

FINAL

**AMPHITHEATER PUBLIC SCHOOLS
Tucson, Arizona**

MINUTES OF THE ADVISORY COMMITTEE REGARDING HIGH SCHOOL INSTRUCTIONAL TIME

Place, Date and Time of Meeting

Wetmore Center, 701 W. Wetmore Road, Leadership and Professional Development Building, Tucson, AZ
85705, August 16, 2016 at 5:00 PM

Committee Members and Facilitators Present

Mike Bejarano, Chief Academic Officer for Secondary Education
Joe Paddock, Director of Interscholastic Activities
Mike Robinette, AEA Representative

Amphitheater High School:

Jon Lansa
Deborah Ingram
Marian Johnson
Lisa Millerd
Eric Rossi

Canyon del Oro High School:

Paul DeWeerd
Carol Trejo
Tina Mehren
Sandy DuPlain
Nina Godlewski
Mitch Bohenkamp
Stephen Rothkopf

Ironwood Ridge High School:

Kersten Kremer
Hope Goldsmith
Paul DesJarlais
Susan Williams
Jenny Een

Tassi Call, Facilitator and Co-Chair
Wendy Biallas-Odell, Facilitator and Co-Chair

Committee Members and Facilitators Absent

Amphitheater High School:

Andrea Anya
Vanessa Ruiz

Ironwood Ridge High School:

Natalie Burnett
Christian Sandoval

Others Present

Karen S. Gardiner, Administrative Assistant to the Governing Board
Jim Burns, Executive Manager of Operational Support
Patti Greenleaf, Director of Career and Technical Education

Call to Order

Ms. Call called the meeting to order at 5:02 PM and asked all in attendance to rise for the Pledge of Allegiance.

Pledge of Allegiance to the Flag

Facilitators and Co-chairs Ms. Tassi Call and Ms. Wendy Biallas-Odell

Welcome and Roll Call

Facilitators and Co-chairs Ms. Tassi Call and Ms. Wendy Biallas-Odell

Ms. Biallas-Odell welcomed guests and Advisory Committee Members. She introduced herself and Ms. Biallas-Odell as the Facilitators and Co-Chairs of the committee. Ms. Gardiner led roll call to verify attendance.

Announcement of Date and Place of Next Advisory Committee Meeting

Tuesday, August 30, 2016, 5:00 PM - 7:00 PM, 701 W. Wetmore Road, Leadership and Professional Development Center

Ms. Call announced that the date and place of the next Advisory Committee meeting is Tuesday, August 30, 2016, 5:00 - 7:00 PM, here in the Leadership and Professional Development Building. The meeting schedule, as well as information regarding the Committee and meeting minutes, are available on the Amphitheater website at www.amphi.com, under Quick Links, Advisory Committee Regarding High School Instructional Scheduling.

PUBLIC COMMENT¹

There was no public comment.

Ms. Call announced some housekeeping before getting started. Note pads and pens are provided for your use if you need them. If you take these with you please remember to bring them back to save on supplies. As a reminder, there is a microphone at each table. Whenever a Committee Member has the floor to speak or ask questions, please assure the microphone gets passed down to the speaker. Use of a microphone is necessary so that you can be heard by everyone, for the minutes notes Ms. Gardiner is taking and for the recording of the meeting.

2. AGENDA

A. Approval of Meeting Minutes

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50211964>, Item 2.A.] (Exhibit 1)

Ms. Biallas-Odell introduced the first item, Approval of Meeting Meetings. For approval tonight are the minutes of the August 2, 2016 meeting. She asked if there were any questions or comments regarding the minutes.

Tina Mehren of CDO had a question regarding Mr. Lansa's presentation and a question a committee member had regarding the 720 hours [of annual instructional time]. She stated that she has reviewed the statute carefully over time and Mr. Lansa states that 720 divided by 4 periods is 180 hours. There are a few references to 180 hours being a State requirement. She stated she wanted say she is not sure that is accurate. She has read through the State guidelines thoroughly several times and nowhere in there is 180 hours listed. Ms. Call asked Mr. Mehren to email questions to her and Ms. Biallas-Odell and they would make sure Mr. Little speaks to the questions at the next meeting. Ms. Gardiner noted it is what the presenters stated publically as part of the record and asked if the request was to strike the statements from the minutes, or simply to put a note in the record of today's meeting that there was a question on the data. Ms. Biallas-Odell said a note would be placed in today's record for Mr. Little to clarify. She asked if there were any other comments.

Ms. Biallas-Odell asked for a motion to approve the minutes with the note that the information on the 180 hours be checked. Mike Bejarano moved to approve the minutes and Joe Paddock seconded the motion. She asked for all in favor to indicate "Aye" by raising their hands, then all opposed to indicate "Nay" by doing the same. The motion passed 20 to 0. Meeting minutes will be posted on the Advisory Committee webpages.

B. Review of Norms

Board Book Information: *At the May 23, 2016 organizational meeting of the Advisory Committee Regarding High School Instructional Scheduling, committee norms and procedures were discussed and approved. The approved norms are listed below.*

Advisory Committee Norms

1. Begin and end on time.
2. If you are unable to attend, or will be late, call or email Ms. Gardiner as soon as possible.
(696-5158/kgardiner@amphi.com)
3. Raise your hand to speak.
4. Be present. No cellphones or sidebar conversations.
5. Respect each other and the process of the Committee.
6. Understand there is no rank among Committee Members.
7. Contribute perspectives and interests openly.
8. Keep an open mind and accept alternative points of view.
9. Check for impact on students, learning and the organization.
10. We do not have the equipment necessary to provide interactive, telephonic participation in a large group setting.
11. A quorum (13 out of 24) of the Advisory Committee is required if there is a vote on a recommendation. For receiving and discussing information, a quorum is not required.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50211964>, Item 2.B.] (Exhibit 2)

Ms. Biallas-Odell introduced agenda item 2.B. as a review of the Advisory Committee Norms that were agreed upon at the first meeting. She noted that not all Committee Members were in attendance at the last meeting and asked the Committee to review the norms. She pointed out that two items, numbers 10 and 11 had been added to the norms regarding access to technology and what constitutes a quorum. She asked if there were any questions or comments about the approved Group Norms. There were none.

C. Staff Presentations, Questions and Answers to Include:

1. Transportation System

2. Extracurricular Activities

3. Specialized Programs

a. Career and Technical Education (CTE) and Joint Technical Education District (JTED)

b. Cambridge

c. Advanced Placement (AP)

d. International Baccalaureate Program (IB)

Board Book Information: *District staff members will present information about the transportation system, extracurricular activities, Career and Technical Education (CTE) and Joint Technical Education District (JTED) programs and the Cambridge, Advanced Placement and International Baccalaureate programs. This information is provided for the Advisory Committee's orientation to and understanding of how the transportation system and extracurricular activities and special programs are affected by and work within master schedules.*

Presenters will be:

Transportation - Mr. Jim Burns, Executive Manager of Operational Support

CTE and JTED - Ms. Patti Greenleaf, Director of Career and Technical Education

Extracurricular Activities - Mr. Joe Paddock, Director of Interscholastic Activities

Cambridge - TBD, Amphitheater High School

Advanced Placement - TBD, Ironwood Ridge High School

International Baccalaureate - Stephen Rothkopf, Canyon del Oro High School

Staff is also available to answer any questions Advisory Committee members might have.

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50211964>, Item 2.C.] (Exhibit 3)

Ms. Call introduced Item 2.C. and called on Mr. Burns to give the presentation on transportation.

Transportation

The District currently has approximately 13,500 students eligible for transportation. Our daily average load based on this morning's bus runs is we picked up 4,267 students and we took them to school this morning and this afternoon we are taking back almost 4,567. The afternoon numbers are a bit higher because many parents drop the students off in the morning, then they ride the bus back in the afternoon. There are currently 130 buses in the fleet: 67 are transit, 30 are adapted and 33 are spares. The NASDPTS recommends that at least 20% of buses be spares, and that is because of the mileage of 1,576,984 miles in a school year and 8,860 miles per day. Scheduling of our buses is critically important to us because it is a huge cost to the District and also represents something that can be very logistically challenging when you consider that the District has a fairly high mobility rate. Over the course of the year about 30% of our students will have changed residence. Transportation is an extremely busy and an extremely expensive function. Some more background information is that today we were running 116 buses. It's less busy in the afternoon because we have not turned on all of our extracurricular activities buses yet. An average route time is 45 minutes. That means that it will take 45 minutes to pick up all the students that ride on that bus and arrive at school on time. Transportation's budget this year is \$6,189,000. We spend about \$4,136,000 in labor costs for our drivers, \$727,170 in fuel, \$307,100 in materials and \$500,000 in contracted services for various taxis and occasionally large buses to support interscholastic events. In addition to the typical school environment we are covering 6 Pre-K programs, 5 Head Start programs, 6 Kindergarten Programs, 26 after school activities, daily academic field trips and interscholastic team trips. Transportation does not just work during the school day. It is not unusual for some of our buses to not return until about 10:00 to 11:00 pm and we staff a broad day. Some routing basics to be familiar with is fleet utilization which is how many buses are on the road any given day. Midday is slower with a few buses taking Kindergarten students home. Fleet utilization peaks morning and afternoon. Transportation start time is not the same as school start time. Transportation start time begins with when they have to bring students to the school for them to have breakfast. Start times are staggered by feeder pattern. That is because there are not enough buses in the fleet to deliver all students at the exact same time; it has to be staggered. There are not dedicated buses for each school. Whenever we start looking at anything that impacts the start of the day or the end of the day fleet capacity becomes a critical function of that algorithm, because we cannot afford to go out and spend hundreds of thousands of dollars on buses and also recall that the State has reduced our capital from \$7.5 million a year to about \$800,000 per year. A bus costs about \$130,000 and the associated cost per bus about \$53,817 per year. The District is not in a position to buy large numbers of buses. In the afternoon the buses have to serve multiple schools. Even the charts can look confusing and hectic, there actually is a pattern to how schools go from picking up an elementary student, dropping them at home, then going to middle school, picking up a middle school student and taking them home. That logic is very important when you are looking at transportation. Some of the critical things that you absolutely have to consider if you are starting to look at when a school may start and when a school may stop are these key functions of Routing 101. Whichever school grade has the shortest day must be routed first. That means they must start the earliest in the day. It's very simple - if you have an elementary school that is in school 6 hours and 30 minutes and they start at 8:00 am and you have a middle school that's in class for 7 hours and 30 minutes (we are not talking about instructional minutes, just length of day) and they start an hour later they get out later. There's a nice spread there and the bus can go from one to another. If you reverse that and have middle school starts at 7:30 am and has a 7 hour day and elementary starts at 8:00 am or 8:30 am and does a 6 hour day, they would get out at exactly the same time. Transportation cannot do that. We have to maintain

that tiered effect in transportation. It's critical that whatever happens with the instructional minutes if you impact the end of the day, it must not align with other schools. We have to keep that consistent to keep the tiered schedule. We have to have at least 45 to 60 minutes spread throughout the tier to drop students off and get the buses to the next location for pickup and delivery. If you look at the morning time we have to arrive at the school at least 20 minutes prior to the first bell in order to comply with Federal rules and allow a student time to eat breakfast. There are some exceptions to that, but we are required to provide students with the opportunity to eat breakfast. In some of our Title I schools we offer breakfast in the classroom so we can shorten that time some, but buses should arrive 20 minutes before the first bell to provide an opportunity for students to eat. If something is done to alter the schedule, as a reminder, a bus would cost \$130,000 worth of capital and would require a \$53,817 increase in the maintenance and operations budget to pay the driver, fuel and maintenance. That's a little bit more than one teacher. Mr. Burns showed the Committee a scheduling manipulative he had made to use to strategically think through transportation scheduling. Mr. Burns said he would be glad to answer any questions.

Tina Mehren of CDO said everyone is impressed with the complexity of what Mr. Burns and his team are managing and appreciate all of the detail and it will be interesting to take a look at the chart [manipulative]. Ms. Mehren noted a statistic on budgeting was given, that wasn't in the presentation, which is of interest. She asked about the budget going from \$7M to \$800K. Mr. Burns explained that in 2007 the State used to provide total capital funding of approximately \$7.5M per year. That has been cut and for the 2016-2017 school year the District's capital will be approximately \$804K from the State. Capital is everything from books, desks, chairs, computers, footballs, helmets, buses lawnmowers; almost everything that is not consumable. Ms. Mehren recounted that she and Mr. Burns had a conversation in February 2016 about some of these issues about the time that Mr. Bejarano's Committee was meeting on the subject, and that they talked about fleet load time and isolating certain schools and whether that would be a possibility. She said she wanted to share with the Committee, because it was instructive for her at the time, that they discussed how there is optimization if we were to single out schools at a time, and they did talk about one school is particular, based on peak loads that would allow for high schools, at least one of the high schools, to have transportation either an hour early or hour later than the current time without cascading into the other schools. Mr. Burns said he did recall the conversation, and he had stressed it was just a "back of the napkin" draft. Since that time they have begun a review. Because the transportation department is a significant amount of the budget, \$6.18M, they have started looking at doing a new bell schedule project to implement that anyway. We are well on the way with that and have begun reviewing our staff in transportation and had to make some critical hiring decisions there to get the skills needed. They are potentially looking at presenting an alternate bell schedule to the Board in the future for their review, so that the start and stop times in the District might be altered relatively soon anyway. It's still too early in the project to provide definite information.

Kersten Kremer of IRHS asked Mr. Burns to verify if the number of transportation eligible students was 13,000 and what number of students rode the bus today. Mr. Burns said 13,500 students are eligible. There are some students who are not eligible for transportation with open enrollment students being the majority. The number does not reflect total enrollment in the District, it is those who are transportation eligible. Today 4,267 rode the bus in the morning and 4,567 in the afternoon. Ms. Kremer asked if that was an average day and why if 13,500 are eligible, so few rode, about half, rode the bus. Mr. Burns said that as in most Districts, a large number of parents choose to drop their children off and pick up their students. Amphitheater has what he would consider a fairly high ridership rate for a District our size based on the geography. Many schools within the District have low ridership because they are neighborhood schools built in the 50s and 60s and most everybody walks. Amphitheater Middle School and Prince are good examples, and Nash. Then there is Wilson, which has a fairly significant amount of students who ride the bus, but in the morning there is a huge line of parents bringing their students to school, which is unbelievable compared to say 30 years ago.

Nina Godlewski of CDO asked Mr. Burns to clarify his statement about coming up with a new bell schedule and asked if it is for all the schools. Mr. Burns said it would be. He has been here 2 years now and one of the instructions he received was to see how much more efficient the Operational Support portion of the District can

be. We recognized that transportation could be more efficient if we separated and planned our bell schedule stop times a bit better. We began that early on but needed someone with computer analytics skills and so created a new routing position. Then our Transportation Director retired and we hired a new Transportation Director with a lot of experience in that area. We are moving forward to see how much more efficient our District can be. Ms. Godlewski asked if it was just moving start/stop shifting earlier or later, and not changing, condensing or expanding. Mr. Burns said he is not looking at the instructional day. He is basing his project on the current instructional day because he doesn't know what this committee might recommend. His team is using the exact same manipulative board so he made a copy for them.

Ms. Call called on Mr. Paddock to speak on Interscholastic Activities.

Interscholastic Activities

Mr. Paddock said he has been called on to explain the scheduling process for the interscholastic groups throughout the District and he will focus mostly on the high school as that is what this committee is looking at. As we are looking at scheduling there are some different pieces that need to be considered; the extracurricular activities that are scheduled, the Arizona Interscholastic Association (AIA), creating the schedules themselves and taking a look at some of the issues with schedules and practice time. Taking a look at the interscholastic year, it is broken out into three different times: fall sports, winter sports and spring sports. In the fall is boys' and girls' cross country, football, golf, spiritline, swim and girls' volleyball. Spiritline is actually an activity and is not considered a sport but falls under the guidelines as one of the AIA activities. Winter sports are boys' and girls' basketball, soccer and wrestling. Wrestling is open to both boys and girls as is football. Spiritline carries over into winter. Spring sports include team sports of baseball, softball, volleyball and tennis with track and field being an individual sport. Back under fall sports football and volleyball are team sports and in winter sports basketball and soccer are considered team sports. There is a need to differentiate between those and the individual sports which we will talk about in a moment. The AIA is a body put together to help organize and created the rules for schools in Arizona to follow. The District is a member of AIA and all three high schools belong to the AIA. Last year a major change was made in which team sports were placed back under what are called conferences and regions and individual sports were left in divisions and sections. The size of the school determines what conferences and divisions they will be in. Amphi High and Canyon del Oro belong to the 4A Conference and Ironwood Ridge belongs to the 5A Conference. Because of individual sports and the uniqueness of individual sports we have some schools in Division II, which is a top division, like Ironwood Ridge for the most part. Amphi High is sometimes in Division IV. Once conferences and divisions are created it is up to the members of the conferences to break it down a little bit further into regions and sections which are done geographically for the most part. As we get into competition in team sports our teams must play against every other region's school. Keeping them as close as possible geographically meeting there was a question about academics and AIA does have an academic rule. It has been in place for a number of years. AIA requires all underclassmen for the first six semesters (Freshmen, Sophomores and Juniors) to maintain a minimum of 5 classes. Seniors on track to graduate must carry at least four classes for the last two semesters. If the students followed that and just did the minimum, they would not be able to graduate in four years they have to participate in interscholastic activities. Mr. Paddock reviewed the competition calendar which is created by AIA and is one of their responsibilities. Most fall sports began on August 8th and football began August 1st except Ironwood which had an early game. You will see the competition start date and it is critical to understand that we have to fit all of the games between the competition start date and the end of the regular season. For football it is not difficult; the season has 11 weeks so you play one game a week. It's when you get into girls' volleyball where they are permitted to play up to 20 competitions including three invitationals, and most schools schedule 17 games. In that about 10 week period you are trying to schedule 20 games, three of which are invitationals which makes it very difficult. Often times our schools are playing two if not three competitions a week. One of the problems faced with volleyball, basketball and soccer is that the Freshmen games start a 4:00 pm and when school ends at 3:30 pm, even if they are playing at home, often they have to be released from last period to make the game on time. If it away they are definitely being released early so they can make it to the game on time. To create schedules the schools are given scheduling surveys as the start of the process. A scheduling committee of three to five members is created and almost always the region chair

people are part of the committee. As the school fills out their survey the first thing they look at is who do they want to play and they list the schools. Ironwood Ridge almost always tries to include some of the Phoenix area opponents because as they move on into State competition at the end of the season, those are some of the schools they will be facing. CDO does something similar and Amphi High in different sports will also try to schedule Phoenix schools. We restrict their request to no more than two schools because we schedule in what is called a 2-year block. This year if you have two Phoenix schools you'll travel once to Phoenix and they will come to Tucson trading back and forth so there is usually only one trip to Phoenix a year. One of the things about the region or section in team sports is you have to play every single school that is assigned to your region. That has gotten to that point with sections of the individual sports as well. That helps us break down the scheduling and the scheduling committee puts it all together. Some of the issues they face then are consideration about release time, especially for travel to non-Tucson schools. In our regions and sections we have schools such as Rio Rico, Sahuarita, Walden Grove, Nogales, Douglas, Buena and this year we even have Post Butte up in Florence, so there are some issues we have to take into account when we are creating those schedules. We don't want to send a school to Post Butte on a Tuesday and then Douglas on a Thursday. They try to balance it out so that they are not traveling more than one time during the week to a non-Tucson school. We also have to be concerned about multiple levels. In most team sports boys' and girls' volleyball, basketball, soccer, baseball and softball there are levels to those sports; a Freshman team, a junior varsity team and varsity team. For example with girls' volleyball the first game starts at 4:00 pm which is the Freshman team, second game is supposed to start at 5:00 pm for Junior Varsity and you hope the Varsity starts around 6:00 pm. Typically the Freshmen start at 4:00 pm, the JV will start at 5:15 pm maybe and then the Varsity gets started around 6:30 pm or maybe even a little later which isn't too bad. In basketball season the Freshmen start at 4:00 pm, the JV can start no sooner than 5:30 pm because of the amount of time it takes for the first game. Often Freshmen games go to 5:15 or later so warm up is needed and the JV instead of starting at 5:30 pm may not start until 6:00 pm and Varsity gets pushed back to 7:30 pm or 7:45 pm. Even for a home game often our Varsity players are not leaving until 9:00 pm. If they are on the road the bus isn't arriving at the school till sometimes 11:00 pm or midnight, sometimes on a school night. Those are some of the things that the scheduling committee considers as they are creating the schedules. On the survey the schools indicate the invitationals and tournaments they are going to attend and the scheduling committee tries to be aware of that so you do not need to change schedules. When that happens sometimes a school does have to travel two times outside of the Tucson area in the same week. It is very important for the schools to get as much accurate information to the committee as they can. For all levels there is a maximum number of competitions. For Varsity football they can play no more than 10 games in the regular season. In order to qualify for the State tournament though there is also a minimum. For Varsity football they must play at least eight games. For girls' volleyball a minimum of 14 games must be played in regular season. All of our schools try to play the maximum to get ready. The belief and philosophy of our coaches and the District is to do the best we can and our expectation is that in every sport we going to be in the State tournament. The scheduling committee then does a balance of home and away games. Football for example does five home games and five away games. The final piece is an understanding that under AIA schedules mean contracts. Once you have accepted your schedule you must play those games, otherwise you have a violation of AIA bylaw. In the case of a Varsity game if both schools do not agree to remove the game, or relocate the game, then the school that has caused the problem who is trying to remove the game could be fined up to \$1,500. The schedules are contracts; we have to abide by those schedules. Some more specific issues for our schools are practice space, start and end times of competitions and transportation. The shared practice areas become a real issue in the winter. We have six level of basketball at each of our schools; three levels of boys' and three levels of girls' an each of our high schools have two gymnasiums. The girls and boys will alternate between the small gym and large gym. But to get six teams practicing at one time the Freshman and Junior Varsity will practice at the same time at 4:00pm immediately after school and the Varsity will come back around 5:30 pm to 6:00 pm. The length of practice is anywhere between 2 to 3 hours. The lower levels might reduce to an hour and a half, but mostly in pre-season our teams are on the fields or the courts for 2 to 3 hours. The problem then becomes darkness in the winter and spring sports. Mr. Paddock showed sunset times for the year. Teams have to move from unlighted fields to the stadium to practice adding wear and tear to the competition fields. During that time we have issues with darkness. Over the past few years we have had real issues with transportation due to the lack of availability

due to the end of the school day. Mr. Burns talked a little about that. It's actually easier for us to get a bus to go to Buena than to go from CDO to Ironwood Ridge because you have to have designated driver who has been identified well ahead of time, and that driver is gone for the whole event. When you are just trying to go from CDO to Ironwood Ridge, they are trying to catch a driver between routes and have him or her take the team from CDO to Ironwood Ridge then swing by maybe Wilson to pick up another team then keep going around. Cliff Ridgely and Lisa Stickney, two of the people from transportation, met with our middle school athletic directors and were trying to make improvements. They are also scheduled to meet with our high school athletic directors. We don't have to travel outside of Tucson, but the reality is we do. Buena, Douglas and even Cienega is a travel for Ironwood Ridge going from one end of the valley to the other, down into Sahuarita, Nogales and up to Florence. The big issue for our high school Freshman students is the time school is getting out and the time that the activities have to start. The final issue with transportation is the activity bus. There is a North activity bus and a South activity bus. Typically it is the Freshmen and Sophomores that will depend on the activity bus to take them home so they have to be done with practice no later than 5:45 pm to be ready when the activity bus leaves at 6:00 pm. It leaves the high school then goes to the middle school and on its way to drop students off. Middle schools face the same issues with practice, start and ends time, transportation and there are a lot of similarities. While middle school is not the focus of this committee it is important to recognize there are similarities. We have to be careful that we don't go into the middle school time. As it is middle school games start at 4:30 pm. A word of caution that as we come up with ideas and suggestions please keep in mind that the middle schools have some of these same issues. Mr. Paddock thought it was important for the committee to know how many students participated in interscholastic activities for the year. Last year 2,050 students participated in different sports and activities. (Not including chess, speech and debate and other activities sponsored by AIA.) The fall sports season is the largest with 736 students who participated. Winter sports is essentially three sports, it is the smallest with 613 students. Spring sports had 701 students participate. There were 120 students who were cut from the teams who would have liked to participate, but when you get to the Varsity level you have to pick what's best for the team and those cuts have to be made. The number of students affected by eligibility was 161 which is typical. All of the numbers here are very close to the numbers from the last 3 to 4 years. Mr. Paddock provided a copy of the girls' volleyball schedule as a sample. Once the schools receive their schedules they do have the flexibility to change them. Mr. Paddock asked if there were any questions. There were none.

Ms. Call called on Ms. Greenleaf to present information on Career and Technical Education (CTE) and Joint Technical Education District (JTED).

CTE and JTED

Ms. Greenleaf said that she has been the Director of Career and Technical Education for 10 years, ever since the creation of Pima County JTED. She said she will give a broad overview of the programs because there is a lot to know and unless you live and work it every day, you don't know all that is considered in CTE and JTED and how that impacts our schedules and students. We provide a variety of opportunities for students which prepare them for both college and careers. There are a few definitions specific to CTE and JTED. All our programs in our high schools are CTE programs; they have been CTE programs ever since most of us went to school and we had vocational programs. Now they are called College and Technical Education programs. These programs are grant funded through a Federal grant from the Perkins Grant. Then you have the JTED program, which is an approved CTE program but it provides enhancements to that CTE program in more opportunities for students, enhanced staffing, facilities, equipment and curriculum. There are what is known as Satellite JTED courses and Central JTED courses. Every one of our CTE programs on our high school campuses are Satellite JTED programs and the ones at Pima County JTED are Central JTED courses. What is important to recognize in that, what is hard for people to understand, is that when a student is on our high school campus taking at CTE class if they are a Sophomore through Senior they are actually enrolled in the Pima County JTED during that section, and so are required to meet the requirements of JTEDs and the legislation of those programs. If it's a Freshman student we do not get funding for JTED, so those students are not considered JTED students although they are in our CTE programs. In CTE we are measured by a multitude of measurements and two of the measurements that are important and that we get funded on are based on what

are concentrators. Concentrators are students who take two or more transcribed units in our programs. And it has to be in one program; for instance photo or sports medicine. It cannot be that they took one class in photo and one in sports medicine; it has to be in the same program area. Then the placement is looking at the concentrator in the fall after they graduate to see if they are in school in the program area they studied, are working in the program area they studied or if they are in the military. Another thing that is really important and is really different with CTE compared to other programs in a high school is it is a program, it is not a stand-alone course. We have some programs that have three sequences and then other programs have two. In Automotive there are 3 sequences and in Early Childhood there has to be two. If you know the CTE programs at our site, then you know that some of our CTE programs have more than the minimum amount of courses. For instance the Early Childhood program at CDO, though only required to have two courses, has four courses. When we consider scheduling and running our CTE programs there are things that we must make sure that we have in our CTE programs. Some of those are impacted and can impact a schedule. A couple of principals may have brought up a couple of these at the last meeting. One of those is that it is a sequence - it is not a stand-alone course so we need to make sure we offer the entire sequence. The other impact is that a teacher has to be a certified CTE teacher, of which there are specific requirements. Partly they have to have experience in the industry to be able to teach the course, so not any teacher can teach one of the CTE programs if they do not have the right certification. We also have requirements such as academic integration in our programs including all the technical skills that are needed and have been deemed by the industry and the State Department as to what an entry-level worker would have to have, as well as the time to practice and apply those skills. The amount of time in the class is also impacted by the schedule. To give an idea from our three high schools as to what are CTE programs and what are not CTE programs, on the slide are the current CTE programs for the high schools and included at the bottom is last year's CTE enrollment. At Amphi High there were 566 students in CTE. CDO had 1,100 students in CTE and there are some students who take two programs such as Automotive and Construction, etc. At Ironwood Ridge they had 860 students in CTE. Every year we have highlights and successes in our CTE programs with students going to national competitions in their student organizations. We have students earning awards in the various avenues of the programs, earning scholarships and receiving job opportunities through their programs. There are measures that the program has to meet or exceed and if not then the program would be put on an improvement plan. The slide shows the performance measurements and concentrator level of performance and the overall District performance. At the end of every CTE course sequence there is a course skills assessment that the students have to take. A lot of the impact with CTE and the schedule is our partnership with Pima County JTED. Because when the Pima County voters voted in 2006 to have JTED there were requirements that must be met in the District and across the county. The benefits that we receive for being part of Pima County JTED is that our students have many more CTE opportunities than 10 years ago and the opportunity for students to take the Central JTED programs which did not exist 10 years ago. In addition we have the ability to purchase equipment and upgrade facilities of the satellite programs on our campuses so they are like a business. The students are learning how to use the machinery and the tools they would actually use in a job. A slide shows the Central JTED program opportunities. Some are offered on our campuses, but many are specialized and costly, such as Cosmetology and Nursing Services, so it makes more sense to run them through the JTED central program. One of the things that impacts the high school schedule and our students who are enrolled in the Central JTED classes is that the start times of these programs vary and they are quite intensive. For example, one section of Cosmetology starts at noon and goes to 7:00 pm Monday through Thursday and they have Friday hours and Saturday hours also for the 1-year program. For the 2-year Cosmetology program in the Junior and Senior year the early session is about 1:20 pm till after 5:00 pm and the other session starts a bit after 4:00 pm and goes until 7:30 pm or 8:00 pm. Nursing Services is similar meeting four days a week for 4 hours. There are a couple of programs that start at 3:30 pm and go until 7:30 pm. Most of them are two nights a week and include some Friday and Saturday hours. That impacts us because the students involved in these programs are predominately Juniors and Seniors so they have to leave school by 12:30 pm or so in order to get out and to central campus in time. There are some students who have to take a class on campus so the principals and teachers work with those students for enrollment in those classes. A funding slide was shown. Scheduling has more to do with JTED funding, but some information on CTE funding is also provided. CTE is funded based on approved programs. We must have all listed elements or we won't be funded. There are two funding

streams for CTE. One is the Perkins federal monies which are based primarily on the poverty level of the district and how many children 5-18 years old live within our district whether they attend Amphitheater or not. However to be approved for the grant, we must meet the performance measures. The second is priority money, which is State money and is based on unduplicated enrollment in completion of 11th and 12th Grade students in CTE and placement after 6 months. Again impacted again potentially by the schedule and how many classes students are required to take. JTED funding is different. Pima County JTED is a separate district. The rules that our district has as far as how ADM, Average Daily Membership is generated, is the same for the Pima County JTED where their attendance is reported to the State Department and is based on if they have a fulltime student load of 1.0. Then they get the same amount of funding as we would as a district. We are sending the demographic file that this student is enrolled in your district, then we submit our attendance to them on a regular basis too for the period that student is in that class. With the legislation that created JTEDs with the first one in Phoenix in the 1990s, and in Pima County since 2006, JTEDs are able to generate more ADM than a regular high school district. For instance, even if our students take 10 classes, we can only generate only 1.0 ADM on that student; we can't generate anything above that. A JTED Satellite student can earn 1.25 ADM. Our student will earn a 1.0 ADM on our campus and generate a 0.25 ADM for the JTED campus when they are a Satellite student. When they go to the JTED central program, depending on the hours like with Cosmetology, those students can generate up to a 1.75 ADM. The other thing about this is the idea of four periods a day for a full-time student for the 1.0 ADM or there are some districts in our county that instead of four courses for the full 1.0 have five courses for the 1.0 ADM. However, what those districts do is require even their Seniors to take six classes because if our students don't go attend school on our campus for a full load of 4 courses and take a CTE JTED class the JTED earns the 0.25 ADM off the top. If our students aren't taking a full 1.0, maybe they are taking three classes or four classes and Culinary Arts, the JTED takes that 0.25 ADM and our students only get the 0.75 ADM. We can lose funding in a situation like that. In those other districts where they require the students to take 5 or 6 classes as a Senior instead of four classes, that gives the extra room to have that 0.25 for the JTED course. How we receive funding to buy equipment and enhance facilities and to grow our programs is we get an allocation back from the Pima County JTED based on our ADM for the year. In addition we get a small allocation for the JTED central students that we have every year and last year we had 105 students pretty evenly split among the three highs, about 30-35 students at each school and its consistent yearly that we have between 90-120 students taking the Central JTED programs. A couple of other requirements to consider to receive JTED funding, several of which were instituted this year, because you may or may not know that the JTED funding faced potential cuts and the cuts were defeated but they added more requirements. In addition to all the other requirements we have we have to make sure that by the end of a CTE program sequence that our students will take industry certifications if they are available. For example, in Automotive there is ASE certification that if a student has and goes to work it is recognized that they know how to do brakes. Or for Certified Nursing Assistants, CNAs, they have their certifications. If the program doesn't have a recognized industry certification we have to document the skills the students learned that will get them employment that they wouldn't have already learned. That is why it is important to keep the students in the program through the sequence so they are able to do that. There is also a minimum passing rate of 60% on the assessment and the majority of the time these students have to be in a lab setting where they are actually cooking, building things in engineering, construction, etc. In order to do a lab like that it takes time to set it up and deconstruct, so instructional time and the amount of time in a period is impacted. A couple of other things that can be impacted and should be considered as far as scheduling is that a district cannot prohibit a student from going to a Central JTED class even if they are going to lose ADM. If we have a student who wants to take Cosmetology and is only going to take two classes here, we cannot say they can't go because we'll lose ADM. It's in State law. The other is new legislation that happened with the reenactment of JTED funding is that the JTED data we already talked about will be included in a district's ranking (A-F) report. Ms. Greenleaf asked if there were any questions she could answer.

Marian Johnson of AHS asked for clarification on funding. Under JTED Funding it says if a student is a full-time student and has four courses they are full-time, but then underneath it says if a student has four or less courses they are only at a 0.75 ADM and JTED is getting 0.25 ADM. Ms. Greenleaf said that in our district four courses is full-time. If they have four classes and one of them is a CTE class that is not considered like

Math, English, PE or Social Studies. A student who has four classes that isn't CTE is full-time. But if they're a CTE student they've got Math, English, Culinary Arts and PE, then really they have three district classes and the JTED class so they are not a full-time student. Ms. Johnson reviewed then that when talking about funding they have to be district only courses and not a CTE course for that fourth course. Ms. Greenleaf said they have to not be a JTED CTE course, yes.

Tina Mehren of CDO asked for clarification what satellite and central means. Ms. Greenleaf confirmed that satellite is on our campuses and central is at Pima County JTED. Ms. Mehren said that one of the things the committee would be examining at some point is whether or not the District's current requirement of 180 hours is required because there are many high schools in Tucson and elsewhere in the state that are offering classes at around 150 hours per class not 180, and this is kind of how this all arose. Ms. Mehren asked what the annual hourly requirement per class for JTED classes is. Ms. Greenleaf said it is the same. The requirement to generate a full ADM, which Mr. Little will talk in more detail about at the next meeting, is 720 hours. However, it all depends on how you divide that out. For instance in our district since we have four classes as our full ADM that equals 180 hours per class. Other districts choose to do it less, as you said like 150 hours, but most of those also have the requirement that the students take six classes and they don't leave after five or four. Ms. Mehren asked to clarify on the funding question that the full ADM, the 1.0 ADM, only occurs if there are five classes really; four at school plus one JTED. Ms. Greenleaf said yes and no. For us in our district full ADM is four classes. If it's a CTE student in a satellite JTED class, that satellite JTD class isn't one of the district classes, it is a JTED class. So if a student is in a situation like that then yes, he or she needs to take five classes for the District to get its full ADM. If not in a JTED CTE class they would only need to take four. Ms. Greenleaf asked if that answered the question. Ms. Mehren said yes, that somewhere along the line in all this research she read something about JTED, not CTE classes, required 150 hours minimum per class in order for the State to consider that, that's their minimum. Ms. Greenleaf said that was correct as far as she knows and Mr. Little can address that next week.

Lisa Millerd of AHS asked which tests were used to measure the students. Ms. Greenleaf asked if she meant on the performance measures. Arizona Department of Education (ADE) has developed their own end of course assessment for each of the program areas so it is one that is developed through industry and state teachers. Ms. Millerd asked if on the District performance measures where it has Math measures... Ms. Greenleaf said she thought the reference was to the CTE assessment. They take either AIMS or AzMerit. For the cohort that is recorded here it was still AIMS.

Ms. Call asked Mr. Lansa to present on the Cambridge Academy. Mr. Lansa introduced Mr. Eric Rossi, who will be joining the committee, is the new Cambridge Coordinator and has been in the position 2 weeks. Mr. David Humphreys was the previous Cambridge Coordinator who began on the committee.

Cambridge Program

Amphitheater High is in their fifth year of Cambridge Academy. It is a state-wide program. The Cambridge Academy is an official incorporated title, that is what we call it, but it is referring to the curriculum and the assessments behind it which are from the University of Cambridge. Some goals Cambridge Academy has at Amphi High that we gear towards is college and career readiness. That is in place as part of the board exams the students go through, the rigorous curriculum that it provides and the Grand Canyon Diploma. Currently there are about 200 students each year in Cambridge Academy and approximately 100 are at the 9th Grade level and 100 are at the 10th grade level, but it goes beyond that. The curriculum is starting to become infused throughout the different subject areas as English and History, most notably, use the Cambridge curriculum as a base for a lot of their instruction. About 200 students each year with 9th and 10 Grades combined. Everything in the Cambridge Academy the curriculum and the assessments are all focused on the requirements for the Grand Canyon Diploma. The big summary goal of the Grand Canyon Diploma is college level work without remediation. The diploma has been aligned with assessments from the SAT and ACT showing that students who qualify for the diploma are going to be successful and ready to do college-level work. The Grand Canyon Diploma can occur at any time; it is not just an end of the Senior year accomplishment. We have students who

hit the mark in their Junior and Sophomore years. The big difference with the Cambridge Academy is it's when they are ready. The chart shows the difference between the traditional diploma and the Grand Canyon diploma. One of the differences is seat time of the minutes and semesters. The Grand Canyon diploma is based on mastery of the curriculum which is based on board exams. There are seven courses they take over the course of the Freshman and Sophomore year. Three in the Freshman year and approximately four in the Sophomore year. When they show mastery on the board exams associated with those courses they can qualify for the Grand Canyon diploma, so that means as early as the end of the Sophomore year students can earn the Grand Canyon diploma. A traditional diploma is based on 22 credits, with the Grand Canyon diploma there are five specific board exams they have to pass. They have to take all seven courses, but they have to pass exams on five specific ones. Another difference is the traditional diploma between schools and states can be very inconsistent. Different states have different requirements for their diplomas, Governing Boards can have different requirements. When you are comparing a diploma district to district and state to state you can have a lot of variation, much like with grades. Because the Grand Canyon diploma is based on assessments out of the University of Cambridge they are able to do international comparisons. The assessments are given internationally. They are given state-wide, across the United States and internationally. There are whole countries that use the University of Cambridge curriculum as their sole curriculum. It is an international comparison. If a student earns a "C" level on a Cambridge exam that is the same "C" level score that a student in Great Britain or Singapore made. It means the same thing across boundaries internationally. With a traditional diploma when you graduate it shows you completed high school but doesn't guarantee admittance to the university system right away. The Grand Canyon Diploma and the State Statute it was written on guaranteed admittance to the community college system. What that means for our students is some Juniors that receive the diploma are guaranteed admittance into our community college system and our district has set up a system so when they go into the community college system in the Junior year we still get funding through ADE and we apply that as a scholarship for them to pay for their tuition. We've had about 12 students who have qualified for this, not all have taken it. About three have taken that option and as they move into the community college system instead of doing their Junior year at high school they are earning community college credits. We've had one that after Junior year was ready and went straight to university. Tuition wasn't covered in that case, but the idea that the student was ready was very important. The traditional diploma takes 4 years and the Grand Canyon diploma can be done as early as 2 years. There are board exams associated with the seven courses taught at the Freshman and Sophomore level. Students go through that but do not all take the board exams; they can opt out. Because of all the prep work that goes into it some aren't ready to take the exams and if they are not ready we sometimes put that off till the second or third year. The idea being that they take the board exams when they are ready. After the first 2 years many students go into one of the tracks: community college enrollment, college preparatory courses such as Advanced Placement or Cambridge courses called ACE courses, then sometimes IB at 11th and 12th Grade, CTE and JTED or into current high school courses of study. Once a student has earned the Grand Canyon Diploma they could focus on CTE and JTED because the 22 credits is not their requirement anymore. They could take CTE and JTED courses and take a sequence and an internship. Some students go through Grand Canyon but then stay for the 4-year high school experience. Diploma requirements are five board exams that must be passed in English first language, Math, History (World or American), Science (Biology, Chemistry or Physics) and one additional Board Exam (English, History, Science). Then there are two additional board exams they can take going. They only have to pass five. Additional requirements are they have to take a fine arts, CTE or local offering in the fine arts. It doesn't have to be a Cambridge course but it could be a local offering if we aren't able to offer it. They also have to pass Economics. This was written into the State Statutes for the Grand Canyon diploma. Because Economics is a one semester course it fits awkwardly in a schedule so many students take it during the summer. Examples of the 9th Grade and 10th Grade Cambridge course schedule were reviewed. It fits into the master schedule as a block of three classes as a cohort together in their 9th and 10th Grade group. Mr. Lansa asked if there were any questions he could answer.

Jenny Een of IRHS asked if the students only have to pass the exam, or do they have to take courses, and do they have to pass the courses to get the diploma. Mr. Lansa said that they have to take the course and pass the exam. Ms. Een asked if they have to earn a passing grade in the course or just take the course. Mr. Lansa said

technically no we've never had that happen, usually they pass the course. Ms. Een asked if the block was a Cambridge ideal or a site decision. Mr. Lansa said it was a site decision and they can fit the seven courses in however it fits. Some other schools around the state have a very different looking schedule but we felt it was important that it was in the school day and that blocking them together helped the teachers address specific sets of kids in sequence and to keep their common classes together on the schedule. Eric Rossi, Cambridge Coordinator, said it is also important to note it is not a block per se. The class periods are the same amount of seat time and instructional time that all the other classes are. It is simply called a block because it allows us to give the students an indication of when they will be taking their Cambridge courses to ensure they understand this is when you are going to have these certain classes. It helps with the rotation especially because they are with each other. In terms of students not passing the class, it very rarely happens due to the safe guards we have in place because we do have to make forecasting grades. We have to take what their grade is, take what their skill level is and then forecast to Cambridge what we believe their score will be. If we are forecasting them at an "F", and overall usually people are dead on by one letter grade, we won't even ask that student if they want to test. They will have to prove to us that they have that ability to bring the level of rigor and coursework up to a certain height before we will offer that opportunity to them.

Tina Mehren of CDO asked how many students are in the program. Mr. Lansa said 200. Ms. Mehren said she is not sure that she understands the schedule and asked if these students are taking these four classes and some are taking more, and if some are only taking four. Mr. Rossi replied that all the students are taking their full ADM and taking a full schedule in order to get them on track to graduate based on the regular state standards because we have so many students who take Cambridge and either chose not to take the exams or choose to stay beyond the Grand Canyon diploma requirements. We set them up for success by scheduling them for all courses just as if we were scheduling any other student.

Hope Goldsmith of IRHS asked how a student chooses to be in the program, if they are chosen by the school or if they choose to be in it. Mr. Lansa said they self-select. It is a commitment and it is a regular curriculum but they do something called coursework that is almost like portfolio work that they submit to get graded through the University of Cambridge. Ms. Goldsmith asked if they select in 8th Grade. Ms. Lansa said they select 8th Grade to 9th Grade. There are some in 9th Grade which the teacher identifies as being able to handle it and will talk to the student and parents then they move to Cambridge during the 10th Grade year. Some students transfer in from out of state and are interested, some move from another schools and they pick up in the 10th Grade year. It's pretty flexible but it really ends up being a self-selection.

Ms. Mehren asked if for example this committee comes to learn that 180 hours is not the minimum threshold, would a lower number of hours negatively impact Cambridge in any way. Mr. Lansa responded he would guess that it would impact Cambridge and a majority of Amphi High's other courses as well because they are set up on the expectation of getting through the curriculum at that time. As it stands, the same with many of our AP classes, they do additional sessions outside of the regular school day, they hold sessions as they go through with the coursework outside of the school day, tutoring. As we will hear AP sessions do additional tutoring on Saturdays to get through to prep students so I would say... Ms. Mehren interjected that it is the same at any other school and asked if he was saying that these particular students require a bit more time to get through the content. Ms. Lansa said they do additional prep outside of our regular 60 minute periods every day, so going less, absolutely it would just push more of it outside of the regular school day.

Hope Goldsmith of IRHS asked what percentage of Amphi High students take Cambridge. Mr. Lansa said at the 9th and 10th Grade level about one third of the students at each grade level.

Ms. Call asked Ms. Een to speak about Advanced Placement.

Advanced Placement Program

Ms. Een introduced herself saying she was not the AP Coordinator for the District; she's speaking mostly about the AP program at Ironwood Ridge. There are similarities in all AP programs but she can only speak to

Ironwood and she only teaches Language and Composition and cannot speak to all the differences. At Ironwood Ridge, and at all our high schools, our Advanced Placement program includes two types of classes. They are the Pre-AP courses, which does not include all subjects, and AP courses. Pre-AP courses are called such by the school but are not actually AP. For a class to be considered an AP class and for us to put the class on a transcript we need to submit a course audit to the College Board. Every AP class has a course audit submitted, specific curriculum needs to be detailed and then the College Board will say we can put AP on the students' transcripts. You must follow the curriculum as the College Board could audit your curriculum and say you are not following the submitted curriculum and can't use the term AP because it is a brand. That is true for all AP course. All AP courses have AP exams which are given in May. An interesting fact is that students do not have to be enrolled in an AP course to take an AP exam, much to some teachers' dismay, because the student can just sign up and they are put on your list and they can take the exam. At all District schools we have weighted grades. This decision was made because of scholarship considerations and tests and scholarships like the National Merit Scholarship. A lot of schools have the 5 point system. All three of our high schools have the weighted grade with an "A" being 5 points, etc. What we talk about with students are from our website on why to take AP courses. A lot of this is important later when we talk about changing around instructional minutes. AP courses prepare students for college, it gives them more academic scholarship opportunities, etc. Two of the slides are what we give students to consider what they will gain in taking AP classes. Ms. Een showed a list of AP courses offer at Ironwood Ridge for the 2016-2017 school year. Pre-AP courses are offered in English, some of the Science and foreign languages. Unlike other programs there are no minute or time requirements because you don't have to take the course to take the exam. There are no minutes dictated by the College Board but these different courses would have different things to say. There are different philosophies about student learning versus teacher directed instruction and she cannot personally speak for all the AP teachers about that. That would be something that if we wanted to discuss AP changes we would really need to survey teachers of all the different content areas because it would be different based on the content. In 2015 Ironwood had 46 sections of Pre-AP and AP courses, 272 students who took an AP test in 2015 and the District had about 600. Eighty-four percent of students taking an AP test in 2015 earned a passing score. Passing average for public and private schools is about 57% and 60% globally. However, in a Washington Post article that desegregated the data by public school and you can see that we are a public school our AP exam passing rate is higher than the national average. This is important for Ironwood and the College Board as well about equity and excellence. The College Board is all about allowing all students to have access to AP and Pre-AP courses and they are encouraging more students to take the courses. That would be a consideration in any recommendation that we would make that we are allowing as many students to take these courses as we can. Ms. Een asked if there were any questions. There were none.

Mr. Bejarano commented that speaking as former AP teacher and the Chief Academic Officer for the District, with the two programs we heard about today, what you didn't hear is the amount of time and effort that goes into it. We kind of did but they underplayed it because that's the type of people we have here in Ms. Een and Mr. Robinette and all the other IB and AP teachers who are sitting around this table. They underplay the amount of time it takes to prepare a student for these exams and a lot of it goes beyond the school day. Hopefully we will have a discussion about that at some point because it is relevant. Many teachers he's worked with would spend not only afternoons but Saturdays and Sundays working with students just to cover the curriculum required in order to prepare them for each one of these exams. That is happening in our Cambridge program, IB program and AP program. He feels passionate about it because it was his track and he has an interest in this and wants to make sure that as we talk through the minutes we do recognize the dedication that it takes for these teachers to go above and beyond to meet outside of the normal school day just to cover the curriculum required to have these kinds of numbers.

Ms. Goldsmith of IRHS asked Ms. Een if she knew the percentage of students who take AP classes. Ms. Een said that Ironwood had 272 students in 2015 that took the exam, so we would assume they are taking the class. Last year the numbers were about the same. We could ask an administrator to pull the data.

Ms. Call announced that the International Baccalaureate Presentation will move to August 30th.

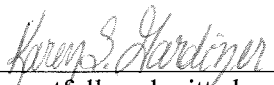
PUBLIC COMMENT¹

Ms. Call asked if there was any public comment. There was none.

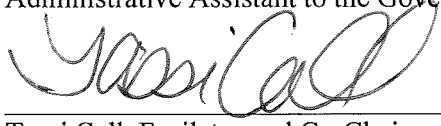
Ms. Call reminded the Advisory Committee that the next meeting is Tuesday, August 30th, 5:00 to 7:00 pm.

ADJOURNMENT

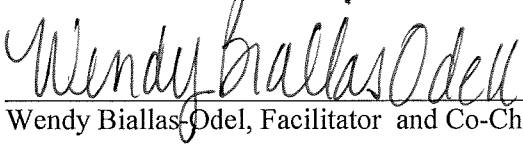
Ms. Call adjourned the meeting at 6:56 PM.



Respectfully submitted,
Karen S. Gardiner,
Administrative Assistant to the Governing Board



Tassi Call, Facilitator and Co-Chair 8/30/16
Date



Wendy Biallas Odel, Facilitator and Co-Chair 8/30/16
Date

Approved: August 30, 2016