

## MINUTES

### STATE BOARD OF EDUCATION

Ladislaus B. Dombrowski Board Room  
John A. Hannah Building  
608 West Allegan  
Lansing, Michigan

November 15, 2005  
9:00 a.m.

Present: Mr. Michael P. Flanagan, Chairman  
Mrs. Kathleen N. Straus, President  
Mr. John C. Austin, Vice President  
Mrs. Carolyn Curtin, Secretary  
Mrs. Marianne Yared McGuire, Treasurer  
Mrs. Nancy Danhof, NASBE Delegate  
Mrs. Elizabeth W. Bauer  
Mrs. Eileen Lappin Weiser  
Ms. Sue C. Carnell, representing Governor Jennifer M. Granholm,  
ex officio

Absent: Mr. Reginald M. Turner

Also Present: Mr. Daniel Schab, 2005-2006 Michigan Teacher of the Year

### **REGULAR MEETING**

#### I. CALL TO ORDER

Mr. Flanagan called the meeting to order at 9:26 a.m.

#### II. INFORMATIONAL FOLDER ITEMS

- A. Information on Senate Bill 83 Regarding the Special Education Advisory Committee Membership Signed Into Law
- B. Special Education Advisory Committee (SEAC) Quick Notes – October 5, 2005
- C. Special Education Advisory Committee (SEAC) Quick Notes – November, 2005

III. APPROVAL OF AGENDA AND ORDER OF PRIORITY

- A. 2005-2006 English Language Acquisition and Language Enhancement (Preliminary) – Continuation – added to agenda
- B. 2005-06 Title I Accountability/School Improvement – Amendment – added to agenda
- C. Presentation on NASBE's Value Added Assessment Study Group Recommendations – removed from agenda
- D. Approval of Revised Criteria and Categories for the No Child Left Behind Act, Title II, Part A(3), Improving Teacher Quality Competitive Grants Program – removed from agenda

IV. INTRODUCTION OF STATE BOARD OF EDUCATION MEMBERS, DEPARTMENT STAFF, AND GUESTS

Mrs. Eileen Hamilton introduced members of the State Board of Education and welcomed guests. Mrs. Hamilton said several members of the Professional Standards Commission for Teachers were in attendance.

V. RECESS

The Board recessed the Regular Meeting at 9:28 a.m.

**COMMITTEE OF THE WHOLE MEETING**

VI. CALL TO ORDER

Mr. Flanagan called the Committee of the Whole meeting to order at 9:29 a.m.

VII. DISCUSSION ITEMS

- A. Presentation of Proposed High School Graduation Requirements

The following individuals presented:

- Mr. Michael Flanagan, Superintendent of Public Instruction
- Dr. Jeremy Hughes, Deputy Superintendent and Chief Academic Officer
- Mr. Mark Thomas, Principal, Northview High School, and President, Michigan Association of Secondary School Principals
- Mr. Mike Schmidt, Director, Education and Community Development, Ford Motor Company Fund
- Ms. Diane McMillan, High School Consultant, Michigan Department of Education

Mr. Flanagan said the Board has had two previous day-long meetings devoted entirely to the issue of improving outcomes for high school students. He said high school graduation requirements are being discussed concurrently with grade level expectations and course content expectations, because he and the Board believe this is an urgent issue with a short timeline. He said we need to ensure that all students have the opportunity to achieve at their highest potential and are prepared for the jobs of the future in the face of an underperforming Michigan economy. He said the Governor and the Legislature agree that the issue of high school redesign must be addressed.

Mr. Flanagan said he accepted many of the recommendations of the High School Graduation Requirements Task Force, and added some of his own. He said Dr. Hughes has also been meeting with other groups on the issue of high school reform for more than one year. In addition, the Department has been reviewing the high school requirements of most states and meeting with representatives of Arkansas, Indiana, Rhode Island, Massachusetts, and Oregon who have addressed this issue in their states.

Dr. Hughes said proposed Michigan high school graduation requirements include: (1) participation in the Michigan Merit Examination or MI-Access in the spring of the junior year, (2) completion of a Michigan Merit Curriculum that includes a Michigan Merit Core and a 21<sup>st</sup> Century Applied Learning Core, and (3) completion of an online credit or noncredit course or learning experience.

Dr. Hughes said Michigan Merit Curriculum implementation includes: (1) requirements beginning with the freshman class of 2006-07 – delayed until freshman class of 2007-08 if legislation supporting this requirement has not been signed into law by March 1, 2006, (2) district requirement to file a phase-in plan if unable to implement immediately, and (3) student modification allowed after three years in Michigan Merit Curriculum.

Mr. Thomas said Merit Core content standards may be delivered in traditional courses or in a variety of contexts. He said the plan respects local control in determining how the course content should be delivered. He explained the Merit Core based on 16 credits including: (1) English Language Arts – 4 credits, (2) Mathematics – 4 credits, (3) Science – 3 credits, (4) Social Science – 3 credits, (3) Health/Physical Education – 1 credit, and (4) Fine Arts/Music – 1 credit.

Mr. Schmidt said the 21<sup>st</sup> Century Applied Learning Core is a set of skill categories needed for successful living including: (1) global literacy, (2) civic literacy, (3) financial, economic, and entrepreneurial literacy, (4) informational and communications technology literacy, (5) thinking and problem-solving, interpersonal and self-directional, information and communication, and (6) accelerated learning.

Ms. McMillan said, based on the example of a six period day, there is enough time for students to meet the requirements of the Michigan Merit Core, electives, and participate in credits for career and technical education or music and world languages.

Dr. Hughes said online credit or noncredit courses or learning experiences are included in the proposal, because the future will require that citizens be lifelong learners and much of the learning will be provided online.

Dr. Hughes said recommended implementation of the Michigan Merit Curriculum requirements begins with the freshman class of 2006-07 (the graduating class of 2010). If legislation to support this requirement has not been signed into law by March 1, 2006, the requirement will begin with the freshman class of 2007-08.

Dr. Hughes said it is recommended that student modification would be allowed after three years in the Michigan Merit Curriculum. This would be done on an individual basis.

Dr. Hughes thanked the members of the High School Graduation Task Force who worked with the Michigan Department of Education to study and make recommendations on high school graduation requirements.

Board member comments included:

- Each student will have an individualized learning plan.
- All students can learn at high levels with the proper supports: this has been stated for years but not always in practice in the past.
- Relationships need to be developed between students and adults to know who the child is as a learner and an individual.
- Due to plant closings, students are leaving Michigan schools and moving to other states.

- These are not prescribed courses, but rather multiple and innovative ways to present the information and involve the students.
- High schools are delivering the content in many different ways in terms of time and scheduling.
- Remediation and retention – providing students with the tools they need to keep them in school, and community support to explain to parents the delivery of educational programs that may not be familiar to them.
- Technology – recommending ways in which technology can be integrated into lesson plans, and how to count the credits (i.e., it would be a local decision whether to count computer arts as a computer credit or an art credit).
- In studying the curriculum of all 50 states, how do we ensure this proposal will prepare students for the workforce and college, and align with the Michigan Educational Assessment Program? The Task Force, a national review of content expectations by Achieve, and meetings with higher education representatives are addressing this.
- What makes this plan ensure that Michigan is in the top five states in the nation? The definition of success will affect the answer.
- Teachers need to be able to use technology effectively for teaching.
- Fine arts can foster cultural collaboratives that provide experiences for children where they may not have had these opportunities.
- Parents and volunteer mentors will be useful in determining postsecondary opportunities for students.
- Middle school must be rigorous so students are prepared for a rigorous high school experience.
- 21<sup>st</sup> Century Skills should include understanding of a market-based economy.
- Graduation requirements are being developed as a means to help students deal with global issues and the global economy. This emphasizes the need for world languages to be included.

- Congressman Ehlers, through the National Assessment Governing Board (NAGB), has challenged Michigan to partner with NAGB to develop national recommendations for course sequencing especially in mathematics and science.
- Continuous revisions for rigor need to be stated in the document, not implied.
- Support the proposed federal legislation to fund the National Assessment of Educational Progress 12<sup>th</sup> grade assessment which would be a useful tool to measure Michigan against other states.
- Local control and innovation will be factors in providing instruction in diverse programs such as career and technical education programs.
- Rigor must be delivered in creative ways to keep students in school.
- This will address the soft bigotry of low expectations for students.
- Achievement is mastery of skills not seat time or attendance in class.
- Use the term "accelerated learning" not "remediation," and provide a mechanics class with the subject not in place of the subject.
- Marketing plan is needed to explain this proposal to parents and the community.
- How will districts know when they have met the mark.
- Need greater explanation of alternative sequence.
- Highly qualified teachers are needed in alternative sequences.
- When working with postsecondary institutions, how will we know when high school graduates are well prepared for postsecondary experiences?
- Collaborate with teacher preparation institutions to help fulfill the needs of the Michigan Merit Curriculum.

- Foreign language should begin in elementary school, and teacher training will be a key element.
- If a district allows high school credits for classes taken during middle school, then there could be opportunities for additional credits.
- Everyone can take advantage of rigorous courses if we teach them correctly. This will require excellent teacher training and professional development to foster methods such as team teaching, and integrating subject areas.
- Mathematics is said to be the universal language, and Algebra I and II have many practical applications in daily life to help a person make informed decisions.

This item will return to the Board for action at its December meeting.

#### VIII. RECESS

The Board recessed the Committee of the Whole Meeting at 12:10 p.m. and reconvened the Regular Meeting at 1:10 p.m.

### **REGULAR MEETING**

#### IX. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING

- A. Ms. Marti Sageman, 6191 Sheridan Road, Saginaw, Michigan 48601. Ms. Sageman, representing the Bridgeport-Spaulding Board of Education, provided oral and written comments regarding high school curriculum.
- B. Mr. Mike Allore, 100 Coach Lamp Road, Oakland Township, Michigan 48306. Mr. Allore commented on the role of art education within the graduation requirements.
- C. Ms. Lora Frankel and Ms. Linda Hall, 13135 Sherwood, Huntington Woods, Michigan 48070. Ms. Frankel and Ms. Hall, representing Very Special Arts of Michigan, addressed the Board regarding the importance of arts education.
- D. Mr. Mike Filkins, 327 Granite Street, Cadillac, Michigan 49601. Mr. Filkins, representing Cadillac Area Public Schools Fine Arts Department, commented on the importance of the arts in high school graduation requirements.

- E. Mr. Chris Van Antwerp, P.O. Box 244, 1159 Monza, Jenison, Michigan 49429. Mr. Van Antwerp spoke in support of the fine arts credit in the high school graduation requirements.
- F. Dr. Helen Bonzelaar, 3486 Charlevoix Drive, S.E., Grand Rapids, Michigan 49546. Dr. Bonzelaar provided comments on arts education.
- G. Ms. Sherrie Davis, 1340 Cambridge, S.E., Grand Rapids, Michigan 49506. Ms. Davis, representing the Michigan Art Education Association, shared comments on arts education.
- H. Ms. Shari Krishnan, 1550 Brandywine, Bloomfield Hills, Michigan 48304. Ms. Krishnan provided comments on high school curriculum.
- I. Ms. Nancy Fenton, 38 Merwood Drive, Battle Creek, Michigan 49017. Ms. Fenton commented on the Schools to Watch Program.
- J. Ms. Ruth Zwiefler, 1706 South University, Ann Arbor, Michigan 48104. Ms. Zwiefler, representing Student Advocacy Center, addressed the Board regarding zero tolerance.
- K. Ms. Peri Stone-Palmquist, 1008 West Cross, Ypsilanti, Michigan 48197. Ms. Stone-Palmquist, representing Michigan Association for Children with Emotional Disorders, commented on zero tolerance.
- L. Ms. Tiffiany Leischner, 2465 Woodlake Circle, Suite 140, Okemos, Michigan 48864. Ms. Leischner, shared oral and written comments on zero tolerance and expulsion.
- M. Mrs. Mary T. Wood, 27533 Santa Ana, Warren, Michigan 48093. Mrs. Wood provided oral and written comments on public school academies.
- N. Ms. Sue Lepper, 204 John Street, Union City, Michigan 49094. Ms. Lepper shared comments on Native American history and the use of Native American logos, mascots, and nicknames in schools.
- O. Mr. Dan Behm, G-3475 West Court Street, Flint, Michigan 48532. Mr. Behm provided comments on Adequate Yearly Progress subgroup size.
- P. Ms. Jerri Lynn Williams, 5440 Hickory Circle, Flushing, Michigan 48433. Ms. Williams provided comments on Adequate Yearly Progress subgroup size.



X. RECESS

The Board recessed the Regular Meeting at 2:25 p.m. and reconvened the Committee of the Whole at 2:26 p.m.

**COMMITTEE OF THE WHOLE MEETING**

XI. DISCUSSION ITEMS (continued)

B. Presentation of Proposed High School Content Expectations

The following individuals presented:

- Dr. Jeremy Hughes, Deputy Superintendent and Chief Academic Officer
- Dr. Yvonne Caamal Canul, Director, Office of School Improvement
- Ms. Susan Kelly, Consultant, Office of School Improvement

The Board item contained the first draft of the high school content expectations in English Language Arts and Mathematics that had been presented to the Board prior to public and national review and feedback. Each content area work group was chaired by a nationally known scholar in her respective field: Dr. Joan Ferrini-Mundy from Michigan State University for Mathematics, and Dr. Rebecca Sipe from Eastern Michigan University for English Language Arts. The mission was to create a set of content learning expectations that would guide a rigorous high school experience.

Board member comments included:

- Based on previous discussion regarding the Lexile system of measurement, move English Language Arts comprehension of informational text such as the Constitution, Declaration of Independence, and ballot initiatives to the high school level; currently it is at a two-year postsecondary level.
- The 2009 12<sup>th</sup> grade NAEP reading framework emphasizes informational text and technical reading in addition to literary reading, and that does not appear to be a strength of the draft English Language Arts High School Expectations.
- There is confusion regarding how much is to be taught in each strand.

- Which of the following can only be taught in English Language Arts and is there enough depth and rigor – cultural tolerance, understanding the use of language in a derogatory fashion, propaganda use, separating fact from fiction and reality from intimidation, tactical reading and comprehension, ability to use online thesaurus and dictionary, literature and culture, multi-media, and video?
- How are the standards going to be used to assure that students have mastered the competencies?
- To what extent does the Michigan Merit Exam measure the mastery of these competencies and foster the innovative approach of teaching the skills?
- Is this same format representative of exit standards and 11<sup>th</sup> grade standards?
- Help parents help their children possibly through some community courses.
- Models of recommended readings will eventually be included and Lexiles will be an important factor.
- Models of alignment and identification of a cross match of content expectations may be developed since course content expectations are not as linear in English Language Arts as other subjects.
- Give examples of how to integrate across the curriculum.
- Literacy is assumed, is this the place to address basic literacy.
- Use the term “accelerated learning” rather than “remedial”.
- Include teaching of grammar in the beginning of the document.
- Document could be more clear and concise, perhaps a parent version.

C. Discussion of Issues Regarding Adequate Yearly Progress for 2005-06

The following individuals presented:

- Dr. Jeremy Hughes, Deputy Superintendent and Chief Academic Officer
- Mr. Paul Bielawski, Manager, Accreditation and Accountability Program, Office of Educational Assessment and Accountability

The State Board of Education began a discussion of the minimum subgroup size for Adequate Yearly Progress at its meeting on September 13, 2005. The Board item builds on that discussion, identifying issues and options in planning to determine adequate yearly progress based on the new assessments at grades 3-8 beginning in fall, 2005.

Board member comments included:

- Support for N of 40 for group size, but the focus needs to remain on helping subgroups.
- Michigan should be within the mainstream of states with regard to subgroup number, so that Michigan is on a level playing field when being compared to other states and the nation.
- Don't keep moving the number; it is more important to do a vigorous education plan to help people understand the goals of the No Child Left Behind Act; every child has access to the general curriculum, rigorous instruction, and accelerated learning opportunities; the assessments are to assist educators in delivering instruction, not to grade a school; market Michigan's system as a fine system with high standards –tell our story – we educate everyone.
- Schools deserve credit for making progress.
- Will students leave the state if the school they are attending is not making adequately yearly progress?
- If the policy is looking at the number of students being assessed, do the math and determine the equity.
- Willing to look at the proposal in fairness to schools.
- N of 30 for most schools, 30 plus 10% for larger schools, and perhaps 10% of a small school's cohort.

- Every school district in the state needs to be held accountable.
- What can the Board do to help change practices so that the achievement gap is lowered, teacher preparation will help, but that is too far into the future?
- Willing to look at 40 and 35 for N.
- Michigan has had a history of higher expectations, standards, and requirements than other states, and many times it has resulted in Michigan looking inferior in comparison with other states.
- Make N as small as possible, and help schools focus on teaching students.
- Update list of where Michigan stands with regard to N in other states.
- Ethnic groups should not be used as examples of subgroups, in the future a better choice may be impoverished students.
- Growth models in value added assessments needs to be linked with adequate yearly progress, it is a continuum and does not stand alone.

There was Board consensus to postpone action to increase the graduation rate target until the method of calculating the graduation rate is changed to the cohort methodology. The cohort methodology is based on following freshman students through high school for four years.

This will require approval as an amendment to the No Child Left Behind Accountability Workbook.

## XII. ADJOURNMENT

The Board adjourned the Committee of the Whole at 4:35 p.m. and reconvened the Regular Meeting at 4:36 p.m.

## **REGULAR MEETING**

### XIII. **APPROVAL OF STATE BOARD OF EDUCATION MINUTES**

- A. Approval of Minutes of Committee of the Whole Meeting of October 5, 2005

**Mrs. Straus moved, seconded by Mrs. Danhof, that the State Board of Education approve the Minutes of the Committee of the Whole Meeting of October 5, 2005.**

**Ayes: Austin, Bauer, Curtin, Danhof, McGuire,  
Straus, Weiser  
Absent: Turner**

**The motion carried.**

- B. Approval of Minutes of Regular and Committee of the Whole Meeting of October 11, 2005

**Mrs. Weiser moved, seconded by Mr. Austin, that the State Board of Education approve the Minutes of the Regular and Committee of the Whole Meeting of October 11, 2005.**

**Ayes: Austin, Bauer, Curtin, Danhof, McGuire,  
Straus, Weiser  
Absent: Turner**

**The motion carried.**

### XIV. **PRESIDENT'S REPORT**

- A. National Association of State Boards of Education Annual Conference

Mrs. Straus said she, Mrs. Curtin, Mrs. Danhof, and Mrs. McGuire, attended the National Association of State Boards of Education Annual Conference on October 12-15, 2005. Mrs. Straus said she participated in the Policy Symposium on Bullying, and an excellent presentation was done by Mr. Bob Higgins, Safe Schools Consultant, Michigan Department of Education. Mrs. Straus said Michigan was cited as a model for its State Board policies.

Mrs. Straus said Dr. Herbert Moyer, former State Board of Education member, who had been nominated by fellow Michigan Board members, received a Distinguished Service Award from the National Association of State Boards of Education at a banquet on October 14, 2005. She said Dr. Moyer was honored to receive the award in the presence of several of his colleagues.

B. North Central Regional Educational Laboratory Board of Directors Meeting

Mrs. Straus said she attended the North Central Regional Educational Laboratory (NCREL) Board of Directors Meeting on October 26, 2005. She said it followed a day-long symposium on No Child Left Behind, which was attended by Ms. MaryAlice Galloway, Special Assistant to the Chief Academic Officer. Mrs. Straus said Board members are welcome to view the materials she received at the meeting. She said NCREL (now called Learning Point Associates) was awarded a new grant from the United States Department of Education, and will continue to be a valuable resource for states and local districts.

C. Crystal Apple Award

Mrs. Straus said she was honored to be awarded a Crystal Apple from the Michigan State University College of Education. She said she was thrilled by the nomination by her colleagues on the State Board, and was delighted that so many people from the Department and Board attended the awards banquet on November 4, 2005.

XV. REPORT OF THE SUPERINTENDENT

Reports

F. Human Resources Report

Grants

G. 2005-2006 USDOE, Charter School Grant Program, Competitive Start-Up Grant – Tenth Cycle – Continuation

H. 2005-2006 Implementation Grant Application for Charter School Grant Program – Initial

I. 2005-2006 Rural and Low Income School Program – Continuation

- J. 2005-2006 Supplemental Education Service Providers – Amendment
  - K. 2005-2006 Intensive Training for Mentors for High Needs School Districts – Initial
  - L. 2005-2006 Michigan School Readiness Program – Initial
  - M. 2005-2006 Michigan School Readiness Program Evaluation Grant – Continuation
  - N. 2005-2006 State-Funded Michigan School Readiness Program Competitive Grants – Amendment
  - O. 2005-2006 Individuals with Disabilities Education Improvement Act, Part C Infants and Toddlers Program – Initial
  - P. 2005-2006 United States Department of Agriculture (USDA) Fresh Fruit and Vegetable Program (FFVP) – Initial
  - Q. 2004-2005 Freedom to Learn (FTL) – Amendment
  - V. 2005-2006 English Language Acquisition and Language Enhancement (Preliminary) – Continuation
  - W. 2005-06 Title I Accountability/School Improvement – Amendment
- XVI. REPORT BY MICHIGAN TEACHER OF THE YEAR

Mr. Dan Schab, 2005-2006 Michigan Teacher of the Year, presented Report by Michigan Teacher of the Year.

Mr. Schab said his report of activities is in written format and he is linking his activities to the objectives of the State Board of Education/ Michigan Department of Education Strategic Plan.

Mr. Flanagan said he is very impressed with the thoughtfulness and intelligence of Mr. Schab. He said Mr. Schab is very astute as he works with people to foster change. Mr. Flanagan said he is hearing many positive comments from the community regarding Mr. Schab, and the Department is fortunate to have him as the 2005-2006 Teacher of the Year.

XVII. AWARDS AND RECOGNITIONS

There were no awards and recognitions.

## XVIII. UPDATE ON STATE LEGISLATIVE ISSUES

Mr. Robert Morris, Legislative Director, presented Update on State Legislative Issues.

Mr. Morris provided a written update on House Bill 4129/5210 regarding teacher loan forgiveness grants, Senate Bill 443 regarding teacher certification, House Bill 4835 regarding the International Baccalaureate program, and House Bill 4460 regarding fire drills and lockdowns. He spoke about Senate Bill 288, which would empower school districts to suspend or expel students if they have been convicted of selling or possessing controlled substances. He said Department staff testified that the challenge is to keep students in school, not to suspend or expel students.

This was an update only, and no action was required.

## XIX. APPROVAL OF REVISED CRITERIA AND CATEGORIES FOR THE NO CHILD LEFT BEHIND ACT, TITLE II, PART A(3), IMPROVING TEACHER QUALITY COMPETITIVE GRANTS PROGRAM

This item was removed from the agenda.

## XX. APPROVAL OF CRITERIA FOR NATIONAL GOVERNOR'S ASSOCIATION (NGA) SUBGRANT

**Mr. Austin moved, seconded by Mrs. Bauer, that the State Board of Education approve the criteria for the National Governor's Association Subgrant to be awarded to an intermediate school district or regional educational services agency, as described in the Superintendent's memorandum dated November 7, 2005.**

Mr. Austin said the National Governor's Association Subgrant will fund the development of standards and curriculum and support the development of the early college, dual enrollment, early credit policy and legislative changes so legislation and policy changes might be produced early next year.

Mrs. Danhof asked how the Board will be involved in this and how communications will occur to provide constant updating. Mrs. Carnell said the National Governor's Association Grant was written based on the Cherry Commission's recommendations and is supported by the State Board of Education's plan of action to revise the high school standards. She suggested that an update from the National Governor's Association Leadership Team occur bimonthly. She said Mrs. Straus serves on the Leadership Team. Mrs. Carnell said the National Governor's Association will do the evaluation, and those reporting criteria should be available at the December Board meeting.



The vote was taken on the motion.

**Ayes: Austin, Bauer, Curtin, Danhof, McGuire, Straus, Weiser**  
**Absent: Turner**

**The motion carried.**

XXI. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

A. Your Child Forums – Mrs. Elizabeth Bauer

Mrs. Bauer said she attended a Your Child Forum sponsored by *The Detroit News*. She said engaging people in dialogue is an excellent way to foster community support for helping families help students excel in a rigorous curriculum. She said the Board should work with community members and become involved in more of these opportunities.

XXII. TENTATIVE AGENDA FOR NEXT MEETING

Board members are asked to submit agenda topics for upcoming meetings to the agenda planning committee comprised of Mrs. Straus, Mr. Austin, and Mrs. Curtin.

XXIII. FUTURE MEETING DATES

- A. December 13, 2005
- B. January 10, 2006
- C. February 14, 2006
- D. March 14, 2006

XXIV. ADJOURNMENT

The Regular Meeting adjourned at 4:55 p.m.

Respectfully submitted,

Carolyn L. Curtin  
Secretary