



**Waters Elementary School  
Local School Council**

**Meeting Minutes - APPROVED**

<b>Date</b>	<b>Tuesday, January 19 2021</b>
<b>Meeting Type</b>	Regular Meeting
<b>Time Start/End</b>	6:33pm/9:29pm
<b>Location</b>	Google Meet
<b>Chairperson</b>	Greg Foster-Rice
<b>Minutes Prepared By</b>	Lydia Milman Schmidt
<b>Attendees</b>	Present: Peggy Ballasch, Liz Chandran, Raha Dempsey, Ron Dean, Greg Foster-Rice, Ari Frede, Titia Kipp, Stuart Lange,, Lydia Milman Schmidt, Alison MacDonald-Ryan, Karen Soto, Mark Williams
<b>Minutes Approved Date</b>	<b>February 16, 2021</b>

**Actions**

<b>Approve Agenda</b>	Motion: AMR Second: SL Approval: Unanimous
<b>Approve Minutes from December 8, 2020, January 10 and 12 2021</b>	Minutes from December 8, 2020 Motion: SL Second: AMR Approval; Unanimous

	<p>Minutes from Special Meeting January 10, 2021 and Organizational Meeting January 12, 2021</p> <p>LMS: Amended to correct numbers in the straw poll. Number should be 5 and Ari's name should not have been included.</p> <p>Motion: SL</p> <p>Second: AMR</p> <p>Approval: Unanimous</p>
--	---

**Public Comment**

<b>Mr. Raman</b>	<p>Read letter from teachers that was sent to the LSC. (Attached)</p> <p>GFR: Thank you for the call for empathy and understanding, and how everyone is making different choices for their families.</p>
<b>Erica Smith</b>	<p>The issue of using scientific evidence for policy decision-making has come up in recent LSC meetings. I have a background in biomedical research, so I wanted to offer my thoughts. There has been no national effort to collect data around the safety of school reopening. There isn't a consensus among public health experts about what levels of covid are safe. Data that we have were collected by an economist. More locally, CPS has mentioned a CDPH study with the Chicago Archdiocese. It doesn't necessarily extrapolate to CPS. The data is from fall, when covid numbers and hospitalizations were lower than they are now. Accountability measures were built into that system that CPS doesn't have. For example, schools have to be certified as safe. Urban public schools shouldn't be compared to private or parochial schools because they aren't as well-funded. I'm unconvinced that in-person school does not contribute to community spread. The insistence that it is safe makes me doubt the whole timeline. I strongly urge the Waters LSC to join LSCs across the city to write a letter of dissent.</p>
<b>Steve Moulton</b>	<p>Can we please get an update on PreK for the 2021-22 school year?</p> <p>GFR: I think that will be addressed during the principal report.</p>

## Unfinished Business

<p><b>Discuss the LSC's purview over commenting upon the CPS Reopening Plan</b></p>	<p>KS: It is important for the LSC to take a stand because we represent our community and teachers. Because we are an elected body and the current Board is not elected, it's our responsibility to say this is not okay. This plan was created without input from teachers, families, administrators. The CIWP talks about including community and the professional development of teachers. It will go down in history that we were one of the schools that spoke out against this. We want to be on the right side of history.</p> <p>SL: This is a terrible situation. It's very disappointing and frustrating. The word I keep coming back to is empathy, even for people who we might disagree with on this issue. We've heard well thought out public comments and comments from LSC members. The letter from teachers embraces empathy. It's clear that there is empathy for teachers. I also think it's important to think about other perspectives. CPS and the BOE have a valid point, that remote learning has left some students behind and there are students who will benefit from a return to school. Making a statement that says no to in-person learning, what does it say to those parents and students? Any action we will take here will affect those people.</p> <p>LMS: The LSC is required to make decisions based on our CIWP. Along with the Standards requiring we "Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school", the areas of greatest need that our CIWP recognizes are increased MTSS supports and increased focus on English Language Learners. We know that the majority of parents of students with IEPs and the majority of parents of English Language Learners have opted not to return to in-person learning in February. A significant number of bilingual parents responded to our survey, and I want to make sure we are listening to them. If CPS were threatening to cut our budget and lose teaching positions, it would clearly be within our remit to push back against that. This is no different than a budget cut. It is fully within our remit as an LSC.</p> <p>AMR: Thank you, Mr Raman. A lot of parents I've talked to have been concerned that teachers will think they're not with them because they want to send their children back to school. I feel for teachers and administration. From a procedural standpoint, we are governed by our bylaws. Our bylaws strictly state that we are to be nonpartisan. I see this as a political issue. It's between</p>
---	---

CTU and CPS. Ms Soto talked about representing the community, but at this point 60% of parents said they're returning. I believe that number has dropped to 50% over the past two weeks.

GFR: I respectfully disagree that this isn't within the purview because I don't see this as a political issue depending on how the resolution is stated. The bylaws are guidelines, and one of the elements specifically states "participate in the decisionmaking process to improve the education at our school" <check quote>. This, along with safety noted in the CIWP, equity issues and budget. Which teachers will return will impact the budget and social emotional well-being of our students. It is important for the community to come together around a statement that represents that our voices haven't been reflected in this process.

Ron: We are all faced with making difficult decisions due to covid. These are personal choices. I have to respect any family's decision regarding their choices for their families. CPS offered an in-person option. Many families don't agree with that plan, but other families have reasons that in-person learning is a better choice for their child. We need to respect the decisions of 54% of families at Waters. If we make a statement about the reopening plan, we are saying to those parents who chose in-person learning that their decision was wrong. I feel that does not create an inclusive environment.

Raha: I'm a community representative and former teacher. As part of the community, this is an incredibly difficult decision. From my perspective, being supportive of the teachers and administration, and after combing through CPS' plan, I asked is this plan what's best for kids? I don't think that it is. There has been plenty of evidence provided, particularly by teachers and staff. The role of the LSC might not explicitly state that we should be taking a side, but I think Ms Soto said it perfectly: Just because we're not supposed to doesn't mean that we shouldn't. Coming together to have a statement of support to reevaluate a plan that will be more inclusive of everyone's thoughts.

LC: I have gone back and forth since the first meeting. We all support the teachers. It is different for every family. I think every LSC member has thought about it and supports the teachers.

AF: Thank you to LSC members for careful thought and research. I came to conflicted conclusions. Does this reopening plan put kids first? I think it's very strong that way. That's

something we didn't talk about as much in prior discussions. Evidence to support reopening is conflicted. I realized that I wasn't comfortable with teachers having fewer options and mitigations - a higher risk - than kids and families. Chicago's BIPOC are a significant portion of our front-line workers. Demanding that they come back raises risk in BIPOC neighborhoods, and I can't sign off on a plan that reinforces systemic racism. I also agree with Alison on some things, but I think it is within our purview to weigh in on this.

MW: I don't think there's anything additional that I can say to change anybody's mind. I just wanted to make sure that everyone understands that I thought long and hard about it, like everybody else.

GFR: The LSC has looked at mountains of evidence when weighing this decision. I appreciate the time everybody put into this, especially over the holiday weekend. Thank you to parents who sent statements and emails and are on the call now.

KS: I appreciate that we're able to speak freely. Teachers' working conditions are students' learning conditions. 50% of the community may have chosen hybrid, but many chose hybrid just to keep options open. If families knew that 28 teachers in our building have applied for accommodations, it may change their opinion. I'm not saying families are making a bad decision. I'm saying that the CPS plan isn't safe.

AMR: It's difficult for us to say a plan is not safe. We can personally feel it, but none of us are specialists.

KS: There are 50 schools that have Covid cases since reopening for PreK.

GFR: As an educator, one of my main concerns is that the CPS plan doesn't adequately put students first. I think it puts teachers in an untenable situation of simultaneous teaching. Part of what we're doing is making a statement that is unlikely to make a change. Whatever we do or say isn't going to be the thing that will affect the outcome of this. For any parents who are worried, if the LSC takes a stand against the reopening plan, it is not the thing that will prevent the reopening from happening. I hope that CPS would LSCs.

MB: I stand with the teachers. My position isn't that we're afraid of getting sick. We're afraid of dying. We're afraid for our kids and their families. It doesn't mean we don't ever want to go back this

	<p>year. Teachers are supposed to be in 1B, which is right around the corner. It was the wrong time. If this could have been pushed back, if they had talked to teachers, LSCs, communities for waiting until vaccines were available, it would've made a huge decision. Families were asked to make a decision two months out. I am also worried about students' mental health. Depending on what teachers come back, classrooms could be rearranged. I think the plan is creating problems for teachers, administration and most importantly, students.</p> <p>GFR: Would anybody like to call the motion to a vote?  KS: I would. Motion that the LSC agrees to submit a statement regarding the CPS reopening plan.  LMS: Second  GFR: Any further discussion?</p> <p>Roll Cal Vote:  Peggy Ballasch: Aye  Liz Chandran: Nay  Raha Dempsey: Aye  Ron Dean: Nay  Greg Foster-Rice: Aye  Ari Frede: Aye  Titia Kipp: Abstain  Stuart Lange: Nay  Lydia Milman Schmidt: Aye  Alison MacDonald-Ryan: Nay  Karen Soto: Aye  Mark Williams: Aye</p> <p><b>Motion approved. 7 ayes, 4 nays, one abstention</b></p>
<p><b>Discuss possible statements regarding the CPS Reopening Plan</b></p>	<p>LC: I read statements issued by other LSCs as well as those submitted here. I liked Statement B. I like that it was concise and related to the CIWP and Budget.  KS: I'm in support of all three proposals. I agree with Liz.  LMS: I agree with Ms Soto. I'd back any of these, but Statement B lays everything out clearly.  MW: I agree all three are great statements. I'm comfortable with B.  GFR: I agree with all three statements. They hit three different areas. It's important for the LSC to make a statement.  AF: I'm only comfortable with Statement B. In terms of getting the reader to take it seriously, and to the last point about purview, this is clear that the reopening plan does affect the LSC's work.  SL: I also appreciate Statement B and its attempt to be neutral</p>

	<p>and tying it back to what's clearly within the purview of the LSC. I appreciated the thoughtfulness.</p> <p>Ron: I agree with Stuart. I think option B does a good job of bringing both sides to the issue, so I prefer that to the starting point.</p> <p>AF: There are a lot of objections in all of these draft resolution without any remedy or correction of what would satisfy the objection. If we aren't offering a suggestion, we're part of the problem. I think it's something we should think about an anticipate in the future.</p> <p>GFR: Perhaps we can use a resolution as a starting point to collect solutions from the community. We can start to compile that information. We shouldn't just submit a resolution without an expectation that we will come together as a community to address this.</p> <p>Straw poll: At least 8 approve of Resolution B (displayed on screen)</p> <p>Motion to Submit Resolution B opposing the current reopening plan: KS  Second: LMS  Peggy Ballasch: Aye  Liz Chandran: Aye  Raha Dempsey: Aye  Ron Dean: Aye  Greg Foster-Rice: Aye  Ari Frede: Aye  Titia Kipp: Abstain  Stuart Lange: Abstain  Lydia Milman Schmidt: Aye  Alison MacDonald Ryan: Nay  Karen Soto: Aye  Mark Williams: Aye</p> <p><b>Approval: 9 Ayes, 1 Nay, 2 Abstentions</b></p>
--	--

**Special Presentations**

<b>Legislative Update from Sen Feigenholtz's office</b>	<p>Sen Feigenholtz: I know that CPS and parents want harmony. I think one of the solutions is to get vaccines to teachers. They should be at the top of the 1B list.</p> <p>I have had the pleasure to meet with every principal in my district</p>
---	---

	<p>and listen to what the needs of the schools are. I met with Principal Kipp in person the day before the lockdown. I learned that the school needed a new boiler and a new playground.</p> <p>TK: The boiler system is pretty antiquated. We got a new playground with our new addition. We no longer need a playground on that side of the building, but we have some space where we're creating some nature play spaces.</p> <p>SF: I don't know if I've told you, but I have \$225,000 in the budget for the school. Schools in the district are my top priority. It very general, so we can talk about how to get that money from the state.</p> <p>I'm grateful that you're a committed LSC. I also want to congratulate the new LSC members. I see the commitment of the parents. I tell people in Springfield that many parents in the community are able to send their students to private school but don't because they believe in public education.</p> <p>The four pillars of the Black caucus; Education, social justice, economic ____ and healthcare. Two bills are on the governor's desk. I'm proud of being able to support this bill because I think it begins to change the narrative on criminal justice. We voted on the bill that the CTU asked us to support to give then collective bargaining rights.</p> <p>I'm here for you. I hope you join our town hall. We have an event coming up on utility bills. It's going to be a tough year budget-wise.</p>
--	--

**CIWP 15-Week Update**

<b>Greg Foster-Rice</b>	<p>For anyone who's not familiar with the CIWP (Continuous Improvement Work Plan) is a strategic plan for the school that is updated every two years. This is the first quarter update. We identify the areas of critical focus as well as strategies and data that teachers have been accumulating to address those areas of focus. It's dynamic and can be adjusted as we go along. One adjustment is that we don't have MAP data to use. The CIWP committee is GFR, AF, SL along with Ms Ballasch.</p>
<b>CIWP 15-Week Update</b>	<p>15 Week Progress Monitoring (Slides attached) ILT met in December. Survey was shared with CIWP Committee</p>

for input and completed by staff on 12/3 flex day. Staff completed analysis in January and shared with CIWP committee on Friday, 1/15.

Critical Areas are NWEA Math Growth and MTSS, ACCESS growth, Collaborative Practices and Design Thinking Embedded Instruction.

Ms Aguilar: Critical Area #1: We do not have current MAP growth data because students have not been tested since winter 2020. We have used resources that we have available. We can use IXL data and other methods. 63% of teachers are using IXL regularly in the classroom.

MTSS data chart was completed by staff. MTSS support team (includes social worker and psychologist) has one person assigned to each grade band. These aren't the only five things we are doing. BAC meeting in December focused on MTSS. Often EL students are also DL students.

Next steps for the next 15 weeks are to develop a system of monitoring to make sure interventions are provided consistently. Next year we want to have an MTSS guide that is used school-wide to help guide interventions and resources; scheduling a school-wide training in IXL with an IXL rep. Goal is to have 75% of teachers using IXL.

Ms Johnson: Critical Area #2: ACCESS Growth. Monthly BAC meetings and social events. Bilingual Teacher committee has been established. OLCE provided PD in October. Another PD provided in November regarding ELE standards. The ELPT attended an additional PD on lesson planning and shared with staff.

Goal for next 15 weeks: Continue providing PD to help teachers lesson plan. Time for PD, discussion and implementation. A goal is an ELPT coordinator whose responsibilities are solely related to bilingual education. Ms Beza is also a teacher, so having that would be wonderful.

Ms Aguilar: The LSC would have to approve a dedicated ELPT.

MB: Critical Area #3: Collaborative Practices. Evidence includes Weekly staff check-ins, middle school "parties", "recess" with Ms Bricker, SEL component, majority of staff serving on committees, BTC organizing PD, MTSS/SEL team established, ALT established, Tech Team providing tech

	<p>support for staff.</p> <p>Goals for next 15 weeks: SEL team distribute school-wide surveys to kids to check in on remote learning. Create activities that span grade levels, investigating practices for collaborative practices under the hybrid model, create a professional learning calendar for the remainder of this school year.</p> <p>Ms Ramos: Critical Area #4 Design Thinking Embedded Instruction  Evidence: Choose Love projects, Foss web science curriculum combined with art, studying cultures and traditions, FlipGrid how-tos, online library project, CAPE, middle school STEAM projects, Fine Arts Team Network Improvement Community (NIC) PDs, Guitar Club.  Goals for Next 15 Weeks: Cardboard challenge, composing in Chrome Music, Maker Week</p>
<p><b>Discussion</b></p>	<p>GFR: Thank you so much. There will be a 30-week update in June.</p> <p>SL: Thank you for the presentation. The one element that concerns me most is point two about ELL population and the fact that our EL students too often end up identified for diverse learner services. I appreciate the teachers bringing up that a dedicated ELPT position would be beneficial. I'd throw support behind that as a budgetary perspective. I'd like to get that on the agenda sooner rather than later.</p> <p>TK: Thank you to the ILT members who presented this evening and the entire staff. We try to hire bilingual Spanish teachers and encourage teachers to get the bilingual endorsement. Most of our budget is invested in our staff, so we have a real investment in hiring bilingual staff. An ELPT position separate from classroom teachers would be wonderful. We didn't have those funds available last year.</p> <p>SL: To clarify, are you saying we shouldn't prioritize an ELPT position?</p> <p>TK: Not at all. We have to prioritize homeroom teachers. We can't have everything we need. We are looking at investigating in the future.</p> <p>GFR: We can ask the budget committee to investigate this and report back at the next LSC meeting. If it seems urgent, Ms Kipp</p>

	<p>and other staff could start drawing up a job description so that we could move forward quickly. First we have to make sure there is money in the budget.</p> <p>KS: Thank you to the teachers who presented. Thank you to the ILT and admin for trusting the staff. Re the ELPT, I agree that it should be a dedicated position. There are certain numbers re the CTU contract whether we get a full-time ELPT position, so there are other factors.</p> <p>LMS: Can someone explain further how IXL is being used as a replacement for MAP?</p> <p>Ms Aguilar: It has a diagnostic tool. If students complete the diagnostic to their true ability, students are able to see a diagnostic report.</p> <p>LMS: How often do they do a diagnostic?</p> <p>Ms Aguilar: It's hard to get diagnostic minutes in. IXL recommends to use it regularly, but then we move away from curriculum. School-wide we've had a challenge implementing this. We are aware of not wanting to give kids more screen time.</p> <p>MB: With DL/EL population, this is not an issue unique to Waters. This is a huge discrepancy across the country. We have been trying to purchase curriculum with an EL component. More EL endorsed teachers means that teachers are able to better spot whether a student may have an EL issue versus a DL issue.</p> <p>GFR: Can we put down as an action point to have a discussion of staffing related to our EL population?</p>
--	---

**Reports**

<b>Principal Report</b>	<p>TK: We were going to be notified last Monday about staff accommodations. It didn't begin until Friday evening. Every school in CPS is unique. We have 28 staff members who requested accommodations. We can't plan for students to be in class four days a week because our numbers are too high for those pods. CPS said a maximum pod size is 15. We can only have 9-10 students in a pod in order to ensure safety. We have been looking at all possible configurations, but we</p>
-------------------------	---

don't have the staffing information. I'm extremely frustrated.

In-person learning is going to be very different than pre-pandemic. We are working on having recess outside. I've been in touch with Right at School. They also have to follow very strict guidelines from CPS. Lunch in the cafeteria has concerns about pods mixing. They may have to eat in the classrooms. School is providing breakfasts and lunches, as they have been doing. Bathroom and water breaks will be different. Water fountains have been cellophaned over.

What will simultaneous instruction look like? Teachers will be teaching students remotely and in-person at the same time. This is a new experience for everyone. There are going to be bumps along the way. Let's have empathy and be patient with staff. If a teacher is approved for remote learning, who will be with my children? We have been given the option to hire cadre subs and some miscellaneous employees. A miscellaneous employee could be sitting with children in your classroom while the teacher is teaching from home.

Schedule and teacher assignments: I wanted to have that to you yesterday, but because we don't have the information, I can't share that information. That includes who is in which pod.

We have seen a steady decline in the students who will be in-person. Some parents are waiting to see whether they will keep the same teacher. Please let us know as soon as possible if you chose in-person but want to change to remote. We may have to move students around to new teachers. I'm sorry I don't have more information at this time.

I can't tell you how much words of encouragement mean to teachers and me.

As soon as I know more, there will be another town hall meeting to share information.

GFR: There was a question about PreK in the beginning of the meeting.

TK: My goal is to bring PreK back. Right now, this is a priority. I'm reaching out to the department downtown to see what we need to have that in place for the fall. My goal was to have PreK at Waters, however I'm not sure if things have

	<p>changed. From what I've heard, children can apply, but they might get sent to different schools. You might not get your neighborhood school.</p> <p>KS: Thank you for telling us the truth about the struggles you're facing and telling us you don't know. I appreciate the honesty.</p> <p>LC: Is the decision to have PreK at the school level or does the board dictate?</p> <p>TK: It's based on space availability at the school.</p> <p>Ron: Since we are less than two weeks until students returning, have you considered contingencies?</p> <p>TK: We are in the process to fill the positions we currently have. I let the talent department know that we have a large number of staff not returning. We will need people in the building.</p>
<p><b>Budget Committee Report</b></p>	<p>The newly formed Budget Committee, including Ms Kipp, had a meeting last week. Kourtney Freeman joined us, who is a Budget Analyst for the Budget and Grant Office. Ms Freeman let us know that there is a comparability funds analysis that happens every year. This is to ensure equitable funding with Title I funds, which are federal funds for low-income students. Waters does not receive Title I funds, but receives less funding comparable to other non-Title I schools. After this analysis, which was confirmed by ISBE, the Budget and Grant Office let us know that Waters will receive a one-time grant of \$235,799.15 in order to be comparable to other non-Title I schools. She said that this happens to some schools every year, it's always different, and there's no way to predict which schools will get a funding boost (no schools get funds taken away during this analysis).</p> <p>There are restrictions on these funds. They must only be used for instructional purposes, and should be used by June 30, 2021. Approval, after going through the LSC, has to go through Ms Freeman's office. Whatever we don't spend by June 30 will roll over and be available again on January 1, 2022. Acceptable uses of these funds include supplies or technology that is used by students. It can be used to pay for teachers in classrooms, but Ms Freeman cautioned that the funds would not be available</p>

	<p>in the fall for salaries. However, because we have a teacher position that is partially funded by Waters Today, we may be able to put some of these funds toward that salary.</p> <p>Ms Kipp is going to provide the LSC with a current inventory and possible uses for these one-time funds. Alison is going to find a way to elicit suggestions from parents and the community. We should be able to discuss in the February regular meeting.</p> <p>SL: I wanted to support the suggestion that we get as creative as we can as quickly as possible so we can make that money as flexible as possible. The more money we keep in Waters Today, the more we have that is unrestricted.</p> <p>AMR: I think it's important to be strategic with these funds as well as make a lasting input. We will formally gather input from the community as well.</p> <p>GFR: I support the idea of how to keep money in Waters Today through the fall. We don't know what's going to be happening in the fall. It's better to keep it unrestricted.</p>
<b>PPLC Report</b>	No update.
<b>Fine Arts Committee Update</b>	No update.
<b>Facilities and Grounds Committee</b>	No update.
<b>Principal Evaluation Committee</b>	No update.
<b>Bylaws Committee</b>	No update.
<b>BAC</b>	<p>Ms Beza: The BAC hosted their second social meeting January 7. We do social meetings to invite more bilingual parties to join us. We noticed it's hard for bilingual parents to be part of meetings, so we want to find different ways to invite people to our meetings. On February 1 at 5:30pm we will host our fourth BAC meeting. The topic is linguistic tools for school success. We met to select the workshop. It's provided by OLCE. Our role is to invite more parents to</p>

	<p>meetings. We will send information to all of the bilingual community. We send fliers, reminders and emails via email. We also have a BAC Facebook group and robocalls.</p> <p>LMS: Thank you for doing so much outreach. I know that's been a struggle in the past.</p> <p>AMR: How many people are attending meetings?</p> <p>NB: 12-15. We are also asking teachers to remind parents.</p>
--	---

**Public Comment**

<b>Eileen Favorite</b>	<p>I think it's great that Sen Feigenholtz about \$225k. When she said her friend said her kids were getting dumber every day, that's not what I see with my kids. Thank you to the 5th grade and middle school teams. When we were asked if we wanted to go remote or in-person, we didn't know what that was going to look like. I'm very concerned to hear on the news that the CTU is considering striking. A strike will not be good for our kids. I love our teachers, but another strike? No.</p>
<b>Carolyn Dean</b>	<p>I wasn't sure whether teachers were wanting to tell students if they were going to come back. If they could send that information to parents first, that would be helpful to help us prepare our students.</p>
<b>Jason Rieger</b>	<p>Thank you to the LSC for this thoughtful debate on the resolution to CPS. I strongly support the letter and I am grateful you're doing it. Thank you to Mr Raman and the teachers as well. I know it may seem like one letter from the LSC won't do anything, but combined with other LSCs, it will make an impact.</p>
<b>Jenna Mullen</b>	<p>Thank you to the LSC and staff. Both of my children are having a wonderful experience this year. I wasn't able to see the letter that will be sent. I think after hearing you speak, what was at the heart of it was equity. The current reopening plan is not equitable. To support our Tier 3 MTSS students and EL students, is there a way to ensure in-school supports are there for those families? Privileged families like mine could bow out of in-person learning to allow more resources</p>

	for these students. Other schools are doing dedicated supports for Tier 3 and EL students.
<b>Ms Ballasch</b>	Thank you for to listening to staff and discussing this as a third LSC meeting. I know we're not always in agreement about the letter, but I know we're in agreement about what's best for Waters. As a representative of the staff, I want to thank you all for your thoughtfulness and time spent on this issue.

### Actions

<b>Adjourn Meeting</b>	Motion: KS Second: TK Approval: Unanimous
------------------------	---

### Action Items

Action Item	Owner	Date
Further discuss potential staffing for EL program, ie dedicated ELPT.	TK	By Feb Meeting
Collect input for discussion about spending comparability study	AMR	By Feb Meeting

<b>Next Meeting Date &amp; Time</b>	Regular Meeting Tuesday, February 16 2021
-------------------------------------	---