

12:05:57:10 >> WELCOME TO THE OCTOBER 29TH,  
12:08:55:03 2024 SCHOOL BOARD MEETING.  
12:08:56:04 THIS MEETING IS NOW IN SESSION.  
12:08:58:17 TONIGHT I EXTEND A WARM WELCOME  
12:09:01:13 AND THANKS TO THE APS STAFF  
12:09:03:11 MEMBERS, STUDENTS, FAMILY, AND  
12:09:05:23 OUR ARLINGTON COMMUNITY MEMBERS  
12:09:07:01 WHO JOINED US IN PERSON IN THIS  
12:09:08:13 ROOM THIS EVENING AND WHO MAY BE  
12:09:09:25 WATCHING VIA VIDEO LIVESTREAM.  
12:09:13:11 YOUR ENGAGEMENT HELPS ENSURE  
12:09:15:16 THIS PUBLIC INSTITUTION IS  
12:09:17:00 ACCOUNTABLE AND FURTHERS OUR  
12:09:19:09 GOAL OF WORKING SHOULDER TO  
12:09:20:27 SHOULDER TOGETHER SO ALL OF OUR  
12:09:22:20 STUDENTS IN OUR COMMUNITY CAN  
12:09:28:01 SUCCEED AND THRIVE.  
12:09:29:19 I'D LIKE TO WELCOME OUR JROTC  
12:09:31:24 CADET CORPS WHO WILL PRESENT THE  
12:09:35:03 COLORS.  
12:09:35:14 PLEASE STAND.  
12:10:26:07 [ TOGETHER ]  
12:10:27:12 >> I PLEDGE ALLEGIANCE TO THE  
12:10:27:12 FLAG OF THE UNITED STATES OF  
12:10:27:12 AMERICA AND TO THE REPUBLIC FOR  
12:10:27:12 WHICH IT STANDS, ONE NATION  
12:10:27:12 UNDER GOD, INDIVISIBLE, WITH  
12:10:27:12 LIBERTY AND JUSTICE FOR ALL.  
12:11:17:06 >> THANK YOU.  
12:11:18:27 WE ARE NOW AT THE CONSENT  
12:11:20:09 PORTION OF OUR AGENDA.  
12:11:21:14 MAY I HAVE A MOTION TO ADOPT THE  
12:11:23:06 CONSENT AGENDA?  
12:11:26:21 >> I MOVE TO ADOPT THE CONSENT  
12:11:28:10 AGENDA.  
12:11:28:21 >> IS THERE A SECOND?  
12:11:29:16 >> SECOND.  
12:11:30:21 >> ALL IN FAVOR, PLEASE SAY YES.  
12:11:34:04 ANY OPPOSED, PLEASE SAY NO.  
12:11:37:00 MOTION PASSES 5-0.  
12:11:39:12 I WOULD LIKE TO ANNOUNCE THAT  
12:11:40:24 UNDER CONSENT, THE SCHOOL BOARD  
12:11:42:09 APPROVED NEW APPOINTMENTS IN  
12:11:44:18 VARIOUS POSITIONS AT ARLINGTON  
12:11:46:06 PUBLIC SCHOOLS AS DISPLAYED ON  
12:11:47:27 THIS SLIDE.  
12:11:48:24 [Applause]  
12:11:54:06 >> TO THESE NEW MEMBERS OF OUR  
12:11:56:04 APS COMMUNITY, WE ARE SO HAPPY

12:11:58:00 THAT YOU CHOSE ARLINGTON PUBLIC  
12:11:59:18 SCHOOLS.  
12:12:00:12 WE KNOW THAT YOU'RE GOING TO  
12:12:01:14 MAKE A REAL DIFFERENCE THROUGH  
12:12:02:25 THE TALENTS AND SKILLS AND  
12:12:04:20 KNOWLEDGE THAT YOU'LL SHARE WITH  
12:12:05:28 YOUR COLLEAGUES, YOUR STUDENTS,  
12:12:07:20 AND THE FAMILIES IN YOUR SCHOOL  
12:12:10:08 COMMUNITIES AND THE SCHOOL BOARD  
12:12:11:09 WANTS TO GIVE YOU A WARM  
12:12:12:21 WELCOME.  
12:12:14:15 I'M ALSO PLEASED TO ANNOUNCE  
12:12:15:27 THAT THE SCHOOL BOARD APPOINTED  
12:12:19:05 (UNFAMILIAR WORD OR NAME) AS THE  
12:12:19:27 DIRECTOR OF COUNSELING AT  
12:12:21:28 GUNSTON MIDDLE SCHOOL EFFECTIVE  
12:12:24:26 NOVEMBER 12TH.  
12:12:26:24 WOULD YOU JOIN US AT THE PODIUM?  
12:12:30:24 [Applause]  
12:12:32:12 >> WITH OVER A DECADE OF  
12:12:33:20 LEADERSHIP IN STUDENT SERVICES,  
12:12:37:00 HER EXPERIENCE INCLUDES  
12:12:38:10 MENTORING NEW COUNSELORS,  
12:12:39:22 MANAGING A SUMMER TRANSITION  
12:12:41:01 PROGRAM FOR AT-RISK STUDENTS,  
12:12:43:03 CONTRIBUTING TO SCHOOL  
12:12:44:01 IMPROVEMENT TEAMS, TO ENHANCE  
12:12:46:03 STUDENT OUTCOMES, PROMOTING  
12:12:48:03 CULTURALLY RESPONSIVE PRACTICES,  
12:12:50:22 FACILITATING PROFESSIONAL  
12:12:51:19 DEVELOPMENT FOR STAFF AND  
12:12:52:17 ALIGNING ALL THESE PRACTICES  
12:12:54:03 WITH SCHOOL IMPROVEMENT  
12:12:55:24 INITIATIVES.  
12:12:56:08 WE ARE SO DELIGHTED TO HAVE YOU  
12:12:58:10 WITH US AND I INVITE YOU TO  
12:13:00:06 SHARE ANY REMARKS.12:00:12:26 >> INFORMATION ABOUT WHAT  
12:00:13:24 ADVISORY COUNCILS ARE AVAILABLE  
12:00:15:09 AND HOW TO APPLY, YOU CAN FIND  
12:00:16:28 THAT ON THE APS WEBSITE AGAIN IN  
12:00:18:26 THE SCHOOL BOARD SECTION OF THE  
12:00:20:00 WEBSITE.  
12:00:21:04 BOARD COLLEAGUES, DO YOU HAVE  
12:00:22:06 ANY ANNOUNCEMENTS THIS EVENING?  
12:00:23:03 HEARING NONE, I WILL PASS THINGS  
12:00:27:06 OVER TO THE SUPERINTENDENT FOR  
12:00:28:14 HIS ANNOUNCEMENTS.  
12:00:29:06 >> THANK YOU, APPRECIATE IT.  
12:00:33:24 AS WE BEGIN THIS WEEK, WE'RE

12:00:35:11 VERY EXCITED TO MAKE SURE THAT  
12:00:36:19 WE TALK ABOUT SAFETY AND WE'RE  
12:00:38:27 GOING TO SEE A VIDEO ON THAT.  
12:00:40:22 HOWEVER, TONIGHT WE HAVE A  
12:00:42:03 SCHOOL BOARD MONITORING ITEM  
12:00:43:15 THAT WE'RE GOING TO BE SHARING  
12:00:44:22 ON SOCIAL STUDIES AND TO  
12:00:47:11 ACCOMPANY TONIGHT'S PRESENTATION  
12:00:48:25 AROUND MY "EVERY STUDENT COUNTS"  
12:00:50:24 EPISODE, WE'LL BE FOCUSING ON  
12:00:52:13 SOCIAL STUDIES WITH THE FOCUS ON  
12:00:54:09 DIFFERENT PERSPECTIVES ON  
12:00:55:00 HISTORY FEATURING OUR AP AFRICAN  
12:00:57:02 AMERICAN STUDIES CLASS AT  
12:00:58:27 WAKEFIELD.  
12:00:59:15 I SEE OUR TEACHER IN THE  
12:01:01:03 AUDIENCE, Ms. WATERS, AND A  
12:01:03:06 GEOPOLITICS CLASS AT  
12:01:05:07 WASHINGTON-LIBERTY, SO LET'S  
12:01:06:09 TAKE WATCH.  
12:01:07:06 >> IT IS THE UNIFYING FORCE OF  
12:01:09:18 THEIR REGION.  
12:01:10:06 >> TODAY WE ARE COVERING ANCIENT  
12:01:13:12 AFRICAN EMPIRES IN UNIT ONE, SO  
12:01:16:01 STUDENTS HAVE JUST FINISHED  
12:01:17:16 GOING OVER THE PHYSICAL AND  
12:01:18:28 HUMAN GEOGRAPHY OF AFRICA AND  
12:01:22:28 NOW THEY'RE REALLY GOING INTO  
12:01:24:16 THEIR OWN IN-DEPTH RESEARCH.  
12:01:26:29 >> I THINK IT'S IMPORTANT,  
12:01:28:10 BECAUSE IT GIVES US A LOT OF  
12:01:30:12 CONTEXT TO A LOT OF SITUATIONS  
12:01:31:27 THAT HAPPEN IN HISTORY AND IT'S  
12:01:35:22 REALLY INFORMATIVE AND HELPS  
12:01:38:06 EXPAND THE KNOWLEDGE OF AFRICAN  
12:01:39:21 HISTORY.  
12:01:39:28 >> I THINK THERE'S A CONNOTATION  
12:01:42:14 THAT THE CONTINENT OF AFRICA IS  
12:01:43:28 PRIMITIVE AND THERE WAS NOTHING  
12:01:47:09 UNTIL EUROPEANS ARRIVED, BUT BY  
12:01:50:04 LEARN ABOUT THESE DIFFERENT  
12:01:51:08 EMPIRES AND HOW THEY WERE SO  
12:01:53:14 IMPORTANT TO THE GLOBAL TRADE  
12:01:55:06 SYSTEM AND ALSO PROVIDED A MODEL  
12:01:56:18 TO DIFFERENT CIVILIZATIONS, IT'S  
12:02:01:20 IMPORTANT TO CLEAR THIS  
12:02:02:18 NARRATIVE THAT IS PURELY FALSE.  
12:02:04:01 >> IT'S A PHENOMENAL COURSE.  
12:02:05:24 IT REALLY HELPS STUDENTS TO

12:02:07:22 APPLY ALL THE DISCIPLINARY  
12:02:09:26 KNOWLEDGE THEY'VE LEARNED OVER  
12:02:10:27 THE YEARS.  
12:02:12:08 THEY'RE ABLE TO APPLY THEIR  
12:02:13:13 GEOGRAPHY SKILLS, BECAUSE WE  
12:02:15:04 TRAVEL ACROSS THE GLOBE.  
12:02:16:19 THEY'RE ABLE TO ANALYZE  
12:02:18:24 DOCUMENTS, SO THEY'RE REALLY  
12:02:20:03 LOOKING AT THE VOICE OF THE  
12:02:21:28 AUTHOR.  
12:02:22:12 THEY GO AND THEN RESEARCH ABOUT  
12:02:24:17 THE AUTHOR AND RESEARCH THE  
12:02:26:11 HISTORICAL TIME PERIOD.  
12:02:27:22 >> WE'RE LEARNING MORE ABOUT THE  
12:02:30:06 CULTURE, POLITICAL STRUCTURE,  
12:02:31:18 AND HOW THEY'VE BEEN BUILT,  
12:02:33:23 THEIR EMPIRE.  
12:02:36:09 >> THIS CLASS IS VERY GOOD AT  
12:02:38:20 HIGHLIGHTING THINGS WE SHOULD BE  
12:02:40:15 REMEMBERING.  
12:02:41:06 >> THE PAST GIVES WAY TO THE  
12:02:42:12 FUTURE.  
12:02:43:26 AND YOU'VE GOT TO STUDY THAT TO  
12:02:45:15 KNOW THE MISTAKES.  
12:02:47:17 SO YOU CANNOT SCREW UP AGAIN.  
12:02:49:20 >> IT'S REALLY GOING TO BE  
12:02:50:17 IMPORTANT FOR THEM, BECAUSE IT  
12:02:52:03 GIVES THEM THE SKILLS OF  
12:02:54:11 UNDERSTANDING, ANALYZING, BUT  
12:02:56:03 ALSO THE ESSENTIAL SKILL OF  
12:02:58:08 EMPATHY AND UNDERSTANDING HOW WE  
12:03:02:06 CAME TO BE WHERE WE ARE TODAY  
12:03:03:25 AND IT REALLY HELPS THAT SHARED  
12:03:05:20 EXPERIENCE OF OUR AMERICAN  
12:03:07:04 STORY.  
12:03:08:28 >> YOU WILL HAVE ONE MINUTE TO  
12:03:10:06 MAKE YOUR ARGUMENT.  
12:03:11:25 I'M GOING TO TELL YOU WHICH SIDE  
12:03:13:16 YOU ARE GOING TO ARGUE.  
12:03:15:11 AND THEN THE OTHER SIDE WILL  
12:03:16:16 MAKE THE OPPOSITE ARGUMENT.  
12:03:19:09 OKAY?  
12:03:19:29 YOU GUYS OVER HERE ARE GOING TO  
12:03:22:10 EXPLAIN WHY IT'S MORE EFFECTIVE.  
12:03:30:21 YOU HAVE ONE MINUTE, GO!  
12:03:39:23 >> THIS IS AN IB GLOBAL POLITICS  
12:03:42:08 CLASS.  
12:03:42:22 IT FOCUSES ON ISSUES OF POWER,  
12:03:47:25 SOVEREIGNTY, INTERNATIONAL

12:03:49:06 RELATIONS, HUMAN RIGHTS.  
12:03:51:22 IT'S IMPORTANT FOR STUDENTS IN  
12:03:55:01 PARTICULAR TO KNOW WHAT'S GOING  
12:03:56:03 ON BEYOND THE BOUNDARIES OF  
12:03:57:11 THEIR LITTLE COMMUNITY IS  
12:03:58:27 >> I THINK IT'S REALLY IMPORTANT  
12:03:59:09 TO HAVE A CLASS LIKE THIS TO  
12:04:00:15 JUST STAY EDUCATED ON WHAT'S  
12:04:01:03 GOING ON IN THE WORLD AND THE  
12:04:01:21 ENVIRONMENT BECAUSE IT'S  
12:04:02:00 IMPORTANT TO KNOW ABOUT POLITICS  
12:04:02:15 AND WHAT'S GOING ON SO YOU CAN  
12:04:03:18 BETTER EDUCATE YOURSELF AND  
12:04:05:03 OTHER PEOPLE.  
12:04:05:21 >> IT HELPS UP CONCEPTUALIZE  
12:04:08:05 WHAT POWER IS, WHAT SOVEREIGNTY  
12:04:10:27 IS, INTERNATIONAL RELATIONS AND  
12:04:12:10 HOW WE CAN APPLY IT TO OUR WORLD  
12:04:14:15 AND APPROACH PROBLEMS.  
12:04:15:10 >> I THINK IT'S GOOD TO  
12:04:16:15 RECOGNIZE THAT AMERICA ISN'T THE  
12:04:18:23 ONLY COUNTRY.  
12:04:20:18 THE WAY IT'S RUN ISN'T THE ONLY  
12:04:22:03 WAY TO RUN A COUNTRY.  
12:04:24:06 TO BE MORE COGNIZANT OF HOW THE  
12:04:26:14 WORLD WORKS, ESPECIALLY WHEN YOU  
12:04:28:05 HAVE TO BE A PART OF IT.  
12:04:29:27 >> I THINK THAT THE WORST THING  
12:04:39:03 SOMEBODY CAN BE IS IGNORANT.  
12:04:40:25 I WANT TO MAKE MY MOST INFORMED  
12:04:42:23 DECISIONS AS FUTURE VOTER.  
12:04:44:22 SO BEING INFORMED IS MY CIVIC  
12:04:47:27 RESPONSIBILITY.  
12:04:48:27 >> I THINK SOCIAL STUDIES  
12:04:50:03 CLASSES ARE EXTREMELY IMPORTANT  
12:04:51:14 TO LEARN HOW THE WORLD WORKS AND  
12:04:53:03 WHY IT WORKS THE WAY IT DOES AND  
12:04:54:19 ALSO I THINK SOCIAL STUDY  
12:04:56:00 CLASSES TEACH YOU IMPORTANT  
12:04:57:28 SKILLS SUCH AS COOPERATING WITH  
12:04:59:29 OTHERS AND SHARING YOUR  
12:05:01:18 VIEWPOINTS WITH OTHERS AND GOOD  
12:05:03:23 WRITING SKILLS.  
12:05:04:18 >> DEMOCRACY IS NOT A SPECTATOR  
12:05:06:14 SPORT, SO IF YOU WANT TO BE  
12:05:08:13 INVOLVED IN A DEMOCRACY, YOU'VE  
12:05:10:05 GOT TO KNOW WHAT IT'S ABOUT.  
12:05:12:14 AND THIS IS ONE WAY.  
12:05:13:21 >> IN ADDITION TO THAT WITH

12:05:15:24 SOCIAL STUDIES, OUR JOB IS TO  
12:05:17:23 HELP STUDENTS UNDERSTAND WHERE  
12:05:19:17 THEY FIT BUT ALSO HOW TO  
12:05:21:29 EMPATHIZE HOW WE ALL FIT  
12:05:23:24 TOGETHER IN THIS BEAUTIFUL  
12:05:25:05 PUZZLE PIECE OF AMERICA.  
12:05:33:17 >> SO IN ADDITION TO THAT, THE  
12:05:35:06 GREAT THINGS YOU SAW ABOUT OUR  
12:05:38:05 SOCIAL STUDIES PROGRAM, I WANT  
12:05:39:24 TO ACKNOWLEDGE THE CHALLENGES  
12:05:40:18 THAT OUR SOCIAL STUDIES TEACHERS  
12:05:42:13 FACE IN TODAY'S CLIMATE IN  
12:05:43:29 PARTICULAR AND SHARE MY  
12:05:45:17 APPRECIATION FOR ALL THAT THEY  
12:05:46:25 DO TO CONFRONT THOSE ISSUES THAT  
12:05:48:18 THEY DEAL WITH.  
12:05:49:21 I THINK FOR OUR SOCIAL STUDIES  
12:05:51:10 TEACHERS IN PARTICULAR, THEIR  
12:05:53:15 JOBS HAVE BECOME EVEN MORE  
12:05:54:26 CHALLENGING WITH MANY NEW  
12:05:57:01 EXPECTATIONS AND INCREASED  
12:05:58:06 SCRUTINY AS THEY'RE OFTEN IN THE  
12:06:00:11 MIDDLE OF POLITICAL DISCUSSIONS  
12:06:02:00 HAVING TO NAVIGATE INCREASINGLY  
12:06:03:11 COMPLEX CHALLENGES AND QUESTIONS  
12:06:04:19 FROM STUDENTS.  
12:06:05:24 AND OUR ELEMENTARY AND SECONDARY  
12:06:07:28 TEACHERS OF SOCIAL STUDIES  
12:06:09:16 CONSISTENTLY TEACH VERY  
12:06:10:17 DIFFICULT AND IMPORTANT LESSONS  
12:06:12:02 IN VIRGINIA, U.S., AND WORLD  
12:06:14:14 HISTORY, AND ALSO SOCIAL SCIENCE  
12:06:16:15 OVERALL.  
12:06:17:06 THEY HAVE MY FULL SUPPORT AS  
12:06:18:28 THEY FACE INCREASING QUESTIONS  
12:06:21:03 REGARDING HOW THEY ARE TEACHING  
12:06:22:12 HISTORY LESSONS AS SOCIAL  
12:06:24:14 STUDIES STANDARDS ARE DEBATED IN  
12:06:25:26 VIRGINIA.  
12:06:26:14 AND I FULLY SUPPORT ALL OF OUR  
12:06:28:22 SOCIAL STUDIES TEACHERS AS THEY  
12:06:30:14 TEACH THE TOPICS INCLUDED IN OUR  
12:06:32:16 APS APPROVED CURRICULUM AND  
12:06:34:01 WE'RE VERY PROUD AND THANK OUR  
12:06:35:19 BOARD FOR ADOPTING CURRICULUM  
12:06:36:25 WHICH ALIGN WITH OUR VALUES OF  
12:06:38:07 EXCELLENCE, EQUITY, INCLUSIVITY,  
12:06:41:16 INTEGRITY, COLLABORATION,  
12:06:43:08 INNOVATION AND STEWARDSHIP AND

12:06:44:16 WE'VE FOCUSED AS A SCHOOL SYSTEM  
12:06:46:15 TO ENSURE WE'RE ADOPTING SOCIAL  
12:06:48:00 STUDIES CURRICULUM THAT WAY.  
12:06:49:12 A TRUE PUBLIC EDUCATION INCLUDES  
12:06:52:04 INSTRUCTION ON RACIAL JUSTICE,  
12:06:53:21 EQUITY, AND DIVERSITY AS AN  
12:06:55:27 ESSENTIAL, NOT AN EXTRA, AS AN  
12:06:59:17 ESSENTIAL COMPONENT OF OUR WORK  
12:07:01:29 THAT WE DO.  
12:07:02:27 SO OUR SOCIAL STUDIES OFFICE, I  
12:07:09:04 WANT TO THANK THEM FOR THEIR  
12:07:10:22 CONTINUAL WORK TO MAKE SURE THAT  
12:07:11:27 OUR TEACHERS HAVE THE RESOURCES  
12:07:13:20 THEY NEED, THAT THEY'RE PREPARED  
12:07:14:22 TO ENGAGE IN FULLY AND ACCURATE  
12:07:21:06 HISTORY AND NOT BE BEHOLDEN TO  
12:07:27:09 THE POLITICAL PRESSURES TO NOT  
12:07:29:07 TEACH THE FULL HISTORY, SO I  
12:07:30:23 THANK OUR SOCIAL STUDIES  
12:07:32:01 TEACHERS FOR THE WORK THEY DO.  
12:07:34:10 I'M ALSO GLAD AS I MENTIONED TO  
12:07:35:25 ANNOUNCE THAT THIS IS OUR SECOND  
12:07:37:03 ANNUAL APS EMERGENCY  
12:07:39:22 PREPAREDNESS WEEK.  
12:07:42:10 THANK YOU TO DIRECTOR QUEEN FOR  
12:07:44:20 BRINGING THIS NEW ANNUAL  
12:07:45:25 TRADITION TO US WHERE WE'RE  
12:07:47:10 SPENDING A WEEK UNDERSTANDING  
12:07:48:12 AND GOING DEEP INTO EMERGENCY  
12:07:50:03 PREPAREDNESS TO MAKE SURE ALL OF  
12:07:51:27 OUR COMMUNITY LEARNS MORE ABOUT  
12:07:53:15 HOW THEY CAN APPROACH SCHOOL  
12:07:54:26 SAFETY AND FOR STAFF TO PREPARE  
12:07:56:08 FOR DISASTERS AND EMERGENCIES.  
12:07:58:07 WE HAVE BEEN AND WILL CONTINUE  
12:07:59:29 TO SEND OUT A VARIETY OF  
12:08:01:14 COMMUNITY MESSAGES ON SAFETY  
12:08:04:03 INCLUDING GUN VIOLENCE THAT WILL  
12:08:05:08 COME OUT TOMORROW.  
12:08:05:29 IN ADDITION, I'M VERY HAPPY TO  
12:08:07:22 INTRODUCE AND DO A LITTLE  
12:08:08:20 SOMETHING DIFFERENT IN MY  
12:08:09:18 ANNOUNCEMENTS, BRING UP A  
12:08:11:09 STUDENT, DAHLIA MICHAEL FROM  
12:08:12:21 GUNSTON, TO PLEASE COME UP TO  
12:08:15:21 INTRODUCE A VIDEO.  
12:08:16:16 DAHLIA, COME ON UP TO THE  
12:08:17:28 PODIUM.  
12:08:18:22 WELCOME HER.

12:08:21:06 THIS IS A LITTLE SPECIAL EXTRA,  
12:08:23:05 BECAUSE DAHLIA IS A MEDIA  
12:08:27:00 JOURNALISM STUDENT AT GUNSTON  
12:08:28:19 AND SHE PRODUCED A VIDEO ON  
12:08:30:11 SAFETY AND I WANT HER TO TALK TO  
12:08:32:03 US ABOUT THAT AND WE'RE GOING TO  
12:08:33:25 INTRODUCE HER VIDEO, SO THANK  
12:08:35:03 YOU.  
12:08:36:27 >> HELLO, MY NAME IS DAHLIA.  
12:08:39:03 I'M AN EIGHTH GRADER AT GUNSTON  
12:08:42:06 MIDDLE SCHOOL AND A STUDENT IN  
12:08:43:08 OUR JOURNALISM PROGRAM.  
12:08:45:26 RECENTLY WE HAD THE UNIQUE  
12:08:47:15 OPPORTUNITY TO COLLABORATE WITH  
12:08:48:12 AETV AND THE EMERGENCY  
12:08:50:05 PREPAREDNESS CREW TO CREATE AN  
12:08:51:27 ENGAGING VIDEO EXPLAINING APS'  
12:08:54:09 NEW HOLD RESPONSE.  
12:08:56:06 OUR CLASS HAD A LOT OF FUN  
12:08:58:08 PARTICIPATING IN THE CREATION OF  
12:08:59:06 THE VIDEO.  
12:09:00:17 BOTH ACTING AND SHADOWING THE  
12:09:02:10 CAMERA CREW.  
12:09:03:24 I ALSO THINK IT'S GREAT THE  
12:09:05:12 STUDENTS ARE LEARNING ABOUT ALL  
12:09:06:21 THE WAYS WE NEED TO RESPOND TO  
12:09:09:06 DIFFERENT POSSIBLE EMERGENCIES  
12:09:10:14 AT OUR SCHOOLS.  
12:09:11:25 PLEASE ENJOY THE VIDEO.  
12:09:16:20 [MUSIC]  
12:09:19:04 >> EMERGENCIES CAN HAPPEN AT ANY  
12:09:20:16 TIME.  
12:09:21:03 NEW FOR THIS YEAR, THE STATE OF  
12:09:22:16 VIRGINIA AND APS ADOPTED THE "I  
12:09:24:21 LOVE YOU GUYS" FOUNDATIONS  
12:09:26:16 STANDARD RESPONSE PROTOCOL OR  
12:09:27:21 SRT.  
12:09:28:26 THE SRT MODEL PROVIDES STUDENT  
12:09:31:28 AND STAFF WITH AN ACTION-BASED  
12:09:33:13 APPROACH THAT COVERS ALL  
12:09:34:12 HAZARDS.  
12:09:35:22 NEW FOR THIS YEAR IS HOLD IN  
12:09:38:01 YOUR ROOM OR AREA, CLEAR THE  
12:09:40:09 HALLS.  
12:09:44:27 [MUSIC]  
12:09:52:07 >> OH, MY GOD, IS HE OKAY?  
12:09:53:19 >> SHOULD I GO GET SECURITY?  
12:09:55:05 >> YEAH, PROBABLY.  
12:09:59:03 >> HEY, WE REALLY NEED HELP OVER



12:10:00:22 HERE.  
12:10:01:13 >> SOMEONE PASSED OUT.  
12:10:08:18 >> MATT, MATT, ARE YOU OKAY?  
12:10:09:28 MATT?  
12:10:09:28 MAIN OFFICE COME IN.  
12:10:14:07 CAN I PLEASE HAVE A NURSE DOWN  
12:10:15:26 BY GO3?  
12:10:18:18 WE HAVE AN UNRESPONSIVE STUDENT.  
12:10:20:27 MATT?  
12:10:21:14 HELP IS ON THE WAY, IT'LL BE  
12:10:23:00 OKAY.  
12:10:25:18 >> BACK UP, GUYS.  
12:10:26:10 ARE YOU OKAY?  
12:10:27:05 ARE YOU OKAY?  
12:10:29:16 ASHLEY, CALL 911.  
12:10:31:01 >> I'LL CALL 911.  
12:10:32:26 >> MAIN OFFICE COME IN.  
12:10:33:25 WE HAVE AN UNRESPONSIVE STUDENT.  
12:10:38:24 >> STUDENTS AND STAFF, PLEASE  
12:10:39:26 HOLD IN YOUR ROOM OR AREAS,  
12:10:41:25 CLEAR THE HALLS.  
12:10:42:19 WE ARE ATTENDING TO A MEDICAL  
12:10:44:12 RESPONSE NEAR THE EIGHTH GRADE  
12:10:46:19 WING.  
12:10:49:04 [MUSIC]  
12:10:55:18 >> HERE ARE A FEW EXAMPLES WHEN  
12:10:56:27 A SCHOOL MIGHT BE PUT INTO A  
12:10:58:13 HOLD RESPONSE CONDITION.  
12:11:00:00 A MEDICAL INCIDENT THAT REQUIRES  
12:11:01:22 ATTENTION.  
12:11:02:27 AN ALTERCATION IN A HALLWAY OR  
12:11:05:02 COMMON AREA.  
12:11:05:23 ANY MAINTENANCE ISSUES LIKE A  
12:11:07:08 LEAK OR INCIDENT THAT REQUIRES  
12:11:08:29 IMMEDIATE ATTENTION.  
12:11:10:17 OR POLICE INSIDE THE SCHOOL  
12:11:11:25 INVESTIGATING A THREAT.  
12:11:13:27 >> OKAY, CLASS, SO AS YOU HEARD,  
12:11:15:14 WE'RE IN A HOLD RESPONSE.  
12:11:17:05 THAT MEANS WE NEED TO KEEP THE  
12:11:18:12 HALLWAYS CLEAR FOR A MEDICAL  
12:11:19:29 EMERGENCY AND WE'LL LET YOU KNOW  
12:11:21:21 WHEN IT'S OVER.  
12:11:24:09 HARPER?  
12:11:25:00 >> CAN I GO TO MY LOCKER?  
12:11:26:16 >> DURING A HOLD RESPONSE, WE  
12:11:27:25 CAN NOT GO TO OUR LOCKER.  
12:11:29:27 WE NEED TO KEEP THE HALLWAYS  
12:11:31:13 CLEAR, BUT AS SOON AS THEY CALL

12:11:32:15 FOR IT TO BE OVER, I'LL LET YOU  
12:11:34:08 GO TO YOUR LOCKER.  
12:11:35:10 >> OKAY.  
12:11:36:18 >> DURING THE HOLD, CLASSROOM  
12:11:38:06 INSTRUCTION CONTINUES.  
12:11:39:07 WHEN THE HOLD IS RELEASED, YOU  
12:11:40:24 WILL HEAR AN ANNOUNCEMENT.  
12:11:42:15 STUDENTS AND STAFF, THE HOLD IS  
12:11:44:21 RELEASED.  
12:11:45:06 THE HOLD IS RELEASED, ALL CLEAR.  
12:11:49:02 >> STUDENTS AND STAFF, THE HOLD  
12:11:51:01 IS RELEASED, THE HOLD IS  
12:11:52:10 RELEASED.  
12:11:53:07 ALL CLEAR.  
12:11:53:22 THANK YOU FOR YOUR ASSISTANCE IN  
12:11:55:03 MAKING THE HOLD WORK SMOOTHLY.  
12:11:58:05 >> AS YOU HEARD, THE HOLD IS  
12:11:59:18 OVER.  
12:12:00:12 HARPER, YOU CAN NOW GO TO YOUR  
12:12:02:04 LOCKER.  
12:12:08:12 >> THE STANDARD RESPONSE  
12:12:09:17 PROTOCOLS ALLOWS FOR EVERY  
12:12:10:29 STUDENT AND STAFF MEMBER TO  
12:12:12:07 FOLLOW A CLEAR SET OF PROCEDURES  
12:12:14:09 TO ENSURE EVERYONE'S SAFETY.  
12:12:16:17 NO MATTER THE THREAT OR HAZARD,  
12:12:18:10 OUR TEAM IS PREPARED.  
12:12:20:18 EMERGENCY PREPAREDNESS IS A TEAM  
12:12:22:07 EFFORT.  
12:12:22:27 TOGETHER WE CAN KEEP OUR SCHOOLS  
12:12:24:25 SAFE ONE TEAM ONE APS.  
12:12:31:09 FOR MORE INFORMATION, VISIT OUR  
12:12:33:03 WEBSITE.  
12:12:33:11 >> LET'S GIVE DAHLIA A ROUND OF  
12:12:35:06 APPLAUSE FOR HER WONDERFUL  
12:12:36:14 SAFETY VIDEO!  
12:12:37:18 AND THANK YOU ALSO TO  
12:12:39:09 MR. KOSTNER.  
12:12:41:18 I THINK YOU'RE IN THE AUDIENCE,  
12:12:44:06 THANK YOU AS WELL FOR YOUR  
12:12:45:08 SUPPORT OF YOUR STUDENT AND YOUR  
12:12:47:00 ACTING ROLE.  
12:12:47:18 GIVE HIM A ROUND OF APPLAUSE  
12:12:48:19 TOO.  
12:12:48:19 ON AN ANNUAL BASIS, APS AND ACPD  
12:12:57:22 REVIEW OUR MEMORANDUM OF  
12:12:58:10 UNDERSTANDING AND MAKE UPDATES  
12:13:00:12 TO BEST ENSURE THAT THE SAFETY  
12:13:02:14 OF OUR STAFF AND STUDENTS AND

12:13:03:23 COMMUNITY ARE IN PLACE AND THIS  
12:13:05:04 IS AN ANNUAL REQUIREMENT AS WE  
12:13:06:16 PARTNER WITH ACPD.  
12:13:08:09 THIS INCLUDES ANY TRAINING,  
12:13:10:10 UPDATES FOR BOTH APS AND ACPD TO  
12:13:15:19 SAFEGUARD OUR SCHOOLS AND WE NOW  
12:13:17:12 HAVE A FINAL UPDATED MOU WHICH  
12:13:19:10 HAS TAKEN EFFECT IMMEDIATELY  
12:13:21:21 THAT CLEARLY DEFINES THE  
12:13:27:02 MANDATORY REPORTING.  
12:13:29:19 IT INCLUDES UPDATES THAT  
12:13:30:24 STREAMLINE HOW APS CAN REQUEST  
12:13:32:26 COMMUNITY ENGAGEMENT  
12:13:33:26 OPPORTUNITIES AND OUTLINES  
12:13:34:27 AGE-APPROPRIATE LESSON PLANS  
12:13:36:12 THAT WILL BE TAUGHT BY LAW  
12:13:37:19 ENFORCEMENT TO STUDENTS AND  
12:13:38:14 STAFF.  
12:13:39:15 AND THIS IS IN ESSENCE ENSURING  
12:13:41:27 THAT WE HAVE PARTNERS THAT  
12:13:43:16 REMAIN ACTIVELY ENGAGED WITH OUR  
12:13:45:15 POLICE DEPARTMENT AND MAKE SURE  
12:13:46:16 OUR SCHOOLS ARE SAFE AND I  
12:13:47:15 WELCOME OUR COMMUNITY TO VIEW  
12:13:49:13 THE MOU AT THE WEBSITE THAT WE  
12:13:51:08 POSTED THE LINK THERE.  
12:13:53:07 AS WE MOVE INTO THE MONTH OF  
12:13:54:12 NOVEMBER, BELIEVE IT OR NOT,  
12:13:56:04 ALMOST TO THE END OF THE  
12:13:57:09 CALENDAR YEAR, WE HAVE THIS  
12:13:59:11 FRIDAY, NOVEMBER IS NATIVE  
12:14:02:02 AMERICAN HERITAGE MONTH.  
12:14:03:10 THE MONTH ALSO WE CELEBRATE  
12:14:04:22 SCHOOL HEALTH APPRECIATION DAY  
12:14:06:03 AND SUBSTITUTE EDUCATORS DAY ON  
12:14:08:05 NOVEMBER 22ND AND NOVEMBER IS  
12:14:09:07 ALSO THE MILITARY FAMILY MONTH  
12:14:11:00 AND SCHOOL PSYCHOLOGIST WEEK  
12:14:12:24 FROM NOVEMBER 11TH THROUGH THE  
12:14:14:06 15TH.  
12:14:16:07 I ALSO WANT TO TAKE TIME TO  
12:14:17:22 ENSURE THAT OUR COMMUNITY IS  
12:14:18:17 AWARE THAT WE WILL BE ISSUING  
12:14:20:12 THE REQUESTS FOR PROPOSAL FOR  
12:14:22:00 OUR NEXT HEALTH CARE BENEFIT  
12:14:23:28 CONTRACT IN NOVEMBER OF 2025.  
12:14:26:20 THE CURRENT CONTRACT THAT WE  
12:14:27:28 HAVE WITH OUR HEALTH CARE  
12:14:30:02 PROVIDERS EXPIRES IN DECEMBER OF

12:14:32:11 2026 AND THERE IS A LENGTHY  
12:14:35:18 PROCUREMENT PROCESS THAT KICKS  
12:14:36:27 OFF WELL AHEAD OF TIME TO MAKE  
12:14:38:02 SURE THAT WE ARE DOING THINGS  
12:14:39:14 DIFFERENTLY THIS TIME AND WE NOW  
12:14:40:26 HAVE MAKING SURE THAT WE'RE  
12:14:42:28 ENGAGING OUR STAFF IN THE  
12:14:44:09 PROCESS AND GETTING THEIR VOICE  
12:14:45:15 AND INPUT AND SO WE WANT TO MAKE  
12:14:47:23 SURE AGAIN THAT WE'RE  
12:14:48:21 COMMUNICATING EARLY WITH THE  
12:14:49:29 PROCESSES AND PROACTIVELY  
12:14:51:07 THROUGHOUT THAT TIME.  
12:14:52:09 WE WILL BE POSTING INFORMATION  
12:14:54:03 AS WELL ON REGULAR UPDATES ON  
12:14:55:19 OUR STAFF CENTRAL PAGE ABOUT  
12:14:57:16 WHAT'S COMING IN THE NEXT YEAR  
12:14:59:21 OR SO.  
12:15:01:21 AS WE MADE A CHANGE TO THAT AND  
12:15:03:08 LEADING UP TO THE PROCUREMENT  
12:15:04:23 PROCESS FOR HEALTH BENEFITS, WE  
12:15:06:22 HAVE ESTABLISHED A BENEFITS AND  
12:15:08:01 WELLNESS ENGAGEMENT COMMITTEE TO  
12:15:09:26 HELP GUIDE THE NEXT PROCESS FOR  
12:15:11:21 SELECTING OUR HEALTH CARE  
12:15:12:25 BENEFITS PROVIDER AGAIN WHEN OUR  
12:15:15:08 CONTRACT ENDS IN DECEMBER OF  
12:15:16:09 2026.  
12:15:17:07 WE HAVE SCHEDULED MEETINGS THAT  
12:15:18:26 YOU CAN SEE FOR THE COMMITTEE  
12:15:20:10 THAT HAVE ALREADY BEEN ON THE  
12:15:21:22 CALENDAR.  
12:15:21:29 THEY WILL BE FROM 10:30 a.m.  
12:15:24:24 TO 12 p.m.  
12:15:26:09 REPRESENTATIVES ON THIS  
12:15:27:00 COMMITTEE ARE SIX AEA MEMBERS,  
12:15:29:25 THREE LICENSED STAFF AND THREE  
12:15:31:07 SUPPORT STAFF, THE DIRECTOR OF  
12:15:35:11 LABOR RELATIONS AND ASSISTANT  
12:15:37:13 SUPERINTENDENT OF HR, DIRECTOR  
12:15:38:18 OF PROCUREMENT, OUR BENEFITS  
12:15:40:18 SUPERVISOR AND EXECUTIVE  
12:15:41:21 DIRECTOR OF HR.  
12:15:42:13 THE TOPICS TO COVER IN THE FIRST  
12:15:43:29 MEETING WILL BE REVIEWING OUR  
12:15:46:07 LANGUAGE IN THE COLLECTIVE  
12:15:47:21 BARGAINING AGREEMENT AND OUR  
12:15:49:06 COMMITTEE OBJECTIVES, REVIEWING  
12:15:50:12 THE PROCUREMENT PROCESS, WHAT

12:15:51:24 THAT LOOKS LIKE.  
12:15:52:28 EXISTING HEALTH ISSUES AND  
12:15:54:23 HEALTH ISSUES FOR CONTINUED  
12:15:55:28 COVERAGE.  
12:15:56:18 SO MORE TO COME AS WE WORK  
12:15:58:00 THROUGH THIS PROCESS.  
12:15:59:22 AGAIN, THE RFP WOULD GO OUT A  
12:16:01:14 YEAR FROM NOW FOR -- YOU CAN SEE  
12:16:03:10 ON THE PREVIOUS SLIDE ALL THOSE  
12:16:04:25 KEY DATES.  
12:16:06:03 IN THE MONTH OF NOVEMBER, HERE  
12:16:07:08 ARE A FEW REMINDERS FOR OUR  
12:16:09:10 CALENDAR.  
12:16:09:17 WE HAVE A LOT COMING UP IN  
12:16:11:02 NOVEMBER.  
12:16:11:13 IT'S A SHORT MONTH WITH OUR  
12:16:12:21 THANKSGIVING BREAK AT THE END,  
12:16:13:23 BUT WE WANT TO MAKE SURE THAT  
12:16:15:04 WE'RE REMEMBERING WE'LL BE  
12:16:17:02 CELEBRATING DIWALI THIS FRIDAY  
12:16:18:08 AND AS TEACHERS PREPARE  
12:16:20:05 FIRST-QUARTER GRADES ON  
12:16:21:17 NOVEMBER 5TH, NEXT WEEK, WHICH  
12:16:23:23 IS ALSO ELECTION DAY, NO SCHOOL  
12:16:25:12 FOR STUDENTS.  
12:16:26:06 ADDITIONALLY, NOVEMBER 4TH WAS  
12:16:27:25 ADDED AS A DAY FOR OUR STAFF TO  
12:16:30:29 PARTICIPATE IN REQUIRED  
12:16:31:24 PROFESSIONAL LEARNING THAT WAS  
12:16:32:27 PROVIDED THIS YEAR BY THE  
12:16:35:13 DEPARTMENT OF EDUCATION AND  
12:16:36:24 LATER THIS MONTH, WE DO HAVE  
12:16:38:23 VETERANS DAY AN THANKSGIVING  
12:16:39:11 BREAK THAT YOU CAN SEE THERE.  
12:16:41:23 I'LL CONCLUDE MY ANNOUNCEMENTS  
12:16:43:07 WITH MY BRIGHT SPOT THIS  
12:16:44:05 EVENING.  
12:16:44:13 I'M EXCITED TO ANNOUNCE THAT  
12:16:45:21 THREE OF OUR SCHOOLS WERE  
12:16:47:23 RECOGNIZED BY THE VIRGINIA BOARD  
12:16:48:29 OF EDUCATION THIS WEEK FOR THEIR  
12:16:50:13 HIGH ACHIEVEMENT AS PART OF ITS  
12:16:52:02 EXEMPLAR PERFORMANCE SCHOOL  
12:16:54:03 RECOGNITION PROGRAM.  
12:16:55:01 THIS YEAR'S HONOREES ARE ...  
12:17:04:09 THEY RECOGNIZE SCHOOLS ACROSS  
12:17:05:27 THE COMMONWEALTH THAT HAVE  
12:17:07:28 EXCEEDED THE REQUIREMENTS OR  
12:17:09:17 HAVE SHOWN CONTINUOUS

12:17:10:24 IMPROVEMENT ON ACADEMIC AND  
12:17:11:29 SCHOOL QUALITY INDICATORS.  
12:17:14:00 IN THESE THREE SCHOOLS, THEY  
12:17:15:19 HAVE EXCEEDED THE REQUIREMENTS.  
12:17:17:08 92 SCHOOLS EARNED THIS AWARD  
12:17:20:00 ACROSS THE COMMONWEALTH.  
12:17:21:24 RECOGNITION IN THIS PROGRAM IS  
12:17:23:03 ALSO ONE OF THE HIGHEST  
12:17:24:05 ACHIEVEMENTS A SCHOOL CAN  
12:17:25:19 RECEIVE IN THE COMMONWEALTH AND  
12:17:27:24 TO BE HONORED FOR THIS HIGH  
12:17:28:26 ACHIEVEMENT, THEY MUST BE  
12:17:29:21 ACCREDITED, THEY MUST HAVE  
12:17:31:13 BENCHMARKS OF 75% OR HIGHER FOR  
12:17:33:23 READING AND 70% OR HIGHER FOR  
12:17:36:20 MATH AND SCIENCE NOT JUST FOR  
12:17:38:04 THE WHOLE SCHOOL BUT FOR ALL  
12:17:39:23 STUDENT GROUPS AT THEIR SCHOOL.  
12:17:41:15 AND THEY MUST HAVE A LOW RATE OF  
12:17:43:11 CHRONIC ABSENTEEISM, SO  
12:17:46:23 CONGRATULATIONS TO THESE THREE  
12:17:47:28 SCHOOLS WHO MET THAT HONOR FOR  
12:17:49:06 THE COMMONWEALTH AND THAT  
12:17:50:08 CONCLUDES MY ANNOUNCEMENTS.  
12:17:55:27 >> THANK YOU SO MUCH FOR THAT.  
12:17:58:02 BOARD COLLEAGUES, ARE THERE ANY  
12:17:59:11 QUESTIONS OR COMMENTS THAT YOU  
12:18:00:12 HAVE FOR THE SUPERINTENDENT  
12:18:01:20 ABOUT HIS ANNOUNCEMENTS?  
12:18:04:19 >> I JUST WANT TO APPLAUD ALL OF  
12:18:06:08 THE ACTING ABILITIES ACROSS THAT  
12:18:08:17 VIDEO.  
12:18:09:04 THAT WAS ABSOLUTELY SPECTACULAR.  
12:18:11:22 AND HARPER, I REALLY HOPE YOU  
12:18:12:28 WERE ABLE TO GO TO YOUR LOCKER  
12:18:14:03 AND GET WHATEVER YOU NEEDED!  
12:18:16:19 [ LAUGHTER ]  
12:18:18:16 >> COLLEAGUES OVER HERE?  
12:18:19:14 >> I'LL JUST MAKE A QUICK  
12:18:21:16 COMMENT, DR. DURAN, TO THANK YOU  
12:18:23:05 FOR YOUR REMARKS ABOUT SOCIAL  
12:18:24:23 STUDIES AND ABOUT THE EQUITY AND  
12:18:26:28 INCLUSION VALUES THAT WE SHARE.  
12:18:28:17 I LOVED THE STUDENTS EXPRESSING  
12:18:31:09 THEIR SENSE OF RESPONSIBILITY TO  
12:18:32:27 BECOME EDUCATED AND TO LEARN NOT  
12:18:34:19 ONLY ABOUT THEIR OWN COUNTRY AND  
12:18:37:01 OUR GOVERNMENT BUT ABOUT THE  
12:18:38:16 WORLD.

12:18:39:03 AND I THINK THAT'S CRITICALLY  
12:18:40:18 IMPORTANT AND IT'S GREAT TO SEE  
12:18:41:26 APS STUDENTS UNDERSTANDING AND  
12:18:44:27 EMBRACING THOSE VALUES.  
12:18:48:20 >> I WOULD JUST DOUBLE-TAP WHAT  
12:18:50:23 MY COLLEAGUE HERE SAID AND SAY  
12:18:52:21 THAT I ALSO APPRECIATED THE  
12:18:54:09 STUDENT WHO NOTED THAT DEMOCRACY  
12:18:55:18 IS NOT A SPECTATOR SPORT AND AS  
12:18:58:10 WE HEAD INTO AN ELECTION IN A  
12:19:00:23 VERY NONPARTISAN WAY, I WANT TO  
12:19:02:19 SAY TO OUR SENIORS ESPECIALLY IN  
12:19:03:25 OUR SCHOOLS, THOSE WHO HAVE  
12:19:05:20 REACHED VOTING AGE AND TO OUR  
12:19:07:19 GRADUATES FROM OUR HIGH SCHOOLS  
12:19:08:27 LAST YEAR, OUR YOUNGEST VOTERS  
12:19:10:20 THAT I HOPE YOU WILL EXERCISE  
12:19:12:25 THIS PRECIOUS RIGHT IN OUR  
12:19:14:17 COUNTRY TO VOTE NEXT TUESDAY.  
12:19:21:10 >> ALL RIGHT, WE ARE NOW AT  
12:19:22:22 PUBLIC COMMENT ON AGENDA AND  
12:19:24:10 NON-AGENDA ITEMS.  
12:19:25:14 I HOPE YOU'LL TURN YOUR  
12:19:26:22 ATTENTION TO THE TVS WHERE AETV  
12:19:30:05 STUDENT-PRODUCED VIDEO WILL HELP  
12:19:31:21 US REVIEW OUR PUBLIC COMMENT  
12:19:33:25 GUIDELINES.  
12:19:34:29  
12:00:07:21 >> I'LL ASK THE FIRST FIVE  
12:00:09:06 SPEAKERS TO LINE UP.  
12:00:11:28 THE FIRST SPEAKER IS KATIE  
12:00:24:24 RICHARDSON.  
12:00:34:12 >> GOOD EVENING, SCHOOL BOARD  
12:00:35:07 MEMBERS, STAFF, STUDENTS, AND  
12:00:36:19 PARENTS.  
12:00:37:20 I'M KATIE RICHARDSON AND I'M A  
12:00:39:23 SOUTHEASTERN AT  
12:00:40:27 WASHINGTON-LIBERTY HIGH SCHOOL.  
12:00:43:15 I'M HERE TODAY BECAUSE I'M NOT  
12:00:45:20 ALLOWED TO CONTINUE TO BE A PEER  
12:00:48:02 TUTOR DURING MY FLEX PERIOD  
12:00:50:13 BECAUSE OF LIABILITY CONCERNS.  
12:00:51:17 LAST YEAR, MY CHEMISTRY TEACHER  
12:00:53:15 TOOK MATERNITY LEAVE THE ENTIRE  
12:00:55:04 SECOND SEMESTER AND WE WERE LEFT  
12:00:56:09 WITH SUBSTITUTES WHO WERE NOT  
12:00:58:11 CERTIFIED TEACHERS AND HAD NEVER  
12:01:00:07 TAKEN COLLEGE-LEVEL CHEMISTRY.  
12:01:02:19 I WAS ABLE TO TEACH MYSELF AND

12:01:04:21 MY PEERS.  
12:01:06:03 I LOVE CHEMISTRY AND THIS YEAR I  
12:01:08:01 FOUND A TEACHER WHO WAS  
12:01:09:19 SUPPORTIVE AND SO THEY PERMITTED  
12:01:11:08 ME TO PEER TUTOR IN THEIR  
12:01:13:00 CHEMISTRY CLASS BUT SHORTLY  
12:01:13:28 AFTER STARTING, ADMINISTRATORS  
12:01:15:29 SAID I COULD NOT DO THIS DUE TO  
12:01:20:23 LIABILITY CONCERNS.  
12:01:21:14 LAST YEAR, I STARTED A TUTORING  
12:01:26:21 AFTER SCHOOL.  
12:01:28:29 IN ORDER FOR THIS TO HAPPEN,  
12:01:30:04 THEIR PARENTS SIGNED A  
12:01:31:09 PERMISSION SLIP FOR THEM TO  
12:01:32:27 PARTICIPATE.  
12:01:33:11 I BROUGHT THIS PERMISSION SLIP  
12:01:35:00 TODAY AND I'M ASKING IF WE CAN  
12:01:36:12 DO THE SAME TO ADDRESS LIABILITY  
12:01:38:06 CONCERNS TO ALLOW PEER TUTORING,  
12:01:40:25 MENTORING, AND TEACHING DURING  
12:01:42:04 THE SCHOOL HOURS AND DURING FLEX  
12:01:44:06 PERIODS WHEN A TEACHER IS  
12:01:45:07 WILLING TO SUPPORT THE STUDENTS  
12:01:46:15 IN THIS PROGRAM.  
12:01:47:27 TO QUOTE MY PRINCIPAL, WL  
12:01:51:24 STUDENTS REFUSE TO BE AVERAGE.  
12:01:54:19 THEY CONTINUE TO BLAZE TRAILS  
12:01:56:00 THAT CONTINUE TO MAKE WNL A  
12:01:57:23 UNIQUE AND WONDERFUL COMMUNITY.  
12:02:00:01 I HOPE TO OVERCOME THIS OBSTACLE  
12:02:02:06 AND BLAZE THIS TRAIL TO MAKE  
12:02:03:28 THIS UNIQUE OPPORTUNITY OF BEING  
12:02:05:10 A PEER TUTOR A REALITY AT  
12:02:07:19 WASHINGTON-LIBERTY.  
12:02:08:20 TO QUOTE PRESIDENT KENNEDY, ASK  
12:02:11:06 NOT WHAT YOUR COUNTRY CAN DO FOR  
12:02:13:15 YOU, BUT WHAT YOU CAN DO FOR  
12:02:14:20 YOUR COUNTRY.  
12:02:15:11 I KNOW WHAT I CAN DO FOR APS.  
12:02:17:21 TUTOR MY PEERS.  
12:02:18:17 I'M JUST ASKING FOR THE  
12:02:20:01 PERMISSION TO DO SO.  
12:02:22:02 >> THANK YOU FOR YOUR COMMENTS.  
12:02:23:24 NEXT SPEAKER.  
12:02:36:23 >> GOOD AFTERNOON.  
12:02:38:07 I'M A CURRENT SENIOR AT  
12:02:40:01 WASHINGTON-LIBERTY HIGH SCHOOL.  
12:02:41:03 I TRANSFERRED FROM FLORIDA FOR  
12:02:44:12 MY JUNIOR YEAR AND I'VE BEEN



12:02:46:16 ADVOCATING FOR MYSELF AND OTHERS  
12:02:48:09 TO TAKE -- DESPITE REPEATED  
12:02:54:05 REQUESTS AND TEACHERS WILLING TO  
12:02:56:06 SELF-STUDY US OUTSIDE OF CLASS  
12:02:58:05 DURING FLEXES AND AFTER SCHOOL,  
12:03:00:17 I'VE BEEN DENIED BY THE  
12:03:01:26 ADMINISTRATION NUMEROUS TIMES.  
12:03:03:17 THE ADMINISTRATION AT MY CURRENT  
12:03:06:18 HIGH SCHOOL HAS BEEN UNABLE TO  
12:03:08:00 HELP ME.  
12:03:08:13 THE ADMINISTRATION WAS UNWILLING  
12:03:14:15 TO HELP UNTIL NUMEROUS STUDENTS  
12:03:16:27 DROPPED THE CLASS.  
12:03:17:18 THIS LED TO LESS INTEREST IN AP  
12:03:19:15 PHYSICS AND MECHANICS FOR THE  
12:03:22:10 SCHOOL YEAR LEADING TO THE  
12:03:23:28 COURSE NO LONGER BEING OFFERED  
12:03:26:00 AT WNL.  
12:03:27:18 I'VE BEEN SELF-ADVOCATING FOR  
12:03:29:10 MYSELF AND OTHER STUDENTS SINCE  
12:03:30:21 MARCH OF LAST YEAR IN REGARDS TO  
12:03:32:10 TAKING THE CLASS AND POSSIBLY  
12:03:34:02 TAKING IT AT A DIFFERENT HIGH  
12:03:35:10 SCHOOL IF THE COURSE WASN'T  
12:03:37:12 OFFERED AT MINE, BUT I WAS TOLD  
12:03:40:01 IT WAS A LIABILITY ISSUE.  
12:03:41:05 SECONDLY, AFTER RESEARCHING  
12:03:46:21 OTHER METHODS OF SELF-STUDY,  
12:03:49:19 I'VE BEEN DENIED AGAIN DUE TO  
12:03:51:15 LIABILITY ISSUES BY GOING INTO  
12:03:53:20 PHYSICS CLASSROOMS DURING MY  
12:03:55:18 CLASSROOM OR STUDY HALL.  
12:03:56:23 I'VE BEEN SERVING AS AN  
12:03:58:08 UNOFFICIAL TEACHING ASSISTANT,  
12:04:03:01 LETTING ME ANSWER STUDENT  
12:04:04:22 QUESTIONS AND EVEN TAKE THE TEST  
12:04:07:01 IN CALCULUS TO HELP ME PREPARE  
12:04:09:27 FOR THE EXAM IN THE SPRING.  
12:04:11:29 ALL OF THIS IS IN RETURN FOR  
12:04:13:21 ANSWERING MY QUESTIONS ABOUT  
12:04:16:19 MATERIAL THAT I HAVEN'T LEARNED  
12:04:18:10 YET.  
12:04:18:28 I'M TAKING CALC-AB.  
12:04:23:09 I CAN'T TAKE A CLASS THAT  
12:04:25:08 DIRECTLY CORRELATES TO MY MAJOR  
12:04:28:15 IN COLLEGE.  
12:04:29:05 I CAN'T SELF-STUDY THE TEACHER  
12:04:32:14 TO PREPARE FOR THE EXAM.  
12:04:33:19 I CAN'T HELP OTHER STUDENTS.

12:04:35:11 WHAT CAN I DO TO PREPARE MYSELF  
12:04:36:23 FOR MY FUTURE?  
12:04:38:08 I MOVED FROM FLORIDA SEARCHING  
12:04:39:17 FOR BETTER OPPORTUNITIES AND  
12:04:41:01 MAKING SACRIFICES DAILY FOR MY  
12:04:42:17 EDUCATION.  
12:04:43:18 >> THANK YOU VERY MUCH.  
12:04:47:06 >> NEXT SPEAKER.  
12:04:53:21 >> HELLO, EVERYONE.  
12:04:54:16 MY NAME IS ASIM, I'M A LIFELONG  
12:04:58:06 ARLINGTON RESIDENT.  
12:04:58:24 I WENT TO PRESCHOOL AT  
12:05:00:15 (UNFAMILIAR WORD OR NAME)  
12:05:01:03 ELEMENTARY SCHOOL AT PATRICK  
12:05:02:11 HENRY, MIDDLE SCHOOL AT THOMAS  
12:05:03:12 JEFFERSON AND HIGH SCHOOL AT  
12:05:05:04 WNL.  
12:05:05:22 I WENT THROUGH THE SCHOOL SYSTEM  
12:05:07:04 IN THE SHADOW OF 9/11 NAVIGATING  
12:05:10:03 AN ENVIRONMENT THAT MADE ME  
12:05:11:14 ASHAMED TO BE A MUSLIM.  
12:05:15:17 IT DIRECTLY RELATES TO THE  
12:05:19:02 CURRENT CAMPAIGN OF HARASSMENT.  
12:05:21:13 PART OF THIS CAMPAIGN IS A  
12:05:22:18 CASUAL OPEN CONFLATION OF  
12:05:24:07 JUDAISM WITH THE STATE OF  
12:05:25:28 ISRAEL.  
12:05:26:25 LET'S BE ABSOLUTELY CLEAR, THIS  
12:05:28:07 CONFLATION ITSELF IS  
12:05:29:22 ANTI-SEMITIC BY THE IHRA'S  
12:05:32:08 DEFINITION.  
12:05:32:25 ISRAEL DOES NOT REPRESENT ALL  
12:05:34:06 JEWISH PEOPLE.  
12:05:35:08 BEING CRITICAL OF ISRAEL IS NOT  
12:05:40:03 ANTI-SEMITIC.  
12:05:42:27 REGARDING JEWISH TEACHERS AND  
12:05:44:13 STUDENTS WHO SAY THAT THEY ARE  
12:05:45:12 NOT SAFE BECAUSE SOMEONE IS  
12:05:46:26 CRITICAL OF ISRAEL OR  
12:05:48:03 PRO-PALESTINE I THINK PART OF  
12:05:50:20 THE RESPONSE MUST INCLUDE SOME  
12:05:52:21 CRITICAL THINKING.  
12:05:53:02 IS IT PROPER TO CONFLATE JUDAISM  
12:05:55:03 WITH THE STATE OF ISRAEL?  
12:05:56:14 CAN THIS CONFLATION BE USED TO  
12:05:58:13 LIMIT THE FREE SPEECH OF OTHERS?  
12:06:00:20 I WANT US ALSO TO COMPARE THIS  
12:06:02:01 TO WHAT WE KNOW HAS HAPPENED  
12:06:03:20 WHEN MUSLIM TEACHERS AND

12:06:05:25 STUDENTS CRITICIZE THE STATE OF  
12:06:08:18 ISRAEL AND ARE FALSELY ACCUSED  
12:06:10:04 OF ANTI-SEMITISM.  
12:06:11:09 THEY HAVE BEEN MEANT WITH  
12:06:12:17 DOXXING CAMPAIGNS AND THREATS OF  
12:06:13:29 VIOLENCE.  
12:06:14:16 THESE ARE MATERIAL THREATS OF  
12:06:15:21 THEIR SAFETY AND FREE SPEECH  
12:06:16:26 THAT HAVE BEEN ALLOWED AND THAT  
12:06:20:16 FOSTER TO DELIBERATELY  
12:06:22:17 MISLEADING CONFLATIONS.  
12:06:23:20 BEING FROM ARLINGTON, I THINK I  
12:06:25:01 CAN BE RELATIVELY CONFIDENT THAT  
12:06:28:20 WE'RE WELL AWARE OF SOME OF  
12:06:31:12 (UNFAMILIAR WORD OR NAME)  
12:06:33:01 WRITINGS.  
12:06:33:15 HE'S ADVOCATING THE SAME  
12:06:35:01 POSITION AND UNDERSTANDING AS  
12:06:36:05 THESE MUSLIM TEACHERS AND  
12:06:37:10 STUDENTS.  
12:06:37:24 DO YOU REFLECT ON WHY HE'S NOW  
12:06:42:18 SUBJECT TO THE SAME TYPE OF  
12:06:44:07 HARASSMENT?  
12:06:44:18 I WANT TO EXPRESS MY SUPPORT AND  
12:06:46:16 SOLIDARITY FOR THE BRAVE  
12:06:49:14 TEACHERS FOR EXTENDING THEIR  
12:06:52:06 HUMANITY.  
12:06:53:04 THANK YOU FOR YOUR TIME.  
12:06:54:19 >> THANK YOU VERY MUCH FOR YOUR  
12:06:55:24 COMMENTS.  
12:06:56:05 I JUST WANT TO CLARIFY THAT OUR  
12:06:57:17 PUBLIC COMMENT GUIDELINES DO  
12:06:59:08 PERMIT PEOPLE TO STAND IN SILENT  
12:07:03:03 SOLIDARITY WITH COMMENTS BEING  
12:07:04:21 MADE AND WE ALSO DO PERMIT  
12:07:09:10 HANDS.  
12:07:11:01 THANK YOU.  
12:07:12:19 >> NEXT SPEAKER, NABILA.  
12:07:22:14 >> GOOD EVENING.  
12:07:23:21 I'M THE PARENT OF TWO APS  
12:07:25:09 STUDENTS AND I'M A  
12:07:27:24 PALESTINIAN-AMERICAN.  
12:07:28:19 I, ALONG WITH OTHER PARENTS,  
12:07:30:08 HAVE APPRECIATED MEETING WITH  
12:07:31:20 DR. DURAN AND STAFF ON FREEDOM  
12:07:33:22 OF SPEECH AND SAFETY AT APS.  
12:07:36:21 WE CONTINUE THOUGH TO HAVE  
12:07:38:06 SERIOUS CONCERNS ESPECIALLY WITH  
12:07:39:04 THE TARGETING OF AN APS TEACHER

12:07:40:29 AND INFLAMMATORY RHETORIC FROM A  
12:07:43:05 FEW IN THE APS COMMUNITY.  
12:07:44:16 I'D LIKE TO MAKE A FEW POINTS.  
12:07:46:15 EXPRESSING A POLITICAL VIEW OR  
12:07:47:21 PERSPECTIVE IS NOT IN AND OF  
12:07:49:05 ITSELF BIGOTED OR HATE SPEECH.  
12:07:51:21 SPECIFICALLY SPEAKING OF  
12:07:53:22 COLONIALISM OR GENOCIDE IN THE  
12:07:55:17 CONTEXT OF PALESTINE AND ISRAEL,  
12:07:56:29 EVEN IF IT'S CONTROVERSIAL, IS  
12:07:58:05 NOT ANTI-SEMITIC.  
12:07:59:20 IT'S VALID, ACADEMIC DISCOURSE  
12:08:01:18 AND THE GENOCIDE WAS DEEMED  
12:08:04:00 PLAUSIBLE BY THE HIGHEST  
12:08:05:09 INTERNATIONAL COURT.  
12:08:05:26 A CALL FOR FREEDOM IN ALL OF  
12:08:08:05 HISTORICAL PALESTINE IS NOT A  
12:08:09:07 CALL FOR VIOLENCE.  
12:08:10:12 LABELING THIS AS HATE SPEECH IS  
12:08:11:28 A FORM OF INTIMIDATION.  
12:08:13:17 IT'S MEANT TO SILENCE.  
12:08:16:06 SUPPRESSION OF STUDENT SPEECH  
12:08:17:17 AND ACTION IN THE CASE OF MY  
12:08:18:19 CHILDREN AT WNL, THEIR RIGHTS AS  
12:08:20:23 PALESTINIANS TO ADVOCATE FOR  
12:08:22:14 THEIR OWN FREEDOM, IS ACTUALLY  
12:08:24:23 DISCRIMINATORY, BECAUSE IT  
12:08:26:09 VALUES SOME STUDENTS' POSSIBLE  
12:08:28:27 DISCOMFORT MORE THAN OTHER  
12:08:30:08 CHILDREN'S ACTUAL LIVES.  
12:08:32:10 APS HAS MADE MY CHILDREN AND ME  
12:08:34:05 FEEL NOT ONLY UNCOMFORTABLE BUT  
12:08:35:27 UNEQUAL AND LESSER THAN.  
12:08:38:05 ALL OF THIS IS IN THE CONTEXT OF  
12:08:40:04 NORMALIZED CASUAL BIGOTRY,  
12:08:42:06 INTIMIDATION, AND VIOLENCE  
12:08:44:02 AGAINST PALESTINIANS IN THE U.S.  
12:08:46:07 AND, OF COURSE, ISRAEL'S  
12:08:47:18 RELENTLESS KILLING OF MORE THAN  
12:08:49:11 17,000 CHILDREN IN GAZA USING  
12:08:51:16 U.S. WEAPONS IN SUPPORT.  
12:08:53:11 MORE THAN 100 PEOPLE WERE KILLED  
12:08:54:19 JUST LAST NIGHT.  
12:08:56:04 OUR CHILDREN ARE WITNESSING ALL  
12:08:57:06 OF THIS AND THEY'RE WONDERING  
12:08:58:15 WHAT THEIR TEACHERS AND  
12:08:59:26 PRINCIPALS, THEIR FELLOW  
12:09:01:04 STUDENTS THINK OF IT ALL.  
12:09:02:06 WHY WOULDN'T THIS BE A TEACHABLE

12:09:03:22 MOMENT?  
12:09:04:03 THE VIOLENCE DENOUNCED,  
12:09:05:21 HISTORICALLY EXAMINED RATHER  
12:09:09:09 THAN SUPPRESSED AND WHISPERED  
12:09:12:05 ABOUT.  
12:09:12:12 WITH YOUR CHOICES, YOU'RE  
12:09:14:21 TEACHING OUR CHILDREN WHOSE  
12:09:16:13 VOICES MATTER AND WHOSE DON'T,  
12:09:18:05 WHOSE LIVES MATTER AND WHOSE  
12:09:19:20 DON'T.  
12:09:20:04 THEY'RE GOING TO REMEMBER WHAT  
12:09:21:05 YOU TEACH THEM, SO PLEASE  
12:09:22:10 CONSIDER THIS VERY CAREFULLY.  
12:09:23:15 THANK YOU.  
12:09:24:19 >> THANK YOU FOR YOUR COMMENTS.  
12:09:27:03 >> NEXT SPEAKER.  
12:09:27:14 I'LL CALL THE NEXT SIX SPEAKERS  
12:09:36:01 TO LINE UP.  
12:09:37:09 JULIANA BUTLER, MELISSA,  
12:09:41:08 HEATHER, DANIELLE JONES, LAURA.  
12:09:46:11 NEXT SPEAKER, JULIANNA BUTLER.  
12:09:54:15 >> GOOD EVENING, BOARD AND DR.  
12:09:55:22 DURAN.  
12:09:56:27 MY NAME IS JULIANA BUTLER.  
12:09:58:20 I'M A PHYSICS TEACHER IN APS.  
12:10:00:29 I'M HERE TODAY TO TALK ABOUT  
12:10:03:01 SUCCESS FOR OUR STUDENTS,  
12:10:05:13 SUPPORT FOR OUR STUDENTS.  
12:10:08:21 WHERE THAT COMES, AND I THINK IN  
12:10:10:19 THE AWARD THAT WAS SHOWN GIVEN  
12:10:15:01 TO ATS, NOTTINGHAM, AND  
12:10:17:24 TUCKAHOE, THOSE THREE SCHOOLS  
12:10:19:29 REPRESENT NORTHERN ARLINGTON  
12:10:20:27 SCHOOLS AND I HAVE THE PRIVILEGE  
12:10:22:12 OF WORKING IN A HIGH SCHOOL  
12:10:23:10 WHERE I GET TO DEAL WITH A  
12:10:25:09 DIVERSE POPULATION OF STUDENTS  
12:10:26:17 FROM SOUTH ARLINGTON AND NORTH  
12:10:27:29 ARLINGTON.  
12:10:28:26 WHAT I'M HERE TODAY IS TO  
12:10:30:15 REQUEST IN A FUTURE BUDGET IF WE  
12:10:33:16 CAN HAVE PERSONNEL SUPPORTS IN  
12:10:36:12 THE CLASSROOM.  
12:10:37:19 I AM ONE IN A CLASSROOM OF 28  
12:10:40:25 TEACHING NOT ONLY SCIENCE BUT  
12:10:43:03 ENGLISH LITERACY COMPREHENSION,  
12:10:47:05 MATH APPLICATION, TO THE  
12:10:50:03 SCIENCE, WHICH IS A WHOLE NEW  
12:10:51:19 WAY OF UNDERSTANDING THE WORLD

12:10:53:20 AROUND US.  
12:10:54:05 IT IS TAXING, IT IS CHALLENGING.  
12:10:56:07 AND I SHOW UP FOR MY STUDENTS  
12:10:59:08 EVERY DAY WITH MY PASSION I HAVE  
12:11:00:24 FOR PHYSICS AND WHAT I'D ASK FOR  
12:11:03:00 US TO THINK IN CREATIVE WAYS TO  
12:11:05:05 FIND SUPPORT WHETHER THAT IS  
12:11:06:10 SUBSTITUTES THAT HAVE BEEN AT  
12:11:08:05 APS SCHOOLS, CREATIVE WAYS IN  
12:11:09:28 WHICH FORMER PHYSICS TEACHERS  
12:11:11:13 CAN COME IN AND FOR WHATEVER  
12:11:12:25 REASONS THEY'VE LEFT THE SCHOOL,  
12:11:14:08 WHETHER THAT'S FAMILY NEEDS AND  
12:11:17:19 I DON'T KNOW, I'M NOT SURE ON  
12:11:19:17 ALL THE REASONS WHY PEOPLE  
12:11:21:06 LEAVE, BUT HAVING THE ABILITY,  
12:11:22:18 HAVING THE FUNDING TO SUPPORT  
12:11:24:00 STUDENT SUCCESS IN THE CLASSROOM  
12:11:25:05 WOULD BE PHENOMENAL AS OUR  
12:11:27:00 POPULATIONS ARE GROWING,  
12:11:28:12 ESPECIALLY IN THE SOUTH  
12:11:29:29 ARLINGTON COMMUNITIES.  
12:11:31:10 SO I'M HERE TODAY TO ASK FOR US  
12:11:33:12 TO HAVE THAT THOUGHT AND TO  
12:11:34:11 THINK ABOUT THE FUTURE SUCCESS  
12:11:35:12 OF OUR STUDENTS, BECAUSE  
12:11:36:27 CURRENTLY, THAT IS SOMETHING  
12:11:38:09 THAT'S BEEN A GAP THAT I'VE BEEN  
12:11:41:11 WITNESSING BEING IN THE  
12:11:42:19 CLASSROOM.  
12:11:42:26 SO THANK YOU SO MUCH FOR YOUR  
12:11:43:25 TIME.  
12:11:45:16 >> THANK YOU VERY MUCH FOR YOUR  
12:11:46:18 COMMENTS.  
12:11:47:28 >> NEXT SPEAKER, MELISSA.  
12:12:06:09 >> I'M MELISSA, AN ARLINGTON  
12:12:08:06 RESIDENT, PARENT OF TWO  
12:12:09:18 20-SOMETHING DAUGHTERS WHO DID  
12:12:11:20 FULL I.B.  
12:12:13:08 AND I'M HERE TO SPEAK TO YOU  
12:12:15:07 DIFFERENTLY THAN WHAT I PREPARED  
12:12:17:06 BECAUSE I'VE BEEN VERY MOVED BY  
12:12:18:24 WHAT I JUST HEARD BY SPEAKERS  
12:12:21:00 FOUR AND FIVE.  
12:12:23:01 I'M CONCERNED ABOUT THE WAY  
12:12:24:00 HISTORY IS BEING TAUGHT OR THE  
12:12:26:02 WAY WORLD EVENTS ARE BEING  
12:12:27:13 EXPLORED IN APS SCHOOLS AND  
12:12:31:03 THROUGHOUT THE COUNTRY FRANKLY.

12:12:32:21 I'M CONCERNED ABOUT OUTSIDE  
12:12:33:28 INFLUENCES COMING INTO THE  
12:12:36:10 SCHOOL TRYING TO SILENCE  
12:12:37:25 DIFFERENT POINTS OF VIEW THAT  
12:12:39:20 FEEL THREATENING TO THOSE  
12:12:42:12 GROUPS.  
12:12:42:12 LOOK, I'M ALSO A  
12:12:47:08 PALESTINIAN-AMERICAN.  
12:12:48:06 I DIDN'T GROW UP KNOWING THAT.  
12:12:50:09 I WAS SHIELDED FROM THAT BECAUSE  
12:12:52:11 MY FATHER KNEW THAT THIS COUNTRY  
12:12:54:12 HAS AN ISSUE WHEN IT COMES TO  
12:12:55:28 ISRAEL AND PALESTINE.  
12:12:57:03 AND SO I'M ASKING THIS BOARD IF  
12:12:59:09 I WEAR THIS, FOR EXAMPLE, DOES  
12:13:00:25 IT CHANGE YOUR PERSPECTIVE OF  
12:13:02:03 ME?  
12:13:03:00 DO YOU WANT TO KNOW ABOUT THE  
12:13:04:02 PERSON UNDERNEATH THE GARMENT?  
12:13:07:00 DO YOU HAVE A REACTION WHEN YOU  
12:13:08:08 SEE THIS?  
12:13:09:25 WHEN WE FEEL UNCOMFORTABLE, WHEN  
12:13:12:14 WE EXPRESS OUR TRUTHS AND IT  
12:13:14:06 MAKES OTHERS FEEL UNCOMFORTABLE,  
12:13:15:22 IF I FEEL UNCOMFORTABLE WHEN I'M  
12:13:19:11 HEARING YOUR TRUTH, THAT'S AN  
12:13:21:06 INVITATION FOR ME TO LEAN INTO  
12:13:22:18 THAT DISCOMFORT, TO UNDERSTAND  
12:13:24:24 THE DEEPER TRUTH ABOUT YOUR  
12:13:26:12 EXPERIENCE AND WHAT YOU ARE  
12:13:27:17 SAYING.  
12:13:28:14 WHAT YOU ARE TRYING TO RELATE TO  
12:13:30:19 ME THAT IS ACTUALLY ALSO PART OF  
12:13:32:12 MY TRUTH.  
12:13:32:18 INSTEAD WE SILENCE, DISMISS,  
12:13:38:01 DIMINISH, CLAIM IT'S HATE SPEECH  
12:13:39:20 AND WE TURN AWAY AND SAY, NO,  
12:13:41:10 YOU CAN'T SAY THAT.  
12:13:43:21 HOW IS THAT SERVING ANY OF US?  
12:13:46:01 THAT'S NOT MAKING THE WORLD  
12:13:47:09 SAFER AND IT'S NOT TEACHING OUR  
12:13:48:19 STUDENTS, PARTICULARLY I.B.  
12:13:52:01 STUDENTS, THINK ABOUT IT, WHO WE  
12:13:53:07 WANT TO EQUIP WITH THE  
12:13:55:06 CAPABILITIES AND CAPACITIES TO  
12:13:57:05 TACKLE COMPLEX PROBLEMS.  
12:13:59:13 THAT'S A DIRECT QUOTE FROM THEIR  
12:14:00:25 WEBSITE.  
12:14:02:22 SO I DON'T SEE THE TIMER, BUT

12:14:05:19 THANK YOU.  
12:14:08:20 >> THANK YOU VERY MUCH FOR YOUR  
12:14:09:12 COMMENTS.  
12:14:10:19 >> NEXT SPEAKER, HEATHER COCOA.  
12:14:20:00 >> GOOD EVENING.  
12:14:22:04 MY NAME IS HEATHER COCOA AND I'M  
12:14:24:10 AN ARLINGTON PUBLIC SCHOOL HIGH  
12:14:25:21 SCHOOL ENGLISH TEACHER.  
12:14:28:02 THIS PAST FEBRUARY, I CAME HERE  
12:14:30:11 TO REQUEST A CHAIR AND I NEVER  
12:14:33:10 RECEIVED ONE.  
12:14:35:01 AT THAT TIME, I WAS RETURNING TO  
12:14:38:00 WORK FROM LONG COVID AFTER A  
12:14:42:15 YEAR'S ABSENCE.  
12:14:43:17 AND I WAS ASSIGNED TO BE A  
12:14:45:16 CO-TEACHER IN FIVE DIFFERENT  
12:14:47:14 CLASSROOMS.  
12:14:47:18 DUE TO ISSUES WITH FATIGUE, I  
12:14:52:04 REQUESTED ACCESS TO A CHAIR IN  
12:14:54:17 EACH OF THE CLASSES THAT I WAS  
12:14:55:26 ASSIGNED TO.  
12:14:56:18 HOWEVER, I NEVER RECEIVED ONE.  
12:14:58:27 I ENDED UP HAVING TO PURCHASE  
12:15:00:22 CHAIRS OF MY OWN AND ANOTHER WAS  
12:15:04:01 DONATED TO ME SO THAT I COULD  
12:15:05:21 GET THROUGH THE DAY AS I WAS  
12:15:07:03 STILL RECOVERING FROM MY  
12:15:08:18 ILLNESS.  
12:15:10:29 I'M HERE TONIGHT NOT TO ADVOCATE  
12:15:15:18 FOR MYSELF BY TO BE AN ADVOCATE  
12:15:17:24 FOR ALL OF MY COLLEAGUES THAT  
12:15:19:10 ARE CO-TEACHERS WHO ARE SPECIAL  
12:15:21:22 EDUCATION TEACHERS AND ENGLISH  
12:15:23:17 LANGUAGE LEARNER TEACHERS,  
12:15:25:18 PARTICULARLY THOSE IN TITLE ONE  
12:15:28:17 SCHOOLS IN THIS COUNTY WHO ARE  
12:15:30:02 NOT PROVIDED CHAIRS TO SIT ON IN  
12:15:31:25 MANY OF THE CLASSROOMS THAT THEY  
12:15:33:03 WORK IN EVERY DAY.  
12:15:33:21 TEACHERS SHOULD NOT HAVE TO BEG  
12:15:38:27 TO BE PROVIDED WITH A CHAIR TO  
12:15:40:09 SIT ON WHETHER THEY ARE  
12:15:41:21 RECOVERING FROM AN ILLNESS OR  
12:15:43:07 NOT.  
12:15:45:01 THEY SHOULD NOT HAVE TO SIT ATOP  
12:15:47:00 DESKS AND TABLES OR CRAM  
12:15:48:18 THEMSELVES INTO TINY PRESCHOOL  
12:15:50:20 OR ELEMENTARY CHAIRS.  
12:15:53:11 THEY SHOULD NOT BE DENIED AN ADA



12:15:55:18 REQUEST BY APS HUMAN RESOURCES  
12:15:57:09 FOR A SEAT IN THE ROOMS FOR  
12:15:59:08 WHICH THEY WORK.  
12:16:00:29 SINCE I MOVED TO ANOTHER SCHOOL  
12:16:02:21 AND I TEACH AT MY OWN CLASS, I  
12:16:05:06 AM FORTUNATE TO NO LONGER NEED  
12:16:07:22 AN ADDITIONAL SEAT AND MY  
12:16:08:20 CO-TEACHERS AT MY CURRENT SCHOOL  
12:16:10:29 ARE GIVEN CHAIRS, BUT MANY  
12:16:13:06 CO-TEACHERS AT OTHER SCHOOLS IN  
12:16:14:18 THIS DISTRICT ARE NOT.  
12:16:16:13 WHETHER THE SCHOOL SYSTEM  
12:16:17:24 PROVIDES THEM OR PRINCIPALS  
12:16:19:02 TRADE RESOURCES, APS SHOULD --  
12:16:23:00 CAN I FINISH MY SENTENCE?  
12:16:24:23 SHOULD BE REQUIRED TO ASSURE ONE  
12:16:27:01 ADULT CHAIR PER ADULT PROVIDED  
12:16:29:03 IN EACH CLASSROOM.  
12:16:31:21 >> THANK YOU FOR YOUR COMMENTS.  
12:16:33:06 >> NEXT SPEAKER, DANIELLE JONES.  
12:16:43:22 >> GOOD EVENING.  
12:16:45:09 THIS IS APS SAFETY AND EMERGENCY  
12:16:47:08 PREPAREDNESS WEEK.  
12:16:48:12 WE ARE CELEBRATING THE WAYS WE  
12:16:49:22 ARE KEEPING OUR STUDENTS SAFE.  
12:16:51:14 BUT ISN'T IT MORE IMPORTANT TO  
12:16:52:23 EXAMINE OUR SAFETY FAILURES AND  
12:16:54:08 WORK TO FIX THEM?  
12:16:56:10 OUR TRANSPORTATION DEPARTMENT IS  
12:17:01:01 IN CRISIS.  
12:17:02:25 THERE ARE FIGHTS BREAKING OUT  
12:17:04:07 EVERY DAY.  
12:17:04:25 MEANWHILE, STUDENTS ARE PACKED  
12:17:06:04 IN THREE TO A SEAT AND MANY  
12:17:07:22 SECONDARY ROUTES ARE WITHOUT  
12:17:09:24 ATTENDANTS.  
12:17:10:13 TO BE SUCCINCT, OUR BUSES AREN'T  
12:17:12:02 SAFE TO OUR COMMITTED  
12:17:13:07 TRANSPORTATION STAFF OR THE MANY  
12:17:14:15 STUDENTS WHO FOLLOW THE RULES.  
12:17:16:00 ON TOP OF THAT, THERE ARE MANY  
12:17:17:13 SCHOOLS WITH STUDENTS WHO WAIT  
12:17:18:24 BEYOND SCHOOL HOURS SOMETIMES UP  
12:17:20:06 TO AN HOUR BECAUSE THERE AREN'T  
12:17:22:05 ENOUGH BUSES.  
12:17:23:26 WHAT ARE WE DOING ABOUT THIS  
12:17:25:02 TRAVESTY?  
12:17:25:22 ARE WE BRAINSTORMING HOW TO MAKE  
12:17:28:05 WORKING FOR APS TRANSPORTATION

12:17:29:13 MORE ATTRACTIVE?  
12:17:30:12 I HOPE SO.  
12:17:31:23 AND I'D LIKE TO THROW OUT A FEW  
12:17:33:15 IDEAS.  
12:17:34:06 NUMBER ONE, HIRE TRANSPORTATION  
12:17:36:17 EMPLOYEES IN THE MIDDLE OF THE  
12:17:37:15 DAY AS LUNCH ATTENDANCE,  
12:17:39:20 ADMINISTRATIVE, OR CLASSROOM  
12:17:41:05 ASSISTANTS OR EXTRA CUSTODIANS  
12:17:45:05 SO TRANSPORTATION EMPLOYEES CAN  
12:17:47:06 WORK CLOSER TO A 40-HOUR WEEK.  
12:17:49:15 NUMBER TWO, SINCE TRANSPORTATION  
12:17:51:20 EMPLOYEES WORK YEAR-ROUND  
12:17:53:01 WITHOUT A BREAK OF MORE THAN TWO  
12:17:54:17 WEEKS AT A TIME, MAKE THEM  
12:17:56:06 12-MONTH EMPLOYEES WITH A  
12:17:57:11 COMMENSURATE BENEFIT.  
12:17:59:13 NUMBER THREE, MAKE SURE THAT  
12:18:00:27 THERE'S AN ATTENDANT ON EVERY  
12:18:02:19 SCHOOL BUS TO DECREASE THE  
12:18:04:00 DANGEROUS INCIDENTS AND ENSURE A  
12:18:07:14 SAFE RIDE FOR OUR EMPLOYEES AND  
12:18:08:13 STUDENTS.  
12:18:08:24 NUMBER 4, MAKE SURE BUS DRIVERS  
12:18:10:28 AND ATTENDANTS ON SPECIAL  
12:18:12:07 EDUCATION ROUTES HAVE ACCESS TO  
12:18:13:19 STUDENT TRANSPORTATION  
12:18:14:12 ACCOMMODATIONS AND BEHAVIORAL  
12:18:16:13 SUPPORT NEEDS.  
12:18:17:08 NUMBER 5, GIVE TRANSPORTATION  
12:18:19:06 WORKERS A VOICE IN SOLUTIONS FOR  
12:18:20:28 THEIR DEPARTMENT.  
12:18:21:26 THEY ARE THE EXPERTS IN THEIR  
12:18:23:01 JOBS.  
12:18:23:22 LISTEN TO THEM, IMPLEMENT THEIR  
12:18:25:13 SOLUTIONS.  
12:18:26:15 WE NEED TO STOP GLOSSING OVER  
12:18:28:00 THE PROBLEMS AND ROLL UP OUR  
12:18:29:15 SLEEVES TO ACTUALLY MAKE APS  
12:18:31:00 SAFE FOR EVERYONE ON THE BUSES.  
12:18:32:26 THANK YOU.  
12:18:34:17 >> THANK YOU FOR YOUR COMMENTS.  
12:18:38:02 >> NEXT SPEAKER.  
12:18:47:14 >> GOOD EVENING.  
12:18:49:27 WHEN IS ENOUGH ENOUGH?  
12:18:51:13 WHAT IS APS DOING TO GUARANTEE  
12:18:52:28 THE SAFETY OF NOT ONLY THE BUS  
12:18:55:14 RIDERS BUT THE STUDENTS AS WELL?  
12:18:58:09 DRIVERS ARE BEING YELLED AT,

12:19:01:11 CUSSED AT, SPIT ON, AND HIT.  
12:19:04:15 WHEN IS ENOUGH ENOUGH?  
12:19:06:23 WE NEED TO PROTECT OUR STUDENTS.  
12:19:10:05 NOT THE ONES THAT ARE CREATING  
12:19:11:17 ALL THESE ISSUES AND THE  
12:19:13:02 PROBLEMS ON THE BUSES BUT THE  
12:19:14:11 ONES WHO ARE BEING AFFECTED BY  
12:19:17:13 THESE ISSUES AND THEY ARE BEING  
12:19:18:25 THE VICTIMS OF ALL THESE  
12:19:20:06 PROBLEMS.  
12:19:21:07 WE NEED BUSES TO BE LESS CROWDED  
12:19:25:10 WITH AN ATTENDANT IN EVERY  
12:19:26:28 SINGLE BUS.  
12:19:28:06 WE NEED CONSISTENCY WITH THE  
12:19:30:26 RUNS THAT WE ARE ASSIGNED TO.  
12:19:34:08 THIS MEANS NOT SENDING US TO  
12:19:36:20 DOUBLE BACK OR COVER OTHER RUNS  
12:19:38:08 THAT ARE NOT OURS.  
12:19:40:16 DON'T SEND OUR ATTENDANT TO BE  
12:19:43:18 PULLED OUT FROM OUR REGULAR RUNS  
12:19:45:09 TO COVER SOMEONE ELSE'S RUNS,  
12:19:46:28 BECAUSE THESE ATTENDANTS HAVE NO  
12:19:49:03 KNOWLEDGE OF THE OTHER STUDENTS  
12:19:49:28 THAT ARE BEING COVERED.  
12:19:51:24 WE ARE MISSING THAT PERSONAL  
12:19:52:29 CONNECTION WHEN WE DO THIS  
12:19:54:14 STUFF.  
12:19:55:01 WE NEED A SYSTEM THAT HELPS US  
12:19:57:00 TO MEET THE LEVEL OF THE NEEDS  
12:19:58:25 OF EVERY STUDENT.  
12:20:01:10 FOR EXAMPLE, COLOR CODED TAGS  
12:20:03:28 THAT LET US KNOW IF A STUDENT IS  
12:20:06:03 IN KINDERGARTEN, IF THE STUDENT  
12:20:07:09 IS A BUS RIDER, IF THE STUDENT  
12:20:08:29 IS A CAR RIDER, OR IF THEY NEED  
12:20:12:08 TO BE MET BY AN ADULT OR IF THEY  
12:20:14:06 CAN BE RELEASED UNATTENDED.  
12:20:16:06 THAT WOULD BE VERY HELPFUL IF WE  
12:20:18:08 COULD HAVE THAT INFORMATION.  
12:20:18:26 IF A STUDENT HAS BEEN REPORTED  
12:20:20:05 FOR HAVING BEHAVIORAL ISSUES ON  
12:20:21:17 THE BUS, THE SCHOOL  
12:20:23:05 ADMINISTRATION NEEDS TO TAKE  
12:20:24:16 THIS SERIOUSLY.  
12:20:26:07 THEY NEED TO FOLLOW UP WITH THIS  
12:20:28:15 AND THE STUDENT NEEDS TO HAVE  
12:20:30:00 CONSEQUENCES.  
12:20:31:04 THEY ARE CONSISTENT WITH THE APS  
12:20:33:03 STANDARDS OF CONDUCT.

12:20:34:27 I WANT ALL YOU TO UNDERSTAND  
12:20:37:09 THAT OUR CLASSROOM HAS WHEELS,  
12:20:40:08 BUT IT'S A CLASSROOM  
12:20:41:23 NONETHELESS.  
12:20:41:23 WHY APS IS WORKING ACTIVELY TO  
12:20:46:21 RECRUIT MORE PERSONNEL, WE ARE  
12:20:49:01 STILL NOT COMPETITIVE WITH OTHER  
12:20:52:22 COUNTIES.  
12:20:53:07 >> THANK YOU VERY MUCH.  
12:20:54:28 >> NEXT SPEAKER, LAURA HASAN.  
12:21:02:08 >> GOOD EVENING.  
12:21:03:05 MY NAME IS LARA HASAN, AN  
12:21:05:18 ARAB-AMERICAN BORN TO TWO SYRIAN  
12:21:09:10 IMMIGRANTS.  
12:21:09:17 THANK YOU FOR ALLOWING ME THE  
12:21:10:22 CHANCE TO SPEAK AND BE HEARD AS  
12:21:12:05 AN OPPORTUNITY TO PRACTICE MY  
12:21:13:13 FREEDOM OF SPEECH IS NOT ONE I  
12:21:14:29 TAKE LIGHTLY.  
12:21:15:20 I SAW TODAY THAT APS STRIVES TO  
12:21:17:19 CREATE AN ENVIRONMENT WHICH  
12:21:19:00 CELEBRATES DIVERSITY IN THE  
12:21:20:11 CO-MINGLING OF DIFFERENT BELIEFS  
12:21:22:06 AND IDEOLOGIES.  
12:21:23:11 ALTHOUGH IT IS NOTHING NEW,  
12:21:26:13 EVENTS TAKING PLACE SINCE  
12:21:28:01 OCTOBER 7, 2023, HAVE ONLY MADE  
12:21:30:27 IT CLEAR THERE ARE SELECT  
12:21:32:02 COMMUNITIES WHO ARE NOT TOTALLY  
12:21:35:07 ALLOWED THIS SAME RIGHT.  
12:21:37:06 SUPPRESSING PRO-PALESTINIAN  
12:21:38:18 VOICES, YOU ARE TEACHING  
12:21:39:20 STUDENTS OF ALL MINORITY GROUPS  
12:21:41:22 THAT IF THEY DO NOT AGREE WITH  
12:21:44:24 THE WHITE SUPREMACIST  
12:21:47:21 COLONIALIST RHETORIC, THAT THEIR  
12:21:49:27 VOICES DO NOT MATTER.  
12:21:53:02 I IMPLORE YOU TO CONSIDER THAT  
12:21:54:15 BY SUPPORTING A COLONIALIST  
12:21:56:03 STATE IN YOUR DECISION TO  
12:21:58:12 DISCOURAGE TALK OF PALESTINE,  
12:22:01:04 YOU ARE CREATING AN ENVIRONMENT  
12:22:02:18 WHERE ANY STUDENT THAT BELIEVES  
12:22:04:00 IN INTERNATIONAL JUSTICE AND  
12:22:05:11 PEACE WILL NOT FEEL SAFE IN YOUR  
12:22:06:23 CLASSROOMS.  
12:22:07:04 A VIDEO SHOWN TODAY SAW STUDENTS  
12:22:09:12 TALKING ABOUT HOW AWARENESS OF  
12:22:10:27 GLOBAL CURRENT EVENTS IS

12:22:12:01 IMPORTANT TO CREATE A  
12:22:13:06 WELL-ROUNDED, INFORMED STUDENT.  
12:22:15:05 SHOULDN'T WHAT'S HAPPENING IN  
12:22:16:09 PALESTINE BE CONSIDERED  
12:22:17:21 IMPORTANT FOR STUDENTS TO LEARN  
12:22:18:19 ABOUT?  
12:22:19:24 LET ME EMPHASIZE THAT I DO NOT  
12:22:21:26 SUPPORT ANTI-SEMITISM OF ANY  
12:22:23:11 KIND NOR DO ANY OF MY  
12:22:24:26 PRO-PALESTINIAN COLLEAGUES.  
12:22:26:11 BUT LET ME REMIND YOU THAT  
12:22:28:03 ANTI-ZIONISM DOES NOT EQUATE TO  
12:22:32:12 ANTI-SEMITISM.  
12:22:33:23 BEING AGAINST THE VICTIMIZATION  
12:22:35:01 OF INNOCENT MEN, WOMEN, AND  
12:22:37:06 CHILDREN AND AGAINST GENOCIDE IS  
12:22:39:29 NOT ANTI-SEMITIC.  
12:22:42:00 WE NEED TO MAKE APS A PLACE  
12:22:43:29 WHERE PEOPLE FEEL COMFORTABLE  
12:22:46:07 EXPRESSING THEIR BELIEFS IN THE  
12:22:48:08 CLASSROOM.  
12:22:49:19 AFTER ALL, IT IS THIS WAY THAT  
12:22:51:18 STUDENTS LEARN TO FORM THEIR OWN  
12:22:52:23 OPINIONS AND LEARN TO PRACTICE  
12:22:53:28 THEIR OWN FREEDOM TO SPEAK.  
12:22:55:11 THANK YOU FOR YOUR TIME AND FREE  
12:22:57:03 PALESTINE.  
12:23:00:21 >> THANK YOU VERY MUCH FOR YOUR  
12:23:01:09 COMMENTS.  
12:23:02:17 >> OUR NEXT TWO SPEAKERS WILL  
12:23:05:26 PARTICIPATE VIRTUALLY VIA  
12:23:07:14 MICROSOFT TEAMS.  
12:23:08:05 THE NEXT SPEAKER IS SAM.  
12:23:09:03 THE NEXT SPEAKER IS SAM.  
12:23:30:10 [ SILENCE ]  
12:23:41:12 >> THANK YOU FOR YOUR PATIENCE.  
12:23:42:15 WE'RE WORKING ON TRYING THIS VIA  
12:23:44:13 MICROSOFT TEAMS, WHICH IS THE  
12:23:45:12 DELAY.  
12:23:54:18 >> SAM SAYS HIS PHONE IS BROKEN.  
12:23:56:06 ONE MOMENT, PLEASE.  
12:24:16:07 WE'RE WORKING ON SOME TECHNICAL  
12:24:19:10 CHALLENGES.  
12:24:19:17 OKAY, OUR NEXT SPEAKER IS SAM.  
12:24:51:18 I THINK WHAT WE'LL DO AT THIS  
12:25:09:06 POINT IS TAKE A THREE-MINUTE  
12:25:11:01 RECESS AND THEN WE'LL COME BACK  
12:25:12:17 WHEN WE RESOLVE OUR TECHNICAL  
12:25:14:02 ISSUES.

12:25:14:13 THANK YOU FOR YOUR PATIENCE.  
12:25:15:28 7:57, THANK YOU.  
12:25:22:14 [ RECESS ]  
12:30:53:12 >> PLEASE RETURN TO YOUR SEATS,  
12:30:54:18 THANK YOU SO MUCH.  
12:30:55:02 WE ARE TRYING TO WORK THROUGH  
12:30:57:29 OUR TECHNICAL CHALLENGES.  
12:30:59:13 THANK YOU FOR YOUR PATIENCE.  
12:31:00:28 WE HAVE TWO MORE PEOPLE WHO HAD  
12:31:02:23 SIGNED UP TO DELIVER PUBLIC  
12:31:05:09 COMMENT VIRTUALLY AND I BELIEVE  
12:31:06:10 WE'RE GOING TO TRY TO PATCH THEM  
12:31:07:22 IN WITH THE HELP OF Ms. MEHIA  
12:31:11:23 AT THE PODIUM.  
12:31:13:18 >> AND OUR NEXT SPEAKER IS SAM  
12:31:18:19 LEVINSON.  
12:31:24:03 >> HI, EVERYONE.  
12:31:24:21 I'M SAM AND I'VE BEEN AN  
12:31:26:09 ARLINGTON RESIDENT FOR ABOUT A  
12:31:27:21 YEAR-AND-A-HALF NOW.  
12:31:28:15 SO IN THE SPIRIT OF EDUCATION,  
12:31:30:08 I'M GOING TO START THIS WITH A  
12:31:31:17 LITTLE CRASH COURSE AND THEN TIE  
12:31:33:12 IT INTO MY MAIN POINT.  
12:31:35:06 SO AMNESTY INTERNATIONAL HUMAN  
12:31:36:21 RIGHTS WATCH AND THE  
12:31:37:26 INTERNATIONAL COURT OF JUSTICE  
12:31:39:10 AMONG OTHERS ASSERTS THAT ISRAEL  
12:31:41:22 IS AN APARTHEID STATE.  
12:31:43:24 AMNESTY IN PARTICULAR HAS A  
12:31:45:27 280+PAGE REPORT CALLED ISRAEL'S  
12:31:50:26 APARTHEID AGAINST PALESTINIANS  
12:31:54:04 WITH NUMEROUS PRIMARY SOURCES  
12:31:56:09 SUCH AS THE REGISTRATION OF  
12:31:57:29 INHABITANTS WHICH IS ALL FREELY  
12:32:04:03 AVAILABLE TO ANYONE WITH  
12:32:05:17 INTERNET ACCESS.  
12:32:06:08 AND THIS IS VERY COMPELLING  
12:32:08:17 FACTUAL EVIDENCE FOR THE STATE  
12:32:09:29 OF ISRAEL BEING AN APARTHEID  
12:32:13:08 STATE.  
12:32:13:29 A NUMBER OF PEOPLE STILL SEEM TO  
12:32:15:14 DENY THIS CLAIM SIMPLY BECAUSE  
12:32:18:00 THEY'VE HEARD OR READ  
12:32:19:11 PARTICULARLY FROM PRO-ISRAEL  
12:32:20:23 ORGANIZATIONS THAT IT'S NOT AN  
12:32:21:19 APARTHEID STATE A NUMBER OF  
12:32:23:14 TIMES, BUT IT'S IMPORTANT TO  
12:32:24:13 NOTE THAT JUST BECAUSE SOME

12:32:26:11 PEOPLE HAVE HEARD THIS  
12:32:27:09 COUNTERCLAIM MADE A BUNCH OF  
12:32:29:11 TIMES DOESN'T INHERENTLY MEAN  
12:32:31:13 IT'S TRUE.  
12:32:32:00 SO THE EXAMPLE CRASH COURSE I  
12:32:33:25 JUST GAVE IS THE KIND OF  
12:32:35:07 CRITICAL THINKING LESSON THAT  
12:32:37:03 ALL TEACHERS SHOULD BE ALLOWED  
12:32:38:17 TO DO WITH THEIR STUDENTS  
12:32:39:18 WITHOUT REPERCUSSIONS.  
12:32:40:20 BUT SADLY, MANY TEACHERS IN THE  
12:32:42:09 U.S., INCLUDING LOCALLY, HAVE  
12:32:43:22 BEEN TARGETED SIMPLY FOR  
12:32:45:17 ENGAGING THEIR STUDENTS IN  
12:32:46:22 SIMILAR LINES OF CRITICAL  
12:32:47:20 THINKING AND PRIMARY SOURCE  
12:32:49:12 ANALYSIS WITH REGARDS TO THE  
12:32:51:00 THOROUGHLY DOCUMENTED APARTHEID  
12:32:53:09 GENOCIDE AND OCCUPATION OF  
12:32:54:24 PALESTINE.  
12:32:56:21 THE ARLINGTON SCHOOL BOARD AND  
12:32:58:00 ADMINISTRATION HAVE A STRONG  
12:32:59:14 MORAL OBLIGATION TO PROTECT ITS  
12:33:01:18 TEACHERS AND STAFF WHO SPEAK OUT  
12:33:02:24 AND TEACH ABOUT THE APARTHEID  
12:33:04:10 AND OCCUPATION OF PALESTINE FROM  
12:33:06:08 VICIOUS AGGRESSION INCLUDING BUT  
12:33:08:20 CERTAINLY NOT LIMITED TO  
12:33:09:21 ANTI-PALESTINIAN AND  
12:33:11:19 ISLAMOPHOBIC AGGRESSION.  
12:33:13:21 TEACHING ABOUT ISRAEL'S HUMAN  
12:33:15:09 RIGHTS VIOLATIONS AND  
12:33:16:07 ENVIRONMENTAL DESTRUCTION IS  
12:33:17:05 FREE SPEECH, IT'S NOT HATE  
12:33:18:11 SPEECH, AND IT RELIES HEAVILY ON  
12:33:20:11 LOOKING AT ESSENTIAL PRIMARY  
12:33:23:21 SOURCES.  
12:33:24:05 THANK YOU.  
12:33:25:26 >> THANK YOU VERY MUCH FOR YOUR  
12:33:26:21 COMMENTS AND FOR YOUR PATIENCE  
12:33:28:06 AS WE WORKED THROUGH OUR  
12:33:29:17 TECHNICAL ISSUES.  
12:33:30:15 >> AND OUR NEXT SPEAKER IS  
12:33:32:00 SARAH.  
12:33:35:01 YOU MAY SPEAK.  
12:33:37:02 >> HI, MY NAME IS SARAH.  
12:33:38:14 ISRAEL DESTROYED AN APARTMENT  
12:33:47:25 BUILDING WITH 300 PEOPLE INSIDE.  
12:33:51:04 25 OF WHOM ARE CHILDREN.

12:33:53:13 77 MEMBER OF ONE FAMILY ALONE  
12:33:56:02 HAVE BEEN WIPED OUT FROM THIS  
12:33:57:10 STRIKE.  
12:33:57:10 45 INJURED AT ONE HOSPITAL FROM  
12:34:02:16 THIS MASSACRE, BUT THEY'RE  
12:34:04:07 UNABLE TO PROVIDE CARE SINCE  
12:34:05:23 THEY ONLY HAVE TWO DOCTORS.  
12:34:07:05 WHERE ARE THE MEDICAL STAFF?  
12:34:08:10 THEY'VE BEEN ABDUCTED.  
12:34:10:29 THERE ARE NO AMBULANCES  
12:34:12:00 OPERATING IN NORTHERN GAZA.  
12:34:15:06 AND ISRAELI AIR STRIKE ATTACK  
12:34:17:12 WAS CARRIED OUT TODAY AS WELL AS  
12:34:19:16 (UNFAMILIAR WORD OR NAME) MARKET  
12:34:20:11 IN NORTHERN GAZA KILLING MANY  
12:34:24:07 CIVILIANS.  
12:34:24:07 ISRAEL STRIKES AND KILLED AT  
12:34:31:06 LEAST 60 PEOPLE IN VILLAGES NEAR  
12:34:32:24 THE EASTERN LEBANESE CITY OF  
12:34:34:16 (UNFAMILIAR WORD OR NAME), WHICH  
12:34:35:11 IS A UNESCO WORLD HERITAGE SITE.  
12:34:38:24 ISRAELI SOLDIERS PUBLISHED  
12:34:40:15 PHOTOS OF ABDUCTED PALESTINIANS  
12:34:43:11 FORCED TO WEAR AN ISRAELI ARMY  
12:34:45:10 UNIFORM AND BEING USED AS A  
12:34:47:15 HUMAN SHIELD.  
12:34:48:20 I HEAR ISRAEL IS DEFENDING  
12:34:50:01 ITSELF, I JUST DON'T SEE IT.  
12:34:51:24 AS EDUCATORS, WE ARE ENTRUSTED  
12:34:53:27 WITH A RESPONSIBILITY TO TEACH  
12:34:55:02 NOT ONLY FACTS AND FIGURES BUT  
12:34:57:06 ALSO VALUES, JUSTICE, EQUALITY,  
12:34:59:15 AND THE IMPORTANCE OF STANDING  
12:35:00:24 UP FOR HUMAN RIGHTS.  
12:35:02:08 THE ONGOING GENOCIDE WHERE  
12:35:06:27 THOUSANDS OF CHILDREN ARE BEING  
12:35:07:29 LOST HAS SHOCKED AND SADDENED  
12:35:10:00 PEOPLE AROUND THE WORLD.  
12:35:10:22 THEY ARE WEIGHING HEAVILY ON OUR  
12:35:12:15 CHILDREN.  
12:35:13:02 IN OUR CLASSROOMS, WE MUST HAVE  
12:35:15:04 THE COURAGE TO SHARE THE TRUTH,  
12:35:17:13 ADVOCATING FOR THE LIVES OF  
12:35:18:12 PALESTINIAN PEOPLE IS NOT  
12:35:20:17 ANTI-SEMITIC.  
12:35:21:08 IT IS A STAND FOR HUMAN DIGNITY,  
12:35:23:07 FOR EQUITY, AND FOR THE  
12:35:24:15 PROTECTION OF ALL LIVES.  
12:35:26:03 AS EDUCATORS, WE CANNOT TURN



12:35:27:26 AWAY FROM INJUSTICE OR REMAIN  
12:35:29:21 SILENT IN THE FACE OF SUFFERING.  
12:35:31:10 OUR CHILDREN, OUR STUDENTS ARE  
12:35:32:29 WATCHING AND LEARNING FROM US  
12:35:35:02 WHAT IT MEANS TO STAND FOR WHAT  
12:35:36:11 IS RIGHT.  
12:35:37:02 THANK YOU.  
12:35:39:26 >> THANK YOU VERY MUCH FOR YOUR  
12:35:40:21 COMMENTS.  
12:35:40:21 THANK YOU TO ALL OF OUR SPEAKERS  
12:35:46:08 FOR YOUR COMMENTS THIS EVENING.  
12:35:47:13 WE REALLY APPRECIATE THE TIME  
12:35:48:18 THAT YOU TOOK TO JOIN US IN  
12:35:50:26 PERSON AND VIRTUALLY AND SHARE  
12:35:52:21 YOUR PERSPECTIVES.  
12:35:54:09 TONIGHT WE HEARD ABOUT A RANGE  
12:35:55:15 OF TOPICS INCLUDING ACADEMIC  
12:35:57:16 SUPPORT IN OUR SCHOOLS, FROM  
12:36:00:01 ADDITIONAL CLASSROOM STAFFING TO  
12:36:01:16 OPPORTUNITIES FOR PEER TUTORING.  
12:36:03:11 WE HEARD ABOUT THE OPPORTUNITY  
12:36:04:19 TO ENGAGE IN ADVANCED SCIENCE  
12:36:06:11 COURSE WORK.  
12:36:07:09 WE HEARD ABOUT SAFETY AND  
12:36:08:24 INCLUSION OF PALESTINIAN MUSLIM  
12:36:10:29 STUDENTS AND STAFF, WORKING  
12:36:13:07 CONDITIONS FOR OUR TEACHERS AND  
12:36:14:18 TRANSPORTATION SAFETY.  
12:36:16:12 WE WILL WORK WITH THE  
12:36:17:14 SUPERINTENDENT TO COORDINATE ANY  
12:36:19:02 NECESSARY FOLLOW-UP TO THESE  
12:36:20:13 QUESTIONS AND CONCERNS OVER THE  
12:36:22:11 COMING WEEK.  
12:36:22:25 OUR NEXT REGULAR SCHOOL BOARD  
12:36:24:03 MEETING WILL BE ON NOVEMBER 14TH  
12:36:26:06 AND THE SIGNUP TO SPEAK FORM FOR  
12:36:27:21 THAT MEETING WILL BE POSTED  
12:36:29:00 BEGINNING ON NOVEMBER 8TH  
12:36:30:25 THROUGH NOVEMBER 13TH AT 4:00  
12:36:33:01 p.m.  
12:36:34:18 WE INVITE THOSE OF YOU THAT CAME  
12:36:36:05 FOR PUBLIC COMMENT TO STAY WITH  
12:36:37:13 US FOR THE REST OF THE SCHOOL  
12:36:38:21 BOARD MEETING.  
12:36:39:19 HOWEVER, IF YOU WOULD LIKE TO  
12:36:41:11 EXCUSE YOURSELF AND TAKE CARE OF  
12:36:43:07 OTHER BUSINESS YOU MAY HAVE THIS  
12:36:45:16 EVENING, THIS WOULD BE A GREAT  
12:36:47:27 OPPORTUNITY FOR YOU TO LEAVE US

12:36:49:12 IF YOU NEED TO AND AGAIN, YOU'RE  
12:36:51:15 WELCOME TO STAY.  
12:36:53:20 WE WILL MOVE ALONG IN OUR AGENDA  
12:36:55:18 THIS EVENING TO THE NEXT SECTION  
12:36:58:03 WHICH IS ON MONITORING ITEMS.  
12:37:00:25 THIS SECTION OF THE AGENDA  
12:37:02:00 TONIGHT FOR MONITORING ITEMS, WE  
12:37:03:13 WILL HEAR ABOUT SOCIAL STUDIES  
12:37:05:15 AS DR. DURAN TOLD US A MOMENT  
12:37:07:07 AGO.  
12:37:07:24 DR. DURAN, COULD YOU PLEASE  
12:37:09:05 INTRODUCE THE STAFF MEMBER WHO  
12:37:11:00 WILL BE PRESENTING THIS ITEM?  
12:37:15:02 >> YES, WE HAVE SEVERAL STAFF  
12:37:17:14 HERE AND STUDENTS, BUT Dr.  
12:37:20:06 MANN WILL INTRODUCE THEM AND I  
12:37:21:21 WANT TO THANK YOU OUR SOCIAL  
12:37:22:26 STUDIES TEAM AND OUR THREE  
12:37:26:02 STUDENTS FOR BEING HERE AND  
12:37:27:26 THEY'LL BE INTRODUCED BY Dr.  
12:37:29:04 MANN.  
12:37:29:18 >> THANK YOU, DR. DURAN, AND  
12:37:31:04 GOOD EVENING, SCHOOL BOARD.  
12:37:32:12 YES, WE DO HAVE OUR SOCIAL  
12:37:33:27 STUDIES MONITORING REPORT.  
12:37:35:03 A GOOD SECTION OF THIS TONIGHT  
12:37:36:18 I'LL BE DOING WHICH WILL BE A  
12:37:38:17 LITTLE DIFFERENT.  
12:37:39:08 I'LL BE FOCUSING ON AP RESULTS,  
12:37:41:21 OUR ADVANCED PLACEMENT, AND THEN  
12:37:43:10 WE'LL GO INTO HIGHLIGHTS FOR  
12:37:44:22 SOCIAL STUDIES AND THEN WE  
12:37:45:24 ACTUALLY HAVE REPORTS FROM THE  
12:37:47:06 FIELD.  
12:37:47:16 WE HAVE Ms. WATERS, A SOCIAL  
12:37:50:19 STUDIES TEACHER AT WAKEFIELD,  
12:37:52:18 GABRIELLE HARBOR, A STUDENT AT  
12:37:56:10 WAKEFIELD, ANNA FORD, AND THEN  
12:37:58:00 BRINGING UP OUR END OF THE  
12:37:59:29 REPORT FROM THE FIELD, WE HAVE A  
12:38:02:11 STUDENT, CAROLINE LEE, FROM  
12:38:04:13 WASHINGTON-LIBERTY.  
12:38:05:24 OUR STUDENTS, THANK YOU FOR  
12:38:06:23 BEING HERE ON A TUESDAY NIGHT,  
12:38:08:02 AND SO WE'LL JUMP RIGHT INTO OUR  
12:38:10:24 PRESENTATION.  
12:38:12:01 I'LL ALSO INTRODUCE OUR NEW  
12:38:13:23 SUPERVISOR FOR SOCIAL STUDIES.  
12:38:15:28 WE ALSO HAVE OUR EXECUTIVE

12:38:17:00 DIRECTOR OF CURRICULUM  
12:38:21:28 INSTRUCTION HERE.  
12:38:24:29 IF WE CAN BRING UP THE  
12:38:26:00 PRESENTATION.  
12:38:26:00 AND SO TONIGHT AS I JUST TALKED  
12:38:30:13 ABOUT SOME OF OUR PURPOSE, WE'LL  
12:38:34:10 LOOK AT OUR STRATEGIC PLAN  
12:38:35:11 IMPLEMENTATION AND DIG INTO  
12:38:36:26 WHERE WE ARE WITH AP AND OUR  
12:38:38:15 RECOMMENDATIONS AND NEXT STEPS  
12:38:39:21 FOR ALSO MAINLY ABOUT SOCIAL  
12:38:42:15 STUDIES.  
12:38:43:09 AND SO THIS EVENING, WE WILL BE  
12:38:45:01 HIGHLIGHTING AGAIN WHERE WE ARE  
12:38:47:09 OVERALL WITH ADVANCE PLACEMENT  
12:38:49:08 COURSES AND THEN REALLY  
12:38:50:16 HIGHLIGHTING WHAT WE'RE EXCITED  
12:38:52:04 ABOUT IS OUR AP AFRICAN AMERICAN  
12:38:54:23 STUDIES COURSE AND WE HAVE THE  
12:38:55:29 WRITER OF THE CURRICULUM TO TALK  
12:38:57:15 TO YOU TONIGHT ABOUT THIS AND  
12:38:59:21 THREE STUDENTS WHO HAVE TAKEN  
12:39:00:19 THE CLASS OR ARE CURRENTLY IN  
12:39:01:28 IT.  
12:39:02:09 AND THEN AGAIN HOW DO WE  
12:39:03:14 ACTUALLY -- WHAT ARE OUR STEPS  
12:39:05:03 TO INCREASE ACCESS AND RETAINING  
12:39:08:02 STUDENTS IN OUR AP COURSES.  
12:39:10:28 SO YOU MAY REMEMBER THIS, THIS  
12:39:12:20 IS DIRECTLY FROM THE STRATEGIC  
12:39:14:10 PLAN.  
12:39:14:18 I'M NOT GOING TO READ IT TO YOU,  
12:39:16:20 BUT TO HIGHLIGHT FOR THE BOARD  
12:39:17:28 AND THE PUBLIC.  
12:39:18:16 BY 2030, AT LEAST 90% OF OUR  
12:39:20:29 STUDENTS, OUR GOAL IS THAT THEY  
12:39:22:18 ARE EXCEEDING OR MEETING  
12:39:24:14 PROFICIENCY ON OUR SOLS.  
12:39:27:17 SO WE JUST A COUPLE WEEKS AGO  
12:39:29:16 HAD A MEETING WITH THE COLLEGE  
12:39:30:28 BOARD, SO THESE ARE DIRECTLY  
12:39:32:14 FROM THEM, SO I'M EXCITED TO  
12:39:33:27 REPORT THIS OUT, IT WAS PERFECT  
12:39:35:21 TIMING.  
12:39:36:06 YOU CAN SEE HERE THAT THIS IS  
12:39:37:21 BASED OFF OF GOING FROM LAST  
12:39:39:13 YEAR THAT WE HAVE AN IMPROVED  
12:39:40:25 RATE OF OUR TEACHERS UTILIZING  
12:39:42:11 THE AP ACTUAL GUIDANCE THAT THEY

12:39:44:29 HAVE CALLED AP CLASSROOM FROM  
12:39:48:21 '23, '24, GOING UP TO 57%.

12:39:54:01 WE ALSO HAVE A GROWTH IN OUR AP  
12:39:56:25 PARTICIPATION, SO LOOKING AT OUR  
12:39:58:03 BLACK AND LATINO STUDENTS TO  
12:40:00:06 ACTUALLY GO UP BY 21%.

12:40:01:28 AND SO GOING FROM 724 IN '23 TO  
12:40:06:07 ACTUALLY 878.

12:40:08:15 AND THEN WE CONTINUE TO SEE AN  
12:40:10:04 INCREASE IN OUR EXAMS TAKEN AND  
12:40:12:06 THEN ALSO OUR QUALIFYING SCORES  
12:40:14:08 OF STUDENTS GETTING A THREE OR  
12:40:16:00 HIGHER.

12:40:16:15 AND SO AS I JUST MENTIONED, AP  
12:40:18:18 SCHOLARS, I'M NOT GOING TO READ  
12:40:20:01 EVERYTHING ON THE SLIDE TO YOU,  
12:40:21:03 BUT THIS IS SOMETHING FOR US TO  
12:40:22:08 BRAG ABOUT.

12:40:22:26 THERE ARE MANY THINGS IN APS FOR  
12:40:24:15 US TO BRAG ABOUT, BUT THAT WE  
12:40:26:03 HAVE 13085 STUDENTS DESIGNATED  
12:40:28:28 BY THE COLLEGE BOARD AS AP  
12:40:30:18 SCHOLARS, WHETHER THEY'RE AN AP  
12:40:32:13 SCHOLAR OR AN AP SCHOLAR WITH  
12:40:34:13 HONORS OR ALSO DISTINCTION.  
12:40:36:02 AND SO JUST TO HIGHLIGHT AGAIN  
12:40:39:10 WE HAVE 1385 OF THOSE, SO 486  
12:40:44:01 WITH DISTINCTION, 633 THAT ARE  
12:40:46:21 JUST AP SCHOLARS.  
12:40:48:03 NOT JUST, BUT THEY ARE AN AP  
12:40:52:23 SCHOLAR.

12:40:53:07 AND SO THIS SLIDE HERE JUST TO  
12:40:59:07 ORIENT YOU TO THIS ONE.

12:41:00:29 WE SEE THE NUMBER OF EXAMS TAKEN  
12:41:02:18 ON THE Y-AXIS AND ON THE X-AXIS  
12:41:06:03 ARE RACE AND ETHNICITY.  
12:41:07:11 YOU'LL SEE HERE THE NUMBER OF  
12:41:08:16 EXAMS TAKEN, WE HAVE AN INCREASE  
12:41:10:03 IN OUR SUBGROUPS.  
12:41:11:24 AND I JUST ALSO WANT TO  
12:41:13:03 HIGHLIGHT AS WE'LL CONTINUE TO  
12:41:15:01 DIG INTO THIS, WE SEE THE  
12:41:16:14 PERCENTAGE DROPPED FOR OUR WHITE  
12:41:18:09 STUDENTS AND ALSO OUR STUDENTS  
12:41:19:23 WITH TWO OR MORE RACES, BUT THIS  
12:41:21:20 ALSO COULD BE A POINT WHERE  
12:41:22:21 STUDENTS ARE SELF-SELECTING  
12:41:24:03 SAYING I'M NOT GOING TO TAKE  
12:41:25:01 THOSE EXAMS.

12:41:25:26 SO THAT'S JUST A LITTLE MORE  
12:41:26:28 HOMEWORK FOR US TO DO ON THERE,  
12:41:28:27 BUT WE STILL HAVE AN INCREASE  
12:41:30:09 OVERALL IN THE NUMBER OF EXAMS  
12:41:32:01 TAKEN LAST YEAR.  
12:41:32:19 AND AGAIN, ANOTHER FEATHER IN  
12:41:36:22 OUR HAT AND QUOTING THE PERSON,  
12:41:38:28 OUR CONTACT FROM THE COLLEGE  
12:41:40:06 BOARD, THIS IS SOMETHING FOR US  
12:41:41:15 TO CELEBRATE AND ALSO TO  
12:41:42:13 CELEBRATE FOR OUR SOCIAL STUDIES  
12:41:44:05 OFFICE AND THE WORK THEY'VE DONE  
12:41:45:07 WITH OUR SCHOOLS AND ALSO OUR  
12:41:47:09 COUNSELORS.  
12:41:48:17 OUT OF THE TEN HERE THAT ARE  
12:41:49:26 HIGHLIGHTED, OUR TOP COURSES,  
12:41:51:08 FOUR OF THEM ARE SOCIAL STUDIES.  
12:41:52:21 AND THEN ALSO JUST TO ORIENT  
12:41:54:20 YOU, YOU HAVE THE NUMBER OF  
12:41:55:19 EXAMS, THE QUALIFYING SCORE  
12:41:57:04 AGAIN IF YOU HAVE A 3 OR HIGHER  
12:41:58:17 AND THEN JUST ALSO TO DRAW YOUR  
12:42:00:06 ATTENTION THAT IF WE HAVE 286  
12:42:02:15 STUDENTS WHO TOOK AP CALCULUS --  
12:42:05:14 PRECALCULUS, SORRY, SO MAYBE  
12:42:08:16 DIAZ-TORRES TOOK AP  
12:42:11:28 PRE-CALCULUS, BUT FOR 281 OF  
12:42:14:27 THEM TO HAVE A 3 OR HIGHER,  
12:42:17:22 THAT'S AN AWESOME SCORE.  
12:42:19:13 WE'RE CONTINUING TO SEE STUDENTS  
12:42:20:28 TAKING THESE COURSES AND ALSO  
12:42:22:17 BEING SUCCESSFUL ON THE EXAMS.  
12:42:24:08 SO AS WE DIG A LITTLE DEEPER  
12:42:27:28 INTO OUR AP COURSE LOAD, THIS IS  
12:42:30:25 OBVIOUSLY A HOT TOPIC IF YOU  
12:42:32:03 HAVE STUDENTS GETTING READY FOR  
12:42:33:09 HIGH SCHOOL OR ARE CURRENTLY IN  
12:42:34:24 HIGH SCHOOLS.  
12:42:35:18 HOW MANY ADVANCE COURSES SHOULD  
12:42:37:00 YOU TAKE?  
12:42:37:18 SO JUST TO AGAIN, YOU CAN SEE IN  
12:42:40:10 THE YELLOW, THOSE ARE STUDENTS  
12:42:41:15 NOT TAKING AN AP COURSE, BUT  
12:42:43:18 MOST OF OUR STUDENTS ARE TAKING  
12:42:44:23 ONE TO THREE.  
12:42:45:11 WE DO HAVE FOUR TENTHS OF A  
12:42:48:10 PERCENT THAT ARE CURRENTLY  
12:42:49:12 ENROLLED THAT ARE TAKING SEVEN  
12:42:51:17 OR MORE.

12:42:52:05 THAT'S A TOUGH LOAD.  
12:42:53:23 AND SO THAT'S NOT TOO MANY  
12:42:55:04 STUDENTS, BUT YOU CAN SEE THIS  
12:42:56:19 YEAR CURRENTLY, WE ACTUALLY HAD  
12:42:57:27 A SLIGHT INCREASE FROM 9.8 LAST  
12:43:00:16 YEAR BUT CURRENTLY 10.3 THAT ARE  
12:43:03:12 TAKING FOUR TO SIX AP COURSES.  
12:43:07:12 AS WE LOOK AT OUR BREAKDOWN FOR  
12:43:08:28 OUR STUDENTS WHO ARE  
12:43:09:29 ACCESSING -- WHO ARE STUDENTS  
12:43:11:28 ARE DISABILITIES IN OUR AP  
12:43:13:04 COURSES, AND THIS AGAIN IS  
12:43:14:13 LOOKING AT HB WOODLAWN,  
12:43:16:02 WAKEFIELD, WASHINGTON-LIBERTY,  
12:43:17:20 AND YORKTOWN.  
12:43:19:01 YOU'LL SEE HERE THAT WE DID GO  
12:43:20:26 UP, CURRENTLY ENROLLED, LAST  
12:43:23:09 YEAR, 3.7 STUDENTS AND THIS YEAR  
12:43:25:04 WE HAVE 4.7, SO TO GO UP BY A  
12:43:29:02 PERCENT, WE KNOW THIS IS A  
12:43:30:21 CONTINUED WORK AREA FOR US AS  
12:43:31:27 WE'VE TALKED ABOUT IN MANY  
12:43:33:02 MONITORING REPORTS, MAKING SURE  
12:43:35:29 OUR STUDENTS ARE INCLUDED.  
12:43:37:10 WE WILL TALK ABOUT SOME OF THE  
12:43:38:21 SUCCESSES HOW WE'RE ACTUALLY  
12:43:40:03 PARTNERING WITH DIFFERENT  
12:43:41:21 OFFICES TO PROVIDE CO-TAUGHT  
12:43:43:07 OPPORTUNITIES FOR OUR STUDENTS.  
12:43:44:18 AND SO AS WE LOOK AT OUR ENGLISH  
12:43:47:15 LEARNER PARTICIPATION, JUST  
12:43:48:20 AGAIN THE SAME FOUR SCHOOLS, BUT  
12:43:50:12 AGAIN WE KNOW THAT OUR ENGLISH  
12:43:51:24 LEARNERS, THEY'RE LEARNING  
12:43:53:29 ENGLISH AND THEY'RE TAKING A  
12:43:55:24 COLLEGE-LEVEL COURSE.  
12:43:57:18 WE DID SEE A SLIGHT INCREASE,  
12:43:59:07 BUT THIS IS AGAIN PLACES WE'RE  
12:44:01:09 TRYING TO WORK WITH THE  
12:44:04:04 LANGUAGE, THE EL OFFICE, ON  
12:44:06:00 MAKING SURE WE HAVE THOSE  
12:44:07:05 APPROPRIATE SUPPORTS AND ALSO  
12:44:08:07 HOW DO WE AGAIN MAKE SURE THAT  
12:44:09:25 EVERYONE UNDERSTANDS YOU HAVE  
12:44:11:10 THE OPPORTUNITY.  
12:44:13:01 THIS IS PLACE FOR YOU TO  
12:44:14:13 ACTUALLY TRY THIS.  
12:44:15:18 AND SO THIS IS AGAIN WORK THAT  
12:44:17:17 WE NEED TO CONTINUE TO DO AS WE

12:44:18:29 PARTNER WITH OUR SCHOOLS AND OUR  
12:44:21:25 COUNSELORS.  
12:44:23:02 AND SO NOW I'M GOING TO TURN IT  
12:44:24:21 OVER TO Ms. JOY TO ACTUALLY  
12:44:26:16 TALK MORE ABOUT SOCIAL STUDIES,  
12:44:28:02 BUT THOSE ARE THE HIGHLIGHTS  
12:44:29:07 OVERALL FOR OUR AP AND ALSO  
12:44:31:19 THERE'S A WEALTH OF DATA IN THE  
12:44:33:04 APPENDIX ON EACH INDIVIDUAL  
12:44:35:09 SCHOOL ON THE SAME DATA SETS.  
12:44:46:12 >> SO I'D LIKE TO PICK UP WHERE  
12:44:48:21 Dr. MANN LEFT OFF HIGHLIGHTING  
12:44:50:16 SOME OF THE ACHIEVEMENTS FROM  
12:44:51:07 THE SOCIAL STUDIES DEPARTMENT.  
12:44:53:19 APS OFFERS ALL TEN SOCIAL  
12:44:55:04 STUDIES COURSES THAT ARE OFFERED  
12:44:57:00 BY THE COLLEGE BOARD.  
12:44:58:16 YOU CAN SEE THEM LISTED BELOW.  
12:45:01:21 SO I WON'T READ THEM OUT FOR  
12:45:03:00 YOU.  
12:45:04:04 BUT IT IS QUITE AN  
12:45:05:22 ACCOMPLISHMENT TO BE ABLE TO  
12:45:06:24 OFFER ALL TEN.  
12:45:08:29 WE ALSO ARE OFFERING AP HUMAN  
12:45:13:12 GEOGRAPHY AT WAKEFIELD HIGH  
12:45:14:20 SCHOOL SPECIFICALLY PROVIDING  
12:45:17:18 SUPPORTS FOR EL STUDENTS THAT  
12:45:19:17 ARE LEVELS THREES AND FOURS.  
12:45:22:23 SO WE HAVE A SOCIAL STUDIES  
12:45:24:15 TEACHER, A HIGHLY QUALIFIED  
12:45:26:17 SOCIAL STUDIES TEACHER, AS WELL  
12:45:28:09 AS AN EL TEACHER IN THE  
12:45:30:24 CLASSROOM TEACHING AP HUMAN  
12:45:32:03 GEOGRAPHY TO PROVIDE SUPPORT FOR  
12:45:33:28 THESE STUDENTS THAT ARE  
12:45:36:22 TRADITIONALLY HAVEN'T TAKEN AP  
12:45:39:04 COURSES.  
12:45:40:06 I'D ALSO LIKE TO HIGHLIGHT DREW  
12:45:42:04 DOWD KNEE WHO IS A TEACHER AT  
12:45:45:24 YORKTOWN HIGH SCHOOL JUST NAMED  
12:45:48:12 OUTSTANDING ECONOMIC EDUCATOR  
12:45:49:20 FOR THE (UNFAMILIAR WORD OR  
12:45:50:20 NAME) REGION AND WILL BE HONORED  
12:45:52:12 AT THE STATE LEVEL FOR HIS  
12:45:53:14 ACCOMPLISHMENTS.  
12:45:53:21 TONIGHT I'D LIKE TO HIGHLIGHT AP  
12:45:59:15 AFRICAN AMERICAN STUDIES, WHICH  
12:46:00:13 IS A NEW COURSE PILOTED LAST  
12:46:02:29 YEAR AND TAUGHT IN MULTIPLE

12:46:05:27 SCHOOLS THIS YEAR.  
12:46:07:21 WE ARE HONORED TO HAVE SOMEONE  
12:46:09:20 WHO -- A TEACHER WHO REALLY  
12:46:13:15 HELPS START THE CURRICULUM,  
12:46:15:04 WRITE THE CURRICULUM FOR THE  
12:46:16:18 COLLEGE BOARD AS WELL AS THE AP  
12:46:20:03 AFRICAN AMERICAN TEXTBOOK.  
12:46:21:04 SO I'D LIKE TO INTRODUCE  
12:46:23:26 ANTOINETTE WATERS WHO WILL TALK  
12:46:26:02 TO YOU A LITTLE BIT ABOUT THE  
12:46:27:11 COURSE.  
12:46:35:06 >> GOOD AFTERNOON.  
12:46:36:10 OR ACTUALLY, IT'S EVENING.  
12:46:38:12 IT'S BEEN A LONG DAY FOR ME.  
12:46:41:09 I TRAVELED ALL THE WAY FROM  
12:46:43:05 MARYLAND BECAUSE I LOVE APS.  
12:46:43:26 THE AMAZING STAFF AT CENTRAL  
12:46:52:28 OFFICE HAVE BEEN HERE TO TRULY  
12:46:55:03 SUPPORT US THROUGH THIS JOURNEY.  
12:46:56:09 I WANT TO SAY FIRST THANK YOU.  
12:46:58:10 BECAUSE THIS JOURNEY STARTED IN  
12:47:00:12 ARLINGTON PUBLIC SCHOOLS IN  
12:47:05:06 2018, BEFORE A LOT OF PEOPLE  
12:47:08:04 WERE TALKING ABOUT AP AFRICAN  
12:47:09:25 AMERICAN STUDIES.  
12:47:11:10 AND WITH THE HELP OF THE THEN  
12:47:14:02 HEAD OF SOCIAL STUDIES, KERRI  
12:47:16:01 HIRSCH, WHO IS NOW -- SHE REALLY  
12:47:21:21 HELPED ME THROUGH THE PROCESS OF  
12:47:25:02 SUMMER WORK, GIVING ME  
12:47:27:14 ASSISTANCE, AS WELL AS ALLOWING  
12:47:29:16 FOR ME TO TAKE OFF VERY SPECIFIC  
12:47:32:08 SCHOOL DAYS TO DESIGN THE  
12:47:34:12 CURRICULUM AND THE FRAMEWORK  
12:47:36:11 WHICH WOULD BECOME THE BASE OF  
12:47:39:03 AP AFRICAN AMERICAN STUDIES.  
12:47:41:12 SO AS MOST PEOPLE KNOW, AP  
12:47:44:06 AFRICAN AMERICAN STUDIES IS THE  
12:47:45:28 NEWEST AP COURSE OFFERED BY  
12:47:50:15 COLLEGE BOARD ALONG WITH AP  
12:47:52:00 PRECALCULUS.  
12:47:52:25 I SENT THE GUY FROM FLORIDA A  
12:47:56:10 THANK YOU CARD AND A T-SHIRT  
12:47:59:09 WITH AP AFAM ON IT SO WE COULD  
12:48:07:00 THANK HIM FOR ALL OF HIS FREE  
12:48:08:13 ADVERTISING, BECAUSE NOW  
12:48:09:28 EVERYBODY HAS IT.  
12:48:11:06 AP AFRICAN AMERICAN STUDIES IS  
12:48:13:08 BASICALLY A SURVEY COURSE.



12:48:14:13 IT'S GOING TO SURVEY AFRICAN  
12:48:15:17 AMERICAN HISTORY STARTING ON THE  
12:48:16:22 CONTINENT OF AFRICA AND THEN WE  
12:48:19:04 SPREAD INTO THE DIASPORA.  
12:48:21:13 IT IS ACTUALLY THE VERY FIRST  
12:48:23:11 INTERDISCIPLINARY COURSE OFFERED  
12:48:25:06 BY COLLEGE BOARD AND WHEN WE SAY  
12:48:27:23 INTERDISCIPLINARY, STUDENTS WILL  
12:48:28:28 LEARN LITERALLY ALMOST  
12:48:31:09 EVERYTHING YOU CAN POSSIBLY  
12:48:32:24 THINK OF WITH BREADTH AND  
12:48:36:18 SOMETIMES WE TAKE A PAUSE FOR  
12:48:38:17 DEPTH.  
12:48:39:01 THIS COURSE IS DESIGNED TO BE  
12:48:40:27 UTILIZED WITH PRIMARY SOURCE  
12:48:43:02 DOCUMENTS.  
12:48:44:07 SO INSTEAD OF LEANING INTO ONE  
12:48:47:06 PARTICULAR TEXTBOOK OR TEXTBOOK  
12:48:48:23 COMPANY, EDUCATORS UTILIZE THE  
12:48:52:12 ACTUAL DOCUMENTS FROM HISTORY  
12:48:54:10 AND STUDENTS ANALYZE THOSE  
12:48:55:21 DOCUMENTS AND UTILIZING THE  
12:48:58:03 SKILLS THAT THEY LEARN IN AP  
12:49:00:16 AFAM, THEY WILL LEARN MATERIAL  
12:49:03:18 AND THEY WILL CREATE THEIR OWN  
12:49:05:10 ARGUMENTS WITH THAT MATERIAL.  
12:49:07:29 AND SO WE START IN AFRICA.  
12:49:10:18 WE GO THROUGH THE COMING INTO  
12:49:13:20 THE UNITED STATES, THE  
12:49:15:18 CARIBBEAN, SOUTH AMERICA,  
12:49:18:00 CENTRAL AMERICA, AND COVER THE  
12:49:20:18 DIASPORA.  
12:49:21:19 WE LEARN THAT SOME OF THE FIRST  
12:49:23:27 AFRICANS TO ARRIVE HERE WERE  
12:49:26:12 WHAT WE CALL LADENOS.  
12:49:29:17 MY STUDENTS FINALLY LEARN, OH,  
12:49:30:29 WAIT A SECOND, SO THEY REALLY  
12:49:33:15 LEARN PEOPLE CAME HERE FROM THE  
12:49:36:06 IBERIAN PENINSULA AND THAT THERE  
12:49:38:19 WERE BLACK CONQUISTADORS.  
12:49:42:08 STUDENTS START BREAKING THE MYTH  
12:49:44:02 AT THE BEGINNING AND THAT'S KEY  
12:49:45:07 TO AP AFRICAN AMERICAN STUDIES.  
12:49:47:03 IT REALLY IS ABOUT BREAKING THE  
12:49:49:08 MYTHS THAT A LOT OF PEOPLE HAVE  
12:49:50:23 ABOUT THE AFRICAN AMERICAN  
12:49:53:08 EXPERIENCE ACROSS THE DIASPORA  
12:49:55:29 AND WE SAY THAT, DIASPORA,  
12:49:57:25 BECAUSE IT'S PEOPLE OF AFRICAN

12:49:59:06 DECENT THAT ARE DISPERSED ACROSS  
12:50:01:15 THE ENTIRE GLOBE.  
12:50:02:16 AND WE TRY TO TOUCH ON ALL OF  
12:50:04:09 THE DIFFERENT COMMUNITIES.  
12:50:06:13 SO IN AP AFRICAN AMERICAN  
12:50:08:01 STUDIES, A LOT OF MY STUDENTS  
12:50:09:10 SEE THEMSELVES AND WITH THAT, WE  
12:50:11:26 HAVE A LOT OF LATINO STUDENTS  
12:50:13:17 WHO COME INTO THE CLASSROOM AND  
12:50:15:12 FINALLY SEE THEMSELVES NOT  
12:50:18:00 KNOWING THAT THIS WAS A PART OF  
12:50:19:09 WHO THEY WERE.  
12:50:20:17 THEY DIDN'T KNOW WHY THEY HAD  
12:50:22:22 CERTAIN TENDENCIES TO LOVE RICE,  
12:50:26:27 NOT REALIZING THAT IT CAME FROM  
12:50:28:24 THE GAMBIA AREA AND WE BROUGHT  
12:50:32:06 IT OVER HERE TO FEED OURSELVES,  
12:50:33:18 BUT THEN IT WOULD BECOME THE  
12:50:35:17 VERY FIRST CASH CROP OF THE  
12:50:36:29 UNITED STATES OF AMERICA.  
12:50:38:06 AND THEN THEY START TO LOOK AT  
12:50:39:18 THE DISHES THAT PEOPLE HAVE  
12:50:42:07 ACROSS THE DIASPORA.  
12:50:43:25 THEY'RE LOOKING AT THE RED RICE.  
12:50:45:03 THEN THEY LOOK AT THE JAMBALAYA  
12:50:47:09 AND THEN THEY GO TO COLOMBIA AND  
12:50:50:02 LOOKING AT SOME OF THE OTHER  
12:50:52:07 DISHES AND WAIT A SECOND, THAT  
12:50:54:13 HAS SEAFOOD AND THE SAUSAGES AND  
12:50:57:00 THE STEWS AND THIS ALL MAKES  
12:50:59:29 SENSE.  
12:51:00:20 IT AFFORDS STUDENTS WITH THE  
12:51:02:25 ABILITY TO FINALLY SEE  
12:51:03:23 THEMSELVES, BUT IT ALSO ALLOWS  
12:51:07:06 FOR STUDENTS WHO MAY NOT BE OF  
12:51:09:21 DIASPORIC DESCENT TO ACTUALLY  
12:51:13:26 UNDERSTAND HOW THE WESTERN  
12:51:15:28 HEMISPHERE WAS BUILT.  
12:51:17:06 WHEN WE LIVE IN THE WESTERN  
12:51:18:12 HEMISPHERE, WE SHOULD REALLY  
12:51:19:24 HONOR THE PEOPLE WHO BUILT THE  
12:51:21:15 WESTERN HEMISPHERE AND A PART OF  
12:51:22:28 THAT IS BREAKING THE MYTH OF  
12:51:25:03 WHAT HAPPENED HERE.  
12:51:26:04 SO THANK YOU AGAIN FOR ALL OF  
12:51:27:19 YOUR SUPPORT OF AP AFAM AND I  
12:51:32:03 WANT TO WELCOME SOME OF MY  
12:51:33:12 STUDENTS AS WELL AS A STUDENT  
12:51:34:13 FROM WNL TO TELL THEIR

12:51:36:09 EXPERIENCE.  
12:51:37:09 SO GABY AND ANNA BOTH TOOK MY  
12:51:42:06 CLASS LAST YEAR AND THEY BOTH  
12:51:47:22 VERY, VERY WELL ON THE AP EXAM.  
12:51:49:15 I'VE TAUGHT ANNA FOR TWO YEARS  
12:51:51:05 AND I'VE KNOWN GABI SINCE SHE'S  
12:51:52:27 BEEN IN HIGH SCHOOL.  
12:51:53:25 SO THESE ARE TRULY MY CHILDREN  
12:51:56:06 AND I REALLY LOVE THEM.  
12:51:57:24 COME ON UP.  
12:52:02:17 >> GOOD EVENING.  
12:52:06:15 MY NAME IS GABRIELLE.  
12:52:08:23 ALSO KNOWN AS GABI!  
12:52:11:22 AND I WAS A PART OF THE FEW THAT  
12:52:14:14 WERE TAKING AP AFAM WHEN IT WAS  
12:52:18:17 PILOTED.  
12:52:19:05 WHY I TOOK AP AFAM, I HAVE A  
12:52:25:02 PENCHANT FOR RIGOR.  
12:52:28:20 I CAN'T DO ANYTHING EASY,  
12:52:32:19 BECAUSE I'M JUST GOING TO GET  
12:52:34:04 BORED.  
12:52:34:28 BUT ANOTHER REASON IS BECAUSE I  
12:52:36:06 WANTED TO KNOW ABOUT MY HISTORY.  
12:52:39:29 SPEAKING AS A YOUNG BLACK WOMAN  
12:52:41:24 IN AMERICA, IT'S VERY HARD TO  
12:52:43:13 KNOW YOUR OWN HISTORY WITHOUT  
12:52:46:11 GOING OUTSIDE OF THE CLASSROOM  
12:52:47:16 TO FIGURE IT OUT.  
12:52:49:14 MY PARENTS WERE VERY OPEN-ARMED  
12:52:52:23 AND WARMING AND WELCOMING WHEN  
12:52:54:26 IT CAME TO ME LEARNING ABOUT MY  
12:52:56:05 HISTORY, GIVING ME BOOKS WHEN I  
12:52:57:14 WAS FIVE.  
12:52:58:12 MARTIN LUTHER KING, ROSA PARKS,  
12:53:00:00 AND THEN AS I GOT MORE MATURE,  
12:53:02:17 MALCOLM X AND ANGELA DAVIS WHO  
12:53:04:19 IS MY IDOL.  
12:53:06:11 AND I THINK APS JUST REINSTATED  
12:53:09:26 THAT STRONG SENSE OF CULTURE AND  
12:53:11:18 HERITAGE WITHIN MYSELF.  
12:53:12:29 THE REAL STORY, NOT THE  
12:53:14:17 SUGAR-COATED STORY THAT I WAS  
12:53:16:00 READING IN MY HISTORY TEXTBOOKS  
12:53:17:21 WHEN I WAS IN MIDDLE SCHOOL  
12:53:19:09 WHERE WE WOULD JUST TOUCH ON  
12:53:20:24 SLAVERY FOR A DAY AND THEN MOVE  
12:53:22:10 ON TO HOW GREAT AMERICA BECAME.  
12:53:25:29 SO I THINK THIS IS CRUCIAL TO  
12:53:30:18 THE PROGRESSIVENESS OF STUDENTS

12:53:34:01 IN SCHOOLS BECAUSE IT REALLY  
12:53:35:03 OPENS THEIR MINDS UP TO ALL THE  
12:53:36:28 DIFFERENT FACTORS.  
12:53:38:06 HOW EVERYTHING IS  
12:53:40:00 INTERCONNECTED, HOW EVERYONE'S  
12:53:41:29 CULTURES ARE CONNECTED DUE TO MY  
12:53:44:28 ANCESTORS, DUE TO THE MOVING OF  
12:53:48:11 OUR CROPS FROM AFRICA OVER TO  
12:53:50:09 THE CARIBBEAN, OVER TO SOUTH  
12:53:52:01 AMERICA AND CENTRAL AMERICA, UP  
12:53:54:06 INTO NORTH AMERICA.  
12:53:54:20 SO AND ALSO Ms. WATERS.  
12:53:59:06 I THINK IT WAS REALLY JUST HER!  
12:54:01:24 THERE WERE TWO TEACHERS THAT  
12:54:03:12 COULD HAVE GOT IT AND I WAS  
12:54:04:24 PRAYING FOR Ms. WATERS, PLEASE  
12:54:06:23 LET Ms. WATERS TEACH ME,  
12:54:08:02 BECAUSE I KNOW I WILL KEEP AN  
12:54:10:01 "A" IN THAT CLASS BECAUSE OF  
12:54:11:15 HER!  
12:54:12:19 BUT ALL IN ALL, TO SUM IT UP,  
12:54:14:26 IT'S JUST VERY IMPORTANT TO  
12:54:15:27 HAVE, AND I'M SO GRATEFUL THAT  
12:54:18:10 WAKEFIELD HAD THE OPPORTUNITY TO  
12:54:21:12 NOT ONLY HAVE Ms. WATERS,  
12:54:23:08 BECAUSE SHE DID MAKE THE COURSE.  
12:54:25:20 BUT TO JUST OFFER THAT TO THE  
12:54:27:19 STUDENTS IN ORDER FOR THEM TO  
12:54:29:03 REALLY GROW.  
12:54:29:21 SO THANK YOU!  
12:54:35:20 >> GOOD EVENING.  
12:54:36:04 I'M ANNA FORD, I'M A STUDENT AT  
12:54:38:16 WAKEFIELD AND I TOOK AP AFRICAN  
12:54:41:05 AMERICAN STUDIES LAST YEAR AND  
12:54:44:29 IT'S ONE OF THE BEST  
12:54:46:00 OPPORTUNITIES.  
12:54:47:04 IT HAS BROADENED MY KNOWLEDGE ON  
12:54:49:24 THE ENTIRETY OF THE AFRICAN  
12:54:51:17 DIASPORA AND GIVEN ME  
12:54:52:12 OPPORTUNITIES TO LEARN ABOUT THE  
12:54:53:13 SUBJECT THROUGH Ms. WATERS,  
12:54:55:12 DISCUSS WITH MY CLASSMATES, AND  
12:54:56:27 TO EVEN CONDUCT MY OWN RESEARCH  
12:54:58:13 AT THE END OF THE YEAR.  
12:54:59:28 AND I'M SO GLAD THAT I'VE HAD  
12:55:01:18 THIS OPPORTUNITY TO LEARN,  
12:55:03:05 ESPECIALLY FROM Ms. WATERS AND  
12:55:05:21 HER PASSION FOR THE SUBJECT  
12:55:07:02 REALLY SHONE THROUGH IN ALL HER

12:55:10:24 STUDENTS AND KEPT EVERYONE  
12:55:12:01 ENGAGED AND REALLY WANTING TO  
12:55:14:04 LEARN MORE ABOUT THE SUBJECT.  
12:55:15:23 AND I'M SO GLAD I HAD THIS  
12:55:17:12 OPPORTUNITY AND SO GLAD THAT  
12:55:18:13 SHE'S AT WAKEFIELD.  
12:55:20:15 THANK YOU.  
12:55:27:06 >> HI, I'M CAROLINE.  
12:55:28:18 I'M A JUNIOR AT WNL AND I TOOK  
12:55:33:05 AP AFRICAN AMERICAN STUDIES LAST  
12:55:34:20 YEAR.  
12:55:35:04 I THINK Ms. WATERS REALLY  
12:55:37:15 ENCAPSULATES EXACTLY WHAT THE  
12:55:39:23 CLASS WAS.  
12:55:40:11 IT WAS KIND OF BREAKING THE  
12:55:41:09 MYTH.  
12:55:41:20 IT WAS VERY EYE-OPENING FOR ME.  
12:55:45:00 I THINK A LOT OF IT WAS HELPING  
12:55:46:28 ME TO GAIN AN UNDERSTANDING OF  
12:55:48:20 HOW AFRICAN AMERICANS INFLUENCED  
12:55:51:08 THE ENTIRETY OF THE HISTORY OF  
12:55:53:00 AMERICA AND AMERICAN CULTURE.  
12:55:56:05 MR. HICKS, MY TEACHER, HE'S  
12:55:57:27 AMAZING.  
12:55:58:11 HE HAD US READ LOTS OF GREAT  
12:56:00:23 AFRICAN AMERICAN LITERATURE LIKE  
12:56:02:04 BELOVED AND THE WARMTH OF OTHER  
12:56:04:16 SUNS AND THEY REALLY OPENED YOUR  
12:56:06:12 EYES AND IMMERSED YOU IN THE  
12:56:08:10 AFRICAN AMERICAN EXPERIENCE.  
12:56:09:18 AND ALSO AT THE SAME TIME, HE  
12:56:11:10 HAD US DO ALBUM REVIEWS WHICH I  
12:56:13:19 THOUGHT WERE SO FUN.  
12:56:14:14 I GOT TO LISTEN TO SO MUCH GREAT  
12:56:17:14 MUSIC IN THAT CLASS!  
12:56:18:09 AND I REALLY HELPED ME TO  
12:56:20:08 UNDERSTAND HOW AFRICAN AMERICAN  
12:56:22:29 CULTURE HAS BEEN INCORPORATED  
12:56:24:27 INTO JUST THE OVERALL AMERICAN  
12:56:27:25 CULTURE.  
12:56:28:09 AND I THINK IT WAS AN AMAZING  
12:56:31:03 CLASS AND I WOULD RECOMMEND THAT  
12:56:32:26 ANYONE TAKE IT.  
12:56:45:22 >> SO I THOUGHT IT WOULD BE FUN  
12:56:48:01 TO HEAR FROM TEACHERS AND  
12:56:49:22 STUDENTS WHO ARE ACTUALLY HAVE  
12:56:51:24 TAKEN THE COURSE.  
12:56:53:12 THEIR WORDS ARE OUR PRIMARY  
12:56:57:11 SOURCE OF WHY WE DO WHAT WE DO

12:56:59:00 AND HOW IMPORTANT SOCIAL STUDIES  
12:57:00:25 IS TO STUDENTS.  
12:57:03:24 SO FOCUSING BACK TO OUR DATA ON  
12:57:09:19 AP COURSES, THE GRAPH YOU'RE  
12:57:11:25 SEEING NOW IS ACTUALLY LOOKING  
12:57:13:27 AT THE INTEREST IN AP COURSES  
12:57:18:10 ACROSS SOCIAL STUDIES.  
12:57:20:01 THE FIRST THREE COURSES THAT  
12:57:22:00 YOU'LL SEE ARE COURSES THAT  
12:57:23:18 STUDENTS CAN EARN VERIFIED  
12:57:25:13 CREDITS TOWARDS THEIR HIGH  
12:57:27:04 SCHOOL DIPLOMA.  
12:57:28:05 AND SO YOU CAN SEE THAT THERE'S  
12:57:29:24 A HIGHER LEVEL INTEREST IN THESE  
12:57:31:19 CLASSES AND THEN THERE'S  
12:57:34:07 ELECTIVE CLASSES ON THE  
12:57:38:00 RIGHT-HAND SIDE.  
12:57:38:07 YOU'LL ALSO SEE ADVANCED  
12:57:44:16 PLACEMENT PASS RATES.  
12:57:46:04 WHEN YOU LOOK AT THIS SLIDE, IF  
12:57:48:04 YOU FOCUS ON THE PURPLE, THAT  
12:57:49:19 SHOWS YOU OUR NATIONAL PASS  
12:57:51:21 RATES AND YOU CAN SEE THE GREEN  
12:57:53:26 IS OUR PASS RATES ON AP TESTS  
12:57:58:02 LAST YEAR.  
12:57:58:16 AND AGAIN, THE PASS RATE IS A 3  
12:58:00:03 OR HIGHER FOR AN AP EXAM.  
12:58:02:15 YOU'LL NOTICE THAT IN MOST  
12:58:05:20 EXAMS, APS OUTPERFORMS THE  
12:58:07:29 NATIONAL AVERAGE.  
12:58:08:23 IN TERMS OF OUR NEXT STEPS, WE'D  
12:58:13:29 LIKE TO INCREASE OPPORTUNITIES  
12:58:15:27 AS I'VE ALREADY MENTIONED FOR  
12:58:17:05 ALL STUDENTS TO ACCESS RIGOROUS  
12:58:19:07 COURSES.  
12:58:20:21 IN THE PROCESS OF DOING THIS, WE  
12:58:22:00 KNOW WE NEED TO FOCUS ON ACCESS  
12:58:24:12 AND SUPPORT FOR OUR  
12:58:25:14 UNDERREPRESENTED GROUPS.  
12:58:27:18 WE ALSO NEED TO PROVIDE  
12:58:29:06 PROFESSIONAL LEARNING FOR AP  
12:58:30:27 TEACHERS.  
12:58:32:02 DURING PROGRAM EVALUATION, ONE  
12:58:33:23 OF THE THINGS OUR HIGH SCHOOL  
12:58:35:08 TEACHERS SAID IS THAT THEY'RE  
12:58:37:12 COMFORTABLE EXTENDING THE  
12:58:38:21 LEARNING FOR STUDENTS.  
12:58:39:25 BUT THEY REALLY NEEDED MORE  
12:58:41:14 SUPPORT ON SCAFFOLDING FOR

12:58:43:12 STUDENTS SO THAT ALL STUDENTS  
12:58:45:10 CAN ACCESS THE INFORMATION.  
12:58:48:12 SO THIS CAN INCLUDE MODIFYING A  
12:58:50:24 READING ASSIGNMENT, PROVIDING A  
12:58:52:19 GRAPHIC ORGANIZER FOR  
12:58:53:17 NOTETAKING, OR BREAKING UP  
12:58:55:20 COMPLEX TEXTS.  
12:58:57:28 COINCIDENTALLY OR NOT  
12:59:02:07 COINCIDENTALLY IS THIS WILL ALSO  
12:59:06:26 BE THE FOCUS OF OUR LITERACY  
12:59:09:15 TRAINING ON MONDAY,  
12:59:11:06 NOVEMBER 4TH.  
12:59:12:01 AND SO WE APPRECIATE YOU GIVING  
12:59:13:13 THIS THE TIME INCLUDING FOR THE  
12:59:15:21 AP COURSES TO BE ABLE TO DO  
12:59:17:03 THIS.  
12:59:18:27 SO AT THIS TIME, I'D LIKE TO  
12:59:20:13 TURN IT BACK OVER TO  
12:59:21:22 Ms. KADERA AND SEE IF YOU HAVE  
12:59:24:07 ANY QUESTIONS FOR ME.  
12:59:26:29 >> THANK YOU SO MUCH, Ms. JOY  
12:59:28:24 AND Ms. WATERS AND Dr. MANN  
12:59:30:17 AND OUR STUDENT SPEAKERS WHO  
12:59:33:05 WERE HERE WITH US TONIGHT.  
12:59:35:20 COLLEAGUES, I'M LOOKING AROUND  
12:59:36:28 TO SEE QUESTIONS OR COMMENTS  
12:59:38:13 THAT YOU MIGHT HAVE FOR ANYONE  
12:59:39:28 OF OUR SPEAKERS THIS EVENING.  
12:59:42:06 Ms. ZECHER SUTTON?  
12:59:44:18 >> THANK YOU.  
12:59:46:25 I ACTUALLY HAD A QUESTION BACK  
12:59:49:27 ON SLIDE 5.  
12:59:52:18 IF WE COULD GO TO 5, YES.  
12:59:54:11 SO I'M CURIOUS, AND I DON'T KNOW  
01:00:00:21 WHO THIS QUESTION IS FOR, BUT  
01:00:02:29 CAN YOU DESCRIBE WHAT IS AP  
01:00:06:25 CLASSROOM AND WHY WOULD TEACHERS  
01:00:09:20 CHOOSE TO USE IT OR NOT USE IT?  
01:00:11:09 >>  
00:00:00:00 >> YOU WANT -- OKAY.  
00:00:03:13 OKAY.  
00:00:03:28 I'LL DO IT.  
00:00:04:24 AND THEN YOU CAN JUMP IN.  
00:00:07:19 SO AP CLASSROOM IS A RESOURCE  
00:00:10:19 FOR TEACHERS TEACHING AP COURSE.  
00:00:13:14 IT HAS INFORMATION ABOUT THE  
00:00:15:08 STANDARDS THAT TEACHERS WOULD  
00:00:19:01 WANT TO MAKE SURE TEACHING IN  
00:00:22:16 THE CLASSROOMS.

00:00:23:07 AND ALSO THE IMPORTANT SKILL  
00:00:24:24 SETS THAT THEY NEED TO BE  
00:00:26:11 EMPHASIZING.  
00:00:26:21 A LOT OF AP EXAMS WORKING ON  
00:00:31:22 PRIORITIZING SOURCES AND TO  
00:00:34:06 TEACH CRITICAL THINKING AND  
00:00:36:04 ANALYSIS OF THE COURSES.  
00:00:37:04 SO IN ALL SOCIAL STUDIES CLASSES  
00:00:40:12 OUR GOAL IS TO TEACH KIDS TO  
00:00:42:14 THINK RATHER THAN, YOU KNOW  
00:00:44:21 TELLING THEM THE INFORMATION.  
00:00:46:27 AND INFORMATION IN THIS AP  
00:00:50:14 CLASSROOM WOULD PROVIDE THE  
00:00:52:00 RESOURCES AND IDEAS FOR TEACHERS  
00:00:53:12 TO BE ABLE DO THAT.  
00:00:59:00 >> I WOULD ADD FROM OUR  
00:01:01:08 DISCUSSION FROM OUR COLLEGE  
00:01:03:04 BOARD REP IT'S NOT A REQUIREMENT  
00:01:04:27 THAT YOU HAVE TO GO TO AN AP  
00:01:06:24 CLASSROOM.  
00:01:07:04 BUT SOMETHING THAT THE TEAM  
00:01:08:29 WOULD BE MENTIONING AGAIN ON  
00:01:11:14 TRAINING ON MONDAY.  
00:01:12:07 AND ONE OF THE RESOURCES THAT  
00:01:13:14 PEOPLE ARE AWARE, IT'S A GOOD  
00:01:15:13 PLACE TO CHECK IN.  
00:01:16:22 AND THEY HAVE RESOURCES THAT  
00:01:18:04 ALIGN WITH WHAT Ms. JOY SAID,  
00:01:20:24 BUT IT'S NOT A REQUIREMENT THAT  
00:01:22:08 YOU HAVE TO GO INTO AP  
00:01:24:12 CLASSROOM.  
00:01:29:09 >> THIS IS A VERY QUICK ONE.  
00:01:32:26 JUDGING FROM THE DATA IT SEEMED  
00:01:35:05 LIKE 24% OF THOSE WHO TOOK THE  
00:01:37:18 AP EXAMS ACHIEVED THOSE SCHOLAR  
00:01:41:23 AWARDS, MY QUICK THE BACK OF THE  
00:01:45:05 ENVELOPE MATH, IF I AM CORRECT  
00:01:47:10 WITH 24%.  
00:01:48:28 I AM CURIOUS HOW THAT COMPARES  
00:01:51:07 ACROSS THE STATE AND/OR  
00:01:53:13 NATIONALLY AND THAT MIGHT BE A  
00:01:54:24 FOLLOW-UP QUESTION.  
00:01:55:27 >> YEAH WE'LL HAVE TO FOLLOW UP  
00:01:57:07 ON THAT ONE.  
00:01:58:01 >> OKAY, THANK YOU.  
00:02:00:11 >> Ms. TURNER.  
00:02:02:17 >> I JUST HAVE A QUICK QUESTION  
00:02:04:29 ON SLIDE 7.  
00:02:07:09 INITIALLY.



00:02:10:18 ARE THESE ALL THE GROUPS THAT  
00:02:13:00 ARE ACCOMMODATED?  
00:02:14:12 BECAUSE THIS DOESN'T REFLECT AN  
00:02:16:17 INCREASE IN PARTICIPATION IN AP  
00:02:19:11 EXAMS.  
00:02:20:13 1800 DOWN AND LESS THAN 1800 UP.  
00:02:30:12 I KNOW BUT OTHER GROUPS  
00:02:33:16 REFLECTED HERE?  
00:02:34:07 >> SO I THINK THE INCREASE IS  
00:02:36:10 WITH THE SUBGROUPS.  
00:02:38:15 THE FOCUS --  
00:02:40:15 >> I THOUGHT SLIDE 5 SAID  
00:02:43:02 OVERALL INCREASE OF 5.9%.  
00:02:50:27 >> THE 1800 IS NOT HOW MUCH  
00:02:55:07 DROPPED JUST THE TOTAL AND  
00:02:57:12 [INAUDIBLE] DECREASE  
00:02:58:27 [INAUDIBLE].  
00:02:59:14 >> THAT'S LESS THAN 1700-AP  
00:03:04:24 EXAMS TAKEN.  
00:03:05:20 OKAY, IT DOESN'T MATTER.  
00:03:07:18 WITH RESPECT TO THE INTEREST IN  
00:03:08:26 THE COURSES, OBVIOUSLY  
00:03:11:18 AFRICAN-AMERICAN STUDIES IS NEW.  
00:03:13:00 BUT COMPARATIVE GOVERNMENT LOOKS  
00:03:15:13 LIKE ENROLLMENT HAS BEEN PRETTY  
00:03:17:08 LOW OVER SEVERAL YEARS.  
00:03:18:24 WHAT IS THE ACTUAL ENROLLMENT?  
00:03:22:04 AND AT WHAT POINT DO WE THINK  
00:03:25:14 WHETHER THERE IS SUFFICIENT  
00:03:26:28 INTEREST IN THE COURSE TO  
00:03:28:03 CONTINUE TO OFFER IT?  
00:03:29:05 >> SO THAT'S ALWAYS A TOUGH  
00:03:31:19 DECISION EACH YEAR MADE BY  
00:03:34:19 PRINCIPALS AND DEPARTMENT  
00:03:36:26 CHAIRS.  
00:03:37:11 THE COMPARATIVE GOVERNMENT CLASS  
00:03:42:10 ONLY OFFERED AT YORKTOWN HIGH  
00:03:45:12 SCHOOL AND WHETHER A CLASS MAKES  
00:03:47:04 UP IS DEPENDENT ON STUDENT  
00:03:49:28 INTEREST.  
00:03:50:05 AND THIS YEAR FOR EXAMPLE,  
00:03:53:03 COMPARATIVE GOVERNMENT THE  
00:03:54:06 INTEREST WASN'T THERE, I DON'T  
00:03:55:21 BELIEVE FOR SOME COMPARATIVE  
00:03:57:28 GOVERNMENT.  
00:03:58:12 SOME YEARS YOU SEE THE COURSE  
00:04:00:01 RUN AND OTHER YEARS YOU WON'T  
00:04:01:13 SEE A COURSE RUN.  
00:04:04:27 AND ANOTHER EXAMPLE IS AP

00:04:07:02 AMERICAN HISTORY CLASS ON ONE  
00:04:09:15 SCHOOL THEY RAN BECAUSE  
00:04:11:00 INTEREST.  
00:04:11:13 AND THINKING THAT THERE MIGHT BE  
00:04:14:14 INTEREST IN LATIN AMERICAN  
00:04:16:08 STUDIES NEXT YEAR.  
00:04:17:17 AND JUST A TRADE OFF WHAT IS  
00:04:19:24 TAUGHT BASED UPON STUDENT  
00:04:21:17 INTEREST.  
00:04:22:00 >> DO WE HAVE AN ACTUAL CUT-OFF  
00:04:25:12 NUMBER OF STUDENTS BELOW THAT WE  
00:04:27:18 WOULDN'T OFFER IT?  
00:04:28:19 >> I THINK THAT'S A SCHOOL BY  
00:04:30:29 SCHOOL DECISION.  
00:04:31:23 >> IT SHOULD BE 15.  
00:04:33:26 SO THAT'S ONE -- WE DIDN'T TALK  
00:04:36:22 ABOUT IT TONIGHT.  
00:04:41:03 I HAVE TO -- SORRY.  
00:04:43:00 >> Dr. MANN JUST SAID THE NUMBER  
00:04:45:03 15 FOR THOSE THAT WATCHING  
00:04:47:16 ONLINE.  
00:04:47:28 >> AND AT LANGSTON OFFERING THE  
00:04:52:15 AP AFRICAN-AMERICAN CLASS AND  
00:04:55:27 FIVE STUDENTS IN THAT, AND IT  
00:04:57:27 CAN DEPEND AND SHOULD LOOK TO  
00:05:00:23 SEE IF WE SHOULD RUN THE CLASSES  
00:05:04:18 AND RECOMMENDED ON INTEREST.  
00:05:06:12 AND WE RECOMMEND IT'S 15 AND GO  
00:05:08:11 BACK TO THE SCHEDULES TO SEE  
00:05:10:07 GIVEN OUR BUDGET, MAKE SURE THAT  
00:05:12:10 WE ARE RUNNING CLASSES  
00:05:14:07 APPROPRIATE CLASSES TO RUN AND  
00:05:16:25 NOT A CLASS OF FIVE.  
00:05:18:02 AND IT'S HARD IF IN CALCULUS "B"  
00:05:24:14 BUT PUZZLE PIECE OF SCHEDULES  
00:05:27:29 EVERY YEAR AND EVERY DAY.  
00:05:30:23 >> SEE THAT MAKES ME SAD.  
00:05:32:22 BECAUSE I TOOK COMP-GOV AND IT  
00:05:36:20 WAS AMAZING CLASS.  
00:05:38:10 I DID NOT TAKE PRECALCULUS AND  
00:05:45:04 WAY BEYOND HIGH SCHOOL BEFORE IT  
00:05:46:29 CAME OUT.  
00:05:47:18 AND ONE COMMENT ABOUT AP  
00:05:50:12 CLASSROOM THING AND EXCITED THAT  
00:05:53:10 MAJORITY OF TEACHERS UTILIZING  
00:05:56:09 AP CLASSROOM.  
00:05:57:19 AND WHEN I WAS IN THE SYSTEM AND  
00:06:01:03 PILOTING WHAT WOULD BE AP AND  
00:06:03:16 CANVAS COURSE AND NOT SUPER

00:06:07:25 GREAT MANY MOONS AGO.  
00:06:09:27 AND WHAT I FOUND MOST USEFUL IS  
00:06:13:04 DISSECTION OF TEST QUESTIONS.  
00:06:15:10 SO MUCH AP TEST IS HOW TO  
00:06:18:29 CORRECTLY UNDERSTAND AND  
00:06:20:03 INTERPRET THE COMPREHENSION OF  
00:06:23:04 THE TEST ITSELF AND WHAT IS THIS  
00:06:25:07 ASKING ME FOR.  
00:06:26:19 AND ESPECIALLY IN STATISTICS  
00:06:27:25 WHERE WORDS HAD DIFFERENT  
00:06:29:09 MEANINGS AND EXCITING TO SEE  
00:06:31:26 THAT PREVALENCE HERE AND RELATED  
00:06:35:08 QUESTION THAT I WANT TO ASK.  
00:06:37:00 IF WE DON'T HAVE THE ANSWER  
00:06:39:23 TONIGHT BUT HOW MANY OF OUR  
00:06:44:04 TEACHERS SERVE AS GRADERS.  
00:06:46:00 AND TAKE TIME IN THE SUMMER -- I  
00:06:47:21 SEE NODDING IN THE BACK.  
00:06:49:13 IT WOULD BE GREAT TO SEE AS A  
00:06:51:12 PERCENTAGE HOW MANY OF OUR  
00:06:53:03 TEACHERS END UP SERVING AS  
00:06:55:18 GRADERS.  
00:06:56:03 FOR THOSE WHO NOT HAVE BEEN AN  
00:06:59:25 AP TEACHER IN THE PAST AND YOU  
00:07:02:24 NEED TO HAVE TAUGHT THE COURSE  
00:07:05:00 FOR CERTAIN YEARS AND NEED A  
00:07:07:10 CERTAIN PASS RATE TO QUALIFY AS  
00:07:10:09 A GRADER.  
00:07:11:11 AND ALLOW YOU TO SERVE WITH THE  
00:07:13:08 PANEL AND CO-LOCATE IN A HOTEL  
00:07:15:15 AND GRADING FOR A FEW DAYS.  
00:07:17:20 AND IT GIVES THE TEACHER A MUCH  
00:07:20:12 BETTER UNDERSTANDING OF WHAT IS  
00:07:21:26 BEING LOOKED FOR.  
00:07:22:27 AND IT'S AN INCREDIBLE  
00:07:24:24 PROFESSIONAL DEVELOPMENT  
00:07:25:29 OPPORTUNITY TO BE WITH YOUR  
00:07:27:13 FELLOW NERDS, WHO ARE TEACHING  
00:07:29:05 THE SAME THING.  
00:07:30:27 AND LOOKING AT WHAT OTHER  
00:07:32:06 STUDENTS ARE DOING IN THE SAME  
00:07:34:06 CONTENT AREA.  
00:07:34:29 IT'S A REALLY RICH ENVIRONMENT  
00:07:37:06 AND WONDER HOW MANY OF OUR  
00:07:39:07 TEACHERS AVAIL THEMSELVES?  
00:07:40:15 >> I CONCUR WITH THAT AP  
00:07:42:22 GOVERNMENT SCORE, BUT WE CAN  
00:07:44:04 LOOK FOR THE NUMBERS ACROSS ALL  
00:07:46:01 CONTENT AREAS.

00:07:47:10 FOR SOCIAL STUDIES WE HAVE A  
00:07:49:00 LARGE NUMBER OF TEACHERS  
00:07:51:17 PROPORTIONATELY IN MY ANECDOTAL  
00:07:54:12 EXPERIENCE AND EACH YEAR WE  
00:07:55:22 WOULD WORK WITH THE SCHOOL  
00:07:57:15 BUILDINGS TO PROVIDE  
00:07:59:18 SUB-COVERAGE FOR THE TEACHERS  
00:08:01:19 GOING TO DO THAT.  
00:08:02:06 AND USUALLY SPLIT WITH THE  
00:08:03:27 SCHOOLS.  
00:08:04:09 AND NOW ALSO VIRTUAL SCORING  
00:08:07:06 WHICH SEVERAL OF OUR SOCIAL  
00:08:10:14 STUDIES TEACHERS HAVE DONE OVER  
00:08:11:26 THE YEARS.  
00:08:12:15 WE CAN GET YOU MORE DETAILED  
00:08:14:21 NUMBERS BUT HAVE QUITE A NUMBER  
00:08:17:29 AVAILING THEMSELVES OF THAT  
00:08:19:27 OPPORTUNITY.  
00:08:20:12 >> AND I AM NOT SURPRISED THAT  
00:08:22:16 YOU ARE FAMILIAR WITH THE SOCIAL  
00:08:24:07 STUDIES DOING THIS.  
00:08:25:04 >> AS I USED TO PROVIDE THE  
00:08:26:23 COVERAGE.  
00:08:30:00 >> AS YOU USED TO PROVIDE THE  
00:08:31:22 COVERAGE, THAT MAKES SENSE.  
00:08:33:03 IT'S AN INCREDIBLE OPPORTUNITY  
00:08:34:13 FOR OUR TEACHERS AND STUDENTS.  
00:08:36:00 AND I WANT TO MAKE THE SHAMELESS  
00:08:39:18 PITCH COMP-GOVERNMENT IS GREAT,  
00:08:42:22 IT'S A GREAT COURSE.  
00:08:46:05 >> I HAVE A COUPLE OF QUESTIONS  
00:08:47:15 AND FIRST FOR Ms. WATERS, IF  
00:08:50:04 THAT'S OKAY.  
00:08:51:00 IF YOU DON'T MIND COMING BACK  
00:08:52:26 UP.  
00:08:53:11 AND WHILE WALKING BACK UP HERE.  
00:08:55:00 WE ARE SO BLESSED TO HAVE  
00:08:58:20 ANTOINETTE WATERS IN OUR SCHOOL  
00:09:00:16 SYSTEM, AND HONESTLY GUYS THIS  
00:09:02:09 IS A NATIONAL AP COURSE BUILT  
00:09:05:18 LOCALLY IN ARLINGTON, BY THIS  
00:09:07:18 WOMAN WORKING WITH COLLEAGUES IN  
00:09:10:21 THE SCHOOL SYSTEM AND ACROSS THE  
00:09:12:12 COUNTRY.  
00:09:12:25 AND I'M JUST SO GRATEFUL THAT  
00:09:15:04 YOU ARE TEACHING HERE.  
00:09:16:17 AND THAT OUR STUDENTS -- YOUR  
00:09:18:22 STUDENTS WHO CLEARLY LOVE YOU.  
00:09:21:01 ALL KUDOS THERE.

00:09:22:24 I THINK AS I THINK ABOUT THE AP  
00:09:25:17 INFORMATION THAT Dr. MANN SHARED  
00:09:27:29 AND TRYING TO THINK ABOUT WAYS  
00:09:29:15 THAT SOME OF OUR STUDENTS WHO  
00:09:31:11 MIGHT SEE THEMSELVES AS AP  
00:09:33:10 STUDENTS.  
00:09:35:08 AND I AM THINKING ABOUT PARENTS,  
00:09:37:15 I'M SURE THAT YOU TALK TO  
00:09:39:06 STUDENTS AND SOMETIMES THEIR  
00:09:40:18 PARENTS WHO AREN'T SURE, LIKE  
00:09:43:12 THEY DON'T SEE THEMSELVES AS AP  
00:09:45:28 STUDENT.  
00:09:46:13 I AM CURIOUS FROM THE TEACHER'S  
00:09:49:13 PERSPECTIVE WHAT DO YOU SAY,  
00:09:51:09 LIKE, WHAT DO YOU SAY TO A  
00:09:53:01 PARENT OR STUDENT WHO MIGHT BE  
00:09:54:19 WORRIED THAT I'LL GET  
00:09:57:19 OVERWHELMED OR I'LL FAIL.  
00:10:01:05 HOW DO YOU TALK TO PARENTS AND  
00:10:03:09 STUDENTS ABOUT THAT AND WHAT  
00:10:04:07 KIND OF ADVISE DO YOU GIVE?  
00:10:05:20 >> FOR ME I ALWAYS LET STUDENTS  
00:10:08:14 KNOW THIS IS LIKE A PRACTICE  
00:10:10:12 COLLEGE COURSE.  
00:10:11:04 IT'S LIKE COLLEGE WITHOUT ALL  
00:10:12:26 THE PRESSURE.  
00:10:13:20 WE HAVE TO START TAKING AWAY THE  
00:10:15:25 PRESSURE OF GETTING AN "A."  
00:10:17:16 LIKE WE HAVE TO KIND OF TAKE OFF  
00:10:19:11 THAT MASK, THAT YOUR FIRST GRADE  
00:10:21:25 IF THIS IS YOUR FIRST VERY AP  
00:10:24:29 COURSE PROBABLY IS NOT GOING TO  
00:10:26:28 BE AN "A."  
00:10:27:27 AND THAT'S OKAY.  
00:10:28:19 YOUR FIRST TEST GRADE MAY BE A  
00:10:30:20 "C."  
00:10:31:14 AND YOU NEED TO BE OKAY WITH  
00:10:32:26 THAT.  
00:10:33:12 AND THEN ALSO IT IS ABOUT SKILL  
00:10:36:17 BUILDING.  
00:10:37:05 EVERYONE DOES NOT WALK IN THE  
00:10:39:09 ROOM WITH THE SKILLS THAT ARE  
00:10:41:25 NECESSARY.  
00:10:42:11 SO WE'RE GOING TO BE BUILDING  
00:10:44:00 THESE SKILLS TOGETHER.  
00:10:45:02 SO WE HAVE TO EXPLAIN THAT TO  
00:10:46:27 PARENTS THAT HEY, I'M GOING TO  
00:10:49:07 SCAFFOLD SKILL BUILDING.  
00:10:50:17 AND WE HAVE TO SUPPORT THAT.

00:10:52:07 AND SO WE THEN COME UP WITH A  
00:10:54:18 PLAN OF HOW MUCH TIME WE NEED TO  
00:10:57:01 DEDICATE.  
00:10:57:14 WE NEED TO HAVE CONVERSATIONS  
00:11:00:16 WITH PARENTS TO SAY, HEY, YOU  
00:11:02:15 GOT TO HAVE A LITTLE BIT OF TIME  
00:11:05:02 OUTSIDE OF ATHLETICS AND OUTSIDE  
00:11:06:22 OF BALLET AND OUTSIDE OF  
00:11:08:24 MARCHING BAND TO DO ACADEMICS.  
00:11:11:04 BECAUSE WE NEED TO PREPARE THEM  
00:11:12:20 FOR COLLEGE.  
00:11:13:13 BECAUSE THAT'S WHAT THIS IS,  
00:11:15:12 IT'S A COLLEGE-LEVEL COURSE AND  
00:11:17:21 TO GIVE STUDENTS THE TOOLS THAT  
00:11:19:08 ARE NECESSARY TO BE SUCCESSFUL  
00:11:21:02 THERE.  
00:11:21:12 AND SO THIS IS KIND OF LIKE THAT  
00:11:25:01 PETRI DISH.  
00:11:26:02 AND REALLY FOR THE KIDS WHO ARE  
00:11:27:25 TRULY AFRAID.  
00:11:29:05 I SAY TAKE A LEAP OF FAITH AND  
00:11:31:11 GET IT WRONG NOW.  
00:11:32:14 IT'S NOT GOING TO COST YOU.  
00:11:34:21 LET'S BE HONEST, IT'S NOT GOING  
00:11:36:15 TO COST YOUR PARENTS.  
00:11:38:05 THEY DON'T PAY FOR THE EXAM AND  
00:11:40:27 TAKE THE EXAM FOR FREE, AND  
00:11:42:20 TAKING THE COURSE FOR FREE.  
00:11:43:29 WE REALLY HAVE TO UNDERSTAND  
00:11:45:07 THAT IT'S OKAY TO LEARN.  
00:11:49:00 IT'S OKAY TO NOT KNOW EVERYTHING  
00:11:51:12 WHEN YOU WALK IN A ROOM.  
00:11:53:13 AND WE HAVE TO LET KIDS  
00:11:55:09 UNDERSTAND THAT IT'S OKAY TO NOT  
00:11:57:22 KNOW EVERYTHING AND IT'S OKAY TO  
00:11:59:12 LEARN.  
00:11:59:24 >> I THINK THAT'S BEAUTIFUL AND  
00:12:01:02 I LOVE THE IDEA THAT THIS IS  
00:12:03:03 LIKE A PRACTICE FOR COLLEGE.  
00:12:06:13 AND I HOPE THAT PARENTS WHO  
00:12:09:09 MIGHT BE WATCHING WOULD THINK  
00:12:10:29 ABOUT THAT.  
00:12:11:14 AND THE OTHER QUICK QUESTION I  
00:12:13:13 HAVE FOR YOU SPECIFICALLY.  
00:12:14:14 DO YOU AND YOUR COLLEAGUES AT  
00:12:16:11 WAKEFIELD AND ACROSS APS HAVE  
00:12:19:27 GUIDANCE FOR FAMILIES.  
00:12:21:01 WE SAW THE SLIDE THAT SHOWED THE  
00:12:22:24 NUMBER OF AP COURSES AND EXAMS

00:12:24:21 THAT STUDENTS ARE TAKING.  
00:12:26:00 AND WE HAVE STUDENTS IN OUR  
00:12:27:29 SCHOOL DIVISION THAT WILL TAKE  
00:12:29:20 UPWARDS OF SEVEN.  
00:12:30:13 DO YOU HAVE A SENSE?  
00:12:31:17 AS YOU TALK TO OUR HIGH  
00:12:33:23 ACHIEVING, HIGH-FLYING ARLINGTON  
00:12:36:11 PARENTS.  
00:12:36:29 ANY GUIDANCE FOR US HOW MANY YOU  
00:12:41:18 CAN TAKE IN THE SAME TIME OR  
00:12:44:07 SCHOOL YEAR OR CUMULATIVELY.  
00:12:48:28 >> I AM GOING ON WEAR TWO HATS,  
00:12:51:23 MY COLLEGE BOARD HAT, BECAUSE I  
00:12:53:21 WORK FOR THEM TOO AND MY APS  
00:12:55:29 HAT.  
00:12:59:07 I'M GOING TO WEAR BOTH HATS.  
00:13:01:29 IF YOU TAKE SIX AP COURSES AND  
00:13:05:00 YOU DO WELL THROUGHOUT YOUR  
00:13:07:14 MATRICULATION OF APS.  
00:13:09:06 THERE IS 80% CHANCE THAT YOU GET  
00:13:11:28 3.5 OR ABOVE IN COLLEGE, PERIOD,  
00:13:16:17 THAT'S YOUR GPA.  
00:13:18:00 YOU TAKING SIX OVER YOUR ENTIRE  
00:13:23:19 MATRICULATION.  
00:13:24:10 IF YOU GOT THREE'S AND ABOVE YOU  
00:13:27:09 ARE READY FOR COLLEGE, PLAIN AND  
00:13:29:10 SIMPLE.  
00:13:29:23 ANYTHING THAT YOU DO OTHER THAN  
00:13:31:17 THAT ARE ADDITIONAL PIECES.  
00:13:33:29 THEY ARE LIKE PUZZLE PIECES OH,  
00:13:36:15 I WOULD TO APPLY TO THIS  
00:13:38:09 PARTICULAR SCHOOL.  
00:13:39:01 THIS PARTICULAR SCHOOL WANTS ME  
00:13:40:22 TO HAVE THIS PARTICULAR PETRI  
00:13:43:28 DISH OF COURSES TO MAKE ME LOOK  
00:13:46:01 GOOD.  
00:13:46:12 BUT IF YOU GOT SIX AP COURSES  
00:13:48:27 AND YOU GOT 3'S OR ABOVE ON  
00:13:52:23 THOSE TESTS YOU ALREADY LOOK  
00:13:54:22 GOOD.  
00:13:55:27 I'M JUST BEING HONEST.  
00:13:57:21 I TELL KIDS, YOU ALREADY LOOK  
00:13:59:23 GREAT.  
00:14:00:04 IF YOU TOOK ONE YOUR FRESHMAN  
00:14:01:27 YEAR TO GET YOUR FEET WET.  
00:14:04:03 AND TWO YOUR SOPHOMORE YEAR OKAY  
00:14:07:03 BECAUSE I CAN HANDLE TWO.  
00:14:09:13 AND TWO YOUR JUNIOR YEAR AND I  
00:14:12:22 AM AT FIVE AND TWO IN SENIOR, I

00:14:16:13 AM AT SEVEN AND I HIT OVER THE  
00:14:21:15 SIX MARK.  
00:14:22:11 AND I KNOW THAT KIDS LOVE THAT  
00:14:24:05 AP NAME OR IB NAME, BUT THEY  
00:14:27:05 ALSO NEED TO HAVE FUN.  
00:14:28:17 AND MY COLLEGE BOARD HAT IS  
00:14:30:18 SAYING YEAH, TRUST ME.  
00:14:33:00 IF YOU GOT A 3 OR ABOVE, YOU ARE  
00:14:36:04 AMAZING.  
00:14:36:16 BUT THEN WE ALSO HAVE TO BE  
00:14:38:28 REALISTIC, STUDENTS SHOULD LOOK  
00:14:40:23 AT THE UNIVERSITY'S  
00:14:45:03 ACCREDITATION ACCEPTANCE.  
00:14:46:09 THEY NEED TO LOOK AT WHAT THE  
00:14:48:13 MAXIMUM AMOUNT OF CREDITS  
00:14:50:11 ACCEPTED AT THAT PARTICULAR  
00:14:52:12 UNIVERSITY.  
00:14:52:23 AND THAT'S A BIG PIECE THAT A  
00:14:54:16 LOT OF PEOPLE DON'T.  
00:14:55:22 AND THEY NEED TO LOOK AT THOSE  
00:14:58:01 MAX.  
00:14:59:09 YOU MAY HAVE AP-CALC OR AP THIS  
00:15:04:19 AND GOING TO VIRGINIA TECH AND  
00:15:08:00 THAT'S CUTE AND SIT HERE AND PAY  
00:15:10:23 \$3,000 FOR THAT CALCULUS COURSE.  
00:15:14:14 NOT GIVING YOU THAT CREDIT.  
00:15:17:05 WE HAVE TO BE HONEST, SOME  
00:15:19:15 SCHOOLS CAP AT 18 AND SOME CAP  
00:15:21:22 AT 32 AND YOU STILL HAVE TO  
00:15:23:04 RETAKE IT.  
00:15:24:11 AND WE HAVE TO HAVE  
00:15:25:23 CONVERSATIONS THAT STUDENTS NEED  
00:15:27:06 TO LOOK AT THE SCHOOLS THEY WANT  
00:15:29:09 TO GO.  
00:15:30:17 AND WHAT CREDITS THAT UNIVERSITY  
00:15:33:08 WILL ACCEPT AND THE AMOUNT OF  
00:15:34:27 CREDITS THAT PARTICULAR  
00:15:36:20 UNIVERSITY WILL ACCEPT.  
00:15:38:11 IT'S A LITTLE BIT OF A MIX.  
00:15:41:08 >> THANK YOU SO MUCH FOR THAT,  
00:15:42:10 THAT WAS GREAT.  
00:15:43:21 WHILE WE HAVE Ms. WATERS AT THE  
00:15:47:01 PODIUM, ANYONE WITH QUESTIONS  
00:15:49:12 SPECIFICALLY.  
00:15:50:15 >> I HAVE RELATED QUESTION BUT  
00:15:52:12 THINK IT'S FOR Ms. JOY.  
00:15:54:02 >> THANK YOU SO MUCH Ms. WATERS.  
00:15:55:28 >> I REALLY WOULD LOVE TO GO TO  
00:15:58:24 THE FLIP SIDE, AND THE FLIP SIDE



00:16:02:07 IS, DO YOU ALL PROVIDE SUPPORT  
00:16:04:10 FOR TEACHERS WHO ARE PERHAPS  
00:16:08:03 CRITIQUED OR CRITICIZED OR  
00:16:11:09 PRESSURES BY PARENTS WHEN THEY  
00:16:12:18 ARE NOT TEACHING WHAT IS GOING  
00:16:16:06 TO BE ON THE AP EXAM.  
00:16:18:03 BECAUSE I HAVE BEEN TOLD, TOLD  
00:16:19:24 IN THE SECOND WEEK OF SCHOOL A  
00:16:23:26 COUPLE YEARS AGO BY A PARENT THE  
00:16:28:10 TEACHER IS TEACHING THINGS NOT  
00:16:30:24 ON THE EXAM IN MAY.  
00:16:32:11 >> I WOULD SAY FOR ALL OF OUR  
00:16:33:28 COURSES, THE TEACHER SHOULD BE  
00:16:38:23 USING THE STANDARDS WHEN  
00:16:41:03 TEACHING THE CURRICULUM.  
00:16:43:00 THERE ARE TIMES WHERE THAT  
00:16:45:15 DOESN'T HAPPEN FOR VARIOUS  
00:16:47:17 REASONS.  
00:16:48:00 SOMETHING HAPPENS AND THERE IS A  
00:16:50:22 TEACHABLE MOMENT.  
00:16:51:22 BUT I WOULD SAY GENERALLY  
00:16:53:12 SPEAKING FOR ALL OF OUR CLASSES  
00:16:54:26 WE WANT TO USE THE STANDARDS AS  
00:16:57:21 THE BASE FOR OUR TEACHING.  
00:17:01:24 AND TO STRENGTHEN THAT WE'RE  
00:17:03:25 USING CLT'S IN ORDER TO SHARE  
00:17:07:01 IDEAS, NOTES, RESOURCES.  
00:17:09:20 SO THAT WE CAN STRENGTHEN  
00:17:13:03 INTERNALLY WITH EACH OTHER, WITH  
00:17:14:26 PEOPLE ACROSS THE COUNTY THAT  
00:17:17:12 ARE TEACHING THE SAME COURSES.  
00:17:19:13 SO THAT MAYBE SOMEONE DOESN'T  
00:17:21:20 KNOW THE DETAILS OF THE  
00:17:23:03 CURRICULUM OR HOW THE COLLEGE  
00:17:24:21 BOARD MIGHT ASK THIS.  
00:17:26:20 BUT YOU'VE GOT THE EXPERIENCE OF  
00:17:28:26 SOMEONE WHO DOES.  
00:17:29:29 AND SO BY COLLABORATING TOGETHER  
00:17:33:05 WE'RE HOPING TO REALLY ALIGN TO  
00:17:35:26 THE STANDARDS.  
00:17:37:10 ACROSS THE BOARD.  
00:17:41:14 >> SO I GUESS THE QUESTION, IF  
00:17:44:14 I'M -- IS EVERY WEEK OF THE  
00:17:48:10 ENTIRE YEAR MAPPED OUT IN TERMS  
00:17:50:25 OF WHAT THE CURRICULUM IS FOR  
00:17:52:16 EACH CLASS?  
00:17:53:07 >> NO.  
00:17:55:27 AND THERE IS A LOT OF  
00:17:57:21 FLEXIBILITY FOR EXAMPLE, WHEN IN

00:18:01:26 Ms. WATERS CLASS AND SHE WAS  
00:18:04:01 SHOWING ME THE GUIDE LOOKS LIKE.  
00:18:09:16 AND MY QUESTION TO HER IS WHO  
00:18:12:00 SHOULD BE TEACHING THIS CLASS?  
00:18:13:11 AND ONE OF THE THINGS THAT SHE  
00:18:14:27 SAID TO ME, YOU HAVE TO HAVE A  
00:18:16:25 BACKGROUND IN THE TOPIC BUT ALSO  
00:18:20:10 A BACKGROUND IN CURRICULUM.  
00:18:22:15 BECAUSE COLLEGE BOARD WILL GIVE  
00:18:24:12 YOU A BASE TO WORK WITH, BUT YOU  
00:18:26:14 HAVE TO BE ABLE TO BRING IN THE  
00:18:28:16 SECONDARY SOURCES AND TAILOR IT  
00:18:33:04 FOR YOUR CLASSROOM.  
00:18:34:05 THERE ARE THINGS THAT EACH  
00:18:35:24 CLASSROOM WILL DO DIFFERENTLY  
00:18:37:02 AND THAT'S PART OF THE  
00:18:38:13 FLEXIBILITY THAT THE COLLEGE  
00:18:39:14 BOARD GIVES TO TEACHERS.  
00:18:45:13 >> I JUST HAVE ONE MORE, I THINK  
00:18:47:19 THE QUESTION IS FOR Ms. JOY.  
00:18:51:01 ON SLIDE 18, IF YOU COULD JUST  
00:18:53:12 GIVE A LITTLE MORE DETAIL ON THE  
00:18:55:06 STEPS FOR INCREASING ACCESS AND  
00:18:56:25 SUPPORT FOR UNDER REPRESENTED  
00:18:59:02 GROUPS.  
00:19:00:07 ALTERNATIVE SCHEDULING OPTIONS  
00:19:01:27 AND I GUESS THE FOCUSED  
00:19:04:16 RECRUITMENT EFFORT BUT REALLY  
00:19:05:17 THE FIRST ONE.  
00:19:06:13 >> SO I'M REALLY INTRIGUED BY  
00:19:09:26 WHAT WAKEFIELD WAS DOING AND  
00:19:12:08 SOMETHING THEY IMPLEMENTED AND  
00:19:15:08 CREATED PRIOR TO ME BECOMING THE  
00:19:17:12 SUPERVISOR.  
00:19:17:18 I WANT TO GIVE KUDOS TO THEM.  
00:19:21:01 AND TO HAVE THE IDEA TO HAVE  
00:19:22:25 CO-TEACHING MODEL FOR AP HUMAN  
00:19:26:04 GEOGRAPHY.  
00:19:26:13 WHERE WE CAN SUPPORT OUR  
00:19:29:25 L-STUDENTS NOT ENROLLING IN  
00:19:34:07 COURSES.  
00:19:35:07 AND IDENTIFYING WHAT COURSES MY  
00:19:37:17 KIDS HAVE BACKGROUND KNOWLEDGE  
00:19:38:23 IN AND MIGHT BE ABLE TO ACCESS.  
00:19:42:03 AND PAIRING THEM WITH TWO HIGHLY  
00:19:44:10 QUALIFIED TEACHERS TO PROVIDE  
00:19:45:12 THAT LEVEL OF SUPPORT.  
00:19:46:26 THAT WOULD BE ONE WAY THAT  
00:19:50:25 SCHOOL SHOULD LOOK TO DO THAT.

00:19:52:25 >> I MEAN DO YOU CONSIDER THAT  
00:19:54:15 TO BE PARTIALLY REFLECTED IN THE  
00:19:56:14 DATA IN YOUR APPENDIX?  
00:19:58:25 IT SHOWS PRETTY SUBSTANTIAL  
00:20:02:06 PARTICIPATION OF L-STUDENTS AT  
00:20:04:24 WAKEFIELD IN AP COURSES?  
00:20:06:07 >> I HOPE THAT THE NUMBER WILL  
00:20:08:27 REFLECTED NEXT YEAR.  
00:20:13:00 >> THIS IS A NEW THING?  
00:20:14:15 >> UH-HUH, AND ROME WASN'T BUILT  
00:20:16:25 IN A DAY.  
00:20:17:12 I THINK THIS ALL STARTS EARLIER  
00:20:19:11 DOWN THE PIPELINE.  
00:20:20:06 WHEN WE LOOK AT OUR SPECIAL ED  
00:20:22:29 GOAL OF MAKING SURE THAT 80% OF  
00:20:25:05 OUR STUDENTS ARE IN OUR GENERAL  
00:20:27:17 ED CLASSES 80% OF THE TIME.  
00:20:30:23 LOOKING AT THAT I THINK IT  
00:20:34:03 STARTS WITH THINGS LIKE THAT.  
00:20:35:07 WHERE WE'RE -- YOU KNOW IN  
00:20:38:16 FOURTH GRADE LOOKING AT MAKING  
00:20:40:06 SURE STUDENTS ARE IN INTEGRATED  
00:20:43:20 CLASSES.  
00:20:44:07 AND SO AGAIN IT BUILDS ON  
00:20:46:17 ITSELF, AND WHEN WE GET TO THE  
00:20:48:02 HIGH SCHOOL.  
00:20:48:29 KIDS HAVE BEEN ACCESSING THESE  
00:20:50:25 HIGHER LEVEL CLASSES WITH RIGOR  
00:20:53:08 AND HOPEFULLY WE CAN OPEN UP  
00:20:55:07 THOSE OPPORTUNITIES AS THEY  
00:20:56:22 PROGRESS.  
00:20:57:09 >> I'M SORRY, DID I  
00:20:59:21 MISUNDERSTAND YOU AND THE TOP  
00:21:04:08 MODEL IS EL STUDENTS?  
00:21:06:05 >> NO.  
00:21:07:04 THAT'S STUDENTS WITH  
00:21:08:14 DISABILITIES.  
00:21:08:27 >> OKAY, I MISUNDERSTOOD.  
00:21:10:12 >> MY APOLOGY.  
00:21:14:11 >> NO, SURE I MISHEARD YOU,  
00:21:16:08 OKAY.  
00:21:17:24 >> THAT ONE IS FOR ENGLISH  
00:21:20:11 LEARNERS.  
00:21:20:23 THE HUMAN GEO.  
00:21:25:06 THAT'S THE ONE FOR THE ENGLISH  
00:21:28:09 LEARNERS AT WAKEFIELD.  
00:21:29:12 >> YEAH.  
00:21:30:20 >> I THINK THAT WAS AP SPECIFIC  
00:21:34:21 QUESTION OF HUMAN GEO AT

00:21:37:18 WAKEFIELD THAT IS FOR ENGLISH  
00:21:39:16 LEARNERS.  
00:21:40:00 >> OKAY I APPRECIATE THE POINT;  
00:21:40:00 RIGHT.  
00:21:42:21 AND SO IS THAT MODEL SORT OF  
00:21:46:03 BEING -- IS THERE A WAY TO  
00:21:48:02 IMPLEMENT THAT FOR OUR SPECIAL  
00:21:49:20 EDUCATION STUDENTS?  
00:21:50:22 I MEAN --  
00:21:52:06 >> WELL, I THINK FOR -- OF  
00:21:55:21 COURSE, I MEAN IF A STUDENT  
00:21:59:15 REQUIRES THAT.  
00:22:02:03 >> OR DOING THAT SYSTEMATICALLY  
00:22:05:27 I GUESS IS THE QUESTION.  
00:22:07:02 I'M LOOKING AT THE APPENDIX  
00:22:09:01 DATA.  
00:22:09:22 >> WITH SPECIAL ED WE ALWAYS  
00:22:11:16 LOOK AT WHAT A STUDENT REQUIRES.  
00:22:13:04 IF A STUDENT REQUIRES AN  
00:22:18:00 ACCOMMODATION OR -- YOU KNOW,  
00:22:19:24 THAT ADDITIONAL SUPPORT.  
00:22:25:10 ALTHOUGH THAT IS ADVANCED COURSE  
00:22:27:22 AND IPED DECISION THEY DON'T  
00:22:32:24 FEEL COMFORTABLE MAKING A  
00:22:34:00 STATEMENT FOR.  
00:22:34:22 >> IN THE APPENDIX IT'S VARIABLE  
00:22:37:27 ACROSS SCHOOLS IN A WAY THAT I  
00:22:39:20 MIGHT NOT EXPECT AND REFLECTIVE  
00:22:42:15 OF STUDENT POPULATION.  
00:22:43:29 >> WE DON'T TRADITIONALLY HAVE  
00:22:46:20 MANY CO-TAUGHT SECTIONS FOR AP,  
00:22:49:03 THEY LOOK FOR SUPPORTING  
00:22:50:21 STUDENTS IN DIFFERENT WAYS  
00:22:52:00 ACCESSING THAT.  
00:22:52:21 AND ONE THING THAT WAKEFIELD WAS  
00:22:54:11 LOOKING AT THROUGH THE L-LENS  
00:22:56:19 AND IF SUCCESSFUL AND WAYS TO  
00:22:58:28 REPLICATE THAT.  
00:22:59:21 AND WE WANT TO SEE WHAT THAT  
00:23:01:06 LOOKS LIKE AND LOTS OF  
00:23:04:25 IMPLICATIONS FOR STAFFING PIECE  
00:23:06:21 AND AS Dr. MANN SPEAKING TO  
00:23:09:04 EARLIER AND A LOT OF PUZZLE  
00:23:10:27 PIECES WITH THE MASTER SCHEDULE  
00:23:13:00 AND LOOKING AT THE STUDENTS'  
00:23:15:26 NEEDS AND OTHER PIECES INVOLVED  
00:23:17:12 THERE.  
00:23:19:21 >> MY QUESTION WAS ALSO GOING TO  
00:23:21:21 BE ABOUT THE CO-TAUGHT HUMAN

00:23:24:13 GEOGRAPHY COURSE AT WAKEFIELD.  
00:23:26:12 AND WHETHER WE WERE INTERESTED  
00:23:27:12 IN REPLICATING THAT AT OTHER  
00:23:33:06 SCHOOLS AT WASHINGTON LIBERTY OR  
00:23:36:02 YORKTOWN.  
00:23:36:13 AND I THINK MY OBSERVATION IS I  
00:23:38:14 BELIEVE THAT OUR ABILITY TO HAVE  
00:23:39:24 CO-TAUGHT AP COURSES FOR ENGLISH  
00:23:44:24 LEARNER AND/OR STUDENTS WITH  
00:23:47:08 DISABILITIES.  
00:23:47:22 THERE IS AN INTERSECTION BETWEEN  
00:23:49:24 THAT EFFORT AND CONVERSATIONS  
00:23:51:06 WE'RE HAVING RIGHT NOW ABOUT OUR  
00:23:52:24 PLANNING FACTORS.  
00:23:53:23 AND PARTICULARLY OUR PLANNING  
00:23:56:06 FACTORS ARE INTERNAL JARGON FOR  
00:23:59:05 OUR STAFFING FORMULAS RIGHT.  
00:24:01:21 SO THE STAFFING FORMULAS THAT  
00:24:04:18 WOULD HAVE ENOUGH SPECIAL  
00:24:06:21 EDUCATION STAFF AND ENOUGH  
00:24:08:04 ENGLISH LEARNER TEACHERS WITH  
00:24:10:11 THE APPROPRIATE CERTIFICATIONS  
00:24:12:12 TO CO-TEACH WITH THOSE CONTENT  
00:24:15:01 AREA TEACHERS.  
00:24:17:01 SO I THINK THE PLANNING FACTOR  
00:24:19:03 WORK INTERSECTS WITH THIS  
00:24:21:04 QUESTION ABOUT OUR ABILITY TO DO  
00:24:23:00 CO-TAUGHT.  
00:24:24:22 >> VERY MUCH DOES AND TONIGHT  
00:24:26:04 TALKING ABOUT AP BUT I THINK  
00:24:28:12 THAT THE CO-TEACHING ABILITY IN  
00:24:31:19 ALL COURSES IS CRITICAL FOR  
00:24:34:00 THEIR SUCCESS.  
00:24:34:22 AND THAT IS VERY MUCH PART OF  
00:24:37:13 THE PLANNING FACTOR DISCUSSION.  
00:24:39:10 AND WHEN WE ARE ABLE TO PROVIDE  
00:24:40:23 THAT CO-TEACHING SUPPORT FOR OUR  
00:24:43:11 STUDENTS WE SEE THAT SUCCESS.  
00:24:44:27 AND THAT'S ONE THING TO SET GOAL  
00:24:47:06 FOR INCREASED INCLUSION AND  
00:24:48:28 HAVING MORE STUDENTS IN THE  
00:24:50:22 CLASSROOMS AND PROVIDE THE  
00:24:51:25 TEACHERS WITH SUPPORTS IN THAT  
00:24:53:13 WAY.  
00:24:54:09 AND THEY NEED TO PROVIDE AND  
00:24:55:13 CO-TEACHING IS ONE OF THE BEST  
00:24:57:19 WAYS TO DO THAT.  
00:25:00:18 AND TALKED IN THE PLANNING  
00:25:02:08 FACTOR AND TOP ONE WAS EL

00:25:05:07 CO-TEACHING AND THAT WAS THE  
00:25:07:18 NUMBER ONE RECOMMENDATION FROM  
00:25:08:25 THE GROUP AND ONE TO LOOK AT THE  
00:25:11:01 BUDGET AHEAD.  
00:25:12:08 >> COLLEAGUES, ANY ADDITIONAL  
00:25:13:22 QUESTIONS?  
00:25:14:28 Ms. JOY AND Dr. MANN AND Ms.  
00:25:17:23 WATERS, THANK YOU SO MUCH FOR  
00:25:19:02 BEING HERE AND FOR EDUCATING US  
00:25:24:14 ABOUT AP AND WORK IN SOCIAL  
00:25:27:11 STUDIES.  
00:25:31:13 WE ARE NOW AT ACTION ITEMS AND  
00:25:33:17 TONIGHT WE HAVE TWO.  
00:25:34:18 THE FIRST IS FISCAL YEAR 2026  
00:25:38:08 SCHOOL BOARD BUDGET DIRECTION.  
00:25:40:05 AND IF WE CAN BRING UP THOSE  
00:25:42:03 SLIDES.  
00:25:42:15 THE CLICKER IS NOT WITH US UP  
00:25:44:15 HERE.  
00:25:46:07 ONE SECOND PLEASE.  
00:25:49:07 WE HAD POSTED A BUDGET DIRECTION  
00:25:52:02 AND WE WILL PROCEED FIRST WITH A  
00:25:56:11 MAIN MOTION ABOUT THE BUDGET  
00:25:58:05 DIRECTION AS IT WAS POSTED.  
00:26:01:08 ON OCTOBER 16 AT OUR MEETING.  
00:26:07:13 ARE THERE --  
00:26:08:15 >> 17th.  
00:26:09:22 >> 17th, SORRY ABOUT THAT.  
00:26:12:05 COLLEAGUES, DO YOU HAVE  
00:26:13:21 CLARIFYING QUESTIONS ABOUT THE  
00:26:15:12 ORIGINAL INFORMATION POSTED ON  
00:26:16:21 OCTOBER 17?  
00:26:17:23 THEN OUR STEP WOULD BE TO MAKE A  
00:26:19:28 MOTION ABOUT THAT BUDGET  
00:26:24:10 DIRECTION.  
00:26:25:29 >> I MOVE THAT THE SCHOOL BOARD  
00:26:28:00 ADOPT THE SCHOOL BOARD FY2026  
00:26:31:12 BUDGET DIRECTION.  
00:26:32:03 >> IS THERE A SECOND?  
00:26:34:14 >> SECOND.  
00:26:36:20 >> OKAY.  
00:26:38:03 WE ARE NOW AT A PLACE WHERE WE  
00:26:40:06 CAN INVITE AMENDMENTS.  
00:26:42:21 BOARD MEMBERS, ANY AMENDMENTS TO  
00:26:44:24 THE DIRECTION AS IT WAS POSTED  
00:26:46:01 ON OCTOBER 17?  
00:26:48:24 >> WHY YES I HAVE AN AMENDMENT  
00:26:57:03 AS THE SLIDE MIGHT HIGHLIGHTED.  
00:27:00:20 SO WE HAVE A FEW VERY BRIEF

00:27:07:08 AMENDMENTS I WOULD CALL THEM AS  
00:27:11:16 ESSENTIALLY TWEAKS IN THE  
00:27:13:05 LANGUAGE IN A COUPLE OF OUR  
00:27:15:08 BULLETS.  
00:27:16:01 ESSENTIALLY CHANGE THE WORD  
00:27:17:26 INVESTMENTS TO SPENDING.  
00:27:19:02 SO IT SAYS ALIGN SPENDING TO THE  
00:27:22:04 STRATEGIC PLAN.  
00:27:23:01 WE ARE REORDERING AND ADDING A  
00:27:26:19 WORD IN THE SECOND BULLET AND  
00:27:28:04 SAY PRIORITIZE RECRUITING AND  
00:27:30:29 SUPPORTING AND RETAINING HIGHLY  
00:27:33:07 QUALIFIED STAFF WITH FOCUS ON  
00:27:42:24 COMPETITIVE COMPENSATION.  
00:27:44:04 AND PROPOSE THAT WE ADD A BULLET  
00:27:47:04 IN THE SECOND SECTION THAT SAYS  
00:27:49:22 ENGAGE IN COMPREHENSION  
00:27:53:08 ENGAGEMENT OF THE BUDGET IN  
00:27:56:04 FOCUS OF OVERALL BUDGET  
00:27:58:04 PLANNING.  
00:27:59:02 THIS WAS AN ITEM SUGGESTED BY  
00:28:02:09 MEMBER OF THE BUDGET ADVISORY  
00:28:04:05 COMMITTEE AND REFLECTED IN A FEW  
00:28:06:15 OTHER COMMENTS WE HAVE HAD.  
00:28:09:02 AND SPEAKS TO THE IDEA OF NO  
00:28:11:21 STONE UNTURNED IN THIS YEAR'S  
00:28:13:23 BUDGET PROCESS.  
00:28:15:02 ESSENTIALLY SORT OF NOTHING IS  
00:28:16:17 OFF THE TABLE AND REALLY LOOK  
00:28:18:26 VERY COMPREHENSIVELY AT OUR  
00:28:21:24 BUDGET FOR THE COMING YEAR.  
00:28:23:29 >> THANK YOU Ms. ZECHER SUTTON.  
00:28:28:05 IS THERE A SECOND TO THE  
00:28:30:09 PROPOSED AMENDMENT?  
00:28:30:25 >> SURE, SECOND.  
00:28:32:17 >> DOES ANYONE HAVE QUESTIONS OR  
00:28:34:15 COMMENTS THEY WOULD LIKE TO MAKE  
00:28:35:29 ABOUT THE AMENDMENT THAT IS  
00:28:37:13 PROPOSED THIS EVENING?  
00:28:41:12 ALL RIGHT.  
00:28:42:01 THEN WE'RE NOW READY TO VOTE ON  
00:28:44:07 THE PROPOSED AMENDMENT, ALL IF  
00:28:45:28 IN FAVOR OF THE AMENDMENT PLEASE  
00:28:48:06 SAY YES.  
00:28:49:09 >> YES.  
00:28:49:24 >> ANYONE OPPOSED?  
00:28:51:18 PLEASE SAY NO.  
00:28:53:04 THIS MOTION PASSES 5-0.  
00:28:57:21 AND NOW WE NEED TO RETURN TO

00:29:03:07 DISCUSSION ON MAIN MOTION AS  
00:29:04:27 AMENDED.  
00:29:05:11 ANYONE HAVE A FINAL COMMENT TO  
00:29:10:24 MAKE ON BUDGET DIRECTION IN  
00:29:12:25 GENERAL?  
00:29:13:06 OKAY, WE ARE NOW READY TO VOTE  
00:29:14:29 ON THE MAIN MOTION AS AMENDED.  
00:29:17:00 ALL IN FAVOR PLEASE SAY YES.  
00:29:19:17 >> YES.  
00:29:20:12 >> ANY OPPOSED, PLEASE SAY NO.  
00:29:22:16 THE MOTION AS AMENDED PASSES  
00:29:25:03 5-0.  
00:29:26:24 I WANT TO TAKE A MOMENT TO  
00:29:28:12 EXPRESS MY APPRECIATION TO MY  
00:29:32:04 COLLEAGUES FOR YOUR WORK ON THIS  
00:29:33:16 YEAR'S BUDGET DIRECTION.  
00:29:35:06 THANK Dr. MAYO AND MR. HAWKINS  
00:29:37:21 ON THE FINANCE TEAM.  
00:29:40:07 AND Dr. DURAN AND MEMBERS OF OUR  
00:29:43:02 CITIZEN ADVISORY COUNCIL THAT  
00:29:45:25 SENT THOUGHTFUL FEEDBACK AND IN  
00:29:48:15 PARTICULAR THE BUDGET ADVISORY  
00:29:51:00 COUNCIL THAT SPENT MANY THOUGHTS  
00:29:53:05 LAST WEEK ABOUT WAYS THEY WOULD  
00:29:54:24 LIKE TO SEE THE BUDGET DEVELOPED  
00:29:56:18 THIS YEAR AND MANAGED IN ONGOING  
00:29:58:21 WAY.  
00:29:59:01 WE REALLY APPRECIATE YOUR  
00:30:00:21 COMMITMENT TO ENSURING THAT OUR  
00:30:03:21 BUDGET PRIORITIES ALIGN WITH THE  
00:30:05:08 NEEDS OF OUR STUDENTS, STAFF AND  
00:30:07:18 COMMUNITY.  
00:30:08:02 AND AS WE MOVE FORWARD WHAT WILL  
00:30:09:22 BE AN INTERESTING AND  
00:30:11:23 CHALLENGING BUDGET YEAR.  
00:30:12:26 I AM CONFIDENT THAT THE GROUND  
00:30:14:20 WORK THAT WE ESTABLISHED HERE IN  
00:30:16:17 OUR BUDGET DIRECTION WILL SERVE  
00:30:18:04 ALL OF US WELL IN THE COMING  
00:30:19:24 YEAR.  
00:30:20:05 AND I LOOK FORWARD TO WORKING  
00:30:21:18 WITH THE SUPERINTENDENT AND HIS  
00:30:24:05 TEAM ON THAT WORK BETWEEN NOW  
00:30:25:11 AND FEBRUARY.  
00:30:25:29 WHEN OUR BUDGET IS ANNOUNCED.  
00:30:28:27 OKAY.  
00:30:29:13 OUR SECOND ACTION ITEM IS OUR  
00:30:32:11 2025 SCHOOL BOARD LEGISLATIVE  
00:30:35:20 PACKAGE.



00:30:36:04 Dr. DURAN [INAUDIBLE]  
00:30:40:04 >> YES, THIS ITEM WAS PRESENTED  
00:30:42:01 AT OUR OCTOBER 17 BOARD MEETING.  
00:30:44:18 HOWEVER SINCE THAT TIME THERE  
00:30:46:00 ARE A FEW CHANGES AND REVISIONS  
00:30:47:26 AND I WANT TO THANK THE BOARD  
00:30:49:15 FOR THE CONVERSATION THAT WE'VE  
00:30:52:11 HAD.  
00:30:53:03 PARTICULARLY AROUND ONE MAJOR  
00:30:55:03 CHANGE THAT MR. MARKU WILL BE  
00:30:57:05 PRESENTING AROUND THE  
00:30:58:04 RECOMMENDATION TO DELAY THE  
00:30:59:23 IMPLEMENTATION THAT WE WILL BE  
00:31:01:27 PUTTING FORTH.  
00:31:03:18 AND WE DISCUSSED AT THE LAST  
00:31:05:21 BOARD MEETING AND NOT IN THE  
00:31:09:18 ORIGINAL PACKAGE AND MR. MARKU  
00:31:12:26 WORKED WITH US FOR THE LANGUAGE.  
00:31:15:08 AND THANK HIM AND THE BOARD TO  
00:31:17:09 TAKE THAT INTO CONSIDERATION  
00:31:19:16 THAT WE HAVE ALL THE PROPER  
00:31:23:03 RESOURCES AND UNDERSTANDING OF  
00:31:24:10 NEW CHANGES BUT NOW IN THE  
00:31:30:23 MIDDLE OF THE YEAR IS NOT  
00:31:32:17 APPROPRIATE WAY TO TRANSITION TO  
00:31:36:25 NEW MODEL.  
00:31:38:29 AND OVER TO MR. MARKU AND THANK  
00:31:42:06 ALL BOARD MEMBERS FOR THEIR  
00:31:46:21 THOUGHTFULNESS TO CONSIDER IN  
00:31:48:17 THE LEGISLATIVE PACKAGE.  
00:31:50:18 MR. MARKU.  
00:31:52:11 >> THANK YOU, ONE OF THE CHANGES  
00:31:55:22 IS MORE ORGANIZATIONAL AND OVER  
00:31:57:01 THE LAST WEEKS LOOKED AT THIS  
00:32:01:00 AND TOOK ITEMS IN THE TEACHER  
00:32:03:02 RETENTION AND SPLIT OUT.  
00:32:06:07 IS THAT BETTER?  
00:32:07:11 THANK YOU, WE TOOK ITEMS IN THE  
00:32:13:05 CRITICAL ISSUE SECTION AND MADE  
00:32:15:06 FOR TEACHER RETENTION.  
00:32:17:18 AND REORDERED SECTIONS AND MOVED  
00:32:19:05 FUNDING DOWN A COUPLE.  
00:32:20:18 AND THEN THE BIG THING AS Dr.  
00:32:22:25 DURAN MENTIONED NEW LANGUAGE IN  
00:32:25:09 THE STUDENT ACHIEVEMENT SECTION.  
00:32:26:26 AND WE REWORKED THE WAY THAT  
00:32:29:04 LAID OUT.  
00:32:29:19 AND PUT THOSE HERE.  
00:32:31:05 WE'VE CHANGED THE WAY THAT --THE

00:32:33:24 FIRST ITEM HERE.  
00:32:35:12 REGARDING THE WAITING.  
00:32:37:10 NOW WE WANT TO SAY THAT WE  
00:32:39:21 WEIGHT GROWTH AS HEAVY AS  
00:32:41:27 MASTERY FOR ELEMENTARY SCHOOLS  
00:32:44:17 AND WORK CLOSELY TO MASTERY TO  
00:32:48:05 MIDDLE SCHOOLS.  
00:32:51:03 AND WE COMBINED WITH THE ITEM  
00:32:53:15 REGARDING THE LANGUAGE  
00:32:54:27 ASSESSMENTS.  
00:32:55:09 AND WE WANT TO HAVE SYSTEMS THAT  
00:32:56:29 REFLECT THE RESEARCH REGARDING  
00:32:58:24 THE LENGTH OF TIME THAT IT TAKES  
00:33:00:27 ENGLISH LEARNER STUDENTS TO  
00:33:03:10 ACQUIRE CONTENT ACADEMIC SKILLS  
00:33:08:06 AND ASSESS SKILLS IN ENGLISH AND  
00:33:12:15 THAT HAD LAST TIME.  
00:33:14:18 AND THE THIRD ITEM LAST MEETING  
00:33:17:02 THAT CAME OUT OF REGIONAL  
00:33:19:15 LEADERS LETTER AND DELAYED  
00:33:21:21 IMPLEMENTATION.  
00:33:22:06 AND I WAS IN RICHMOND THIS  
00:33:23:21 MORNING AND YESTERDAY, AND THIS  
00:33:25:03 IS SOMETHING THAT I THINK IS  
00:33:26:28 GETTING A FAIR AMOUNT OF  
00:33:28:14 TRACTION DOWN THERE.  
00:33:29:13 THERE IS A GOOD CHANCE THAT ANY  
00:33:32:09 NUMBER OF BILLS TO COME FORWARD  
00:33:34:00 BUT WHAT IS LIKELY TO MOVE  
00:33:36:02 THROUGH THE COMMITTEE FOCUSES ON  
00:33:38:17 THIS DELAYED IMPLEMENTATION  
00:33:40:09 PIECE.  
00:33:40:20 WHERE A LOT OF ENERGY AND  
00:33:42:20 ATTENTION WILL BE THIS WINTER.  
00:33:44:20 AND THOSE ARE ALL THE CHANGES,  
00:33:47:11 ANY QUESTIONS?  
00:33:47:28 >> THANK YOU VERY MUCH,  
00:33:49:14 COLLEAGUES, DO YOU HAVE  
00:33:50:20 QUESTIONS THAT YOU WOULD LIKE TO  
00:33:51:29 ASK ABOUT THE CHANGES TO THE  
00:33:53:16 LEGISLATIVE PACKAGE?  
00:33:57:28 OKAY, I BELIEVE WE ARE READY FOR  
00:34:00:03 A MOTION.  
00:34:01:09 >> I MOVE THAT THE SCHOOL BOARD  
00:34:04:03 ADOPT THE 2025 SCHOOL BOARD  
00:34:06:10 LEGISLATIVE PACKAGE, THE UPDATED  
00:34:08:15 PRESENTATION AS POSTED ON BOARD  
00:34:12:00 DOCS IN AGENDA FOR THE OCTOBER  
00:34:14:05 29th SCHOOL BOARD MEETING MADE

00:34:18:18 PART OF THE OFFICIAL RECORD.  
00:34:20:04 >> SECOND.  
00:34:20:26 >> BOARD MEMBERS, YOU WOULD CARE  
00:34:22:14 TO COMMENT ON THIS MOTION?  
00:34:24:19 Ms. ZECHER SUTTON.  
00:34:26:03 >> THANK YOU.  
00:34:27:18 SO AS THE LEGISLATIVE LIAISON, I  
00:34:30:24 DO EXPRESS MY APPRECIATION TO  
00:34:32:23 MR. MARKU, WHO DOES ALL THE  
00:34:34:28 HEAVY LIFTING ON OUR BEHALF.  
00:34:37:03 I WANT TO VERY QUICKLY HIGHLIGHT  
00:34:39:29 A COUPLE OF ITEMS IN OUR  
00:34:41:27 LEGISLATIVE PACKAGE AND SPEND  
00:34:43:14 MORE TIME ON ONE AREA.  
00:34:45:01 SO FIRST COMMENT I WANT TO MAKE,  
00:34:47:24 THAT THE REVENUE THAT WE RECEIVE  
00:34:49:21 FROM THE STATE IS NOT ADEQUATE  
00:34:51:27 TO THE EDUCATIONAL NEEDS OF OUR  
00:34:53:13 STUDENTS AND THE EXPECTATIONS OF  
00:34:54:28 OUR REGION.  
00:34:55:27 AND WE HAVE OUTLINED FUNDING  
00:34:58:20 PRIORITIES THAT MAKE SENSE, LONG  
00:35:00:16 OVERDUE AND MOST IMPORTANTLY  
00:35:02:12 HELP SCHOOL SYSTEMS ACROSS THE  
00:35:05:00 COMMONWEALTH AND NOT JUST OUR  
00:35:06:04 OWN.  
00:35:06:28 AND SIMILARLY ACROSS THE  
00:35:07:27 COMMONWEALTH WE NEED THE VDOE TO  
00:35:10:09 STOP ADDING EXPECTATIONS FOR  
00:35:12:19 ADDITIONAL TEACHER TRAINING.  
00:35:14:06 AND TO WORK ON REDUCING BARRIERS  
00:35:16:06 FOR RECRUITING AND RETAINING  
00:35:18:19 QUALIFIED TEACHERS.  
00:35:20:10 AND THIRDLY I WOULD LIKE TO MAKE  
00:35:22:09 NOTE THAT IT IS IN OUR  
00:35:23:27 PRIORITIES TO HAVE LEGISLATION  
00:35:25:20 PASSED IN VIRGINIA THAT WOULD  
00:35:27:07 MAKE IT A CRIME IF GUN OWNERS  
00:35:30:10 FAIL TO KEEP THEIR WEAPONS AND  
00:35:33:17 AMMUNITION SAFELY IN LOCKED  
00:35:35:18 STORAGE.  
00:35:35:28 SO THOSE ARE ITEMS THAT I WANT  
00:35:38:11 TO MAKE SURE WERE NOT MISSED.  
00:35:42:13 BECAUSE IT'S A LENGTHY SET OF  
00:35:44:24 LEGISLATIVE PRIORITIES AND SPEND  
00:35:46:05 A FEW MINUTES TALKING ABOUT THE  
00:35:48:20 STUDENT ACHIEVEMENT PIECE.  
00:35:50:06 I BELIEVE IT IS VERY IMPORTANT  
00:35:51:07 THAT WE ACHIEVE CHANGES IN THE

00:35:53:08 STATE'S NEW FRAMEWORK FOR  
00:35:56:09 ACCOUNTABILITY AND ACCREDITATION  
00:35:57:27 AND AS A MINIMUM AND FIRST STEP  
00:36:00:06 WE NEED TO SLOW DOWN THE  
00:36:01:24 PROCESS, WHICH THEY ARE RUSHING  
00:36:03:13 THROUGH.  
00:36:03:23 OUR STAFF, OUR SCHOOL, OUR  
00:36:05:29 TEACHERS HAVE ENOUGH ON THEIR  
00:36:07:07 PLATES WITHOUT BEING HELD  
00:36:09:09 ACCOUNTABLE FOR MEASURES THAT  
00:36:10:12 ARE PUT IN PLACE AND FOR WHICH  
00:36:12:21 THERE IS NO LEAD TIME AND IN  
00:36:14:13 SOME CASES STILL NO DEFINITION.  
00:36:16:26 AND THEN I WANT TO JUST SAY THAT  
00:36:20:01 THE GOVERNOR HAS PROPOSED A  
00:36:21:29 SHIFT IN THE MEASUREMENT OF  
00:36:23:26 SCHOOLS IN VIRGINIA FROM ONE  
00:36:25:07 THAT PUTS STUDENT GROWTH AND  
00:36:27:23 MASTERY ON MORE OF AN EQUAL  
00:36:29:15 BASIS.  
00:36:29:27 ONE THAT PRIVILEGES MASTERY  
00:36:34:00 ESSENTIALLY.  
00:36:35:01 AND WE WANT TO SET HIGH  
00:36:37:22 STANDARDS FOR STUDENT OUTCOMES  
00:36:39:12 IN OUR SCHOOLS.  
00:36:40:17 WE WANT TO HAVE EXCELLENT  
00:36:42:03 SCHOOLS AND WE WANT OUR STUDENTS  
00:36:43:22 TO EXIT OUR SYSTEM WITH A  
00:36:46:04 SIGNIFICANT PORTFOLIO OF  
00:36:48:07 ACHIEVEMENTS.  
00:36:49:03 IN THE SERVICE OF THOSE  
00:36:50:26 OUTCOMES, STUDENT GROWTH IS  
00:36:53:29 CRITICALLY IMPORTANT.  
00:36:54:25 NOT EVERY STUDENT STARTS FROM  
00:36:56:14 THE SAME PLACE.  
00:36:58:00 AND DON'T JUST MEAN IN  
00:37:00:06 KINDERGARTEN.  
00:37:00:21 GROWTH IS IMPORTANT FOR STUDENTS  
00:37:02:24 ACROSS THE SPECTRUM FROM THOSE  
00:37:04:16 WHO MAY BE BEHIND IN THEIR  
00:37:06:16 LEARNING TO THOSE WHO ARE MORE  
00:37:08:19 ADVANCED.  
00:37:09:03 IF OUR SCHOOLS ARE MEASURED BY  
00:37:11:23 THE STATE WITHOUT CONSIDERATION  
00:37:13:07 OF THE GROWTH THAT STUDENTS  
00:37:15:03 DEMONSTRATE, IT WILL NOT BE AN  
00:37:17:04 ACCURATE REFLECTION OF THE  
00:37:18:13 INCREDIBLE WORK THAT OUR  
00:37:20:21 TEACHERS AND STAFF DO.

00:37:22:06 AND THAT OUR STUDENTS DO TO GROW  
00:37:24:27 AS LEARNERS.

00:37:28:02 OUR LEGISLATIVE POSITION IS THAT  
00:37:30:19 GROWTH SHOULD BE WEIGHTED  
00:37:32:17 EQUALLY WITH MASTERY AT THE  
00:37:34:20 ELEMENTARY SCHOOL LEVEL.  
00:37:36:08 AT THE MIDDLE SCHOOL LEVEL WE  
00:37:38:10 ARE PROPOSING THAT GROWTH BE  
00:37:40:21 WEIGHTED MORE CLOSELY TO MASTERY  
00:37:42:19 THAN THE GOVERNOR'S FRAMEWORK  
00:37:44:22 CURRENTLY DOES.

00:37:47:03 IN ADDITION TO SLOWING DOWN THE  
00:37:48:17 PROCESS, I HOPE WE CAN WORK WITH  
00:37:50:15 OUR LEGISLATORS TO TAKE ACTION  
00:37:53:05 AGAINST THE SYSTEM THAT WILL  
00:37:55:14 DISCREDIT OUR SCHOOLS AND MAKE  
00:37:57:10 IT MORE DIFFICULT FOR EDUCATORS  
00:37:59:02 TO FEEL VALUED IN THEIR WORK.

00:38:05:17 >> THANK YOU Ms. ZECHER SUTTON.  
00:38:08:12 COMMENTS MR. PRIDDY?

00:38:09:22 >> I WOULD LIKE TO ASSOCIATE  
00:38:11:15 MYSELF WITH THE COMMENTS THAT  
00:38:12:27 Ms. ZECHER SUTTON MADE.

00:38:14:21 AND SPECIFICALLY REGARDLESS OF  
00:38:16:14 THE GROWTH IN MASTERY  
00:38:19:11 CONVERSATION, IT NEEDS TO BE  
00:38:20:24 DELAYED.

00:38:21:12 AND SO I JUST HOPE THAT OUR  
00:38:24:21 LEGISLATORS WHO ARE WATCHING AND  
00:38:26:02 LISTENING WILL UNDERSTAND AND  
00:38:28:14 ADVOCATE FOR THAT.

00:38:29:08 AS WE HAVE A LEGISLATIVE  
00:38:33:12 BREAKFAST NOVEMBER AND EVERYONE  
00:38:35:12 COMES AND WE GET TOGETHER IN  
00:38:37:02 NORTHERN VIRGINIA AND  
00:38:39:15 LEGISLATORS AND FELLOW SCHOOL  
00:38:42:16 BOARD FOLKS.

00:38:42:28 AND TALK ABOUT POSITIONS AND  
00:38:44:03 WHERE WE STAND ON THINGS.  
00:38:46:18 AND I AM HOPEFUL THEY ARE  
00:38:49:04 ALIGNED AS WELL AND ADVOCATE TO  
00:38:51:26 SEND YOU DOWN TO TALK FOR US MR.  
00:38:54:09 MARKU.

00:38:54:26 >> THANK YOU MR. PRIDDY.  
00:38:56:24 PROVING OVER TO Ms. -- MOVING TO  
00:39:01:13 MS. TURNER.

00:39:03:28 >> I WANT TO THANK MR. MARKU AND  
00:39:06:25 EVERYONE TO MODIFY THE POSITIONS  
00:39:08:06 AND THE ORDER THEY ARE

00:39:09:19 PRESENTED.  
00:39:09:28 I THINK IT IS IMPORTANT TO NOTE  
00:39:12:04 AS Ms. ZECHER SUTTON SAID THAT  
00:39:14:25 WE'RE CALLING OUT SOME OF THESE  
00:39:17:14 TEACHER, RECRUITMENT AND  
00:39:20:02 RETENTION ISSUES AND INCLUDING  
00:39:21:10 THE COMPREHENSIVE REVIEW OF  
00:39:24:20 TRAINING AND IT'S A BURDEN ON  
00:39:26:06 TEACHERS AND SCHOOLS AND  
00:39:27:17 STUDENTS.  
00:39:28:15 WHEN IT MEANS THAT TEACHERS NEED  
00:39:31:11 DEVOTE THEIR TIME TO ADDITIONAL  
00:39:33:02 TRAINING OPPORTUNITIES THAT ARE  
00:39:34:14 PILED ON TO ONE ANOTHER.  
00:39:35:27 AND NOT NETTED OUT IN A WAY THAT  
00:39:38:03 IS PERHAPS MORE -- LESS  
00:39:41:24 BURDENSOME.  
00:39:42:13 ON THE ACCOUNTABILITY VERSUS  
00:39:44:13 MASTERY ISSUE.  
00:39:45:02 I THINK A LOT HAS BEEN SAID  
00:39:47:17 ABOUT THAT.  
00:39:48:15 BOTH ARE VERY IMPORTANT.  
00:39:50:20 THERE ARE STUDENTS WHO HAVE  
00:39:52:14 ALREADY ACHIEVED MASTERY IN OUR  
00:39:54:22 SCHOOLS BUT STILL NEVERTHELESS  
00:39:57:20 NEED TO GROW AND THAT'S PART OF  
00:39:59:03 AN EQUITABLE EDUCATION FOR  
00:40:01:05 EVERYONE.  
00:40:01:18 AND IN TERMS OF DELAY, IT'S IN  
00:40:03:03 OUR LEGISLATIVE PACKAGE, I THINK  
00:40:04:23 IT DOES MAKE SENSE.  
00:40:06:08 AND HOPE IT'S USED AS AN  
00:40:07:28 OPPORTUNITY TO DO WHAT THE LAST  
00:40:09:26 SENTENCE SAYS, TO IDENTIFY A  
00:40:11:27 TYPE OF SUPPORT PROVIDED AND TO  
00:40:14:04 SECURE THE NECESSARY AND RELATED  
00:40:17:09 FUNDING.  
00:40:17:20 THE POINT OF ALL OF THIS AND  
00:40:20:12 IDENTIFYING SCHOOLS WITH SUPPORT  
00:40:21:29 AND STUDENTS NOT ACHIEVING  
00:40:24:00 MASTERY OR GROWTH, IS MAKING  
00:40:25:23 SURE THAT WE PROVIDE THE  
00:40:27:07 NECESSARY RESOURCES TO HAVE AN  
00:40:29:05 EXCELLENT PUBLIC EDUCATION IN  
00:40:31:21 VIRGINIA.  
00:40:33:20 >> OKAY, I'M GOING TO LARGELY  
00:40:36:09 ASSOCIATE MYSELF WITH THE  
00:40:37:27 COMMENTS OF MY COLLEAGUES.  
00:40:40:23 BUT IN THE THEME OF THIS EVENING

00:40:43:23 WE WILL TAKE A JOURNEY DOWN  
00:40:46:07 HISTORY LANE AND TALK ABOUT THE  
00:40:47:26 STATE OF FEDERAL EDUCATION AND  
00:40:50:14 FUNDING IN LAW IN THE UNITED  
00:40:51:16 STATES.  
00:40:51:23 AS WE ALL KNOW IN THE EARLY  
00:40:54:03 2000'S, NO CHILD LEFT BEHIND  
00:40:56:27 BROUGHT ON A NEW ERA IN PUBLIC  
00:40:59:06 EDUCATION.  
00:40:59:18 IT WAS A LAW DESIGNED TO HOLD  
00:41:01:09 ALL SCHOOLS TO INCREDIBLY HIGH,  
00:41:04:01 BINARY BAR.  
00:41:04:27 EITHER YOU SUCCEEDED OR YOU HAVE  
00:41:06:24 FAILED.  
00:41:07:06 THAT IS THE BAR.  
00:41:08:18 IF YOU HAD FAILED, THERE WAS  
00:41:11:00 VERY LITTLE IN THE WAY OF  
00:41:12:08 SUPPORT AND VERY LITTLE IN THE  
00:41:13:18 WAY OF FEDERAL FUNDING AND  
00:41:16:17 DEEMED A FAILING SCHOOL.  
00:41:18:14 AND MONEY TAKEN AWAY FROM YOU  
00:41:19:28 AND DID NOTHING FOR KIDS  
00:41:21:28 LEARNING AND BEING SUCCESSFUL.  
00:41:23:24 IN 2015, THE EVERY STUDENT  
00:41:26:22 SUCCEEDS ACT WAS INTRODUCED AND  
00:41:28:21 BROUGHT IN A MODIFICATION,  
00:41:31:01 SIGNIFICANT MODIFICATION BASED  
00:41:32:20 IN THIS FUNDAMENTAL IDEA OF  
00:41:34:27 HAVING A WELL ROUNDED EDUCATION  
00:41:37:06 IS NOT BINARY.  
00:41:38:12 IT'S NOT BASED ON SUCCESS OF  
00:41:40:29 SINGLE METRIC.  
00:41:42:04 STUDENTS ARE NOT GOOD BECAUSE  
00:41:43:06 THEY CAN PASS ONE TEST.  
00:41:45:07 THEY ARE GOOD BECAUSE THEY HAVE  
00:41:46:18 A WEALTH OF SKILLS THEY BRING TO  
00:41:48:20 THE TABLE.  
00:41:49:15 A SCHOOL IS NOT GOOD BECAUSE  
00:41:51:24 THEY CAN PASS ONE TEST.  
00:41:53:20 THEY ARE GOOD BECAUSE THEY CAN  
00:41:55:00 TEACH THEIR STUDENTS LOTS OF  
00:41:57:00 DIFFERENT THINGS.  
00:41:57:28 AND BROUGHT IN DIVERSITY OF  
00:42:00:06 METRICS WHETHER COLLEGE AND  
00:42:01:29 CAREER READINESS OR STUDENT  
00:42:04:14 WELL-BEING AND WHETHER GROWTH.  
00:42:07:09 AND IT ALLOWED STATES TO MEASURE  
00:42:09:25 GROWTH.  
00:42:10:06 THIS ACCOUNTABILITY FRAMEWORK IS

00:42:12:28 TAKING US BACKWARDS.  
00:42:14:08 AS PROPOSED IT'S REVERTING BACK  
00:42:18:00 TO THE DAYS OF NCLB THAT WILL  
00:42:21:01 NOT WORK.  
00:42:21:18 WE HAVE 20 YEARS OF EVIDENCE  
00:42:24:09 THAT SHOWED IT DID NOT DO GOOD  
00:42:26:17 THINGS FOR BLACK AND BROWN  
00:42:28:06 STUDENTS.  
00:42:28:16 AND IF WE DON'T TAKE TIME TO  
00:42:30:24 PAUSE AND RETHINK THIS AND  
00:42:32:08 IDENTIFY WHAT THE SUPPORTS WOULD  
00:42:33:15 BE.  
00:42:35:14 AND IDEALLY TO GET A BETTER  
00:42:36:26 BALANCE BETWEEN MASTERY AND  
00:42:40:18 GROWTH, WE WILL BE TAKING A STEP  
00:42:42:25 BACKWARDS.  
00:42:43:12 I AM GLAD TO SEE IN LEGISLATIVE  
00:42:45:05 PACKAGE THAT WE ARE INCLUDING  
00:42:46:10 THAT AND STRONGLY ADVOCATING FOR  
00:42:48:08 THE PAUSE THIS MOMENT.  
00:42:50:02 AND SIMILARLY GOING DOWN HISTORY  
00:42:51:18 LANE ON THE FUNDING  
00:42:53:04 CONVERSATION.  
00:42:53:22 AS MY COLLEAGUES SAID THE AMOUNT  
00:42:56:16 OF FUNDING RECEIVED FROM THE  
00:42:58:28 STATE IS WHOLLY INADEQUATE FOR  
00:43:01:19 THE NEEDS OF OUR SYSTEM NOW AND  
00:43:04:01 EVEN 15 YEARS AGO.  
00:43:06:08 A LOT OF SPECIFIC THINGS IN OUR  
00:43:08:06 LEGISLATIVE PACKAGE ARE  
00:43:09:27 REVERSALS OF FUNDING CUTS THAT  
00:43:11:16 CAME ABOUT IN 2009.  
00:43:13:10 BECAUSE OF THE RECESSION.  
00:43:15:06 AND THINGS THAT WERE PUT IN  
00:43:16:22 PLACE AT THAT TIME THAT HAVE NOT  
00:43:19:06 YET BEEN REVERSED.  
00:43:20:25 EVEN THOUGH THE ECONOMY HAS  
00:43:23:04 CHANGED 8 MILLION TIMES SINCE  
00:43:25:00 THEN.  
00:43:25:10 THE REALITY IN 2009 WE HALF THE  
00:43:30:17 NUMBER OF STUDENTS NOW AND  
00:43:32:16 SIGNIFICANTLY FEWER ENGLISH  
00:43:36:05 LEARNERS AND KIDS IN POVERTY.  
00:43:38:15 THE NEEDS OF OUR POPULATION HAS  
00:43:41:02 CHANGED AS OUR STUDENT  
00:43:42:27 POPULATION HAS GROWN.  
00:43:44:07 AND THE FUNDING IS WHOLLY  
00:43:46:03 INADEQUATE AND WE'RE NOT THE  
00:43:47:28 ONLY ONES IN THE SCENARIO.



00:43:49:23 AND IN JFAC FUNDING THAT IS  
00:43:57:23 BELOW THE NATIONAL AVERAGE THAT  
00:43:59:09 UNACCEPTABLE.  
00:44:00:08 WE CANNOT DEMAND ABOVE AVERAGE  
00:44:05:21 FROM LEARNERS AND FUND AT BELOW  
00:44:07:24 RATES.  
00:44:09:07 I HOPE YOU APPRECIATED THE  
00:44:11:10 JOURNEY DOWN HISTORY LANE AND  
00:44:13:27 WHY EXCITED TO PUT FURTHER THIS  
00:44:16:04 LEGISLATIVE PACKAGE AND  
00:44:17:28 WHOLEHEARTEDLY SUPPORTING IT.  
00:44:19:06 >> THANK YOU Ms. DIAZ-TORRES.  
00:44:24:18 FOR MYSELF I WON'T TAKE TOO MUCH  
00:44:26:24 AIR TIME AND ASSOCIATE WITH THE  
00:44:28:27 EXTENT THAT Ms. TURNER MADE  
00:44:30:18 ABOUT THE IMPORTANCE OF MASTERY  
00:44:31:25 AND GROWTH.  
00:44:33:26 AND UNDER NO CIRCUMSTANCES IS IT  
00:44:35:23 OKAY TO GRADUATE A STUDENT FROM  
00:44:37:20 ARLINGTON PUBLIC SCHOOLS WHERE  
00:44:39:24 THEY DON'T HAVE THE KNOWLEDGE  
00:44:41:02 AND SKILLS IN READING AND MATH  
00:44:43:06 AND ALL CONTENT AREAS TO ACHIEVE  
00:44:45:13 WHAT THEY WANT TO IN THEIR WORK  
00:44:47:00 AND IN THEIR PERSONAL BEHAVIOR  
00:44:48:18 AND COMMUNITY.  
00:44:49:09 SO MASTERY VERY IMPORTANT.  
00:44:51:25 BUT ALSO WHAT I HEARD Ms. TURNER  
00:44:54:16 SAY THAT I APPRECIATE AND WHAT  
00:44:56:15 Dr. DURAN HAS SAID MANY TIMES.  
00:44:59:15 GROWTH IS IMPORTANT FOR  
00:45:00:25 EVERYBODY.  
00:45:01:03 AND IF YOU ARE A STUDENT THAT  
00:45:02:21 COULD PASS YOUR SOL-TEST ON DAY  
00:45:06:18 2 OF SCHOOL, WE STILL EXPECT YOU  
00:45:08:24 TO GROW THAT YEAR.  
00:45:10:08 YOUR JOB IS NOT DONE.  
00:45:11:27 WE WANT TO MAKE SURE THAT WE ARE  
00:45:16:04 STRETCHING AND APPROPRIATELY  
00:45:17:24 CHALLENGING ALL STUDENTS.  
00:45:19:07 THAT'S WHERE I THINK THAT THE  
00:45:20:11 GROWTH PIECE IS SO IMPORTANT FOR  
00:45:22:10 ALL OF US.  
00:45:22:28 I WANT TO ASSOCIATE MYSELF ALSO  
00:45:24:19 WITH COMMENTS OF MR. PRIDDY ON  
00:45:26:18 THE TIMING OF THIS ROLL OUT.  
00:45:28:19 AND I THINK THE TIMING OF THIS  
00:45:30:26 ROLL OUT AT THE STATE LEVEL.  
00:45:32:25 AND NOT KNOWING WHAT KIND OF

00:45:34:24 FUNDING AND SUPPORT THE STATE IS  
00:45:36:09 GOING TO STEP UP AND PROVIDE.  
00:45:38:23 FOR SCHOOLS THAT ARE JUDGED TO  
00:45:42:01 BE OFF TRACK OR NEEDING  
00:45:44:19 INTENSIVE SUPPORT.  
00:45:45:23 PUTTING THOSE MEASURES IN PLACE  
00:45:47:27 BEFORE WE UNDERSTAND WHAT THE  
00:45:50:03 SUPPORT PIECE OF A PERFORMANCE  
00:45:52:17 AND SUPPORT FRAMEWORK LOOK LIKE.  
00:45:55:06 FEELS RUSHED AND IRRESPONSIBLE.  
00:45:58:05 AND TO Ms. DIAZ-TORRES'S POINT  
00:46:00:28 ABOUT FUNDING.  
00:46:01:23 I WORRY ABOUT WHAT WILL HAPPEN  
00:46:04:19 TO SCHOOLS AND DIVISIONS IN THE  
00:46:06:12 COMMONWEALTH WHERE SCHOOLS ARE  
00:46:08:07 JUDGED AS NEEDING INTENSIVE  
00:46:10:12 SUPPORT OR OFF TRACK.  
00:46:11:18 WHEN THERE IS NOT THE FUNDING  
00:46:13:15 LINED UP TO SUPPORT THOSE  
00:46:14:28 SCHOOLS.  
00:46:15:24 AND AS MUCH A PROBLEM THAT IS  
00:46:17:15 FOR US HERE IN ARLINGTON, I  
00:46:20:01 WORRY EVEN MORE ABOUT OUR SCHOOL  
00:46:22:10 DIVISIONS DOWN STATE.  
00:46:23:16 AND WHEN I THINK ABOUT SOME OF  
00:46:24:20 OUR SCHOOL DIVISIONS WHERE 60 OR  
00:46:30:03 70% OF THEIR FUNDING COMES FROM  
00:46:32:11 THE STATE.  
00:46:32:27 TO HAVE A SCHOOL OR MULTIPLE  
00:46:34:20 SCHOOLS THAT NEED INTENSIVE  
00:46:36:04 SUPPORT.  
00:46:36:27 AND YOU'RE RELYING ON THE STATE  
00:46:38:11 FOR 60-70% OF THE FUNDING AND  
00:46:41:09 RESOURCES THAT ARE GOING TO HELP  
00:46:42:08 YOU FIX THAT PROBLEM.  
00:46:43:18 AND YOU DON'T KNOW WHAT THAT  
00:46:45:05 LOOKS LIKE.  
00:46:46:05 MUST BE TERRIFYING.  
00:46:48:10 SO I WOULD SAY IN THE SERVICE OF  
00:46:51:05 SLOW IT DOWN, WE NEED TO PROVIDE  
00:46:53:02 AT THE STATE LEVEL HOLISTIC  
00:46:56:16 PICTURE OF BOTH THE EXPECTATIONS  
00:46:58:07 AND THEN THE FOLLOW THROUGH.  
00:47:00:07 WHAT IS GOING TO BE DONE TO  
00:47:02:21 SUPPORT AND HELP THOSE SCHOOL  
00:47:05:03 DISTRICTS AND SCHOOLS IMPROVE.  
00:47:07:07 I REALLY APPRECIATE THE  
00:47:09:02 SLOW-DOWN MESSAGE ON THAT.  
00:47:10:28 AND NOT SLOW DOWN INDEFINITELY.

00:47:13:01 BUT SLOW DOWN UNTIL WE CAN GET  
00:47:14:28 SOME ANSWERS TO SUBSTANTIAL  
00:47:17:25 QUESTIONS.  
00:47:18:09 I AM ALSO VERY HAPPY TO SUPPORT  
00:47:21:07 THIS LEGISLATIVE PACKAGE.  
00:47:22:29 SO WITH THAT SAID, I THINK WE  
00:47:25:07 ARE NOW READY FOR A VOTE.  
00:47:27:20 ALL IN FAVOR OF THE LEGISLATIVE  
00:47:30:13 PACKAGE MOTION PLEASE SAY YES.  
00:47:32:19 >> YES.  
00:47:33:04 >> ANY OPPOSED, PLEASE SAY NO.  
00:47:36:04 MOTION PASSES 5-0.  
00:47:38:02 I WANT TO THANK MR. MARKU FOR  
00:47:40:06 ALL OF HIS HARD WORK ON THIS AND  
00:47:43:06 THANK Ms. ZECHER SUTTON OUR  
00:47:45:22 LEGISLATIVE REPRESENTATIVE AND  
00:47:49:23 DELEGATE TO THE VIRGINIA BOARD  
00:47:51:13 OF ASSOCIATION AND THANK YOU FOR  
00:47:54:18 ALL OF YOUR WORK.  
00:47:56:19 THANK YOU SIR.  
00:47:57:08 THANK YOU MR. MARKU.  
00:47:59:23 THAT'S RIGHT.  
00:48:00:25 >> I'M ALWAYS HERE.  
00:48:01:28 I KEEP GOING.  
00:48:02:29 >> WE'LL JUST CONTINUE -- OKAY  
00:48:05:01 BEING I'M TRACKING NOW.  
00:48:06:23 WE HAVE INFORMATION ITEMS AND WE  
00:48:08:12 HAVE THREE OF THEM THANK YOU FOR  
00:48:13:13 THE NUDGE AND FIRST ITEM IS  
00:48:16:12 REVISION TO SCHOOL BOARD  
00:48:17:27 POLICIES.  
00:48:18:15 Dr. DURAN WOULD YOU PRESENT THE  
00:48:21:17 STAFF PRESENTING THIS ITEM.  
00:48:23:08 >> MR. MARKU IS AT THE PODIUM.  
00:48:26:18 >> I WARNED YOU LAST MEETING  
00:48:31:03 THAT SEE ME THIS FALL AND WE  
00:48:33:23 HAVE B2 BOUNDARIES AND THIS HAS  
00:48:45:09 DONE TWO ROUNDS OF PUBLIC  
00:48:46:27 COMMENT AND THE BOARD TOOK IT UP  
00:48:48:24 AT THE RETREAT.  
00:48:50:05 AND HAVE DONE OVER THE AUSPICE  
00:48:52:10 OF TWO DIFFERENT DEPARTMENTS IN  
00:48:54:04 THIS REVISION.  
00:48:54:28 AND A LOT OF DIFFERENT SETS OF  
00:48:57:01 EYES AND ITERATIONS.  
00:48:58:16 IF YOU LOOK AT THE POLICY AND  
00:48:59:24 ONE THING THAT YOU NOTICE  
00:49:01:18 LOOKING AT IT QUICKLY THERE IS A  
00:49:04:21 LOT OF COLOR, A LOT OF MARKED UP

00:49:07:12 LANGUAGE.  
00:49:07:27 AND VERY LITTLE OF THE EXISTING  
00:49:09:09 LANGUAGE, A LITTLE ON THE FIRST  
00:49:11:06 PAGE, BUT MOST IS NEW.  
00:49:12:25 WE HAVE A LOT OF NEW LANGUAGE IN  
00:49:15:23 THIS POLICY.  
00:49:17:03 AND THIS SUMS IT UP.  
00:49:18:12 WE HAVE MORE BASIS FOR CHANGING  
00:49:21:11 BOUNDARIES.  
00:49:22:09 SOME THINGS WE'LL GET INTO MORE  
00:49:24:06 AS I GO THROUGH THIS 15%  
00:49:27:10 BUILDING CAPACITY.  
00:49:28:12 FOR REASONS FOR CONSIDERATION OF  
00:49:31:02 BOUNDARY CHANGE AND ADDED  
00:49:32:14 REPURPOSING OF A SCHOOL TO THAT.  
00:49:34:27 AND REPEAT THE BOUNDARIES FROM  
00:49:36:12 EVERY FIVE YEARS TO TWO, TO TAKE  
00:49:38:12 A CODE CHANGE.  
00:49:39:14 AS FAR AS THE PROPOSAL THAT IS  
00:49:41:02 SENT TO THE BOARD, WE WANT TO  
00:49:42:16 TAKE THE COMMUNITY ENGAGEMENT  
00:49:43:23 OUT.  
00:49:44:20 THAT GETS DETAILED ELSEWHERE AND  
00:49:48:17 LAYOUT IN THE NEW PIP.  
00:49:50:03 ADD THE RATIONALE PERTAINING TO  
00:49:52:21 BOUNDARIES TO THAT.  
00:49:53:13 AND THERE WAS A TIMELINE IN THE  
00:49:54:21 POLICY THAT WE FELT DIDN'T  
00:49:58:28 BELONG THERE AND OUT OF DATE AND  
00:50:00:20 TOOK THAT OUT.  
00:50:01:24 AND A PROCEDURE THEY WILL GET  
00:50:05:07 AND THE BIGGEST CHANGE IS  
00:50:08:13 PRIORITIZATION OF CONSIDERATION.  
00:50:09:21 AND BIGGEST THING THAT WE HEARD  
00:50:11:07 FROM YOU ALL LAST YEAR, YOU HAD  
00:50:12:29 ALL THE CONSIDERATIONS AND NO  
00:50:14:06 WAY TO WEIGHT AGAINST EACH OTHER  
00:50:19:29 AND YOU WANT TO PRIORITIZE AND  
00:50:21:24 HAVE DONE THAT WORK THERE AND  
00:50:24:07 BOUNDARIES AND BUILDING DESIGN  
00:50:25:15 AND PLANNING UNITS.  
00:50:26:20 THAT'S THE QUICK OVERVIEW AND AS  
00:50:29:10 I SAID NEW LANGUAGE AND RUN  
00:50:31:01 THROUGH THE DIFFERENT SETS.  
00:50:33:18 FIRST IS RATIONALE FOR CHANGES.  
00:50:35:15 SO WHAT WOULD TRIGGER A CHANGE  
00:50:38:05 FIRST OFF WOULD BE IF THE  
00:50:42:24 SCHOOL'S ENROLLMENT IS 15% OVER  
00:50:46:10 OR 15% UNDER ITS BUILDING DESIGN

00:50:49:29 CAPACITY FOR TWO YEARS.  
00:50:51:18 AND PROJECTIONS SHOW THAT TREND  
00:50:53:18 WILL CONTINUE.  
00:50:54:15 AND IF CAPITAL EXPANSION TO  
00:50:56:20 RELIEVE THE OVERCROWDING IS NOT  
00:50:59:11 FEASIBLE.  
00:51:00:00 IF A SCHOOL FACILITY IS PLANNED  
00:51:02:11 FOR RECONSTRUCTION AND  
00:51:04:07 REPURPOSING AND THE STUDENTS GO  
00:51:07:11 ELSEWHERE.  
00:51:07:21 AND ADD PROVISION IF ACADEMIC  
00:51:11:15 POLICY CHANGE AND PROBLEMATIC TO  
00:51:14:14 MAKE A CHANGE, IN THAT CASE  
00:51:18:12 CONSIDER IT.  
00:51:18:28 AND THE PROCESS CHANGE REVIEW  
00:51:20:23 EVERY TWO YEARS.  
00:51:21:27 AND BE REALLY CLEAR AND IN  
00:51:23:20 PUBLIC COMMENT THIS DID CAUSE  
00:51:25:25 CONCERN IN THE COMMUNITY.  
00:51:26:21 BE CLEAR, DOES NOT MEAN THAT  
00:51:28:29 BOUNDARIES WILL BE CHANGED EVERY  
00:51:30:10 TWO YEARS.  
00:51:30:26 I DON'T THINK ANYBODY HAS A  
00:51:32:14 STOMACH FOR THAT, AND WE HEARD  
00:51:35:05 COMPLAINTS ABOUT THAT.  
00:51:35:29 AND BE CLEAR, WE ARE NOT  
00:51:37:23 CHANGING BOUNDARIES EVERY TWO  
00:51:39:09 YEARS.  
00:51:39:22 EVERY TWO YEARS WE WILL REVIEW  
00:51:41:24 IF A NEED FOR BOUNDARY CHANGES F  
00:51:44:15 BOUNDARIES ARE CHANGED ONE  
00:51:48:03 IMAGINE THAT WE DO WELL ENOUGH  
00:51:49:14 AND TWO YEARS LATER AND NOT FIND  
00:51:54:01 A MEAN.  
00:51:54:23 AND SET FOR THAT CAPACITY FOR  
00:51:56:03 YEARS.  
00:51:57:02 AND NOT ANTICIPATED BOUNDARY  
00:51:59:22 CHANGES EVERY TWO YEARS BUT  
00:52:01:12 REVIEW EVERY TWO YEARS AND  
00:52:02:25 DECIDE WHAT WE WANT TO DO.  
00:52:04:06 THE CODE REQUIREMENT AND THIS  
00:52:05:18 CAME UP IN PUBLIC COMMENT.  
00:52:06:24 I WANT TO ADDRESS THIS A BIT.  
00:52:08:19 THERE IS A REQUIRED PUBLIC  
00:52:11:29 HEARING NOTICE THAT WE ADVERTISE  
00:52:14:04 BEFORE CERTAIN PUBLIC HEARINGS  
00:52:15:24 THAT IS REQUIRED BY CODE.  
00:52:17:09 THAT IS SEPARATE HOW WE  
00:52:18:27 COMMUNICATE THROUGH OUR CHANNELS

00:52:20:24 ABOUT EVENTS AND PROCESSES AND  
00:52:23:27 HEARINGS THAT ARE TO COME.  
00:52:26:13 GENERALLY IF SOMETHING LIKE A  
00:52:28:04 BOUNDARY CHANGE WE WOULD BE  
00:52:29:12 TELLING PEOPLE ABOUT THAT MONTHS  
00:52:31:17 IN ADVANCE.  
00:52:32:04 IF WE ARE HAVING A PUBLIC  
00:52:33:22 HEARING YOU ARE PART OF APS  
00:52:35:29 COMMUNITY AND HEAR ABOUT THAT  
00:52:37:07 THROUGH MULTIPLE CHANNELS AND  
00:52:39:03 WEEKS AND MONTHS BEFOREHAND AND  
00:52:41:19 HOWEVER POST THIS IN NEWS  
00:52:45:23 PUBLICATION THAT THE LAW  
00:52:47:01 REQUIRES AND THE REQUIREMENT  
00:52:48:22 FROM 10 TO SEVEN AND INCLUDE AN  
00:52:51:06 ONLINE NEWS PUBLICATION.  
00:52:53:08 BUT PROBABLY WHERE NOT MOST  
00:52:55:25 PEOPLE FIND OUT ABOUT IT FROM.  
00:52:57:17 AND WHEN A PROCESS IS INITIATED  
00:52:59:10 ALL THE FAMILIES WITH EXISTING  
00:53:01:05 STUDENTS WOULD BE AFFECTED BY  
00:53:02:27 THE CHANGE ARE NOTIFIED BY BOTH  
00:53:05:16 THE PROCESS AND OUR PLAN FOR  
00:53:07:00 COMMUNITY ENGAGEMENT.  
00:53:07:21 WE MAKE SURE THAT EVERYBODY  
00:53:09:04 KNOWS WHAT IT IS THAT WE ARE  
00:53:11:15 TALKING ABOUT AND WORKING ON.  
00:53:12:14 AND ONCE THE SUPERINTENDENT  
00:53:14:17 DETERMINES THAT SOME OF THE  
00:53:16:23 CONDITIONS EXIST, THEN HE  
00:53:19:16 RECOMMENDS A PLAN TO THE BOARD  
00:53:20:24 FOR IMPLEMENTING THE PROCESS  
00:53:22:15 THAT WILL INCLUDE THE RATIONALE  
00:53:32:04 FOR CHANGING THE PROCESS.  
00:53:34:07 AND WANT TO COME BACK TO THE  
00:53:35:13 SMALL BOUNDARY ADJUSTMENT.  
00:53:37:01 THIS PIECE IS A LITTLE CONFUSING  
00:53:39:00 AND IT'S A SMALL ITEM BUT IT'S A  
00:53:42:12 SEPARATE PROCESS.  
00:53:43:15 IN A VERY LIMITED SET OF  
00:53:45:21 CIRCUMSTANCES, AND THIS CAME UP  
00:53:49:06 WHEN WE WORKED WITH P & E ON  
00:53:51:10 THIS AND MENTIONED THAT IT CAME  
00:53:53:03 UP BEFORE.  
00:53:53:20 THAT A NEW RESIDENTIAL  
00:53:55:19 DEVELOPMENT IS PLANNED, IT'S  
00:53:57:06 UNDERWAY.  
00:53:57:28 WE PROJECT A CERTAIN NUMBER OF  
00:54:00:13 STUDENTS COMING IN AND HAPPENS

00:54:01:26 TO BE RIGHT NEAR AN EXISTING  
00:54:04:28 BOUNDARY.  
00:54:05:17 AND WE FEEL FOR CAPACITY REASONS  
00:54:07:12 THAT WOULD BE BETTER IF IN THE  
00:54:09:15 ADJACENT SCHOOL THAN THE ONE  
00:54:10:27 IT'S DRAWN INTO.  
00:54:12:02 THE BOARD COULD THEN SHIFT THAT  
00:54:14:09 BOUNDARY SLIGHTLY TO INCLUDE  
00:54:15:22 THAT DEVELOPMENT WITHOUT GOING  
00:54:17:18 THROUGH THE FULL PROCESS.  
00:54:19:01 TO BE CLEAR THESE WOULD BE  
00:54:20:17 HOUSES THAT ARE NOT YET  
00:54:22:21 OCCUPIED.  
00:54:23:03 NO EXISTING RESIDENTS CAN BE  
00:54:25:21 MOVED UNDER THIS PROCESS.  
00:54:27:03 ONLY FOR THIS LIMITED SET OF  
00:54:29:09 CIRCUMSTANCES AND NOT A  
00:54:30:11 COMMUNITY TO ENGAGE WITH, IN  
00:54:33:27 THAT CASE BECAUSE THEY HAVEN'T  
00:54:35:12 MOVED IN.  
00:54:37:10 AND NOT ROOTS IN EXISTING SCHOOL  
00:54:41:18 AND SERVE BETTER IN ADJACENT  
00:54:45:18 ONE.  
00:54:46:05 AND CONSIDERATION AND BEFORE THE  
00:54:47:29 PRIORITIES AND HIGH LEVELS TO  
00:54:49:24 GET TO.  
00:54:50:11 ONE BEING STABILITY.  
00:54:51:16 WE DON'T WANT STUDENTS TO BE  
00:54:53:04 MOVED FROM ONE SCHOOL TO ANOTHER  
00:54:55:10 MULTIPLE TIME WHILE IN THAT  
00:54:56:28 SCHOOL.  
00:54:57:11 IF YOU FOR SECOND GRADE AND  
00:54:58:28 MOVED TO A DIFFERENT SCHOOL, YOU  
00:55:00:09 ARE NOT GOING TO GET MOVED AGAIN  
00:55:02:00 IN FIFTH GRADE.  
00:55:03:03 HOWEVER THAT IS ONCE FOR EACH  
00:55:04:27 SCHOOL LEVEL, TECHNICALLY YOU  
00:55:07:03 COULD BE MOVED THREE TIMES IN 12  
00:55:12:03 YEARS AND LOOKED AT THAT IN  
00:55:15:11 PRACTICAL LEVEL AND FEEL  
00:55:18:29 EXTREMELY UNLIKELY THAT SOMEONE  
00:55:20:27 MOVED AT EACH LEVEL AS THEY MOVE  
00:55:25:04 THROUGH.  
00:55:25:18 AND IF DID AND FIGURE OUT WHAT  
00:55:27:21 TO GET TO THAT POINT.  
00:55:29:19 AND SEEMS HIGHLY UNLIKELY AND DO  
00:55:32:10 THAT AT EACH SCHOOL LEVEL THE  
00:55:36:09 PART THAT IS EASY TO MEASURE.  
00:55:39:12 AND NOT PEOPLE GET MOVED ALL THE

00:55:40:29 TIME.  
00:55:41:15 AND WE HAVE TAKEN A LOOK AT THAT  
00:55:43:20 AND THE HISTORY AND DON'T SEE  
00:55:45:24 SOMETHING EXPECT TO HAPPEN.  
00:55:47:01 AND ANOTHER ONE, THAT WE HAVE  
00:55:49:00 GONE BACK AND FORTH QUITE A  
00:55:50:21 NUMBER OF TIMES IN THE PAST 11  
00:55:53:03 MONTHS.  
00:55:53:14 WE WANT TO MINIMIZE THE NUMBER  
00:55:57:22 OF STUDENTS MOVED FROM ONE  
00:55:59:22 SCHOOL AND DON'T WANT TO  
00:56:02:08 MINIMIZE MUCH AND IF MOVING  
00:56:05:16 WITHOUT THE CLASSMATES.  
00:56:06:28 WE WANT TO BE SURE THAT IF WE  
00:56:08:18 ARE MOVING PLANNING UNITS FROM  
00:56:11:11 ONE SCHOOL TO ANOTHER AND A  
00:56:14:00 SUFFICIENT COHORT OF STUDENTS.  
00:56:15:27 AND LAST YEAR IT WAS A  
00:56:18:06 PERCENTAGE AND USED LESS  
00:56:20:03 SPECIFIC LANGUAGE WE CAME TO 40  
00:56:22:12 STUDENTS AS THE NUMBER OF COHORT  
00:56:25:18 THAT WORKS BEST.  
00:56:27:00 AND HIGHLIGHT THIS NEXT PIECE  
00:56:28:13 THIS IS NEW AND CAME IN A COUPLE  
00:56:31:03 OF WEEKS AGO.  
00:56:32:18 AND I HAD A CONVERSATION WITH  
00:56:35:02 FACILITIES DEPARTMENT AND NOTED  
00:56:36:15 THAT THERE IS A COUPLE OF PLACES  
00:56:38:09 THAT ELEMENTARY SCHOOLS ARE  
00:56:40:01 DIVIDED OF MIDDLE SCHOOLS AND  
00:56:42:00 THINK IN THE FUTURE IT'S  
00:56:43:07 POSSIBLE THAT WE COULD ALIGN  
00:56:45:13 THOSE BETTER AND GET THEM TO  
00:56:47:09 FEED INTO THE SAME MIDDLE  
00:56:49:08 SCHOOL.  
00:56:50:03 HOWEVER TO DO SO, WE DON'T KNOW  
00:56:51:26 HOW MANY STUDENTS ARE IN THE  
00:56:54:06 PLANNING UNITS.  
00:56:55:04 IT MIGHT BE LESS THAN 40.  
00:56:56:18 WE DON'T WANT TO HAVE A SCENARIO  
00:56:59:09 THE RULE THAT HELPS KEEP  
00:57:01:25 STUDENTS TOGETHER PREVENTS US  
00:57:03:07 FROM KEEPING STUDENTS TOGETHER.  
00:57:05:15 THIS EXCEPTION ONLY FOR THAT  
00:57:06:29 PURPOSE.  
00:57:07:11 AND THAT'S A VERY LIMITED  
00:57:09:00 CIRCUMSTANCE THAT WOULD COME UP.  
00:57:10:17 THE ORDER OF CONSIDERATIONS AND  
00:57:12:24 START WITH EFFICIENCY NUMBER



00:57:14:02 ONE, THAT'S JUST MAKING THE BEST  
00:57:15:27 USE OF OUR CAPACITY.  
00:57:17:10 THEN PROXIMITY NUMBER TWO.  
00:57:21:09 STUDENTS SHOULD BE AS CLOSE TO  
00:57:22:25 SCHOOL AS PRACTICAL AND THEN  
00:57:25:01 ALIGNMENT AS WE TALKED ABOUT.  
00:57:26:09 WE DON'T WANT TO SPLIT STUDENTS  
00:57:28:17 TOO MUCH AS THEY MOVE THROUGH  
00:57:30:19 LEVELS.  
00:57:31:05 IT WOULD BE GREAT IF NOT SPLIT  
00:57:32:25 AT ALL.  
00:57:34:03 UNFORTUNATELY THE SCHOOLS DON'T  
00:57:35:09 LINE UP THAT WAY.  
00:57:36:24 AS MUCH AS WE WOULD LIKE AND  
00:57:43:15 MEAL SUPPORT AND CONSIDERATION.  
00:57:45:25 AND WE CREATED A PIP AND THIS  
00:57:47:15 POLICY HAS NOT HAD A PIP BEFORE.  
00:57:49:23 AND IMPORTANT TO HAVE ONE.  
00:57:50:21 AND I WON'T DETAIL EVERYTHING IN  
00:57:52:02 IT.  
00:57:52:13 BUT WE ADDED THE TIMELINE AND  
00:57:56:11 DISTINCT FROM THE POLICY BEFORE  
00:57:59:16 AND TIMELINE AND ENGAGEMENT  
00:58:01:28 PROCESS.  
00:58:02:20 AND ADDED PROVISION REGARDING  
00:58:04:19 SHORT TERM EXCEPTIONS THIS HAS  
00:58:09:05 COME BEFORE AND TOO EXPANSIVE  
00:58:12:12 AND PEOPLE CLAIM THEM YEARS.  
00:58:15:27 AND FIRST ONLY AVAILABLE FOR  
00:58:19:05 STUDENTS IN FINAL TWO YEARS,  
00:58:21:18 FOURTH AND FIFTH GRADE, ETC.  
00:58:26:11 AT THE DISCRETION OF THE BOARD  
00:58:30:13 AND IF THE BOARD INCLUDES AS  
00:58:32:15 PART OF THE BOUNDARY CHANGE.  
00:58:34:21 AND EXEMPTION AND CRITERIA SET  
00:58:37:20 FORTH AT THE TIME OF PROPOSAL  
00:58:40:22 AND A SET END DATE AS PART OF  
00:58:43:11 THAT BOUNDARY PROPOSAL AND NOT  
00:58:45:29 OPEN-ENDED FOR YEARS TO COME.  
00:58:47:21 AND FAMILIES THAT BENEFIT FROM  
00:58:50:02 THIS ARE RESPONSIBLE FOR THEIR  
00:58:51:25 TRANSPORTATION.  
00:58:52:23 AND NO EXTRA ELIGIBILITY FOR  
00:58:55:15 SIBLINGS.  
00:58:55:25 SAY THAT A FIFTH GRADER IS GIVEN  
00:58:58:14 EXCEPTION AND HAVE A YOUNGER  
00:59:02:02 SIBLING IN SECOND GRADE AND THE  
00:59:09:10 EXEMPTION CAN'T CONTINUE.  
00:59:11:06 AND PUBLIC COMMENT WE HAD AND 19

00:59:14:26 COMMENTS AND 16 PARENTS AND TWO  
00:59:18:00 ADVISORY MEMBER.  
00:59:19:01 AND THE CONCERN OF FREQUENCY  
00:59:21:23 FROM FOUR COMMENTERS.  
00:59:23:23 AND REITERATE, THE REVIEW IS  
00:59:27:00 EVERY TWO YEARS.  
00:59:28:15 FIVE EXPRESSED CONCERN ABOUT  
00:59:31:05 ALIGNMENT.  
00:59:31:27 STUDENTS FROM ELEMENTARY MOVING  
00:59:33:15 TO MIDDLE SCHOOL WITH TOO FEW OF  
00:59:36:07 CLASSMATES.  
00:59:36:22 SO WE ADDED THE LANGUAGE ABOUT  
00:59:38:09 THE MINIMUM COHORT OF 40.  
00:59:40:12 FOR THE BOUNDARY CHANGE AND MADE  
00:59:41:29 IT EASIER WITHIN THAT TO ACHIEVE  
00:59:44:09 BETTER ALIGNMENT OF SCHOOL  
00:59:46:13 LEVELS.  
00:59:47:02 TWO COMMENTERS CALLED IN A  
00:59:49:03 QUESTION OF DATA THAT WE USED  
00:59:51:07 FOR PROJECTIONS.  
00:59:53:21 AND WANTED AN INDEPENDENT SOURCE  
00:59:55:11 AND LOOK AT THE HISTORY OF  
00:59:57:03 PROJECTIONS AND COME OUT QUITE  
00:59:59:03 GOOD AND CONFIDENT IN THE DATA  
01:00:00:24 THAT WE USE.  
01:00:02:10 AND ONE COMMENTER EXPRESSED  
01:00:04:01 CONCERN ABOUT SMALL BOUNDARY  
01:00:05:25 PROVISION AND REITERATE THAT  
01:00:07:06 DOES NOT APPLY TO ANY HOMES WITH  
01:00:13:05 EXISTING RESIDENTS.  
01:00:16:02 AND ONE COMMENTER REQUEST THE  
01:00:18:05 OLD POLICY INCLUDED THE TERM  
01:00:24:12 GRANDFATHERING AND LEARNED THAT  
01:00:26:02 COMES OUT OF THE POST-CIVIL WAR  
01:00:29:03 PERIOD FOR NEGATIVE REASONS AND  
01:00:31:17 USING SHORT-TERM EXCEPTIONS NOW.  
01:00:36:18 AND PROVISION IN THE PIP THAT  
01:00:37:18 GAVE MORE FLEXIBILITY OF THE  
01:00:41:12 COMMUNITY ENGAGEMENT PROCESS AND  
01:00:45:10 WE TOOK THAT OUT TO MAKE IT MORE  
01:00:47:18 BINDING.  
01:00:48:01 FCA WEIGHED IN, THEY WANTED A  
01:00:50:28 REFERENCE TO SWING SPACE.  
01:00:52:09 AND DIDN'T FEEL IT WAS NECESSARY  
01:00:54:04 TO PUT THAT IN HERE.  
01:00:56:23 AND THEY MADE A NUMBER OF  
01:00:59:10 TECHNICAL LANGUAGE SUGGESTIONS  
01:01:00:22 AND TOOK MOST THAT THEY PUT  
01:01:03:17 FORWARD.

01:01:04:15 FUNNY THING ABOUT THIS, OUR  
01:01:06:11 ORIGINAL PROPOSAL DID NOT  
01:01:08:23 MENTION ONLINE NEWS SOURCES FOR  
01:01:11:19 A REASON AND AT THAT TIME WAS  
01:01:13:16 NOT LEGAL.  
01:01:14:20 VIRGINIA CODE REQUIRED THAT  
01:01:16:15 HEARINGS BE ADVERTISED ONLY IN A  
01:01:18:22 PRINT NEWSPAPER.  
01:01:19:25 AND FOR YEARS FOLKS TRIED TO  
01:01:21:18 CHANGE THAT AND FINALLY HAPPENED  
01:01:23:05 THIS YEAR IN JULY AND WHILE THEY  
01:01:25:27 SAID THAT, COULDN'T HAVE DONE  
01:01:28:27 IT.  
01:01:29:08 AND SINCE THEN, THE LAW CHANGED  
01:01:31:15 AND HAPPY TO MAKE THAT CHANGE.  
01:01:33:29 AND WE WANT TO USE THE CODE  
01:01:35:14 LANGUAGE AS I SAID.  
01:01:36:14 WE CAN STILL LET PEOPLE KNOW AND  
01:01:39:12 WILL LET PEOPLE KNOW FAR IN  
01:01:42:28 ADVANCE.  
01:01:43:19 AND CPTA HAD QUITE NUMBER OF  
01:01:47:06 ITEMS AND NOT ALL BUT DID  
01:01:49:26 EXPRESS SUPPORT FOR A NUMBER OF  
01:01:51:29 ITEMS.  
01:01:53:05 AND OUR ORIGINAL LANGUAGE OF  
01:01:55:00 SIGNIFICANT OVER AND UNDER  
01:01:56:16 CAPACITY AND CHANGED THAT TO  
01:01:59:20 15%.  
01:02:01:02 AND DESIGN CAPACITY AND A REVIEW  
01:02:03:29 ON HOW TO INCORPORATE AND  
01:02:07:01 MEETING IN FEW WEEKS.  
01:02:08:17 AND WE FELT BEST TO USE BUILDING  
01:02:11:27 DESIGN CAPACITY FOR THIS  
01:02:13:03 PURPOSE.  
01:02:13:23 AND ALSO QUESTIONED THE NOTICE  
01:02:19:29 PERIOD AND AS A SAID WE WILL LET  
01:02:21:25 PEOPLE KNOW FAR IN ADVANCE,  
01:02:23:16 SEVEN DAYS OR TEN DAYS THAT'S  
01:02:25:29 THE LEGAL REQUIRED ADD.  
01:02:27:11 WE HAVE CHANGED THE NUMBER FOR  
01:02:29:02 THE COHORT TO 40.  
01:02:30:10 SO WE WON'T HAVE TOO FEW  
01:02:32:17 STUDENTS MOVING TOGETHER.  
01:02:34:00 AND WE HAD CONTIGUITY SITUATION  
01:02:37:13 AND TOOK IT OUT.  
01:02:38:19 A LOT OF YOU SUGGESTED THAT.  
01:02:42:09 PROXIMITY IS OUR NUMBER TWO ITEM  
01:02:44:03 AND MOST IMPORTANT THING AND NOT  
01:02:47:24 CONCERNED WITH CONTIGUITY.

01:02:49:29 AND THE GRANDFATHERING AND  
01:02:52:21 SUGGEST TO MAKE THAT PART OF THE  
01:02:54:05 BOUNDARY CHANGE CONSIDERATION  
01:02:55:25 AND DOING THAT IN THE PIP.  
01:02:58:15 AND ONE ASKED THAT PRINCIPALS  
01:03:01:04 SUGGEST BOUNDARY REVIEWS AND  
01:03:04:03 BECAUSE PRINCIPALS KNOW BEST  
01:03:06:07 WHAT IS HAPPENING AND WE WANT TO  
01:03:08:10 STICK WITH THE CONSIDERATIONS  
01:03:10:03 AND PRINCIPALS CAN GO THERE AND  
01:03:11:29 BE PART OF THAT.  
01:03:13:22 AND PROVISION ABOUT FLEXIBILITY  
01:03:14:22 AND ENGAGEMENT AND HAVE TAKEN  
01:03:16:14 THAT OUT.  
01:03:17:21 AND WANTED OPTION SCHOOLS TO BE  
01:03:19:27 GIVEN THE SAME RIGOROUS AND  
01:03:22:12 ANALYSIS AND ENGAGEMENT AS CAN.  
01:03:24:03 BUT IT'S NOT COVERED BY THE  
01:03:26:02 BOUNDARY'S POLICY.  
01:03:27:09 AND DIDN'T INCLUDE THAT HERE.  
01:03:30:02 AND MAKE SURE THAT VULNERABLE  
01:03:31:17 POPULATIONS ARE CENTERED IN THE  
01:03:35:03 DECISION-MAKING PROCESS AND THAT  
01:03:37:22 SCPA IS PART OF THE PROCESS AND  
01:03:42:06 FEEL AND REDUCED MEALS INCLUDED.  
01:03:44:20 AND ANOTHER PIECE OF THIS AND IN  
01:03:46:06 THE PIP AS PART OF COMMUNITY  
01:03:48:10 ENGAGEMENT THAT WE ARE REQUIRED  
01:03:49:19 TO SCHEDULE FORUMS AND EVENTS IN  
01:03:52:02 THE LOCATIONS NEAR THE IMPACTED  
01:03:53:28 NEIGHBORHOODS.  
01:03:55:02 WHEREVER THERE IS AFFECTED  
01:03:57:10 NEIGHBORHOOD WE WANT TO GO TO  
01:03:59:01 PEOPLE WHERE THEY ARE AND TALK  
01:04:00:04 TO THEM THERE.  
01:04:01:07 AND KNOW THAT COMING TO HEAR  
01:04:03:10 FROM THEM AND NOT JUST SOMETHING  
01:04:05:03 AT CENTRAL LOCATION AND PUTTING  
01:04:06:21 OUT A NOTICE.  
01:04:07:27 IN THEIR LANGUAGE OF COURSE BUT  
01:04:09:13 WE WANT TO BE WHERE PEOPLE ARE.  
01:04:11:06 AFTER ALL OF THESE CHANGES WE  
01:04:13:22 SUGGEST THAT WE DO A SECOND  
01:04:15:09 ROUND.  
01:04:16:07 WE DID AND NOT AS MANY COMMENTS  
01:04:18:01 ON THAT ONE, THREE.  
01:04:20:07 ONE AGREED AND TWO DISAGREED,  
01:04:22:26 ONE SUGGESTED THAT THE POLICY  
01:04:24:17 TOO FLEXIBLE.

01:04:25:14 WE FEEL THAT WE STRUCK THE RIGHT  
01:04:27:24 BALANCE ALLOWING THE BOARD TO  
01:04:29:14 HAVE FLEXIBILITY TO MEET DEMANDS  
01:04:31:21 OF A BOUNDARY CHANGE AND WHILE A  
01:04:34:27 CLEARLY DEFINED PROCESS AND  
01:04:36:20 RULES AND GUIDELINES THAT HAVE  
01:04:38:17 TO BE FOLLOWED.  
01:04:39:10 ONE SUGGESTED THAT WE GIVE  
01:04:41:24 SIGNIFICANT WEIGHTS TO THE  
01:04:43:01 PROBLEM OF UNDER-ENROLLED  
01:04:47:19 SCHOOLS AND WE HAVE THAT  
01:04:49:13 PRIORITY.  
01:04:50:03 FAC HAD SUGGESTIONS ABOUT  
01:04:53:18 LANGUAGE, ONE WHICH WE TOOK.  
01:04:56:08 AND ONE ADDRESS WAS RELOCATABLES  
01:04:59:12 AS PART AND TOOK THAT OUT AND  
01:05:02:01 THOSE WERE TEMPORARY IN NATURE  
01:05:04:23 AND REALLY CAN'T BE PART OF  
01:05:06:15 BUILDING DESIGN CAPACITY.  
01:05:07:21 THAT'S ALL I HAVE, AND HAPPY FOR  
01:05:09:27 QUESTIONS.  
01:05:10:10 >> I THINK WE SHOULD PAUSE  
01:05:11:22 THERE, THIS IS ONE OF OUR  
01:05:13:12 POLICIES THAT IS REFERRED TO  
01:05:15:13 OFTEN WHEN WE GO TO BOUNDARY  
01:05:18:06 CHANGES.  
01:05:18:18 AND IT'S MERITING A BIT OF  
01:05:20:18 QUESTION AND DISCUSSION HERE.  
01:05:22:07 AND LOOKING TO MY COLLEAGUES TO  
01:05:23:15 SEE WHO MIGHT WANT TO START US  
01:05:26:14 OFF AND START WITH Ms. TURNER.  
01:05:28:11 >> DO WE KNOW WHETHER ANY  
01:05:32:09 SCHOOLS TRIGGER THE 15%  
01:05:35:05 THRESHOLD AND IF SO HAPPY?  
01:05:37:29 >> Ms. HARBER, DO WE KNOW?  
01:05:42:13 >> YES, WE DID ACTUALLY HAVE  
01:05:44:26 THREE ELEMENTARY SCHOOLS AND A  
01:05:48:22 MIDDLE SCHOOL AT THIS TIME.  
01:05:54:10 >> Ms. DIAZ-TORRES ANYTHING?  
01:05:57:02 OVER HERE.  
01:05:57:23 MR. PRIDDY.  
01:06:02:24 >> DURING MR. MARKU'S  
01:06:05:11 PRESENTATION AND LEANED OVER TO  
01:06:06:26 Ms. ZECHER SUTTON, HEARD THIS  
01:06:10:15 BEFORE AND DISCUSSED AT POLICY  
01:06:12:14 MEETING A LOT.  
01:06:13:05 AND ALL OF THIS VETTED OUT WITH  
01:06:14:29 YOU WITH THE QUESTIONS WE HAD  
01:06:18:09 THEN AND DON'T NEED TO BRING TO

01:06:20:01 LIGHT.  
01:06:20:13 MR. MARKU YOU DID A GREAT JOB OF  
01:06:23:10 PRESENTING EVERYTHING.  
01:06:24:07 >> SURE, Ms. ZECHER SUTTON.  
01:06:26:03 >> ONE OF THE THINGS AND TO  
01:06:27:06 MENTION QUICKLY, THE ISSUES  
01:06:29:11 AROUND SORT OF PUBLIC HEARINGS  
01:06:31:01 AND NOTICE AND THINGS LIKE THAT.  
01:06:32:15 HAVING A PIP NOW ALLOWS US TO  
01:06:34:28 LITERALLY LAYOUT WHAT PUBLIC  
01:06:37:29 ENGAGEMENT WILL LOOK LIKE FOR A  
01:06:39:16 PROCESS.  
01:06:39:29 I THINK THAT MITIGATES PAST  
01:06:42:21 ISSUES WITH PEOPLE FEELING LIKE  
01:06:44:24 THEY HADN'T BEEN HEARD OR  
01:06:47:01 HAVEN'T HAD THE OPPORTUNITY.  
01:06:48:16 IT WILL IN FACT, THE PIP WILL  
01:06:51:02 KICK INTO GEAR AND HAVE AN  
01:06:54:05 ENGAGEMENT PROCESS WITH CERTAIN  
01:06:57:09 LIKE REQUIREMENTS TO IT AND  
01:06:58:22 EVERYTHING.  
01:07:02:04 >> I'LL JUST ADD A COUPLE OF  
01:07:05:21 COMMENTS ON MY OWN.  
01:07:07:14 FIRST OF ALL MR. PRIDY ELUDED  
01:07:09:18 TO IT AND THANK OUR COLLEAGUES  
01:07:13:20 ON THE SUBCOMMITTEE TALKING  
01:07:15:23 ABOUT THIS FOR A YEAR OR MORE,  
01:07:17:17 THIS POLICY REVISION.  
01:07:19:18 AND THANK THEM.  
01:07:21:16 AND THANK MR. MARKU FOR DOING A  
01:07:24:09 GOOD JOB OF FIELDING AND  
01:07:26:00 SUMMARIZING THE PUBLIC COMMENT  
01:07:27:13 THAT HAS COME IN.  
01:07:28:14 AND I WANT TO SAY ON SLIDE 10  
01:07:30:22 WHEN YOU HAD THE LIST OF FOUR  
01:07:33:03 CONSIDERATIONS.  
01:07:33:13 IF WE COULD PULL THAT BACK UP.  
01:07:36:22 ONE OF THE THINGS THAT I WANTED  
01:07:40:17 TO CALL OUT AND PEOPLE THAT ARE  
01:07:42:14 FRIENDLY WITH OUR CURRENT  
01:07:43:25 BOUNDARY POLICY KNOW THAT WE  
01:07:45:15 CURRENTLY HAVE SIX  
01:07:46:13 CONSIDERATIONS.  
01:07:46:29 AND THERE HAS BEEN SOME  
01:07:49:05 DISCUSSION FOR QUITE SOME TIME  
01:07:50:21 AND DATING BACK TO ME AS LEADER  
01:07:54:29 IN P CCA AND SIX IS TOO MANY AND  
01:08:01:10 WITH NO PRIORITY OR RANKING  
01:08:03:22 CREATED CONFUSION IN THE

01:08:04:28 COMMUNITY.  
01:08:05:10 WHEN A BOUNDARY CHANGE WAS  
01:08:07:12 PROPOSED PEOPLE THAT DIDN'T LIKE  
01:08:09:03 THE BOUNDARY CHANGE AND PULL OUT  
01:08:11:13 ONE OF THE SIX CONSIDERATIONS.  
01:08:13:00 AND SAY, HOW CAN YOU DO THIS  
01:08:18:01 MAKING MY CHILD WALK FURTHER.  
01:08:20:16 OR HOW CAN YOU DO THIS AND NOT  
01:08:24:08 ADDRESSING MY CAPACITY ISSUE.  
01:08:26:00 AND WHEN YOU TAKE OUT ONE OF SIX  
01:08:28:01 AND THEY HAVE EQUAL WEIGHT AND  
01:08:30:12 PIT EACH OTHER AND THE POTENTIAL  
01:08:32:23 OF HAVING THEM SPELLED OUT WAS  
01:08:35:18 GREAT INTENTION.  
01:08:36:14 BUT I THINK THAT THE WAY THAT IT  
01:08:38:15 PLAYED OUT WAS UNINTENDED  
01:08:40:24 CONSEQUENCE OF THOSE THINGS  
01:08:41:27 COMING INTO CONFLICT WITH ONE  
01:08:45:22 ANOTHER.  
01:08:46:03 WHAT I WANT TO CALL OUT TO  
01:08:47:10 PEOPLE WHO ARE WATCHING THIS  
01:08:48:26 TONIGHT.  
01:08:49:06 WE HAVE NOW TAKEN SIX AND  
01:08:51:25 DISTILLED THEM TO FOUR.  
01:08:52:25 THESE FOUR CONSIDERATIONS AND I  
01:08:54:18 WANT TO MAKE SURE THAT YOU  
01:08:56:17 UNDERSTAND THAT THE FOUR  
01:08:57:21 CONSIDERATIONS LISTED HERE ARE  
01:09:01:12 IN PRIORITY ORDER.  
01:09:05:25 THIS IS AN ORDER OF OPERATIONS  
01:09:08:00 IN A MATH PROBLEM.  
01:09:10:18 EFFICIENCY IS THE MOST IMPORTANT  
01:09:12:16 CRITERIA TO EVALUATE.  
01:09:13:21 CLOSE BEHIND THAT PROXIMITY.  
01:09:18:23 GOING THROUGH THIS EXERCISE AND  
01:09:20:15 ATTEMPT BY THE BOARD TO STATE AS  
01:09:21:27 WE MAKE OUR DECISIONS THESE ARE  
01:09:23:09 THE FACTORS WE ARE APPLYING AND  
01:09:26:29 THE RELATIVE WEIGHTS TO EACH  
01:09:28:21 OTHER THAT WE THINK ARE  
01:09:29:24 IMPORTANT.  
01:09:31:09 UNDERSTANDING THAT THERE ARE  
01:09:33:27 CONSTITUENCIES AND FEELINGS  
01:09:34:25 ABOUT EACH OF THESE.  
01:09:36:01 THE BOARD FEELS LIKE TO BE  
01:09:37:29 RESPONSIBLE STEWARDS OF OUR  
01:09:39:18 FACILITIES AND OUR FUNDING THIS  
01:09:40:20 IS WHAT MAKES THE MOST SENSE TO  
01:09:42:23 US.

01:09:43:14 BETWEEN NOW AND NOVEMBER 14 WHEN  
01:09:45:11 WE VOTE ON THIS.  
01:09:46:20 IF THERE ARE PEOPLE WHO LOOK AT  
01:09:48:09 THIS LIST OF FOUR, AND THE  
01:09:51:01 WEIGHTING OF THESE FOUR OR  
01:09:52:22 RANKING OF THESE FOUR.  
01:09:54:10 I WANT TO BE CRYSTAL CLEAR  
01:09:57:20 THAT'S WHAT WE ARE TALKING ABOUT  
01:09:59:18 HERE.  
01:10:00:01 AND SECOND THING AS A COMMENT, I  
01:10:01:25 HAPPEN TO BE SPENDING TIME LAST  
01:10:04:08 NIGHT WITH THE BOULEVARD CIVIC  
01:10:08:15 ASSOCIATION TALKING ABOUT MANY  
01:10:09:25 ISSUES AND THIS CIVIC  
01:10:11:02 ASSOCIATION AND NEIGHBORHOOD HAS  
01:10:12:07 COME TO TALK TO US MANY TIMES OF  
01:10:16:19 SPLITTING OFF A SMALL NUMBER OF  
01:10:18:21 STUDENTS IN THIS CASE IT WAS  
01:10:20:03 FROM KENMORE.  
01:10:22:23 AND A SMALL NUMBER OF STUDENTS  
01:10:25:00 FROM YORKTOWN AND MANY FROM  
01:10:27:17 KENMORE IN THIS CASE TO  
01:10:31:11 WASHINGTON-LIBERTY AND A CONCERN  
01:10:33:07 OF SMALL PERCENTAGE OF STUDENTS  
01:10:35:27 KIND OF BEING SPLIT OFF.  
01:10:37:10 AND WHEN WE TALKED ABOUT THIS  
01:10:38:17 LAST NIGHT, I OF COURSE TOLD  
01:10:42:03 THEM WE WERE HAVING THIS  
01:10:43:17 DISCUSSION TONIGHT AND  
01:10:44:19 ENCOURAGED THEM TO TUNE IN.  
01:10:45:27 AND THE QUESTIONS THEY HAD MAYBE  
01:10:47:17 OFF LINE QUESTIONS FOR ME TO  
01:10:49:06 FOLLOW UP ABOUT.  
01:10:50:23 ONE WAS, WHEN WE TALK ABOUT 40  
01:10:52:16 STUDENTS AND THEIR QUESTION 40  
01:10:55:01 IN A GRADE LEVEL OR 40 ACROSS  
01:10:57:15 ALL THE GRADES OF HIGH SCHOOL.  
01:11:00:04 AND THE CONCERN IF WE SAID 40  
01:11:02:22 ACROSS ALL GRADES OF HIGH  
01:11:04:06 SCHOOL, IN THE NINTH GRADE THAT  
01:11:05:27 MIGHT BE AS SMALL AS SIX OR  
01:11:08:20 SEVEN PEOPLE.  
01:11:09:10 BUT WE CHECKED THE BOX BECAUSE  
01:11:11:10 WE HAVE 40 SPANNING FROM GRADES  
01:11:13:14 9-12.  
01:11:14:07 THAT'S ONE ITEM THAT OFF LINE I  
01:11:16:06 WOULD LIKE TO HAVE A LITTLE  
01:11:18:03 FOLLOW UP.  
01:11:18:20 AND THEIR SUGGESTION WHICH



01:11:20:11 SOUNDS LIKE MAYBE IN PLACE IN A  
01:11:23:01 PREVIOUS LIFE.  
01:11:23:22 A QUESTION ABOUT WHETHER IT MADE  
01:11:25:27 MORE SENSE TO GO WITH ABSOLUTE  
01:11:27:21 NUMBERS LIKE 40 OR PERCENTAGE.  
01:11:29:27 AND SAY AT THE HIGH SCHOOL  
01:11:31:00 LEVEL, FOR EXAMPLE, THAT THE  
01:11:33:05 HIGH SCHOOL, LIKE NO SMALLER  
01:11:35:06 THAN X PERCENT WOULD COME FROM  
01:11:38:24 ONE MIDDLE SCHOOL.  
01:11:39:22 TO ALLOW A SITUATION, I AM  
01:11:42:12 MAKING UP NUMBERS, ONLY 3% OF  
01:11:47:09 STUDENTS FROM YORKTOWN AND IF A  
01:11:52:20 PERCENTAGE BASE AND PERHAPS OFF  
01:11:54:27 LINE HAVE A DISCUSSION ABOUT  
01:11:55:27 THAT ONE PIECE.  
01:11:57:04 ANY OTHER COMMENTS ON BOUNDARIES  
01:11:59:02 BEFORE WE CONTINUE?  
01:12:01:12 ALL RIGHT, LET'S KEEP ROLLING.  
01:12:06:00 >> OKAY, OUR NEXT ONE C27  
01:12:11:21 SUPERINTENDENT EVALUATION, AND  
01:12:14:03 THERE IS NEW LANGUAGE AND  
01:12:15:25 HAVEN'T WORKED ON AS LONG AND  
01:12:18:26 HAD QUITE A FEW MEETINGS.  
01:12:22:12 AND THANK YOU FOR THE  
01:12:24:03 SUBCOMMITTEE TO GET LANGUAGE TO  
01:12:25:15 ADDRESS EVERYONE'S NEEDS.  
01:12:28:10 THE CODE OF VIRGINIA LAYS OUT OF  
01:12:31:07 THE PERFORMANCE STANDARD WE HAVE  
01:12:32:04 TO USE.  
01:12:33:14 THOSE DON'T COME FROM US, THE  
01:12:35:26 CODE OF VIRGINIA.  
01:12:37:07 AND THE CRITERIA IS UP TO US AND  
01:12:40:03 RECOMMENDED FROM THE BOARD OF  
01:12:41:05 EDUCATION THAT WE CAN USE.  
01:12:43:05 AND WE CAN PLAY WITH THEM A BIT  
01:12:44:27 AND HAVE HERE AND SOME OF OUR  
01:12:47:22 OWN.  
01:12:48:04 AND WE CHANGE TWO STANDARDS,  
01:12:52:06 ORGANIZATIONAL LEADERSHIP AND  
01:12:53:25 SAFETY AND IS ORGANIZATIONAL  
01:12:57:12 SAFETY AND RESOURCE MANAGEMENT.  
01:13:00:01 AND UPDATED THE CRITERIA TO  
01:13:01:18 BETTER ALIGN WITH THE STRATEGIC  
01:13:03:11 PLAN AND BETTER REFLECT  
01:13:05:15 MEASURABLE OBJECTIVES.  
01:13:07:00 SO WHEN YOU SIT DOWN WITH THE  
01:13:08:21 SUPERINTENDENT YOU CAN LOOK AT  
01:13:10:24 HE AND APS HAS MET CERTAIN

01:13:14:24 OBJECTIVES USING DATA.  
01:13:15:28 I WON'T RUN THROUGH EVERY  
01:13:17:26 CRITERIA, BUT I HAVE THEM HERE.  
01:13:20:17 AND GIVE THE PERFORMANCE  
01:13:22:12 STANDARDS AND STRATEGIC  
01:13:23:16 LEADERSHIP.  
01:13:24:00 THIS IS HIGH LEVEL AND A LOT OF  
01:13:25:27 COMMUNICATION AND WORKING WITH  
01:13:27:02 THE COMMUNITY.  
01:13:27:25 THESE ARE ALL NEW STANDARDS FROM  
01:13:30:09 BEFORE WE REPLACED ALL THE OLD  
01:13:32:15 ONCE.  
01:13:33:04 PLANNING AND ASSESSMENT.  
01:13:34:07 THIS IS MORE DATA DRIVEN.  
01:13:36:12 AND THESE STANDARDS ARE ALL NEW.  
01:13:39:01 INSTRUCTIONAL LEADERSHIP.  
01:13:39:22 THIS GETS MORE INTO ACADEMIC  
01:13:42:22 PERFORMANCE.  
01:13:43:03 WE KEPT A LOT WHAT WE HAD AND  
01:13:46:03 ONE NEW CHANGE TO EXISTING  
01:13:48:09 LANGUAGE.  
01:13:49:20 AND DEALS WITH ACADEMIC PROGRESS  
01:13:54:23 AND LEARNING.  
01:13:55:18 WE GOT INTO THE COMMUNICATION  
01:13:57:11 WITH THE ENTIRE APS COMMUNITY  
01:13:59:03 HERE.  
01:14:01:10 CULTURALLY RESPONSIBLE,  
01:14:05:06 EQUITABLE DIVISIONAL LEADERSHIP.  
01:14:06:21 AND THIS COMES OUT OF  
01:14:08:06 LEGISLATION FROM THE GENERAL  
01:14:09:28 ASSEMBLY YEARS AGO AND ADDED TO  
01:14:11:26 EVERYONE'S EVALUATION AND FOR  
01:14:13:16 ALL EMPLOYEES ONE OF THE  
01:14:15:03 STANDARDS WE ARE EVALUATED ON.  
01:14:17:08 AND WE HAVE LANGUAGE THAT WE  
01:14:19:14 ADDED RECENTLY AND MADE CHANGES.  
01:14:21:11 AND THIS CUTS ACROSS A WIDE  
01:14:24:03 DIFFERENT AREAS TO EVALUATE.  
01:14:25:27 AND PROFESSIONAL ONE.  
01:14:27:03 WE MADE CHANGES AND THIS WAS  
01:14:29:16 RELATIVELY EASY WITH A  
01:14:31:06 PROFESSIONAL SUPERINTENDENT.  
01:14:32:20 AND DOES A GREAT JOB WITH  
01:14:35:01 REGIONAL AND NATIONAL LEADERSHIP  
01:14:39:14 AND INTEGRITY AND HOLDING HIGH  
01:14:42:00 STANDARDS.  
01:14:42:16 AND LAST ONE DIVISION WIDE  
01:14:44:18 STUDENT ACADEMIC PROGRESS.  
01:14:46:13 AND AGAIN A LOT OF DATA DRIVEN

01:14:48:11 ITEMS.  
01:14:49:09 AND ALSO COMPARING OUR  
01:14:50:22 PERFORMANCE TO OTHER SCHOOL  
01:14:53:07 DIVISIONS IN THE REGION AND  
01:14:54:12 STATE.  
01:14:55:08 AND USING THEIR DATA AND TRYING  
01:14:57:21 TO SEE HOW WE MEASURE UP AND  
01:14:59:21 PERFORMING COMPARED TO THEM.  
01:15:01:03 WE GOT PUBLIC COMMENT ON THIS.  
01:15:02:26 12 PUBLIC COMMENTS.  
01:15:04:28 AND THIS IS MORE RECENT AND WE  
01:15:06:20 HAVE POLL WHETHER THEY AGREED.  
01:15:09:18 ONE APS GRADUATE, SIX PARENTS  
01:15:14:15 AND FOUR STAFF AND ONE PARENT  
01:15:16:08 AND STAFF.  
01:15:17:08 THREE COMMENTERS WANTED STAFF  
01:15:19:19 FEEDBACK TO BE PART OF THE  
01:15:21:12 EVALUATION PROCESS.  
01:15:22:12 AND I HAVE A TYPO BUT YOUR VOICE  
01:15:25:19 MATTERS IS WHAT WE WILL USE TO  
01:15:27:19 CAPTURE STAFF FEEDBACK AND THAT  
01:15:29:11 IS PART OF THAT.  
01:15:30:10 AND AFTER THAT THE COMMENTS GOT  
01:15:32:09 A LITTLE INTERESTING AS Ms.  
01:15:34:24 ZECHER SUTTON AND MR. PRIDDY CAN  
01:15:37:00 ATTEST TO OUR MEETING LAST WEEK.  
01:15:39:24 AND ONE COMMENT TO REQUEST  
01:15:43:15 CENTRAL BUDGET STAFF AND BUDGET  
01:15:45:21 QUESTION.  
01:15:46:12 AND ONE QUESTION, WHO WOULD DO  
01:15:48:08 THE EVALUATING AND AND THE  
01:15:50:20 ANSWER TO THE QUESTION IS SCHOOL  
01:15:53:08 BOARD AND STATE THAT IN THE  
01:15:54:28 OPENING PARAGRAPH.  
01:15:56:06 ONE CRITICIZES THE  
01:16:00:14 SUPERINTENDENT AND FIRST  
01:16:04:16 AMENDMENT BUT DOES NOT CHANGE  
01:16:05:24 THE POLICY.  
01:16:06:16 AND WE HAVE A PUBLIC BUDGET  
01:16:08:23 PROCESS AND MANY CHECKS AND  
01:16:10:09 BALANCES IN THE SYSTEM.  
01:16:13:25 AND WE HAD ONE COMMENT ON POINT  
01:16:16:00 AND REQUESTED LESS SPECIFICITY  
01:16:18:08 IN THE POLICY SO THAT THE BOARD  
01:16:20:03 COULD PUT NEW STANDARDS IN PLACE  
01:16:22:03 EACH YEAR DEPENDING HOW LONG THE  
01:16:25:10 TENURE OF THE SUPERINTENDENT AND  
01:16:31:06 JUDGED DIFFERENTLY IN THE SECOND  
01:16:33:07 YEAR THAN TEN YEAR.

01:16:37:23 WE AGREE IT'S IMPORTANT TO HAVE  
01:16:40:17 SPECIFIC STANDARDS IN THE POLICY  
01:16:42:06 AND FROM PUBLIC ACCOUNTABILITY  
01:16:47:17 AND THAT TRANSPARENCY IS THERE.  
01:16:50:23 AND WE PUT THE RUBRIC IN THE  
01:16:52:19 POLICY, THAT'S NEW LANGUAGE AND  
01:16:54:23 INSERTED AND TOOK THAT FROM THE  
01:16:57:03 STATE'S RECOMMENDATIONS.  
01:16:58:13 THAT'S APPLIED TO EACH CATEGORY,  
01:17:00:26 NOT ONLY THE OVERALL SUMMIT OF  
01:17:03:06 RATINGS.  
01:17:03:18 WE HAVE HOW THE SUPERINTENDENT  
01:17:06:00 IS EVALUATED IN EACH AREA IN  
01:17:10:25 ADDITION TO OVERALL.  
01:17:12:05 ANY QUESTIONS?  
01:17:12:24 >> I WILL MAKE A CLARIFYING  
01:17:14:21 COMMENT AND INVITE COLLEAGUES TO  
01:17:16:15 SPEAK UP.  
01:17:17:11 I WANT FOLKS TO UNDERSTAND IN  
01:17:19:09 THE SLIDES THAT MR. MARKU RAN  
01:17:22:04 THROUGH THE BOLD ITEMS AT THE  
01:17:23:28 TOP OF THE SLIDE ARE PERFORMANCE  
01:17:25:25 STANDARDS GIVEN TO US BY THE  
01:17:27:11 STATE.  
01:17:27:23 THOSE ARE NOT ITEMS THAT YOUR  
01:17:29:28 SCHOOL BOARD OR ANYONE ELSE IN  
01:17:32:09 APS CAN DREAM UP ON OR OWN.  
01:17:34:26 AND THOSE LISTED BELOW, 1.1 AND  
01:17:38:05 1.2, THOSE ARE ITEMS THAT WE  
01:17:47:14 DEVELOPED HERE AND CONSIDER  
01:17:50:06 DISCUSSION AND THINKING ABOUT  
01:17:51:12 WHAT WE SAW AS THE BENEFITS AND  
01:17:56:22 PREVIOUS TOOLS AND WANT THIS  
01:17:58:22 ALIGN AS CLOSELY AS POSSIBLE  
01:18:01:28 WITH STRATEGIC PLAN.  
01:18:03:05 THAT'S SOME OF THE METHOD THAT  
01:18:05:01 WE WENT THROUGH.  
01:18:06:06 ANY OTHER COMMENTS OR QUESTIONS  
01:18:07:11 FROM MY COLLEAGUES?  
01:18:08:11 >> I WANT TO COMMENT ON THE  
01:18:09:26 PUBLIC COMMENT, THE FINAL ONE  
01:18:11:13 THAT WAS TALKING ABOUT DESIGNING  
01:18:14:11 NEW STANDARDS EACH YEAR.  
01:18:16:18 FOR A PROGRESSIVE SORT OF  
01:18:20:01 EVALUATION.  
01:18:20:13 WE ALSO NOTED IN OUR  
01:18:22:02 CONVERSATION THAT THE  
01:18:22:26 SUPERINTENDENT IS ASKED TO SET  
01:18:24:25 NEW GOALS EVERY YEAR.

01:18:26:22 SO THE BOARD EVALUATES HIS GOALS  
01:18:28:25 EVERY YEAR.  
01:18:29:18 THEREFORE WE COULD AND WOULD  
01:18:33:05 POTENTIALLY ELEVATE WHAT WE  
01:18:35:15 EXPECTED TO SEE IN THE GOALS  
01:18:36:28 BASED ON THE LENGTH OF TENURE.  
01:18:38:17 I DON'T THINK IT NECESSARILY  
01:18:40:03 NEEDS TO BE IN THE POLICY IN  
01:18:41:16 THIS WAY.  
01:18:47:18 >> ALL RIGHT, PLEASE CONTINUE  
01:18:49:13 SIR.  
01:18:49:22 >> I KNOW YOU HAVE BEEN UP HERE  
01:18:51:18 A VERY LONG TIME AND EVERYONE  
01:18:53:12 WANTS TO GO HOME.  
01:18:54:07 WE HAD A LOT TO CHANGE TO CHANGE  
01:19:00:21 IN THE POLICIES AND IN CONTRAST  
01:19:03:27 D2.32 WAS WORKING FINE -- NO, WE  
01:19:08:12 UPDATED THE REFERENCE AND GOT A  
01:19:10:12 NOTE TO INCLUDE THE ADVISORY IN  
01:19:12:16 THIS AS PART OF THE  
01:19:14:02 COLLABORATION.  
01:19:14:16 BUT THAT IS TO BE ADDRESSED  
01:19:16:08 THROUGH THE CHARTER OF THE  
01:19:18:07 COMMITTEES AND OUTSIDE OF THE  
01:19:19:11 SCOPE OF THIS POLICY.  
01:19:20:25 ANY QUESTIONS ON THAT ONE?  
01:19:21:29 >> COLLEAGUES?  
01:19:23:07 I THINK WE'RE ALL GOOD.  
01:19:24:28 >> OKAY.  
01:19:25:10 >> SO I WANT TO THANK YOU FOR  
01:19:27:14 SPENDING TIME WITH US THIS  
01:19:28:28 EVENING MR. MARKU.  
01:19:30:14 AND NOTE THAT ALL OF THE  
01:19:35:27 POLICIES THAT YOU SAW US WALK  
01:19:37:25 THROUGH ARE ACTION ITEMS AT  
01:19:39:18 NOVEMBER 14 SCHOOL BOARD  
01:19:41:25 MEETING.  
01:19:42:07 >> THAT'S A BUSY ONE.  
01:19:46:09 >> ACTION PACKED AND TIME FOR  
01:19:48:21 HOMECOMING WITH AUTUMN IN THE  
01:19:51:17 AIR AND IN HOMECOMING SPIRIT I  
01:19:53:20 THINK OF THE HOMECOMING OF OUR  
01:19:55:16 LATE-NIGHT SPEAKER THAT IS  
01:19:57:08 JOINING US AGAIN BACK TO OUR  
01:20:01:03 ROOTS HERE IN LATE NIGHT APS.  
01:20:05:06 WE HAVE AN INFORMATION ITEM THAT  
01:20:07:21 IS THE CARLIN SPRINGS ELEMENTARY  
01:20:11:26 SCHOOL KITCHEN RENOVATION  
01:20:14:11 CONTRACT AWARD.

01:20:15:12 Dr. DURAN, INTRODUCE THE  
01:20:17:26 SPEAKER.  
01:20:18:16 >> WELCOME BACK MR. CHAMBERS AND  
01:20:22:28 Ms. HARBER WE HAVE YOU AT THE  
01:20:24:28 END OF THE AGENDA, ALMOST 10  
01:20:27:12 O'CLOCK, SORRY 11 MINUTES EARLY.  
01:20:30:14 MR. CHAMBERS.  
01:20:31:24 >> ALL RIGHT, Dr. DURAN AND  
01:20:33:18 MADAM CHAIR AND BOARD MEMBERS.  
01:20:35:21 NICE TO BE BACK.  
01:20:38:21 CARLIN SPRINGS ELEMENTARY SCHOOL  
01:20:41:10 KITCHEN CONSTRUCTION BUDGET.  
01:20:42:21 AS EVERYONE IS AWARE THAT THE  
01:20:44:27 SCHOOL BOARD ADOPTED FY23-32 AND  
01:20:49:14 FY25-34 CAPITAL IMPROVEMENT  
01:20:53:06 PLANS.  
01:20:54:02 INCLUDING KITCHEN AND ENTRANCES  
01:20:56:24 PROGRAM FOR OVER 20 SCHOOLS.  
01:21:00:14 AND STILL IN THE PROCESS OF  
01:21:01:24 WORKING THROUGH THAT.  
01:21:03:06 RENOVATIONS AT CARLIN SPRINGS IS  
01:21:05:00 AN ENTIRE NEW KITCHEN WITHIN THE  
01:21:08:03 EXISTING WALLS.  
01:21:09:00 NOT LOOKING AT ADDITIONS THERE.  
01:21:10:15 THE INTERIOR CONSTRUCTION WILL  
01:21:12:29 BEGIN ONCE SCHOOL DISMISSES.  
01:21:15:00 AND THE PROJECT, THE FIRST APS  
01:21:17:05 PROJECT TO BE BID WITH  
01:21:18:25 PREVAILING WAGES.  
01:21:19:24 BUT STAFF IS GOING TO REQUEST  
01:21:22:12 SCHOOL BOARD FOR THE PROPOSED  
01:21:24:20 CONSTRUCTION CONTRACT AND THE  
01:21:26:12 PROPOSED PROJECT BUDGET.  
01:21:28:18 TO COMPLETE THE RENOVATIONS WE  
01:21:33:04 DID SOLICIT BIDS, RANGE FROM  
01:21:39:03 1.25 MILLION TO 1.86 MILLION.  
01:21:44:08 THE LOWEST AND RESPONSIBLE  
01:21:46:25 QUALIFIED BID WAS UNDER  
01:21:48:22 ANNOUNCED CONSTRUCTION BUDGET  
01:21:49:24 THAT IS BASED ON ESTIMATES.  
01:21:51:26 WE DID RECEIVE FIVE BIDS AND THE  
01:21:57:25 NEGOTIATED CONTRACT SUM IS  
01:22:00:16 \$1,250,000.  
01:22:02:12 AS PART OF THE ADOPTED BUDGETS  
01:22:04:17 THIS IS OUT OF 44.85 MILLION  
01:22:08:22 FUNDING FOR KITCHEN AND  
01:22:11:15 ENTRANCE.  
01:22:12:20 AND PROJECTS WE DID ANTICIPATE  
01:22:14:03 2.9 MILLION NEEDED TO COMPLETE

01:22:16:24 THE PROJECT.  
01:22:17:17 WE NOW ARE ESTIMATING IT'S 2.2  
01:22:20:16 MILLION BASED ON THE BIDS.  
01:22:22:04 WHICH IS 720,000 BELOW THAT  
01:22:25:14 BUDGET.  
01:22:26:13 FUNDING IS CURRENTLY AVAILABLE  
01:22:27:20 TO SUPPORT THE BUDGET.  
01:22:29:19 AND STAFF IS REGULARLY  
01:22:33:15 MONITORING PROJECT COSTS AND ANY  
01:22:36:25 FUNDING LEFT OVER AT THE END OF  
01:22:38:19 THE JOB WILL BE RETURNED TO  
01:22:40:12 OTHER PROGRAMS.  
01:22:41:18 AND STAFF RECOMMEND THAT SCHOOL  
01:22:43:26 TAKE THE FOLLOWING ACTION ON THE  
01:22:45:08 14th TO AWARD THE CONTRACT  
01:22:49:27 15FY25 FOR RENOVATIONS AT CARLIN  
01:22:53:20 SPRINGS TO LANDIVAR AND  
01:22:59:22 ASSOCIATES, LLC AND APPROVE A  
01:23:01:01 BUDGET OF 2.2 MILLION FOR THE  
01:23:03:15 KITCHEN AND ENTRANCE SECURITY  
01:23:06:24 VESTIBULE FUNDING TO SUPPORT THE  
01:23:10:20 RENOVATIONS AT CARLIN SPRINGS.  
01:23:15:00 >> ALL RIGHT, THANK YOU MR.  
01:23:16:23 CHAMBERS, DO WE HAVE QUESTIONS  
01:23:20:07 OR COMMENTS.  
01:23:21:20 >> YES.  
01:23:26:23 Ms. ZECHER SUTTON.  
01:23:28:07 >> MAYBE IT'S THE LATE HOUR ON  
01:23:30:12 THE RECOMMENDATION WHAT ARE THE  
01:23:31:18 TWO THINGS THAT ARE DONE AT  
01:23:33:26 CARLIN SPRINGS?  
01:23:34:14 >> JUST THE KITCHEN.  
01:23:36:07 >> WE'RE GOING TO AWARD THE  
01:23:38:28 CONTRACT I SEE APPROVE THE  
01:23:40:26 BUDGET FOR THE JOB.  
01:23:42:07 >> OKAY.  
01:23:43:05 >> AS WELL AS THE CONTRACT.  
01:23:44:11 >> MY BAD.  
01:23:47:25 >> ANY OTHER QUESTIONS FROM MY  
01:23:50:07 COLLEAGUES?  
01:23:50:25 I HAD ONE, CHECKING IN.  
01:23:53:28 Ms. DIAZ-TORRES.  
01:23:55:01 >> I HAVE A COMMENT AND ABOUT TO  
01:23:57:05 RUIN MR. CHAMBER'S THUNDER AND  
01:24:00:00 SPOIL THE NEXT INFO ITEM.  
01:24:02:18 BUT OUR FORMER COLLEAGUE MR.  
01:24:05:22 GOLDSTEIN SAID THAT WE NEVER  
01:24:07:21 HAVE PROJECTS THAT COME UNDER  
01:24:09:29 BUDGET, I PROVE YOU WRONG, TWO

01:24:11:23 RIGHT HERE.  
01:24:12:21 VERY EXCITED TO SEE THAT.  
01:24:14:06 >> I HAD A QUESTION THAT YOU CAN  
01:24:15:15 TELL ME IT'S TOO SOON TO TELL.  
01:24:17:21 BECAUSE WE ARE THE NEW KIDS ON  
01:24:20:25 THE BLOCK IN TERMS OF PREVAILING  
01:24:23:09 WAGE.  
01:24:23:21 I THINK WHEN WE TALKED ABOUT  
01:24:25:02 THIS LAST SPRING WE WERE  
01:24:27:18 CONCERNED THAT ADDING PREVAILING  
01:24:30:09 WAGE WOULD INCREASE THE COST OF  
01:24:32:09 THE PROJECT AND MIGHT PRECLUDE  
01:24:35:19 SMALL BUSINESSES IN PARTICULAR  
01:24:37:01 FROM BIDDING.  
01:24:38:16 IT'S EARLY DAYS AND WITH THIS  
01:24:40:19 AND NEXT AGENDA ITEM.  
01:24:42:12 ARE YOU SEEING ANYTHING IN  
01:24:44:09 EITHER AREA THAT GIVES US PAUSE?  
01:24:46:25 >> I AM NOT SEEING ANYTHING THAT  
01:24:48:10 IS GIVING US PAUSE AT THIS POINT  
01:24:51:04 IN TIME.  
01:24:51:21 THE MARKET HAS ACTUALLY OPENED  
01:24:54:29 UP.  
01:24:55:09 AND SOME KITCHENS IN RECENT  
01:24:57:11 HISTORY ONLY GETTING ONE OR TWO  
01:24:59:25 BIDS.  
01:25:00:09 AND YOU SEE IN THIS ITEM WE HAD  
01:25:02:10 FIVE AND NEXT ITEM SIX.  
01:25:05:05 AND CONTRACTORS ARE HUNGRIER  
01:25:08:03 THAN THEY WERE.  
01:25:08:27 THAT'S THE PROBLEM WITH  
01:25:09:25 CONSTRUCTION.  
01:25:10:03 WE CALL IT A CONSTRUCTION  
01:25:14:15 INDUSTRY, IT'S NOT AN INDUSTRY  
01:25:16:08 AND DISPARATE PARTS AND NUMBERS  
01:25:19:04 TOGETHER AND COST FOR IT AT THAT  
01:25:20:13 TIME.  
01:25:20:26 >> OKAY, SO FAR SO GOOD.  
01:25:24:10 >> SO FAR SO GOOD.  
01:25:26:08 >> YEAH, JUST CURIOUS, THANK YOU  
01:25:27:28 FOR ENLIGHTENING US.  
01:25:30:17 ANY OTHER QUESTIONS OR COMMENTS  
01:25:31:25 ABOUT THIS ITEM?  
01:25:39:23 ALL RIGHT THE SCHOOL BOARD WILL  
01:25:41:15 ACT ON THIS ITEM NOVEMBER 14 AND  
01:25:45:18 NEXT ITEM IS BARRETT ELEMENTARY  
01:25:48:18 SCHOOL KITCHEN RENOVATION  
01:25:50:25 CONTRACT AWARD AND NOT ASK Dr.  
01:25:54:24 DURAN TO REINTRODUCE MR.



01:25:57:16 CHAMBERS.  
01:25:58:01 >> A LOT OF SAME INFORMATION AS  
01:25:59:17 THE LAST BUT SHARE FOR THE  
01:26:01:12 COMMUNITY THAT IS LISTENING.  
01:26:02:16 THIS IS FROM THE ADOPTED FY23-32  
01:26:06:24 AND FY25-34 CAPITAL IMPROVEMENT  
01:26:11:00 PLANS FOR KITCHEN AND ENTRANCE  
01:26:13:22 SECURITY VESTIBULE RENOVATION  
01:26:19:22 PROGRAM.  
01:26:21:16 AND THE RENOVATION AT BARRETT  
01:26:23:21 WILL INCLUDE CHILLER FOR THE  
01:26:25:12 BUILDING.  
01:26:25:22 IT'S A TINY SPACE FOR THE  
01:26:27:12 BUILDING WHERE THE CURRENT  
01:26:28:26 KITCHEN IS, AND WE HAVE TO  
01:26:30:21 EXPAND THE BUILDING.  
01:26:31:16 THAT IS PART OF THAT PROJECT.  
01:26:33:01 AND THE INTERIOR CONSTRUCTION  
01:26:34:15 WOULD BEGIN ONCE SCHOOL DISMISS.  
01:26:37:29 BUT WE WILL BE DOING  
01:26:39:22 CONSTRUCTION PRIOR TO SCHOOL  
01:26:41:06 BEING DISMISSED WITH THE  
01:26:42:26 ADDITIONAL WORK AND RELOCATING  
01:26:44:12 THE CHILLER.  
01:26:47:08 HOPEFULLY OVER THE WINTER WHEN  
01:26:48:17 THE CHILLER IS NOT HEAVILY  
01:26:51:00 NEEDED.  
01:26:51:12 THE PROJECT IS THE SECOND APS  
01:26:55:05 PROJECT BID WITH PREVAILING  
01:26:57:06 WAGES AND FOR THIS PROJECT  
01:26:59:26 REQUEST APPROVAL FOR PROPOSED  
01:27:02:17 CONTRIBUTION CONTRACT FOR THE  
01:27:04:09 CONTRACTOR AND PROPOSED  
01:27:05:21 CONSTRUCTION BUDGET.  
01:27:06:15 FOR THIS PARTICULAR PROJECT WE  
01:27:09:04 RECEIVED BIDS FROM 2.1 MILLION  
01:27:13:28 TO 3 MILLION, BECAUSE IT'S A  
01:27:16:14 MORE COMPLICATED PROJECT AND THE  
01:27:19:27 LOWEST RESPONSIVE BIDS WAS UNDER  
01:27:22:05 BUDGET BASED ON THE ESTIMATES.  
01:27:23:28 AND LOOKING AT NEGOTIATION  
01:27:28:13 CONTRACT SUM OF 2,149,812  
01:27:33:20 AND THIS IS FROM THAT FUNDING  
01:27:37:12 AND STAFF DID ESTIMATE AT 4.1  
01:27:40:22 MILLION FOR PROGRAM FUNDING.  
01:27:43:04 AND THE STAFF NOW ESTIMATES THE  
01:27:45:13 BUDGET IS 3.4 MILLION, WHICH IS  
01:27:48:27 700,000 BELOW THE ORIGINAL  
01:27:52:07 ESTIMATE.

01:27:54:15 AND FUNDING IS CURRENTLY  
01:27:55:24 AVAILABLE TO SUPPORT THAT  
01:27:56:24 BUDGET.  
01:27:57:09 AND WE WILL CONTINUE TO MONITOR  
01:27:58:24 THE BUDGET AS THIS WORKS THROUGH  
01:28:00:11 AND ANY REMAINING FUNDS WILL BE  
01:28:03:04 RETURNED.  
01:28:03:18 SO THE STAFF IS RECOMMENDING THE  
01:28:06:04 AWARD FOR THE RENOVATIONS AT  
01:28:08:26 BARRETT ELEMENTARY SCHOOL TO  
01:28:11:13 LANDIVAR AND ASSOCIATES IN THE  
01:28:14:09 AMOUNT OF 2,149,812 AND APPROVE  
01:28:20:12 A BUDGET OF 3.4 MILLION FOR THE  
01:28:23:11 KITCHEN AND ENTRANCE VESTIBULE  
01:28:26:19 RENOVATION FUNDING.  
01:28:28:26 >> COLLEAGUES, ANY QUESTIONS  
01:28:29:23 ABOUT THIS ONE?  
01:28:31:13 I LIKE ENDING ON GOOD NEWS ITEMS  
01:28:34:05 AND MR. CHAMBERS YOU HAVE  
01:28:35:15 BROUGHT GOOD NEWS, THANK YOU FOR  
01:28:36:26 THAT.  
01:28:37:22 AND ACT ON THIS ITEM AT NOVEMBER  
01:28:39:11 14th MEETING.  
01:28:40:11 NOW AT NEW BUSINESS, BOARD  
01:28:42:12 MEMBERS, ANY NEW BUSINESS?  
01:28:44:24 SEEING NONE.  
01:28:45:13 THIS MEETING IS ADJOURNED.  
01:28:48:19 [GAVEL]