

BUSINESS MEETING MINUTES

15/ A Regular Meeting of the Lane County School District No. 19 Board of Education was held on May 13, 2019.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education meeting to order in the Board Room of the District Administration Building at 7:02 pm and led the Pledge of Allegiance.

Attendance

Board Members present included Board Chair Zach Bessett, Board Vice Chair Michelle Webber, Dr. Emilio Hernandez and Naomi Raven. Ms. Adams was excused from the meeting.

District staff and community members identified included Superintendent Bruce Smolnisky, David Collins, Judy Bowden, Whitney McKinley, Suzy Price, Brian Megert, Jeff Michna, Brett Yancey, Dustin Reese, Kim Donaghe, Lesa Halley, Colleen Hunter, Niyale Moseby, Brandy Selby, Monica Maynard, Kathy McCumsey, Lindsay Marchant, Heidee Sevilla, Serenity Sevilla, Kate Lode, Todd Mann, Anne Goff, Hanalei Rozen, Mike Schlosser, Cindy Nees, Kathy Smith, Jeff Butler, Ame Beard, Chris Reiersgaard, Chad Towe, Mindy LeRoux, Mike Eyster, Karen Hunter and Marina Brassfield.

CHANGES OR ADDITIONS TO THE AGENDA

Mr. Bessett announced Agenda Item 5, Student V.O.I.C.E. and Equity Update, was moved to the June 10, 2019 board meeting.

2. RECOGNITION

Suzanne Price introduced the Spelling Contest winners. Elementary winners were: 1st Place from Maple Elementary, Theot Campbell, 5th grade; and 2nd Place from Yolanda Elementary, Cooper Collier, 4th grade.

Middle School winners were: 1st Place from Hamlin Middle School, D'Mayan Wade, 8th grade; 2nd Place from Briggs Middle School, Alex Bakker, 7th grade.

Whitney McKinley introduced the Brain Bowl winners from 6th, 7th and 8th grade.

Thurston Middle School 6th grade winners were: Tyler Raven, Caleb Jackson, Hunter Reed, Adia McPheeters-Geeting, and Alexis Deluna.

Thurston Middle School 7th grade winners were: Abbie Warren, Alex Pehaim, Andrew Marchant, Connor Marchant, and Savannah Efseaff.

Briggs Middle School 8th grade winners were: Lauren Bell, Carly Bramhall, Lian Hagel, Kyran McCown, and Lucas Paugh.

The overall winning school with the highest combined team scores was Briggs Middle School, who got the coveted Brain Bowl trophy for a year.

David Collins recognized the Student Board Representatives for their service during the 2018-19 school year: Cadence Rose and alternate Josh Perry (Academy of Arts and Academics); Davin Orengo and alternate, Isabella Roman (Gateways High School); Ian Kerr and alternate, Gus Beeler (Springfield High School); Jacob Sieczkowski and alternate, Madisen Hill (Thurston High School); and Kenneth Woodruff and alternate, Kayleena Buster (Willamette Leadership Academy).

3. SCHOOL PRESENTATION: MT. VERNON ELEMENTARY SCHOOLS

Principal Cindy Nees and instructional coach Kathy Smith shared a PowerPoint presentation entitled, “*MTV Board Presentation.*”

Ms. Nees explained how the school board goals aligned with the Mt. Vernon Elementary (MTV) goals, vision and mission.

Board goals included:

- Promote growth and success for every student.
- Support families so that every student is ready to learn.
- Provide personalized learning opportunities for every student.

MTV instructional goals included:

- Multi-Tiered Structures of Supports
 - Literacy
 - Math
 - PBIS
 - Social-Emotional
- Guaranteed and Viable Curriculum
 - Literacy
 - Math
- Quality Instruction
 - Enhancements, supplemental, core instruction, skillful teaching, etc.

Ms. Nees shared MTV’s vision, “*Mt. Vernon appreciates the uniqueness of each individual and will actively engage everyone in meaningful learning experiences within a caring, respectful environment,*” and the MTV mission statement, “*We will work together in a safe environment to build a foundation for lifelong success through instruction, encouragement and modeling.*”

Ms. Nees shared data from 2017-2018 state report card. She highlighted that MTV served 515 students, of which 66% were on free and reduced lunch, and that there were 75 Ever English Learners (EEL) students (17% of the school population). A total of 7 languages were spoken by students.

From building goals, Ms. Nees moved into MTV’s action plan that aligned with the school board:

- CAP Goals TL 4.3
 - All instructional staff at the school will be engaged in the analysis of student assessments that are aligned with standards.
- CAP Goals TL 4.4
 - All instructional staff will use assessment data in planning and delivering differentiated, standards-based instruction.
- CAP Goal EE 2.2
 - All teachers will use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time and address the learning needs of all students.

- CAP Goal DSC 1.2
 - The school's mission and goals will reflect high expectations and a vision for equity for meeting the needs of all stakeholders.

Ms. Nees explained how MTV addresses each of the above indicators.

- Cap Goals TL 4.3:
 - Instructional Coach Support
 - Dedicated Grade Level Teams on Every Tuesday
 - Dedicated Teams (3) monthly on the 2nd Wednesday of every month
 - Core Leadership Team
- Cap Goals TL 4.4:
 - Core planning for literacy, specifically targeting student instruction according to need.
 - Flexible grouping, often and as needed to target skills for student success.
 - Full Friday Collaboration: an extra time for classroom teachers to meet and plan.
 - Red Book training.
 - Teaming and planning with specialists and classroom teachers.

Ms. Nees shared resources utilized as teacher supports:

- The Skillful Teacher
- Teach Like a Champion
- Conversation, Help, Activity, Movement, Participation (CHAMPs)
- Objectives & Targets: Posted & Discussed
- Criteria for Success

Ms. Smith continued to explain work that addresses indicators:

- CAP Goal EE2.2
 - Instructional Walkthroughs, Observations, Classified Training each Friday
 - Scheduled time for core subjects that includes all students.
 - Morning Meetings in the Master schedule
 - ILT (Intensive Learning Teams)
- Mentors
 - PD Plan
 - Staff Surveys
 - CAP Goal DSC1.2
 - PBIS Tier I
 - Reduce the number of referrals and incidents
 - SEL & Equity & Diversity
 - Increase parent engagement in PBIS
 - Community Nights and events featuring resources and programs

Social-Emotional Learning (SEL) included:

- Second Steps
- Ron Clark's Essential 55
- Creating a Trauma Sensitive Classroom
- ACES
- Morning Meetings

Ms. Smith explained a bit about her role as instructional coach. Coaching was a non-evaluative learning relationship between an instructional coach and teacher (or group of teachers) with the goal of learning together, thereby improving instruction and student achievement. She added MTV worked hard to support the four pillars of partnership principals within a school: seeing teachers as professionals, creating a focus

for professional learning, having embedded instructional coaches and utilizing high impact instructional strategies.

Ms. Smith worked with grade level teams on a weekly basis. During those meetings, teachers discussed planning tools, gathered resources, conducted formative assessments, analyzed data results and had Friday specific planning time. With individual teachers, Ms. Smith worked as a thought partner, where a teacher identified an area they wanted to improve on and Ms. Smith assisted them through the process. She conducted teaching walk-throughs and also acted as resource support for Ready Math, Skillful Teacher and Journeys.

Ms. Nees concluded the presentation with a brief promotional video on MVT, made by Rick Dancer.

4. INTRODUCTION: DIRECTOR OF SECONDARY EDUCATION

Assistant Superintendent David Collins introduced Dr. Mindy LeRoux, who would join the Springfield Public Schools (SPS) team as Director of Secondary Education beginning on July 1, 2019.

Dr. LeRoux had over 20 years of experience in Bethel School District including district administrator and for the past six years, she served at Principal of Willamette High School. Throughout her experiences, Dr. LeRoux developed a depth of knowledge surrounding secondary students, enhancing access and meeting the needs of students with diverse backgrounds and challenging life experiences. Her passion for supporting students, families, teachers and administrators is coupled with her keen understanding of how to help our students successfully prepare for their post-high school endeavors.

Dr. LeRoux received her doctorate degree from the University of Oregon, as well as her bachelor's and master's degrees.

In her spare time, she enjoys traveling adventures with her husband, Doug and spending time with her friends, reading, hiking and most recently, learning to play the ukulele.

Dr. LeRoux thanked Springfield Public Schools for the honor to be joining them in July. She said she was excited to be returning to SPS because she started her practicum in the district 20 years ago.

5. PUBLIC COMMENT

Chair Bessett read the following statement concerning public comment:

This is the portion of our agenda for public comment. I want to remind those members of the public who have indicated a desire to make comments that our policy provides for a limitation of three (3) minutes per person.

Those wishing to make public comments must complete a "request to speak" form and speakers will be called upon in the order in which they are received. Audience members who wish to make public comments must state their name and address for the record.

We encourage groups with a common purpose to designate a spokesperson. If your comments will be covered by a group spokesperson, please indicate so when your name is called.

The board will not hear personal complaints concerning school personnel or against any person connected with the school system. Any complaints regarding a particular employee must be processed through the procedure set forth in policy, which requires that complaints be submitted in writing to the

Superintendent. This procedure must be followed before there is any Board involvement with such issues.

Speakers are reminded that their public comments will be limited to three (3) minutes.

Colleen Hunter, 4921 Glacier Drive, amended her public comment from the April 8, 2019 meeting. She was the Alpha Delta Kappa scholarship chairperson and during the previous meeting, she had shared that two scholarships were available for female students only, but that was incorrect. They were offered to male students as well.

Heidee Sevilla, of 1150 C Street read the following statement:

I am a parent, community member and home owner in the neighborhood near Brattain School in Springfield. I am writing because, like you, I want to see the students in our schools succeed and I've seen firsthand the powerful impact an outdoor learning environment has on both a student's academic success and psychological development. I have been fortunate enough to have had two of my children know and use the Learning Garden, located at Brattain Elementary School, both with their elementary school, Two Rivers Dos Ríos Elementary and through the week long summer camp program that has run in mid-June for the past 3 years. A program that I was both proud and honored to have had my children be a part of. You can imagine my surprise when I heard that the school board intends to pave over the learning space for a couple of parking spots.

More than two dozen states have developed environmental literacy plans as educators realize the importance of outdoor time for developing critical thinking and leadership skills. Oregon has always been progressive in the way of providing an outdoor learning environment for school aged children and I felt a sense of pride that our little school district was an active member in the movement. The Oregon Community Foundation sites that: "Outdoor School/Learning environments Support Academic Achievement and that it supports Lifelong Fitness and Oregon's Environmental Literacy Plan" (No Child Left Inside – House Bill 2544. Passed in 2009).

Research data illustrate the positive impact of environmental education programs. A State Education and Environment Roundtable (SEER) study entitled, "Closing the Achievement Gap" examined 40 schools that used the environment as an integrating context for teaching science, history, social science, language arts and math. Data came from visits to all 40 schools, teacher surveys and interviews with more than 400 students and 250 teachers and administrators. The findings included:

- Higher scores on standardized measures of academic achievement in reading, writing, math, science and social studies.*
- Fewer discipline and classroom management problems.*
- Increased student engagement and pride in accomplishments.*

We are also fortunate enough to have a governor that approved full funding for Outdoor School for every Oregon sixth-grader following a ballot measure passed by the voters. So, in a state that is so supportive of the advancement of an outdoor learning environment, I was shocked and disappointed that the Springfield School District had made the decision to close the Learning Garden on July 1, 2019 after nearly two decades of its use to support our children and teachers in the district and pave over it to create a few parking spots for the Brattain Building when there is already ample parking on the street on the three sides of the building. Not to mention the environmental ripple that would occur with the Learning Garden's removal, as numerous varieties of our Oregon bee population frequent the ecosystem. And what is an even further surprise, is that it appears that future tenants of the building, Gateways High School, specifically the teachers for the school, were not asked for input on whether or not they found the school district's Learning Garden of continued value. I know that Two Rivers Elementary School has

been utilizing the Learning Garden for several years as both of my daughters frequented the outdoor classroom with their teachers and classmates.

I implore you to allow for ample time to discuss the matter further before allowing the disservice to the students of the Springfield School District to occur. I have been made aware that a new superintendent will begin employment on July 1, 2019. Please allow this topic to be tabled until which time the new administration can gather input from its teachers, families of students and community members and make the most informed decision for the betterment of Springfield's students.

I thank you for your time and for your careful consideration of this very impactful decision.

Sincerely, a very concerned mother and community member.

Serenity Sevilla of 1150 C Street read the following statement:

My name is Serenity Sevilla. I am a 6th grader at Hamlin Middle School and I have a sister in 2nd grade at Two Rivers Dos Ríos Elementary. My sister and I have attended a summer program at the Learning Garden for three years. We have both visited the garden in elementary school for field trips in the past to talk and learn about nature and what we can do to keep it beautiful. Going to the Learning Garden has inspired an interest in native and edible plants. It would be a shame if future generations missed out on what I got to experience. I am asking you to take time to consider the effect of what paving over the Learning Garden would have on the children of this community.

Thank you for your time and consideration of this important matter.

Hanalei Rozen, 1551 B Street, was at the meeting on behalf of community members in support of the Learning Garden. She had a petition which was previously provided to the district. Ms. Rozen explained she was not opposed to change, but thought the district needed to look at sites holistically and evaluate the educational impact for the decisions made. Ms. Rozen didn't see that happening, nor did she see the decision being made in the public realm. She looked at district policies and found Board Policy KC, Community Involvement in Decision Making, and didn't feel that public engagement, as outlined in the policy had occurred. Ms. Rozen asked the board to read the petition and exert its influence to have the district wait on its decision until after Gateways High School moved into the site.

7. CONSENT AGENDA

A. April 8, 2019 Board Meeting Minutes

B. Financial Statement

C. Personnel Action, Resolution #18-19.042

New Hire

Michelle Albrich

Elda Galvan

Mindy LeRoux

Aubrey Massey

Jared Mills

Torrey Newhart

Wendy Shara

Ariana Schwartz

Resignations

Alyssa Dodds

Steve Fleissner
Anna Korinek
Tawnee Lovell
Kyle McClain
Nathan Poukish
Korinne Ross

D. Social Science Textbook Adoption, Resolution #18-19.043

In accordance with Board Policy IIAA, Textbook Selection and Adoption, the titles listed below are presented to the Board for approval as the integrated blended learning program for middle school Social Science courses.

These titles provide Social Science components correlated to the Oregon State Social Science Standards and Literacy Common Core Standards and reflect the recommendation of the Springfield Public Schools Social Science Adoption Committee.

David Collins recommended that the Board of Directors approve the request of:

World Cultures and Geography Western Hemisphere with Europe National Geographic 2- Edition + myNGconnect

World Cultures and Geography Eastern Hemisphere, National Geographic 2- Edition + myNGconnect

U.S. History American Stories Beginnings to 1877, 1- Edition +MindTap, National Geographic

for basal use in the Middle School Social Science Program.

E. Board Policy First Read

As the district continues to work with the Oregon School Board Association to update district policies, Section F is submitted for your review as a first reading.

F. Out of State Trip THS Publications, Resolution #18-19.044

In mid-May, Thurston High School Publications students were offered an opportunity to attend a summer workshop in San Diego, CA.

The objective of the trip is for students to plan next year's yearbook cover, theme and design. They will collaborate with other editors from around the country and enhance their understanding of yearbook production from the various workshops.

David Collins recommended the Board of Directors approve Thurston High School's Publications students' request to travel to San Diego, California to participate in the Yearbook Camp. Dates of the trip will be Monday, July 22, 2019 through Thursday, July 25, 2019. Students will miss no school days.

There is no cost to the district for this trip. Josten's Yearbook consultant advisor will fund two students and an advisor to attend. The remaining costs will be covered by monies already fundraised by the Publications program.

David Collins recommended the Board of Directors approve the Thurston High School's Publications students' request to travel to San Diego, California to participate in the Yearbook Camp.

G. Out of State Trip SHS HOSA, Resolution #18-19.045

There are many opportunities for HOSA members and advisors to learn more about health and biomedical issues. The HOSA Leadership Conference teaches member leadership skills such as effective

communication, goal setting, time management, teamwork and self-awareness. Professional partners will present workshops to provide information about current health-related issues. Topics cover a variety of interests. Past workshops have covered topics such as large vet dentistry, health careers in the Army, mobile health technology, college readiness and leadership.

The competitive events that the students will participate in are designed to motivate HOSA members to study, work hard and achieve a high standard of excellence in a variety of leadership and skill disciplines.

Brian Megert recommended the Board of Directors approve Springfield High School's HOSA students' request to travel to Orlando, Florida to compete in the International HOSA Leadership Conference. Dates of the trip will be Tuesday, June 18, 2019 through Sunday, June 23, 2019. Students will miss no school days.

It is understood trip approval is contingent upon the club/organization raising the additional \$2,500 required to cover all costs associated with the trip, arranging for ground transportation to and from PDX for the departing and returning flights and Board approval.

Motion: Dr. Hernandez moved and Ms. Webber seconded to approve the Consent Agenda. The motion passed, 4:0.

8. ACTION ITEMS

A. Lease Purchase of Propane School Buses, Resolution #18-19.046

This purchase reflects pricing associated with an existing Eugene 4J permissive cooperative agreement for school buses. Pursuant to ORS Chapter 279A.215, government agencies may utilize an existing permissive cooperative agreement of another public agency if all of the statutory requirements covered under this section have been met. Springfield purchasing staff reviewed the original solicitation document and cooperative agreement to assure alignment with statutory requirements.

As part of the Transportation Fleet Management Plan, we identified the need to establish a regular replacement cycle for district owned school buses. While the length of the replacement cycle was not set in stone, it was recommended that the district establish a replacement cycle somewhere between 12-15 years.

Since the time of the original fleet plan, there have continued to be improvements in the school bus industry that have continued to consider propane powered buses. Propane power reduces emissions and the buses are less expensive to purchase and operate than the currently available diesel powered buses. Over the past two years, the District purchased thirteen propane powered buses and they have worked well. This year we are proposing adding two additional propane powered special education buses equipped with wheel chair lifts to the fleet, along with three 78 passenger propane powered route buses. School buses of this type should provide Springfield School District with a life cycle of 12+ years or 200,000 miles.

Funding for this purchase will be provided through the District equipment replacement fund. This expenditure is 70% reimbursable from the State at a rate of 7% annually for the first 10 years of ownership.

Again, this year, the district will be making arrangements to fund this bus acquisition through a lease purchase at a market driven interest rate associated with municipal leases. Initial estimates indicate that we should see an interest rate of approximately 3.7% - 4.0% for this lease, slightly lower than previous

bus leases. It is important to point out that just like the purchase cost of the bus, the interest associated with a bus lease is 70% reimbursable by the state. A formal Board Resolution authorizing the issuance and negotiated sale of full faith and credit obligations to support this vehicle purchase will be presented to the Board at a subsequent board meeting.

Board Member Michelle Webber reviewed the procurement file.

Brett Yancey recommended that the Board of Directors approve the purchase of the following school buses from Western Bus Sales, Inc. of Boring, OR for amounts indicated:

Qty	Description	Unit \$	Total \$
3 Each	Type C Propane Blue Bird Vision 78-passenger front engine school buses	\$128,925.00	\$386,775.00
2 Each	Type C Propane Blue Bird Vision Special Education Wheel Chair Lift front engine school buses	\$133,800.00	\$267,600.00
		Grand Total	\$654,375.00

Motion: Dr. Hernandez moved and Ms. Webber seconded to approve the purchase of school buses from Western Bus Sales, Inc of Boring, OR as presented. The motion passed 4:0.

Dr. Hernandez asked how the district’s older propane buses were running. Mr. Yancey replied the regular diesel buses averaged \$1.44 per mile and the newer propane models were at \$0.51 per mile. The smaller special education diesel buses averaged \$1.03 per mile and the propane buses were \$0.41 per mile.

Dr. Hernandez wondered about the noise level. Mike Schlosser from the Transportation department said it was hard to hear the propane buses when running. Additionally, there were fewer environmental impacts and increased cost benefits which were two primary goals.

Ms. Raven asked how maintenance costs compared. Mr. Schlosser said propane models had fewer parts, so there was less to maintain. Overall, the entire cost to operate was about 50%-75% less than diesel models.

Ms. Raven asked for the ratio of diesel to propane buses within the district. Mr. Schlosser said there were 26 propane buses out of 74 total buses. The district’s long-term goal was to reach about half propane and half diesel, as diesel vehicles were still needed for longer trips, at least until more districts were operating propane buses.

9. REPORTS AND DISCUSSION

A. Dual Immersion Report

David Collins provided a Dual Immersion Update Report, on behalf of Laura Weiss.

Mr. Collins said a district level committee, formed of district and building administrators, was charged with formulating a plan moving forward, specifically around a middle school model. During the process, staff looked at dual languages as a program overall. Dual language discussions were built on three pillars. Some goals were to help students learn a second language, to encourage students to work at an academic level at or above their grade level and to build positive cross-cultural connections for all students.

A plan for middle school would be finalized over the summer of 2019 and a specific middle school research committee would be created. Further reports would occur over time, prior to March 2020 because there could possibly be fiscal implications. Mr. Collins recommended the board have a work

session on the topic once a plan for the 2019-2020 academic year was created. Within the middle school model, the team came up with four options: a 50/50 model, a 40/60 model, a 30/70 model, or a single period. Those options would be reviewed with the committee. Subsequently, the committee would look at how the model moved forward into a high school model.

Dr. Hernandez asked who would sit on the committee. Mr. Collins said it would include parent groups, community groups and school representatives.

Ms. Raven asked whether elementary programming would feed into multiple middle schools or one middle school. Mr. Collins said feeder schools still needed to be discussed.

B. Student Communication

Mia Dumars from Thurston High School shared that students taking AP classes were taking assessments to get college credit in classes ranging from math to social sciences. In fact, the previous year, a student graduated with 50 college credits. Ms. Dumars reported on various other end of the year activities including: college tours, prom, band and orchestra concerts, theater performances, scholarship night, spring sports and graduation.

Ian Kerr from Springfield High School shared the choir program received second at state and the theater program showed the *Crucible* as its spring performance. Mr. Kerr reported a few months ago, Springfield High School tried to break the world record for the most high fives given in one minute. Participants were able to give 407 high fives in one minute, breaking the previous record. Mr. Kerr shared a brief video created by staff depicting the high five challenge.

Cadence Rose from Academy of Arts and Academics shared students had Confluence (their version of finals) coming up later that month, which was a schoolwide demonstration of project-based learning over the year. Ms. Rose invited the board to see final projects on May 29 and May 30, 2019. In honor of Earth Week, A3 students and staff cleaned up around downtown. Other events included a “Be Internet Awesome” session, hosted by the parent teacher student association. Several students participated in the St. Vincent de Paul’s metamorphosis fashion show. One student won a top prize for their category. Finally, A3 had an event where students and staff celebrated the approval of A3’s magnet application.

B. Superintendent Communication

Superintendent Bruce Smolnisky shared the Oregon Student Success Act was passed that day by the Oregon Senate. It was a big deal for public education. Funding likely wouldn’t come for a while, but it was a big win for public education.

Mr. Smolnisky shared the district’s retirement celebration at Agnes Stewart was planned for May 21st at 5:30pm. Additionally, more transitions would occur between Todd Hamilton and himself.

In regard to public comment and the school Learning Garden, staff would return with a report. The school site would undergo a major remodel for Gateways High School. There were certain city regulations the district needed to meet (i.e. sufficient parking), so paving of the garden may be inevitable.

C. Board Communication

Zach Bessett attended the Land Council of Governments (LCOG) Board meeting the previous week where a speaker from the census bureau shared a presentation about the upcoming census. Census taking was important for federal and state funding, so he encouraged folks to participate. Chair Bessett thanked volunteers who donated time and energy into making the district great.

Michelle Webber shared that she attended the Thurston High School play. That week, she would be at Springfield High School to watch the Crucible. Finally, Ms. Webber was honored to attend the ribbon cutting ceremony at A3, celebrating the approval of their magnet application.

Naomi Raven shared the Gift of Literacy event was amazing. She was grateful for community partners who sponsored the event. Ms. Raven also thought the teacher walk out on May 8, 2019 was incredible and she was thankful for folks advocating for public education. Ms. Raven attended the recent Brain Bowl and Spelling Contest and was impressed by the many student participants.

Dr. Emilio Hernandez shared he had been absent for a few weeks and didn't have a report. He would attend that week's budget committee meeting. Dr. Hernandez thanked the 2018-2019 student representatives and looked forward to meeting the 2019-2020 representatives.

7. OTHER BUSINESS

There was no other business.

8. NEXT MEETING

There will be a Budget Hearing at 6:45pm on June 10, 2019. The Business meeting will begin immediately following the Budget Hearing.

9. ADJOURNMENT

With no other business, Mr. Bessett adjourned the meeting at 8:12 pm.

(Minutes recorded by Marina Brassfield)