

Arlington School Committee  
School Committee Regular Meeting  
Thursday, December 17, 2020  
6:30 PM

Conducted by Remote Participation

<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>

Open Meeting

Ms. Morgan opened the meeting at 6:30 p.m. and read the governors orders and confirmed the attendance of the following:

Ms. Exton, Present, Mr. Kardon Present, Mr. Schlichtman Present, Dr. Allison-Ampe Present, Mr. Thielman Present, and Ms. Morgan.

Confirmed attendance of Kathleen Bodie, Ed.D., Roderick MacNeal, Ed.D, Rob Speigel, Michael Mason, Alison Elmer, Sir Ferranti, AEA rep, Megan Carmody, and Karen Fitzgerald. Prinipals presented tonight are Thad Dingman, Karen Donato, Mark Macaneney, Andrew Ahmadi, Michael Hanna, Stephane Zerchykov, Kate Peretz, Sam Karustis, Eva Liner, Peggy Tstsoulis.

Public Comment

None

Motion to vote and approve to enter into a 3-year employment contract with Dr. Elizabeth Homan appointing her as Superintendent of the Arlington Public Schools for the period from July 1, 2021 through June 30, 2024.

Ms. Morgan is excited to enter in a contracct with Ms. Homan.

On a **motion** by Mr. Thielman, seconded by Dr. Allision-Ampe it was vote to enter into a 3-year employment contract with Dr. Elizabeth Homan appointing her as Superintendent of the Arlington Public Schools for the period from July 1, 2021 through June 30, 2024 and for the chair to sign the contract.

Roll Call: Ms. Exton Yes, Mr. Kardon Yes, Dr. Allison-Ampe Yes, Mr. Thielman Yes, Mr. Schlichtman No, Mr. Hayner Yes, Ms. Morgan yes (6-1)

Motion to vote to enter into a contract with Dr. Elizabeth Homan for transition work to be performed on or between February 22, 2021 and June 30, 2021 not to exceed fifteen 8- hour days in the aggregate and direct char to sign.

On a **motion** by Mr. Hayner, seconded by Mr. Thielman, it was voted to enter into a contract with Dr. Elizabeth Homan for transition work to be performed on or between February 22, 2021 and June 30, 2021 not to exceed fifteen 8- hour days in the aggregate and direct char to sign.

Roll Call: Ms. Exton Yes, Mr. Kardon Yes, Dr. Allison-Ampe Yes, Mr. Thielman Yes, Mr. Schlichtman Yes, Mr. Hayner Yes, Ms. Morgan yes (7-0)

Mr. Thielman noted that the committee's goal was to complete the process to hire our next superintendent by December, and thankful to the committee that they delivered on it tonight. Ms. Morgan appreciates and is grateful for Dr. Bodie's support during this process.

#### Fiscal Year 2022 Elementary Budget needs

- Thad Dingman, Dallin Elementary School
- Karen Donato, Thompson Elementary School
- Mark McAneny, Bishop Elementary School
- Andrew Ahmadi, Peirce Elementary School
- Michael Hanna, Stratton Elementary School
- Stephanie Zerchykov, Brackett Elementary School
- Kate Peretz, Hardy Elementary School

The principals presented the budget needs and noted they continue to be grateful for the School Committee members support of their work, as well as for the opportunity to provide leadership in a district that values a high quality educational experience for their children. From all that we've experienced in Arlington, this fact has been unwavering. It is of particular importance to note this during what has become their most challenging year to date. COVID-19 and the impact of the global pandemic will be felt by our community for years to come.

APS started the 2019-2020 school year with specialist teachers dedicated to each elementary building in the areas of art, music, and physical education. This was a major investment in personnel and one that had an immediate and incredibly positive impact on our schedule and our students. APS was able to create a system in each school that allowed for:

- The addition of a weekly common planning time for teachers to work with building principals, coaches and district leadership
- A predictable classroom schedule each day for all students K-5 with a common planning time for classroom teachers every day
- Additional enrichment opportunities for students K-3 in art, music, PE, and library
- Additional enrichment opportunities for students in grades 4 and 5 in the areas of digital literacy, chorus, and instrumental music.

The additional weekly common planning time was facilitated by the building principals and was named the ACE Block. ACE stands for Assessment, Collaboration, and Evidence, and comes from the text Data Wise. The creation of this time in the schedule for administrators and educators has become a critical piece to developing our data culture. The progress made from September to March was noteworthy, and was only interrupted, as the rest of the world was interrupted, by COVID. Meeting to discuss student outcomes and to create instructional plans based on evidence will need to be a priority heading into the unknowns of the coming school year.

In this new and unusual educational setting, The ACE block has had to be adjusted significantly; we have not been able to meet with every grade every week to monitor progress and design interventions. However, we have already learned from our experiences throughout these past 9 months. While issues of equity were at the forefront pre-COVID, they have become even more

pronounced. While our focus on early literacy was growing pre-COVID, our sense of urgency is now even more pronounced. While we were concerned about growing anxiety and the social-emotional needs of our students pre-COVID, our concerns in these areas are first and foremost in our minds as we start and end every school day now.

Thankfully, other supports from the previous budget cycle have put us in a good place to meet the needs of our students moving forward. With the support of our community, last year we also made major investments by adding:

- Assistant Principals at two of our elementary schools
- Reading Specialists
- Math Interventionists
- An elementary librarian and digital learning specialist
- Instructional coaches for science and social studies

As we look to 2021, we need to use the resources put in place to create new, and to maintain the previous, plans to continue to target student need and advance student achievement both equitably and responsibly.

**In order to do this work effectively, we have considered the budget plan from past years and have considered the ways the plan must be adjusted moving forward based on data collected in our schools this year. We feel the areas of need at this time are:**

1.) Reserve teachers and the ability to add teachers based on enrollment in order to maintain a low teacher to student ratio going in to the school year 2021-2022

a.) Additional professional faculty will be necessary to respond to the anticipated instructional needs of all of our students. We have designed and implemented an impressive version - both hybrid and fully remote - of our typical programming framework. However, we are already aware of learning gaps that have developed across the district, and for particular subgroups of students that could only be remedied with the expert support and targeted instruction of professional faculty members. (It does not seem feasible to have more instructional needs presenting themselves within all schools, while returning to a student to staff ratio that was appropriate pre-COVID).

b.) Further, we expect to need reserve teachers as our enrollment, primarily in grades K and 1, may be more volatile than typical years. It is expected that we will have a rise in Kindergarten enrollment due to families that withheld their child this year, and it is conceivable that our numbers in first grade will grow as well. Having reserve teachers included in the budget will offer schools the flexibility to offer more teacher level support to these students in every area who have historically been disproportionately impacted, including students of color, English learners, students with learning challenges and disorders, students who require specific curricular interventions, students affected by trauma, and students who are socio economically disadvantaged.

## **2.) Assistant Principals full time at each elementary school**

a.) To best support all students, including those that have struggled in the current models of learning, we need to focus on instructional leadership and the overall management and operations of our buildings. This requires two administrators per building. As we consider next

year and the years beyond, it will be imperative that all teachers are supported with instruction which will mean looking closely at student level data and trends (both quantitative and qualitative). We will need to acclimate students back into our buildings who have not been in a school since March 2020. We expect that we will see “gaps,” whether academic, social or emotional that previously did not exist. And it is our opinion that having an administrative team of two at each elementary school allows for us to address the needs of all students as stated above.

b.) The need for instructional leadership by our principals was significant before the pandemic, and has become profound during 2020-21. The need to hold teams of collaborative educators together has been a primary focus. This was essential in order to have consistent programming across a grade, a school and the district. This team of principals is proud of the consistent programming we designed and implemented. In 2021-2022, in order to relaunch schools with even more nuanced programming than ever before, each principal needs an assistant to continue to respond to all of the logistical and administrative needs of the building. There is no other area of work where so few managerial auxiliaries are deployed.

Relevant Data Sets regarding Assistant Principals was presented.

### **3.) K-5 Coordinator of Reading Curriculum and Instruction**

As we have learned across the elementary schools over the past couple of years, the science of learning to read is becoming more and more apparent to practitioners and policymakers alike. It is a unique set of assessments and instructional practices that lead to all students reading proficiently. As stated in a district-wide meeting with Dr. Melissa Orkin, quoting Stephen Pinker: “Children are wired for sound, but print is an optional accessory that must be painstakingly bolted on.”

Given this profound shift in our understanding of teaching and learning to read, we must have a district level coordinator focused exclusively on the development and implementation of appropriate assessment frameworks, common protocols for analyzing results, and professional learning around instructional best practices.

The committee members and the principals discussed the needs from last year, and the current needs for this year and commented on how things were working. The committee asked how these asks relate to the multi year plan and if the multi year plan was done. The administration noted that some pieces need adjustment to the plan, due now to closing of the school and due to Covid on our children and our community. They want to pay attention to the needs going forward and what short term needs are to recover next year. They would like to continue with small cohorts, support social workers and full time assistant principals to work with families to assess students academics and social and emotional well being. Full time librarians were supported by the members of the committee and had been approved in the budget for this year but were not yet filled, but will continue to fill positions. The Budget Subcommittee have discussed the requests and will continue to hold meetings on the FY 22 budget requests.

## Fiscal Year 2022 AEA Budget priorities

Ms. Liz Higgins, AEA representative presented the AEA PreK-5 Budget Request FY22 and said their focus in these requests is addressing the increased remediation needs in a post-pandemic world.

First, it will be important to keep class sizes low so that teachers have time to give extra attention to all of their students. Therefore, we ask that you reserve as many classroom teaching positions as possible, especially given our uncertain unenrollment. There could be a surge in students re-entering in late summer that should be anticipated.

Second, we will need additional interventionists- reading, social work, speech, OT, PT, and special education. These teachers are already overloaded with students and we are anticipating increased need for these services next year. Additional staff in these areas will enable us to address any learning gaps that teachers identify due to the challenges of the past year. It will also allow more scheduling flexibility, which may be needed as students are identified for interventions at different points in the year.

Finally, we are advocating that money be reserved for staff salary increases. As we advocated last week, our teachers have been doing the impossible this year. The workload has tripled from a usual year. Many hybrid teachers remark that it feels like they are working three jobs preparing for different groups of students, and remote teachers have had to completely redesign their curriculum. They are doing amazing work to reach and teach students in extraordinary circumstances, and worthy of salary increases next year.

Dr. Bodie, Dr. MacNeal, Mr. Mason and Ms Higgins support the needs of the administration and will work together as a team, as the extent to add classrooms and have more support for teachers next year more than we ever had.

### Dr. Kathleen Bodie's Superintendent evaluation

Ms. Morgan reported on the evaluation of Dr. Bodie

[Morgan] It is fitting that I am writing this narrative on the same day that I drove down Massachusetts Avenue and saw the steel beams of the new Arlington High School begin to outline the building's skeleton. Dr. Bodie has guided and led this project from an ethereal idea to a place where it is literally rising from the dirt. While the ribbon cutting will happen under the tenure of a new Superintendent, this building is something that she will always share with the Arlington community and we should be deeply grateful to her for her stewardship of it through many iterations and phases. There is no one who has been more faithful than Dr. Bodie that this building will come to fruition for our students. It is fitting that we are able to evaluate her for her work on the high school project as her professional practice goal for the last year. As Chair, over the last six months, I have had the opportunity to work closely with Dr. Bodie on a number of issues including the fall reopening. When I think back on her leadership throughout the summer and into the fall the word that comes to mind is resolute. Dr. Bodie approached a September reopening with an analytical mind and was not distracted by the persistent anxiety both in and outside of the APS community. She moved the schools toward a hybrid plan that struck a balance between what we knew at the time about staff and student safety and a critical need to

provide many students with the opportunity to come back to school in person. I credit her leadership for bringing preK8th grade back in person and for keeping students in classrooms throughout the fall and into the winter. I think when we look back on her tenure in APS that her leadership during extraordinary disruption over the final seventeen months of her term will be remembered as one of her greatest accomplishments. [Hayner] Dr. Bodie has hired and supported a highly performing staff that has created an innovative atmosphere resulting in students who enjoy learning while excelling. This would be something remarkable, but it was done during the pandemic with all the restrictions that schools are under. Dr. Bodie's direction and support of her administrative and teaching staff in creating programs to meet the student needs at all levels is to be commended. Dr. Bodie has tried to respond to parents at all levels even when the facilities have impeded implementation of requested programs and maintained a professional attitude is to be commended. Dr. Bodie continues to make herself available to parents, administrators, and members of the community and school committee members not just during school hours but 24/7. She takes an active role in all the schools but also serves on several town committees that she could designate someone else providing a visible presence that is not often seen in a top administrator. Thank you Dr. Bodie.

Schlichtman] In many ways, this is a bittersweet evaluation to write, as Dr. Bodie is now in her last year as our superintendent. It has also been a difficult year, as the pandemic has required an extraordinary effort to keep up with a virus and state standards for responding to it. Dr. Bodie's leadership, working with superintendents from neighboring districts, was decisive and correct when she decided to close the schools before the state made the decision for the rest of the state. In retrospect, we learned that the February Biogen conference at the Marriot Long Wharf was a superspreader event. This resulted in the virus entering Arlington significantly earlier than it did in most places in the United States, and I credit the work of Superintendent Bodie, her colleagues in surrounding districts, and the town's health officials for their leadership in March. The pandemic challenges traditional methods of evaluating student performance; MCAS data is unavailable and many initiatives ground to a halt when schools were closed. While hard data is unavailable, the district's work has been thoughtful and deliberate. Work on the new high school has been commendable. Going forward, students will feel Superintendent Bodie's influence throughout the building for the next half century. The new high school will be the capstone of a career in which Dr. Bodie is leaving the district in a much better position than she found it.

[Thielman] The 2019-20 school year was an extraordinary one. It marked the first time in 100 years in which schools had to close because of a pandemic. I don't think any public school district was prepared for such a challenge, and in March, when we went remote, Dr. Bodie kept her cool, stayed on top of the impact of the pandemic, served as a leader among a group of superintendents trying to figure the direction to take, and ultimately kept our kids and staff safe. She listened to multiple ideas from stakeholders about how to proceed, and found ways to create the best online experience possible for our kids between March and June of 2020. The evidence in her report to the School Committee shows that she and the district met to goal of identifying, diagnosing, and intervening early and effectively with elementary students not reading at benchmark at the end of grade 3. I gave Dr. Bodie a rating of rating of "exceeded" on her professional practice goal because that goal involved meeting with teachers, administrators, and other stakeholders to address all issues related to the construction of our new high school. Dr.

Bodie worked nights, weekends, and throughout the day on this project. She set the strategy that led to the pre-school opening in September at the Parmenter School, ensured the site was safe for students and staff, and played a hugely important role in guiding the Building Committee as we wrestled with a value engineering process that was made all the more difficult by unforeseen challenges with the site, including the inability to use geothermal heat. Time and time again the Building Committee and design team looked to Dr. Bodie for guidance on seemingly minute details of the project, and she responded under deadline and pressure with measured and reasoned solutions. Quite simply, the project would not be where it is today – very close to on time, under budget, and a well-informed community – without Dr. Bodie’s leadership. One of her many legacies in Arlington will be our new high school.

[Allison-Ampe] I would like to commend the Superintendent on a year of superlative effort under extremely difficult conditions. For the purposes of this evaluation, I am including the first few months of the 20-21 school year in addition to 19-20. And these past 12 months have been some of the most difficult times for our schools and our community. The Superintendent has worked diligently to ensure a safe, equitable education for our students despite the ongoing pandemic and its associated challenges. The fact that we were able to reach an understanding with our teachers union this fall without strikes or votes of no confidence is a testament to the strong, collaborative relationship with our staff which she has fostered over the past 10 years. Although there are things over the past year that could have been improved, I feel they have already been noted and work done towards their solution. The effects of her hard work are also seen in the Arlington High School Building Project, which continues forward on time and under budget despite the pandemic. Again I commend the Superintendent for continuously driving our district toward excellence by her personal example of hard work, dedication and care for our children and staff. November 2020 Page 4 of 5 End-of-Cycle Summative Evaluation:

Superintendent Evaluation [Kardon] During the past year, the Superintendent has continued to lead the District to another year of overall high performance, interrupted of course by closure of schools due to the pandemic. There were many achievements, including key principal hires and further development of a strong administrative team as well as a continued focus on culturally responsive teaching. Pandemic learning was bumpy everywhere and Arlington was no different. I know the staff and administrative team worked tirelessly under difficult circumstances, but the result was still a program that was seen as inadequate by many parents. Planning for the 2020-21 school year began later than some of our peer districts and the reopening team was, in hindsight, not broad enough to make sure all perspectives were heard in the planning. Communication during this time from the Superintendent to families was not sufficient in content, clarity and frequency and two-way engagement with families by the administrative team was also insufficient. Professional Practice Goal – Plans for the first phase of the building project seem to be in place for in person learning at AHS had there not been the pandemic. Student Learning Goal – I am pleased with the progress made on identifying and intervening with young students who are not reading a benchmark, although more strategic communication about this initiative would be helpful.

[Exton] The 2019-2020 school year was an exciting and busy one. While the COVID pandemic took over much of the focus in the public schools this spring, it would be remiss not to acknowledge the timely ground-breaking of the new Arlington High School. This work continued throughout the spring school closure, and continues to progress on time. Dr. Bodie

leads a strong administrative team who work collaboratively together, and who had to work thoughtfully and creatively to create and implement new learning plans during the spring school closure. While there were many challenges, and constantly changing expectations from the DESE throughout the spring, Dr. Bodie worked to supervise and collaborate with administrators and instructional coaches to provide remote instruction for students. Dr. Bodie continues to carefully budget for our schools, and works with district and town finances to support the Arlington Public schools. More recently, she worked cooperatively with the Town Manager, Department of Health, facilities, and other town services to oversee the district's response to COVID, and to develop safety plans for the re-opening of schools in September 2020. One of Dr. Bodie's greatest strengths is her strong working relationship with the AEA, and her supportive approach to teachers' professional expertise and experiences. She is also involved in the broader educational community as Chair of the EDCO Board, and a member of various other regional boards and committees. One area of growth would be to see the superintendent improve engagement with the families and community. While she is a visible presence at school events and meetings, and attends all meetings related to the AHS building project and the COVID re-opening response, I would have liked to have seen Dr. Bodie as a more proactive and inclusive communicator, particularly during the beginning of the school closure, and during the planning process for a return to school. It is important to be available to hear the input of the community, and be able to engage in a dialogue so that all voices are heard. The re-opening of schools this fall was an extraordinary undertaking and could have benefited from greater community involvement.

The Superintendent's Performance Goals Goal(s) can be found [here](#).

#### End of Year 2020 Report

Mr. Mason presented the End of year 2020 required report sent to DESE which was drafted by Jose Farias with the support of our Town Comptroller. See the report [End of Year 2020 Report](#)

#### Monthly Financial Report

Mr. Mason reported out on the Monthly Financial Report and explained in detail each report.

#### School Budget Analyst Job Description for Approval

Mr. Mason said he is seeking to streamline the process in the Business Office, therefore after discussing meeting with the Budget Subcommittee members receiving the committee's full support of the School Budget Analyst job description, the following motion was made:

On a **motion** by Mr. Thielman, seconded by Mr. Schlichtman, it was voted to support the School Budget Analyst Job Description.

Roll Call: Ms. Exton Yes, Mr. Kardon Yes, Dr. Allison-Ampe Yes, Mr. Thielman Yes, Mr. Schlichtman Yes, Mr. Hayner Yes, Ms. Morgan yes (7-0)

#### Superintendent's Report

Tomorrow all our schools will start at the regular time and the high school will remain remote. Dr. Bodie thanked the school committee on their comments on the work that was done this year. Kathy noted it has been a team effort and the principals are a highly collaborative group of people.



Kathy was happy and excited to see the progress of the AHS Building Project and will continue to follow the progress. Kathy said the fall athletic season did very well and will be included in the upcoming newsletter. Ms. Elmer pointed out that in January the Special Education Department will have an on site coordinator review and staff and families will be interviewed, Additional information can be found on the SEPAC website for those interested to be interviewed. Dr. Bodie appreciates the administration, staff and all teachers for their dedication and hard work. Dr. Bodie informed the committee that her decision to have 4 hours of school in the morning instead of a snow day was based on keeping equity in the district, to much to ask teachers to prepare for a full day without having lunch or a prep time, therefore they could do that in the afternoon, and they had an abbreviated schedule.

### Consent Agenda

On a **motion** by Mr. Thielman, seconded by Ms. Exton, it was voted to pull the Director of Mathematics and Computer Science job description and approve the following School Committee minutes, of November 19, November 20, and November 24, 2020.

Roll Call: Ms. Exton Yes, Mr. Kardon Yes, Dr. Allison-Ampe Yes, Mr. Thielman Yes, Mr. Schlichtman Yes, Mr. Hayner Yes, Ms. Morgan yes (7-0)

After hearing from Dr. Bodie of the increase duties on the Director of Mathematics and Computer Science Education K-12 job and that it is still is part of the AAA salary scale the following motion was made:

On a **motion** by Mr. Kardon, seconded by Mr. Thielman, it was voted and approved to accept the Job Description: Director of Mathematics and Computer Science Education K-12

Roll Call: Ms. Exton Yes, Mr. Kardon Yes, Dr. Allison-Ampe Yes, Mr. Thielman Yes, Mr. Schlichtman Yes, Mr. Hayner Yes, Ms. Morgan yes (7-0)

### Subcommittee/Liaison Reports/Announcements

Budget, Kirsi Allison-Ampe, held a meeting yesterday and discussed the FY 22 budget is shapping up and will meet again to discuss athletic fees.

Community Relations: Bill Hayner, Chair, held a meeting a few days ago and discussed the SEPAC communications, and will continue with the 20 SC chat meetings.

Curriculum, Instruction, Assessment & Accountability, Len Kardon, no report

Facilities, Jef Thielman, no report

Policy & Procedures, Paul Schlichtman, no report

Superintendent Search Process, Paul Schlichtman will dissolve the committee.

Arlington High School Building Committee: Jef Thielman, (Chair), Kirsi

Allison-Ampe, next meeting will be on January 5 at 6 p.m.

### Liaisons Reports

### Announcements

### Future Agenda Items

It was recommended to get a report on survey on learning this year to date. It was recommended to get the Panamara survey results on the next agenda. Ms. Morgan asked about the currcium

audit report but Dr. Bodie will get back to her on this. Ms. Morgan is working with the Board of Health on a meeting with school committee members.

Mr. Kardon spoke about the recent Board of Elementary and Secondary Education (DESE) Adopts Emergency Regulations Addressing Student Learning Time . The regulations address student learning time requirements for hybrid and remote learning models used by school districts during the pandemic. Specifically, the emergency regulations require school districts and schools using a hybrid learning model to provide at least 35 hours of combined in-person and remote synchronous learning over a 10-school day period. School districts and schools in a fully remote model must provide synchronous instruction each day and at least 40 hours of synchronous instruction over a 10-day period. These requirements are calculated by taking an average across all grades in the hybrid or remote model.

The new requirements become effective on January 19, 2021. They will be in effect for up to three months while the Board accepts public comment. A school district may seek a waiver of these regulations upon written request to the Commissioner of Elementary and Secondary Education.

Based on the emergency regulations, each school district should immediately evaluate whether its hybrid and remote educational models meet these requirements. If not, the school district should notify the representative for each affected bargaining unit of the emergency regulations, their effective date and the steps the school district proposes to comply with the emergency regulations. Upon request, school districts may be required to bargain over the impact of the emergency regulations. Compliance with the emergency regulations, however, is not subject to bargaining.

On a **motion** by Mr. Kardon, seconded by Mr. Hayner, it was voted to move that the Superintendent present to the School Committee at the Jan. 14 meeting an analysis of the number of hours of live instruction every 10 days in the hybrid and remote programs and a plan to become compliant with the new regulations related thereto.

Roll Call: Ms. Exton, Yes, Mr. Kardon yes, Dr. Allison-Ampe Yes, Mr. Thielman Yes, Mr. Schlichtman Yes, Mr. Hayner Yes, and Ms. Morgan Yes (7-0)

#### Executive Session

None

#### Correspondence Received:

School Committee minutes, Nov. 19, Nov. 20, Nov. 24, 2020

APS Elem Budget Requests FY 22

School Committee Community Chat dates document

Job description Dir of Math

Job description of Budget analyst

Evaluation of Dr. Bodie

CPA letter December 11, 2020  
MLK, Jr. request for donation to SC  
David Conneely message to School Committee, Science Teacher  
Megan Miller statement for the School Committee, English Teacher  
Joy and Doug Danison support of the Dept shift model  
Mette Aamodt Email  
Brendan O'Day support of Dr. Elizabeth Homan 12/10/20  
Philip Blumenau support current model at AHS  
Paula Jordan conser on supt hire process  
Kate Cubata email on signs for Dr. Greer  
Gabe Tenninbaum Ms. Thompson COVID-19  
Bill Hayner motion 12/10/2020  
Kirsi Allision-Ampe motion 12/10/2020  
Jeff Thielman motions 12/10/2020

Adjournment

On a **motion** by Mr. Thielman, seconded by Mr. Hayner, it was moved to adjourn at 9:17 p.m.  
Roll Call: Ms. Exton, Yes, Mr. Kardon yes, Dr. Allison-Ampe Yes, Mr. Thielman Yes,  
Mr. Schlichtman Yes, Mr. Hayner Yes, and Ms. Morgan Yes (7-0)

Happy holiday, and happy new year