

**PITT COUNTY BOARD OF COMMISSIONERS
GREENVILLE, NORTH CAROLINA
NOVEMBER 28, 2005 MINUTES**

The Pitt County Board of Commissioners met on Monday, November 28, 2005, at 6:00 PM at the Community Schools & Recreation Building, located at 4561 County Home Road, Greenville, North Carolina.

Commissioners present:

Mark Owens, Jr., Chairman
Jimmy Garris, Vice Chairman
Glenn Bowen, Commissioner
Tom Coulson, Commissioner
Melvin McLawhorn, Commissioner
John Minges, Commissioner
Beth Ward, Commissioner

Commissioners Absent:

David Hammond, Commissioner
Eugene James, Commissioner

Board of Education members present:

Michael Dixon, Chairman
Barbara Owens, Vice Chairman
Mary Grace Bright, member
Jill Camnitz, member
Betsy Leech, member
Billy Peaden, member
Roy Peaden, member
Marcy Romary, member
Sidney Scott, member
Dick Tolmie, member
Delano Wilson, member

Board of Education members absent:

Ralph Love, member

County Staff present:

Scott Elliott, County Manager
Susan Banks, Clerk to the Board
Janis Gallagher, Assistant County Attorney
Melonie Bryan, Deputy County Manager/Financial Services
Thomas Lynch, Public Information Officer

Schools Staff present:

Michael Priddy, Ed.D., Superintendent
Brenda Strickland, Board Secretary
Heather Mayo, Public Information Assistant
Aaron Beaulieu, Budget Administrator

And others

Call to Order

Vice Chairman Garris opened the meeting by bringing greetings to everyone. He said there were three things he hoped the two boards could focus on tonight:

- 1) Fellowship – establish a solid foundation for working together making difficult decisions and building personal relationships
- 2) Enjoy Dinner as it was provided by Robbie's out of Winterville
- 3) Focus on the Objectives from the Education Compact that did not do as well as the goals set and see how to work towards accomplishing those goals. Focus on the future and building better education for the children of this county.

Vice Chairman Garris stated that the boards should be proud of what has been accomplished through the Education Compact and how it has benefited this community. He said the boards should be thankful for getting the sales tax legislation approved through the North Carolina House of Representatives and the future goal is to start work with the legislators to get the sales tax legislation through the North Carolina Senate. He thanked the Board of Commissioners and the Board of Education members for their work, time and talents spent on the Education Compact.

Vice Chairman of the Board of Education, Barbara Owens, offered the blessing before the meal.

The meeting was recessed for dinner.

The meeting was called back to order around 7:10pm.

Items for Report

Education Compact Status Report - Michael Priddy, Ed.D., Superintendent and D. Scott Elliott, County Manager

Dr. Priddy referred to Governor Jarvis final message to the North Carolina General Assembly in the 1800's concerning a facility for higher education in eastern North Carolina. He also referred to a quote by former President of East Carolina University, Leo Jenkins concerning a future medical school at East Carolina University made in 1967. Dr. Priddy spoke of a quote by Jim Hopf, former Board of Education member, who spoke on the Education Compact, funding levels for schools, and it affecting the student performance goals. Dr. Priddy also referred to comments from former county commissioner, Terry Shank about both boards needing to be on the same page, which the compact would help ensure. He stated these were all people with a vision and plan for the future of Pitt County.

Dr. Priddy referred to six main statements in the Education Compact noting that regular meetings and communication between the two boards were essential.

This Education Compact is made and entered into this 15th day of May, 2000 by and between the PITT COUNTY BOARD OF COMMISSIONERS, hereinafter referred to as "PCBOC," and the PITT COUNTY BOARD OF EDUCATION, hereinafter referred to as "PCBE."

WHEREAS, the PCBOC and the PCBE mutually desire to improve the educational achievements of Pitt County school children to the top one-third of the public school children in the state within five years; and

WHEREAS, the PCBOC and the PCBE mutually desire to increase the funding of Pitt County Schools to the top one third of the public school systems in the state within five years; and

WHEREAS, the PCBOC and the PCBE understand that time, money and directed action are necessary to achieve desired educational goals and objectives; and

WHEREAS, the PCBOC and the PCBE understand the importance of regular communications during the budget process and throughout the school year to achieve desired educational goals and objectives; and

WHEREAS, the PCBOC and the PCBE mutually desire to communicate goals, objectives, strategies and measurements by which the success of the Education Compact can be charted; and

WHEREAS, the PCBOC and the PCBE understand the need to annually review the goals, objectives, strategies and measurements set forth herein and to make necessary adjustments thereto.

Dr. Priddy also said there were three parts that ended up being the main focus of the schools staff.

- Goal I: Provide Safe and Orderly Schools**
- Goal II: High Student Performance**
- Goal III: Quality Teachers, Administrators and Staff**

Dr. Priddy provided the following charts for his report:



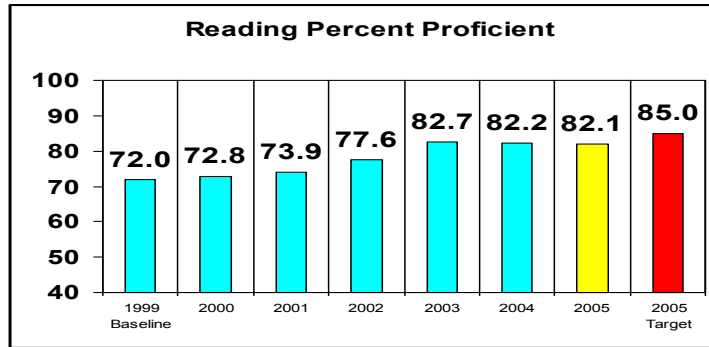
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

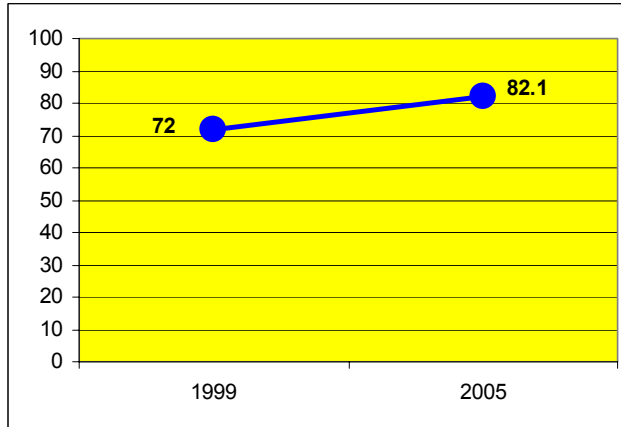
Indicator 1: End-of-Grade Reading

Measurement: By June 2005, 85.0% of students in grades 3-8 will score at or above Level III on the End-of-Grade Reading Test.



Percent Scoring At or Above Level III on EOG Test

Reading Grades 3-8





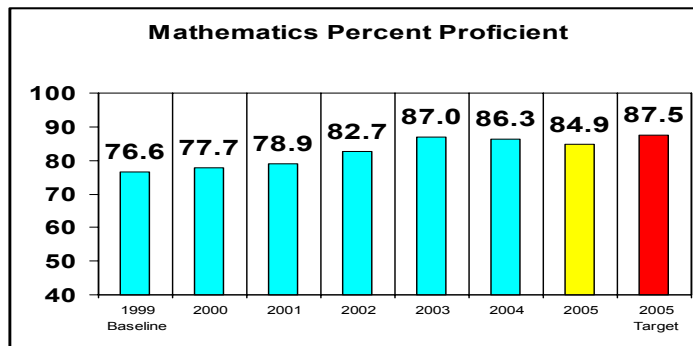
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

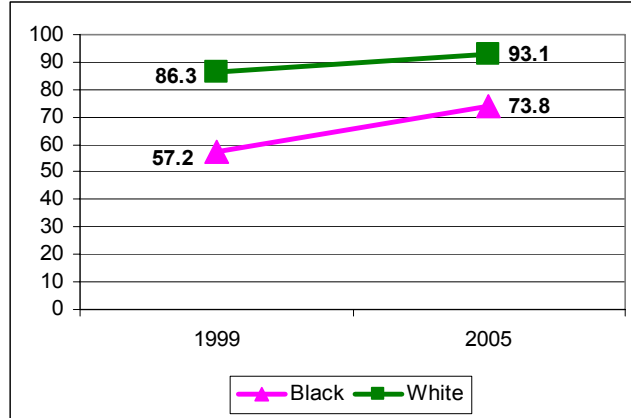
Indicator 1: End-of-Grade Mathematics

Measurement: By June 2005, 87.5% of students in grades 3-8 will score at or above Level III on the End-of-Grade Mathematics Test.



Percent Scoring At or Above Level III on EOG Test

Reading Grades 3-8



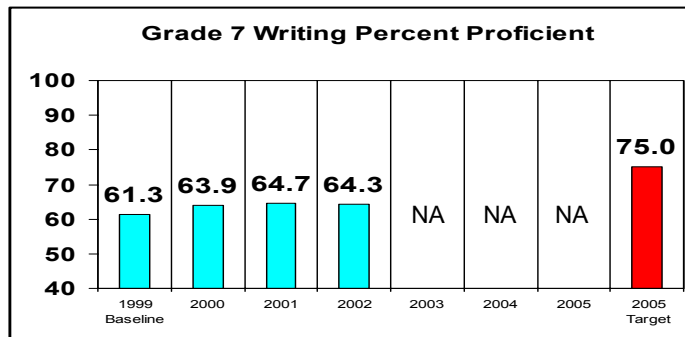
The Education Compact Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 2: Writing at Grade 7

Measurement: By June 2005, 75.0% of students in grade 7 will score 2.5 or higher on the Grade 7 Writing Test.





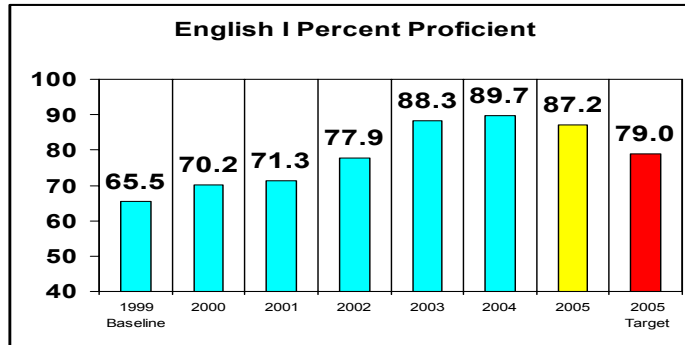
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 3: End-of-Course English I

Measurement: By June 2005, 79.0% of students taking English I will score at or above Level III on the English I End-of-Course Test.



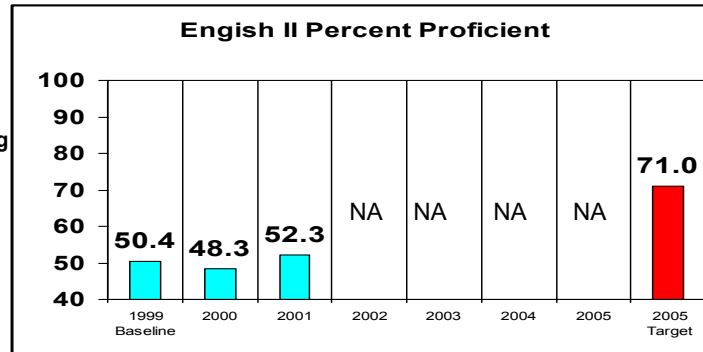
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 4: English II Writing

Measurement: By June 2005, 71.0% of students taking English II will score 2.5 or higher on the English II Writing Test.





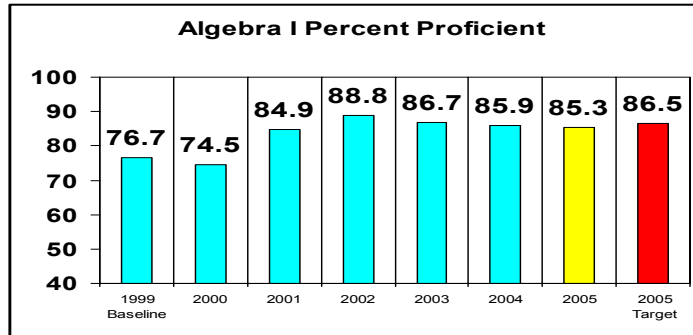
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

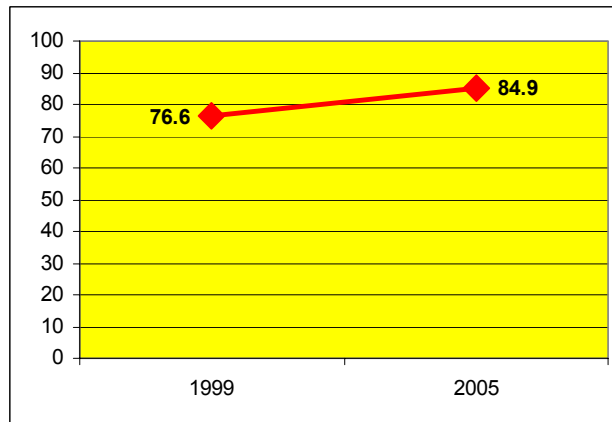
Indicator 3: End-of-Course Algebra I

Measurement: By June 2005, 86.5% of students taking Algebra I will score at or above Level III on the Algebra I End-of-Course Test.



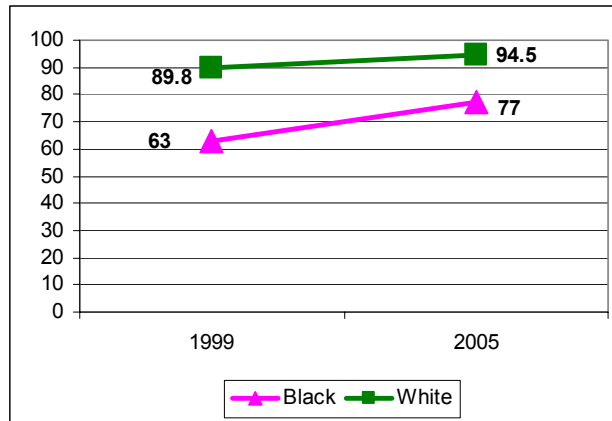
Percent Scoring At or Above Level III on EOG Test

Math Grades 3-8



Percent Scoring At or Above Level III on EOG Test

Math Grades 3-8



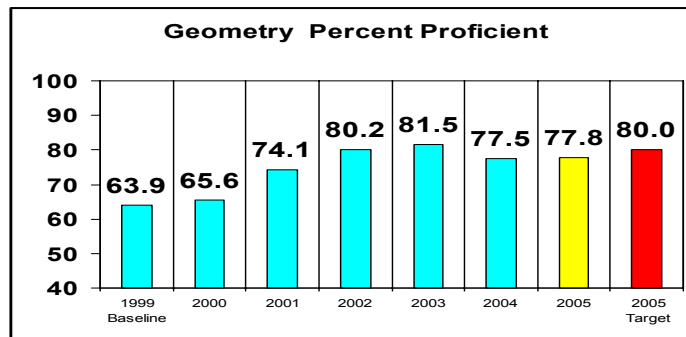
The Education Compact Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 3: End-of-Course Geometry

Measurement: By June 2005, 80.0% of students taking Geometry will score at or above Level III on the Geometry End-of-Course Test.





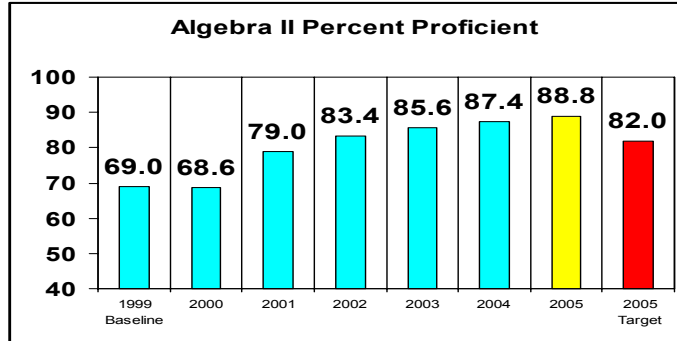
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 3: End-of-Course Algebra II

Measurement: By June 2005, 82.0% of students taking Algebra II will score at or above Level III on the Algebra II End-of-Course Test.



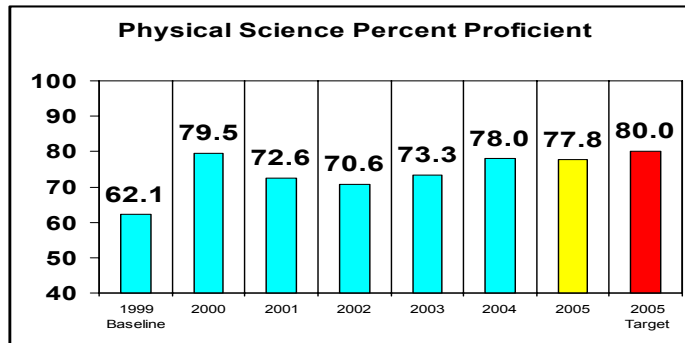
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 3: End-of-Course Physical Science

Measurement: By June 2005, 80.0% of students taking Physical Science will score at or above Level III on the Physical Science End-of-Course Test.





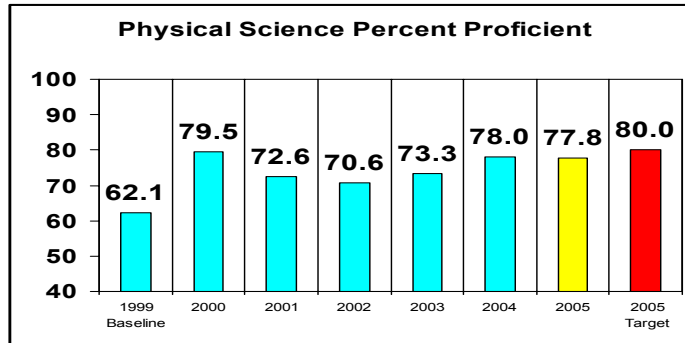
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 3: End-of-Course Physical Science

Measurement: By June 2005, 80.0% of students taking Physical Science will score at or above Level III on the Physical Science End-of-Course Test.



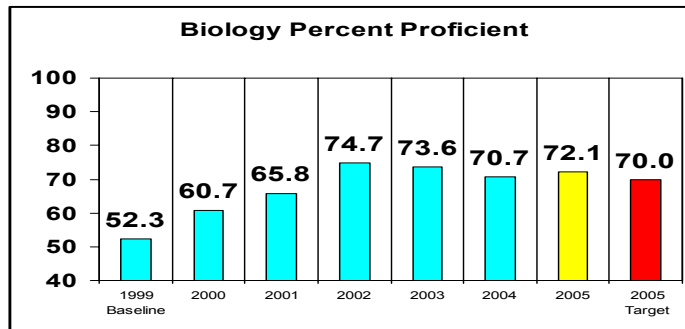
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 3: End-of-Course Biology

Measurement: By June 2005, 70.0% of students taking Biology will score at or above Level III on the Biology End-of-Course Test.





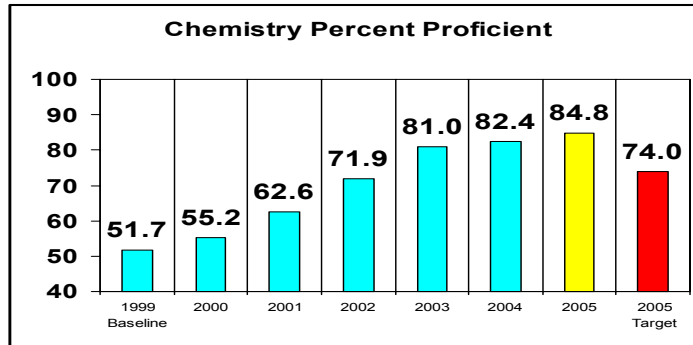
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 3: End-of-Course Chemistry

Measurement: By June 2005, 74.0% of students taking Chemistry will score at or above Level III on the Chemistry End-of-Course Test.



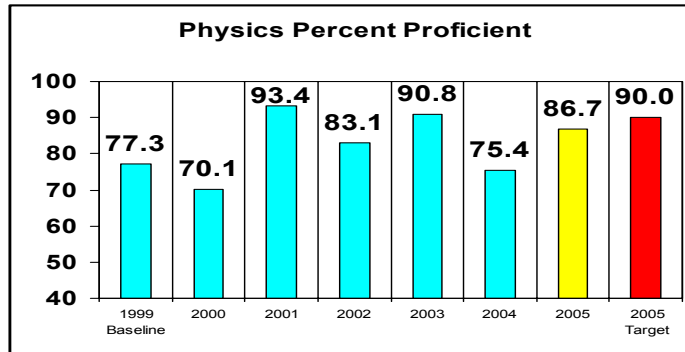
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 3: End-of-Course Physics

Measurement: By June 2005, 90.0% of students taking Physics will score at or above Level III on the Physics End-of-Course Test.





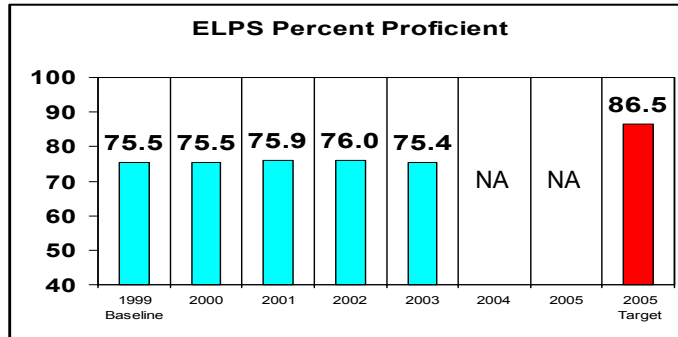
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 3: End-of-Course ELPS

Measurement: By June 2005, 86.5% of students taking ELPS will score at or above Level III on the ELPS End-of-Course Test.



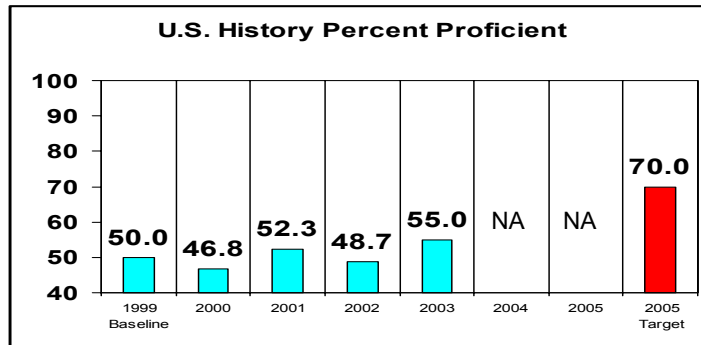
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 3: End-of-Course U.S. History

Measurement: By June 2005, 70.0% of students taking U.S. History will score at or above Level III on the U.S. History End-of-Course Test.





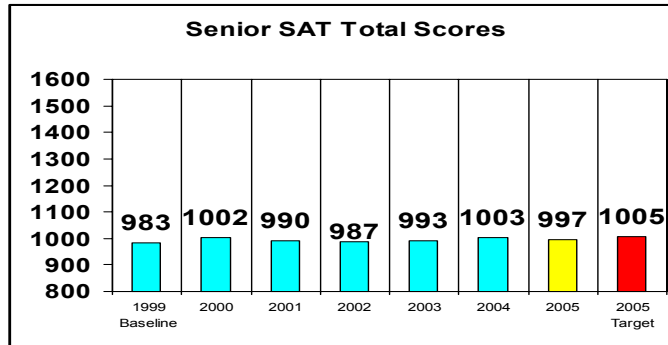
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 5: Scholastic Assessment Test

Measurement: By June 2005, the overall mean score for all senior SAT test takers will equal or surpass 1005.



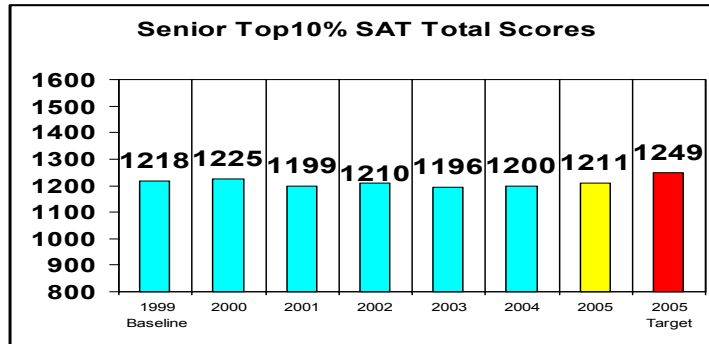
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 5: Scholastic Assessment Test

Measurement: By June 2005, the mean score for the top 10% of senior SAT test takers will equal or surpass 1249.





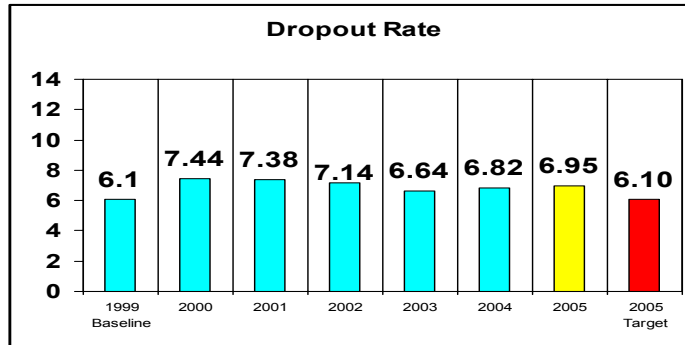
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 6: Dropout Rate

Measurement: By June 2005, the dropout rate will be no greater than 6.1.



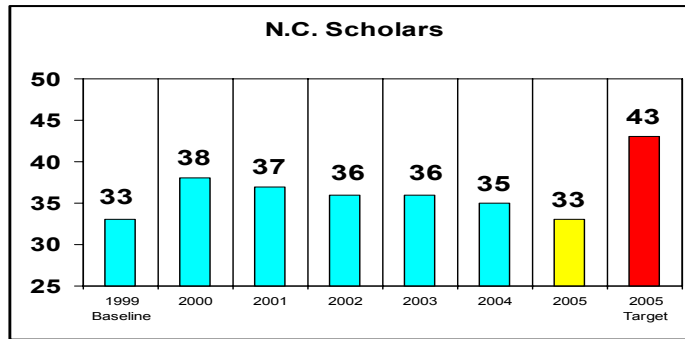
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 7: Scholars

Measurement: By June 2005, 43% of all graduates will achieve North Carolina Scholars recognition.





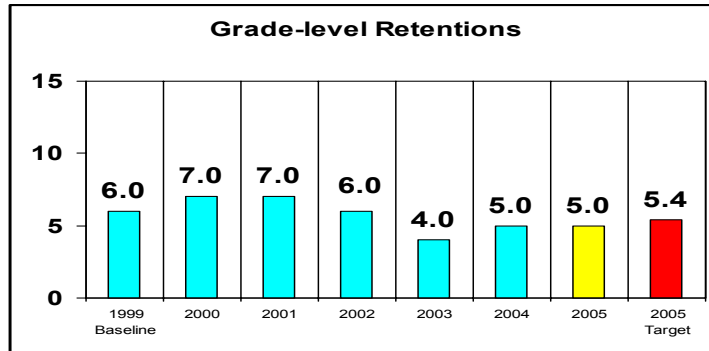
The Education Compact
Pitt County Schools Responsibilities

High Student Performance

Objective: To prepare every student for continuous learning and career readiness.

Indicator 8: Grade-level Retentions

Measurement: By June 2005, the percentage of student grade-level retentions will be no greater than 5.4%.

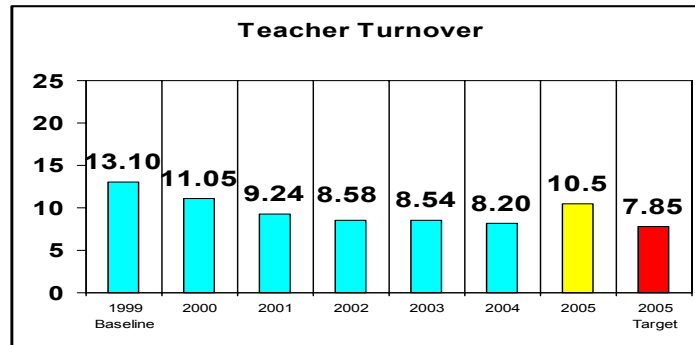


The Education Compact
Pitt County Schools Responsibilities

Quality Teachers, Administrators, and Staff

Objective: To recruit, retain, and compensate a diverse corps of quality teachers, administrators, and staff.

Measurement: By June 2005, the teacher turnover rate will show reasonable improvement each compact year.



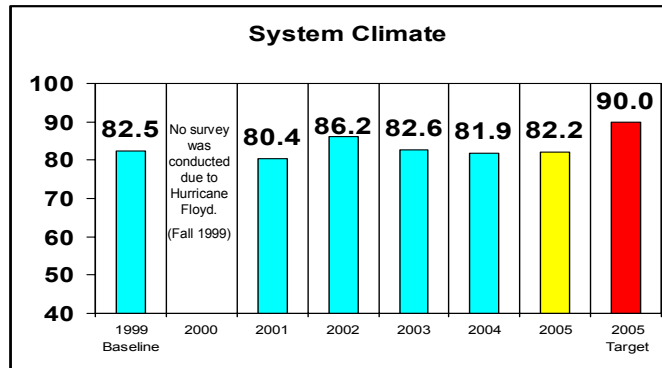


The Education Compact
Pitt County Schools Responsibilities

Safe and Orderly Environment

Objective: To provide a learning environment that is inviting and supportive of high student performance.

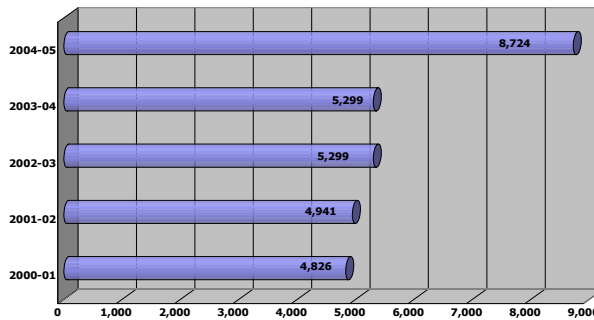
Measurement: By June 2005, 90.0% of the average of all survey areas on the annual climate survey will be positive.



Pitt County Statewide VoCATS Ranking

	<i>Percent Proficient</i>	<i>Statewide Rank</i>
2001-02	55.9%	87
2002-03	66.1%	34
2003-04	72.7%	26
2004-05	72.9%	31

Career-Technical Education High School Enrollment
2001-2005



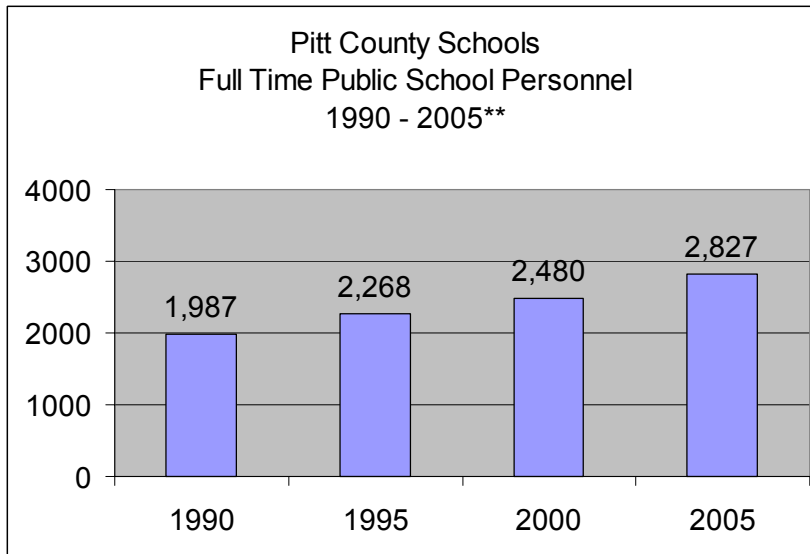
System Level Turnover Report 2004-2005

	2000-01	2001-02	2002-03	2003-04	2004-05	5-Year Average
Pitt County Schools	9.24%	8.58%	8.54%	8.20%	10.68%	9.05%
NC Yearly Averages	13.96%	12.49%	12.44%	12.37%	12.95%	12.84%

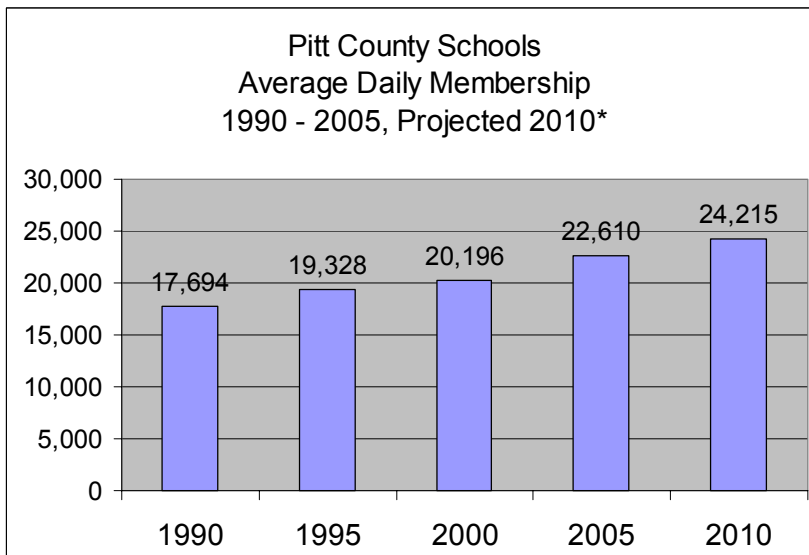
**Source: NC Department of Public Instruction, Division of Human Resource Management October 2005



Pitt County Schools Nutrition and Physical Activity Program Promoting a Healthy Environment for Students & Staff



** Source: Statistical Profile 1990 – 2005, North Carolina State Board of Education



* PK students are included in membership; 2010 projected enrollment provided by OR/Ed

Dr. Priddy said that the most effort was put into the goals for high school. He said all groups have improved and that they looked at black versus white students and their measured improvements. Reading and Math have increased over the last three years. In English, they are trying to get the students to meet the standard in English I. In Algebra, they are encouraging students to take it in the 8th grade but they can also take it in the 9th grade. There were improvements in Geometry, Algebra II and Physical Science. Math and Science were emphasized in the Education compact. Progress was

made but it needs to be more consistent progress in Chemistry, Physical Science and ELPS (Civics). The target for the SATS (Standardized Achievement Tests) is a score of 1005 but they are also trying to get more students to take the SAT. The top 10% of Pitt County students have been scoring 1249 or above. These students are taking AP classes and in the last several years they have been performing in the top 10% in the United States of test takers.

Dr. Priddy reported that the drop out rate is tied to other things that they are doing. He said Pitt County schools has a strenuous promotion policy which does not allow for excuses. One reason teachers stay with Pitt County schools is because of the strict discipline policy.

Dr. Priddy reported that there was no motivation for students to participate in the NC Scholars program because they do not receive credit for college applications from their participation. On the grade level retention, they use the summers to help achieve success in this area. Dr. Priddy reported that at the beginning of the Statewide VoCATS Ranking, Pitt County was not doing very much at a 55.9% proficiency. They have worked with teachers and the system and now Pitt County students rank in the top 30% statewide. They have broadened the range and allow students to take vocational classes even if they are planning to go to college. He reported that of the 19 indicators, fifteen of the indicators were about improvements in the high schools.

Pitt County Schools Professional Development Initiatives

Professional Development made available to Pitt county teachers and staff over the past two years has supported our continued growth. Areas targeted are those that have historically presented the greatest challenges to our staff and students.

- **PIMS - (Partnership for Improving Mathematics and Sciences)** NC-PIMS seeks to improve student achievement in mathematics, while simultaneously closing the achievement gap between ethnic and racial populations. The partnership consists of 12 school districts in eastern North Carolina and university partners. The project is jointly funded by the U.S. Department of Education and the National Science Foundation.
- **U. S. History Grant** - This federal grant provides training for U. S. History teachers throughout the district in content and instructional methods.
- **What Works in Schools and Making School Improvement Happen** - These professional activities involve administrators and teachers in review of research on strategies that support school success.
- **Dimensions of Learning** - Training for high school teachers in teaching strategies to meet the needs of diverse learners

- **AVID** - Training for certain high school teachers in methods to support high academic performance for students who would traditionally not participate in honors or advanced placement classes
- **Writing Training** - Professional development training two building-level trainers for each elementary and middle school in the state - tested writing process. All high school English teachers teaching tenth grade writing also received the training. Writing portfolios are monitored by building-level and central office administrators.
- **Science Notebook Training** - Techniques for assuring that science inquiry is taught at the elementary and middle school levels. Science notebooks are monitored by building-level and central office administrators.

Other Initiatives to Support School Improvement In Pitt County Schools

- Steady improvement on composite reading and math since 1999
- Closing the gap between the achievement of black and white students
- Increased service to pre-kindergarten students from 2 sites serving 82 students in 1990 to 15 sites serving over 500 students in 2005
- Parental involvement increased through PTAs county-wide
- Increased attention to reading instruction through programs using coaches to support reading instructional methods
- Intervention for struggling students via in-school tutoring, after school, Saturday school and summer academies
- TAG program available at every school
- Pacing guides available on-line for all core courses
- Reduced class size for specified high school courses and lowest performing k-8 schools
- Smaller learning communities at two high schools and AVID at 3 small high schools
- 3 district academies at the high schools (Health Sciences, Business Technology, and Automotive)
- High tech science labs at each high school
- Distance learning labs at each high school
- Increased participation in AP classes
- Freshman academies at all high schools
- Increased dual enrollment opportunities through PCC

- Increased partnerships with community organization and churches
- Increased performance on Vocats testing to 26th in the state and 4th in the 22 county region in 2004
- Block schedule at the high school offers more opportunities
- Local supplement increased to 7%

Dr. Priddy reported that the High Tech Sciences Academy will soon be debuted. He said the large high schools have the critical mass. He said that Pitt County has been recognized for what has been happening in the high schools.

Dr. Priddy reported that the second greatest goal was concerning Teacher Turnover. He reviewed a list of counties and noted that Pitt County's teacher turnover rate average for the last five years was 9.05% which was low for a county this size. He said Pitt County's rate is the best among the larger school systems. He said they look after their new and veteran teachers with training and help with their certifications. They have been working with twelve other counties on math/science grants which helps the teachers. In the middle schools, they received a \$500,000 grant and in the US History area, they received a \$1 million grant over a three year period.

The third indicator was for Safe and Orderly schools with a 90% goal. They have addressed the healthy nutrition programs for the schools. With the help of Alice Keene and Bob Daily, they have instilled healthy foods, education about the importance of good nutrition and added walking trails.

Dr. Priddy stated that the Board of Education adopted new goals including new incentives and new learning. They want to improve the students and parents feelings about their environment. They are looking for new ways to address the dropout rate. He stated that they have increased by 900 teachers from 1990 to 2005. If growth continues as in the past, the student enrollment will be 24,000 students by 2010. He said the education compact was first stated, there were 15,000 students. They need a well defined structured plan for the growth in the schools. They need to have everyone on the same page for planning purposes. Their successes have been because of having a plan. He thanked the Board of Commissioners on behalf of the Board of Education.

Mr. Scott Elliott reported that the county's goal in the Education Compact was to increase per pupil funding. He said that starting in the year 2000 the county was providing \$18.8 million to the schools. By 2005, the schools were receiving \$27.4 million from the county which was an increase of \$8 million or over \$1 million each year. The average increase was \$1.7 million. The funding was brought up and it still meets within the top one-third of schools systems for funding. The funding was at 26th in the state among schools systems for 2005. The preliminary estimate for 2006 is that the schools funding will be ranked 29th in the state among the school systems.



The Education Compact
 Pitt County - Board of Commissioners Responsibilities

Funding Performance

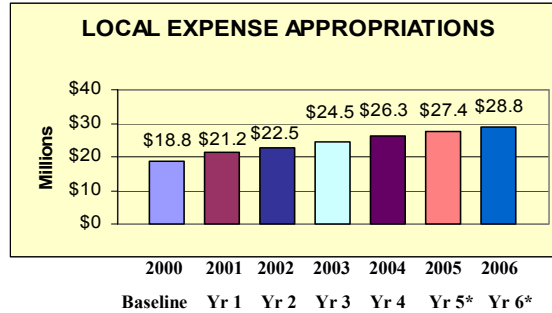
Objective: To increase Pitt County's per pupil allocation to the top third (33%) of North Carolina counties.

Indicator: Annual Appropriation/Expenditure

Measurement:

(Objective 1 & 2)

Pitt County will increase its current expense allocation to the Board of Education.



* Includes \$340,000 for Pitt County Schools space lease as reflected in County Budget.



The Education Compact (FY 04-05 Reporting)
 Pitt County - Board of Commissioners Responsibilities

Funding Performance

Objective: To increase Pitt County's per pupil allocation to the top third (33%) of North Carolina counties.

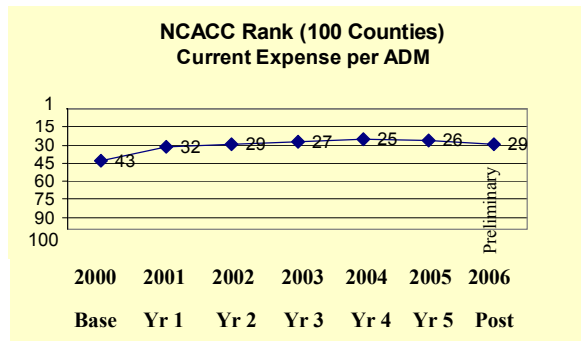
Indicator: Annual Appropriation/Expenditure

Measurement:

(Objective 1 & 2)

Pitt County will increase its current expense allocation to the Board of Education.

Note: NCACC data accounts for total Current Expense appropriation as reflected in original adopted budgets. FY 05-06 data not yet available.





The Education Compact (FY 04-05 Reporting)
Pitt County - Board of Commissioners Responsibilities

Funding Performance

Objective: To increase Pitt County's per pupil allocation to the top third (33%) of North Carolina counties.

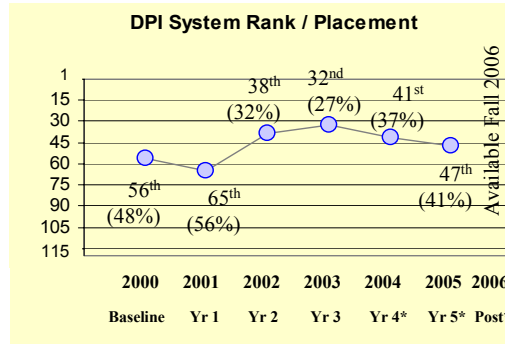
Indicator: Annual Appropriation/Expenditure

Measurement:

(Objective 1 & 2)

Pitt County will increase its current expense allocation to the Board of Education.

Note: DPI data includes Current Expense, Fines & Forfeitures, Interest Earnings and Fund Balance Appropriated from the Pitt County Board of Education



*Note: Previously 117 systems; 115 beginning 2004



The Education Compact (FY 04-05 Reporting)
Pitt County - Board of Commissioners Responsibilities

Lobbying Efforts

Objective: To seek full low-wealth funding from the State of North Carolina.

Indicator: (Not established.)

Measurement:

(Not established)

Strategy:

Pitt County Board of Commissioners will lobby the NC General Assembly for full low-wealth funding.

Local Lobby Efforts:

Throughout the Compact period, the Commissioners lobbied our local delegation and the NCACC to push the State to increase the statewide funding for Low-Wealth school systems. Over the past three years, Pitt has seen its allocation increase as follows:

FY 03-04	\$2,011,043
FY 04-05	\$2,565,359
FY 05-06	\$2,987,231



Beyond the Education Compact Joint Effort Initiatives

Lobbying Efforts

Objective: To seek supplemental education funding.

Strategy:

Pitt County Board of Commissioners will work with the Board of Education in all ways possible to secure supplemental funding for education and education capital needs.

Sales Tax Legislation:

The County, working with the Board of Education and the Chamber of Commerce, successfully pushed legislation through the House to create an additional ½% local option sales tax designed for capital construction for public schools and community college. Senate to consider action on this bill in Spring 2006. This legislation would require local referendum prior to implementation.



Beyond the Education Compact Joint Effort Initiatives

Lobbying Efforts

Objective: To seek supplemental education funding.

Strategy:

Pitt County Board of Commissioners will work with the Board of Education in all ways possible to secure supplemental funding for education and education capital needs.

Lobbying Efforts:

Pitt County will contract with The Ferguson Group, a national lobbying firm, in November, 2005, to develop a Federal agenda and seek funding opportunities. Education will be one of the County's priority areas.

Mr. Elliott stated that with Lobbying Efforts the statewide funding has also increased for schools from 2003-04 from \$2 million increase to 2005-06 with a \$2.9 million increase. He stated that the local option sales tax was approved by the House of Representatives and now both boards need to be working towards it being passed by the Senate during the May 2006 General Assembly.

Mr. Elliott stated that the Board of Commissioners has employed the Ferguson Group which is a lobbying group in Washington, D.C. He said that the departments, including school administrative staff, will be meeting with representatives from the Ferguson Group during the first week of December.

Commissioners' Comments

Chairman Owens asked if any commissioners wished to make any comments. Commissioner McLawhorn asked what was being done on the dropout rate. He remembered a man who used to get students to get back in school if he saw that they were not attending when they should have been in school. Dr. Priddy said that there is a different perspective on students dropping out than there was twenty-five years ago. They use the social worker approach and start working with the parents. Also the judicial system has changed it is now listed as one of the challenges because sometimes it takes six months to get a child in front of a judge. Once numerous days are missed by a student, they just can't catch up. Social Workers are assigned to school and work with the students to get them back in school.

Chairman Owens spoke about recognition of teachers and principles. He said that as for the funding, the schools need a clear statement of support from the county in order for them to be successful.

Dr. Priddy stated that when the board actually gave the first allocation of \$2.4 million, the people in the county were shocked. Chairman Owens said that this is proof and has dispelled the myth that money does not buy a good education? Dr. Priddy stated that this report re-enforces that money is needed to provide improved education. Chairman Owens asked if there would be effects from the reduced funding for 2005-06. Dr. Priddy said there are some disillusioned employees in the school system because the compact has not been continued. Chairman Owens said the five year compact has been a catalyst for the schools to improve and the compact needs to be restored. He said there are lots of changes with the change in superintendent, the local option sales tax and the Education Compact that was funded by the county. He said hopefully the sales tax will help enable the funding of a new compact.

Board of Education Chairman Michael Dixon asked if any of the Board of Education members wished to make comments. Ms. Jill Camnitz thanked the Board of Commissioners for the Education Compact. She said she hoped the compact would be brought back to the table. Sidney Scott stated he believed work needs to be started on a new Education Compact. Roy Peaden said some type of compact is helpful and some type of alliance is necessary to continue to make improvements between the two groups for the sake of the children. Chairman Michael Dixon thanked the board of commissioners for working with the schools over the past years on the compact. He thanked the board for the commitment and cooperation and now the value of the compact has been seen and heard. He said the compact has generated benefits to the children and is needed for effective education for the children. He said they all need to focus on the future and being partners working towards being the best in the state. He suggested the board of education form a committee to start working on a future compact. Chairman Mark Owens said he was open to this suggestion.

Commissioner Bowen spoke about moving forward on a bond referendum for the schools construction as well as pushing for approval of the sales tax.

The meeting was adjourned around 8:05 p.m.

Respectfully Submitted,

Susan J. Banks, CMC
Clerk to the Board