

MINUTES OF THE REGULAR BOARD OF EDUCATION MEETING held Tuesday, March 26, 2019 at 1:00 p.m. in conference room "D" in the district office building.

The following Board Members were present to begin the meeting: President Stephen Allen, Michelle Lambert, Michelle Jorgenson, Mary Ann Kemp, and Dale Brinkerhoff. Shannon Dulaney, Superintendent; Kent Peterson, Business Administrator; Kevin Garrett, Rich Nielsen, Steve Burton, and Monica Torres were also present.

President Allen called the meeting to order at 1:00 p.m.

Steve Burton offered prayer.

The following items were discussed:

President Allen suggested creating a board handbook. He distributed copies of Alpine District's handbook for the Board to review. Michelle Lambert agreed to create a draft for the Board to review and give feedback on. The Board agreed a handbook for current and future board members would be beneficial.

President Allen discussed board and superintendent evaluations. He informed the Board that Richard Stowell, USBA Executive Director, is willing to help facilitate the evaluations as he has done in the past. The board survey will be sent out to board members, principals and district administration.

Ashley Peterson, District Reading Specialist, trained the Board on the district's Elementary Literacy Curriculum. She focused on the process taken with academic at-risk readers and she explained the multi-tiered model the district uses in reading instruction. Tier 1 includes all students and they receive instruction in CKLA (Core Knowledge Language Arts). Tier 2 instruction is offered for those students who need a little extra support. Tier 2 students receive help with reading skills with the programs Early Steps, Next Steps and Higher Steps. Their reading progress is measured through DIBELS data and daily formative assessments. Another part of Tier 2 instruction includes early intervention software, LEXIA (elementary) and Powerup (middle school). Tier 3 students receive the same interventions as Tier 2 students but with different accommodations that could include one on one instruction, more frequent instruction, or instruction from a certified teacher rather than a paraprofessional, etc. Ashley reviewed the state and district literacy goals with the Board. The State mandated goal is 60% of students in grades 1-3 need to make typical or better progress. Iron County School District middle of the year assessments indicate 68% of our students are making

typical or better progress. The national average is 43%. Our first local goal is to have first grade proficiency growth of 11% by the end of the year. Our middle of the year score is at 12%. Our local goal number two is to move 63% of first grade students who scored below benchmark to benchmark or above. 56% of first graders who scored below benchmark at the beginning of the year are already at or above benchmark in the middle of the year. The goals were based on our Dibels data from the past 5-8 years.

Superintendent Dulaney updated the Board on the district's Five Year Strategic Plan. The District Leadership Team met last spring and reviewed the components of instruction as well as supports and put together a list of four items they felt should be priorities for our students here in Iron County School District: Culture of Collaboration, Social Emotional Learning, Future Ready Education, and Community Connections. Committee members divided up and worked on priorities in each of the four sections. Superintendent Dulaney and committee chairs reviewed each committee group's goals for the Board. She and Janette Stubbs co-chair the Culture of Collaboration team. Culture of Collaboration is defined as working together for the learning of everyone in our school community, including parents. Three areas of focus include: (1) Student Voice- we will make sure we establish a student leadership team in every school. (2) Collaboration for Growth- continue to use our PLC framework to improve instruction, increase student voice and foster student education growth. (3) Standards Based- we will focus our efforts on process of standards and competency based learning. Kevin Garrett reviewed and defined Social Emotional Learning. Social emotional learning is defined as balancing the social, emotional, physical, academic needs of our students by ensuring a safe, caring and equitable environment for learning. Three areas of focus for social emotional learning include: (1) Student Emotional Learning Committee- committees will be established at each school. (2) Needs Assessment and Training- we will identify needs for ongoing social and emotional training and education for ALL school personnel via Needs Assessment Checklist. There will be available resources accessible to every school and each school representative will be trained and will then train colleagues. (3) Community Emotional Learning Committee- this committee will focus on implementing goals established by the Social Emotional Learning committee.

Cory Henwood reviewed the Future Ready Education goals. The focus of this committee is to ensure all students are aware of and experience a variety of careers, have curricular opportunities to acquire both hard and soft skills, and have resources and facilities available to support their learning and future success. The three areas of focus for future ready education include: (1) Work Based Learning- we will enhance our Work Based Learning program to give more opportunities for more businesses and students to be involved. (2) Essential Skills- We will integrate our 8 essential skills in all

core content K-12 and create spaces for collaboration and innovation at pilot schools by remodeling select classrooms or libraries. (3) Career Awareness + Offerings- We will expand our CTE offerings by providing more classes in construction, coding and education in our high schools and expose students to local opportunities.

Steve Burton and Rich Nielsen co-chair the Community Connections committee. Rich defined community connections as- engaging community, students, families and district staff in meaningful partnerships. He reviewed the three areas of focus: (1) Hire a community engagement specialist to identify, coordinate and disseminate information available through community partners. Information will then be shared with schools, families and community. (2) Standardize communication systems throughout the district through websites, email alerts, text alerts, social media, etc. This year the district has switched to the Remind system to communicate with parents. Schools are also in the middle of adapting their websites so they have a consistent look throughout the district. (3) Serve with Community Partners- develop a curriculum-based service opportunity standard and reflection protocol to connect students to their community. He gave an example of Parowan High's Day of Service. Steve Burton implied we are not just doing service to do service, we're doing it with a purpose because in the end its to connect and engage in a meaningful way. If this is done the way it is intended it will make a big difference. Superintendent Dulaney and the committee chairs reviewed the specific action steps for each priority for the next five years. In 5 years the plan is to have all of these things integrated in our system. Mrs. Lambert asked about hiring another nurse. Superintendent Dulaney informed the Board there are plans in the budget to hire another nurse for the next school year.

Corey Henwood reviewed the Competency Based Education Planning Grant with the Board. The State issued a competency based education framework with five main elements, they include: students advance upon mastery of a concept or skill; competencies that include explicit, measurable, and transferable learning objectives that empower a student; assessment that is meaningful and provides a positive learning experience for a student; timely differentiated support based on a student's individual learning needs; and learning outcomes that emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions. He explained how competency based learning compares to traditional education. The Planning Grant allows our district to give teachers training and coaching offered by the State. Teachers who will be involved in this will be provided work time to build a flexible curriculum model. The grant will give the planning team and administrators the opportunity to travel to see how others schools are implementing this in their schools and how we want it to work in our district as well as opportunities to build a makerspace for students to collaborate and create new things. Mr. Brinkerhoff

asked if this grant required an annual application? If we choose to continue to implement this program after the first year then we will receive a second round of funding. If we decide to expand to other schools there would be additional funding available as well. Superintendent Dulaney indicated the district is committed for the long haul as this plan fits well in our strategic plan and is exciting for our students. Cory informed the Board the District Leadership Team has visited districts who have implemented this program in their schools to see what this model looks like. Our plan is to implement this in August of the 2020-2021 school year. The intent is to utilize the unfinished space in the building next door to the district office for the makerspace for our students. Students will be taken from their boundary schools to work in this space on either their A day or B day. They will spend one day at this school and the next at their boundary school working on electives. This will reduce the overcrowding we are seeing in our secondary schools. We are looking to repurpose Alternative Education in the district because as our efforts in trauma informed practices have increased in our schools, it has decreased the number of students referred to Alternative Ed which has resulted in a drop in enrollment numbers. This school will give students a new opportunity in Alternative Education. It will allow them to engage in authentic work where businesses are working with students and mentoring them on projects. Cory explained to the Board the type of students who will attend this school are students who are interested in early advancement or are behind in credits, those who would like access to early college and tech education, and students who prefer a hands-on based format. This school will also provide opportunities for students needing a smaller school to fit their needs in grades 9th-12th.

Troy Lunt reviewed the changes to the policy IGDBB (Web Publishing Acceptable Use Policy). This policy will be obsolete as everything has either been taken out of the policy and moved to the Computer Acceptable Use Policy, or removed from the policy altogether. The first reading for the Computer Acceptable Use Policy with the changes will be next month.

Mr. Brinkerhoff asked for an update to the school board pictures in the foyer. Monica Torres informed him she has been in touch with Lifetouch and they are working on changing the backgrounds on the new board members' pictures, as they are bright green and don't match the other board pictures already displayed in the foyer. Once the backgrounds are changed and the pictures are printed they will be displayed with the other board members.

Mr. Brinkerhoff requested delaying the mascot discussion due to the fact that people are upset at the process. He made the suggestion that all board members should be allowed to add agenda items to the regular meeting agenda. Dr. Kemp asked what Mr.

Brinkerhoff's goal was in discussing this topic in the regular meeting as no one has changed their minds and there would be no vote? Mr. Brinkerhoff indicated his goal is to delay the process because his belief is the tribe has no issue with the Redmen mascot. Mrs. Lambert brought up the fact that the study session is for the Board to discuss issues with one another and this setting is more appropriate to discuss this topic than the regular meeting. The regular meeting is more formal and appropriate for recognitions and action items. Mr. Brinkerhoff indicated he envisioned discussing this item in both meetings, but agreed to move on. Mrs. Jorgenson-Jones expressed her opinion that this process is moving forward and the school is accepting the changes. Mr. Brinkerhoff asked what the results would have been if Redmen would have been added to the student survey? Superintendent mentioned that when Cedar High School sent the student survey, the last question was what mascot they would recommend? 22% of the students listed Redmen, which came in second. The number one suggestion was Reds. Mr. Brinkerhoff expressed his opinion that if this was a tribal driven thing he would be very supportive. Mrs. Lambert brought up the conversation the Board had with Tamra Borchardt-Slayton, the Tribal Chairperson for the Paiute Indian Tribe of Utah. In that discussion Mrs. Jorgenson-Jones asked Tamra her opinion on the mascot and she indicated she wanted it to change. Superintendent Dulaney informed the Board the District Leadership Team has gone through the letter from the Tribe and identified the things we can do within each one of the requests and will share that with the Board next meeting. President Allen asked if we can have someone reach out to Xavier Garcia, Tribal Education Director to attend our board meetings.

The Board reviewed the personnel policies revisions from Attorney Blake Ostler. They reviewed pages 1-36. Mr. Peterson reviewed policy GCPC (Retirement-Early Retirement Incentive Policy) that is up for a first reading in the regular meeting.

At 3:27 p.m. Mrs. Lambert moved to have the Board enter into a closed meeting for the purpose of discussing the character, professional competence, or physical or mental health of one or more individuals employed in the District. Mrs. Jorgenson-Jones seconded that motion.

By voice vote the Board members voted as follows:

Mary Ann Kemp - Yes
Dale Brinkerhoff - Yes
Michelle Jorgenson-Jones - Yes
Michelle Lambert - Yes
Stephen Allen - Yes

The following persons were present for the closed session: Mary Ann Kemp, Dale Brinkerhoff, Michelle Jorgenson-Jones, Michelle Lambert, and Stephen Allen.

At 3:45 p.m. Mrs. Lambert moved to have the Board meet again in open public session. President Allen seconded the motion and the Board members passed it unanimously.

Mr. Peterson updated the Board on the RFP for the district audit. The committee chose Gilbert & Stewart due to cost and experience in school district auditing.

At 3:50 p.m. the Board adjourned the study session.

At 4:00 p.m. Board began the regular board meeting in the Boardroom.

President Allen conducted the meeting.

Roy Mathews offered the prayer.

Wyatt Robison led the Pledge of Allegiance.

Minutes of the Regular Board of Education meeting held on Tuesday, February 26, 2019 were approved on a motion made by Dr. Kemp, seconded by Mrs. Lambert and passed unanimously by the board members.

Mrs. Jorgenson-Jones moved to approve the consent agenda. Mrs. Lambert seconded the motion and the board members passed it unanimously.

The Board recited the district mission statement: Reaching Higher: Creating a Better Tomorrow for All.

Mr. Brinkerhoff requested adding board member items to the regular meeting agenda. President Allen thanked him for his suggestion.

Principal Paula Burgoyne presented Crystal Hopkins, Three Peaks Elementary Librarian, the Utah Educational Library Media Association Paraprofessional of the Year award. Mrs. Hopkins has been the librarian at Three Peaks for the past three years. Mrs. Burgoyne praised her for her creativeness, her willingness to help every student, and for always working so hard in helping make Three Peaks Elementary the great school it is. Crystal expressed her appreciation to the teachers and the students.

Principal Roy Mathews presented Lance Stubbs with the Volunteer of the Year award. Lance was awarded the 2A Basketball Coach of the Year award. This award is voted on by the other coaches in the 2A division. Coach Stubbs led the Parowan High School Boys Basketball team all the way to the State Championship game this year. The boys placed second in 2A. Coach Stubbs expressed his gratitude for his assistant coaches, players, parents, and administrators.

Rich Nielsen recognized Kaylee Hopkins as being one of six chosen for State FFA Office. She will be the FFA President in the upcoming school year. She expressed her excitement for the upcoming year and thanked her parents, teachers and advisors.

Principal Mathews presented the Parowan High School Math Team, Charla Cooke, Wyatt Robison and Heather Hardy, with the Team of the Year award. He praised them for their ability to work together and try new things.

Principal Mathews presented the school report for Parowan High School. He distributed and reviewed ACT test scores for his school. The scores have shown steady growth in the right direction. The Parowan High School math team reported on the new math program, Edgenuity, they have worked with this year. Heather Hardy explained to the Board that with this new math program they have found they spend more time creating lesson plans instead of building a curriculum from scratch and they have more personalized student learning. We have encouraged students to track their own learning. Students know where they are and what standard they are working on. Wyatt Robison informed the Board of the benefits and progress teachers have seen in the past month. He explained the students are asking questions at a higher level, students are getting a greater mathematical mindset, students are tracking their progress and advocating for mastery, and students tracking their progress have made our ZAP days more efficient. Charla Cooke gave the Board a preview of what the students do on a day to day basis with this math program.

Mr. Mathews informed the Board that Parowan High School will be moving to a 5x5 schedule next school year. Math will be double blocked all the way through Secondary Math II. English will also be double blocked through ninth grade. He explained the goal is to try different things in an attempt to further raise student scores.

Dr. Kemp moved to approve the following individuals for employment in the district for the 2019-2020 school year:

Tiffany Elliott

F/T SpEd Teacher

Canyon View Middle School

John Fontano	F/T SpEd Teacher	Canyon View Middle School
Tamara Palmer	F/T Severe SpEd Teacher	Canyon View Middle School
Conn Harrison	F/T Sever SpEd Teacher	Iron Springs Elementary

Mrs. Jorgenson-Jones seconded the motion and the board members passed it unanimously.

Mrs. Jorgenson-Jones moved to approve the following individuals for employment in the district for the 2019-2020 school year:

Peng Jieyu	FT 3rd Grade Dual Immersion Teacher	Fiddlers Elementary
Li Yang	FT 2nd Grade Dual Immersion Teacher	Fiddlers Elementary
Darci Wilks	½ Contract Elementary Counselor	Iron Springs Elementary
Yi Wang	FT 1st Grade Dual Immersion Teacher	Fiddlers Elementary
Nicole Reynolds	FT 1st Grade Teacher	Iron Springs Elementary
Danielle Brown	FT Literacy Coach	Iron Springs Elementary
Kyndall Nakken	½ Contract Kindergarten Teacher	South Elementary
Torrie Rice	FT 3rd Grade Teacher	Three Peaks Elementary
Natalie Wilkens	FT 1st Grade Teacher	Three Peaks Elementary
Jenae Raban	FT 4th Grade Teacher	Three Peaks Elementary
Megan Cottam	FT 1st Grade Teacher	South Elementary
Sarah Erickson	FT 5th Grade Teacher	Iron Springs Elementary
Angela Carter	½ Contract Kindergarten Teacher	Parowan Elementary
Kaitlin Heaton	FT 5th Grade Teacher	North Elementary

Mrs. Lambert seconded the motion and the board members passed it unanimously.

Mrs. Lambert moved to approve the following individuals for employment in the district for the 2019-2020 school year:

Lindsay Winslow	FT Math Teacher	Canyon View High School
Elijah Graves	FT Boys PE Intern	Canyon View Middle School
Ana Marie Olenslager	FT Girls PE Teacher	Cedar Middle School
Samantha Hunt	1/2 Contract PE Teacher	Canyon View High School
Jennie Grimes	FT Dance Teacher	Canyon View High School
Katie Sorensen	FT Spanish Teacher	Canyon View High School
Holly Barrick	FT Theatre Teacher	Canyon View High School
Jaycee Barnhurst	FT English/LA Teacher	Canyon View High School

Joshue Maher	FT Social Studies Teacher	Canyon View High School
Matthew Healey	FT German Teacher	Cedar High School
Keith Sorensen	FT Band Director	Cedar High School
Kadilyn Call	FT Spanish Teacher	Cedar High School
McKayla Plewe	FT Ag Science Teacher	Cedar High School
Richard Edwards	FT CTE/Business Teacher	Canyon View High School
Jennifer Chappell	FT Language Arts/Social Studies	Canyon View High School
Jeff Richards	FT College and Career Awareness	Cedar Middle School

Mrs. Jorgenson-Jones seconded the motion and the board members passed it unanimously.

Superintendent Dulaney introduced Kevin Garrett and his team- Allen Garrett, Janette Stubbs, Roy Mathews, and Nathan Jenkins- to present on the trauma and emotional support processes we have in our schools. These processes tie into our strategic plan and who we are as educators and what we do for kids and families everyday. Mr. Kevin Garrett gave the Board district statistics. He explained our student population is at 10,020 students, including preschools. Attendance rate is 96%; 50% of the student population are receiving free or reduced lunch; ICSD ranks third in the state for intergenerational poverty; we currently have 1,233 students receiving special education services; 15% of the district's population are English learners, and our graduation rate is 90%.

Allen Garrett spoke about some of the issues our students are facing. We service students who are coming from very difficult circumstances making it difficult for them to learn socially, emotionally and academically. They have a lot more on their minds than academics and we need to help them deal with those challenges. Our trauma informed practices has helped students deal with some of those challenges and become more successful socially, emotionally and academically. Mr. Garrett introduced principal Nathan Jenkins. Mr. Jenkins gave examples of trauma he has seen in his school. Two years ago he had a student who came to school unkempt every single day. Come to find out, she had no food in her home and was sleeping in the dog bed, that was filled with dog urine and feces, at night. Do we really expect that girl to come to school and worry about math? He told the story of a violent little boy who would sometimes hurt other kids. The reality is when he was preschool age he woke up one morning and his mother had overdosed on drugs. For five days he continually tried to wake her and couldn't. The only thing that kept him alive was dog food in a bowl. It's no wonder he comes to kindergarten he has challenges. This is the reality some of our students face. He explained anytime a student is challenging in school you can find a root problem if you dig deep enough. Most of the time it is traumatic experiences in their childhood.

Mr. Allen Garrett reviewed ICSD Emotional Support system that was put in place to help students suffering from traumatic experiences. He referred to a poem that talks about putting a fence at the top of the hill rather than an ambulance at the bottom. As educators we need to focus on the trauma a child has experienced instead of the behavior problems, which are the symptoms.

Mr. Jenkins educated the Board on PBIS-- Positive Behavior, Interventions and Supports. We must ensure that every school has a strong PBIS structure in place. PBIS, if done correctly, transforms the identity of our schools. In order to be successful, each school administration must come together to align every single effort in what they want behavior to look like in each individual classroom as well as at recess, in the lunchroom, etc. Schools who have imbedded this into their school culture has seen that it has changed students behavior and decreased office referrals and things like that. Set benchmark analysis helps to determine where our schools are in regards to implementing a solid PBIS in our schools. Strategies students use to regulate are also tracked. The wellness rooms in our schools have helped immensely in this process. He gave the example of driving in a car full of kids who are all screaming and needing everyone to just be quiet so you can think. These rooms do that for kids, they help take care of the bad behaviors that are impeding our kids from learning, which is our primary goal.

Mr. Allen Garrett explained that behavior coaches are now in the classrooms helping students and giving support to the teachers rather than taking the students out of the classroom. Students who are on an in-school suspension can use the Swivel Cameras to watch their teacher's instruction on a computer while in another room. We added social workers to our schools to help deal with mental health challenges and traumatic experiences they may have in their lives. Our goal is to help students heal and become more proficient in their social, mental and academic skills. Mr. Garrett also informed the Board that they have started to implement yoga in schools to help students with social-emotional challenges. District PE teachers will be trained in yoga so they can integrate that into their PE classes for 15-20- minutes.

Janette Stubbs updated the Board on the district wide trainings based on the basic understanding of trauma and how it affects kids. Teachers have been trained on restorative practices in an effort to help support kids with their behaviors. Restorative practices are positive, preventative and restoring what's been harmed kind of culture. The students become the problem solvers instead of the teacher.

Principal Roy Mathews described the HEARTS program at his school. He explained that the idea of being a true RAM has been filtered throughout our community in Parowan. Businesses, bus drivers and others around town hand out cards when they see students exhibiting great behavior. He expressed his love for restorative practices and what they have done in his school. He gave the example of a student who, every

morning before school, had to pull his grandfather on a sled to the bathroom. He came home everyday at lunch to again pull his grandfather to the bathroom and then came home after school to do it all again. Do you really think this kid cared about his math homework? We are now putting supports in place for those kinds of scenarios and that is amazing.

Mrs. Lambert asked about the trainings the teachers have gone through. How do we train new teachers and get them on board? Mr. Mathews explained that creating the culture in your school takes over and helps bring along new teachers.

The board meeting time was next made available for public input to address items not already listed on the published agenda.

Tony Kocelia read a letter from VOICE calling for the resignation of Rich Nielsen and Shannon Dulaney.

Deb Herring exclaimed that making the changes to Cedar High has shocked her. Her concern is what is going to stop the Board from changing the small town values and taking away safety and security in our schools? Cedar City residents value the small town values.

Tamara Henderson claimed she has talked to a lot of students. She asked the Board if they had psychologists there at the school to help students who are losing their identity, as a graduate of Cedar High School she feels she has lost her identity over the change of the Redmen mascot. She accused the Board of taking her identity away. She is a Redman who graduated in '71. She feels the Board does not have the right to take that away from people without Cedar City knowing about it. She claimed more than 80% of the people want to keep the name. She encouraged the Board to think about it. She asked for the bullying records. She claimed the Native Americans do not want the name changed and the Board is taking away their heritage. She claims she has never seen Cedar City so divided. She encouraged the Board to slow down instead of putting the pedal to the metal and to think of what they are doing to the alumni.

Norm Forbush addressed the Board as a proud resident of Cedar City the past 50 years. He doesn't feel the Board should foul things up that aren't broke. It's our heritage and history. It's who we are. Redmen stand for something, it has never been a racial slur. To have a few select individuals who want to change that is total foolishness.

Deb Herring spoke again and asked the Board why they want to change the name? What brought this up? This needs to be on the news, it needs to be put in the media because we have a right to know. It's Cedar City values, why do you want to change a

town that has good values? Where does it stop? Are you going to change the Canyon View Falcons next?

Michelle Jorgenson-Jones read a statement about the trials in the establishment of Cedar City. She claimed Cedar City has made it through trials and disunity in the past and Cedar City will survive this. She expressed her pride in being a Cedar High alumni, but recognizes progress and change are evident. As an elected official, School Board members must consider the interests of the minorities and underrepresented population and protect them from inequities and dangers that could trample their freedom and rob them of any voice they may have. She expressed her desire to see the school and city to thrive, not just survive. We now have the opportunity to make better decisions and protect our community. She is proud to be a student from Cedar High and wants that for every student.

Mr. Kociela asked if this is true, why are there no reports to the State? Superintendent Dulaney explained that the data that was collected for the GRAMA request shows there have been over 30 incidents of bullying, harassment, threats and fighting so far this year. Last year we had 19 incidents recorded, the year previous there were three. Mr. Kociela asked if all the incidents of bullying are due to the mascot name?

Superintendent Dulaney explained that bullying data specific to kids is confidential and is not made public. Counselors keep careful records of conversations with students and those are only shared between counselors, students, administrators, and parents. Mr. Kociela asked why there are not reports to CCPD regarding bullying over the Redmen name? Superintendent Dulaney noted she can only answer to our district data which she already explained.

Andrea Nelson's addressed the Board and informed them her dad wrote *The Trial Furnace*, which is a history of the Iron Mission. She claimed the main reason the Iron Mission failed is because the iron ore was a different chemical makeup. All things aside regarding bullying, the real problem is the secret nature in which this whole thing started. She claimed the Board had already decided to change the name in August of 2018, but didn't want it out before the bond. It was decided without community input and was deceptively implemented. She claimed the public forums were a charade. The biggest problem is the deceptive nature to the community.

Mr. Brinkerhoff offered his opinion that there is no sense of urgency that the tribe would like the name to change, so it should remain.

Mrs. Lambert added that every voice in this process has been important and she appreciates the comments and thanked everyone for sharing their voice.

The following policy was presented for a first reading:
GCPC (Retirement- Early Retirement Incentive Policy)

President Allen adjourned the meeting at 5:53 p.m.

A handwritten signature in blue ink, appearing to read "Stephen Allen", written over a horizontal line.

Board President

A handwritten signature in blue ink, appearing to read "Kent F. Peterson", written over a horizontal line.

Business Administrator

