

**BEDFORD SCHOOL COMMITTEE
MINUTES OF**

May 25, 2010

1. Before the start of the meeting, the Madrigal Singers performed for the School Committee. The Committee thanked Diane Pritchett and the students for an enjoyable performance.

2 Call to Order

At 7:35 p.m., Mr. Pierce called to order, the meeting of the Bedford School Committee. Other Members present included Ms. Bickford, Ms. Seibert, Ms. O’Gara and Mr. Hafer. Ms. Anne Dickinson Meltz, student representative, was also present.

3. Comments From Pubic

None

4. Personnel Report

Dr. LaCroix presented four field trip requests for the School Committee to consider.

The first field trip presented was for Mr. Sunderland to take 8 students to the National History Day competition at the University of Maryland on June 13-17, 2010.

Ms. Bickford made the following motion:

MOVED: That the School Committee approve the trip to the University of Maryland in College Park, Maryland on June 13-17, 2010 for students to participate in the National History Day competition at no cost to the school department.

MOTION SECONDED by Ms. O’Gara

MOTION APPROVED: 5-0

Dr. LaCroix asked the Committee to consider a field trip request by Mr. Felker for Marching Band students to attend camp in Maine August 15-20, 2010. The cost will be approximately \$350-400 per student and approximately 50 students in grades 8 through 12 may attend.

Ms. Seibert made the following motion:

MOVED: That the School Committee approve the music department trip for students in the Marching Band to attend YMCA Camp Jordan in Ellsworth, Maine during August 15-20, 2010 at no cost to the schools.

MOTION SECONDED by Mr. Hafer

MOTION APPROVED: 5-0

Ms. Bickford thanked and congratulated Mr. Felker and all of the marching band parents for their hard work. This year, 47 students have enrolled in the Marching Band, a large increase from last year.

Dr. LaCroix asked the School Committee to consider a field trip request from Diane Pritchett for the Madrigal Singers to attend the annual Madrigal Retreat in Richmond, Massachusetts during October 22 – 24, 2010.

Ms. O’Gara made the following motion:

MOVED: That the School Committee approve the annual Madrigal Retreat during October 22 – 24, 2010 to Richmond, Massachusetts for 23 students at not cost to the schools.

MOTION SECONDED By Ms. Bickford

MOTION APPROVED: 5-0

Dr. LaCroix noted that the group would be staying at the same private residence they stayed at two years ago. She also noted that Diane Pritchett and several parent chaperones would be attending.

The final field trip request presented for consideration was the request from Jack Belcher for students to attend the annual football camp during August 25-28, 2010.

Ms. Bickford made the following motion:

MOVED: That the School Committee approve the annual football camp to Camp Cobbosse in Monmouth, Maine during August 25-28, 2010 for approximately 40 football players in grades 10-12 at no cost to the schools.

MOTION SECONDED by Ms. O’Gara

MOTION APPROVED: 5-0

Ms. Bickford asked Dr. LaCroix to be assured that adequate medical facilities are nearby.

Dr. LaCroix announced the following personnel changes:

Resignations:

Matthew Merritt	Special Education Teacher	Middle
Amanda Ragusa	Kindergarten Teacher	Davis

Appointments:

Vera Carroll	.5 Computer Technician	System
Shelby Boisvert	Behavior Specialist	Davis/Lane

5. Textbook Presentations:

Mathematics

Ms. Christine Larimore and Ms. Colleen Irving, Math Program Administrators, asked the School Committee to consider replacing the 8th grade Algebra textbook. The current texts, Chicago School Mathematics Project Algebra, are outdated, lack supplemental materials and require improved transition to the high school.

Ms. Larimore asked the School Committee to approve the purchase of the Prentice Hall Algebra I textbook at a total cost of \$13,690. Ms. Larimore explained that they were not asking for MacDougall textbooks because Continuing Algebra students in grade 9 use this text, which would mean that many students might end up using the same text for 2 years. Also, Ms. Larimore felt that the Prentice Hall text is more visually appealing to

middle school students. Features of the Prentice Hall text include more visual learning, more problem solving, online problems, ELL support, and differentiated instruction.

Ms. Larimore commented that she also negotiated a good price and a bargain on the shipping. The plan is to purchase 210 texts for a total of \$13,690.

Ms. Bickford asked how old the current textbooks are. Ms. Larimore and Ms. Irving estimated that they were about 10-12 years old.

Ms. Bickford also asked about the expectation that more students will take Continuing Algebra in 9th grade. Ms. Larimore explained that more students are taking Algebra I in 8th grade so there is an assumption that there will be more Continuing Algebra students in the high school when this class moves on. Ms. Larimore explained that this was only an assumption and it could end up that most go onto Geometry in 9th grade.

Ms. Seibert said that the textbook was very clear and did not contain a lot of distractions. She complimented Ms. Larimore and Ms. Irving on a comprehensive analysis.

Mr. Hafer agrees that the textbook is very clear. He asked if students would need to buy a new calculator. Ms. Larimore suggests that students in Algebra buy a new calculator but she will make sure the middle school teachers coordinate.

The School Committee agreed to vote on this purchase at the next meeting.

Social Studies

Ms. Christine Kirkpatrick, the Social Studies Program Administrator, asked the School Committee to consider the proposal to purchase new Sociology textbooks.

Ms. Kirkpatrick explained that the current texts are from the year 2000 and 2005. She is recommending purchasing "Sociology- A Down to Earth Approach". She explained this textbook, for the level 4 elective for juniors and seniors, closely matches the curriculum. Also, Dr. Rozen has reviewed the new books and strongly recommends it in terms of readability. Also, the content is more relevant and the book has a positive and engaging tone.

Ms. Kirkpatrick is asking to purchase 90 books for a total of \$8,190.

School Committee members said that they all liked the textbook and found it very interesting. As a matter of practice, the School Committee agreed to vote on the purchase at the next School Committee meeting.

ELL

Dr. Laurie Zucker-Conde brought a variety of ELL books for the School Committee to review and consider approving for purchase. The books, published by National Geographic/Hampton Brown, were for students in all grades (K-12) and focused on social studies and sciences. Dr. Zucker-Conde hopes to use these books to support oral language development for English Language Learners. They will largely replace photocopies from an assortment of skill-based books, fictional leveled readers, library books and teacher-created materials.

Dr. Zucker-Conde explained that she consulted with Dr. Rozen, Ms. Salipante (Davis School), and Linda Volpicelli (Lane School) as well as other district reading specialists. All in all, their review was positive and all agreed that there is a need for specialized materials for ELL students. They all felt that the materials developed oral skills and could provide a link to classroom instruction in content areas.

Dr. Zucker-Conde said that books are needed in each of the five proficiency levels. The goal is to help build background knowledge as well as academic vocabulary. The books will help ELL students develop decoding and comprehension skills. The books will help move from a tutorial approach in ELL to an approach that permits curriculum mapping by theme and level. The books better support an integrated classroom program.

Ms. O'Gara asked how long the materials are expected to last (many are soft cover booklets). Dr. Zucker-Conde said that she hopes to have a designated space to store them and this will help the materials last many years.

Ms. O'Gara asked about the plans for the CD purchases. Dr. Zucker-Conde explained that singing and chanting are great ways for younger students to learn.

Ms. O'Gara asked if other districts use these materials. Dr. Zucker-Conde said yes but the Social Studies and Science focus is new.

Ms. Bickford asked for the total cost of the purchase. Dr. Zucker-Conde said it is \$10,900 and is based on the actual number of current ELL students.

Ms. Bickford said that she is concerned that the topics of the books do not match the classroom curriculum. Dr. Zucker-Conde explained that there are many units and that they are based on common themes that are taught throughout the elementary level. For example, weather, animals, etc. Dr. Zucker-Conde said that ultimately, she does want to match the science and social studies curriculum but this purchase is just the beginning of building the ELL resources.

Ms. Seibert asked if other countries use these types of materials. Dr. Zucker-Conde said it really depends on their view of immigrants. She believes Canada uses similar materials.

Mr. Hafer said that the materials seem very basic similar to something you would give a toddler. Dr. Zucker-Conde explained that these materials help students use language which is more important than passive learning which is what usually happens in the classroom.

Mr. Hafer said that the materials really show the real challenge students have when they come to our schools with limited English.

The School Committee agreed to vote on this purchase at the next School Committee meeting.

Dr. LaCroix said that this is an area where we have to do a lot of work and to build the appropriate supports in ELL.

6. Graduation Requirements Presentation

Mr. Sills, Principal of BHS, presented the Graduation Requirements Committee Report to the School Committee. Mr. Sills explained that the Graduation Requirements Committee began in February 2009 and met bi-monthly throughout the spring and fall of 2009. Members included the following parents, students, faculty and Administrators:

- Cindy Crimmin
- Jon Sills
- Anne Bickford
- Louisa French
- Vicki Markuse
- Marcia Burns-Mitler
- Aleta Devaney
- Michael Griffin
- Christine Kirkpatrick
- Lois MacGregor
- Keith Mangan
- Diane Pritchett
- Susan Rozen
- Diane Ryan
- MaryLou Salle
- Jackie Surprise
- Lisa Taub
- Armen Arakelian
- Anoush Arakelian
- Lucia Bennett
- Molly Cain
- Anne Dickinson-Meltz

The goal of the committee was to review current graduation requirements for BHS students in light of the Mission Statements and Expectations for Student Learning established in 2007-2009, the recommended Massachusetts High School Program of Studies, 21st century competencies and state legal mandates for graduation. Other goals included:

- To narrow the gap between the number of credits students need to graduate and the number of credits most students actually earn
- To present recommendations to Dr. LaCroix and the School Committee regarding changes or modifications to our current requirements.

Mr. Sills also explained that the Committee believed that the goal of its work was to support the development of well-rounded learners who enjoyed the opportunity to follow individual passions. The decisions of the Committee were guided by the following:

- To meet the mission, academic and social/civic expectations of BHS
- To prepare students for life-long learning, including but not limited to studies at the college level
- To provide all students with a broad experience with educational depth
- To balance proscription with choice

The Committee reviewed graduation requirements of neighboring or comparable districts. The Committee also considered the state recommendations and expectations of most colleges our students are likely to attend.

Mr. Sills said that the Committee spent a lot of time discussing/debating the following topics:

- The foreign language requirements – should it remain at 1 year or move to 2 years as most colleges expect?
- Should there be a requirement for global competency?
- Should community service be increased?
- Should art, music, occupational education be required or choice?
- Should physical education be required or an elective?
- Can online opportunities be expanded?
- Should the senior project be a requirement or an elective?
- Should common learning experience assessments be instituted?

In the end, no changes were made to the following requirements:

- 4 years of English
- 3 years of Math
- 3 years of Science
- 3 years of Social Studies
- 1 year of Foreign Language
- 1 minor each of Art, Music and Occupational Education
- 2 Semesters of Health, 2 semesters of Fitness, 2 Years of PE
- 20 hours of Community Service

One change is for students who have taken a junior elective in PE other than Sports Activities, who have enrolled in 2 seasons of interscholastic athletics during their senior year and who can demonstrate mastery of the core competencies outlined by the PE Department may opt out of the requirement for the fourth year of PE for senior year.

Also, the Computer Science course will now be designated as meeting the Occupational Education requirement beginning in 2011-2012,

Mr. Sills said decisions need to be made in the future on the following items:

- Does every senior need culminating experience such as the Senior Project?
- Establish grade level benchmark formative assessments.
- Introduce a freshman course that looks into a purpose of schools and education in general.
- Course classifications on case-by-case basis.

Mr. Sills explained that a problem exists with the 990 hours of learning requirement. As a result of this mandate, students end up with 144 credits but the requirement for graduation is only 112. This big gap makes senior year look like it is not necessary. Therefore, the Graduation Requirements Committee has proposed raising the number of credits required to graduate to 124. They recommend implementing this change with the class of 2014.

Ms. O’Gara thanked Mr. Sills and the Committee for all of the work they completed. She is pleased that the graduation gap is smaller. She also thinks the changes fit in nicely with the recent NAESC report.

Ms. Seibert asked how students demonstrate PE mastery in order to be exempt from the fourth year of PE. Mr. Sills said the PE faculty will use physical and written tests to assess skills.

Ms. Seibert suggests revisiting the possibility of getting credits for outside and/or online courses because she feels that this will be a developing area. Mr. Sills agrees and believes that outside/online courses can be a tremendous value to some students.

Ms. Seibert asked if Occupational Education is now called Applied Arts. Mr. Sills said that he is looking to make this change and discussions are underway.

Mr. Hafer said his biggest observation is the fact that there is no correlation with graduation rates to colleges with a school’s credits and course requirements. Therefore, he believes that making only minor changes to BHS’s graduation requirements makes sense. All in all, he would have liked to see the bar raised a little for Bedford High School graduates but realizes it will not change the rate of students attending four-year colleges.

Mr. Sills commented that Bedford has complex demographics and this is explained in our Profile. Mr. Sills believes that colleges recognize this.

Mr. Pierce asked if three years of math and one year of foreign language met graduation requirements. Mr. Sills said that there are some students who have real struggles with foreign languages and/or math. He believes that we do not gain anything by increasing requirements in these areas because a majority of students take 3 or 4 years of both foreign language and math. However, a change could harm a lot of students.

Mr. Pierce was concerned that some students may drop PE in their senior year and not try their best on their spring sport. He is afraid that this could be detrimental to the other team members. Mr. Sills said that this would be something that would have to be managed appropriately on a case-by-case basis.

Mr. Pierce asked if there were any discussions with changing grade levels to earn credit (it is currently set a “D”). Mr. Sills said that this would be good future discussion.

Ms. Bickford, who was part of the Graduation Requirements Committee, complimented the work of the entire committee. She said that there were always good attendance and good discussions representative of different perspectives. She also commented that it is interesting to learn that graduation requirements do not correlate with strong academic outcomes.

Ms. Bickford said she discovered that the essential perspective is to decide what the Town of Bedford wants its high school students to experience. Ms. Bickford expects more discussions to continue in the future.

Ms. Dickinson-Meltz, who also served on the Graduation Requirements Committee, was surprised at the numbers of Bedford students who attend college. She thought it was low. However, she remembers Dr. Ryan explaining that the numbers do not include students who go to a two-year college and then go on to finish their degree at a four-year college and do not include those that take a year off before starting college.

Ms. O’Gara made the following motion:

MOVED: That the School Committee approve the graduation requirements as presented tonight from the Graduation Committee Report dated March 15, 2010.

MOTION SECONDED by Mr. Hafer

MOTION APPROVED: 5-0

7. Davis School School Improvement Plan

Mr. Phil Banios, Principal, began the presentation by thanking the Community, Dr. LaCroix, the School Committee, Administrators, parents, and the students for supporting his first year as Principal of the Davis School.

Mr. Banios then showed a vignette on the life a Davis School.

Mr. Banios then reported on highlights from the 2009-2010 school year. Highlights include:

- Leadership team and BEST helped him transition into his new position as Principal
- Completed a science review
- Bridges Math Curriculum was implemented through out Davis. Mr. Banios thanked Sarah Dorer for helping make this transition seamless.
- Writing benchmarks were defined
- A handwriting recommendation is forthcoming.

Looking to the future, Mr. Banios discussed the School Improvement Plan for 2010-2011. Mr. Banios thanked the School Advisory Council – Ms. Sara Buttrick, Ms. Valerie Flannery, Ms. Lori Alper, Ms. Caroline Fedele, Mr. David Jurewicz and Mr. Arthur Broday for their hardwork this year.

Goals and major initiatives from the Plan include:

Governance and Leadership

- Focus on parents, inclusion and community. He will build creative and engaging ways for parents to engage with students at Davis School.
- Analyze student pick up alternatives. How can pick up work better, be safer and possibly more convenient for parents?

Curriculum and Instruction

- Will incorporate many of the recommendations from the visiting team on the Science review.
- Strengthen existing units of study.
- Embed writing into the content instruction.
- Increase technology/design instruction. One way is to implement a grade 2 robotics program.

- Review existing social studies units and make recommendations and adjustments. Ensure all classrooms have the right materials on hand.
- Focus on common assessments on writing. Update prompts.
- Develop student exemplars in writing.
- Recommend implementing (on a trial basis) the Handwriting Without Tears Program.

Mr. Banios explained the importance of early instruction in handwriting and the importance that it is done right. He also explained how it can be a hindrance to young student's ability to express themselves on paper and to their overall school achievement.

Ms. Fay Burgess-Backert, Davis Occupational Therapist, helped Mr. Banios with reviewing many Handwriting Programs including Getty-Dubay Italic, Zaner Bloser and Handwriting Without Tears. Together, they determined that a good handwriting program will have the following foundations:

- Letter models
- Formation of letters
- Practice
- Legibility
- Easy lesson plans
- Efficiency

Mr. Banios is recommending Handwriting Without Tears because it is a multisensory approach to handwriting and it has a developmental teaching sequence as well as its own assessment tool. He recommends piloting this program in 2 class rooms in each grade for the 2010-2011 school year.

Assessment and Evaluation

- Coordinate goals with Lane School
- Find fun and engaging ways to reach math fact automaticity

Student Support

A positive culture increases academic success. So Mr. Banios plans on finding ways to continue making Davis School a positive environment.

- Hold all school assemblies and special programs
- Have a consistent approach to daily routines
- Use new post cards to send home to parents complimenting their child on any good deed.
- Individualize interventions to meet children's and families unique needs.
- Looking to improve – not just manage – behavior of students to ensure safety of all.

Dr. LaCroix thanked Mr. Banios and thanked Ms. Backert for her hardwork on the handwriting recommendation.

Ms. O'Gara thanked Mr. Banios for an excellent presentation and was pleased to see how goals and issues are continuously looked at and reexamined. She also thanked

both Mr. Banios and Ms. Backert for reviewing a variety of handwriting programs. She thinks the Lego robotics will be a great addition to the second grade curriculum.

Ms. Bickford thanked Mr. Banios for his energy and enthusiasm. She also appreciates the parent focus.

Ms. Bickford is also pleased with the Robotics addition and thinks that the community, with its engineering history, will be very supportive.

Ms. Bickford is also glad to hear that math facts and drills can be done creatively because it is so important.

Ms. Bickford supports Mr. Banios's handwriting recommendation. However, she suggests a full implementation rather than a pilot program.

Ms. Bickford did point out that overall, the path to learning how to write has really changed. Today, students learn to print in the lower grades, then get a quick lesson on cursive and quickly move on to keyboarding. The big question is to determine how important cursive is and when and how much is necessary since students learn keyboarding at such a young age.

Ms. Seibert said that she appreciates the fact that Mr. Banios recognizes that Davis is a great school and that he is focusing on how to make it even better. She is happy that there are no major overhauls planned and really likes his problem solving approach.

Ms. Seibert asked what do we say to those who say why bother with learning handwriting. Mr. Banios said that it is important to learn both handwriting and keyboarding. Ms. Backert said that handwriting has visual-motor importance and that children cannot move forward without learning how to write.

Ms. Backert said that Handwriting Without Tears utilizes visual learning and uses consistent language based on the development of the child. Ms. Backert reminded everyone that at the young age, learning is all about exploration and fun.

Ms. Seibert said that Mr. Banios's positive behavior program is "right on".

Mr. Hafer thanked Mr. Banios for having a plan that is reflective of a strong foundation and that it is a great plan for moving forward.

Mr. Pierce agrees that it is very important to have math automaticity. He likened math facts to sports, that it is important to practice often, even if it is something boring and routine.

Mr. Pierce asked if there has been any reaction to not having a fifth day of kindergarten. Mr. Banios said no.

Mr. Pierce asked if multiage is still a viable option at Davis. Mr. Banios said yes that the 2 multiage classes are very successful but there does not seem to be a demand for adding more.

Ms. Bickford made the following motion:

MOVED: That the School Committee approve the Davis School School Improvement Plan for the 2010-2011 school year as presented.

MOTION SECONDED by Ms. O’Gara

MOTION APPROVED: 5-0

8. Lane School Improvement Plan

Mr. Rob Ackerman, Principal of Lane School, presented the Lane School Improvement plan for 2010-2011. He began the presentation with a look back to this year.

2009-2010 Highlights

- The Transition Program was very successful this year at Lane in part due to the new teacher.
- Teachers have been using and exploring technology more frequently in their classrooms. For example, one class skyped with a classroom in Croatia!
- Individual student data is regularly collected into a common spreadsheet so grade levels can view common assessment results.
- Issued a parent survey in January and identified some “hot button” issues such as bus behavior and how Lane manages parent notes.

Looking ahead to the 2010-2011 school year, Mr. Ackerman explained that the focus will be looking at the whole child and to take a step back to traditional values such as respect, safety, good manners, etc.. Classrooms will institute regular meetings to help build community and these will roll into a Friday grade level meeting (with students). Mr. Ackerman realizes that this effort will take away some learning time but believes it is very important. Mr. Ackerman believes this will also help reduce bullying.

Mr. Ackerman also noted that bullying prevention training will be conducted and more staff will be deployed in the cafeteria and at recess.

Mr. Ackerman is excited about some of the new staff that will be at Lane. The new Math Coach and the Behaviorist will be beneficial to students and staff. Also, there will be new Team Leadership, as he rotates these positions every three years or so.

Mr. Ackerman said the focus on collecting student data will continue. Common assessments will be developed in all subject areas. Also, math fact benchmarks will be established.

At Lane, reading will continue to focus on having small flexible groupings. The school is moving away from whole class reading. Discussions are also beginning on establishing K-3 phonic practices.

Mr. Ackerman said that he believes cursive should be taught for the basics only but he is trying to find the middle ground. Currently it is taught in third grade and practiced in 4th and 5th.

Mr. Ackerman informed the School Committee about a Grade 3 Netbook Pilot program. Mr. Ackerman also commented that he needs to make sure all students at Lane School have the same opportunities to use technology in their projects.

Another major initiative at Lane School will be implementing RTI. Teaching Assistants will now have flexible schedules and support students across different classrooms and grade levels. He is looking at staggering Teaching Assistant schedules to help do this. He will also be establishing an "intervention block/enrichment block" in the schedule.

Mr. Ackerman said report cards will once again be reviewed to see if they can be improved.

Mr. Ackerman thanked the Lane School Advisory Council for their hard work this year.

Ms. O'Gara agrees with Mr. Ackerman that grades 3-5 are the right time to introduce cursive but then it makes sense to move on to keyboarding. She is also excited about the Netbook pilot program. She thinks that they will enhance flexibility and personalized instruction in the classroom.

Ms. O'Gara also suggested that Lane use a Publishing Center, similar to Davis, to ensure students can bring home a tangible project.

Ms. Bickford thanked Mr. Ackerman for his reflectiveness and for trying to move forward. She applauds the idea of rotating Team Leaders and instituting flexible reading groups.

Ms. Bickford does wonder if the Netbooks will be too distracting for third grade students. She cautions about leaving paper and pencil instruction behind too quickly.

Ms. Seibert asked if parents have been responsive to Aspen. Mr. Ackerman said he has not heard too much and feels that they are neutral to the system.

Ms. Seibert cautioned Mr. Ackerman to not lose sight of the whole child by focusing too much on the data. Mr. Ackerman said that teachers have this same concern.

Mr. Hafer thanked Mr. Ackerman for a clear presentation. He said that he continues to hear about very different experiences with different teachers. He hopes this changes in the future. He is happy to hear that consistency is a goal throughout the School Improvement Plan.

Mr. Pierce asked if Mr. Ackerman had all of the data together in one database. Mr. Ackerman said that he is making progress towards this goal.

Ms. Bickford made the following motion:

MOVED: That the School Committee approve the Lane School School Improvement Plan for 2010-2011 as presented.

MOTION SECONDED by Ms. O'Gara

MOTION APPROVED: 5-0

9. Acceptance of Gift

Mr. Coelho asked the School Committee to accept a generous gift donation from Mr. and Mrs. Barry Cohen. The Cohens made a donation of \$6,000 to be used for desk top computers for special education classes at the middle school. Specifically, Mr. Cohen asked that the money be used for the following items at JGMS:

1. New desktop computers for the special education learning centers

2. New textbooks and classroom materials for the 8th grade
3. Any remaining funds towards 6th and 7th grade new textbooks and classroom materials.

Ms. O’Gara made the following motion:

MOVED: That the School Committee accept the very generous donation of \$6,000 from the Cohen Family Foundation for JGMS to be used as outlined in the memo dated May 25, 2010.

MOTION SECONDED by Ms. Bickford

MOTION APPROVED: 5-0

Ms. Bickford thanked the Cohen’s for the very generous donation. Mr. Coelho said that Mr. Cohen was very complimentary to Bedford Public Schools. Mr. Coelho said he was “speechless”.

10. Minutes

The School Committee agreed to review the minutes at the next meeting.

11. Adjournment

Ms O’Gara made the following motion:

MOVED: Motion to adjourn at 11:30 p.m. to executive session to conduct strategy sessions in preparation of negotiating with nonunion personnel, not to reopen.

MOTION SECONDED by Ms. Bickford

MOTION APPROVED: 5-0

Roll Call Vote:

Mr. Pierce	Yes
Ms. Seibert	Yes
Mr. Hafer	Yes
Ms. Bickford	Yes
Ms. O’Gara	Yes

School Committee Secretary

Date

BEDFORD SCHOOL COMMITTEE

**EXECUTIVE SEESION
MINUTES OF**

May 25, 2010