

Milton School Committee Meeting Minutes
Via Remote Access
May 27, 2020

(Conducted pursuant to the Executive Order dated March 12, 2020 suspending certain provisions of the Open Meeting Law, Gen. L. c. 30A §20 et seq. and 940 CMR 29.01 et seq.)

Committee Present: Sheila Varela, Chair; Dr. Elaine Craghead, Vice Chair; Margaret Eberhardt, Dr. Kevin Donahue, Ada Rosmarin, Betty White

Staff Present: Mary Gormley, Superintendent of Schools; Dr. Karen Spaulding, Assistant Superintendent for Curriculum and Human Resources; Dr. Glenn Pavlicek , Assistant Superintendent for Business

Call to order - 7:04pm

Approve May 27, 2020 Agenda

Updated and Approved

Citizen Speak (Policy BEDH-15 minutes)

None

Superintendent's Report

Superintendent's Mid Cycle - Update of 2019-2021 Goals

Presented by:

- K-8 Literacy Director Catherine DesRoche
- Principal Dr. Elaine McNeil-Girmai
- Superintendent Mary Gormley
- Assistant Superintendent Dr. Glenn Pavlicek
- Assistant Superintendent Dr. Karen Spaulding
- Director of Data and Analytics Vy Vu

Professional Practice Goal - Vy Vu - Director of Data and Analytics

- Support instructional teams at the elementary, middle, and high school levels to develop systems for tracking the implementation and effectiveness of interventions for students in the MCAS "Bottom 25%" subgroup.

Tracking MCAS "Bottom 25%" Subgroup

- A major focus of the new DESE accountability system, based on the Next-Generation MCAS, is on closing the achievement gap by raising the performance of the lowest quartile of students.
- The bottom 25% of students is identified for each school or district based on the combined ELA and Math MCAS scores. The expectation is that there will be improvement in this subgroup's average score from one year to the next.

- DESE decided to use the bottom 25% as a grouping because not every school has subgroups (race, income, disability, EL), but all schools will have a bottom 25% group every year.

“Bottom 25%” Interventions - Elementary

- Programming to address the needs of the “B25” group varies across the four elementary schools. Below are some examples of interventions that were implemented prior to COVID-19 school closure.
 - *Beyond the Bell* programs were offered to strengthen ELA and/or math skills for “B25” students
 - Teachers differentiated instruction during the school day using Reach For Reading, Everyday Math enrichment, and Study Island
 - A computer club before school was implemented to reinforce skills using technology
 - A weekly RTI block for both Math and ELA concepts was implemented based on student data
 - Students in Grades 3,4,5 were provided opportunities to engage in book clubs during lunch/recess blocks once weekly throughout the year
 - Grade 3 students were offered a Fall and Spring session of Saturday Academy to reinforce ELA and math skills
 - Grades 4 and 5 students in the bottom 25% were offered opportunities in at least one before or after school program, such as Mentoring, Rising Stars, or MCAS support.
 - Teachers and specialists used assessment data from the B25 group to target classroom-based interventions
 - The math coach supported teachers in Grades 3 and 4 based on MCAS results. Cycles were set up to increase content knowledge and targeted skill deficits as identified by the results
 - School piloted online assessments via OTUS, an online assessment platform and data warehouse, to assess and track reading comprehension in Grades 3 and 4.

“Bottom 25%” Interventions - Middle School

- The middle school focused on strengthening the core curriculum that would serve all students.
- The English Department implemented Lexia Rapid, a literacy screener, and is undergoing a curriculum review that focused on subgroup differentiation (students with disabilities, students who require scaffolding/schema building) with B25 in mind
- Use of data (Lexia Rapid, MCAS, internal assessments) to pinpoint Tier II supports.
- A new curriculum, *Illustrative Mathematics*, was implemented across Grades 6-8 that emphasizes visual representations, promotes the use of multiple strategies, and balances conceptual understanding and problem solving with procedural fluency.
- In-house PD sessions were provided to all teachers to bolster content knowledge in math, better familiarize them with the new curriculum, and share tools and strategies for supporting their students, particularly struggling students.
- The Pierce Science Department had a goal around targeted benchmarks for “B25”

students on their common assessments. A small group of teachers piloted using OTUS, an online assessment platform, to administer and track common assessments.

“Bottom 25%” Interventions - High School

- Academic interventions
 - MCAS Support Classes (ELA, Math, Science)
 - Homework Club
 - Interventions during Academic Support/Math Support/English Support
- Social-emotional supports
 - Bridge program
 - 1 on 1 Mentor or small group
 - Communication with family to promote attendance and importance of MCAS
- Other supports by staff
 - Bi-weekly Case Coordinators' meetings where staff troubleshoot internal and external factors that may hinder students' academic success
 - Content teachers offered before and after-school extra help sessions to students

District-wide Systems for Tracking Students' Progress

- Implementation of Lexia Rapid, a literacy screener, in Grades K-8
 - Allows us to obtain data at the beginning, middle, and end of year to track growth and performance data in literacy
 - Allows us to track literacy gains across grade levels
 - First year of implementation, and end of year data cycle is halted by school closure
- Introduction of OTUS, an online assessment platform and data warehouse, to all staff
 - Has capability of storing all students' demographic and assessment data in one place online
 - Initial training delivered to administrators; follow up training for staff to be planned

Looking Ahead: Systems for Supporting our Struggling Learners

- In light of school closure, we are looking to DESE for guidance on how to gauge academic progress. With no MCAS testing this spring, we will not know how our bottom 25% performs on the 2020 MCAS. Regardless, we have other internal assessment data, such as Lexia Rapid, to evaluate our students' learning progress this year.
- Going forward, we plan to create online common assessments or learning checks (through OTUS) to support future remote learning and to determine the impact of school closure on our struggling students.

Dr. Craghead - thanked Vy Vu for her thoroughness and presentation. She stated that early on in the presentation Vy talked about the accountability for the lowest percentage. In that accountability measure, is the state looking at the same cohort over time or looking at separate 5th grades? Vy Vu replied that the state redesigned the 25% to follow the same group of students. It follows students for example in 3rd grade when MCAS are taken; scores will be compared to your next year 4th MCAS

scores and will hope to see improvements. It is following the same group of students, but has multiple groups. Dr. Craghead also questioned the Homework Club for the High School and asked if it is considered an after school activity? Superintendent Gormley replied yes, two High School teachers share the responsibility of supervising the Homework Club in the High School Library. Chair Varela also inquired about the Homework Club. She asked Superintendent Gormley if the National Honor Society is also involved in Homework Club tutoring students. Superintendent Gormley replied it is a different program; there is Homework Club and then there are students from the National Honor Society who also tutor students at the same time in the library.

Ms. Rosmarin thanked Vy Vu for the great presentation and stated it was great to hear all the work being done to understand how our students are doing. She is interested in learning more about Lexia Rapid and OTUS tools and how effective they have been. Ms. Rosmarin also stated she was interested in how Vy Vu was going to evaluate how the students are doing after we return to school. The impact of the closure will be dramatic and we are going to need to be able to respond. Ms. Rosmarin asked Vy Vu if she was comfortable that the tools in place are going to be useful. Vy Vu replied Lexia Rapid can be explained more by Ms. DesRoche. For the OTUS tool to push out common assessments for students - that is something we need to explore with remote learning --it is hard to know whether students are following along. Teachers and administrators have worked so hard to put all the materials together. All need to think about how effective the materials are and have students really retained any learning from these activities. Hoping that with OTUS we can push out assessments easily. There is a lot of anxiety around following the curriculum on their devices. Superintendent Gormley also added that with the Chrome Books we have had discussions about returning Chrome Books but it has been decided that the Chrome Books will remain with the students throughout the summer. Summer activities will be available through August. Then in August the Chrome Books will be returned, cleaned and distributed for the fall. There will be a plan for September to perform a check-in assessment with students to see where they are.

Ms. White mentioned the article in the Boston Globe regarding 20% of students who have not logged into their devices during the month of May and how many students have dropped out and not participated in the online learning. Ms. White asked if Milton was tracking children and reaching out to those struggling or gone missing. Superintendent Gormley reported that teams are monitoring the students and between the Middle and High School there are approximately 60 children. The Assistant Principal at the High Schools calls families and students every day to stay in contact. The Adjustment Counselors are also reaching out to see what is needed and staying in contact with the students. At the elementary level 3-5 we have the Chrome Books, constant contact with students/families but have approximately 16 children not participating. We are also seeing an increase of packets going out to Pre-K and Kindergarten but it's hard to track their involvement. Teachers and administrators have done a great job staying in contact but it can be a challenge.

Ms. Eberhardt thanked Vy Vu for all of her work and stated she would love for Vy Vu to come back in the fall to talk more about these initiatives. Ms. Eberhardt wondered what Vy Vu's thoughts were about capturing the quality of the experience of how children learn in different ways and what students thought about some of the project based learning. Ms. Eberhardt asked how can you capture

that and use it to benefit our district. Vy Vu stated that children including her own learn differently. Some are shy and would prefer not to do the online and do better in the classroom. It is a lot to ask a child to sit at the computer and learn even if the parent sits with them. . Children do not want to talk to the screen. Vy Vu wonders what kind of information we can really gather from this experience. Ms. Eberhardt stated the efforts of the teachers are amazing. There is so much to be learned and gained from this experience. Superintendent Gormley added that a survey will be provided to parents and students regarding their remote learning experience.

Dr. Donahue thanked Vy Vu and her team for the presentation. Dr. Donahue commented that there may be some value in the rolling cohort of following the students year to year. Seeing how a student moves in and out year to year may have some value to track. Vy Vu agrees and stated that is why she is excited about the new OTUS system. OTUS is used as a data warehouse, following the student year to year and examining the data.

Chair Varela asked more about Lexia Rapid and OTUS. This is new to the district, are they free or are we paying? What do we have to do to have access to these tools? How are they connected to MCAS and our curriculum? Ms. DesRoche replied that we do pay a subscription for Lexia Rapid. It houses student data and gives teachers and administrators access to dashboards. Ms. DesRoche commented that it allows the district to see different levels of trends. It gives information on student literacy competency, targets skills and strategies. Vy Vu replied that OTUS was purchased by the district this year. We have a contract but AJ Melanson has more of the details about the length of the contract. Chair Varela asked if we are able to track K-12 with both systems. Vy Vu replied that Lexia Rapid is a Literacy Screener and OTUS is a data organizer, Lexia Rapid is K-8 and OTUS is K-12.

District Improvement Goal - Catherine DesRoche

- Improve the efficiency and effectiveness of reading interventions by establishing a K-8 reading screener and ongoing assessment system that identifies students in need of Tier II intervention and provides ongoing data to inform instruction

Grades K-5 Assessment Plan 2019-2020

In order to provide the best and most appropriate instruction to our students, assessment must play a key role in our classrooms as well as our collaborative time together.

1. Regularly evaluate the quality of the educational programming for all students and key sub-groups.
2. Periodically identify and monitor readers' specific skill profiles against what's expected for age/grade.
3. Look closely at readers' response to specific lessons and units, to inform lesson planning.

Fall Data - District Screener

- K-2 Patterns and Trends:
 - Area of Strength - Foundational Meaning-Based Skills
 - Word Meaning/Vocabulary Pairs
 - *This appears to shift in grades 3-5 (i.e., necessary but not sufficient)

- Area for Growth - Code-Based Skills
 - Phonological Awareness
 - Word reading skills
- 21 Percentile Rank in Word Reading: Grades 1 and 2
 - 32-35 students per school

Winter Data - District Screener

- K-2 Patterns and Trends
 - Area of Strength - Foundational Meaning-Based Skills
 - Phonological Awareness - strong growth
 - Vocabulary Pairs- more students moving into Above Level
 - Area for Growth - Code-Based Skills
 - Word Reading Skills
 - Letter Sounds
- <26 Percentile Rank in Word Reading: Grades 1 and 2
 - District-wide, 37 students were added to Tier II Intervention
 - District-wide, 38 students screened out of Tier II Intervention but continued to be progress monitored

Tier II Intervention (Grades K-2)

- Screening data analysis
- Reading specialist allocation for equity
- Curriculum aligned intervention with focus on skills and strategies related to need
- Progress monitoring

Grades 3-5 District Screener

- Fall Patterns and Trends:
 - Area of Strength:
 - Word Recognition/Foundational Skills
 - Areas for Growth:
 - Academic Language: Vocabulary Knowledge - discussion and in print
 - Reading Comprehension Skills
 - likely growth in performance as a result of increased Academic Language

Grades 3-5 District Screener

- Winter Patterns and Trends:
 - Areas of Strength:
 - Word Recognition/Foundational Skills
 - Academic Language: Syntactic Knowledge
 - Areas for Growth:

- Academic Language: Vocabulary Knowledge- discussion and in print
- Reading Comprehension Skills
 - likely growth in performance as a result of increased Academic Language

Tier II Intervention (Grades 3-5)

- Screening Data Analysis
- Common Planning Analysis
- Small Group focus for targeted lessons based on results in Reading Comprehension

Grades 6-8 District Screener

- Fall Patterns and Trends:
 - Area of Strength:
 - Word Recognition/Syntactic Knowledge
 - Areas for Growth:
 - Academic Language: Vocabulary Knowledge - discussion and in print
 - Reading Comprehension Skills
 - likely growth in performance as a result of increased Academic Language

Grades 6-8 District Screener

- Winter Patterns and Trends:
 - Area of Strength:
 - Word Recognition/Foundational Skills
 - Academic Language: Syntactic Knowledge
 - Areas for Growth:
 - Academic Language: Vocabulary Knowledge- discussion and in print
 - Reading Comprehension Skills
 - likely growth in performance as a result of increased Academic Language

Tier II Intervention (Grades 6-8)

- Screening data analysis as a department
- Impact on targeted reading support course
- Reading support course
 - Read 180 for skill and competency building
 - Integration of skills
- Data trends shared across departments

Looking Ahead

- Impact of School Closure
 - Tier II support of reading specialists
 - K-2 data collection
 - 3-8 spring screener
 - 6-8 curriculum selection and implementation process
- Fall 2020 in light of COVID
 - Planning for assessment and curriculum instruction
 - Adjusting Tier II supports

Evaluating Where Students Are Now

- K-2 Lalilo
 - Early literacy activities online
 - Currently being introduced to students and families
- 3-8 Lexia Rapid
 - Consistent with previously collected data
 - Environment is a variable

We will be thoughtful in our planning to obtain data on student achievement when we return to school. We do not want students constantly being tested upon their return to school.

Ms. Rosmarin thanked Ms. DesRoche on how much has been accomplished and how far she has come in her new role this year. She commented that seeing the growth in grades 3-8 is really amazing, so reinforcing that you are on the right track.

Ms. White thanked Ms. DesRoche for her very thorough and excellent presentation. Ms. White asked when the winter assessment was given and felt that the data was impressive. Ms. DesRoche replied the winter assessment was given in January.

Ms. Eberhardt thanked Ms. DesRoche for all of the information and stated that it is such great work. She is thankful for all the efforts done by the teachers. Ms. Eberhardt asked about the English language learners and how it intersects with data? Ms. DesRoche replied that there were a significant number of English Language learners in the fall, of those learners a good number were limited or borderline non-English speaking. There was some consideration and referrals to Elaine Chung to determine what was appropriate. So, if students could not access the language we were in the position not to subject them to the assessments. Students who were borderline, Ms. Chung was able to give the recommendation to have the students engage and their progress could be tracked.

Dr. Donahue echoed Ms. Rosmarin about the data on growth in grades 3-8. Commented that Ms. Desroche' plan articulated sounds solid and he was encouraged by it. Dr. Donahue stated results

were seen before break and looked forward to being back to normal and looking at the results with MCAS year to year.

Dr. Craghead commented that she was struck by the data sets; this kind of screener versus the MCAS is so helpful. The MCAS gives you a number at one point in time and can only access it months afterwards. This tool allows you three times a year to identify, analyze and put intervention in place so you can see changes in a short period of time. Dr. Craghead commented that it was amazing and thanked Ms. DesRoche for all the great work.

Superintendent Gormley commented that we can use this data to redeploy district wide staff and use the data three times a year to change the assignments.

Chair Varela stated parents sometimes don't like the testing, but seeing something available three times a year seems less stressful for the student. This seems to be a more effective overall tool in assessing students and their progress.

District Improvement Goal - Dr. Spaulding and Dr. Elaine McNeil Girmai

- Implement a robust plan for enhancing the cultural competency of the district. This will be done by building capacity within the MPS Leadership Team to support culturally competent practice within respective schools/departments and by establishing culturally sensitive processes and protocols in the areas of curriculum and instruction and hiring and retention.

Build Capacity within Leadership Team

Cultural Competency Professional Development Series

- All principals, members of Unit B, and Central Office
- Six 2-hour sessions with tasks in between
- Dr. Kalise Wornum, Cultural Proficiency Coach
 - Develop cultural proficiency
 - Foster skills to engage in difficult conversations about race and culture

Leadership Team Focused Literature Reads

- For example:
 - Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students by Zaretta L. Hammond
 - Hanover Research Literature Review: Implicit Bias and Social Justice

Build Capacity within Leadership Team

Coalition of Schools Educating Boys of Color (COSEBOC)

- Fall Gathering-Standards for Educating Boys of Color
- Spring Gathering-Healing Centered Engagement Post COVID-19

MA DESE Massachusetts Tiered Systems of Support (MTSS) Institute & Disproportionality Series

- MPS Team of Administrators and Teachers
- Understanding MTSS
- Understanding disproportionality through a data driven lens
- Action planning for MTSS and addressing disproportionality

Culturally Sensitive Processes and Protocols-Hiring and Retention

- MPS Cultural Competency Committee 2019-2020
 - 2020 South Shore Educator Diversity Job Fair- *hosted*
 - Leavers and stayers surveys
 - Protocols of best practices to welcome new students and families
- Massachusetts Partnership for Diversity in Education (MPDE)
 - Active member
 - Virtual job fairs and candidate of color database
 - Strategies for the recruitment and retention of educators of color

Culturally Sensitive Processes and Protocols-Professional Development/Partnerships

- Developing an Equity Mindset: Instructional Practices to Support Racial Injustice
 - Boston University Partnership
 - Preschool Professional Development
- Dr. Kalise Wornum, Cultural Proficiency Coach Teacher PD Pilot
 - Develop cultural proficiency
 - Foster skills to engage in difficult conversations about race and culture
- Citizens for a Diverse Milton
 - Monthly meetings with Superintendent and Assistant Superintendent
 - Liaison to school-based Diversity Committees
 - Collaborate to facilitate two district-wide Diversity Committee gatherings
- Primary Source

Culturally Sensitive Processes and Protocols - Curriculum

- Revision of MPS Curriculum Review Process
 - Revising review process to explicitly incorporate a culturally responsive lens
 - 6-8 ELA 2020 Curriculum Review
 - Do materials relate to children's backgrounds?
 - Are there adaptations for English language learners?
- Diverse Reads Collaboration
 - Partnership with Milton Public Library
 - Diverse Book Clubs
 - Students
 - Family
 - Staff
 - *Natural Allies: Hope and Possibilities in Teacher-Family Partnerships-Soo Hong*

Looking Ahead

- MPS Cultural Competency Committee
 - Student and family engagement in the time of COVID-19
 - 2021 South Shore Educator Diversity Job Fair
 - Reflection on survey data/revision of processes
- Revision of MPS Curriculum Review Process
 - Reflection on process/implementation- *Elementary Math 2020-2021*
 - Expand Culturally Responsive Education criteria
 - Validate experiences
 - Disrupt power dynamics
 - Empower students
- Dr. Kalise Wornum, Cultural Proficiency Coach, Teacher PD
 - Develop cultural proficiency
 - Foster skills to engage in difficult conversations about race and culture
- Massachusetts Partnership for Diversity in Education (MPDE)
 - Continued support for recruitment and retention
 - Expanded professional development opportunities
 - State-level advocacy

Chair Varela thanked Dr. Spaulding and Dr. Elaine McNeil Girmai for the fabulous presentation.

District Improvement Goal - Dr. Pavlicek

- Address the increasing enrollment and the resulting diminishing availability of quality instructional space by working with the Milton School Committee, local officials, and the MPS Leadership Team to develop short term and long term solutions to address the space and resource needs of all students so that they may continue to receive a quality education.

Short Term Space Solutions

- At the December 10, 2019 Facilities Advisory Committee meeting, it was unanimously voted to approve the short term space plans and forward them to the Milton School Committee.
- At the December 18, 2019 Milton School Committee meeting, the Facilities Five Year Elementary Space Plan was presented.

Long Term Space Solutions

- On February 26, 2020, the School Building Committee presented the Statement of Interest (SOI) to the Milton School Committee. The Milton School Committee voted unanimously to authorize the submission of the SOI.
- On April 22, 2020, the School Building Committee presented the SOI to the Milton Select Board. The Milton Select Board also voted to authorize the submission of the SOI.
- The SOI was submitted to the School Building Authority on April 29, 2020.

b. Return to School Task Force -

- Principal Karen McDavitt and School Committee Member Ada Rosmarin, Co-Chairs
 - To advise the Superintendent of Schools on a comprehensive plan to relaunch programs offered by Milton Public Schools in the time of the Covid-19 pandemic. This plan will be guided by up to date scientific research and guidelines and will seek to optimize safety and security for all MPS students staff and families; reinforce principles of equity throughout the district; and communicate progress to the MPS community and beyond, so that our schools can continue to provide engaging high quality education and related services for all.
 - 30 people on the task force team
 - Will also have subcommittees
 - Guidelines provided by Commissioner Reilly
 - Survey will be sent out

Chair Varela questioned if our head nurse was on the committee, Ms. Rosmarin confirmed yes. She will also be our liaison. Chair Varela expressed concern that through this process Governor Baker has done a great job but the weak link is the information about schools. She stated that there has been no mention about schools in the phases. Shouldn't be left to districts, we are going to need guidance besides cancelling MCAS. Is anyone pushing for a better message for the Commonwealth?

Superintendent Gormley replied that Commissioner Reilly stated he would be sending information mid June. Providing 3 to 4 plans to schools to choose from and will be watching the progression of the virus. He urged schools to start purchasing equipment and masks which was reassuring that they plan to open school in the fall. Chair Varela is concerned about the options, is there going to be any mandating of districts besides MCAS? Superintendent Gormley said she will be in communication with the Commissioner and will keep the community informed.

c. Happenings - all info will be available in the blog.

- **Chair's Report - Chair Varela**
 - Summer Retreat Dates
 - All agreed to a later date in August
 - Milton School Committee Subcommittees and Advisory Committees
 - Review Committees currently on and decide to edit as needed at the next meeting
 - **Town Meeting Update**
 - No update at this time
 - Chair Varela suggested having a group text as a form of communication. Dr. Pavlicek commented at this time this has not been passed or approved. The other option would be a Google Meet.
 - Town Meeting could be pushed out to a later date because it would be an in person meeting. Possible mid July date could be a possibility.
 - May have to approve a virtual Town Meeting.
- **Finance Subcommittee Report - Dr. Craghead**
 - FY21 Budget
 - Transportation Contract Approval
 - Need to vote on the contracts
 - Only had one bidder, same company - First Student and the rate has gone up from 71k to 75k

The Milton School District Transportation Bid, dated February 12, 2020, representing the Regular In District Transportation, Late Buses and Athletic and Activity Buses be awarded to First Student, Inc., of Providence, RI at a bid price of \$408.58 for 71/77 passenger buses, \$94.59 per day for Late Buses, and \$220.00 for In Town Athletic/Activity Trips, \$320.00 for Out of Town Athletic and Activity Trips, and \$90.00 per hour of excess driver time (beyond 4 hours), such total Bid Cost of \$884,695.44 and on the basis of their being the lowest responsive and responsible bidder and in the best public interest.

In order to ensure continued high quality performance, we further recommend that the District require a 100% performance bond for at least the first year of the contract at a cost of \$3,400.00 (See Appendix Bid Surety: Travelers Insurance Company).

Dr. Craghead commented that in order to negotiate at all with First Student, this has to be approved before any negotiation can happen.

Ms. Rosmarin asked if this binds us to this amount of money or is it based on our determined need. Dr. Pavlicek replied that this contract recognizes that First Student is the lowest bidder. We will be allowed to make changes. This contract is different, if there is a school closure we do not have to pay for the buses. There is a certain amount of leeway.

Dr. Craghead made a motion to approve the Transportation Contract.

Second: Ms. White

Roll Call Vote: 6-0-0

- **Approval of Vendor Warrants**

- Dr. Craghead made a motion to approve Vendor Warrant #47 payable May 21, 2020 in the amount of \$546,468.05.
- Dr. Craghead made a motion to approve Vendor Warrant #48 payable May 28, 2020 in the amount of \$64,000.90.

Second: Chair Varela

Roll Call Vote: 6-0-0

- **Health and Wellness Report (who reported? Betty White?)**

- Data research shows the need for more staff during recess outside to supervise children.
- Not sure what recess will look like now, could be that there won't be any recess when school opens.
- When we return to school, we will need to work and support the staff/students.
- Discussed how we think about the new materials needed, masks, cleaning supplies. How to train children how to use masks and all the hand washing.
- Will begin to meet again in the fall in the morning so students can attend.

- **Facilities Advisory Committee Report**

Ada Rosmarin gave the following update:

- Met on May 12, 2020
- Discussed what is going on with custodians working in the building, social distancing.
- Concerned about summer cleaning, usually use High School students but will be unlikely this year.
- Converting all the soap dispensers for the entire town.
- Transitioned into what happens when school begins.
- Bill Ritchie is getting cost estimates for the plexi glass screens for the front offices.

- **Approval of Minutes**

Chair Varela put forth a motion to approve School Committee Minutes of April 29, 2020 and May 6, 2020.

Second: Ms. White

Roll Call Vote: 6-0-0

- **Old Business**

None

- **Citizen Speak Topic Response**

None

- **Next Meeting Agenda Items**

Updated and Approved

- **Citizen Speak (Policy BEDH-15 minutes)**

None

Chair Varela moved to adjourn to go into Executive Session not to return to open session for the purpose of discussion of Negotiation Strategy for Union Personnel (MEA), Negotiation Strategy for Non Union Personnel and Approval of Minutes.

Second: Ms. White

Roll Call Vote: 6-0-0

The meeting was adjourned at 9:54pm.