

MINUTES
Virginia Board of Education
Committee on School and Division Accountability
September 17, 2014; 1:00 p.m.
Jefferson Conference Room, James Monroe Building

Welcome and Opening Comments

The following Board of Education (Board) members were present for the September 17, 2014 Committee on School and Division Accountability meeting: Diane Atkinson; Christian Braunlich; Dr. Billy Cannaday, Jr.; James Dillard; Darla Edwards; Winsome Sears; and Joan Wodiska. Dr. Steven Staples, the superintendent of public instruction, was also present.

Mrs. Atkinson, chairman of the committee, convened the meeting and welcomed the Board members and guests.

Approval of Minutes from the July 23, 2014 Meeting

A motion was made to approve the minutes for the July 23, 2014 committee meeting, the motion was seconded, and the minutes were approved by the committee members.

Introductory Remarks

As part of her introductory remarks, Mrs. Atkinson stated that the local alternative assessment guidelines are on the Board's agenda for tomorrow. The committee has heard from numerous stakeholders on the development of the guidelines, and, after the July meeting, a revised version of the guidelines was shared with local school divisions and stakeholders and posted on the department's Website. The guidelines have been the subject of two listening tour events in Bristol and in Bedford over the past month. In addition, several Board members have had discussions with local school divisions.

She said today's meeting will focus on requests for *conditional accreditation* from nine school divisions. These requests will be heard by the full Board tomorrow on first review, but today is a chance to talk with the nine school divisions in more detail about the requests.

Mrs. Atkinson also mentioned that plans to address 2014 legislation regarding possible revisions to the A-F school grading system will be discussed at the end of the meeting.

Public Comment

Laurie McCullough spoke about the local alternative assessment guidelines on behalf of the Virginia Association for Supervision and Curriculum Development (VASCD). She said VASCD appreciates the steps that Virginia is taking toward a more balanced assessment system and thanked the Board for the care it has taken and for listening to VASCD and others as they develop the guidelines. She mentioned the following points:

- She said they appreciate the provision of local flexibility. This creates the opportunity for creativity, innovation, and leadership from the field.
- They anticipate that, after the guidelines are adopted, school divisions will ask for more detail, especially regarding requirements for documentation. She asked the Board to resist creating unnecessary reporting requirements.
- They support the desk review process and the site visits described in the guidelines and encourage the Board to emphasize that the intent is to verify that instruction and assessment have been conducted and how they have been conducted.
- She said the Board may want to re-think the plan to collect examples of best practice within this review. This confuses a simple compliance activity with an evaluation of quality and may create ambiguity about the intention. They support the collection of best practice samples, but perhaps that should be done outside the review process.
- She said they assume that a series of assessments, perhaps at the end of each instructional unit or grading period, meets the requirements of the guidelines and that an end-of-year comprehensive exam is not necessary. She suggested that this be clarified in the guidelines or in supporting communication.

She closed by saying VASCD looks forward to working with the Virginia Department of Education (VDOE), school divisions, and partner state organizations to ensure that teachers and leaders will have access to quality professional learning this year and beyond.

One Board member had a question about her presentation. She responded that there is a requirement in the guidelines that each reporting category of the Standards of Learning (SOL) be assessed with an alternative assessment in those content areas in grade levels where the SOL tests are no longer being given. There are many ways to do that. In a balanced assessment system, they would consider best practice to be that teachers would look at their instructional unit and perhaps use different types of assessments for different content, the assessments that fit them best. In their reading of the guidelines, their assumption is that, as long as the teachers give a series of assessments, this would be an appropriate substitute for an end-of-year SOL test. They are asking for clarification regarding this issue.

Mrs. Atkinson thanked her for her comments.

Requests for Conditional Accreditation

Shelley Loving-Ryder, assistant superintendent for student assessment and school improvement, and Beverly Rabil, director for the office of school improvement, introduced this agenda item. Ms. Loving-Ryder said, according to the Standards of Accreditation (SOA), schools that have failed to achieve accreditation benchmarks for four consecutive years are denied accreditation and are subject to a memorandum of understanding (MOU) with the Virginia Board of Education. As an alternative to the MOU and the accreditation denied status, the SOA permit local school boards to request a rating of conditional accredited. To qualify for this rating, the school must be reconstituted and the school division must provide evidence that the reconstitution is

designed to improve student achievement and move the school toward becoming fully accredited. Reconstitution may take several forms, including a change in staff, in governance, in the instructional program, or in the student population. Schools may be conditionally accredited for not more than three years. Today, nine school divisions will be before the Board to request conditional accreditation for 15 schools. The superintendent from each of the school divisions is here to make a presentation about the plans they have for the 2014-2015 school year to improve student performance.

Dr. Aaron C. Spence – Virginia Beach City Public Schools

Dr. Aaron Spence, superintendent for Virginia Beach City Public Schools, spoke to the committee to discuss the request for conditional accreditation for Bayside Middle School. Dr. Spence brought to the meeting members of his governance team and the school board chairman, Daniel Edwards. As part of his presentation, Dr. Spence provided the Board with eight years of SOL performance data. In that data, Dr. Spence said you can see that there was a significant period of time when Bayside Middle School met full accreditation standards, specifically from the 2002-2003 school year to the 2010-2011 school year. He noted that the school demographics have not changed significantly, and the school has performed well in the past.

Here are highlights from Dr. Spence's presentation:

- During the last school year, the VDOE assisted the school division with an academic review and identified a number of factors which appeared to contribute to declining student performance, specifically a misalignment between the SOL and the teachers' learning plans and a misalignment between the teachers' learning plans and students' assessment.
- In response to this, they have crafted and begun implementing a reconstitution plan that includes addressing the findings of the academic review and state requirements for reconstitution and considering how they might create a learning environment that is tailored to meet the needs of each student at the school. As a result, they have created a second campus, the Bayside sixth grade campus, which allows the seventh and eighth grade students to continue to attend the other school. The two-campus structure will allow for smaller learning communities, which will enable a more laser-like focus on the educational and social-emotional needs of the students.
- Two premier school administrators have been selected to lead those two campuses. Joy Byrd-Butler has been selected principal of the Bayside sixth grade campus. Dr. Paula Johnson is the principal of the Bayside seventh and eighth grade campus. In just one year on the campus, her leadership contributed to the school making improvements on nine out of the 12 SOL assessments.
- In looking at the data, he said we can see that some progress has already been made even before the restructuring. They believe these increases in scores can be attributed to the quality leadership currently in place. More support was needed and math and literacy specialists and additional staff with strengths in these content areas have now been provided.

- The decision to divide the school into two campuses was made because research and experience indicate that sixth grade is a time of transition and students in this grade typically experience greater academic challenges as well as higher retention and discipline rates than their older peers. Research has also demonstrated the power of the smaller, more intimate school setting, which allows for small class sizes and enables administrators to build stronger relationships with the students and their families.

Along with the division of the campuses, the plan for reconstitution was based on several major planks:

- Reconstitution of governance.
- Reconstitution of staff.
- Restructuring of the instructional program.
- Restructuring of a comprehensive professional development program.

Mr. William D. Clark – Dinwiddie County Public Schools

Mr. William David Clark, superintendent of Dinwiddie County Public Schools, presented the request for conditional accreditation for Dinwiddie Middle School. With him were Barbara Pittman, school board chairperson; Dr. Yardley Farquharson, director of assessment and student services; Sharon Yates, director of secondary education; and Alfred Cappellanti, principal of Dinwiddie Middle School.

Here are highlights from Mr. Clark's presentation:

- Mr. Clark provided a brief overview of the school division. Dinwiddie is basically a suburban-rural community with seven schools: five elementary schools, one middle school, and one high school. Enrollment is about 4,400 students. Over the last five years, there has been a decrease of about 200-250 students. Fifty percent of the students qualify for free and reduced lunch (FRL) and the special needs population is roughly 13.5 percent. Although the English-as-a-Second Language population is fairly small, it has seen significant growth in the last two to three years. Four out of five of the elementary schools are Title I schools, and Dinwiddie Middle School currently has 1,023 students. Fifty percent of those students qualify for FRL, and about 16% qualify for special needs services.
- Of the 66 teaching positions at Dinwiddie Middle School, 35 have less than five years of teaching experience. There has been a lot of turnover due to retirements and teachers moving from one division another. In the area where the school has been warned – English – nine of the 13 teachers have less than five years experience. This year, they have 16 new hires with five in the warned area, English. Dinwiddie has previously been listed as a hard-to-staff school by the VDOE.
- The school is on a modified block schedule with a double block period for English and mathematics. However, they have added 40 minutes at the middle of the day for remediation and enrichment activities for all students.

- The middle school has struggled with SOL testing for some time. While growth continued in all subject areas this year, the school still failed to meet full accreditation due to English.
- The school division will do some things differently. Following last year's academic review, it was determined that the curriculum was not aligned to the SOL. They started working on this last year, and this is a continuing process. Staff changes have been made. A reading specialist has been hired and will work with students and teachers. A reading tutor who is a certified teacher has been hired. There has also been an increase in inclusion classes. They have also worked with benchmarks and with lesson plans. Reading and writing have been incorporated across all content areas. Formal observations will be very structured and assistance will be provided to teachers in a timely manner.
- The division calendar has been adjusted to provide more professional development and more structured meetings about instruction have been scheduled. In addition, the mentor program has been expanded.
- There needs to be more parent involvement, and the school division is addressing this issue.

Mr. Clark said, if conditional accreditation is granted, he hopes it will not be necessary after this school year.

Dr. Linda M. Shifflette – Hampton City Public Schools

Dr. Linda Shifflette presented for Jane H. Bryan Elementary School on behalf of Hampton City Public Schools. She brought with her Lynette Nelms, the principal of Bryan Elementary School; Dr. John Caggiano, executive director of school leadership; Dr. Cynthia Cooper, executive director of research, planning and evaluation; and Dr. Semie Rayford, lead turnaround partner from Cambridge Education.

Here are highlights from Dr. Shifflette's presentation:

- Bryan Elementary School is a Title I school with about 385 students as of the third week of this school year. Last year, the school had the highest level of economically disadvantaged students in the school division at more than 88%.
- In school year 2011-2012, Bryan was warned in English and mathematics and had extremely low pass rates in mathematics. At the end of that school year, the school was reconstituted, 51% of the teaching staff was replaced, and a new administrative team was put in place. The school also gained a reading specialist, a reading interventionist, a math interventionist, a data coach, and a behavioral management coach. In the two years since Bryan was identified as a Priority School, it has met the accreditation benchmarks in all core subjects except English. As a result of this progress, the school division is asking the Board to grant the request for conditional accreditation for the upcoming year.
- The school has plans for continuous improvement. In addition to the work with Cambridge Education, there is direct division support in initiatives and processes. The Division Leadership Support Team conducts quarterly reviews of initiative, implementation, outcome data, and needs for additional support. In addition,

there is a Division-Wide Lesson Plan Improvement Initiative and a focus on attendance. Students have to be present to learn, and, in looking at the data, they determined that there was a significant difference in scores for those who are truant and those who are not.

- They have created classroom libraries at this school, and, over the summer, the curriculum and pacing guides were realigned with updated classroom curriculum frameworks. In addition, across the division, the lesson plan template was revamped with a greater focus on increased rigor. Progress monitoring and accountability are the center of Bryan's improvement efforts with everyone held to high standards.
- Every opportunity to engage the students in reading is utilized. The *Soar Summer Camp* and the after school learning program have extended both the school year and school day for the students. In addition, students are encouraged to take materials home to read.
- The division is committed to doing whatever it takes to move the school to full accreditation.

Dr. Scott S. Braband – Lynchburg City Public Schools

Dr. Scott S. Braband presented the request for conditional accreditation on behalf of Sandusky Middle School. The new principal, Leverne Marshall, and a school board member, Marie Waller, were also present.

Dr. Braband said five years ago all of Lynchburg City's schools were accredited, including Sandusky. They were above the benchmark level in all areas except math, where they were one point below, and then changes came. While the school division's percentage of economically disadvantaged students increased, the statewide SOL math performance dropped. Most importantly, five years ago, in 2011-2012, the principal at Sandusky departed mid-year and an interim principal was appointed. In 2011-2012, a new principal was selected, but the superintendent left at the beginning of the school year and an interim superintendent was appointed. In 2012-2013, Dr. Braband was appointed as the new superintendent and a new principal, Mr. Marshall, was appointed in May 2014.

Ms. Waller then came up to speak to the Board. On behalf of the Lynchburg school board, she asked for conditional accreditation for Sandusky Middle School. She noted that Lynchburg is considered an urban school division with more than 68% of the students qualifying for FRL. She said that the school board hired Dr. Braband because he had successful experience working with a similar population and raising the achievement in his schools as a principal and in his cluster of schools. The Lynchburg school division is confident that they have the right people, resources, and plan to achieve the improvement necessary to meet the full accreditation requirements for this school in the near future.

Here are highlights of Dr. Braband's presentation:

- Lynchburg City Public Schools is responding through changes in staffing, governance, and instruction.

- The school division has hired a new assistant superintendent for curriculum and instruction and a director of culture and engagement. They have also created a supervisor of mathematics and district level instructional coaches for math. They now have additional staffing for math and English. As indicated earlier, they have also hired Mr. Marshall, a principal with extensive experience, success with SOL performance in his school, and a successful track record with economically disadvantaged students.
- For governance, they are refining their school improvement plan using Indistar and a governance board has been created.
- In response to the 2013-2014 academic review, the school division has revised pacing, alignment, and resource guides for math K-12 and provided sustained professional development through Professional Learning Communities focused on the learning cycle.

Dr. Braband asked that Sandusky Middle School be given one year of conditional accreditation to show growth with the new plan in place.

Mr. Marshall spoke briefly about changes made at the school. The changes include a revision in the lesson plan template to assure consistency and a requirement that athletes participate in an after-school program for one hour of instruction because he found that many of these students were failing. In addition, there is also a focus on collaboration within the school by content area.

Dr. Ashby Kilgore – Newport News City Public Schools

Dr. Kilgore asked for conditional accreditation for three elementary schools in Newport News: Jenkins, Newsome Park, and Sedgefield. She made this request for two reasons: the data at each school and the plan that they have for continued progress.

Highlights from her presentation are as follows:

- She said there were four data points she would like to share about these schools.
- For each of these schools, this is their first four-year cycle of non-accreditation. Prior to the advent of the new SOL assessments, each of these schools had been accredited since 2004-2005.
- Each of these schools began 2013-2014 with a vigilant emphasis on literacy and math achievement, and each of these schools saw tremendous gains in math at all grade levels as well as gains in literacy.
- The third point involves time to learn, as hours of instruction were increased. In addition, the school division was able to provide for daily planning time for the elementary schools.
- The school division had three audits: by the VDOE; by their turnaround partner, Cambridge; and by the District Management Council in Boston. These audits pointed to aligning the lessons with the rigor in the SOL. The curriculum was aligned, but the actual practice in the classroom was not.
- They also looked at how they provide intervention for students and found they did not have enough dedicated time and did not have a targeted intervention. The

plan includes a daily intervention or enrichment block at these three schools. The assessments are used for immediate intervention. Moreover, math and reading interventionists have been placed at each of the schools.

- The plan for progress is based on the audit findings and on the lessons learned in the literacy and math progress last year. It focuses on the taught curriculum, on professional development opportunities, and on the intervention structures.
- They are coaching teachers and using a simple partnership model from the central office. Grade level supervisors come in and work with the teachers.

Dr. Kilgore said the district plan supports continued progress at the three schools. Brian Nichols, chief academic officer, also provided additional information about the plan at each of the three schools.

Dr. Samuel T. King – Norfolk City Public Schools

Dr. Samuel T. King requested conditional accreditation for two schools: Tidewater Park Elementary School and Booker T. Washington High School.

Here are highlights of his presentation:

- He provided a brief overview of the vision and the needs around the division. Initially, it was necessary to develop a five-year strategic plan. He spent his first year doing this with the help of the community, parents, and the business community. Audits were also conducted to identify problems and to pinpoint things going well and how to sustain those. Last year was the first year this plan was implemented. The mission was to make Norfolk the cornerstone of a proudly diverse community and to make students college and career ready by focusing on teacher leadership, effective teachers, and effective leaders in the classroom.
- They determined that there was a discrepancy regarding what should have been delivered in the classroom and what had been delivered. Alignment must be ensured, but learning must also be measured. If children struggle, they must be provided customized safety nets. Children meeting the standards must be given enrichment. Teachers must be highly qualified and highly effective.
- They also found that the academic reviews conducted at the state-level affirmed their analyses. The major issue centered on the need to align the curriculum with what is taught and tested.
- They also developed an office of school turnaround, and he introduced two staff: John Coleman, who is executive director for the high schools and Dr. Sherrod Willaford, who is executive director for school turnaround.
- Tidewater Elementary School's school improvement plan centers around four areas: positive school culture, quality instruction, community/parental engagement, and positive student interventions and supports and is customized for that school. The request for conditional accreditation for this school centers on the effective leader. Tidewater Park Elementary has a new principal who has just completed her second year. She is beginning to see results in that there has been improvement in math, English, and social studies test scores. Science

remains a challenge, but there is a plan to address that challenge. While there have been incremental increases, they want to see consistent improvement.

- The request for conditional accreditation for Booker T. Washington High School is based on total transformation. This school has a new principal as well as new assistant principals and support staff to lead the transformation process. As a result, there has been an increase of seven percentage points as it relates to the graduation completion index. The focus here is on a new principal, a new administrative team, and highly qualified master teachers who are endorsed in their areas and who have been able to secure results. There has also been an Advanced Placement (AP) focus and an increase in enrollment in that area. They have a partnership with Tidewater Community College and Virginia State University with respect to dual enrollment. Certification in career and technical education also has been a focus, and there has been an increase in the pass rates in this area. There has also been a partnership with Old Dominion University in their University Teacher Immersion Residency Program. This program is of vital importance in assisting with hiring and retaining qualified employees.

Based on the information provided, Dr. King asked that the board give strong consideration to giving Tidewater Elementary School and Booker T. Washington High School an accreditation rating of conditional accreditation.

Dr. Joseph Melvin – Petersburg City Public Schools

Dr. Joseph Melvin, superintendent of Petersburg City Public Schools, presented a request for conditional accreditation for Vernon Johns' Junior High School. He introduced his assistant superintendent for instruction, Stephanie Bassett; the new principal at Vernon Johns, Shannon Washington; and chief academic officer, Annie Harman.

Here are highlights from his presentation:

- Dr. Melvin said they put together a comprehensive plan for all of the school division's schools last October, and this plan was approved by the Board. That plan also addressed Vernon Johns, and they intend to stay with the plan for that school. This year, the school division gained accreditation at Petersburg High School, A.P. Hill Elementary School met all AMOs, and the math SOL scores increased. Because they have made significant increases, they will stay the course with the comprehensive strategic plan.
- The shift in rigor and other changes in the SOL caused Vernon Johns to play catch up, as happened in other middle schools in the state, while they attempted to adjust to the changes. They also lost two ideal science teachers.
- In order to ensure improvements, they will continue to monitor and hold staff accountable as is consistent with their comprehensive plan. In keeping with the comprehensive plan, Vernon Johns has further aligned its curriculum in English, math, and science. This year, the data monitoring will be more frequent and meetings will be to keep parents informed. This action will be consistent throughout the division.

- A professional development calendar has been developed to support the teachers in science, English, and history.
- Vernon Johns has received a 21st Century grant and will have after-school programming this year consistent with those content areas. In addition, the current MOU with VDOE has provided them with the support of an academic officer, Ms. Harman, and the division has secured contracts with the University of Virginia to work with staff on reading instruction. They have also received the support of the VDOE science coordinator.

He also gave his new principal, Ms. Washington, an opportunity to say a few words. She said this year the key words at the school are accountability, visibility, monitoring, consistency, and positive school climate. They know they have work to do.

Dr. Patricia Fisher – Portsmouth City Public Schools

Dr. Patricia Fisher came before the Board to request conditional accreditation for I.C. Norcum High School. She had with her the senior director for curriculum and instruction, Dr. Helen Taylor; the mathematics director, Dr. Fiona Nichols; the principal of I.C. Norcum High School, Dr. Rosalynn Sanderlin; and an assistant principal at the school, Shawn Millachi.

Here are highlights from her presentation:

- The school is located in the heart of Portsmouth. It has 1,280 students with 60% on FRL. It has 80 certified teachers, with 98% of the math teachers highly qualified. They expect to hire two more highly qualified math teachers, and, at that point, they hope to be 100% highly qualified in math. Finding math teachers and retaining them has been a challenge for the school division. The school is warned in mathematics. It is also provisionally accredited based on the Graduation and Completion Index (GCI).
- They are requesting conditional accreditation for this school because the data supports the request. The data shows that there has been an increase in SOL pass rates since 2011-2012. As of 2010-2011, the school had been fully accredited for the past four or five years. However, as changes were made in the SOL, the SOL scores dropped. Three years ago, the school was not accredited in three areas. Today, I.C. Norcum is only warned in mathematics.
- The school's dual enrollment participation is significant. The school partners with Tidewater Community College and Norfolk State University. Participation in AP courses has also increased.
- With regard to the areas of reconstitution, there is a focus on changes in staff and in the instructional programs. The principal came on board two years ago. Three new assistant principals joined her. Seventy-five percent of the math teachers are new. The school division has also hired a mathematics coach and a graduation coach. They are also using specific math strategies, such as the Indistar School Improvement Monitoring Tool and are providing professional development in Algebra I and Geometry. They want to emphasize high level cognitive skills at the classroom level every day.

- As to division governance, there are monthly meetings with the school leadership team and scheduled classroom visits every quarter. Parental involvement is critical, and they have an active PTA. There is active community involvement through business partners, the alumni association, Communities in Schools, and community and faith-based organizations.
- School board involvement has been critical in the school improvement planning process. The school board has asked for a profile of the schools, and there are governance updates monthly.

Dr. Dana Bedden – Richmond City Public Schools

Dr. Bedden presented a request for conditional accreditation on behalf of Boushall Middle School, Armstrong High School, and George Wythe High School. He introduced his team: Ms. Hawkins, the principal of Armstrong High School; Dr. Boyd, executive director of exceptional education and student services; Ms. Green, the principal at George Wythe High School; Mr. Jeffers, executive director of secondary schools; Ms. Garland, school improvement office; Ms. Abed, principal at Boushall Middle School; Ms. Perkins, director of curriculum and instruction, Ms. Kane, associate superintendent; and Mr. Billups, executive director for human resources. He said the school division is doing a major overhaul.

Here are highlights from Dr. Bedden's presentation:

- Dr. Bedden said the request for conditional accreditation is based on what he believes is significant progress. Boushall Middle School made gains in 11 of 13 previously assessed content areas from 2012-2013 to 2013-2014. In the two additional content areas, one remained unchanged and the other decreased by one percent. Armstrong made gains in ten out of the 12 content assessment areas from 2012-2013 to 2013-2014. Double digit gains were made in approximately 50% of the content areas, and the GCI has increased 18 percentile points over the past three years. George Wythe High School made gains in 11 out of 12 content assessments from 2012-2013 to 2013-2014. Double digit gains were made in approximately 75 percent of the content areas. The school division is headed in the right direction.
- Dr. Bedden said one of the first things put in place was a meeting with all principals with a focus on expectations and goals developed for them. Yesterday was the first professional development for all principals. They focused on improving teaching and learning, positive stakeholder engagement, and quality culture and climate in all of the schools.
- They are going back to the basics and have also had audits done. They knew they had an alignment problem, and they are now using a non-negotiable lesson plan template. He said they have to have fidelity of implementation of how teachers plan. There has been change in leadership with the schools. In addition, he is also very excited about the partnership with the VDOE.
- One of the things he found is that the teachers have a 191-day contract instead of the 200-day 10-month standard contract specified in the state *Code*. That's

nine days of professional development gone. Hopefully, they will be able to utilize this to meet the needs of the students and teachers.

- They are making sure that they are teaching what the students will be tested on and using the pacing guides.
- They are also focusing on family and community engagement and have just created a new office with the following responsibilities: attendance, truancy, and support services for families. Moreover, they also have the office of school improvement and innovation with the goal of continuous improvement.

Dr. Bedden said he was there to request conditional accreditation for these schools because of large gains.

Following each presentation, Board members asked questions. Answers will be provided at tomorrow's Board meeting or at a later time.

Discussion of Plans to Address 2014 Legislation Regarding Possible Revisions to the School Grading Formula

Shelley Loving-Ryder presented this agenda item with a quick summary of where we are. She said, during the 2014 General Assembly session, there was additional legislation regarding the issuance of school grades, which was delayed from October 2014 to October 2016. By January 1, 2015, the Board must submit a preliminary plan for a school grading formula to the General Assembly. The plan must be finalized by December 2015 with grades reported by October 2016. She then reviewed the required actions, discussed factors the Board might want to consider, and discussed the formula the Board adopted last year.

There was discussion of how the Board would proceed. In order to have something ready for the General Assembly in January, it needs to be addressed in final form by the Board in November.

Board members thanked Ms. Loving-Ryder for her presentation.

The meeting adjourned at 5:30 p.m.