

|    |             |             |   |
|----|-------------|-------------|---|
| 1  | 15:00:13:23 | 15:00:15:21 | [upbeat fiddle music]                                     |
| 2  | 15:00:15:23 | 15:00:23:20 | § §   |
| 3  | 15:00:52:14 | 15:00:55:00 | (man)<br>THAT'S RIGHT.<br>LOOKING GOOD.                   |
| 4  | 15:00:55:02 | 15:00:58:10 | § EVERYBODY SAYS,<br>"SIT DOWN; SIT DOWN." §              |
| 5  | 15:00:58:12 | 15:01:01:07 | § EVERYBODY SAYS,<br>"SIT DOWN; SIT DOWN." §              |
| 6  | 15:01:01:09 | 15:01:05:08 | § WELL, I CAN'T SIT DOWN,<br>AND I CAN'T SIT DOWN, §      |
| 7  | 15:01:05:10 | 15:01:08:01 | § 'CAUSE MY FEET ARE ALL FULL<br>OF DANCE-AROUND. §       |
| 8  | 15:01:08:03 | 15:01:09:11 | § HERE IT GOES. §   |
| 9  | 15:01:09:13 | 15:01:12:14 | § BUMP-DEEDLE, BUMP,<br>BUMP, BUMP, A-DEE. §              |
| 10 | 15:01:12:16 | 15:01:15:18 | § EVERYBODY BUMP-A-DEEDLE<br>DANCE WITH ME. §             |
| 11 | 15:01:15:20 | 15:01:18:19 | § §   |
| 12 | 15:01:18:21 | 15:01:20:01 | § BUMP, BUMP. § §   |
| 13 | 15:01:20:03 | 15:01:22:07 | THERE YOU GO.<br>GOOD JOB.                                |
| 14 | 15:01:22:09 | 15:01:25:29 | ALL RIGHT, GOOD JOB,<br>FIRST AND SECOND KINDERGARTEN.    |
| 15 | 15:01:26:01 | 15:01:28:05 | [applause]  |
| 16 | 15:01:28:07 | 15:01:29:25 | (Riedlinger)<br><i>GREAT JOB ON THE SONG.</i>             |
| 17 | 15:01:29:27 | 15:01:33:20 | BEFORE I SEND YOU UPSTAIRS,                               |
| 18 | 15:01:33:22 | 15:01:35:00 | BEFORE I SEND YOU UPSTAIRS,                               |
| 19 | 15:01:35:02 | 15:01:37:13 | MISS CONKLIN IS HERE<br>THIS MORNING,                     |
| 20 | 15:01:37:15 | 15:01:39:02 | <i>AND WE'RE GOING TO TAKE<br/>JUST A MINUTE</i>          |
| 21 | 15:01:39:04 | 15:01:41:05 | <i>TO SHOW YOU SOME THINGS<br/>FOR THE CRAWFISH BOIL.</i> |
| 22 | 15:01:41:07 | 15:01:42:16 | <i>HOW MANY OF YOU PLAN<br/>ON COMING</i>                 |
| 23 | 15:01:42:18 | 15:01:44:22 | TO THE CRAWFISH BOIL<br>ON SATURDAY?                      |
| 24 | 15:01:44:24 | 15:01:47:18 | LUSHER IS LOCATED<br>IN UPTOWN NEW ORLEANS,               |
| 25 | 15:01:47:20 | 15:01:50:18 | AND IT'S VERY TYPICAL<br>OF AN UPTOWN COMMUNITY.          |
| 26 | 15:01:50:20 | 15:01:53:25 | IT'S VERY DIVERSE RACIALLY,<br>ECONOMICALLY,              |
| 27 | 15:01:53:27 | 15:01:56:11 | RELIGIOUSLY, ETHNICALLY.                                  |
| 28 | 15:01:56:13 | 15:02:00:27 | A WIDE VARIETY OF PEOPLE<br>ARE SENDING THEIR KIDS HERE   |
| 29 | 15:02:00:29 | 15:02:03:12 | FOR THAT VERY REASON.                                     |
| 30 | 15:02:03:14 | 15:02:05:19 | THIS SCHOOL HAS A STRONG VISION                           |
| 31 | 15:02:05:21 | 15:02:08:04 | FOR MAINTAINING<br>CULTURAL DIVERSITY                     |
| 32 | 15:02:08:06 | 15:02:10:12 | THROUGH HIGH ACADEMICS<br>AND THE ARTS.                   |
| 33 | 15:02:10:14 | 15:02:12:03 | WHAT THE ARTS<br>HAVE DONE FOR US                         |

|    |             |             |                                  |
|----|-------------|-------------|----------------------------------|
| 34 | 15:02:12:05 | 15:02:14:22 | IS NOT ONLY GIVEN A SPIRIT       |
|    |             |             | AND A LIFE TO OUR PROGRAM        |
| 35 | 15:02:14:24 | 15:02:17:29 | THAT, TO ME,                     |
|    |             |             | MAKES IT MAGICAL.                |
| 36 | 15:02:18:01 | 15:02:20:11 | SOME OF THE SAME THINGS          |
|    |             |             | WE'RE TRYING TO TEACH,           |
| 37 | 15:02:20:13 | 15:02:22:24 | WE FIND CAN BE TAUGHT BETTER     |
| 38 | 15:02:22:26 | 15:02:24:26 | WHEN THEY'RE TAUGHT              |
|    |             |             | THROUGH THE ARTS.                |
| 39 | 15:02:24:28 | 15:02:26:19 | TURN AROUND                      |
|    |             |             | THIS WAY.                        |
| 40 | 15:02:26:21 | 15:02:29:00 | (Riedlinger)                     |
|    |             |             | ALL OF OUR TEACHERS              |
|    |             |             | WORK WITH THE ARTS,              |
| 41 | 15:02:29:02 | 15:02:31:15 | BOTH THROUGH HAVING AN ARTIST    |
|    |             |             | COME INTO THEIR CLASSROOM        |
| 42 | 15:02:31:17 | 15:02:33:02 | AND WORK WITH THEM,              |
| 43 | 15:02:33:04 | 15:02:35:11 | BUT ALSO THE TEACHERS            |
|    |             |             | TEACHING THE ARTS                |
| 44 | 15:02:35:13 | 15:02:37:28 | AND HAVING IT BECOME             |
|    |             |             | PART OF THE CORE CURRICULUM.     |
| 45 | 15:02:38:00 | 15:02:41:16 | SO WE CAN ACTUALLY               |
|    |             |             | MAKE THE PUPPETS, OKAY?          |
| 46 | 15:02:41:18 | 15:02:45:16 | WHEN WE BECAME REAL INVOLVED     |
|    |             |             | WITH THE ARTS                    |
| 47 | 15:02:45:18 | 15:02:48:28 | AND AT THE SAME TIME             |
|    |             |             | BECAME INVOLVED IN OUR COMMUNITY |
| 48 | 15:02:49:00 | 15:02:52:07 | WITH CLEARLY HAVING TO DEFINE    |
|    |             |             | WHO WE ARE AS A SCHOOL           |
| 49 | 15:02:52:09 | 15:02:54:09 | AND WHAT OUR FOCUS IS,           |
| 50 | 15:02:54:11 | 15:02:57:02 | I BEGAN TO REALIZE               |
|    |             |             | THAT THE ADVISORY COMMITTEE      |
| 51 | 15:02:57:04 | 15:02:58:27 | DEALING WITH DAY-TO-DAY          |
|    |             |             | OPERATIONS                       |
| 52 | 15:02:58:29 | 15:03:00:13 | SIMPLY WASN'T ENOUGH.            |
| 53 | 15:03:00:15 | 15:03:04:25 | I WAS LOOKING FOR MORE           |
|    |             |             | LONG-RANGE LEADERSHIP            |
| 54 | 15:03:04:27 | 15:03:07:25 | AND MORE LONG-RANGE              |
|    |             |             | DECISION MAKING.                 |
| 55 | 15:03:07:27 | 15:03:09:22 | SO WHAT I DID WAS,               |
| 56 | 15:03:09:24 | 15:03:14:18 | I TAPPED SOME OF THOSE PEOPLE    |
|    |             |             | WHO HAD BEEN ON ADVISORY BEFORE, |
| 57 | 15:03:14:20 | 15:03:16:23 | PEOPLE THAT HAD CHALLENGED ME    |
|    |             |             | IN THE PAST.                     |
| 58 | 15:03:16:25 | 15:03:22:27 | BUT MOSTLY I PICKED PEOPLE       |
|    |             |             | THAT I KNEW SHARED THE VISION    |
| 59 | 15:03:22:29 | 15:03:24:12 | AND THAT I COULD COUNT ON        |
| 60 | 15:03:24:14 | 15:03:27:25 | TO NOT ONLY CARRY IT THROUGH     |
|    |             |             | IN THEIR CLASSROOM,              |
| 61 | 15:03:27:27 | 15:03:30:07 | BUT BE CONCERNED                 |
|    |             |             | ABOUT THE WHOLE SCHOOL           |
| 62 | 15:03:30:09 | 15:03:34:01 | AND CARRYING IT THROUGH          |
|    |             |             | FOR YEARS TO COME.               |
| 63 | 15:03:34:03 | 15:03:37:24 | THE HARDEST TOPIC TODAY          |
|    |             |             | WOULD BE ART CELEBRATION.        |
| 64 | 15:03:37:26 | 15:03:39:19 | YOU KNOW,                        |

|    |             |   |
|----|-------------|---|
| 65 | 15:03:39:21 | DOING ART CELEBRATION<br>15:03:42:16 HAS BECOME<br>NOT ONLY A TRADITION     |
| 66 | 15:03:42:18 | 15:03:44:19 BUT PART<br>OF OUR STRATEGIC PLAN                               |
| 67 | 15:03:44:21 | 15:03:47:06 AND PART OF<br>WHAT WE'VE LEARNED                               |
| 68 | 15:03:47:08 | 15:03:49:19 <i>BY DEVELOPING<br/>THE ARTS UNIT,</i>                         |
| 69 | 15:03:49:21 | 15:03:51:25 <i>THE IMPORTANCE OF THE KIDS<br/>CELEBRATING THE WORK</i>      |
| 70 | 15:03:51:27 | 15:03:54:24 <i>THAT THEY'VE DONE<br/>ALL YEAR.</i>                          |
| 71 | 15:03:54:26 | 15:03:56:06 <i>THAT BEING SAID,</i>   |
| 72 | 15:03:56:08 | 15:03:57:12 <i>WE'RE GOING TO TALK<br/>A LITTLE BIT</i>                     |
| 73 | 15:03:57:14 | 15:03:58:19 ABOUT THE PROS<br>AND CONS,                                     |
| 74 | 15:03:58:21 | 15:04:00:14 PUT IT ALL OUT<br>ON THE TABLE,                                 |
| 75 | 15:04:00:16 | 15:04:03:16 AND THEN TRY TO REACH<br>SOME CONSENSUS                         |
| 76 | 15:04:03:18 | 15:04:06:12 ABOUT WHETHER OR NOT<br>TO PROCEED WITH ART CELEBRATION.        |
| 77 | 15:04:06:14 | 15:04:10:27 AND, SHEILA, I'D LIKE FOR YOU<br>TO FACILITATE THAT, PLEASE.    |
| 78 | 15:04:10:29 | 15:04:12:18 I THINK THE FIRST THING<br>WE NEED TO DO                        |
| 79 | 15:04:12:20 | 15:04:17:13 IS TALK ABOUT THE OBSTACLES<br>THAT WE WILL RUN INTO            |
| 80 | 15:04:17:15 | 15:04:19:12 IF WE HAVE--  |
| 81 | 15:04:19:14 | 15:04:21:00 <i>IF WE HAVE<br/>THE EXTRAVAGANZA.</i>                         |
| 82 | 15:04:21:02 | 15:04:23:07 DO YOU THINK MOST PEOPLE<br>WILL BE ENTHUSIASTIC                |
| 83 | 15:04:23:09 | 15:04:25:24 ABOUT DOING IT<br>AND WANT TO DO IT?                            |
| 84 | 15:04:25:26 | 15:04:27:01 <i>(Neelis)</i><br><i>I WAS GOING TO SAY</i>                    |
| 85 | 15:04:27:03 | 15:04:28:22 I THINK THERE'S A LEVEL<br>OF EXHAUSTION                        |
| 86 | 15:04:28:24 | 15:04:30:07 IN THE BUILDING   |
| 87 | 15:04:30:09 | 15:04:31:29 AND JUST WORN OUT<br>AFTER THE CONSTRUCTION                     |
| 88 | 15:04:32:01 | 15:04:34:05 AND THE MOVING AND, YOU KNOW,<br>ALL THAT KIND OF STUFF.        |
| 89 | 15:04:34:07 | 15:04:36:07 SO I THINK THAT'S<br>ANOTHER OBSTACLE.                          |
| 90 | 15:04:36:09 | 15:04:38:26 <i>(Dumas)</i><br><i>MAYBE WE SHOULD BE<br/>DOING SOMETHING</i> |
| 91 | 15:04:38:28 | 15:04:40:21 THAT'S A LITTLE BIT<br>SCALED DOWN.                             |
| 92 | 15:04:40:23 | 15:04:42:15 BECAUSE LAST YEAR,<br>WE DIDN'T GET TO DO IT                    |
| 93 | 15:04:42:17 | 15:04:43:29 BECAUSE OF THE CONSTRUCTION.                                    |

|     |             |             |  |
|-----|-------------|-------------|--|
| 94  | 15:04:44:01 | 15:04:45:08 | IT HAD ALREADY STARTED,  |
| 95  | 15:04:45:10 | 15:04:47:10 | AND IT WAS ALREADY LOUD<br>AND MESSY AND DIRTY.                  |
| 96  | 15:04:47:12 | 15:04:51:01 | AND I THINK THAT IF WE LET IT GO<br>FOR TOO MANY TIMES IN A ROW, |
| 97  | 15:04:51:03 | 15:04:52:10 | THAT IT LOSES OUT--  |
| 98  | 15:04:52:12 | 15:04:55:07 | IT'S OUT OF THE CULTURE<br>OF THE KIDS, YOU KNOW?                |
| 99  | 15:04:55:09 | 15:04:58:23 | IF IT IS MORE ORIENTED<br>TOWARDS SHARING, MAYBE,                |
| 100 | 15:04:58:25 | 15:05:01:21 | WHAT YOU'VE DONE<br>THROUGH THE YEAR                             |
| 101 | 15:05:01:23 | 15:05:04:05 | AND THAT YOU STILL<br>HAVE HELD ONTO,                            |
| 102 | 15:05:04:07 | 15:05:06:07 | THAT IT COULD BE<br>MORE ORIENTED, LIKE,                         |
| 103 | 15:05:06:09 | 15:05:10:09 | <i>TOWARDS A TREASURE MAP<br/>OF GOING THROUGH THE BUILDING</i>  |
| 104 | 15:05:10:11 | 15:05:12:06 | AND VISITING DIFFERENT ROOMS                                     |
| 105 | 15:05:12:08 | 15:05:15:20 | AND THAT EACH ROOM<br>JUST HAD, LIKE--                           |
| 106 | 15:05:15:22 | 15:05:18:22 | TO ENTER THE ROOM,<br>THAT'S WHERE, MAYBE,                       |
| 107 | 15:05:18:24 | 15:05:21:08 | THE KIDS COULD CREATE<br>SOME SORT OF PORTAL                     |
| 108 | 15:05:21:10 | 15:05:22:08 | <i>OR PASSAGEWAY.</i>  |
| 109 | 15:05:22:10 | 15:05:23:20 | <i>IT WOULD BE<br/>KIND OF COOL</i>                              |
| 110 | 15:05:23:22 | 15:05:25:13 | TO GO THROUGH A PORTAL<br>IN THE STAIRWELL,                      |
| 111 | 15:05:25:15 | 15:05:27:01 | GO UP THE STAIRWELL,   |
| 112 | 15:05:27:03 | 15:05:30:07 | AND MAYBE HAVE A LITTLE GROUP<br>OF MUSICIANS WHO ARE PLAYING.   |
| 113 | 15:05:30:09 | 15:05:32:20 | SO IT WOULD BE<br>JUST A DIFFERENT EXPERIENCE.                   |
| 114 | 15:05:32:22 | 15:05:35:29 | AND JUST FOR MAYBE TWO HOURS,<br>NOT FOR FOUR HOURS.             |
| 115 | 15:05:36:01 | 15:05:38:15 | LIKE, YOU KNOW,<br>WE DO THESE, LIKE, EVENTS.                    |
| 116 | 15:05:38:17 | 15:05:40:03 | SO--BUT I DON'T KNOW.  |
| 117 | 15:05:40:05 | 15:05:44:06 | YOU KNOW, I MEAN,<br>I, AT THIS POINT, THINK--                   |
| 118 | 15:05:44:08 | 15:05:45:19 | I KIND OF AGREE WITH MARTI                                       |
| 119 | 15:05:45:21 | 15:05:48:05 | THAT IF WE LET IT GO<br>FOR TOO MANY YEARS--                     |
| 120 | 15:05:48:07 | 15:05:51:08 | DO WE NEED TO MAKE IT--<br>MAKE EVERYBODY DO IT?                 |
| 121 | 15:05:51:10 | 15:05:52:19 | I MEAN,<br>THAT'S THE OTHER THING.                               |
| 122 | 15:05:52:21 | 15:05:54:29 | SOME PEOPLE THAT ARE<br>REALLY STRESSED OUT--                    |
| 123 | 15:05:55:01 | 15:05:56:14 | I MEAN, I HATE<br>TO LEAVE A ROOM OUT.                           |
| 124 | 15:05:56:16 | 15:05:58:00 | BECAUSE IT'S THE KIDS<br>IN THE CLASS.                           |
| 125 | 15:05:58:02 | 15:05:59:22 | PEOPLE WERE ASKING   |

126 15:05:59:24 ABOUT THE TIME TOO.  
 15:06:01:15 IT'S NOT  
 THE TEACHERS.  
 127 15:06:01:17 15:06:03:00 (*DeJean*)  
 WELL, YOU COULD  
 DO THIS.  
 128 15:06:03:02 15:06:04:12 IF A ROOM DID NOT  
 WANT TO BE, SAY,  
 129 15:06:04:14 15:06:07:06 OPEN AS A REAL SPECIFIC  
 ENVIRONMENT--  
 130 15:06:07:08 15:06:09:06 LIKE, "COME INTO MY ROOM.  
 I HAVE THIS"--  
 131 15:06:09:08 15:06:12:04 MAYBE, IN ORDER NOT  
 TO LEAVE THOSE KIDS OUT,  
 132 15:06:12:06 15:06:15:05 THE PASSAGEWAYS THEMSELVES  
 COULD BE SET UP.  
 133 15:06:15:07 15:06:16:12 THE HALLWAYS--  
 134 15:06:16:14 15:06:17:22 BECAUSE IT WOULD BE  
 SORT OF COOL  
 135 15:06:17:24 15:06:19:20 TO SEE THAT KIND  
 OF WEAVING AND WINDING  
 136 15:06:19:22 15:06:21:28 AND HAVE THINGS,  
 LIKE, OUT.  
 137 15:06:22:00 15:06:23:26 I MEAN, YOU COULD DO THAT.  
 THAT'S AN OPTION.  
 138 15:06:23:28 15:06:25:28 ARE YOU SAYING  
 THAT SOME CLASSROOMS  
 139 15:06:26:00 15:06:27:16 SHOULD HAVE THE OPTION  
 OF NOT--  
 140 15:06:27:18 15:06:29:24 (*Neelis*)  
 WELL, I'M ASKING,  
 BECAUSE I MEAN, LIKE,  
 141 15:06:29:26 15:06:31:22 I HAD ONE OR TWO  
 PEOPLE COME TO ME,  
 142 15:06:31:24 15:06:33:20 AND IT'S LIKE, "NO,  
 I DON'T WANT TO DO THIS.  
 143 15:06:33:22 15:06:36:03 I'M TIRED. I'M NOT--  
 IT'S JUST NO."  
 144 15:06:36:05 15:06:38:17 WE TOOK A BIG STEP  
 THIS YEAR  
 145 15:06:38:19 15:06:41:01 WITH THE ARTS UNITS,  
 146 15:06:41:03 15:06:43:13 WHERE IT WASN'T  
 OPTIONAL ANYMORE.  
 147 15:06:43:15 15:06:46:02 JUST LIKE WITH THE UNITS,  
 PEOPLE ARE ON DIFFERENT LEVELS.  
 148 15:06:46:04 15:06:48:12 SOME ARE NOT COMFORTABLE  
 WITH MULTI-ARTS YET.  
 149 15:06:48:14 15:06:52:27 BUT I'D LIKE FOR US  
 TO THINK REAL LONG  
 150 15:06:52:29 15:06:56:04 BEFORE WE GO BACK  
 TO A--  
 151 15:06:56:06 15:06:58:09 AN OPTIONAL  
 WITH THIS.  
 152 15:06:58:11 15:06:59:20 (*Brown*)  
 BUT IT'S--  
 153 15:06:59:22 15:07:01:20 YOU'RE GOING TO HAVE TO BE

154 15:07:01:22 REALLY CAREFUL.  
 155 15:07:02:29 15:07:02:27 YOU KNOW,  
 WE CAN'T HAVE  
 156 15:07:02:29 15:07:05:09 ONE OF THESE FOUR-HOUR  
 SUNDAY THINGS  
 157 15:07:05:11 15:07:08:20 WHERE EVERYBODY AND THEIR  
 GREAT-GRANDMOTHER PERFORMS.  
 158 15:07:08:22 15:07:10:21 GOT TO--HAVE TO KIND OF  
 KEEP THEN SCALED BACK.  
 159 15:07:10:23 15:07:13:00 YOU KNOW,  
 IF YOU GUYS  
 160 15:07:13:02 15:07:16:07 HAVE BEEN WORKING ON A PLAY  
 OR SCENE FROM SHAKESPEARE,  
 161 15:07:16:09 15:07:17:20 MAKE SURE YOU DO THAT.  
 162 15:07:17:22 15:07:19:26 MARTI'S KIDS, I KNOW, HAVE BEEN  
 DOING A LOT OF WRITING,  
 163 15:07:19:28 15:07:22:26 SO THEY MIGHT BE ABLE TO DO  
 SOME READING OR SOMETHING.  
 164 15:07:22:28 15:07:28:08 BUT KEEP THE PERFORMANCE ITSELF  
 45 MINUTES TO AN HOUR  
 165 15:07:28:10 15:07:29:20 IN THE EVENING.  
 166 15:07:29:22 15:07:31:04 (Neelis)  
 WELL, THE PERFORMANCES  
 167 15:07:31:06 15:07:32:21 THAT MAY BE DONE  
 OUTSIDE  
 168 15:07:32:23 15:07:34:18 THAT INVOLVE MORE  
 THAN JUST ONE CLASS OF KIDS--  
 169 15:07:34:20 15:07:37:14 FOR EXAMPLE, THE DANCE TROUPE,  
 THE DRAMA TROUPE,  
 170 15:07:37:16 15:07:39:07 YOU KNOW,  
 ARTS AFTER HOURS, MUSIC.  
 171 15:07:39:09 15:07:41:24 (Brown)  
 EVEN THE DANCE TROUPE  
 NEEDS TO BE SIMPLIFIED  
 172 15:07:41:26 15:07:43:12 SOMEWHAT.  
 173 15:07:43:14 15:07:46:11 YOU KNOW, JUST--  
 IT'S JUST GONNA HAVE TO BE.  
 174 15:07:46:13 15:07:49:16 IN TERMS OF DANCE, I MEAN,  
 THAT WOULD BE SIMPLE.  
 175 15:07:49:18 15:07:51:20 THAT COULD BE DONE  
 OUT IN THE FRONT, YOU KNOW.  
 176 15:07:51:22 15:07:53:19 AND THAT WOULD BE  
 JUST LITTLE DANCE TROUPES,  
 177 15:07:53:21 15:07:55:02 SECOND THROUGH FIFTH GRADE,  
 178 15:07:55:04 15:07:56:16 AND, YOU KNOW,  
 THEY HAVE TWO PIECES.  
 179 15:07:56:18 15:07:58:16 I MEAN, THAT WOULD BE  
 A SCALING BACK,  
 180 15:07:58:18 15:08:00:22 RATHER THAN HAVE  
 THE WHOLE DANCE TROUPE COME--  
 181 15:08:00:24 15:08:02:03 WHICH WOULD BE  
 KIND OF NICE,  
 182 15:08:02:05 15:08:03:29 BECAUSE THE LITTLE ONES  
 WOULD BE SHOWCASED.  
 183 15:08:04:01 15:08:05:11 MM-HMM.  
 15:08:05:13 15:08:06:27 (DeJean)

184 15:08:06:29 15:08:09:02 I MEAN, AND MAYBE EVERYBODY  
 185 15:08:09:04 15:08:10:19 DOESN'T PARTICIPATE  
 186 15:08:10:21 15:08:13:08 FOR WHATEVER REASONS,  
 187 15:08:13:10 15:08:14:25 BUT THEN--  
 188 15:08:14:27 15:08:16:14 I THINK THERE'S ENOUGH PEOPLE  
 189 15:08:16:16 15:08:18:10 THAT--I DON'T KNOW.  
 190 15:08:18:12 15:08:20:06 FOR THE KIDS' SAKE--  
 191 15:08:20:08 15:08:24:11 AND THAT'S WHAT  
 192 15:08:24:13 15:08:26:04 I KEEP LOOKING AT--  
 193 15:08:26:06 15:08:29:15 THAT THEY GET TO TALK  
 194 15:08:29:17 15:08:32:01 ABOUT THEIR ART  
 195 15:08:32:03 15:08:34:12 WITH THEIR PARENTS.  
 196 15:08:34:14 15:08:38:26 THAT IS SUCH  
 197 15:08:38:28 15:08:43:23 A MUCH-NEEDED DIALOGUE  
 198 15:08:43:25 15:08:45:16 TO OCCUR  
 199 15:08:45:18 15:08:47:13 WITHIN THE SCHOOL--  
 200 15:08:47:15 15:08:49:28 NOT GOING HOME AND DOING IT  
 201 15:08:50:00 15:08:51:11 OR EVEN GOING--  
 202 15:08:51:13 15:08:55:04 YOU KNOW, PARENTS DO TAKE  
 203 15:08:55:06 15:08:57:29 THEIR CHILDREN TO THE MUSEUM  
 204 15:08:58:01 15:08:59:11 OR TO PERFORMANCES  
 205 15:08:59:13 15:09:01:09 OR TO HEAR MUSIC.  
 206 15:09:01:11 15:09:02:09 BUT TO DO IT IN SCHOOL  
 207 15:09:02:11 15:09:04:09 IS SUCH A GIFT, I THINK.  
 208 15:09:04:11 15:09:05:23 IF WE HAD OUR ARTWORK OUT  
 209 15:09:05:25 15:09:08:13 WHEN THE CHILDREN WERE HERE,  
 210 15:09:08:15 15:09:09:27 AND I THINK IF WE  
 211 15:09:09:29 15:09:12:14 LET THE TEACHERS KNOW  
 212 15:09:12:16 15:09:13:27 THAT YOU DON'T HAVE  
 TO DO A PERFORMANCE,  
 BUT WE HAVE THINGS  
 HANGING ON THE WALL  
 AND THINGS THAT WE HAVE  
 THAT THEY CAN JUST COME IN  
 AND SHARE THAT.  
 15:08:57:29 (Riedlinger)  
 AND TALK TO THE PARENTS  
 ABOUT WHAT THEY'VE DONE.  
 15:08:59:11 (Cunningham)  
 WE COULD GO OVER  
 15:09:01:09 AND SAY WHAT WE'VE DONE  
 DURING THE YEAR.  
 15:09:02:09 OR LET THE KIDS  
 DO IT.  
 15:09:04:09 THAT'S A GOOD IDEA.  
 15:09:05:23 (Nelson)  
 OKAY, I THINK WE CAN--  
 15:09:08:13 WE HAVE A LOT OF THINGS  
 LEFT TO TALK ABOUT.  
 15:09:09:27 ARE WE ALL  
 IN AGREEMENT  
 15:09:12:14 THAT WE'RE GOING  
 TO DO SOMETHING?  
 15:09:13:27 OKAY.

|     |             |             |   |
|-----|-------------|-------------|---|
| 213 | 15:09:13:29 | 15:09:15:19 | YES, OKAY.  |
| 214 | 15:09:15:21 | 15:09:18:18 | DO WE ALL AGREE THAT EVERYONE<br>WILL PARTICIPATE?  |
| 215 | 15:09:18:20 | 15:09:20:01 | AT SOME LEVEL,                                      |
| 216 | 15:09:20:03 | 15:09:22:24 | AND IT'LL BE<br>REAL IMPORTANT FOR US               |
| 217 | 15:09:22:26 | 15:09:24:13 | TO COMMUNICATE<br>TO THE TEACHERS                   |
| 218 | 15:09:24:15 | 15:09:28:08 | THAT THEY HAVE THAT FREEDOM<br>TO DO THAT.          |
| 219 | 15:09:28:10 | 15:09:30:27 | WHAT I'LL DO IS,<br>I'LL TYPE UP SOMETHING.         |
| 220 | 15:09:30:29 | 15:09:32:11 | I'LL SEND IT AROUND<br>TO ALL OF YOU.               |
| 221 | 15:09:32:13 | 15:09:33:24 | YOU LOOK AT IT,<br>MAKE COMMENTS.                   |
| 222 | 15:09:33:26 | 15:09:35:06 | I'LL MAKE THE CHANGES                               |
| 223 | 15:09:35:08 | 15:09:37:02 | AND THEN PUT IT OUT<br>TO EVERYBODY TOMORROW.       |
| 224 | 15:09:37:04 | 15:09:38:19 | OKAY.   |
| 225 | 15:09:38:21 | 15:09:40:16 | (Riedlinger)<br>FOR TOO LONG,<br>THE PROGRAM RELIED |
| 226 | 15:09:40:18 | 15:09:42:07 | ON ME.  |
| 227 | 15:09:42:09 | 15:09:43:26 | AND WHEN I--<br>I DON'T MEAN                        |
| 228 | 15:09:43:28 | 15:09:45:20 | THE DELIVERY OF INSTRUCTION<br>IN THE CLASSROOM.    |
| 229 | 15:09:45:22 | 15:09:48:18 | I'VE HAD QUALITY TEACHERS<br>HERE FOR A LONG TIME.  |
| 230 | 15:09:48:20 | 15:09:52:09 | I'M TALKING<br>THE LEADERSHIP ISSUES.               |
| 231 | 15:09:52:11 | 15:09:54:27 | I DON'T THINK<br>THAT THAT'S A GOOD IDEA,           |
| 232 | 15:09:54:29 | 15:09:57:10 | BECAUSE THEN--I'VE WATCHED<br>TOO MANY SCHOOLS      |
| 233 | 15:09:57:12 | 15:09:59:14 | THAT WHEN<br>THAT PRINCIPAL LEAVES,                 |
| 234 | 15:09:59:16 | 15:10:03:04 | IN MANY WAYS,<br>THEY START ALL OVER.               |
| 235 | 15:10:03:06 | 15:10:05:25 | SO I THOUGHT IT WAS<br>REAL IMPORTANT               |
| 236 | 15:10:05:27 | 15:10:10:23 | TO INSTITUTIONALIZE<br>WHAT THE VISION AND MISSION  |
| 237 | 15:10:10:25 | 15:10:12:23 | OF LUSHER IS,                                       |
| 238 | 15:10:12:25 | 15:10:15:29 | TO MAKE IT MORE<br>THAN A LEADERSHIP ROLE           |
| 239 | 15:10:16:01 | 15:10:17:11 | FOR THE PRINCIPAL                                   |
| 240 | 15:10:17:13 | 15:10:19:11 | BY TAPPING A GROUP<br>OF TEACHER LEADERS            |
| 241 | 15:10:19:13 | 15:10:21:03 | WHO WOULD TAKE ON<br>THE RESPONSIBILITY             |
| 242 | 15:10:21:05 | 15:10:22:18 | FOR THE IMPLEMENTATION                              |
| 243 | 15:10:22:20 | 15:10:25:27 | AND THE CONTINUATION<br>OF THAT VISION.             |
| 244 | 15:10:25:29 | 15:10:29:11 | I HAVE OUTSTANDING TEACHERS                         |



IN THIS BUILDING.

245 15:10:29:13 15:10:30:23 SOME OF THEM  
HAVE BEEN TRAINED

246 15:10:30:25 15:10:32:24 IN LEARNING STYLES,  
LEARNING DIFFERENCES;

247 15:10:32:26 15:10:37:03 SOME, TRAINING IN THE ARTS;  
SOME IN TECHNOLOGY.

248 15:10:37:05 15:10:39:16 AND GIVING THEM THE OPPORTUNITY  
TO SIT TOGETHER

249 15:10:39:18 15:10:43:11 AND USE THEIR EXPERIENCE  
TO COME UP WITH A PLAN

250 15:10:43:13 15:10:47:12 THAT'S GOING TO WORK FOR US  
IS WHAT--

251 15:10:47:14 15:10:48:28 IT MAKES THINGS HAPPEN.

252 15:10:49:00 15:10:50:01 DO YOU WANT TO TALK--

253 15:10:50:03 15:10:51:13 YOU SAY WHAT  
YOUR CHARACTER SAYS.

254 15:10:51:15 15:10:53:24 YOU BE THE WHALE  
AND TALK TO THE OSTRICH.

255 15:10:53:26 15:10:54:26 WHAT DO YOU SAY?

256 15:10:54:28 15:10:58:22 HELLO, MY NAME  
IS MARISSA THE WHALE.

257 15:10:58:24 15:11:00:22 SO YOU ALL STARTED  
YOUR DIALOGUE--

258 15:11:00:24 15:11:03:04 OKAY, AND THEN YOU KEEP GOING.  
GOOD.

259 15:11:03:06 15:11:05:27 FOR ME, I THINK BEING  
ON THE LEADERSHIP TEAM

260 15:11:05:29 15:11:09:16 LETS ME FEEL  
MORE PART OF THE SCHOOL.

261 15:11:09:18 15:11:11:15 THE LONGER YOU, I THINK,  
WORK SOMEWHERE,

262 15:11:11:17 15:11:12:29 THE MORE YOU WANT  
TO BUY INTO IT.

263 15:11:13:01 15:11:16:16 AND I GUESS I ALSO LIKE,  
YOU KNOW--

264 15:11:16:18 15:11:17:29 NOT FEELING IMPORTANT,

265 15:11:18:01 15:11:19:29 BUT KNOWING  
THAT MY IDEAS ARE SHARED

266 15:11:20:01 15:11:23:15 AND USED MAYBE MORE  
THAN JUST IN THE CLASSROOM

267 15:11:23:17 15:11:25:21 WITH 35 KIDS.

268 15:11:25:23 15:11:29:19 [drum beats]

269 15:11:29:21 15:11:31:15 (DeJean)  
OUT IN THE CENTER  
OF THE FLOOR.

270 15:11:31:17 15:11:32:25 COME ON.

271 15:11:32:27 15:11:36:02 MY ROLE ON THE LEADERSHIP TEAM,  
I THINK,

272 15:11:36:04 15:11:37:22 IS TO PROMOTE, OF COURSE,  
THE ARTS

273 15:11:37:24 15:11:42:19 AND TO LOOK AT HOW THE ARTS  
ARE BEING VIEWED

274 15:11:42:21 15:11:48:15 AND LISTENED TO AND UNDERSTOOD  
BY CLASSROOM TEACHERS.

275 15:11:48:17 15:11:52:00 AND TO LISTEN TO THEM

276 15:11:52:02 TO SEE WHAT THEY'RE SAYING  
 15:11:55:12 AND HOW THE ARTS ARE AFFECTING  
 277 15:11:55:14 THEM AND WHAT THEY NEED.  
 15:11:58:29 NOW, WHEN THE DRUM STOPS,  
 278 15:11:59:01 THAT'S YOUR CUE TO FREEZE,  
 15:12:00:29 ALL RIGHT?  
 279 15:12:01:01 15:12:05:06 YOU'RE TRANSFORMING  
 FROM ONE PLACE TO ANOTHER.  
 280 15:12:05:08 15:12:08:08 (Riedlinger)  
 IN THE PAST, THE ART SPECIALIST  
 WOULD BE VIEWED  
 281 15:12:08:10 15:12:09:27 AS SOMEONE ON THE TEAM  
 282 15:12:09:29 15:12:14:15 WHO COULD GIVE US ADVICE  
 ABOUT JUST THE ARTS.  
 283 15:12:14:17 15:12:16:13 I DON'T THINK  
 THAT'S THE CASE ANYMORE.  
 284 15:12:16:15 15:12:20:02 I THINK THAT THERE'S MORE  
 OF AN EQUAL PLAYING FIELD.  
 285 15:12:20:04 15:12:21:22 I THINK WE HAVE--  
 286 15:12:21:24 15:12:24:10 I THINK OUR ART SPECIALISTS  
 FEEL MORE LIKE REGULAR TEACHERS  
 287 15:12:24:12 15:12:26:24 AND OUR REGULAR TEACHERS  
 FEEL MORE LIKE ARTISTS.  
 288 15:12:26:26 15:12:28:01 (DeJean)  
 NOW, REMEMBER,  
 289 15:12:28:03 15:12:29:25 YOU'RE COMMUNICATING  
 TO YOUR AUDIENCE  
 290 15:12:29:27 15:12:31:19 THROUGH MOVEMENT,  
 NOT TALKING.  
 291 15:12:31:21 15:12:34:05 (Riedlinger)  
 I THINK THAT KATHY,  
 AS AN ART SPECIALIST,  
 292 15:12:34:07 15:12:38:11 ADDS A MUCH-NEEDED  
 KNOWLEDGE BASE  
 293 15:12:38:13 15:12:39:24 TO THE LEADERSHIP TEAM.  
 294 15:12:39:26 15:12:41:13 SHE CAN WORK  
 WITH A CLASSROOM TEACHER  
 295 15:12:41:15 15:12:44:10 AND DANCE, OF COURSE,  
 296 15:12:44:12 15:12:46:09 BUT ALSO DOES  
 A LOT OF VISUAL ARTS,  
 297 15:12:46:11 15:12:47:28 MUSIC, AND THEATRE,  
 298 15:12:48:00 15:12:50:12 AND KIND OF  
 PULLS IT ALL TOGETHER.  
 299 15:12:50:14 15:12:53:29 OOH, I SEE A SYMMETRICAL SHAPE  
 RIGHT HERE.  
 300 15:12:54:01 15:12:56:23 IF I WERE JUST TO SLICE B.J.  
 IN HALF RIGHT HERE,  
 301 15:12:56:25 15:12:59:10 ONE SIDE IS THE SAME  
 AS THE OTHER.  
 302 15:12:59:12 15:13:03:11 SHE'S SORT OF A CREATIVE SPARK  
 TO THE LEADERSHIP TEAM,  
 303 15:13:03:13 15:13:06:18 KEEPS US DREAMING  
 AND KEEPS PUSHING US.  
 304 15:13:06:20 15:13:09:06 I HAVE SEVERAL PEOPLE  
 ON LEADERSHIP TEAM  
 305 15:13:09:08 15:13:12:03 THAT WILL KEEP US QUESTIONING:

|     |             |             |  |
|-----|-------------|-------------|--|
| 306 | 15:13:12:05 | 15:13:15:03 | WHAT ARE WE DOING?<br>HOW CAN WE DO IT BETTER?                       |
| 307 | 15:13:15:05 | 15:13:18:01 | HOW CAN WE MAKE THE PROGRAM<br>RICHER AND DEEPER                     |
| 308 | 15:13:18:03 | 15:13:20:22 | AND REACH MORE KIDS?   |
| 309 | 15:13:20:24 | 15:13:25:24 | LAY THE FOOTED PLANKS<br>PARALLEL TO ONE ANOTHER.                    |
| 310 | 15:13:25:26 | 15:13:28:04 | PARALLEL?  |
| 311 | 15:13:28:06 | 15:13:29:11 | <i>(student)</i><br>OOH!   |
| 312 | 15:13:29:13 | 15:13:33:02 | PARALLEL?<br>THAT'S A SILLY WORD.                                    |
| 313 | 15:13:33:04 | 15:13:34:01 | CASEY.   |
| 314 | 15:13:34:03 | 15:13:35:22 | LIKE THAT.   |
| 315 | 15:13:35:24 | 15:13:37:18 | <i>(Dumas)</i><br>THAT'S, LIKE,<br>WHEN THEY GO LIKE THAT?           |
| 316 | 15:13:37:20 | 15:13:39:03 | THAT'S ABSOLUTELY RIGHT.   |
| 317 | 15:13:39:05 | 15:13:40:17 | WHO CAN SAY THAT<br>ANOTHER WAY?                                     |
| 318 | 15:13:40:19 | 15:13:41:17 | CHRISTINA.   |
| 319 | 15:13:41:19 | 15:13:45:06 | WHEN THEY--<br>WHEN--  |
| 320 | 15:13:45:08 | 15:13:46:20 | WHEN THEY GO<br>THE SAME DIRECTION,                                  |
| 321 | 15:13:46:22 | 15:13:48:06 | AND THEY'LL NEVER<br>HIT EACH OTHER.                                 |
| 322 | 15:13:48:08 | 15:13:49:27 | WHEN THE GO<br>THE SAME DIRECTION,                                   |
| 323 | 15:13:49:29 | 15:13:52:24 | AND THEY'LL NEVER<br>HIT EACH OTHER.                                 |
| 324 | 15:13:52:26 | 15:13:55:29 | <i>(Riedlinger)</i><br>MARTI DUMAS IS ACTUALLY<br>A LUSHER GRADUATE. |
| 325 | 15:13:56:01 | 15:13:59:00 | I PUT HER ON AS A FIRST-YEAR<br>TEACHER LAST YEAR                    |
| 326 | 15:13:59:02 | 15:14:00:28 | BECAUSE WE WANTED<br>SOME NEW IDEAS,                                 |
| 327 | 15:14:01:00 | 15:14:04:15 | AND SHE CAME QUITE EAGER<br>TO GIVE THEM                             |
| 328 | 15:14:04:17 | 15:14:08:01 | AND ADDS A REAL BALANCE<br>OF US VETERANS                            |
| 329 | 15:14:08:03 | 15:14:09:20 | WITH NEW TEACHERS.   |
| 330 | 15:14:09:22 | 15:14:12:23 | <i>(Dumas)</i><br>WHERE DO YOU SEE<br>PARALLEL ONES?                 |
| 331 | 15:14:12:25 | 15:14:15:22 | I SERVE ON THE LEADERSHIP TEAM<br>BECAUSE, FIRST OFF,                |
| 332 | 15:14:15:24 | 15:14:17:15 | THERE NEEDS TO BE A VOICE<br>FOR PEOPLE                              |
| 333 | 15:14:17:17 | 15:14:21:13 | WHO DON'T NECESSARILY KNOW<br>THE ROPES AROUND HERE.                 |
| 334 | 15:14:21:15 | 15:14:24:02 | LOTS OF TIMES, AFTER YOU'VE BEEN<br>TEACHING FOR A WHILE,            |
| 335 | 15:14:24:04 | 15:14:26:09 | YOU KIND OF LOSE THE PERSPECTIVE<br>OF WHAT IT WAS LIKE              |

336 15:14:26:11 15:14:28:14 WHEN YOU WERE  
 337 15:14:28:16 15:14:30:18 FLAILING ABOUT IN THE WATER  
 338 15:14:30:20 15:14:33:13 TRYING TO FIGURE OUT  
 339 15:14:33:15 15:14:39:10 YOUR WAY.  
 340 15:14:39:12 15:14:42:04 ANOTHER REASON IS THAT I THINK  
 341 15:14:42:06 15:14:44:03 THAT ART HAS ALWAYS PLAYED  
 342 15:14:44:05 15:14:46:00 A REALLY STRONG PART  
 343 15:14:46:02 15:14:47:06 IN MY OWN LIFE, AND IT'S--  
 344 15:14:47:08 15:14:48:16 EVEN BEFORE I DECIDED  
 345 15:14:48:18 15:14:50:08 THAT I WAS GOING TO TEACH HERE,  
 346 15:14:50:10 15:14:51:18 IT WAS ALREADY A PART  
 347 15:14:51:20 15:14:53:06 OF MY TEACHING.  
 348 15:14:53:08 15:14:56:02 *WHAT IS THE ARTIST*  
 349 15:14:56:04 15:14:58:19 *TRYING TO MAKE*  
 350 15:14:58:21 15:15:01:26 THIS GROUP OF MEN LOOK LIKE?  
 351 15:15:01:28 15:15:04:04 SARAH?  
 352 15:15:04:06 15:15:07:29 I THINK MAYBE,  
 353 15:15:08:01 15:15:11:23 LIKE, THEY'RE RAINING.  
 354 15:15:11:25 15:15:16:14 (Nelson)  
 355 15:15:16:16 15:15:18:23 THE OVERALL GOAL  
 356 15:15:18:25 15:15:22:01 OF THE LEADERSHIP TEAM,  
 357 15:15:22:03 15:15:25:13 OF COURSE,  
 358 15:15:25:15 15:15:28:20 IS TO IMPLEMENT CHANGES  
 359 15:15:28:22 15:15:30:24 THAT WILL IMPROVE  
 360 15:15:30:26 15:15:33:17 STUDENT ACHIEVEMENT.  
 361 15:15:33:19 15:15:35:24 THE LEADERSHIP TEAM MEMBERS  
 362 15:15:35:26 15:15:38:07 HAVE TO GO OUT  
 363 15:15:38:09 15:15:39:18 TO THE OTHER TEACHERS  
 364 15:15:39:20 15:15:42:24 TO GET INFORMATION,  
 365 15:15:42:26 15:15:45:10 AND THEY HAVE TO BE PEOPLE  
 WHO ARE FLEXIBLE.  
 THEY HAVE TO BE PEOPLE WHO KNOW  
 HOW TO RELATE TO OTHERS.  
 WE SPEND A LOT OF TIME LOOKING  
 AT WHERE WE ARE NOW  
 AND EXAMINING  
 WHAT WE HAVE TO DO,  
 AND IT'S ALL PART  
 OF WORKING AS A TEAM.  
 THAT'S WHAT WE'RE GOING  
 TO TALK ABOUT TODAY.  
 THIS YEAR, WE'VE HAD  
 1,200 APPLICATIONS  
 FOR THE 150 SPOTS.  
 WE'RE GOING TO DO  
 A REREGISTRATION  
 RIGHT AFTER EASTER  
 TO DETERMINE  
 IF ANY OF OUR CURRENT KIDS  
 AREN'T COMING BACK  
 SO THAT I CAN--  
 IF I CAN FREE UP SPOTS,  
 I CAN FREE THEM UP.  
 (Brown)  
 I HAD THE OCCASION TO CALL  
 ONE OF THE FAMILIES.

366 15:15:45:12 15:15:48:14 THEY HAVE NOT REGISTERED  
 367 15:15:48:16 15:15:50:16 WHO I KNOW  
 368 15:15:50:18 15:15:52:04 (Riedlinger)  
 WELL, THAT'S WHY  
 I'M SAYING--  
 369 15:15:52:06 15:15:53:08 I WAS PUSHING  
 THE WOMAN.  
 370 15:15:53:10 15:15:54:22 SO THE NEXT DAY,  
 371 15:15:54:24 15:15:56:15 I GET A NOTE TO PLEASE  
 SEND HER THE FORMS HOME,  
 372 15:15:56:17 15:15:57:22 AND I SAID,  
 "UH-UH,  
 373 15:15:57:24 15:16:00:21 YOU HAVE TO COME IN  
 AND FILL THEM OUT."  
 374 15:16:00:23 15:16:03:00 BUT THIS IS ONE DEFINITE I KNOW  
 THAT'S STILL OUT THERE.  
 375 15:16:03:02 15:16:04:29 (Riedlinger)  
 WELL, THAT'S  
 WHY I DIDN'T--  
 376 15:16:05:01 15:16:06:09 I SAVED SOME  
 OF THOSE SPOTS,  
 377 15:16:06:11 15:16:07:19 BECAUSE I KNOW  
 WE HAVE PEOPLE  
 378 15:16:07:21 15:16:10:00 MOVING INTO THE TULANE  
 FAMILY HOUSING TOO.  
 379 15:16:10:02 15:16:12:17 THE REASON I'M TALKING  
 TO YOU ALL ABOUT IT IS,  
 380 15:16:12:19 15:16:14:24 I KNOW TEACHERS ARE  
 CONCERNED ABOUT NUMBERS,  
 381 15:16:14:26 15:16:18:12 AND WE DID HAVE AN INCREASE  
 OF NUMBERS THIS YEAR.  
 382 15:16:18:14 15:16:21:04 THE LEADERSHIP TEAM  
 WORKS WITH ME  
 383 15:16:21:06 15:16:22:15 WHEN WE BEGIN DETERMINING  
 384 15:16:22:17 15:16:24:03 HOW MANY STUDENTS  
 WILL BE IN CLASSROOMS,  
 385 15:16:24:05 15:16:26:00 HOW MANY FIRST GRADES  
 WE'RE GOING TO HAVE,  
 386 15:16:26:02 15:16:27:29 HOW MANY KINDERGARTENS  
 WE'RE GOING TO HAVE.  
 387 15:16:28:01 15:16:30:13 THOSE ARE ALL CRITICAL DECISIONS  
 MONEYWISE  
 388 15:16:30:15 15:16:33:15 IN DETERMINING, YOU KNOW,  
 WHERE WE'RE GOING TO GO.  
 389 15:16:33:17 15:16:36:04 IS IT GOING TO STILL FLUCTUATE  
 THREE AND FOUR PER GRADE,  
 390 15:16:36:06 15:16:39:02 THREE TO FOUR SECTIONS  
 PER GRADE, OR--  
 391 15:16:39:04 15:16:41:25 WELL, I DON'T HAVE CONTROL  
 OVER THE NUMBER OF STUDENTS  
 392 15:16:41:27 15:16:44:18 THAT COME IN FROM THE DISTRICT,  
 SO A LOT OF THAT--  
 393 15:16:44:20 15:16:47:22 I'M PLANNING  
 FOR THREE KINDERGARTENS.

394 15:16:47:24 15:16:51:23 I'VE--RIGHT NOW,  
 395 15:16:51:25 15:16:54:10 KNOWING THAT I'LL PROBABLY  
 396 15:16:54:12 15:16:57:04 HAVE FOUR FIRST GRADES  
 397 15:16:57:06 15:16:59:00 OR LEAVING SOME FLEXIBILITY  
 398 15:16:59:02 15:17:00:11 TO DO A K-1.  
 399 15:17:00:13 15:17:02:16 *BUT WE STILL HAVE TIME*  
 400 15:17:02:18 15:17:04:23 *TO SIT DOWN,*  
 401 15:17:04:25 15:17:08:07 *AND I'D WELCOME*  
 402 15:17:08:09 15:17:13:05 *YOU ALL*  
 403 15:17:13:07 15:17:14:17 SITTING DOWN  
 404 15:17:14:19 15:17:18:05 AND LOOKING AT ALL OF THAT  
 405 15:17:18:07 15:17:20:00 AND GETTING BACK TO ME  
 406 15:17:20:02 15:17:22:28 ON IT.  
 407 15:17:23:00 15:17:26:12 I PULL THE LEADERSHIP TEAM  
 408 15:17:26:14 15:17:28:06 IN ON ALMOST EVERY DECISION  
 409 15:17:28:08 15:17:29:26 THAT I MAKE HERE AT SCHOOL  
 410 15:17:29:28 15:17:31:10 THAT DEALS WITH POLICY,  
 411 15:17:31:12 15:17:34:02 THAT DEALS WITH THINGS  
 412 15:17:34:04 15:17:35:17 THAT ARE GOING  
 413 15:17:35:19 15:17:37:19 TO REALLY IMPACT THE PROGRAM.  
 414 15:17:37:21 15:17:39:28 WE'RE KATHY'S GENERAL TEAM  
 415 15:17:40:00 15:17:44:00 OF PEOPLE  
 416 15:17:44:02 15:17:47:26 WHO HELP WITH SOME  
 417 15:17:47:28 15:17:50:18 ADMINISTRATIVE THINGS  
 418 15:17:50:20 15:17:53:08 AND SOME LOGISTICAL THINGS.  
 419 15:17:53:10 15:17:56:20 AND SHE OFTEN USES US  
 420 15:17:56:22 15:17:58:20 AS A SOUNDING BOARD  
 421 15:17:58:22 15:18:01:29 BEFORE GOING  
 422 15:18:02:01 15:18:04:29 TO THE WHOLE FACULTY,  
 423 15:18:05:01 15:18:07:07 'CAUSE THE IDEA OF US  
 IS THAT WE'RE KIND OF  
 REPRESENTATIVE OF THE FACULTY,  
 IN A WAY.  
 (Riedlinger)  
 THE PURPOSE  
 OF THE LEADERSHIP TEAM  
 IS TO MAINTAIN  
 A HIGH ACADEMIC PROGRAM  
 THAT IS DIVERSE ENOUGH TO MEET  
 THE NEEDS OF ALL OF OUR KIDS.  
 BECAUSE THE ARTS  
 ARE NOT AS WIDELY ACCEPTED  
 AS A CORE PART OF THE  
 CURRICULUM,  
 THE LEADERSHIP TEAM  
 IS NECESSARY  
 IN ORDER TO ENSURE THAT THE ARTS  
 HAVE THEIR RIGHTFUL PLACE  
 IN THAT CORE CURRICULUM.  
 THE ARTS HAVE BEEN VIEWED  
 AS SOMETHING THAT YOU DO  
 WHEN EVERYTHING ELSE  
 IS DONE OR PAID FOR.  
 TEACHERS ARE VERY COMFORTABLE  
 IN LANGUAGE ARTS,

|     |             |             |   |
|-----|-------------|-------------|---|
| 424 | 15:18:07:09 | 15:18:09:07 | MATH, SCIENCE,<br>AND SOCIAL STUDIES.                         |
| 425 | 15:18:09:09 | 15:18:12:24 | WHEN IT CAME TO THE ARTS,<br>THEY HAD TO STRETCH,             |
| 426 | 15:18:12:26 | 15:18:18:02 | AND THEY HAD TO BE WILLING<br>TO TAKE SOME RISKS.             |
| 427 | 15:18:18:04 | 15:18:19:21 | HAVING THE LEADERSHIP TEAM<br>THERE                           |
| 428 | 15:18:19:23 | 15:18:22:06 | AND HAVING THE LEADERSHIP TEAM<br>BE SO FOCUSED AND SERIOUS   |
| 429 | 15:18:22:08 | 15:18:23:14 | ABOUT THE ARTS  |
| 430 | 15:18:23:16 | 15:18:25:21 | MADE OTHER PEOPLE MORE SERIOUS<br>ABOUT THE ARTS.             |
| 431 | 15:18:25:23 | 15:18:27:26 | SO PEOPLE WHO MIGHT HAVE DONE<br>SOMETHING AS, LIKE,          |
| 432 | 15:18:27:28 | 15:18:29:27 | AN ACCENT<br>TO A LITERATURE LESSON,                          |
| 433 | 15:18:29:29 | 15:18:31:26 | THEY SAID, "YOU KNOW WHAT?                                    |
| 434 | 15:18:31:28 | 15:18:33:14 | "THEY'RE SAYING<br>WE MIGHT DO MORE.                          |
| 435 | 15:18:33:16 | 15:18:35:28 | "THEY'RE GIVING US IDEAS ABOUT<br>WAYS THAT WE MIGHT DO MORE. |
| 436 | 15:18:36:00 | 15:18:37:19 | LET'S TRY TO DO MORE."  |
| 437 | 15:18:37:21 | 15:18:40:28 | WE ARE GOING TO BE MAKING HATS,<br>BUT HERE'S THE CATCH.      |
| 438 | 15:18:41:00 | 15:18:42:22 | TO MAKE SURE<br>YOU'RE BEING THINKERS,                        |
| 439 | 15:18:42:24 | 15:18:44:07 | YOU HAVE TO COME UP   |
| 440 | 15:18:44:09 | 15:18:47:22 | WITH A DESIGN<br>FOR YOUR WHOLE GROUP.                        |
| 441 | 15:18:47:24 | 15:18:50:06 | I AM CONSTANTLY REMINDED,                                     |
| 442 | 15:18:50:08 | 15:18:52:11 | BY WORKING WITH<br>MY LEADERSHIP TEAM,                        |
| 443 | 15:18:52:13 | 15:18:55:13 | OF WHAT DECISIONS<br>NEED TO BE MADE                          |
| 444 | 15:18:55:15 | 15:18:59:01 | FOR PEOPLE WORKING EVERY DAY<br>IN A CLASSROOM.               |
| 445 | 15:18:59:03 | 15:19:03:01 | I THINK IT HELPS ME KEEP<br>A REALITY BASE                    |
| 446 | 15:19:03:03 | 15:19:05:23 | WHEN I RELY ON<br>TRULY OUTSTANDING TEACHERS                  |
| 447 | 15:19:05:25 | 15:19:09:00 | TO BE A PART<br>OF MAKING DECISIONS                           |
| 448 | 15:19:09:02 | 15:19:12:13 | ABOUT WHAT HAPPENS<br>WITH THEIR COLLEAGUES.                  |
| 449 | 15:19:12:15 | 15:19:13:28 | BUT THEY DON'T<br>NEED TO BE INVOLVED                         |
| 450 | 15:19:14:00 | 15:19:15:25 | IN EVERY DECISION AT SCHOOL.                                  |
| 451 | 15:19:15:27 | 15:19:18:02 | IF YOU START BURDENING TEACHERS                               |
| 452 | 15:19:18:04 | 15:19:22:00 | WITH TOO MANY THINGS<br>IN THAT DECISION-MAKING PROCESS,      |
| 453 | 15:19:22:02 | 15:19:23:25 | THEN THEY'RE NOT<br>GOING TO HAVE ENOUGH TIME                 |
| 454 | 15:19:23:27 | 15:19:26:05 | TO DO THE QUALITY OF TEACHING<br>THAT YOU WANT THEM TO DO.    |
| 455 | 15:19:26:07 | 15:19:29:00 | I APPRECIATE YOUR TIME  |

THIS AFTERNOON.

456 15:19:29:02 15:19:31:21 YOU HAVE TO RESPECT THEM  
FOR WHAT THEY DO,

457 15:19:31:23 15:19:33:03 USE THEIR KNOWLEDGE

458 15:19:33:05 15:19:35:03 TO MAKE THE INSTRUCTIONAL  
PROGRAM BETTER,

459 15:19:35:05 15:19:38:15 BUT NOT TAKE ADVANTAGE  
OF IT EITHER.

460 15:19:38:17 15:19:41:10 I'D LIKE TO TAKE A FEW MINUTES  
AND GO OVER SUMMER PLANNING.

461 15:19:41:12 15:19:43:20 WE HAD A VERY SUCCESSFUL  
SUMMER

462 15:19:43:22 15:19:46:07 WORKING ON  
DEVELOPING CURRICULUM.

463 15:19:46:09 15:19:48:15 OUR SCHOOL DISTRICT  
WILL CONTINUE TO GIVE US

464 15:19:48:17 15:19:51:23 A LOT OF SUPPORT IN THE AREA  
OF STAFF DEVELOPMENT.

465 15:19:51:25 15:19:53:23 THEY'LL BE DOING WORKSHOPS  
FOR TEACHERS

466 15:19:53:25 15:19:55:04 IN READING, IN MATH.

467 15:19:55:06 15:19:56:13 WE HAVE LOTS OF TEACHERS

468 15:19:56:15 15:19:58:03 WHO TAKE COURSE WORK  
IN THE SUMMER,

469 15:19:58:05 15:20:00:21 AND UNIVERSITIES WILL DO  
DIFFERENT WORKSHOPS.

470 15:20:00:23 15:20:03:29 BUT HOW DO WE BRING IT BACK  
TO LUSHER AND MAKE IT OURS,

471 15:20:04:01 15:20:07:26 AND HOW DO WE TAKE ALL THE WORK  
THAT WAS DONE LAST SUMMER

472 15:20:07:28 15:20:11:00 AND MAKE IT EVEN BETTER  
FOR THIS SUMMER?

473 15:20:11:02 15:20:14:02 JUST THIS SEMESTER,  
I'VE HIRED FOUR NEW TEACHERS.

474 15:20:14:04 15:20:15:08 WITH PEOPLE WHO'VE LEFT,

475 15:20:15:10 15:20:16:28 THOSE PEOPLE HAVE HAD  
NO TRAINING,

476 15:20:17:00 15:20:19:02 SO WE HAVE TO WORRY ABOUT--  
FOR THIS SUMMER,

477 15:20:19:04 15:20:22:20 I CAN ENCOURAGE THEM  
TO GO TO THE SUMMER INSTITUTES.

478 15:20:22:22 15:20:23:28 BUT--

479 15:20:24:00 15:20:25:07 (Raynaud)  
WELL, THE TRUTH IS,

480 15:20:25:09 15:20:26:24 YOU HAVE PEOPLE  
HERE AT THIS TABLE

481 15:20:26:26 15:20:29:00 WHO'VE, YOU KNOW,  
TAUGHT THOSE SUMMER INSTITUTES.

482 15:20:29:02 15:20:30:28 WHY CAN'T WE JUST, LIKE,  
TAKE OVER THAT JOB

483 15:20:31:00 15:20:32:07 AND MAKE IT OUR OWN JOB

484 15:20:32:09 15:20:35:11 AND, YOU KNOW, RETOOL IT  
TO MAKE IT SOMETHING

485 15:20:35:13 15:20:37:04 THAT'S SPECIFICALLY  
FOR A NEW TEACHER?

486 15:20:37:06 15:20:39:23 (Riedlinger)



DO YOU THINK WE SHOULD  
 LIMIT IT TO THE ARTS,  
 487 15:20:39:25 15:20:41:17 OR SHOULD WE PUT IT  
 IN AT THE--  
 488 15:20:41:19 15:20:43:10 (DuBois)  
 AND I THINK  
 WE HAVE TEACHERS  
 489 15:20:43:12 15:20:45:09 WHO ARE READY  
 TO CROSS THAT CURRICULUM,  
 490 15:20:45:11 15:20:48:21 'CAUSE THEN IT'S MUCH EASIER  
 TO INCORPORATE EVERYTHING.  
 491 15:20:48:23 15:20:49:27 YOU CAN DO IT ALL  
 492 15:20:49:29 15:20:51:29 IF YOU DO IT  
 ACROSS THE CURRICULUM.  
 493 15:20:52:01 15:20:53:07 (Raynaud)  
 WELL, I AGREE.  
 494 15:20:53:09 15:20:55:18 YOU'RE GOING TO END UP  
 BEING INTERDISCIPLINARY  
 495 15:20:55:20 15:20:58:29 IF YOU START OUT  
 DOING AN ARTS INSTRUCTION.  
 496 15:20:59:01 15:21:00:24 THAT IS,  
 IF I TAKE ON THE JOB  
 497 15:21:00:26 15:21:03:04 OF SHOWING SOMEBODY  
 HOW I DO ARTS IN MY CLASSROOM,  
 498 15:21:03:06 15:21:05:06 I'M GOING TO END UP  
 BRINGING IN READING.  
 499 15:21:05:08 15:21:06:24 BUT IF YOU SAID,  
 "OKAY, THAT'S FINE.  
 500 15:21:06:26 15:21:09:05 "GO AHEAD AND SHOW THIS PERSON  
 HOW YOU TEACH READING,  
 501 15:21:09:07 15:21:10:16 WRITING, MATH,  
 AND SCIENCE,"  
 502 15:21:10:18 15:21:11:20 IT'S LIKE, "UH."  
 503 15:21:11:22 15:21:13:05 YOU KNOW, NO,  
 I DON'T WANT TO DO THAT.  
 504 15:21:13:07 15:21:14:18 THAT IS,  
 I'LL TAKE ON THAT JOB,  
 505 15:21:14:20 15:21:17:14 AND IT'LL END UP BEING  
 AS RICH AS I CAN MAKE IT,  
 506 15:21:17:16 15:21:20:20 BUT I THINK WE HAVE  
 TO LIMIT THE AMOUNT OF--  
 507 15:21:20:22 15:21:22:06 WE'RE TEACHING  
 WITH A NEW TEACHER  
 508 15:21:22:08 15:21:24:06 WHO MAYBE HAS NOT,  
 YOU KNOW,  
 509 15:21:24:08 15:21:26:03 INCORPORATED THE ARTS  
 INTO HER CLASS,  
 510 15:21:26:05 15:21:28:22 AND THEN WE'RE TALKING  
 WITH VETERAN TEACHERS  
 511 15:21:28:24 15:21:31:16 WHO ARE READY  
 TO TAKE THE NEXT STEP.  
 512 15:21:31:18 15:21:36:17 DO WE PROVIDE SUMMER SUPPORT  
 FOR BOTH TYPES OF TEACHERS?  
 513 15:21:36:19 15:21:39:11 IF YOU LOOK AT  
 THE ARTS STRATEGIC PLAN--  
 514 15:21:39:13 15:21:41:25 ON THE THIRD PAGE

515 15:21:41:27 UNDER PROFESSIONAL DEVELOPMENT,  
 15:21:45:12 WE HAD BRAINSTORMED  
 516 15:21:45:14 THIS IDEA INITIALLY,  
 15:21:48:27 TALKING ABOUT GIVING SUPPORT  
 517 15:21:48:29 AND TRAINING TO NEW TEACHERS  
 15:21:52:21 AND THOSE TEACHERS NOT TRAINED  
 518 15:21:52:23 IN COMPREHENSIVE ARTS  
 15:21:55:23 BY ASSIGNING TEACHER MENTORS  
 519 15:21:55:23 AND THEN INCREASING  
 THE OPPORTUNITIES  
 520 15:21:57:17 FOR PROFESSIONAL DEVELOPMENT.  
 521 15:21:59:00 *IN ESSENCE, I MEAN,*  
*THIS IS A Fancier WAY*  
 522 15:22:02:06 OF SAYING  
 WHAT YOU'RE SAYING--  
 523 15:22:03:20 EXACTLY WHAT  
 YOU'RE TALKING ABOUT.  
 524 15:22:05:08 AND I LIKE THE WAY  
 WE'RE TALKING ABOUT IT  
 525 15:22:07:03 A LOT BETTER,  
 ACTUALLY,  
 526 15:22:08:18 BECAUSE IT IMPLIES  
 THAT WE ALL--  
 527 15:22:11:02 WE TAILOR IT MORE  
 TO WHAT'S GOING ON  
 528 15:22:13:16 HERE AT LUSHER.  
 529 15:22:15:03 *SO IF WE INTEGRATE*  
*THE ARTS*  
 530 15:22:17:17 WITH OTHER SUBJECT AREAS  
 THROUGH THIS--  
 531 15:22:19:14 'CAUSE THAT'S ONE  
 OF THE THINGS  
 532 15:22:20:28 WE SAID  
 IN THE STRATEGIC PLAN TOO--  
 533 15:22:23:05 WOULD YOU ALL BE WILLING  
 534 15:22:24:19 TO SERVE AS MENTORS  
 IN THAT AREA  
 535 15:22:26:29 AND BE WILLING  
 TO SPEND SOME TIME EITHER--  
 536 15:22:30:29 SOMETIME THIS SUMMER--  
 537 15:22:32:11 EITHER AT THE END  
 OF THE SCHOOL YEAR  
 538 15:22:33:18 OR RIGHT AFTER SCHOOL'S OUT--  
 539 15:22:35:10 TO TAKE A LOOK  
 AT DEVELOPING THOSE COURSES?  
 540 15:22:39:05 IF YOU IDENTIFY PEOPLE  
 ON YOUR STAFF  
 541 15:22:42:10 THAT CAN HAVE  
 A SHARED VISION  
 542 15:22:43:21 FOR WHERE YOU WANT  
 YOUR PROGRAM TO GO  
 543 15:22:45:24 AND THEN ENCOURAGE  
 THOSE PEOPLE  
 544 15:22:47:10 TO HAVE OWNERSHIP WITH YOU  
 IN LEADING OTHERS,  
 545 15:22:50:12 THEN THAT MAKES

546 15:22:52:27 A BIG DIFFERENCE.  
 15:22:56:01 WHO CAN TELL ME  
 WHO PAINTED THIS PICTURE?  
 547 15:22:56:03 15:22:57:26 WHO'S GOT AN IDEA?  
 BUP-BUP-BUP-BUP-BUP.  
 548 15:22:57:28 15:22:59:12 WHO PAINTED THE PICTURE?  
 NICK.  
 549 15:22:59:14 15:23:00:24 (Nick)  
 BRUEGHEL.  
 550 15:23:00:26 15:23:01:28 YOU'RE RIGHT.  
 551 15:23:02:00 15:23:03:14 GO AHEAD AND TELL ME WHY.  
 YES.  
 552 15:23:03:16 15:23:06:24 BECAUSE BRUEGHEL MAKES  
 ALL THE PRETTY COLORS.  
 553 15:23:06:26 15:23:08:17 OKAY, LOTS OF COLORS.  
 554 15:23:08:19 15:23:11:20 (Riedlinger)  
 A TEACHER WHO HAS THE GIFT  
 TO STAY IN A CLASSROOM  
 555 15:23:11:22 15:23:13:05 WORKING WITH CHILDREN  
 556 15:23:13:07 15:23:16:10 ALSO CAN HAVE A GIFT  
 FOR LEADERSHIP.  
 557 15:23:16:12 15:23:18:01 THEY DON'T HAVE  
 TO LEAVE THE CLASSROOM  
 558 15:23:18:03 15:23:20:28 IN ORDER FOR THAT LEADERSHIP  
 GIFT TO BE UTILIZED  
 559 15:23:21:00 15:23:24:00 AND TO BE FRUITFUL  
 IN THE DEVELOPMENT OF A PROGRAM.  
 560 15:23:24:02 15:23:25:20 LISTEN TO GOD.  
 561 15:23:25:22 15:23:28:18 THIS PAINTING IS A PAINTING  
 OF A STORY THAT YOU ALL KNOW.  
 562 15:23:28:20 15:23:31:14 IT'S A STORY THAT EVERYBODY  
 IN THIS CLASSROOM KNOWS.  
 563 15:23:31:16 15:23:32:24 THERE ARE TWO LIONS,  
 564 15:23:32:26 15:23:36:08 AND THERE ARE TWO CHEETAHS.  
 565 15:23:36:10 15:23:38:17 THINK OF A STORY  
 THAT'S GOT TWO ANIMALS IN IT.  
 566 15:23:38:19 15:23:39:21 YES, REBECCA.  
 567 15:23:39:23 15:23:41:14 I THINK IT'S FROM NOAH'S ARK.  
 568 15:23:41:16 15:23:44:04 AHA.  
 AHA.  
 569 15:23:44:06 15:23:45:18 THERE'RE CONSTANTLY  
 NEW DUTIES  
 570 15:23:45:20 15:23:47:10 AND NEW CHALLENGES  
 IN A SCHOOL SYSTEM.  
 571 15:23:47:12 15:23:49:02 TEACHERS ARE CONSTANTLY  
 BEING ASKED,  
 572 15:23:49:04 15:23:50:04 "WOULD YOU DO THIS?"  
 573 15:23:50:06 15:23:51:23 OR, "YOU HAVE TO DO THIS.  
 574 15:23:51:25 15:23:53:29 YOU KNOW, YOU HAVE TO ACCOMPLISH  
 THIS BIT OF WORK."  
 575 15:23:54:01 15:23:56:04 I'D SAY THE MAIN THING  
 ABOUT THE LEADERSHIP TEAM  
 576 15:23:56:06 15:23:58:19 IS THAT WE ALLOW THE TEACHERS  
 TO HAVE A VOICE  
 577 15:23:58:21 15:24:00:13 IN THESE DECISIONS  
 THAT ARE BEING MADE

578 15:24:00:15 15:24:03:05 ABOUT WHAT KIND OF CURRICULUM  
CHANGES ARE GOING TO HAPPEN.

579 15:24:03:07 15:24:07:02 I JUST TRANSFORMED  
INTO FANTASYLAND.

580 15:24:07:04 15:24:08:10 WELL, I'VE ASKED YOU  
TO BRING

581 15:24:08:12 15:24:11:02 *SOME REAL OBJECTS  
FROM HOME.*

582 15:24:11:04 15:24:12:26 I GO BACK TO MY COLLEAGUES,  
583 15:24:12:28 15:24:15:21 MY FOURTH-GRADE TEACHERS,  
MY FIFTH-GRADE TEACHERS,

584 15:24:15:23 15:24:17:16 AND I SHARE WITH THEM,  
585 15:24:17:18 15:24:20:25 AND THEY FEEL THAT THEY HAVE  
A CONTACT WITH ADMINISTRATION.

586 15:24:20:27 15:24:24:04 AND IF THERE'S A PROBLEM,  
IF THERE'S A CONCERN,

587 15:24:24:06 15:24:26:00 IF THERE'S SOMETHING  
THEY WANT TO SHARE,

588 15:24:26:02 15:24:28:28 THEY'LL SHARE IT WITH ME,  
AND THEN I CAN GO BACK

589 15:24:29:00 15:24:31:10 AND PRESENT IT  
TO THE LEADERSHIP TEAM.

590 15:24:31:12 15:24:34:04 SO THERE'S COMMUNICATION THERE,  
THAT LINK.

591 15:24:34:06 15:24:35:11 YOU'VE GOT TO BE  
A DREAMER.

592 15:24:35:13 15:24:36:17 *YOU GOT TO BE  
A THINKER.*

593 15:24:36:19 15:24:38:02 (Riedlinger)  
THEY BEGIN FEELING

594 15:24:38:04 15:24:41:07 A RESPONSIBILITY, TOO,  
WHEN THINGS ARE OUT THERE

595 15:24:41:09 15:24:44:01 THAT I NEED TO KNOW ABOUT  
THAT THEY LET ME KNOW.

596 15:24:44:03 15:24:46:28 AND THAT IS A REAL GIFT  
AS AN ADMINISTRATOR.

597 15:24:47:00 15:24:49:06 I WANT TO MAKE SURE,  
BEFORE WE CLOSE,

598 15:24:49:08 15:24:51:20 THAT THERE'S NOTHING ELSE  
THAT WE NEED TO TALK ABOUT.

599 15:24:51:22 15:24:53:29 PLEASE ASK ME ANY QUESTIONS  
THAT YOU HAVE

600 15:24:54:01 15:24:56:08 ABOUT WHAT WE TALKED  
ABOUT TODAY

601 15:24:56:10 15:24:59:19 OR ANYTHING ELSE THAT WE NEED  
TO ADD TO THE AGENDA.

602 15:24:59:21 15:25:01:10 ANYBODY WOULD LIKE--  
603 15:25:01:12 15:25:05:11 WOULD ANYBODY LIKE TO ADD  
ANYTHING ELSE?

604 15:25:05:13 15:25:08:29 OKAY, THEN AS FAR AS WHERE  
WE STAND ON ART CELEBRATION

605 15:25:09:01 15:25:11:12 AND SUMMER PLANNING  
606 15:25:11:14 15:25:15:04 AND PARTICULARLY  
THE ARTS STRATEGIC PLAN--

607 15:25:15:06 15:25:18:09 GERALYN, ANY COMMENTS,  
QUESTIONS?

|     |             |             |   |
|-----|-------------|-------------|---|
| 608 | 15:25:18:11 | 15:25:19:18 | NOPE.   |
| 609 | 15:25:19:20 | 15:25:21:03 | I PRETTY MUCH<br>AGREE TODAY.                                   |
| 610 | 15:25:21:05 | 15:25:23:07 | [laughter]  |
| 611 | 15:25:23:09 | 15:25:25:00 | MEGAN?  |
| 612 | 15:25:25:02 | 15:25:26:02 | NOT A THING.  |
| 613 | 15:25:26:04 | 15:25:27:21 | YOU'RE GOOD?<br>PAUL?   |
| 614 | 15:25:27:23 | 15:25:29:24 | (Broussard)<br>THE LEADERSHIP TEAM                              |
| 615 | 15:25:29:26 | 15:25:31:03 | IS THE THINK TANK.  |
| 616 | 15:25:31:05 | 15:25:32:25 | WHAT ARE WE GOING TO DO<br>FIVE YEARS FROM NOW?                 |
| 617 | 15:25:32:27 | 15:25:35:17 | HOW DO WE WANT TO DO THIS<br>AT THE END OF THE YEAR?            |
| 618 | 15:25:35:19 | 15:25:37:19 | HOW ARE WE GOING TO GET<br>THE TEACHERS TOGETHER?               |
| 619 | 15:25:37:21 | 15:25:40:08 | IT'S KIND OF<br>THE COOPERATIVE LEARNING.                       |
| 620 | 15:25:40:10 | 15:25:43:07 | BUT YOU HAVE TO BE WILLING<br>TO WORK THROUGH YOUR IDEAS.       |
| 621 | 15:25:43:09 | 15:25:44:26 | (Dumas)<br>IT'S KIND OF LIKE                                    |
| 622 | 15:25:44:28 | 15:25:47:11 | A TREE, I GUESS,<br>WHERE THE LEADERSHIP TEAM                   |
| 623 | 15:25:47:13 | 15:25:49:16 | IS KIND OF TRYING<br>TO ANCHOR PEOPLE                           |
| 624 | 15:25:49:18 | 15:25:52:26 | AND GIVE THEM ENOUGH KNOWLEDGE<br>AND ENOUGH OF A BASE          |
| 625 | 15:25:52:28 | 15:25:55:14 | SO THAT THEY CAN BRANCH OUT<br>IN DIFFERENT DIRECTIONS          |
| 626 | 15:25:55:16 | 15:25:58:04 | AND FIGURE OUT THINGS<br>ON THEIR OWN                           |
| 627 | 15:25:58:06 | 15:26:02:06 | BUT STILL BE A PART<br>OF THE WHOLE UNIT.                       |
| 628 | 15:26:02:08 | 15:26:08:04 | I'VE SEEN LUSHER SCHOOL<br>CHANGE REALLY DRASTICALLY            |
| 629 | 15:26:08:06 | 15:26:11:09 | BECAUSE IT'S BECOME<br>A TEAM EFFORT.                           |
| 630 | 15:26:11:11 | 15:26:15:29 | IT HASN'T BEEN A ONE PERSON<br>RUNNING THE WHOLE SHOW           |
| 631 | 15:26:16:01 | 15:26:17:22 | AND MAKING THE DECISIONS.                                       |
| 632 | 15:26:17:24 | 15:26:20:06 | AND WHAT HAPPENS<br>IS THAT EVERYBODY STARTS                    |
| 633 | 15:26:20:08 | 15:26:22:10 | AND BEGINS TO SAY,  |
| 634 | 15:26:22:12 | 15:26:24:24 | "OH, I FEEL GOOD<br>ABOUT VOICING MY OPINION."                  |
| 635 | 15:26:24:26 | 15:26:29:17 | WHEN I DO STOP BEING PRINCIPAL<br>AT LUSHER,                    |
| 636 | 15:26:29:19 | 15:26:33:29 | THERE WILL BE NO QUESTION<br>THAT THE PERSON THAT FOLLOWS ME    |
| 637 | 15:26:34:01 | 15:26:38:07 | WILL KNOW THAT THE ARTS ARE<br>AT THE CORE OF THE CURRICULUM    |
| 638 | 15:26:38:09 | 15:26:41:09 | ALONG WITH LANGUAGE ARTS, MATH,<br>SCIENCE, AND SOCIAL STUDIES. |
| 639 | 15:26:41:11 | 15:26:45:01 | THAT'S NOT SOMETHING THAT I,                                    |

640 15:26:45:03 AS PRINCIPAL, DECIDED.  
641 15:26:47:04 15:26:47:02 THAT WAS A COMMUNITY DECISION  
15:26:50:04 THAT IS BACKED UP BY A STRONG  
642 15:26:50:06 15:26:52:15 GROUP OF TEACHER LEADERS  
15:26:52:17 THAT I'M SURE  
643 15:26:52:17 15:26:57:06 WILL BE RIGHT THERE  
15:26:59:04 TO HELP A NEW LEADER  
644 15:26:57:08 15:26:59:04 COME IN AND CONTINUE.  
15:27:01:05 BUT I THINK YOU HAVE  
645 15:26:59:06 15:27:01:05 TO GIVE THEM SOMETHING,  
15:27:03:10 'CAUSE YOU'RE ASKING  
646 15:27:01:07 15:27:03:10 FOR SOMETHING.  
(DuBois)  
THANK YOU, PAUL.  
THAT'S A WONDERFUL IDEA.