

# CARVER SCHOOL COMMITTEE

Thursday, December 12, 2019

7:00 p.m. OPEN MEETING

Town Hall, 2<sup>nd</sup> Floor, Meeting Room 1

## **School Committee Present:**

Andrew Cardarelli  
Jason Greenwood  
Stephanie Clougherty  
Andrew Soliwoda  
James O'Brien

## **Also Present**

Scott Knief, Superintendent  
Brad Brothers, Chief Operations and Finance Officer  
Meredith Erickson, Director of Curriculum, Instruction and Technology

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**Meeting Opened:** Andrew Cardarelli opened the meeting at **7:00 p.m.** with the Pledge of Allegiance.

### **I. Comments from the General Public:**

Nonw

- II. Comments from the EAPC:** EAPC Vice President, Tammy Johnson shared with the committee that Governor Baker signed the bill into action that the MTA and EAPC has been supporting and that the passing of this bill will add 1.5 million dollars back into education over the next few years with increases for special education transportation and funding of the circuit breaker account specifically for Carver. She shared that the EAPC would love to see full time Educational Support Professionals (ESP) funded at the kindergarten level. They would also like to see a full time technology teacher at the Middle High School and asked the committee to consider these items when they create the budget for the next year.

### **III. Update by Student Council and Student Advisory Council:**

Student Council Representative: Morgan Campbell

Morgan highlighted the student council's activity in the past two months. In October, the Costumes for a Cure Fundraiser for the Make a Wish Foundation sponsored by the student council raised over \$1,000 and topped last years donation. In November they spent their time planning for the successful Thanksgiving pep rally reflecting changes that incorporated the band, minimized games and had the principal addressing student athletes prior Thanksgiving game.

In December, the student council with the cooperation and assistance of the MHS administration and staff will be hosting a new "Crusader Day" event. This event will be a half day schedule in which the Student Council will take over the building on the last day prior to school break. During that time there will be a holiday concert for all students by the band and chorus, a community service hour where students can make cards for students in the hospital and assemble care packages for troops through operation shoe box, a homeroom scavenger hunt, and other events that students can elect to participate in.

**Captain's Council Representatives:** Andrew Walker, football and Azelin DelGuidice, girls soccer

The captains shared that winter sports have reached a record number for students participating. The winter

sports sessions will begin next week. The captains council also shared that the month prior, they were able to collect and donate 125 wreaths for the Wreaths Across Carver initiative and helped to place over 300 wreaths on veterans' graves in town. They are looking forward to making it an annual event. They are currently planning for the "Be an 11" program at the middle high school which is a team building and leadership program with the grade 7 students. They also noted the achievement of the Boys Soccer Team who received the MIAA Sportsmanship Award and Michael Sawicki who was named South Shore League All-Star, Patriot Ledger All Scholastic and received the Eastern Massachusetts Soccer Coaches Association Award.

#### IV. Approval of Minutes

October 10, 2019: Open Session Minutes

**Motion:** Jason Greenwood

**Second:** James O'Brien

**Vote:** Unanimous - Andrew Soliwoda and Stephanie Clougherty abstained

November 14, 2019: Open Session Minutes

**Motion:** Andrew Soliwoda

**Second:** Jason Greenwood

**Vote:** Unanimous - James O'Brien abstained

#### V. Communications: None

#### VI. Reports from the Superintendent:

##### A. Personnel Updates:

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

New Hire: Barbara Bardon, *Food Services*; Kim Mitchell, *Transportation Clerk*; Steven Demers, *Bus Driver*; Kiley Shoemaker, *Education Support Professional, MHS*

Resignation: Maria Santos, *Bus Driver*

##### B. Shadow a Student Michael Martin, Sara Charbonneau, Morgan Campbell, Tiffini Cornock

During the week of November 18, 2019, 14 teachers at the Middle High School participated in the Shadow a Student Challenge. Each teacher spent an entire day following a student's schedule including school sponsored extra-curricular activities. The goal of the challenge was for teachers to see the school day through the eyes of students. The Challenge was arranged by Assistant Principal, Michael Martin and the Safe and Supportive Schools Committee at the Middle High School. Mr. Martin and a few teachers and students who participated provided the committee with reflections on their experience.

Mr. Martin said that the idea to run this initiative came from the feedback gathered from students in the first year of the Safe and Supportive Schools grant. Mr. Martin has participated in the "Shadow a Student" challenge as an Assistant Principal in another district. The group received overwhelming feedback from staff for participation. Teachers set their learning goal for the challenge for instance, an AP teacher could elect to follow an AP student, and the idea was for teachers to see what rigor was like, normal day was like.

Tiffini Cornock, chemistry teacher, shared her experience of shadowing a freshman honors student she

hadn't met before. Her reflection was that it was a busy day that consisted of exams the first two periods of the day, in which she participated and found it was a stressful experience for her with pressure to perform well. She also found that phys. ed was fun but exhausting and that it was difficult to change and be dressed and ready for classes on time. She noted that her student never stopped at her locker and that the hallways were chaotic. All in all she said the kids were all really great, encouraging and supportive not just of her but of each other. It was an exhausting long day she said, but it was a good experience.

Morgan Campbell, grade 12 student at Carver Middle High School shared her experience as a student in the challenge and was shadowed by history teacher, Christ Tresca. She said she was nervous about the challenge because she was unsure if he would get the real experience of everyday interactions, but found that her friends and other students and staff acted normal. Her day was a more relaxed day as compared to the freshman experience as she began with her senior independent study with Chef Portelance followed by a study period. Mr. Tresca accompanied her to her internship at the state forest where she works in the office and goes on patrol. Although her day in school was a less busy schedule, Morgan shared with both Mr. Tresca and the committee that she has to get a lot of her work done throughout the day because after school her time is limited for example that day she had a Captain's Council meeting followed by a Student Council meeting where she serves as President and then a part-time job.

Sara Charbonneau, Adjustment Counselor and member of the Safe and Supportive Schools team at the Middle High School shared the following overall feedback from the teachers who participated:

- Chaotic passing: time too short, time too long
- Exhausted: not enough downtime, sat too long, rigor of what students were doing
- All students supported well socially and/or academically
- Overall feeling that students were cared for
- Classes were engaging

Mike Martin informed the committee that they will be looking to the 13 case studies to plan the next steps for the Safe and Supportive Schools Ambassadors with a potential second run in January. Topics of discussion within the group have included a power hour concept which would allow students time to exhale and take a break mid-day with options to review homework, check in with teachers, etc. He said students fly out the door for a variety of reasons and allowing opportunities to "stay after" during the day also teaches independence to students, giving them the ability to learn how to make the best choices with their time, which helps prepare for college and/or career readiness.

The committee members shared their interest in seeing the results of the next round of the challenge and would also be interested to see how the time in learning would be affected with the introduction of a power hour. Mr. Knief added that if there was any consideration in moving to a power-hour concept, it would come back to the school committee for approval.

### C. **Carver Alternative Program (CAP) Update**

Karen Teichert, Michael Schultz, Michael Doyle, Sara Charbonneau

An overview of the changes that have been made in the Carver Alternative Program (CAP) for the 2019-20 school year were shared with the committee. The program services students who benefit from

an alternative approach to reach graduation. The majority of the students are taking their courses online with support from the staff. The students are also receiving counseling and social emotional support based upon need. Several of the students have internships that they go to during part of the day.

Mrs. Teichert informed the committee of the biggest change this year, which was the relocation of the program to the Carver Schools Central Office location and said that it has worked really well for the students so far. She displayed pictures of the new classroom space which includes a kitchen where they are able to prepare group meals as well.

Mike Doyle, the CAP teacher, and Sara Charbonneau, adjustment counselor for both the CAP and the Transitional Assistance Program (TAP) outlined the academic schedule for CAP students. Students' days begin at 9:00 a.m. and are taught in a group setting by staff until 11:00 a.m. followed by independent work which can include online classes, special projects, internships, assignments from teachers at the main campus, etc. Mr. Doyle teaches three classes in house: CAP History, CAP English and German online. Sara Charbonneau teaches a Personal Finance class in house that covers foundational life skills such as taxes, paystubs, etc. and a career interest inventory as well. She also teaches a Lifehacks course, which is a DBT (Dialectical Behavior Therapy) based class which offers tier 1 support and covers topics such as mindfulness, tolerance, interpersonal effectiveness, and emotional regulation. CAP students also gain exposure to other things that may be of interest through field trips, internships, and projects. Examples of these kinds of opportunities were shared with the group including Otis Airforce base with School Resource Officer Wall, Carver Police Department, Elementary School, Gateway Program at Massasoit State College, Garden Construction Project behind the CAP Classroom, Digital Portfolios online and regular group trips to Wellspring Therapeutic Farm. In regards to academics, Mrs. Teichert added that often times the online math is more challenging so they provide math tutors for students who are preparing for the MCAS exams as well as Foreign Language teachers who tutor students who want to continue their work in the language curriculum.

Mr. Doyle noted that the students who adhere to the attendance policy have an open campus option available and are allowed to walk to the store in the morning and younger students are allowed to walk with staff.

Mrs. Teichert shared that the students are making connections with community and school when appropriate and are interested in doing that. They are also planning for a work-study program in the future. She shared currently the biggest challenge the program is facing is transportation. Where the program is designed for students with trouble getting to school due to trauma, anxieties, depression, etc., she explained that the focus area for the program is still attendance and they are finding that some are doing great while others are still struggling.

Mike Schultz, Middle High School Principal commended Mr. Doyle and Ms. Charbonneau for their work and noted that they have done a nice job and given the kids autonomy to make their own space and build their curriculum with lots of support. Mr. Knief also recognized Ms. Teicher for her vision of the program and her work in its development as well as Mr. Schultz for his support of the staff and students. He mentioned that over the last several years, the district's dropout rate has been next to nothing and believes this is due to providing many different ways for students to reach a diploma.

Mr. Cardarelli agreed that this program is a way to reach out to the kids who slip through the cracks and having the in-house program is so beneficial. He inquired as to whether or not a change in behaviors or attitudes towards schools has been noticeable in the program?

Mr. Doyle shared that the mere fact that students who were never in school are showing up, speaks volumes and both Mr. Schultz and Ms. Teichert noted that the kids are working effectively in the relaxed and comfortable atmosphere.

Mr. Greenwood inquired about which online programs were used. Mr. Doyle and Ms. Teichert explained that the students take the online classes through Engenuity, which has been a good fit as it follows the Massachusetts learning standards. There is a bank of classes available taught by licensed teachers and the instruction is mostly done through video instruction with activities that follow to check for understanding and practice. The guidance department helps to frame the courses for the students.

Mr. O'Brien and the committee thanked the teachers once more their work and presentation. nothing that this year has been a big step for the program's growth and development and would love to see it grow.

**D. Bridges in Math Follow-up** Meredith Erickson, Jennifer Kelley

This year the district has begun the implementation of the Bridges math curriculum in grades K-2. Math Coach Jenn Kelly and Director of Curriculum, Instruction and Technology, Meredith Erickson gave an overview of the implementation of the curriculum this year. Mrs. Erickson explained that the introduction of the new curriculum was needed as the Everyday Math curriculum formerly used no longer aligned with the state frameworks. Feedback from teachers revealed that their ideal math class would provide real world learning opportunities for students. The Bridges curriculum was chosen for its strengths and focuses in the following areas:

- 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

Upon the review teachers chose to adopt rather than pilot the program and followed the professional development plan outlined last year for implementation plans.

Mrs. Kelly shared that with the introduction of the Bridges curriculum she has taken a different lead that in the past in her role as the Math Coach at the Elementary School. She has found she is following more of a coaching model that she has in the past and it is an exciting and different aspect that she has really enjoyed. She works with grade levels in a 6-8 week cycle visiting with 2 teachers' classes per day for the whole math block assisting with such tasks from planning and preparing, to giving feedback, co-teaching and modeling lessons or engaging with students during the lesson in smaller groups for support. She also has worked a lot with students who are struggling for formalized assessment to put interventions in place and is constantly analyzing student data. She shared that they are always

reflecting because the program is excellent and new for us all. She added that the district has received great support from other schools who have already implemented the curriculum and the staff will be video conferencing with the Math Learning Center, the authors of the Bridges curriculum, in February for a Q & A opportunity and discussion.

Mrs. Erickson talked about the structure of the lessons that range from whole group to small group to independent work and are investigation and real world centered. She also explained the intervention model for the math program which is supported by two Educational Support Professionals funded by the Title I grant. The Bridges intervention programs support the skills/strategies addressed in Bridges/Number Corner and is for 30 minutes in Grades K-2. Mrs. Kelly shared that in the Kindergarten level this is done in the classroom, in Grade 1 there is a combination of in class and pull out, and in Grade 2 students are pulled out for small group intervention. She said they have seen great success with this model especially in Grade 2 and will be re-evaluating in January to see what works best for students.

Mrs. Erickson and Mrs. Kelly shared an example of a worksheet and showed a video of students working in Number Corner in a classroom displaying for the committee the students' understanding of the concepts already this year. They also shared the following feedback from teachers about their experience with Bridges so far:

**Kim Doherty, Grade 1:** *"My students have been so excited to enter the classroom in the morning and look at the Number Corner to observe the changes from the day before. They are actively engaged in discussion using appropriate math terminology and all of this is done independently through their own initiative."*

**Erin Shanahan, Grade 1:** *"Bridges facilitates and fosters more opportunities for students to explain their thinking. Students are being taught a variety of math vocabulary words that they are able to use in their daily math discussions. The games and activities are highly engaging."*

**Lindsey Joerres, Grade 1:** *"I have seen a higher level of engagement, a greater variety of mathematical problem solving strategies, and an improved ability to explain their thinking. It's much more developmentally appropriate."*

**Karen Geraghty, Grade 2:** *"My second grade class is enjoying the Bridges Program and I can see their mathematical knowledge growing each day. Bridges uses open exploration as a way to build on each student's critical thinking. Each day provides many hands-on opportunities for them to explore, investigate, and discover key skills and concepts. The program is engaging and often, the students don't want the lessons to end because they enjoy them so much. As this is my first year using this program, I am greatly looking forward to seeing how much my students will progress in math by the end of the year. "*

**Jen Mitchell, K Inclusion Teacher:** *"The introduction of the Bridges In Mathematics program has been made a very positive impact on the kindergarten inclusion program. The program breaks down math skills and concepts and presents them in a fun multi-modal format that really engages the students. Concepts are taught and then reinforced over the following weeks in different formats both in a game*

*format at work stations and in Number Corner. There are lots of opportunities for children to discuss, build their math language and expand their thinking. Another thing I love about the program is the ability to differentiate for a variety of learners. The program accommodates children that need additional support and English Language Learners, as well as children that need a challenge.”*

Mrs. Erickson noted that the staff has been highly positive and looking forward to building our next year with the intention to expand the adoption to grades 3-5 next year. Mrs. Kelly is coordinating efforts for teachers in grades 3-5 to go on a site visit and see how the Bridges curriculum looks for their grade level and has already secured online curriculum so teachers can get used to and start trying out the curriculum. The roll out for these grade levels would be a similar process to the introduction in grades K-2.

Mr. O'Brien inquired upon the technology piece with the Bridges curriculum and Mrs. Erickson shared that there is almost no technology integration for grades K-5 and although the MCAS tests are done online, she said they feel confident that students have the opportunity with Bridges to really gain number sense and it will end up paying off for our students. In regards to the MCAS testing and Mr. O'Brien's inquiry in regards to preparation for the MCAS exams, Mrs. Erickson said there is certainly a consideration for that to be scaffolded in and shared that Bridges does have online manipulatives but it is not necessary for students to have their own accounts in order to do so, rather the teachers share from their computer on the interactive boards.

Andrew Soliwoda asked when the last time the K-2 curriculum was changed. Mr. Knief shared that the Everyday Math curriculum has been used for 9 or 10 years in different versions.

**E. FY21 Budget estimates Brad Brothers**

Brad Brothers, Chief Operations and Finance Officer outlined the cost of a level service budget which keeps all positions in the current FY compared to the towns proposed budget figures. In addition he and Mr. Knief showed costs associated with adding a full time Technology teacher and a .5 Science teacher to support the development of the CTE Pathways at the MHS.

He highlighted that the town and district have shifted 5 positions from their operating budgets this year. Four facilities positions and benefits to the town budget and the school district has received the town and school Technology Director on our budget. He also noted several changes reflected in the level service beyond fixed costs and contracts. They are as follows:

- Changes in the appearance of line items due to coding and reporting requirements from the state;
- A \$30,000 savings in copiers because the town has taken on the town-wide technology/copier budget;
- Minor increases in transportation;
- A 5% overall increase to utilities with the supply and delivery cost increasing;
- An 8% increase in Plymouth County Retirement;
- Health insurance costs estimated at 7%, although trending positive right now at only 4%;
- 20% for auto insurance claims which are paid whether we are at fault or not;
- Special education tuitions reflecting a lower cost currently;

- and 7 vocational students budgeted for next year.

The items that are still in play, he shared, are health insurance costs, out of district and vocational tuitions and school choice based upon future approval from the school committee.

Mr. Brothers also reviewed items that would offset the budget expected for the next fiscal year including 240/305 grants, circuit breaker, preschool fees, school choice, athletics, intramurals, and student parking fees. These items offset the budget in the following areas: educational support professional lines, out of district tuition, preschool teacher salaries, elementary school teacher salaries, middle high school athletics, revolving salary and transportation costs, and graduation.

A list of potential funding requests was also presented to the committee for their consideration and planning purposes but if confirmed would be formally requested at a later date. The breakdown is as follows:

- MHS Technology Teacher at \$90,000;
  - This cost is projected at Masters+11 with the inclusion of insurance costs. The assumption of this salary step is the assumption that it would be difficult to find someone brand new for this position especially with the expectation of building and beginning a new curriculum.
- .5 MHS Science Teacher at \$40,000;
  - This cost is projected at Masters+6 with the inclusion of insurance costs.
- Additional department line item funding for both the Middle High and Elementary Schools at \$20,000;
- and the addition of an E.L budget at \$4,000.

#### F. Upcoming Events

A calendar of upcoming events was shared with the Committee for December and January.

### VII. Recommendations from Superintendent

#### A. Townwide Energy Reduction Plan Scott Knief, Dave Siedentopf

The committee was provided with the Townwide Energy Reduction plan. Mr. Knief reviewed the information and background with the committee. As part of agreeing to become a Green Community the town has had Southeastern Regional Planning and Economic Development District (SRPEDD) develop a Town-wide Energy Reduction Plan. The town, including the schools, has committed to reducing energy use by 5% over the next 5 years. The plan identifies ways in which the town could reduce energy consumption by 20% over the next 5 years. Not everything in the plan is going to be done but it does provide a roadmap to reach the target. Micheal Milanoski, Town Administrator, has committed to using capital funds over the next few years to accomplish parts of the plan.

Dave Siedentopf, Director of Facilities offered details on the implementation of the plan as the does make recommendations for three of the school district's buildings: the Central Office Building, the Middle High School and the Bus Barn. He outlined the process for the committee sharing that engineers came through and inventoried each building and also acquired data from the school business office and town hall for utilities information. The plan reflects a reduction in energy consumption by 20% over the next 5 years. Mr. Siedentopf explained that while each recommendation wasn't mandated,

it provided good examples for how best to achieve the energy reduction goals.

Mr. Knief offered examples of the ideas outlined in the plan such as replacing the lighting to energy efficient LEDs at the central office building and weatherizing the walk up attic storage space, etc. Mr. Siedentopf added that all street lights in town will be replaced with energy efficient bulbs and will be grant funded. The furnace on the school is also on the recommended list of items and the plan is to add that to capital funding requests.

**Motion to adopt the Town of Carver Energy Reduction Plan as developed by the Southeastern Regional Planning and Economic Development District (SRPEDD):** Andrew Soliwoda

**Seconded:** James O'Brien

**Vote:** Unanimous

**B. Student Activity Sub Accounts** Brad Brothers

Mr. Brothers informed the committee that the district recently had a Student Activity account review completed that the Department of Elementary and Secondary Education (DESE) states should be done every three years. There were no major findings noted from the review but the reviewer mentioned possibly switching from our current Software (Blue Bear) to QuickBooks or Excel. Mr. Brothers said the Elementary school has already switched their software and he will be working with the Middle High School Student Activities Account Treasurer to review options. He provided the committee with a list of the student activity sub-accounts that need school committee approval per DESE regulations.

**Motion to approve the list of student activity sub-accounts at the elementary and middle high school as presented:** Andrew Soliwoda

**Seconded:** James O'Brien

**Vote:** Unanimous

**C. FY21 Capital Improvement Request** Brad Brothers

A review of the capital plan was given by Brad Brothers. The plan outlines a 10-year projection of capital requests. The following requests from the school were presented that have been placed on the proposed plan for FY21:

- **Town Wide Technology at \$317,000**
  - Townwide Copiers
  - Town/School PC replacements
  - Chromebooks
  - MHS classroom upgrades
  - Townwide Internet 2G
  - Townwide WAP's (3yr financed 0%) \$15,000
- **District Wide Curriculum Upgrades at \$130,000**
  - \$100,000 to support CTE Pathways
  - \$30,000 for Elementary School Reading
- **Culinary Classroom Upgrades at \$100,000**

Preliminary quotes have come in around \$250,000, however phase 1 of the upgrades has been on the capital list for some time.

- **2 17-Passenger Busses at \$165,000**  
→ to replace 2008 buses
- **1 Mini-Bus at \$80,000**  
→ has additional features for Pre-K student transportation
- **CMHS Library Redesign Study at \$20,000**

Mr. Cardarelli inquired why curriculum is listed in the capital requests and not in the operational budget of the school district. Mr. Brothers responded that curriculum swings are hard to predict for an operating budget and often they are one time expenses. Mr Knief clarified further than in the past there used to be a curriculum revision line item that would revolve each year to upgrade different departments. Since the first recession in 2001, that line item was cut and has not been added back. Since then, the town has been willing to support this item through capital outlay to assist with the expense.

Mr. Brothers also reviewed the operations and maintenance requests that were taken over by the town that included the replacement of 2 HVAC units at the Central Office location, the replacement of the clock system at the Middle High School, field irrigation systems at the Middle High School and town-wide building and field maintenance.

In closing, Mr. Brothers reviewed the future items to be added to the capital plan. In the next 2-4 years they would be requesting funding to continue the town-wide technology, transportation and curriculum updates as well as funding for a locker room renovation, library renovations and student desks at the Middle High School. Items for the next 5-10 years include funding to continue the town-wide technology, transportation and curriculum updates, renovation of the restrooms, lockers and auditorium at the Middle High School and any necessary technology needs or updates at the Elementary School.

He shared that the administration supports the placement of these articles on the town's proposed capital plan.

**Motion to approve the district's Capital Improvement plan as presented this evening:** Andrew Soliwoda  
**Seconded:** James O'Brien  
**Vote:** Unanimous

**D. Disposal of Obsolete Tech** Scott Knief

Mr. Knief shared a list of items that the technology department was seeking approval to recycle. The items were either broken or have no useful life left in any department of the Town.

**Motion to approve the list of obsolete items be approved to be recycled:** Andrew Soliwoda  
**Seconded:** James O'Brien  
**Vote:** Unanimous

**VIII. Reports from the School Committee**

**Andrew Cardarelli:** Wishing everyone a Merry Christmas, Happy Hanukkah and a Happy New Year. Reminder to all to give peace a chance.

**James O'Brien:** Have a safe and happy holiday season

**Stephanie Clougherty:** Thank you to all who participated in “Wreaths across Carver.” It was so great to see so many students and all walks of life included. Thank you also to the High School students who volunteered at the christmas craft fair at the Council on Aging. Urged the community to please be patient with school buses, please don't pass them. Stay safe and enjoy the holiday break.

**Andrew Soliwoda:** Sending thoughts and prayers for the family of Ron Mitchell former teacher at Carver Public Schools and shared condolences on his passing.

- IX. Motion made to adjourn and move to executive session to discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining if not to return to open session:** Jason Greenwood  
**Seconded:** James O'Brien

- X. Roll Call Vote:**  
Andrew Cardarelli, Chairperson: **Yes**  
Jason Greenwood: **Yes**  
Stephanie Clougherty: **Yes**  
Andrew Soliwoda: **Yes**  
James O'Brien: **Yes**

**Motion Approved: 5 to 0**

Meeting Adjourned at 9:01 p.m.

Minutes respectfully recorded and submitted by: Gina Marie Russell

**NEXT SCHOOL COMMITTEE MEETING**

**Thursday, January 9, 2020 7:00 p.m. OPEN MEETING**