

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, October 18, 2016 at 5:00 PM

Committee Members and Facilitators Present

Joe Paddock, Director of Interscholastic Activities
Mike Robinette, AEA Representative
Mike Bejarano, Chief Academic Officer of Secondary Education
Tassi Call, Facilitator and Co-Chair
Wendy Biallas-Odell, Facilitator and Co-Chair

Canyon del Oro High School:

Paul DeWeerd
Carol Trejo
Sandy DuPlain
Nina Godlewski
Stephen Rothkoff
Sarah Stuart

Ironwood Ridge High School:

Kersten Kremer
Hope Goldsmith
Paul DesJarlais
Susan Williams
Jenny Een

Amphitheater High School:

John Lansa
Deborah Ingram
Marian Johnson
Lisa Millerd

Committee Members and Facilitators Absent

Amphitheater High School:

Vanessa Ruiz
Eric Rossi

Ironwood Ridge High School:

Christian Sandoval

Canyon Del Oro:

Mitch Bohenkamp

Others Present

Tina Mehren

Karen S. Gardiner, Administrative Assistant to the Governing Board

Call to Order

Ms. Call called the meeting to order at 5:00 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. Call 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.

1. PUBLIC COMMENT

There was no public comment.

Ms. Biallas-Odell announced some housekeeping before getting started. The Advisory Committee is an official committee of the Governing Board and as such who is speaking, and as much as possible, what is said needs to be noted. In order to maintain good order during discussion and questions Committee Members should raise their hand to be acknowledged by the facilitators and speak in turn as acknowledged. As a reminder, there is a microphone at each table. Whenever a Committee Member has raised their hand and has been recognized to speak or ask questions, please assure the microphone gets passed down to the speaker. Speakers, please use a microphone. This is necessary for the official recording of the meeting, for the minutes notes Ms. Gardiner is taking and so that you can be heard by everyone. Thank you.

NOTE: The microphones were on, set on the control panel and the speakers were on in the room, but sound was not coming through except for at the podium. Some speakers could not be fully heard.

2. AGENDA

A. Approval of Meeting Minutes

Board Book Information: *Minutes from the September 13th and September 27th meeting were submitted for approval.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50219292>, Item 2.A.] (Exhibit 1)

Ms. Biallas-Odell asked for a motion to approve the Meeting Minutes for the September 13th and September 27th meeting. Mr. Bejarano moved to approve the minutes and Mr. Paddock seconded the motion. Ms. Mehren noted corrections she would like to have made to what she said on the September 13th minutes, specifically on page 4, top paragraph. That the word “it” be replaced with the word “issue”, and after the section “it was not about start time, it was about duration” that the following be added, “which was been the focus of these committees”. Ms. Mehren noted that the September 27th minutes beginning on page 6 did not reflect the verbatim conversation and some titles such as Mr. and Ms. were incorrect. Ms. Gardiner clarified that above the section in question was a notation that the final section was taken from notes, and not verbatim from the recording, due to time limitations. Ms. Gardiner stated that she would complete the remainder of the September 27th minutes from the recording and send the minutes out to the committee. Ms. Biallas-Odell asked if it would be acceptable to approve the minutes with Ms. Gardiner making the corrections as noted. The indication was yes.

Ms. Biallas-Odell noted that there was a second on the motion and called for a vote. All in favor indicate “Aye by raising their hand; opposed “Nay”. The motion carried 17-0.

Ms. Call asked the committee to take out their copy of the Committee Purpose and Charge statement. The purpose was reviewed before beginning the group activity. The first purpose was to research existing high school start/end times and the amount of instructional time at each high school. And, to examine and understand the current practices and the impact of any change upon the following areas.

B. Review of Collaborative School Group Work from the September 27, 2016 Meeting

Board Book Information: *At the September 27, 2016 Advisory Committee meeting the Committee broke into collaborative groups by high school to discuss ideas regarding each school's needs and recommendations. At tonight's meeting the work of the collaborative school groups will be reviewed and discussed.*

[<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50219292>, Item 2.B.]

Ms. Call said they would like to have each school group present their work from the last meeting so that everyone can hear. The notes from each school have been typed up. A representative from each high school can come up and go through the notes talking to the recommendation and the impact of the recommendation.

Amphitheater High School - Mr. Lansa

Our recommendation is pretty simple. We really like our schedule. Our schedule is effective for our school, our students and the community. Our recommendation was that it stays exactly the same. We talked about it and we even go above and beyond those instructional minutes. We have extended afternoon classes that we implement and we have classes on Saturday. That seems like the most part of the bare minimum we need and we'd actually like to do more. Instructional minutes stay the same. We did go through this process and really identified the end of the day as when it most impacted our students. They are getting pulled out for sports and different things at the end of the day. So we found a couple of ways to condense the end of our day. And by doing that we could save some time at the end of the day which is where it really impacts the classroom with students being pulled out for sports that start, in some cases, at 4:00 pm. We identified that as one of the bigger needs for us and we are going to go back and address in our schedule. As far as different impacts, different programs impacted our school pretty dramatically. Our English Language Learners are required to be in a 4-hour block, that 4-hour block fits nicely into our consistent schedule we have throughout the week. That 4-hour block, because we have 60 minute periods, fits exactly with what the State requirements are for that. Our Cambridge Academy program fits nicely and there are no conflicts at the Sophomore or Junior level. There really wasn't anything that was critical that we felt was needed. In fact, if anything, we wanted to maximize more of our instructional time, and as I said we actually use more instructional time beyond that to truly meet the needs of many of our students. That is a general summary of what we are looking at.

Canyon del Oro High School - Mr. DeWeerd

Seems like a very long time ago that we did this activity together and were very rushed towards the end of that meeting. Much of the conversation within our group centered around the idea of the possibility of being able to reduce some instructional minutes down to about 150-160 hours for the purpose of trying to provide more teacher collaboration, to improve cross-curricular conversations with teachers, improved instruction, also give students more access to tutorials and clubs, and trying to reduce lost class time like Jon just talked about at the end of the day if possible. I stated, and I think others agreed with me within our small group, that based on the presentations, based on what Scott Little presented although much of what he stated was speculative, that I would not be in a position to feel comfortable making a recommendation to make changes that would potentially cost the District any kind of financial loss or put our teachers in a scenario where they might be asked to do more work. Which were two things that he [Mr. Little] stated in his presentation. Now, we moved forward with the activity even though I made that statement, as I said, I don't know who necessarily agreed with me on that point or not. But within that the impact that we talked about is that it would be within the State requirement, the 150-160 hours, that could potentially be there. The current class schedule has greater accessibility to school offerings and could potentially increase student open enrollment opportunities, students and families might look at that as a desirable schedule and be a motivation to come to CDO. We didn't see that there would be any impact on Food Service or special programs. In terms of IB we have 46-47 students currently in our IB program. We are already looking for ways to pull the 7 period IB schedule into a 6 period day anyway so they wouldn't be obligated to be in a first period [zero hour] class. That is something that we are working on anyway to try to make that program more accessible and more attractive to students. There are some scheduling things

we are working on to try and make that happen which we think will help improve and increase the enrollment of the IB program over the course of time. AP, no negative impact there. ELD and JTED as long as the hours are there as well. Transportation we didn't see that there would be major issues although there would be some adjustments to be made. And again, the piece on the staff requirements and budget implications that Mr. Little talked about, that we talked about within our group, some of which is speculative, but I am very uncomfortable with the idea of doing any recommendation that would potentially mean a loss of revenue for the District. Special Ed, Dr. Duley presented, he said the amendments to the IPs wouldn't really be that big of an impact if it needed to happen.

Ironwood Ridge High School - Ms. Een

At Ironwood we did talk about basically two main things. We talked about shortening classes a little bit for a few reasons, first of all, to get the earlier release time for athletes. But also we talked about students' attention spans and maybe students do have a shorter attention span now and that might be a part of our society and the culture, but that could be recognized. By shortening classes by a few minutes, we have like 5 minutes and 2 minutes, we could get an earlier release time but we can also add some time back to conference period, because we do like having our conference period and at the September 17th meeting we had talked about that being an important part of our school - having the conference period. But in the last few years, about 3 or 4 years ago, it got shortened and so we don't we really have a full class period in conference, so we kind of wanted to get some of those minutes back. Also we also talked about, a lot of people expressed concerns about, our Seniors only taking 4 classes and the culture that that created, so that was something that if we are talking about recommendations we want to recommend that Seniors take more classes; that we want them to be in school more. There are opportunities for them. So those were the two things that we really talked about and then we went through and looked at each of the considerations and based on the information that was presented to us, this is what we thought. If it had impact, little impact, positive impact and those were just our ideas based on our school.

Ms. Call asked if there were any questions for the high schools on what they spoke about. Ms. Een asked if based on what Mr. DeWeerdtsaid we would make a recommendation to the Board, but they would still research whether there were financial implications, etc. Ms. Call said that was correct.

Ms. Biallas Odell explained that what is coming around is very similar to what the committee saw on September 13th. Tassi and I, based on your feedback, the work sheets, all the recommendations once again put them into categories of consensus. If we take a look at the recommendations from September 27th, the work that you did in high school groups. A couple of the items where we reached consensus, because our recommendation needs to be with consensus of all three high schools. The first one, end the day earlier, we heard that was a high interest of each one of the high schools. How we ended the day earlier was not under consensus or agreement. The second component is reduce instructional minutes. In the two cases of CDO and Ironwood Ridge one of the ways to reduce the end of day time was through reducing instructional minutes. We heard tonight, and it was in the recommendations of September 13th, that Amphi High School was not interested in reducing their instructional minutes, but doing something else to maybe make that end of the day a little shorter. Third, increase PD/planning time by decreasing instructional time, once again that was an interest of two of our high schools. Amphi High School is not interested in reducing their instructional minutes. Fourth, requiring seniors to take more than 4 classes, that was not an interest of Amphi High. For CDO I put "Yes" and "No" just because the reduction of the minutes by classes, you do need to increase the number of classes for a full-time student from 4 classes to 5 classes, so the rationale for that is a little different. It wasn't to change a culture, but it was to decrease instructional minutes per class. Do you understand that component? And then Ironwood Ridge "Yes". Fifth, each high school has unique needs, everyone agreed that at each high school there were circumstances that created an interest for instructional minutes, start times and end times and so we all agreed on that. So based on this chart you see that we have reached consensus in two areas, one is ending the day earlier and the last one that we all agree that each high school has unique needs and that really will affect instructional minutes.

Ms. Mehren: Just to clarify, when you introduced this sheet you spoke for the need for all three high schools to be in consensus for a recommendation. Is that a precondition for our recommendation to the Board, particularly as a given that there is consensus that each of the high schools are unique?

Ms. Biallas-Odell: But our recommendation has to be one recommendation for all of the high schools. So in reaching consensus, let me just show you the next sheet that Tassi and I did of your work group components.

Ms. Millerd: I think, I hope I am not speaking out of turn, if so correct me. I think the “No” for Amphi High School seem to be different from other schools maybe because we are already doing some of those things therefore we do not need to make the same change. So if we are trying to reach consensus about the two parts where we say “No”, reduce instructional minutes and increase planning time, the reason why we don’t have to do that is because they are not as needed, we already have our minutes down and we already have enough planning time. So in terms of consensus, we are kind of in agreement with the other two schools already, we just have a different answer because of our unique setup.

Ms. Call: Jon, do you want to speak a little bit about the PD?

Mr. Lansa: I think I explained it several meetings ago be we worked on this several years ago to maximize our Professional Development time. We have more early outs than the rest of the high schools and by taking early outs you actually reduce the amount of class time, the amount of minutes that add up at the end of the year. So we push that out. Every year we tweak, we push that out as far as we can to get as much extra early out time. On early out we have a solid 3 hours for the most part two times a month that our teachers have. It’s a site decision because our schedule is so consistent and very basic, it is easy for us to squeeze minutes into Professional Development using early out time. It’s different I know at each high school if you have a block schedule that’s s a little different to do. But I would agree with Lisa, that’s not an issue for increasing PD time because we have increased PD time over the years. It’s a little hazy whether it’s a “Yes” or “No”. But we absolutely don’t want to reduce our current instruction time.

Ms. Millerd: I would recommend for Amphi High really, those two bullets are N/A (non-applicable). They really don’t apply to us in the same as way they apply to the other schools.

Ms. Biallas-Odell: It’s really not a “No”.

Ms. Millerd: It’s just really not in the same category because we’ve already done it.

Ms. Biallas-Odell: The piece was Increase PD/planning time by decreasing instructional minutes. That is a “No” for you [Amphi High].

Mr. Lansa: That is a “No”.

Ms. Millerd: It’s “No” for the statement but if you are looking again for consensus then the consensus is going to be based on the fact that Amphi High is this outlier, it’s going to become a problem. What we are saying is it shouldn’t be a problem because we are in a different realm. Like Ms. Mehren was saying we all have these unique needs so... consensus is difficult.

Ms. Biallas-Odell: The consistency needs to come where all three high schools need to have a definition for a full-time student. That’s the component that has to be consistent. With the 180 hours that means 4 classes means full-time. With the reduction of any amount of minutes below 180, that would require 5 classes to be a full-time student. And the consistency needs to be that all three high schools have the same definition for full-time. By decreasing instructional minutes per classroom, that automatically increases the number of classes that are required for full-time students. Which if you look...does that answer your question? And really that is the only thing that needs to be consistent is that we have that across the board.

Ms. Godlewski: So really this sheet of paper could just say 6/6/5/5 and we either say yes or no.

Ms. Biallas-Odell: Could you elaborate on that.

Ms. Godlewski: Freshman, Sophomore, Junior, Senior, 6/6/5/5 is that what we are going to have as a District? Isn't that what you just said? We have to agree on the definition of a full-time student?

Ms. Biallas-Odell: 6/6/5/5 according to Mr. Little is a practice. What that would mean would be that we would not have Juniors taking 6 courses. (*High school Juniors and Seniors when a new plan is implemented would remain under 6/6/6/4.*) And I don't know if you can do that when there are 6 courses available. So the practice for students has been 6/6/6 and then some students as Seniors, because they only need 22 credits, are taking 4 classes which is what we wanted to increase. You cannot tell a Junior that they cannot take 6 courses if you have 6 classes in the schedule.

(Unintelligible comment by unknown Committee Member.)

Ms. Biallas-Odell: You could allow that but the practice still will be for a lot of students 6/6/6/4 and you cannot require, according to Mr. Little, students to take courses above the number of credits they need in order to graduate.

Ms. Stuart: I understand all of that, but the reality, the practice has been in Amphi [District] 6/6/6/4 but in reality the minority, a small minority, takes that literally. That most Seniors in Amphi are taking 5 or 6 classes. Because I think the number was 190 or 178, there's less than 200 Seniors who opt for four or less because that was the full-time student. So, knowing that the reality over, you know, the last year at least that most of our Seniors take more doesn't seem to be, it doesn't seem to me to be a problem that if we redistribute how they earn their 22 credits that it would be problematic for most people. Most Seniors are taking more than four.

Ms. Biallas-Odell: I understand your perspective. That though 6/6/5/5 is not a recommendation because it is a practice. It is not a policy about 6/6/6/4, it's a practice of students. Plus, with more students coming into our high schools with credits from middle school, that argument of 6/6/5/5 no longer really plays because many students are coming in with 2 or 3 credits already and many students though are not stopping at the four. You are absolutely right.

Ms. Stuart: Right but that is speculative too. We just don't know. How many are going to come in with more credits, or those kids who do come in with credits but realize that Algebra II is too hard as a Freshman so they go back to Algebra I. So we don't know when within the school year, within the first 10 days or within the first whatever that switch is when that happens. So, I guess my question is if you are saying we need to arrive at a definition that is the same for a full-time student, and right now a full-time student is 4 classes, then why isn't the discussion about reallocation of credits tangential to that? Because 6/6/6/4 is a practice, but 4 classes is a full-time student.

Ms. Biallas-Odell: By reducing the amount of instructional time by course creates a 5 class full-time model. That's not our charge, which is why we went over the charge. Our charge is to talk about start times, end times and make sure our instructional minutes across our high schools are pretty consistent. And we found that they are. So if you look at some of these recommendations, we might be able to clarify that, we are not able to reach a consensus due to the varying needs of our schools. We all agree upon that, that we have not reached consensus except in two areas. If you look at the second statement, the consensus statement, each high school, in your feedback, told us that you were satisfied with your start time on September 13th. The second information that we got from IRHS most recently looked at an earlier start time, which is why it says right here 9/13. We all agree that each high school group agrees on ending the school day earlier and it was less than 30 minutes. How you are going to doing that was different. And the consensus was that each high school has unique needs which drives their requirements for instructional minutes.

Ms. Biallas-Odell: Here is the potential future study because we all do need to have the same requirements for a full-time student. There's a strong interest of two of high schools to study the components of full-time student status and ramifications of moving to 5 classes as a full-time student versus the current 4 classes as full-time

practice. Which means then that the overall recommendation needs to be that each high school principal and staff develop their own master schedule within current financial and legal requirements because we have varying needs.

Mr. De Weerd: I just feel like I need to think out loud for a minute. First of all in terms of the process doing the group work together, and I appreciate the time to collaborate together, but you took the recommendations from the posters that we made which was done in a pretty rushed fashion last time and just because there was information on the paper doesn't necessarily reflect every person's personal opinion about whether or not that's how they would lean toward a recommendation. As I stated in my brief presentation and synopsis of what we are talking about, I don't necessarily feel like I reflect what's on this recommendation even though that's what came off the poster. We did it, I don't disagree with some of this necessarily, I would love for my teachers to have more collaborative time, I would love to shorten up the end of the day. But it's at the expense of these other things that at this point I am not willing to go there. There is not enough compelling evidence for me to say that is worth it for me to say I am on board for that and I want to go for that. That is one thing I want to say. The other thing I want to say is there are ways for us to manipulate our bell schedule to end the day sooner but it will come at the cost of something else. And for whatever you gain you are always going to give something up. We have conference period at our school too. You could debate whether or not it is well used by students and teachers and we are trying to use some of that time now to provide more collaborative time for our teachers. We kind of have a rotating schedule for when teachers can use that time. One way for me to shorten up the end of the day would be to get rid of that [conference period]. I could bring first period down and spread those minutes out and make that first period zero hour start a little bit later if I redistributed those minutes. Again I'd be losing that conference period. It's kind of a home grown schedule that we have at our school that most people back at the school site would say, "We like our schedule." Our start time for second period is reasonable. Yeah, it's a bummer that so many students miss because of sports and so on, but there is no other way to do it and keep everything else that's in the bell schedule. So that leads us to this other conversation; is there some other way? I am not in a position personally to say I am ready to take that leap of faith and say let's go there because of the things that were presented, although be it that they were speculative, I don't feel comfortable.

Ms. Een: I would agree. A lot of information was discerned from this but we didn't survey people, which was one of the charges, surveying staff and parents, etc. so then all that we have had I haven't seen fully evidence either that these things could go awry. That's why I asked about the Board, I don't think they are just going to believe anything we say and go oh yes we'll change that. But within this room I didn't see evidence that yes this would fall down, etc. etc. I do think more research needs to be done.

Ms. Call: We can recommend that. We could do this committee for 4 years. If there will be changes to the instructional minutes, that is when we would go out and survey. There is no need to survey people unless we actually have a change to poll. Those are some pieces that were discussed.

Ms. Millerd: Can we just do a little clarification?

Ms. Gardiner: Can everyone speak up a little louder please?

Ms. Millerd: Yes. Are we to a place where we are in agreement, and I am thinking not, that our instructional minutes are where they are supposed to be where they are mandated by State? Because I think that is a question I don't feel that we ever answered. That is what I would like to know because that is the first piece. If we are within the confines of the instructional minutes that are mandated that then means that we create schedules which mirror what our instructional minutes have to be which then also, if I am correct, decides if it is a 4 period full-time day or 5 period full-time day for students to get money for then. So to me there are all those pieces. Then the part about the 6/6/5/5 whatever I don't think that's in policy anywhere, I just get the sense that's just how it rolls. So I need to know if that's something...that's something the site can change by deciding your kids need to hang out on campus longer because there's more stuff for them to do. It's only 22 credits we can't change that unless we up the credits to make them stay longer.

Ms. Biallas-Odell: In your packet is the law. What it deems here is 720 hours (per year) are required for a full-time student. In our current practice of 4 classes being full-time, it is 180 hours, that's what we have.

Ms. Millerd: A class is 60 minutes; it's based on a 60-minute course.

Ms. Biallas-Odell: If we took those 720 hours which is law, and divided it by 5 classes then the instructional minutes go down per class. Does that help clarify?

Ms. Millerd: So it's the total not the, the it's the total.

Ms. Biallas-Odell: It's the 720 hours. Our current practice is 4 classes.

Ms. Mehren: Sorry to be a wet blanket on this and with all due respect to you both for chairing and everyone in the room, I just want to go on record as stating I am very disappointed with where we have winded up with the overall recommendation after having 25 people at 20 hours each, maybe more. The fact that we are really hobbled and we can't talk about, we can't make a recommendation on the number of recommended credit hours per year, is in my mind an insult to everyone who has put time and effort into this in the room. You know we were talking about instructional time which is absolutely intermingled for the purposes of why everyone is gathered here, in my humble opinion, and with the issue of the number of courses per year that the students are taking. And that's been part and parcel of the conversation for several meetings. The survey, which you brought up, you know, was really something that this group was supposed to undertake and I feel as if because we took very little time to get to the heart of the issue, we're now pushing this boat down the river to god knows where for someone else to determine at some later date and time, when really that is what we were all supposed to be working on, in my view. And I just, I will make, I would like it on the record I do plan to communicate with the Board members who called for this committee to let them know that in fact that the way this discussion was managed was for us to say, "Oh yes, we know when we start and when we end and we talked a little bit about what preferences we would like on these softer issues, but we really didn't get to any substance." Am I the only one here that's feeling like this or...I championed this issue on behalf of really students and teachers. It is an honest...and I come to this with integrity and openness, and I know I've challenged a lot of people here with my perspectives, but I really feel that this is an insult to all the people in the room that we're really coming to say, "We make a recommendation that this is looked into yet again in the future."

Ms. Biallas-Odell: I understand your perspective Ms. Mehren. What you are talking about is the reduction of instructional minutes per class and we have had that discussion, at each high school we did have that discussion. We have not reached a consensus about that. As we've seen on the papers that Amphi High School is not interested in reducing their instructional minutes. That conversation has been had for two full meetings. And we are trying to figure out a way that we can reach a consensus around that. But we can't recommend that each high school has a different definition for a full-time student. That just can't happen.

Ms. Mehren: I understand. But we weren't really given that information at the outset to use our good thinking to come up with some solutions at the start. I'll leave it at that.

Ms. Williams: I too am feeling very frustrated. I came here with no agenda at all, no dog in this fight, and when I look at the overall recommendation here it is status quo because this is what we have always done within the parameters that we were given. This is nothing new; absolutely nothing. We've decided nothing.

Ms. Call: I think if you look at the charge that we were given from the Governing Board, we have answered those questions. The new points that come up are the things that we need to look at and we should put as other recommendations because that wasn't part of the charge of the Governing Board. We have to follow as a committee what the Governing Board has asked us to do.

Ms. Stuart: I have not been at every meeting so I preface what say with that, but I too am in agreement that the teachers in the Amphi School District on the high school level teach more minutes than their colleagues across Southern Arizona on any given day and are not paid equally to some of the higher paid Districts in Southeastern Arizona. And that is unthinkable that we would require our teachers to work longer and more for less. And I

am frustrated because it doesn't seem that we have gotten to that point where we can bring them to some kind of parity that is pay above and beyond what the State requires but more in line with something that is more manageable for both teachers and students based on sleep and transportation and all of the things that we have heard that would, perhaps, you know it is speculative, but that would improve instruction and retainment [retention] of information for students and for teachers. I'm looking at the Purpose and Charge here and nowhere does it say we must be in consensus regarding a definition for a full-time student. And so why now on our very last meeting do we have to come to consensus on this definition?

Ms. Biallas-Odell: It's the practice of the District that all our schools have the same definition of a full-time student.

Ms. Stuart: And we were only given this information today. As far as I'm concerned in the meetings that I have been to nowhere have I heard that part of this is that we all agree on a definition of what a full-time student is because in the 3 or 4 meetings that I have been at...excuse me...I'm sorry, I just I think it's rude that you are talking when I am trying to express and get to the bottom of this. I have been at 3 or 4 meetings and not once have I heard that we must, by today at 7:30 pm, come to a definition of what it means to be a full-time student. And I feel that it is a disservice to everybody's participation that at the last hour we have to come to consensus on a definition which anyone in this room, because we are all well-educated and smart, that's not going to happen because we all agree that we are all different and have different needs. So I take offense that this is pulled out at the last minute in my estimation because I have not heard this at any meeting I have been at.

Ms. Call: If you look at the Charge, that [changing the definition of full-time] is not even in our Charge.

Ms. Stuart: Correct. But now you are telling me you have to do this. Yes!

Ms. Call: One of our recommendations can be to the Governing Board that we...

Ms. Stuart: No, no no. I, it was said that we must come to consensus on what the definition of a full-time student is. You said that a few times.

Ms. Biallas-Odell: I said that we all, all three high schools, must have the same definition of a full-time student. We currently do. We currently have 4 classes is what a full-time student status is. In order to change that it would have to be consistent across our District. In all Districts students move from high school to high school there needs to be consistency with that full-time policy for students. That's not even our Charge of our committee. So yes, currently we have the same definition - 720 hours/4 classes which would then would be 180 hours. Yes?

Ms. Burnett: I have to state, as everyone probably knows I think I have attended two meetings. For clarity, and I know it's not in the Charge so it's getting a lot of attention in this meeting, but for clarity is the 720 hours consistent among elementary and middle school also? *(Multiple people said no.)* Did I miss that at a meeting?

Ms. Call: Middle school is 1,000 some hours per year.

Ms. Gardiner: There is a copy of GE-18 in everyone's packet that lists the hours at each grade level.

Ms. Burnett: As a high school principal from a high school perspective and this is my 3rd year in our District, the real driving force about when students take classes is how many credits they've earned. So I am really a little taken aback why we are stuck on 6/6/5/5, 4/6/5/2. Whatever the numbers are, the magic number is 22. I'm not sure why, what the (inaudible) is. I want to be the principal of a school where we increase academics, we increase knowledge, we increase the total education of our students. And if we want to do that well maybe we increase graduation requirements. I am a little bit off, and I am trying to listen and understand where we want to go, but it seems like we are doing a lot of this, and of course I haven't been here. But it is interesting to note that the definition of a full-time student is different at each of the three levels? Elementary, middle and high school? *(Ms. Call and Ms. Biallas-Odell said yes.)*

Unknown Committee Member: So I have a question based on Amphi's schedule and I know that we talked about this the first meeting and I maybe missed it. It seems that students at Amphi High School are going to school 3 less hours a month than Ironwood Ridge and CDO because of holding 2 early outs. So we... Ironwood Ridge (inaudible)... a month... It would be the same instructional minutes.

Ms. Johnson: Its actually not. I don't think its 3 less hours a month.

Mr. Lansa: I don't have the numbers on me.

Unknown Committee Member: You have two early out days a month and most (inaudible) have one.

Ms. Johnson: Right. But we have a straight schedule every day and they do block so it's like the same number of hours throughout the entire year. Does that make sense? That's the adjustment of schedule Mr. DeWeerdts referred to...

Mr. Lansa: I think if you go to our school presentations we did and pull up the power point, I think we all had a slide in there that shows each period and how many total minutes per year... and total hour per year...(inaudible)...

Ms. Johnson: Actually had those... (inaudible)...

Mr. Bejarano: I was just going to say that one of the key differences between Amphi and our other high schools, and the reason they have the flexibility to play with their bell schedule is they only use one lunch to feed their students. They have an extra 35 minutes every day that they can use to play with or use where ever need be. Our other two schools do not and lunch is a requirement. When I was principal at Ironwood we looked at where we could shave our minutes to meet this definition and then get what we wanted. It was a give and take just like what was talked about here. That's a bell schedule change. But we still have to meet the 720 hours but our negotiating points were what would be the conference period, the lunch hour. We decided we weren't going to have as many assemblies as we had in the past. We decided that we could extend our day another 10 minutes. Anyway so those were decisions we made at the site, but we had to stay consistent with what the District had given us as our requirements. But that extra 35 minutes is huge in trying to create a bell schedule and create some extra time throughout a given year. When you go out 178 days that gives you hours and hours of PD opportunity. We could have had one lunch and had PD more, our conference periods could have been longer. That's where you get into what do we do with our bell, how do we create our day. And each school is a little different. CDO has decided to do a block schedule. Well that block schedule eats up a lot of their free time to do other things. Although it may be the same amount of time there are still trying to figure out how to get those periods within that block system. Ironwood probably has a little more flexibility because they had a straight schedule, but they want to honor their conference period. So all of that is going in there and all of that was in that discussion piece, but what really wasn't hit upon was the point down at the end was that the 720 hours is... (inaudible). I think that might help clear it up why one school has one thing and one school has another.

Ms. Godlewski: This is completely unrelated. When I was on this committee I thought my main focus was to do what was best in terms of instructional time in the classroom. So I looked at what Cross was doing. Cross has an Algebra I class, they teach a geometry class, they have 150 hours a year to teach that class. They kick our butts in Algebra I and Geometry scores. So in my mind the basic issue is, is 150 hours enough to teach that course? Is that a good amount of time for that student? Do I need 180? Well again those are accelerated schools at the middle school so maybe don't need as much time, but do I need 30 hours more to teach those same students; another 20% more? I'm looking at that and thinking the focus of this committee should have been what is the instructional amount of time that is good for a student in the classroom. We're being driven by all these other discussions that are just kind of over here. And I understand 720 divided by 4 and divided by 5, but somewhere in there it is what is best for the student in terms of instruction in the classroom. And that is

where I am completely dissatisfied with everything we have done here. I feel that everything else has been a waste of my time.

Ms. Williams: So if this doesn't change, nothing else can?

Ms. Gardiner: What is "this" Ma'am?

Ms. Williams: The definition of a full-time student as taking 4 classes. Because if that doesn't change we can't change anything else?

Ms. Biallas-Odell: The instructional minutes per class cannot be reduced and stay at 4 classes as full-time.

Ms. Williams: Right, which is what I just said. So our only option, if we want anything to change, is to change that to 5.

Ms. Biallas-Odell: Correct.

Ms. Williams: I move to change it to 5 [the definition to 5 classes being full time].

Ms. Stuart: I second the motion.

Ms. Gardiner: We are making a motion? Okay Ms. Williams is making a motion to change full-time to 5 classes and Ms. Stuart is seconding, is that correct?

(People began speaking without being recognized.)

Ms. Call: Go ahead Lisa.

Ms. Millerd: I'm still trying to wrap this around my head because the State Statute doesn't say courses it says subjects and I am quibbling words here. It says 4 subjects or more. Four or more subjects that count towards graduation. I am little fuzzy and then it says 123 hours per year meets for a total 720 hours, 180 days. If that's our constraint, and that's our only constraint, then what difference does it make how we roll it out at the school?

Ms. Stuart: In terms of credit allocation?

Ms. Millerd: Well they need 22 credits that's a District mandate.

Ms. Stuart: Correct. But what do you mean by the roll out?

Mr. Lansa: How you split it.

Ms. Stuart: How you split it up. Like 7/7/7/1. And I think it's back to where I was expressing my concern if it can't be 6/6/6/4 at Amphi and 5/5/6/5 at Ironwood and it can't be 6/6/5/5 at CDO.

Ms. Millerd: I am trying not to get stuck on the actual number, but what if we go to another district they have 7 periods and students only go to 6 of them during the day so technically a kid could take 7 classes.

Unknown Committee Member: We've got students who can take 7 they go in the morning.

(Multiple people talking at once.)

Ms. Millerd: You've got a student who can take 7,7,2 and 1 and get their credits. So I am just trying not to get hung up if its credits and its hours.

Ms. Mehren: But the loss for fewer than 4 classes is what Mr. Little would object to. The problem is that we, despite asking in January at the Board Meeting and again here, for data so we could analyze the loss, how much loss are we realizing now, that's never been provided to this good-thinking group. The converse question is, take all the value judgements out of this, but how much are we over-educating students based on our requirements? How many students are graduating with more than 22 credits? And what is that costing the District? That's a pretty good question relevant to this group. We've asked for it and it has been really an asymmetrical dispersment of information to this group and I really think it's done us a disservice; it's really tied our hands to be able to answer some of these questions. I agree with Ms. Williams, I agree that we should go ahead and make a recommendation if those of us are interested that 5 courses be the minimum. If there is enough. Let someone else haggle it out. If we are not up to the task with all the information we've given, then perhaps someone else can do it.

Ms. Johnson: I don't feel like I am in a place to say that I am willing to put in a recommendation for 5 to be a requirement for a full-time student because we haven't had that conversation you brought up for what is needed for instructional time for the student, for the courses in the classroom. And I know that right now a lot of courses at our school that we need for the 180 hours for that course and it doesn't feel like there's enough time and we are doing Saturday preps for kids for AP courses. And after school teachers are putting in extra time to give more instruction to students. So if we are now talking about reducing that more, there is more of an impact besides financial that I think we need to look at. And I think more has to be talked about within this group or another about what that impact is, not just financial but educationally as well. And I know some people are thinking it's just 5 minutes, but many of us who are teachers in classrooms know that those 5 minutes are a lot, and that 5 minutes adds up every day that we don't have it. That is a conversation is not ready to be tabled, in my opinion, right now to just to make a motion for something.

Ms. Williams: If you make a full-time student 5 that doesn't mean you have to reduce any minutes, anywhere at all. It just gives you flexibility.

Ms. Johnson: Actually that's exactly what it does. It reduces the minutes. That's why that conversation is being had. If you make a full-time student 5, then you are taking the 720 and dividing it by 5 instead of 4 which reduces the number of required instructional minutes in the classroom.

Ms. Williams: But you don't have to go with the minimum. You already don't go with the minimum.

Ms. Johnson: So you at the site, that's what they are saying as a practice, you can tell a Junior you can go 5 and 5, there is nothing stopping that from happening right now. There's absolutely nothing. Because 5 is still within the full-time parameter that our District has at this moment.

Ms. Een: They are saying it has to be the same. But we can't reduce our instructional hours at Ironwood.

Ms. Johnson: That is two different conversations. Instructional minutes and 5 courses as full-time are two different conversations. If you are saying that a full-time student now has to take 5 courses that will change the instructional minutes. But, you can say at your school we want to change that our Juniors and Seniors are each taking 5 classes and keep everything else the same right now. That does not change instructional minutes and that could happen today without the Board saying it has to.

Ms. Een: We can't reduce instructional minutes because of those core classes. We can't reduce minutes without cutting like Mr. Bejarano was talking about. We'd have to cut down conference or cut out a lunch or X,Y,Z unless the definition was changed, right?

Ms. Call: And the definition is what we need consensus on.

Ms. Johnson: And that is what I am saying is I don't feel comfortable making a vote on that because I don't think we have enough information.

Ms. Godlewski: Piggybacking on you just for my own clarification, if we say 6/6/5/5 we are not saying you have to divide 720 by 5. That would say that Amphi could still divide 720 by 4 and keep that. But saying 6/6/5/5 would give Ridge the flexibility to divide by 5.

Mr. Lansa: No, it is two different things. To divide the 4 into 720 which is what we all work under right now, that gives us all our schedules that we have. Another district, Foothills, has taken that 720 and they've divided by 5. So what that did is because the class periods aren't an hour, they are shorter, they actually instead of 6 periods a day they put in 7 periods. Teachers at Foothills teach 6 classes during the day instead of the 5 that we teach in our district. That's what happens when you divide 720 by 5.

Ms. Godlewski: That's not what I am saying. I am saying that as a consensus 6/6/5/5 you are free to divide by 4 and get 180, we are free to divide by 4.2 or some other number. I don't know why you are shaking your head. If the consensus, if the State requirement is 720, the consensus in the District is 6/6/5/5 each site determines how they get to that 720 that's what I am saying.

Ms. Millerd: But the problem is the definition has the 4 courses there.

Ms. Godlewski: For whom? For whom is that definition?

(Multiple people talking at the same time.)

Ms. Mehren: I'd like to clarify a point, if I may. It's 720 divided by 4 classes that gives you the 180 hours. There are fewer than 200 students throughout all of our high schools that are actually only taking 4 classes. In actuality, most students are taking, I can tell you exactly what they are taking actually because I have it right here. At CDO they are taking with 6 classes 1,288 hours per year, at Amphi High 1,281, and at Ironwood Ridge they are about 100 more at 1,365. So we are almost double at your school the State minimum, right? And we are working the students and teachers to these maximum hours for 178, I think this year, students out of all of the high school students. That's it.

Mr. Lansa: 178... (untintelligable)

Ms. Millerd: There are 178 students this year who are taking only 4 classes. That's it and for those students that represents only 5% of total high school population in the District. So for those students, every other student and teacher is really working, at Ironwood Ridge, almost double what the State minimum requirement is. No one is saying we should be working, I'm not going to try to speak to the pedagogy, that we should be, we shouldn't probably be at the minimums, I am not arguing for that. But really do we have to be working the students and teachers at these excessive levels for 5% of the population. Does that make sense. The numbers don't back it up even if there is a loss, there already a hidden loss. XX asked the question, I've asked the question, we've never been told what the current loss is. So let's open our eyes to the fact that there are options, there are options, there are things that we can do to bring flexibility and ease to the schedule. And, increase the academic rigor as is your goal, I am sure, that everyone shares. You don't have to go to 24 credits like Foothills. That is the point I wanted to make earlier. It's not a requirement to bring the hours down. We can do in the 22 hours. It's been proven.

Ms. Millerd: And Tina, to piggyback on the Foothills thing and then I'll leave it alone. Those students go way beyond the 24 credits as well anyway. They bumped it up to 24 because the students were already at 24 and now the students are graduating with 28 and 30 [credits] because there are 7 options during a school year. So just because you raise the number of credits doesn't mean they are getting a better education, what it might mean, but again nobody brought this forward, why are students taking over and above the number of courses required to graduate? That to me seems to be a valid question because that's ultimately what we are discussing. Our students are meeting graduation requirements and going way beyond that. That's the question I'd like to know. How many students are graduating from our high schools with way more than 22 credits.

Multiple People: A lot.

Ms. Millerd: Right. So that's another discussion that we never had.

(Multiple people speaking at the same time.)

Ms. Burnett: And I need to say that's good. And I need to say that we have a very high graduation rate and we are proud of it. Highest in the District. So you know we are getting very, I don't know, myopic. Let's all take 30 credits.

Ms. Gardiner: I just have a question about that. So like you are saying some of the students are taking more classes. Isn't that because they want to? Isn't that because taking more classes than what is required provides them with more education and more knowledge either through electives or extra classes that they want? And isn't that one of the big issues that certain members of our Board and even our community has said that we want to provide students with choice? Just throwing that out there. So I mean you could do like University High. Well, University High is a gifted school under TUSD, so they are really not a good model to compare us to because of course their achievement is excellent because you have to have a certain GPA and pass a test to even get into University High. And if you fail or your GPA goes down, you are out. But they only take core courses pretty much because that is what they are all about. Whereas our students have more things to do to be able to help them in their future even though it's not their required credit. Just throwing that out there as an idea.

Ms. DuPlain: Is there a possibility that tonight and really we all agree that each high school has its own unique needs, and I have worked at two of the three high schools. If the consensus is that the high schools have unique needs doesn't it make sense to integrate something like this in baby steps perhaps through a pilot program through one high school, over the course of a couple of years perhaps, so that we can have hard data to go off of?

C. Collaborative School Group Work Time

Board Book Information: *After reviewing the work of the school groups done at the September 27, 2016 meeting, the Advisory Committee will break out into their respective school groups for further collaboration and discussion regarding the needs of their schools and any changes recommended.*

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50219292>, Item 2.C.]

Ms. Call: So we can do, we are going to break into your groups and we are going to create recommendations. We took what we had on the papers and put something together. And you know, we can recommend whatever we decide as a group that we want. You know we decide we want more study, that's what we recommend. We are taking a recommendation to the Board on the 1st [November 1st] so that means if we need more time to figure out different areas we can recommend those pieces. This was just kind of a generic overview of what we have already done. So let's spend about 15 minutes in your groups right now just looking at what we kind of put together and then if you have another recommendation, because there are a bunch of other recommendations, I can put that together and we can have another discussion in about 15 minutes.

D. Collaborative School Group Reporting

Board Book Information: *Respective collaborate school groups will present information on their discussion regarding the needs of their schools and any changes recommended.*

<https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000433&mk=50219292>, Item 2.D.]

Ms. Call asked the high school groups to come back and each high school to present their collaborative work and recommendations.

Ms. Call: Okay. Ms. Burnett can you go up to the podium for the mic?

IRHS

Ms. Burnett: Good evening ladies and gentlemen. It's been a long day. I've got to tell you, I love what I do and this is worth it. You know, well maybe you don't, I was out for 6 or 7 weeks for surgery, flat on my back, and it wasn't fun. And this is my 25th year in education, and I was ready to come back. And even though we have all had a long day today this is what it is all about right here. And I'm sorry, I was about to say I'm not making this up, this is good stuff, worthy stuff. We are fighting for students, right? Are you ready? Are you with me? Okay. So this is what we came up with in the Ironwood corner. Now they have my back too if I get in trouble because I haven't been here the whole time.

Ironwood Ridge would like to recommend that the definition of a full-time student be 5 classes in order to gain flexibility with our own site scheduling decisions and increase the expectations for Seniors. We also recommend continued autonomy for each high school.

CDO

Ms. DuPlain: This won't be long. Our recommendation stays the same as was submitted from the last meeting. The only thing that we added was that when and if this goes forward, that the committee to survey should be comprised of current members, perhaps with first right of refusal, for the survey questions.

Ms. Gardiner: I'm sorry, let me get that down again.

Unknown: Will you say your recommendations?

Ms. DuPlain: Okay our recommendation was to reduce instructional minutes to between 150-160 hours for the purpose three-fold. First teacher collaboration to improve cross-curricular, optimization of instruction for students. Second to increase the amount of students access to tutorial and clubs. Third to reduce loss of class time for students and athletes and teachers, coaches, etc. The second bullet for us that we wanted to make sure an sure that an increase in teacher workload, or make a statement that the increase in teacher workload would be counterproductive to the enhancement of student/teacher and administrator lives. We didn't want any kind of changes to be punitive to teaching staff.

Ms. Gardiner: So basically Ma'am you are saying what is already on this sheet, I can use that?

Ms. Du Plain: Yes.

Ms. Gardiner: Can you repeat that last thing about the survey please a little bit slower? I'm trying to write it all down.

Ms. Du Plain: Sure. The only addition to our recommendation was that if and when the committee to build a survey is comprised, that it consist of current members who have been through these meetings with first right of refusal.

Ms. Biallas-Odell: Can I ask you a question? Just to clarify and get this accurately. When you talk about the last bullet, are you talking about the reference to the conversation with Mr. Little about if we went to 5 classes that then there would be a seventh class period? Is that your reference?

Ms. DuPlain: Yes.

Ms. Biallas-Odell: Okay, thank you.

Ms. DuPlain: That was the concern.

AHS

Mr. Lansa: Ours essentially stays the same and to kind of tie in the overall recommendation that you gave earlier was that principals and staff members develop their own master schedule. Our recommendations again are essentially that same that instructional minutes at Amphi High School stay the same, and that in doing that our goal in keeping that the same is reducing our end time, or bring it back to 3:10 PM. The purpose behind that is really to reduce the amount of time students miss at the end of the day. And we also by doing that want to provide additional time for teachers for tutorials, additional club time. A lot of the time they use during lunch and we want to actually give them a lunch and create time at the end of the day. Probably a little along the lines of the other two high schools to have office hours and time they put in during the day. A little bit modeled after that so there is designated time for office hours and tutorials.

Ms. Biallas-Odell: Okay so what we'll do is the overarching recommendation is that each high school develop their own schedule with staff members and principals. Then we will identify what the Amphi plan was during this committee, what the CDO plan was during this committee, and what the Ironwood Ridge plan was and recommendations.

What we'll do is when we, if you could give us your sheets we'll make sure that we write them in recommendations and then we will email them back out to you for feedback to make sure what we've put on paper is accurate and what you've said. So we would put a timeline on that to just give us some feedback by a certain date and then we will make sure that those are accurate.

Ms. Gardiner: Then that's what we will create our agenda item from, which should be on the November 15th board meeting for the Board and then the Board will decide how they want to proceed.

Ms. Een: Are we supposed to be at the board meeting?

Ms. Gardiner: You certainly can.

Ms. Call: Wendy and I will be presenting the information about the process that we went through then they'll ask she and I questions, then if we need clarification I guess they'd ask Mr. Little or somebody for clarification purposes. Am I correct?

Ms. Stuart: And you may have said this Karen, and I may have just missed it, but once all of this is all typed up will you, as you have in the past, just send it via email?

Ms. Gardiner: Correct.

Ms. Stuart: Okay.

Ms. Gardiner: They'll go ahead and compile everything...

Ms. Call: We'll put our recommendations put together and make sure that they are wordsmithed the way you like it to be presented for your site before we would present it. Because we want to make sure that your words say exactly what the meaning is.

Ms. Gardiner: Just keep checking your email. Don't stop checking email. [To Ms. Call] So you'll set a deadline that we need it back by and we'll put that in the body of the email to let you guys know.

Ms. Call: And we really appreciate all of you. When Wendy and I were both asked to be part of this committee and facilitate this we didn't really know much about this and we've learned a lot about high school. And what I believe with Amphi is that we have such a diverse community with amazing teachers and students and staff members and parents. And that was well represented here. I know it was a lot and as we heard your frustrations, but what you guys, the time we put in was so important for students. And we appreciate it very much because we know how much time you put into this and how passionate you are about your children, and

about teachers and that was very evident in what each of you said. I just want to say we definitely appreciate that. It's been a very formal process and it's been challenging but very rewarding like Natalie said this is why we do what we do every day. So we just want to say thank you guys for your openness and the voices that you had, so thank you. Thank you guys for coming, I am going to gavel us out.

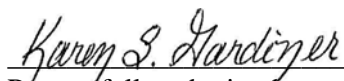
PUBLIC COMMENT

There was no public comment.

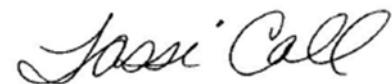
ADJOURNMENT

Ms. Call adjourned the meeting at 7:10 PM.

This concludes the final scheduled meeting of the Advisory Committee Regarding Instructional Scheduling.



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



Tassi Call, Facilitator and Co-Chair



Wendy Biallas-Odel, Facilitator and Co-Chair

Finalized and Posted: November 18, 2016