

**BHS BSEP Meeting
March 23, 2015
Conference Room B**

NAME	COMMUNITY	ATTENDANCE
Sandi Hunt	Parent	Yes
Nia Hampton	Student	Yes
Susi Lopez-Platt	Staff	Yes
Nerine Ortiz Pon	Student	Yes
Jackson Grisgby	Student	Yes
Zack Marienthal	Student	Yes
Toni Stein	Parent	Yes
John Lavine	Parent	Yes
Catherine Lazio	Parent	Yes
Kristin Glenchur	Principal	Yes
Matt Albinson	Staff	Yes
Timothy Carter	Parent	Yes
Sarah Cline	Staff	Yes
Aaron Glimme	Staff	No
Harry Overstreet	Parent	No
Rhonda Jefferson	Staff	No
Walter Mitchell	Staff	No
Max Cramer	Student	No
Jed Waldman	Parent	Yes

Establish Quorum: 4:35pm

Approval of Minutes from Last Meeting:

Motion:

Second:

Votes:

Motion carries

Approval of Agenda-Additions/Changes:

Discussion of how the presentations work.

Motion by KG

SL seconds

Motion carries all votes

Public Comment:

John Villavicencio:

Presented his proposal “Increasing Access to BHS Leadership” – This proposal hopes to create a Fall and Spring school activities for students. There is also the idea of a possible ropes course event for students, he is currently working with UC Berkeley to create this opportunity. This would be a great opportunity for students as it can allow them to come together as one community. In Leadership Mr. Villavicencio is also hoping to start a new program for incoming 9th graders, it would be separate from the Leadership program, but student leaders can still participate.

Members asked questions about whether this program can be funded somewhere else; Mr. Villavicencio explained that he is tapping on other possible funding, they are also looking at fundraisers.

Adriana Betti:

Ms. Betti presented her proposal for the “R.I.S.E.” program. Ms. Betti came in with a group of students and tutors holding signs letting the committee know whether they are currently a student or a tutor. None of them addressed the committee. Ms. Betti gave the committee a brief overview of her program. She mentioned that the program was funding by BHS students, and at that at some point it started getting funding from the city of Berkeley. Ms. Betti mentioned that the program started getting funded by BHS about six years ago. Currently, the city funds them at \$216k. She also mentioned that the city does not want to invest in academic support, and hence is requesting the BSEP committee to fund the tutorial part of her program. She mentions that the tutor budget is very expensive as tutors. They support students through different social issues such as pregnancy, and tutors are made available if they are unable to come to school. The RISE tutors go above and beyond their duty. One of the issues discussed during Ms. Betti’s presentations is whether not receiving funding for her program would affect tutoring, and she mentioned that if her program does not receive funding, it may need to relocate. She mentioned a school in Richmond has reached out to her about expanding her program to Richmond. Students in her program as identified in middle school. They can take up to 100 students per school year, 25 students per grade level. Last year, they received about 400 applications for the program, and were only able to accommodate 25 students for their freshmen class. Restrictions of who can be part of the program are placed by the city of Berkeley. They can only serve students in West and South Berkeley.

Lisa Sibony:

Presented her proposal “Outreach & Volunteer Coordinator “ Lisa coordinates all the parent volunteers at BHS. Next school year she will be working on putting together a detailed calendare with the big things she is involved in. Last year, they added the FAQ documents that is handed down to campus visitors. This document was carefully reviewed by different people at BHS. If Lisa’s position was not in existence, BHS would probably not

have any parent volunteers who together have volunteered about 521 hours during the school year. Lisa has tried to reach out to Mrs. Parker and Mrs. Amezcua in the Parent Resource Center to have more parents of color involved, but has not been very successful. She hopes that she will be able to reach out to more parents of color to volunteer at BHS. Lisa does a lot more than coordinate volunteers at BHS, she is constantly looking for ways to make BHS work more smoothly, and to make parents' experience with BHS more pleasant.

Tamara Friedman:

- Ms. Friedman presented two proposals. The first proposal is "EL Home School Liaison & ELD Tutors/Mentors". For this proposal she had three students speak to the committee. Student #1 is from Kenya. He says that his tutor helps him in his math and English classes. He said that the tutors help him understand his classes better. Student #2 is from the Philippines, he said that tutors help him with his homework, and he also feels that the tutors teach them how to be more independent at BHS. Student #3 spoke about Patricia Stewart, she is the current bilingual home school liaison for the EL department. Student #3 said that Patricia is "really helpful", she helps her understand which course she needs to take to graduate from high school; she also helps her talk with her teachers when she needs to. She comes to see Patricia every day. Tamara Friedman said that Patricia is the "heart and soul of our program", she takes students to get eye exams, visits their home, etc. Ms. Friedman adds "The model for a HSL should be modeled after Patricia Stewart."

The amount of funding she is requesting is for a portion of Ms. Patricia Stewart's position. Ms. Friedman isn't sure if LCAP will fund the position whole, but has been looking into the possibility.

The HSL and tutors mainly work with newcomer students, these are students who are new to the country and are learning English. Currently the Newcomer program has 90 students. The EL program also works with Long Term English Learners (LTEL), these are also English Learners, but they have been in the country over five years and have not met the requirements to be mainstreamed. According to Tamara Friedman, these students need a great deal of academic support. They often are paired with mentors for their program called "Challenges".

- The second proposal Tamara Friedman presents is the "Writer's Coach Connection". Ms. Friedman said "this [proposal] is to target our LCAP, EL 4 and SEI World Lit. We would like to provide them the support they need to write proficiently. We think that one-on-one intervention will provide this support." This program would support about 60 students. The funding requested is an administrative cost. They program would train the tutor(s), plan schedules, etc.

Andy Waranoff:

Mr. Waranoff presented his proposal “Academic Support for Student Athletes”. He is running the athletic study center for athletes that became ineligible to play last school year, and this year. Andy tracks academic progress for all student athletes. He seeks kids out in class and encourages them to come see him. Andy runs an after school tutorial program from 3:30 to 5:30 Monday through Thursday for student athletes. Andy also works with students to help them advocate themselves, and take more agency over their academic progress and performance. He helps them facilitate communication with their teachers so they take more ownership. He has face to face check ins “in the hallways, or the classroom, text message conversations.” He also shows up at their practices and their games. He checks in with the students teachers, counselors, anyone that has contact with the kid so he can get a better picture of what is going on with those kids, and help them do better. A smaller piece of what he does is to help kids connect to the opportunities to play in college. He uses them during their junior year to make better choices during their Senior year in high school so they have the opportunity to pursue collegiate athletics should they decide to play in college.

Wyn Skeels:

He presented his proposal called “BHS Academic Support Services” He said his proposal has 6 major areas:

1. Tutorial – Learning Center where students come and work on their homework.
2. Teacher tutorial program
3. Evaluation of the program with very specific data using student ID numbers.
4. CAHSEE support – He does a lot of targeted CAHSEE support with juniors and seniors, but especially with senior students because it is more urgent. Historically at BHS they’ve been trying to increase the level of CAHSEE pass rates, but we haven’t been very successful; partly because the test takes place in very large gyms where all students in the 10th grade come together to take a test. The CAHSEE is an untimed test, and students can take as much time as they need to finish. Most sophomores will pass it their first time, if they spend time with the test. Historically at BHS students finish the test in two hours. The most struggling student who has a difficult time focusing in an environment like that feel that they should be done, so they often rush to finish the test. What he’s been doing is putting kids in a more supportive environment where kids can find a quiet place and take their time taking the test. Last year, the new CAHSEE support was piloted with the Bridge program. This year, all small schools administered their own CAHSEE exams. This way it was a more contained environment.
5. Intervention Team – one of the most important parts of his job. He works closely with Jasdeep Mahli, she is our intervention coordinator. They work to address the social/emotional needs of BHS students and enrich them academically. They meet daily. They’ve created a mentor program for our most at-risk freshmen students. They’ve recruited mentors, hired them, trained them, evaluate them and get them paid. Those are the kinds of things that they do daily in real-time. They’ve hired tutors for Algebra 1 classes after one-time monies became available. Those are some

of the things Wyn does that are more difficult to put into a report. It includes, high recruiting, hiring, evaluating, processing time sheets, etc.

6. Active member of the 2020 vision

Mary Dougherty:

Ms. Dougherty presented her proposal “Coaching for Success”, she co-directs the band & orchestra program with Karen Wells. Each of them has two classes, and together their program works with about 170 students. They have students from all the SLCs, the Berkeley middle schools in and incoming students from private schools. In those classes they have students with a big range of experience. Up until two years ago those classes were not auditioned, students were fed into those classes according to their schedules. In the last two years, they have been holding auditions, though there are still constraint by scheduling. The 0 period class has still a huge range of experience in one class. Therefore what they want to do is to provide music mentors. They develop this by bringing in coaches who are professional musicians, and they come in and break students down into instrument groups and/or into small ensembles. It provides individual instructions to students who need that support, and it also models for the more advance students on how to be section leaders to mentor the least experience students. The goal is to give equal access to this specialized education and to provide students with a role model on how to be a leader and a mentor. The money is to bring coaching into the music classroom. The idea is to bring in coaches from the different instrument groups to help students. Every one of the classes would have coaches, a total of four classes.

David Borelli

Mr. Borelli presented his proposal called “AP Coordinator Position.” Mr. Borelli teaches AP Language and Composition at BHS; also in support of this proposal is Mr. Jeremy Thorner, a parent of an AC student. Mr. Borelli read the official language from the college board that talks about equitable access to all students. AP has been a staple of Academic Choice. Mr. Borelli provided the following numbers: In Academic Choice junior students take their first AP course, in that year, the most popular class is English Language. 84% of white students in the 11 grade take that AP class compared to 56% African American students. He says that is in the WASC goals that the school provides African American and Latino students with instruction in academic language. The proposal is for a position to oversee the AP classes in Academic Choice and to make sure that it reflects the 9th and 10 grade classes in academic choice where all the students are in the same classroom, and not have the de-facto tracking. The proposal is for a .2 certificated position to oversee more ways to getting more students enrolled in AP classes, to prepare them and to make sure teachers have strategies to deal with a more heterogeneous class. This person would do formal assessments to see if students are improving their academic skills.

Mr. Thorner believes that students need to know that they can rise to the challenge, but they need to be provided with the tools they need to succeed. He says that is what the AP Coordinator position intends to do.

David Luu and Yari Sendel:

Mr. Luu and Ms. Sendel presented their proposal called "Circles Program." Mr. Luu waived his presentation of the OCI coordinator position to spend more time presenting about his proposal for the Circles Program. Ms. Sendel has been helpful in getting the program up and running. Last year, the circles program helped to divert suspensions. For this year, they are trying to add a component where conflict mediation is a part of the program. They are also trying to become more restorative in the way they do things. Mr. Luu and Ms. Sendel provide committee members with a handout with information about the program. Ms. Sendel was one of the first people to be trained at UC Berkeley to do Circles Process. She is familiar with the program there and the restorative justice program in Oakland. Ms. Sendel helped Oakland to design their peer based program. One of the big things is to look at what other schools are doing; she suggests that Oakland is at the forefront of that. She further suggests that schools that have restorative justice programs do better academically, the reason is because "if you feel safe, you are more likely to learn", if on the other hand students don't feel safe in their learning environment they are less likely to do well academically and socially. These students are more resistant to come to class or participate in classroom activities. If the program is funded, Ms. Sendel would be at the school from 2-6pm every day. She is currently doing this with funding from one time monies. Students would be referred to the program from OCI staff, counselors, administrators, etc. The referral would basically tell them what is going on with the students involved. It could range from students who are facing a suspension, or simply kids who are not getting along.

Phil Halpern:

Mr. Halpern is also presenting about two proposals "Video Projector" and "BHS Media Tech." The proposal for a new video projector requests funding to purchase a high tech video projector to be used in the Little and Community theaters. He is suggesting that the projector is solely used by BHS or BUSD staff only.

His second proposal is for the "BHS Media Tech" position. This position was long funded by BSEP, but it did not receive funding last school year. He says that it is a pretty rich year for students. He feels that he has the best job in the school because I get to work with kids that are excited to do (video), rather than pushing them to do what they don't want to do. This program requires kids to go out into the community and do video jobs on short term basis for teachers, administrators, student teachers, etc. There are kids doing game tapes for athletic events. They also have a sound studio that needed to be rebuilt, so the media tech was able to do that, so kids can use it in the afternoons. He says that the reason a lot of this is happening is thanks to the Media Tech. If the position is not funded, Mr. Halpern would still try to do everything he could to make the program run smoothly, but it would definitely be more limited. Career Technical Education is really important because is an avenue for kids to pursue so they can be successful academically and build success. This allows students to be excited about school and their post-high school life. Is hard to separate what I do and what the Media Tech does. We work in collaboration with each other.

Erica Gratton:

Ms. Gratton presented the proposal for the “AC Academic Development Classes”. This class teaches students skills to be successful students. They have found that these students have a number of issues ranging from suicidal thoughts, depression, homelessness, etc; these social issues often hinders students’ ability to do well in school. The coordinators are also available at lunch and after school, they help students whenever they need help. We are looking at giving students a base to learn to advocate for themselves and find the resources that they need at school like the Health Center, Counseling, etc. Currently, the teacher on this position is on maternity leave, but she will be returning to the position next school year. The total amount they are asking is fund a .4 FTE of her position. Part of the success of this program is because kids have a choice to be a part of it, and when they feel like they are opting in to a program, they are more reception to it. Students are reached out based on the intervention list, ASI scores, etc. For this reason, the class is set to start on the first day of the second quarter.

Chair Report:

No Chair report.

Report out on Previously Funded Programs:**Tim Carter:**

Wyn runs the CCC tutoring program. The Berkeley Development group funds the teachers hours. His position does more of the coordinating of resources; he tracks students and directs students to resources. He works with the OCI Intervention coordinator. He helps a lot of breadth of students. When I was in the SLC, he had control of the center. He knows most of the students. He knows as they come in who needs his attention. He manages the volunteer tutors, and student tutors.

I don’t really know about his CAHSEE involvement, how he was supporting that as clearly as he was supporting needs of other students.

KG: He facilitates the census part of it .It happens one time, and it happens in February.

SC: Tutors money?

TC: He thinks the tutors deserve a raise.

CL: CAHSEE should be a general fund priority

KG: I know he uses that to justify an extra .2. I have already told him, I won’t be advocating for the .2 FTE.

TC: I agree. I also wouldn’t advocate for the .2

CL: Are the numbers up? Is there data that supports an improvement with the tutoring?

TC: I was impressed how he stepped up the tracking. He separates it out by SLC, grade, etc. He can track their academic success. He tracks their attendance. His next thing is tracking to the teachers that are supported by the development group.

KG: Today the WASC visiting committee was here. Those who had 20 or more visits to the SLC students GPA is going up.

KG: This is part of what the intervention team can help us do.

Catherine Lazio: Drum and Dance

This is a position for the African Dance and Drum program. This is to fund the position for the drummer. This year there are 300 students enrolled in the class. The program has been existence for about 20 years. Ms. Washington has been running the program for over 20 years. The description “an inseparable union” is absolutely true. You can’t dance without the drums. The evidence is in the performance. You can go on YouTube to view some of their performances. You can see is a very rigorous program, they manage to master complicated pieces in a short period of time and perform them in front of the student body. In terms of whether the program is meeting its goals, I say, it absolutely meets all its goals. It’s a wonderful testament to using culture to create community, using culture to perform.

SL: There is an increase of \$9,000 from last year.

CL: I don’t really know about the increase, I was just evaluating last year’s program. I’m not even sure if the position is classified or certificated.

KG: It’s classified. The .6 FTE covers 3 days a week. She uses funds from the African American Department to account for the other drummer.

JW: How does it relate to any other classes?

CL: She is the co-director.

SH: Are there two teachers in the class?

KG: There are not two teachers in the class. This position helps her teach the class. I observed them today. The dancers listen to the drummers. I can’t say that there is another source of funding.

JW: This is perhaps one of the more expensive classes? Is there anything comparable?

KG: I wouldn’t say that it’s the more expensive course. We have some classes that are very expensive. Classes like the Academic Development class are very expensive. We also have to look at enrollment. These arts and PE classes have a much higher enrollment rate than your regular academic classes.

JL: Is still concerning that for 20 years that this is been a big BSEP ticket. I see this is problematic.

SC: I love Naomi’s program. And I totally agree that there needs to be a drummer in this class. He also teaches a few students how to play the drum. I hate to say this. This is the highest paid drummer I’ve ever seen. This person is getting \$100 an hour/ 15 hours a week. I think someone else should take the job. I love Naomi, and I love her program, but this person is also her son. I just think this problematic. I think this person should take a similar rate than the other musicians in this district, which is \$15 to \$16 an hour. He makes well over any other certificated employee in this school district. I think we should be funding it every single year. The fact that we’ve been funding it for 20 years is not a problem to me at all, I think the fact that we’re funding it at \$100 an hour is problem.

JW: I can’t see that, is just not transparent.

KG: I can’t remember what the classified title is that he gets paid under.

SC: It just says that he’s there 15 hours a week three classes.

KG: When I say that he's there 15 hours a week is just for classes. He also does performances. We're paying them at .60FTE. We can look at the actual hours he's doing, but he's doing more hours than he gets paid for. He's there for performances, if they are practicing after school, he's there for that. It has been difficult for me to wrap my head around this conversation. I'm trying to understand the comparison pay for him, and one of the other music programs. I have to put it out there around the ASI, the number of kids that are participating and having contact with him. I'm trying to do an apples to apples comparison. Sarah has seen, this already. I want to share with you. I want to call it "A pilot analysis of the BSEP grant". Is there a way to find out who are they kids they are serving, how many hours, and can we quantify that by the actual dollars that are spent?

- The committee moves the discussion to analyzing some data provided by Dave Stevens to Kristen Glenchur.

KG: I asked Dave Stevens who was the creator of ASI to do his best to take programs, and especially if there was a cohort that was enrolled in school, like dance and concert. I asked him to look at that cohort exams, their ASI scores and try to do some quantifying based on the grant request and how many hours we were getting them services, and to try and target who is getting service for all of our students and getting service for high ASI. I want to say as a caveat, that I'm happy to take question to him, or to revise it. I want this to not be the be all, end all data we're using to make decisions.

JW: Can you explain ASI?

KG: Let's think about kids that come to school with headwinds and tailwinds. Some kids come with tailwinds (push kids to do better), headwinds (risk factor). We measure that by assigning points to them.

JW: So, it's a risk-factor, not a performance?

KG: Yes.

KG: Dave put this together for me just today, so there may be some inaccuracies, and Sarah and I looked at this today, and we revised a couple inaccuracies that we saw.

- The committee then went through the chart created by Dave Stevens. Many inaccuracies were found, and KG said she would ask Dave Stevens to work on the chart some more.

KG also explained that not all proposals lend themselves too well to the same analysis outlined in Dave Stevens' chart, for example tutorials.

SC mentioned that although we want to prioritize and help students with high ASI scores, that is not the only "charge of BSEP", and that part of the language of BSEP is to also fund the arts.

KG also said that she's still learning of all the caveats for BSEP and is actively looking for ways to find other source of funding for some positions. She mentioned the idea of making some of the positions certificated, look to LCAP to pick up more funding, etc.

KG: There are some positions that I'm prepared to say they don't need extra funding, like the Andy Waranoff position. He's asking for a 1.0, I don't think he should be a 1.0, he should

be a .60 like he is next year. The Patricia Stewart position, I'm prepared to ask LCAP to pick up more of that position.

SH: When we look at this budget we have a \$1,010,814 total request, and we have about \$732,550 to allocate, so we have a \$278,264 deficit. How solidly can we go through the list and say, we can pick that up.

KG: I think I can solidly go through quite a number of them. I'd like to share with you what's on my head right now.

CL: I just want to say that in the BSEP measure, there is a description of what discretionary school site funds can be used for; and unfortunately I thought we were going to quoted exactly in the bottom of the second page of the rubric. One of the things that as a taxpayer, I think about this money and think about allocating this money I would like to hit all those points. I think is a good thing to keep in mind that taxpayers when they vote for this look at those words and agree with those words. I think is good to honor the variety of the language in the measure.

KG: I want to say that the BSEP funds that come to us via eco funding or keeping in mind the growth of music in our school, we've allocated more money in eco funding in the last couple years, and I know this because I worked on the schedule and I know we allocated an additional .4 and I know there is room to grow.

Kristen's Report about where we cut funding from the current proposals:

KG: First of all, I want to say I've been working when Tamara presented to try to get LCAP to pick up more items. I have gotten nowhere. I think the BSEP meeting I sent out an email to Pat Sadler to say "we consider that these things should be funded this way", and I included the EL HSL position, the tutors, etc. I will continue to advocate for those. I'm also exploring our general fund budgets, we're looking at course numbers, to see what kind of classes we can put more money toward. I will continue to push for where any of these positions can be certificated positions. I'm also going to try to meet with the Berkeley Development Group to see what of these items they can pick up a piece of.

Kristen Glenchur goes through the budget list from top to bottom:

- 9th Grade Bullying Prevention Presentations: I want to take \$20,000 off the list, as I believe that we can do this program under a different pay. In addition, Ms. Mahli is a 1.0 LCAP funded Intervention coordinator, and this would put her at a 1.2 FTE, and that just isn't going to work. This \$20k can possibly be funded elsewhere at an hourly rate.
- Academic Choice Development Classes: KG is going to reserve her comments on this item.
- Academic Support for Student Athletes: I've already said that this should be funded as it was funded in year past, a .5 FTE, and we can find a .1 to make a it .6 FTE. So, I would pull a .50 funding off the budget, which I would estimate would be a \$45k reduction from that proposal.

KG skips down to:

- BHS Academic Support Service: I think this should be brought down to a .8 FTE and that drops down to approximately \$19k- By the way, I do think that Wyn does great work, and I will be looking for the .2 to make his position more doable.
- BHS Academic Support Tutors: It's funded at \$17k, and I know they are asking for more money. Whenever we are able to find one-time monies for tutorial we do that. This year we were able to find math tutors. I would advocate for funding tutors at the \$17k. That would take \$8k off that.
- College and Career Administrative Assistant: I want to pull off \$5k off the \$43k proposal.
- Drum and Dance: I would pull off the budget whatever it would cost to fund the drummer at a .53 FTE – I would not be inclined to do additional hourly.
- EL Home School Liaison: I'm working very hard to have LCAP fund this position. I think her capacity to reach out to the community that LCAP targets is very directly, so it should not be hard to make the argument to fund her. I can't tell you to take it off.
- Increase Access to Student Leadership: I am surprised how Mr. Villavicencio has gather monies from a number of different sources, and we've put \$5k into training adults to increase our capacity to have the seniors and juniors support our freshmen for additional \$4k grant. I have a question about this, and I'm not sure I want to put another \$5k toward that program. I want to see what he can do with the money that he has before we invest more money. I would advocate to pull that off.
- Instructional Materials: I want to put on the table to take maybe \$20k off this item. I can't believe I'm saying that because I know we will spend this money. We've done a 1/3 for music, a 1/3 for science, because we know that they will always spend the money that goes directly to kids. BUT I want this to be number one priority for the carryover monies. I want to bring this down to a \$75k in mount. So say, \$15k there.
- OCI Coordinator: I do believe that this integral to OCI, and I'm advocating the district to give us funding for that position. But I don't know if it will happen or not. I'm not taking it off, but I do want to see if I can find funding elsewhere.
- Parent Resource Center: I have some questions about this items and other funds, so I'm going to ask questions. I'm not prepared to pull that off yet.
- R.I.S.E. Tutorial: I would struggle to give it an additional \$20k to this program. They are not increasing the number of kids they are serving. This is a city funded program. We do provide in-kind services to a very high degree: from facilities, very high custodial, etc. And although is a very high ASI population that they serve, I'm not inclined to take payment of city programs with BSEP money. I would be inclined to increase it, and I would keep it at its current level.
- Video Projector: I already pulled that off the table. We're going to pay that with other monies.
- Writer's Coach Connection: Can we reach out to Berkeley Public Ed. I actually think we can fund this from other grant resources, so conservatively, we can pull off \$10k from that.

The total comes up to \$144,000 off the asking budget. That we still have a gap of \$133k

KG reminded the committee, that she is simply advocating to find sources elsewhere for the positions aforementioned, but it is not guaranteed that it will be picked up. It looks optimistic, but we can't rely on that, and the committee should be prepared to make cuts.

Workshop:

The committee took a few minutes to study the rubric that was emailed to them by SH. As a group the committee normed the BHS Media Tech proposal written by Phil Halpern so they are all on the same page when they scored all the other proposals on their own. They had some short discussions regarding the rubric when questions came up.

SH: This form I emailed you. You all need to score for yourself each of the proposals. We have the rubric as a point of reference to score it. Each of the proposal will get scored based on certain characteristics. The purpose is to identify the outline. Those things that are most important to people and less important. It's a pretty subjective process. All we did in a group previously was go through them together.

Next steps:

SH: You have the rubric in your email. You need to score everything by April 9th. You need to give it back to me, and I'll give you specific instructions. I will take your raw version of this, and work with this to aggregate it.

Adjourn: 8:56pm