

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting of April 28, 2020

OPEN SESSION

A. CALL TO ORDER – 5:00 p.m.

CORONAVIRUS DISEASE (COVID-19) NOTICE

This meeting was conducted pursuant to the provisions of the Governor's Executive Order N-35-20 issued on March 21, 2020 allowing for deviation of teleconference rules required by the Brown Act and pursuant to the order of the Health Officer of San Mateo County dated March 16, 2020 as this meeting is necessary so that the South San Francisco Unified School District can conduct necessary business and is permitted under the order as an essential governmental function.

President Patricia Murray welcomed everyone to the District's Board study session and hoped everyone is healthy and safe. The Board values community engagement and appreciates and encourages participation. She shared the link for the public to provide comments and join the meeting. As SSFUSD is an inclusive school district a Spanish language translation of the Board meeting was also available to the Spanish speaking community.

B. ROLL CALL

Board Members:	Mr. John Baker - Present Mr. Eddie Flores - Present Ms. Daina Lujan - Present Mrs. Patricia Murray - Present Mrs. Mina Richardson - Present Ms. Amanda Yoa, Student Board Member - Excused
----------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Cabinet Members:	Dr. Shawnterra Moore, Superintendent - Present Mr. Keith Irish, Assistant Superintendent, Educational Services and Categorical Programs - Present Mr. Ted O, Assistant Superintendent, Business Services - Present Dr. Jay Spaulding, Assistant Superintendent, Human Resources and Student Services – Present
------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Trustee Daina Lujan logged on at 6:06 p.m.

C. PLEDGE OF ALLEGIANCE was led by Trustee John Baker.

D. COMMUNICATIONS

Public comments were submitted in advance of the meeting. They were read and summarized by Board Clerk Baker and Vice President Eddie Flores.

Danny Yanow, CTA President, commented on grading and the inequities in the classroom with teaching, assigning, and grading work. “When school is in normal session, we strive to mitigate those inequities in the classroom in our planning, preparation, and execution of instruction and evaluation of student performance. The current situation of distance learning creates obstacles to mitigating those inequities and limits our ability to adjust our teaching or to differentiate instruction because we are not physically with our students. When the collaboratively negotiated MOU was signed...on March 16, we decided the fairest way to grade our students, with as much help as we could give them, the chance to raise, but never lower, their grade under these unique circumstances. I did not receive one complaint from educators about the agreement on grading.” “Mr. Irish’s survey showed that a majority of teachers in the middle and high schools support our agreement. The survey also shows that the least popular option was credit/no credit. Over 90% of teachers opposed that option. We need a better way to see that students are held harmless due to circumstances beyond their control, but credit/no credit is not it.”

Jonathan Corker, a teacher, thanked the Board and Cabinet for viewing grading through a lens of equity and acknowledging the challenges students and their families are facing during this difficult time. He spoke about students in grades K-3 receiving progress reports at the end of each grading period rather than letter grades. Up until the school closure, teachers had been giving letter grades in 3rd grade. He said that whenever schools reopen and the normal grading procedures resume, he would be grateful for clarity regarding this board policy to align his grading practices with the policy.

Michael Yoshida, a high school parent, said high school students were told by their teachers that they would retain their third quarter grades with the opportunity to improve them during distance learning. It would be unfair to change the grading policy halfway through this time of distance learning and many students have been working hard during this time and deserve the grades they earned. A pass/no pass disregards anything they have done. It denigrates the value of an ‘A’ or a ‘B’. He would like to see the policy that was agreed upon and relayed to students at the beginning of distance learning.

An anonymous commenter stated that they...” were not comfortable giving their name due to the strong stance SSFCTA, through Mr. Yanow, has taken in support of grades. There are a lot of teachers and parents who have a different opinion. The survey which leaves out an option for no grades is an indication that Mr. Yanow and the other people who were asked to review the survey are not

considering other alternatives. The process of any sort of final letter grades for this year, will not be equitable due to lack of equal access to things like technology, teacher instruction, understanding of concepts by distance learning, or even having the ability to concentrate on school work when some families are struggling to find daytime childcare, keep a roof over their head or food on the table. It is these families that the school board needs to make sure are represented, because we are busy worrying about basic needs to participate in these surveys and meetings.”

Jenny Schurk, a Parkway Heights MS, 8th Grade ELA Teacher, recommended “that all District students (particularly K-8) receive a Universal Pass (UP) on their report cards. She is not willing to put a letter/value grade on anyone's learning experience during this time. There is no reason to fail or 'no pass' any student. Those that were failing before schools shut down don't have a chance to improve, and those that are not able to do work during the pandemic should not be penalized. Right now, the most important thing is our students' and families well-being. To that end, please consider allowing educators to issue a UP to all of our K-8 students at the end of May.”

Bonnie Orendorff, a TK teacher, asked about the District's plan for informing parents of new, incoming TK students that schools are open for business in August. She said that first time parents of TK students may not be aware that they can enroll their child anytime for August.

Kyle Yoshida, an ECHS student, commented that “it is unfair to reward students who may have otherwise achieved lower grades with a free GPA boost by providing them with higher grades”. He supports the ability to bring up those grades during the rest of school. He believes it is unfair for the “students who have worked hard to earn and maintain their grades to have their work discredited by providing the same result on paper for less work put in by a student who may not have performed as highly”. He said a pass, is unfair for students who go the extra mile to do their best in school.

Brenda Hammond Rodriguez asked “I don't know how you can fairly evaluate the student based upon what we are going through. If you fail them, what are you basing it on? How will you evaluate that? How can you justify someone who does not have adequate computer access, internet access, support, basic needs met, reliable income and the ability to ask for help. We cannot assume all students and families are able to transition smoothly to remote learning. How are we meeting the needs of special need students? Is it equal access at all public schools? Are we meeting their needs to succeed?”

An ECHS junior acknowledged “that our teachers in our District are amazing, thoughtful, caring and ... However, please note that they are in no way aware of or fully connected with what an erroneous decision they would be making by assigning grades to us students during this novel Coronavirus pandemic. I am a 4.0 student...have taken AP classes ...and value my education highly. I am in full support of credit/no credit. ...By you choosing a hybrid or to assign grades each

of you are putting forward a vote to hurt those students that are in need most of your help...I ask you to make a vote to help eliminate the disparities and gaps that exist in our District...By voting for credit/no credit you are making a commitment to extending empathy and perspective in a time where it is desperately needed by those disenfranchised students that each of you have vowed to help!"

Maria T., a Parkway Heights MS parent, said she supports credit/no credit grading during this time..." let me tell you that we first didn't even get information about devices and hotspots until way later into distance-learning. Don't let the Teachers Union fool you. They have a personal vendetta to appear like they care for our students but the leadership shows no interest in equity. The president of the teachers union has many times said that he wants to help out Parkway ... If he would really want to help out and settle the equity issue In our District that gaps both middle schools he would be supporting and working with teachers and parents in helping to push forward the credit/no credit option during this pandemic. A student should receive a "Credit" for the second semester if, at the time her school was closed due to the coronavirus, and she was meeting minimum standards in a course. If a student is unable to meet the requirements for whatever reason, they should receive an "Incomplete" for the course and, when schools reopen, be provided sufficient opportunity to fulfill requirements."

Allison Light, a Buri Buri ES teacher and SSFCTA union member, said "I wanted to express the concerns I have regarding giving grades or evaluating student academic progress during this period of distance learning...I will find it impossible to assign any grades, or to fairly complete any assessments beyond stating whether a student participated or did not participate in our distance learning opportunities. In my class meetings, parents or older siblings are always nearby, and I often hear them helping out and prompting their child during our class discussions. This is of course understandable, and wonderful in many ways; showing how involved and caring our families are. However, it is no measure of the students' academic abilities. Any online assessment or engagement tool that I use is not equally available to all of my students, and the opportunity to succeed is not fairly distributed...this situation-housebound, frightening, unprecedented-is so much different from the regular, safe classroom experience that completing the report cards as though it was any other normal end-of-year is not only unfair, it is unkind."

Josefina, a SSFHS parent, said her children are working hard. She is not able to attend the Board meetings, but said it would be a huge mistake in allowing students to assign letter grades. Her children didn't have computers until the District provided them. Teachers are not providing the necessary tools. She needed to take her children to pick up food and they missed some lessons. She asked the Board to decide on credit/no credit to show students' efforts in spite of the many problems they have dealt with.

Michelle, a high school teacher, said adults are not doing their best during COVID-19 and students, especially those with fewer supports and technology, are also not doing their best work. She said if grades are to accurately represent what a student knows, their grades won't be accurate. "We educators get NO training in how to grade, much less how to align it with equity work. It's not our fault but it is our responsibility to critically examine our grading practices and make them more accurate and equitable! I don't care what the CTA says – I, as well as a very large group of teachers, are in support of the credit/no credit in our district."

Laura Walsh, an ECHS parent, asked the Board to not allow pass/fail grading. Her daughter "has all 'A's and one 'B' and has worked hard all year. She is still taking school seriously even though this has been very challenging without regular instruction. To not honor these grade for college is terrible. Our students have worked hard and should not be punished because of the kids whose grades are lower and would have been even if COVID had not played a factor. Please don't take away yet another thing that they have earned and deserve. The seniors are done and on to the real world now where grades are key for their future."

Tina, a parent, said now is "not the time to grade, it's the time to be empathetic and reasonable! My son is in his first year of high school in academic courses so the expectations are seemingly higher. He has access to technology but concentrating and comprehension is touch and go... credit/no credit should be the new norm...It's not just one family, we are all struggling - please listen to us parents and institute credit/no credit for our children!...My sister's district in Sequoia passed credit/no credit, so did Palo Alto Unified and San Mateo Union and San Jose Unified! What makes SSF any more superior than those districts when our Latino and disenfranchised vulnerable student counts are higher than in those districts? Please help... let's do the right thing and let's give our students a credit/no credit option."

Nicole, an ECHS student, said that at "the beginning of shelter in place, we were told by teachers that our 4th quarter grades would be the same as 3rd quarter or we would have the ability to raise our grades if we continued to do work. I do not think it will be fair to suddenly change the policy because students have been working hard to improve grades."

Liza Normandy, a former SSF Mayor and Councilmember, commented on a statement made by Trustee Richardson at the April 23 Board meeting. She clarified that Trustee Richardson's "comment is false and misleading, as South San Francisco is NOT a Sanctuary City".

A SSFHS AP student said they worked hard all year to maintain at least a 4.0 GPA. "... you would think I would be in favor of grades. You would think I want all of my hard work to be acknowledged. But I don't...I know that my ability to play sports and study hard, are in part because I don't have to worry about other things that some of my other non-AP friends at school have to deal with. Some of

my friends are taking care of their little brothers and sisters all day, and they can't work on essays or homework right now. Some friends are walking to pick up free lunches. My "need" for a number on a piece of paper is nowhere the actual need they have to live. It is not fair...Colleges and universities are even saying no students will be negatively impacted if their schools decide not to give grades. One Board Member at the last meeting commented on how AP students won't be given credit if there is no grade given. That is not true. Don't use us AP students as a reason why you push for giving grades”

A Buri Buri ES parent, requested teachers give helpful feedback on how students are doing vs. giving grades. They said “I see grades as an artificial number on how some families are able to manage or cope during this shelter in place... The actual letter or number grade doesn't really provide helpful information to us as parents.”

Hector Camacho, a parent and President of the San Mateo County Board of Education, urged the District “to adapt a student-centered, equity-focused grade policy for spring semester. Given the challenging circumstances many of our students are facing including the loss of loved ones, economic and housing insecurity, the adverse impact of shelter in place on mental health, the need to either work or provide care for younger siblings, limited access to reliable technology and Internet, an inconsistent experience across classes and teachers, and the demands being placed on parents that have been deemed essential workers, grades are far from the most important thing for the district... The credit/no credit policy is the only approach that will recognize the impact COVID-19 is having on the lives of students and families. Many colleges, including the UC and CSU system, have indicated that students will not be adversely impacted in the application process...Learn from the experience of the many students and educators that have spoken out about how important it is to recognize this moment in time as an extraordinary circumstance and how we should be basing our decisions on those that are most disproportionately impacted by this national emergency.”

President Pat Murray thanked parents, students, and the community for their comments.

In accordance with the Brown Act, since Board members were videoconferencing during this meeting, all items required a roll call vote.

INFORMATION/DISCUSSION

a. 1st reading of District’s Updated Board Policy

The Board considered the first reading of the updated District’s Board Policy BP 5121 - Grades/Evaluation of Student Achievement. Superintendent Shawnterra Moore noted that between the current and proposed policies, the only change involves final grades in an

emergency situation.

BP 5121 - Final Grades during County/State/Federal Emergencies

“SSFUSD recognizes that educational excellence requires a commitment to equity. We believe that educational equity means that each student receives what they need, when they need it, to develop their full potential.

When an emergency situation occurs that prevents students from having access to the supports/resources needed, especially when they are expected to continue learning at home, students will not be negatively impacted or penalized by grading given the inherent inequities that may be presented. Therefore, when San Mateo County, the state of California or the US Government declares a state of emergency, the Board with a recommendation from the Superintendent or designee may decide to assign final grades.”

Dr. Moore said the Board may want to determine an equitable grading system instead of assigning final grades. The Ed Code states that teachers have the authority to grade students, which are final. The current BP has the traditional grading policy in place. The only challenges to that grade are if there was a mistake, it was fraudulent, was done in bad faith, or there was some level of incompetency which would mitigate changing the grade. She suggested adding a clause for an equitable grading system during emergency situations.

Trustee Baker asked for confirmation that Item 1a must first be passed before item 1b can be discussed. Dr. Moore said it is designed to give authority to have a discussion and also give authority to the Superintendent to develop an equitable grading system. The ensuing discussion will inform what the grading system will be. Trustee Baker also asked if this is permissible under the MOU. Dr. Moore said the MOU had a traditional grading system and included a clause that distance learning work can only be used to enhance and not penalize their grade. Dr. Jay Spaulding noted that the MOU with CTA was entered into on March 30. He said it was agreed to not do any harm to students based on the lack of technology or staff not being prepared for online learning. A student’s grade at the time shelter-in-place began would be their final grade. He advised that a bargaining session with CTA will take place this Thursday. He reiterated that teachers do the grading, but the grading system can be changed through negotiation.

Trustee Mina Richardson said that after a first reading, the policy goes back to the Board Policy and Board Bylaws Committee before a second reading takes place. Dr. Moore noted that under normal circumstances that is the protocol. However in this situation, the Board President can waive a second reading. Trustee Richardson suggested

putting a timeline on the provisions during shelter-in-place and confirming the change is only temporary. She said the emergencies need to be defined and the Board would determine emergencies in the future when the BP is finalized. President Murray said it is defined in the revised BP.

President Murray asked for a motion to accept and waive a second reading given the present emergency situation. Dr. Moore said determining final grades with an equitable grading system can be spelled out in the Administrative Regulation (AR). She noted that she has checked with County Counsel and it is allowable to waive a second reading.

MOTION #446 (Baker/Flores) to approve waiving a second reading and approving BP 5121. (AYES: Baker, Flores, Murray; NOES: Richardson; ABSENT: Lujan). Motion Carried on a 3-1 vote.

b. District's Grading System

The Board discussed the District's grading system during the COVID-19 pandemic. Dr. Moore thanked the community for sharing their feedback. The District has been trying to work with educators and keep the focus on students by establishing a social connection and maintaining a routine for stability. This has highlighted some inequities and they recognize there will not a perfect recommendation to satisfy all stakeholders.

AR - 5121

Final Grades During County/State/Federal Emergencies

"In case of emergency where a significant disruption to students' ability to access curriculum and teacher's ability to deliver material, the district in collaboration with teacher representatives may choose to implement..." (After the Board decides on a grading system, the language will be added to the AR.)

Grading Survey Results

- All K-12 CTA members were able to participate in a survey
- Responders: elementary were 175, secondary were 190

Grading Options

Option #1

- Grade based on marks student earned as of March 16, 2020 (start date of the shelter in place order) and grade can only be improved if additional work is turned in.
- Traditional grading scale - follow MOU
- Elementary results – 4% preference
- Secondary results – **56.4% preference**

Option #2

- Give pass/fail or credit/no credit for spring semester grades based upon participation in distance learning activities.
- Pass/fail or credit/no credit
- Elementary results – 13% preference
- Secondary results – 7.4% preference

Option #3

- Grade students based on marks earned as of March 16, 2020 (start date of the shelter in place order)
- Traditional grading scale
- Elementary results – 13% preference
- Secondary results – 4.7% preference

Option #4

- Do not assign grades for third trimester (TK - 5)
- No grades for third trimester
- Elementary results – **57% preference**
- Secondary results – 14.4% preference

Option #5

- Use narrative grading to report progress this year
- Narrative Grading
- Elementary results – 13% preference
- Secondary results – 16% preference

CTA MOU (March 30, 2020)

- During the time of Distance learning, through shelter-in-place, SSFUSD will not introduce new concepts, skills or standards. Teachers will focus on enhancing students' abilities and refining their understanding of key concepts/skills that will assist them in being prepared for the next grade or course.
- Grades - whatever grade a student earned when shelter in place began will be considered their final grade. A student will only be able to improve their grade via distance learning. A student's lack of participation in distance learning for whatever reason cannot lower their final grade.

Vice President Flores asked if specifics on how each school voted were available. Mr. Keith Irish replied he has the responses, but did not drill down to that level due to the small numbers and he wanted to provide an overall sense of the voting. Vice President Flores asked if responders were given examples of the grading options. Mr. Irish replied that he attached the AR with the survey along with the UC and CSU guidance. For option #5, he provided a sample of narrative grading. Vice President Flores asked if the respondents were just CTA members or all Certificated employees. Mr. Irish replied they were CTA, Certificated staff, teachers, and administrators. He added that responses were restricted to each employee's District logon so no one

could complete the survey more than once. Vice President Flores asked about CTA leadership being advised. Mr. Irish said he contacted CTA President Yanow, CTA Vice President Shari Giusti, and former CTA President Allison Light before sending out the survey.

Trustee Baker asked about the difference between options #4 and #5. Mr. Irish replied an incomplete is already an option in the grading policy at the secondary level. A benefit with an incomplete is that it is not a final grade and a student has six weeks into the next semester to turn in work to enhance or improve the grade.

Grading Recommendations:

Mr. Irish stated that Cabinet is recommending two options for the Board to consider. Option #1 is 'A', 'B', or 'C'/incomplete in lieu of a 'D' or 'F'. Option #2 is pass/fail or credit/no credit.

Option #1:

Use traditional grading policy for grades 3 – 12 (follow current MOU)

- Students final grade is the third qtr. grade – work completed during 4th qtr. can only enhance a students' grade
- 'A', 'B', 'C', (No 'D's or 'F's) (Incomplete)
- Students cannot earn a 'D' or 'F' – (students would get an "Incomplete")
- 6 weeks to make up work starting in fall 2020 semester

Next steps:

- SSFUSD leadership will meet with CTA leadership to discuss/modify grading policy.
- Teachers in same course at each grade level will determine criteria for 'A', 'B', 'C'.
- Students who otherwise would earn a 'D' or 'F' will receive a grade of Incomplete.
- District/sites will determine requirements for staff in order for students to be given an Incomplete.

Incomplete Grade

- Only awarded under special circumstances.
- Students entered into the District after March 16, 2020 (SIP - started).
- Students that had a 'D' or 'F' at the end of the third quarter and have been unresponsive/non-participatory in all assignments since March 16.
- District/site would need to determine qualifications for a student to earn an "incomplete".

Option #2:

Change grading policy to pass/fail or credit/no credit

- District leadership and CTA leadership would need to renegotiate MOU ASAP.

- Students' final grade would be either pass/fail or credit/no credit.
- District/site would need to determine qualifications for a student to earn a No Credit (NC).

Vice President Flores questioned how students would make up an incomplete grade and if there would be teacher support for them. Mr. Irish replied that a teacher would assign work for students to complete over a six week time period in the summer or fall unless the student is transitioning from elementary to middle school or middle to high school. Vice President Flores asked if the student is a senior would they not receive their diploma. Mr. Irish said that was correct unless they had enough credits and the class was an elective. Vice President Flores noted that, per Governor Gavin Newsom, the fall semester may begin earlier this year. Mr. Irish said the goal is to support all students and if option #1 was adopted, the District leadership, site leadership and CTA would define "incomplete". He anticipates a minimal number of incompletes. If a student were to have multiple incompletes on their report card, it might be possible to stagger the time to rectify them. Mr. Irish said with credit/no credit, the no credit is basically a fail and there is not an opportunity to improve or enhance the grade. Dr. Moore added that no credit has finality.

Trustee Baker said the public comments were fantastic and he thanked Cabinet for reaching out to teachers. He said the best option is credit/no credit or a parent/student option for a letter grade. He wants to recognize those students who put in the extra effort This is not a contest since colleges and universities take credit/no credit right now. He feels the elementary grade narrative is sometimes more valuable because it conveys who the student is vs. the work they did. Trustee Bakes wants to make sure that the option chosen fits with what students were told, which was that they could not do worse than the third quarter grade. He asked if the Board votes for an option and CTA will not renegotiate, what happens.

Trustee Lujan thanked the public for their comments. She asked if a student has an incomplete grade, when the six week period would start. If the student entered distance learning with a 'D' or 'F' and was struggling, but has not raised their grade in a distance learning format what are the circumstances for them to receive an incomplete and what would the supports be.

In response to Trustee Baker's question, Mr. Irish advised that the student information system, Infinite Campus, can put in numerous grading options. Trustee Baker asked if it can be customized with a student who wanted a grade or a student with credit/no credit within the same class. Mr. Irish said it is possible, but difficult to get answers from all families and students. For Trustee Lujan's question, he said

Cabinet has some thoughts, but they would discuss them with Mr. Yanow, get input and share it with CTA members. Mr. Irish stated that if a student was struggling academically in the third quarter and was non-participatory or non-responsive, they would need to consider another way to access their knowledge.

Dr. Moore said it is important to consider the issue through the student lens and noted that some spoke out tonight. She referenced a project this week where struggling students were contacted for their input on a grading option. ASB students support option #1 with an incomplete as they don't want to hurt struggling students.

Vice President Flores asked how it came about that students were told they would receive a third quarter grade with an opportunity to improve. Superintendent Moore said it was in the MOU and she speculates some teachers told students even though more guidance was needed. She confirmed that principals were not directed to tell teachers that.

Trustee Richardson said she hears frustrated parents and asked how much class time students are losing in distance learning. She said some high school parents are frustrated and want pass/fail. Some students may not be going to college.

Vice President Flores noted that beyond high school, incomplete grades are often given out in the education system. He said the Board members are agents of equity and they don't want to reward those with resources and punish those without. Some students are working hard at life right now and some students don't learn well with computers, though they are mandated by teachers. Students learn in different ways. When the Board looks back, they want to have made an equitable decision. Vice President Flores proposed credit/incomplete.

President Murray said she looked at other districts. She feels that 'A', 'B', 'C',/incomplete would be equitable and a good compromise. However, once she considered the equity lack of technology or the lack of technological experience, food insecurity, and housing insecurity which are some things students are dealing with, she agreed with the credit/incomplete option.

Trustee Baker asked for confirmation on whether a 'D' or an 'F' constitutes an incomplete.

Mr. Irish said with option #1, students at the end of third quarter with a 'D' or 'F' who were unable to participate in distance and enhance their grade to a 'C' or higher would receive an incomplete. Students enrolled in the District as of March 16, 2020 or a later date would also get an incomplete. Trustee Baker said if a 'D' is incomplete, a student

would lose five credits and this would backtrack on the promise that the grade would not go down. He feels an incomplete should only be for an 'F' and proposed that credit would be given for a 'D' or above. Dr. Spaulding noted that an incomplete would need to be defined with CTA during his meeting with them on Thursday and said the MOU was not to harm students. Vice President Flores stated that he supports credit for 'A' through 'D'. Trustee Lujan said she also supports credit/incomplete with 'F' only for the incomplete grade. President Murray agreed to credit/incomplete.

Dr. Moore asked for clarification on the grading option and whether the Board supports option #1 ('A' to 'D'/incomplete) or option #2 (credit/incomplete). Vice President Flores confirmed the Board supports credit/incomplete with no letter grade. He commended everyone on the thoughtful discussion and true leadership and hopes this sets a precedent for other districts.

E. ACTION

1. ADMINISTRATION

a. Approval of Proposed Board Policy

The Board waived a second reading and approved Board Policy BP 5121 - Grades/Evaluation of Student Achievement earlier in this meeting.

ADJOURNMENT - 7:00 p.m.