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IN THE UNITED STATES DISTRICT COURT

FOR THE DISTRICT OF ARIZONA

Roy and Josie Fisher, et al.,
                              Plaintiffs,
v.
 	
Tucson Unified School District No. 1, et al.,
 	
                              Defendants.
	4:74-cv-0090-DCB
	       (Lead Case)

Maria Mendoza, et al.,
                              Plaintiffs,
v.
 	
Tucson Unified School District No. 1, et al.,
 	
                              Defendants.
	4:74-cv-0204 TUC DCB
	       (Consolidated Case)

DISTRICT RESPONSE
TO PLAINTIFFS' OBJECTION (2288)
TO NOTICE AND REPORT OF COMPLIANCE:
FAMILY AND COMMUNITY ENGAGEMENT (2262)

1   The District's revised Family and Community Engagement Plan submitted by the

2 District to the court on August 30, 2019 (ECF 2262-1) sets out a comprehensive plan and

3 description of family and community engagement activities across the District, including

4 not only the activities of the Family and Community Engagement Department, but also

5 the FACE activities of (a) school sites, and (b) other central District departments

6 regarding their own areas of operation.

7   The FACE activities of school sites, including expectations, and training are fully

8 described in Section 1-A of the Plan.[1] The foundation and guide for school-based family

9 engagement activities are the District's *Guidelines for Family and Community*

10 *Engagement at School Sites* ("Guidelines"),[2] developed by the District with Dr. Joyce

11 Epstein, the primary expert in the field, and reviewed by and revised with the Special

12 Master. Staffing and accountability for school-based FACE activities are described in

13 Section II-A of the Plan.[3] Those school-based activities are tracked with monthly reports

14 collected, reviewed and acted upon by the central District FACE Department. School

15 principals are held accountable for conducting FACE activities at their schools by the

16 Assistant Superintendent to whom they report.

17   The activities and responsibilities of the central District FACE Department are

18 described in Section I-B-1 of the Plan.[4] Broadly, the central District FACE Department

19 has three main roles: (a) to guide, support, monitor and track the FACE activities of

20 individual schools sites, including training for site-based staff, and collection of data re

21 school-based FACE activities; (b) to operate the District's four Family Centers as hubs

22 for family engagement activities sponsored by the FACE Department and other District

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[1] ECF 2262-1, at pp. 3-6.

24 [2] ECF 2262-1, at pp. 18 et seq.

[3] ECF 2262-1, at p. 15.

25 [4] ECF 2262-1, at pp. 7-13.

departments, and (c) to facilitate and coordinate the FACE activities of other departments in their own areas of operations. Staffing and accountability of the central District FACE Department is described in Section II-B of the plan.[5]

Other departments have their own family engagement activities, as described in Section 1-B-2 of the Plan.[6] These departments include but are not limited to magnet, ALE, student services, language acquisition, health services, counseling, and curriculum and instruction departments. The Plan describes the interactions of those departments with the FACE department, and cross references those family engagement activities of other departments that are more completely described in the operating plans for those departments.

I.   THE FACE PLAN PROPERLY REFLECTS AREAS OF COLLABORATION WITH MASSD.

In addition to the specific description of areas of collaboration described in the text of the Plan,[7] the Cross-Departmental Activity Chart[8] lists major collaborative events and identifies the primary department that initiated the event (column headed Primary Dept Role/Responsibility). The additional departments who supported the event and had additional responsibilities and/or provided supplemental support are described in the columns on the right hand side of the chart. The chart explains various departments' roles in the event and the additional supports that were provided. MASSD was one of those named departments and this chart shows the on-going collaboration that exists between the two departments.

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[5] ECF 2262-1, at pp. 15-16.
[6] ECF 2262-1, at pp. 13-15.
[7] ECF 2262-1, pp. 2-16.
[8] ECF 2262-1, at pp. 59-61.

1   For example, the ADELANTE Event names MASSD as the department who

2 planned and initiated the event and developed workshops for parents and students to

3 foster college and career readiness at all grade levels. FACE provided childcare, helped

4 with resource fair promotion, provided childcare, transportation, and facilitated a

5 workshop. Additional departments supported the initiating department with other

6 responsibilities as needed.

7   Another example in this chart of ongoing collaboration between the departments is

8 shown in the information on the Mexican American Parent Advisory Council Meetings.

9 During SY 2018-19, Mexican American Student Services Department developed the

10 Mexican American Parent Advisory Council. As described in Exhibit 4, the FACE

11 Department provides support to MASSD in providing data, facilitating small groups or

12 breakout sessions, providing meeting space at the Family Resource Centers, providing

13 childcare and transportation, and promoting and recruiting parents through the Family

14 Resource Centers. During Mexican American Parent Advisory Council meetings, parents

15 identify concerns and priorities. MASSD provides training to help parents understand

16 how to effectively address their concerns with the District. Additionally, District

17 leadership, including the superintendent, participate in these meetings to address parent

18 concerns. Also described in Exhibit 4, MASSD, with the support of FACE staff, also

19 provides empowerment trainings to help families become aware of leadership

20 opportunities in the District and how they can participate. Additionally, parents meet

21 with District leadership, including the superintendent, to address their concerns.

22 As noted in this chart, many other events are listed in which MASSD and FACE

23 collaborated to plan events and provide classes/workshops for parents. Thus, contrary to

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1 the Mendoza plaintiff's assertion, the District's submission properly reflects areas of

2 collaboration with the MASSD.

3

4 **II.   THE FACE PLAN INCLUDES ELL ENGAGEMENT STRATEGIES.**

5   The District uses Dr. Joyce Epstein' Six Types of Family Engagement model to

6 steer family engagement efforts. This model is built on best practices for family

7 engagement, in which engagement of ELL families is not only implicit (in that ELL

8 families benefit from most family engagement efforts) but explicit (in the description of

9 family engagement efforts directed to families where the primary home language is other

10 than English), ensuring all families have access to multiple opportunities to engage in

11 their children's education. Using Dr. Epstein's model, the District clearly describes

12 family engagement best practices in its Family and Community Engagement Guidelines

13 for School Sites.

14   Required tasks include engagement opportunities for families.[9] The District

15 designed the tasks using best practices to involve ELL families. For example, schools are

16 required to offer, "Curriculum Focused Event with Strategies and Tools for Parents/

17 Guardians to Use at Home (1 or more events required each semester). Event should

18 include opportunities for parents to provide information about what they would like to

19 learn, and parents should play a meaningful role in planning and facilitating events." ELL

20 families can provide input about what they would like to learn, and help to plan and

21 facilitate the event in ways that will benefit themselves and their peers. Additionally, ELL

22 families can provide input about the strategies and tools they would like to have for use at

23 home.

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25 [9] Guidelines, pp.8-15, ECF 2261-1, pp. 25-32.

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1   The Guidelines include practices designed to engage families of ELL students,

2   based on Dr. Epstein's model.[10] One example is "Courses or training to learn English,

3   earn a GED, college credit." English classes at school sites provide ELL families

4   accessible opportunities to improve their English, allowing them to communicate more

5   efficiently and effectively with school staff and helping them to understand their

6   children's school work. Another example is "Reduce barriers to participate at trainings by

7   providing childcare, transportation, and materials in different languages." Offering

8   materials in different languages provides access to information for families whose first

9   language is not English. A third example is that "Information is provided in several

10 formats (e.g., videos, apps, website, and meetings)." Providing information in multiple

11 formats is one example of best practice for Structured English Immersion to support

12 English Language Learners. In this example, the English Language Learners are parents,

13 and the presentation of information in various formats provides multiple ways for parents

14 to understand the content.

15   Required tasks include professional development for school staff to build skills

16 and strategies to meaningfully engage ELL families. Training includes professional

17 learning on effective conferencing with ELL families by providing protocols and

18 communication strategies to ensure families have access to the information provided

19 during conferences, opportunities to share information, and to create a welcoming

20 atmosphere that helps ELL families feel comfortable and valued as partners in their

21 children's learning.[11]

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24 [10] Guidelines, pp. Pages 16-21, ECF 2261-1, pp. 33-38.
    [11] Training on "Conferencing PD on TNL Completed by ALL Teachers, Administrators,
25 and Certified Staff," Guidelines, pp 14, ECF 2261-1, p. 31.

The District, through its Family Resource Centers, provide extensive learning opportunities for parents to understand child development, academics and curriculum, learning at home, early literacy, health and nutrition, mental health, behavior management, strategies for effective communication, effective conferencing, leadership, advanced learning opportunities, their rights as parents, and the importance of their role in their children's education.

All workshops and offerings at the Family Resource Centers offer interpreters or are presented bilingually to ensure access for all ELL families.

The Family Resource Centers also provide workshops and other events that specifically address the needs of ELL families. For example, the District offers English as a second language classes for adults at all Family Resource Centers, a support group for Spanish speaking women called "Grupo de Mujeres: SER", citizenship classes, and ELL Family orientations. These learning opportunities are designed and provided by various organizations from the community including, but not limited to, the University of Arizona, Pima County Health Department, the Mexican Consulate in Tucson, Tucson Pima Public Library, Arizona Youth Partnership, and the Community Food Bank of Arizona, as well as District staff from many departments.

III.   THE FACE PLAN PROPERLY DELINEATES ROLES AND RESPONSIBILITIES FOR CROSS-DEPARTMENTAL ACTIVITIES.

The FACE Plan clearly delineates roles and responsibilities with respect to cross-departmental activities.   First, the roles and relationship of the central District FACE department with school staff are clearly described in the plan: school staff have primary responsibility for organizing and conducting school-based family engagement activities, following the Guidelines. The central District FACE Department provides additional

guidance, support and training for school staff. The central District FACE Department d

monitors and tracks the FACE activities of individual schools sites, and collects data on

school-based FACE activities.

Second, the central District FACE Department is charged with primary

responsibility for operating the four District Family Centers. The FACE Department

provides many events, courses, and services through the Family Centers as the primary

department involved. Other department also use the Family Centers for programs of their

own, and the FACE Department acts in a supporting role for these programs, providing

the facility, child care, coordinating transportation if needed.

Third, the FACE Department acts in a supporting role with respect to family and

community engagements sponsored by other departments. As shown in the Cross-

Departmental Activity Chart,[12] the primary and supporting roles and responsibilities for

cross-departmental activities are identified for many events. Each activity notes the

initiating department (primary) and other departments that support the activity in various

identified ways.

For example, Tucson Unified Parent University which is a district-wide event that

focuses on college and career planning, notes Mexican American Student Services and

African American Student Services Department as the primary (initiating) departments

planning and organizing the event. Monthly meetings with the supportive TUSD

Departments are held to plan and discuss roles and responsibilities. FACE helps co-plan

the event, coordinates resource fair, invites participants to attend, provides childcare,

tables and works the event, provides parent workshop on effective conferencing,

promotes event and invites families. The Communications Department creates

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[12] ECF 2261-1, pp. 59-61.

promotional materials and promotes the event through multiple channels, and both AASSD and MASSD assists with recruitment, promotes the event and coordinates workshops. The Transportation Department provides bus and driver for families lacking transportation; the Food Services Department provides morning snacks and beverages; Asian Pacific Student Services, Refugee Services, Native American Student Services and Language Acquisition Departments all help recruit families, provide translation services and ride the TUSD bus with families needing interpretation support.

These events are discussed and monitored by the District's Equity Fairness Interconnectedness (EFI) Committee.[13] The goals of this committee are (a) quarterly collaboration with fidelity, (b) alignment of services among equity departments, (c) efficient communication, (d) creation of systemic processes, (e) focus on equity, (f) data assessment review to inform decision-making. To promote efficient interconnectedness the committee has a shared information calendar that allows all units to gain real time information on the offerings of other units. When a particular event is being discussed, the various roles and aligned responsibilities are further clarified.

Finally, the FACE Department provides planning and guidance to other departments in designing and conducting their own outreach or other family engagement activities.[14]

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[13] EFI Committee members: MASSD, AASSD, ELA, FACE, TS, Language Acquisition, Multicultural, Counseling, Career and Technical Education, Native American Student Services, ALE, GATE, Research and Accountability, Magnet, OMA, School Community Services, Culturally Relevant, Drop-out Prevention, and ExED.
[14] ECF 2261-1, p. 7.

IV.   THE DISTRICT HAS UNDERTAKEN A MAJOR EFFORT TO UPDATE AND MAINTAIN SCHOOL WEBSITES.

The District has undertaken a major effort to update and maintain its individual school websites. The effort began with a revision to the tasks required of each school in the **Guidelines**, to include the following:

- Post schedules for site council meetings.

- Post list of parent-led groups (PTA, PTO, booster clubs, etcetera), description or purpose, and contact information.

- Post site council member names and contact info no later than Fall Break.

- Post newsletters monthly.

- Post site council meeting minutes quarterly, within 5 days of meeting.

- Review websites for required information monthly and quarterly

- Training for school site personnel to learn website requirements and how to post required information.

The District includes the required School Community Partnership Council (SCPC) and Governing Board information on the District Calendar, which is on the District website. All information included on the District Calendar automatically populates to every school-specific calendar, which is on every school website.

The SCPC and Governing Board information is located on the school website as follows: every school site has a menu item titled "Calendar." Clicking on the "Calendar" link opens a calendar showing both events specific to the school site and District events, including all SCPC and Governing Board meeting dates and start times.

When users click on the specific event, either a Governing Board meeting or an SCPC meeting, a "pop-up" appears on the screen with additional information including location, start time, end time, duration, category, and details. In the "Details" section,

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users may click on links to the related District page with additional information such as agendas, meeting minutes, member contacts, policies, and other materials. There is also an icon on every school website that links to the Governing Board main webpage.

The District took steps to bring school websites into compliance on the Site Council, PTO, and newsletter requirements with all due diligence. The posting of Site Council, PTO, and newsletter information required updates to the structure of every school's web page to accommodate the required information. The necessary updates to create the empty structure for the required information takes approximately three hours per site. In June and July, Communications staff devoted approximately 280 staff hours to setting up a menu and page structure on all school websites in which to place the information.   The structure included a new "Family" tab on every school's main menu,[15] and four new pages located under this menu item in a drop-down menu.[16] Some schools chose to adjust the names to match their needs, but the following four pages appear on every site: School Site Council; Family Engagement Team; Newsletters; PTO (PTA, PTSA, PTC, Booster, Optimist – the particular name of the organization varies by school).

Once staff placed the items on every website, staff created template blocks on every page to guide the users in placing the required information as it became available. Staff used the same templates on every site, unless information was already in place. On those site, staff added templates only to the areas missing information.

To complete the updates for 86 sites required nearly seven weeks. The District completed the updates by July 31, 2019, providing an empty structure to accommodate the required information on schedule.

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[15] Appendix 1, filed herewith, Family Tab.
[16] Appendix 2, filed herewith, Drop-Down Menu.

1   After completing the initial updates, staff spent an additional forty hours to add a

2 District Links item to the main menu and nine additional pages to link all schools'

3 websites to pages on the main District Website.[17]

4   The next step to ensure compliance was to provide trainings for school site

5 personnel so they would understand what is required and how to post the information.

6 The District designed and provided sixteen training sessions, at various times and

7 locations, between July 22 and September 12. FACE staff and school office staff

8 attended the July training. School site staff attended the remaining trainings.

9   To meet the needs of all school sites, the District provided four different types of

10 classes at several locations across the District. These trainings included:

11   A training for FACE department staff to understand the new structure and how to

12 add the required information and documents to the web pages. This training provided

13 FACE staff with the information necessary to assist school site staff with their websites,

14 if necessary.

15   Two sessions during the STARS training to give the school Office Managers an

16 overview of the requirements and the basics of the methodology. The District provided

17 these sessions not expecting these staff members to do the actual computer work, but to

18 provide support for many of our site web editors.

19   Six two-hour classes emphasizing the website requirements and teaching the

20 calendar entry and document uploading methods. FACE and Communications staff

21 taught these classes together. School staff who attended these trainings learned how to

22 make basic updates to the FACE items on the websites, but do not have overall

23 responsibility for the school's website.

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[17] Appendix 3, filed herewith, District Links.

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Three two-hour classes for new school webmasters. School staff who attended these classes are volunteer individuals taking responsibility not only for all of the required Family Engagement and Outreach items, but also for the school's website in its entirety.

Three 1.5-hour classes for volunteer individuals who are already school web editors. These classes provided information on all the new requirements and templates but moved at a faster pace because methodology was already known by these attendees.

After completing their trainings, school staff in charge of posting needed to gather the required information from various sources, format it so it would post correctly, and post it. Since these requirements were new to school sites, most staff had little to no experience posting this type of information on websites. It was expected that the process would take time in the beginning, and that there would be mistakes. FACE and Communications staff worked with site personnel to provide necessary supports. Communications staff provided nine additional three-hour drop-in support sessions in August and September to assist school staff as needed. FACE staff met with staff at school sites to provide guidance. FACE and Communications staff provide ongoing support via phone calls, text, and email. FACE, Communications, and school site staff continue to monitor and correct mistakes as needed and add new information as it comes available. A more recent review of school websites shows much progress has been made by the District in ensuring school websites include all required information and as of October 4, 2019 the District is now at 100 percent for completion of all required fields for all district schools.[18]

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[18] Appendix 4, filed herewith, Compliance Chart Oct. 4, 2019.

1   The Mendoza Plaintiffs point to several schools that did not have parent members

2   of Site Council, PTO, or Family Engagement Teams listed on the web page and noted

3   that some member lists did not distinguish between parent members and staff members.

4   However, the Court's order (ECF 2217) provides websites shall have "updated contact

5   information for these committees and boards". A list of members is neither required by

6   the order nor practical. The school websites do provide the contact information of the

7   facilitator for each of these teams, but schools must also respect the wishes of the parent

8   members who may not want their names or contact information posted on the website.

9   Indeed, the District is concerned, in the current climate, regarding the chilling effect that

10   publication of names might have on participation.   The District has experienced

11   instances in which parents do not even want to sign in for attendance at school events,

12   fearful that any formal visibility could lead to drastic consequences for the family.

13   The District believes it has gone above and beyond the court's requirement in

14   providing lists of member names and roles, as many schools provide contact information

15   for most or all team members   Additionally, schools make substantial efforts to recruit

16   parent representatives, through recruitment statements on school webpages, newsletters

17   and direct requests to parents.

18   The Mendoza Plaintiffs mention several schools that do not have site council

19   member information posted. The plaintiffs go on to note that some schools, such as

20   Cragin and Cavett, have meetings scheduled without having posted a list of members.

21   Schools may determine meeting schedules far in advance, during the previous year by the

22   previous council or during staff planning. This practice helps parents and staff to

23   understand time commitments when they are considering membership. Additionally,

24   schools must select the members annually, as students graduate, move up to middle or

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1   high school, families move to other schools or districts, staff members leave, or parents

2   and staff no longer wish to volunteer their time as members of the council.

3   In its Guidelines, the District requires a Site Council election and meeting during

4   the first quarter. The plaintiffs' conducted their review of the websites "during the week

5   of September 16," three weeks prior to the end of the quarter. A subsequent review of

6   the Cavett and Cragin websites show that members and contact information is listed and

7   meeting minutes are posted, as required.[19] Cavett's meeting minutes provide further

8   evidence of efforts to recruit family representatives for their site council.[20]

9   The Mendoza Plaintiffs also complaint that some school websites provided no

10   information about the PTO for the school, including current members, contact

11   information, or a schedule of meetings. However, not all schools have PTOs. These

12   organizations are created and run by parents. The District cannot require parents to

13   create or maintain an organization. Many schools that do not have PTOs post recruitment

14   statements with contact information. The PTOs at two of the three schools mentioned by

15   the Mendoza Plaintiffs have now formed, and posted relevant information; the third has a

16   notice requesting parental support for creating a parent group.[21]

17   Those schools that do have PTOs or other parent-led organizations will post a list

18   of any and all parent-led organizations they do have, plus a description and contact

19   information. The contact may be a staff sponsor or a parent member. "Membership" in

20   these organizations tends to be a few consistent members, who are often officers, while

21   other parents participate as they are willing or able. It is customary for the parents to

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23   [19] Appendix 5, Cavett Elementary School and Appendix 6, Cragin Elementary School, both filed herewith.

24   [20] Appendix 7, filed herewith, Cavett Minutes.

25   [21] Appendix 8, Bonillas Elementary School Minutes; Appendix 9, Howell Elementary School Minutes; Appendix 10, Holladay Elementary School Minutes, all filed herewith.

contact members with information about meetings. While some parents have time and are willing to post agendas, meeting information and minutes, it is much more common and standard practice for the parent group leaders to determine how they will make contact with interested members, communicate information, and provide meeting information. Often times, meetings are scheduled based on need, not regularly or far in advance. Additionally, any staff membership is completely voluntary and unpaid. .

Contrary to the Mendoza Plaintiffs' assertion, school websites <u>do</u> provide information for relevant trainings to promote participation in site-based organizations. The District provides information about several such opportunities on all school websites. For example, the District calendar shows dates, times, and locations for the following: Mexican American Parent Advisory Committee meetings; Adelante!; African American Parent Conference; Links to Family Resource Centers Schedules of Workshops and Events.[22] Like the governing Board and SCPC information on the District Calendar, this information automatically populates to the calendars on all school websites. Additionally, the District posts banners and links to flyers and registration for both Adelante! and African American Parent Conference on its webpage and all school site webpages ten days prior to events.[23] All the events listed above offer bilingual workshops and interpreters to ensure families of ELL students access to the information provided.

Also contrary to the Mendoza Plaintiffs assertion, the calendar of events for the Family Centers include many references to events promoting participation in site-based organizations. The schedule referenced by the plaintiffs is only one of many, meant to

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[22] Appendix 11, September School Calendar; Appendix 12, October School Calendar; Appendix 13, Calendar Detail, all filed herewith.
[23] Appendix 14 filed herewith, Website Banners.

give a general idea of the activities occurring during a given month. The District

publishes schedules on a monthly basis. The "Family Resource Centers Schedule of

Workshops and Events, Updated 2-18-2019" includes dates, times, and locations for

"Active Participants in TUSD", a workshop where parents can discuss concerns about

school and education and various school forums that parents can join to find resolution to

these issues.[24] This is a bilingual, English and Spanish, workshop. All workshops

provided at the Family Resource Centers are presented bilingually or with interpreters for

those family participants who need them. Workshops are added to the schedule as they

are scheduled and confirmed. Future workshops to promote participation in decision-

making groups will be included in future schedules.

In its April ruling, the Court did not require posting of any information related to

Family Engagement Teams. The District has gone beyond the Court's requirements by

providing this information on the schools' webpages. Schools face the same challenges

to recruitment of Family Engagement Team members as they face in recruitment for

School Site Councils. Schools must also respect the wishes of the parent members who

do not wish to publish their names on the school website. Though Family Engagement

Teams at some schools do not yet have parent members, or do not include the names on

their websites, the work of these teams will continue until parent members are recruited.

The Mendoza Plaintiffs complain that the Family Engagement Team and the site-

based council overlap or are joined at some schools, "notwithstanding that the

missions/objectives of each are distinct." Respectfully, this seems to be an unrealistic

complaint. The missions and objectives of the two groups are certainly not at cross-

purposes, do overlap in many ways (for example, one principal goal of site based family

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[24] Appendix 15 filed herewith, FRC Schedule of Workshops and Events, Updated 2-18-2019.

1   engagement is to encourage participation in site-based councils); indeed, overlap in

2   participants may be seen as an advantage to alignment. But more importantly, due to the

3   difficulty in recruiting family members and time constraints, some schools have had to

4   share members or combine the two groups. Those schools will create separate agenda

5   items, specific objectives for each group, and dedicate time and effort to those objectives.

6   **Conclusion**

7   In short, the District believes that its revised Family Engagement Plan, and the

8   efforts the District has undertaken regarding school-based family engagement including

9   school websites, meets the requirements of the Court's completion plan. The District

10 respectfully submits that it has complied with the Court's orders, and has met the

11 requirements of USP § VII, as shown by the record herein, including its annual reports

12 and its prior assessment of compliance.[25] Accordingly, the District requests that the Court

13 grant unitary status in this area of District operations (§ VII).[26]

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20 [25] Compliance with USP requirements for family and community engagement is addressed in the record at the following specific locations incorporated herein by reference: ECF 2057-1, pp. 367-388 and appendices cited therein; ECF 2124-1, pp. 138-143 and appendices cited therein; ECF 2075-7 and documents cited therein.

21 [26] The District submits this notice filing without waiver of its position that there is no basis in fact or law for continued federal court supervision of the District in this or any other area, including the requirement of preparing the attached plan, given the findings of Judge Frey in 1978, subsequent rulings of this Court, and the record herein. The District recognizes that the Court has overruled these objections, but wishes to make clear that they are preserved for appeal.

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Dated this 7th day of October, 2019.

Respectfully submitted,

/s/ P. Bruce Converse
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District No. 1

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CERTIFICATE OF SERVICE

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      I hereby certify that on the 7th day of October, 2019, I electronically transmitted the

foregoing document to the Clerk's Office using the CM/ECF System for filing and

3

transmittal of a Notice of Electronic filing to all CM/ECF registrants.

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5   */s/ P. Bruce Converse*

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