



**OFFICIAL MINUTES OF THE VIRTUAL
BOSTON SCHOOL COMMITTEE MEETING**

February 1, 2023

The Boston School Committee held a virtual meeting on February 1, 2023 at 5 p.m. on Zoom. For more information about any of the items listed below, visit www.bostonpublicschools.org/schoolcommittee, email feedback@bostonpublicschools.org or call the Boston School Committee Office at (617) 635-9014.

ATTENDANCE

School Committee Members Present: Chairperson Jeri Robinson; Vice Chairperson Michael O'Neill; Dr. Stephen Alkins; Brandon Cardet-Hernandez; Lorena Lopera; Rafaela Polanco Garcia; Quoc Tran; and Student Representative Diego Mehta.

School Committee Members Absent: None.

DOCUMENTS PRESENTED

Agenda

Meeting Minutes: January 18, 2023

Grants for Approval Totaling \$465,420

FY24 Superintendent's Budget Recommendation Memo, February 1, 2023

FY24 Budget Development Equity Impact Statement

FY24 Budget Proposal PowerPoint Presentation

Additional FY24 Budget Documents:

FY24 Budget Recommendation

Weighted Student Funding (WSF) District Table

WSF: Reserve Table

WSF: Historical Comparison of Weights FY12-FY24

**Boston School Committee Virtual Meeting
Zoom**

February 1, 2023

WSF: School by School Comparison

Individual School WSF Templates

Total Allocations to Schools

Supplemental Funding to Schools

Individual School Allocation One-Pagers

Overview of Proposed Reserve Accounts

Grant Projections

Overview of Title I

CALL TO ORDER

Chairperson Jeri Robinson called the meeting to order and led the pledge of allegiance. Ms. Sullivan called the roll. Dr. Alkins and Mr. Cardet-Hernandez were absent at roll call but later joined the executive session in progress. Mr. Mehta was absent but joined the regular public meeting at 6 p.m. All other members were present.

Ms. Robinson announced that the Committee would immediately adjourn to an executive session for the purpose of discussing the deployment of security personnel or devices, or strategies with respect thereto. To have this discussion in an open meeting could compromise the safety of staff and students. She said that the Committee would return to public session at 6 p.m.

ADJOURN TO EXECUTIVE SESSION

Approved - On roll call, the Committee unanimously approved a motion to adjourn to executive session for the purpose of discussing the deployment of security personnel or devices, or strategies with respect thereto.

RETURN TO PUBLIC SESSION AND CALL TO ORDER

Chairperson Robinson reconvened the meeting in public session at approximately 6:10 p.m. All members were present. Ms. Robinson announced that the Committee had just returned from an executive session for the purpose of discussing the deployment of security personnel or devices, or strategies with respect thereto.

Ms. Robinson said that tonight's meeting was being streamed live on Zoom. It will be rebroadcast on Boston City TV. It will also be posted at bostonpublicschools.org/schoolcommittee and on YouTube. She announced that simultaneous interpretation services were available in Spanish, Haitian Creole, Cabo Verdean, Vietnamese, Cantonese, Mandarin and American Sign Language (ASL) and provided instructions on how to

February 1, 2023

access simultaneous interpretation by changing the Zoom channel. Translated meeting documents were posted at www.bostonpublicschools.org/schoolcommittee prior to the start of the meeting.

APPROVAL OF MEETING MINUTES

Approved – On roll call, the Committee unanimously approved the minutes of the January 18, 2023 School Committee meeting.

SUPERINTENDENT’S REPORT

As prepared for delivery.

Thank you Madam Chair. Good evening everyone. Today marks the first day of Black History Month, a time during which we hold space to honor the legacy and accomplishments of the Black community, the di-asp-ora and African Americans throughout history and today. It is also a time to reflect on the injustices and struggles endured. From the civil rights movement, to groundbreaking achievements in science, technology, and the arts, Black advocates, leaders, scientists, and artists and beyond have left a profound and lasting influence on our nation and in the City of Boston. I’m thrilled to share that we have a series of events scheduled across the district throughout the month to celebrate, and while it is important that we celebrate these accomplishments this month, it is important that we rededicate ourselves to the task of creating a more just and equitable society for everyone year-round.

Before I begin my report, I would like to acknowledge the BTU payroll issues I reported on last week. I want to thank the Office of Human Capital for all of their work to address and reconcile the concerns raised regarding payroll. The OHC team has developed a number of internal practices to mitigate these issues moving forward. We continue to work with the BTU weekly to discuss and resolve any additional payroll issues as they arise. With respect to the retroactive pay increases for BTU members, our Human Capital Team members are working tirelessly to process those retro pay raises by February 17th. Contract implementation for our Family Liaison group is a bit more complex and therefore on a slightly different timeline. Their pay rates will be updated on February 17th which means their retro payment will be issued in March. This has been communicated to the union and employees. The lane change for BTU members with Juris Doctorate degrees has been implemented and will see the change in their next check. I want to thank our Human Capital Team members for all their work in implementing the BTU contract. We recognize the importance of these retro payments to our BTU members and we appreciate their patience in this process. Our Human Capital Team will continue to work with City Hall to develop processes to improve the timeline for making retroactive raise payments. In addition to the process improvements, we are currently hiring more people to work in the Office of Human Capital. If you would like to join the team, please visit bostonpublicschools.org/officeofhumancapital.

February 1, 2023

I wanted to share a few updates on the Green New Deal for BPS. First, I am so excited to welcome Del Stanislaus to her new role as our first-ever Chief of Capital Planning. This change is part of a reorganization of our Operations Division to better support BPS as we enter this new era of school construction. We know that new builds, renovations, and reconfigurations can really impact the school experience, increasing opportunities for inclusive, multilingual and multicultural education, with full wraparound support for students and families. Under Del's leadership, an expanded Capital Planning office will be positioned to really pull in leaders from across BPS so that from community engagement to special education to transportation to labor relations, we're able to take advantage of each and every capital project to make the biggest and best impact for our students. Del will start in her new role on February 10. I'm also really excited to announce that Dan Rosengard will take over as the Director of BPS Transportation. Dan has been an invaluable member of our transportation team, and I'm grateful for his continued leadership as we work to implement the Council of Great City Schools' recommendations that this body discussed a few weeks ago.

Second, I want to take this opportunity to share an invitation to everyone with us tonight to join an upcoming listening session as part of the ongoing School Design Study – which will set the foundation for what new or renovated schools look like under the Green New Deal. There's a listening session at the Dearborn this weekend, and at the Burke, East Boston High School, and New Mission over the coming weeks, and there will be a couple of sessions on Zoom, as well. You can see the whole schedule and sign up at boston.gov/gnd-bps – the expertise of our school community members is the foundation of this process, and so I'm grateful to everyone who's already joined us to share your feedback as we work to design the future of BPS facilities.

Finally, I wanted to provide an update on the proposed mergers that we've been discussing over the last few months. Last week, we shared an update with the Sumner, Philbrick, Shaw, and Taylor school communities to clarify the proposed timeline for the merger, and lay out how the design process will work over the coming months – in partnership with school communities. For each of the two mergers, we're reconvening a design team made up of school leaders, District staff, families and educators to guide our planning efforts, with the Racial Equity Planning Tool as our guiding force. We're working to make sure those design teams are diverse and representative of their communities. Some of the feedback we've heard so far is that the timeline for merging was too fast, so for both of the proposals, we've adjusted the timeline. The proposal we'll bring forward this spring is for the Shaw and Taylor to officially merge in September 2024. By providing a full year for planning after confirmation of a vote brings certainty for families and staff and– giving us the year to map out a plan and make sure the combined school community has all the resources it needs. This means that current Shaw 4th graders will be able to continue learning in the school building next year – our team has worked to make it possible for one 5th grade classroom to open up next year, to bridge that transition. For the Sumner and Philbrick, we're working with our City partners to adjust the renovation plans for the Irving building. Sumner 5th and 6th graders will be able to stay in the Irving building throughout the renovation. This will add cost and some time to the project, but it means that the Sumner and Philbrick will be able to officially merge in September 2025, after the renovation is complete. We plan to introduce both of these proposals to the School Committee this spring. I'm grateful to the many community members who have provided their input and who will be participating in the design team process to make sure these reconfigurations happen thoughtfully and

February 1, 2023

intentionally for the benefit of our students. I will be sure to keep this body updated on the proposed school mergers as we continue engagement through this spring.

I want to thank the Celtics who honored our Educator of the Year honorees during halftime at the TD Garden game against the Knicks. I was pleased to join Boston Teachers Union President Jessica Tang and Vice Chair Michael O'Neill for the festivities.

Congratulations to Juliana Gomez Mira, Aweis Ibrahim, Christopher Ramos, and Kenneth Bazile who won awards in The Scholastic Art and Writing Awards. This competition showcases art and writing from the nation's most creative teens. Please join me in applauding these Madison Park Vocational and Technical High School Students.

Congratulations to Shaleeca Joseph at O'Bryant, Del Stanislaus, our new Chief of Capital Planning, and Rodolfo Morales, School Leader at Bates Elementary School, who were highlighted during the State of the City presentation.

I am grateful to Mayor Wu for her commitment of \$50 million to build inclusive school communities that all special education students deserve. In addition, we are committed to expanding our early college and career pathways programming to help students earn the college credits they need to graduate and make their dreams a reality. We were thrilled to hear a cohort of Fenway High School students receive a shoutout from the Mayor, lifting up the new partnership with UMass Boston for a fifth year of learning. Expanding college pathways across BPS is a key part of our educational strategy. This collaboration is a shining example of what can be achieved when post-secondary, business, and philanthropic institutions unite as a village to support BPS and our students.

We are a month into our School Choice Season. We have had over 2,875 families register for various schools across the district which is higher than last year's number of 2,090 families. We have also opened the Welcome Centers for registration for both Saturday, January 21st and January 28th, to provide more opportunities for parents on the weekend. On Friday, February 3, the 1st round closes and although all the appointments are booked, we will process all walk-ins at the welcome centers.

Later tonight, you will hear a report from our Chief Financial Officer Nate Kuder about our budget for FY 23-24. My first budget as Superintendent. Budgets are more than just numbers— a budget represents our values. I am excited to share it with you this evening and will speak more to the investments we're making before Chief Kuder presents.

Thank you for your time.

Mr. Cardet-Hernandez applauded the district's Year 13 partnership with UMass Boston. He asked if students impacted by proposed school mergers will have the opportunity to transfer. Division Chief of Family and Community Advancement clarified that families impacted by school mergers will have the opportunity to transfer and will be supported through the school choice process.

February 1, 2023

Mr. Cardet-Hernandez repeated his request for data on unlicensed teachers. The Superintendent said that Interim Human Capital Officer Rae Cathings will provide the information in a memo.

Ms. Lopera asked for an update on district programming during school vacation weeks and the summer. Ms. Snyder said 33 transformation schools and Opportunity Index schools will participate in Acceleration Academies during February April vacation weeks. The district is also working with partners such as the YMCA and Boys & Girls Club to expand programming. April break will be similar. Deputy Chief of Academics Linda Chen confirmed that BPS tracks attendance in Acceleration Academies, which feature project-based learning.

Ms. Lopera encouraged the district to provide better alignment with the selection timetables for school assignment and summer programming. The Superintendent said that BPS expects to share summer programming information with families in mid-March.

Ms. Polanco Garcia expressed concern about the potential impact that the school merger proposals may have on families. Chief of Staff Rochelle Nwosu said that as a result of feedback from families, BPS has extended the timeline for school mergers. She said that mergers will allow for BPS to better serve English language learners, provide more inclusive education, and offer more resources for social- emotional support. Deputy Chief of Family and Community Engagement Ana Tavares affirmed the district's commitment to listening to families and applying feedback.

Ms. Polanco Garcia encouraged the district to engage in two-way decision-making with families. She requested an update on the Office of Multilingual and Multicultural Education (OMME) strategic plan. The Superintendent said that the FY24 budget proposal includes investments in areas outlined in the OMME strategic plan. She said that she will provide the Committee with a detailed update on OMME and special education in the near future.

Mr. Cardet-Hernandez asked what criteria the district is using to make decisions about mergers. The Superintendent said that the district looks at schools in need of facilities improvements and which do not support the school's needs for academic programming. Ms. Nwosu said that the schools proposed to merge will benefit from new K-6 pathways. The Superintendent said that the City's Green New Deal Office is looking at what the formulaic criteria should be that will trigger the conversation around merger or closure.

Mr. Cardet-Hernandez requested information on the academic impact of Acceleration Academies. Chief of Schools Drew Echelson offered to follow up with more information.

Ms. Robinson asked for an update on the district's investigation into concerns raised last summer by retired educators of color. The Superintendent said that her team had an initial meeting with Attorney Tidwell in the past week to discuss the scope and timeline of the investigation.

Ms. Robinson asked about the academic impact of summer programming. Dr. Echelson said that he would either have staff follow up with the data or collect the information moving forward.

February 1, 2023

Ms. Robinson asked about the impact of neighborhood violence on school communities. The Superintendent said that her team is working with other agencies to better coordinate opportunities for young people that are constructive.

Approved - On roll call, the Committee unanimously approved the Superintendent's Report.

GENERAL PUBLIC COMMENT

The following people testified regarding the Superintendent's preliminary FY24 budget recommendation:

- Ruby Reyes, Dorchester resident and executive director of the Boston Education Justice Alliance (BEJA)
- Michael Heichman, Dorchester resident, member of BEJA
- John Mudd, Cambridge resident and community advocate

Robert Jenkins, BPS alumnus and community advocate, testified regarding school safety.

Rachel Young and Jessica Manna, Roslindale residents and Sumner Elementary School parents, testified regarding concerns related to the proposal to merge Sumner and Philbrick schools.

ACTION ITEM

Approved - On roll call, the Committee unanimously approved grants for approval totaling \$465,420.

REPORT

Superintendent's Preliminary Fiscal Year 2024 (FY24) Budget Recommendation - Chief Financial Officer Nate Kuder presented the Superintendent's FY24 general fund budget recommendation of \$1,439,030,665, a \$65 million increase above the current FY23 budget. This includes the increased costs of current operations (i.e., level-service costs) due to changes in service providers (i.e., transportation) and the increasing cost of student needs (i.e., special education resources and facilities improvements), and requests for new investments.

The proposed FY24 budget lays the foundation for student success by focusing and investing in six areas:

1. Inclusive Education Strategy - BPS is committed to fostering an inclusive environment by maximizing every student's potential. The recently negotiated Boston Teachers Union (BTU) contract provides the district with a unique opportunity to move this work forward in an expedited way in partnership with educators who are closest to students. Ensuring every school

February 1, 2023

is inclusive requires us to rethink, retrain, and reconsider how we work as a district. We must leverage the knowledge of our students and use inclusive methods and practice of teaching and instructional materials to support all our students with what they need. Our priority is also to further partner with families in the individualized educational program (IEP) process and placement of students in the least restrictive environments (LRE). This will require multiple years of investment. BPS will continue to invest in a subset of schools to make the necessary structural changes to ensure the full complement of classrooms in each school will be able to provide a continuum of services for every student. Through these investments, students will be able to develop the fundamental skills and knowledge necessary for academic success, like reading, writing, and mathematics skills, and the ability to think critically and solve problems.

BPS will take the following steps as it moves toward district-wide expansion of inclusive education:

- **Strong Tier 1 Core Instruction.** This means helping our students build the foundational skills they need to succeed by having grade-level culturally and linguistically responsive curricula. Furthermore, Tier 1 core instruction also includes social and emotional skills, such as self-regulation and communication.
- **Implementation of the Multi-Tiered System of Support (MTSS).** This means building out district resources for training around the use of data that informs how Tier 1 core instruction is impacting student outcomes. Using this data allows us to closely monitor progress throughout the year to identify interventions and resources that may be needed for a student who is not yet meeting grade-level expectations, including referrals and services for special education.

2. **Multilingual, Multicultural Education** - With a declining enrollment over the past decade and during the pandemic, BPS is seeing enrollment growth among multilingual learners. This is exciting news for our district and will require multiple years of investment. We will continue to align our investments with the Office of Multilingual and Multicultural Education strategic plan in this budget and future budgets. We must continue to support our commitment to expanding native language access by allocating funds to increase bilingual education programming and meet the social and emotional needs of our Multilingual Learners with Limited and Interrupted Formal Education (SLIFE). We will leverage our students' home language and reshape multilingual education in our city to ensure all students' needs are met. We will accomplish this by engaging the community to plan for a multi-year expansion of bilingual, heritage, and world language programming, including student attainment of the Massachusetts State Seal of Biliteracy. Furthermore, special considerations must be taken to ensure that all Multilingual Learners with Disabilities (MLWD) receive appropriate services and support, including native language support. We will also invest in strong Tier 1 core instructional materials and training to improve instruction and outcomes across multilingual learner programming.

3. **Equitable Literacy** - The pandemic has revealed further disparities in literacy skills that impact achievement in all subject areas. This requires that we double down on our efforts to implement explicit evidence-based reading and writing support for all students in every school. Through our equitable literacy strategy, all students actively engage in culturally and linguistically responsive, standards-aligned grade-level tasks and texts daily in all content areas. With a persistent focus on

February 1, 2023

grade-level access, all students will be able to attain the knowledge, skills, and capacities to succeed. Furthermore, these efforts allow us to prioritize discipline-based literacy, a way of teaching reading and writing skills tailored to the subject area being studied (i.e., science, social studies, and mathematics). This enables us to recognize earlier when gaps form and prevent them from forming in the first place. These efforts are foundational for all students to reach their full potential and bridge the educational disparities arising from the pandemic and beyond.

4. **Social Work, Restorative Justice, & Mental Health** - In addition to academic investments, BPS must invest in students' social-emotional well-being and safety supports that are critical to strengthening student outcomes. Our students and staff must have access to physically and emotionally safe learning and teaching environments. The district has continued to make investments in schools over the past few years, such as restorative justice practices, bilingual social workers, family liaisons, safety protocols, bullying prevention, embedded counselors, and peer mediation, to ensure that all our students receive the support they need. Additionally, based on the safety report issued by the Council of Great City Schools, which provides detailed guidance on emergency management and safety services, we are committed to increasing our financial investments to bolster our safety protocols and ensure the safety of our BPS community. Given the lasting effects the pandemic has had on our young people, we realize that continued and increased investment in their mental health and well-being is critical. We continue to be focused on expanding our relationship with our city and community partners, and Mayor Wu is making critical investments in other city departments and agencies to align this work.

5. **High Schools & Alternative Education** - The pandemic has exacerbated inequitable outcomes among secondary school students. To ensure better outcomes in the years to come, BPS will focus on centering the assets and identities of young people by leveraging their voices to strengthen multiple pathways for post-secondary success. One primary goal is to create seamless transitions for all students as they graduate and continue to college or career. This can be done by expanding Early College and Career Pathways for all secondary students and creating alternative pathways and programming for students who need additional support in grades 7-12. Also, we endeavor to partner with organizations to provide robust academic and work-based opportunities for students tailored to their strengths. By doing this, we can help our students become empowered learners, enabling them to be the best version of themselves and contribute to thriving school communities.

6. **Family and Community Engagement** - Genuine family and community engagement practices are essential to increasing trust within our community and provide BPS with the critical opportunity to receive valuable input and feedback. These efforts shape the direction of our efforts around furthering inclusive education, strong Tier 1 core instruction, MTSS, multilingual and multicultural education, equitable literacy, access to social work, restorative justice, mental health practices, and alternative and post-secondary opportunities. Additionally, we must ensure that our schools are culturally and linguistically responsive to students and families and that the district is adequately meeting the needs of our students. To this end, we must invest in further collaboration between school administrators, educators, and training for family liaisons to partner with families and further address needs that can often be barriers to learning. We also need to expand offerings in our Parent University to provide families with the information they need to navigate school. Families play critical roles in their children's success. We are obligated

February 1, 2023

to ensure we invite families into these roles and support them in guiding their children's education, monitoring their progress, and advocating for their needs. Such efforts will ultimately help create an equitable environment where all students can thrive.

BPS has two sustainability challenges facing schools: ESSER funding coming to an end and managing the general funds allocated to hold schools harmless from enrollment declines for the last two fiscal years. This budget aims not to reduce critical services to schools in the coming year while ensuring that school budgets begin to absorb their hold-harmless dollars in a strategic way. In FY23, schools received \$50M in supplemental funding from ESSER and nearly as much in hold-harmless funding (\$49M, including soft landings). While we have launched two systems transformational initiatives - the Green New Deal and the Reimagine School Funding project - neither will have a fiscal impact until FY25. In the meantime, BPS must begin transitioning critical school-based investments from ESSER onto the general fund while balancing the need to fully spend down ESSER.

The district's approach for this year to ensure we can sustain these critical services included the following:

- Moving critical services currently funded by ESSER onto the General Fund: We've worked with schools to identify current school-based ESSER investments aligned to our strategy for inclusive education, multilingual learner program expansion, or equitable literacy, and we are moving these positions onto the general fund. It is necessary to secure these positions beyond ESSER.
- Shifting hold-harmless support from the general fund to ESSER. This approach means that schools will not be required to make cuts to services or support to students in FY 24. We know we can't go back to the way we used to do things. The pandemic changed everything, and we need to be even more focused on the needs of individual students – where they are. This will require us to be nimble, to add more support for our most vulnerable students, and to measure their progress so we can provide every resource they need to succeed. Therefore, we are not proposing a reduction in the hold-harmless funding; instead, we are proposing a change to the funding source. BPS will continue to maintain and increase community transparency around ESSER funds and align with student outcomes.

BPS is committed to reinvesting funds from empty seats in classrooms. The finance team asked schools to look carefully at each classroom and what may make sense to combine while maintaining the required and appropriate class size. When schools were able to reduce the number of classrooms because of empty seats, BPS did not reduce their budget or hold harmless amounts. Instead, the team worked with them to reinvest those savings in ways that are aligned with the six aforementioned priority areas.

The Committee will hold a series of virtual budget hearings on February 16, March 1, and March 15 prior to voting on the Superintendent's final FY24 budget recommendation on March 22.

**Boston School Committee Virtual Meeting
Zoom**

February 1, 2023

Committee members, having recently received the budget proposal, asked a number of questions for later response by district staff.

Mr. Cardet-Hernandez asked what programs are not working and will be eliminated. He asked where the district is seeing returns on its investments.

Deputy Chief Finance Officer David Bloom said that a portion of the budget increase covers rising costs and investments in areas outlined in the Systemic Improvement Plan (SIP). The budget as currently presented reflects 209 additional FTEs over the current budget.

Dr. Alkins asked how and when BPS is going to measure academic outcomes. He requested a status update on MassCore and native language support. He suggested that the Committee consider establishing a policy related to the use of the Racial Equity Planning Tool (REPT).

The Superintendent affirmed her commitment to regularly collecting data and reporting it transparently.

Ms. Polanco Garcia asked about the district's \$50 million investment in ESSER funds. Mr. Kuder explained the district's approach to funding items aligned with the strategic vision through the operating budget instead of ESSER, particularly multilingual education, inclusion, and equitable literacy.

The Superintendent clarified for Mr. Mehta that BPS is not making cuts to student services and supports in FY24 but rather is changing the funding mechanism for some budget items. She added that some decisions will have to be made in future budget years.

Ms. Lopera expressed concern about the district's use of soft landings and the upcoming fiscal cliff. Mr. Bloom said that the district is incentivizing school leaders to close some classrooms now by allowing them to reinvest those funds. Ms. Lopera requested an evaluation of ESSER investments and their impact to help guide future investments. She asked for an update on funding commitments that the district has already made, such as libraries.

Mr. O'Neill requested follow up information in the following areas: investments that haven't worked; the impact of changing funding sources for some budget items at the school level and what tradeoffs are being made; how money currently being spent on soft landing would be used if invested differently; and what BPS systems need to be upgraded and/or integrated.

Mr. Cardet-Hernandez asked what percentage of classrooms are currently under-enrolled, what percentage of schools are currently under-enrolled, and how many classrooms need to be consolidated if the district is going to reduce or eliminate soft landings or hold-harmless funding. Mr. Kuder agreed to follow up on all questions at upcoming budget hearings, adding that he will clarify the district's enrollment projection process at the February 15 budget hearing.

The Superintendent said that in a recent address at the Rennie Center, MA Secretary of Education Patrick Tutwiler spoke about the need for stability, healing and transformation. She said that BPS needs to stabilize and prepare for difficult decisions.

February 1, 2023

Ms. Robinson said that hard decisions are coming, adding that tonight's discussion is the beginning of a conversation. The Superintendent thanked her senior leadership team for their tireless work.

PUBLIC COMMENT ON REPORTS

None.

NEW BUSINESS

Ms. Robinson said that she is working with Massachusetts Association of School Committees Executive Director Glenn Koocher to organize a training for the School Committee regarding the superintendent's evaluation process. She encouraged members to attend [Green New Deal for BPS listening sessions](#).

ADJOURN

Approved - At approximately 9:42 p.m., the Committee voted unanimously, by roll call, to adjourn to the meeting.

Attest:



Elizabeth Sullivan
Executive Secretary