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Part A: Preliminary Data Report and Current Charter Contract Terms

Aldo Leopold Charter School updated January 31, 2020

Charts with additional data are marked with  .

School Address: 1422 US-180, Silver City, NM 88061

Head Administrator: Gary Sherwood

Business Manager: Harry Browne

Authorized Grade Levels: 6-12

Mission: Aldo Leopold Charter School provides an engaging and challenging educational program emphasizing direct experience, inquiry learning, stimulation of the creative process, and stewardship of our community and natural environment.

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

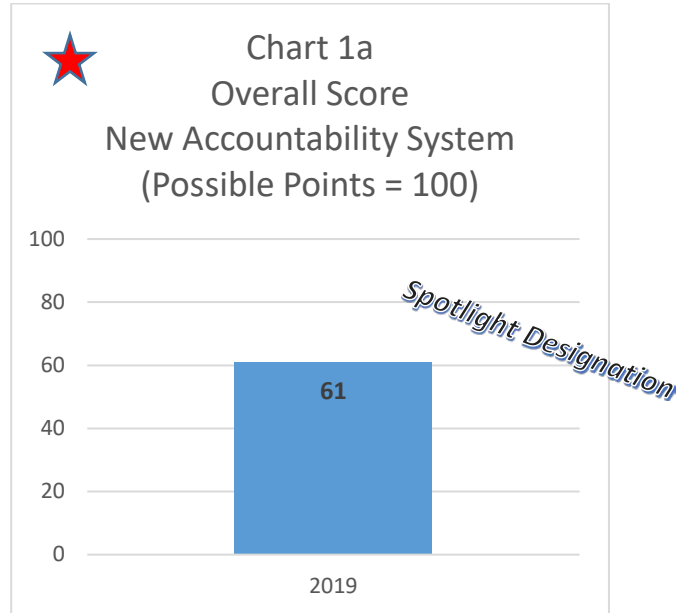
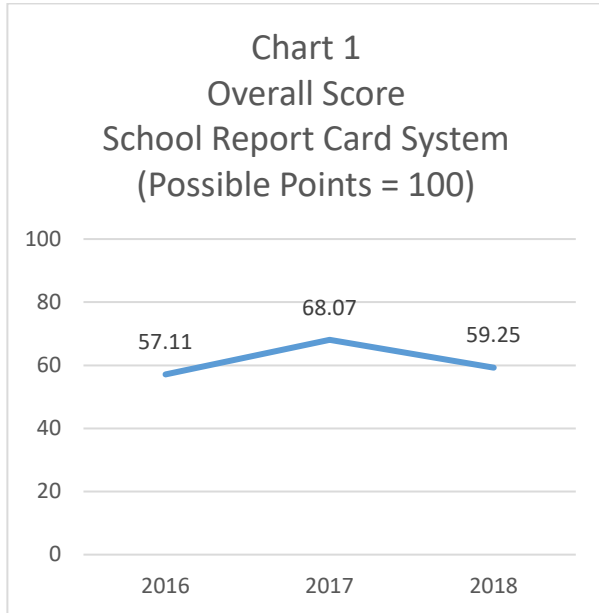
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

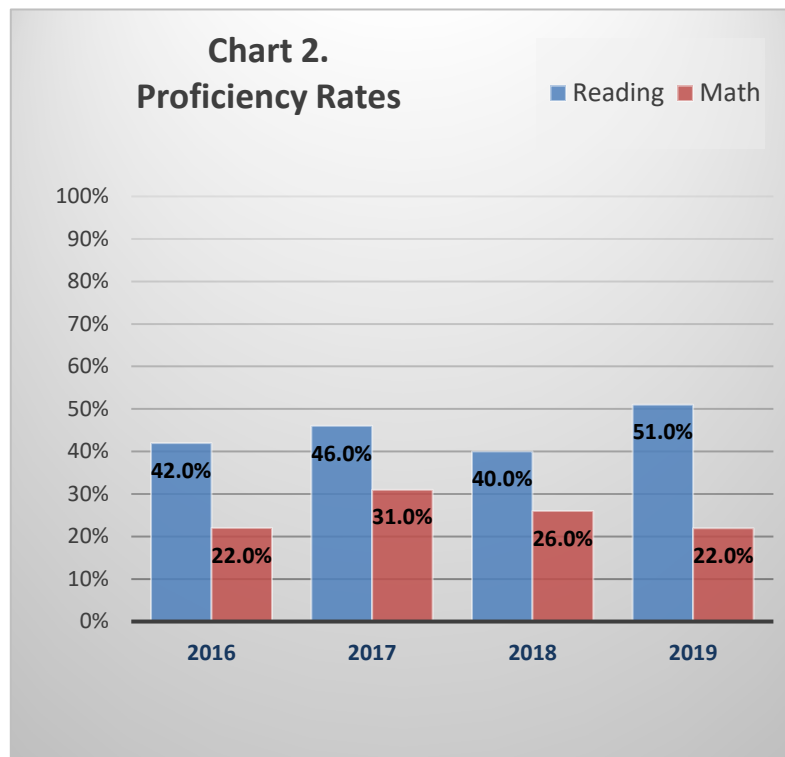
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards. For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

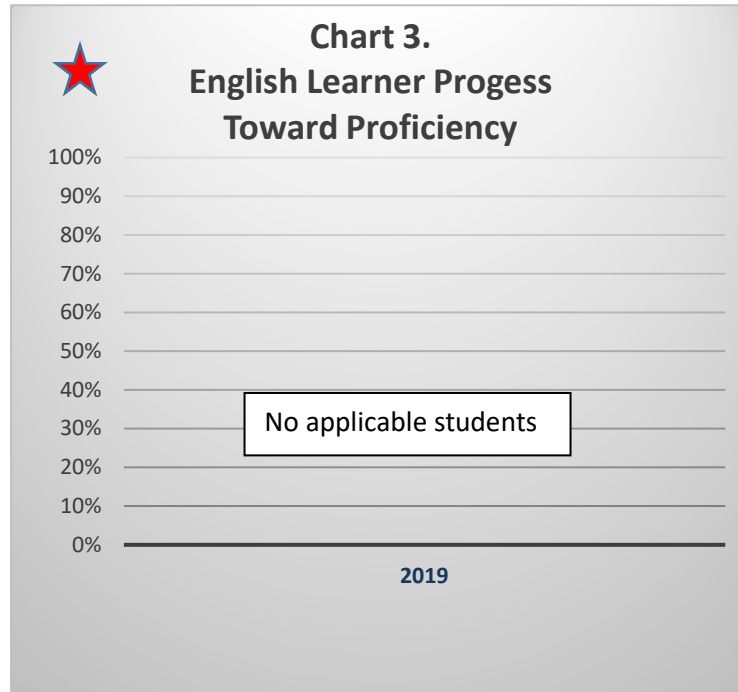
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



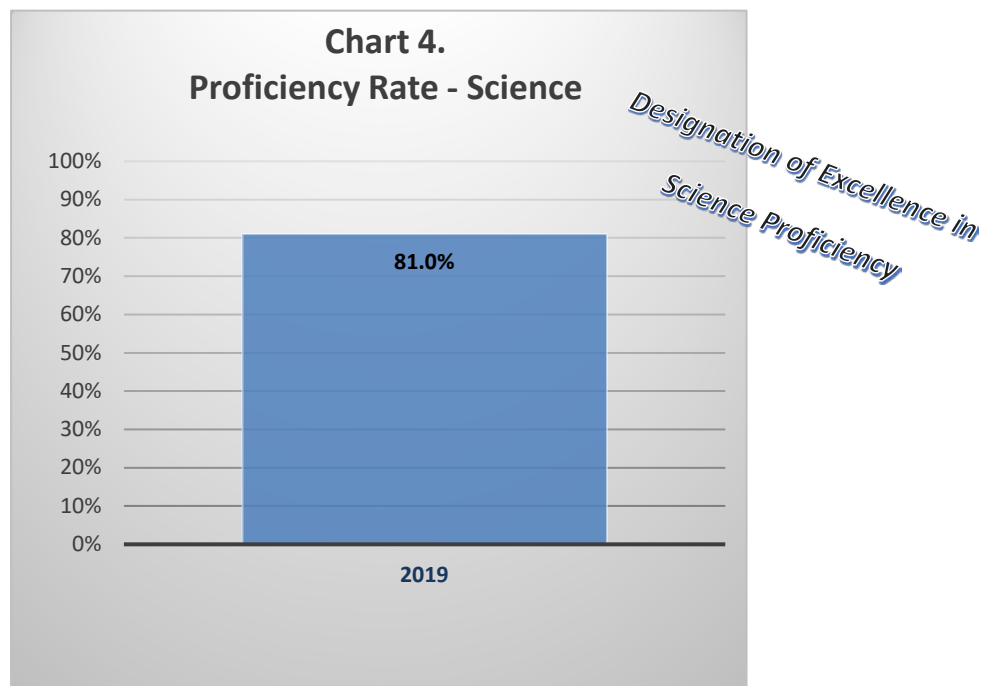
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



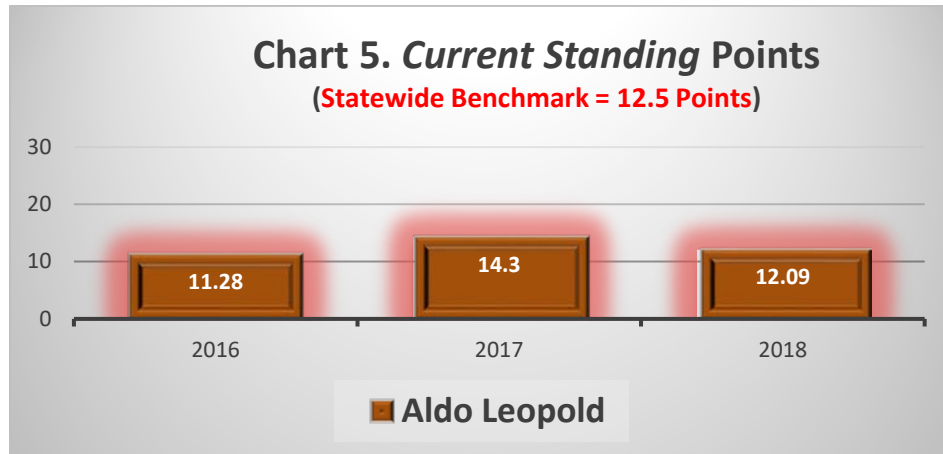
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in their fifth year after being identified as an EL.



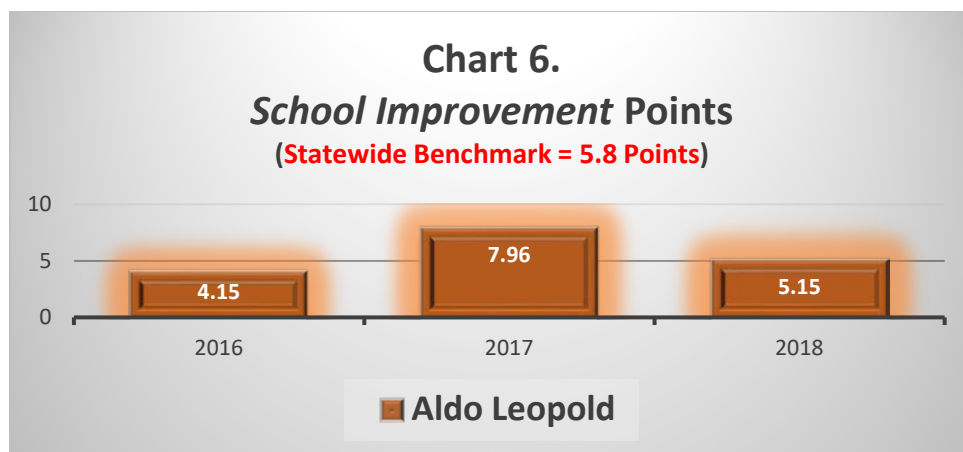
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

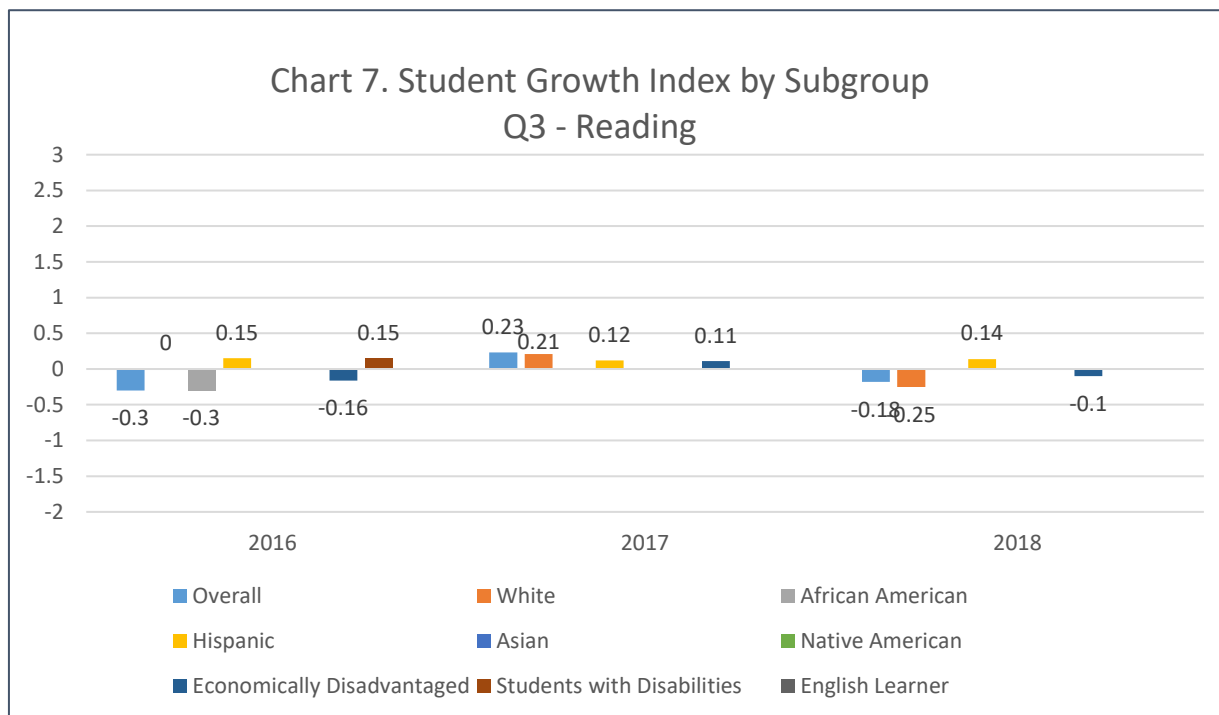


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



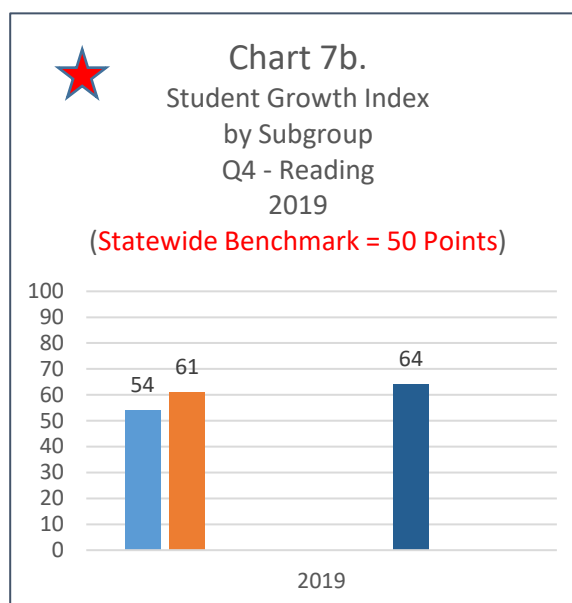
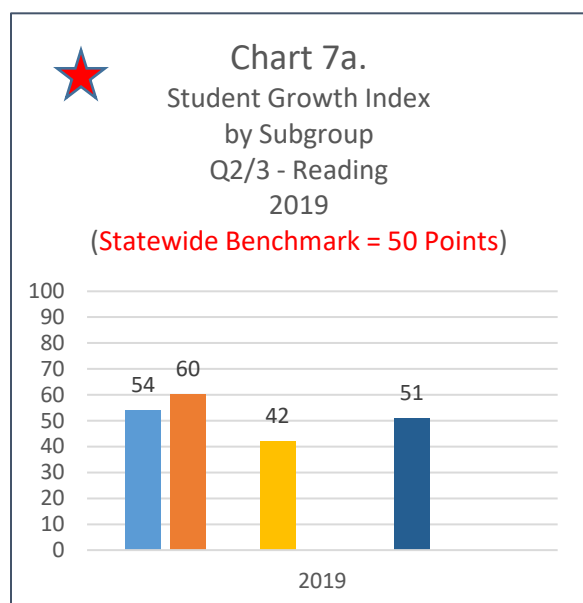
Subgroup – Higher-Performing Students in Reading

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%). This indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



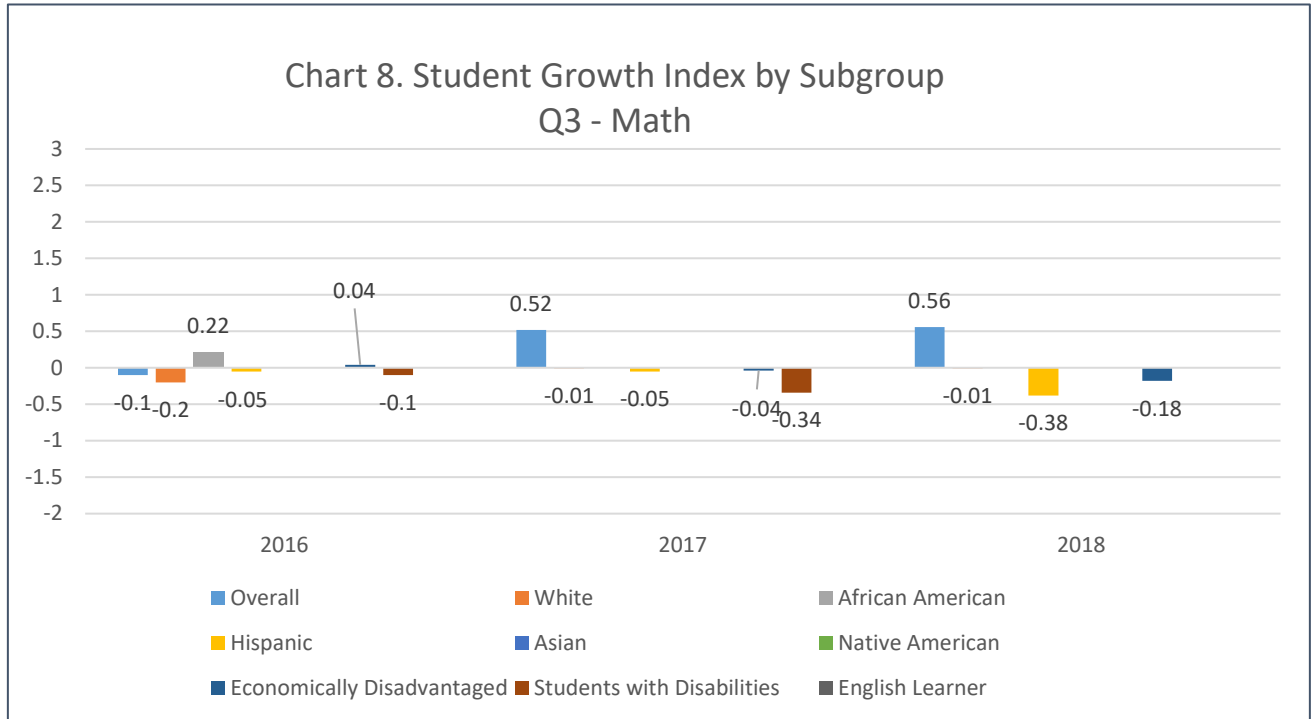
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



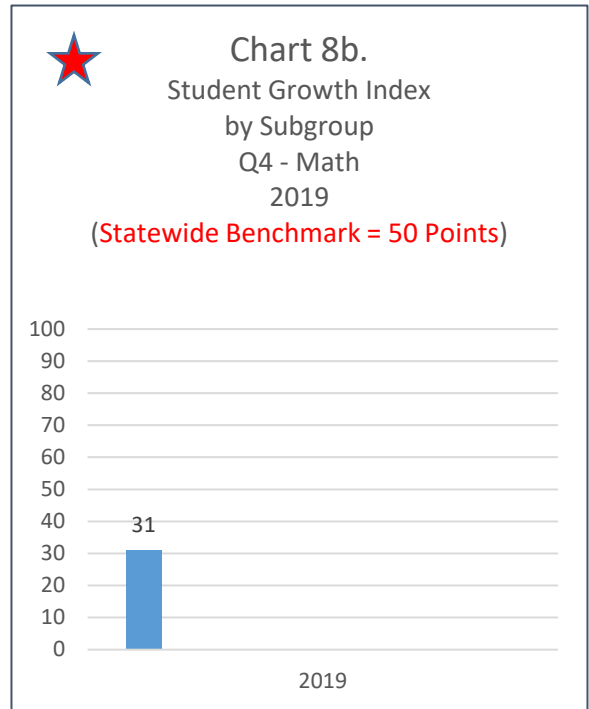
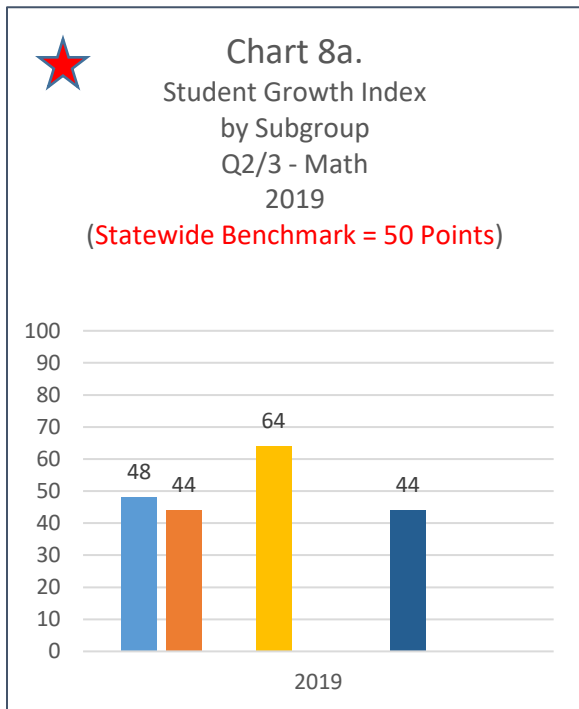
Subgroup – Higher-Performing Students in Math

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)



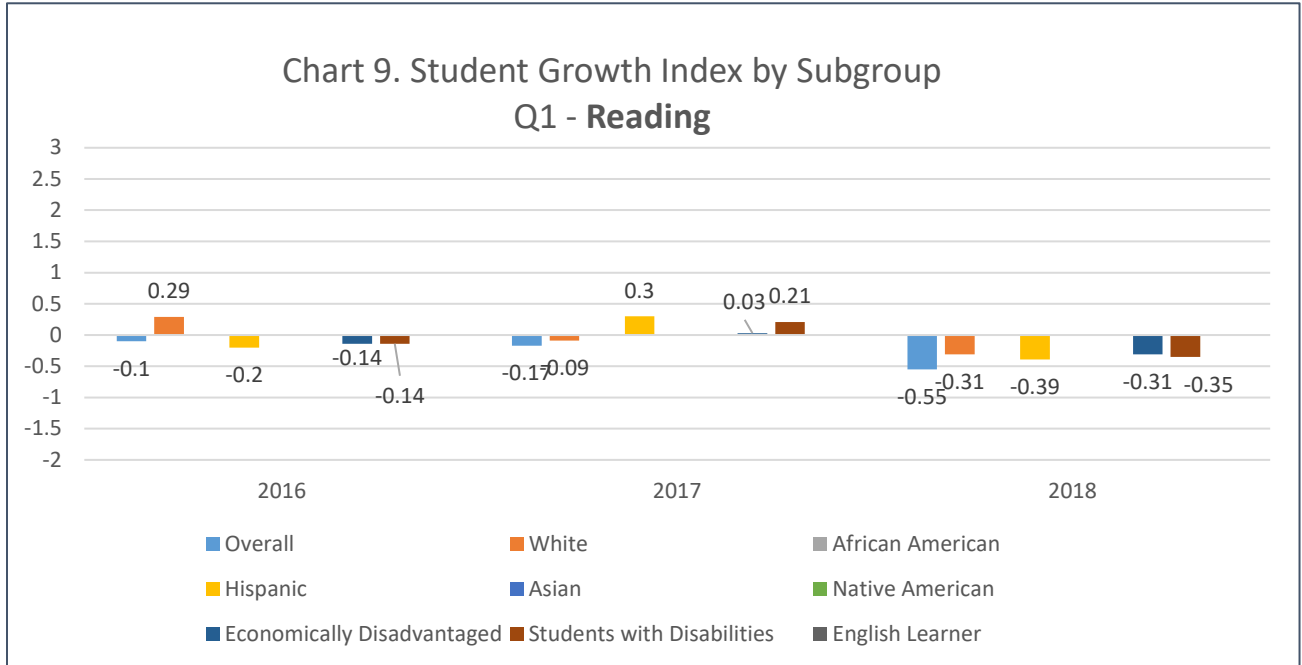
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

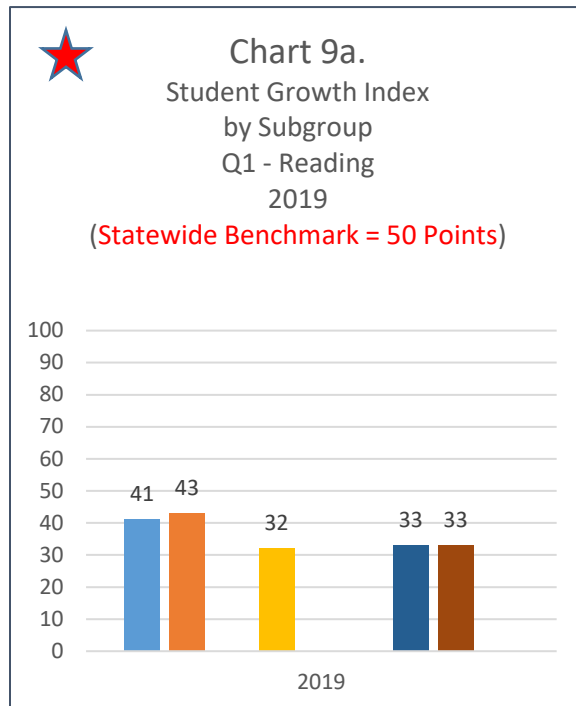


Subgroup – Lowest-Performing Students in Reading

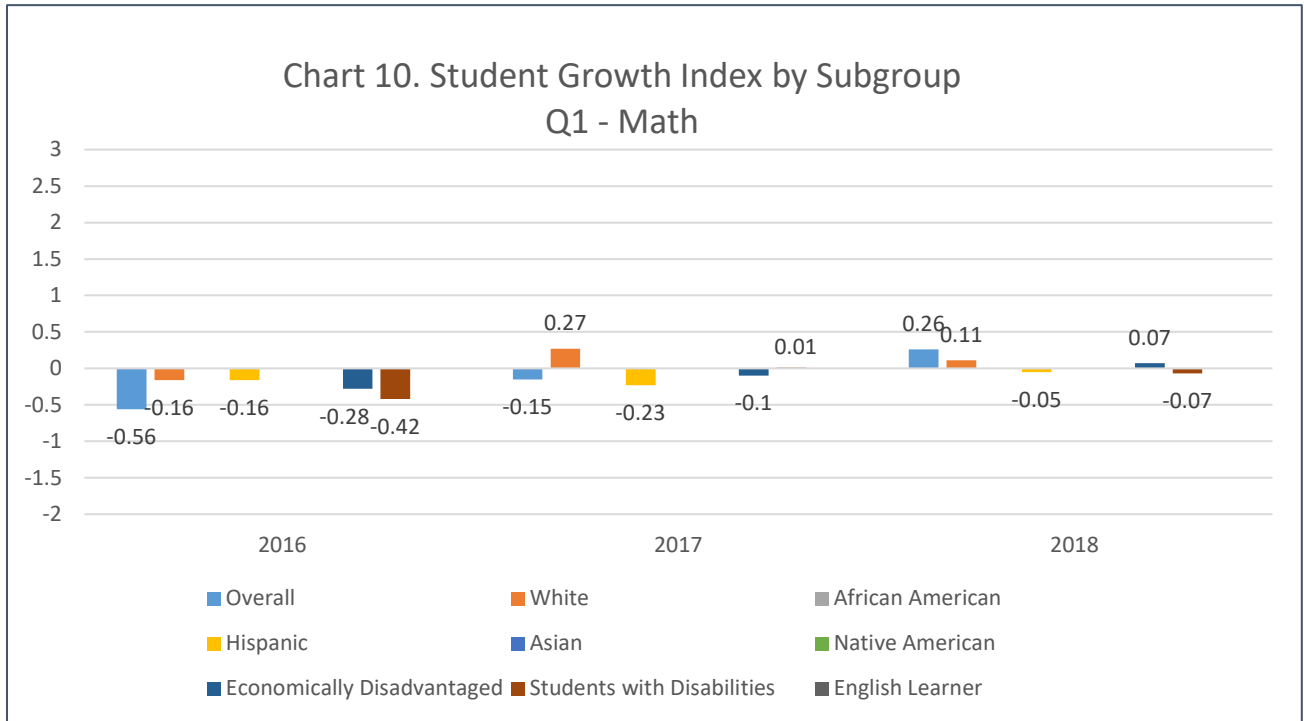
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%).



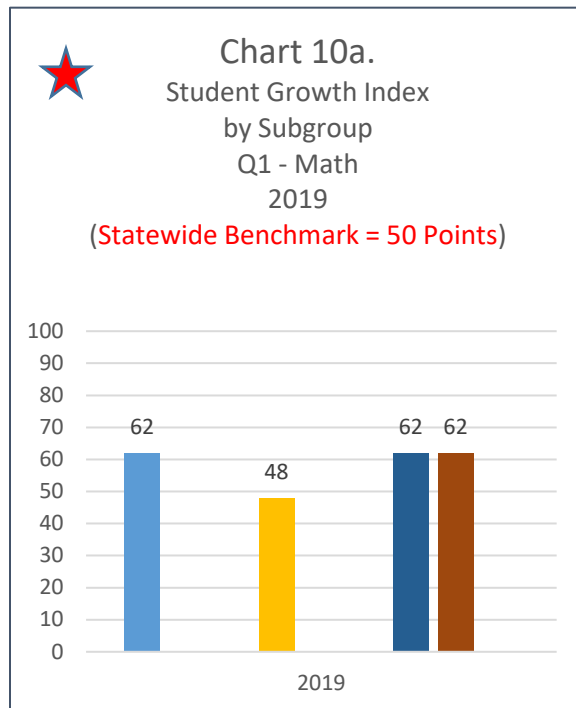
SY2019 Q1 Lowest-Performing Students in Reading



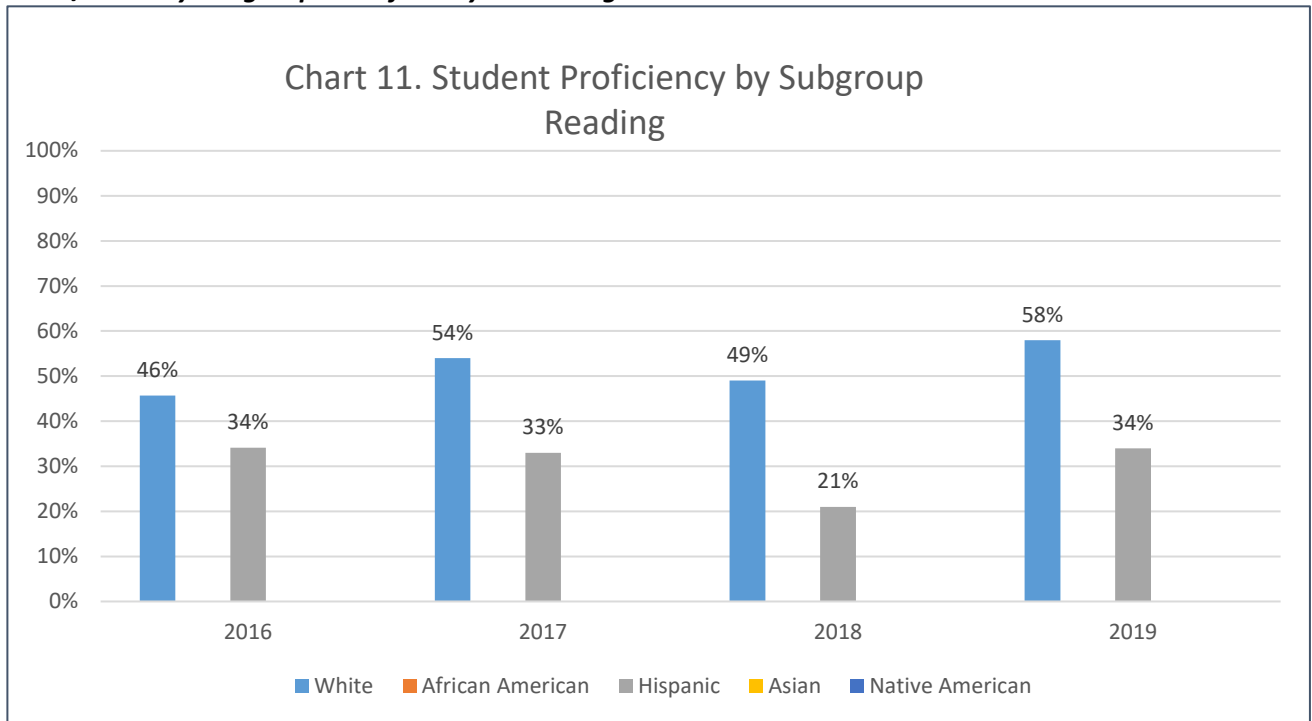
Subgroup – Lowest-Performing Students in Math



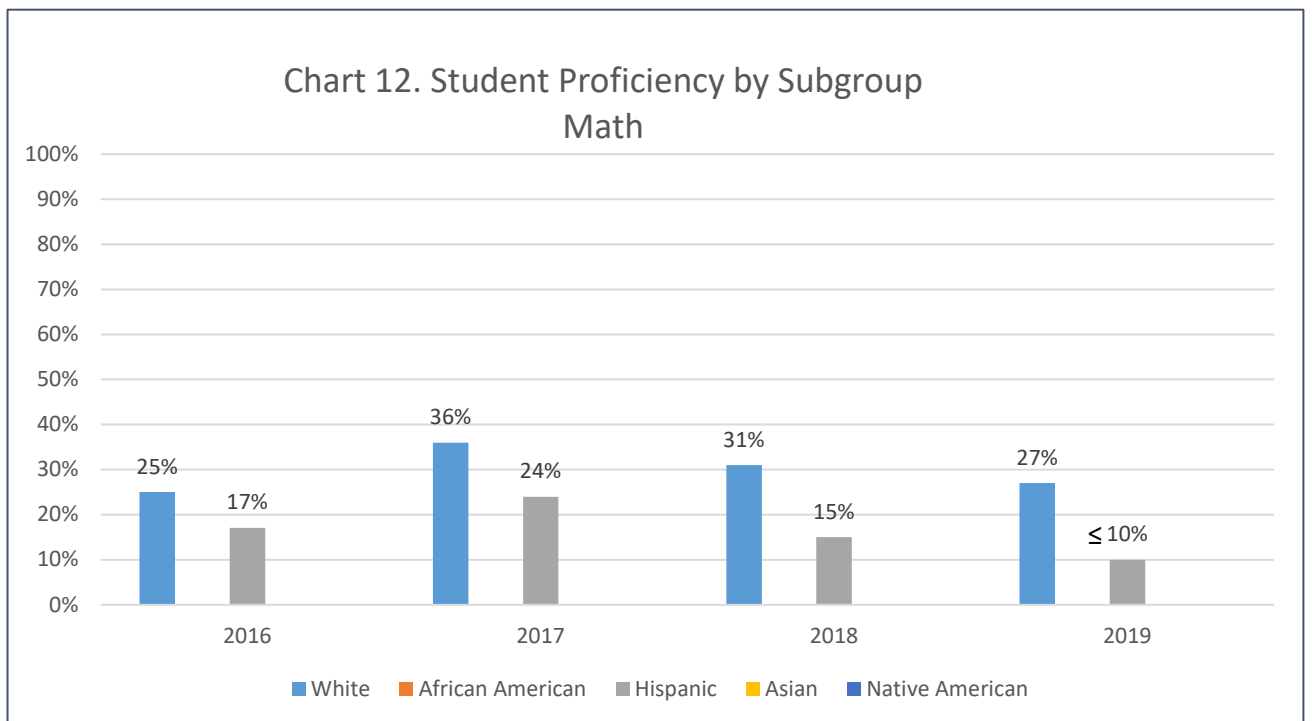
Y2019 Q1 Lowest-Performing Students



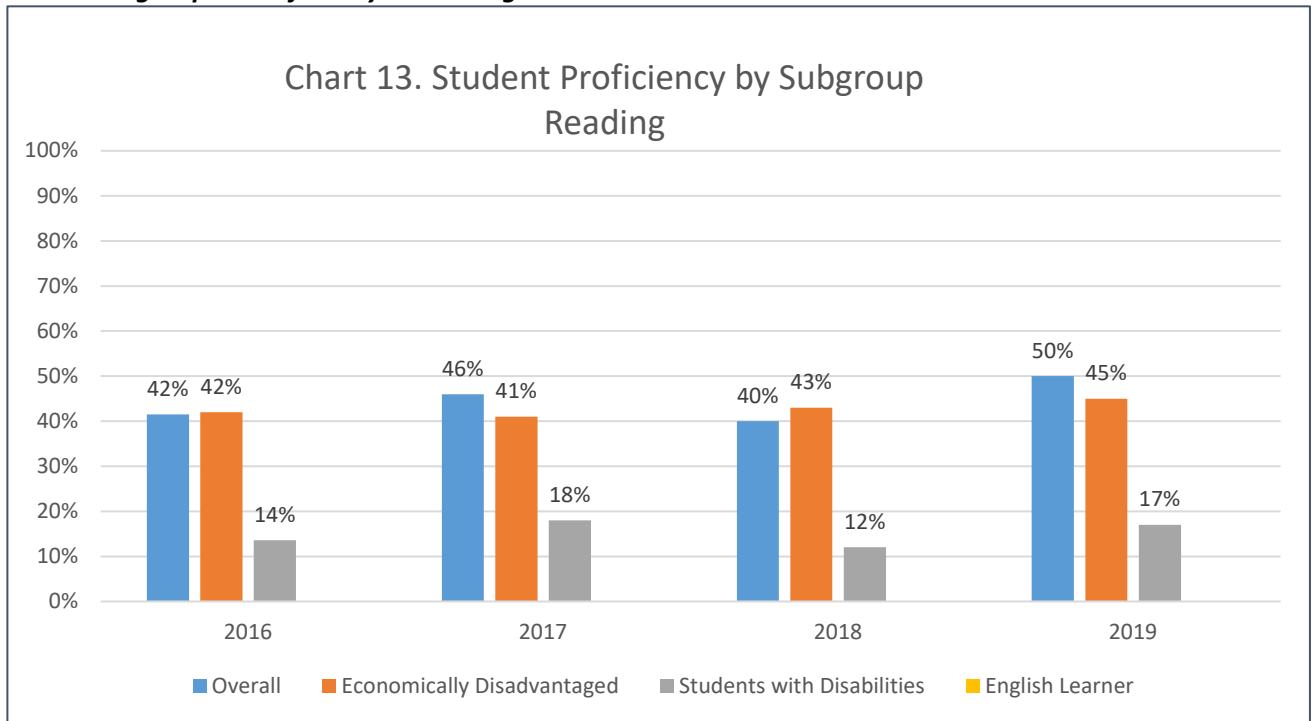
Race/Ethnicity Subgroups - Proficiency in Reading



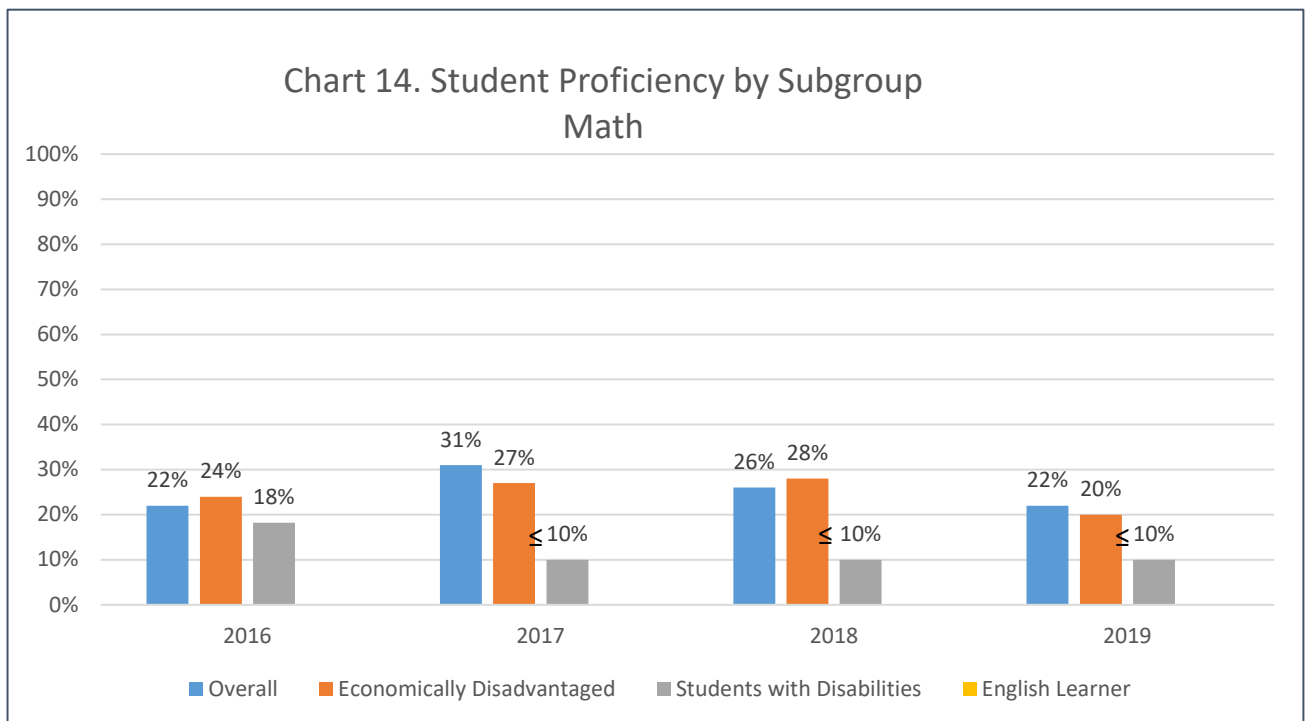
Race/Ethnicity Subgroups - Proficiency in Math



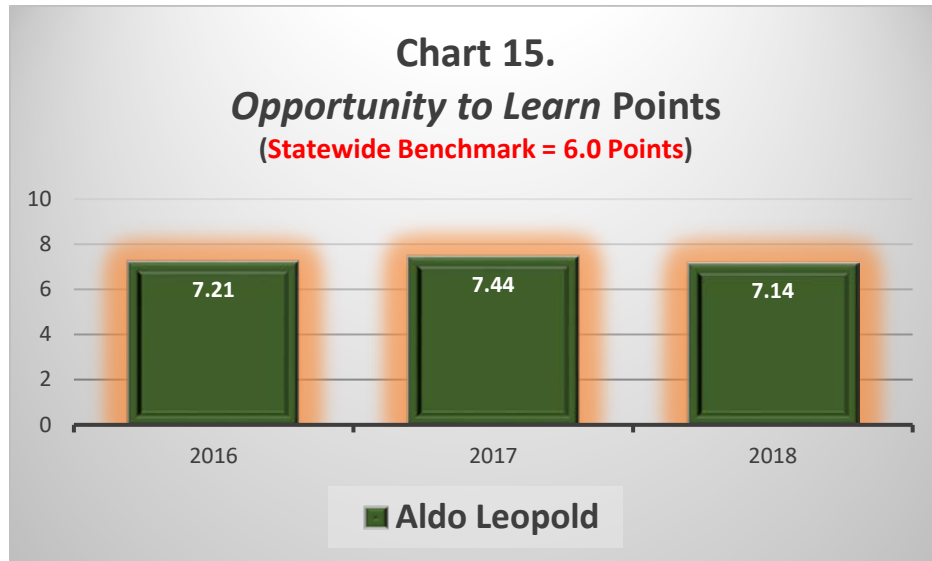
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

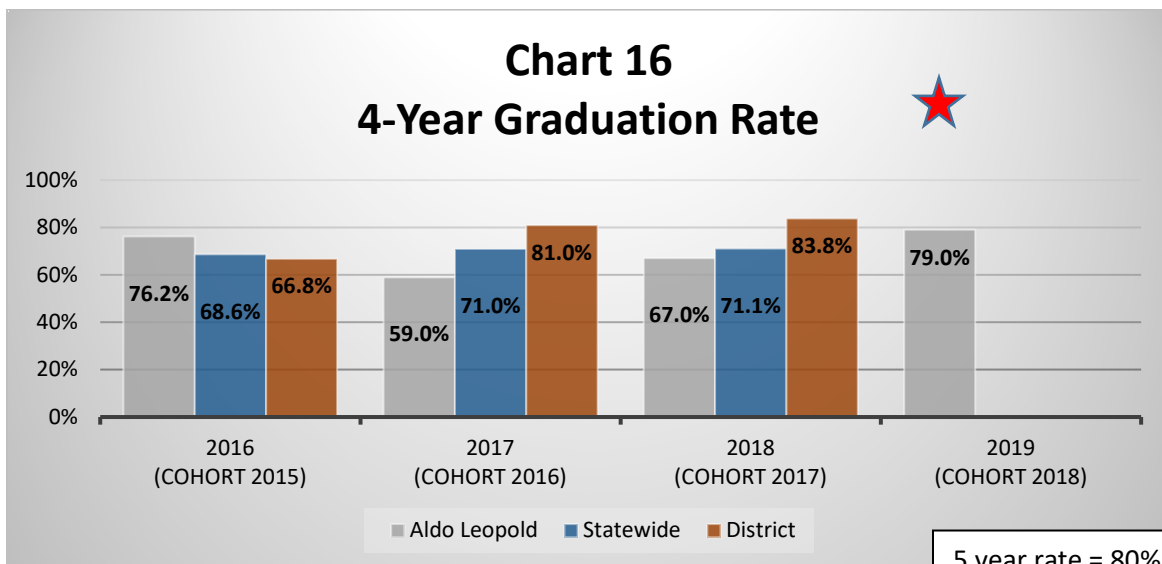


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



High School Graduation Rates for the 4-year cohort

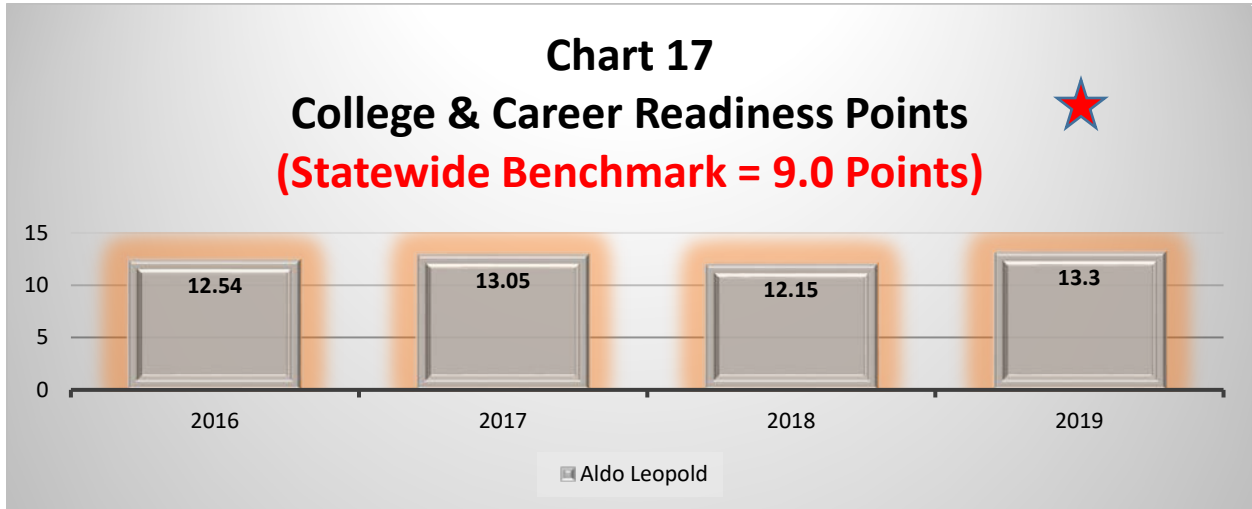
Please note that the data reported each year is for the prior year’s cohort of students.



5 year rate = 80%
 6 year rate = 90%
 Grad Growth Rate = 10

College & Career Readiness (CCR): This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark¹. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 17 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years.



¹ See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at:
<https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

1b. Specific Charter Goals

This section contains a summary of the school’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals

1. Students will participate regularly in projects designed to enhance the quality of life in Grant County and/or to protect the area’s natural environment. The school meets the target of this indicator if 80 percent or more of all students met their grade level target. The hours on the chart range from 60 - 90.
2. Student performance on annual multi-disciplinary projects shall measure skills that are identified as necessary for a student to be successful in an inquiry-based learning environment. The school meets the target of this indicator if 80 percent or more of all students receive a total inquiry-learning grade of 12 points or higher, based on the rubric provided.
3. Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students who have attended Aldo Leopold for at least two semesters prior to the beginning of the school year. The school meets the target of this indicator if 75 - 84% of identified students made at least one full year’s growth in reading short-cycle assessment scores when comparing beginning year results to later results OR the student tests “proficient” on the winter or spring short-cycle assessment.
4. SHORT CYCLE ASSESSMENT MATH Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students who have attended Aldo Leopold for at least two semesters prior to the beginning of the school year. The school meets the target of this indicator if 75 - 84% of identified students made at least one full year’s growth in math short-cycle assessment proficiency scores when comparing beginning year results to later results OR the student tests “proficient” on the winter or spring short-cycle assessment.

Figure 2. Progress towards Charter Specific Goals.²

	Goal 1	Goal 2	Goal 3	Goal 4
2016	Meets	Meets	Does Not Meet	Meets
2017	Falls Far Below	Falls Far Below	Does Not Meet	Does Not Meet
2018	Exceeds	Meets	Meets	Meets
2019	Exceeds	Meets	Exceeds	Meets

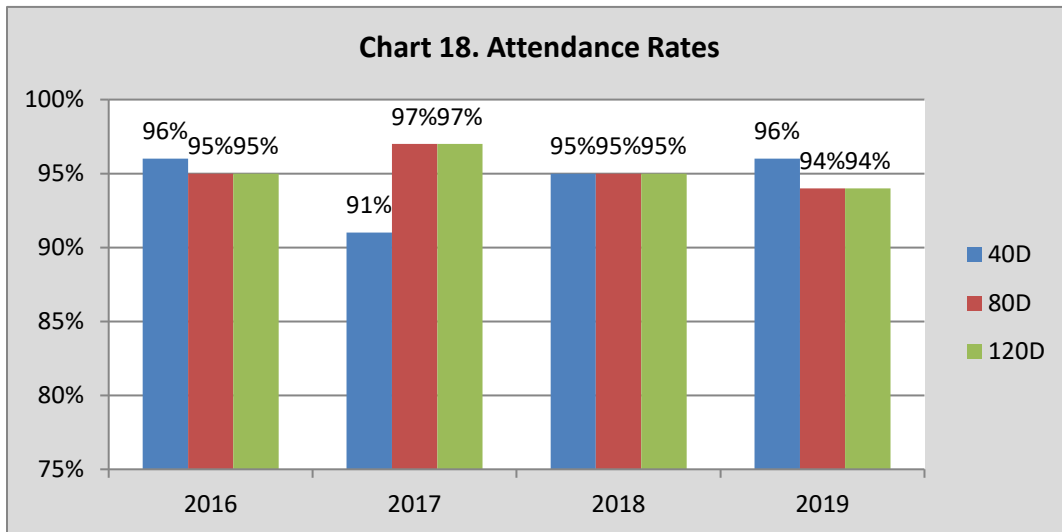
² Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Attendance Rate (The statewide target is 95% or better.)

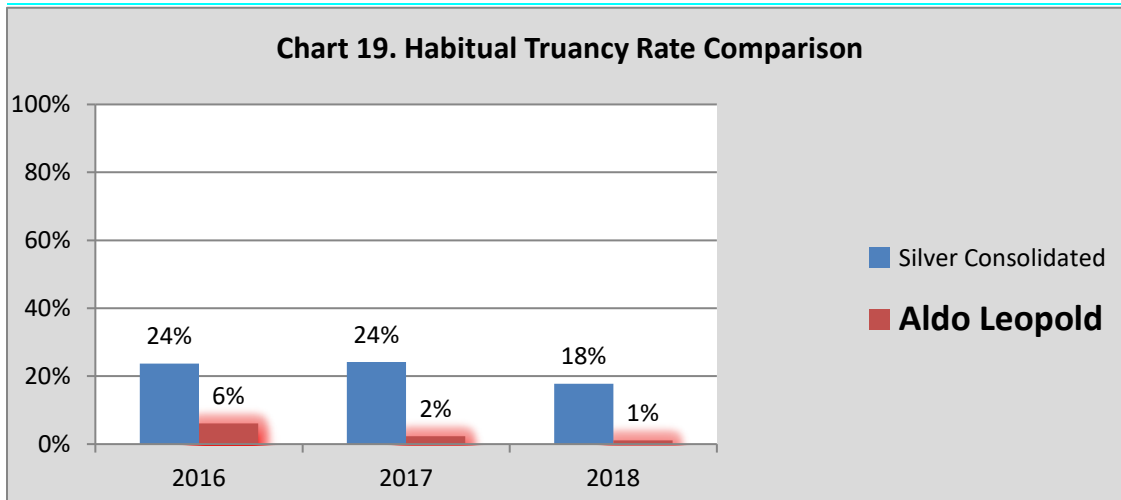
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



Habitual Truancy (The statewide target is 2% or less.)

Chart 19 reflects the school's habitual truancy rate compared to the local district.

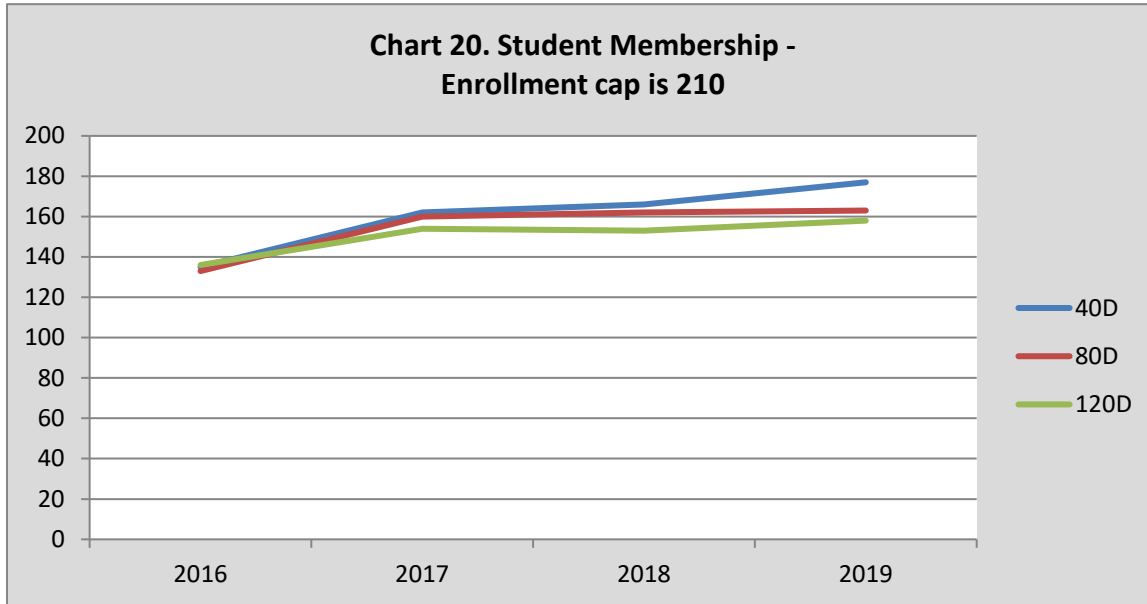
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



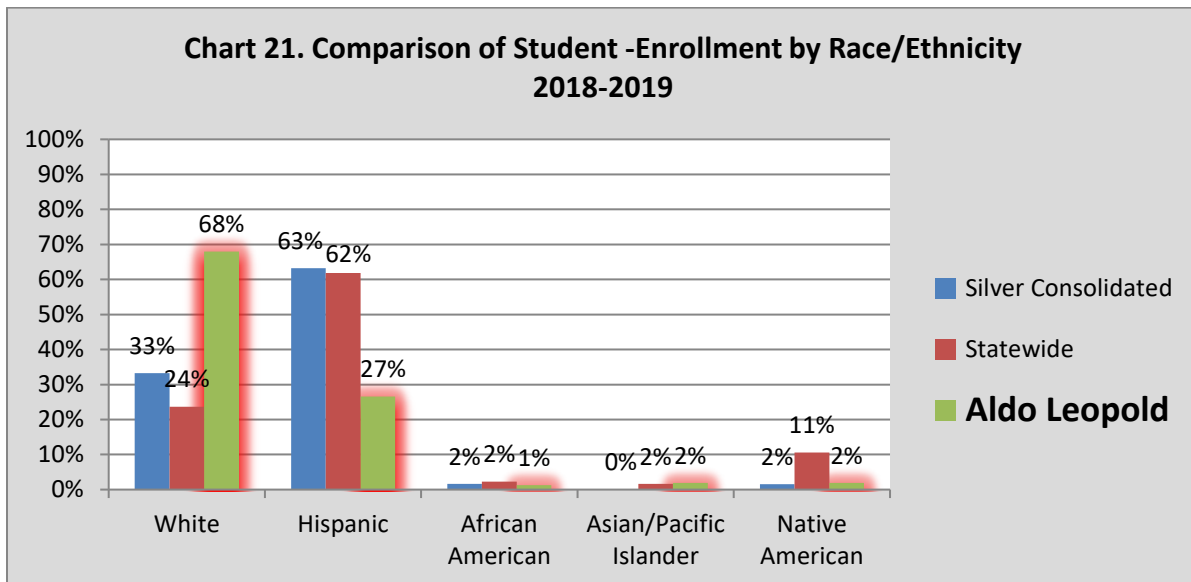
Student Membership (Enrollment)

The chart below shows the school’s student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

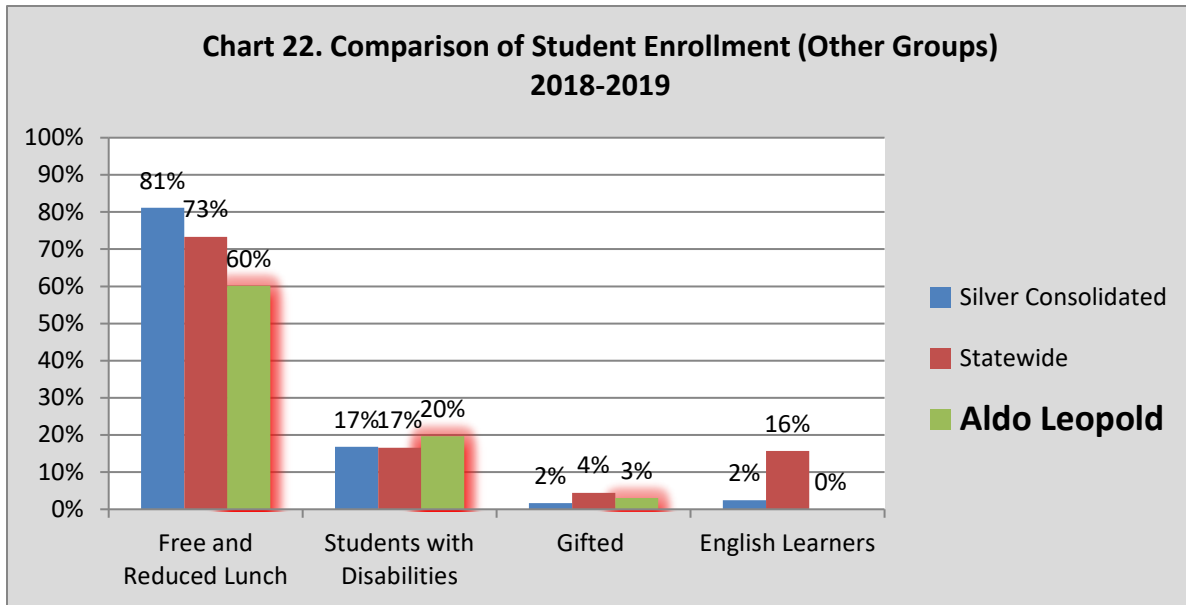


Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups

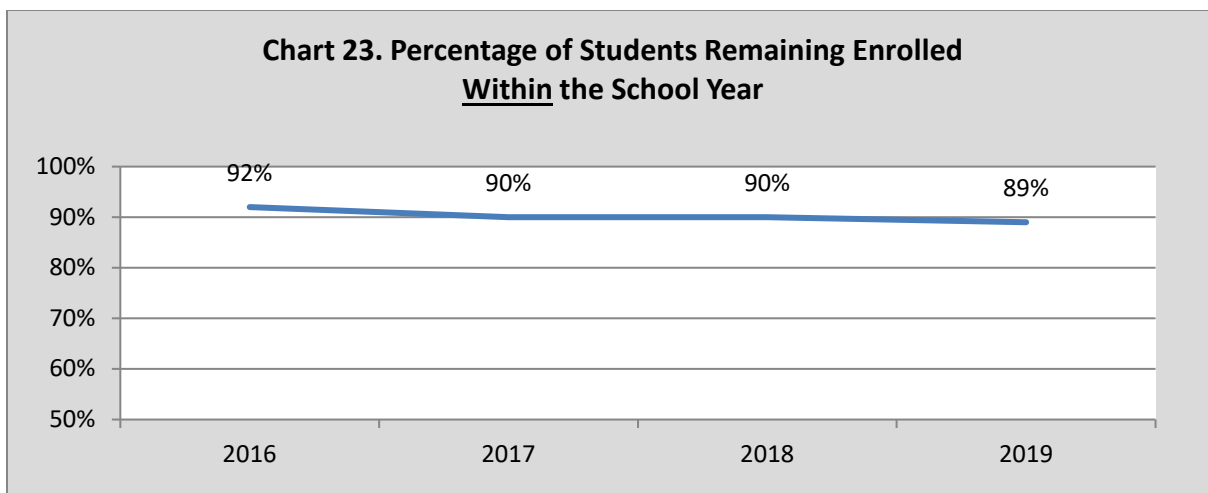


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

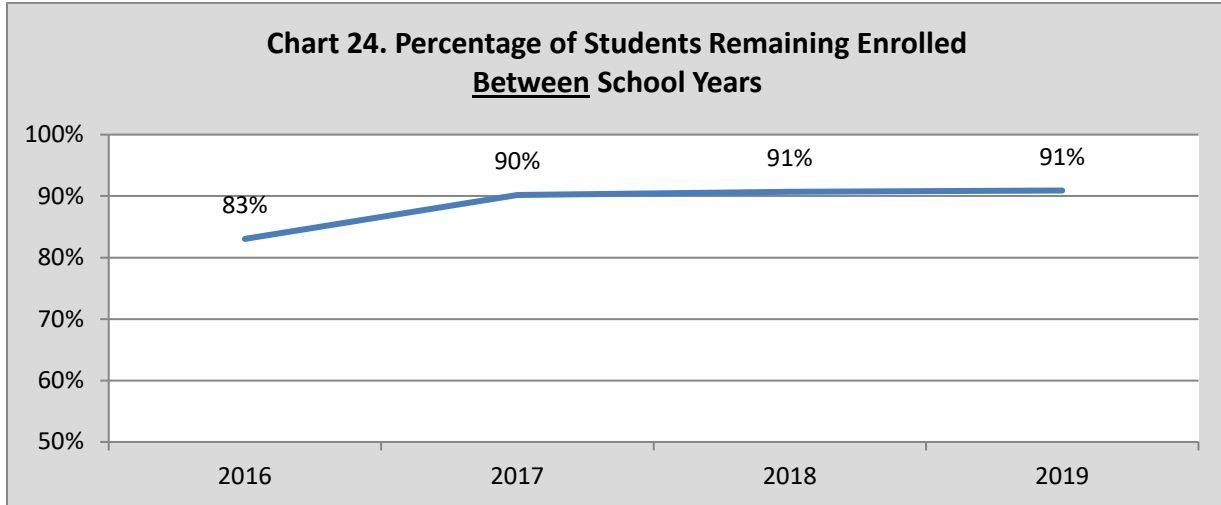
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.

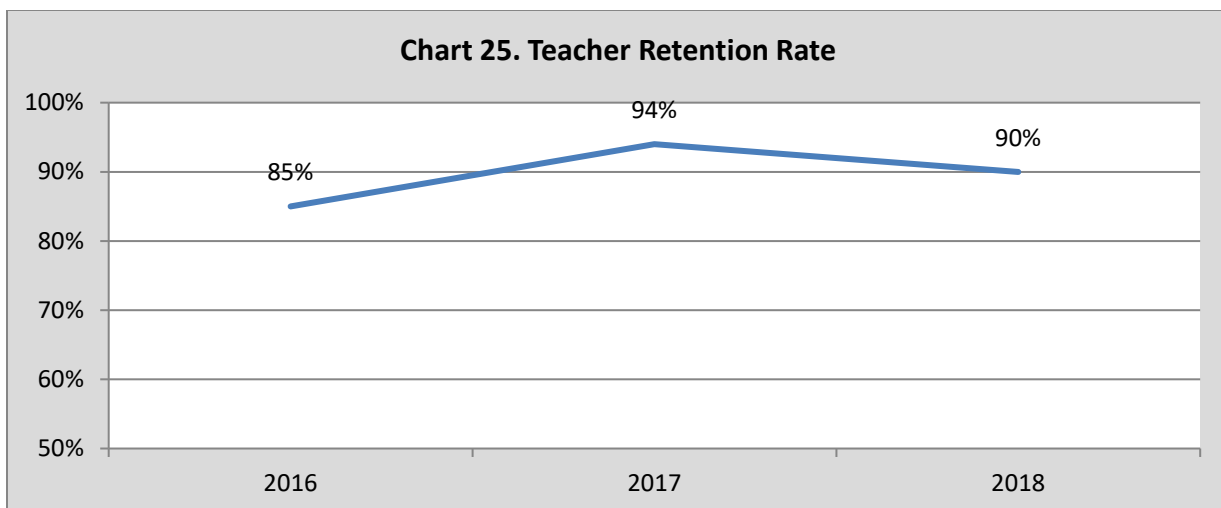


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 25 demonstrates the school’s retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	4	2	1
FY17	1	0	1
FY16	0	0	0

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

2018-001 Purchasing (Other Noncompliance)

Condition/Context: During our review of 63 disbursements, we noted 13 in which the purchase order was dated after the purchase or exceeded the purchase order amount.

Management’s Response: Not Provided

2018-002 Untimely Cash Receipts (Other Noncompliance)

Condition/Context: During our review of 27 cash receipts, we noted 8 cash receipts in the amount of \$1,764 that were not deposited within 24 hours of receipt.

Management’s Response: Our school policy requires deposits be made only when they exceed \$200 or when they are five business days old, whichever comes first. This policy was approved verbally by the head of the Charter School Division in March of 2011, and it was incorporated into our charter contract with the PED. All previous auditors have accepted this as evidence of PED’s approval. We will request a specific letter from PED approving our policy to satisfy this requirement.

2018-003 Internal Control Structure (Previously #2017-001) (Material Weakness)

Condition/Context: During our audit we identified the following items related to the overall internal control structure during the year:

- During our review of 6 journal entries, we noted 1 that was not reviewed by someone independent of the preparer.
- During our review of the various bank reconciliations during the year, we noted variances between the actual ending general ledger balance and the expected general ledger balance, with an approximate \$8,400 variance as of June 30, 2018.

- During our review of the June 2018 bank reconciliation, we noticed 10 outstanding checks totaling \$638 that were one year or older, that should have been cancelled.
- During our review of the June 2018 bank reconciliation, we noticed 2 items totaling \$3,318 that were one year outstanding deposits from February 2018 and do not represent valid outstanding items.
- During our review of the fund balance roll forward, management was unable to roll fund balance in the operational fund, with a \$32,312 unallocated difference. This also resulted in un-located differences in the PED cash report.

Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding.

Management's Response:

- JE number 27710 was a correction of an account code we had used that was not included in the UCOA. According to our policy, it should have been approved, to be sure, but there was no net change to cash involved, and no question at all that it was an appropriate adjustment to the accounts. We will endeavor to have every J/E approved during FY19, including those involving no net cash transaction.
- As for bank reconciliations, all debits and all credits to cash were reconciled every month so that our financial management system and our bank statements agreed every month. We believe this meets the standard described in the "Criteria" section above: monthly bank reconciliation does reflect actual activity as reflected on our bank statement and is properly reconciled to monthly activity recorded in our financial management system. There were no differences between our bank statement deposits and withdrawals and our financial management system's recorded debits and credits to cash in any month except those accounted for by outstanding items. Our financial management system will not allow us to record a reconciliation as finished if this agreement does not occur, but every month we are able to record our reconciliation as finished. Having made these points, I acknowledge that the "Difference" reported on the "GL Reconciliation" tab on the Bank Reconciliation reports varies month-to-month, from a high on June 30, 2017 of \$636,175 to a low of \$(5,307) on December 31, 2017 and January 31, 2018. I will work with AptaFund technical support personnel to figure out how that tab can change from month-to-month even as bank statements consistently reconcile perfectly.
- We acknowledge failing to declare ten outstanding checks worth a total of \$638 as stale, even though they were outstanding for over one year. We will immediately correct this situation.
- At the end of the FY17 audit, I pointed out omissions in Patillo, Brown, and Hill's expenditure and revenue statement that totaled \$35,609 in expenditures from the Operational Fund. These omissions all related to one payroll register that was excluded both from expenditures and payroll liabilities. (That amount became only \$32,312 in unallocated difference in the fund roll-forward mostly because Patillo, Brown, and Hill added \$3,103 in accounts payable to our expenditures, even though the payment was not made until July of the next fiscal year.) My observation was not incorporated into the final audited financial statements

2018-004 Budgetary Conditions (Previously #2017-002) (Other Noncompliance)

Condition/Context: During our audit, we noted one expenditure function where actual expenditures exceeded the budgetary authority:

Fund 21000- Food Services \$34,928

Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding.

Management's Response: This budgetary condition was caused by confusion about how to establish budget authority for a reimbursement-based program that did not have an award letter or an awarded amount associated with it. Other programs, such as federal Title programs or the YCC program, allow us to establish budget authority based on an award letter, even if the awarded amounts are only provided on a reimbursement basis. In the case of the federal food program, there is no such awarded amount. We were advised to enter a permanent cash transfer from Operational to Food Services, but the amount of that cash transfer was not specified. Feeling it was inappropriate to transfer more than necessary, we waited until the school year was done and the amount of our Food Services deficit was known before requesting Governing Council and PED approval of this transfer. Then, unfortunately, PED lost our transfer request, which had been sent in early June. By the time I realized they had lost the request, it was late June, and it was too late.

2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Educational Program of the School

Aldo Leopold offers Silver City and the wider Grant County area a distinctive educational choice in many ways. The four most important differences are: the emphasis on inquiry and active-learning instructional techniques, the experiential education program, the use of the environment as a learning tool and stewardship of community and the natural environment. For many students, these approaches will stimulate creativity and enhance learning experiences.

But there are other differences more closely related to the context in which education occurs that have been even more important to some students. Aldo Leopold offers a small school environment; it has been and includes a supportive and tight-knit school community, including students, teachers, administrators, and parents; and it is connected to the wider human and natural communities. Aldo Leopold maintains this tight-knit community by allowing no more than 210 students at any given time, organizing backpacking trips on which students bond with each other and with staff members, involving students in the development and implementation of school-wide behavioral values, and keeping the average class size at or below 18 students. Students work as interns in businesses and organizations throughout Silver City and the surrounding area, gaining important career and leadership skills.

Student – Focused Term(s).

Each fall, every high school student participates in a three to four day backpack trip into the Gila Wilderness. In addition, each grade level has at least one fieldtrip that is integrated into one or more of their core classes as part of the school's experiential educational program.

Significant to many families is our involvement in Dual Enrollment through Western New Mexico University. The school supports and encourages students to take classes at WNMU.

The school has multiple clubs such as ski club, outdoor activities, theater and archery.

Many of our students choose to participate in athletics in their local school district (Silver Consolidated or Cobre District).

The school will identify methods of ensuring delivery of content that is aligned to Common Core State standards and to utilize short cycle assessments that better expose achievement gaps.

All students in grades 9 -12 complete a project that is integrated into core curricula focusing on sustainability. The project utilizes inquiry-based learning and culminates in a written paper and a final presentation.

Teacher – Focused Term(s).

The head administrator shall evaluate teachers in part on their use of inquiry-based learning.

Staff training tends to vary, depending on focus points within the program. Of recurring theme, many trainings have taken place to grow staff's ability to handle conflict using Restorative Practices. These skills have largely grown from Restorative Justice programs that began in legal systems and have commonly translated into many school systems.

Each year, training is provided to all staff that are responsible for students in the wilderness. Many individual teachers have sought training as Wilderness First Responders, a rigorous first aid type training that is geared toward providing care in remote locations such as the wilderness.

The school will provide professional development to teachers that expands the instructor's understanding of Common Core State Standards, diagnostic tools and use of short cycle assessment data.

The teacher's professional development plans will include staffs' review of curricula, curricular alignment to appropriate standards and improvement in pedagogy.

Parent – Focused Term(s).

Aldo Leopold is heavily engaged within the Silver City community. Our school performs many community services project for various not-for-profit entities. Further, virtually all 10th through 12th graders have an internship which places them with many community partners.

Aldo Leopold utilizes parents as volunteers. Prior to entrance into the school, we ask parents to donate, on average, two hours per month over the course of the academic year. This has significantly integrated parent involvement into the fabric of the school's culture.

3b. Organizational Performance Framework

Aldo Leopold Charter	2016-2017	2017-2018	2018-2019
Category I. Academic Performance Framework			
I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
Category II. Financial Performance Framework			
II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework			
III-A.00 Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.02 Education Plan: protecting the rights of all students	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
V-A.01 Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.02 Employees: completing required background checks	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable			Meets (or Exceeds) Standard
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII-A.01 School Environment: complying with health and safety requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework			
School Specific Terms: data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable	Not Applicable

3c. Governing Body Performance

The school has six (6) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school’s Governing Body.

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
AJ Sandoval	Chair	5/11/2017	Active	8	14	0
Christa Osborn	Secretary	5/11/2017	Active	8	8	0
David Peck		9/10/2015	Active	8	10	0
Shauna McCosh		7/10/2015	Active	8	0	8
Hanna Wecks	Vice Chair	7/1/2018	Active	10	10	0
Jamie Crockett		9/13/2018	Active	10	11	0

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.