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In a district with many schools, perhaps 20% of the teachers weren't going to work overtime, but the district's transformation was only successful if it included the majority of teachers in the community, Colletti says. Through the virtual district, more teachers were able to participate and contribute to the improvements of the schools they oversaw. The school improvement teams in the virtual district brought together leaders from the school, the union, and community to problem-solve. That day, one union member who had not previously attended any of the meetings told Colletti, "I'm here because I care about my kids and I don't want them to have what I had." That same union representative later gave Colletti the keys to the school. Since the virtual district was created, 100 schools in Miami-Dade have gone virtual. Many of those schools also ended up closing, but the virtual district continues to serve low-performing schools as they are re-imaged for a more promising future. Former students of the closing schools are now a part of the virtual district because they want to see the same promise the district provided for them. In addition, the other 94 schools remain in Miami-Dade because the district has the power to decertify them if they do not show improvement. In essence, the virtual district ensures that the schools will have a "last chance" to prove to the district that they can serve students. A number of teachers enjoyed it so much, that they were saddened by the prospect of losing the opportunity to teach. When the District converted to a virtual district, it seemed as though the faculty and staff were being left to fend for themselves, planning their own teaching and instructional schedules. The new district only emphasized the actual scheduling of classes, which would go on at the same time as usual. The result was that students often didn't know which teachers they would be having.

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A few years later, though, district officials decided that they would not only keep the schools open and continue supporting those students, but turn them into a full-time virtual district. They also moved the adult learners to those schools. The program was designed to provide music education and electives such as photography, welding, and videography. Advanced sequencing, virtual mixing, and remixing are part of the curriculum, as well. The most common complaint about the Chancellor's District was that, by the time changes were implemented, it was too late. In the Chancellor's District, schools started to improve within four years of the reform's inception. Crew made his Virtual District program more rigorous, and by the time it ended in 2006, 19 of the schools were at or above district average. It's not as if virtual schools are currently an attractive alternative to traditional public schools. They require a full-time principal, who must be certified for the virtual model, and they can be resource-intensive. Right now, although virtual schools have been more successful than charter schools and traditional public schools in New York City, they haven't outperformed traditional public schools. In addition, Virtual DJ Pro Infinity 9.0.2149 lets you create custom effects, such as filter, EQ, reverb, delay and chorus. You can also use custom audio files, and/or cut, copy and paste pieces of music. Now, you have more options for remixing, creating, and sharing than ever. Finally, it doesn't matter if you're a DJ, music producer, or simply someone who wants to learn to DJ. 5ec8ef588b

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