

English Mastery Council Meeting Minutes

Thursday, May 14, 2020
9:00 AM

Call to Order; Roll Call; Pledge of Allegiance

Dr. Sharolyn Pollard-Durodola called the meeting of the English Mastery Council to order at 9:00 AM on Thursday, May 14, 2020 via Lifesize videoconference.

Ms. Mindy Montoya conducted a roll call. **Quorum was established** (ten members present).

Committee Members Present:

Diane Barone
Nancy Brune
Diana Cantu
Antoinette Cavanaugh
Lorna James-Cervantes
Laurel Crossman
Sharolyn Pollard-Durodola
Bettye Haysbert
Jonathan Moore
Paula Zona

Committee Members Absent:

Gladis Diaz

Others Present:

Blakely Hume
Sophia Masewicz
Mindy Montoya
Karl Wilson

Blakely Hume led the group in reciting the Pledge of Allegiance.

Public Comments #1

Mindy Montoya stated there were no public comments via email at the time.

Approval of Flexible Agenda

Motion: Approve Flexible Agenda
By: Jonathan Moore
Second: Diana Cantu
Vote: Passed unanimously

Approval of March 3, 2020 Minutes

Motion: Approve Flexible Agenda
By: Jonathan Moore
Second: Antoinette Cavanaugh
Vote: Passed unanimously

Nevada Department of Education Update

Karl Wilson from the Nevada Department of Education presented an overview of some of the things that the Nevada Department of Education has been doing to address the needs of English learners during this time of unprecedented closures of schools because of COVID-19.

Mr. Wilson stated that on the Nevada Department of Education website there is information regarding COVID-19 and there's a specific section with resources that are available to families and educators, which also includes information regarding waivers and executive orders that have been provided by the Governor related to COVID-19, including school closures and other efforts to ensure the public's safety during this time.

Mr. Wilson added that within the Nevada Department of Education website, there is an area that is designated for English Language Learners, under the "Program" section. That section contains specific resources that the EMC group has gathered, reflecting the services for English learners including specific guidance and other resources. One of the resources they provided early on in the process was a memo in March which specifically reminded all local education agencies and schools of civil rights responsibilities related to English learners that in designing distance learning opportunities for students to take into account the English development needs of English learners to ensure that they have access to instructional opportunities that are made available to all students.

Mr. Wilson stated that another key area that Nevada, as well as other states, needed to address was the law that specifically identifies that the districts have a responsibility to screen students who may be English learners as they enroll and complete the home language survey. There was a guidance memo from NDE leadership to all district superintendents, which NDE forwarded also to all local education English learner directors, providing guidance around how they were to do that. In the state of Nevada, the language proficiency screener that is used is a tool from WIDA and it is not validated to be administered through an online, distance setting. Nevada, as well as at least half of the other states in the nation, is working to find ways to address how good local education agencies fulfill their responsibility to do some form of language screening when the schools were closed and the social distancing requirements were in place.

Mr. Wilson stated the memo that was sent out from NDE leadership directed local education agencies to a specific protocol or procedure that Nevada developed. Local education agencies were asked that as students enroll in schools this spring and in anticipation for the next school year, they review the home language survey and if language other than English is indicated on the home language survey, that they conduct an interview with the parents, guardians and with the students to do a preliminary assessment of, does it appear that the student might be an English learner based on their ability to listen and to speak and that they would make a preliminary determination of whether the student might qualify as an English learner.

Mr. Wilson stated the interview is provisional and for identification only. It is not to be included in the student's record, but if students are identified as being potential English learners, the district has a responsibility to provide services and then schools are back in session and the language screener can be administered. They are to do that in alignment with the procedure that are in place for the State of Nevada. This is a temporary procedure to identify potential English learners and ensure that they have access to English learner services until schools are back in session and that assessment can be administered.

Nevada Department of Education Update (continued)

Chair Durodola noted that Mr. Wilson said the information about resources and screening was sent to local education agencies. She asked was the information communicated to teachers across the state to practitioners.

Mr. Wilson said the information that is available from the Nevada Department of Education is communicated to local superintendents, and local district and charter leaders on services for English learners, ensuring that they have access to that information and they are encouraged to share that with all educators within their systems.

Ms. Cantu asked about the interview process for parents, guardians, and/or students.

Mr. Wilson replied that as students are registered at local schools, the results of the home language survey are communicated with the local education agency office for English learners and they would then initiate that contact with the family. In follow-up to other questions that have come up, the Department recognizes that there are difficulties sometimes reaching families after that initial registration. NDE asked local education agencies to reach out by telephone, email, text, or even in person (always remembering social distance) to establish that connection and set up a method for having that interview, whether it was at the porch or some other methodology. It is the local education agency, the district, English learner department who has taken the lead on that.

Mr. Wilson stated that because of the school closures, there was a disruption to the annual assessment of academic content and it will also have an impact on annual accountability measures. The US Department of Education made available a waiver to states regarding the Annual Assessment and Accountability Requirements related to the Every Student Succeeds Act. Nevada did receive that waiver. The spring assessments of the SBAC assessment in Grades 3-8 were not administered. That does have an impact on how the state would be able to do annual calculations, so it will have an impact on the ratings that would typically occur in the fall, based on the 2019-20 assessment results. But staff did want to confirm that all of the spring 2020 WIDA assessments, in terms of English language proficiency, were not impacted in that the period of assessment was completed prior to the COVID-19 school closure situation. They do have the WIDA assessment results in terms of individual student proficiency. Staff will be able to use that information to assist in identifying students who have been English learners now qualified to exit English learner status based on their proficiency results.

Mr. Wilson said in terms of making resources available to support students and teachers, the Nevada Department of Education website has a page that is dedicated to English learners, with specific links to additional resources, to support teachers in methodologies, English learners through distance learning for student activities, plus recommendations for teachers and suggestions for how they organize their learning activities to assist students as well as support for families. There is the link that's specific to COVID-19 with specific links or instructional resources to assist families. There is information in English and also Spanish. In addition, there are specific links to English learner resources, in addition to the general resource available to all families. The school districts are providing resources to support students, families, and students. Clark County has very specific resources to help students in terms of meaningful learning activities and how to access those. They have resources that target specific professional development opportunities for teachers, to assist them, including opportunities that are available and specific in both English and Spanish online.

Nevada Department of Education Update (continued)

Chair Durodola asked if the exit criteria for English learners with disabilities was finalized yet and stated it could be utilized at this time during the spring and moving forward.

Mr. Wilson said those are assessments that are part of the supplemental information. If students do not meet the 4.5 level of proficiency on the WIDA assessment, they have to have other lines of evidence, which is going to be harder to find this year. NDE is going to have to work with local education agencies. It may be that that opportunity for an alternative method may have to be postponed to ensure that English learners have demonstrated the level of English proficiency through content areas and assessments that would indicate that they're ready to exit. Without those additional assessment results that are part of that, that would postpone the implementation of those strategies.

Chair Durodola thanked Mr. Wilson and Mr. Hume for taking the lead to provide not just resources for academic growth but also considering social/emotional needs of children and families, which are very important at this time.

Mr. Hume said when leadership for the EMC met with Department of Education last month and talked about plans for moving forward through COVID-19, one of the plans was just pushing everything back. The Department has been waiting to see what the Governor's mandate would be and then determined from there to push all the meetings back so that they could still meet the legislative requirements for the English Mastery Council. Every meeting that was scheduled was pushed back four to five weeks. Meetings that were already planned either did or didn't take place. The last full Council currently is set for June 25. They will talk about how to proceed from there at the end of the meeting based on the Chair's guidance.

Mr. Hume stated that the EMC has a budget each year and as of a month or so ago, there was about \$6,500 in the account. \$1,200 of that was for services already rendered. Based on the needs for individual meetings, in terms of minutes and other logistic procedures, EMC will need another few thousand to cover the remaining few meetings. Given the fiscal demands on the state and the requests in terms of different departments and how each department could support fiscal needs, there was a request for withdrawing some of that money from the EMC to support other areas. The fiscal department at the Department of Education has done that, which leaves EMC with enough money to have three more full English Mastery Council meetings, potentially more, in order to cover costs for logistics. He said they currently have this meeting plus three more. It's possible that they will meet for the English Mastery Council just for June 25th and the other two meetings may have to meet as workgroups, depending on funds.

Mr. Wilson said that with the closure of businesses, there is a potential impact on state revenues which could have an impact on funding for state programs in the coming year and actually finishing out this current fiscal year. The information is still being considered by the Governor's Office. There are no details to report at this time, but staff understands that it could have an impact on the funding that is available for critical state programs serving English learners, including the Zoom program, the Victory School Program and SB 178. NDE is waiting for official information from the Governor's Office related to any possible adjustments in allocations that result from the state revenue. There could be an impact on how local education agencies design their services for next year. There is additional funding that is coming to the state from the CARES Act, enacted by Congress.

Nevada Department of Education Update (continued)

Mr. Wilson stated that there will be approximately \$117 million that comes under the ESRA funds and the majority of those funds will go directly to local school districts and charter schools for implementing supports through COVID-19. The Governor's Office also received approximately \$26 million to address educational needs in the state under the GEARS Act.

Chair Durodola said with the COVID-19 response and the need for social distancing, formal meetings could not be held. Everyone thought that subcommittees could continue to meet informally to discuss priorities and listen to the updates, and some meetings happened and some didn't. She said they would definitely need to recalibrate priorities moving forward.

Chair Durodola asked was the budget for three meetings moving into the next academic year or is that for the summer, and what was the timeframe.

Mr. Hume responded that the funds that they have for this year are until July 1 and then they start a new fiscal year. The funds that he referred to would deplete them for this year and carry them forward through two more meetings. In July, it will all start over. During last session, one of the requests that the Council made was in the form of AB 92, which was the bill that supported the English Mastery Council. They were bumped up to \$10,000 a year. Given the needs for fiscal readjustment, it may be that some of that is withheld next year, but that will not affect them for the remainder of this year.

Update on EMC Subcommittee Progress

TESL Subcommittee: Dr. Diane Barone provided an update on the TESL Subcommittee. She said that UNR and UNLV students are taking the TESL classes now, even before the expectation that they have to. The EMC will have to determine a date to look at the graduates' practice and somehow determine if that course work is making a difference in practice. In Washoe County they do compare the first year teacher evaluations to their graduates to see if they're meeting or exceeding with what other first year teachers are doing. She thinks it would be good to look at first year teachers who have gone through all the ELD course work and compare them to other first year teachers. They would have to target the ELL students somehow.

Chair Durodola said evaluation to understand the potential impact of the coursework on students is very important. It may be that the committee will want to examine evaluation on two levels. One is internal; one is external. Some studies that have come out have said before student interns actually enter the field, there actually needs to be a measure in place that gives them feedback in terms of where they are. What they are beginning to realize is that in all these preparation programs, it's really impossible to give that novice everything they need to make decisions around the complexity of the situations that they feel and that they encounter in the field. It may be important when they think of how the state understands the potential impact of this preparation, that they look at data pre and post before students actually graduate and enter the field.

Chair Durodola stated that another data point would be looking at their actual performance in the field. She said it would be helpful for students as they are completing their coursework around English language acquisition, that they have some feedback in terms of what their strengths are, potential areas where they may be able to continue to focus on.

Update on EMC Subcommittee Progress (continued)

Chair Durodola stated that it is impossible that they gain all the skills and knowledge that they need when they're entering the field, which means there's also a need for ongoing professional development and ongoing opportunities for feedback and for growth.

Chair Durodola said at the last meeting, there were some discussions around practicum and how it's a potential obstacle to make that practicum work. It is important for the TESL Subcommittee to check in with NSHE institutions to understand what the obstacles are and if it's around practicum, do they need to come together to talk about how we're making practicum work.

English Proficiency and Academic Achievement Subcommittee: Ms. Lorna James-Cervantes reported that the English Proficiency and Academic Achievement Subcommittee met on May 7. Members had the opportunity prior to that meeting to review some of the research around English proficiency, academic achievement and any of the implications that may have on our work or recommendations moving forward. During the meeting, they discussed some of the research that had been completed and gained summaries from some of the subcommittee members. There was discussion on research around meeting the needs of their students in the lowest 25th percentile and some direct research with regard to student's native language that may be native English speakers but not proficient in standard English language. Some other research was discussed, including students who are English language learners or students who speak a language other than English in their home. Various techniques and the strategies used with those students can be very effective with students who speak non-standard English as their native or home language.

Ms. Cervantes said there was also talk around the fact that the research showed that maintaining a respect for the student's home language is very important and there's further need to continue to look at other research or other work that's already being done within the state and the district before providing any recommendations to the full EMC to take forward to the State Board of Education. She said the meeting ended with some recommendations for the subcommittee to consider moving forward at their next meeting. One recommendation was to make the needs of standard English learners more pronounced in the work that the subcommittee is doing. Part of the discussion within this work would be to look at the professional development being provided to the students, teachers and administrators across the State of Nevada, as well as looking at the effective focus of the work being done and the value being placed on student's home language, in addition to looking at identifying root causes for students' lack of progress academically in the school setting.

Ms. Cervantes stated that for the next meeting, the subcommittee invited Mr. Ignacio Ruiz to give an overview of the work that is done in Clark County with the English Mastery Plan. There are a lot of strategies that are being used with students that could be very effective with all language learners. Mr. Ruiz will be bringing a presentation to the next meeting.

Ms. Cervantes said the subcommittee also recommended looking at what was already in the 3x3 Legislation at the state level and what school districts are doing to track the progress of students who are at the 40th percentile and below. They know that through that legislation, all students who are in the primary grades up to the fifth grade, who are in the 40th percentile or below, have to have a specific plan written. The subcommittee is bringing members of the state 3x3 committee to the next meeting to present on that and help the subcommittee members understand what's already being asked of schools and districts across the state in doing that work.

Update on EMC Subcommittee Progress (continued)

Ms. Cervantes stated the subcommittee discussed the work in the English language development framework that was previously presented by Dr. Sophia Masewicz, which could crossover into the work for all students in the State of Nevada.

Chair Durodola said she thought there were different tiers that impact student outcomes. One tier is professional development. One tier is what the State Department of Education might provide in terms of tools and resources. She asked what the diagnostic tools are that teachers use, what training, and what tools do teachers have to make diagnostic decisions. She asked how they know that teachers have that knowledge and do students know how to respond and plan for instruction. She said that's very important when thinking about those students in the lowest 25th percentile.

Chair Durodola stated that she has learned of a researcher working with the Iowa Department of Education looking at some of the same issues as Nevada. She said she will reach out to her and ask about their research in terms of supporting students or looking at support for students who are in the lowest 25th percentile. She said it's important to use the research that has been done and know that the committee has acknowledged the need to look at root causes at different levels. She hopes that they can understand what diagnostic tools teachers have because it's teachers who have to make the decisions and plan instruction.

Ms. Cervantes said she agreed with Chair Durodola's views. She said right now, with the SBAC, teachers do not get some of the reports that they used to with some of the older versions of the standardized tests. The state as a whole is using a MAP Assessment. They used to get item analysis and P-values that showed you how closely a school did as correlated to other schools across the state, but they don't get that report anymore. Across the state, the state as a whole has adopted NWEA MAP as a test to use for benchmarking students throughout the year. There are more opportunities with that testing to get to a more diagnostic level, which would at least give them more detailed information about how a student's doing so they could then move to that next level. In Clark County, they are working right now with coming back to core reading training for teachers and the core reading assessment itself actually is more of a diagnostic tool.

Chair Durodola thanked Ms. Cervantes for the information about the MAPS and said it was an item that would merit discussion. She said looking at across the state, it will be very important to understand what diagnostic information teachers have access to. She stated that Jason Dietrich was going to join them in their first fall EMC meeting, but wasn't able to join them. She has requested that he can be present at another time. The expectation has been shifted so that NSHE institutions have additional preparation time for integrating and embedding the coursework within the program of study. She asked if it was time for the EMC to reach out to NSHE institutions to ask what obstacles they may be experiencing, especially around practicum, but also to bring up the idea of evaluation.

Dr. Barone said one of the things that UNR is doing is having students write about how they will address diversity when they enter their student teaching experience, and then they write about it again after. She said as they are bringing in all the new courses that the state has added to their undergraduate program, probably right now isn't the time to go question universities.

Update on EMC Subcommittee Progress (continued)

Chair Durodola said maybe it's not the right time now because there's so much to accomplish, but she wondered if at some point, there should be communication across NSHE institutions to share some ideas that are being considered in terms of student evaluations (internally or externally). There are different levels of preparedness across the NSHE institutions and different levels of preparedness in terms of understanding how to measure growth in students.

District Policy and Criteria Planning Subcommittee:

Ms. Laurel Crossman reported that the District Policy and Criteria Planning Subcommittee has not met since the last English Mastery Council meeting; however, they did have the five recommendations that the full Council approved and moved to share with the State Board of Education. That presentation will be taking place at a meeting this July with the State Board of Education. She said the subcommittee divided up packets of information provided by the school districts to the Department of Education. They summarized how many ELs are in Special Ed in each breakdown by grades and how many are in GATE. This information was from the spring of 2018, and some districts have gotten feedback already.

Ms. Crossman stated that the subcommittee is not looking at meeting again until the fall to begin the review of district policy. She said hopefully with the districts getting the feedback on their English learner plans, they will update those plans and they'll review the updates to that.

Mr. Hume added that in addition to the discussion on the presentation that will take place this summer, the subcommittee will continue to work on district policy recommendations and review article and support research to back up what is really happening on a national level, in terms of over-identification and under-identification of EL, SPED and GATE. There will be heavy and extensive research in June looking at the national conversation about that. They've already had a data request into the Department of Education's Data Management Office.

Mr. Wilson said he, Mr. Hume, and Dr. Durodola talked about her suggestion that it would be very helpful to have information from the national perspective on similar issues. When they are talking about the overrepresentation of English learners and special education and the underrepresentation of English learners in Gifted and Accelerated Programs, it is not an issue that is unique to Nevada. Being able to share with the Board what's been identified in Nevada as an English Mastery Council, if they read the data, here are things that are happening across the nation that are promising practices that the State of Nevada might consider. Sharing not only the concern or the issue, but then possible solutions to help local education agencies as they consider addressing those concerns that have been identified.

Chair Durodola thanked Mr. Wilson for providing the rationale for why they wanted to also include a national look at the landscape of this similar problem. There is also information about the root causes, potential reasons for why there is over-identification and under-identification. This is a challenge, but it doesn't mean that they can afford not to look at it and try to do something about this, at the state level. She said because of the unusual nature of the entire year, it will mean that they have to recalibrate the phases of their work. She asked if members had any thoughts about what the end of year presentation should include.

Update on EMC Subcommittee Progress (continued)

Ms. Crossman said one of the things that they discussed in the last District Policy and Criteria Planning Subcommittee meeting was how to address the new charge to review the lowest 25% performance for ELA. They had a very thorough discussion about whether or not they needed a district policy for it and what they came to the conclusion was that there already is statutory policy that covers K-6, which is the Read By Grade 3 legislation that requires an individual learning plan for those students. The determination was they don't need a new policy for that; however, they did want to look into what similar things might be needed at the secondary levels, and then look deeper into what additional supports could that 25th quartile require above and beyond the individual learning plan.

Ms. Cervantes said they had a similar conversation in her group about the fact that there really are already in place legislative directives and work being done in districts across the state to address the needs of students, at least at the elementary level for their students.

Chair Durodola thanked Ms. Cervantes for reminding them of what is already in place in terms of legislative directives.

Chair Durodola said the last time they had a presentation, each person submitted bullet points that they thought should be shared with the State Board of Education. She asked would it be feasible for members to send those 1-3 bullet points to share with other, then they could work together to communicate what they feel they have accomplished and where they are going to continue to place efforts.

Mr. Hume said he thought that was an excellent idea. He asked could the Chairs send those ideas to Mr. Hume and cc Mindy Montoya. He can work with the Chairs in June to formulate the presentation.

Discussion on Next Steps and Progress of the Council

Chair Durodola said she thought they already addressed this agenda item. In their summary, the EMC may want to discuss how COVID-19 has impacted EMC's meetings and their overall legislative charge for the remainder of the 2020 year until July 1. The COVID response shifted EMC's ability to be available for subcommittee work that would include voting, because they couldn't vote when they met informally on certain decisions that they were trying to make. This information should also be included.

Ms. Cantu said the group has been discussing the underrepresentation of children in Special Ed and/or the overrepresentation of children in Special Ed and the underrepresentation in the gifted program. Ms. Cantu wants to focus on the underrepresentation in Special Ed. She wanted to know if they had discussion about that issue and she missed it, or if that's something that has fallen to the wayside. For years, kids who may need it are not getting the services.

Chair Durodola said what immediately came to her mind is that's part of the trend of under-identification. It doesn't really solve the context of your own work, or the context that you're experiencing within your own school or practice setting. Chair Durodola said she didn't have a recommendation in terms of how to address that, but she knows that's part of a bigger issue of why ELs who would probably qualify, who really need special services may be under identified. Again, that's going to link back to awareness, in terms of how decisions are made of identifying students in placement and what have you. That fits in the category of under-identification.

Discussion on Next Steps and Progress of the Council (continued)

Ms. Cantu said she wanted to raise the issue because it is something that has been a thorn in her side for years. She's been at 13 different schools for Clark County School District, and she's visited many schools, and this has been the trend that she's seen. She's fought through it and she's still wondering how the committee can come up with some ideas to address it. In trying to not over-identify ELL/SPEDs, the pendulum has swung to the other side and people are afraid to say they are SPED and not ELL or it's ELL and not SPED. She said she didn't expect an answer right now; she just wanted to make sure that that was thrown out there for the record.

Chair Durodola thanked Ms. Cantu for sharing because it brings up some questions on how they can avoid overidentification and underidentification. She said they need to look for feasible ways to do that in the state, and it can be part of how they craft their overview of work in terms of priorities that the state should keep in mind and how questions can move their work forward. It is an issue that none have an immediate answer for.

Ms. James-Cervantes said she thought the other piece of that was the question of how many bilingual psychologists they actually have in the State of Nevada. That is a big concern, especially when there aren't as many opportunities for students to go through the process of the certification and becoming school psychologists who are also bilingual. It's a similar concern they have with other specialist areas across the State of Nevada, and that goes back to that question of the teacher pipeline or professional pipeline, having the professionals who are trained to do the work in the State of Nevada.

Chair Durodola said she agreed with Ms. Cervantes. One of the red flags that went up in her mind was the limited number of bilingual school psychologists who are working in the state and their huge caseloads.

Mr. Wilson said when they shared the update in March, one of the things that they highlighted was that they had been working with an English learner special education workgroup around issues related to exit criteria for English learners who had disabilities. What that conversation led to was some really valuable discussions about response to intervention strategies in education systems that assist students and teachers in supporting students that may be English learners, students with disabilities and then the combination of English learners with disabilities. Based on the recommendations from leadership of the English Mastery Council, as they gear up for the 2020-21 school year, there may be the opportunity to invite a conversation with the EMC so that everyone can share concerns with their colleagues in Special Education and the Special Education Advisory Committee.

Chair Durodola said she knew they have one final English Mastery Council meeting this summer. She asked would it be possible for that workgroup or certain members of that workgroup to share findings, root causes, potential solutions that could be shared so that they can think of moving forward into the new year.

Mr. Wilson said he would ask if they could form a partnership for an upcoming meeting, including June, although it's just about five weeks away; share what they discuss, what they learn together and that may be the springboard to the direction that might be helpful for the State of Nevada.

Chair Durodola said she loved the use of the word, “springboard.” That’s what she was envisioning, that the conversation might help them to think about their work moving forward for the next fiscal year.

Public Comments #2

Ms. Montoya stated there were no public comments via email at the time.

Chair Durodola asked Mr. Hume to update them on their next scheduled work time.

Mr. Hume said he sent out an email with new times on it. Since nobody knows what’s going to happen with COVID-19 and with closures, if for some reason things are back in operation and they are able to meet in a face-to-face setting, they currently have a Thursday, June 25 at 1:00 PM meeting in the Silver Ore Room Conference in Carson City and in the Bristlecone Conference Room in Las Vegas. He asked if a 9:00 AM meeting would be better.

Chair Durodola said it’s really up to the Council in terms of a time preference. She asked do Members want to meet at 9:00 through Lifesize if that is the platform we’re going to function on.

Mr. Wilson said they have about a month to research and see if there is another platform that has better quality than what they’ve experienced that day. He said staff will let members know how to connect, whether it be Lifesize or some other platform.

Mr. Hume said given budgetary constraints, he’s not sure whether it will happen or not, but perhaps the TESL Subcommittee could put on their calendar, June 4, Thursday at 9:00 AM and the English Proficiency and Academic Achievement Subcommittee, if they could put on June 11 at 9:00 AM. They have those reserved for either meetings or if need be workgroups, where they can meet and discuss continuing work.

Ms. Cervantes said she and her colleagues have been using Google Meets and Google Hangout pretty successfully as a district and have not had any major problems.

Adjournment

After thanking everyone, Chair Durodola adjourned the meeting at 10:49 AM.