

MINUTES

BIE Advisory Board for Exceptional Children Meeting
May 17-18, 2010
Indian Island School
10 Wabanaki Way
Indian Island, Maine 04468

May 17, 2010

Attendees

Advisory Board

Tom Albano
Sharon Belanger
Josephine Brewer
Arlene Davis
Dr. Susan Faircloth
Matthew Franklin (excused 5/17-18)
Betty Groos
Dr. Marilyn Johnson
Dr. Billie Jo Kipp (excused 5/17-18)
Dianne T. Owens
Dr. Jonathan E. Stout
Dr. Eugene R. Thompson
Dr. Valann Valdason
Brian Wagner (excused 5/17-18)
Judy Wiley (excused 5/17-18)

Division of Performance & Accountability

Sue Bement, Designated Federal Official
Donald Griffin
Laura Tsosie
Gloria Yepa

Guests

John Copenhaver, TAESE
Cindy Budge, TAESE
Ron Jenkins, Indian Island School
Linda McLeod, Indian Island School
Janna Stacey, Indian Island School
Vicki Gagner, Indian Township School
Cathy Lord, Beatrice Rafferty School
Jean Schors, Maine Indian Education
Flat Stanley

Welcome, Prayer, and Introduction

The Bureau of Indian Education (BIE) Advisory Board for Exceptional Children meeting was called to order at 8:35 a.m. by Tom Albano, Vice-Chair, who presided in the absence of Dr. Billie Jo Kipp. Dr. Eugene Thompson opened the meeting with a prayer. Sue Bement served as the Designated Federal Official (DFO) for today's meeting. Each Advisory Board member and guest introduced themselves.

The two-day agenda was reviewed and with no adjustments, a motion to approve the agenda was made (*motion: Marilyn Johnson; second: Dianne T. Owens; motioned passed*).

Old Business

1. Minutes—Sue Bement, DFO, shared that according to Virginia Wills from the Committee Management Specialist office, the minutes of the January 11-12, 2010 meeting in Albuquerque, New Mexico had to be posted on the BIE website within 90-days of the meeting (April 12, 2010). Since the next meeting was not until May 2010, the minutes were e-mailed to the Advisory Board the last week in February 2010 for review, changes, and were approved through e-mail communication. Changes were made based on responses received and re-sent to the members. The final version of the minutes was signed and posted on the website.

2. Follow-Up items—the following corrections were recommended for the January 11-12, 2010 minutes:
 - a. Page 6, #2—change from severe behavior problems to positive behavior supports
 - b. Page 8—delete extra “s” on the word officers.

The members also commented that:

- a. Since the 2010 Special Education Academy was cancelled, perhaps the Principal’s Training could be conducted at the BIE Summer Institute in St. Louis, Missouri.
- b. Regarding the lack of communication with the BIE/Advisory Board and proper use of the Advisory Board, the main challenge is finalizing the agenda which has to be quick.
- c. The Advisory Board should be clear in its recommendations at the end of each meeting.

Tom Albano mentioned that he attended one of the Elementary and Secondary Education Act (ESEA) reauthorization tribal consultation hearings on Adequate Yearly Progress (AYP) which focused on recommendations. There’s a movement toward the Common Core State Standards. Other board members shared comments on performance based pay, teachers of children with cognitive impairments, more attention to math (other than reading), the responsibility to educate all students, and need to concentrate on Tier III (intensive) in the Response-to-Intervention (RTI) process. The board packet included information on the ESEA reauthorization.

New Business—Process to Review Board Minutes

Sue Bement, DFO, informed the Advisory Board that according to the Federal Advisory Committee Act (FACA), the minutes have to be posted on the website within 90-days after a meeting. For this meeting, the due date is August 16, 2010. In the past, the minutes were not approved and posted until the next meeting, after the 90-day timeline. To comply with the FACA regulations, the Advisory Board approved the following 45-day timeline (*motioned: Dianne T. Owens; second: Dr. Jonathan Stout; motion passed*):

1. Within 30 days of meeting, the minutes will be drafted for the Advisory Board to review;
2. Within 15 days of that, a conference call (with a quorum) will be held for final review and approval of the minutes. Approving the minutes via a conference call does not require FACA approval.

Therefore, the 90-day timeline for this meeting will be as follows and evaluated accordingly:

- June 17, 2010—first 30 days to send the minutes to Board for review
- June 30, 2010—conference call at 10:00 a.m. (MDST) for final review/approval of minutes

Director’s Report—Gloria Yepa

Ms. Gloria Yepa, Supervisory Education Specialist—Special Education, provided an update on the following general supervision responsibilities. A handout was provided.

1. **BIE State Performance Plan (SPP)**—The Annual Performance Report (APR) was submitted to OSEP February 1, 2010; a revised one was submitted April 12, 2010 that clarified to Office of Special Education Programs (OSEP) Indicators 1, 2, 3, 4, 5, 11, 13, and 20. The BIE anticipates that it will receive its level of determination by June 1, 2010. An updated SPP was also submitted to OSEP and posted on the BIE website for public accessibility.
2. **Policies, Procedures, and Effective Implementation**—The BIE special education policy and procedures were sent to the Solicitor’s office. Their advice is that parts of the policy and

procedures are to be in regulation form. During the April 27-29, 2010 BIE Special Education Data Summit, Kara Pfister, Attorney Advisor, Solicitor's Office, presented on the Federal Rule Making Requirements Impacting the State Education Agency. The agency is to seek legal guidance from the office of the Solicitor for the development or implementation of the BIE policy impacting Indian tribes. This will ensure compliance with the federal administrative process and tribal consultation legal requirements.

- 3. Effective Dispute Resolution**—The three-year average for mediation requests was four (4), due process hearings requests were also four (4), and state compliance investigations requests were four (4). Complaints were filed because schools did not deliver services identified on the students' Individualized Education Program (IEP). Some BIE-Operated schools had difficulty acquiring related services due to contracts not being awarded in a timely manner. Others had difficulty hiring special education teachers and not being cognizant of the Individuals with Disabilities Education Act (IDEA) requirements. A finding from the OSEP Verification visit found that documents for dispute resolution were not aligned with IDEA (refer to item 2—the Solicitor's advice is pending regarding the manuals/documents).
- 4. Data on Processes and Results**—Table 8—Coordinated Early Intervening Services (CEIS) is now required. The due date is May 1, 2011. Training is being provided to the States and BIE. The BIE SPP has been revised and was submitted to OSEP along with the APR. The BIE Special Education Data Summit was held April 27-29, 2010 and the determination criteria to be used for school level of determinations were reviewed, modified, and finalized by the stakeholders. A copy was sent to OSEP on May 14, 2010. Schools will be provided written notification of their determination, based on SY 2008-2009 data, by June 1, 2010.
- 5. Special Education Integrated Monitoring Process (SEIMP)**—The compliance monitoring (review of student special education files) for SY 2009-2010 is currently in progress. The reviewers have provided insight into the monitoring activity: schools using Native American Student Information System (NASIS) special education forms were more compliant; additional NASIS and Present Level of Academic Achievement and Functional Performance (PLAAFP) training for schools is needed; consistent data collection; teacher collaboration; entrance/exit conferences are helpful, etc. The goal is for all schools to use NASIS; then file reviews can be conducted from Albuquerque and verification can be done on-site at the schools. Ms. Yepa commented that data collected from schools can help target reviews for improvement. An advisory member commented that schools are asking for on-site help (e.g., follow-up on documentation). Targeted NASIS training for school staff continues to be a priority. The BIE is also working with technical assistance resources (Mountain Plains Regional Resource Center—MPRRC and the Data Accountability Center—DAC) to develop a well developed integrated monitoring system that will drive improvement, fiscal accountability, and identify root causes of noncompliance findings. The intent is to share the root cause analysis with the line offices this fall. A pilot and trial testing of fiscal monitoring with a few schools will be completed this fall. Currently, there is not a system with tribally controlled schools to ensure that Part B funds are used appropriately.
- 6. Fiscal Accountability**—A fiscal accountability committee has been established. The school Part B applications were due to the Division of Performance and Accountability (DPA) on April 1, 2010 and extended for those schools with school boards who could not meet before the deadline. Twelve schools have not submitted completed applications. The unmet need application, which will be posted online, will be due September 3, 2010. A memorandum will be

sent to schools notifying them to send by October 29, 2010 a special education spending plan based on the exact fund amounts, and a CEIS plan, if Part B funds will be utilized for CEIS. An analysis of the Part B distribution for the past three-years is being conducted to determine the strengths and weaknesses of the current funding formula. Based on the analysis, the funding formula or unmet needs may need to be revised. The Part B Grant application was submitted to OSEP on May 7, 2010.

7. **Targeted Technical Assistance and Professional Development**—The webinars scheduled during SY 2009-2010 were completed. The 2010 BIE Special Education Academy was cancelled because a contract could not be awarded in time to continue with the plans. Two presentations will be presented at the BIE Summer Institute in St. Louis. There were no schools determined to need substantial intervention. There was also no specific technical assistance provided to schools determined to need intervention. More needs to be done in targeted technical assistance. Plans have not been developed for SY 2010-2011.
8. **Improvement, Correction, Incentives, and Sanctions**—More needs to be done in this area relative to school level of determinations.

Public Comment Session

A public comment session was conducted from 1:00 to 1:30 p.m. One comment was provided by the Cherokee Central Schools of North Carolina.

1. Student transition plans start at 14 years. Students get involved through the development of a power point template (www.imdetermined.org) which they complete. The goal is to get students to lead their own IEPs. If students have a goal, their graduation rates are better. There are also lesson plans for teachers. The Local School Performance Plan has been helpful and includes activities and programs. The school maintains contact with students after graduation. Transition activities include: working with K-12 schools/teachers, speaking with students, providing tours of schools for students, collaboration with preschool programs and community colleges, and K-12 parent support meetings for 52 parents of children with disabilities. Topics include parent survey, nutrition, and medication. A barrier of the parent survey is that it's too long and time consuming to complete, especially for parents that have 2-3 students in school and have to fill out one for each child. In 2008, the school had 20 leavers (a student who has exited high school) with 5 in higher education. Other resources for post school placement include Division of Vocational Rehabilitation, community colleges, adult services, a family resource center, and a program for people with autism including adult community living.

Maine BIE School Panel Session—Indian Island, Indian Township, Beatrice Rafferty

A panel discussion comprised of four educators (two special education directors and two special education teachers) from the Maine Indian Education, Indian Island School, Indian Township School, and Beatrice Rafferty School presented various special education issues. This was an opportunity to provide a reflection of their schools. The issues presented were:

1. **Overview of Maine Indian Education**—The Maine Indian Education is comprised of a district made up of three schools with a central office and Superintendent. Each school, located 45-miles from each other, has approximately 100-140 students.
2. **Current needs**—In general, the needs are met although funding is sometimes short.

- a. Unmet Needs application—the schools don't convene until the first week of September so the needs of students are not known when the application is due the same week. Ms. Yepa commented that the funds are distributed on July 1 and September 30. If the dates are to be modified, it's likely a reauthorization issue; however, schools should consider developing a contingency plan in the event a need occurs.
 - b. Least Restrictive Environment (LRE) grades—schools have a high incidence rate (5 of 120 children) of autism spectrum in the Indian Island area. The schools are struggling with how to keep students with more involved in classroom and programs. The costs are substantial (e.g., high salaries) with less money and more students.
 - c. Intensive needs (one-to-one). Social integration is an issue; students with autism never learn appropriate behavior in isolation. They have to know what appropriate behavior looks like and we want to make sure we do the right thing for the child. Some suggestions from the Advisory Board and the BIE included: a webinar held on the topic of autism, provide information at the next Academy, and use of a possible resource at the Center for Development and Disability at the University of New Mexico for training on autism (e.g., diagnosis, training, etc.).
3. **Native American Student Information System (NASIS)**—Indian Island is one of the pilot schools. The three schools recommend an east coast interchange where all areas of NASIS are addressed.
4. **Parent survey**—The present parent survey form is negative, parents have difficulty with combined questions, there's no place to make comment, readability is too high, it is intimidating and not attractive, and there is no place to indicate survey covers more than one child in a family. The schools recommended that the parent survey tool be revised. It should be more parent user friendly, short—one page/one side, provide flexibility, include ages of other children so that parents can respond for all of their children on one form, provide options for parents, provide a comments section, provide a category for non-applicable items, fewer response options, and consider for qualitative interviews. The survey should be used for continuous improvement Mr. John Copenhaver stated that many states will be abbreviating their survey at end of the six-year SPP.
5. **Special Education Academy**—The schools are disappointed that the 2010 BIE Special Education Academy was cancelled because the Academy provided excellent professional development for school staff. The webinars presented this school year were excellent. The schools recommend additional webinars on related services, paraeducators, and extended school year relative to tracking data to individual student goals.
6. **Transition**—The State of Maine starts transition in ninth grade. The three schools start looking at the student's interest areas in seventh grade and work on transition in eighth grade. The schools recommend that all BIE-funded schools get involved with their state special education units.
7. **Compliance Monitoring**—The schools acknowledged Laura Tsosie, DPA Education Specialist, who conducted a very positive monitoring and provided training, technical assistance, and teaching to the three schools during their review of special education files.

Finally, the BIE Advisory Board for Exceptional Children accepted the above panel recommendations and acknowledged the leadership provided by Jean Schors for the Maine Indian Education.

Indicator 8—Parent Survey Update—John Copenhaver

According to today's public comment and panel session, there is displeasure to the current version of the parent survey. Mr. John Copenhaver commented that the SPP Indicator 8 (Parent Involvement) won't go away; it will always be there. As states are moving into the 5th year of the SPP, many of them are going to an abbreviated version of a survey. For example, North Dakota has 15 questions that were developed by a group of stakeholders for their state. Arlene Davis commented that the North Dakota survey is open year round, is secure, and parents can take it home. As the BIE moves forward, it must ensure that it is developed by stakeholders and that the survey instrument is valid and reliable. Mr. Copenhaver recommended that (1) the BIE wait until the new SPP is out in two years from now, (2) convene a stakeholder group, and (3) have a statistician ensure validity and reliability of the instrument. As this point, it's not clear whether the indicator language will go away. In the meantime, the BIE should get Office of Management and Budget (OMB) clearance for a new survey.

In developing a new survey, considering the variables (e.g., language, culture, states, etc.) would be difficult. Other options may need to be explored to determine how this will be measured (e.g., qualitative data). Dr. Valann Valdason commented that perhaps a portfolio for parents could be considered that would consist of 5-6 statements for parents to provide feedback and put into the OSEP indicator. The best practice is to get feedback from parents. The Advisory Board parent involvement subgroup will work on this in their work group. Mr. Don Griffin, Education Specialist, for the BIE-DPA will be attending a June 2 Partnering to Improve Family Involvement meeting in Salt Lake City.

Board Charter and By-Laws

1. Charter—The current Charter expires February 2011. The following changes, which does not require Solicitor review, were recommended:
 - a. Page 1—Title—change from Bureau of Indian Affairs to Bureau of Indian Education
 - b. Page 1--#1—change from Bureau of Indian Affairs to Bureau of Indian Education
 - c. Page 1--#4a—change from Bureau of Indian Affairs (BIA) to Bureau of Indian Education (BIE)
 - d. Page 1—#4c—change from inter to inter-
 - e. Page 1--#5—description of paragraph needs clarification. Sue Bement, DFO, will seek clarification from the federal government.
 - f. Page 2--#6—change from Office of Special Education to Division of Performance and Accountability—Special Education
 - g. Page 2--#8—delete first sentence of paragraph; change from committee's to committees'
 - h. Page 2--#9—delete "approximately"
 - i. Page 3--#11—change from subcommittee to workgroup
 - j. Page 3—Reorder numbering—change from #11 to #13; change from #12 to #14; change from #13 to #15
2. By-Laws—the following changes were recommended
 - a. Membership and Tenure—an excerpt from the BIE Advisory Board Charter was added
 - b. Termination—the dates "November 1-October 31" was added; additional language on "professional responsibility" will be added to reasonable excuses; also add a sentence on "if a member will be absent from a meeting, the member will contact the Advisory Board Chair and the Designated Federal Official."

- c. Consideration for membership includes the following—the bullet “completion of a Board orientation and ethics training” is added
- d. Chairperson’s duties—letters a-j were added; add “serve on the executive workgroup”
- e. Vice Chairperson’s duties—letters a, b, c, and d are added
- f. Secretary’s duties—letters a, b, c, d, f, g are added; add “serve on the executive workgroup”

An updated charter is good for two years. Ms. Sue Bement, DFO, will make changes to the Charter and By-Laws and e-mail them to Advisory Board members within 30-days. These can be approved on a conference call, along with the minutes, agenda, and approval of charter.

By Laws

Changes to the By Laws (a handout) were highlighted in yellow. The expectation for Advisory Board members is to be in attendance at Advisory meeting, however, the employer expectations for the employee will have to be considered. If a member cannot attend a meeting, they should contact the DFO and the Advisory Board Chair. Annual planning should be considered. An individual exception may also need to be considered, however, Advisory members should be professional with their commitment. Other changes to consider might be adding “professional responsibility,” setting a schedule, or consider weekend meetings. Mr. John Copenhaver will make the changes. For next year (2011), meetings will be considered for January (third week), April, and August (last week). The schedule doesn’t need to be in the by-laws.

With no additional business items for the day, the meeting recessed at 4:15 pm (*motion: Dianne T. Owens; second: Sharon Belanger; motion passed*).

May 18, 2010

Call to Order—Review Agenda—Introduction of Guests

1. Tom Albano, Acting Chair, reconvened the Advisory Board meeting at 8:28 a.m.
2. Ms. Sue Bement was the DFO for today’s meeting.
3. Review of Agenda—the following agenda items will be discussed first: next steps for meeting location, priority workgroups and reporting out
4. The following individuals were acknowledged—Tom Albano, Acting Chair; Sue Bement—Designated Federal Official; and Cindy Budge—Technical Assistance for Excellence Special Education (TAESE).
5. A website location for State Special Education Advisory Panels (SEAP) is located at: <http://www.stateadvisorypanel.org>.
6. A power point presentation on “special education—35 years” is included in packet that advisory members can use in their presentations.
7. A book “Fixing Special Education” was included in the Advisory member’s packet.

Next Meeting—three dates were scheduled for the next three Advisory Board meetings.

- September 2-3, 2010 (tentative)—Washington, D.C. The dates could change pending the availability of Keith O. Moore, the new BIE Director, to meet with the Advisory Board. Other invitees could include: Matthew Schmeer (OSEP—BIE Contact), Gregg Corr (OSEP), Michelle

Obama (Lets Move! Campaign), and National Dissemination Center for Children with Disabilities (NICHCY).

- January 14-15, 2011—Albuquerque, New Mexico
- April 15-16, 2011—Havasupai Elementary School (Arizona)—plan A pending Gloria Yepa’s on-site assessment or Santa Rosa Boarding School (Arizona)—plan B.

Suggestions for future meetings included inviting tribal leaders and a panel/session meeting with parents of children with disabilities.

BIE Announcements and Updates

- **BIE Summer Institute**—The Division of Performance and Accountability Special Education staff will make two presentations at the BIE Summer Institute, June 22-25, 2010 in St. Louis, Missouri—Individualized Education Programs/Least Restrictive Environment and English Language Learners. An idea was to consider sending some non-federal Advisory Board members to attend the summer institute.
- **BIE Special Education Data Summit**—Dr. Jonathan Stout, along with the two other Data/Communication work group members (Brian Wagner and Dr. Eugene Thompson) and other stakeholders from throughout the BIE school system participated in the BIE Special Education Data Summit. The summit was held April 27-29, 2010 in Albuquerque, New Mexico.

Board Priority Subgroup Work

A draft summary of each Board priority was presented that included justification, goal, activities, evaluation, and final advice to the BIE. By June 1, 2010 each workgroup chair will provide their final priority template to John Copenhaver for editing and forward to the Advisory Board. Each work group provided a brief summary as follows:

- 1 **Bridging the Achievement Gap**—In order to address the 20% achievement gap between general/special education achievement levels, the main goal is to provide professional development for general and special education teachers. Some of the activities would include RTI training to decrease referrals to special education, use of data analysis and formative assessment, training for school psychologists—cultural awareness, research-based methods training, partnerships with parents to close achievement gap, and developing a school climate survey to gauge moral and use information to improve situation for staff and school improvement. Other activities might include reviewing research on incidences of disability and obesity for recommendations and sharing school successes. TAESE can provide some of the research studies.
- 2 **Parent Involvement**—Parent involvement (indicator 8) is required at every stage of the special education process. The goal is to promote the implementation of parent involvement initiatives that will increase parent participation and improve services to all parents regardless of where they reside, by improving training, communication, and initiating meaningful parental involvement activities. Activities and Evaluation are included that support the goal. By giving parents a voice that is heard, educators will be able to integrate vital and invaluable information into the decision making process.
- 3 **Positive Behavior Supports**—the priority has been changed from severe behavior problems to positive behavior supports. The goal is to target those students and those at risk and provide them school-wide behavior supports that reduce behavior incidents. Data is collected through

NASIS. Training will be provided to all stakeholders (including law enforcement) who will implement inventions and positive behavior supports to maximize outcomes.

- 4 **Data/Communication**—The OSEP verification visit of November 2009 cited the need for increased fiscal accountability as well as improved data collection, analysis and reporting (Indicators 15 and 20). The goal is for improved fiscal accountability for use of Part B funds, improved collection, analysis, and reporting of data, and improved communication between various stakeholders. Activities and evaluation were included. The advice to the BIE includes continued dialogue with the Solicitor's office, increased/ongoing communication with the new BIE Director Keith O. Moore, and continued support to the DPA special education office on all general supervision responsibilities.
- 5 **Recruitment/Retention**—Marilyn Johnson delivered a PowerPoint presentation. The Plan was focused on three goals: (a) determine the number of teachers and related services professionals who are leaving the profession through retirement, resignation or transfer to other locations; (b) determine expected need and possible unmet needs; and (c) identification of effective strategies for recruitment and retention of teachers and related services staff. Activities for each goal were included. Tom Albano and Dianne Owens mentioned a mentoring program in New Mexico and Florida. John Copenhaver suggested that the BIE look at the Arizona electronic bulletin board. The BIE may need an electronic bulletin board to get into school websites.

Positive Behavior Supports

This report will not be presented today.

Annual Report

The Annual Report will be prepared and submitted by the Advisory Board to the Secretary of the Interior and to Congress by October 31, 2010. This report will contain a description of the activities of the Advisory Board for the period November 1, 2009 to October 31, 2010. At the next meeting in September 2010, Mr. John Copenhaver will provide a shell to capture all the components of the Annual Report and the Advisory Board will begin work on preparing the components.

Board Involvement in the Data Summit

Dr. Jonathan Stout reported that the Data/Communication workgroup's participated in the BIE Special Education Data Summit, April 27-29, 2010 in Albuquerque, New Mexico. Some of the items that were discussed by the stakeholders included: the Annual Performance Report submitted to OSEP for FFY 2008, the Critical Elements Analysis Guide (CrEAG) document, general supervision responsibilities, the on-site OSEP verification visit, solicitor information on policy changes and tribal consultation, a conference call with Matthew Schmeer on the verification visit, fiscal accountability, and the determination criteria. According to the Solicitor, as part of the tribal consultation process, all proposals should be brought to the attention of the tribes and their recommendations and suggestions should be considered. Any audit findings will be considered in this year's determination of schools which hasn't been considered in the past years. To date, the BIE has not heard from OSEP regarding the determination for SY 2008-2009 and has not received the OSEP verification letter. The verification visit letter will be lengthy.

BIE Advisory Board—Advice and Recommendations

The following are advice from priority workgroups to BIE. The finalized version of the priorities will be forthcoming.

1. Achievement—use school climate surveys; have a strong pre-K program—explore partnerships from pre-K to 12; explore studies related to obesity and self esteem.
2. Parent Involvement—Provide parents a voice that is heard so educators will integrate vital and invaluable information in the decision making process.
3. Positive Behavior Supports—to be provided in final version of priority.
4. Data/Communication—continued dialogue/interaction with the Solicitor's Office; increased/ongoing communication with new BIE Director concerning continued efforts to improve communication, data collection, analysis and reporting specific to the education of students with disabilities and the advisory board's priorities specific to these and other issues; continued support to DPA special education office on all general supervision responsibilities.
5. Recruitment/Retention

The following are motions from the Advisory Board:

1. Minutes should be written within 30-days of meeting for Board review; an additional 15-days for a conference call to approve the minutes (*motion passed—see page 2*).
2. Conference call on June 30, 2010 at 10:00 a.m. to discuss the Charter—changes in the language; send to board; by-laws; agenda items (*motion passed—see page 2*).
3. Next meeting—September 2-3, 2010 in Washington DC, subject to availability of new BIE Director
4. April 15-16—Havasupai Elementary School (Arizona) or Santa Rosa Boarding School (Arizona)

Finally, the Advisory Board acknowledged:

- John Copenhaver and Cindy Budge from the TAESE for their assistance during this Advisory Board meeting, and
- Ron Jenkins, Superintendent and Linda McLeod, Principal of Indian Island School for the use of the school facility and hospitality extended. A thank you letter will be written.

With no further business items, the meeting adjourned at 1:38 p.m. (*motion: Sharon Belanger; second: Dianne T. Owens; motion passed*). Dianne T. Owens closed the meeting with a prayer.

Respectfully submitted,



Eugene. Thompson, Ed.D.
Advisory Board Secretary

CERTIFICATION



Tom Albano
Advisory Board Acting Chair