DRAFT MINUTES OF THE REGULAR SESSION OF THE MALDEN SCHOOL COMMITTEE
Monday, May 4, 2026
Herbert L. Jackson Council Chamber Room #106 - 215 Pleasant Street Malden, MA and Virtual Meeting

Mayor Christenson called the meeting to order at 6:00 p.m.

Mayor Christenson read docket items for the meeting.

Mayor Christenson led the committee in the Pledge of Allegiance followed by a moment of silence for those who have served our country and for those who continue to do so.

Roll Call
The following attendance was taken:
Mayor Christenson - Present
Mr. Drummey - Present
Mr. McCarthy - Present
Ms. Spadafora - Present
Ms. Macklin - Absent
Ms. Hortie - Present
Mr. Piazza - Present
Mr. Bernard - Present
Ms. Rose-Zeiberg - Present
Superintendent Sippel - Present

Hearings, Petitions, Memorials and Remonstrances
Mayor Christenson opens by reading the Inter-District School Choice Hearing notice into the record, "Notice is hereby given in accordance with Chapter 71, Sections 38N of the Massachusetts General Laws that the Malden School Committee will hold a public hearing for the purpose of receiving comments on the Fiscal Year 2027 Proposed Budget on Thursday May 28, 2026 at 6:00 p.m. at the Herbert L. Jackson Council Chamber Room 106, 215 Pleasant Street, Malden and members of the public are welcome to attend in-person." Mayor Christenson invites the public to comment.

The Committee discussed whether to approve participation in interdistrict school choice. Ms. Spadafora expressed intrigue with the possibility of limiting participation to certain grades or specific schools. Based on information included in the Superintendent's memo, the district could potentially accept up to 35 students at the high school level. She noted that the district has struggled with students moving out of Malden and stated that school choice could allow juniors

or sophomores who relocate to remain enrolled in Malden Public Schools. She further noted that no additional teachers would need to be hired and estimated that opening school choice to the full high school could generate approximately $175,000 in additional revenue.

The Superintendent stated that he was neutral on the matter and was presenting only the facts. He explained that the projected student numbers represented the amount the district could sustain with current anticipated staffing levels. He also noted that there would be two lotteries held annually, one in the summer and one in the fall. Mr. Piazza stated that he was also intrigued by the proposal and observed that it appeared participation would not require additional hiring at the K–8 level. In response to questions regarding how capacity was calculated, the Superintendent explained that the district reviewed anticipated classroom numbers and current enrollment, while accounting for incoming students and grade-level progression, and then applied a percentage to determine available capacity. He also noted that if the district takes no action, it automatically participates in school choice, though he cautioned that participation could eventually become challenging.

Ms. Hortie raised concerns about the district spending more money than it would be reimbursed for through school choice. She also expressed concerns regarding attendance and tardiness for students traveling from other communities and stated that the district is already facing challenges within Malden Public Schools. She noted that once school choice is opened, the district must identify a set number of seats by grade or class, and if additional resident students later move into the district, classrooms could become overfilled. She further commented that the program seemed designed more for smaller communities.

Mr. Bernard asked whether approving participation would allow Malden students to participate in school choice elsewhere. The Superintendent responded that 54 Malden students currently participate in school choice programs and explained that whether another district opens participation is determined by that district. Questions were also raised regarding anticipated special education costs. The Superintendent explained that, by statute, special education costs are shared with the district of residence, and for out-of-district placements, the cost would be calculated with the hometown district remaining responsible for that placement, though there would still be some associated costs to Malden.

Ms. Rose-Zeiberg questioned whether the program would be financially sustainable and asked whether the sending district would have any input, to which the response was no. She also asked how sibling preference would work within a lottery system. The Superintendent explained that the School Committee would need to vote annually if it chose not to participate, as taking no action would keep the district open to school choice participation. He further clarified that a lottery would only occur if the number of applicants exceeded available seats.

The Chair stated that he could not support the proposal at this time, citing too many unknowns. While acknowledging the potential opportunity to generate revenue, he stated that, based on the number of unresolved questions and the uncertainty at the federal level, he did not believe it was the right time to proceed.

Mr. Piazza also discussed demographic considerations, noting that the percentage of low-income students in Malden continues to increase. He suggested considering options for teachers whose children live in other communities.

Ms. Spadafora reiterated that she was concerned about opening school choice at the lower grade levels but remained interested in the possibility at the high school level. She again referenced students who moved out of Malden but could remain enrolled through graduation, describing the proposal as a potential trial program for only a few years. She noted that if participation did not work well, the Committee could vote against participation the following year. It was also clarified that siblings would receive preference in the lottery process and that the district could specify eligible schools and grade levels.

Ms. Rose-Zeiberg concluded by suggesting that the Committee could revisit policies related to children of Malden Public Schools employees and consider adapting existing policies.

Ms. Spadafora made a motion to adopt Inter-District School Choice for Malden Public Schools at Malden High School only and allow (20) seats. Mr. Bernard seconded the motion and a roll call vote was taken as follows:

<u>Roll Call Vote</u>
Mr. Drummey - No
Mr. McCarthy - No
Ms. Spadafora - Yes
Ms. Macklin - Absent
Ms. Hortie - No
Mr. Piazza - Yes
Mr. Bernard - Yes
Ms. Rose-Zeiberg - No
Mayor Christenson - No
The motion does not pass with a 5-3 vote.

Mr. Drummey made a motion to withdraw Malden as an Inter-District School Choice District. Mr. McCarthy seconded the motion and a roll call vote was taken as follows:

Roll Call Vote
Mr. Drummey - Yes
Mr. McCarthy - Yes
Ms. Spadafora - No
Ms. Macklin - Absent
Ms. Hortie - Yes
Mr. Piazza - No
Mr. Bernard - Yes
Ms. Rose-Zeiberg - Yes
Mayor Christenson - Yes
The motion passed with a 6-2 vote.

Ms. Hortie made a motion to send the Inter-District School Choice policy to the Policy Subcommittee for review. Ms Rose-Zeiberg seconded the motion and so it was VOTED. The motion passed unanimously.

Discussion Items
Mayor Christenson invites Safe Routes to School to the podium for a presentation.

Tina Heine, Outreach Coordinator for the Massachusetts Safe Routes to School Program for the City of Malden and Malden Public Schools, presented an overview of the district's ongoing partnership with the Massachusetts Safe Routes to School Program. She explained that the program is a free, federally funded initiative available to participating schools across the Commonwealth and noted that Malden Public Schools has partnered with the program since 2009. Through the partnership, approximately 6,000 students across the district have benefited from free programming, education initiatives, and grant funding over the past 15 years.

Ms. Heine shared that the program focuses on increasing student safety, encouraging physical activity, and promoting walking and biking to school. She stated that the program works most effectively through collaboration with community stakeholders and recognized Ali Durak and Malden Safe Streets for their advocacy and support. She reviewed the program's "Six E's" framework: equity, encouragement, education, engagement, evaluation, and engineering, explaining that communities see the strongest impact when all six areas are actively incorporated.

As part of the program's equity initiatives, Ms. Heine noted that Massachusetts Safe Routes to School supports transportation policy development and provides multilingual materials, surveys,

and outreach to ensure all students and families can participate. She highlighted several encouragement activities taking place in Malden, including walking school buses, Walk and Roll to School Days, and participation in the annual Safe Routes to School yard sign contest. This year's contest theme focused on "No Idling on School Grounds," and approximately 40 student submissions were received from the Salemwood School.

Ms. Heine also praised the City's crossing guards, stating that Malden has received hundreds of positive comments from families through the program's annual "Best of the Best" crossing guard recognition program. She specifically highlighted Gina Hayes, who was named Crossing Guard of the Year in 2025 for her work supporting student safety.

The presentation also reviewed the program's educational initiatives, including DESE-approved pedestrian and bicycle safety education that teaches students safety skills and builds confidence in navigating their community. Ms. Heine noted that the curriculum was recently updated to include e-bike safety education in response to increased interest and concerns from communities and school districts across the state.

In closing, Ms. Heine stated that Malden Public Schools has demonstrated strong engagement with the program and expressed interest in continuing to expand collaboration, particularly in the areas of education and transportation policy. She shared several highlights from the school year, including assisting students at the Salemwood School with the yard sign contest and participating in walking school buses at the Linden School. Looking ahead, she noted that priorities for the coming year include developing Salemwood walking school buses, hosting a Linden bike safety assembly, and celebrating the district's recent bike rack grant award. She concluded by thanking the Committee for the opportunity to present.

Consent Agenda

Mayor Christenson brought forth the matter of the adoption of minutes for the Approval of March 2, 2026 Regular Meeting Minutes. Mr. Drummey made a motion to approve the minutes and Mr. McCarthy seconded the motion. Ms. Spadafora asked that a public comment sent via email for the March meeting be written into the minutes before finalizing. And so it was VOTED. The motion passed unanimously.

Mayor Christenson brought forth the matter of the adoption of minutes for the Approval of April 6, 2026 Regular Meeting Minutes. Mr. Drummey made the motion to approve and Ms. Hortie seconded the motion. And so it was VOTED. The motion passed unanimously.

Mayor Christenson brought forth the matter of the April 2026 Warrants. Ms. Spadafora made a motion to place the April 2026 Warrants on file and authorize the Chair to sign. Mr. Drummey seconded the motion and so it was VOTED. The motion passed unanimously.

Public Comment

Mohammed Abutaha - 190 Mountain Ave

Mr. Abutaha approached the Committee requesting the adoption of a policy recognizing Eid al-Fitr and Eid al-Adha as school holidays beginning with the 2026–2027 school calendar year. He stated that a significant number of Muslim and Arab students are absent from school during these holidays, which impacts attendance and instruction. He explained that establishing a standing policy would provide predictability for families, reduce the need to revisit the issue annually, and align Malden with neighboring districts. Mr. Abu Taha requested that the matter be placed on a future agenda before the school calendar is finalized and offered to answer any questions from Committee members.

Ahmed Said - 40 Cedar St

Mr. Said also spoke in support of recognizing the holidays, noting the size and continued growth of the Muslim community in Malden. He shared that he has three children enrolled in Malden Public Schools and described the importance of Eid celebrations for Muslim families, particularly for children who observe fasting during Ramadan from a young age. He stated that the holidays are meaningful cultural and religious events and expressed that officially recognizing them would help families avoid having to choose between school attendance and celebrating important religious traditions. Mr. Said also noted that because the holidays follow a lunar calendar, they sometimes fall on weekends or during school breaks, minimizing the impact on the school calendar.

Asma Al Hamadi - 39 Broadway

spoke in support of the request, stating that recognizing the holidays would allow families to celebrate together without students missing instructional time. She emphasized that the request only involved two days during the year and encouraged the Committee to support the proposal.

Adam Mouda - 138 Pleasant St

This community member voiced support for recognizing Eid al-Fitr and Eid al-Adha as school holidays. He stated that although his child is not yet school-aged, he believed the recognition of the holidays would demonstrate that Muslim students and families are welcomed and valued within the community. Mr. Mouda reflected on the positive cultural diversity he has observed in Malden and described the proposal as an opportunity to further support inclusion and community connection.

Robert Tidal - 33 Bowers Ave
Mr. Tidal addressed the Committee regarding the district's anticipated discussion of an artificial intelligence policy. Speaking from his experience as a software engineer, he shared concerns about the growing use of AI tools and their potential impact on student learning, creativity, and critical thinking skills. He explained that while AI can increase efficiency, he has observed that it can also reduce ownership and pride in one's work, particularly for younger individuals still developing foundational skills.

Andrew - 481 Pleasant St.
The community member shared a personal example involving his sixth-grade son at the Linden School. He described reviewing one of his son's creative writing assignments and experimenting with AI-assisted editing using Google Gemini. According to the speaker, the AI-generated revisions removed much of his son's unique voice and personality from the writing. He stated that the experience highlighted concerns about students becoming overly reliant on AI tools and potentially losing confidence in their own creativity and expression. He urged the Committee to proceed cautiously when considering AI integration in education and expressed appreciation that students currently do not have access to AI writing assistance within the district.

Imene Bouziane Saidi - 30 Parkside Place
Ms. Bouziane Saidi asked that SEPAC be involved in the upcoming Special Education program manager role. She shared her hopes that this role reflects real collaboration with teaching and learning and special education and teachers already doing this work.

Jennifer Danje - 19 Forest Court
Ms. Danje addressed the Committee regarding concerns about the use of technology and screen time in schools. Speaking as a parent of students at the Forestdale School, she echoed comments made earlier by other parents regarding what she described as unnecessary and unstructured screen use during the school day. She stated that she has increasingly heard from her children about technology being used during snack time, indoor recess, and other unstructured periods that she believes could instead provide opportunities for social, emotional, and educational development. Ms. Danje encouraged the Committee to consider providing teachers with additional support and guidance regarding technology use during unstructured classroom time as planning begins for the next school year. While acknowledging that both students and teachers need breaks throughout the day, she expressed concern that activities such as watching videos during snack time do not provide meaningful breaks from screen exposure.

Abdullatif Said - 40 Cedar St.
Abdullatif approached the Committee in support of recognizing Eid holidays within the school calendar. He stated that several surrounding communities already provide school closures for Eid

and expressed that he would appreciate having the day off so students celebrating the holiday would not miss schoolwork and could return to school at the same pace as their classmates.

Report of the Superintendent

The Superintendent presented an overview of the district's strategic plan and related updates, emphasizing that it was developed with input from hundreds of educators, parents, caregivers, and community members. The plan is grounded in core values of inclusion, collaboration, growth, and ensuring success for all students. It focuses on maintaining high expectations while ensuring all students—including students with disabilities and multilingual learners—receive the support needed to access grade-level instruction and graduate with broad postsecondary options. The district reaffirmed its belief that while not all students must pursue college, all should be prepared to choose among college, career, or other pathways.
The strategic plan aligns with previously approved superintendent goals and includes five priorities, along with proposed metrics, strategies, and a five-year vision. The first priority, considered the most important, focuses on high-quality, inclusive instruction and student achievement. Metrics will include MCAS performance in English language arts, math, and science; student growth measures (particularly in key benchmark grades 5, 8, and 10); outcomes for students with disabilities; multilingual learner progress on ACCESS assessments; and early literacy growth measured by DIBELS. Final targets will be set after analyzing upcoming assessment results.

Key strategies include ensuring consistent access to strong core instruction, effective intervention systems, and high-quality curriculum across classrooms. The district will continue professional development structures such as collaborative PD blocks, instructional coaching, and improved co-teaching models to better support inclusive classrooms. Special emphasis will be placed on strengthening instruction for students with disabilities and multilingual learners, as well as improving coordination through multi-tiered systems of support (MTSS) and a coherent professional learning plan.

The second priority, "fair access to opportunity," focuses on ensuring all students have equitable access to advanced coursework, enrichment programs, and postsecondary preparation regardless of school attended. Proposed metrics include increasing the percentage of graduates meeting a 3.0 GPA alongside graduation requirements and improving college enrollment rates within 16 months of graduation. Additional goals include expanding access to world languages, performing arts, and sports, reducing disparities in advanced coursework enrollment, and improving clarity for families around course selection and academic pathways. Year-one actions include reviewing course guidance communication, examining program offerings across schools, aligning practices with peer districts, and developing clearer policies for technology use and emerging tools like artificial intelligence.

For Priority 1 (high-quality instruction and student achievement), members focused on how professional development (PD) time would be balanced with co-teaching planning time. The Superintendent explained that at the high school level, schedules already allow shared planning time for co-teachers, while K–8 structures are still being adjusted. Committee member Hortie also asked for more clarity on math intervention within the MTSS framework, noting they had a stronger understanding of literacy support. The Superintendent responded that math intervention is still developing but is being built alongside literacy systems, with schools beginning to identify effective models. Another discussion centered on ensuring equitable access to world languages, with concern that uneven preparation at the K–8 level leads to tracking differences in high school. The Superintendent acknowledged inconsistencies and said alignment across grades will take multiple years to fully implement.

Member Spadafora also emphasized the importance of measuring outcomes for students with disabilities beyond standardized tests. Assistant Superintendent Bhasin clarified that Individualized Education Programs (IEPs) and progress toward IEP goals remain the primary accountability measure for those students, alongside subgroup performance data.

For Priority 2 (fair access to opportunity), clarification was made about a college matriculation metric: the Superintendent confirmed that the reported decline referred to students enrolling in two- or four-year colleges within 16 months after graduation, not graduation rates themselves. Members also suggested expanding equity considerations to include library access and literacy resources across K–8 schools, which the Superintendent said had not yet been explicitly considered but was open for further discussion.

For Priority 3 (deep partnerships), discussion focused on strengthening the transition from 8th to 9th grade. Members noted a lack of connection and information for families entering high school. The Superintendent responded that the district is working to expand both student and family engagement opportunities, including bringing younger students into the high school and increasing high school visibility in K–8 schools to improve continuity and belonging. Questions were also raised about evaluating the Commonwealth Preschool Partnership Initiative (CPPI). District staff explained that it is reviewed annually through state reporting and partner meetings, and efforts are underway to expand and align early learning programs.

For Priority 4 (educator recruitment and retention), the Superintendent emphasized ongoing work to improve retention, strengthen professional development, and ensure competitive compensation. Focus areas include better mentoring support and aligning PD with district priorities.

For Priority 5 (resources and operations), the Superintendent highlighted goals around financial sustainability, transparent budgeting, improved facility management, and pursuing grants aligned with strategic priorities.

Member Bernard raised concerns about student transitions from middle to high school and dropout patterns in 9th–10th grade. The Superintendent pointed to early intervention systems and the "Rise" initiative at the high school aimed at identifying struggling students early in 9th grade to improve retention and graduation outcomes.

The Superintendent concluded by inviting further feedback, noting that the draft plan would be refined with community input, including an upcoming public engagement session on May 19, before final approval in June.

Superintendent Sippel then invites Komal Bhasin to do a short presentation on the Competency Determination Policy. Assistant Superintendent Komal Bhasin presented the district's proposed competency determination assessments, following up on the December School Committee policy and recent changes in state graduation requirements.

She explained that Massachusetts law requires students to earn a competency determination to graduate, which includes both course completion and demonstrated mastery in English, math, U.S. history, and science. Historically, mastery was measured by the 10th grade MCAS, but after voters approved Question 2, the MCAS can no longer serve that role. As a result, the state required districts to develop new assessments. The December policy allowed current students to remain under existing requirements while the district develops and pilots new assessments, with full implementation planned for the class of 2030 (current 8th graders). The proposed timeline phases in the new system: students in the immediate graduating classes will still use course completion as their competency determination, while sophomores next year will pilot the new assessments without consequences. This pilot year is intended to analyze performance data, including subgroup outcomes, and refine the system before it becomes high stakes.

Ms. Bhasin outlined an extensive development process involving educators, administrators, and content specialists, with significant input from teachers across departments. Teams created assessment criteria emphasizing alignment with state guidelines, instructional relevance, and the use of multiple measures rather than a single high-stakes test. Accommodation guides were also developed to ensure appropriate support for multilingual learners and students with disabilities, tailored to individual needs rather than a one-size-fits-all model.
The proposed assessments vary by subject area:

- English Language Arts: a portfolio and reflection essay.
- Math: components drawn from existing Math 1 and Math 2 midterm and final exams, allowing multiple opportunities for students to demonstrate proficiency.

- Science: an end-of-course exam, primarily in biology, with alternative science pathways available.
- U.S. History: a combination of document-based essays, quarterly assessments, and selected exam questions to measure both historical thinking and content knowledge.

The approach is designed to give students multiple “at-bats” to demonstrate mastery rather than relying on a single exam.
The follow-up discussion with the committee focused on clarifying equity, assessment design, and how the new competency determination system would function in practice.

Member Spadafora first asked about stakeholder input, specifically whether SEPAC families were included in the survey process. The Assistant Superintendent explained that outreach was broad across multiple groups, though scheduling challenges limited full participation, and additional input can still be gathered.

Ms. Spadafora then questioned educator representation in the assessment development process, particularly how many participating high school teachers had special education backgrounds. The district did not provide exact numbers during the meeting but committed to following up, noting that special education expertise was included through leadership roles and a program manager. A key line of questioning focused on accommodations for students with disabilities and whether students could use alternate demonstrations of mastery. The Assistant Superintendent clarified that accommodations will be fully driven by each student’s Individualized Education Program (IEP), meaning there is no single modified version of the assessment. Instead, supports and formats (such as verbal responses or alternative formats) will be individualized. Ms. Macdonald emphasized that accommodations apply according to each student’s documented needs, including conditions like anxiety when specified in an IEP, and not solely academic disabilities. There was also clarification about out-of-district students. The district explained that these students may receive diplomas or certificates through their placement school, but may also opt to pursue a Malden High School diploma, though this area is currently under legal review and guidance from the state.

Member Piazza then focused heavily on assessment design, especially the decision to include or limit performance-based assessments, advocating for more authentic, performance-based tasks, noting research showing they can better measure student understanding, particularly for multilingual learners.

The Assistant Superintendent responded that while the district agrees with the value of performance-based assessment, design decisions were shaped by feasibility, fairness, and the need to implement quickly under state requirements. Because the new system must be developed and piloted within a short timeline and must align with the content of the 2023 MCAS

framework, the district prioritized consistency and reliability across educators. They noted that performance-based elements may be more feasible in the future or at the state level, and that some exploratory ideas (such as lab-based science tasks) were considered but were difficult to standardize across subjects while maintaining alignment.

The discussion also clarified that "content" refers to state standards as reflected in MCAS-tested material, and the district confirmed that assessment design was mapped to the proportion of standards covered in each subject area.

Finally, there was clarification on the English Language Arts portfolio assessment. It will be cumulative across the entire year, aligned with the district's "Fish Tank" curriculum. Students will compile selected writing samples over time and include a reflective essay demonstrating growth and revision, making it a more continuous, process-based evaluation rather than a single test event.

Ms. Rose-Zeiberg made a motion to approve the recommended assessment types. Mr. Bernard seconded the motion and a roll call vote was taken as follows:

Roll Call Vote
Mr. Drummey - Yes
Mr. McCarthy - Yes
Ms. Spadafora - Yes
Ms. Macklin - Absent
Ms. Hortie - Yes
Mr. Piazza - No
Mr. Bernard - Yes
Ms. Rose-Zeiberg - Yes
Mayor Christenson - Yes
The motion passed with a 7-1 vote.

Motions and Resolutions
Policy DD: Funding Proposals and Applications - Ms. Rose-Zeiberg
Ms. Rose-Zeiberg made a motion to adopt proposed changes to Policy DD. Being that it be named Grants, Proposals, and Special Projects and the proposed language change. Mr. Drummey seconded the motion and a roll call vote was taken as follows:

Roll Call Vote
Mr. Drummey - Yes
Mr. McCarthy - Yes
Ms. Spadafora - Yes
Ms. Macklin - Absent

Ms. Hortie - Yes
Mr. Piazza - Yes
Mr. Bernard - Yes
Ms. Rose-Zeiberg - Yes
Mayor Christenson - Yes
The motion passed unanimously.

Interim Policy DI (Controller of Accounts); Pending Review of Policy DGA (Authorized Signatures) - Ms. Rose-Zeiberg

The committee discussed Policy DI, which states that all warrants drawn by the Controller of Accounts for payment from the treasury are valid only when countersigned and approved by the Mayor. The Policy Subcommittee recommended maintaining the current practice of mayoral signature approval on warrants, as supported by Policy DI, pending further review of Policy DGA.

The committee emphasized that the current process would remain unchanged during the review period, including continued presentation of warrants on meeting agendas. Discussion also highlighted the importance of maintaining additional oversight and review of warrant approvals. Ms. Rose-Zeiberg made the motion and Ms. Hortie seconded. A roll call vote was taken as follows:

Roll Call Vote
Mr. Drummey - Yes
Mr. McCarthy - Yes
Ms. Spadafora - Yes
Ms. Macklin - Absent
Ms. Hortie - Yes
Mr. Piazza - Yes
Mr. Bernard - Yes
Ms. Rose-Zeiberg - Yes
Mayor Christenson - Yes
The motion passed unanimously.

Resolution in Support of a Financial Management Review - Ms. Spadafora and Ms. Rose-Zeiberg

The committee formally voted on a resolution supporting a financial management review of the City of Malden. Members noted that the item had been discussed at the previous meeting and that the request had already been submitted to the Financial Management Division of Local Services, which agreed to conduct the review in the fall. Ms. Spadafora made the motion and Ms. Rose-Zeiberg seconded the motion. A roll call vote was taken as follows:

Roll Call Vote
Mr. Drummey - Yes
Mr. McCarthy - Yes
Ms. Spadafora - Yes
Ms. Macklin - Absent
Ms. Hortie - Yes
Mr. Piazza - Yes
Mr. Bernard - Yes
Ms. Rose-Zeiberg - Yes
Mayor Christenson - Yes
The motion passed unanimously.

Personal Privilege

Executive Session
Mr. Drummey made a motion to move to Executive Session at 8:44 p.m. Mr. Bernard seconded the motion and a roll call vote was taken as follows:

Roll Call Vote
Mr. Drummey - Yes
Mr. McCarthy - Yes
Ms. Spadafora - Yes
Ms. Macklin - Absent
Ms. Hortie - Yes
Mr. Piazza - Yes
Mr. Bernard - Yes
Ms. Rose-Zeiberg - Yes
Mayor Christenson - Yes
The motion passed unanimously.
The committee reconvened to regular session at 8:56

Mr. Drummey made a motion to adjourn at 8:57 p.m.. Mr. Bernard seconded the motion and so it was VOTED. The motion passed unanimously.

Ariana Langston

Ariana Langston, Clerk