

DRAFT

**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, September 27, 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:

Natalie Burnett
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.

Announcement of Date and Place of Next Advisory Committee Meeting

Tuesday, October 18, 2016, 5:00 PM - 7:00 PM, 701 W. Wetmore Road, Leadership and Professional Development Center

Ms. Biallas-Odell announced that the date and place of the next Advisory Committee meeting is Tuesday, October 18th, 5:00 - 7:00 PM, here in the Leadership and Professional Development Building. **(Fall Break is October 10th - 14th.)** 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.

1. PUBLIC COMMENT¹

There was no public comment.

Ms. Biallas-Odell announced some housekeeping before getting started. A little housekeeping before we get 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.

2. AGENDA

A. Approval of Meeting Minutes

Board Book Information: *Minutes from the August 30th meeting were submitted for approval.*

[<https://v3.boardbook.org/compiler/EditAgenda.aspx?ak=1000433&mk=50217094>, Item 2.A.] (Exhibit 1)

Ms., Biallas-Odell asked for a motion to approve the Meeting Minutes for the August 30, 2016 meeting. Mr. Paddock moved to approve the minutes as submitted and Mr. Bejarano seconded the motion. Motion carried 22-0.

B. Presentation: Scott Little Questions and Answers

Board Book Information: *Scott Little, Chief Financial Officer, will answer questions that the Advisory Committee has submitted, and other questions they may have, regarding funding, the District budget and the impact that changes to high school instructional scheduling would have on funding and the budget.*

The questions that were submitted are:

1. *What is the budget impact of changing our current 6/6/6/4?*

2. *What are the budget ramifications of doing a 6/6/5/5 vs the current 6/6/6/4?*

3. Clarification on financial implications when seniors are not fulltime students. (\$150,000-\$200,000)

4. Clarify loss of funding when students take JTED and CTE.

This information is provided for the Advisory Committee's understanding of how funding and the District budget are affected by and work in conjunction with master schedules and instructional hour considerations.

[<https://v3.boardbook.org/compiler/EditAgenda.aspx?ak=1000433&mk=50217094>, Item 2.B.] (Exhibit 2)

Board Book Note: There are still issues with the floor boxes the microphones hook into picking up on the audio recording. The vendor who installed the system is working the problem. A recording was also taken on cell phone in meeting mode. Some sections may be inaudible.

Ms. Biallas-Odell introduced Item 2.B. and asked Mr. Mr. Little to review and clarify the financial information presented at the August 30, 2016 meeting and answer questions submitted by the Advisory Committee via email.

Mr. Little provided finance information in a PowerPoint presentation. State Statute 15-901 is the definition section that really pertains to all school finance issues. Contained in that is what is defined as a full-time student. They make reference to a minimum of four subjects and at least 720 hours for a 180-day school year. That is the statutory reference to the minimum requirements. In addition the Arizona Department of Education has a guidance document which is Policy GE-18 that everyone was provided at the August 30th meeting, which is a multipage document that goes on to clarify what qualifies as instructional time pursuant to the requirements of statute. Arizona Revised Statute has defined instructional time as were the students are engaged in regular scheduled instruction. Instructional hours provided by the school are characterized by a teacher who is teaching to an objective that is taken from the academic standards approved by the State Board of Education using curriculum materials adopted by the school board and assessed for student performance. Using those definitions lunch, passing time and assemblies do not count as instructional time. The State modified instructional time in the 2013 legislative session. If you go to the policy document it makes reference to the new numbers beginning in the 2012-2013 year where it defines a full-time student as a student in grades 9-12 who must be enrolled in four or more subjects which count towards graduation, each subject must meet a minimum of 123 hours for the required number of days of 180 days during the school year. Or four or more subjects combined must meet at least 720 hours for a 180-day school year. So the issue of where the 180 comes from is 720 divided by 4 periods equals the 180 hour requirement that everyone discusses. A little note, there is a provision in law that allows school districts to provide the equivalent of 180 days. Amphitheater works on a 178-day school year so we have 2 less days which means we have to spread that time over 178 days versus 180 days. An item you want to note when comparing us to other Districts is those 2 days' time gets spread across all periods in order to not attend those two physical days. All of this is driven by a funding formula. The State formula basically says that if a student is not attending the full 720 hours, our funding gets prorated. The Statute further defines how that proration works. These are the instructional hours required by Statute. 9th - 12th Grade is 720 hours, 7th and 8th Grade is at 1,000 hours, 4th - 6th Grade is 890 hours. For the purposes of our discussion we are talking about calculations at 9th -12th Grade.

When talking about the financial implications of 5 classes as full-time, right now each class counts as 25% funding. If a student is taking 4 classes it equals 100%, 3 classes 75%, 2 classes 50%. Going to a 5 period model means that a student who takes 1 class we will get no funding for, a student who takes 2 classes will only get 25% funding for, a student who takes 3 classes will get 50% funding, 4 classes 75% funding and 5 classes and above 100% funding. The formula will cause us to be penalized going to a 5 period model based upon how we are currently configured. Based that the numbers we had at the start of the school year we have 195 students who are carrying 4 or less classes. Assuming no other change other than going to a 5 period full-time model, that change would result in a funding loss of about \$221,000 annually. Nothing else, just changing that model to 5 periods equals full-time instead of 4 periods, we know we have students based upon historical trends who will not qualify for funding. During the last presentation someone did ask me to clarify students who are carrying 4 or fewer classes. This year we have 7 students carrying only 1 class, 10 students carrying only 3 classes, the rest are carrying 4 classes totaling 195. How have other school districts actually done this? Most of the Districts that run a 5 period model as full-time have graduation requirements that are higher than our, most commonly 24 credits. They've added to their graduation requirements which makes it real simple - 4 years, 6 classes every year produces the 24 credits needed to graduate. If the District chose to make a move to 5 periods as full-time, we

could potentially if we did some form of a change to cause more classes to be taken in later years, it would still take 4 years until those changes actually resulted in the loss disappearing. As with most graduation credit items, the changes are made for the upcoming Freshman class and not imposed on the class that is in their final years. It can take up to 4 years for that funding loss to go away [arranging the schedule so that students had to take a certain number of classes] if we went to what I think was proposed a 5/5/6/6 or 6/6/5/5. Ultimately there are staffing issues that would come from changing the model resulting in teachers teaching 6 classes as their regular load instead of 5 classes as their regular load.

So to address the questions that were asked. What is the budget impact of changing our current 6/6/6/4? The budget impact of changing from 6/6/4/4 is \$221,000 per year until next years 2017-2018 Freshmen become seniors and hopefully correct the problem. Roughly \$750,000 over 3 years' worth of funding loss until that future Freshman class arrive needing additional credit in there later school years. The next question is, clarification on financial implications when seniors are not full-time students. I am not really sure what the question is. Whatever happens it will be impacted. If a student currently is only carrying 3 classes that is 75% funding. If using a 5 class as full-time model then 3 classes would only be 50% funding. So in all situations there would be approximately a 25% loss in funding. Next question, clarify loss of funding when students take JTED and CTE. I am probably not the best person to answer this question. There are going to be implication of changing the model relative to CTE and JTE courses. Going to a 5 period versus 4 period model means fewere students could take JTED classes which means fewer funds that come back to the District fund classes. The implications would be better answered by our Career and Technical Education Director Patti Greenleaf. But when we require students to take one more additional class that is one less JTED class they can generate which is less funding to the JTED which trickles back to us. Above and beyond the number I presented here there would be funding impacts to JTED, but exactly what that would mean is something JTED would have to better explain. Probably we are talking significant programmatic changes to what JTED can offer in that environment. With that I can try to answer any other questions.

Ms. Een: Some financial implications are speculative, right? The financial implication that is sure right now would be the \$221,000, but you can't tell that we wouldn't change different policies, etc., so it's not for sure that the other things would happen like the increase in staffing, or the trend of not enough students being enrolled in classes. Some are speculation; some is not on paper financial implications every year. Yes, no?

Ms. Biallas-Odell: Can I clarify the question?

Ms. Een: Some of it is speculative. The black and white financial implication of \$221,000 that would be true if everything remains status quo, if we didn't change around the culture or make some sort of suggestions that students have to take these classes, or whatever.

Ms. Biallas-Odell: I believe Mr. Little that she is asking that the \$221,000 would be the ramnifications if we changed nothing else. Is that correct?

Mr. Little: Correct.

Ms. Biallas-Odell: And if we make some additional changes, we can only speculate what the financial ramifications can be?

Mr. Little: Correct.

Ms. Stuart: I think I asked the question regarding JTED and actually what I asked was right now based on the numbers you gave, 78 are taking 4 classes out of 195. So how many of those, without knowing what their classes are those are the ones considered full-time because they are taking 4 classes, correct?

Ms. Biallas-Odell: Can I clarify that Mr. Little, because I believe when you said 195 students, I believe that number was 178.

Mr. Little: Correct the number is 178 and then it is not counting the JTED classes because they are not part of our funding formula.

Ms. Stuart: Okay so these 178 they are taking 4 academic classes not including JTED. Or is one of those classes perhaps a JTED.

Mr. Little: None of those classes are JTED courses.

Ms. Stuart: So the 178 taking 4 classes there's no financial loss because one of the classes isn't JTED.

Mr. Little: The JTED is an entirely separate issue. JTED classes do not count toward ours funding. The funding generated from those classes goes to the JTED who then in turn funds portions of our programs with it.

Ms. Stuart: Correct. It was my understanding at the last meeting you were at that you indicated that yes, some of those Seniors in their 4 classes that they are taking one might be JTED.

Mr. Little: I do not believe that to be correct. In no shape or form in those numbers are any students taking any JTED classes. If they are taking JTED that is a class above and beyond what we are reporting for funding purposes, which is what was presented on that slide.

Ms. Stuart: Okay, so that's the clarification, that's fine. So the 17 students that are taking 1, 2 or 3 classes combined we are already experiencing a loss with them, correct?

Mr. Little: Correct, we are already experiencing a loss.

Ms. Stuart: And I know it's only 17 students approximately what is that financial loss presently?

Mr. Little: Mathematically it would be 25% for each class less than four.

Mr. Stuart: Right per student but in terms of a dollar amount.

Mr. Little: Well if you wanted to approximate it you'd probably say every class at about \$1,500.

Ms. Stuart: Ok \$1,500 times ...

Mr. Little: Ten of them taking 3 classes would be 10 classes at \$1,500 each. For the other seven it would be 3 classes a piece at \$1,500. But none of those numbers are included which the impact already assumes we don't get that money, because we don't get that money.

Ms. Stuart: Right, but the point I am making is that we are experiencing a loss no matter how big or small with these 17 students I wanted to know how much that was so that if we increased [classes] if they took more we'd be making more and that would be a way to maybe recover some money that is at a loss, speculative but we are losing money already.

Mr. Little: Keep in mind that is making the assumption that it takes 4 years to materialize, some could be 5th year Seniors, Special Education students who are carrying classes beyond their 18th birthday there are other factors to consider. We cannot force students to take classes they do not need for graduation. The guaranteed way to make them take more classes is to increase the graduation requirement.

Ms. Stuart: Okay I may allow someone else to point to that. Thank you for the clarification that of the 178 students [in the example] none are taking JTED classes.

Mr. Little: That's not correct. I said none of them are carrying JTED classes for the purpose of full-time funding calculation.

Ms. Stuart: Okay, then you clarify, are they taking 5 classes or 4?

Mr. Little: For the purposes of our funding they are taking 4 classes.

Ms. Stuart: Of those 4 classes, none of them are JTED?

Mr. Little: None of them are JTED. If you are taking a JTED it is above and beyond 4 that generate full-time for us.

Ms. Stuart: We are in agreement. I just want to make sure, and maybe someone else wants to address the other issue, because we are not asking to increase graduation requirements we are looking for a redistribution of credits.

Mr. Little: Correct. And the redistribution of credits would take 4 years to take effect and would result in losses of funding until that new redistribution takes effect for students in all grades. So you would have the \$221,000 per year until the 2017-2018 class caught up with the new model of how you get them to take classes.

Ms. Millerd: I was not at your first presentation. Am I understanding that a full-time student has 4 courses, that's considered full-time every year?

Mr. Little: All funding is on a per year basis. To be considered a full-time student in any year its 4 classes for the full year produces full-time funding.

Ms. Millerd: So if we are talking about a student being counted as a full-time student for funding purposes only, not credits for graduation, they only need to take 4 classes year for funding purposes.

Mr. Little: Correct, under the current 180 hours per class, 4 classes to count for full-time funding under the current configuration.

Ms. Millerd: As 9-10 Grader they are taking 6 periods, if we go to 6/6/5/5 [just rearranging how many in what year] how does that impact funding? They are still are a 4 class per year funding. That is the confusion.

Mr. Little: If we start a new formula like what we are talking about here, with next year's Freshmen with a new formula of 6/6/5/5, we still have to deal with the students who are already in the stream right now, still under the old formula of 6/6/6/4 that have to phase out. it will take multiple years of flushing the students out of the system who are working under the old model until the new model actually produces the senior year in which the loss would disappear. For the student who starts the new formula the new way of allocating the class load, when they hit their Senior year it will not be an issue. But the issue of the students who are proceeding that class will still

have the issue for 3 years prior. The new configuration doesn't have the funding loss, but it take the other 3 grades in the stream years to finish. The 2017-2018 Freshmen get to their Senior year it phases out and everyone will be on 6/6/5/5.

Ms. Millerd: But we are only talking about moving one Junior section to a Senior section, so it really doesn't impact Freshmen and Sophomores.

Ms. Call: Mr. Little please clarify that we cannot force students to take classes they do not need.

Mr. Little: By State law we cannot mandate that a student take a class they do not need for graduation. Those students have taken those classes based upon arriving at a graduation point their Senior year. They have all gone under a model. Out of our average Senior class of about 850 students we have 178 that take the bare minimum. Most students take more than they need, it's the students only taking the minimum. If a student only wants to take a few classes in their Senior year to be able to work, etc., they will take online courses, etc. We think we can change it around, but students have choices and can choose something else. Already experience a loss.

Ms. Millerd: I am still not understanding. A full-time student is 4 classes, with 6/6/5/5 its just shifting when they take the class aren't they still full-time with 4 and the 5th period is not the core.

Ms. Biallas-Odell: (To clarify Ms. Millerd's question) Operating under a 4 class full-time model, would we lose funding if we have students to take 6/6/5/5? Are you saying only allow Juniors to take 5 courses?

From here on in the minutes, the conversation is based off of notes only that capture the basics of the discussion. It is not a verbatim transcript.

Ms. Millerd: Four classes for full-time have option...

Mr. Bejarano: It's not saying we can't go to 6/6/5/5, but the students may not stick around. Students doing JTED, work, etc. Based on history and numbers we can't guarantee if we change the model it will keep them in 5 classes as a Senior. It's making an assumption that we can catch up, but unsure what parents and students will choose.

Ms. Johnson: The confusion is when we go to 6/6/5/5/, 4 is no longer meeting the requirement. Four classes is no longer meeting full-time.

Mr. Little: Correct. When you have a 5 class full-time model, can't guarantee what will happen.

Ms. Mehren: In January [2016] your calculation was \$150,000 loss, now it is \$221,000. Mr. Leska asked that the data be provided then. Can you provide the data? Why is there a change [in the amount]?

Mr. Little: We had fewer students then, it was based off what we had. Prop 123 increased the formula.

Mr. Mehren: Loss at the time was \$150,000, now it is \$221,000.

Mr. Little: The trend is students are now taking less classes.

Ms. Call: Please clarify the Proposition 123 reference.

Mr. Little: The Proposition 123 amount generated is higher than before. Real students, now against current formula.

Ms. Mehren: What is the annual budget?

Mr. Little: Overall \$100,000,000. What budget? Operations fund...

Mr. Mehren: \$221,000 is what?

Mr. Little: \$221,000 best looked at as the salary of 5 teachers. [As an example.]

Mr. Mehren: Disrespectful. Why the scare tactics? I challenge why it would take 4 years to eliminate the loss. If redistribution [of how many classes are taken in each year] it is only students with excess of credit is current Juniors. Everyone behind would get to Senior year with 17 credits, not 18 credits. Why are you projecting a 4-yr loss when in fact it is 1 year?

Mr. Little: It could be 4 years, it could be 1 year. In theory could happen in less. The long term methods districts use is keep it high. Could accomplish with less. What could happen is what we are talking about. A minimum of 1 year, a maximum of 4.

Ms. Stuart: We are talking about 195 Seniors. As you are indicating, we don't know it could be 1 or 4 [years] if the District is growing. What we can all agree I it is uncertain, but it shouldn't prevent us from providing something valuable for all. So we are talking about 195 Seniors and as you've been indicating, we don't know. We don't know....so 195 students are dictating a schedule for how many thousands of high schoolers in the District. So how many high school students do we have? Do you know?

Mr. Little: $850 \times 4 =$

Ms. Stuart: So why is such a small portion dictating to the vast majority of our students and is there anything wrong with changing a culture that says I'm a senior, I am only to take 4 classes. The majority are taking more. I ask what is preventing us from trying? We are going around and around. I would like to propose we try...

Mr. Little: Does this have a question [for me]?

Ms. Stuart: My question is why are we going around and around when we actually don't know, and why can't we move forward and attempt this? Because it could be a 1 year loss then why don't we go for it?

Ms. Biallas-Odell: Sarah that is a question that Mr. Little can't answer. That is a question that we are going to address as we work in small groups. Thank you.

Mr. Little: For the record, how many IB students do we have?

Mr. DeWeerd: 48.

Mr. Little: 48, so my understanding was this original issue came up out of the IB program so we are talking 48 students not the 178 who are actually driving this conversation.

Ms. Stuart: I challenge that. This was not an IB issue at all.

Ms. Johnson: If we move to 6/6/5/5 do we have to change instructional minutes?

Mr. Little: No.

Ms. Johnson: Is we make it 6/6/5/5, and change instructional hours, no loss?

Mr. Little: Yes.

Ms. Johnson: If we do not change instruction hours, it stays the same?

Mr. Mehren: If duration remains the same it invalidates the point of the committee. Let's circle back to the statement it would trigger an increase in graduation requirements.

Mr. Little: I indicated that a lot of Districts operating on a 5 period increased their graduation requirements to 24 credits, taking 6/6/6/6 and no fractional in their Senior Year. That's how they have it set up. (*The example of Catalina Foothills which has fewer instructional hours.*)

Ms. Mehren: It is just an option. Today 195 students, 5%, are taking 4 classes...

Mr. Little: You are trying to compare 195 Seniors against all Seniors.

Mr. Mehren: Because of 195 they are...

Mr. Little: What is the question?

Mr. Mehren: My response...

Ms. Godlewski: Dollars per high school student.

Mr. Little: \$5,400 per student. Not all kids are equal; it depends on grade.

Ms. Een: Some of these questions are out of the scope of finance. Someone would have to research what other schools are doing. We need to look at other schools.

Ms. Biallas-Odell: Any further finance questions?

Ms. Mehren: Could we see data about the 50% increase? (*In funding loss due to students taking less than 4 classes.*)

Mr. Little: Those numbers are in the record of the presentation.

Mr. DeWeerd: When we talk about a possible change in terms of staffing 5-6 classes, I don't understand why if it is a change in model.

Mr. Little: Look at it now. Creates a parody across class time. We are closer. Should middle school teachers teach less? High school more?

DeWeerd: With change in minutes there would be time in the day to teach a..

Mr. Little: Yes, that's what districts doing a 5 period model do; teach 6 classes.

Ms. Stuart: Point of clarification on teachers in terms of 6 classes. They are teaching 6 classes now at CDO and more than their colleagues. Teach 6 at 123 or 6 at 180, etc. Additional class is not making sense. Now three high schools are teaching more time than others. In terms of time, they are teaching above and beyond.

Mr. Little: They teach less, more students...

Mr. DeWeerd: The Catalina Foothills model teaches 6 classes with planning. Would need...

Mr. Little: Has them less.

Ms. Biallas-Odell: We are getting into instruction. Principals can address those questions in groups. Are there any additional finance related questions?

Ms. Millerd: Can share experience with others.

Ms. Biallas-Odell: We need to revise the ending time of the meeting to fit in the work groups. Can we go to 7:30 pm?

Ms. Stuart: I have familial obligations. If I am not here does it negate the work of the group?

Ms. Biallas-Odell: No. Wouldn't have as much work time.

Ms. Millerd: I move that we extend the October 18th meeting till 7:30 PM if needed. Mr. Lansa seconded the motion and the motion passed 22-0.

Ms. Mehren: The October 18th meeting is the last for making a recommendation.

Ms. Biallas-Odell: Yes, next time would be collaborative.

Ms. Mehren: Is the survey off the table?

Ms. Biallas-Odell: It would only be for the recommendation, then make a survey.

Mr. Robinette: I am confused. Why are we getting into groups? It is clear that the district is unwilling to make a change. Why are we doing this? Talk about mandate change and have each high school talk about results. We are spinning our wheels in groups. My personal sense is the District is not willing.

Mr. Bejarano: It is this group's task to recommend...

Ms. Goldsmith: Are we all discussing 6/6/5/5?

Ms. Call: Discuss what is best at each site.

Ms. Mehren: Survey after recommendation. Will the committee extend its service?

Ms. Call: November 1st the Board wants the recommendation, then the survey will be additional.

Ms. Stuart: The committee is not doing the survey?

Ms. Gardiner gave an example of governing boards doing surveys to help clarify how the process would work after their recommendation. Her example was Vail School District which has an override in the election. Their governing board published a survey to everyone in the district asking for input on several different scenarios, then took that input into consideration as to what was best supported to make their decision. Something similar can be done after the Advisory Committee makes their recommendations to our board.

Board Book Note: *After the August 30th financial presentation by Mr. Little, several Advisory Committee members began to focus on the loss of funding for students taking less than 4 classes. The topic of rearranging the number of classes taken each year to make Seniors take 4 classes for full-time funding began to dominate the discussion at meetings. Ideas and discussion about shortening the length of class periods to reduce instructional hours, and subsequently changing start or end times, was no longer at the forefront of discussion.*

C. Review of Collaborative School Group Work from September 13th Meeting

Board Book Information: *At the September 13th Advisory Committee Meeting the Committee broke into collaborative groups by high school and discussed facilitated questions. They then presented results of their work to the whole Advisory Committee.*

The questions were:

1. *What additional questions do you have?*

2. *Based on your current schedule what works well for your students?*

3. *Based on your current schedule what, if any, changes would you recommend to better meet the needs of your students?*

4. *Based on questions two and three what would your recommendation be for your high school?*

At tonight's meeting the full notes on work of the collaborative school groups will be reviewed and discussed.

[\[https://v3.boardbook.org/compiler/EditAgenda.aspx?ak=1000433&mk=50217094\]](https://v3.boardbook.org/compiler/EditAgenda.aspx?ak=1000433&mk=50217094), Item 2.C.] (Exhibit 3)

A compilation of the discussion, ideas and questions from each school group was passed out.

High School Work Group Notes from the September 13, 2016 Advisory Committee Meeting

Ironwood Ridge High School

1. What additional questions do you have?

- Who's in charge of the committee?
- Are we missing data?
- Other school schedules? Can we look out of district? How do they do it in less time?
- Backstory/Agenda/Subtext?

- 6/6/5 ramifications?
 - fallout wasn't clear
 - Change current 6/6/6/4 impact?
 - What must we report to the board?
 - Can we ask for more time?
 - When changes were made have our needs evolved?
 - Research about student needs in reference to instructional time
 - Can each HS feeder pattern have unique schedules?
 - Senior culture of "4" is hurting us
 - Is it about duration of the day?
 - What is the red time requirement?
 - How can we "play" with the mandate?
2. Based on your current schedule what works well for your students?
- Conference period
 - Lots of extracurricular involvement (35%)
 - sports
 - arts
 - competitions
 - personal activities (outside interests)
 - Culture of high expectations
3. Based on your current schedule what, if any, changes would you recommend to better meet the needs of your students?
- Require seniors to take more than 4 classes
 - More conferences to end the day
 - every kid needs an attachment to an adult
 - less class minutes wouldn't hurt especially if added to conference time for collaboration
 - attention span lower now-kids shut down after 50 minutes
 - Foster relationships
 - Sports absences reduced
 - Sports absences reduced
 - Change "culture" of entitlement of seniors
4. Based on questions two and three what would your recommendation be for your high school?
- Full recommendation can't be made until we have more info

Canyon del Oro High School

1. What additional questions do you have?
- Information/recommendations for what is pedagogically appropriate for H.S. students?
 - What is adequate collaboration time for teachers?
 - In regards to redistribution if 22 credits for minimum 150 hrs. for funding, why would we be compelled to increase number of credits required for graduation?
 - May we have clarification on financial loss (\$150,000-\$200,000)?
 - What current/existing loss? (JTED & CTE)
 - How does a later start time impact open enrollment?
 - Comment- What works well for CDO students, may not work for Amphi or IRHS demographic.
2. Based on your current schedule what works well for your students?
- Blocks work well because students meet teachers at different times.
 - Tutorial time
 - 8:20 am start time

- Homework load distribution (every other day)
 - 40 Minutes for Lunch
 - Club meetings before school
3. Based on your current schedule what, if any, changes would you recommend to better meet the needs of your students?
- Reduce/condensed/optimized instructional time with increased PD/Plan time
 - Maximize hours from 180 → 150-160 hrs
 - More tutorial time
 - More planning/PD time (everyday)
 - Allow tutorial time for student with zero hour
4. Based on questions two and three what would your recommendation be for your high school?
- Based on recommendations of #3, teachers and students optimize with quality time including, - plan time
 - tutorial time
 - clubs, etc.

Amphitheater High School

1. What additional questions do you have?
- Research-start time impact on academics
 - Do HS schedules need to be the same?
 - Start/end
 - # of minutes
2. Based on your current schedule what works well for your students?
- Consistency day to day
 - Same each day
 - Families like consistency
 - Simplicity
 - Fits academic programs
 - ELD, 4 hour block
 - Cambridge, AP
 - Having early outs
 - Longer lunch- Tutoring help
 - Schedule aligns to AZ merit testing
3. Based on your current schedule what, if any, changes would you recommend to better meet the needs of your students?
- Move end time to 3:00 pm, less students miss 7th period.
 - Additional staggered start times
 - Shortened lunch
 - Save 20 minutes
 - No off campus
 - Impact on staff
 - Shorter passing periods
 - 7 minutes to 5 minutes
 - Change breakfast time
 - 7:50 am
 - “official start” 8:00 am
 - Moves end time back to 3:15 pm

- 2 lunches

4. Based on questions two and three what would your recommendation be for your high school?

- Breakfast time
 - Maximize better
 - 180 day
 - 10 min
 - 1,800 min (30 hours)
- Create more time at the end of the day
 - Less missed time at end period
- 12 E.O.
- Keep instructional minutes
 - shift to, clear out end of day
- 7-6 minute passing period
 - 4 minutes/day
 - 720 minutes or 12 hours
- Reduce lunch by 5 minutes
 - take it from end of day (end at 3:10 pm)

D. Collaborative School Group Work Time

Board Book Information: *After reviewing the work of the school groups done at the September 13th 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/compiler/EditAgenda.aspx?ak=1000433&mk=50217094>, Item 2.D.]

Ms. Call announced that the Advisory Committee would break out into school groups for further discussion. Ms. Call called the groups back. There was no time left to review what they groups discussed and came up with. Ms. Call said that she would type up each groups notes from their poster boards so that they can be discussed at the next meeting.

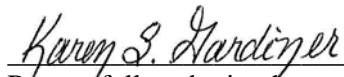
PUBLIC COMMENT

There was no public comment.

The Facilitators reminded the Advisory Committee that the next meeting is Tuesday, October 18, 2016, 5:00 to 7:00 PM (7:30 PM if needed).

ADJOURNMENT

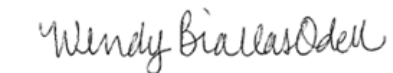
Ms. Call adjourned the meeting at 7:01 PM.



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



Tassi Call, Facilitator and Co-Chair TBD
Date



Wendy Biallas-Odel, Facilitator and Co-Chair TBD
Date

Advisory Committee Regarding High School Instructional Time Meeting Minutes
September 27, 2016

Approved: TBD