

A Business Meeting of the Albemarle County School Board was held on October 18, 2018 at 6:30 p.m., Lane Auditorium, Albemarle County Office Building, 401 McIntire Road, Charlottesville, Virginia 22902.

**PRESENT:** Dr. Kate Acuff; Ms. Katrina Callsen; Mr. Stephen Koleszar Mr. David Oberg (arrived at 5:40 p.m.); Mr. Graham Paige; Mr. Jonno Alcaro; and Mr. Jason Buyaki (arrived at 5:33 p.m.).

**ABSENT:** None.

**STAFF PRESENT:** Dr. Matthew Haas, Superintendent; Ms. Debbie Collins, Assistant Superintendent; Mr. Jay Thomas, Director of Secondary Education; Dr. Patrick McLaughlin, Chief of Strategic Planning; Dr. Clare Keiser, Assistant Superintendent; Ms. Jennifer Sublette, Director of Professional Development; Mr. Lorenzo Dickerson, Web Content Manager; Ms. Jamie Gellner, Program Evaluator; Dr. Bernard Hairston, Assistant Superintendent; and Ms. Jennifer Johnston, Clerk to the School Board.

**Agenda Item No. 1.1. Closed Meeting.**

At 5:30 p.m., Mr. Alcaro offered a **motion** that the School Board go into a closed meeting as authorized by the Virginia Freedom of Information Act, section 2.2-3711(A) of the Code of Virginia under subsection 1 to discuss and consider a prospective candidate for appointment to the Long Range Planning Committee; subsection 7 for consultation with legal counsel regarding litigation against the School Board; and subsection 8 for consultation with legal counsel regarding specific legal matters requiring legal advice by such counsel. Mr. Koleszar **seconded** the motion, **and the motion passed with Mr. Buyaki and Mr. Oberg absent.**

**Agenda Item No. 1.2. Closed Meeting Certification.**

At 6:30 p.m., Mr. Alcaro offered a **motion** that the Board certify by recorded vote that to the best of each Board member's knowledge, only public business matters lawfully exempted from the open meeting requirements of the Virginia Freedom of Information Act and identified in the motion authorizing the Closed Meeting were heard, discussed or considered in the Closed Meeting. Mr. Oberg **seconded** the motion. **Roll was called and the motion passed by the following recorded votes:**

**AYES:** Mr. Koleszar, Dr. Acuff, Mr. Buyaki, Mr. Alcaro, Mr. Paige, Mr. Oberg, and Ms. Callsen.

**NAYS:** None.

**Motion carried by a 7:0 vote.**

Mr. Oberg offered a **motion** to appoint Amanda Alger to the Long-Range Planning Advisory Committee as the White Hall Magisterial District representative. Mr. Buyaki **seconded** the motion, **and the motion passed.**

**Agenda Item No. 1.3. Call to Order.**

At 6:30 p.m., Dr. Acuff, Chairman, called the meeting back to order.

**Agenda Item No. 1.4. Pledge of Allegiance.**

**Agenda Item No. 1.5. Moment of Silence.**

**Agenda Item. No. 2.1. Approval of Agenda.**

Mr. Alcaro offered a **motion** to approve the agenda. Mr. Paige **seconded** the motion, **and the motion passed.**

**Agenda Item No. 3.1. Consent Agenda**

- 3.1 Approval of Consent Agenda
- 3.2 Donations and Reimbursements to School Division FY17-18 – 4<sup>th</sup> Quarter

- 3.3 Donations and Reimbursements to School Division FY19-20 – 1<sup>st</sup> Quarter
- 3.4 Personnel Action
- 3.5 Architectural/Engineering Selection Committee for Scottsville Elementary School Project and High School 2022
- 3.6 Drivers Education Fees
- 3.7 Right-of-Entry Letter for Wildflower Meadow Near CATEC
- 3.8 For Action: Policy Reviews and Revisions
- 3.9 For Information: Policy Reviews and Revisions

Mr. Alcaro offered a **motion** to approve the consent agenda. Dr. Acuff asked for discussion. Mr. Koleszar said that there is an item for the selection of architects for a project. Recent practice is to not to include a Board member on the selection committee but he feels that it would be beneficial to have a Board member serve on any architect selection committee. Dr. Haas said that he will contact Mr. Koleszar to get more information. Mr. Buyaki **seconded** the motion, **and the motion passed.**

**Agenda Item No. 4.0. Items Pulled from the Consent Agenda. None.**

**Agenda Item No. 5.1. Spotlight on Education**

Mr. Koleszar said that among the most valued concepts in our contemporary instructional model today is that of student-centered learning. By that we mean that fully engaging students in the curriculum and empowering them to have more influence over their studies, is a sure formula for raising academic performance and increasing the depth of lifelong learning that takes place. We want students to be active participants in the classroom because that makes for a vibrant, dynamic, collaborative and high functioning learning environment. In some settings, such as Albemarle Tech, the environment is new, highly visual and easily understood as something different. Other settings, such as the program we are highlighting this evening, are far more traditional.

For the past six years, Albemarle High School has offered course credit to students as peer tutors. Each year, somewhere between 75 and 80 students work with their colleagues to improve academic performance. During the 2017-18 school year, student tutors conducted over 5,500 sessions, primarily working one-on-one to assist their peers. Sometimes, those receiving assistance are newcomers, students from foreign lands who are new to our country sometimes they are students who have lived here for a few years but for whom English is a second language and some are students who are struggling to master a particular course. And, some students who are doing well simply want to take an advanced course and a tutor helps them to take on that challenge.

With us tonight is Hannah Baran, who has led the peer tutoring program since its inception at Albemarle High School. A Golden Apple recipient, Hannah also is the school's AVID coordinator and this summer, she made a presentation at the annual VSBA Education Conference in Richmond, which was attended by more than 2,000 educational leaders from throughout the state. Hannah is joined by two tutors, Alyssa Connor and Lally Hobson.

**Agenda Item No. 5.2. Announcements.**

Dr. Haas said that the Parent Council had a great meeting last night at A-Tech which included a presentation on the program by David Glover and Jeff Prillaman. There was also a presentation from Dr. Hairston and the students working on the Anti-Racism Policy. The reception from parents were positive and overwhelming.

Dr. Haas said that he spent much of yesterday with Jay Thomas presenting to over 90 other school divisions at the Virginia Department of Education Counselors Summit. They wanted to know about the work that Albemarle County is doing around the Virginia Profile of a Graduate. The second thing stopped off and visited with Melissa Larson and Beth White at Western Albemarle High School whose classes were attending a speaker series by Robert Pitchelinni who is a former skin-head and former white supremacist talking about his journey into that, the years he spent in hate and how he withdrew himself from that culture. He was particularly

highlighting caution signs and how to not get roped into such a situation. The students were great and the teachers did an excellent job in prepping the students for the impact of the Holocaust Museum.

**Agenda Item No. 6.1. School Board/Superintendent Business.** None.

**Agenda Item No. 6.2. Board Member Reports.**

Mr. Oberg said that he was speaking this evening on his own behalf and not for anyone else. The statement reflects his personal reflection and beliefs that he holds on the many issues currently facing the School Board and the school system. When he ran for the School Board in 2015 he openly identified as one of the reasons for his candidacy was to ensure all of our students irrespective of race, ethnicity, or social class – were afforded the same opportunity for an exceptional public education. He had opportunities at various community forums and events to discuss and share his thoughts on the issue and others. Upon his election he was very happy to learn that his colleagues on the Board and the leadership in the school system shared that commitment. In meetings over the past three years his colleagues have proven time after time their commitment to creating equity in our schools and their commitment to each of our students although we sometimes disagree on how to achieve our goals he has never questioned our joint commitment to those goals and to our students. He has tremendous respect and admiration for each of the members of the Board and the leadership team of ACPS in particular he considers the most recent attacks against Dr. Acuff and Mr. Buyaki unfair and unwarranted. Dr. Acuff and Mr. Buyaki are not only his colleagues but they are also his friends, and he does not agree with or accept the personal attacks that have been made against them. He is grateful to the members of the community for advocating for our students and our schools, and he strongly encourages continued advocacy, however, he does not believe personally attacking members of our community is an effective method to effect change. To the contrary, he believes such attacks make it harder for people of good conscience to consider different opinions and solutions. He then respectfully requested that the personal attacks on his colleagues stop. He asked that the Board be granted the space and time to consider thoughtfully the public’s testimony and these issues confronting our schools. Over the past several weeks we have been asked by multiple speakers and community members to reflect on ourselves and our actions This is a fair request, and he has attempted to meet that challenge. He has addressed this issue as he has addressed any important issue, he has spent many hours studying, meditating and praying to formulate his thoughts. He has spoken with dozens of community members and leaders. He has spoken to a number of students to learn from them their experiences and most importantly for him, he has spoken many times with his wife and daughter. In his opinion there are two issues currently confronting the board - first there is the issue of the proposed revision to the school dress code and the banning of confederate imagery, and secondly, there is the underlying issue of discrimination within schools - although those issues are linked they are none the less independent. In regards to the dress code, he believes the reliance of some members of our community on the case of *Hardwick vs. Haywood* to justify a blanket ban on confederate imagery is misplaced. He truly believes that the interpretation of that case by the Hate Free Schools Coalition is incorrect. A careful reading of that case demonstrates that the Fourth Circuit’s evaluation of the dress code strictly follows the evaluation conducted in the *Tinker* case. Indeed the dress code in the *Hardwick* case is almost identical to the language currently in the Albemarle County dress code policy. That conclusion however does not end the inquiry. Fundamental to the *Tinker* standard is that students do not abandon their constitutional rights that school has gave, however, they do abandon some of those rights. For instance, the Supreme Court has held that the fourth amendment rights against search and seizure are limited in a school context. Similarly freedom of expression is not universal in a school context. The court has held that the rights of a student must be balanced against the purpose of the school to promote learning. That is extremely a nuance balance of interest, which is not as simple as it would be suggested by the moniker “Just Ban It”. Dress codes are a part of our school system and have been so since prior to the advent of public schools. He has looked at various dress codes and found that schools have not been historically shy about forming behavior and attitude. Schools across the country do not shy away from requiring things such as “neat appearance, no baggy pants and no bra straps.” His daughter has taken open and defiant objection to Henley Middle School’s dress code and stated it is blatantly misogynistic. His first response when confronted with the issue of banning confederate imagery as part of the dress code was fairly legalistic; that is simply a reflection of my experience as a lawyer. His initial thought was that such a ban could not be considered content neutral, and as such, it would violate the *Tinker* standards. His analysis did not and does not change based upon the courts ruling in the *Hardwick* case. Moreover, he does not believe that confederate

imagery by its nature is inherently, racist or discriminatory. He believes that many people who wear and endorse the wearing of the confederate battle flag and confederate imagery do so without any malice toward any other race. Although he has never had any infinity for confederate imagery, he accepts what he has been told by members of our community that to some people the confederate imagery is deeply personal and to them it is a matter of historical unity and pride. However, notwithstanding the motives and intent of some people who embrace the imagery, there are objective reasonable reasons why other persons would be offended by use of that same imagery. Former Governor and Current United Nations Ambassador Nicky Haley acknowledges that for many people the confederate flag is a deeply offensive symbol of a brutally offensive past. Historically the number of incidents of racial violence and atrocity associated with the confederate imagery is legion. As a member of our community testified recently, nearly every gathering of white supremacist in the United States includes confederate images. Certainly, on August 12, 2017, the confederate battle flag was present and undeniably being used by individuals to intimidate and harass people of color. Outside of the school context he would never support an attempt to legally ban from using or wearing confederate imagery. He does not believe that the government can or should legislate morality or decency. However, we are not outside of the school context and we must consider these issues within the specific context of our Division and our students. As a Board we have been grappling for three years with the fact that our African-American students have consistently underperformed against their Caucasian counterparts. Students of color have underperformed on standardized tests, are underrepresented in advanced classes and programs, and are overrepresented in categories of discipline and failure to graduate. Although he fundamentally believes that our teachers and leaders are committed to ensuring that each student succeeds, there can be no doubt that there are institutional reasons that our students of color perform at a lower level. Simply, our system needs to address the fact that discrimination is both endemic and institutional in our community and in our system. The Board has taken tangible steps to address that discrimination. However, to date, our steps have been unsuccessful. It is likely too early to evaluate our efforts fairly. However, to date, we have not seen marked academic improvement. As such, we need to as a Board consider if we have done everything we can to address this issue. He does not believe that the Board can or should ban a statement, word or image simply based on the fact that a person or group of people find that statement offensive. Not only would such a ban violate the Tinker standard but it would also create an unmanageable slippery slope in which anything that offended anyone would need to be banned. If we are guided by what is subjectively offensive, then the only solution would be to adopt a strict uniform for all students to wear. He does not believe that outcome would benefit the students. However, he does not consider this a matter of restricting an "offensive statement or image". Under the Tinker standard, a School Board may only restrict free speech and expression when it can show that its action is caused by "something more than a mere desire to avoid the discomfort and unpleasantness that would always accompany an unpopular viewpoint." that the content would "materially and substantially interfere with the requirements of appropriate discipline and the operation of the school." For the purpose of our analysis, we have looked at this in terms of has there been "disruptions", i.e. arguments, fights, breakdowns in discipline, as a result of confederate imagery. And, because there does not seem to be any evidence of numerous such "disruptions" the answer under the Tinker standards seems to be that a ban would be unconstitutional. However, he wanted to raise the question whether we are failing to consider the full and fair meaning of disruption. It seems clear that if our schools face the types of violent interactions that were faced in the Hardwick case that we would be enabled and emboldened to take the steps that the principal did in that case. However, he asked his colleagues to consider should the absence of multiple violent acts serve to tie our hands or is this not perhaps a circumstance in which the civility and maturity of our students, which we encourage, is being allowed to negatively impact them. Is it possible that some of our students learned that the battle is hopeless and for that reason have simply stopped fighting? Does the lack of violence truly mean that there has not been a disruption? Rather than focus on strictly whether we have successfully maintained order in the schools, he thinks we should view this as an issue on the impact on student achievement. He believes what multiple students have told him that when they are confronted by confederate images in school that it is beyond offensive to them, it is upsetting and impactful to their education. One student equated it to being punched in the stomach. We have had multiple mental health experts explain to the Board that some students are suffering from PTSD symptoms from racist events such as those on August 12, 2017, and that for them, seeing other students wear confederate imagery is mentally and emotionally traumatizing – not offensive – traumatizing. He does not believe that distinction should be ignored. He has vehemently advocated that students cannot think at higher levels if they are hungry and has advocated for funding for snacks for our students. Likewise, how can we reasonably expect a student to perform academically at his or her best if they are facing a mental or emotional

trauma. Simply, we can't. He endorses the work that the school and the school leadership has done in regards to the anti-discrimination policy, and he greatly appreciates Dr. Haas' and Dr. Hairston's leadership in that regard. He also understands the complexity of these issues and he does not have a conclusive answer. Ultimately, however, he must go with his conscience. He is a strong proponent of student rights, strongly endorsing students to be themselves and speak their minds. He believes that one of the essential elements of public education is that we foster an environment in which our students can become free thinkers, who can thoughtfully formulate their own belief system so that as adults they can fully participate in our democracy. Part of fostering such an environment is to tolerate student's freedom of expression even when we find it objectionable. However, one student's freedom of expression within a school building should not come at the expense of the academic expense of another student. He agrees with his colleagues who have expressed that banning confederate symbols will not solve the underlying problems of discrimination; it won't. However, the fact that one step will not finish the race does not mean that you do not have to take the first step. He knows that the members of the Board will continue to struggle with these issues. He hopes that as we do so that we will engage our entire community and not only on the issue of confederate imagery but also the issues of systemic discrimination within our schools and within our community. We will not solve this as a Board of Education. We can only solve it together as a community. As a community we need to be open to the dialogue and open to hearing opposing viewpoints. He hopes that we can do so as we consider whether a ban on confederate imagery is appropriate. He is a person of faith. He hopes and believes that some day he will meet his maker and will hopefully meet people such as Dr. Martin Luther King. He is sure he will be asked by him what he has done in this life to advance his dream. He hopes to be able to answer that he did what he could and that he acted with his heart. He feels that at this point in time, his heart tells him that we should take steps to ban confederate imagery in our schools, and he hopes that it will be considered.

Mr. Paige, Dr. Acuff and Ms. Callsen thanked Mr. Oberg for his statement.

### **Agenda Item No. 6.3. Professional Development. (Heard during Announcements)**

Ms. Jennifer Sublette, Director for Professional Learning, provided the Board with an update on the professional development that is taking place within the Division. She noted that this is the perfect day to provide an update because at 4:02 p.m. the program for the annual Making Connections professional development day was released. This year there are 40 sessions with over 20 educators coming into the Division. It is her goal to create a professional conference experience for every single teacher and administrator in the Division without having to leave Division. The theme this year is Equitable Practices that Enhance Student Learning. We are really trying to align the sessions to the Division's strategic priorities. By 5:45 p.m. she said that there were 945 teachers already registered for sessions. Ms. Sublette said that she will send the Board the link to the program for Nov 2<sup>nd</sup>, and encouraged the Board to feel free to come to any of the sessions.

Dr. Acuff said that if she is understanding correctly, the professional development is strategically linked to the School Board priorities.

Ms. Callsen asked how this relates to culturally responsive teaching. What types of sessions are being offered? Are the sessions things like how to use your SmartBoard?

Dr. Acuff asked what professional development is offered for staff that do not teach.

Mr. Koleszar said that Building Services is also having a day long staff session on the same day as Making Connections.

Ms. Callsen asked what type of professional development was taking place around the Freshman Seminar.

### **Agenda Item No. 7.1. State of the Division Preview.**

Dr. McLaughlin provided for the Board's consideration a preview of the State of the Division report.

The Board did not have any questions.

**Agenda Item No. 7.2. 2019/2020 Comprehensive High School Program of Studies, Middle School Elective Offerings.**

Mr. Thomas provided for the Board's consideration the 2019/2020 Comprehensive High School Program of Studies and the Middle School Elective offerings to include annual updates, additions, and deletions.

Mr. Buyaki said that he was happy to see the increase in elective offerings at Sutherland Middle School. In the past the Board had discussed the lack of offerings at some schools.

Mr. Alcaro asked for an example of what the 13 new offerings may include.

Dr. Acuff asked if staff was starting to strategically think about changes to the middle school curriculum given the work being done around the Profile of a Graduate.

Mr. Koleszar said that there was discussion about tracking students and how it perpetuates the achievement gap. Is staff looking at leveling courses, etc.?

Mr. Paige said that there were quite a few courses offered in Henley that are not offered in other middle schools. Are different courses being offered at the other schools to mitigate some of the gaps in offerings?

Mr. Buyaki agreed with Mr. Paige. He said that online offerings could help solve some of the issues with the number of opportunities being offered.

**Agenda Item No. 7.3. Driver Education Program Evaluation.**

Ms. Gellner provided for the Board's consideration the program evaluation for the Driver Education Program. The program evaluation consisted of a review of participation data of both the classroom portion and the behind-the-wheel portion, interviews with staff members, and a survey to current students and parents.

Mr. Koleszar said that the statistic that thirty percent of seniors nationwide do not have a driver's license. In a state like Virginia where you are required to have a photo id to vote, does that mean that those students cannot vote without their photo id. Are we facilitating our students to get some type of photo id if they do not have a driver's license?

Dr. Acuff asked if we know in the surrounding communities what type of driver's education programming is offered.

Mr. Koleszar feels that it is a really great program and having a driver's license is an important life skill. It concerns him that we have so many students who are not able to get their driver's license, and we need to look at how we can strengthen the program to get more participation.

Dr. Acuff asked for the cost of getting a permit.

Mr. Alcaro said that it is a great program and it is run well.

**Agenda Item No. 7.4. VSBA Policies and Regulations for VSBA Delegate Assembly.**

Ms. Callsen provided for the Board consideration an overview of the recommended VSBA Policies and Regulations for the VSBA Annual Convention Delegate Assembly. The Virginia School Boards Association (VSBA) Board of Directors approved amendments to the VSBA policies and resolutions that will be submitted to the 2018 VSBA Delegate Assembly for its consideration in November.

Earlier this year, Ms. Callsen agreed to serve as the Delegate and Mr. Buyaki agreed to serve as the Alternate. Ms. Callsen will represent the Albemarle County School Board at the VSBA Delegate Assembly regarding the proposed revisions of and additions to policies and resolutions and revisions/additions to the by-laws that have been incorporated in the VSBA Delegate Assembly Handbook.

Mr. Buyaki said that he would like to withdraw as serving as the alternate. He is not able to participate in the conference this year due to work responsibilities.

Mr. Oberg offered a **motion** to withdraw Mr. Buyaki as the alternate for the Delegate Assembly. Mr. Buyaki **seconded** the motion, **and the motion passed.**

Mr. Buyaki offered a **motion** to nominate Mr. Alcaro as the alternate for the Delegate Assembly. Mr. Oberg **seconded** the motion, **and the motion passed.**

Dr. Acuff noted that the Board met with local legislators recently. Legislators were interested in having more support for mental health in schools.

Mr. Koleszar offered a **motion** to direct Ms. Callsen to vote yes to the proposed amendments. Mr. Paige **seconded** the motion, **and the motion passed.**

#### **Agenda Item No. 7.5. Break.**

The Board took a break from 8:08 p.m. until 8:20 p.m.

#### **Agenda Item No. 7.6. Proposed Revision of Community Involvement in Community Relations Policy KC and Equity Review Checklist.**

Dr. Hairston introduced Dr. Joanna Williams who provided for the Board's consideration proposed revisions to Policy KC and the Equity Review checklist. In 2017, the School Division adopted an equity and assess, call to action initiative. The desired results are to end the predictive value of race, class, gender, and special capacities on student success by working together with families and communities to ensure each student's success. A policy review checklist will encourage division leadership to consider policy revisions from an equity lens. The checklist was developed by a committee and vetted by a review process of Policy KC, Community Involvement in Community Relations.

Dr. Acuff said that Board routinely reviews dozens of policies at meetings. Is this tool something that should be used when reviewing all policies?

Mr. Koleszar said that this should be included in policy that we are using this checklist.

Mr. Oberg said that the protected classes on the checklist are missing a few such as pregnancy, status as a parent and military status. These should be included on the checklist.

Mr. Oberg said that the Board should be trained in how to use this checklist.

#### **Agenda Item No. 7.7. Update on Social Studies.**

Mr. Hobson provided for the Board's consideration a current project which exemplifies the work of the Social Studies teachers in ACPS. This project, as others before it, shares how social studies teachers are expanding the "voices" of history in a way that broadens and deepens students' understandings of history.

Mr. Alcaro said that he attended sessions at Montpelier last year and it was great.

Dr. Acuff asked if the Reframing the Narrative was only at the high school level.

**Agenda Item No. 7.8. Presentation on the Desegregation of Schools in the Western Feeder Pattern.**

Mr. Dickerson provided for the Board's consideration a presentation on the desegregation of schools in the western feeder pattern. "History Is The Present" discusses the educational experience of African Americans in Albemarle County from emancipation to desegregation, and how that history is not as ancient or far away as we often may think, but instead is very local and still carried with us today through our own experiences, inherited generational understanding, decision-making, and even lives in current building names and monuments.

Dr. Acuff asked who has seen this presentation in the Division.

Mr. Oberg asked if the presentation could be provided to the students at Western Albemarle High School. Mr. Paige said that he would like to see it provided at all County schools.

Mr. Alcaro said that there would be a large interest at schools for this presentation. He complimented Mr. Dickerson on his work.

Mr. Paige said that there is a book by a Buckingham County author called *The Hidden and Forgotten Contributions of Buckingham Blacks to American History*. This book includes a lot of history on blacks from Albemarle County as well as other surrounding counties. He would like to see this book placed in our schools.

Ms. Callsen said that the part of what is so shocking in this information is how recent the history is.

Dr. Acuff thanked Dr. Haas and Mr. Dickerson, for sharing the presentation. This presentation is typical of the research that should guide us in putting in place an anti-racism and anti-discrimination policy that will stand as a powerful commitment to treating all members of our learning community with fairness, respect, decency and support. Being true to this commitment permits us to meet two other sacred responsibilities--- providing a safe learning environment for all and an environment that nurtures and advances the very best within us all. While deliberation, reflection and analysis are important to all substantive decisions, there are some decisions that cannot wait. The presentation we just heard should lead us to one such decision. Slide 18 refers to a July 1956 issue of *Commentary*, a nationally circulated magazine that writes on pressing social issues. In a story that appeared in that issue titled, *Virginia's Creeping Desegregation: Force of the Inevitable*, Dr. Paul Cale, a former superintendent of Albemarle County Schools, for whom one of our most diverse elementary schools is named, is quoted, "*White parents would not permit their children to receive instruction from inferior Negro teachers—and they were inferior,*" The author writes of Dr. Cale's agreement that two years after Brown vs. the Board of Education, integration was not practical in Albemarle County and if it were to be enforced, white parents would withdraw their children and stop paying taxes. This was the essential strategy of massive resistance, which was formally born in Virginia only months before this article appeared. The article added that Negro principals would no longer talk frankly with Dr. Cale and would only confer with him in public, in the presence of witnesses. While these sentiments may have been socially appealing to some more than 65 years ago, they stood silent to the disenfranchisement of many members of our community. We should not revere or celebrate these viewpoints nor preserve them in perpetuity in the names of public buildings - schools that serve all students irrespective of race, ethnicity and beliefs. As this Board often has said, in this school division, *All Should Always Mean All*.

Accordingly, Dr. Acuff offered a **motion** that Superintendent Dr. Matthew Haas be directed to review our current policy on the naming of school buildings and facilities for the purpose of adding school division values to the criteria for such naming, and, further moved that the superintendent be directed to undertake a review of the naming of all schools in the division taking into account how faithful those designations are to the values of our school division, and that the superintendent report back to this Board within six months, recommendations for changing the names of schools that are inconsistent with our values. Mr. Alcaro **seconded** the motion. Dr. Acuff asked for discussion. Mr. Oberg asked if six months would give us enough time to rebrand everything by next fall. Dr. Haas said that in developing the report he could develop a timeline. Dr. Acuff said that we need to think hard about what we want our school names to reflect. There are more than Cale that needs to be reviewed. Mr.



Buyaki said that it is a fair request. Mr. Koleszar suggested putting the motion on the next consent agenda for approval. **Dr. Acuff withdrew the motion, and asked for a decision to made at the next meeting.**

**Agenda Item No. 8.1. Public Comment.**

Mr. Matthew Christensen is a resident of the Rio Magisterial District. He invited the Board to a walking tour of the statues in downtown Charlottesville. It is an education session that will show the impact of these symbols and monuments in our city.

Ms. Sonja Smith is a resident of Albemarle County. She expressed her disappointment in the School Board for not giving enough notice of cancelling the meeting last week. She expressed concern about how the Board conducts its meetings and having people arrested. Meet people with respect. Rethink your position on how you treat people at these meetings.

Ms. Christy Hagel read a statement on behalf of the Hate Free Schools Coalition. Hate Free Schools demanded the following: make a public statement now to ban all confederate imagery; publicly denounce the charges being brought against those arrested on August 30; remove police presence from meetings; allow for normal sounds of human reactions including snapping without the threat of arrest; add public comment at the beginning and the end of the agenda; add a school board response time on the agenda; stop changing the rules for when you sign up to make public comment; and make culturally responsive teaching training mandatory for all teachers and administrators.

Ms. Sally Williamson is a City resident. My second grader witnessed the arrests made at the August 30<sup>th</sup> meeting. It was traumatizing for him. The Board is responsible for the little value you showed in that meeting.

Mr. Ken Horn said that he enjoyed Mr. Dickerson’s presentation. He addressed the arrest of the people at the August meeting. He also addressed his experience at the two Board meetings in August. He asked the Board to ban hate imagery.

Ms. Sarah Barner read a statement from an individual who was banned from the building. Albemarle County Public Schools is a racist organization. The Board is doing nothing to address racism.

Mr. Ben Dougherty is a resident of the City of Charlottesville. He read some excerpts from an Op-Ed written by Liza Woodfolk in the Huffington Post on August 27.

**Agenda Item No. 9.1. Other Business by Board Members/Superintendent.** None.

**Agenda Item No. 10.1. Closed Meeting.** None.

**Agenda Item No. 11.1. Certify Closed Meeting.** None.

**Agenda Item No. 12.1. Adjournment.**

At 9:57 p.m., hearing no objections, Dr. Acuff adjourned the meeting of the Albemarle County School Board.

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Chairman

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Clerk