

## **REGULAR MEETING**

**September 25, 2019**

A Regular Meeting of the Woburn School Committee was held on September 25, 2019 at the Joyce Middle School Conference Room, 55 Locust Street, Woburn, MA beginning at 7:00pm.

There was a moment of silence for former educator Mr. Jerry O'Neil.

### **ROLL CALL**

Ms. Chisholm-Present, Ms. Crowley-Present, Mr. Demers-Present, Mr. Kisiel-Present, Mr. Metters-Present, Dr. Wells-Present, Chairman Mulrenan-Present

### **APPROVAL OF RECORDS**

A motion was made to approve the 8.28.19 SC Minutes.

Motion was seconded, all in favor. Motion passed 7-0.

A motion was made to approve the 9.10.19 SC Minutes.

Motion was seconded, all in favor. Motion passed 7-0.

### **STUDENT REPRESENTATIVE REPORT**

### **CITIZEN PARTICIPATION**

There were none.

### **CITY COUNCIL LIAISON**

Mr. Concannon was not present.

### **REPORTS/PRESENTATION OF SUPERINTENDENT & STAFF**

#### **SUMMER READING UPDATE**

Ms. Young and Ms. Gillis will present on 2019 Summer Reading partnership with the Woburn Public Library.

Elementary Curriculum Coordinator Ms. Young and 6-12 ELA Curriculum Coordinator Ms. Gillis gave an update on the revised summer reading program.

Ms. Young began the presentation.

The Summer Reading Elementary program has expanded and Woburn Public Schools worked with the library, and they planned their programs together. Together they came up with the “Read to Bead” summer reading program.

There were two options to earn beads.

Option 1: Fill out the Summer Reading Log and return to your teacher on the first day of school.

Option 2: Participate in the “Read to Bead” program at Woburn Public Library and wear your beads to school on Friday, September 6th.

Last year they had 300 students participate in the Summer Reading program and this year they had 782 students participate. Some students brought in their logs and some students brought in their beads. Through the partnership with the Woburn Public Library it was easy to find books.

The Woburn Public Library really worked hard to combine our program with theirs. They took the essential questions we had and marked them around the entire library then put all the books that are connected to that social emotional learning question. A lot of the feedback was how easy it was to find books. Through the month of September the Adjustment Counselors in every single building have gone around into every classroom and are teaching a lesson that’s connected to the essential question that was covered. This is a bit more structured than it was last year. In Atlas, they built out a summer reading unit that connects to the question. Everything in some way is fitting together.

Ms. Gillis began by saying the middle school was similar to last year. The feedback from last year was the teachers really liked it. They had the essential questions. Grade 6 was around managing emotions; grade 7 was accepting those different from me; and grade 8 was why it’s important to consider other perspectives. When the students came back to school, teachers started talking with them about the essential questions. Some feedback from last year was the lack of diversity and the selection for 6th graders. Ms. Gillis reached out to the Woburn Public Library and asked how we can make this better. Not only did we get diversity of authors but diversity of protagonist and diversity in genre. It gave the students a lot of choice.

The high school did something very different this year. They hosted book clubs. This allowed for literacy across the curriculum. Ms. Gillis reached out to the high school staff in January to see who would be interested in hosting a book club. It could be anything the teacher was interested in. We ended up with 30 different titles to offer. Every department participated. When the students returned to school they met as a group with their host for 45 minutes to discuss the book. Students who did not read a book were assigned their regular advisory, and then they went to talk about a short story. Ms. Gillis gave teachers an option of 4 different short stories. Some choices were kind of twisted to keep the kids interested. Those teachers thought it was great to chat with kids. Ms. Gillis did a survey at the end of the book clubs. The students said they had less anxiety because they did not have to stop and take notes. It was nice to just read the book because they don’t have to worry about being tested. They felt more engaged because it was less stressful. They enjoyed multi-grade level discussions and having a choice. One thing that was a

negative is they wanted more time to talk about the book. There were a couple of hiccups to work on for next year. Students would like to do this again next year but wanted more variety with more staff hosting.

Mr. Metters asked what they would change for next year.

Ms. Young is waiting for the surveys to be completed. Better promotion next year and more alignment.

Mr. Metters commented on how some book clubs filled up quickly.

Ms. Gillis said some choices were super popular. She might have duplicate clubs next year for those popular book choices.

Mr. Metters asked about the multiple grades and would they keep this format.

Ms. Gillis said it worked out fine, and she tries to keep an eye on the book choices.

Mr. Metters appreciates the alignment.

Ms. Crowley thanked them for their leadership on this.

Dr. Wells asked what the purpose of this was. He understood the previous model where the book was assigned and had some value.

Ms. Gillis wanted to take the punitive nature of reading out of it. Some students spark note and can ace the test. She wanted to make reading social and a little more fun. Students commented that they enjoyed reading and discussing the book without any stress to take notes for test taking.

Dr. Wells asked about the different AP courses being assigned a book.

Ms. Gillis said they have required reading they had to complete.

Dr. Wells feels there is some necessity to expose students to books they may not want to read.

Ms. Gillis responded by saying there is a mix; there are some books all grade 10 students are required to read. Teachers hold book clubs during the year. Summer is summer and you want them to read something they enjoy.

Ms. Chisholm thinks this is wonderful, if students are mandated to read a certain book it is torture. For them to love what they are reading is awesome. She also spoke of the Reading Make Cents program through Rockland bank. This was a way students could earn and save money while they did their summer reading. Ms. Young thanked her as she was not aware of this program.

Dr. Wells said it would be fun to take some reading suggestions from the Mayor and Superintendent to see what they are reading over the summer.

Chairman Mulrenan spoke of the great partnership with the Library and could they comment on the tanner bull.

Ms. Gillis said the kids could pick up a bingo board and find the tanner bull was one of their spots. They could get a coupon to the butterfly farm if they got bingo.

## **SPECIAL EDUCATION UPDATE**

Ms. Ryan and Dr. Baldassarre provided the committee with an update on the Special Education Department.

Dr. Baldassarre began by taking a look at out of district tuition in 2016 in comparison to what we have budgeted in 2019 has doubled. The cost of transportation continues to go up. When it comes to projecting out the transportation costs, things happen on a daily basis, students move in and out and change placement all the time.

Dr. Baldassarre gave a brief overview on how Circuit Breaker works. When we spend money on an out of district placement, that amount can be below what we are given a foundation amount of \$45,792 per pupil. In FY 2020 Circuit Breaker is scheduled at 75% after foundation. Using this formula; \$100,000 placement will result in \$40,656 in reimbursement, \$55,000 placement will result in \$6,906 in reimbursement. Net Claim is the amount after threshold is met. Dr.

Baldassarre pulls data from districts that are similar to us to compare using the net school spending report. Arlington and Natick have funding and expenditures so close to ours.

Last year at the end of the year as Mr. Elia reports, the maintenance accounts were not completely spent. This allowed Mr. Elia to move funding back into the circuit breaker accounts that we had, so we had an additional \$480,000 from last year's circuit breaker. At this point right now on September 25, 2019, we have an additional \$665,000 in our circuit breaker accounts that was unanticipated. When it comes to what we were spending in out of district tuition we budgeted \$6.82 million; as of this moment our projected expenditure is \$6.28 million dollars for those tuitions. That is going to change, it's likely to go up, and it could go down. We do have some students in pending placements. When we add what we have not spent yet, and what we budgeted in out of district tuition, to what we have available in the circuit breaker account from last year, plus the additional revenue from this year, at this moment we have \$1.2 million dollars available for those out of district placements and/or transportation should they come up. We are appropriately funded and we are prepared for anything that comes our way in this costly cost center of the public school system. Dr. Baldassarre touched a little bit on Special Education Grants for this year. We received \$1,156,079 in Fund Code 240.

The application has allocated those funds as follows:

Support Staff: \$31,993.00

Stipends for After Hours PD: \$27,360.00

Contractual: \$74,807.00

Supplies: \$10,385

Out of District Tuition: \$1,011,534\* This amount is already accounted for in the \$6.2 million, that's not in addition. It has been common place in Woburn that we drew funding from Fund Code 240 to pay for our out of district tuition for many, many years.

After the dollar amount that Mr. Elia asks that we put into the budget is met, we then take the additional funds and we use that for our program and for our staff and for the program development that we are doing in house.

These grants have yet to be approved and Dr. Baldassarre expects the approval to come any day. We also have a small special education grant for inclusive preschool, Fund code 262 in the amount of \$39,692.00.

Preschool Support Staff: \$36,206.00

Contractual Behavioral Support: \$3,486.00

After Dr. Baldassarre finished with the financial aspect he turned the presentation over to Special Education Director, Ms. Maureen Ryan.

Ms. Ryan began by updating the committee on the out of district student changes that have occurred in this month, basically from 9/3/19 - 9/25/19. She mentioned that part of the challenge with special education department is its fluid, things change and when students have needs that become apparent that we have to address them.

Changes to Date:

1 Private Day

- . Pending Placement - Unplanned

1 Public Assessment Center

- . Unplanned

1 Change from Residential to Private Day

- . Cost Share - Favorable to Budget
- . To be assumed by another public in the fall

Special Education Office Space

- . Updated Office Space
- . Furniture Donated to Special Education Space
- . Organized and Conducted Inventory
- . SEPAC Board Space

Staffing Changes

- . Out of District Coordinator
- . Interim Pre-K Coordinator
- . Middle School Team Chair (combined Middle Schools)
- . .5 Elementary Team Chair/.5 TVI (Teacher of Visual Impaired)
- . Elementary Chair

Legal Agreements/Settlements 7/1/19-9/25/19

- . Nuttall, McCavoy & Joyce
  - Our Special Education Attorney is now Tom Nutall
- . 1 Mediation
- . 3 Settlement Agreements

ESY Assessment and Planning

- . Assessment of 2019 ESY Program
  - Responding to Feedback
- . Planning for ESY 2020

-Focus on Needs and Compliance

### Special Education Pre-K

- . 2 Special Education Pre-K classrooms to the Reeves Elementary
  - New Playground Installed
- . Pre-K Enrollment
  - Enrollment continues to rise

### Effective Use of Data Systems

- . eSped is our Special Education Data Management Program
  - Data Training for Efficient and Proper Use of this Program
  - Proper Reorganization and Cleaning of Data
  - Automating eSped Systems

### Addressing Technology

- . Updating Devices
  - Working with Jenn Judkins utilizing portable laptops
- . Google Training for Staff
  - Forms and Sheets
- . Automating Systems
  - Transportation Forms
- . Creating Structure and Consistency
  - One of Ms. Ryan's goals is consistency across the buildings

### Professional Development

- . Landmark School Outreach
- . Wilson Reading
- . BCBA Consultation
- . Augmentative and Alternative Communication (AAC) and Assistive Technology Consultation
- . Paraprofessional Training
  - PD needs to be high quality and meaningful

### Program Development

- . PEAK Program - WMHS (complete)
  - Personal Emotional and Academic Knowledge
- . Language Based Learning Program - Joyce
- . Ace Program - Kennedy

Ms. Ryan has spent a lot of time with the SEPAC, regular communication is important. You need to have open and honest conversations. She also stressed how being timely with communication is important. Parents need to know they are being heard. Ms. Ryan and Dr. Baldassarre have met with many families over the summer.

Dr. Wells asked Dr. Baldassarre about the spike in out of district tuition. Dr. Baldassarre responded by saying some placements are within our control and some are not. There is often

disagreement about where the student should be. We need to have programs better than some other programs the agency can provide. The cost of educating a student dollar for dollar is the same. You would save in the transportation cost. If you are opening a new program you have to staff the program and it is not cheap.

Dr. Wells asked that the school committee be provided with the cost when they are deciding to develop new programs.

Ms. Crowley commended Dr. Baldassarre and Ms. Ryan for coming here tonight to have this conversation. She spoke of the importance of having the right people in the right position, having the right staff to collect the data and having more tightly controlled communication.

Ms. Crowley commented about the possibility of adding our own transportation.

Mr. Demers commented on Dr. Baldassarre's explanation on circuit breaker.

Mr. Demers asked about Fund Code 240.

Dr. Baldassarre said there is a dollar amount based on the total student population.

Ms. Chisholm thought last week's SEPAC meeting was very well attended and spoke of the board upstairs in the Special Education office. She said the office looks very warming and it is a nice place for parents to fill out forms.

Dr. Wells asked about the new rates with the law firm change.

Ms. Ryan said the rates are still the same.

Dr. Wells complimented Ms. Ryan on her communication.

Dr. Wells would like to offer tonight's presentation to the Mayor so he can understand where we are financially.

### **ATHLETIC DEPARTMENT UPDATE**

Athletic Director Mr. Duran started off by explaining this year's football schedule.

Every year it changes and it all goes back to the playoff system that is used now. You start off your schedule with 5 teams. We always have 3 home games and 2 away games and the next year 2 home games and 3 away games. The first 2 games are non-league games. Burlington is a non-league game. This year we picked up Wilmington, which is also a non-league game. On the 7th game we could have more home games depending on our seeding. We don't know if we play home or away until after our 7th game.

Dr. Wells commented the football players get to play all of these games but what about the band.

Mr. Duran said they could go on the road. We just need to inform the teams that the band is going to travel.

Dr. Wells asked about the boys swim team. Mr. Duran said we did not have any boy swimmers last year and do not anticipate any this year.

Mr. Kisiel asked if there will be flag football at the high school level.

Mr. Duran said he does not think so; our football program is still strong.

Mr. Metters commented on the unbalanced schedule. This fails to take into account the impact on band, dance team, the school community aspect, etc.

He brought up the MIAA article in the Boston Globe. Mr. Metters commented that if the organization put in the student needs as much as they put their own interest we would be in much better shape.

Ms. Chisholm asked about the high school Esports adoption plan. The MIAA is trying to get this out to get more kids involved in athletics. We have an interest with over 60 kids.

Mr. Duran said our league has tried to get more kids into gamers. With Esports you would compete against other towns. There is a game room or training center as they call it at Cummings Park. You would go in and perform against other towns. This might cost a bus trip to Cummings Park. Other than that it would not cost us anything until we get it going. Mr. Duran would like to try it. A gentleman who works in the public media department would like to volunteer to get it going. He teaches classes on media and those kids have an interest.

Dr. Wells has a concern over what games they are playing.

Mr. Demers asked about concussions.

Mr. Duran said there are more concussions outside of sports, an example bike riding.

We probably have 5 kids on concussion protocol right now, not sports related.

Mr. Duran reports the number of concussions every year.

Mr. Duran said he has a couple of bids for the turf for next year; the stadium field and the track.

Ms. Chisholm asked about the dugouts.

Mr. Duran said one price was pretty reasonable. The dugout will not be fully enclosed. It will look something like Gonsalves Park.

Chairman Mulrenan asked Mr. Duran about other organizations who rent our fields.

GPS-used to Global Soccer, they are from Waltham, and have 12 teams. We rent them the back fields until our teams are finished with their season. They also pay for lights at their time of use.

They might have a renter here or there on the weekends. Most of the time GPS is there on Sunday mornings. Pop Warner is back. GPS is our biggest contributor. They offered to pay \$100,000 to put up lights in the back but Mr. Duran does not know if that offer is still on the table.

Chairman Mulrenan commented on how the fields are in great shape.

## **DESE ACCOUNTABILITY UPDATE**

Ms. Sprague wanted to go through the accountability system with the committee so when she presents the MCAS 2019 test results at the next meeting they will have a better understanding. State and Federal law requires the Massachusetts Department of Elementary and Secondary Education to implement a system of district and school accountability. It must include indicators beyond MCAS scores that provide information about districts and schools. There must be a focus on raising performance of each district's and school's lowest performing students in addition to performance of the district and school as a whole. It also must use accountability categories that define the progress districts and schools are making and type of support assistance they receive from DESE.



### Gradespans and Comparisons

Schools are grouped & compared based on the grades served in 2019.

When we look at our data, our data is presented as non-high schools and high schools.

In addition to reporting results for each district and school as a whole, accountability results are also reported for 11 subgroups. In order to report data for a subgroup there must be results for at least 20 students.

### Accountability for Non-High Schools

Achievement

Growth

Progress Toward English Proficiency

Chronic Absenteeism

### Accountability for High Schools

All indicators as listed above for Non-High Schools as well as:

Four-year cohort graduation rate

Extended engagement rate

Annual dropout rate

Because our data is put in October 1st and needs to be certified, the accountability data for this year is not our 18-19 year data it is our 17-18 year because it's in and certified. For a lot of these indicators it is not for what happened last year it is for the previous year.

Our achievement data and our growth data is coming out of the year that just ended but this data is not.

### Weighting of Indicators in Non-High Schools

They are weighted with EL and without EL.

### Weighting of Indicators in High School

They have additional indicators that get added in.

### Reporting Measures

The normative component, or the accountability percentile, measures the performance of all students in a school compared to other schools in the state.

The measure is reported as a percentile, 1-99 and is calculated using two years of data for all available accountability indicators for the school.

The criterion referenced component measures a district's or school's progress toward improvement targets.

Those are set on our prior year's achievement.

### Assessment Participation

Districts and schools are required to maintain a 95% participation rate for district/school as a whole & for each subgroup. This is an important piece that gets looked at.

### Categorization of Schools

Schools of Recognition

Meeting or Exceeding Targets

Substantial Progress Toward Targets

Moderate Progress Toward Targets

Limited or No Progress Targets

Dr. Crowley thanked Ms. Sprague for her explanation of the accountability report.

We will dive deeper into this at our next meeting.

Dr. Wells asked Dr. Crowley if he could relay his press release to the committee tonight.

A copy of that press release is as follows:

The WPS overall progress toward improvement targets increased by 1% from 2018-2019. There are many factors that contribute to this percentage, including MCAS achievement, growth, high school graduation, and dropout rates, English language proficiency, advanced coursework, and attendance. We had some significant improvements throughout the district, for example at the Joyce Middle School improving 29% on the annual criterion-referenced target percentage and Kennedy Middle schools with an improvement of 23% on the same annual criterion-referenced target percentage. We are continuing to look more deeply at the recently released data, and subgroup performance so that we can make educated and thoughtful decisions about how best to support all students. As a district, the Woburn Public Schools are not requiring assistance or intervention; however, Malcolm White school is labeled as requiring assistance or intervention due to low EL participation rate which was specifically on the ELA section of MCAS. We have put procedural safeguards into place so that this will not reoccur.

Dr. Crowley states, “ It is good to see that we are making incremental progress, especially considering the possibility of an implementation dip given our new initiatives, and the next generation test being given for the first time at WMHS. I absolutely recognize that there are areas of growth, and we have our work cut out for us. We have an amazing group of passionate and dedicated teachers working with our students every day, and while MCAS is important, so too are the many positive daily interactions that occur between all members of our school community. Additionally, our district’s Strategic Plan focuses on providing students with meaningful learning experiences that are authentic and centered on the needs of all learners. As we enter Phase 2 of our multi-year plan, we are confident that our goals align with the needs identified by the MCAS results. Lastly, the Woburn Public Schools are fortunate to have the support of the Woburn School Committee, City Council, and Mayor Galvin. I’m looking forward to great things in our near future

## **MASC RESOLUTION DISCUSSION**

**RESOLUTION 2: Pertaining to Educator Diversity and Professional Licensure**

**(Submitted by the Arlington School Committee)**

Dr. Wells asked administration to look at this resolution so they can give input prior to Mr. Kisiel attending the annual meeting in November as this affects future licensing of our teachers.

Dr. Crowley stated one of our initiatives as a district is to increase our diversity as a staff. Having gone through our hiring cycles just this past year, while we say we want to increase our diversity, the applicant pool is not as diverse as we would like it. Ms. O'Neil has been actively engaged in outreach to different organizations. One of the gatekeepers to applying as an educator in Massachusetts is the MTEL. Dr. Crowley thinks there is research that talks about a minority student in college taking the MTEL, not passing, and then being advised to go into another career other than education, vs. a non-minority student being encouraged to take it again. Those are subtle things that he has gleaned in conversation so he thinks that was the impetus behind Arlington's stance to look at the MTEL as a gatekeeper. Dr. Crowley mentioned then you talk about diversity there are really talented teachers out there with dyslexia who would be really great music or art teachers. When you have a gatekeeper as a standardized test it may limit the number of people that are able to do it. We want the best possible person in front of our kids. He also thinks there is a myriad of ideas tied together to how best to achieve a more diverse teaching staff.

Dr. Wells looks upon this as a lawyer having to take the bar exam. How does administration know a teacher has the knowledge to teach? People that pass the MTEL have a base level of knowledge. He went on to say there should be ways of encouraging people on how to pass the exam. Many take the bar exam more than once. He also feels this is a radical choice on how to attract a more diverse staff.

Ms. Crowley is in favor of this. Children succeed 25% more by having someone that looks like them in front of the classroom. She spoke of veterans who might not have been prepared to take the MTEL or people with disabilities and this test limits them if they had an interest in this profession.

Mr. Demers said he would not be able to support this because he feels this could create two groups of teachers. He is in full support of creating a diverse teaching staff but thinks we need to do a better job of recruiting. Let's look at other communities and see what they are doing. Mr. Demers feels there are other ways to address this.

Ms. Chisholm could not support this. Everyone has to pass a test for their profession. Nurse, fire fighters, police officers for examples. Every professional group has to pass a test for their license.

Mrs. Kisiel, on being the delegate, told the committee what tends to happen they will take this resolution and tweak it. This will probably be changed. There will be an amendment and this resolution will probably not be voted on at the November meeting.

Dr. Wells feels the school committee should vote so Mr. Kisiel knows where the committee stands.

Mr. Metters commented there are two pieces to this. One is the elimination of the test and the second is the revamping of the licensure process. There are places that need to be tightened up.

He understands the intent and a fair amount of the rationale but written as presented, there are places that need to be tightened up. He does support the overall.

Ms. Crowley commented when they looked at successful educators, they couldn't look back and say those successful educators did well on the MTEL. The MTEL was not predictive as how an educator would be in a classroom.

Dr. Wells wants to make sure the new teachers that come on have a basic knowledge of facts before they get into the classroom. He feels everyone agrees you can't look at one test and determine whether someone is going to be a good educator. The idea is the test provides on that particular day that person had a base knowledge that we think is sufficient for providing education.

Dr. Wells made a motion to instruct our delegate to vote against Resolution 2 submitted by the Arlington School Committee as presented this evening.

Motion was seconded by Mr. Demers.

Mr. Demers, on the motion, everyone here supports creating more diversity amongst our teacher community. He thinks this should be stated because the title of this resolution is Pertaining to Educator Diversity and Professional Licensure. Mr. Demers does not want it to be misinterpreted that this board does not support creating diversity, if it were to oppose this.

Ms. Crowley asked Mr. Demers to not speak for the board.

Dr. Wells and Ms. Chisholm asked to go on record that they support diversity.

Chairman Mulrenan on the motion, all in favor. Motion passed, 6-1.

SEEM

SC votes to appoint Superintendent Crowley to SEEM's board of directors.

Dr. Wells made a motion to appoint Dr. Cowley to the SEEM Board of Directors.

Motion seconded, all in favor. Motion passed 7-0.

## **SUBCOMMITTEE REPORTS**

### Finance Subcommittee

Dr. Wells said they met this evening.

Mr. Ryan presented the financial aspects and changes in the Sped department.

The list of bills was reviewed.

Dr. Wells made a motion to approve the list of bills.

Motion was seconded, all in favor. Motion passed 7-0.

Dr. Wells made a motion to approve the balance of accounts.

Motion was seconded, all in favor. Motion passed 7-0.

Ms. Chisholm asked if there is any update on the insurance reimbursement at the Hurld Wyman.

Mr. Elias said Mr. Dunkley is on vacation.

Ms. Chisholm asked Mr. Elia for a dollar amount on the cost of painting over the summer.

Mr. Elia thought he gave that to her. Mr. Wells thinks it was given to the subcommittee and will get that to Ms. Chisholm.

#### Resource Subcommittee

Mr. Kisiel said they have not met and will schedule a meeting when Mr. Dunkley returns from vacation.

#### Personnel Subcommittee

Ms. Chisholm said they met this morning.

They discussed stipends and some of the stipends we have might not be needed.

They discussed the Reeves assistant principal position.

Ms. Chisholm asked for a 3-5 year personnel plan for going into budget season.

#### Curriculum and Professional Development Subcommittee

Mr. Demers said they met on 9/18/19.

Curriculum Coordinators were present to talk about their curriculum work.

#### Policy Subcommittee

Ms. Crowley said they met on 9/18/19 and reviewed two policies.

Service Animals and Therapy Animals in Schools

Non-Discrimination on the Basis of Gender Identity, Sex, Sex Orientation, and Gender Expression.

#### Student Services and Achievement Subcommittee

Mr. Metters said they will be meeting on 9/27/19.

### CORRESPONDENCE

Kennedy Grade 8 field trip to Washington, DC.

Ms. Crowley stated the policy is the school committee is not going to approve overnight travel anymore. This is our adoptive policy. She asked administration to communicate this to the Kennedy.

Dr. Wells stated this adoptive policy is the recommendation of the MASC.

Ms. Crowley commented there is no school committee action to be taken.

If teachers want to hire a 3rd party private company and parents sign off they can go.

This is not a school sponsored field trip.

Ms. Cardoso invited the school committee to stop by the Boys and Girls Club to view peer mediation training.

Mr. Metters received an email from Representative Haggerty.

This bill is significant in terms of resources available to our students.

If we could invite Representative Haggerty and/or Senator Friedman to an upcoming meeting.

### UPCOMING EVENTS

October 9th SEPAC meeting

### FUTURE AGENDA ITEMS

Dr. Wells asked for a report on class sizes.

Dr. Crowley will provide that.

Dr. Wells asked if the Nurse Supervisor could come before us to discuss vaping dangers.

Dr. Crowley informed the committee through the city; we received grant money to install vape protectors at the high school.

### EXECUTIVE SESSION

There were none.

### ADJOURNMENT

A motion was made to adjourn.

Motion was seconded, all in favor. Motion passed 7-0.

Meeting adjourned at 10:05pm.

Respectfully submitted,

*Jean MacLeod*

Jean MacLeod

Recording Secretary