

CARVER SCHOOL COMMITTEE

Monday, June 10, 2019

7:00 p.m. OPEN MEETING

Town Hall, 2nd Floor, Meeting Room 1

School Committee Present:

Andrew Cardarelli

Stephanie Clougherty

Jason Greenwood (arrived late 7:12)

James O'Brien

Andrew Soliwoda

Absent: Jenna Sweeney, Student Advisory Council;

Also Present:

Scott Knief, Superintendent

Brad Brothers, Chief Operations and Finance Officer

Meredith Cargill, Director of Curriculum, Instruction and Technology

Meeting Opened: Andrew Cardarelli opened the meeting at **7:06 pm** with the Pledge of Allegiance.

Recognition:

Brendan Thomas, Grade 5 Student, Baldo:

Brendan Thomas was chosen as one of this year's Curiosity Challenge winners of the Cambridge Science Festival. Many students across the state entered the contest. Students were asked to write an essay or poem, draw a picture, or take a photograph about what makes them curious and describe how it prompted them to explore the world. Joanne Kalell, who is the program coordinator of the Festival shared the following, "This year we received 4,000 entries, a little more than the 3,900 in 2018. 48 schools and organizations and over 200 teachers and classrooms participated in the selection process very difficult." Brendan along with other contestant winners were honored at the Cambridge Science Festival CURIOSITY AWARDS on Saturday, April 20, 2019. Brendan's submission was focused on "What makes earthquakes happen" and shared with the committee that he was curious about how earthquakes can happen so quickly and be so destructive which is what led to him choosing that topic. The committee recognized and congratulated Brenden for his accomplishment.

Elementary Edaville Trip

Superintendent, Scott Knief and Principal, took a moment to make mention of the day at Edaville that all of the elementary school took part of that day. He recognized and thanked Principal, Ruby Maestas for her work in making this happen and she shared that the day was flawless and staff, teachers, administration, bus drivers and chaperones all played a part in making that happen as they had 820 children and 80 chaperones on the trip.

They thanked Edaville, the bus drivers, lunch monitors, administrative offices, elementary staff members, Mrs. Costa and the food service staff, custodians and chaperones. She commended the students on their excellent behavior and made note that she and other staff members received many compliments from other Edaville visitors on how great the students were.

I. **Comments from the General Public:** None

II. **Comments from the EAPC:** Tammy Johnson, EAPC Vice President: Mrs. Johnson highlighted the many end of year events and field trips that have happened which showed a snapshot of the additional efforts educators make to offer additional opportunities for our students. She called for action across the state and urged the community to please call legislators and ask them to support the Promise Act, which would support the foundation budget, prevent any statements or any further legislature that take away power/funds from schools, and prevent school districts from losing significant funds to charter schools. The EAPC and MTA will continue their work over the summer and she looks forward to providing an update in August.

III. **Update by Student Advisory Council:** None

IV. **Approval of Minutes**

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Motion: Andrew Soliwoda

Second: James O'Brien

Vote: Unanimous [Stephanie Clougherty - abstained]

V. **Communications**

VI. **Reports from the Superintendent:**

A. **Personnel Updates:**

Mr. Knief reviewed the following changes in personnel at Carver Public Schools.

New Hire: **Sarah Varnerin**, Math Teacher, MHS; **Jordyn Hardiman**, Adjustment Counselor, CES (transfer from Assistant BCBA); **Dawna Vella**, English Teacher, MHS; **Jocelyn Kelley**, Grade 5 Teacher, CES (from Paraprofessional)

Resignation: **Nicole Sjolin**, Music Teacher, MHS; **TJ Elder**, Phys Ed Teacher, CES

B. **Bullying Task Force** Kimberly Duane, Christine Cabral

The Bullying Prevention and Intervention Plan for the district needs to be periodically reviewed and updated. This year Christine Cabral, Kim Duane and Trish Winslow led the Bullying Task Force for the purpose of reviewing and revising the plan. The Task Force consisted of teachers, parents, administrators, town officials, and members of the community. The group met four times since January 1st. Christine Cabral, Assistant Principal and Bullying Prevention Coordinator and Kimberly Duane, Adjustment Counselor reviewed the process the Task Force followed and presented the revisions to the districts Bullying Prevention and Intervention Plan. Mrs. Cabral began by highlighting the history of the plans development which started in 2010 when the state passed a law that all schools have to have this plan in place. In 2014, a committee assembled to revise this plan and now again in 2019. The initial step was to reach out to Massachusetts Aggression Reduction Center (MARC), a program out of Bridgewater State University that works with schools nationwide researching, developing curriculum and teaching strategies for bullying intervention and prevention. The school conducted a survey that was distributed to all students grades 5-12, as well as parents and staff members. MARC then created reports and analysis with which the committee used to make revisions and review the plan. The 2019 task force was created off the model of the 2014 task force and included parents, students and staff members. In addition to leaders Kim Duane, Christine Cabral and Trish Winslow, the task force consisted of Police Chief, Marc Duphily, Superintendent, Scott Knief, and School Resource Officer, Mike Wall. Elementary representatives were: Tanya Dawson, Nicole McNeil, Julie Porter, Ben Tan,

Kylie Thompson, Heather Stagnitta and parent, Jennifer Lyman. Middle High representatives were: students, Joshua Kennedy and Morgan Campbell, Paula Murphy, Leslie Ritz, Beth Goodwin, Jessica Rizzuto and parents, Thea Rowles and Deborah Marshall-Hewlitt. Liza Bertram, middle high school librarian also assisted the task force with editing and formatting. In the first meeting, the team leaders - who have been trained by MARC, trained the task force members on terminology, reviewed the survey data and began to look at areas for revision. Dr. Englander, founder of MARC program, was invited to come to the second meeting and a parent forum was hosted for the district on cyberbullying and social media. Dr. Englander also used and reviewed data specific to Carver from the survey results in her presentation to give the community an overview of where Carver is specifically. The third meeting was spent making final revisions to the plan.

Much of the plan was left unchanged as it related to law and policy. The primary focus was to look at the academic programs. Mrs. Cabral shared that she was particularly proud of the amount of support and programming that has been established in the last 5 years. At the Elementary School they have supported these initiatives through the accepting differences and responsive classroom programs, Devero student strength assessment grades, the second steps program, MARC curriculum, and schoolwide assemblies. At the Middle High School Level, the Comprehensive Health Curriculum, grades 6-12 includes lessons on bullying and harassment prevention and intervention, the Be and 11 program, and the Anti Defamation League(ADL) World of Difference Program. Districtwide the Positive Behavioral Intervention and Supports (PBIS) program is used throughout the year.

Mrs. Cabral also noted that in September, all staff members are trained each year on Bullying Prevention and Intervention. In addition, this year, Katie Greer offered a presentation on internet safety and MARC trainers came as well as Dr. Englander to train and present on cyber-bullying for students and staff.

Andy Cardarelli applauded their work and agreed how important it is that we can help change thinking in early ages and working with kids all the way through. He inquired on such events like Eadvaille and school wide events opportunities if staff members use that time to review SEL observer student behavior and interactions. Mrs. Maestas responded offering that they view all of these opportunities as informal assessments, staff is always looking, always giving feedback and analyzing what can be done better, etc.

Jason Greenwood asked for clarification on how PBIS is received in the schools and executed by staff? Mrs. Cabral shared that they have been practicing this at the Middle High School with fidelity, perhaps with more involvement in the Middle School grades, but practiced in grades 6-12. With an event each month and incentives which have become routine, kids are aware and it is practiced in some way at every grade level. At the Elementary School, Mrs. Maestas shared that PBIS is “Respectful, Responsible, Ready to Learn” and everyday and they look to provide that in examples as well, for instance, when headed to Edaville that day, staff asked kids, “How can we model Respectful, Responsible and Ready to Learn at Edaville?” with answers of: “be safe, have fun,” etc.

James O’Brien asked if the tech talks on internet safety also happened with CES students and parents? The MARC presentation was attended by parents K-12. Ruby Maestas noted that they are continually

sending letters home to inform parents when they are made aware of an app or online issues, i.e. tik tok, momo, etc. She believes having the elementary school in one building has really helped them to be more efficient and work together and Mrs. Kent works diligently in tech lab with students on appropriate use. They have found that 3-5 grade students with devices are familiar with apps that are 13+.

C. Teaming Grades 3-5 Ruby Maestas - Meredith Cargill - Karen Teichert

The Elementary School has decided to adopt a teaming model for students in grades 3-5 for next school year. The administration has been working with the staff to develop and plan for teaming for next year. Ruby, Karen and Meredith presented the rationale for the planned model and the process the school went through to develop the current model.

The elementary school is excited to move forward with the teaming model at the elementary school. The teams at CES would be a pair of teachers who would have common students and share teaching responsibilities. The benefits and structure are as follows:

- Each would have their own homeroom,
- Share responsibility for student growth,
- Change in academic day for students,
- Allows teachers to gain strength in a curriculum area,
- Exposes students to different teaching styles,
- Teachers would teach either Reading & Social Studies or Science & Math but all curriculum would embed writing into their curriculum,
- Each team creates common set of protocols,
- Grade 5 would look differently because there are only 5 teachers currently, so they are still working on what the team of three would look like.

Anticipated outcomes are:

- Help to embed best practices,
- Planning assessments and adjust teaching,
- Focus on the demands of frameworks,
- Fosters collaboration,
- Optimizes preparation time,
- Allows for focus professional growth,
- Provides opportunities for interdisciplinary growth.

The team visited local schools to view models of teaming in action. They also conducted surveys to gauge team and teacher preferences, engaged in discussion with staff and will also have teaming work sessions over the summer to further develop the model.

They are still working on the format for Parent Teacher Conferences, how would team contribute to report card comments and communication to parents on report cards which are heading home this week.

Andrew Soliwoda asked what brought on the move to the teaming model?

Ruby shared that there has been lots of discussion about the frameworks, but ultimately we want our teachers to become experts, and there is simply too much to be great at. Teaming would allow teachers an opportunity to become experts at 2-3 areas and be better than at all 5. It has been evolving over the last

several years and in fact, some CES teachers have been doing it in smaller scales on their own with flexibility.

While those teachers could remain static, administration would like to keep an open mind and continually reflect on the practice. Mr, Knief added that the district is excited about this set up for students and teachers.

James O'Brien believes it to be a great solution to see if it would help people become more focused and masterful, especially since as an Elementary teacher, you have to become an expert and the best at everything and it's a difficult measure. Jason Greenwood added he will be interested to see what the writing feedback will be having it spread across all areas.

D. **Elementary School Math Curriculum Council** - Meredith Cargill

At the end of last year the district formed a Math Curriculum Council at the Elementary School to look at Alternatives to Everyday Math as the K-5 math curriculum. The Council was headed-up by Meredith Cargill and Jen Kelley, the Math Coach at the Elementary School. The Council met throughout the year and has made a recommendation that we transition from the Everyday Math Curriculum to a program called Bridges. Meredith Cargill gave an overview of the process that had led to the decision and the timeline for implementation.

The demand in framework is close to 220 individual standards for core subjects. The Math Curriculum Counsel came about from a D.E.S.E. grant to review curriculum materials that were aligned with the state frameworks. The committee had a minimum of two representatives from each grade level, special educators, and administration. The grant covered teacher stipends to look at this so we met outside of school during the summer time.

The committee surveyed staff, published updates, had monthly meetings and updates via grade level meetings, attended site visits, vendor presentation, and offered half day PD and updates, and created the formation of recommendation published findings.

Through the process they made sure each grade level was communicated with and could ask questions. The feedback said that teachers were looking for something less language heavy. The committee explored and aligned the options: Ready Classroom - which personalizes math experiences and is primarily done electronically, Carver Curriculum Guide - which missed horizontal coherence, and Bridges - which was ranked the highest. Pros and Cons of the Bridges are as follows:

CONS

- Whole group instruction
- Intervention Kits are great but need additional time to support struggling students - additional time of day
- Time to get to know a new program
- Lack of online digital personalized learning (similar to i-Ready Instruction)

PROS

- Emphasis on **deep conceptual understanding**

- Multiple ways to **solve a problem**
- Strong foundation for **Number Sense** and understanding “why” vs. a “trick” or procedure
- Emphasis on the **process** vs. the answer
- No need to supplement (**ample resources**)
- Intervention complement for **individualized support**

The formal recommendation is implement this curriculum initially in grades K-2 and then in grades 3-5 in year 2 in order to allow them to get used to teaming before introducing a new curriculum. A few other districts in the area several years in with the Bridges curriculum and they were able to watch and observe, ask questions, and get feedback for implementation.

There will be three opportunities for teachers to work with this and gain professional development this coming week before implementation and Bridges staff will be coming to offer support. The professional development plan for implementation will be as follows: In June, there will be training offered and materials distribution. There will be a full day professional development offered in August at beginning of school year and then followed by a coaching model with Jen Kelley in classrooms every day for a month to help roll it out.

Grades 3-5 will still use everyday math, but with the online access available with Bridges, some teachers have asked if they can begin to incorporate some of those pieces.

James O’Brien offered his perspective as an elementary teacher sharing how much he loved everyday math, but knew it wasn’t sustainable (he has used it for 7 years) and is ecstatic about this transition for our students. Meredith Cargill also noted that with the Bridges curriculum, there are less worksheets replaced by the use math journals and they have found this to be much less paper dependent and more applied instruction. They are not regular chromebook lessons, but applicable and conceptual structure which will pair well with MCAS higher order thinking, however it is not tech averse. She is excited that they are all in agreement with teachers to “Nix the Tricks!” Bridges also follows a model where the learning is pictorial, concrete, etc., which is an important learning order for students, especially developmentally, Karen Teichert, Director of Special Education explained.

Andrew Cardareri has heard from a number of parents who have shared that they cannot help kids with “new” math and asked if this is similar? Mrs. Cargill responded that she doesn’t believe there is kitschy language associated with Bridges and her hope is that the block won’t be there between parents and kids in that way, with that being said, however, she was quick to also acknowledge that research has evolved so much that math is very different than when we were kids.

E. School Improvement Plans

- **CES:** Slide Presentation Principal, Ruby Maestas shared the progress made from current school year at Carver Elementary School:

1.1 Safe & Supportive Schools: Use and Implement PBIS model to increase expected behaviors and sense of community through morning announcements, bus decisions, morning meetings.

1.2 Safe & Supportive Schools: Continue to increase Social / Emotional Learning

competencies among students through Professional Development/Responsive Classroom, DESSA, Second Step Social Skills lessons - Tier 2 instruction, SEL Resource Toolbox, ASQ-SE added to preschool screening

2.1 Community Engagement: Continue development of focused outreach and community partnerships through the Health/Wellness Fair-Mental Health agencies, Police/Sheriff/Fire Departments, Carver Cares, Before and after care - YMCA, Piecing the Puzzle, Author Visits, Community Readers, Wareham Gatemen, CMHS Planetarium, YPAC, Town Recreation Department, Public Library, Edaville, globally through Villa Per Se, as well as through Early childhood outreach by offering professional development for community childcare providers and PreK transition programs.

SP 2.2 Community Engagement: Increase home support by strengthening parent/teacher relationships through Parent/teacher conferences and open house, pre-K to K transitional events, community evening events, conducting the annual SSS parent survey, South Shore Collaborative- Active Parenting, MARC Parent Night/ ALICE Info Night, Katie Greer - Internet Safety Presentation, Grand Opening, Veteran's Day, Game Night, Movie Night, Trivia Night, Time Capsule Ceremony, Musical performances & Art Night

SP 3.1 Elevate Teaching & Learning: Provide professional development in line with teacher feedback and student need through Executive Functioning, Math Coaching, Math Curriculum Council, Responsive Classroom and Impact of Trauma on learning.

SP 3.2 Elevate Teaching & Learning: Continue to provide UDL training, coaching and support continued through Data Coaching which looks at reading, math and now SEL data, adding SEL to the grade level data meetings, IST Coaching, which is done by law, each term per school where the team meet regularly to express student concerns, and ASQ-3 added to preschool screening

SP 4.1 Leverage Leadership Policy and Funding: Encourage strategic use of data through thoughtful and flexible use of resources through the PreK expansion, technology skill building in professional development using internal resources, and alternative PD opportunities like the U.S.S. Constitution and teachers sharing out and expanding knowledge bases at faculty meetings on various trainings.

In **2019-2020, the Carver Elementary School will be** piloting a tool box in K-5, which is a SEL curriculum that offers a set of strategies and visuals. It takes all of the Social Emotional programs and is an umbrella for it all. It will be piloted with 1 teacher per grade level. DESSA will also be continuing, but they only started phase 1 in March. They are also planning to increase afterschool programming to include SEL models as well as offer an End of Year move up day for all students where students can meet teachers before the year is over in order to prepare them and relieve anxiety. Finally, the elementary school plans to continue ALICE trainings and procedures.

In regards to **Community Engagement, they have planned to** merge wellness fair with wellness committee and partner with Harvard and participating in an early ed study. For Under **Enhancing Teaching and Learning**, they will be providing training on teaming and bridges and increase awareness for teachers on cultural needs and diversity. A revision of handbooks, etc. will also be completed. In order to **Leverage Leadership Policy and Funding**, they will continue with the Preschool expansion, implement the teaming model

and offer diversity training.

- **MHS:** Interim Principal, Michael Schultz shared the progress made from current school year at Carver Elementary School as well as the plans for the upcoming school year.

Safe & Supportive Schools:

ALICE: The Middle High School has continued work around ALICE and has been roughly 80% implemented. Each team member is certified through ALICE and the MHS has been cautious on the levels of drills being done and implemented. The Crisis Response Team and the ALICE team work together on this initiative.

Teaming: Administration has been working on plans to expand the teaming model to include grade 7 from feedback from community and teachers.

Crusader Hour: As school lunch can be an anxiety producing time for students, exploring the use of Crusader Hour would allow for a tiered accountability system during the lunch block. Assistant Principal, Michael Martin piloted a similar program at his former school district which is similar to an open campus model. Students in good standing have more flexibility. Tier 2 would get an extra 30 minutes to check in with teachers and catch up on work and Tier 3 students would have guided assistance. There are no plans for immediate implementation, but simply exploration at this time.

The middle high school also plans to use Check in Check out Models, SEL Toolkit, and to support the special education department in their program to promote understanding through homeroom videos, etc.

Community Engagement: The goals under this category include: Identify and establish events to encourage community involvement, offer Caring Crusaders support, Continue development of substance abuse programs, Expand partnerships with business - to be

done

through pathways as well, Promote Carver Night Out Program, Develop a thriving PTO - rebuild with a parent representative for each grade level.

Elevate Learning: Carver Middle High School administration are looking to provide professional development in line with teacher feedback and student need, create a vision of the graduate, develop a plan to increase horizontal/vertical collaboration among educators, increase the utilization of technology by teachers/students to support 1:1, and utilize the MAP Assessment system - which is data collection in Math and English.

They are also seeking to continue to foster collaboration and revise curriculum in all content areas as well as to develop the Career pathways program. The team recently took a trip to Mashpee High School to see the program in action which helped them to identify pathways, coursework and align electives for Carver. They are starting to get student feedback on these programs.

Leverage Leadership Policy and Funding: In order to leverage policy and funding, the MHS administration is planning to access PD funds through district and other outside

programs, Collaborate with districts for programming funding with pathways, Pursue funding through motorola partnership to replace radios in building, which is needed for safety and security, and to Integrate current school information systems into a new aspen platform which would replace student information system as there are concerns about performance and would combine a lot of the programs we are using for communication and records.

Andrew Carderelli asked if the ALICE trainings have included active drills with staff and police. Mr. Schultz shared that the ALICE training began with the staff when it was first introduced with a live action barricade drill with police and only with teachers/staff. They have backed off of that and have been working more on barricading and teaching strategies, and do not have any plans for an active drill right now. We are focussed on teaching how to use information to make the best decisions under pressure. Mr. Knief added that the Police and fire are active members of the ALICE and Crisis Response Teams and the chiefs are a part of all drills and meetings.

F. **Class of 2019 Future Plans**

Mr. Knief shared an overview of the future plans of the class of 2019 with the committee members, the overview included: what schools the students in the graduating class were accepted to, plan on attending, and the percentage of students attending a 4 year colleges or universities, 2 year colleges, joining the military, or joining the workforce. The percentages are as follows: 24% of students graduated will be attending a 2 year college, 55% of students graduated will be attending a four year college, 17% of graduates will enter the workforce, 2% of graduates will be joining the military, and 1% have plans to attend a secondary trade school.

VII. **Recommendations from Superintendent**

A. **Middle School Handbook** - Christine Cabral

Assistant Principal, Christine Cabral outlined the proposed handbook revisions for the Middle School Handbook in which calendars and personnel will be updated as well as the following revisions:

- Agenda books (pg. 8): have been added back to grade 7 as 85% of teachers wanted them back and the other 15% had no strong opinion on the matter
- Bulletin board (pg 15): This item will be removed and updated with current school closing information.
- Awards and Recognitions (pg 24): Awards and recognitions not included were added - President's Academic Excellence Award (high honors all 4 terms in a year) and the Best You Can Be Academic Award for grade 8 students (all 90% and above entire MS career)
- Athletic User Fees (pg. 47): athletic user fees, can now be paid online through family ID
- School Late Bus Policy (pg. 57): added "privilege to use the late bus" etc.
- Concussion Policy (pg. 61): - return to play protocol will be observed by the athletic trainer.

Motion made to approve the proposed changes to the Middle High School Handbook: Jason greenwood

Seconded: Andrew Soliwoda

Vote: Unanimous

B. Recreation Committee Re-Appointments:

Mary Ross and Karl Miller have both expressed interested in staying on as members of the Recreation Committee. Mary has been on the committee for several years. Karl was appointed last year.

Motion to re-appoint Mary Ross and Karl Miller to the Recreation Committee: Andrew Soliwoda

Seconded: James O'Brien

Vote: Unanimous

C. Appointment of Two Members of School Committee to Sustainability Study Committee

The Finance Committee is in the process of establishing the Sustainability Study Committee and has requested that the School Committee appoint two members. The goal of the Committee is to look had what steps can be taken to ensure the sustainability of all town departments. Alan Germaine, Chair of the Finance Committee spoke at our last meeting about the group. The first meeting of the Committee is scheduled for Thursday, June 27 at Town Hall. The frequency of the meetings is unknown. Mr. Knief and Mr. Brothers will also be in attendance.

Motion to appoint two members to the Sustainability Study Committee: Andrew Soliwoda

Seconded: Jason Greenwood

Vote: Unanimous

Andrew Cardarelli imagined this committee would be relatively active at first, however he is not sure how long it would go for. It would meet as part of the finance committee meeting open meeting. A suggestion was made that the voting member should be the chair and then leave the other seat open to any member who might be available to attend with the chair, however acknowledging that with a vote at that committee meeting, nothing would be agreed - the vote would only be to bring it back to the school committee for discussion.

Motion made to appoint Andrew Cardarelli and second seat would be a rotating seat amongst four other members of the committee: Andrew Soliwoda

Second: James O'Brien

Vote: Unanimous

D. School Committee Meeting Schedule for August 2019

A meeting date of Monday, August 19th was selected and approved for the next school committee meeting and all approved the meetings to take place on the 2nd Thursday for the remainder of the new school year.

E. FY20 Budget Transfers - Brad Brothers

Mr. Brothers reviewed the transfers proposed for the FY20 Budget. The school has and will realize upwards of \$120,000 dollars in savings as the result of several staff movements that have occurred since the FY20 Budget was passed at the Town Meeting. Those movements include; the retirement of Mary Langner, School Adjustment Counselor at CES, the resignation of several staff members including Amy Piekarski, Speech and Language Pathologist, T.J. Elder, PE at CES, Michelle Taylor, Director of Literacy and Instruction, and the restructuring of the Athletic Director position at the MHS. With a portion of these savings we will propose the hiring of a 5th grade teacher at CES that was reduced two years ago and giving us 6 teachers at each grade in the Elementary School.

\$9,000 will go to support health insurance and the rest will go to CES to support a new Grade 5 teacher. While the school administration presented the need for a tech teacher before, they believe the district we will be in a better spot if they wait a year to ease into that position. At this time they aren't quite ready to have that teacher in place to carry out and implement as a built out is needed first for the new career pathways program

Looking at the needs at the Elementary School, 6 teachers at needed each grade level. A teaming model at Grade 5 would be enhanced by an additional teacher, especially as enrollment numbers have increased. 6 teachers at each grade level is where we should be and would be appropriate staffing, and using our building model appropriately. The funding of this position also comes from re-occurring money available, not one time as proposed before when we talked about the art position.

There may be additional savings coming depending on hiring for open positions, which in August we will discuss the many options of what we could and should do with these positive financial moves and are thinking conservatively for the future, and also look to support needs.

Andrew Carderlli applauded this move and noting how happy he is that the committee and administration can fulfill a promise made to bring that position back as soon as they were able.

Motion made to approve budget transfers: Andrew Soliwoda

Seconded: Jason Greenwood

Vote: Unanimous

F. **Field Trips**

Lady Crusader Basketball Team, Mt. Washington, NH, 7/19/2019 (rain date 8/9)

Motion made to approve field trips: Andrew Soliwoda

Seconded: James O'Brien

Vote: Unanimous

VIII. **Reports from the School Committee**

Andrew Cardarelli: Congratulations to all students who graduated, it was a pleasure and honor being there. I was happy to see how excited they all were. I also had a great time at community readers day and I can't wait to do it again. Grade 8 Spring Fling was my first time attending this event and it was great as well! Happy Independence Day, have a great summer and have fun.

Andrew Soliwoda: Thank you to staff for another year in the books. Kids - enjoy the nine weeks off, take advantage, have a great summer and come back strong.

James O'Brien: Thank you for the presentations and the amount of work that goes into formulation and all that needs to be done to make us work the way we should. Thank you to all committee members for all your hard work in our community and for ur kids. Safe and happy summer.

Stephanie Clougherty: Very appreciative of all the hard work, blessed with dedicated staff and facility. Go

Bruins and happy 4th and safe summer.

Jason Greenwood: Community readers day was such a fun event, many thanks to Michelle Taylor for the planning and orchestration. The kids were so excited.

Motion to adjourn: Jason Greenwood

Seconded: James O'Brien

Roll Call Vote:

Andrew Cardarelli, Chairperson: **Yes**

Andrew Soliwoda, Vice Chairperson: **Yes**

James O'Brien: **Yes**

Jason Greenwood: **Yes**

Stephanie Clougherty: **Yes**

Motion Approved: 5 to 0

Meeting Adjourned at 10:15p

Minutes respectfully recorded and submitted by: Gina Marie Rush