

NEVADA DEPARTMENT OF EDUCATION  
STATE BOARD OF EDUCATION  
JANUARY 18, 2018  
9:00 A.M.

**Meeting Locations:**

Office	Address	City	Meeting Room
Department of Education	9890 S. Maryland Pkwy	Las, Vegas	Board Room (2 <sup>nd</sup> Floor)
Department of Education	700 E. Fifth St	Carson City	Board Room

SUMMARY MINUTES OF THE REGULAR MEETING

DRAFT

*(Video Conferenced)*

**BOARD MEMBERS PRESENT**

**In Las Vegas**

Elaine Wynn  
Felicia Ortiz  
Robert Blakely  
Mark Newburn

**In Carson City**

Hunter Drost  
Dave Jensen  
David Carter

**DEPARTMENT STAFF PRESENT:**

**In Carson City**

Brett Barley, Deputy Superintendent, Student Achievement  
Roger Rahming, Deputy Superintendent, Business and Support Services  
Dave Brancamp, Director, Standards and Instructional Support  
Kristine Nelson, Director, Career Readiness, Adult Learning and Education Options  
Sarah Nick, Management Analyst  
Megan Hanke, Management Analyst  
Greg Bortolin, Public Information Officer  
Karen Johansen, Assistant to the State Board of Education  
Shawn Osborne, IT Technician

**In Las Vegas**

Steve Canavero, Superintendent of Public Instruction  
Dena Durish, Deputy Superintendent, Educator Effectiveness and Family Engagement  
Kim Bennett, Administrative Assistant

**LEGAL STAFF PRESENT**

**In Carson City**

Byron Stockton, Deputy Attorney General

**AUDIENCE IN ATTENDANCE:**

**In Carson City:**

Pat Hickey, CSAN

Dan Meyer, Carson City High School  
Sindie Read, Washoe County School District  
Kimberly Rombardo, NWEA  
Lindsay Anderson, Washoe County School District  
Heather Dye, Future Farmers of America  
Nathan Anderson, WEA  
Cristal Cisneros, SLO, Washoe County School District  
Adam Drost, Legislative Counsel Bureau  
Lindsay Anderson, Washoe County School District  
Beth Bouchard, Sierra Nevada College

**In Las Vegas:**

Robert Brown, Sierra Vista JROTC  
Robert Askey, Touro University Nevada  
Monte Bay, National University  
Judy Mantle, National University  
Maggie McGill, CEV Multimedia  
Brian Scroggins, State Public Charter School authority  
Jesse Welsh, Clark County School District  
Tabetha Haley, NWEA  
Zane Gray, Sierra Nevada College  
Amber Lopez Lasater, Nevada State College  
Ignacio Ruiz, Clark County School District  
R. Gourrier  
David Rago, National University  
Shelly Stamp, Clark County School District  
Barbara Konrad, HOPE  
Jenn Blackhurst, HOPE

**Call to Order**

The meeting was called to order at 9:00 a.m. with attendance as reflected above.

**Public Comment #1**

Pat Hickey explained he currently serves as the Executive Director of the Charter School Association in Nevada. He expressed support for dual credit enrollment programs for high school students and support for career and technical education standards and that expansion of both programs is exactly what Nevada needs. Enrollment and graduation at Nevada's four-year colleges remain far below the national average. High school graduation rates in Nevada increased in 2017 but still are notably below the U.S. graduation rate. Too many Nevada students are not prepared to attend and complete a four-year degree program in college. Students who attend Career and Technical Education (CTE) have a 95 percent graduation rate and about 85 percent of those graduates go to some level of post-secondary education. Career focus graduates will have jobs waiting for them in Nevada's diversified economy. Career and technical education career focus magnet and charter schools routinely partner with businesses to design programs that produce 21<sup>st</sup> century employable skills. A recent study found it is no longer a matter of how much education you have, but what skills have been acquired and how they match up with the community and economy.

Lieutenant Commander Dan Meyer, retired Navy 30 years, and senior naval science instructor at Carson City High School for the CTE program, said he has been in the program for 15 years and has been at Carson City for four years. He stated all the ROTCs need to be in the CTE program because it is a career path and it makes sense.

Command Sargent Robert Brown, 30 year veteran and ROTC Instructor, Sierra Vista high School, has been at the high school for five years. The Sierra Vista mission statement is to motivate young people to be better citizens. (inaudible) The values of helplessness, service, honor, integrity and personal courage are

instilled in their students. They have 9<sup>th</sup> through 12<sup>th</sup> graders in the same class, not compartmentalized by age and are student led. The schools focus is citizenship and students are involved in the community having given out 300 quilts to veterans. In the last two years at Three Square they have packaged 40,000 meals with one ROTC program. Their curriculum is leadership, civics, and health and wellness focusing on communication, good citizenship and public speaking. Sierra Nevada has 2,000 hours of community service this year. Mr. Brown said CTE ties in well with ROTC and is a perfect fit to leverage the funding flow of federal, school and CTE funds to help students become more successful.

Gerald Meggett, co-founder, CircleIn, said he re-located over 2400 miles from Annapolis Maryland to Nevada. He informed that Governor Sandoval's office has committed \$200,000 towards their investment in Nevada. CircleIn invented an online community where students share issues with homework and learning concepts and get support from a network of student peers. When a student goes home and struggles with algebra homework he can open his phone, go on to CircleIn and tap into a network of top student peers around the country. This offers real time help. In relocating to Nevada, he believes they can help the learning gap for students and asked the business community to rally around their efforts.

Maggie McGill, CEV Multimedia CTE Education Curriculum Executive, supports many CTE teachers throughout Nevada. CEV Multimedia provides high quality Nevada State aligned CTE courses, which include alignment and pacing guides for CTE teachers. Their state aligned courses follow the pathway course sequences that are on the Department of Education CTE website. CEV currently offers 12 industry student certifications. Their certifications encourage students to set and achieve goals while gaining valuable skills and improving employability. Students can work toward their college and career goals while advancing through regular coursework. The certifications are stackable, portable and backed by nationally recognized companies such as Southwest Airlines. During the 2016-17 school year they certified 5,000 students nationwide. This year they began a movement to certify 10,000 students. Ms. McGill listed the CTE pathways, courses and certifications that they offer.

### **Approval of Flexible Agenda**

**Member Newburn moved to approve a flexible agenda. Member Blakely seconded the motion. The motion carried.**

### **President's Report**

President Wynn informed the Board that Regent Cathy McAdoo will join the board as a representative from the Nevada System of Higher Education. Member Dave Jensen and Dawn Miller have been reappointed to continue their service on the Board. The speaker of the assembly will soon appoint a member to fill the vacancy created by the departure of member Swanberg.

### **Superintendent's Report**

Superintendent Canavero provided updates about the following:

- Press release of the Quality Counts Report which is a view of Nevada's education system as of 2015. It is a reminder of where Nevada was and why the Governor established a package in 2015 to invest in pre-k through K-12 education with a mechanism for accountability.
- Clark County School District Achieves and the reorganization of the school district. A recent action was taken by the board of trustees in CCSD to transfer a significant amount of responsibility to their local school precincts.
- The High School Graduation Committee, chaired by vice-president Newburn. Regulations were recently adopted for the college and career ready endorsed diploma which elevates what kids should know and be able to do upon graduation to be post-secondary ready. It is a significant policy shift for Nevada.
- Recent approval was received to contract with Augenblick, Palaich and Associates for a funding study. Continuation for ACS Ventures was received to provide an external evaluation of the seven categorical programs.
- Two staff members were selected for the Results for America. (inaudible)

- Deputy Durish has been leading discussions about the Teacher Leader in Residence program. There are a number of qualified teacher applicants for the program.

Member Newburn commented about the Quality Count Report, noting there are different categories in the report. The report is not stating Nevada has the worst education system; rather altogether the climate for education in Nevada is the lowest. Nevada is performing at 38 out of 51, and he noted the messages get mixed up in the reporting.

### **Approval of Consent Agenda**

- a. Possible Approval of Dual Credit request for additional courses from the Nevada System of Higher Education for which high school credit can be granted.
- b. Possible Approval of Dual Credit request offered by Great Basin college to White Pine county High School
- c. Possible Approval of Career and Technical Education standards for Military Science.
- d. Possible Approval of Career and Technical Education standards for Cybersecurity
- e. Possible Approval of Career and Technical Education standards for Business Management
- f. Possible Approval of Career and Technical Education Course Catalog School Year 2018-2019
- g. Possible Approval of Teacher/Student Computer Science standards
  - At-a-glance condensed table
- h. Possible Approval Teacher/Student Standards for Music Technology
- i. Possible Approval of the FY17 Career and Technical Education Fund Activity and Expenditure Report
- j. Possible Approval of Minutes;
  - November 16, 2017 Board meeting
  - October 26, 2017 Regulation meeting
- k. Possible Approval of Instructional Materials for WCSD
  - Math, A P Statistics, Precalculus, Geometry, Pre-algebra, Algebra 1 and 2; Grades 9-12
  - World Language, Chinese, Spanish; Grades 9-12

**Member Blakely moved to approve the Consent Agenda. Member Newburn seconded the motion. The motion carried.**

**Information and Discussion regarding Career Technical Student Organization (CTSO) presentation from student officers.** The board will develop an understanding of CTSOs role in Career and Technical Education students becoming college and career ready.

Randi Hunewill, Assistant Director, Career and Technical Education, introduced the Career and Technical Student Organization (CTSO) officers and informed that CTSOs are an inter-curricular part of all of the CTE programs.

Carlos Lara, Nevada SkillsUSA State President, stated there are six programs in the Career and Technical Program, including agriculture and natural resources, business and marketing education, education and hospitality in human services, health and science public safety, information media and technologies, and skill technical sciences under SkillsUSA. He explained that students who participate in CT and CTSOs have a higher change compared to students who just participate in CT or regular high school. Career and Technical Student Organization participants strengthen Nevada's future skilled workforce.

Victoria Defillippi, State Western Region Vice President for Nevada stated the CTSOs strengthen Nevada's future workforce through industry skills, relevance and networking. Sadie Share, Nevada Future Business Leader of America's Northern Region Vice President discussed how involvement of CTSOs help grow leaders at the state level through public speaking, team work , growth and leadership, personal success and positive role models.

Jurnie Crawford, president for FFCLA, discussed how CTSOs can build and strengthen communities through service, student voices, and travel.

Melissa Jones, Nevada FFA State vice president, said she is going to school to be an agricultural educator. Ms. Jones discussed how CTSO is so important to the education system. Membership on the local state level of CSTOs has seen an increase and ultimately members become college and career ready. Thanks to state legislators, CTE has seen an increase in funding, but CTSOs have seen a decrease in funding.

Now that the Board knows a little more about CTSOs, she asked for support through funding, policies and budgeting. Board members were invited to their 2018 leadership conferences this spring.

Morgan Heath-Powers, vice president of leadership with Nevada DECA, thanked the Board for their time and support. Board members should leave with an understanding that the Nevada system of education is giving students all the education and knowledge they need to be successful.

**Public Hearing and Possible Adoption of proposed regulation R075-17, NAC Chapter 389 requiring the State Board of Education to prescribe criteria that will be used to award grants to school districts and charter schools for programs of career and technical education; revising the list of program areas for which the board of trustees of a school district may offer a program of career and technical education in a public high school, and middle or junior high school**

The public hearing opened at 9:47 a.m. There were 11 individuals present in Carson City and 16 individuals present in Las Vegas.

Kris Nelson, Director, Career Readiness, Adult Learning and Education Options, explained that the proposed revisions for consideration today:

- Prescribe criteria that the Board will use to award grants to school districts and charter school programs for career and technical education (CTE).
- Transfer to the Board certain duties of the former State Board for Career and Technical Education, which is now defunct.
- Revise program areas for which the board of trustees of a school district may offer a program of CTE

Director Nelson informed that the draft regulations have gone through a significant statewide vetting process with stake holders including representatives from: the Department of Education, the Governor's Office of Workforce Innovation (OWINN) the Office of Economic Development; new Skills for Youth Team; and local educational agency representation including Clark and Washoe County School Districts.

This regulation is a result of A.B. 482 from the 2017 Legislative Session and specifies the Board is to prescribe criteria for the granting of state monies for CTE. In addition, S.B. 301 abolished the State Board for Career and Technical Education and its Executive Officer, the Superintendent of Public Education.

Director Nelson reviewed the proposed changes within the sections of the provided legal language for R075-15.

#### **Public Comment**

Lindsay Anderson, WCSO, commented that while it is exciting that a district may offer program areas of career and technical education in middle or junior high school, it could have significant fiscal impact on districts. It could potentially delude the amount of funds for high school CTE programs.

**Member Newburn moved to approve Regulation R075-17. Member Blakely seconded the motion. The motion carried.**

The public hearing closed at 9:48 a.m.

**Public Hearing and Possible Adoption of proposed amendments R106-15, amending NAC Chapter 388 to provide the criteria for the district policy that the board of trustees of each school district is to develop for teaching pupils who are limited English proficient.**

The public hearing opened at 9:50 a.m. with 11 individuals present in Carson City and 16 individuals present in Las Vegas.

Karl Wilson, Education Programs Supervisor, explained that NRS directs the Board to prescribe criteria related to the policy for instruction to teach English to pupils who are limited English proficient by the board of trustees of each school district. Each local board of trustees is to develop a policy for the instruction to teach English to students who are English learners. The English Mastery Council (EMC) is directed to develop specific recommendations to be presented to the Board regarding the criteria of the district EL policy. The EMC developed the recommendations and a workshop was conducted in fall, 2015 and then the proposed changes in language were drafted by the Legislative Counsel Bureau. The U.S. Department of Education implemented Every Student Succeeds Act (ESSA) the winter of 2015. Having received new legislation from congress, LCB worked with NDE to revise the drafted language to ensure it was consistent with the new federal requirements.

Mr. Wilson summarized the proposed changed within the sections of the provided legal language for R106-15.

**Public Comment**

There was no public comment.

**Member Newburn moved to approve regulation R106-15. Member Blakely seconded the motion. The motion carried.**

**Information, Discussion and Possible Approval of the Protocol for Approval of Additions or Changes to Career and Technical Education (CTE) Programs and the prescribed forms as required by NRS 388.395**

Director Nelson presented the protocol and form that could be used for the approval of additions or changes to CTE programs. This item corresponds with regulation R075-17 just adopted by the Board. It will serve as a formalized mechanism in the process for approving and/or terminating programs of CTE. Currently there is no formalized process in place for this purpose. In the past, if a district wanted to develop a program of CTE that was currently not offered in the state, an email was sent to the office and staff began the development process prescribed under NAC 389.800.

To align with the Governor's and the state's education, workforce and economic priorities a formalized process is needed for terminating programs of CTE that do not align with high priority, in-demand, regionally specific areas of occupations and industries so that districts are engaged in that process.

Member Jensen asked to clarify that the Board must approve whether a CTE program is being phased out. Director Nelson responded that is correct. Member Jensen noted a case in Humboldt County where the fashion tech style and design was phased out because the teacher retired and they were unable to fill the position. Would this give the Board the prerogative to deny the phase out of a program, or would it be just informational only? Director Nelson responded because there has not been a formalized process in place, this would likely be an informational consideration for the Board.

Superintendent Canavero responded using the fashion tech style as an example, whether or not the entire program is phased out would be subject to the Board's decision. Whether or not it is offered at a district as a course would be subject to the districts discretion. Under this scenario superintendent Jensen would

have the discretion to not offer the program, but in the future, if the Board phased out a program through action it would not be eligible to offer in a district.

Member Jensen suggested changing the document because it references LEAs between November 1 and March 1, which the LEA is the school district. The paragraph needs refining to clarify it as based on Superintendent Canavero's response.

**Member Carter moved to adopt as adjusted. Member Blakely seconded the motion. The motion carried.**

**Information, Discussion and Possible Action regarding the Teachers and Leaders Council recommendation of score ranges to determine the final summative evaluation ratings.** Summative ratings are Ineffective, Developing, Effective and Highly Effective for teachers and building administrators for the 2017-2018 school year.

Deputy Superintendent Durish conducted a [PowerPoint](#) presentation about recommendations of scoring ranges used to determine educator evaluation ratings of highly effective, effective, developing and ineffective. She explained the recommendation today is to look at cut scores so this year when a principal who is assigning a teacher a rating would know how many points or where the point equivalent would fall. She reminded the Board that in the past the word *developing* was *minimally effective* and was changed by the 2017 Legislation Session.

Kat Galland-Collins, Education Programs Professional, explained the summary of details for 2015-16 is included in the support materials. The overview for the 2016-17 Nevada Educator Performance Framework (NEPF) data included 21,002 teachers; the average teacher NEPF overall score was 3.2. The 2016-17 NEPF data overview for administrators was 3.29.

Ms. Galland-Collins explained the review of NEPF student performance in 2015-16 did not include student performance data. In 2016-17, 20 percent of student performance was based on 10 percent of the school wide aggregate score and 10 percent passed on the student learning goal (SLG) score. In 2017-18 20 percent and 2018-19 forty percent of the student performance data is based solely on the SLG score. Details were provided about the NEPF teacher ratings for 2016-17 that include categories of ineffective, developing effective and highly effective.

Member Newburn observed that the NEPF teacher ratings data looks impossible, even more impossible than it was last time. Human performance data forms a normal distribution, and this data is not normally distributed. The category of *developing* appears to be gone and this is a state that hires many brand new teachers. By definition, they are developing. This is not actually a distribution of teacher performance data; rather he suspects he is looking at different rubric categories and student learning objectives that look as though they could provide useful feedback during reviews. But it looks like the scoring is being done in anticipation of the consequence of the scoring. It is not performance data over the four categories, rather it is consequence categories. Member Newburn explained here is the category of the teachers they want to get rid of, here is the categories of the best teachers, and here is everybody else. He suspects the developing teachers are not teachers they want to get rid of, so they have been put into the effective category.

Mathematically it looks like teachers they want to get rid of have been stretched over *ineffective* and *developing*. The best teachers are in highly effective, and then everyone else just fell into effective. It appears to be a distribution of consequence data. He said he is uncertain whether that is a problem because in the end that is how the system is going to be used. But the result is that basically 99 percent of teachers are in the effective and highly effective category. If the purpose is to identify the one percent of teachers that need to be let go, that is fine. The problem is, outside of education, nothing else looks like this. Outside of education the public will look at this and conclude this teacher evaluation system does not have credibility. The dilemma is that he is being advised he is seeing something, but in reality is seeing something different.

There is uncertainty about whether that is a problem other than the messaging that goes out in public education where an individual will look at the data and see 99 percent of teachers are highly effective and effective. This HSPE is a sham and that is his concern about the messaging.

Dr. Pam Salazar, Chairperson, Teachers and Leaders Council (TLC), responded the council had the same reaction during discussion, especially regarding the point about *developing*. The intent of the TLC recommendation from the 2017 Legislative Session was to change that label from *minimally effective* to *developing* so novice teachers could address who would be at the developing level in performance. Feedback has been that in order to rate an educator *developing* or *minimally effective*, because the way the law was written, was that two years of being rated ineffective that post probationary teacher goes back to probationary status. There are supervisors who are leery of marking or rating an individual as *minimally effective*, now *developing*. That category of *developing* is gone because of the interpretation that supervisors made, that two years of this person being *developing* would be changed back to probationary. There is a response for that hesitancy, there has been additional expectations perceived by supervisors that comes from when an educator is rated as *minimally effective* or *developing*. As a result of what the perception is of additional evidence and legally sufficient documentation, there is unwillingness to rate an educator, *ineffective* as well as *developing* formally known as *minimally effective*. There is the perception that if an individual is rated as *minimally effective*, because of the potential loss of a job and ensuring due process, that many districts want to ensure every individual has appropriate rights.

Member Newburn said he is not sure what to do about this because it appears the system has two purposes. We want it to show the performance distribution of teachers, but at the same time it is tied to these consequences and the process of eliminating a teacher. If it is that, it will end up looking like this and any system will ultimately look like this as long as it is included that this is how you fire a teacher. He asked whether the TLC and the legislature need to get together and decide what they want this system to do. But clearly having it do these two things, it will always do the one thing.

President Wynn stated she supports member Newburn's comments. A person does not need to be a mathematician to understand this defies common sense. It is a problem that is connected to accountability in general. Who are we holding accountable and for what? There is a shortage in the labor force and so there is a disinclination to get rid of teachers because someone needs to show up. In addition, there are legal consequences. It is a difficult situation (inaudible). Given the challenge today, which is to continue this measurement without adding complexity, such as changing the way it is measured, it is an issue for the NDE to tackle going forward. Clearly, there is a desire for accountability because of all the dollars expended, but also the sensitivity, the work place and challenges the education community has providing the work force where there is consistent shortages.

Member Newburn agreed. What we are seeing is that whoever is doing the evaluations of teachers has not decided it is not time to get rid of a teacher. The only place an ineffective teacher is put now is in effective. If the evaluators are not ready to start the process of eliminating a teacher, all the developing teachers are put in to effective because that is the 'I don't want to fire category'. It is not the effective/ineffective developing categories. The names of the categories do not match how they are being grouped. It is a problem in messaging.

Member Carter agreed with the comments and suggested at least one and possibly two more categories to be able to have a bell curve more normalized.

Superintendent Canavero reiterated the question on the table is whether to accept the TLC recommendation to maintain the range of scores that crosswalk to one of the four categories. The recommendation is to essentially keep as many variables the same, and do not introduce new variables while this is being ironed out. He observed that when looking at the NEPF, he does not first see a system by which teachers can be eliminated. He sees a system in which a principal can evaluate their teachers and improve their instructional practice. At the same time if improvement does not occur, there are consequences to the status of an individual that may lead to termination

Superintendent Canavero suggested working with the Board on that view of the NEPF. It may have different results than adding new categories or accepting this is a review of performance against consequences rather than a review of strict performance against the objective standards that are in the NEPF. If that is the case, then what is it that the principals should not be doing, that time away from the instructional work reflected in the NEPF to provide for meaningful evaluation of performance? He suggested working multi-faceted on this to understand the issues at play.

Member Blakely asked what the consequence are if no action is taken. Deputy Durish responded that the Board needs to take some action before April because evaluations are due and statute specifies the Board is to take action to set cut scores. (inaudible).

**Member Blakely moved to keep the NEPF cut score ranges the same as previous years to allow for comparability of the distribution of ratings across multiple years. Member Newburn seconded the motion. The motion carried.**

Deputy Durish commented on the board members concerns and noted the 2017 Legislative Session approved monitoring the implementation by the NDE. School districts must also annually review the same data and their practices as an ongoing process.

**Information and Discussion regarding teacher licensure laws and regulations including an update on teacher reciprocity and the Department's new licensure system.** The Board will receive information about changes to law that govern teacher licensure, the new licensure system, and an update on licensure processing rates.

Deputy Superintendent Durish conducted a PowerPoint presentation and discussed the "old" Teacher Licensure Office and the "new" Office of Educator Licensure. The old system was disorganized and lacked communication with the field. Work was in silos and applications were on paper. In the past four years there has been a transformation into the new Office of Educator Licensure that reflects the new Nevada with increased communication, use of technology, external stakeholders working towards the same goal, and improved work flow with basic organization in the offices.

The Commission on Professional Standards has regulatory authority and the Board has the opportunity to review licensure regulations adopted by the Commission within 90 days after they are adopted. She listed the various kinds of licenses that are issued. Information was provided about the new educator licensure office and its strategic plan that includes six overarching goals. A main core strategy is ensuring all students are served by effective educators. Details were provided about teacher reciprocity. Nevada has become a state that has one of the most flexible reciprocity laws in the country. Barriers have been removed through the law and regulations allowing teachers who come to Nevada with a clear and valid license to no longer have tests requirements.

The new licensure system has been named OPAL, for Online Processing of Applications for Licensure. The system is being implemented and tested, and will go live next week. Teachers will be able to apply and renew their license in about three weeks. The new licensing system will also report and collect educator effectiveness and teacher vacancy data. The information will be live and up to date about Nevada educators in the classroom with kids.

### **Future Agenda Items**

President Wynn reiterated there would be an update on the CCSD reorganization.

Member Miller asked for an update on the testing audit brought forth by the legislature. Superintendent Canavero responded that he may be able to provide a brief version, and again when more information becomes available. He explained the contract should go before the Board of Examiners in February for approval to engage the selected vendor WestEd as a result of the state procurement process.

Member Drost asked about the reduced state funding for the CTSO students and requested an update of why the funding has been reduced and whether they can do something about it.

Superintendent Canavero informed there will be more public hearings scheduled for the Board in future meetings.

**Public Comment #2**

David Blodgett shared an update on behalf of his school board regarding community engagement and outreach. He also shared information on Nevada Rise Academy; the other ASD authorized school he is working closely with. In the past month, in conjunction with their facility search, he has spoken to many community members. They now have 114 families that applied and since the past board meeting they have had over 100 families that have applied to enroll or fill out an interest form. They are excited for the next step, the major implementation benchmark of the ASD.

The meeting adjourned at 11:04 a.m.