.336 --> 02:12:52.936

Um, the capacity, um, the personnel

2014

02:12:52.956 --> 02:12:56.506

capacity, uh, is, uh, for monitoring and inspections

2015

02:12:56.636 --> 02:13:00.376

is, is limited, um, and we don't have a

2016

02:13:00.456 --> 02:13:02.976

formally designated safety response

2017

02:13:03.576 --> 02:13:05.006

team. Um,

2018

02:13:05.006 --> 02:13:08.896

uh,

2019

02:13:08.976 --> 02:13:12.936

all of this is not due to lack of effort, but rather, um, reflects just

2020

02:13:13.296 --> 02:13:16.276

s- s- uh, opportunities that we can standardize things across the

2021

02:13:16.316 --> 02:13:18.816

system.

2022

02:13:22.756 --> 02:13:26.636

So in terms of access and communications, um, key and

2023

02:13:26.716 --> 02:13:30.016

card access systems are- obviously, are in place, but are not

2024

02:13:30.096 --> 02:13:33.156

integrated-- are not fully integrated in unison.

2025

02:13:33.196 --> 02:13:36.916

There, um, is no single consistent communication system for

2026

02:13:36.956 --> 02:13:40.046

emergencies, and controls for transporting

2027

02:13:40.215 --> 02:13:42.836
students- um, between, um,

2028

02:13:44.256 --> 02:13:47.516
um, portables. We don't call them portables.

2029

02:13:47.556 --> 02:13:49.256
I mean, relocatables.

2030

02:13:51.036 --> 02:13:54.676
Um, controls for transporting students between relocatables

2031

02:13:54.776 --> 02:13:58.756
are adequate, but, um, maybe, uh, could use, um, some

2032

02:13:58.816 --> 02:14:02.796
ongoing review. Um, so essentially, that this is-- there's

2033

02:14:02.836 --> 02:14:06.796
infrastructure, but that, um, m- modernization and integration,

2034

02:14:06.876 --> 02:14:09.776
um, are, are next steps in this area.

2035

02:14:09.856 --> 02:14:13.696
Um, in terms of training, um, for CIFACS and the Trade

2036

02:14:13.756 --> 02:14:17.716
Center, um, safety training obviously should extend beyond instructional

2037

02:14:17.836 --> 02:14:21.436
staff. Um, the administrative locations must be equally

2038

02:14:21.516 --> 02:14:24.956
prepared for emergencies, um, and, um,

2039

02:14:25.976 --> 02:14:29.486
doing this type of training will strengthen operational continuity and

2040

02:14:29.676 --> 02:14:33.506

reduces liability exposure. Um, and so there are steps, um,

2041

02:14:33.596 --> 02:14:37.276

identified for the SSN, the director and chief of school

2042

02:14:37.356 --> 02:14:41.316

support, to, um, develop, um, training programs

2043

02:14:41.336 --> 02:14:43.356

for all employees in all of our

2044

02:14:43.396 --> 02:14:46.976

locations.

2045

02:14:49.396 --> 02:14:52.876

Wait, I went too far. No, I didn't go far enough.

2046

02:14:52.896 --> 02:14:56.206

Okay. Um...

2047

02:14:57.496 --> 02:15:01.076

Oh, this is, this is duplicative of what was just said, so I will keep

2048

02:15:01.116 --> 02:15:04.336

going. Okay.

2049

02:15:06.356 --> 02:15:09.576

So, um, okay, so safety training and Raptor usage.

2050

02:15:09.596 --> 02:15:13.316

So Raptor is, um, uh, is our, you know, our management system

2051

02:15:13.416 --> 02:15:17.016

for, um, entrance into s- into schools, um,

2052

02:15:17.256 --> 02:15:21.076

and it's a strong s- strong tool when it is used consistently.

2053

02:15:21.176 --> 02:15:24.618

Um, unfortunately, um-...

2054

02:15:25.928 --> 02:15:29.828

I- I, uh, I would say visitor management is, uh, compromised when it

2055

02:15:29.868 --> 02:15:33.598

is not used consistently. Um, and so, uh, the next

2056

02:15:33.668 --> 02:15:37.498

steps here are for the SSEM team to revisit training and

2057

02:15:37.588 --> 02:15:41.568

support for Raptor at all schools, and, um,

2058

02:15:41.628 --> 02:15:45.578

work through c- consistent and constant messaging, um,

2059

02:15:45.688 --> 02:15:48.728

for staff, students, and families about the importance of using

2060

02:15:48.868 --> 02:15:50.148

Raptor. Um,

2061

02:15:51.268 --> 02:15:54.588

it seems like, um, next steps would also include,

2062

02:15:54.668 --> 02:15:58.598

um, conducting a district-wide compliance audit for the

2063

02:15:58.648 --> 02:16:01.948

Raptor system, um, doing, um,

2064

02:16:02.368 --> 02:16:05.977

refresher training, um, on a regular basis, and then,

2065

02:16:06.068 --> 02:16:09.648

um, tracking, um, compliance, um, or lack

2066

02:16:09.708 --> 02:16:13.668

thereof.

2067

02:16:16.748 --> 02:16:20.738

Um, in terms of special education and the responsiveness, um,

2068

02:16:20.788 --> 02:16:24.658

from SSEM, this was identified as an area of strength, um,

2069

02:16:25.008 --> 02:16:28.388

that there is a great deal of responsiveness, um, to special education

2070

02:16:28.407 --> 02:16:32.078

requirements, um, and that, um, really, it's

2071

02:16:32.309 --> 02:16:35.728

a, a continuous effort to stay informed on updated

2072

02:16:35.809 --> 02:16:39.248

regulations and the needs of special education students.

2073

02:16:39.348 --> 02:16:39.578

Um,

2074

02:16:41.568 --> 02:16:45.049

next steps might include scheduling annual regulatory

2075

02:16:45.108 --> 02:16:48.348

updates, um, formalizing special education

2076

02:16:48.428 --> 02:16:52.028

participation in fa- in safety reviews, and just documenting

2077

02:16:52.108 --> 02:16:54.028

ongoing, um, monitoring in this

2078

02:16:54.049 --> 02:16:58.028

area. Um,

2079

02:16:59.988 --> 02:17:03.469

an important finding was that the extended day program does not use Raptor for

2080

02:17:03.528 --> 02:17:07.088

visitor management. Um, we do, uh, want

2081

02:17:07.148 --> 02:17:10.629

to have consistent visitor manager a- after hours in our

2082

02:17:10.668 --> 02:17:14.428

schools, um, and so aligning extended day with

2083

02:17:14.469 --> 02:17:18.448

school day protocols, um, would strengthen that continuity of

2084

02:17:18.508 --> 02:17:22.348

safety in our schools. Um, and so that will be a task

2085

02:17:22.448 --> 02:17:26.408

for, um, the SSEM management team and Chief Graves,

2086

02:17:26.488 --> 02:17:27.758

um, in terms of, um,

2087

02:17:28.568 --> 02:17:32.389

of, um, increasing the usage of Raptor and providing training for,

2088

02:17:32.469 --> 02:17:36.209

um, extended day employees, um, and families and

2089

02:17:36.248 --> 02:17:40.228

anyone else who is, um, engaged in, um, pick up at,

2090

02:17:40.288 --> 02:17:40.938

at extended

2091

02:17:40.969 --> 02:17:44.768

day.

2092

02:17:48.328 --> 02:17:48.688

Um,

2093

02:17:51.188 --> 02:17:54.969

so the anonymous threat reporting line was another area covered by this

2094

02:17:54.988 --> 02:17:58.889
audit. Um, and it's, it's re- the finding is that there

2095
02:17:58.908 --> 02:18:02.678
are no formal policies or procedures covering the anonymous threat

2096
02:18:02.709 --> 02:18:06.068
reporting line or the online reporting form.

2097
02:18:06.148 --> 02:18:09.978
So, um, again, Chief Graves will work on,

2098
02:18:10.088 --> 02:18:13.778
uh, p- preparing SOPs to cover that,

2099
02:18:13.868 --> 02:18:17.488
and, um, work with the, um, Director of,

2100
02:18:17.588 --> 02:18:21.068
um, Policy and Legislative Affairs to talk about policy

2101
02:18:21.129 --> 02:18:23.559
implementation procedures, um, for this

2102
02:18:23.629 --> 02:18:25.607
area.

2103
02:18:30.768 --> 02:18:33.848
Okay, in the area of, um, monitoring and inspection

2104
02:18:33.928 --> 02:18:37.668
personnel, um, the SSEM department lacks

2105
02:18:37.709 --> 02:18:41.618
personnel dedicated to regular safety and security monitoring,

2106
02:18:41.688 --> 02:18:43.758
audits, assessments, and inspections.

2107
02:18:43.908 --> 02:18:47.488
Um, the next steps are

2108

02:18:47.528 --> 02:18:51.309

outlined as, um, exploring options, um, for a

2109

02:18:51.389 --> 02:18:55.098

s- school safety audit and inspections staff member, um,

2110

02:18:55.428 --> 02:18:59.148

within SSEM. Um, and that is a

2111

02:18:59.209 --> 02:19:02.668

suggestion also that is aligned with, um, administrative

2112

02:19:02.728 --> 02:19:04.978

code for, um, school safety

2113

02:19:05.108 --> 02:19:09.068

audits. Um, so just a heads up to my colleagues

2114

02:19:09.129 --> 02:19:12.768

that that is a potential FTE for the

2115

02:19:12.788 --> 02:19:13.198

budget.

2116

02:19:14.448 --> 02:19:15.198

Just in case that wasn't

2117

02:19:15.228 --> 02:19:20.328

clear.

2118

02:19:20.549 --> 02:19:20.848

Um,

2119

02:19:22.248 --> 02:19:25.368

okay, um, finding regarding, um, the policy

2120

02:19:25.389 --> 02:19:27.098

implementation on, um,

2121

02:19:28.008 --> 02:19:31.868
orders of protection, um, that PIP is, um,

2122
02:19:32.848 --> 02:19:36.568
outdated, um, since 2018, and doesn't reflect current business

2123
02:19:36.629 --> 02:19:40.487
practices. Um, legal standards and operational practices have

2124
02:19:40.528 --> 02:19:44.268
evolved, and, um, we need to do that update in

2125
02:19:44.348 --> 02:19:47.809
order to, um, make sure that we are covered under current,

2126
02:19:47.988 --> 02:19:49.937
um, uh, current

2127
02:19:49.948 --> 02:19:54.228
practices.

2128
02:19:56.188 --> 02:19:59.968
Okay, um, on key card and, um, key and card access

2129
02:20:00.028 --> 02:20:03.648
integration, um, we have both systems, um, both

2130
02:20:03.808 --> 02:20:07.458
key, key and card access for employees and facilities, and, um, the

2131
02:20:07.508 --> 02:20:08.228
programs are not

2132
02:20:09.028 --> 02:20:11.948
used in unison. Um, and so, um,

2133
02:20:13.088 --> 02:20:16.928
Chief of School and SSEM will review the access levels to determine

2134
02:20:17.388 --> 02:20:21.148
where changes may be needed and where potential gaps may exist in our

2135

02:20:21.168 --> 02:20:22.748
security protocols.

2136

02:20:22.848 --> 02:20:26.658
Um... um,

2137

02:20:26.788 --> 02:20:29.718
that's also an area for, both for,

2138

02:20:29.808 --> 02:20:33.768
um, improvement and also just for, um, maybe

2139

02:20:35.008 --> 02:20:37.528
achieving some efficiencies.

2140

02:20:39.848 --> 02:20:41.128
Okay.

2141

02:20:42.548 --> 02:20:46.288
Okay, in terms of, um, threats or emergencies, there is not a

2142

02:20:46.368 --> 02:20:50.288
single communication system that is in place that is consistent across

2143

02:20:50.298 --> 02:20:54.108
the district. Um, so the

2144

02:20:54.148 --> 02:20:57.478
team is considering options for a central communication

2145

02:20:57.608 --> 02:21:01.548
system. Um, APS should also consider implementing

2146

02:21:01.608 --> 02:21:05.268
updated public safety radios and cell phones, um, that would

2147

02:21:05.288 --> 02:21:08.908
enhance communication, both across APS and throughout Arlington

2148

02:21:08.968 --> 02:21:09.288
County,

2149
02:21:10.108 --> 02:21:13.948
um, as part of the FirstNet. Um, FirstNet is a priority cell

2150
02:21:13.988 --> 02:21:17.648
phone radio network by AT&T, which is given to first responders,
schools, and

2151
02:21:17.728 --> 02:21:21.588
government entities. Um, so there are steps in that area just

2152
02:21:21.668 --> 02:21:25.108
to evaluate, um, do cost analysis,

2153
02:21:25.188 --> 02:21:27.968
coordinate with the county, and develop an implementation

2154
02:21:28.048 --> 02:21:32.832
plan....

2155
02:21:32.842 --> 02:21:34.272
Um,

2156
02:21:35.752 --> 02:21:39.712
so in terms of critical incident response team, we don't formally have

2157
02:21:39.852 --> 02:21:42.772
a designated critical incident response team.

2158
02:21:42.892 --> 02:21:46.792
Um, it's important to have defined roles that improve, f- because that
improves

2159
02:21:46.812 --> 02:21:50.612
crisis response and accountability, and elevates the system

2160
02:21:50.652 --> 02:21:54.472
from readiness, um, uh, uh, our readiness from

2161

02:21:54.612 --> 02:21:57.432
s- reactive to more structured and proactive.

2162
02:21:57.492 --> 02:21:58.542
So, um,

2163
02:21:59.892 --> 02:22:03.532
we are asking for the im- uh, to consider the im- the

2164
02:22:03.552 --> 02:22:07.162
creation of a critical response, incident response team, um, and

2165
02:22:07.192 --> 02:22:10.852
documenting those kinds of responsibilities for each team member.

2166
02:22:10.952 --> 02:22:14.372
Um, this is something we've talked about the county in terms of what
their systems

2167
02:22:14.452 --> 02:22:18.152
are, and, um, we certainly can coordinate with the county as

2168
02:22:18.212 --> 02:22:22.112
needed in this area. Um, obviously, we

2169
02:22:22.152 --> 02:22:25.852
want to consider including staff who have, uh, um, knowledge and
experience in

2170
02:22:25.872 --> 02:22:29.562
crisis prevention, crisis pr- crisis preparedness, response, and

2171
02:22:29.592 --> 02:22:31.452
recovery.

2172
02:22:33.992 --> 02:22:37.852
Okay, last one. Um,

2173
02:22:38.052 --> 02:22:41.432
st- uh, transporting students between relocatables

2174

02:22:43.212 --> 02:22:46.472
um, appears to be adequate, but should be continuously

2175
02:22:46.532 --> 02:22:49.392
evaluated for any potential safety gaps.

2176
02:22:49.492 --> 02:22:53.452
Um, this is, um, again, not a corrective action, but more of

2177
02:22:53.652 --> 02:22:57.572
a proactive and preventative approach, um, to be sure that we

2178
02:22:57.592 --> 02:23:01.452
are always conscious about the safety of our students, um, as they

2179
02:23:01.612 --> 02:23:05.052
are moving a- about on our, um, school

2180
02:23:05.112 --> 02:23:09.212
campuses.

2181
02:23:11.072 --> 02:23:14.552
So the final comments provided by our

2182
02:23:14.612 --> 02:23:18.602
auditor, um: This audit reflects strong leadership with opportunities

2183
02:23:18.672 --> 02:23:22.132
for system strengthening. Most of the findings focus on

2184
02:23:22.192 --> 02:23:25.731
formalization and standardization, and with

2185
02:23:25.772 --> 02:23:29.602
implementation of next steps, APS should be moving from

2186
02:23:29.752 --> 02:23:33.452
solid foundation to best practice model.

2187
02:23:33.492 --> 02:23:36.492
And with that, I will see if my colleagues have

2188

02:23:37.412 --> 02:23:38.112
any comments or

2189

02:23:38.172 --> 02:23:41.412
questions.

2190

02:23:42.712 --> 02:23:43.632
Sure, Ms. Bryant.

2191

02:23:45.012 --> 02:23:48.372
Uh, thank you so much for this presentation, for both presentations.

2192

02:23:48.472 --> 02:23:52.212
Uh, I have one question, and I think I have part of the

2193

02:23:52.272 --> 02:23:55.092
answer here. Um, as we are

2194

02:23:55.152 --> 02:23:57.541
looking...

2195

02:23:58.412 --> 02:23:58.832
Pardon me.

2196

02:24:00.272 --> 02:24:01.772
As we are looking at the

2197

02:24:03.232 --> 02:24:07.212
overall preparedness plan, um, I just really want to set a reminder that

2198

02:24:07.352 --> 02:24:11.312
we are looking to verify that we are responsive to

2199

02:24:11.352 --> 02:24:14.972
the unique needs of the different communities, specifically in

2200

02:24:15.032 --> 02:24:18.972
terms of accessibility, language access, and the varied

2201

02:24:19.012 --> 02:24:21.072
experiences for our students and staff.

2202
02:24:21.112 --> 02:24:25.072
So as we are getting recommendations, um, I would like to be explicitly clear that

2203
02:24:25.112 --> 02:24:27.712
we would have, um,

2204
02:24:28.612 --> 02:24:32.012
a clear understanding of how we are making sure that accessibility is clear in

2205
02:24:32.072 --> 02:24:35.132
every, um, school and building

2206
02:24:36.092 --> 02:24:38.172
for safety. Thank you.

2207
02:24:41.052 --> 02:24:42.512
Tabia Henner?

2208
02:24:42.532 --> 02:24:46.412
Thank you. Um, in the audit referenced our, our

2209
02:24:46.472 --> 02:24:50.152
visitor management system and, uh, how it's still

2210
02:24:50.161 --> 02:24:53.952
not, not entirely implemented, uh, in the same way across all

2211
02:24:54.012 --> 02:24:57.552
schools. Can staff share how we're ensuring consistent

2212
02:24:57.612 --> 02:25:01.532
application of our visitor check-in protocols across the county, and what

2213
02:25:01.732 --> 02:25:05.482
steps we're taking, um, underway to strengthen training and, and

2214

02:25:05.552 --> 02:25:08.632
monitoring to ensure system-wide fidelity?

2215
02:25:08.732 --> 02:25:10.812
Sure. Thank you, um, for the question.

2216
02:25:10.872 --> 02:25:14.432
Um, I think it's important to note that when we look at our visitor

2217
02:25:14.512 --> 02:25:18.222
management system, that's truly a critical core component of

2218
02:25:18.292 --> 02:25:21.332
our tiered, layered approach to security.

2219
02:25:21.342 --> 02:25:24.972
Um, and the use of Raptor is, um, available

2220
02:25:25.072 --> 02:25:28.812
across our entire district. The challenge is with the fidelity of the

2221
02:25:28.852 --> 02:25:32.232
implementation, and there's multiple factors that contribute to

2222
02:25:32.292 --> 02:25:36.072
that. Um, what this audit was able to bring out to us

2223
02:25:36.132 --> 02:25:40.032
was ways that we need to ensure that we're, um, providing that support to
the

2224
02:25:40.092 --> 02:25:43.892
schools for the implementation. And those factors can vary from,

2225
02:25:43.992 --> 02:25:47.752
um, structural, techn- technological challenges, to the

2226
02:25:47.832 --> 02:25:51.672
need to provide additional training to our staff, um, in our front

2227
02:25:51.732 --> 02:25:55.252

offices. Um, also really helping to address the culture in the

2228

02:25:55.312 --> 02:25:59.272

communities across our schools, where we are a very open school district.

2229

02:25:59.332 --> 02:26:02.852

Um, we want to make certain that families and members of our community feel

2230

02:26:02.892 --> 02:26:06.752

welcomed in our school, and we wanna maintain that, um, belief, but we

2231

02:26:06.852 --> 02:26:10.732

also need to balance that with the s- responsibilities

2232

02:26:10.772 --> 02:26:14.062

that we hold to make sure that our students, and our staff, and our community are

2233

02:26:14.092 --> 02:26:17.912

safe. So what we'll be doing is continuing to work with our team

2234

02:26:18.252 --> 02:26:21.772

to provide that training to our schools, to make certain that there's

2235

02:26:21.852 --> 02:26:25.692

opportunities where there's responsiveness to address the challenges that

2236

02:26:25.752 --> 02:26:29.672

may be impacting the schools with implementation and use- usage of the

2237

02:26:29.692 --> 02:26:33.532

visitor management system. And also doing, um, frequent

2238

02:26:33.572 --> 02:26:37.212

check-ins across schools, like the drop-ins, to make sure and to see if

2239

02:26:37.312 --> 02:26:39.912

there's access or there's a challenge with that.

2240

02:26:39.952 --> 02:26:43.872

Um, the other factors that we, of course, would love to see is, um,

2241

02:26:43.892 --> 02:26:47.792

being able to, um, increase the, the functionalities

2242

02:26:47.872 --> 02:26:51.732

of what Raptor can provide to us, which does have a budgetary cost to it in

2243

02:26:51.772 --> 02:26:55.162

terms of, um, you know, being able to utilize the full

2244

02:26:55.272 --> 02:26:58.152

capacity of that, um, visitor management system.

2245

02:26:58.212 --> 02:27:01.732

So, um, working towards a tiered approach of what are the

2246

02:27:01.792 --> 02:27:05.622

immediate things that we can do to ensure implementation with fidelity,

2247

02:27:05.632 --> 02:27:09.052

working closely with Dr. Crawford and her team to help support

2248

02:27:09.072 --> 02:27:12.702

implementation of Raptor in our extended day programs, but then

2249

02:27:12.732 --> 02:27:16.432

also what becomes that long-range plan that we implement to make

2250

02:27:16.492 --> 02:27:20.462

certain that this does become a much more seamless process across all

2251

02:27:20.512 --> 02:27:22.792

of our schools and facilities, um, in APS.

2252

02:27:22.872 --> 02:27:25.532

Thank you, Ms. Curtis. And you touched on my next question already-

2253

02:27:25.542 --> 02:27:25.562

Yeah

2254

02:27:25.612 --> 02:27:28.232

... which is, um, accessibility and inclusivity.

2255

02:27:28.272 --> 02:27:31.772

So for, let's say, elderly or

2256

02:27:31.952 --> 02:27:35.552

immigrant, uh, family members or parents that, um-

2257

02:27:36.132 --> 02:27:39.682

... maybe don't have a Social Security number, what have you, how can we still

2258

02:27:39.692 --> 02:27:42.482

ensure that they can come into the schools and be welcomed

2259

02:27:43.392 --> 02:27:45.842

if, if they don't have those, those documents?

2260

02:27:45.842 --> 02:27:49.552

We definitely have factors to be able to help support our families with being

2261

02:27:49.672 --> 02:27:53.491

able to utilize the Raptor system if they do not have those

2262

02:27:53.532 --> 02:27:54.922

particular credentials in place.

2263

02:27:54.932 --> 02:27:58.372

And so very similar models that we utilize with our students with

2264

02:27:58.452 --> 02:28:02.152

registration, there is an opportunity where families can be

2265

02:28:02.192 --> 02:28:06.132

provided a q- they can pr- be provided with access to be able

2266

02:28:06.272 --> 02:28:06.992

to, um,

2267

02:28:07.912 --> 02:28:11.212

be available to enter their child's school without there being

2268

02:28:11.332 --> 02:28:12.592

a, um,

2269

02:28:13.532 --> 02:28:16.472

obstacle to prevent them from coming into our schools.

2270

02:28:16.492 --> 02:28:20.152

Great, thank you. Ms. Clark?

2271

02:28:21.032 --> 02:28:24.562

Um, so slide 10, um, was mentioning

2272

02:28:24.672 --> 02:28:26.382

specifically special education.

2273

02:28:27.152 --> 02:28:30.952

Um, I, ah, you know, where I've

2274

02:28:31.012 --> 02:28:34.272

heard that our SSCs are extremely

2275

02:28:34.352 --> 02:28:38.112

collaborative, um, and work really hard

2276

02:28:38.212 --> 02:28:41.712

just in general, um, the

2277

02:28:41.772 --> 02:28:44.702

management team, um, is collaborative and

2278

02:28:44.772 --> 02:28:47.772

responsive. That is

2279

02:28:47.812 --> 02:28:51.332

secondary. Uh, it takes an event to happen, and then they

2280

02:28:51.372 --> 02:28:55.312
respond. They're responsive to our students with disabilities.

2281
02:28:55.332 --> 02:28:59.172
I don't know that it's always in the proactive manner, from what I've heard

2282
02:28:59.272 --> 02:29:02.152
from students and community members-

2283
02:29:02.292 --> 02:29:02.372
Sure

2284
02:29:02.792 --> 02:29:06.712
... that, that I'm a part of. So I wanna make sure that, um, training

2285
02:29:07.512 --> 02:29:10.952
continues to be a top focus and priority so that

2286
02:29:11.632 --> 02:29:14.772
we are doing the right things for our students-

2287
02:29:14.952 --> 02:29:15.232
Sure

2288
02:29:15.252 --> 02:29:18.252
... from the get, from the, from the onset, and not

2289
02:29:18.672 --> 02:29:22.272
necessarily, you know... Where I appreciate the

2290
02:29:22.732 --> 02:29:26.132
re, re- responsiveness, I also wanna mention that we should

2291
02:29:26.172 --> 02:29:29.882
be proactive in how we are handling our students with

2292
02:29:29.932 --> 02:29:32.872
disabilities, many of which have invisible

2293
02:29:32.912 --> 02:29:36.332

disabilities that may not come across,

2294

02:29:36.432 --> 02:29:38.312

um, in working with them.

2295

02:29:38.872 --> 02:29:42.792

Sure. Um, and I definitely, um, believe that as

2296

02:29:42.832 --> 02:29:46.512

well, and just wanna just give a little bit of information, um, in

2297

02:29:46.552 --> 02:29:50.312

response to, to what you shared. Um, in some cases, you

2298

02:29:50.372 --> 02:29:54.252

know, I won't deny that there's been instances where

2299

02:29:54.272 --> 02:29:58.172

there's a response to something which addresses a challenge that we

2300

02:29:58.212 --> 02:30:00.892

may not have readily been, um, aware of.

2301

02:30:01.012 --> 02:30:04.982

Since, um, some of the feedback that we've received from our, um,

2302

02:30:05.032 --> 02:30:08.532

SEPTA, uh, partnership and meetings with them, um, the

2303

02:30:08.652 --> 02:30:12.632

reality is, is within the school emergency management plans,

2304

02:30:12.672 --> 02:30:16.652

our students, um... And, and this is only gonna address a portion of what you

2305

02:30:16.732 --> 02:30:20.712

are speaking to, our students who may have mobility issues or other

2306

02:30:20.852 --> 02:30:24.712

factors or manifestations of their disability that are going to impact their

2307

02:30:24.752 --> 02:30:28.692

ability to, to readily exit a building in the, a middle

2308

02:30:28.732 --> 02:30:32.532

of a crisis or to respond to one of our, uh, emergency

2309

02:30:32.612 --> 02:30:36.592

protocol standards. We recognize, um, that part of the school

2310

02:30:36.632 --> 02:30:40.152

emergency plan, um, and we were doing a work with our schools

2311

02:30:40.212 --> 02:30:43.012

directly to say, "Identify these students by name.

2312

02:30:43.052 --> 02:30:46.572

Identify these students so they are a part of the plan, so when we're working with

2313

02:30:46.612 --> 02:30:50.452

our first responders or when we're working with other individuals, there

2314

02:30:50.512 --> 02:30:54.132

isn't a gap in time that we have to kind of respond to that."

2315

02:30:54.232 --> 02:30:57.742

Um, we also want to make certain that, um,

2316

02:30:57.852 --> 02:31:01.732

families are made a part or that discussion is a part of the IEP

2317

02:31:01.832 --> 02:31:05.572

meeting. So when we're sitting down talking, not only are we

2318

02:31:05.632 --> 02:31:08.392

talking about the development and the support of your students with the

2319

02:31:08.472 --> 02:31:12.222

accomplishment of their goals, but we're also spending time to say, "Hey, we need

2320

02:31:12.252 --> 02:31:16.052

to talk about, and we need to have a way to document formally, in the event of a

2321

02:31:16.122 --> 02:31:19.942

crisis or an emergency, w- how are we able to make certain that...

2322

02:31:19.952 --> 02:31:23.672

Are there adaptability needs? Are there accommodations that we need to have?

2323

02:31:23.712 --> 02:31:27.702

Does it manifest or rise to the degree that it needs to be identified in our

2324

02:31:27.712 --> 02:31:31.442

school emergency, um, plans?" And so those are some of the things

2325

02:31:31.512 --> 02:31:35.161

that, um, we know are what we wanna see happening with

2326

02:31:35.192 --> 02:31:39.012

fidelity across all our schools and acknowledging that that's not where we are at

2327

02:31:39.052 --> 02:31:41.272

this point.

2328

02:31:42.112 --> 02:31:43.592

Thank you.

2329

02:31:44.652 --> 02:31:44.702

You're welcome.

2330

02:31:44.702 --> 02:31:45.592

Ms. Turner.

2331

02:31:45.752 --> 02:31:49.492

Thank you. I just wanted to, um, thank our auditor for these

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02:31:49.572 --> 02:31:53.312

reports and thank the staff for engaging with the audit, um, and

2333

02:31:53.432 --> 02:31:57.192

for working with us on the follow-up, because it's

2334

02:31:57.232 --> 02:32:00.172

only just begun. Um, and I wanted to underscore Ms.

2335

02:32:00.212 --> 02:32:03.392

Graves' point about Raptor, um, because it, it is

2336

02:32:03.452 --> 02:32:07.372

important. It is, uh, part of our tiered security, and I

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02:32:07.412 --> 02:32:10.132

think, uh, to the extent that we can communicate

2338

02:32:10.172 --> 02:32:13.852

consistently and steadily over the coming months about

2339

02:32:13.932 --> 02:32:17.792

our, our point of emphasis on this so that our families know

2340

02:32:17.832 --> 02:32:21.752

what to expect, um, i- ideally, we can make some progress towards
fidelity

2341

02:32:21.792 --> 02:32:24.632

in this area.

2342

02:32:28.832 --> 02:32:32.532

Okay, well, I appreciate everyone's patience with me in getting through
that, and,

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02:32:32.612 --> 02:32:36.592

um, and I echo, um, Ms. Turner's comments, um, about, uh,

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02:32:36.612 --> 02:32:40.412

appreciation to the staff, uh, for whom the implementation falls,

2345

02:32:40.532 --> 02:32:44.302

on whom the implementation falls. Um, and I also just wanna thank, um, Ms.

2346

02:32:44.312 --> 02:32:47.772

Turner and Ms. Clark for serving on the audit committee, and, uh, and also Mr.

2347

02:32:47.812 --> 02:32:51.342

Stockton, um, and Ms. Blanfinni, who, um,

2348

02:32:51.372 --> 02:32:55.362

undoubtedly would have done a better job than I did this evening on that report.

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02:32:55.372 --> 02:32:59.352

And so, with that, uh, we are now at action items,

2350

02:32:59.392 --> 02:33:02.942

and tonight we have one item, the proposed changes to non-traditional, uh,

2351

02:33:03.692 --> 02:33:07.052

programs. M- uh, Dr. Durham, will you please introduce the staff who will present

2352

02:33:07.072 --> 02:33:07.692

this item?

2353

02:33:07.752 --> 02:33:11.672

Yes, thank you. This item was presented at the January 22nd, uh,

2354

02:33:11.732 --> 02:33:14.592

school board meeting. We don't have any changes to our four

2355

02:33:14.692 --> 02:33:18.642

recommendations. Uh, the four recommendations we presented at the t-

2356

02:33:18.732 --> 02:33:21.962

uh, January 22nd board meeting remain the same.

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02:33:22.032 --> 02:33:25.692

However, I would like to invite, uh, Ms. Graves, Dr.

2358

02:33:25.712 --> 02:33:29.632

Mann, and Dr. Crawford up to provide some additional information about

2359

02:33:29.712 --> 02:33:33.672

some of the, um, work and the engagement and the discussions that has happened

2360

02:33:33.732 --> 02:33:37.572

since the 22nd, but there are no new changes to the proposal itself.

2361

02:33:37.592 --> 02:33:41.112

So I'll turn it over to Ms. Graves and, um, to start out with sharing some

2362

02:33:41.172 --> 02:33:43.952

updates on some of the work and the next steps.

2363

02:33:44.748 --> 02:33:48.248

... Thank you, Dr. Duran. Good evening. And, um, as Dr.

2364

02:33:48.268 --> 02:33:51.768

Duran indicated, we have not made any changes to the

2365

02:33:51.788 --> 02:33:55.438

presentation, with the exception of the additional slide added, and I believe it's

2366

02:33:55.488 --> 02:33:59.168

on page seventeen. So I'll go to that slide, because out

2367

02:33:59.628 --> 02:34:03.548

from our previous work- from our previous information item, part of

2368

02:34:03.588 --> 02:34:06.908

the feedback that we've received and direction from the board involved

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02:34:07.348 --> 02:34:10.978

looking at the engagement and the communication, and seeking

2370

02:34:11.108 --> 02:34:15.028

opportunities to hear more directly from the stakeholder groups that were being

2371

02:34:15.048 --> 02:34:17.208

impacted by these recommendations.

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02:34:17.288 --> 02:34:21.108

Also, looking at our physical structure, and then again, also, um,

2373

02:34:21.608 --> 02:34:24.697

leadership and how that model would be effective with these

2374

02:34:24.808 --> 02:34:28.728

proposals. And so part of the work that our team, um, are gonna discuss this

2375

02:34:28.788 --> 02:34:32.648

evening, and we'll do it in parts, um, and I'll be focusing primarily on the

2376

02:34:32.668 --> 02:34:36.488

engagement that we, um, conducted with our families and

2377

02:34:36.588 --> 02:34:40.468

our, um, staff members. Here's just an update from

2378

02:34:40.548 --> 02:34:44.218

our meeting, um, from January twenty, um, second,

2379

02:34:44.218 --> 02:34:47.888

um, to now, for the various, um, engagement

2380

02:34:48.088 --> 02:34:52.008

efforts that have been made. I'd be remiss without recognizing the work of

2381

02:34:52.048 --> 02:34:55.708

Ms. Leona Smith, um, Dr. Tyrone Byrd, and other

2382

02:34:55.728 --> 02:34:59.468
members, Terry Murphy, and that's why you don't name people, 'cause I will forget

2383
02:34:59.528 --> 02:35:03.488
someone. But for all of the, um, the champions who were in

2384
02:35:03.548 --> 02:35:07.188
the trenches, um, doing this work and engaging in these meetings, thank you

2385
02:35:07.308 --> 02:35:11.208
all. And so this is a very humble summary of the feedback that we

2386
02:35:11.248 --> 02:35:15.208
received from our parents and from the community members as we

2387
02:35:15.268 --> 02:35:19.208
sought to receive additional, um, opportunities to hear from them, to

2388
02:35:19.248 --> 02:35:22.208
help refine the proposals at hand.

2389
02:35:22.308 --> 02:35:25.628
Um, and as- I'll break it down. There's, there's things that, of course, people

2390
02:35:25.648 --> 02:35:29.288
were pleased about: the plan, um, the proposals, the opportunities to

2391
02:35:29.308 --> 02:35:33.168
expand resource and access for our students, the opportunities for our

2392
02:35:33.188 --> 02:35:36.648
students to have more rigor, um, and some more

2393
02:35:37.128 --> 02:35:41.008
variability for our school leaders to be able to meet the needs of

2394
02:35:41.088 --> 02:35:44.388
students based on, um, where they are coming from and what they

2395

02:35:44.428 --> 02:35:47.898

require. So I'll spend the majority of this time speaking s-

2396

02:35:47.898 --> 02:35:51.668

specifically to those things that individuals, um, individual

2397

02:35:51.768 --> 02:35:55.367

groups raised as areas or opportunities for us

2398

02:35:55.428 --> 02:35:58.948

to, um, focus around as we reviewed these proposed

2399

02:35:58.968 --> 02:36:02.728

changes. Um, primarily frustration with the location and the

2400

02:36:02.768 --> 02:36:06.708

timing of the communication. Um, some of our families, our

2401

02:36:06.748 --> 02:36:10.488

Langston staff, our Langston students, our AC- ACHS,

2402

02:36:10.568 --> 02:36:14.208

across the full, um, continuum of groups that are impacted by

2403

02:36:14.268 --> 02:36:18.108

this proposal. Um, wanting to make sure that there

2404

02:36:18.228 --> 02:36:22.068

was a strong consideration for maintaining preservation

2405

02:36:22.128 --> 02:36:25.657

of their program s- dynamics. We are here for this

2406

02:36:25.688 --> 02:36:29.578

reason, and this is what we stand for, and we want to make certain that
in

2407

02:36:29.608 --> 02:36:33.468

the midst of these proposals, that that identity is not lost, and that
was

2408

02:36:33.528 --> 02:36:36.928

across, uh, multiple, um, subgroups and stakeholder

2409

02:36:37.128 --> 02:36:41.088

community, um, meetings. Maintaining small class sizes,

2410

02:36:41.228 --> 02:36:45.028

um, manageable caseloads, accessible mental health supports,

2411

02:36:45.128 --> 02:36:48.978

um, ma- making certain that part of what

2412

02:36:49.008 --> 02:36:50.958

we heard from many of our programs...

2413

02:36:50.968 --> 02:36:54.128

And I think it goes without saying, and a number of our principals here, here, this

2414

02:36:54.208 --> 02:36:57.618

after- this evening, it goes without saying the magic, the

2415

02:36:57.748 --> 02:37:01.608

environment, the culture, the climate that they create and they lead in their

2416

02:37:01.648 --> 02:37:05.478

buildings, really facilitate and foster this safe,

2417

02:37:05.548 --> 02:37:09.208

um, connection for our students, and wanting to make certain that that

2418

02:37:09.248 --> 02:37:12.808

component is maintained and highlighted in there, um,

2419

02:37:13.228 --> 02:37:16.868

with w- when looking at the, um, proposals for the changes that we're

2420

02:37:16.908 --> 02:37:20.688

making. Um, other areas, comments that came out were

2421

02:37:20.728 --> 02:37:24.648

around a need for really strong, a staffing framework, in terms of

2422

02:37:24.728 --> 02:37:28.468

how, um, with these proposals, and this is across the four

2423

02:37:28.548 --> 02:37:32.518

proposals, how are we going to ensure that the needs of our students

2424

02:37:32.518 --> 02:37:36.498

are going to be met, giving- given the, um,

2425

02:37:36.548 --> 02:37:40.178

recommended changes, but also with what staffing configurations and

2426

02:37:40.248 --> 02:37:43.998

allocations or use- usage of staff is going to be, um,

2427

02:37:44.128 --> 02:37:47.968

provided? Um, other areas of concern

2428

02:37:48.088 --> 02:37:52.038

focused around, um, excitement, um, for some of these changes

2429

02:37:52.088 --> 02:37:55.388

that were being made, but the need to want to know how and what those things were

2430

02:37:55.408 --> 02:37:59.108

going to look like. Um, and more

2431

02:37:59.208 --> 02:38:03.007

to look at some things were coming out from our families

2432

02:38:03.168 --> 02:38:06.948

as, uh, in students, and also for our, um, staff

2433

02:38:07.028 --> 02:38:10.468

members around the, the use of,

2434

02:38:10.508 --> 02:38:14.358
particularly if we were look at the transition, um, for Langston into the

2435
02:38:14.408 --> 02:38:15.888
Grace Hopper, um,

2436
02:38:16.708 --> 02:38:20.318
Community, um, Grace Hopper Center, excuse me, um,

2437
02:38:20.448 --> 02:38:23.948
opportunities for how we're going to make sure that those communities can
come

2438
02:38:23.988 --> 02:38:27.768
together as one. And so that's a high-level summary

2439
02:38:27.888 --> 02:38:30.878
of, um, some of the feedback that we received.

2440
02:38:30.948 --> 02:38:34.908
Um, we wanted to make certain that we were fully transparent with the
feedback

2441
02:38:34.918 --> 02:38:38.848
that was provided to us, that were points of consideration,

2442
02:38:38.888 --> 02:38:42.548
that were, were, um, areas that, um, community,

2443
02:38:42.628 --> 02:38:46.128
staff, and students wanted to ensure were being, um,

2444
02:38:46.388 --> 02:38:50.368
reviewed, considered, um, were, uh, being a part of,

2445
02:38:50.408 --> 02:38:53.928
part of the feedback that we were using as we looked to refine our

2446
02:38:53.948 --> 02:38:57.628
proposals and our plans. So, um, I'll turn it over now to Dr.

2447

02:38:57.668 --> 02:39:01.628

Crawford, who's going to provide additional information as a result of the work

2448

02:39:01.668 --> 02:39:05.028

that has been done since the, um, twenty- January twenty-second

2449

02:39:05.068 --> 02:39:06.068

meeting.

2450

02:39:08.608 --> 02:39:10.788

Good evening. Uh, thank you, Ms. Graves.

2451

02:39:10.808 --> 02:39:14.668

Thank you to our staff, uh, as Ms. Graves said, who facilitated, our

2452

02:39:14.768 --> 02:39:17.988

staff who attended, our families, and our students.

2453

02:39:19.288 --> 02:39:22.868

I will highlight for the board the recommendations that we presented as a part of

2454

02:39:22.928 --> 02:39:26.768

the, um, information session, but also just some additional information for

2455

02:39:26.808 --> 02:39:30.588

anyone who may be watching, um, so that it's clear what the recommendation

2456

02:39:30.648 --> 02:39:34.368

is. Uh, first recommendation is to approve the development of the

2457

02:39:34.388 --> 02:39:37.988

alternative learning program to be located at Syfax.

2458

02:39:38.048 --> 02:39:41.668

This would be an expansion of the current forty-five-day program for our

2459

02:39:41.748 --> 02:39:45.388

students with disabilities, which is an interim alternative education

2460
02:39:45.468 --> 02:39:49.408
program, again, a temporary, uh, location for more intensive

2461
02:39:49.488 --> 02:39:52.668
services. Based on feedback, um, for some

2462
02:39:52.748 --> 02:39:56.660
time-... We are looking to, for this expansion to include middle

2463
02:39:56.720 --> 02:40:00.640
school and high, high school students, um, that without disabilities,
without

2464
02:40:00.840 --> 02:40:04.730
IEPs and 504s. The next is the approval of the

2465
02:40:04.780 --> 02:40:08.380
development of the flexible learning program to be located at ACHS.

2466
02:40:08.960 --> 02:40:12.780
Um, as previously described, this program is a blended learning, uh,

2467
02:40:12.840 --> 02:40:16.820
instructional learning approach that provides instruction, direct
instruction,

2468
02:40:16.860 --> 02:40:20.360
face-to-face, as well as, um, utilizing online

2469
02:40:20.400 --> 02:40:22.860
capabilities that is competency-based.

2470
02:40:22.920 --> 02:40:26.670
Uh, we are proposing two sessions, I- with a maximum of fifty

2471
02:40:26.720 --> 02:40:30.610
students in each session. We likely, um, look to build that

2472
02:40:30.640 --> 02:40:32.970
program, pending approval next year.

2473

02:40:33.000 --> 02:40:36.970

This may be a short-term placement, as we've discussed often, um,

2474

02:40:37.040 --> 02:40:40.960

perhaps for students who've needed treatment or, uh, as a result

2475

02:40:41.000 --> 02:40:44.820

of medical or some type of mental health support.

2476

02:40:44.890 --> 02:40:48.330

Um, it could be a transition program that allows the student to get caught up

2477

02:40:48.600 --> 02:40:51.810

and return, transition back to a comprehensive school.

2478

02:40:51.820 --> 02:40:55.740

It may also result in, hopefully, great success of the students who then,

2479

02:40:55.840 --> 02:40:59.620

um, would like to stay either at ACHS or continue in the flexible learning

2480

02:40:59.720 --> 02:41:03.480

program. Um, certainly will be dependent on student need.

2481

02:41:03.520 --> 02:41:07.240

Our multilingual program, uh, supports our English learners at the high

2482

02:41:07.360 --> 02:41:10.860

school level, including some of our newcomers and our students

2483

02:41:10.920 --> 02:41:14.830

identified with limited or interrupted formal education, um,

2484

02:41:14.840 --> 02:41:16.980

who are working towards a high school diploma.

2485

02:41:17.020 --> 02:41:20.900

We want to modify some of the successful strategies that we've had at

2486

02:41:20.940 --> 02:41:24.760

programs at the career center, as well as expand our CTE

2487

02:41:25.100 --> 02:41:28.870

and enrich our students' instruction with respect to our,

2488

02:41:28.960 --> 02:41:31.320

um, academic vocabulary for our students.

2489

02:41:31.360 --> 02:41:35.100

So that is requesting the approval of the development of the multilingual

2490

02:41:35.120 --> 02:41:38.960

program, again, incorporating EL services, uh, previously

2491

02:41:39.020 --> 02:41:42.420

delivered at the English Learner Institute.

2492

02:41:42.480 --> 02:41:46.420

And lastly, um, the recommendation to approve the relocation of

2493

02:41:46.460 --> 02:41:49.940

the Langston program, including New Directions to Grace Hopper.

2494

02:41:50.060 --> 02:41:54.040

Um, we looked to, we look to expand access of programming

2495

02:41:54.080 --> 02:41:57.360

within the new Grace Hopper Pro- um, excuse me, such a dry

2496

02:41:57.400 --> 02:42:00.800

mouth. We look to expand

2497

02:42:00.920 --> 02:42:04.560

access to our coursework and our programming, um, in

2498

02:42:04.600 --> 02:42:08.400

addition to shared services, um, such as our special education

2499

02:42:08.460 --> 02:42:12.240
staff, our EL, um, opportunities that Grace Hopper presents, in

2500
02:42:12.280 --> 02:42:15.560
addition to the, uh, career and tech ed.

2501
02:42:15.600 --> 02:42:19.500
Currently, just a reminder to, um, those watching, the Arlington Career Center does

2502
02:42:19.560 --> 02:42:23.180
co-locate a number of programs, um, within the

2503
02:42:23.360 --> 02:42:27.160
shared physical space. The programs that are there, students who attend

2504
02:42:27.180 --> 02:42:31.020
those programs are often in classes together, and of course, they transition

2505
02:42:31.060 --> 02:42:34.050
there throughout the building, and they share common areas throughout the course of

2506
02:42:34.060 --> 02:42:38.020
the day. This would be similar to the Grace Hopper experience.

2507
02:42:38.080 --> 02:42:42.060
And with that, I will ask Dr. Mann to talk about, um, next steps

2508
02:42:42.140 --> 02:42:44.640
as we continue our work ahead.

2509
02:42:46.500 --> 02:42:49.560
Thank you, Dr. Crawford. Good evening, school board, Dr. Duran.

2510
02:42:49.680 --> 02:42:53.430
As, uh, the team just highlighted for you, once the board approves this, uh,

2511
02:42:53.480 --> 02:42:56.630
we will continue our meaningful engagement and, um,

2512
02:42:57.220 --> 02:43:00.940
consistent engagement with the people we just talked- uh, mentioned.

2513
02:43:00.960 --> 02:43:01.080
But

2514
02:43:01.900 --> 02:43:05.600
1B, you've heard Miss, um, Leona Smith

2515
02:43:05.680 --> 02:43:09.270
mention this, and this is a retreat with the admin team, which many of the things

2516
02:43:09.320 --> 02:43:13.310
that we, once the board approves this, we can really start planning and getting

2517
02:43:13.340 --> 02:43:16.410
down to the details, and some of those I'll go over briefly.

2518
02:43:16.440 --> 02:43:20.100
So we know we need to continue to plan and design the physical spaces where these

2519
02:43:20.180 --> 02:43:23.940
programs will go. We will also review the bell schedules, how will this actually

2520
02:43:24.040 --> 02:43:27.040
work in putting these programs together?

2521
02:43:27.160 --> 02:43:31.100
Also, establish the safety and security systems and practices that will be

2522
02:43:31.120 --> 02:43:34.900
in the building. We'll also develop the structures for community building

2523
02:43:35.640 --> 02:43:39.400
and practices. And then also, we need to also work with,

2524

02:43:39.500 --> 02:43:43.180

um, Ms. Jackson and her team, and how do we preserve and support the

2525

02:43:43.240 --> 02:43:47.180

specific Langston traditions and activities that they have been successful

2526

02:43:47.249 --> 02:43:49.300

at currently where they are located?

2527

02:43:49.310 --> 02:43:52.920

And then lastly, we will continue to update the board at, in

2528

02:43:52.980 --> 02:43:56.900

writing, at the designated times, whether that is in April, May, and

2529

02:43:56.920 --> 02:44:00.440

then also in early August, and then again, continue updating our

2530

02:44:00.480 --> 02:44:04.300

community, um, where we are and the detailed plans that we have, and then

2531

02:44:04.340 --> 02:44:07.780

continue working with our admin teams as we work on staffing

2532

02:44:07.790 --> 02:44:11.720

and working on schedules, and also, um, making sure

2533

02:44:11.760 --> 02:44:15.050

that everyone understands where they'll be going when the new building opens.

2534

02:44:15.060 --> 02:44:19.040

And again, working with facilities to make sure we've, um, we open a new building,

2535

02:44:19.080 --> 02:44:22.220

but also moving new programs in there with all the equipment that needs to be

2536

02:44:22.280 --> 02:44:25.860

ordered as well. And so at this time, I think I'm turning it back over to-

2537

02:44:25.960 --> 02:44:27.040

I'm just gonna add the next step.

2538

02:44:27.080 --> 02:44:27.840

Dr. Crawford.

2539

02:44:29.000 --> 02:44:32.389

Sorry. Um, with a wonderful assist, I would also

2540

02:44:32.480 --> 02:44:36.420

add that we are excited for our work ahead, for next steps to continue to

2541

02:44:36.460 --> 02:44:38.500

look to expand our student support team.

2542

02:44:38.580 --> 02:44:42.440

Um, one of the areas as we look to co-locate these programs, we're very excited

2543

02:44:42.480 --> 02:44:46.260

about the county support, because we utilize a public health model, and our nurses

2544

02:44:46.280 --> 02:44:49.780

are county employees. Um, the county has put forward in their budget a full-time

2545

02:44:49.820 --> 02:44:53.340

nurse for the Grace Hopper Center, and that is not something that's in existence at

2546

02:44:53.380 --> 02:44:55.280

any of the programs that we're talking about right now.

2547

02:44:55.320 --> 02:44:59.040

So we do thank them for that consideration as we look to grow the center.

2548

02:44:59.120 --> 02:45:03.000

Um, and that's a critical, um, piece when we do all of our work, of course,

2549

02:45:03.100 --> 02:45:06.960

um, wraparound services, but also, um, we'll serve as a critical member to our

2550

02:45:07.000 --> 02:45:10.040

student support team. Thank you.

2551

02:45:12.060 --> 02:45:16.020

Thank you all very much. Um, board members, I wanna ask if you

2552

02:45:16.160 --> 02:45:19.980

have any clarifying questions for the staff on the

2553

02:45:20.020 --> 02:45:22.900

updates that they've just provided.

2554

02:45:23.860 --> 02:45:24.360

Questions or comments?

2555

02:45:24.370 --> 02:45:27.680

Questions. Do you have any clarifying questions on the information that was just

2556

02:45:27.720 --> 02:45:30.360

shared?

2557

02:45:31.740 --> 02:45:33.080

Okay, Ms. Tapia Lee.

2558

02:45:34.280 --> 02:45:37.330

Thank you. Yes, um, I, I suppose it is a bit of a clarifying question.

2559

02:45:37.340 --> 02:45:41.140

Again, this is delving into the details that are still forthcoming, but my first

2560

02:45:41.200 --> 02:45:44.400

question, um, has to do with the Multilingual Learner

2561

02:45:44.500 --> 02:45:48.460

program. Is there a student profile for this program

2562

02:45:48.520 --> 02:45:52.100

and actually for all of them, or is that something that's still in

2563

02:45:52.160 --> 02:45:55.780

development, or is that kind of what you went through just

2564

02:45:55.980 --> 02:45:56.300

now

2565

02:45:57.180 --> 02:45:57.980

in terms of-

2566

02:45:58.808 --> 02:46:01.348

... I'll start, and then, uh, Ms. Murphy, not Dr.

2567

02:46:01.388 --> 02:46:05.348

Murphy, can, uh, follow up with. Um, we're still working on that, but we

2568

02:46:05.408 --> 02:46:08.848

wanna make sure that we're open to being flexible with students that can be

2569

02:46:08.928 --> 02:46:12.848

supported in the pathway. I think that's important for us, because we

2570

02:46:12.888 --> 02:46:16.378

wanna make sure that we're serving the students that need the support, and not

2571

02:46:16.468 --> 02:46:19.448

pigeonholing students in there. But I will also, um, let Ms.

2572

02:46:19.488 --> 02:46:22.948

Murphy add any details to that.

2573

02:46:23.008 --> 02:46:24.148

Sure, and I-

2574

02:46:26.008 --> 02:46:28.128
issue?

2575

02:46:29.388 --> 02:46:32.708
I would also, um, add to that, that we're wanting to extend

2576

02:46:32.828 --> 02:46:36.168
opportunities, so when we're thinking about what students might come to
the

2577

02:46:36.188 --> 02:46:38.298
program, we're, um,

2578

02:46:40.108 --> 02:46:43.988
we're- when we're thinking of what students might benefit from the
program, we're

2579

02:46:44.048 --> 02:46:48.028
keeping in mind that right now, those students who are most able to
access

2580

02:46:48.088 --> 02:46:51.888
the CTE courses in their, either their comprehensive high

2581

02:46:51.968 --> 02:46:55.868
school or at the career center in the EL Institute, are those

2582

02:46:55.908 --> 02:46:59.608
students who are ELs threes and fours, and who are in

2583

02:46:59.688 --> 02:47:03.587
primarily 12th grade. Some 11th grade, some 12th grade.

2584

02:47:03.648 --> 02:47:06.538
So we're wanting to provide those opportunities earlier.

2585

02:47:06.588 --> 02:47:10.168
So when we're looking at who might be a potential student, we're not
restricting

2586

02:47:10.688 --> 02:47:14.568

who could potentially come. We're really thinking about student interest,
and

2587

02:47:14.628 --> 02:47:18.388

how we can provide support services and wraparound services to make

2588

02:47:18.448 --> 02:47:22.148

opportunities available to students so they can complete sequences, so
they can

2589

02:47:22.208 --> 02:47:26.028

start in ninth, 10th grade, so that EL ones and twos can have access

2590

02:47:26.088 --> 02:47:30.068

as well. So as we refine the program, we can make those

2591

02:47:30.108 --> 02:47:33.308

criteria or recommended, um, you know, suggested

2592

02:47:34.388 --> 02:47:36.968

areas of participation more concrete.

2593

02:47:36.988 --> 02:47:39.448

But, um, at this time, that's our primary goal.

2594

02:47:40.228 --> 02:47:41.508

Thank you. Um-

2595

02:47:41.528 --> 02:47:42.118

I'll...

2596

02:47:42.118 --> 02:47:42.508

Go for it.

2597

02:47:43.108 --> 02:47:47.028

Um, would this address, uh, what some of the speaker's

2598

02:47:47.088 --> 02:47:50.828

comments earlier regarding access to programs?

2599

02:47:50.848 --> 02:47:54.668

Does this specifically help address those concerns?

2600

02:47:54.768 --> 02:47:58.058

Yeah, she, she really was articulating that very clearly.

2601

02:47:58.168 --> 02:48:00.548

Um, right now, when students are...

2602

02:48:00.568 --> 02:48:04.228

And the challenge isn't, the challenge is complicated, because students have to

2603

02:48:04.348 --> 02:48:05.988

access language supports-

2604

02:48:06.028 --> 02:48:06.108

Yep

2605

02:48:06.408 --> 02:48:10.388

... if they need them, and sometimes they just don't have the space in their

2606

02:48:10.448 --> 02:48:14.268

schedule to meet those needs. But through this

2607

02:48:14.308 --> 02:48:18.188

program, we're able to co-locate a lot of resources, and then be able to

2608

02:48:18.228 --> 02:48:21.977

get very creative with our schedulings and with our offerings, so that

2609

02:48:22.048 --> 02:48:24.308

students can take advantage of those opportunities

2610

02:48:24.348 --> 02:48:26.088

sooner.

2611

02:48:26.097 --> 02:48:29.908

And related to that, I have a question: Can a student be part of more than one

2612

02:48:30.008 --> 02:48:33.828
program? So let's say, uh, an, a part of the Langston

2613
02:48:33.928 --> 02:48:36.848
and the multilingual lang- lang- uh, language, uh,

2614
02:48:37.008 --> 02:48:39.178
pathway.

2615
02:48:43.988 --> 02:48:47.108
I think the, the, m- may I suggest, the better, the better

2616
02:48:48.128 --> 02:48:52.048
way to approach that would be if we look at each individual student that
may

2617
02:48:52.128 --> 02:48:55.848
be in the programs, being able to

2618
02:48:55.888 --> 02:48:59.848
provide those various programs with the resources that they would need to
be

2619
02:48:59.908 --> 02:49:03.868
able to, um, respond or be available to provide

2620
02:49:03.908 --> 02:49:07.618
each of those students with the things that they need to be able to

2621
02:49:07.648 --> 02:49:11.548
be successful in school. So when we talk about would a

2622
02:49:11.588 --> 02:49:15.448
student potentially be in both, um, it's

2623
02:49:15.488 --> 02:49:18.158
highly unlikely that they would potentially be in both.

2624
02:49:18.188 --> 02:49:22.108
But our goal, our vision, would be now that they're in a campus or on

2625

02:49:22.128 --> 02:49:26.008
a location or a school where there are multiple resources available,

2626

02:49:26.028 --> 02:49:29.808
where there will be opportunities for staff to be shared or utilized in a different

2627

02:49:29.848 --> 02:49:33.728
capacity, that our leaders across those two programs would be able to work

2628

02:49:33.768 --> 02:49:37.718
collaboratively to say, "Here's a need that one of my students has,"

2629

02:49:37.728 --> 02:49:40.908
or, "Here's an additional need that, uh, may be, um,

2630

02:49:41.308 --> 02:49:45.208
supportive to helping our student be, be more successful in their academic,

2631

02:49:45.218 --> 02:49:49.148
their social, emotional, their, you know, their pathways for post, um,

2632

02:49:49.168 --> 02:49:52.768
high school," so that they can then access them in a much better way by

2633

02:49:52.908 --> 02:49:55.708
co-locating them in the same building.

2634

02:49:55.728 --> 02:49:59.548
That's what we find happening right now with our, um, Arlington

2635

02:49:59.628 --> 02:50:03.488
Tech community, our, you know, teen parenting program, the PEP

2636

02:50:03.588 --> 02:50:06.928
program, our academy, the EL Institute.

2637

02:50:06.968 --> 02:50:10.908
While they, students may be in those programs to receive the

2638

02:50:10.948 --> 02:50:14.528

services provided in those programs, the flexibility to be able to

2639

02:50:14.648 --> 02:50:18.567

access other resources within the, um, confines

2640

02:50:18.588 --> 02:50:22.168

of that building, I think are gonna be very, very helpful and beneficial for

2641

02:50:22.188 --> 02:50:22.588

students.

2642

02:50:22.748 --> 02:50:26.698

Got it. Thank you. And my last question has to do with CTE, um,

2643

02:50:26.888 --> 02:50:29.798

because I understand that, um,

2644

02:50:30.708 --> 02:50:34.088

in terms of the Langston students taking CTE courses, there's not a

2645

02:50:34.128 --> 02:50:37.768

majority of them. It's... So I'm wondering, is that

2646

02:50:37.808 --> 02:50:41.568

because there's... Is, is it interest, or is it sort of

2647

02:50:41.828 --> 02:50:45.568

accessibility or, or underst- or knowledge that these

2648

02:50:45.648 --> 02:50:49.188

resources are, are, are exist? How would you

2649

02:50:49.668 --> 02:50:49.828

qualify that?

2650

02:50:49.888 --> 02:50:53.528

I would probably say it's, uh, all of the above.

2651

02:50:53.588 --> 02:50:57.028

Um, it could be space in their schedule, the interest, and then one of the things

2652

02:50:57.088 --> 02:51:00.708

that, um, as we continue to work with the CTE office and Dr.

2653

02:51:00.728 --> 02:51:04.208

Crawford's office, is how do we make sure that our counselors

2654

02:51:04.548 --> 02:51:07.568

fully understand the entire scope of what's available for students?

2655

02:51:07.588 --> 02:51:11.518

But by this move, the Langston students will have the same opportunities as

2656

02:51:11.528 --> 02:51:15.008

all the students that are full-time at their career center have that ability to

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02:51:15.068 --> 02:51:17.488

have multiple opportunities, and they'll

2658

02:51:18.308 --> 02:51:22.108

be able to see all the wonderful things that happen in our

2659

02:51:22.128 --> 02:51:26.108

CTE program, um, and all the new things that we'll also be adding

2660

02:51:26.148 --> 02:51:28.448

over the next couple of years.

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02:51:28.588 --> 02:51:28.978

Thank you.

2662

02:51:31.368 --> 02:51:34.968

Thank you. Any additional clarifying questions for staff?

2663

02:51:35.048 --> 02:51:38.978

No. Okay, so we're ready to move forward, um, on

2664

02:51:38.988 --> 02:51:42.088
the proposal for changes to the

2665

02:51:42.648 --> 02:51:44.408
non-traditional secondary programs.

2666

02:51:44.508 --> 02:51:47.948
Um, as everyone has seen, there are four distinct

2667

02:51:48.548 --> 02:51:52.418
changes, uh, within the proposal, and the board has determined that we
will vote on

2668

02:51:52.548 --> 02:51:56.418
each change, um, individually. However, um,

2669

02:51:56.448 --> 02:52:00.348
boards, board members are going to comment collectively on all

2670

02:52:00.428 --> 02:52:03.638
four of the proposals prior to voting....

2671

02:52:03.688 --> 02:52:07.678
So I'm gonna invite my comments to share their comments, to,

2672

02:52:07.708 --> 02:52:11.238
to invite my colleagues to-- it's been a long night, share their

2673

02:52:11.288 --> 02:52:14.648
comments on the non-traditional secondary programs proposal as a

2674

02:52:14.708 --> 02:52:18.268
whole, and then we will just move through the votes on each of the

2675

02:52:18.308 --> 02:52:22.258
programs. Um, so with that, I will, um,

2676

02:52:22.588 --> 02:52:25.348
Ms. Stephanie Hadley, would you like to start?

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02:52:25.368 --> 02:52:29.308

Thank you, Madam Chair. I'm going to begin with, uh, reading some comments from a

2678

02:52:29.368 --> 02:52:33.028

parent that I received, because I think their comments really, uh,

2679

02:52:33.628 --> 02:52:37.118

neatly summarize what my trajectory has been as we've looked at this

2680

02:52:37.148 --> 02:52:40.828

information, and my concerns, and my hope for the future of this

2681

02:52:40.848 --> 02:52:44.517

proposal. And the parent writes: "I can only speak for my

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02:52:44.528 --> 02:52:47.548

daughter, but I have attended..." It's a Langston parent.

2683

02:52:47.557 --> 02:52:50.278

"I have only-- I can only speak for my daughter, but I have attended student-led

2684

02:52:50.308 --> 02:52:54.197

presentations at Langston and witnessed their pride in the community, and the value

2685

02:52:54.248 --> 02:52:57.388

that small classes in a tight-knit environment bring to their academic

2686

02:52:57.428 --> 02:53:01.328

journey. I fear that moving the school into a larger school

2687

02:53:01.368 --> 02:53:04.948

environment will negatively impact the environment and the students who crave

2688

02:53:04.988 --> 02:53:08.928

it. I hope that the school board will sincerely consider why students choose

2689

02:53:08.968 --> 02:53:12.718

Langston, and pause on approving this move without detailed information on ch-

2690

02:53:12.768 --> 02:53:16.648

logistical matters, specifically those regarding how the school will remain

2691

02:53:16.668 --> 02:53:20.588

self-contained, with the option for students to take Arlington Tech and

2692

02:53:20.608 --> 02:53:24.468

Career Center courses, should they want to." Uh, noting that students currently

2693

02:53:24.508 --> 02:53:28.408

have this option. "That e- even raises questions about how PE

2694

02:53:28.448 --> 02:53:32.288

and lunch will be managed to maintain their small size and

2695

02:53:32.388 --> 02:53:36.028

quieter or chill environment, as the students

2696

02:53:36.088 --> 02:53:39.628

describe it." Um, for me, this is about

2697

02:53:39.748 --> 02:53:41.508

love and intentionality.

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02:53:42.328 --> 02:53:45.648

That's what the community has asked of us through this process, and it's exactly

2699

02:53:45.748 --> 02:53:49.128

how I approach this decision. My foremost priority is the

2700

02:53:49.168 --> 02:53:52.708

well-being of our students, full stop.

2701

02:53:52.768 --> 02:53:55.158

Initially, I was deeply skeptical of this move.

2702

02:53:55.208 --> 02:53:59.148

My shift away from wanting to postpone, I'll start first with the Langston

2703

02:53:59.188 --> 02:54:02.868

move, today, is not because my concerns have

2704

02:54:02.908 --> 02:54:05.828

vanished, but because of the students

2705

02:54:05.868 --> 02:54:09.728

themselves. I visited the school, uh, Langston

2706

02:54:09.748 --> 02:54:13.127

and, and Grace Hopper, and I'm incredibly saddened and compelled to say

2707

02:54:13.788 --> 02:54:17.728

that my support for voting today versus postponing, boils down

2708

02:54:17.768 --> 02:54:21.568

to the unacceptable tone and vitriol used when referring to Lan- Langston

2709

02:54:21.648 --> 02:54:24.968

students. Our kids hear us. They see

2710

02:54:25.068 --> 02:54:28.788

us. I've met with them, and I'm heartbroken by the mental health toll

2711

02:54:28.828 --> 02:54:30.328

this debate has taken on them,

2712

02:54:31.168 --> 02:54:34.928

and I refuse to subject them to further undeserved animosity by

2713

02:54:34.948 --> 02:54:38.628

dragging this process out. Other comments I heard from

2714

02:54:38.708 --> 02:54:42.417

students were, "This program allows them the

2715

02:54:42.428 --> 02:54:45.788
structure not to skip. Hold us accountable.

2716
02:54:45.808 --> 02:54:49.448
They don't feel anonymous, they feel seen." And along those

2717
02:54:49.508 --> 02:54:50.648
lines,

2718
02:54:51.748 --> 02:54:55.668
their own principal has commented, "The Langston population is diverse
and

2719
02:54:55.688 --> 02:54:59.508
reflects the students served in our comprehensive high schools and APS
programs,

2720
02:54:59.548 --> 02:55:02.248
including Arlington Tech and at ACC.

2721
02:55:02.288 --> 02:55:05.288
Langston is not an exception to APS, it's an expression of its

2722
02:55:05.328 --> 02:55:09.068
mission. What the profile of the L- the Langston stu- student does

2723
02:55:09.148 --> 02:55:12.548
not reflect, is the deficit-based characterization that has surfaced
through this

2724
02:55:12.568 --> 02:55:15.688
process. The framing of Langston students, implicitly and

2725
02:55:15.708 --> 02:55:19.477
explicitly, as academically and behaviorally challenged, or a threat to
the

2726
02:55:19.528 --> 02:55:23.428
broader school community, stands in direct opposition to APS's stated

2727
02:55:23.468 --> 02:55:27.018
commitment to equity, inclusion, and dignity for all

2728

02:55:27.108 --> 02:55:31.037

students." So when I met with these students, their top concern was

2729

02:55:31.068 --> 02:55:34.268

the fear of being re-traumatized in a large building.

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02:55:34.348 --> 02:55:37.408

As someone who has family who navigate social

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02:55:37.428 --> 02:55:40.628

anxiety, I understand that a large space is not just a

2732

02:55:40.668 --> 02:55:44.648

preference, it's a s- physiological trigger.

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02:55:44.688 --> 02:55:48.468

We cannot afford to lose the intimate, safe environment where these

2734

02:55:48.508 --> 02:55:52.108

students finally feel cared for. However, there's certainly a

2735

02:55:52.128 --> 02:55:55.948

tension here. While I worry about student anxiety, I also know that these

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02:55:56.008 --> 02:55:59.788

students deserve the absolute best, high-quality facilities, a

2737

02:55:59.928 --> 02:56:03.008

full slate of courses, and robust mental health support.

2738

02:56:03.048 --> 02:56:06.918

So the question is, how do we keep the culture that made them successful,

2739

02:56:06.948 --> 02:56:10.498

while expanding opportunities? And that goes for all of the programs in

2740

02:56:10.548 --> 02:56:11.018

question.

2741

02:56:12.248 --> 02:56:16.088

So I'm voting in support of this move today, because the motion include, will

2742

02:56:16.128 --> 02:56:19.957

in- you, as you will see, will in- include and be accompanied by language and

2743

02:56:20.028 --> 02:56:23.648

terminology that provides for ongoing school board direction in key

2744

02:56:23.808 --> 02:56:27.508

areas. My vote is a yes on the direction, but

2745

02:56:27.568 --> 02:56:31.108

comes with the strict expectation that this is the

2746

02:56:31.148 --> 02:56:34.568

beginning of engagement, as our staff has said, not the

2747

02:56:34.728 --> 02:56:38.538

end, particularly with Langston students and parents, when

2748

02:56:38.568 --> 02:56:42.368

o- and parental group likes, groups like ASHBA, our English

2749

02:56:42.428 --> 02:56:46.088

Language Learner, uh, com- subcommittee, ASAC,

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02:56:46.168 --> 02:56:50.078

SEPTA, organizations that also represent our, our kids with

2751

02:56:50.128 --> 02:56:53.068

disabilities and special education students.

2752

02:56:53.148 --> 02:56:57.088

And to the superintendent and the community, I'm looking forward, uh, to more

2753

02:56:57.188 --> 02:57:00.708

concrete answers and planning on a few key elements.

2754

02:57:00.748 --> 02:57:03.688

First, maintaining a small school feel.

2755

02:57:03.748 --> 02:57:07.018

So how will we ensure students don't lose their sense of safety within a larger

2756

02:57:07.088 --> 02:57:11.058

building? Two, prioritizing health over efficiency.

2757

02:57:11.088 --> 02:57:14.988

We must ensure that space utilization never takes precedence over students'

2758

02:57:15.048 --> 02:57:18.608

best interests. Three, repairing damage.

2759

02:57:18.688 --> 02:57:22.588

How do we restore the trust that's been broken during this public

2760

02:57:22.668 --> 02:57:24.468

discourse, and build one community?

2761

02:57:24.488 --> 02:57:27.968

Because we are one Arlington. And four, support

2762

02:57:28.068 --> 02:57:31.548

ratios. We need clarity on mental health counselor-to-student

2763

02:57:31.608 --> 02:57:34.608

ratios, and class access for all of our

2764

02:57:34.708 --> 02:57:38.468

programs. There are no Langston kids, or

2765

02:57:38.568 --> 02:57:42.108

PEP kids, or Arlington Tech kids. They are all our

2766

02:57:42.228 --> 02:57:45.538

kids. Success will be defined by how we protect them through this

2767

02:57:45.568 --> 02:57:48.928

transition. I invite the community to hold us accountable as we

2768

02:57:48.968 --> 02:57:51.758

move on from this vote into the real work of

2769

02:57:51.788 --> 02:57:54.088

implementation. Thank you.

2770

02:57:56.688 --> 02:57:59.348

Thank you. Do, do you have comments on any of the other programs, or that's it?

2771

02:57:59.388 --> 02:58:01.208

Okay, thank you. Um, Ms.

2772

02:58:01.228 --> 02:58:03.468

Clark?

2773

02:58:06.752 --> 02:58:10.532

... Uh, so before discussing the non-traditional programs and the

2774

02:58:10.592 --> 02:58:14.372

Grace Hopper Center, I wanna briefly address the

2775

02:58:14.452 --> 02:58:18.132

ongoing comments about our students, that were both

2776

02:58:18.252 --> 02:58:21.372

inappropriate and not reflective of our community

2777

02:58:21.412 --> 02:58:25.172

values. In APS, we genuinely

2778

02:58:25.332 --> 02:58:28.192

welcome community input regarding

2779

02:58:28.232 --> 02:58:31.612

initiatives, processes, and desired

2780

02:58:31.712 --> 02:58:35.652
outcomes, but it should never involve

2781
02:58:35.692 --> 02:58:38.512
the othering of students, staff, or

2782
02:58:38.572 --> 02:58:41.542
programs. Based on the emails that I

2783
02:58:41.572 --> 02:58:45.121
received and comments that I've heard throughout the community,

2784
02:58:45.132 --> 02:58:49.092
including as an Arlington Tech parent myself, I think

2785
02:58:49.132 --> 02:58:53.032
it's really important to remind community members that this new center is

2786
02:58:53.092 --> 02:58:55.552
meant to benefit all Arlington

2787
02:58:55.612 --> 02:58:59.392
students. The Grace Hopper Center will continue

2788
02:58:59.452 --> 02:59:03.292
serving our existing career center programs and Arlington

2789
02:59:03.372 --> 02:59:06.862
Tech, as well as the career and technical courses for our high

2790
02:59:06.872 --> 02:59:07.452
schoolers.

2791
02:59:08.292 --> 02:59:11.952
Additionally, the opening of this Grace Hopper Center offers an

2792
02:59:12.012 --> 02:59:15.792
important opportunity to reassess how we can

2793
02:59:15.912 --> 02:59:18.852
best meet the needs of all students,

2794
02:59:19.532 --> 02:59:22.082
including those attending our non-traditional

2795
02:59:22.172 --> 02:59:25.832
programs. It is well known that

2796
02:59:25.892 --> 02:59:29.352
Langston-- the Langston program has a very- has very successfully

2797
02:59:29.492 --> 02:59:32.312
served, in many respects, as a

2798
02:59:32.392 --> 02:59:35.992
catch-all for students in which the comprehensive high

2799
02:59:36.092 --> 02:59:40.082
schools were not a good fit. Hearing the

2800
02:59:40.172 --> 02:59:41.172
community feedback

2801
02:59:42.672 --> 02:59:46.132
in all of this, I think many were surprised by the

2802
02:59:46.152 --> 02:59:49.932
recommendations initially in November and ongoing, in

2803
02:59:50.012 --> 02:59:53.772
part because the work around non-traditional programs happened in a

2804
02:59:53.892 --> 02:59:54.992
separate work stream

2805
02:59:56.512 --> 03:00:00.352
than the engagement that was happening with the re-envisioning of

2806
03:00:00.372 --> 03:00:04.102
Grace Hopper. And that doesn't

2807

03:00:04.172 --> 03:00:07.572
make the work that was happening with the non-traditional

2808
03:00:07.582 --> 03:00:11.232
programs null and void or bad. It happened in a

2809
03:00:11.272 --> 03:00:14.892
different work stream. Um, I would like to flag as an

2810
03:00:14.952 --> 03:00:18.881
auditor, I like when work streams work together. But, um...

2811
03:00:18.881 --> 03:00:22.372
A- and, and so as part of an after action, I think it's really important
that we

2812
03:00:22.432 --> 03:00:26.112
think about this for future projects and initiatives, and how we

2813
03:00:26.152 --> 03:00:29.822
continue to, to better that engagement so that the community is

2814
03:00:29.892 --> 03:00:33.712
along on the journey with this. Because truly, the

2815
03:00:33.812 --> 03:00:37.772
best outcomes that we're gonna have for all of Arlington and all

2816
03:00:37.812 --> 03:00:41.772
of our students are gonna happen when we get that collective input

2817
03:00:42.192 --> 03:00:45.992
in a respectful, and meaningful, um, and intentional

2818
03:00:46.132 --> 03:00:50.022
way. So, uh, the other,

2819
03:00:50.112 --> 03:00:54.082
uh, area I feel like it's very important to comment on, is that I think
there are a

2820

03:00:54.152 --> 03:00:57.592
lot of assumptions by community members that everything is

2821
03:00:57.672 --> 03:01:01.592
fully baked beforehand, when there are lots

2822
03:01:01.652 --> 03:01:05.152
of moving parts that require us as a board to vote

2823
03:01:05.212 --> 03:01:09.001
on for budget, and for, um, staffing and

2824
03:01:09.092 --> 03:01:11.572
resources, and what this looks like.

2825
03:01:11.592 --> 03:01:15.352
And there is a lot of work that can't take place until we do that.

2826
03:01:15.372 --> 03:01:19.112
And I have letters here specifically requesting that we

2827
03:01:19.172 --> 03:01:22.912
take urgent and specific action on this.

2828
03:01:23.112 --> 03:01:27.092
I still have questions in this process,

2829
03:01:27.132 --> 03:01:30.692
because I want, like everybody else in this room, for our student

2830
03:01:30.792 --> 03:01:34.392
outcomes to be the best they can be.

2831
03:01:34.412 --> 03:01:37.932
And I-- my expectation is, as part of this process, that we

2832
03:01:38.132 --> 03:01:41.792
work to ensure that, um, these

2833
03:01:41.872 --> 03:01:45.492
needs for our students are met, our staff concerns are

2834

03:01:45.552 --> 03:01:49.512

addressed, and that we work holistically to bring these communities

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03:01:49.592 --> 03:01:53.192

together as part of this process.

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03:01:53.312 --> 03:01:57.172

Um, I am voting yes on all four, with

2837

03:01:57.192 --> 03:02:00.852

the caveat that we are providing very explicit

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03:02:00.912 --> 03:02:04.592

direction on what we want to see in the next steps, so that the

2839

03:02:04.712 --> 03:02:08.532

outcomes can not only be, um... So that we can

2840

03:02:08.572 --> 03:02:12.232

influence the outcomes, but share them out regularly with the community

2841

03:02:12.672 --> 03:02:16.452

so that they are along with the process. Thank you.

2842

03:02:18.272 --> 03:02:18.622

Mr. New?

2843

03:02:18.652 --> 03:02:19.252

Do you want me to go?

2844

03:02:19.272 --> 03:02:20.672

Sure.

2845

03:02:20.712 --> 03:02:23.772

Okay, thank you.

2846

03:02:26.292 --> 03:02:29.932

Um, so first I wanted to say thank you to the staff for responding to our

2847

03:02:29.972 --> 03:02:33.652

concerns about engagement with a really concerted effort in the

2848

03:02:33.692 --> 03:02:37.612

community and in our schools, and with the work done to identify

2849

03:02:37.652 --> 03:02:41.272

unmet student need, and to try to address it with these proposals.

2850

03:02:41.312 --> 03:02:42.352

And I want to thank our chair

2851

03:02:43.312 --> 03:02:46.832

for shepherding these motions to this point, addressing various

2852

03:02:46.912 --> 03:02:49.172

concerns and requests, and getting us over the line

2853

03:02:49.232 --> 03:02:51.302

today. Um,

2854

03:02:52.152 --> 03:02:55.992

for my own part, dating back to the November 2024 work session, I

2855

03:02:56.012 --> 03:02:59.932

think we're still missing the benefit of a clear and public framework for

2856

03:02:59.972 --> 03:03:03.152

our non-traditional programs. I still have questions about

2857

03:03:03.192 --> 03:03:06.892

implementation of some of the proposed programs, and how to

2858

03:03:06.972 --> 03:03:10.832

rationalize all the programs we currently have, including the addition of some of

2859

03:03:10.872 --> 03:03:14.772

these, um, these new ones. To some extent, this is operational, and I

2860

03:03:14.812 --> 03:03:18.602

think it's appropriate to defer to the superintendent's leadership, but I

2861

03:03:18.632 --> 03:03:20.782

think we still- it still would've helped

2862

03:03:22.052 --> 03:03:25.852

with understanding of the benefits and the risks to the proposed move of

2863

03:03:25.872 --> 03:03:29.732

Langston in particular. Because with a framework, we would've at least had, like, a

2864

03:03:29.792 --> 03:03:33.732

step one to the type of syllogism that ends

2865

03:03:33.752 --> 03:03:37.472

in a logical conclusion that we can all feel good about, and, and at least for me,

2866

03:03:37.492 --> 03:03:41.452

that is, that is missing. Um, fundamentally, I'm concerned that what I

2867

03:03:41.512 --> 03:03:45.412

understand is a core component of Langston will be at risk

2868

03:03:45.952 --> 03:03:49.712

with this move, and the purpose of the move is to serve interests that are

2869

03:03:49.752 --> 03:03:53.271

not as core to what Langston is.

2870

03:03:53.342 --> 03:03:57.132

Um, to paraphrase a, a Langston parent email that, that I

2871

03:03:57.172 --> 03:04:00.532

received, and probably my colleagues did as well, "There's a, there's a

2872

03:04:00.552 --> 03:04:04.312

well-intentioned notion of providing equal opportunity to all students,

2873

03:04:04.392 --> 03:04:07.892
but yet I don't hear a plan to maintain

2874
03:04:07.932 --> 03:04:11.212
Langston's vision and purpose for the students who choose or need that

2875
03:04:11.232 --> 03:04:14.752
environment."... And I also think it was just difficult to overcome the

2876
03:04:14.772 --> 03:04:17.002
engagement issues on this timeline.

2877
03:04:17.092 --> 03:04:20.612
Um, there's still a sense of it feeling rushed.

2878
03:04:20.672 --> 03:04:23.792
I know staff is working on the plan, and I want to acknowledge that, but usually

2879
03:04:23.852 --> 03:04:27.732
the plan is what we do engagement around, and not develop it at the same time.

2880
03:04:28.372 --> 03:04:32.272
I'm hopeful I turn out to be wrong, um, but I wanted to identify the reasons that I

2881
03:04:32.332 --> 03:04:34.872
can't vote in favor of the proposal to move

2882
03:04:34.932 --> 03:04:37.532
Langston, and I will be voting in favor of the

2883
03:04:37.592 --> 03:04:39.832
rest.

2884
03:04:45.432 --> 03:04:45.861
All right.

2885
03:04:47.092 --> 03:04:48.212
It's only ten o'clock.

2886

03:04:49.192 --> 03:04:52.602

All right. Over the past several weeks, I've heard from

2887

03:04:52.612 --> 03:04:56.312

families, staff, students, and community members across Arlington

2888

03:04:56.392 --> 03:05:00.252

County, including specific and meaningful

2889

03:05:00.392 --> 03:05:04.332

feedback related to the proposal of relocating the Langston Program to the

2890

03:05:04.352 --> 03:05:08.252

Grace Hopper Center. Each of these narratives carries

2891

03:05:08.332 --> 03:05:12.312

weight, and I want to acknowledge the trust and courage that it

2892

03:05:12.372 --> 03:05:15.932

takes to share them, particularly when there is a feeling

2893

03:05:16.352 --> 03:05:19.872

that the framing of our efforts has not fully reflected lived

2894

03:05:19.912 --> 03:05:23.752

experience. I want to take a moment to fully lean

2895

03:05:23.772 --> 03:05:24.752

into the opportunity

2896

03:05:25.932 --> 03:05:29.462

to address what happens when implicit bias and

2897

03:05:29.552 --> 03:05:33.332

long-standing systemic practices go unexamined and

2898

03:05:33.372 --> 03:05:36.512

unspoken. They shape decisions

2899

03:05:37.372 --> 03:05:40.172
and framing in ways that can unintentionally reinforce

2900
03:05:40.212 --> 03:05:43.452
inequity. They affect whose voices are

2901
03:05:43.512 --> 03:05:47.492
centered, whose concerns are minimized, and who

2902
03:05:47.532 --> 03:05:51.232
is asked to carry the burden of proving impact and

2903
03:05:51.272 --> 03:05:54.922
worth. Over time, I believe this

2904
03:05:54.972 --> 03:05:58.912
erodes trust, it harms morale, and it creates very

2905
03:05:59.012 --> 03:05:59.952
real barriers,

2906
03:06:00.772 --> 03:06:04.212
especially for students, families, and communities who have

2907
03:06:04.252 --> 03:06:07.772
historically been underserved. Addressing this

2908
03:06:07.892 --> 03:06:11.872
requires intentional reflection, accountability,

2909
03:06:11.932 --> 03:06:15.752
and a commitment for aligning our decisions with lived experience and our

2910
03:06:15.772 --> 03:06:17.612
mission, our vision, and our values.

2911
03:06:18.852 --> 03:06:22.552
As we move forward, I want to send a reminder that this work consistently

2912
03:06:22.692 --> 03:06:25.782
calls for collaboration and care at every

2913

03:06:25.872 --> 03:06:29.792

level, from the board to every community member.

2914

03:06:29.812 --> 03:06:33.432

And I want to honor the courage of the students and the community members who have

2915

03:06:33.532 --> 03:06:36.812

spoken up and shared their feedback.

2916

03:06:36.872 --> 03:06:40.312

Let us be reminded that we are grounded in Arlington Public Schools'

2917

03:06:40.432 --> 03:06:44.372

mission to ensure that every student is empowered to thrive and

2918

03:06:44.412 --> 03:06:47.952

achieve. My personal commitment is to continue

2919

03:06:47.992 --> 03:06:51.772

listening, and to strengthen trust and culture, and support

2920

03:06:51.792 --> 03:06:55.352

decisions that reflect equity, transparency, and our shared

2921

03:06:55.392 --> 03:06:58.332

responsibility to serve all of Arlington students well.

2922

03:06:59.752 --> 03:07:03.712

I want to express my sincere thanks to the entire Langston community,

2923

03:07:03.732 --> 03:07:07.482

the leadership, the staff, the parents, and the Civic Association for

2924

03:07:07.572 --> 03:07:10.212

welcoming me, me as their liaison.

2925

03:07:10.252 --> 03:07:11.512

In a few short weeks,

2926

03:07:13.172 --> 03:07:16.912

I said this at the staff meeting of Langston, and I'm gonna say it again here for

2927

03:07:16.932 --> 03:07:17.772

our larger community:

2928

03:07:18.652 --> 03:07:22.132

everything I heard, every concern, every idea, and every

2929

03:07:22.252 --> 03:07:25.961

question, centered the passion that they have for serving our

2930

03:07:26.132 --> 03:07:28.952

students and serving them well, and I thank them for

2931

03:07:28.972 --> 03:07:32.772

that. I want to extend a special thank you, especially to

2932

03:07:32.812 --> 03:07:36.612

our staff, Dr. Bird, Ms. Smith, Chief

2933

03:07:36.692 --> 03:07:40.452

Graves, Mr. Man- Dr. Mann, Dr. Crawford, I hope I didn't leave

2934

03:07:40.472 --> 03:07:41.272

anybody out,

2935

03:07:42.152 --> 03:07:46.052

for their responsiveness and their effort in addressing our request for

2936

03:07:46.092 --> 03:07:49.232

additional opportunities for engagement.

2937

03:07:49.252 --> 03:07:53.232

That willingness to create space for connection and dialogue is essential

2938

03:07:53.332 --> 03:07:55.422

to building trust and strengthening our work

2939

03:07:55.472 --> 03:07:59.112
together. I very much understand your work is

2940
03:07:59.172 --> 03:08:02.822
hard, and it requires great courage, and I am forever grateful for that.

2941
03:08:02.832 --> 03:08:06.712
It does not go unnoticed. My vote is yes on

2942
03:08:06.812 --> 03:08:09.212
all four of the non-traditional programs

2943
03:08:09.272 --> 03:08:12.432
proceeding.

2944
03:08:13.892 --> 03:08:16.392
Thank you.

2945
03:08:20.112 --> 03:08:23.682
So it's a tremendous asset of Arlington Public Schools that we have such
a strong

2946
03:08:23.712 --> 03:08:27.252
commitment to providing programs and services that meet every student by
name,

2947
03:08:27.292 --> 03:08:30.792
strength, and need. We have students for whom the traditional

2948
03:08:30.991 --> 03:08:34.912
four-year larger high school setting does not fully build on their

2949
03:08:34.992 --> 03:08:36.592
strengths and/or meet their needs.

2950
03:08:38.472 --> 03:08:42.332
In 2024, APS leadership and staff recognized that we should

2951
03:08:42.372 --> 03:08:45.812
assess the landscape of our students and the programs that we have for

2952

03:08:45.852 --> 03:08:48.992
them. The work session held in November 2024

2953
03:08:49.652 --> 03:08:52.392
helped articulate a direction for doing that

2954
03:08:52.452 --> 03:08:56.432
assessment. Unfortunately, following that, we didn't pursue

2955
03:08:56.472 --> 03:09:00.232
a great process. We have

2956
03:09:00.352 --> 03:09:04.102
strong models for planning and engagement, for using work, working

2957
03:09:04.192 --> 03:09:07.592
groups, task forces, et cetera, and we failed to use our own best

2958
03:09:07.652 --> 03:09:11.332
practices in planning for changes in the non-traditional secondary

2959
03:09:11.412 --> 03:09:15.372
programs. Um, we know that, we've all acknowledged that, and we

2960
03:09:15.392 --> 03:09:18.992
know we can do better, and that we will.

2961
03:09:19.032 --> 03:09:22.452
The main focus that I have, um, going into this vote is on the

2962
03:09:22.532 --> 03:09:26.192
students. We are achieving success in providing

2963
03:09:26.272 --> 03:09:30.132
options for students for whom traditional models aren't the best

2964
03:09:30.172 --> 03:09:33.772
fit. And in the c- interest of continuous

2965
03:09:33.812 --> 03:09:37.132

improvement, we've looked at those options to make sure that we are getting the

2966

03:09:37.232 --> 03:09:39.582
best p- outcomes possible for those

2967

03:09:39.652 --> 03:09:43.592
students. That forms the basis for the changes that

2968

03:09:43.612 --> 03:09:47.392
are being proposed, that we're being asked to consider, and, um,

2969

03:09:47.472 --> 03:09:49.992
all four of which I am, I am going to support this

2970

03:09:50.032 --> 03:09:53.992
evening. The alternative learning program

2971

03:09:54.072 --> 03:09:57.712
is an expansion of a model that we've already been using, I see as an

2972

03:09:57.832 --> 03:10:01.632
asset in serving students for whom a short-term academic

2973

03:10:01.672 --> 03:10:05.152
and/or behavioral program will support their long-term

2974

03:10:05.252 --> 03:10:08.972
success. I appreciate the Office of School Climate and Culture for

2975

03:10:09.052 --> 03:10:12.972
taking the lead on working with these students to ensure that they can achieve

2976

03:10:13.012 --> 03:10:15.362
the same kinds of successful outcomes as their

2977

03:10:15.472 --> 03:10:19.216
peers.... The Flexible Learning Program

2978

03:10:19.296 --> 03:10:23.186

recognizes the reality in which we are living, which is that our students are not

2979

03:10:23.256 --> 03:10:26.476

always able to progress through high school uninterrupted.

2980

03:10:27.696 --> 03:10:31.196

Students who may be transitioning in and out of mental health treatment need

2981

03:10:31.236 --> 03:10:35.216

support and flexibility, and I'm grateful that the leadership

2982

03:10:35.236 --> 03:10:38.416

and staff at Arlington Community High School, and I see their principal is here

2983

03:10:38.456 --> 03:10:42.186

this evening, um, can provide hybrid instruction in a

2984

03:10:42.256 --> 03:10:46.046

competency-based model that will help students successfully

2985

03:10:46.056 --> 03:10:47.476

complete high school.

2986

03:10:49.576 --> 03:10:52.836

Our English learner students are among our best and brightest.

2987

03:10:52.876 --> 03:10:56.505

They often experience barriers to success that are entirely

2988

03:10:56.505 --> 03:11:00.486

outside of their control, and I feel we should do everything

2989

03:11:00.556 --> 03:11:04.236

we can to elevate their success. I support

2990

03:11:04.356 --> 03:11:07.876

having a dedicated multilingual program that builds on their

2991

03:11:08.056 --> 03:11:10.936
strengths and gives them opportunities despite the

2992
03:11:10.976 --> 03:11:12.956
barriers.

2993
03:11:14.476 --> 03:11:17.896
I've been on the school board for a little more than th- three years now,
and I

2994
03:11:17.956 --> 03:11:21.336
have to say that one of the top five things that I've, uh, done is to
attend the

2995
03:11:21.376 --> 03:11:23.816
Langston graduation.

2996
03:11:24.696 --> 03:11:26.596
The Langston kids are rock stars.

2997
03:11:27.716 --> 03:11:30.956
They embody the best of what diverse minds,

2998
03:11:31.016 --> 03:11:33.316
experiences, and commitment can look like,

2999
03:11:34.956 --> 03:11:38.916
and I appreciate that their principal also is here this evening.

3000
03:11:38.956 --> 03:11:42.856
Providing more opportunities for the success of the Langston students by

3001
03:11:42.956 --> 03:11:46.496
relocating the program to the Grace Hopper Center, to me,

3002
03:11:46.596 --> 03:11:48.036
represents equity in

3003
03:11:48.136 --> 03:11:51.756
action. We've heard a lot of

3004

03:11:51.796 --> 03:11:55.536
concern for preserving the integrity of the Langston program in a new

3005
03:11:55.576 --> 03:11:58.336
location, and I'm confident that we can do

3006
03:11:58.436 --> 03:12:02.246
that. But also, bringing Langston into the

3007
03:12:02.316 --> 03:12:05.276
Grace Hopper Center will enhance the center

3008
03:12:05.556 --> 03:12:09.336
overall because of what the Langston students and staff

3009
03:12:09.436 --> 03:12:13.316
will bring in terms of their commitment to growth,

3010
03:12:13.416 --> 03:12:16.306
their diverse perspective and- perspectives and

3011
03:12:16.356 --> 03:12:20.076
experiences, and the understanding that they have about the

3012
03:12:20.116 --> 03:12:22.866
value of cultivating confidence and a sense of

3013
03:12:22.936 --> 03:12:26.876
belonging. The vision that we have for the

3014
03:12:26.935 --> 03:12:29.756
Grace Hopper Center is a vibrant,

3015
03:12:30.036 --> 03:12:33.936
student-centered, diverse set of programs that, that meet the

3016
03:12:33.976 --> 03:12:37.956
needs of a range of students. Our CTE classes

3017
03:12:37.996 --> 03:12:41.616
and pathways help students explore new areas and set them up for

3018

03:12:41.676 --> 03:12:45.076

success in college and their careers.

3019

03:12:45.136 --> 03:12:48.636

With Langston, a multilingual program, and Arlington Tech

3020

03:12:49.276 --> 03:12:52.216

as anchors for full-time students in the Grace Hopper

3021

03:12:52.256 --> 03:12:56.106

Center, students will have the opportunity to pursue

3022

03:12:56.156 --> 03:12:59.716

a wide range of outcomes from their K-12 experience,

3023

03:13:00.376 --> 03:13:04.356

and we will have under one roof, a compelling example

3024

03:13:04.536 --> 03:13:08.296

of what it looks like to meet every student by name,

3025

03:13:08.316 --> 03:13:08.716

strength, and

3026

03:13:08.796 --> 03:13:12.336

need.

3027

03:13:14.656 --> 03:13:15.376

With that,

3028

03:13:17.076 --> 03:13:19.676

I am going to ask my colleagues for

3029

03:13:20.856 --> 03:13:24.996

motions.

3030

03:13:27.436 --> 03:13:30.436

And, um, Ms. Clark, you have the first motion.

3031

03:13:31.516 --> 03:13:35.285

I move that the school board approve the development of the Alternative Learning

3032

03:13:35.356 --> 03:13:38.376

Program to be located at CIFACS.

3033

03:13:38.476 --> 03:13:39.856

Is there a second?

3034

03:13:41.036 --> 03:13:42.496

Second.

3035

03:13:42.576 --> 03:13:44.376

All in favor, please say yes.

3036

03:13:44.416 --> 03:13:44.616

Yes.

3037

03:13:44.676 --> 03:13:45.136

Yes.

3038

03:13:45.156 --> 03:13:45.996

Yes.

3039

03:13:46.005 --> 03:13:49.656

Yes. Any opposed, please say no. Motion passes five to

3040

03:13:49.736 --> 03:13:51.056

zero.

3041

03:13:52.316 --> 03:13:54.236

Uh, Ms. Tapia Handley?

3042

03:13:54.316 --> 03:13:57.016

Uh, Madam Chair, I move that the school board approve the development of the

3043

03:13:57.056 --> 03:14:00.956

Flexible Learning Program to be located at the Arlington Community High School.

3044

03:14:01.036 --> 03:14:02.456
Is there a second?

3045

03:14:02.516 --> 03:14:03.636
Second.

3046

03:14:03.736 --> 03:14:05.656
All in favor, please say yes.

3047

03:14:05.776 --> 03:14:06.056
Yes.

3048

03:14:06.065 --> 03:14:06.065
Yes.

3049

03:14:06.065 --> 03:14:06.065
Yes.

3050

03:14:06.076 --> 03:14:08.936
Yes. Any opposed, please, any opposed, please say

3051

03:14:08.956 --> 03:14:11.576
no. Motion passes five to

3052

03:14:11.656 --> 03:14:12.956
zero.

3053

03:14:13.816 --> 03:14:15.576
Uh, Ms. Bryant?

3054

03:14:15.636 --> 03:14:18.716
I move that the school board approve the development of the multilingual
program

3055

03:14:18.756 --> 03:14:22.636
that incorporates EL service- services previously delivered by English

3056

03:14:22.716 --> 03:14:24.416
Learner Institute.

3057

03:14:24.476 --> 03:14:26.796
Is there a second?

3058
03:14:26.876 --> 03:14:28.356
Second.

3059
03:14:28.416 --> 03:14:30.176
All in favor, please say yes.

3060
03:14:30.196 --> 03:14:30.576
Yes.

3061
03:14:30.596 --> 03:14:31.296
Yes.

3062
03:14:31.306 --> 03:14:31.306
Yes.

3063
03:14:31.316 --> 03:14:34.376
Any opposed, please say no. Motion passes five to

3064
03:14:34.456 --> 03:14:35.836
zero.

3065
03:14:36.856 --> 03:14:40.696
Um, I have the motion for, um, the Langston program, and I also have

3066
03:14:40.756 --> 03:14:43.956
direction that I'll, I'll read following the vote.

3067
03:14:44.056 --> 03:14:47.416
Um, so I move that the school board approve the relocation of Lan- the
Langston

3068
03:14:47.476 --> 03:14:50.936
program, including new directions, to the Grace Hopper Center.

3069
03:14:51.016 --> 03:14:52.856
Is there a second?

3070
03:14:52.916 --> 03:14:54.636

Second.

3071

03:14:54.696 --> 03:14:56.136

All those in favor, please say yes.

3072

03:14:56.356 --> 03:14:56.636

Yes.

3073

03:14:56.676 --> 03:14:57.176

Yes.

3074

03:14:57.196 --> 03:14:58.696

Any opposed, please say no.

3075

03:14:58.776 --> 03:14:58.976

No.

3076

03:14:59.436 --> 03:15:01.196

Motion passes four to one.

3077

03:15:03.116 --> 03:15:06.996

Alongside the vote to approve the relocation

3078

03:15:07.036 --> 03:15:10.816

of the Langston program to the Grace Hopper Center, the board would like to direct

3079

03:15:10.856 --> 03:15:14.776

the superintendent to take specific steps to honor and uphold the unique culture,

3080

03:15:14.836 --> 03:15:18.816

mission, and educational model of the Langston program throughout the transition

3081

03:15:18.856 --> 03:15:22.636

process. We would- we hope that the

3082

03:15:22.676 --> 03:15:26.636

superintendent will ensure that the staff, students, and families

3083

03:15:26.696 --> 03:15:30.586
of the Grace Hopper Center programs are meaningfully and consistently

3084
03:15:30.596 --> 03:15:34.376
engaged, alongside leadership, in all aspects of planning

3085
03:15:34.476 --> 03:15:37.986
necessary to facilitate a successful transition and

3086
03:15:37.996 --> 03:15:41.316
sustain these programs' continued success at the Grace Hopper

3087
03:15:41.376 --> 03:15:45.096
Center. The board liaisons for the Langston program

3088
03:15:45.316 --> 03:15:49.116
and Arlington Tech, and the related civic associations, will remain
engaged

3089
03:15:49.276 --> 03:15:53.006
in the transition process. That's Monique Bryant and

3090
03:15:53.076 --> 03:15:53.936
myself.

3091
03:15:55.356 --> 03:15:57.936
Uh, planning elements for the Langston move

3092
03:15:58.916 --> 03:16:02.406
shall include, but are not limited to, designing and

3093
03:16:02.496 --> 03:16:06.116
configuring physical spaces to meet the student and program needs,

3094
03:16:06.156 --> 03:16:09.896
including the library, cafeteria, gymnasium, and other shared

3095
03:16:09.996 --> 03:16:13.856
spaces within the Grace Hopper Center; the appropriate

3096
03:16:13.996 --> 03:16:17.236

allocation of staffing and resources to st- support students'

3097

03:16:17.316 --> 03:16:19.766

academic, mental health, and physiological

3098

03:16:19.856 --> 03:16:23.552

needs;... reviewing and if necessary, adjusting the bell

3099

03:16:23.612 --> 03:16:26.192

schedule to support program integrity and student

3100

03:16:26.292 --> 03:16:30.262

needs. Establishing clear practices and systems to

3101

03:16:30.312 --> 03:16:31.832

ensure safety and security.

3102

03:16:33.152 --> 03:16:36.992

Developing structures, systems, and community building practices that preserve

3103

03:16:37.092 --> 03:16:41.052

and reconstitute the inclusive and welcoming environment that defines the

3104

03:16:41.092 --> 03:16:44.862

Langston program. And preserving and

3105

03:16:44.952 --> 03:16:48.602

supporting school events, traditions, and activities that are unique to

3106

03:16:48.632 --> 03:16:52.552

Langston. With this direction, the board requests

3107

03:16:52.692 --> 03:16:56.492

written progress updates at the April sixteenth, June

3108

03:16:56.552 --> 03:16:59.252

eighteenth, and early August school board

3109

03:16:59.312 --> 03:17:02.692

meetings. These updates should include stakeholder engagement

3110
03:17:02.792 --> 03:17:06.772
efforts, identified challenges, proposed solutions, and any additional
board action

3111
03:17:06.812 --> 03:17:09.372
that's required to support a successful

3112
03:17:09.472 --> 03:17:12.011
implementation.

3113
03:17:14.552 --> 03:17:18.452
Okay, we are now at information items, and tonight we

3114
03:17:18.472 --> 03:17:22.192
have three items. The first is

3115
03:17:22.352 --> 03:17:25.911
the Hoffman Boston Elementary School HVAC and reroofing construction

3116
03:17:26.012 --> 03:17:26.912
contract award.

3117
03:17:27.932 --> 03:17:30.332
Dr. Duron, will you introduce the presenters?

3118
03:17:30.392 --> 03:17:33.432
Yes. Um, and as he loves to come up at ten o'clock, Mr.

3119
03:17:33.492 --> 03:17:37.192
Chambers, we saved your time for you. Director of Design and
Construction, Mr.

3120
03:17:37.232 --> 03:17:40.052
Chambers. Do you have the clicker or does Ms-- Madam Chair have

3121
03:17:40.092 --> 03:17:43.572
it? You have it? All right. Thank you.

3122
03:17:43.612 --> 03:17:45.372
All right. Thank you, Dr. Duron-

3123

03:17:45.412 --> 03:17:45.482

Thanks

3124

03:17:45.482 --> 03:17:46.972

... Madam Chair, board, board members.

3125

03:17:47.632 --> 03:17:51.182

Uh, the item that I have tonight is the Hoffman Boston, uh, Elementary School

3126

03:17:51.272 --> 03:17:54.612

HVAC and reroofing project, uh, construction contract

3127

03:17:54.652 --> 03:17:56.292

award.

3128

03:17:57.812 --> 03:17:58.592

There we go.

3129

03:18:00.072 --> 03:18:02.832

This is a major infrastructure, uh, project.

3130

03:18:02.932 --> 03:18:06.772

Uh, the renovations, uh, include a new roofing system,

3131

03:18:06.832 --> 03:18:10.732

enhanced insulation, uh, bringing it up to current energy standards,

3132

03:18:10.852 --> 03:18:14.832

um, a new HVAC system, and this is bringing it up to

3133

03:18:14.892 --> 03:18:18.372

an HVAC system that we're typically putting in all of our schools, which is a

3134

03:18:18.412 --> 03:18:22.272

constant temperature loop, um, system, uh, with heat

3135

03:18:22.372 --> 03:18:26.292

pumps. Uh, so we'll be building closets, uh, similar to what

3136

03:18:26.352 --> 03:18:29.371

we had just done at Barcroft or, yeah, Barcroft.

3137

03:18:29.912 --> 03:18:33.881

Sorry, Di-- yeah, Barcroft. Too many schools start with

3138

03:18:33.892 --> 03:18:34.272

a B.

3139

03:18:35.232 --> 03:18:36.042

It's too late at night.

3140

03:18:36.042 --> 03:18:36.272

It is too late at night.

3141

03:18:36.292 --> 03:18:37.922

It's always a good time.

3142

03:18:38.052 --> 03:18:41.422

Uh, replacement of ceilings, ceilings and lighting, uh, so that would all be

3143

03:18:41.472 --> 03:18:44.941

upgraded. And it, it says repainting, but it's refinishing, um,

3144

03:18:45.192 --> 03:18:47.792

areas of construction, which will include flooring.

3145

03:18:47.872 --> 03:18:51.452

There is some casework that will be modified, uh, because of building the,

3146

03:18:51.462 --> 03:18:55.252

the, uh, closets, uh, and, and modifying

3147

03:18:55.472 --> 03:18:59.332

some of the spaces, the educational spaces, uh, with the, the

3148

03:18:59.412 --> 03:19:03.232

casework there. Construction would begin upon contract award and

3149

03:19:03.272 --> 03:19:07.112

be phased, um, with limited work off hours during

3150

03:19:07.172 --> 03:19:10.422

school occupancy, so this will be happening, uh,

3151

03:19:10.512 --> 03:19:13.912

during, uh, times at school. We have coordinated with the

3152

03:19:14.432 --> 03:19:18.332

principal and how the, the schedule will work and areas we're gonna be

3153

03:19:18.372 --> 03:19:21.432

working in, so it'll be phased through the, through the

3154

03:19:21.452 --> 03:19:24.432

building. Uh, and of course, during, um,

3155

03:19:25.392 --> 03:19:29.112

school breaks, there'll be, uh, heavily-- the, the most

3156

03:19:29.272 --> 03:19:31.872

disruptive activities will happen at that time.

3157

03:19:31.892 --> 03:19:35.752

We've also coordinated with the community center, uh, so there will be

3158

03:19:35.792 --> 03:19:39.292

some shared spaces and, and making the, making the building

3159

03:19:39.352 --> 03:19:42.812

work, uh, as we go. So with the county, we're working on

3160

03:19:42.852 --> 03:19:46.552

that. This would be, uh, expected to be complete by the fall of

3161

03:19:46.612 --> 03:19:50.092

twenty twenty-nine, so it is basically a three-year

3162

03:19:50.112 --> 03:19:53.872
process. Uh, we will be requesting, uh, school board

3163
03:19:53.912 --> 03:19:57.792
approval for the proposed construction contract, uh, and the proposed

3164
03:19:57.892 --> 03:20:01.772
budget. Uh, to execute this, we did

3165
03:20:01.852 --> 03:20:05.812
a, uh, ITB or a, a bid, uh, for this. One

3166
03:20:05.872 --> 03:20:09.252
bid was received, which included a base bid for a cooling tower

3167
03:20:09.572 --> 03:20:12.972
boiler, um, system, along with alternative

3168
03:20:13.012 --> 03:20:16.792
r- pricing, uh, to replace that

3169
03:20:16.832 --> 03:20:20.772
system with the geothermal, um, and

3170
03:20:21.072 --> 03:20:24.872
separate alternative for structural enhancements required to be able to

3171
03:20:24.932 --> 03:20:27.512
put solar panels on the roof in the future.

3172
03:20:27.612 --> 03:20:27.852
Um,

3173
03:20:29.492 --> 03:20:32.572
and I do wanna make the comment, we did bid this initially.

3174
03:20:32.632 --> 03:20:36.172
Uh, one- we had one bid, but we didn't have the alternates broken

3175
03:20:36.212 --> 03:20:39.412
down, and we had some additional work that we pulled out because the

3176

03:20:39.452 --> 03:20:42.552
cost, uh, was significantly higher.

3177

03:20:42.732 --> 03:20:46.472
Uh, but on this, we got one, uh, bidder, which was Giamatti Construction

3178

03:20:46.572 --> 03:20:50.132
Company, which we're comfortable with, uh, with the base bid of

3179

03:20:50.172 --> 03:20:54.072
twenty-nine point three three million, um, and the estimate

3180

03:20:54.152 --> 03:20:57.972
was twenty-eight, so it was just a little bit over the estimate, uh, that
we

3181

03:20:58.052 --> 03:21:01.972
had for that. Um, so for the base bid work, it was

3182

03:21:01.992 --> 03:21:05.002
twenty-nine, uh, million three hundred and thirty-four

3183

03:21:05.132 --> 03:21:08.972
thousand. But we are looking at the alternates,

3184

03:21:09.092 --> 03:21:12.042
um, and I'll tell you why in a couple of minutes.

3185

03:21:12.052 --> 03:21:15.992
But the base bid or the bid alternate for geothermal was five

3186

03:21:16.072 --> 03:21:19.992
million-- an additional five million four hundred and ten, uh, thousand,
and that's

3187

03:21:20.012 --> 03:21:23.952
to put in a, a, a well field underneath the field, uh, with

3188

03:21:23.972 --> 03:21:27.412

all the approvals and everything that has to go with that, and replacing the field

3189

03:21:27.612 --> 03:21:31.552

when that's done, um, which was actually a couple million dollars

3190

03:21:31.592 --> 03:21:34.892

below our budget, uh, so that was a good thing.

3191

03:21:34.952 --> 03:21:38.252

And then the structural enhancements are five hundred thousand dollars.

3192

03:21:38.372 --> 03:21:42.332

Uh, if we would do that in the future, for this work, we're

3193

03:21:42.372 --> 03:21:45.792

taking out the ceilings out, we can do the structural work and then put the

3194

03:21:45.832 --> 03:21:49.702

ceilings back in. If you would wanna add solar in the future and we didn't do

3195

03:21:49.732 --> 03:21:53.202

this work, we'd have to drop the ceilings out to do the structural work, so it

3196

03:21:53.232 --> 03:21:56.532

makes sense to do it as part of this project.

3197

03:21:56.572 --> 03:22:00.552

So what we're looking at is, with these alternates, we're looking at

3198

03:22:00.562 --> 03:22:04.432

a base bid, plus the alternates, uh, to be

3199

03:22:04.472 --> 03:22:06.812

thirty-five million, two hundred and forty-four thousand

3200

03:22:06.912 --> 03:22:10.641

dollars. Um, school board's,

3201

03:22:10.932 --> 03:22:14.552

uh, adopted twenty-five, thirty-four capital improvement plan,

3202

03:22:14.612 --> 03:22:18.332

included a hundred and twenty-four point seven five million in funding for major

3203

03:22:18.372 --> 03:22:22.352

infrastructure projects. Funding is available, uh, to support this,

3204

03:22:22.892 --> 03:22:26.382

and we will, of course, monitor the project as it goes, and anything that's not

3205

03:22:26.452 --> 03:22:29.212

spent will go back into the fund for another

3206

03:22:29.252 --> 03:22:32.982

project.... So we are going to, uh, staff is

3207

03:22:33.022 --> 03:22:35.922

recommending awarding the contract with the alternate for the full

3208

03:22:36.002 --> 03:22:39.722

geothermal. Uh, we have a couple reasons for that,

3209

03:22:39.822 --> 03:22:42.942

uh, as well as acceptance of the structural enhancements, which I just talked

3210

03:22:43.002 --> 03:22:46.942

about. The geothermal wells will actually have a longer,

3211

03:22:47.042 --> 03:22:50.392

um, life cycle than doing a boiler in a, in a cooling

3212

03:22:50.392 --> 03:22:53.842

tower. Basically, the wells will last 100-plus

3213

03:22:53.922 --> 03:22:57.722

years. Um, the boiler chiller is 20 to

3214

03:22:57.922 --> 03:23:00.142

30 years, so you'd be replacing that.

3215

03:23:00.162 --> 03:23:03.722

So once you look at that, you have a, a, a longer life

3216

03:23:03.781 --> 03:23:05.142

cycle. Um,

3217

03:23:06.002 --> 03:23:09.542

installing the geothermal well system and making the building solar-ready

3218

03:23:10.182 --> 03:23:13.082

aligns with the board's sustainability goals.

3219

03:23:13.242 --> 03:23:17.082

Uh, and staff has researched, and this is something new that I haven't

3220

03:23:17.142 --> 03:23:20.852

talked to you about, um, and we'll pursue an investment

3221

03:23:20.902 --> 03:23:24.662

tax credit, uh, which is, uh, will provide 30 to

3222

03:23:24.702 --> 03:23:25.832

40%, um,

3223

03:23:26.642 --> 03:23:29.262

cost of the d- full geothermal system.

3224

03:23:29.342 --> 03:23:33.202

That's the geothermal system and everything related, and that's provided we

3225

03:23:33.242 --> 03:23:36.942

follow the rules that are in... It's actually in the tax code.

3226

03:23:36.982 --> 03:23:40.522

We don't pay taxes, but we can get a check from the tax code.

3227

03:23:40.562 --> 03:23:44.222

So that's the way it works, but it's basically paid to

3228

03:23:44.262 --> 03:23:48.242

APS, but the system has to be up and running, and we have to submit

3229

03:23:48.282 --> 03:23:51.882

the paperwork. So you have to pay for it in advance, and then you

3230

03:23:51.942 --> 03:23:55.742

get the rebate, and it's kind of like the lead process.

3231

03:23:56.402 --> 03:23:58.062

We have a goal that we're going for,

3232

03:23:58.982 --> 03:24:02.022

and it will be determined what it is once we get there.

3233

03:24:02.082 --> 03:24:05.942

So unfortunately, it's not something that we know up front.

3234

03:24:06.062 --> 03:24:10.032

Um, the project cost listed, uh, in the recommendations, uh, that we're going to

3235

03:24:10.102 --> 03:24:13.922

make include the project contingencies, soft cost, design cost,

3236

03:24:13.962 --> 03:24:17.822

supervision, uh, required inspection fees, and services

3237

03:24:17.882 --> 03:24:21.262

to be incurred over the three years of construction.

3238

03:24:21.422 --> 03:24:21.602

So

3239

03:24:23.362 --> 03:24:26.882

the staff is going to recommend the school board take the following action at the

3240

03:24:26.922 --> 03:24:30.302

next meeting: to award the contract,

3241

03:24:30.422 --> 03:24:34.302

um, to Chiaramonte Construction Company for the base bid,

3242

03:24:34.322 --> 03:24:38.262

plus alternates for the geothermal system and structural enhancements for future

3243

03:24:38.362 --> 03:24:42.142

solar panels in the amount of 35.24 million,

3244

03:24:42.242 --> 03:24:45.882

and to approve the project budget of 45.65

3245

03:24:45.922 --> 03:24:49.522

million for major infrastructure funding, uh, from in

3246

03:24:49.662 --> 03:24:53.402

major infrastructure funding to support the HVAC roofing replacement

3247

03:24:53.502 --> 03:24:57.422

project at Hoffman Boston Elementary School, and direct

3248

03:24:57.432 --> 03:25:01.011

the cost to pursue the investment of the tax credits, uh,

3249

03:25:01.082 --> 03:25:04.762

available for new geothermal systems.

3250

03:25:06.522 --> 03:25:08.942

Thank you, Mr. Chambers.

3251

03:25:09.002 --> 03:25:12.122

Questions?

3252

03:25:13.202 --> 03:25:13.872

No questions.

3253

03:25:14.062 --> 03:25:14.362
Nope.

3254
03:25:14.402 --> 03:25:16.302
No questions? Yes.

3255
03:25:16.402 --> 03:25:20.322
Uh, I love the tax credit. Thank you for bringing that forward.

3256
03:25:20.362 --> 03:25:21.972
As you said it, I was like, "Oh, yeah, there is that

3257
03:25:22.822 --> 03:25:23.912
work that we can do."

3258
03:25:23.922 --> 03:25:24.342
Yep.

3259
03:25:24.442 --> 03:25:28.302
Um, the second thing is, uh, this is actually the second

3260
03:25:28.342 --> 03:25:30.282
time you've brought the proposal forward, right?

3261
03:25:30.291 --> 03:25:33.722
'Cause a couple years ago, we looked at doing Hoffman Boston roof.

3262
03:25:33.742 --> 03:25:35.442
Am I mistaken, or-

3263
03:25:35.542 --> 03:25:36.071
No, I don't think it was-

3264
03:25:36.082 --> 03:25:38.422
Did we do it last year? Was it a couple months ago?

3265
03:25:38.462 --> 03:25:39.482
It was last spring.

3266
03:25:39.522 --> 03:25:43.502
Last spring. All of these days- ... blend together.

3267

03:25:43.522 --> 03:25:44.802

But, uh, this

3268

03:25:45.982 --> 03:25:49.442

bid came in still lower, 'cause we shifted some of the work, correct?

3269

03:25:49.462 --> 03:25:50.762

We took some of the scope out-

3270

03:25:50.772 --> 03:25:50.772

Yeah

3271

03:25:50.772 --> 03:25:54.742

... that we had added to it, and we also provided the opportunity to do just

3272

03:25:54.802 --> 03:25:56.602

the boiler and the cooling tower-

3273

03:25:56.622 --> 03:25:56.702

Yep

3274

03:25:56.782 --> 03:25:59.302

... which could have been less expensive.

3275

03:25:59.342 --> 03:26:03.042

But I think with the, the, the-- I mean, we didn't, weren't looking at

3276

03:26:03.122 --> 03:26:05.462

the, um, tax credit at that time.

3277

03:26:05.502 --> 03:26:06.102

Yep.

3278

03:26:06.182 --> 03:26:07.082

So I think

3279

03:26:08.062 --> 03:26:08.092

w-

3280

03:26:08.102 --> 03:26:08.832
This works out pretty well.

3281

03:26:08.862 --> 03:26:10.182
Maybe it works out better.

3282

03:26:10.222 --> 03:26:13.822
Okay. Okay, thank you.

3283

03:26:16.342 --> 03:26:18.732
Sorry. Um, any other

3284

03:26:18.882 --> 03:26:22.682
questions? Um,

3285

03:26:23.622 --> 03:26:25.622
okay, I wanted to ask,

3286

03:26:27.502 --> 03:26:27.732
um,

3287

03:26:29.542 --> 03:26:32.902
this also, I assume, comports with our commitment on, um, living

3288

03:26:32.942 --> 03:26:34.082
wage, um-

3289

03:26:34.142 --> 03:26:35.362
Yes, this is, the, well-

3290

03:26:35.382 --> 03:26:35.392
Right

3291

03:26:35.392 --> 03:26:39.322
... and actually, with the tax credit, we also ha- will have to do an

3292

03:26:39.382 --> 03:26:41.142
internship program as part of this.

3293

03:26:41.152 --> 03:26:41.152

Okay. Right.

3294

03:26:41.162 --> 03:26:42.402

So that we have to-

3295

03:26:42.422 --> 03:26:42.502

Yeah

3296

03:26:42.602 --> 03:26:45.022

... add that to it, so but we'll be working-

3297

03:26:45.032 --> 03:26:45.032

Yes

3298

03:26:45.042 --> 03:26:48.082

... through that into the project, through, with the contingency, if there's any

3299

03:26:48.101 --> 03:26:49.342

additional cost for that.

3300

03:26:49.362 --> 03:26:49.601

Right.

3301

03:26:49.622 --> 03:26:51.402

But it has to be American-made products.

3302

03:26:51.421 --> 03:26:55.222

There's all kinds of specific requirements in the tax code.

3303

03:26:55.242 --> 03:26:58.962

And it's not going anywhere, because it's in the tax code, so the

3304

03:26:59.002 --> 03:27:02.882

tax code won't be changing. Um, at least as long as we get

3305

03:27:02.942 --> 03:27:06.062

the system up and operating by 2031.

3306

03:27:06.162 --> 03:27:09.882

Um, it doesn't sunset till 2035, but the amount of

3307
03:27:09.962 --> 03:27:13.322
reimbursement will go down from 2031 to 2035.

3308
03:27:14.122 --> 03:27:17.982
Um, do you have any, uh, any, um, speculation as to w- why only

3309
03:27:18.062 --> 03:27:18.742
one bid?

3310
03:27:20.922 --> 03:27:24.282
Uh, because of the timing. Uh, we were later than we should have been.

3311
03:27:24.382 --> 03:27:28.262
Uh, uh, when we had bid it before, we had, uh, had multiple bidders.

3312
03:27:28.362 --> 03:27:32.322
Um, and I think that the fact that there were multiple options and alternates,

3313
03:27:32.482 --> 03:27:36.082
and that's something we're going to be considering when we do more of these

3314
03:27:36.142 --> 03:27:39.702
infrastructure projects, and, and, and, you know, looking at the

3315
03:27:39.842 --> 03:27:43.162
SB, uh, process as well,

3316
03:27:43.262 --> 03:27:45.602
um, on, on some of the other infrastructure projects.

3317
03:27:45.642 --> 03:27:49.342
So we're, we're, we're looking at all of the options, uh, as the board had directed

3318
03:27:49.382 --> 03:27:52.062
us to.

3319
03:27:53.602 --> 03:27:57.152

Um, okay, if there are no other questions, um,

3320

03:27:58.722 --> 03:28:02.682

let me turn the page here. Uh, we will then, uh, bring

3321

03:28:02.722 --> 03:28:05.842

this back for action on March 12th.

3322

03:28:06.262 --> 03:28:06.662

Okay.

3323

03:28:06.702 --> 03:28:06.872

Thank you.

3324

03:28:06.872 --> 03:28:08.262

Thank you very much. We'll see you in March.

3325

03:28:08.342 --> 03:28:09.042

Okay.

3326

03:28:09.082 --> 03:28:09.902

At 10:30.

3327

03:28:10.082 --> 03:28:13.962

Okay. We, we hope not, but thank you, Mr.

3328

03:28:13.982 --> 03:28:14.542

Chambers.

3329

03:28:14.562 --> 03:28:14.862

All right.

3330

03:28:14.902 --> 03:28:18.242

Okay, the second information item is the advance funding for the Claremont

3331

03:28:18.322 --> 03:28:21.022

Elementary School playground. Um, Dr. Duran?

3332

03:28:21.062 --> 03:28:23.722

Yes, for this item, Mr. Bernheisel, our director of maintenance and plant

3333

03:28:23.782 --> 03:28:26.802

operations, will present this. Mr. Bernheisel, go ahead.

3334

03:28:27.102 --> 03:28:31.062

Good evening, Dr. Duran, Madam Chair, members of the

3335

03:28:31.122 --> 03:28:35.082

board. Um-... Let me make sure I know the, how

3336

03:28:35.122 --> 03:28:38.662

to make that go forward. It's the right button? Yes. Okay.

3337

03:28:38.722 --> 03:28:39.662

Uh, so, um,

3338

03:28:40.602 --> 03:28:43.962

we'd like to advance funds, uh, for the Claremont Elementary School

3339

03:28:44.022 --> 03:28:47.402

playground. Um, last year, um,

3340

03:28:48.462 --> 03:28:51.872

uh, we tried to get the playground, uh, for, uh,

3341

03:28:52.002 --> 03:28:54.922

Claremont, and it wasn't available in time.

3342

03:28:54.942 --> 03:28:58.302

The lead time for the playground tends to run, not the lead time, but the

3343

03:28:59.182 --> 03:29:02.722

lead time, including the installation, uh, tends to be 12 to

3344

03:29:02.842 --> 03:29:06.702

16 weeks. And so with, um, advanced

3345

03:29:06.782 --> 03:29:10.722

buys, um, that generally gets us an advance

3346

03:29:10.822 --> 03:29:14.282
buy. We get a PO around the middle of May, and that doesn't give us

3347
03:29:14.862 --> 03:29:18.002
time to ensure that we'll have it in for the start of school.

3348
03:29:18.082 --> 03:29:19.602
So, um,

3349
03:29:21.562 --> 03:29:25.242
using our MCOMM funding, uh, we, uh, put in,

3350
03:29:25.362 --> 03:29:28.842
uh... We have a request in for two playgrounds right now.

3351
03:29:28.922 --> 03:29:32.822
Uh, rather than wait for the, uh, advanced buy in, um,

3352
03:29:32.982 --> 03:29:36.602
middle of May, if there'd be a way to, uh, advance t-

3353
03:29:36.742 --> 03:29:38.582
um, the funding and

3354
03:29:39.862 --> 03:29:43.802
refund the money back to MCOMM, that would allow us,

3355
03:29:43.922 --> 03:29:47.652
uh, to ensure that we'd be able to have the playground in, um,

3356
03:29:47.902 --> 03:29:49.522
for the, for the start of school.

3357
03:29:50.662 --> 03:29:53.502
Um, it's two, uh, it's two playgrounds, pardon me.

3358
03:29:53.562 --> 03:29:57.162
It's a, a two to five-year-old playground and a, um, five to

3359
03:29:57.182 --> 03:29:59.642
12-year-old playground.

3360

03:29:59.662 --> 03:29:59.732

I think it's-

3361

03:29:59.822 --> 03:30:03.382

Oh, thank you. Thank you. Thank you.

3362

03:30:03.402 --> 03:30:04.152

Can you see me now?

3363

03:30:05.702 --> 03:30:08.862

Uh, yeah, so, so that's the two playgrounds.

3364

03:30:08.962 --> 03:30:12.952

Um, and that would be, um, uh, with, with the

3365

03:30:13.062 --> 03:30:15.882

MCMM funding, uh, if we could have it

3366

03:30:15.962 --> 03:30:19.562

advanced. Um, the 12 to

3367

03:30:19.642 --> 03:30:23.362

16 weeks, uh, is what we, uh,

3368

03:30:23.542 --> 03:30:26.582

plan. Uh, we were somewhere around that

3369

03:30:26.622 --> 03:30:30.562

timeframe, um, with the Claremont's playground last year, but we

3370

03:30:30.602 --> 03:30:34.522

ended up... They couldn't accept it, um, running into

3371

03:30:34.562 --> 03:30:37.952

the start of school, so we successfully installed it at, uh,

3372

03:30:37.982 --> 03:30:41.922

Jamestown. It all worked well, but we're trying to be back

3373

03:30:41.962 --> 03:30:44.402
on track at Claremont this year.

3374
03:30:44.542 --> 03:30:46.562
Um,

3375
03:30:47.562 --> 03:30:51.462
uh, yeah, uh, so I think that's, uh, that's the general idea.

3376
03:30:51.482 --> 03:30:54.142
It would be from, uh, um,

3377
03:30:55.502 --> 03:30:58.882
Gametime is, uh, the company, and, uh, Cunningham

3378
03:30:58.942 --> 03:31:02.602
Recreation is our vendor. Uh, so that's, that's

3379
03:31:02.642 --> 03:31:03.052
it. Thank you.

3380
03:31:03.102 --> 03:31:06.742
So it sounds like what you're saying is that Jamestown owes Claremont
playground

3381
03:31:06.782 --> 03:31:07.302
equipment?

3382
03:31:07.402 --> 03:31:08.252
Es- essentially.

3383
03:31:08.252 --> 03:31:08.252
Yeah. Okay.

3384
03:31:08.262 --> 03:31:09.742
They... Jamestown's very happy-

3385
03:31:09.752 --> 03:31:09.752
Yes

3386
03:31:09.752 --> 03:31:11.462

... but, but Claremont's due-

3387

03:31:11.562 --> 03:31:11.592

I understand, right.

3388

03:31:11.592 --> 03:31:11.842

Uh-

3389

03:31:11.862 --> 03:31:11.962

But Claremont ought to-

3390

03:31:12.022 --> 03:31:14.032

So what Claremont has now is 21-year-old-

3391

03:31:14.032 --> 03:31:16.932

Claremont ought to capitalize on that if they could. Um, can I, uh...

3392

03:31:16.942 --> 03:31:20.642

Before I go to Ms. Tapia Hadley, can I just ask quickly, um, typically, when we do

3393

03:31:20.682 --> 03:31:24.132

playground replacements, uh, there's, like, a community engagement, and

3394

03:31:24.262 --> 03:31:26.731

selection, and everything. And what, I think what you're saying is that already

3395

03:31:26.842 --> 03:31:27.602

happened-

3396

03:31:27.742 --> 03:31:27.962

Yes

3397

03:31:28.162 --> 03:31:32.032

... previously, and now we're just trying to get caught up with actually doing, um,

3398

03:31:32.032 --> 03:31:32.062

some-

3399

03:31:32.122 --> 03:31:33.731
O- on-time installation for Claremont.

3400
03:31:33.731 --> 03:31:37.422
Right. And so perhaps Jamestown missed out on their opportunity to select, but,

3401
03:31:37.482 --> 03:31:38.142
uh, yeah.

3402
03:31:38.162 --> 03:31:41.862
But we offered them, and they were happy to take it, and they're happy now.

3403
03:31:41.902 --> 03:31:42.011
Yeah.

3404
03:31:42.042 --> 03:31:42.562
Uh, so-

3405
03:31:42.602 --> 03:31:42.682
Okay

3406
03:31:42.722 --> 03:31:43.862
... it worked well in the end.

3407
03:31:43.922 --> 03:31:45.682
Okay. Uh, Ms. Tapia Hadley?

3408
03:31:45.722 --> 03:31:46.922
Thank you. I have a couple questions.

3409
03:31:46.962 --> 03:31:47.162
This is-

3410
03:31:47.172 --> 03:31:47.382
Surely

3411
03:31:47.502 --> 03:31:48.422
... very exciting. Um-

3412

03:31:48.482 --> 03:31:50.302
Thank you.

3413
03:31:50.582 --> 03:31:54.511
I know for a fact that elementary s- at elementary schools, soccer is a

3414
03:31:54.582 --> 03:31:57.202
very popular recess and, and sport.

3415
03:31:57.242 --> 03:32:00.962
I'm wondering, do we have a sense for how many, um, soccer

3416
03:32:01.082 --> 03:32:04.342
goals we have at elementary schools? Do we have a number?

3417
03:32:04.382 --> 03:32:07.912
Do we, do we know if there are soccer goals at every elementary

3418
03:32:07.982 --> 03:32:09.422
school?

3419
03:32:09.502 --> 03:32:11.842
Um, I don't know myself. Um-

3420
03:32:11.862 --> 03:32:13.172
We can provide you that information.

3421
03:32:13.172 --> 03:32:14.282
We can, we can check on that, I think.

3422
03:32:14.291 --> 03:32:15.412
Thank you. Yeah, if you don't mind, please-

3423
03:32:15.422 --> 03:32:15.452
Mm-hmm

3424
03:32:15.452 --> 03:32:16.552
... just checking in on-

3425
03:32:16.552 --> 03:32:16.552
We can check

3426

03:32:16.552 --> 03:32:18.112

... I'd love the, the answer to that.

3427

03:32:18.202 --> 03:32:21.802

Um, and I ask because I can o- only answer for

3428

03:32:21.862 --> 03:32:25.562

Claremont, and I know that Claremont, at least, um, till last year, did

3429

03:32:25.571 --> 03:32:29.502

not. I don't know if in the past year that has changed, but Claremont

3430

03:32:29.542 --> 03:32:33.372

did not have soccer goals. So I'm curious if that is a part of this

3431

03:32:33.382 --> 03:32:35.902

project, and if not, if it could be.

3432

03:32:35.962 --> 03:32:38.862

And I, I ask this because, um, of the

3433

03:32:38.902 --> 03:32:40.722

behavioral impact

3434

03:32:41.822 --> 03:32:44.242

on students that not having them can have.

3435

03:32:44.282 --> 03:32:48.152

So given that it is a popular sport, not having goals is

3436

03:32:48.202 --> 03:32:51.092

usually what leads to fights during

3437

03:32:51.122 --> 03:32:54.682

recess, uh, which then, in turn, has a, a chain

3438

03:32:54.821 --> 03:32:58.052

impact, right? Kids can get suspended. They're...

3439

03:32:58.082 --> 03:33:01.562

It just adds to tension, then moving into class.

3440

03:33:01.662 --> 03:33:03.062

Um, so

3441

03:33:04.022 --> 03:33:07.022

one very easy solution is having a soccer goal.

3442

03:33:07.042 --> 03:33:10.602

Specifically at Claremont, I know for a fact, having children

3443

03:33:10.662 --> 03:33:13.322

there, um, so I'm just

3444

03:33:14.222 --> 03:33:16.632

expressing, I think, a, a, a need that's probably universal pretty across the-

3445

03:33:16.632 --> 03:33:20.222

I mean, I think in a perfect world, we would want every one of our schools to have

3446

03:33:20.262 --> 03:33:24.122

huge field spaces for that. Um, I think the landscape

3447

03:33:24.202 --> 03:33:28.162

of or the footprint of what's available kinda dictates what resources

3448

03:33:28.202 --> 03:33:30.122

will be available, um, for our students.

3449

03:33:30.142 --> 03:33:34.082

So the schools that do have fields, we do have those posts there, but,

3450

03:33:34.182 --> 03:33:36.812

um, yes, I think that that's definitely a wish that we all have.

3451

03:33:36.812 --> 03:33:38.062

Is that a physical education budget?

3452

03:33:38.072 --> 03:33:40.542

The... And there's, like, uh, there's miniature for elementary school, miniature

3453

03:33:40.602 --> 03:33:43.722

versions, right? There is, um... It doesn't have to be a soccer field.

3454

03:33:43.862 --> 03:33:47.042

I just mean, like, one of these, like, even smaller goals for, appropriate for

3455

03:33:47.082 --> 03:33:50.402

elementary school. I'm curious if that's a possibility.

3456

03:33:50.482 --> 03:33:54.102

So thank you, Ms. Tapia Hadley. We can, uh, follow up again-

3457

03:33:54.152 --> 03:33:54.152

Yeah

3458

03:33:54.152 --> 03:33:58.082

... because we do coordinate with DPR with regards to

3459

03:33:58.142 --> 03:34:02.062

how our fields are set up, and that is a coordination effort with them.

3460

03:34:02.122 --> 03:34:05.711

Currently, though, the, the funding that we're requesting is specifically for-

3461

03:34:05.722 --> 03:34:06.242

To the playground

3462

03:34:06.262 --> 03:34:06.942

... playground equipment.

3463

03:34:06.952 --> 03:34:06.952

Okay.

3464

03:34:06.962 --> 03:34:07.162

Yes.

3465

03:34:07.202 --> 03:34:08.322
For two playground.

3466

03:34:08.342 --> 03:34:09.152
For two ground, yes.

3467

03:34:09.162 --> 03:34:09.402
Yeah.

3468

03:34:09.462 --> 03:34:10.022
Thank you, Stevie.

3469

03:34:10.042 --> 03:34:13.702
Okay. And again, I highlight just because kids are gonna be playing

3470

03:34:13.762 --> 03:34:14.422
soccer, so-

3471

03:34:14.442 --> 03:34:15.522
Yes, ma'am. Thank you.

3472

03:34:15.562 --> 03:34:15.922
Thanks.

3473

03:34:16.002 --> 03:34:16.142
Um-

3474

03:34:17.502 --> 03:34:19.502
Thank you. I just have one additional question. Um, Mr.

3475

03:34:19.522 --> 03:34:22.542
Bernheisel, uh, um, it appears that we're being

3476

03:34:24.142 --> 03:34:26.922
asked to approve advancing funds.

3477

03:34:26.962 --> 03:34:30.802
We're not being asked for what the amount of the funds is, or

3478

03:34:30.882 --> 03:34:33.302

are we? Are we being asked to approve a-

3479

03:34:34.990 --> 03:34:38.770

... Um, generally, you don't. The, the funds, it's, it's two

3480

03:34:38.830 --> 03:34:41.210

playgrounds, and both are under the limits of-

3481

03:34:41.230 --> 03:34:41.240

They're under the limit

3482

03:34:41.240 --> 03:34:43.980

... of what you approve. It's just the advance so we can-

3483

03:34:43.990 --> 03:34:44.680

It's the advance.

3484

03:34:44.750 --> 03:34:45.050

Sure.

3485

03:34:45.090 --> 03:34:46.730

Okay, I just wanted to make sure we were clear on that.

3486

03:34:46.770 --> 03:34:50.730

So we are simply being asked to advance funds, which we typically, um,

3487

03:34:50.870 --> 03:34:52.250

don't do, um-

3488

03:34:52.270 --> 03:34:53.210

To advance by.

3489

03:34:53.250 --> 03:34:56.690

Right, and, and it's on the MCMM budget and falls below the threshold.

3490

03:34:56.750 --> 03:35:00.530

Okay, thank you. Um, I, uh, we will act on this

3491

03:35:00.650 --> 03:35:02.390

item at the March 12th meeting.

3492

03:35:02.530 --> 03:35:03.150

Thank you.

3493

03:35:03.170 --> 03:35:06.510

And the third information item this evening is the Carlin Springs Elementary School

3494

03:35:06.590 --> 03:35:10.450

replacement of four makeup air units.

3495

03:35:10.490 --> 03:35:13.370

And Mr. Bertheizer will remain up there, 'cause he's gonna share this with us as

3496

03:35:13.410 --> 03:35:13.790

well.

3497

03:35:13.830 --> 03:35:14.110

Thank you.

3498

03:35:14.130 --> 03:35:16.980

Thank you again, Dr. Draun, Madam Chair, members of the

3499

03:35:17.050 --> 03:35:20.970

board. Um, so, uh, here we can see Carlin

3500

03:35:21.030 --> 03:35:24.970

Springs Elementary School, and there's a courtyard in the middle, and around the

3501

03:35:25.030 --> 03:35:29.010

courtyard on the north, the top, and the east, it's on

3502

03:35:29.050 --> 03:35:32.930

the right, and the south, uh, there's makeup air units, uh,

3503

03:35:32.950 --> 03:35:35.250

and that's the topic of this, um, replacement

3504

03:35:35.330 --> 03:35:38.010

project.

3505

03:35:40.350 --> 03:35:43.350

Um, the four makeup air units, we call them MU's.

3506

03:35:43.390 --> 03:35:47.350

It's a type of, uh, HVAC unit that brings fresh air into

3507

03:35:47.370 --> 03:35:50.970

the building, uh, and tempers it to, to, uh, a

3508

03:35:51.030 --> 03:35:54.710

temperature that's easy for the, uh, building to

3509

03:35:54.910 --> 03:35:57.590

cool and heat, depending on the season.

3510

03:35:57.710 --> 03:36:00.930

Um, the four units at Carlin Springs, um,

3511

03:36:01.890 --> 03:36:05.590

that we're looking at serve all the classroom

3512

03:36:05.650 --> 03:36:09.230

areas and the, uh, office area of the school.

3513

03:36:09.350 --> 03:36:13.270

Um, the primary areas that it doesn't serve are real

3514

03:36:13.310 --> 03:36:17.210

large areas like the gym and the cafeteria, because they have separate units that

3515

03:36:17.250 --> 03:36:18.070

take care of that.

3516

03:36:18.870 --> 03:36:22.710

Um, all four of, uh, these units were

3517

03:36:22.730 --> 03:36:26.620

put in when the building was made. Uh, that was 2001, so we're talking about

3518

03:36:26.670 --> 03:36:30.590

a 25-year, um, twenty... They're 25 years old at this

3519

03:36:30.630 --> 03:36:33.910

point. Um, the four makeup air units have

3520

03:36:34.030 --> 03:36:37.950

all, uh, experienced significant failure, and we're not able

3521

03:36:38.010 --> 03:36:41.810

to, to repair them any longer. They're a brand that's not made

3522

03:36:41.850 --> 03:36:45.810

anymore, called the Champ, um, and, um, we've tried

3523

03:36:45.870 --> 03:36:49.770

to... They didn't fail all at the same time, but w- we're no longer

3524

03:36:49.840 --> 03:36:53.790

able to keep them running, and not one of them is running at the moment.

3525

03:36:53.930 --> 03:36:57.790

Um, so, uh, what we're requesting is,

3526

03:36:57.850 --> 03:37:01.010

and this is, uh, for the, for the funding, is what we're

3527

03:37:01.090 --> 03:37:04.570

requesting, um, uh, would

3528

03:37:04.630 --> 03:37:07.670

be, uh, \$1.246

3529

03:37:08.110 --> 03:37:11.050

million, and that would take care

3530

03:37:11.670 --> 03:37:15.030

of, um, the four new units. Uh,

3531

03:37:15.570 --> 03:37:19.550
they have a makeup air unit, and you might have seen in the picture, but
next to

3532
03:37:19.590 --> 03:37:21.810
each one is something called a condensing u-

3533
03:37:22.630 --> 03:37:26.130
pardon me, a condensing unit. That's like the unit that's outside at your

3534
03:37:26.190 --> 03:37:29.910
house, uh, or outside a, a home or a business.

3535
03:37:30.010 --> 03:37:33.470
Um, that, uh, that comes with them,

3536
03:37:33.610 --> 03:37:37.570
and they're, uh, two

3537
03:37:37.630 --> 03:37:41.250
different sizes, but basically it's four units altogether,

3538
03:37:41.270 --> 03:37:44.430
and they would go on the roof. Um, the

3539
03:37:44.450 --> 03:37:48.430
\$1.246 million, um, has a

3540
03:37:48.470 --> 03:37:52.430
factor put in, in case we would have to do this during the school

3541
03:37:52.490 --> 03:37:55.090
year. Um, then it would be on the weekend.

3542
03:37:55.130 --> 03:37:58.590
Um, I think our plan is it's supposed to be a

3543
03:37:58.630 --> 03:38:02.219
16-week lead time, and I think if we could get,

3544
03:38:02.230 --> 03:38:06.170

the, um, get, uh, funding now,

3545

03:38:06.290 --> 03:38:10.150

uh, we'd be able to get this taken care of during the summer,

3546

03:38:10.250 --> 03:38:13.999

um, and we wouldn't need to spend, um, the money for o-

3547

03:38:14.050 --> 03:38:17.650

off-hour, like weekend work, to have, uh, things put on the

3548

03:38:17.710 --> 03:38:20.790

roof. Um, so that's a bit of, uh, savings there.

3549

03:38:22.470 --> 03:38:23.490

Um-

3550

03:38:23.890 --> 03:38:23.900

Okay.

3551

03:38:23.930 --> 03:38:24.950

Yes, I-

3552

03:38:24.970 --> 03:38:28.750

Thank you. Um, so this 1.246 is, in fact, a

3553

03:38:28.790 --> 03:38:32.680

c- um, a, from the same capital, uh,

3554

03:38:32.830 --> 03:38:35.130

budget item- ... line that, that Mr.

3555

03:38:35.150 --> 03:38:38.450

Chambers was referring to earlier for the HVAC system, correct?

3556

03:38:38.530 --> 03:38:42.070

Um, so that large figure that Mr. Chambers tossed

3557

03:38:42.130 --> 03:38:45.990

around, um, uh, this would, that, this is not

3558

03:38:46.070 --> 03:38:46.790
MCMM, this is-

3559

03:38:46.830 --> 03:38:47.170
No

3560

03:38:47.190 --> 03:38:47.460
... capital.

3561

03:38:47.470 --> 03:38:48.490
No, MCMM doesn't-

3562

03:38:48.530 --> 03:38:50.090
Yeah, okay.

3563

03:38:50.100 --> 03:38:50.100
Cover it.

3564

03:38:50.210 --> 03:38:53.530
Um, any other questions, colleagues?

3565

03:38:53.590 --> 03:38:54.910
No. Um,

3566

03:38:57.410 --> 03:39:01.200
okay, and so we will, uh, see this item again for a

3567

03:39:01.250 --> 03:39:03.410
vote on, uh, March 12th.

3568

03:39:03.470 --> 03:39:04.210
Thank you very much.

3569

03:39:04.270 --> 03:39:07.430
Thank you. We are now at new business.

3570

03:39:07.470 --> 03:39:10.070
Board members, is there any other new business?

3571

03:39:10.130 --> 03:39:11.770

Seeing none, this meeting is

3572

03:39:11.810 --> 03:39:17.990

adjourned.