

ILLINOIS STATE BOARD OF EDUCATION



100 W. Randolph St., Chicago, IL
Conference Room 16-503, James R. Thompson Center

This meeting will also be audio cast on the Internet at: www.isbe.net

November 16, 2018
9:30 a.m.

- I. Roll Call/Pledge of Allegiance**
 - A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means
 - II. Public Participation**
 - III. Presentations and Updates**
 - A. North Chicago, Superintendent John Price
 - IV. The Public Inquiry, One Year Later (pp. 2-3)**
 - V. Superintendent's Report – Consent Agenda**
 - A. *Approval of Minutes (pp. 4-12)
 - 1. Plenary Minutes: October 17, 2018
- End of Consent Agenda***
- VI. Discussion Items**
 - A. District Oversight Update
 - B. Legislative Update
 - C. Budget Update
 - D. ESSA Update
 - E. Other Items for Discussion
 - VII. Closed Session (as needed)**
 - VIII. Announcements and Reports**
 - A. Superintendents/Senior Staff Announcements
 - B. Chairman's Report
 - C. Member Reports
 - IX. Information Items**
 - A. ISBE Financial and Administrative Monthly Reports available online at <https://www.isbe.net>
 - X. Adjourn**

This meeting will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the date prior to the meeting. Contact the Superintendent's office at the State Board of Education. Phone: 217-782-2221; TTY/TDD: 217-782-1900; Fax: 217-785-3972.

NOTE: Chairman Meeks may call for a break in the meeting as necessary in order for the Board to go into closed session.

The Board will be hosting a Budget Hearing immediately following the Board meeting in Room 16-503 of the James R. Thompson Center.

ILLINOIS STATE BOARD OF EDUCATION MEETING
November 16, 2018

TO: Illinois State Board of Education

FROM: Tony Smith, Ph.D., State Superintendent of Education 
Stephanie Jones, General Counsel 

Agenda Topic: The Public Inquiry, One Year Later

Staff Contact(s): Laura Boedeker, Assistant General Counsel

Purpose of Agenda Item

At the November 2017 Board meeting, a group of parents, teachers, and special education advocates presented an Open Letter to the Board and testimony about issues in special education in the Chicago Public Schools (CPS). The purpose of this agenda item is to review the Public Inquiry that was undertaken and the status of the ISBE intervention into the CPS system of special education.

Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- Every school offers a safe and healthy learning environment for all students.

Background Information

At the November 2017 Board meeting, the Board heard from parents, teachers and special education advocates who had grave concerns about systemic issues in special education in CPS. The concerns raised red flags amongst Board members, the State Superintendent, and the General Counsel. The Board asked the State Superintendent and the General Counsel to investigate the allegations.

At the December 2017 Board meeting, General Counsel Stephanie Jones brought a recommendation to the Board to conduct a Public Inquiry into the allegations that had been made. A Public Inquiry is a different approach to an investigation that allows a different degree of transparency. The Board approved the Public Inquiry and the process began immediately.

The General Counsel and the members of the Inquiry Team presented the results of the Public Inquiry to ISBE in April 2018. The findings showed that CPS created a policy environment that may have resulted in the denial of services to students. The General Counsel presented her recommendations for corrective action regarding the CPS situation to the Board in May. The recommendations included, among other things, the appointment of a dedicated monitor to

ensure special education compliance in CPS. The Board adopted those recommendations at its May meeting.

The General Counsel and Laura Boedeker, the CPS monitor, will present an update at the November Board meeting regarding the implementation of corrective action in CPS. The ISBE monitor will discuss current activities in CPS, training of staff and parents, stakeholder collaboration, and other activities. The General Counsel will discuss the current planning regarding student-specific corrective action and the obstacles ISBE has faced in creating a system for student-specific corrective action that makes sense to all stakeholders involved.

**Illinois State Board of Education Meeting
via video conference**

October 17, 2018

Chicago Location: ISBE Video Conference Room, 14th Floor
100 W. Randolph Street, Chicago, IL

Springfield Location: ISBE Video Conference Room, 3rd Floor
100 N. First Street, Springfield, IL

ROLL CALL

Chairman Meeks called the meeting to order at 9:01 a.m. Dr. Tony Smith was in attendance and a quorum was present.

Members Present in Chicago

James T. Meeks, Chairman
Eligio Pimentel, Vice Chairman
Ruth Cross
Lula Ford
Cesilie Price

Members Present in Springfield

Kevin Settle
Susie Morrison
Craig Lindvahl

**PUBLIC
PARTICIPATION**

Public Participation

Teresa Ramos, director of community engagement at Advance Illinois, spoke about the Teach Illinois recommendations. She proposed more development of the competencies, piloting assessment and alternative routes to teacher licensure, then making changes to statute after those steps have been taken. She also suggested broadening the conversation with more stakeholders.

Chuck Lane, superintendent of Centralia High School District 200, spoke of the need for equitable and adequate funding, but also for high-quality teachers. He told of the impact of the teacher shortage in his region and the need and desire to hire more minority teachers. He proposed paying student teachers, developing ed-tech programs for future teachers, and looking to other successful programs that develop future teachers. He would like to see superintendents, principals, teachers, and parent and student organizations included in future conversations.

Tom Phillon is dean of the College of Education at Roosevelt University, a member of the State Educator Professional Licensing Board, and member of the Teachers for Illinois' Future Coalition. He reported that Roosevelt University is very supportive of the Teach Illinois recommendations. He supported the multi-step program approval process and the emphasis on program impact and effectiveness. He supports paying student teachers and identifying and developing competencies. He reported that Roosevelt University discourages approval of changes to the alternative educator licensure language. He supported the suggestions that Ms. Ramos provided in her public comments.

Ana Gil-Garcia, professor in the College of Education at Northeastern Illinois University and member of the Teachers for Illinois' Future Coalition, spoke about the Teach Illinois recommendations. She encouraged more support for teachers of color and fully funding Evidence-Based Funding (EBF), which she argued will encourage more to enter the field of education. She further argued that increasing diversity of the profession should extend through all of the Teach Illinois recommendations. She urged that equity goals be set in all of the initiatives. She suggested that the grant programs through ISBE should be needs-based instead of competitive grants.

Judy Hackett, superintendent of Northwest Suburban Special Education Organization, spoke of the need to support all students. She stated that EBF does not provide for high-cost, low-incidence students with disabilities; it only reflects elements that address students with mild needs. She proposed that the Professional Review Panel and ISBE take the necessary steps to address

students across Illinois with the most significant needs and associated costs in a manner consistent with the principles of EBF.

Bill Curtin, National Board Certified Teacher from Carbondale Community High School and a member of the State Educator Professional Licensure Board, spoke about the teacher shortage and Educators Rising program. He proposed that the Educators Rising program expand in Illinois to develop future teachers through partnerships with high schools and colleges and universities.

David Tretter is president of the Federation of Independent Illinois Colleges and Universities. He expressed concern that the Teach Illinois recommendations would lower standards for teacher preparation programs. He cited research indicating that reducing licensing requirements for educators increases the number of teachers, but reduces the tenure in the profession. He indicated that funding is a major part of the teacher shortage and he suggested that ISBE and the Illinois Board of Higher Education work together to address the teacher shortage.

Nancy Latham, executive director of the Council on Teacher Education at the University of Illinois, spoke to the Teach Illinois report. She pointed out that the key finding of the report is that the teacher shortage affects schools with inadequate funding the most. She is concerned about alternative teacher licensure programs that are not accredited. She asked ISBE to review the recommendations for short-term and long-term impacts on the field of education. She suggested that current and future pathways to licensure be specifically coded in the ISBE data system so that data can be collected to inform Board members and constituents over time.

Corinne Biswell, agriculture teacher at West Prairie High School and Teach Plus fellow, addressed the teacher shortage. She spoke about the impact of the teacher shortage at her school. She supports creating incentives to retain teachers longer than five years and increasing education funding and ensuring that funding reaches districts in a timely manner. She would like to see an increase in the supply of teacher candidates through flex options for licensure. She would maintain the test of basic skills, but provide other assessment opportunities other than the edTPA.

Major Nicole Bastian of the U.S. Marines spoke as a follow-up to her previous request to the Board to help reach students in high school about career opportunities with the armed forces. She also introduced Captain Chris Gentile, who was attending with her. She spoke about the Troops to Teachers program. She invited Board members to attend a workshop in San Diego to witness Marine Corps programs. Dr. Smith spoke about the ongoing work to get information to school districts.

Cynthia Riseman-Lund, representative of the Illinois Federation of Teachers (IFT), thanked ISBE for the study of the teacher shortage. She reported that IFT members agree with concerns raised by others. They are especially concerned about lowering standards for future teachers. IFT members are also concerned that the Teach Illinois recommendations do not address working conditions. Teachers are overwhelmed with workload and high class sizes and the recommendations will increase teacher responsibilities. IFT members are also concerned with ongoing challenges to teachers, such as Senate Bill 7, Tier II and Tier III pensions, and other threats of reform. IFT members would like to see an increase in teacher diversity and address working conditions.

Chairman Meeks recognized Jane Quinlan, regional superintendent of Champaign-Ford counties, and Mark Jontry, regional superintendent of DeWitt, Livingston, Logan, and McLean counties.

**PRESENTATIONS
AND UPDATES**

East St. Louis School District Update

Art Culver, superintendent of East St. Louis School District 189, reviewed the state of his district. He provided an historical context of East St. Louis and ISBE. He noted that the ISBE intervention has been an asset for the district. The East St. Louis School District is making great strides, but still has room for progress. Mr. Culver reported that the district's financial forecast for fiscal year 2020 is a \$500,000 deficit, with the deficit increasing each year after that. These numbers are assuming no more intervention funds and that EBF isn't fully funded. He reported that there are currently 25 vacancies in the district; this directly impacts student achievement. The district's PARCC scores have been increasing steadily.

He spoke to the teacher shortage and provided two suggestions. First, provide an incentive for teachers to stay in the field beyond five years and second, provide a stipend or other incentive to teachers who are serving in hard-to-fill areas, such as foreign language, special education, and upper level math and science. He urged the Board to look at intervention funds for the next fiscal year when developing the budget recommendation.

**CONSENT
AGENDA**

Consent Agenda

Superintendent Smith announced that Agenda Item IV.C.2. Illinois Virtual Course Catalog Contract has been tabled for further development.

Susie Morrison moved that the State Board of Education approve the consent agenda as presented. Ruth Cross seconded the motion and it passed unanimously with a roll call vote.

The following motions were approved by action taken in the consent agenda motion.

Approval of Minutes

The State Board of Education approves the minutes for the September 11-12, 2018, Board meeting.

Rules for Initial Review

Part 1 (Public Schools Evaluation, Recognition and Supervision)

Public Act 100-0599 made changes to the Postsecondary and Workforce Readiness Act related to the competency-based high school graduation requirements. The proposed changes in this rulemaking will remove references to grades 9 through 12 and add language indicating school districts may apply in a joint collaborative application. These districts may establish and maintain a standing planning and implementation committee individually or collaboratively. Additionally, these changes clarify criteria for reviewing applications. Specifically, the point allotment for prior professional development and stakeholder engagement has been separated into two categories. The limitation on the number of points in each of the subcategories for diversity points is not required in law to this degree of specificity.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Public Schools Evaluation, Recognition, and Supervision (23 Illinois Administrative Code 1), including publication of the proposed amendments in the *Illinois Register*.

Part 235 (Early Childhood)

Public Act 100-0105 provides that early childhood programs receiving State Board of Education grants for preschool educational programs shall prohibit the expulsion of children. Instead, when persistent and serious challenging behaviors emerge, the early childhood program shall document steps taken to ensure that the child can participate safely in the program and utilize a range of community resources.

This rulemaking sets forth the processes by which programs must document attempts to engage these resources. When there is documented evidence that these preventive measures have not corrected the child's behavior, the child may be transitioned into another program. In these instances, the program must create a transition plan to ensure continued services for the child. Early childhood programs are also required to report listed data to ISBE beginning July 1, 2018.

Public Act 100-0105 requires ISBE to consult with the Department of Children and Family Services and the Governor's Office of Early Childhood Development to create administrative rules. Representatives from all three agencies have been meeting regularly over the last several months to draft administrative rules. Their suggestions have been incorporated into the proposed rulemaking. These administrative rules define terms, such as "challenging behavior" and "transition plan." Additionally, steps needed to create transitions plans are addressed. Finally, this rulemaking establishes how data will be reported to ISBE.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Early Childhood Block Grant (23 Illinois Administrative Code 235), including publication of the proposed amendments in the *Illinois Register*.

**Contracts and Grants Over \$1 Million
Illinois Math and Science Partnership Grant Program**

The Illinois Math and Science Partnership (MSP) Grant Program will provide funding to one eligible partnership as a way to improve teacher quality in mathematics and science. Funding will not exceed \$1.679 million for a period commencing January 1, 2019, through September 30, 2019.

The State Board of Education hereby authorizes the State Superintendent to approve the request to execute expenditure of FY 2016 MSP funds not to exceed \$1.679 million through a competitive grant process.

**Illinois Science Assessment Technology Vendor Sole Source Contract
with Breakthrough Technologies**

The purpose of the Illinois Science Assessment Technology Vendor Sole Source Contract with Breakthrough Technologies will be to provide services for ongoing support and development of the Illinois Science Assessment platforms. The contract amount is not to exceed \$2 million for the term of October 18, 2018, through June 30, 2019.

The State Board of Education hereby authorizes the State Superintendent to enter into a sole source contract with Breakthrough Technologies for the purpose of providing services for ongoing support and development of the Illinois Science Assessment platforms. The contract amount is not to exceed \$2 million for the term of October 18, 2018, through June 30, 2019.

END OF THE CONSENT AGENDA

**WAIVER OF SCHOOL
CODE MANDATES**

Waiver of School Code Mandates

The Fall 2018 Waiver Report contained 43 requests that seek to waive mandates of the School Code. These requests address:

- 28 requests for non-resident tuition
- 4 requests for physical education
- 9 requests for limitation of administrative costs
- 2 requests for publication of a school district's annual statement of affairs

None of the 43 waiver requests in the Fall 2018 Waiver Report were noticed for further consideration by three or more members of the legislative panel. Therefore, all waiver requests contained in the Fall 2018 Waiver Report are being presented to the Board for approval, denial, modification, or non-action. Requests not approved, denied, or modified will be deemed approved. Requests

denied by the Board shall be transmitted to the full General Assembly for consideration.

Dr. Smith reminded the Board that these are not new requests — the Board has reviewed these requests previously and they are back before the Board as a formality.

Ruth Cross moved that the State Board of Education decline to act on the waiver requests. Chairman Meeks seconded the motion. The motion passed with a unanimous voice vote.

**CUT SCORE
RECOMMENDATIONS
FOR REDEVELOPED
LICENSURE TEST:
FOREIGN
LANGUAGE:HEBREW**

Cut score recommendations for redeveloped licensure test: Foreign language: Hebrew

Eligio Pimentel moved that the State Board of Education authorize the State Superintendent to approve the panel recommendation regarding the Cut Score Recommendation for Redeveloped Licensure Test: Foreign Language: Hebrew. Susie Morrison seconded the motion and it passed with a unanimous voice vote.

**TEACH ILLINOIS
RECOMMENDATIONS**

Teach Illinois Recommendations

Dr. Jason Helfer, deputy superintendent for Teaching and Learning, presented the recommended policy solution to alleviate the teacher shortage in Illinois. The overarching recommendation is to fully fund education. Further, ISBE will work with partners across Illinois to:

- I. Coordinate a statewide campaign to elevate the teaching profession and inspire people, especially those of color, to join the profession.
- II. Incentivize and create opportunities for P-12 and postsecondary institutions to work together to create streamlined pathways into the teaching profession.
- III. Support partnerships between school districts and teacher preparation programs in order to closely align teacher supply and demand.
- IV. Develop innovative, results-based approaches to educator preparation.
- V. Develop and adopt a research-based bar for licensure that leads to a highly effective and diverse workforce.
- VI. Promote teacher leadership and career pathways with differentiated responsibilities and appropriate incentives.
- VII. Develop robust teacher mentorship and induction programs.

The specific recommendations to the General Assembly include:

- Address teacher preparation (IV) through job-embedded programs for career changers and paraprofessionals and provide multiple ways of demonstrating the relevant skills, knowledge, and attributes necessary to become a teacher.
- Alleviate licensure requirements (V) by requiring the test of basic skills for individuals without a bachelor's degree and remove the test of basic skills for individuals who already hold a bachelor's degree from a regionally accredited institution of higher education.
- Bolster induction and mentoring (VII) programs for new teachers and school leaders.

Immediate actions that ISBE will take:

- Elevate the profession (I) through a coordinated community-based campaign to inform the public and focus on the recruitment of individuals of color to the field of education.
- Develop pathways to the profession (II) through partnerships with stakeholders to develop college and career pathways to education.
- Partner with districts and institutes of higher education (III) to identify effective partnership models in Illinois and create guidance on developing mutually beneficial partnerships and fund innovative fieldwork grants supporting district and IHE partnerships.
- Address teacher preparation (IV) by modifying the administrative code regarding the receipt of subsequent endorsements. Work with stakeholders to develop a multi-step preparation program approval

process and partner with the Illinois Bilingual Advisory Council to develop criteria for district-based English as a Second Language/Bilingual endorsement programs.

- Review licensure requirements (V) through a study of the relationship between the test of basic skills and teacher efficacy. Further, convene a group of stakeholders to identify the appropriate content for an assessment approach to basic skills (e.g., portfolio, general education requirements, standardized exam).
- Improve teacher leadership (VI) through teacher leader grants to support school districts to propose and implement teacher leader projects.
- Support induction and mentoring (VII) through regional peer-to-peer learning opportunities for districts to share best practices and identify and develop quality standards and research-based guidance about mentoring.

Susie Morrison expressed concern that the recommendations to the General Assembly don't include definitions of the competencies needed in the classroom or research to support the recommendations. She would like to see further research and collaboration before a recommendation is made to the General Assembly.

Kevin Settle expressed similar concerns to Susie Morrison and inquired about the alternative avenues to licensure while upholding standards. Dr. Helfer reported that it is not the intent to loosen standards for licensure.

Lula Ford expressed her desire for ISBE to take action and make a recommendation to the General Assembly. Ruth Cross agreed and would like ISBE to express a commitment to move the discussion forward in the General Assembly.

Dr. Helfer reported that the details would be included in the administrative rules, where the concerns that were brought forward by stakeholders would be addressed.

Lindsey Jensen, Illinois Teacher of the Year, joined the discussion and discussed the Educators Rising program. She suggested that Illinois develop a state affiliate with programs in schools. She reported that the program would address several of the issues identified in the Teach Illinois: Strong Teachers, Strong Classrooms report.

Ruth Cross suggested partnering with the Illinois Board of Higher Education to ensure that higher education requirements are met in a new pathway that may be developed.

Kevin Settle moved that the State Board of Education authorizes the State Superintendent to approve the recommendations for the Teach Illinois: Strong Teachers, Strong Classrooms report. Ms. Ford seconded the motion and it passed on a voice vote of 7-1, with Ms. Morrison voting in opposition.

BOARD VALUES

Board Values

Dr. Smith reviewed the discussion on the Board Values at the Board retreat in September and proposed the following Board Values as a result of those discussions:

- We believe that everyone has the right and ability to learn and that we have ethical, moral, and legal responsibilities to set high expectations and ensure that every student achieves success.
- We believe that we must provide equity, access, and opportunity for every student and eliminate opportunity and achievement gaps in all public schools across Illinois.

- We believe that ending disparities and gaps in achievement begins with the delivery of quality early learning programs and appropriate parent engagement and support.
- We believe that communities, parents, teachers, educational leaders, and community-based organizations have unique and important solutions to improve outcomes for our students.
- We believe that teachers and leaders in every school and classroom in Illinois need to demonstrate competency in their content, their ability to adjust their pedagogy to student need, their ability to establish positive relationships with all students including students whose background and life experience is different from theirs, and their understanding of human development.

There was further discussion among Board members today and a general support of the updated Board values. Superintendent Smith will finalize the document based on the outcome of today's review:

- In the third bullet, it was suggested to add "so that by June 30, 2027 and beyond, this State has a kindergarten through grade 12 public education system with the capacity to ensure the development of all persons to the limits of their capacities".
- In the fifth bullet, the Board recommended adding the following phrase "the training and support required"...to demonstrate...

KIDS UPDATE

KIDS Update

Robin Steans, member of the Illinois P-20 Council, provided an update on the Kindergarten Individual Development Survey (KIDS). The data from the Readiness Measures shows that 81 percent of children enrolled in kindergarten were assessed. The data provides an insight into development areas most critical to long-term success. She reported that one in four kindergartners reached all three developmental areas. More children are ready in social and emotional development and language and literacy than math. KIDS also provided data that shows that Black and Latino students are entering kindergarten with lower rates of readiness than White peers and that students with Individualized Education Programs enrolled in free-and-reduced price lunch and English Learners are entering kindergarten behind the state average. This data can be used as a formal "mile marker" of development before third grade, which will provide value to educators, families, communities, and policymakers. The data also shows that many districts are struggling to help youngsters catch up in the early years and they need resources to do so. Math and English Learners are specific areas in need of more focused resources. The KIDS report also highlighted items that need further work, including more teacher trainings on data use, evaluating English Learners, support to reduce redundancy in data collection, and use and assistance to troubleshoot technical issues. Ms. Steans provided suggestions, including institutionalizing KIDS at ISBE and investing in more professional development and coaching. She suggested that data be released earlier and engage with grades beyond kindergarten. Additionally, she suggested having more data points and administering KIDS multiple times throughout the school year.

DISCUSSION ITEMS

Legislative Update

Amanda Elliott, co-director of Legislative Affairs, provided updates on legislation. She emphasized collaborating with stakeholders and legislators to address the educator shortage through the Teach Illinois recommendations. She reported that the veto session will be in November and she will provide an additional update at the November Board meeting on education-related bills. She is expecting a subject-matter committee hearing on the Early Childhood

Block Grant. She encouraged board members to be in conversation with their legislators to communicate the Teach Illinois recommendations.

Budget Update

Robert Wolfe, chief financial officer at ISBE, gave a brief budget update. He announced the upcoming budget hearings to gather input for the FY 2020 budget recommendation. He further reported that there have been four more items completed for EBF. New tools are available to districts so they can configure funding impacts specific to a particular district.

They will be providing information to school districts about the property tax relief program. There is \$50 million set aside in FY 2019 for grants for districts with high tax rates. He explained how the program will work for school districts. There will be a webinar for districts that are interested and a two-month application window to allow district boards to weigh their options.

ANNOUNCEMENTS AND REPORTS

Superintendent's Reports

Dr. Smith reiterated the first of three budget hearings will follow today's Board meeting. He recognized Mr. Settle in his role of chair of the Finance and Audit Committee and thanked him for leading the budget hearings.

Ralph Grimm, acting chief education officer at ISBE, announced the upcoming release of the Report Card on October 31. He also reported that ISBE staff will be having sessions throughout the state to give the field an opportunity to speak with ISBE staff face-to-face.

Sessions include:

Bloomington High School, October 18

Marion High School, October 22

O'Fallon Township High School, October 23

Chicago Public Schools Central Office, October 24

District 89 Administrative Building, Melrose Park, October 25

Dr. Smith announced that the annual Those Who Excel banquet will occur on Saturday, October 20, in Bloomington-Normal. He is looking forward to recognizing and celebrating more than 200 educators and staff who are doing an amazing job in school communities.

Member's Reports

Ms. Cross and Ms. Ford will be attending the annual NASBE Conference in Denver this week.

CLOSED SESSION

Closed Session

Ms. Morrison moved that the Board enter into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

Section 2 (c) (11) Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probably or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.

She further moved that Board members may invite anyone they wish to be included in this closed session.

Ms. Cross seconded the motion and it passed with a unanimous roll call vote.

The Board entered into closed session at 12:20 p.m. and returned to open session at 12:34 p.m.

INFORMATION ITEMS

ISBE Fiscal & Administrative Monthly Reports (*available online at <http://isbe.net/>*)

**MOTION FOR
ADJOURNMENT**

Kevin Settle moved that the meeting be adjourned. Chairman Meeks seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 12:35 p.m.

Respectfully Submitted,

Cesilie Price
Board Secretary

Mr. James T. Meeks
Chairman