



Architecture Engineering Planning Interiors

177 N Church Ave
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Meeting Minutes

Meeting Date	October 28, 2015
To	Attendees, Distribution
From	Carmen Wyckoff
Location	LIRC
Project	TUSD- Student Assignment Committee
DLR Project No.	30-15125-00
Attendees	See Sign-In Sheet
Purpose	Refinement of Recommendations

Minutes

Items Discussed:

1. Welcome
2. Presentation of feedback from Special Master and Plaintiffs, Governing Board:
 - a. See presentation, attached, which was verbally presented by Katrina Leach.
3. Presentation from Dan Erickson, Magee Middle School Principal:
 - a. Magee is 1 point away from being a B rated school due to recent improvements
 - b. The principal's concern is that if Magee loses about 20 students its population will drop below 600, causing the school to lose staff positions
 - c. Magee is battling rumors that it will close due to the grade reconfiguration
 - d. There are GATE classes in all 4 core areas
 - e. The question was posed to the small groups: how do you attract non-TUSD students while not cannibalizing TUSD students currently attending Magee?
4. The group broke into small groups focused on K-6 schools, K-8 schools or the high school. These groups refined the committee recommendations to better address the presented comments and reported back to the group.
5. K-6 Collier and Fruchthendler:
 - a. The honors pipeline is no longer an option
 - b. There is a perception that these are "white" schools, yet 40% of enrollment is minority students. The schools want to invite visitors to tour the facilities to get a more accurate view of the current population.
 - c. These schools once were K-6, and would like to return to that precedent
 - d. Possible ways to address the concerns, increase integration and strengthen the minority population at Magee, Collier and Fruchthendler:
 - i. After school programs and a late express bus to bring a more integrated population into the schools
 - ii. Promote Odyssey of the Mind at Magee
 - iii. Strengthen the special needs program at Magee to be a continuation of the strong program at Collier
 - iv. Add multi-cultural programs, after school sports, and dual language programs to better attract minority students to use express busses.

6. K-8 Borman and Drachman:
 - a. The emphasis should be on the loss of students to charter schools.
 - b. Borman:
 - i. Only 4 students went to Naylor last year, and only 1 of those stayed at Naylor. 36 are at Sonoran Science Charter.
 - ii. Parents want to have children on base for security and lock-down purposes.
 - iii. A K-8 school could reduce the number of school facility transitions in a very mobile military population, and provide a stretch of stability in students' lives.
 - c. Drachman:
 - i. K-8 Montessori configuration is the most common Montessori configuration; a K-6 school is an anomaly.
 - ii. Drachman is a hybrid Montessori public school, so only 3 of 15 teachers are Montessori certified. The lack of certified 7th and 8th grade teachers would not be a concern.
 - iii. Currently they are losing students after 3rd grade since there is no 7-8th grade option.
7. Sabino 7-8 and 9-12:
 - i. Students would not be mixed in grade levels; the junior high would be a separate wing. Only select students could opt-in to take higher level high school classes.
 - ii. The perception that Sabino is a "white" school is not accurate, as it is about 1/3 Hispanic and the African-American population has doubled recently. The grade reconfiguration would not create a racially concentrated Anglo school.
 - iii. About 56% of Sabino students are currently open-enrollment; with more students and more programs, open-enrollment may attract an even more diverse population.
 - iv. Magee could be strengthened using open enrollment, express busses, and marketing of their programs. Perhaps a freeze could be placed on the Magee staffing positions so that the school has time to recover from a small loss of enrollment due to the grade reconfiguration.
 - v. Perhaps the junior high enrollment at Sabino can be capped to limit the effect on other schools.
8. After agreeing that all five proposals should be recommended, the group prioritized the proposals using a dot-voting system. #1 was the top priority, down to #5. See results, attached.
9. Final Comment by TUSD:
 - a. The effects of Charter Schools on Desegregation Orders has not been fully examined by the courts. The group is curious how their introduction into TUSD has affected the integration process and goals.

If this report does not agree with your records or understanding of this meeting, please advise the writer; otherwise, we will assume the comments to be correct.

Fruchthendler Proposal

- Change K-5 to K-6
- Immediate Needs: No renovations needed
- Long Term Plan: Additional classroom space may be desired for Music if the multi-purpose room cannot accommodate it. Additional classrooms may be needed depending on the success of the program to attract TUSD Area students who do not attend TUSD schools.

Fruchthendler Comments

Fischer Plaintiffs

- Not Supported
- Concerned with attracting white flight and turn school into an “identifiable white K-8 school.”
- Concerned with Honors Pipeline and equal access (comment is no longer applicable)

Mendoza Plaintiffs

- Not Supported
- Reduces white population at Magee MS.
- Attract white students to white schools. May attract non-TUSD students, but not to racially concentrated schools.

Special Master

- Supported
- Would like to try express buses to attract students

Governing Board

- Attracting Anglo students into TUSD will help overall District Integration and may help market other TUSD schools – President Grijalva
- Past experience with busing has not been successful, is this the best use of our resources? – Dr. Stegeman

Department of Justice

- No Objections

Collier Proposal

- Change K-5 to K-6
- Immediate Needs: No renovations needed
- Long Term Plan: No renovations needed

Collier Comments

Fischer Plaintiffs

- Not Supported
- Concerned with attracting white flight and turn school into an “identifiable white K-8 school.”
- Concerned with Honors Pipeline and equal access (comment is no longer applicable)

Mendoza Plaintiffs

- Not Supported
- Reduces white population at Magee MS.
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Governing Board

- Attracting Anglo students into TUSD will help overall District Integration and may help market other TUSD schools – President Grijalva
- Past experience with busing has not been successful, is this the best use of our resources? – Dr. Stegeman

Department of Justice

- No Objections

Drachman Proposal

- Change K-6 to K-8
- Immediate Needs: No renovations needed, accommodate science instruction (1 mobile lab table)
- Long Term Plan: Renovate for PE changing rooms; add walls to project areas for extra classrooms if needed.

Drachman Comments

Fischer Plaintiffs

- Ambivalent

Mendoza Plaintiffs

- Supported, so long as Drachman, as a magnet school, continues to work toward meeting its integration goals.

Special Master

- Reservations
- Concerned with popularity of Montessori structure for middle school and with certification and availability of teachers for this program.

Governing Board

- Is Montessori viable at the older grade levels? Will there be recruitment challenges for qualified teachers? Will making this successful program bigger compromise the program by over extending itself or stretching/depleting resources? – Dr. Stegeman

Department of Justice

- No Objections

Borman Proposal

- Change K-5 to K-8
- Immediate Needs: Light renovation of 2 classrooms to remove partitions; accommodate science instruction (1 mobile lab table)
- Long Term Plan: PE changing room addition

Borman Comments

Fischer Plaintiffs

- Concerned with attracting white flight and turn school into an “identifiable white K-8 school.”
- Takes away from Roberts-Naylor potential attendance population.

Mendoza Plaintiffs

- Supported

Special Master

- Supported

Governing Board

- No Comment

Department of Justice

- No Objections

Sabino Proposal

- Change 9-12 to 7-12
- Immediate Needs: No further renovations needed
- Long Term Plan: No further renovations needed

Sabino Comments

Fischer Plaintiffs

- Not supported
- Concerned with Honors Pipeline and equal access (comment is no longer applicable)
- Reduces white flight from TUSD, but encourages white flight within TUSD

Mendoza Plaintiffs

- Not Supported
- Reduces white population at Magee MS.
- Attract white students to white schools. May attract non-TUSD students, but not to racially concentrated schools.

Special Master

- Not Supported
- Negative effect on Magee. Magee needs to be strengthened, not weakened.
- Concerned with separation and safety of 7-8 students
- May support express bus option if evidence provides success with Fruchthendler and Collier.

Governing Board

- Only an option, not mandated and could help with retention – Mr. Juarez
- Not supported by SM&P, is this something we want to push? – Dr. Stegeman

Department of Justice

- No Objections

Borman Elementary School

Proposal Description:

- Change K-5 to a K
- Immediate Needs: Renovation of 2 classrooms to remove partitions; accommodate science instruction (1 month)
- Long Term Plan: Locker room addition

Integration Strategies:

Pairing and Clustering: Borman is on base and it is not feasible to pair or cluster it with an off-base school due to Davis-Monthan Air Force Base (DMAFB) access restrictions

Boundaries: No boundary changes required; boundary changes would not increase integration

Magnets: Borman is not a magnet school, and the proposal would not significantly impact any surrounding magnet schools.

Open Enrollment: Open Enrollment is not a factor in this school due to DMAFB access restrictions

Proposal-specific strategies to promote integration and/or other USP activities: AVID at Roberts-Naylor (an integrated school with a student population that is 22% African American and 58% Latino, and capacity for approximately 200 additional students) could operate to provide more students with an opportunity to attend an integrated school, and to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs) such as GATE and pre-AP classes.

Pros and Cons:

Pros:

- Retain 6-8th grade students in TUSD. The Vail school district currently buses approximately 100 students from DMAFB to schools in their district. And, a charter school located on the base enrolls approximately 90% of 6th-8th grade students currently living on DMAFB.
- Community retention of families into TUSD high schools
- Maintain the military "culture" within the families through 8th grade
- Support DMAFB families by providing a middle school option on base
- The facility is currently underutilized but would likely become fully utilized once enrollment reaches two classes per middle school grade

Cons:

- Once enrollment reaches two classes per middle school grade there will be no room for future growth.
- Facility would be missing some typical middle school spaces such as a science lab, PE changing area

Costs:

Construction:

- Immediate Needs: \$60,000 for light renovations to two classrooms
- Long Term Plan: \$700,000-\$750,000 to add two classrooms and a locker room if enrollment exceeds expectations

Transportation: No cost

Marketing: Not applicable

Borman Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
	X		Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
	X		Targeted operating capacities
X			Current and planned instructional programs
	X		Effects on integration
	X		Student transportation
	X		Feeder patterns
	X		Fiscal impacts

Collier Elementary School

Proposal Description:

- Change K-5 to a K-6
- Immediate Needs: No renovations needed
- Long Term Plan: No renovations needed

Integration Strategies:

Pairing and Clustering: Collier is geographically far from any other elementary school. Pairing or clustering Collier with another school to share a boundary is not feasible.

Boundaries: No boundary changes required; boundary changes would not increase integration

Magnets: Collier is not a magnet school, and the proposal would not significantly impact any surrounding magnet schools (the nearest magnet schools are more than five miles away).

Open Enrollment (supported by incentive transportation): Students living within the boundary of a Racially Concentrated school could attend Collier through open enrollment. For students whose enrollment would increase integration at Collier, the District would provide free transportation in the form of an express bus from a central location to Collier (perhaps combine 6th graders open enrolled to Collier with 7th and 8th graders open enrolled to Sabino, if Sabino is approved). An increase in non-Anglo students at Collier would move it towards the definition of an Integrated School

Proposal-specific strategies to promote integration and/or other USP activities: In 2014-15, Magee's student population was 46% Anglo, 13% African American, and 34% Latino). A reduction in Anglo student percentage and/or an increase in Latino student percentage would move Magee towards the definition of an Integrated School. Developing and offering enhanced ALE programs at Magee (AVID and/or partnerships with Sahuaro High School for pre-AP or Dual-Credit courses) could operate to attract more Latino students to Magee, and to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs).

Pros and Cons:

Pros:

- Capture 6th graders that now leave TUSD
- Create STEM after school programs that feed into Magee's Odyssey of the Mind
- Continue Collier's strong Exceptional Ed program into 6th grade

Cons:

- Prepare for 7th grade transition, versus 6th grade, into middle school
- No science lab for 6th graders, as they might have in middle school

Costs:

Construction: Immediate Needs \$20,000; Long Term Plan: \$0

Transportation:

- \$64,000 for an express bus (ride time 35 minutes) (costs shared with Fenchthandler)
- \$0 to add a Roskruge stop to an existing Collier route (ride time 11 minutes)

Marketing: Included in overall School Choice marketing plan

Collier Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
	X		Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
X			Targeted operating capacities
X			Current and planned instructional programs
	X		Effects on integration
	X		Student transportation
X			Feeder patterns
	X		Fiscal impacts

Drachman Montessori Magnet School

Proposal Description:

- Change K-6 to a K-8
- Immediate Needs: No renovations needed, accommodate science in (1 mobile lab table)
- Long Term Plan: Renovate for PE changing rooms; add walls to provide for extra classrooms

Integration Strategies:

Pairing and Clustering: Drachman is a magnet-theme specific school, surrounded by other magnet-theme specific schools. Pairing or clustering Drachman with another school to share a boundary is not feasible.

Boundaries: No boundary changes required; boundary changes would not increase integration

Magnets: Lower grades are more integrated and parent surveys indicate that a K-8 would retain more students through 8th grade and allow for an integrated school to be developed over time

Open Enrollment: N/A

Proposal-specific strategies to promote integration and/or other USP activities: marketing the Montessori program to targeted demographics would improve integration, particularly if supported by an express bus from the eastside of the District to the downtown area (which could serve to bring interested target students from the eastside to Drachman, and to other nearby sites like Roskruge to participate in dual-language programs)

Pros and Cons:

Pros:

- Retaining students will make the school a more integrated K-8
- TUSD students will have an option for 7th-8th grade Montessori method of teaching
- May retain students within TUSD who currently leave for academically similar charter programs (the K-8 option is provided in all Montessori charter schools)

Cons: Missing some typical middle school spaces such as a science PE changing area, or athletic facilities

Costs:

Construction:

- Immediate Needs: \$20,000
- Long Term Plan: \$250,000-\$400,000 for PE changing room renovation and 2-4 classroom renovation

Transportation:

- \$135,000-\$180,000 to add 3-4 afternoon routes to accommodate a different bell schedule for the upper grades.
- \$64,000 to add an eastside express bus (ride time 25 minutes)

Marketing:

- Included in overall School Choice marketing plan
- Part of Magnet recruitment strategies; include targeted marketing to potential Montessori populations

Drachman Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
X			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
X			Targeted operating capacities
X			Current and planned instructional programs
X			Effects on integration
	X		Student transportation
X			Feeder patterns
		X	Fiscal impacts

Fruchthendler Elementary School

Proposal Description:

- Change K-5 to a K-6
- Immediate Needs: No renovations needed
- Long Term Plan: Additional classroom space may be desired for Music, if the music room cannot accommodate it. Additional classrooms may be needed depending on the success of the program to attract TUSD Area students who do not attend TUSD schools

Integration Strategies:

Pairing and Clustering: Fruchthendler is geographically far from any other elementary school; Pairing or clustering it with another school to share a boundary is not feasible.

Boundaries: No boundary changes required; boundary changes would not increase integration

Magnet: Fruchthendler is not a magnet school, and the proposal would not significantly impact any surrounding magnet schools (the nearest magnet schools are more than five miles away).

Open Enrollment (supported by incentive transportation): Students living within the boundary of a Racially Concentrated school could attend Fruchthendler through open enrollment. For students whose enrollment would increase integration at Fruchthendler, the District would provide free transportation in the form of an express bus from a central location to Collier (perhaps combine 6th graders open enrolled to Fruchthendler with 7th and 8th graders open enrolled to Sabino, if Sabino is approved). An increase in non-Anglo students at Fruchthendler would move it towards the definition of an Integrated School

Proposal-specific strategies to promote integration and/or other USP activities: In 2014-15, Magee's student population was 46% Anglo, 13% African American, and 34% Latino). A reduction in Anglo student percentage and/or an increase in Latino student percentage would move Magee towards the definition of an Integrated School. Developing and offering enhanced ALE programs at Magee (AVID and/or partnerships with Sahuaro High School for AP or Dual-Credit courses) could operate to attract more Latino students to Magee, and to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs).

Pros and Cons:

Pros:

- May retain the 90% of 5th grade students within TUSD that currently leave for surrounding districts or charters
- May attract the large number of students in the TUSD boundary, 60% of whom do not currently attend TUSD schools

Cons:

- Prepare for 7th grade transition, versus 6th grade, into middle school
- Capacity may be limited for future growth (though enrollments are declining)

Costs:

Construction: Immediate Needs \$30,000; Long Term Plan: \$0, depending on the program success in attracting new TUSD boundary students

Transportation: \$64,000 for an express bus (costs shared with Collier) (ride time 35 minutes)

Marketing: Included in overall School Choice marketing plan

Fruchthendler Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
	X		Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
	X		Targeted operating capacities
X			Current and planned instructional pr
	X		Effects on integration
	X		Student transportation
	X		Feeder patterns
X			Fiscal impacts

Sabino Junior High / Senior High School

Proposal Description:

- Change 9-12 to a 7-12
- Immediate Needs: No further renovations needed
- Long Term Plan: No further renovations needed

Integration Strategies:

Pairing and Clustering: N/A

Boundaries: No boundary changes required; boundary changes would not increase integration.
Magnet: Sabino is not a magnet school, and the proposal would not significantly impact any existing magnet schools as described in the current and previous DIAs.

Open Enrollment (supported by incentive transportation): Students living within the boundary of a Racially Concentrated school could attend Sabino through open enrollment. For students whose enrollment would increase integration at Sabino, the District would provide free transportation in the form of an express bus from a central location to Sabino (perhaps combine 6th graders open enrolled to Collier/Fruchthendler with 7th and 8th graders open enrolled to Sabino). An increase in non-Anglo students at Sabino would move it towards the definition of an Integrated School

Proposal-specific strategies to promote integration and/or other USP activities

- Activity buses can help students with after-school activities if they live out of the immediate area
- To mitigate negative impacts on Magee Middle School, the District could develop and offer enhanced ALE programs at Magee (AVID and/or partnerships with Sahuaro High School for AP or Dual-Credit courses) to attract more Latino students to Magee, and to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs).

Pros and Cons:

Pros:

- An increased population at Sabino provides capacity for a broader range of courses and programs; these may attract more diverse open enrollment students
- The Hispanic enrollment in Sabino is consistently increasing
- Targeted marketing, the express bus and selective placements through Open Enrollment will move the school toward integration.
- Reduces transitions between school levels, which may retain students within TUSD
- Junior high students have access to high school level curricula and instruction

Cons: Safety concerns due to the mix of ages

Costs:

Construction: Immediate Needs; Long Term Plan: \$0

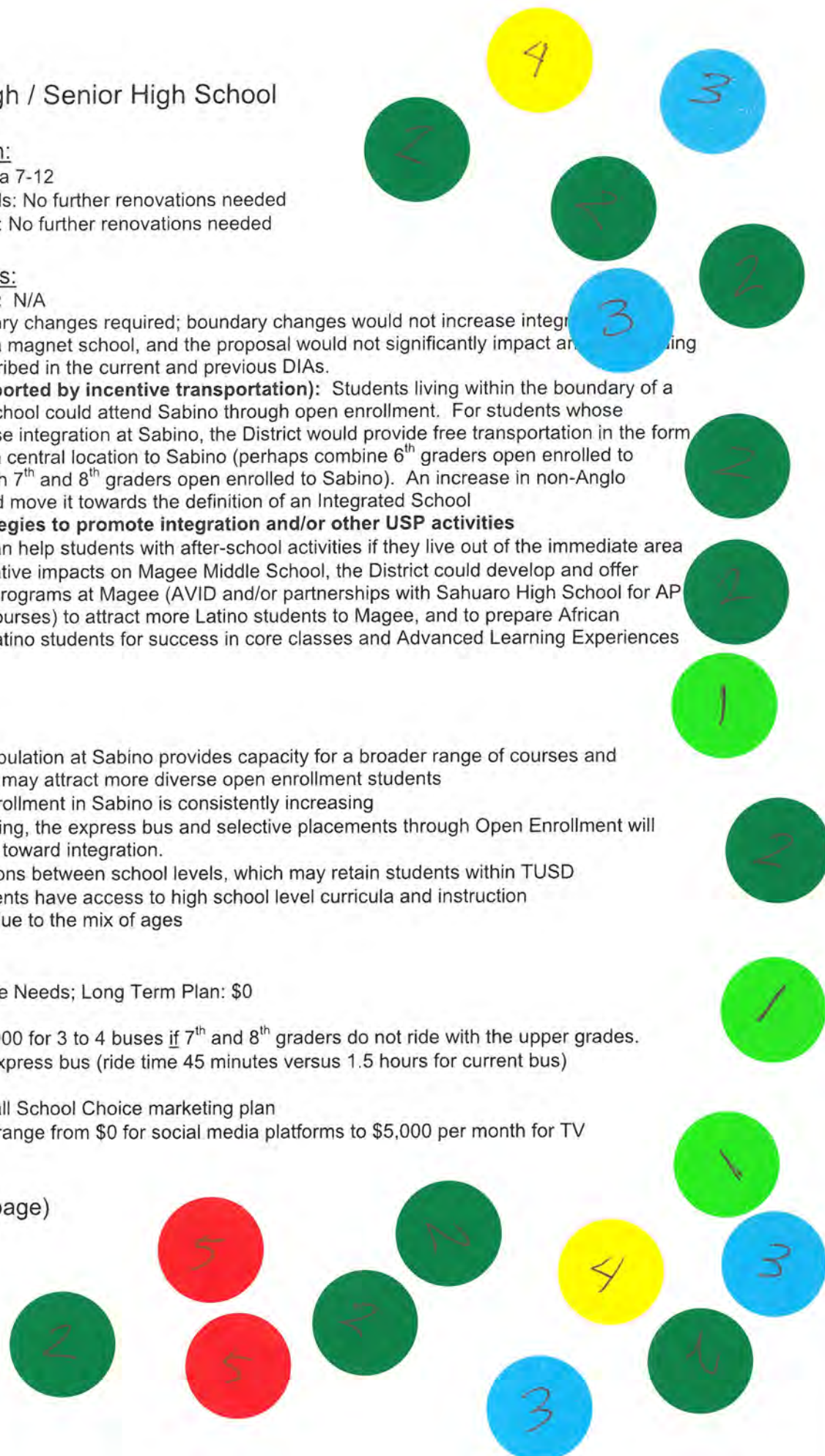
Transportation:

- \$194,000-\$259,000 for 3 to 4 buses if 7th and 8th graders do not ride with the upper grades.
- \$64,000 for an express bus (ride time 45 minutes versus 1.5 hours for current bus)

Marketing:

- Included in overall School Choice marketing plan
- Additional costs range from \$0 for social media platforms to \$5,000 per month for TV commercials

(Evaluation on next page)



Meeting Sign-In



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Date / Time October 28, 2015 5:30 pm
Meeting Type Final Recommendation from Student Assignment Committee
Location Duffy Elementary School

Attendees:	Name	Phone:	School Affiliation	E-mail:	Present
	Kristen Bury	612-201-1002	Drachman Parent	Kbury10k@gmail.com	x
	Ruben Lopez	520-635-9431	Drachman Parent	Ruben082404@yahoo.com	
	Krystal Enriquez	520-429-2590	Drachma Magnet Coordinator	Krystal.enriquez@tusd1.org	
	Stacy Dutton	520-228-6040	Davis Monmouth + Borman	Stacy.dutton_2@us.af.mil	x
	Rosanna Ortiz-Montoya	520-225-2014	Morgan Maxwell Principal	Rosanna.ortiz-montoya@tusd1.org	x
	Jorge Leyva	520-369-8082	Sabino Parent	tucsonazusa@msn.com	x
	Holly Hammel	520-225-6000	TUSD	Holly.hammel@tusd1.org	x
	Chandra Thomas	520-908-4300	Robbins Principal	Chandra.thomas@tusd1.org	
	Jay Campos	520-235-1657	Sabino Staff	Edward.campos@tusd1.org	
	Tina Rustand	520-869-9221	Sabino Parent	terustand@msn.com	x
	Jennifer Guy	520-780-0043	Fruchthendler Parent	Mjguy2001@cox.net	x
	Mary Anderson	520-360-2820	Fruchthendler Principal	Mary.anderson@tusd1.org	x
	Matt Munger	520-730-6059	Sabino Principal	Matthew.munger@tusd1.org	x
	Marcos Jones	520-225-4882	TUSD	Marcus.jones@tusd1.org	x
	Angie Mendoza	520-390-9163	TUSD	Angelita.mendoza@tusd1.org	x
	Jesus Celaya	520-225-1500	Drachman Principal	Jesus.celaya@tusd1.org	x



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Meeting Sign-In

Date / Time October 28, 2015 5:30 pm

Meeting Type Options Meeting for the Student Assignment Committee

Location Duffy Elementary School

Attendees:

Name:	Phone:	School Affiliation	E-mail:	Present
Natalie Levidiotis	940-337-2919	Borman Parent	natalielevidiotis@yahoo.com	X
Tracy Willis	520-424-5790	Borman Parent	K9copswife@aol.com	
Christina Pizarro	520-904-8893	Borman Teacher	Christine.pizarro@tusd1.org	X
Bryant Nodine	520-241-4940	TUSD	Bryant.nodine@tusd1.org	X
Kathy Sisler	520-907-3287	Borman Principal	Katherine.sisler@tusd1.org	X
Paul Larson	520-225-4811	Transportation	Paul.larson@tusd1.org	X
Aissa Mendez	214-235-4117	Fruchthendler Teacher	Aissa.Mendez@tusd1.org	X
Linda Harrington	520-419-9575	Collier Parent	Linda.jharrington@gmail.com	X
Lisa Langford	520-584-4800	Collier Principal	Lisa.Langford@tusd1.org	X
Lori DeBough	520-991-2881	Collier Teacher	Lori.goodingdebough@tusd1.org	
Autumn Szlemko	5220-481-2810	Collier Parent	aszlemko@gmail.com	X
Larry Barela	520-906-0995	Fruchthendler Parent	hoboism@cowboys.uwyo.edu	X
Charlotte Patterson	520-225-6400	School Community Services	Charlotte.patterson@tusd1.org	X
Katrina Leach	602-381-8580	DLR Group	kleach@dlrgroup.com	X

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Location Duffy Elementary School

Attendees:

Name:	Phone:	School Affiliation	E-mail:	Present
Carmen Wyckoff	602-381-8580	DLR Group	cwyckoff@dlrgroup.com	X
Justin Curran		Borman Counselor	Justin.curran@tusd1.org	
Richard Beach	520-461-1303	DLR Group	rbeach@dlrgroup.com	X
Sylvia Campoy		Mendoza Rep.	yopmacS@msn.com	
James Schelble		Fisher Rep.	jameschelble@gmail.com	
Clarice Clash		TUSD	Clarice.clash@tusd1.org	
Lorraine Richardson		Fisher Plaintiff	Lhrichardson2000@yahoo.com	
Martha Taylor		TUSD	Martha.Taylor@tusd1.org	
Sam Brown		TUSD	Samuel.Brown@tusd1.org	
Herman House	520-232-8650	TUSD	Herman.House@tusd1.org	X
Daniel Erickson	834-3397	Magee	Daniel.erickson@tusd1.org	X
Dino Levidiotis	940-337-2919	Borman		X