Texas Education Agency
Information Task Force (ITF)
July 22, 2025
Zoom
10:00 a.m. to 2:00 p.m.

Meeting Minutes

Call Meeting to Order   **Catherine Bray, ITF Chair**

Catherine Bray called the ITF meeting to order at 10:01 a.m.

Roll call of the ITF members was taken by Lynne Smith.

ITF Members Present:

Dana Braun, Catherine Bray, Joe Herrera, Keitha Ivey, D'Lynne Johnson, Georgia Kalligeris, John Newcom, Christopher Pace, Joycelyn Ray, Linda Roska, Elisa Sanchez, Brittany Wright

ITF Alternate Members Present:

Justin Jons, Tamara Kavanagh, Andrea Laina, Dr. Lindsey McDaniel, Shawna Ohnesorge, Stephanie Reis, Jaylea Wallace, Linda Raney

TEA Staff Present:

Office of Information Technology:

Kathy Adaky, Connor Briggs, David Butler, Naomi Davis, Candice DeSantis, Terri Hanson, Monica Harwig, Jeanine Helms, Jamie Hicks, Laurie Kelso, Ed Linden, Becky McCully, Jamie Muffoletto, Leticia Ollervidez, Donna Pruitt, Leanne Simons, Lynne Smith, Melissa Witcher, Alison Wright, Wayne Curry, Deborah Deberry

System Innovation Department:

Andrew Hodge

Early Childhood Education Department:

Rebecca Matz, Sylina Valdez

Emergent Bilingual Department:

Dr. Xochitl Rocha

Special Population Programs, Reporting & Student Supports Department:
Justin Porter

Approve Meeting Minutes from April 29, 2025, ITF Meeting   Action Item

Catherine Bray, ITF Chair, called for a motion to approve the meeting minutes from the April 29, 2025, ITF meeting.

Keitha Ivey made a motion to approve the minutes.
D'Lynne Johnson seconded the motion.
Vote: Passed

1. Teacher Retention Allotment   Action Item

Background:
During the 89th legislative session, House Bill (HB) 2 was passed which amends Subchapter D, Chapter 48, Education Code, by adding Section 48.158. In this new section "classroom teacher" has the meaning assigned by Section 5.001, except that the term also includes: (1) a person who is not required to hold a certificate issued under Subchapter B, Chapter 21, who otherwise meets the definition of a classroom teacher under Section 5.001; and (2) a person, including a person described by Subdivision (1), employed by an entity with which a school district has entered into a contract who otherwise meets the definition of a classroom teacher under Section 5.001. Additionally, HB 2 amends Section 21.001, Education Code, by adding Subdivision (3-b) to read: "Teacher of record" means a person employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.

Overview:

Texas Education Data Standards Changes:
The Texas Education Agency (TEA) proposes revising the long description for "087" in the StaffClassification (C021) descriptor table and the long description for "1" and "4" in the StaffType (C181) descriptor table. One new data element, TRATeachingExperience (EXXXX) will be added to the PEIMS Fall Submission. Lastly, TEA will revise the data element definition, general and data element reporting requirements for the StaffType (E1073) data element. Reports will be revised, and data validation rules will be added and revised based on the changes in this proposal.

Texas Records Exchange (TREx) Changes:
None

Presentation:
Jamie Muffoletto presented the proposal, which includes:
In the Texas Education Data Standards:
1. Revise the long description for descriptor 087 in the StaffClassification (C021) descriptor table from Teacher - A professional employee who is required to hold a valid teacher certificate or permit in order to perform some type of instruction to students; (combination of former codes 025 and 029) **to** Teacher – A certified (holds a valid teacher certificate or permit) or

non-certified professional employee who teaches in an academic instructional setting or a career and technology instructional setting.

2. Revise the data element definition and general and data element reporting requirements for StaffType (E1073).
3. Revise the following long descriptions in the StaffType (C181) descriptor table:
    a. 1 – School District or Charter School Employee **to** School District or Charter School Employee, including staff employed by the district at an in-district charter campus
    b. 4 – from Teacher Employed At The In-District Charter By Org Granted A Campus Charter Under TEC, Chapter 12, Subchapter C And Is Eligible For Benefits Under TEC, §11.174 And 11.147(b) **to** Teacher Employed At The In-District Charter By Org Granted A Campus Charter Under TEC, Chapter 12, Subchapter C.
4. Add new data element TRATeachingExperience (EXXXX) to the Staff entity in the Staff domain to be reported as optional in the PEIMS Fall Submission.
5. Revise TSDS reports to reflect the changes in this proposal.
6. Revise associated data validation rules to reflect the changes in this proposal.

ITF Discussion:
Jamie Muffoletto introduced Andrew Hodge from the System Innovation Department to address any questions.

Catherine Bray inquired whether the 180-day calendar requirement in CreditableYearsOfService (E1721) is outdated, noting that many local education agencies (LEAs) provide 75,600 operational minutes over a calendar with fewer than 180 days. Andrew asked how LEAs determine full-time teacher status. Catherine explained that LEAs use the Staff Payroll Calculated Values information found in the data element reporting requirements in the StaffEducationOrganizationEmploymentAssociation Entity to calculate Full-Time Equivalents (FTEs).

Terri Hanson noted that the 90-day threshold is based on half of the traditional 180-day calendar and proposed using more general language, such as 50 percent of instructional days, to allow flexibility. Catherine added that using 50 percent language would offer more flexibility. Jamie agreed and said the language could be made more generic.

Catherine Bray noted that the language in the background of the proposal states that teachers are required to assign grades. Catherine pointed out that some teachers, such as those serving students receiving special education services, may not assign grades. Catherine questioned how these teachers should be classified, as they still work directly with students. Andrew confirmed that legislation includes Special Education Teachers and emphasized the importance of ensuring they are counted. Jamie agreed and said the Texas Education Agency (TEA) would review how Special Education Teachers are reported.

Catherine referenced the Frequently Asked Questions (FAQ) for House Bill (HB) 2, which clarifies that a teacher does not need to be the Teacher of Record to qualify for the Teacher Retention Allotment (TRA). Jamie clarified that the proposal contained information regarding the TRA and changes being

made in HB 2 to the definition of Teacher of Record and stated that she would review the proposal and update the proposal (if needed) or provide further clarification during the next meeting. Jamie further clarified that the term *Teacher of Record* is not tied to TRA. TRA eligibility is broader and includes roles like Special Education Teachers. Catherine requested that this clarification be included in the proposal.

Georgia Kalligeris noted that the data element CreditableYearOfService (E1721) uses a similar definition. Jamie explained that while it is similar, it is not the data needed for TRA.

Brittany Wright explained that under TEC Section 48.158, the TRA includes non-certified teachers and requested confirmation that TEA does not need to add a separate descriptor to the StaffClassification (C021) table for non-certified teachers. Andrew confirmed that Section 48.158 includes non-certified teachers as eligible for TRA. Jamie asked Brittany to clarify her suggestion for revising the long description for the StaffClassification (C021) 087. Brittany clarified that her recommendation was to keep 087 for certified teachers and introduce a new one for non-certified teachers, specifically for identifying TRA eligibility. Brittany added that if other program areas continue to use 087 as currently defined, it should remain aligned with certified teachers only.

Terri noted that Mark Olofson collaborated with Jamie on the proposed changes and the FAQs. Terri explained that TEA does not plan to collect certification data, as it is already available in the Educator Certification Online System (ECOS). Terri stated TEA would follow up with Mark to confirm the reasoning behind this decision. Andrew agreed to reconnect with Mark for clarification.

Terri stated that due to the number of questions raised, TEA would not seek a vote at this time. Terri encouraged members to submit additional feedback and confirmed that the updated TRA proposal, with all questions addressed, would be presented for a final vote at the August 5, 2025, ITF meeting.

Catherine asked if LEAs would be expected to retroactively align prior years' teaching experience with the new TRATeachingExperience (EXXXX) data element definition. Terri responded that the change is effective starting in the 2025–2026 school year and is considered a new data element. Jamie explained that the new data element was needed because TEA found that the TotalYearsProfExperience (E0130) collected from LEAs in some cases included non-teaching years. The TRATeachingExperience (EXXXX) data element is limited to teaching years only. Catherine agreed and requested that this clarification be added to the FAQ.

John Newcom asked through the chat if the proposed change to the long description for StaffClassification (C021) 087 would alter the requirement for a Career and Technical Education (CTE) teacher to be certified or for the LEA to be a District of Innovation (DOI) to generate CTE contact hours. Jamie responded that she would follow up with the CTE program. Catherine stated that if this is the case, TEA may see an increase in CTE contact hours for LEAs.

Jamie Muffoletto asked if there were any other questions and informed members that updates would be made to the proposal based on the feedback provided.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:
Georgia Kalligeris made a motion to table the proposal.
Joycelyn Ray seconded the motion.
Vote: Tabled

2. Prekindergarten Eligibility Expansion – PK Child of District Classroom Teacher Action Item

Background:
During the 89th legislative session, House Bill (HB) 2 was passed, which amends Section 29.153(b), Education Code, to include in the qualifications for free prekindergarten a child who is at least three years of age and is the child of a person employed as a classroom teacher at a public primary or secondary school in the Local Education Agency (LEA) that offers a prekindergarten class under this section.

Overview:
Texas Education Data Standards Changes:
The Texas Education Agency (TEA) proposes adding one new descriptor to the StudentCharacteristic (C344) descriptor table to indicate the student is the child of a LEA classroom teacher. TEA will revise the data element reporting requirements in the StudentEducationOrganizationAssociation entity to reflect this addition. Reports will be revised and data validation rules will be added and revised based on the changes in this proposal.

Texas Records Exchange (TREx) Changes:
TEA proposes adding one new data element, PK-CHILD-LEA-CLASSROOM-TEACHER (TEXXX) to the Student Record and revising the special instructions for the PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE (TE138) data element.

Presentation:
Lynne Smith presented the proposal, which includes:
In the Texas Education Data Standards:
1. Add the following new descriptor to the StudentCharacteristic (C344) descriptor table:
   a. 25
      Short Description – PK Child Of LEA Classroom Teacher
      Long Description – PK Child Of Local Education Agency (LEA) Classroom Teacher
2. Revise the Data Element Reporting Requirements for the StudentEducationOrganizationAssociation Entity in the Student Identification and Demographics Domain.
3. Revise TSDS reports to reflect the changes in this proposal.
4. Revise associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:
1. Add the new data element PK-CHILD-LEA-CLASSROOM-TEACHER (TEXXX) to the Student Record.
2. Revise the special instructions for the PK-ELIGIBLE-PREVIOUS-YEAR-INDICATOR-CODE (TE138) data element.

ITF Discussion:
Lynne Smith introduced Sylina Valdez and Rebecca Matz from the Early Childhood Education Department to address any questions.

Joycelyn Ray asked if the new StudentCharacteristic (C344), *PK Child of LEA Classroom Teacher* (25), applies to certified staff working at the district or charter level, but not as a teacher on a campus. Rebecca clarified that the staff would need to work as a teacher four hours per day on average and that merely being certified, without working in a teaching role, did not qualify the staff to receive free prekindergarten (PK) for their children.

Catherine Bray asked what documentation is required for audit purposes to determine whether the student qualifies for PK. Rebecca responded that the program area is working to update the Student Attendance Accounting Handbook (SAAH) with the documentation required.

Catherine raised concerns about eligibility when a teacher's role changes before or after the start of the school year. Sylina stated that if the teacher met the criteria at registration, the child remains eligible for the rest of the year, even if the teacher's role changes. Sylina stated that they are working on the policy for staff whose children are eligible for PK. Sylina added, the eligibility policy, along with documentation requirements, will be included in the SAAH.

Georgia Kalligeris requested clarification on the definition of employed as a teacher. Sylina explained that at the time of registration, the parent must be employed as a teacher in the LEA and provide the documentation, which will be outlined in the SAAH.

Rebecca emphasized that the child remains eligible for free public PK if they qualify on or after April 1, and that eligibility continues through the school year per statute. Georgia asked what happens if a child who qualified through income on or after April 1 has a change in income and no longer qualifies for the free or reduced-price program after July 1. Rebecca clarified that while the child may no longer qualify for state compensatory funding, they would still be eligible for half-day PK.

Georgia asked if teachers employed through a vendor partnership qualify for free PK. Sylina responded that under the current statutory definition if the teacher works in a partnership classroom and is employed by the LEA, they meet the requirement. Georgia followed up, asking if a teacher employed solely by the partner entity, not the LEA, would still qualify. Rebecca clarified that, based on the statute, such a teacher would not qualify. The program area would consult with TEA's legal team for clarification.

Brittany Wright asked whether the statute applies to charter schools when it references school districts. Rebecca confirmed that charter schools are included under the term "school districts" used in the statute.

Dr. Lindsey McDaniel asked what documentation verifying a parent's employment as a teacher (StaffClassification (C021) 087) should be created by the LEA to show the student is eligible for free PK. Rebecca replied that the program area is reviewing all guidance and updating the SAAH. Rebecca noted that Section 7 of the SAAH addresses PK eligibility, including criteria, explanations, and examples. Dr. McDaniel asked when the updated SAAH would be available. Rebecca confirmed it is currently in public comment and TEA is reviewing all public comments.

Catherine pointed out that current legislation is not yet reflected in the SAAH. Jamie Muffoletto responded that TEA has a process for incorporating changes and invited Joe Herrera to provide further details on the approval process. Joe reviewed the SAAH approval process, noting that the SAAH was released before the end of the 89th legislative session. Joe added that any changes go through public review.

Jamie then asked if Catherine could call for a vote, acknowledging that further guidance would be included in the SAAH. Jamie emphasized that TEA needs to collect the StudentCharacteristic to ensure funding is provided for these students.

Georgia suggested delaying the vote until after guidance is provided. Jamie responded that TEA could revisit the proposal at the August 5, 2025, ITF meeting but asked to vote now. Jamie clarified that the Texas Education Data Standards (TEDS) would remain unchanged, and additional guidance would be added to the SAAH. Georgia added that additional guidance should also be added to the TEDS, not just the SAAH.

D'Lynne Johnson asked whether a child still qualifies for PK if initially approved based on a teacher's employment, but that teacher is later found to be a pull-out or non-primary teacher. Jamie asked Rebecca and Sylina if there are rules defining classroom teachers or if being the teacher of record matters. Sylina responded that the definition came from legal and is reflected in the proposal. Sylina added that they are developing additional guidance for the Frequently Asked Questions (FAQs) document, which is published on the TEA website for House Bill 2. The additional guidance will be published after it has been approved.

Brittany Wright noted that statute states once a child is deemed eligible for PK, they remain eligible for the full school year.

Catherine asked for clarification on the vote, confirming it was for adding the StudentCharacteristic. Jamie confirmed, explaining that without approval, TEA cannot identify PK children of classroom teachers for funding.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:
Jaylea Wallace made a motion to approve the proposal.
Keitha Ivey seconded the motion.
Vote: Passed

3.   Emergent Bilingual Changes   Action Item

Background:
During the 89th legislative session, Senate Bill (SB) 2185 and House Bill (HB) 2 passed, which amend Education Code Subchapter B, Chapter 29, Section 29.054 by adding Subsection (e). Currently, Section 29.054 allows local education agencies (LEAs) to apply for an exception if they are unable to provide standard bilingual education services to English learners. The newly added Subsection (e) requires the Texas Education Agency (TEA) to collect additional information from the LEAs that have been granted an exception when standard bilingual education programs are not in place.

Additionally, SB 2185 and HB 2 amend Subchapter D, Chapter 48, Section 48.105 by adding Subsections (a-1) and (a-2). With the addition of Subsections (a-1) and (a-2), TEA may require these LEAs to report information through the Public Education Information Management System (PEIMS) about the bilingual education alternatives being used. Under Section 48.105 of the Texas Education Code, TEA is required to review and approve school districts offering agency-approved alternative language education methods for funding eligibility. The total funding available is capped at $10 million per biennium. Approved districts will receive annual per-student allotments based on average daily attendance in qualifying dual language immersion programs, with adjusted funding for emergent bilingual students and other participating students. Furthermore, TEA can require that these bilingual education alternatives be classified in the PEIMS reports using categories determined by the agency.

Overview:
Texas Education Data Standards Changes:
The Texas Education Agency (TEA) proposes the following in the StudentLanguageInstructioinProgramAssociation Entity:
1. LangInstruProgramSvc (C335) descriptor table:
    a. Remove two descriptors,
    b. Add six new descriptors.
2. ParentalPermission (E0896) (C093):
    a. Revise data element definition,
    b. Revise two short descriptions,
    c. Revise data element reporting requirements.

TEA proposes the following in the BilingualESLProgramReportingPeriodAttendance and FlexibleBilingualESLProgramReportingPeriodAttendance Entities:
1. BilingualESLFunding (E1651) (C225):
    a. Revise data element definition,
    b. Remove two descriptors,
    c. Add six new descriptors,
    d. Revise data element reporting requirements.

Reports will be revised, and data validations will be added and revised based on the changes in this proposal.

Texas Records Exchange (TREx) Changes:
The TEA proposes adding six new codes to the ALTERNATIVE-LANGUAGE-PROGRAM-CODE (TC41) table to indicate the type of alternative language program method a student receives.

Presentation:
Leticia Ollervidez presented the proposal, which includes:
In the Texas Education Data Standards:
1. Revise the LangInstruProgramSvc (C335) descriptor table:
    a. Remove the following descriptors:
        i. 046 –
            Short Description – Alternative Methods for Bilingual Education
            Long Description - Alternative Methods for Bilingual Education
        ii. 004 -
            Short Description – Alternative Methods for ESL
            Long Description - Alternative Methods for ESL
    b. Add the following descriptors:
        i. 047 –
            Short Description – Alternative Methods for Transitional Bilingual Early Exit
            Long Description – Alternative Methods for Transitional Bilingual Early Exit
        ii. 048-
            Short Description – Alternative Methods for Transitional Bilingual Late Exit
            Long Description – Alternative Methods for Transitional Bilingual Late Exit
        iii. 049 –
            Short Description – Alternative Methods for Dual Language Immersion Two-Way
            Long Description – Alternative Methods for Dual Language Immersion Two-Way
        iv. 050-
            Short Description – Alternative Methods for Dual Language Immersion One-Way
            Long Description – Alternative Methods for Dual Language Immersion One-Way
        v. 005 –
            Short Description – Alternative Methods for ESL Content Based
            Long Description – Alternative Methods for ESL Content Based
        vi. 006 –
            Short Description – Alternative Methods for ESL Pull-Out
            Long Description – Alternative Methods for ESL Pull-Out
2. Revise the data element reporting requirements in the StudentLanguageInstructionProgramAssociation Entity in the Alternative and Supplemental Services Domain reported in the PEIMS Fall, Summer, and Extended Year Submissions.

3. Revise the data element definition for the BilingualESLFunding (E1651).
4. Revise the BilingualESLFunding (C225) descriptor table:
    a. Remove the following descriptors:
        i. BE -
        Short Description: Student In Standard Or Alternative Bilingual Or ESL Program
        Long Description: Student In Standard Or Alternative Bilingual Or ESL Program
        ii. D1 -
        Short Description: Student In Bilingual Dual Language Immersion/One-Way Program
        Long Description: Student In Bilingual Dual Language Immersion/One-Way Program
        iii. D2 -
        Short Description: Student In Bilingual Dual Language Immersion/Two-Way Program
        Long Description: Student In Bilingual Dual Language Immersion/Two-Way Program
    b. Add the following descriptors:
        i. B1 –
        Short Description – Student In Transitional Bilingual or alternative methods for transitional bilingual
        Long Description – Student In Transitional Bilingual (either early exit or late exit) or implementing alternative methods for transitional bilingual (early exit or late exit) (.10)
        ii. E1 –
        Short Description – Student In ESL or an alternative method for ESL
        Long Description – Student in ESL (either content-based or pull-out) or implementing alternative methods for ESL (early exit or late exit) (0.10)
        iii. D3 –
        Short Description – EB Student In Dual Language Immersion/One-Way or Two-Way Program
        Long Description – EB Student In Dual Language Immersion/One-Way or Two-Way Program (0.15)
        iv. D4 –
        Short Description – Non-EB Student In Dual Language Immersion/Two-Way Program
        Long Description – Non-EB Student In Dual Language Immersion/Two-Way Program (0.05)
        v. D5 –
        Short Description – EB Student in Alternative Methods Dual Language Immersion/One-Way or Two-Way Program
        Long Description – EB Student in Alternative Methods Dual Language Immersion/One-Way or Two-Way Program (0.15) [funded in accordance with TEC 48.105(a-2) only]
        vi. D6 -

>**Short Description** – Non-EB Student in Alternative Methods Dual Language Immersion/One-Way or Two-Way Program
>
>**Long Description** – Non-EB Student in Alternative Methods Dual Language Immersion/One-Way or Two-Way Program (0.05) [funded in accordance with TEC 48.105(a-2) only]

5. Revise the data element reporting requirements in the BilingualESLProgramReportingPeriodAttenance and the FlexibleBilingualESLProgramReportingPeriodAttendance entities in the Student Attendance Domain reported in the PEIMS Summer and Extended Year Submissions.
6. Revise the data element definition for the ParentalPermission (E0896).
7. Revise the following short descriptions in the ParentalPermission (C093) descriptor table:
   a. E- Parent or Guardian Approved EB student in Bilingual, LEA Alt Lang Program **to** Parent or Guardian Approved EB student in Bilingual, LEA is implementing temporary Alternative Methods.
   b. J – Parent or Guardian Approved EB student in ESL, LEA Alternative Lang Program **to** Parent or Guardian Approved EB student in ESL, LEA is implementing temporary Alternative Methods.
8. Revise TSDS reports to reflect the changes in this proposal.
9. Revise associated data validation rules to reflect the changes in this proposal.

In the Texas Records Exchange Data Standards:
1. Add the following new codes to the ALTERNATIVE-LANGUAGE-PROGRAM (TC41) code table:
   a. 05 – Alternative Methods for ESL Content Based
   b. 06 – Alternative Methods for ESL Pull-Out
   c. 07 – Alternative Methods for Transitional Bilingual Early Exit
   d. 08 - Alternative Methods for Transitional Bilingual Late Exit
   e. 09 – Alternative Methods for Dual Language Immersion Two-Way
   f. 10 - Alternative Methods for Dual Language Immersion One-Way

ITF Discussion:
Leticia Ollervidez introduced Dr. Xochitl Rocha to address any questions.

Catherine Bray noted that the BilingualESLFunding (C225) table in the Public Education Information Management System (PEIMS) now has one descriptor for one-way and two-way dual language programs and asked why the Texas Records Exchange (TREx) Data Standards still distinguishes between them. Jamie Muffoletto explained that the TREx does not have a corresponding data element for bilingual or ESL funding. The ALTERNATIVE-LANGUAGE-PROGRAM (TC41) table in TREx lists alternative methods in which a child may participate. TREx still maintains separate tables for Bilingual, ESL, and Alternative Methods, unlike the Texas Education Data Standards (TEDS), which combined them into the LangInstruProgramSvc (C335) table.

Dr. Xochitl Rocha clarified that the updates made to the C225 table for emergent bilingual students in one-way or two-way programs (D3) and non-emergent bilingual students in two-way programs (D4) reflect the specific funding amounts for each program. Jamie reiterated that the C225 table is not part of TREx.

Tamara Kavanagh inquired whether the Code Guide for Bilingual and ESL Program Association would be updated. Dr. Rocha confirmed it would be revised.

Catherine asked if TEA would continue to collect teacher data when the local education agencies (LEAs) submit a Bilingual or ESL exception application. Dr. Rocha responded that TEA would continue to collect teacher names in the application.

ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion.

ITF Action:
Joe Herrera made a motion to approve the proposal.
D'Lynne Johnson seconded the motion.
Vote: Passed

Other Business   Discussion Item

Open Forum:
Jamie Muffoletto announced that the next Information Task Force (ITF) meeting is scheduled for August 5, 2025. The Texas Education Agency (TEA) will present additional updates for the 2025–2026 school year, based on the 89th legislative session and will reintroduce the Teacher Retention Allotment proposal. Jamie encouraged members to submit questions in advance.

Upcoming Meetings:
August 5, 2025
September 9, 2025
October 14, 2025
November 18, 2025
January 13, 2026
March 3, 2026
April 14, 2026

Adjournment:
ITF Chair, Catherine Bray, called for additional questions or comments. Hearing none, she requested a motion to adjourn.

Joycelyn Ray made a motion to adjourn.
Georgia Kalligeris seconded the motion.

The meeting was adjourned at 11:35 a.m.