



Enclosure 2a
August 16, 2022

MINUTES OF THE MEETING
June 1, 2022

COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION

Chair DiCenso welcomed everyone to the meeting of the Council on Elementary and Secondary Education. She declared a quorum present and called the meeting to order at 5:33p.m.

Present: Michael Almeida, *Milly Asherov, Amy Berretta, Colleen Callahan, Barbara Cottam, Karen Davis, Patricia DiCenso, Marta Martinez, **Lawrence Purtill

Absent: Jo Eva Gaines

[*Ex-officio, non-voting member]

**Lawrence Purtill arrived at 5:37]

1. ACCEPTANCE OF THE AGENDA

On a motion duly made by Michael Almeida and seconded by Colleen Callahan, it was

VOTED: That the Rhode Island Council on Elementary and Secondary Education accepts the agenda for the June 1, 2022, meeting

Vote: 8 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Michael Almeida, Amy Berretta, Colleen Callahan, Barbara Cottam Karen Davis, Patricia DiCenso, Jo Eva Gaines, Marta Martinez

NAYS: 0

ABSTAINS: 0

[Member Purtill arrived after the approval of the agenda]

Chair DiCenso recognized that this evening's meeting was the last meeting for Milly Asherov, the Student Representative on the Council on Elementary and Secondary Education. Milly, a student at Classical High School, has been on the RI Student Advisory Council, an elected body that included representatives from each high school in RI. She had served on the council for the past 3 years and served as the Chair this year. As Chair, Milly is ex-officio, nonvoting Member of the Council on Elementary and Secondary Education and the RI Board of Education, and has been an avid advocate for student voice and representation in all educational matters. Chair DiCenso wished Milly all the best in her studies at Georgetown University and presented her with a Governor's proclamation.

2. APPROVAL OF THE MINUTES

a. Minutes of the May 17, 2022, Meeting

On a motion duly made by Colleen Callahan and seconded by Michael Almeida, it was

VOTED: That the Rhode Island Council on Elementary and Secondary Education approves the minutes of the May 17, 2022, meeting

Vote: 7 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Michael Almeida, Colleen Callahan, Karen Davis, Patricia DiCenso, Jo Eva Gaines, Marta Martinez, Lawrence Purtill

NAYS: 0

ABSTAINS: 0

[Members Beretta and Cottam recused themselves as they did not attend the May 17th meeting]

3. COMMISSIONER'S REPORT

Commissioner Infante-Green began her report by expressing her deepest condolences to the families of the victims of the devastating shooting in Uvalde, Texas that took the lives of precious children and educators. A moment of silence was taken in their honor.

Commissioner Infante-Green reported that she had met with Governor McKee and Rhode Island State Police Colonel Weaver to determine a plan of action to give students, educators, and their families the comfort of knowing that even the possibility of a threat is taken with the utmost seriousness.

She went on to say that in addition to local School Safety Teams, Crisis Response Teams, and other local-level efforts, the Rhode Island School Safety Committee meets monthly to review safety needs, which include building-level upgrades and development and implementation of crisis intervention. She noted that the committee had met that morning and were currently planning their summer conference, which will focus on trauma informed responses. Every local education agency was asked to complete the All-Hazards Site Safety Survey Report, which was drafted by the Safety Committee and released in 2016. This is a comprehensive document that assesses various aspects of the school, including driveway and parking lots, landscaping features, lighting, doors, and windows, alarm systems and cameras, communications, visitor procedures and more.

Commissioner Infante-Green mentioned that if any schools discovered shortcomings as part of the survey, districts will be asked to reengage with their local School Safety Team, which is required to include representatives from local fire and law enforcement, to identify solutions, time, and cost

of implementation. If necessary, RIDE may in turn authorize up to \$500,000 in emergency approval through the School Building Authority for each LEA to make any additional security upgrades their school facilities need and be reimbursed after completing the work. While the timeline will vary on scope of work, LEA requests will be expedited. Reports will be due by Friday, June 10, 2022.

Commissioner Infante-Green continued her report to include that on May 26, Brown University's Annenberg Institute released an analysis of ESSER I and II spending in Rhode Island, highlighting patterns in proposed spending and identifying likely implications for the state. Key findings include the fact that districts have committed to launching a series of intensive academic support programs to accelerate student learning, which will require significant staffing increases. She explained that Annenberg estimated Rhode Island districts will collectively aim to hire more than 1,000 full-time academic personnel positions over the coming year. Districts are also allotting significant portions of their funding toward student well-being and making major investments in instructional materials and curriculum-focused professional development, building on a pre-pandemic push by RIDE and the state legislature. She noted that policymakers in other parts of the country have raised concerns that ESSER funding was likely to be devoted to side projects or unnecessary facility improvements rather than direct student needs. Annenberg researchers noted that most of Rhode Island's capital investments in ESSER plans heavily prioritize necessary fixes, such as HVAC replacements. Recommendations included further statewide support for staff recruitment and training, strong coordination and guidance around student mental health and wellness across social service agencies, and shared data collection. She thanked school districts for their diligent work on their plans.

Commissioner Infante-Green also shared an update on the ARTS initiative which the Council had approved last month. The initiative was launched during a gala at Lincoln High School, which included incredible student performances, an art gallery and lunch provided by culinary students. She reminded the Council that this initiative will provide up to \$10,000 to every school district and charter school to strengthen their arts programming.

Commissioner Infante-Green took a moment to recognize three high school seniors for being named U.S. Presidential Scholars. Secretary Cardona announced the 58th class, made up of 161 students recognized for their accomplishments in the academics, the arts, and career and technical education fields. She congratulated Kyle Chen from East Greenwich High School, Lucy Dreier from Barrington High School and John Soscia from Cranston High School West. All seniors will be recognized at an online ceremony later this month.

Lastly, Commissioner Infante-Green was pleased to provide a certificate of special recognition to Angela Teixeira who is leaving state service after nearly 30 years. Commissioner Infante-Green thanked her for all the hard work and dedication to all the children of Rhode Island.

4. OPEN FORUM

Individuals did not sign up for open forum

5. DISCUSSION ITEMS

a. Providence Update

Chair DiCenso introduced Joan Jackson, Special Advisor to the Superintendent. Superintendent Montañez began by providing an update on the work being done at Providence Public School, he explained that curriculum has been installed across the district to address one of the major issues raised in the John Hopkins report. The district is also seeing progress in students performing at grade level in Reading and Math. He added that supports are in place for social and emotional health and as well as the hiring recruitment process being revamped. Next steps will be shared with the Council as progress is made. He also noted that there is a process in place to keep the students safe at Providence Public Schools

Ms. Jackson provided a quarterly update on the progress of the TAP, she began by discussing Excellence in Learning and stated that last year PPSD provided full implementation of reading and math curriculum, this school year science was also added which will amplify the K-8 curriculum. Discovery Science will also be implemented as part of the High School Biology, Chemistry, and Physics curriculum. She went on to explain that grades K-8 showed a collective average growth of 21 percent more students either partially meeting, or meeting, math expectations during mid-year assessments, compared to the beginning of the year. The percent of students in grades K-8 meeting or exceeding expectations in English Language Arts (ELA) more than tripled from 10 percent at the beginning of the school year to 35 percent during mid-year assessments. Grades 1-8 have met or exceeded their independent reading growth goals for this point in the school year. All grades K-8 have shown an increase in growth compared to last year at this time. Providence Career and Technical Academy (PCTA) had 89 students compete in our state Skills USA competition this year.

Ms. Jackson explained plans moving forward. A civics learning implementation plan was developed by a working group of students, staff, leaders, alumni, and community stakeholders to determine curriculum to empower students to understand and analyze important political, geographic, economic, legal, and social issues. They will also be launching a Learning Management System (LMS) to support curriculum implementation and assess learning across grades K-12. An Executive Director of Teacher Development will be added starting the next school year to better support teachers and coaches with in-class professional learning. Reading Specialists will also be added in the elementary schools to focus on early literacy and to ensure that students are meeting third grade benchmarks for reading level.

She went on to discuss progress for student supports by sharing that all students in middle and high school have been provided access to free emotional and mental health resources through QR Codes located on decals posted within the schools. She also mentioned a comprehensive Summer

Learning Program that was developed for all students that runs July 5th through July 29th. In addition, a department guidebook was developed for the Office of Specialized Instruction that outlines policies, procedures, and forms to ensure compliance with state and federal regulations and uniformed procedures and protocols District-wide. Lastly, the A-Venture Academy was expanded to create a network of resources and opportunities for PPSD middle and high school students who need support academically, behaviorally, and/or with attendance in the traditional school setting that runs from 8:00AM to 8:00PM.

PPSD's upcoming plans will include providing Career and Technical Education (CTE) programs at three schools this summer with traditional CTE programming as well as three unique offerings which include firefighter training, certified nursing assistant (CNA) certification, and CCRI dual enrollment courses for P-TECH students. A CTE Healthcare program will also be launched at Alvarez High School this fall with three pathways which include certified nursing assistant (CNA), emergency medical technician (EMT), and community health worker. Additionally, Social and Emotional Learning programs will be implemented in grades K-12 for the upcoming school year. Lastly, mental health supports will be expanded by reviewing student suicide prevention programs for implementation in SY22-23 through the Social Emotional Learning and Mental Health Office to expand continuum of supports.

Next, Zachary Scott, Deputy Superintendent of Operations provided an update on World Class Talent. He explained that positions were posted earlier this year which provided access to a broader pool of candidates and resulting in 213 more hires compared to this time last year. A \$500 referral bonus program was also launched for any current employee who refers a permanent teacher or school leader candidate that is subsequently employed within the school system full-time. In addition to the referral bonus, the Campus Champions program was launched which is open to current PPSD educators who are PTU members. Campus Champions serve as a liaison between PPSD Human Resources and interested teacher candidates. Mr. Scott also shared that a continued partnership with Teach for America (TFA) and noted that for the SY2022-23, 16 current TFA teachers are expected to stay for a second year with PPSD. An additional 15-20 TFA members will join PPSD as new teachers. A partnership with Latinos for Education was also started to provide high-potential Latino teachers with opportunities for professional growth and advancement. PPSD will be providing up to \$25,000 in loan forgiveness for 25 educators of color through funding from the RI Foundation, in addition to providing \$8,000 in support for current PPSD educators obtaining an ESL certification. Principal fellows have also been offered an extension for a second Principal Leadership Cohort, a two-year, highly selective, principal certification program that prepares aspiring PPSD principals to be transformational school leaders.

Mr. Scott went on to discuss what's next which includes partnering with several colleges and universities in Puerto Rico to recruit bilingual teachers of color, joining two committees, By-All-Means and Urban Innovation Partnership, led by the Mayor's office that include representatives from RIDE, RI schools districts, hospitals, nonprofits and others who are jointly committed to education equity and diversifying the educator pipeline. PPSD will also be growing a partnership with Handshake, providing access to millions of alums and current students at colleges and universities across the country and in particular students at HBCUs.

Mr. Scott continued his update including progress from engaged communities. PPSD launched a District's Newsletter to keep staff and community members informed of PPSD news, student successes, and upcoming events. The district is providing public-facing posters to all schools to post in the main office, or lobby area of the building which, notifies visitors in all 7 of the District's major languages that immediate, live over-the-phone interpretation is available to them free of charge. Family engagement events have also been hosted and attended by roughly 400 community members to discuss building renovations and like-new construction projects across the district. He explained that they will be developing a Parent Advisory Council through the Multilingual Learners Office and Specialized Instruction and Services Office. PPSD will also be working to grow the Parent Ambassador program from parent volunteers representing 30 schools to all 40 schools. In addition, they will be developing a Superintendent's Teacher Cabinet to support teacher engagement and give teachers a stronger voice in shaping Providence Public Schools.

Lastly, Ms. Jackson discussed the progress made in the Efficient District Systems and stated that PPSD submitted a ESSER III proposal for roughly \$128M in federal funding, which focuses heavily on access and extended learning, closing the achievement gap, and social and emotional support for students and staff. The district also broke ground on the Narducci Learning Center, a critical part of their mission to renovate and modernize the schools. A leadership development program was also provided for the Providence Public Schools central office through the Community Training Assistance Center (CTAC) focused on building the specific content knowledge of district leaders based on national practices. Moving forward they will be reviewing data platforms that will assist in assessment efficiency as well as collections, analyzing data, and populating data dashboards to increase student achievement levels. She also noted that they will be implementing the data warehouse and data visualization tools for stakeholders to access and analyze data in which users will include central office building leaders, teachers, students, and families.

Council members Purtill, Beretta, Callahan, Cottam, and Chair DiCenso raised a few questions and concerns related to the presentation presented by Superintendent Montanez, Joan Jackson, and Zachary Scott.

Commissioner Infante-Green, Superintendent Montanez, Joan Jackson and Zachary Scott responded to all questions and concerns brought by the Council members.

Chair DiCenso and council members thanked Providence for their report. Chair DiCenso then introduced Deputy Commissioner Roldán to frame the next agenda item which is the National Standards and Curriculum Framework for Health Education.

b. National Standards and Curriculum Framework for Health Education K-12

Deputy Commissioner Roldán began by introducing the adoption of the National Standards. He provided some context and explained that the last time the council had entertained such standards was in 1995, with an update in 2010. He explained that the process for developing the

standards had been thoroughly vetted both internally and externally with an advisory committee that consisted of 17 members from across the state. Dr. Roldán introduced David Sienko, Director of the Office of Student Community and Academic Support and Rosemary Reilly-Chammat, School Health Coordinator to continue the discussion.

Director Sienko began with an overview of the agenda, which includes the Standards and Rationale, the context for changing the standards and framework, the process used to engage the community, and next steps that will be taken.

Ms. Reilly-Chammat provided a brief overview of the k-12 standards, she explained that students will comprehend concepts related to health promotion and disease prevention to enhance health. Students will also be able to analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Students will demonstrate the ability to access valid information, products, and services to enhance health and demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. She added that students will demonstrate the ability to use decision-making and goal-setting skills to enhance health, demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks and be able to advocate for personal, family, and community health.

Ms. Reilly-Chammat discussed the rationale stating that the current RI Health Education Standards are similar to the National Standards which separate decision making and goal setting into separate standards. Comprehensive skills-based health education curricula are also based on the national standards, which makes it more understandable. The endorsement of these Standards and Curriculum Framework provides a critical link to align health education with other core content areas.

Director Sienko went on to explain the context of why RIDE is changing the Standards and Frameworks at this time. He noted that the current framework was developed in 1995, updated in 2010 which made it a great opportunity to reset and refocus the skills in the health education standards. He went on to say that the standards will also align with the strategic plan and RIGL 16-22-31 and help support districts in the implementation of High-Quality Health Curriculum. The funding was also provided from SAMHSA's Project AWARE which was made available to support the development of the Standards and Framework.

Ms. Reilly-Chammat continued and discussed the process of the Standards and Framework redesign which was led by the RI Healthy Schools Coalition and Cairn Guidance. RIDE also solicited requests for stakeholders to be on the Health Education Framework Advisory Group, which held two meetings to provide guidance and input. The standards were reviewed by RIDE Academic Strategies Group and Brown Bag lunch for all RIDE staff and acclimated the field by holding eight virtual sessions and two in person pd days in March and May. She explained that during the process they focused on the introduction of the standards and framework, implementing a high-quality curriculum, implementing a high-quality instruction and high-quality learning through assessment.

Next, she discussed next steps which include presenting to the Council for endorsement, releasing the standards to the field and finding strategic opportunities to provide P.D which may include a USDOE grant, PPSD health and PE plus SMBH staff pilot.

c. School Counseling

Chair DiCenso introduced Spencer Sherman, Chief for Innovation to begin the discussion on School Counseling. Deputy Commissioner Odom-Villella initiated the conversation and turned it over to Mr. Sherman. Mr. Sherman introduced Elizabeth Teixeira, Director of College and Career Readiness and Onna Holland, Education Specialist, School Counseling.

Ms. Holland began by discussing the role of a School Counselor, which she explained has grown over the years to include developing academic achievement strategies, establish goals and determine steps to achieve those goals. School counselors are being proactive and creating programs using data and counseling curriculum depending on what a student's needs are and how to support them.

Next, Director Teixeira spoke regarding why School Counseling was housed in the office of College and Career Readiness and the importance of supporting students in the years prior to graduating high school and beginning their college career.

Ms. Holland continued the discussion by explaining the importance of the School Counselor and the importance of their relationship with students that are dealing with all aspects of life. She explained the 3 components which are academic, career, and social/emotional. She discussed the benefits of comprehensive school counseling and that studies have shown that implementation of the American School Counseling Association (ASCA) national model which includes a comprehensive counseling program and a lower student to counselor ration can result in more first-generation students attending college, increased attendance, and increased SAT scores.

Director Teixeira resumed the discussion by speaking on the current counseling initiatives at RIDE. RIDE recognized the need for statewide support and welcomed Onna Holland back to the agency in February, 2022 as a full-time employee focused on School Counseling where she previously served at RIDE as a Fellow. She turned the meeting back to Onna to continue. Ms. Holland focused on one initiative captured in the power point which is the ongoing support and PD. She explained that monthly level professional development and ILP Professional learning group sessions were held. The ongoing support also includes individual school support visits and technical assistance for ILP. To further expand the support an ILP Data Dashboard and monthly counseling and ILP newsletter was established.

Member Davis, Almeida, and Student representative Asherov questioned the ratio of student to counselor ratio.

Ms. Holland stated that currently the ratio is roughly 400 students to 1 school counselor and should be 250: 1.

Council members were concerned about the number and wanted to know what plans were in place to make that change. The district involvement was also questioned by member Beretta and Ms. Holland explained that majority of the districts were attending the PD sessions. Student Representative Asherov explained that she only experienced a school counselor on an academic level and was not able to build a relationship since the student, counselor ratio was so extreme.

Ms. Holland expressed her understanding to the concern and spoke on the efforts being made to make the changes to prioritize having more counselors in school.

Chair Cottam questioned the role of the School Counselor and expressed her concern that one person would need the ability to be supportive in academic, career and social /emotional components for the students. She also commented that school counselors' relationship should begin in Middle School.

Ms. Holland responded, explaining the extensive training that takes place for school counselors and discussed that the ILP should begin in grade 6 and that a working group has been established to try and make that connection.

Chair Cottam, Chair DiCenso and council members all expressed their concern with the number of school counselors available and the role that they play.

d. Advanced Placement Scores from 2021 - Update

Spencer Sherman began the discussion on the AP update, Rhode Island is number 1 in the nation. RI has had the biggest 10-year improvements in AP participation and performance of any state in the country in 2021. Based on the presentation, RI's pass rate increased 10.8 percentage points from 2011 to 2021 and their participation increased 16.1 percentage points from 2011 to 2021 which is 156% higher than the national average. He discussed how AP classes provide college-level coursework to high school students. These courses boost graduation rates, college enrollment, and college readiness. Studies have shown that course-takers graduated at higher rates, enrolled in college at higher rates and were more college-ready. The AP program is managed by the College Board, which is a national non-profit organization.

Director Teixeira explained that RI had the largest improvement in AP participation of any state in the country. She mentioned that RI was featured on College Board's national report and that in RI, 79.4% of public schools offer AP courses compared to 60.4% nationally. She stated that RIDE, College Board, and the General Assembly hosted an AP Day on May 18th. She also mentioned that low-income families were also able to benefit from the AP courses.

Mr. Sherman continued by discussing pass rates and mentioned that RI had the largest 10- year improvement in AP pass rates of any state in the country. A few graphs were shown that illustrated the growth of RI. He also spoke on the COVID Impact, COVID caused some

backsliding in AP participation and performance from 2020 to 2021, both in RI and across the country.

Director Teixeira provided information regarding an opportunity to increase the momentum around AP and offering free AP training to educators and administrators at the end of June. She requested the Council to spread the word.

e. RIDE's Table of Organization

Senior Advisor Victor Capellan began the discussion on RIDE's Table of Organization. The last table of organization was presented in 2019. He explained that over the last two years RIDE has undergone several changes related to COVID and the impact it played.

Commissioner Infante-Green also spoke on the high demand of the agency and the lack of additional employees during the pandemic and recovery from the pandemic.

Key changes to RIDE that Mr. Capellan mentioned include aligning to the new agency strategic plan, the COVID-19 pandemic response, the LEAP plan to accelerate student learning, ESSER stimulus funding, the Providence Public Schools intervention and implementing 2019 site-based management, curriculum, and accountability legislation. Additional changes made to RIDE since 2016 include Every Student Succeeds Act, 2.5B+ in school construction through RIDE's SBA and a 70%+ growth of student enrollment in non-traditional public-school options. The guiding principle for RIDE's organization Chart includes equity, improvement and acceleration, support, and strategic capacity. He spoke on the organizational chart from 2019 and the changes made to the 2022 organizational chart. Mr. Capellan continued to discuss the organizational chart shifts will enable RIDE to directly connect the agency's data functions and tools to support schools and districts with planning and improvement efforts. He discussed Dr. Roldán's involvement in the COVID related work and having to shift his duties to accommodate the need. He elaborated and discussed each individual changes and or shifts noted on the organizational chart in the divisions of System Transformation, Instructional Programs, and the Commissioner's Office. These changes will help support harnessing data and strategic planning to improve outcomes and accelerate student learning in response to the pandemic for RI's lowest performing schools, districts, and student populations. And ensuring an agency-wide aligned, cohesive approach to excellence in learning for all RI students across all of RI's schools.

Mr. Capellan reiterated that RIDE is adding 5 new positions.

Member Callahan questioned the growth in leadership and the balance between the professional and administrative staff. She also requested a full organizational chart that connects positions to the individual people.

Mr. Capellan addressed her question by stating the number of positions allowed at RIDE, and also that the number of leadership positions increased by 5 positions.

f. Secondary Regulations – Creation of a Subcommittee

Chair DiCenso asked Stephen Osborn to come to the table. She began by noting that RIDE had done an excellent job of engaging the public in developing the proposal and throughout public comment process. She added that the approach has been thoughtful, and engaging, and has ensured that all voices have been heard. However, because of this deliberate approach, the secondary regulations are the most commented set of regulations in the history of K-12 education in RI. She continued by stating that the K-12 Council has a responsibility to review the feedback and develop an understanding of the voices of all stakeholders before we finalize the proposal. She proposed that a working subcommittee of the Council be developed to review the feedback and support the Department in finalizing the proposal. These regulations are one of the most significant levers that we must improve the quality of education that our children receive. The goal of the working subcommittee will be to review feedback and dive deep into critical areas that have been identified through public comment. The working subcommittee will meet throughout the summer and bring a finalized proposal to the full Council for approval this Fall.

Chair DiCenso mentioned that she will Chair the subcommittee and will need 3 members. The meeting will be posted, and minutes will need to be taken. The full Council will weigh in at the Fall meeting.

6. ACTION ITEMS:

- a. Endorsement of the National Standards for Health Education K-12

Chair DiCenso asked for a motion to approve the endorsement of the National Standards for Health Education K-12. The motion was duly made by Council Member Beretta and seconded by Council Member Purtill.

VOTED:	That	the Council on Elementary and Secondary Education approves the Endorsement of the National Standards for Health Education K-12 , as presented.
Vote:		8 members voted in the affirmative, 0 members voted in the negative and 0 members abstained, as follows:
YEAS:		Michael Almeida, Amy Beretta, Colleen Callahan, Barbara Cottam, Karen Davis, Patricia DiCenso, Marta Martinez, and Lawrence Purtill
NAYS:	0	
ABSTAINS:	0	

b. Approval of RIDE’s Table of Organization

On a motion duly made by Michael Almeida and seconded by Marta Martinez, it was

- VOTED:** That the Council on Elementary and Secondary Education approves the RI Department of Education’s Table of Organization, as presented.
- Vote:** 7 members voted in the affirmative, 1 member voted in the negative and 0 members abstained, as follows:
- YEAS:** Michael Almeida, Amy Beretta, Barbara Cottam, Karen Davis, Patricia DiCenso, Marta Martinez, Lawrence Purtill
- NAYS:** Colleen Callahan
- ABSTAINS:** 0

7. ADJOURNMENT:

On a motion duly made by Marta Martinez and seconded by Amy Beretta, it was

- VOTED:** That the meeting of the Council on Elementary and Secondary Education Adjourns
- Vote:** 8 members voted in the affirmative, 0 members voted in the negative, and 0 members abstained as follows:
- YEAS:** Michael Almeida, Amy Beretta, Colleen Callahan, Barbara Cottam, Karen Davis, Patricia DiCenso, Marta Martinez, and Lawrence Purtill
- NAYS:** 0
- ABSTAINS:** 0

Meeting adjourned at 7:47 p.m.