

**Arlington Special Education Advisory Committee
MINUTES**

October 27, 2020

Via Zoom (Chat in Appendix 2)

Recording of Meeting: <https://vimeo.com/472845638>

ASEAC Members:

First Name	Last Name	Present?	Vote on June minutes
Nicholas	Walkosak	y	y
David	Rosenblatt	y	y
Amber	Baum	y	y
Keith	Chanon	y	y
Nadia	Facey	y	y
Jason	Love	y	y
Tauna	Szymanski	y	
Margaret	Dunn	y	y
Michelle	Best	y	
Kristin	Gillig	y	y
Kurt	Schuler	y	y
Minerva	Trudo	y	y
Cristina	Yacobucci	y	y
Sonia	Rosen	y	y
Matt	Leland	--	--
Paul	Timm	y	y
Symone	Walker	y	y
Kathryn	Pericak	y	y
David	Siu	y	y

Attendees:

- Amber Baum, Co-Secretary(Host, Me)
- David Rosenblatt, Vice Chair(Co-Host)
- Keith Chanon-Co-Secretary(Co-Host)
- Nick Walkosak(Co-Host)
- Kissy Chapman-Thaw
- Kelly.Krug
- David Siu
- Eli Berg
- Nadia Facey (She/Her)
- Wendy Pizer
- Kathleen Donovan
- Heather.Rothenb
- Alison Cassels
- Jason Love
- Charles Smith
- Symone Walker
- Matt Leland
- Paul Timm
- Michelle Best
- Kelly Mountain
- Tauna Szymanski
- Cristina Camacho-Yacobucci
- Vicki Taylor

- Lauren Mann
- Sonia Rosen
- Kristin Gillig
- Minerva Trudo
- Kurt Schuler
- Kathy Pericak
- Margy Dunn
- Cecilia Kline
- Janna Dressel
- Kathryn Linehan
- Reade Bush

Agenda

7:00 - 7:20 pm Welcome, Member Introductions and Public Comments

7:20 - 7:40 pm OSE Updates and Response to September 2020 Public Comments

7:40 - 7:55 pm Budget Presentation

7:55 - 8:20 Budget breakout groups

8:20 - 8:30 pm ASEAC Updates

7:00 - 7:20 pm Welcome, Member Introductions and Public Comments

Meeting began 7:02

Chair Nick Walkosak welcomed members and attendees. Most introductions were in the chat (see end of this document for transcript). Leadership team gave verbal introductions--Nick Walkosak, David Rosenblatt, Amber Baum, Keith Chanon.

Public comment period began at 7:14. In order of RSVP: Rene Gutel Millage, not present.

Anonymous, APS Teacher: read by Sonia Rosen:

I want to share my perspective and comments on the current school year, 2020-2021 and the implications of virtual and hybrid learning on students with disabilities.

1. We must push APS to strengthen virtual learning. Regardless of hybrid plans, students will be virtual learning at least 60% of the time (and possibly more, as logistically there will still be work done via technology in school). We need to provide all teachers, but especially special education teachers with the knowledge to make virtual learning more accessible and equitable. There are inherent accessibility features to the iPads and Chromebooks that every student has already been provided with. We should train teachers, students, and their families on how to utilize those features to increase independence. This can make virtual learning extremely more equitable. For example, students can learn to utilize dictation features, have text-to-speech read aloud a variety of apps and websites, etc. Students are able to do so much if they are given the proper tools and training. Special education delivery is currently inequitable in virtual learning because there have been no standards, tutorials, or trainings set and delivered by the county.

2. We must recognize that the current proposed hybrid model will be detrimental to many students with disabilities in its current iteration. The benefits of being in person (small group, individualized instruction, teacher proximity, etc.) will no longer be a factor. For students with executive functioning concerns, changing their routine 3 times a week (1 day asynchronous, 2 days virtual, 2 days in building) will be disastrous. For students who struggle to keep their materials organized, constantly moving all materials between school and home will be problematic. For students with behavioral concerns, the restrictions on staying in their socially distanced space will put an undue burden on them, and possibly increase their maladaptive behavior. For students who struggle to comply with mask wearing, we are saying that their health is valued lower than our other students. Why should they be the ones to have the highest chance of exposure? Should we not be protecting our vulnerable populations?

3. Teacher burnout and support. In order to have a well functioning special education program, the district must prioritize supporting special education teachers, assistants, and general education teachers. They must provide more resources and materials (not simply buying a program and expecting a roll out) so that teachers can spend less time creating lessons from scratch, but rather differentiating lesson shells to meet the needs of their students. Many teachers are currently unable to provide the level of differentiation needed due to lack of time and resources.

4. With no federal guidance on the interpretation of IDEA, APS must communicate effectively with both families and staff how we are going to meet compliance deadlines and measures. There are general implications of this, such as the eligibility and evaluation timeline, as well as specifics, like what constitutes a "special education setting" in the hybrid model? Teachers have been told that special education services may be given via devices while a student is sitting at

their designated desk, with a special education teacher from home or another part of the building. Is it not better to then have those students stay virtual?

5. Where is the teacher input for any these considerations? I know I can meet student needs virtually, through a lot of independent and overtime research. It should NOT have been so hard for me to figure out how to best meet the needs of my students, and there SHOULD be a method by which I can share these successes and strategies with other special education teachers all over the district. We should be united and collaborative always, but especially during this time.

Thank you.

OSE Responses from September

No specific questions, but comments about the challenges of virtual learning, Level 1 concerns, Kelly shared that Level 1 is set to start soon. Level 2 to start shortly after, and hopefully it will make a difference with instruction. A participant inquired about the existence of demographic data on Level 1 students. Kelly replied that these data can be reviewed once Level 1 begins.

A comment was shared on specials not being available for kids on life skills curriculum. Kelly replied that live specials should be accessible and to please send OSE specific information if it is not occurring.

Tauna Szymanski: Emphasised the importance of collecting information on Level 1 students as there could be equity issues and it is important to know why some families are choosing not to participate. Kelly replied that OSE is trying to work with all of the families to ensure FAPE is provided. OSE is working closely with social workers and school administrators to get families the supports they need.

Nick Walkosak: Explained that he chose not to have his child participate in Level 1 due to the potential safety risks. He also inquired about APS' plan if students or staff contract the virus while physically attending school. Kelly replied that APS leadership meets weekly to review the Dashboard and to conduct risk analyses with respect to the return to school schedule and that protocols exist for when students and staff get sick.

Q: Inquiry about different levels of PPE provided to staff. OSE replied that cloth masks will be available for staff and students. Surgical masks will be used for staff who need to be in close proximity to students for longer time durations. Also, clear panel masks will be used for the deaf and hard of hearing students. Also, face shields and other protection will be provided, as needed. APS has sufficient supplies of PPE.

Reade Bush: Asked what planning is taking place to provide recovery and compensatory services in the future? Kelly replied that some planning is occurring to consider budget implications. For example, APS applied for a grant but haven't made any changes to next year's budget yet.

Q: Will related services return to in-person during level 2? Response: Some will be in-person but also phased-in as the levels come back.

Q: Will APS test any students or staff for the coronavirus? Response: APS will conduct contact tracing. Heather does not believe APS will conduct COVID testing. She will follow-up with the APS safety officer.

Q: what will be the staff to student ratio for Level 1?

Response: 2 adults per room, at least. Up to 2 students depending on the classroom size.

OSE Updates: 7:35 began

- Nov. 4 start for Level 1; Dec.- start for Level 2; Jan.-start for Level 3
- Crisis Prevention and Intervention Training started in October
- AsTech and PRC are providing Project Core training for parents regarding students with communications challenges
- Dyslexia Awareness Month - October: Coordinated a series of outreach events to raise awareness about dyslexia.

Budget Presentation (David Rosenblatt)

- 80% of funding comes from the County
- Remaining coming from the State (12.2%), Other funds (extended day, etc.) (5.9%), and Federal funds (2.4%)
- Majority of funding goes toward salaries (58%); benefits (20.1%)
- \$550-600 million = total budget

FY 2021 Financial Projections:

- Significant drop in County revenue due to COVID and sales tax decrease for the State.
- Decrease is \$23.78-\$30.88 million (this is a revenue gap)
- Pandemic also is creating additional costs
- Some savings due to less staff, no transportation costs, etc. (\$7 million in savings)
- Net Shortfall is \$28-36 million for current fiscal year.

FY 2022 Fiscal Outlook:

Total shortfall is \$67-74 million

Q&A:

Are Federal funds dependent on the number of students enrolled?

Response: Federal funding is provided through IDEA grants and Title I (Student enrollment has declined due to COVID (12%?)).

Q: How does Extended Day staff fit into the budget?

Response: Extended Day staff will assist with Level 1 and Level 2.

7:55 - 8:20 Budget Breakout Groups

David Rosenblatt provided guidance for the breakout groups. The three questions to be discussed were:

Q1. What priorities should be considered for the FY2022 Budget (things to preserve, new investments needed)?

Q2. Do you have ideas for ways to reduce costs while preserving necessary instructional supports & services?

Q3. What additional information would you like to receive from APS about the budget and budget process?

See Appendix 1 for the notes from the breakout groups.

8:20 - 8:30 pm ASEAC Updates

- Voted on September minutes - approved.

- SPED return to school workgroup - has not been held since last meeting, Level 1-2-3 news from APS supersedes it. Should drop from updates in future.

- Policy - 2 policies reviewing at the moment: discipline and transportation. Submitted comments on several recent policies, two were up for discussion at the last School Board (SB) meeting, Health and Volunteers. Board action is expected at the next SB meeting.
 - We do need to give the list of policies we want to review to the liaisons, check Engage on APS website, Current Initiatives, SB policies to see the ones up for revision and amendment. If any strike you as needing ASEAC review, let Kathy Pericak know.
 - Nick W and Kathy P had good meetings with the new Chief of Staff and new policy person, Matt Smith and Brian Stockton. They shared some ideas with the Superintendent. Will incorporate IDEA/ADA into building design earlier, but any policy coming up for revision should be consistent with ADA requirements.

- Transportation - Nothing to report.

- Program Evaluation - OSE has been working with school and community relations on a communications plan to put the action plan out for the public. Presented the plan to the administrators (central office and school administrators) and SB members to bring them up to speed. Will be posting information on the website when all SB members are briefed.

- ACTL - Nov 4 meeting to include a special education, EL, and gifted program updates. The first progress memos from committees are due in December.

- Sonia Rosen: Instructional Pathways Program was also discussed as APS plans to make significant changes. Will have a working session with the School Board. ACTL members expressed concerns about adding new pathways before strengthening existing pathway programs.
- Call for volunteers -
 - 2 SPED parents on accessibility group, would like more. Meeting 2x a month.
 - Seeking volunteers for the School Resource Officer (SRO) Working Group.
 - Seeking a member to replace Amber Baum as Co-secretary since she will be moving out of state.
 - Seeking volunteers to work on the ASEAC bylaws.
- Eli Berg is expected to be confirmed as the ASEAC student representative at the next SB meeting

APPENDIX 1
BUDGET BREAKOUT GROUPS

Group 1:

- Q1 What priorities should be considered for the FY 2022 Budget (things to preserve, new investments needed)?
 1. Maintain salaries, possibly increase
 2. Step system if the budget funds it, not automatic
 3. HVAC and ventilation
 4. New SPED staff or hours allocated for recovery services
 5. Increase number of schools that have solar power. 5 in APS had contracted in 2019? (7 total)
 6. Technology infrastructure - equipment, software, and consulting
 7. Mental health supports, counseling, psychologists, school nurses, clinic supplies and equipment

Q2. Do you have ideas for ways to reduce costs while preserving necessary instructional supports & services?

1. Reallocate busses to walking with more crossing guard supports
2. Could some SWDs with specialized transportation be accommodated on regular transportation with other support?
3. Temperature and symptom checks will be performed on every bus already being allocated - can SWDs be supported on those busses with this additional help?
4. Money spent on school resource officers approx \$2.8m - allocate to mental health and other health-related staff and services
5. Reallocate extended day staff to bus aid and support
6. County expenses and programs - defer maintenance to support acute school needs

Group 2:

- Q1 - Should deploy cameras on the school buses to detect drivers who do not stop when the bus is picking-up/dropping off kids. The traffic tickets would bring-in additional funding (Note: this is already in place!)
- Maintain current levels of support for SWD's(staffing)
- Maintain funding for Program Evaluation recommendations
- Q2-Explore more community partnerships to fund programs (for example Outdoor Lab!)
- Q3-
-

Group 3:

- Q1 - Frustration around how building designs were unacceptable, and how we're paying more for fixes (ie. Fleet and Heights). Let's do it right the first time. (make Chadwick pay for these "mistakes" out of his own salary!)
- Q2
 - Do a technology usage audit and cut costs by eliminating licenses that aren't used
 - Review liability costs that APS is spending - private schools for sped kids was a \$250k line item in the past; what is the legal budget for fighting due process complaints? Can we serve these kids in APS instead of fighting and then sending them elsewhere?
- Q3
 - Virtual Training expenses - what are dollars spent on for virtual training given that so many external videos are used for teaching? Are we using in-house knowledge? Or are we paying expensive private contractors? Are we leveraging wider parent network / APS community for training?

Group 4:

- Q1
 - Things to preserve & new investments- professional development for OG, Structured Literacy, etc. Unstuck & On-Target, different aspects of special needs for sped staff and general ed. Staff. Summer School should be kept-students are going to need reinforcement from the virtual learning experience (prioritize sped or students who missed out this year). Increase the number of Low Incidence/Autism Specialists.
- Q2
 - Eliminate assessments that are not providing valuable data and divert to evaluations students may need. Look for a waiver for PALS and replace it with an evaluation that takes less time and gives better info. Switch from ipads to Chrome books. Look at retire/rehire staff and consider less experienced staff. Increase volunteers by using retired teachers.
- Q3
 - More detailed line items, Break down of per pupil cost and how that is being spent by school, How is the APS budget compared to Fairfax per student? Case carriers-how many service hours are they managing, what is the breakdown by school and county? Consider reallocating staff to higher needs schools.

Group 5:

- Q1 Maintaining staff and training,
- Q2 Freezing school moves, not investing so much in new buildings/simplifying building plans

- Q3 people want strait honest communication to improve the budget discussions, use of graphics and plainspeak, what is the impact on equity to students and teachers for all the budget decisions

Group 6:

- Q1: Makeup/recovery services
- Q2:
 - New enrollment drives costs, so you could offer parents payment to enroll elsewhere. Save on capital expenditures.
 - Better utilize staff such as extended day staff to provide instructional assistance
 - Permanent hybrid or flipped model for high school
 - TRANSPORTATION inefficiencies
- Q3: Breakdown of salaries by job category (teacher, administrator, etc.)

APPENDIX 2 Zoom Chat

18:58:26 From Paul Timm : Paul Timm here. Good evening, all.

18:58:38 From Jason Love : Hi everyone! I'm Jason Love, teacher rep from Wakefield High School. Nice to see you all again.

18:58:42 From kelly.krug : Good Evening Everyone!!!

18:58:44 From Charles Smith : hullo

18:58:49 From Matt Leland : I'm on.

18:58:51 From Cristina Camacho-Yacobucci : hello

18:58:51 From heather.rothenb : Heather Rothenbuescher is here from OSE

18:58:51 From david siu : Good evening! David Siu, member

18:58:57 From Nadia Facey (She/Her) : Hello all!

18:59:13 From Zoom Host 1 CCPTA : hi everyone

18:59:44 From Alison Cassels : Hello! Alison Cassels, SEPTA Co-President

19:00:18 From Keith Chanon-Co-Secretary : Please be sure to insert your full name in the Zoom system.

19:00:55 From Wendy Pizer : Good evening! Wendy Pizer, SEPTA Advocacy Chair

19:01:48 From Michelle Best : Hello everyone!

19:02:09 From Minerva Trudo : Good evening everyone!

19:02:14 From margy dunn : Thank you Nick for all you are doing and all you have done

19:02:43 From Kathryn Linehan : Nick, thanks for that and I'm glad you are here.

19:04:21 From Kathleen Donovan : Greetings from your virtual Parent Resource Center!

19:05:54 From David Rosenblatt, Vice Chair : *crying*

19:06:01 From Tauna Szymanski : *sobbing*

19:06:07 From Nadia Facey (She/Her) : Amber, we are so excited for you and your family to move... super sad for ASEAC and Arlington!!!

19:06:28 From Kathy Pericak : We will miss you, Amber!

19:06:39 From Kathryn Linehan : you'll be missed Amber

19:06:43 From Cristina Camacho-Yacobucci : you will be missed Amber!

19:07:13 From Kelly Mountain : Thank you Amber for all you have done for our community. We will miss you. Kelly/PRC

19:07:56 From Jason Love : Good luck with your move to Michigan Amber. Clearly, you will be missed!

19:08:52 From Amber Baum, co-Secretary : I've learned so much about advocacy, parenting, even humanity, from all of you in this community. Please keep in touch!

19:09:24 From Keith Chanon-Co-Secretary : Please insert your full name for the record

19:14:14 From Symone Walker : I'm so sad about you leaving Amber, but happy for you and your family.

19:16:34 From Sonia Rosen : are the specials being given to MIPA students too?

19:18:15 From david siu : Will assistants who work in close proximity to students who may be unable to wear a mask or require care for personal needs have access to PPE?

19:19:25 From heather.rothenb : PPE will be provided to staff

19:19:37 From david siu : I mean beyond the cloth masks

19:20:02 From david siu : I was unclear after the most recent teacher town hall

19:20:13 From heather.rothenb : Yes, There will be additional PPE for individuals in close proximity and when working with students w/o face masks

19:20:25 From david siu : Great! Thank you

19:20:38 From heather.rothenb : Also, for staff assisting students with personal care needs

19:20:47 From david siu : Excellent!

19:20:53 From Tauna Szymanski : But virtually NONE of these students can wear masks and by definition with IDD diagnoses they have a 4-10x higher likelihood of dying from COVID if they get it

19:21:20 From Cecilia Kline : I think that idea to gather the reason information would be absolutely feasible through parent vue without making it mandatory. We also declined going back in level one because of health concerns

19:21:48 From Tauna Szymanski : Sounds like teachers are being given PPE, but what about student safety for students who cannot wear PPE due to their disabilities?

19:22:26 From Tauna Szymanski : Should ASEAC survey all Level 1 families about why they aren't going back if APS isn't willing to ask the question?

19:23:29 From Sonia Rosen : Could you tell us what PPE is exactly in this context?

19:24:03 From margy dunn : I have a level 1 student who is going back and who is able to use a mask. It is a choice based off my mental health and my relationship with my son. This just to say that all family situations are different so it is hard to know what people are doing and why without talking to everyone.

19:24:23 From Lauren Mann : Could you please clarify if students with disabilities are required to wear masks?

19:24:56 From Nadia Facey (She/Her) : I'm sorry if I missed this (our PTA meeting is going on at the same time so I'm trying to listen to both). Did APS say how they will notify or do contract tracing if someone who is at school (student, staff, teacher or admin) has a positive COVID test. Will they close classrooms? School? Again, sorry if I missed this already.

19:25:26 From Keith Chanon-Co-Secretary : Lauren-My understanding is that with a medical justification, one would not be required to wear a mask.

19:25:40 From david siu : That is also my understanding

19:25:58 From Tauna Szymanski : Intellectual and developmental disabilities (I/DD)

Patients w/I/DD aged 0-17 years have COVID fatality rate of 1.6%, while those without I/DD have fatality rate of less than 0.1% (citation)

Autistic people and those with ID who test positive for COVID-19 die at double the rate, and people with DD die at 2.5 times the rate, of others who contract the virus (citation)

Down syndrome

Adults with Down syndrome have 4-fold increased risk for COVID-19-related hospitalization and 10-fold increased risk for COVID-19-related death (citation)

19:26:20 From heather.rothenb : Contract tracing will be done. It may require classrooms to shut down or entire school buildings depending on the situation

19:27:22 From david siu : Why are related services staying virtual?

19:27:23 From Amber Baum, co-Secretary : A word of warning to OSE, ESY and compensatory services won't be that easy to disentangle, since summer therapists are only allowed to work on ESY goals, not on the whole IEP.

19:27:29 From Tauna Szymanski : Citation 1:

<https://www.sciencedirect.com/science/article/pii/S1936657420300674> Citation 2:

<https://www.npr.org/2020/06/09/872401607/covid-19-infections-and-deaths-are-higher-among-those-with-intellectual-disability?fbclid=IwAR1Xa4FrrDTB453aa1HcfacF6akBMhryQuNsW0O825qxVpghrkxFTfSplfQ> Citation 3:

<https://www.acpjournals.org/doi/10.7326/M20-4986>

19:27:30 From Kathy Pericak : Is APS going to do the contact tracing, or the county?

19:27:35 From Nadia Facey (She/Her) : Thanks Heather, and this information will be public...

19:27:36 From Sonia Rosen : will staff and students in level 1 be tested?

19:28:09 From david siu : Will related services return to in-person during level 2?

19:28:40 From Sonia Rosen : what will be the staff to student ration for Level 1?

19:29:28 From Symone Walker : Heather, do you have it on good authority that APS will not test any students or staff? Arlington County does testing for residents and has sufficient tests, so I'm baffled with APS can't work with the county to get people tested.

19:29:48 From Tauna Szymanski : Three students who cannot wear masks or maintain social distancing in the same enclosed space?

19:29:54 From Symone Walker : Thank you Heather.

19:29:56 From Cecilia Kline : Will you be answering questions that were submit with registration now or later? I had asked if there is consideration for students in level 1 and 2 to get specialized services (OT, PT and speech) in person, even if they are staying in virtual mode? Also, what consideration is being given to teacher continuity for kids who are remaining virtual?

19:30:13 From david siu : What is OSE doing to ensure continuity of case carrier-student relationships in level 2?

19:31:01 From Cecilia Kline : I think the testing question is very valid. I would probably send my son back to school if I knew people were regularly tested.

19:34:11 From kelly.krug : Schools are trying hard to keep teacher and student relationships supported and not make changes but staffing may require some changes but hopefully not many.

19:34:47 From Janna Dressel : The Project Core classes have been really informative and helpful so far!!

19:35:35 From Sonia Rosen : Are these trainings open/available to all? Have they been communicated to families?

19:36:05 From heather.rothenb : The trainings are open to all. Check out the PRC for more info

19:36:40 From Sonia Rosen : ok -- can I advertise it to Wakefield families?

19:37:13 From heather.rothenb : Yes, Wakefield parents are welcome to join

19:38:57 From Cecilia Kline : I understand that schools will try to keep teachers and students together, I am asking if there is specific attention given to keeping SPED students with their teacher who may have greater challenges adapting to new teachers

19:39:48 From david siu : That is also my concern

19:40:36 From Nadia Facey (She/Her) : David - your point earlier about keeping students with case carriers I think is really important.

19:40:55 From kelly.krug : @Cecilia- it's very difficult as many staff have been approved for virtual telework but yes schools are trying hard to keep SWD with their teachers as best as they can.

19:41:50 From kelly.krug : Doing great David!

19:41:57 From david siu : Could teachers who return provide services to students who remain virtual?

19:42:44 From kelly.krug : @David yes some school will be creative in that if need.

19:46:48 From Reade Bush : There was talk over the summer of keeping extended day staff on payroll. Are they still in payroll and if so what is their role now?

19:49:51 From Tauna Szymanski : The IDEA funding depends on the December 1 special ed headcount I believe

19:50:12 From Amber Baum, co-Secretary : from the notes of the slide: ♦Federal Funds—2.4%Federal Aid: \$15.9 million—Includes Impact Aid, Individuals with Disabilities Education Act (IDEA) and E-Rate funding.

19:51:07 From Tauna Szymanski : Title I funding depends on regular ed headcount I believe

19:55:51 From Sonia Rosen : What training are assistants working with level 1 getting? Particularly those coming from extended day and other places outside of SPED?

19:55:55 From Tauna Szymanski : Can you paste the Qs in the chat?

19:56:07 From Tauna Szymanski : The slides will disappear once we break out into rooms

19:56:14 From Amber Baum, co-Secretary :

https://docs.google.com/document/d/1sg2xmtKM90Op3Srw_qSBX_jZBdfmVyANlyB8ypuz-4Q/edit?usp=sharing

19:56:33 From Amber Baum, co-Secretary : the Qs are in the document as well.

19:56:54 From Amber Baum, co-Secretary : Q1. What priorities should be considered for the FY 2022 Budget (things to preserve, new investments needed)?

Q2. Do you have ideas for ways to reduce costs while preserving necessary instructional supports & services?

Q3. What additional information would you like to receive from APS about the budget and budget process?

20:21:59 From Sonia Rosen : Kelly/Heather - I just got a question from a Wakefield parent of a Level 1 student who wants to know if their Level 1 student would have a teacher in school when we go to level 2.

20:24:40 From Charles Smith : I had an idea about the budget, the bus stop arm traffic camera program is not being utilized to its fullest potential, it is missing out on potential millions, and safer streets!

20:25:19 From Kathy Pericak : Pericak.kathy@gmail.com

20:25:33 From Tauna Szymanski : Stockton

20:33:50 From Amber Baum, co-Secretary : Thanks Charles--I recorded that idea in the document.

20:35:41 From heather.rothenb : Thanks to everyone!

20:35:42 From david siu : Thank you all!