

Minutes
State Board of Education
Monday, October 25, 2010

The Arizona State Board of Education held a regular meeting at the Arizona Department of Education, 1535 West Jefferson, Room 417, Phoenix, Arizona. The meeting was called to order at 9:05 AM.

Members Present:

Dr. Vicki Balentine
Mr. Jacob Moore
Dr. John Haeger (Telephonically)
Ms. Amy Hamilton
Dr. James Horton
Ms. Eileen Klein
Mr. Gregory Miller
Mr. Jaime Molera
Ms. Diane Ortiz-Parsons

Members Absent:

Supt. Tom Horne
Mr. Thomas Tyree

Pledge of allegiance and moment of silence

1. BUSINESS REPORTS

A. President's Report

1. Appointment to Arizona K12 Center Board of Directors
2. Appointments to the Board's nominating committee, pursuant to R7-2-101
3. Other items as necessary

Dr. Balentine appointed Ms. Hamilton to the Arizona K-12 Center Board of Directors.

In December the Board Nominating Committee will meet to discuss next year's State Board leadership.

The Teacher and Principal Evaluation Task Force held their first meeting; initial framework and components were discussed. Dr. Balentine stated the task force would be meeting on a monthly basis through the fall of 2011.

B. Superintendent's Report

On behalf of Superintendent Horne, Ms. Margaret Dugan provided the following information.

- Recognition for Ms. Lynn Tuttle, Director of Arts Education for receiving the Presidential Award from the National Dance Education Organization and the Arizona Dance Education Organization. The award is in recognition of ongoing and exemplary service, support and advocacy for dance and arts education in Arizona.
- The Exemplary Programs Unit was recognized for their successful Dropout Prevention and High School Renewal conference. Approximately 250 educators from around the stated attended the conference.

- The School Safety and Prevention Unit received \$23 million dollar grant from the U.S. Department of Education. The grant is designed to measure school safety at the building level and will provide federal funds for intervention in participating school.

Ms. Dugan presented the following teachers the Presidential Award for Excellence in Mathematics and Science Teaching. The PAEMST is the highest recognition a kindergarten through 12th grade mathematics or science teacher may receive for outstanding teaching in the United States.

- Ms. Sandra Trevino – 2009 Secondary Award for Mathematics
- Colette Bos – 2009 Secondary Award for Science
- Jessica Boland – 2010 Elementary Finalist for Mathematics

C. Board Member Reports

Ms. Ortiz-Parsons attended the Arizona Association of Physical Education Conference.

Mr. Molera stated as representative of STEM he commended and thanked the Governor's office for the support received.

Mr. Moore attended the WestEd Board of Directors meeting as representative of the Board and provided a summary of the topics discussed. Mr. Moore stated the information provided was very beneficial.

D. Director's Report

Mr. Yanez stated a lawsuit has been filed against the ethnic studies legislation, nothing has been served as of today. Once the Board is served a special meeting could be required to discuss further action.

Mr Molera moved to adjourn as the State Board of Education and convene as the State Board for Vocational and Technological Education.

Motion second by Ms. Ortiz-Parsons

Motions Passes

2. ADJOURN AS THE STATE BOARD OF EDUCATION AND RECONVENE AS THE STATE BOARD FOR VOCATIONAL AND TECHNOLOGICAL EDUCATION

- ### A. Presentation and discussion regarding the Career and Technical Education Arizona Skill Standards Commission. Discussion may include, but is not limited to, the commission's membership, scope of work, and the development of industry-based assessments.

Ms. Barbara Border provided an overview of how the Arizona Skill Standards and Assessment System was created and stated this was in response to the Federal Carl D. Perkins legislation and the U.S. Department of Education requirements for state plans.

Types of Assessments:

- Industry Knowledge and Skills Assessments
- Authentic Scenario Assessments
- Actual Performance Assessments

Ms. Border listed the Decision-making Entities and provided information as to how each group was involved in the development of the Skill Standards and Assessment System.

Dr. Carolyn Warner provided information of the Arizona Skill Standards Commission and a list of the commission members was provided to the Board.

The three major purposes of the Arizona Skill Standards System are:

- Most efficient and effective means of complying with the state and federal legislation
- Allows the ADE to comply with requirements in the manner that is industry validated
- Complies with mandates in that improves and strengthens CTE teaching and learning

Dr. Warner recognized the Department of Education, Career and Technical Education, Arizona State University, University College, and the Workforce Education Development Office for their partnership to develop the Skill Standards and Assessment System.

Dr. Warner asked for members of the commission to address the Board and provide further information and answer any questions the Board may have.

The following commission members addressed the Board and provided a brief statement in support of the Arizona Skill Standards and Assessment System. The commission members also recognized the extensive work in the development of the various programs that will enable students to become productive in the field they choose.

- Ms. Sharon Rayman, Adjunct Faculty and Student Services representative of the St. Joseph's Hospital and Medical Center
- Mr. Warren Whitney, Senior Vice President of the Maricopa Integrated Health System
- Mr. Kenny Edwards, Manager of Learning and Organizational Development for the Salt River Project
- Mr. Mike McAfee, Director of Education for the Arizona Auto Dealers Association
- Mr. Brandon Ames, President of the Arizona Standards Skills Commission and representative of ABEL Inc.

The measure of the success of each of the 40 standards is reflected by graduating students ready for the work force.

Dr. Warner stated there has been collaboration with the Community College and Universities for a common goal and objective. Dr. Warner also thanked Supt. Horne, Ms. Lily Sly, Ms. Barbara Border and Mr. Milt Erickson and Dr. Maggie Mangini from ASU for their hard work and support in the development of the standards.

System Highlights for FY 2010:

- Over 15,000 Arizona students completed Career and Technical Education Programs
- Over 12,000 certificates of skill attainment were awarded to students by the Arizona Skill

Standards Commission

- New Arizona on-line system developed jointly between ASU and ADE
- 19 industry skill standards sets were validated and 19 assessments were created from spring 2009 to spring 2010
- 30 assessments were analyzed and many items rewritten using teacher teams in a summer institute for over 175 teachers

Superintendent of CAVIAT, Mr. Jack Heiss stated CTE skills are useful to the students and employers. The developed standards provide a real focus for teachers and students. The programs available through CTE are aligned to the industry needs.

Dr. Sandra Downey said it is very important to have the endorsement in order to meet workforce requirements. Every student who makes the sacrifice must have value added to their lives by gaining the necessary skills needed in their career of choice.

Dr. Maggie Mangini stated assessment is one of the pillars of the CTE system. An overview of the program assessments since 2007 was provided through the current school year in which assessments are implemented

in 51 program areas. Programs are in constant development in order to meet the requirements of each field. Dr. Mangini said ASU has developed a tool for assessment management that will track the history of item

performance. Reports are analyzed for continuous improvement for on-line delivery assessments. Dr. Mangini stated Arizona is in lead with other states in terms of having a quality assessment program for CTE.

An overview of the 2010-2011 projections for CTE was provided.

- 51 occupational area assessments will be ready for students to take during fall of 2010
- Assessments being expanded to include two community colleges in this fall 2010 assessment window
- Employability skills are being established this fall
- Authentic scenario assessments for employability skills will be developed
- International benchmarking of Arizona Skill Standards will be conducted against European Union Vocational Standards

Academic Arizona CTE Student Data:

- 94% of all CTE Concentrators passed AIMS reading
- 92% of all CTE Concentrators passed AIMS mathematics
- 95% of all CTE Concentrators passed AIMS writing
- CTE Concentrators four-year graduation rate is 98%

Mr. Miller asked how CTE programs are made available to students. Ms. Border stated programs have been made available through e-cap and an on-line system that helps guide students.

Mr. Moore asked what can be attributed to the high percentages on AIMS for CTE students.

Ms. Border stated the success in AIMS test scores could be attributed to the hands on experience and being able to make the connections of what they are learning. Ms. Magini stated student engagement is critical to the success.

Dr. Balentine thanked everyone involved in the development of the Arizona Skill Standards and Assessment System.

B. Presentation, discussion and consideration to approve the 2012
Career and Technical Education Program List

Ms. Border stated CTE is required to submit an updated program list every two years for Board review. The 2012 CTE program list presented is based on the formula approved by the State Board in 2006. The information presented will be submitted for Board approval at the December 6th meeting.

Engineering Sciences and Bioscience remain at the top of the CTE program list. Ms. Border provided information for the various programs on the list and stated CTE recognizes the need to have rigorous academic content standards that embed essential challenging academic standards to ensure the success of all students.

Mr. Moore Moved to adjourn as the State Board for Vocational and Technical Education and reconvene as the State Board for Education

Motion second by Dr. Horton

Motion passes

3. CONSENT AGENDA

- A. Consideration to approve State Board of Education minutes for September 27, 2010
- B. Consideration to Approve Contract Abstracts:
 - 1. 2010 migrant education program
 - 2. Technical assistance funds from ASU
- C. Consideration to approve trainers for the Structured English Immersion Provisional and Full Endorsements
- D. Consideration to accept funds from the USDOE relating to the Safe and Supportive Schools Grant and to authorize the expenditure of these funds in accordance with the award criteria
- E. Consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee and grant the teacher certification applications for the following individuals:

1. Sheryl Rumic
2. Janelle R. Lowey

- F. Consideration to accept the voluntary surrender of the teaching credentials held by Steu Mann
- G. Consideration to appoint members to the K-3 Reading Assessment Task Force

Dr. Balentine asked if Board members had any requests regarding items on the consent agenda.

Mr. Molera asked to hold item 3G.

Ms. Ortiz parsons moved to approved consent agenda Items A through F

Motion second by Dr. Horton

Motion passes

Mr. Molera stated his request to hold the item 3G is to address concerns from Rep. Crandall as to the members that will be appointed to the K-3 Reading Assessment Task Force. Mr. Yanez stated the recommendation to the Board and Legislation is required by February 11, 2011. Mr. Molera stated some of the work such as data collection may continue but as to the members of the task force further discussion is required with the Governor's office in order to develop a strong assessment plan.

Dr. Balentine stated Board leadership would work with Rep. Crandall and asked if Ms. Klein would provide input from the Governor's office.

4. CALL TO THE PUBLIC

- Mr. Larry Strom, Math Department Chair for Desert Vista High School. Mr. Strom provided a letter to the Board addressing his concerns. Mr. Strom stated he is not in support of the changes made to the AIMS 10th grade mathematics test and science test. Mr. Strom requested the Board make no further changes to the AIMS requirements.

5. GENERAL SESSION

Mr. Molera left the room at 10:50 AM

A. Presentation and discussion regarding Achieve Inc.

Ms. Lebo stated the Achieve is an independent, bipartisan, non-profit education reform organization based in Washington, D.C. and it was created in 1996.

Dr. Horton left the room at 10:51

Ms. Lebo said the organization's leading efforts are to make college and career readiness a national priority. An overview of the following Achieve projects was provided:

- College and Career-Readiness
- American Diploma Project Network
- Common Core State Standards

- Project management for PARCC

Mr. Molera returned at 10:53

Arizona's connections with the Achieve organization include the American Diploma Project, Algebra II test, and the College and Career-Ready Policy Institute.

Dr. Horton returned at 10:55

Ms. Lebo stated the two critical connections with Achieve are the Common Core State Standards and the PARCC Consortium.

Ms. Lebo stated two of the continued and critical connections are the Common Core State Standards and the PARCC Consortium

Dr. Balentine stated value of having Arizona involved in Achieve is critical and defines long range goals for the Board.

A copy of the power-point presentation can be provided by the State Board office

- B. Presentation and discussion regarding the Student Accountability and Information System (SAIS). Discussion may include, but is not limited to, system accessibility, maintenance, and future enhancements.

Mr. Houde stated the presentation was in response to the Boards request for further information as to the redevelopment of SAIS.

Mr. Houde stated redeveloping the education data systems to accommodate the business requirements of Arizona's education business management requires a complex multi-phase approach. The Board was provided a document with seven sections of the SAIS Redevelopment Initiative.

Core Data System Issues:

- Mater data
- Student data
- Voucher student data
- Assessment data
- Identity management
- Calendaring
- Funding beyond stated Aid transparency and management
- Tribal and BIE date management Non-standards education entities
- Non-standard education entities

Mr. Houde stated within the schools, there are shifting trends in Arizona student populations that could impact programs and services available, as well as projected funding for decreasing of increasing population areas. ADE has 10,00 more non-traditional than traditional entities a great number which are for USDA nutrition services. A list of the entities SAIS supports was

provided; Mr. Houde stated in order to serve all of ADE's programs and all of the entities listed there are a series of longitudinal data system collecting and disseminating data. Most of the operational databases are interdependent.

Mr. Houde provided a summary and explained a diagram with information on all the funding the SAIS data system collects in order to understand how monies are being distributed and how education is affected.

Information on ADE's grants management group was also provided. Mr. Houde stated there is a substantial amount of student, entity and other data required for each grant. Most of the data is collected and stored by one of the existing ADE data systems, but due to the limitations of the existing data collection stores and methods there are also separate data systems used specifically for this data that must be intergrated into the standard data systems.

Further information was provided regarding the core data system scope and core data issues.

Mr. Houde stated entity master data solutions include:

- Implementation of master data management
- Collection of new master data
- Linking new master data to existing data systems
- Expanding EduAccess Identity management

Student data solutions:

- Expanding student data collection
- Incorporating 0-5 year old students
- Incorporating mobile student data
- Incorporating BIE and Non-Public student data
- Collecting individualized education plan details
- Enhancing acquisition of LEA data

The voucher data solution would require the incorporation of data collection for voucher schools and revise voucher financial processing. Assessment data solutions would come from data solutions and allowing longitudinal testing.

Mr. Houde the current data system processing volatility will likely get worse as additional data validations are required for the new accountability and reporting requirements. The system is also approaching a critical data mass and current capability levels to provide required reporting, school performance measure calculations, and academic achievement analyses will diminish over time.

An overview of an ADE IT and outsource partnership model was provided. The model would redevelop the student data collection toolset. Phase one would initially redevelop core data collection elements and an estimate of the budget required was provided. Mr. Houde listed various benefits to an in house system.

Mr. Houde said outsourcing entirely would require additional expenses such as additional cost for ADE IT staff. The staff would create the necessary RFPs, oversee the development, and

prepare consulting on conversion programs, complex transitions and data transformation. Outsourcing would also require legislative determination of data ownership, data access and security, relationship between vendor and schools, vendor and SEA, vendor and post-secondary institutions with pre-existing data sharing agreements.

Dr. Horton stated in house systems are not always the best fit due to sustainability. Upgrades or changes to the system can also be a problem since the system is customized. A system that has software that is being used nationwide would be easier to upgrade if necessary. Dr. Horton stated he is also concerned about the budget needed to rewrite the system.

Mr. Molera said he agrees with Dr. Horton. Mr. Molera stated there is no clear priority as to what needs to be achieved.

Ms. Klein thanked the department for the information presented and stated there is now a better understanding of the system needs. Ms. Klein said a system of shared governance could be considered. Ms. Klein asked how many of the issues would be resolved by moving on the initial common core and what the cost would be for the department.

Mr. Houde stated the master data issues, data collection issues and editing and auditing of all student data would be addressed. Mr. Houde said 2.9million would help develop the necessary structure. Ms. Klein asked if there was funding within the department. Mr. Houde stated at this time there is no funding.

Ms. Klein stated for the Governor's office the data system is emerging as one of the top reform priorities therefore finding a group of committed that could work with ADE staff and pursue the plan.

Mr. Moore asked how many of Achieves 12 goals have been met. Mr. Houde stated 7 of the 12 goals have been met and 3 are currently being piloted. ADE is working closely with ABOR to identify the how many students needed remediation in order to meet the 11th requirement and information is also being collected to identify how many students were successful in post-secondary education.

Dr. Balentine said duplication of data continues to be a concern and addressing this issue could help eliminate some of the complexity of redeveloping the system.

A copy of the power-point presentation can be provided by the State Board office.

Dr. Balentine asked to continue with item G.

- C. Presentation, discussion and consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee and grant the teacher certification application for Drew Ammon

Ms. Klein left the meeting at 1:22

Mr. Easaw provided an overview of the case and stated Mr. Ammon was not present but had received notice of the hearing.

The following are the aggravating factors found by the PPAC:

- Crossed the line of teacher/student boundaries
- Embarrassed the student unnecessarily

Mitigating factors found:

- Candor before the PPAC
- Positive letters of recommendation
- No actual relationship occurred
- Expressed remorse in his testimony

The PPAC by a vote of 4 to 0 recommended that the State Board grant Mr. Drew Ammon's application for certification.

Mr. Miller moved to accept the finding of fact, conclusions of law and recommendation of the Professional Practices Committee and grant the teacher certificates held by Drew Ammon.

Motion second by Dr. Balentine

Nay votes:

Ms. Hamilton

Ms. Ortiz-Parson

Mr. Molera

Ms. Klein and Dr. Haeger did not vote.

Motion fails

- D. Consideration to accept the findings of fact, conclusions of law and recommendation of the Professional Practices Advisory Committee and revoke the teaching certificates held by David Aleman

Mr. Easaw stated Mr. Aleman received notice and all documents pertaining to the hearing. Mr. Aleman was not present. Mr. Easaw stated Mr. Aleman's case was tabled at the September meeting and provided a summary of the case.

Mr. Easaw stated that at the conclusion of the hearing the PPAC found Mr. Aleman's actions constituted unprofessional conduct and by a vote of 3 to 2 the PPAC voted to revoke the teaching certificates held by Mr. Aleman.

Mr. Miller move to accept the finding of fact conclusions of law and recommendation of the Professional Practice Committee and revoke the teaching certificates held by David Aleman

Motion second by Ms. Ortiz-Parsons

Motion passes

Board continued with item F.

- E. Presentation, discussion and consideration to terminate the receivership for Union Elementary School District, pursuant to A.R.S § 15-103(J)

Mr. Yanez stated the Board placed Union Elementary School District in financial receivership on June 25, 2007. The district exceeded its revenue control limit and budget capacity for several

consecutive years and the specific circumstances were listed. The Board selected Simon Consulting, LLC as the receiver for UESD.

The district has met the criteria pursuant to A.R.S. § 15-103(J) and Mr. Yanez requested to remove the district from receivership.

Mr. Bob Bacon from Simon Consulting, LLC provided an overview of the receivership for UESD. Mr. Bacon stated the district now has a balanced budget and the Administration and Governing Board are ready to continue on the right track.

Dr. Gillespie, Superintendent of UESD thanked the Board for assisting by putting the district on a receivership and stated the district completely turn their situation around and in the process build partnerships. Dr. Gillespie stated the district is also in the process of finishing their 5 year strategic plan and she thanked Mr. Bacon.

Mr. Molera asked if Mr. Bacon could provide as part his final report the legal findings that helped the district come out of receivership. Mr. Bacon stated the receivership for Union was so much more complex due to the time laps before placing the district under this accountability measure. The law as it stands and as revised has worked. Mr. Molera said it was good to hear the system works and foremost works for the students.

Dr. Gillespie stated she was grateful to the Board and it was very helpful to have the time to pay back little by little and now have a balanced budget. Dr. Gillespie thanked Mr. Bacon for his assistance and for always making decisions in the best interest of the students.

Dr. Horton moved to terminate the receivership for the Union Elementary School District, pursuant to A.R.S § 15-103(J)
Motion second by Ms. Ortiz Parsons
Motion passes

Dr. Balentine asked to return to Item C.

- F. Presentation and discussion regarding proposed rulemaking pursuant to A.R.S. § 15-792.02 . Discussion may include, but is not limited to, policies relating to the administration of the “Move on When Ready” initiative and the Grand Canyon Diploma.

Mr. Yanez provided an overview of the purpose of the presentation and stated the legislation requires a private organization to provide recommendation regarding the specific criteria for the Grand Canyon Diploma. Mr. Yanez said questions from the last Board meeting would also be addressed.

Dr. Sybil Francis, from the Center for the Future of Arizona reviewed the course requirements and the criteria for the courses. The system will be to support teachers and schools and prepare students to achieve such requirements and successfully complete the courses required. The courses will also focus on college readiness.

Dr. Francis listed the required courses of study.

- 2 credits of English
- 2 credits of mathematics
- 2 credits of science, including lab-based science, engineering or information technologies
- 1 credit of American History
- 1 credit of World History
- 1 credit of fine arts or career and technical education and vocational education
- ½ credit of economics

Dr. Francis stated Arizona has been part of an RFP process that will select the providers of the courses and assessments. A copy of the RFP can be provided to the Board upon request.

RFP providers are requested to provide full instructional systems as well as high quality assessments. The assessments must test higher order of thinking skills and analytical skills. All of the courses are very rigorous and they will also be aligned with the Common Core Standards. Dr. Francis stated all courses must

also stand up to the most rigorous national or international benchmark standards. The systems must be transparent to students and families. Providers are being asked to be responsive to ELL students and special needs students. Courses that will help students catch up or assist in the transition will also be added to help students ease into the rigorous program.

Dr. Francis addressed the Board's funding question and stated the intent of the legislation is for this program to be revenue a controlled measure. The funding model states that if a student graduates early under this program the school able to attain the bulk of the ADM fund. As to the concern of how community colleges will be reimbursed through the ADM fund the intent is that these students not be considered as full time equivalent students while the high school is receiving ADM funds. There is continuous work and discussion with Rep. Crandall and legislative council to make this matter is addressed.

Information to be presented to the Board during the planning year:

- Recommended providers of Board Examination Systems
- Upper division course of study that would be very rigorous for both CTE students and college-readiness students
- Pass point for college-readiness courses
- Specific courses that will be offered
- Presentation of how board exam systems are aligned with the Common Core Standards

Mr. Miller asked for further information on remedial classes. Dr. Francis stated the courses will be to assist students with the transition and also to help obtain a successful outcome.

Dr. Horton left the meeting at 1:57

Dr. Francis said over time the system will be more aligned and the remediation classes will not be needed and this option is to assist with the beginning of the program. Dr. Francis stated the program has not been promoted as a drop-out prevention program but to assist students graduate early and continue with post-secondary education or vocational field.

Mr. Yanez reviewed the initial rules for the Grand Canyon Diploma and stated the rules will be submitted to the Board for consideration to initiate the rulemaking process December.

Mr. Yanez stated the format of the rules would assist students and parents to understand the complete process of the Grand Canyon Diploma. Mr. Yanez provided a copy of the draft rules and stated all the language was existing language except for the highlighted areas.

Under the Board Examination Systems; Offerings; Procedures section A number 3 was added and it states as follows:

- Be aligned to Board approved academic standards

Section C was also added and it states as follows:

- The department of education shall develop a system, subject to Board approval, to track the academic progress of pupils who participate in board examination systems

Under the Grand Canyon Diploma section B, was modified to list the credits required per course. Section C was added and it states as follows:

- A student that satisfies all the criteria for issuance of a Grand Canyon diploma is exempt from the minimum course of study requirements in R7-2-302.02

Section D item 4 states as follows:

- Return to a traditional academic program without completing the next level of board examination systems curriculum through the end of grade twelve. Students who elect to remain in high school pursuant to this paragraph shall be eligible to participate in extracurricular activities, including interscholastic sports, through the end of grade twelve.

Section F was added and it states:

- A student who remains in a board examination system curriculum through grade twelve and does not pass the board examination may graduate with a standard diploma provided that the student meets the following requirements
 1. The student has passed the Arizona Instrument to Measure Standards assessments in mathematics and English or received sufficient scores as determined by the Board on a board examinations in mathematics and English.
 2. The student has earned at least 22 credits and has passed a Board-approved sequence of courses within the board examination system curriculum. For the purpose of this section the private organization and the department of education shall recommend for Board approval a sequence of courses for each approved board examination system. The sequence of courses for each board examination system shall ensure that students receive instruction in all Board-approved academic standards encompassed in R7-2-302.02(1)(a) through (e).

Section G was modified to state as follows:

- A student that is enrolled in a school district or charter school that does not offer a board examination system curriculum may earn a Grand Canyon diploma by satisfying the requirements delineated in R7-2-302.02 and by obtaining a passing score on the mathematics and English assessment of an approved board examination system.

Mr. Yanez reiterated the presented rules would be brought to the Board for consideration to initiate the rulemaking process in December and for final approval in January.

- G. Presentation and discussion regarding complaint filed with the Office for Civil Rights of the U.S. Department of Education. Discussion may include, but is not limited to, policies and procedures under which Arizona schools reclassify ELL students as fluent English proficient. The Board may convene in executive session, pursuant to A.R.S. §38-431.03 A(3) and (4), to receive legal advice and/or consult with and instruct counsel on the Board's position in this matter.

Ms. Ortiz Parsons Moved to convene in executive session pursuant to A.R.S. §38-431.03 A(3) and (4), to receive legal advice and/or consult with and instruct counsel on the Board's position in this matter.

Motion second by Dr. Horton

Motion passes

Board convened in Executive Session at 12:13.

Mr. Miller moved to reconvene from Executive Session.

Motion second by Ms. Ortiz Parsons

Motion Passes

Board reconvened from Executive Session at 1:08.

Mr. Moore moved to instruct legal counsel to proceed as advised in Executive Session.

Motion second by Ms. Ortiz Parsons

Motion Passes

Dr. Balentine asked to continue with Item E.

6. PLANNING SESSION

Presentation, discussion and consideration of the Board's strategic priorities. Discussion may include, but is not limited to, critical issue planning and identification of Board policy initiatives.

Dr. Balentine asked to move the planning session to December.

7. ADJOURN

Ms. Ortiz Parsons moved to adjourn

Mr. Molera second the motion

Motion passes

Adjourned at 2:15