

**BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303
SCHOOL BOARD MEETING MINUTES**

Date: March 27, 2014

Place: Board Room

Board of Directors Present

President: Mike Spence

Vice-President: Mev Hoberg

Directors: Tim Kinkead, Sheila Jakubik

Excused

Patty Fielding

Call to Order

5:34 p.m. – Board President Mike Spence called the meeting to order and a quorum was recognized.

Study Session: *Elementary Planning Time*

Board President Mike Spence began the study session by noting the board was gathering information related to the increase in elementary teacher planning time beginning with the 2014/15 school year. The increase in planning time is being provided within the negotiated agreement between the Bainbridge Island Education Association (BIEA) and the Bainbridge Island School District (BISD). President Spence explained that there would be ample opportunity for public input related to this topic at an upcoming board meeting, and via written comments submitted to the district.

Assistant Superintendent Dr. Peter Bang-Knudsen opened the presentation by explaining the essence of teacher planning time and some of the elements of the new contractual language. Elements include the following: a) Each secondary (7-12) teacher will have an equivalent of one period of a student's school day for the purpose of instructional planning and conferences. b) Each K-6 certificated teacher, including specialists and special education/special services staff, will have at least 240 minutes per week with no fewer than 40 continuous minutes daily on full days and 30 continuous minutes on early release days of a student's school day for the purpose of instructional planning and conferences. Such time will be exclusive of WAC (time) before/after school time and duty-free lunch periods. c) For employees teaching partial days, planning time will be on a pro-rata basis. d) Exceptions to planning time are permissible when special events or emergencies require the alteration of the daily schedule.

Dr. Bang-Knudsen posed two key questions to frame the discussion regarding the educational opportunities provided by the increase in planning time: 1) How can students benefit from a change to the 30 hours (grades K-4) or the 15 hours (grades 5-6) per year of instructional time that will be provided? and; 2) What content and curriculum should be provided during this instructional time?

The current planning time configuration is utilized as follows: Blakely, Ordway, Wilkes and Commodore provide teachers with 30 minutes of planning time on Mondays, and 40 minutes of planning time Tuesday – Friday. Planning time is provided to regular teaching staff through the scheduling of Art, Library, Music and PE. Sakai provides teachers with 35 minutes of planning time on Monday, and 45 minutes of planning time Tuesday-Friday, through scheduling of Art, Library, Band/Music and PE. It was noted that Woodward, Bainbridge High School and Eagle Harbor High School teaching staff are provided with an average of 40 minutes of planning time on Mondays, and an average of 50 minutes of planning time on Tuesday-Friday. Planning time for secondary teachers is provided through the master class schedule. At

the K-6 level, Art, Library, Music and PE are provided on a 12-day rotation. Dr. Bang-Knudsen spoke about the impact of the change in planning time, noting it creates 50 minutes of planning time for all teachers K-12. The amount of current instructional time provided by classroom teachers in Literacy, Math, Social Studies, and Science may be decreased. Two options being considered to address the increase in planning time are: Option 1 – increase current specialist time, providing an additional 10 minutes of current curriculum in Art, Library, Music, and PE; or Option 2 – create a new curriculum for students, and hire a new specialist position that could provide two 25 minute sessions per week or one 50 minute session (depending on content).

Dr. Bang-Knudsen explained that in an attempt to analyze different models that could provide students with meaningful learning opportunities to fill the instructional time, a task force was formed. Task force members included district administrators, school librarians, classroom teachers, and specialists. The analysis of the different models included implications for staffing, scheduling, parental demand for programming, and the alignment of the models to the District and/or School Improvement Plans.

Associate Superintendent Julie Goldsmith and BIEA President David Layton joined the presentation to “unpack” the details of the options being considered for the increase in planning time. Option 1 increases the amount of contact time for students in Art, Library, Music and PE, and maintains the current number of transitions for students. K-4 Librarians will have less non-student time for library operations, and it creates scheduling challenges, with less passing time between classes and one less recess break for specialists. This option does not prevent specialist from traveling between buildings, and specialist planning would not be in 50 minute blocks – that time would remain at 40 minutes with an additional flex period. The cost for this option is approximately \$152K for increased contracts at 1.8 FTE. Mr. Layton spoke about the “point in time” aspect of working with the development of both options under consideration, as well as the impact either option would have on school scheduling, including recess. It was noted that no matter what direction the board decides to go, it will take a year of planning to fully implement the chosen option.

Analysis of the impact of Option 1 on students, specialists and teachers included: a) For students, there would be 50 minutes less of core content, current transitions would be maintained, and the content of Art, Library, Music and PE would be deeper. b) For specialists there would be less passing time between classes and there would be one less recess. c) For teachers there would fewer minutes of content time, the current number of transitions would be maintained and they would have to cover more recess time.

Ms. Goldsmith provided an overview of Option 2 – the addition of a new curriculum. This option maintains the current amount of Art, Library, Music and PE, and maintains the current recess schedule for all staff. It provides new curriculum for students, which could support or extend any current core content. However, this option is challenging to roll-out for the 2014/15 school year, and would necessitate a year to plan for implementation. The cost of this option is \$227K for additional staffing of 2.7 FTE. Analysis of the impact of Option 2 on students, specialist and teachers included: a) For students it could mean more transitions, and adds one more content area, with possibly more homework needs. It could also mean the possible replacement of core content with core content (i.e. Science, World Language, STEM). b) For specialists it means a new “specialist” would be added and, depending on the content, it could be a difficult position to staff. Recess would not be impacted. c) For teachers there could possibly be more transitions, with more specialists to coordinate student needs. This option could provide shorter blocks of time for core instruction. Space for teacher planning time could also be an issue. The recess schedule is not impacted.

At the conclusion of the presentation, it was noted the board’s guidance is needed to determine which curriculum and content model will best meet the needs of students, staff and parents. Another presentation

on the topic will be made at the April 10th school board meeting, with an opportunity for public comments to be submitted.

Public Comment

No public comment.

Superintendent's Report

Superintendent Faith Chapel reported the Bainbridge High School Spartronics Robotics Team took first place at last week's competition. She congratulated Coach Enrique Chee and the team members, and thanked the parent mentors for their support. In addition, she displayed a hand-drawn cartoon from Governor Jay Inslee that wished the team good luck prior to the competition. The Spartronics Robotics Team is currently ranked No. 6, and will attend regional competitions in Portland, Oregon.

Ms. Chapel provided board members with copies of a letter from A. Dashen & Associates regarding the recent refunding of remaining 2006 Bonds. The refunding lowered interest rates allowing a savings of \$473,456 in debt service between now and 2020. These savings ultimately benefit all taxpayers in the district through lower levy rates.

Board Reports

Mev Hoberg reported attending WE Day at Key Arena last Friday along with students from Bainbridge High School, Commodore Options School, and Woodward Middle School. WE Day celebrates community/public service both locally and globally. In addition, Ms. Hoberg attended a recent Multicultural Advisory Committee meeting at which a brief moment of silence was observed to honor Dr. Frank Kitamoto, a long-time resident and dentist on Bainbridge Island who was a founding member of the committee. Dr. Kitamoto recently passed away, and a memorial service will be held April 6th at Woodward Middle School.

Mike Spence provided a video taken at the recent robotics competition at which the BHS Spartronics Team took first place. The video show the celebration dance that included team members, competition judges, and Superintendent Faith Chapel.

Consent Agenda

Donations

1. Donation to Odyssey Multiage Program in the amount of \$3,785.50 from Odyssey PTO to support swimming lessons, rock climbing, outdoor education, classroom supplies, etc.
2. Donation to Bainbridge Island School District in the amount of \$87,708.09 (two donations - \$18,102.33; \$69,605.76) from the Bainbridge Schools Foundation to support K-12 classroom supplies, instructional materials, enhanced robotics curriculum, e-readers, iPads, Chromebooks, 3-D Printer/Scanner and charging cart.
3. Donation to Ordway Elementary School in the amount of \$3,352.17 from the Bainbridge Schools Foundation to support Otter Math afterschool.
4. Donation to Blakely Elementary School in the amount of \$3,000.00 from the Intermec Foundation via Seattle Foundation to support classroom technology needs.

Student Field Trips: Overnight

1. Request for Board approval from Bainbridge High School Assistant Track Coach Gary Osmond and BHS teacher Andrew Grimm for student track athletes to participate in the Stanford Track & Field Invitational in Palo Alto, California April 4-5, 2014.

2. Request for Board approval from Bainbridge High School Future Business Leaders of America (FBLA) Advisor Kim Rose for FBLA students to attend the State Business Leadership Conference April 17-19, 2014 in Seattle, Washington.

Staff Travel: Out-of-State

1. Request for Board approval from Bainbridge High School Social Studies teacher Michael Holloway to serve as a test reader for Advanced Placement Social Studies examination evaluations at the National Advanced Placement assessment event in Kansas City, Missouri May 28 – June 6, 2014.

PAYROLL March 2014 Warrant Numbers:

(Payroll Warrants) 1001763 through 1001792

(Payroll AP Warrants) 172396 through 172429

Total: \$2,803,031.92

Minutes from the March 13, 2014 School Board Meeting

Motion 72-13-14: That the Board approves the revised Consent Agenda as presented. (Jakubik) The affirmative vote was unanimous. (Jakubik, Hoberg, Kinkead, Spence)

The following vouchers as audited and certified by the auditing officer, as required by RCW 42.24.080, and those expense reimbursement claims certified, as required by RCW 42.24.090, were also approved for payment.

(General Fund Voucher)

Voucher numbers **2009844** through **2009942** totaling \$ **270,553.45**.

(Associated Student Body Fund Voucher)

Voucher numbers **4001124** through **4001153** totaling \$ **16,313.55**.

(Capital Projects Fund Voucher)

Voucher numbers **4818** through **4827** totaling \$ **55,980.34**.

Presentations

A. Next Generation Science Standards & Science Committee Report

Associate Superintendent Julie Goldsmith, along with Science Program Review Committee members Doug Olson (Commodore Options), Erika Hyatt (Blakely), and Brennan Moore (Woodward), provided an overview of the Next Generation Science Standards, which were adopted by the State of Washington. Ms. Hyatt began the presentation by underscoring that science, engineering and technology permeate modern life. In addition, understanding science and engineering was critical to participation in public policy, good decision-making, and to meet the national need for jobs in those areas of expertise. In creating the Next Generation Science Standards (NGSS), scientists and education researchers worked together to build a framework for science education. The principles of the framework include: a) children are born investigators; b) understanding builds over time; c) science and engineering require both knowledge and practice; d) connecting to students' interests and experiences is essential; e) focusing on core ideas and practices; and f) promotes equity. The goals of the framework were reviewed. The framework's vision takes into account two major goals for K-12 science education: 1) Educating all students in science and

engineering; and 2) Providing the foundational knowledge for those who will become the scientists, engineers, technologists, and technicians of the future.

Doug Olson introduced the structure of the framework, which includes three dimensions: *Dimension 1* – Scientific and Engineering Practices; *Dimension 2* – Crosscutting Concepts; and *Dimension 3* – Disciplinary Core Ideas. Providing more detail regarding Dimension 1, Mr. Olson noted the NGSS elevates the practices of science from the inquiry strand of the current content standards and introduces engineering practices not in the prior standards. The new practices include: a) asking questions (science) and defining problems (engineering); b) developing and using models; c) planning and carrying out investigations; d) analyzing and interpreting data; e) using mathematical and computational thinking; f) constructing explanations (science) and designing solutions (engineering); g) engaging in argument from evidence; and h) obtaining, evaluating, and communicating information. Mr. Olson described Dimension 2 – Crosscutting Concepts to include the following: a) patterns; b) cause and effect; c) scale, proportion, and quantity; d) systems and system models; e) energy and matter; f) structure and function; and g) stability and change. The disciplinary core ideas for Life Science, Earth & Space Science, Physical Science, and Engineering and Technology were also described.

Brennan Moore provided additional details related to crosscutting concepts and how the science and engineering practices were interconnected with the core ideas (life sciences, engineering & technology, earth & space sciences, physical sciences). An example of a teacher guide given that includes student performance expectations, and related practices, core ideas, and crosscutting concepts. The commonalities among the practices in science, mathematics and English language arts were also reviewed. At the conclusion of the presentation, Ms. Goldsmith reviewed the committee work that has been accomplished to date, and the review process scheduled for 2014 – 2015. For the 2015-2016 school year, the work to be completed will be: a) development of a course map for grades K-5; b) identify new materials to support core K-5 classes; c) provide opportunities for staff and community input; d) develop a professional development plan.

B. Highly Capable Program Review – Overview

Associate Superintendent Julie Goldsmith and Executive Director of Instructional Support Services Bill Mosiman provided an overview of the major changes to the Washington Administrative Code (WAC) that governs Highly Capable Services. These changes will require the district to undertake significant changes to its current program. Under the revised legislation for highly capable students, access to accelerated learning and enhanced instruction is considered access to a basic education. In addition, there are multiple definitions of “highly capable” from intellectual to academic to artistic. WAC 392-170-035 defines highly capable students as those who perform or show potential for performing a significantly advanced academic level when compared with others of their age, experiences, or environment. Outstanding abilities are seen within students’ general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace, but are present within all protected classes according to the RCWs. Included in the revised RCW is the statement that research literature strongly supports using multiple criteria to identify highly capable students, and therefore, the legislature does not intend to prescribe a single method for identification. Instead, the legislature will allocate funding based on two and three hundred fourteen one-thousandths percent (2.314%) of each school district’ population, and authorizes school districts to identify through the use of multiple, objective criteria, those students most highly capable and eligible to receive accelerated learning and enhanced instruction in the program offered by the district.

Another element of the legislation instructs school districts that their annual plans shall contain the following: 1) A report of the number of K-12 students who are highly capable that the district expects to serve by grade level; 2) A description of the district’s plan to identify students; 3) A description of the

Highly Capable Program goals; 4) A description of the services the Highly Capable Program will offer; 5) A description of the instructional program the Highly Capable Program will provide; 6) A description of ongoing professional development for educators of student who are highly capable and general education staff; 7) A description of how the Highly Capable Program will be evaluated that include information on how the district's Highly Capable Program goals and student achievement outcomes will be measured; 8) A fiscal report and; 9) Assurances signed by the school district's authorized representative that the district will comply with all applicable statutes and regulations.

To assist in determining the needed changes and developing recommendations for implementation, a Highly Capable Review Committee has been formed. The committee is a representative group of teachers, school administrators, community members/parents, the Differentiation TOSA, and is co-chaired by Mr. Mosiman and Ms. Goldsmith. The district has also contracted with educational consultant Jyasri Ghosh to work with the committee through the planning process. The committee has been tasked with revising Board Policy/Procedure 2166 – Highly Capable Students to bring them into compliance with the WACs. The committee will meet throughout the 2013/2014 school year, gather and analyze data, research curriculum and program information, and develop recommendations. The impact of the legislation, and the focus of the committee's work, will be to expand services from grades 4-8 to grades K-12, require the creation of a new process for identification that encompasses K-12, and to plan for professional development to support staff in the changes to the Highly Capable Program requirements.

Next steps in the planning process will be to provide ongoing reports to the Board of Directors, meeting with district staff, bring forward recommended updates to the policy/procedures, and begin implementation of board approved recommendations for the 2014/15 school year and beyond.

At the conclusion of the presentation, President Mike Spence opened the floor to public comment. Citizen Sara McCulloch spoke as the parent of two students attending elementary school in the district. She shared her experience with the district's current Instructional Learning Plan (ILP) program for highly capable children. Ms. McCulloch encouraged the district to put highly capable students at Sakai Intermediate School together in the same classroom as is done in so many other districts in the area. In addition, Ms. McCulloch also shared some frustration regarding the current ILP program, the lack of knowledge about what an ILP is for both teachers and parents, and the lack of a focused, accelerated program for highly capable students. Citizen David Causman spoke about his child's experience in school as a highly capable student, particularly in the area of math. He expressed his concerns about the ILP process, providing challenging courses only during after school hours, urged the district to implement a program for highly capable students that meets their social, emotional and academic needs within the school day. Citizen Rod Stevens spoke about his child's experience being a highly capable student in the area of math. He talked about the need for highly capable students to work and learn with their peers. He encouraged the district to provide more challenge to highly capable students.

C. 2014 Legislative Report: Implications for Operating Budget & High School Programs

Superintendent Faith Chapel noted the state legislature adjourned on March 13th and provided a brief summary of the legislative decisions that have a direct impact on K-12 education. In particular, E2SSB 6552 – 24-Credit Diploma and 1080-Hour requirement for Grades 9 – 12, was modified in several significant ways. The most significant changes include the following: a) Authorize implementation of a 24-credit diploma, beginning with the graduating class of 2019 (current 7th grade class). It was noted that our district requires 23 credits, and Washington State requires 20 credits; b) Require 1080 hours of instruction for Grades 9-12 only, beginning in fall 2015 (a delay of one year); c) Repurpose the \$97 million originally appropriated for the increased 1080 instructional hours in 2014/15 to support districts' efforts to phase in a 24-credit diploma. Ms. Chapel introduced Bainbridge High School (BHS) Principal Jake Haley, and Associate Principal Kristin Haizlip to present information about how to bridge

instructional offerings from 2014/15 to 2015/16 when the 1080 instructional hours and the 24-credit diploma requirement is fully implemented.

Mr. Haley explained the district projects that approximately \$350,000 of the \$97 million originally appropriated for the new requirements would be available in 2014/15 to begin phasing in increased course opportunities for student in Grades 9-12. As an initial step, the high schools are proposing an increase in “zero-period” course offering next year. Current plans include 20 sections (4 FTE) of course offerings as follows: (2) Woodward ACHIEVE Tier II support; (2) BHS ACHIEVE Tier II support; (1) Eagle Harbor High School ACHIEVE Tier II support; (2-3) Eagle Harbor High School general education sections; (12-13) BHS education sections “zero-period.” The proposed high school bell schedule was provided, which shows the “zero period” classes starting at 7:35 AM. No district transportation will be provided for these classes. To calculate student interest, Mr. Haley explained a listserv will be sent out the week of April 7-11 to announce the “zero period” classes (and an opportunity for students to participate in a student survey), as well as information provided via school website and bulletin. A parent information night has also been scheduled for Monday, April 14th at 7:00 PM. Deadline for submitting interest in a “zero period” call is April 18th, with preregistration adjustments scheduled April 21 – May 25.

Mr. Haley and Ms. Haizlip provided samples of the courses students may access with the availability of “zero period” options. It was noted again that students will be responsible for finding transportation for “zero period.” For 2014/15, this is an interest based opportunity, with many variables that will play into the ability to offer selected classes based on student interest, staff availability and capacity. In August, once the data about student interest in “zero period” offerings is known, the offerings will be melded with pre-registration data to begin to build a master schedule and configure staffing. In order to make timely decisions regarding courses and staffing, BHS, Eagle Harbor High School request board approval to move forward with a registration process for students who might be interested in taking an additional class next year.

Motion 73-13-14:

That the Board approves Bainbridge and Eagle Harbor High Schools’ “zero period” plan. (Kinkead) The affirmative vote was unanimous. (Kinkead, Hoberg, Spence, Jakubik)

D. Monthly Financial Report

Director of Business Services Peggy Paige provided a brief update regarding the sale of the remaining 2006 Unlimited Tax General Obligation Bonds. She noted that on February 27th, the Board approved Resolution 06-13-14 granting authorization for the refunding of those bonds. On March 20th, the District successfully completed the refunding. Ms. Paige acknowledged and thanked the following participants in the refunding process: Dave Trageser, Suzanne Eide, and Kelsey Thomas (D.A. Davidson); Faith Pettis, Deanna Gregory, and Kristin Patterson (Pacifica Law Group); and Alan Dashen and Scott Bauer (A. Dashen & Associates).

Ms. Paige presented a summary of the district’s financial reports focusing on an analysis of the General Fund through February. It was noted that total General Fund revenues to February 28 were 5% more than for the same period last year. Local nontax revenues are below the 3-year average, but it was noted that a donation from the Bainbridge Schools Foundation was received earlier in a prior year so the expected percentage is inflated. This year’s donation should balance that percentage out. State revenues related to Basic Ed are beginning to move above the expected average as the district receives more than budgeted revenues related to increased enrollment. Special Ed is still below the average but enrollment (and funding) tends to increase as the district moves through the year. It was noted that Safety Net revenues will be received at the end of the school year.

Expenditures for the year to February 28 are 8.6% higher than for the same period last year. Total expense for Basic Ed increased 10% over last year and is above the average. While some of this increase is due to salary adjustments (restoration of previous year reductions) and payment for extra professional development days at the beginning of the school year the district is spending at a pace that suggests that it will exceed budgeted salary estimates. A review of actual FTE staffing indicates that the district is about 3 FTE above original budget. Ms. Paige underscored it was important to remember that the district is getting additional revenues to offset the additional staffing costs. Total special education costs were up 7.2% compared to last year. This area is also impacted by salary restoration and payment for extra days, and is being reviewed to compare budgeted FTE to actual FTE, as are payments for outside services to determine the extent to which they may exceed budget estimates. Some of these excess costs may be offset with an increase in Safety Net revenues. Vocational expense was down from last year, but an expected change in this area will occur in March related to posting an adjustment for salaries coded in error to Basic Ed.

Total Support Services was above last year and the average. Transportation/Motor Pool expenditures are below last February, primarily in the purchase of supplies (including diesel). Utilities are up from prior year and above the expected average due to a sharp increase in the cost of propane. Maintenance is up from prior year primarily due to some necessary (but unbudgeted) repairs. A transfer in March to reimburse the General Fund for Capital Projects salaries should bring the year to date percentage closer to the expected average. Information Services increases are related to the timing of payment for contract renewals, leave payoffs, and Tech Levy purchases. Central Office expenditures are up from prior year and are currently running above the average. There have been unbudgeted expenditures (review of all certificated personnel files, leasehold tax due on parking revenues) and atypical levels of expense in substitute costs, overtime and legal fees. Finally, net cash outflow during February was \$422,522, and the closing cash balance in the General Fund was \$1,636,208.

E. Monthly Capital Projects Report

Director of Facilities and Capital Projects Tamela Van Winkle provided a summary of the capital projects budget status that indicates a balance of \$9,468,607. Projects highlighted during Ms. Van Winkle's monthly report included the following: *Woodward* - a) Most punch list work has been completed for the field renovations. Shadow has been added to the track numbers, infill of sod has been completed in areas larger than 12' x 12', and areas alongside the track have been leveled. The remainder of work is due to be completed by April 4th. A ribbon-cutting ceremony to officially open the new field and track has been scheduled for Monday, April 7th at 3:45 p.m. b) Re-roofing investigation and document preparation is underway. The roof inspection includes an evaluation of several other conditions including gutters, flashing, entry towers, fascia, soffits, skylights, downspouts and CMU exterior walls. *District-General* - a) A Siloxane epoxy fill over compacted sand was placed in the lower, west tennis courts at Bainbridge High School. The fill made the courts smooth and safe. The weather has been too cold to paint the crack to match the red or green of the courts. b) A plan has been proposed by community members at Ordway for the addition of one to three new big toys. A cost estimate by Playgrounds NW is being prepared and will include the new toy(s), enlarging the area required for safety clearances, and an ADA ramp into the playground. *Wilkes Replacement* - a) A contract has been set for the Utility Drive Drainage Improvements. Dave Monsaas, island resident and owner of High Meadows Excavating provided the low quote to install a low height block wall along the north drive, a heavy-duty trench drain across the width of the driveway apron to collect storm water runoff that exceeds the capacity of the previous paving systems of the Utility Drive. b) The existing head-end panel for the card reader access system is in need of replacement. Failure occurred outside of warranty and the product is no longer supported or being made by the manufacturer. Guardian Security is providing options.

F. Policy 3414 Infectious Diseases (Second Reading)

Instructional Support Services Executive Director Bill Mosiman provided a brief description of the revisions to Policy 3414 – Infectious Diseases.

Motion 74-13-14: That the Board approves the second reading of Policy 3414 – Infectious Diseases. (Kinkead) The affirmative vote was unanimous. (Kinkead, Spence, Hoberg, Jakubik)

E. Policy 3247 Use of Restraint and Isolation (Second Reading)

Executive Director Bill Mosiman spoke to the policy, stating it was revised to comply with new statutory reporting requirements that became effective in October 2013.

Motion 75-13-14: That the Board approves the second reading of Policy 3247 – Use of Restraint and Isolation. (Hoberg) The affirmative vote was unanimous. (Hoberg, Kinkead, Spence, Jakubik)

Personnel Actions

Motion 76-13-14: That the Board approves the Personnel Actions dated March 21, 2014, and March 27, 2014 as presented. (Jakubik) The affirmative vote was unanimous. (Jakubik, Hoberg, Kinkead, Spence)

Adjournment

9:08 p.m. – Board President Mike Spence adjourned the meeting.