

**GROTON DUNSTABLE REGIONAL SCHOOL COMMITTEE**  
**High School Library**  
**Business Meeting Minutes**  
**April 27, 2005 - Approved May 18, 2005**

PRESENT:

Ms Cindy Barrett  
Ms Judy Converse  
Ms Karen Lofgren  
Mr. Chuck McKinney, Vice-Chair  
Ms Patricia Murray, Secretary  
Mr. Alan Vervaeke, Chair (arrived at 7:15 p.m.)

ABSENT:

Mr. Frank O'Connell

ADMINISTRATION:

Dr. Mary Athey Jennings, Superintendent  
Mr. Craig Young, Business Manager  
Dr. Susan Rubel, Director of Curriculum/Staff Development  
Ms Joan Endicott, Director of Pupil Personnel

Student Advisor:

Mike Fredrickson (left at 8:55 p.m.)

STAFF, PRESS, OTHERS: J. Meyers, Lowell Sun; J. Kulesz, Groton Herald;  
P. Comtois, Groton Landmark; D. Ng, E. Clarke, A. Corbey, K. McCarthy, G. Volpe,  
C. Robinson

CALL TO ORDER

The GDRSC Meeting was called to order at 7:00 p.m. by the Vice-chair, C. McKinney.

ANNOUNCEMENTS

Dr. Jennings announced parent conferences will be held at the elementary schools Thursday, April 28th from 1:00 p.m. to 4:00 p.m. and at the high school from noon until 3:00 p.m.

Dr. Jennings announced forms for naming the middle school are available on the website and names need to be submitted by May 1st.

Dr. Jennings announced next week is Teacher Appreciation Week at all the schools. She thanked the PTA's and School Councils, who are the key players behind the appreciation week.

Dr. Jennings announced tickets are still on sale for the GDEF's Dinner, Drama and Dessert for Friday and Saturday nights. The GDEF will perform in Don't Dress For Dinner and some original music will be performed by the school band and choir.

Dr. Jennings announced the middle school report cards that were due to go out the Friday before vacation are due to go out this Friday.

M. Fredrickson announced the high school National Honor Society is sponsoring next week's Teacher Appreciation Week.

M. Fredrickson announced the prom will be held at the Fitchburg Best Western Royal Plaza on May 20th. Tickets are \$60.00/single and \$120.00/couple and are available during lunch.

M. Fredrickson announced there will be a mandatory meeting on Friday at 8:50 a.m. for seniors going on the senior class trip to Virginia Beach beginning on May 24th. He stated there are thirty-eight days until graduation.

K. Lofgren announced Florence Roche is sponsoring their Spring Fair on May 15th. Activities include ice cream and snacks and a yard sale with proceeds going to their Project Playground.

K. Lofgren announced Nora Z. Jones, illustrator of Not Norman, A Goldfish Story, will be visiting Florence Roche on May 3rd. Parents are invited to buy a copy and have it autographed.

K. Lofgren announced SpedPAC is hosting their reading program at 7:30 p.m. on May 3rd.

#### REPORTS FROM SUB-COMMITTEES

Budget and Finance - P. Murray reported they met last Thursday evening and discussed making a recommendation on the assessment. When they entered the numbers in, she stated that because there has been an increased percentage of Dunstable students over Groton students in the past year, it shifted assessment values greater to Dunstable. Groton has voted an operating assessment at \$12,047,171. The number Dunstable has currently given them needs to come up approximately \$63,000 in order for them to receive the funds Groton agreed to in their assessment. They are continuing to work with Dunstable.

Dr. Jennings complimented Mr. McKinney and Ms Murray for the presentation they gave at the Groton town meeting. She stated they distinctly told where the district's money goes.

Personnel and Negotiations - C. Barrett reported they met on April 11th and reviewed the new superintendent's contract conditions. They will meet again on May 11th.

Policy - J. Converse reported they met in April. Tonight will be the first reading of Policy IHBEA - English Language Learners Policy. The policy comes from Dr. Rubel. They will meet on May 11th at 1:00 p.m. to continue reviewing a couple of sections in the policy book.

Communications - P. Murray reported they will be meeting on May 11th.

Naming Committee - J. Converse reported they have been collecting names and will be meeting next Tuesday at 1:30 p.m. to review them. They currently have seventeen names.

Legislative Liaison - C. McKinney reported he attended MASC's A Day on the Hill in Boston yesterday and distributed information packets, along with a bumper sticker, to Committee members. He stated they spent the morning in a basement conference room and listened to various speakers. He noted both the House and Senate were in session.

He summarized what took place and stated MASC has done an outstanding job in articulating the legislative priorities they would like to see forwarded. He stated the Committee chairperson made it very clear she was not favorably receiving any of the representatives if they were coming to ask for more education money. Her Senate counterpart was a bit more hopeful in outlining some specific areas where he believed there would/could be some movement. These include regional transportation and the circuit breaker. The Senate believes they can revive Chapter 70 discussions about redoing the formula. It was made clear that changing the formula will not necessarily mean across the board increases in funding for everyone.

A rally to Reverse the Curse - Restore Local Aid Now - will be held at Beacon Hill on May 10th to tell legislators to put money back into local aid.

Mr. McKinney turned the gavel over to Mr. Vervaeke.

#### MINUTES

C. MCKINNEY MOVED TO APPROVE THE BUSINESS MEETING MINUTES OF MARCH 28, 2005, MARCH 30, 2005, APRIL 5, 2005, APRIL 6, 2005 AND

APRIL 13, 2005. SECONDED BY J. CONVERSE  
SO VOTED IN FAVOR UNANIMOUSLY

C. MCKINNEY MOVED TO APPROVE THE EXECUTIVE SESSION MINUTES OF FEBRUARY 2, 2005, MARCH 16, 2005 (6:00 PM and 9:30 PM), MARCH 30, 2005 AND APRIL 6, 2005. SECONDED BY C. BARRETT

C. Barrett will amend the April 6, 2005 minutes to reflect Ms Converse was present.

SO VOTED

In Favor: A. Vervaeke, C. McKinney, K. Lofgren, C. Barrett

Abstention: J. Converse, P. Murray

QUESTIONS/COMMENTS

None

PRESENTATIONS/DISCUSSION

English Language Learners Policy: First Reading

As they prepare for their Coordinated Program Review in May, Dr. Rubel stated one of the programs that will be reviewed is their English Language Education Program. This program is for a small number of students who are English Language Learners, meaning English is not their native language. She stated Limited English Proficient (LEP) students are protected by federal and state law and in keeping with that law, the DOE is asking districts to institute school committee policy to further protect those students and to articulate what they are doing to ensure those students have an equal educational opportunity.

Dr. Rubel stated the draft policy is simple in its content and the language is borrowed from what other districts have. She noted some districts say they will not provide English Language Learner programs to foreign exchange or visiting students while this one says they are not required. This provides the flexibility to provide the programs if it does not incur any additional cost. C. McKinney stated the district has all ready adopted

Policy IHBEA and pointed out the sentence Dr. Rubel just read is the only thing that would change the existing policy. J. Converse said the policy now references general law and the third paragraph is also new.

In keeping with other policies, A. Vervaeke suggested the first paragraph end with "Mass General Law" and then reference the law at the end of the policy. He asked if this ties into the English as a second language initiatives. Dr. Rubel said this is part of the effort to protect the students so there is both school committee policy and practices in districts that allow equal access to educational and instructional programs.

C. Barrett suggested the program name be inserted in the first paragraph after "kindergarten through 12". Dr. Rubel said they do not have a formal name for their program; they just call it the English Language Education Program. She said the jargon changes from year to year but the policy and information packet could both be called the English Language Education for consistency.

Presentation: English Language Learner Program

Dr. Rubel distributed copies of the English Language Learner Program and reviewed the Glossary of Terms. She noted Chapter 71A requires districts to provide any English language learning students with the same high quality standards based curriculum that is provided to all other students. In June 2003, the DOE made available English Language proficiency benchmarks and outcomes for English Language Learners.

Ms Ann Corbey was hired in January, 2003 as an English Language Education tutor. She had five students, ranging from first grade to tenth grade. In 2003-2004, she had seven students. Dr. Rubel stated Ms Corbey has English teaching experience, English tutoring experience and is a MELA-O certified Administrator. She and Dr. Rubel attended a three day seminar on emerging programs. They developed a two year plan, had it approved by the superintendent and then submitted it to the Department of Education. As of 2004-2005, Dr. Rubel stated they have completed most of what they said they wanted to do.

Dr. Rubel distributed a copy of a Home Language Survey which was administered to the entire school population in September. They had seven students at the beginning of the year and currently have five students. The survey is part of the general registration process as well as part of the kindergarten registration procedures. She stated they purchased an IPT test which is used to determine whether or not a child qualifies for English Language Education services. A limited amount of training has been provided to teachers with ELL students. The next steps are to provide more training and get the revised policy adopted by the School Committee. She stated they are proud of what they have accomplished in a short amount of time.

K. Lofgren asked if the survey form is printed in other languages and Dr. Rubel said they have not needed to do this but they will likely be cited for not having it. They do have access to other home language surveys which have been translated.

P. Murray asked if the students leave the classrooms to come for specialized English instruction. For students who come with no English language at all, Ms Corbey said she spends a lot of time with them in the beginning. She uses labels, picture books and "easy readers". She noted she uses the Florence Roche library a lot. The Russian student who arrived in March is functioning very well in the classroom. When the Brazilian students arrived, she spent about an hour and a half with them every morning and then they went into the regular classrooms for the rest of the day. They were put into a public speaking program and they practiced dialogues. Students are immersed in order to learn the language. Guidance helps determine what classes would be most appropriate and at one point, Ms Corbey was their English teacher.

Ms Corbey also does MCAS work with the students. A student must take MCAS if they arrive before November. A. Vervaeke asked what happens if a student arrives in their senior year and needs MCAS to graduate. Ms Corbey said this did happen and the student stayed an extra term and graduated in December, having passed MCAS.

Preparing students for MCAS: Classroom strategies, procedures

Dr. Rubel said their most significant preparation is their curriculum development effort because that is what insures that they are teaching to the curriculum Frameworks. She stated the MCAS tests directly reflect the standards in the curriculum Frameworks. This is why the curriculum work they do with their teachers is so important and why they have made adjustments to their programs and instructional practices.

Dr. Rubel said they respond to three kinds of changes:

Instructional - Elementary students needed more learning time with math and students now have sixty to seventy minutes of math a day.

Program - The TERC program has been implemented at the elementary level and they are examining a standards based math program for the middle school.

Communication - They are improving communication across grade levels, and particularly from school to school. They are also engaging SPED teachers with the general education teachers.

Emily Clarke, K-4 Math Teacher on Assignment, stated they look at their MCAS data every year and look at specific topics that students are having trouble with and at questions that might have been a weakness for them and what misconceptions students might have had. They also look at their strengths. Students consistently had room for improvement with open response questions and in response to this, they have developed their own district open response math questions. Students do these questions in a formal testing situation. Teachers meet to score these assessments on a rubric and discuss what they can do to help students score better and improve their understanding. The results are brought back to the students and teachers then use Anchor Documents (sample 3 and 4 papers) to show them what would need to be written to score the top assessment. She stated they make sure students are comfortable with the testing situation before they take an MCAS test.

P. Murray asked if parents get to see the assessments and Ms Clarke said the actual assessments are kept at the school to look back on. Some teachers send home copies and use them during parent-teacher conferences.

Kathy McCarthy, K-8 ELA, said they do a lot of district assessments in English Language Arts, and primarily the writing assessment. In the fall students K-4 responded to a prompt about what their favorite season is and new rubrics were developed that mimicked MCAS rubrics. She stated students need to plan their writing. They have implemented the Developmental Reading Assessment (DRA) in K-4 and at the seventh grade, ELA teachers have talked about MCAS language and key words. Since the seventh grade MCAS test is administered across a number of content areas, teachers have developed some acronyms of things they want students to understand. She feels they relieve anxiety by making them familiar with the test.

A. Vervaeke stated his fourth grader is given five days to produce a paragraph at home with parental input but at MCAS time, fourth graders will need to write at least five paragraphs. He asked if students are doing sample paragraph writings in class.

Ms McCarthy said they are giving them structure so they know how to do it but there is not enough uninterrupted time during the school day and this is why writing is coming home.

A. Vervaeke said with the MCAS test, there is a pressure to write a number of paragraphs during a period of time and asked if they are setting them up for failure since they do not have the experience of providing that volume of writing within a period of time.

Ms McCarthy said they have given them a structure to help them organize their thoughts over a longer period of time.

P. Murray said third graders journal every day and this provides an opportunity for them to show their imagination and she has seen an amazing change in her daughter's writing abilities since she started doing a journal in kindergarten.

Grace Volpe stated they use MCAS as a vehicle to teach the genre of test taking that follows students all the way through. They are first taught to "color in the bubbles" and are then taught the process of elimination and to scan the text for key words. MCAS was used in third grade guided reading classes and students employed all the comprehension strategies they have learned since kindergarten. This was done for about three weeks and then students were given the responsibility of telling the teachers what strategies they are using. Discrepancies about a response are discussed and this becomes a learning experience for the students and teachers about the thought process.

After multiple choice, they start with open response. Ms Volpe said students are told to take the question and restate it using the key words as a topic sentence. They then need to find three details and have a closing sentence. In the fourth grade, they spend a lot of time with the open response. They are also told to restate the question and they are made aware of the key vocabulary such as "list" and "describe".

C. McKinney is concerned with the statement that "writing for MCAS is its own specific genre". He stated folks at the State House are not the only ones who want kids writing a paragraph with supporting details; it is a style of communication that will serve them throughout their lives. He noted students have always been taught to read for understanding and asked if there is something specifically different they are trying to teach the students. Ms Volpe said they are trying to let them know that they do the same for MCAS that they do for everything else. MCAS is using what they have learned in a different format.

Dr. Rubel agrees with Mr. McKinney and stated for her, it is plain, good teaching throughout the year and it should not be preparing for MCAS in isolation. There is a big hype around MCAS and teachers feel a great deal of pressure that builds through the grade levels. These kinds of things are taking place because it is high stakes but she feels it should just be part of their overall good instruction. C. McKinney said he can understand a tenth grader being stressed about MCAS but stated it is not a high stakes test for a fourth grader. He is very concerned with the stress level at the schools the two weeks before MCAS testing and he does not feel this is the approach they want with integrating MCAS as an assessment system into an ongoing learning process.

Dr. Rubel stated she agrees with Mr. McKinney and said teachers at the third and fourth grade levels do feel it is high stakes because the results are published across the state and they feel their work is on the line. She would rather not have these two weeks of prep classes and feels the solid teaching they provide throughout the year should suffice.

Ms Volpe said it does suffice most of the time but many students do not know what the test is like and providing the experience reduces their anxiety.

Although Dr. Rubel said the pressure is being felt by the teachers, A. Vervaeke feels the pressure is being passed on to the students and during testing, their life is "different". He said the curriculum Frameworks are structured around providing a basis for the assessment for MCAS and if all the curriculum is keyed to the Frameworks, they are basically teaching to a test. He asked where the individuality is at the teacher level and the ability for creativity in the curriculum and/or classroom. Dr. Jennings said there are still very creative things going on in the classrooms. Tonight's presentation is to show they want to teach kids how to take an unfamiliar test. She stated it is high stakes at every level. While testing in itself is not bad, she agrees they do not want to be focused on it but they cannot be blasé about it. Dr. Jennings and Dr. Rubel said it is encouraging to know the Committee does not want them "going over the edge".

David Ng stated the math MCAS has been given in grades 4, 6 and 8 for the past four years and at the middle school, students are either taking MCAS that year or have taken it and the teachers have their results. They look at strengths and weaknesses at each grade level and for the general education and SPED population. Between November and January, teachers re-administered the questions that were areas of weakness and each grade level chose five or six multiple choice short answer questions and a couple of open response questions. The questions were done over a two day period and then the class discussed how they approached the problem and what their thought process was. Teachers found many students were not reading the questions all the way through, they did not know what the expectations were for the open response questions and they were having trouble transferring the skills they use in class to the type of application problems.

Mr. Ng stated the DOE puts out exemplars for past open response questions and these were discussed with students. He stated he organized all the past questions so they were grouped together and teachers can use the ones that are pertinent to the topic they are teaching. They administered twenty MCAS questions to the eighth grade students to give them a sense of who is at risk. A voluntary six week after school workshop is available for students who want to practice with MCAS. He is also working with students on IEP's.

Claire Robinson stated the "rubber meets the road" at the high school level. She stated all math courses come with four consistent open response questions and two core assignments. These were developed three years ago. The previous year's MCAS results are reviewed in the fall to see what they need to do and what "wrong thinking" that was going on.

In the spring, every tenth grader gets an MCAS review packet. Students not taking math due to block scheduling are given a set of typical problems and then they are reviewed problem by problem. Students are also reminded of test taking strategies. She noted there are sixty raw points on the tenth grade MCAS math, twenty-four of the points come from six open response questions and this piece is critical. She stated they also have a ninth grade remedial MCAS course that reviews skills and drills.

C. McKinney asked Ms Robinson if she is satisfied that taking the Level 2 math program and pushing it out through the entire year is having a positive effect on MCAS testing. She said they do not have a track record but her personal observations show it was nothing but a plus for the students in there.

Dr. Rubel said they get a small grant (The Academic Support Services Grant) from the DOE that provides after school remedial work for students who have failed the tenth grade ELA and/or math tests or who are at risk of failing their upcoming test(s). She appreciates the Committee's feedback.

FY06 Budget - Reduction Discussion

C. Young stated the Committee approved a FY06 budget of \$32,049,088 on April 13th and last Friday the Committee voted to pass an assessment of \$15,555,985. Groton voted on this Monday night. Dunstable's

assessment number is \$3,508,815 and if it is sustained, he stated they are looking at \$302,537 of undetermined revenue.

C. Young distributed a spreadsheet that shows Dunstable's and Groton's agreed assessments. There is a difference of about \$220,000 between where the FinComs of Groton and Dunstable are right now. P. Murray believes Dunstable's debt assessment number of \$694,139 is actually \$13,935 less. C. Young said Dunstable is going to reduce their additional funding to cover this. A. Vervaeke stated the number on Dunstable's warrant is \$3,444,035 for the operating budget and \$694,139 for debt.

C. Young said this will further reduce the overall budget. He stated they are proceeding with the Committee's approved budget of \$32,049,088. He distributed a list of recommended budget adjustments, dated April 6, 2005, that have been identified by the administrators that make up the \$800,000 reduction the School Committee asked them to take. This is in addition to the \$500,000 that will be taken from E&D.

Dr. Jennings said the Committee needs to make some decisions as some of the cuts have staff implications and student placement at Florence Roche and Swallow Union. She stated they need an indication of the direction the Committee is going by May 4th. It is probable that the \$800,000 in cuts is inevitable. She stated the Senate may see if they can fund a 3.75% increase, known as the stability aid budget proposed by MASS. If that happens, the district may get up to \$350,000. Given the other revenues they are unsure of, including some pulls on the E&D, it seems unlikely this additional funding would impact the \$800,000 in cuts.

P. Murray asked if all the proposed staff positions tied to the strategic plan and enrollment increases have been cut. Dr. Jennings said there is a new teaching position at the high school, an elementary librarian and a .33 foreign language coordinator.

P. Murray asked what they are looking at with respect to increased athletic fees.

C. Young distributed a sheet showing \$46,000 in cuts and \$76,000 in cuts. He feels the fees will be between \$160 and \$180 per participant with the \$46,000 in cuts and between \$200 and \$230 with the additional cuts. She asked if the reduction of a kindergarten teacher affects class size and C. Young said he is projecting they will utilize \$275,000 in Early Childhood/kindergarten revenue to offset this and the teacher is still on board.

K. Lofgren asked about the duplicate cuts for the School Committee and Dr. Jennings said they cut \$4500 total in the Consultants line item. K. Lofgren asked how teacher reductions will affect class size and Dr. Jennings said more students from the gray area will go to Swallow Union and the increase in class sizes will be minimal. She will provide more details after they register the new students.

A. Vervaeke noted the 23:1 ratio is the average across the grade level across all schools. He stated they estimated they could fund about \$24,000 of the activity buses with a \$20.00 a month fee and stated they should be able to maintain the activity buses if they raise the fee to \$25.00 a month. It was clarified there are no new sports for FY06. He suggested they look at permanent graduated fees, with no maximum, for athletics. He noted the athletic fees go up when they need extra money and he is not entirely comfortable with this.

C. Barrett stated on March 2nd they talked about budget adjustments of \$185,000 that involves personnel reductions related to the strategic plan and \$304,000 for eliminating new hires for enrollment and facilities growth. She asked if these are two distinct cuts or if they are overlapping. C. Young said they are overlapping since they only had \$352,525 for new positions.

C. McKinney said he is looking beyond this list and if they are not going to have someone to fix technology, he would like to take a hard look at not adding computer purchases. He said he will be extraordinarily reticent to want to dip into E&D for purposes previously discussed and feels they will need to look at an additional \$400,000 in cuts. C. Young stated \$155,000 of the building improvement plan is still in the approved budget number.

P. Murray asked if they are replacing a van that is in similar shape as the one replaced last year and C. Young said they try to replace one every year because they have seen their useful life when they reach

200,000+ miles. She asked about the \$15,000 for playground equipment and C. Young said it is in the building improvement budget.

A. Vervaeke agrees the \$800,000 in cuts is a "done deal" and after meeting with the Dunstable FinCom, feels they are looking at additional cuts of \$300,000 to \$500,000. He requested the cost savings if class sizes increase. C. Young stressed the budget focused on the strategic plan and the \$800,000 cuts were difficult but they kept those items that are part of the plan as they are essential to where they are going with their goals.

Due to attrition at the assistant principal level, C. McKinney said they need to look at whether or not they can afford to rehire those positions and asked for the implications of just keeping the twelfth month position at the high school and managing the middle school with just two administrators. J. Converse feels there are equity and supervision of staff issues and she does not want to see a division among the schools.

A. Vervaeke asked if GDEA could give a written statement about how they feel about an increase in class size.

C. Barrett asked if the building improvements proposed for FY06 can be highlighted as to those that are critical and those that are "we would like to do this". C. Young said yes and Dr. Jennings said they will also look at what capital items could be on a warrant article. A. Vervaeke noted that by waiting until a fall town meeting, they will miss having the summer to replace items. K. Lofgren asked if the list of \$800,000 cuts is in priority order and C. Young said it is not.

Dr. Jennings stated the strategic plan holds to ELA, foreign language and math. They have not gone into cuts for phys ed, science, music, art and social studies and asked if the Committee if there is any thinking there could be program or personnel cuts in those areas. A. Vervaeke said he personally does not want to see any program cuts. He also does not feel they can defer maintenance any longer. P. Murray said since September, they have been saying this is a priority and that they need the towns help to accomplish this. She said they do not have money for capital improvements and suggested they cut it or leave in the budget and try to gain support for it at the fall town meeting.

With respect to the bond rating, A. Vervaeke asked if the amount in E&D is looked at or is it how E&D was spent. C. Young said it is both - you want to have an amount in reserve for unexpected circumstances and this is the 3% figure they like to see. He noted the towns' FinComs have echoed something similar. He stated the rating industry does not like to see surplus funds used to support the operating budget because they recognize that amount has to be made up the following year. Since they know they will be in the financial markets, he stated they need to maintain their bond rate.

If push came to shove, A. Vervaeke said he would not be concerned about the bond rating because it is a long term implication of small money over a long period of time. The problem is making up the operating budget expenditures that are being made out of E&D. It was noted Dunstable's debt went up because they have a higher percentage of students at Swallow Union as well as at the middle and high schools.

P. Murray stated she has a problem with a lackadaisical approach to the bond rating and using E&D. She noted Dunstable does not want to touch their stabilization which leaves it at just under 5% and they are talking about bring theirs down below 3%. She is worried about maintaining the bond rating and stated they have a responsibility to manage the money wisely and the towns have a responsibility to help with the assessments to educate the children. She stated they have funded \$500,000 through E&D toward the operating budget and they are digging a deeper hole using more.

With the recalculation, Dr. Jennings stated Dunstable is short by \$63,000 and this will result in a \$280,000 shortfall. A. Vervaeke stated Dunstable has all ready taken into consideration the \$23,000, of the \$107,000, that will be returned in the fall. A. Vervaeke does not feel they can cut an additional \$500,000 and stated they may have to prolong the pain for another year.

J. Converse feels they made a mistake not going after an override and said they need to work on getting a committed group of people to work on one for the following year. she does not want to risk their financial stability by dipping into E&D but stated she is also not willing to risk education.

**ACTION ITEMS**

VOTE - Superintendent contract - Dr. Alan Genovese  
No action taken

**QUESTIONS/COMMENTS**

None

**ADJOURNMENT:**

J. CONVERSE MOVED TO ADJOURN THE MEETING AT 9:55 P.M.  
SECONDED BY C. BARRETT  
SO VOTED IN FAVOR UNANIMOUSLY

Respectfully submitted,

Susan H. Smith  
Recording Secretary