

**Franklin School Committee  
Minutes  
August 8, 2017  
Municipal Building – Council Chambers**

Meetings are recorded by Franklin TV and shown on Comcast Channel 11 and Verizon Channel 29

Chris Sterns of Franklin TV was present  
Steve Sherlock, Franklin Matters was present

Call to order: 7:00 p.m.

Dr. O'Malley

Dr. O'Malley read the District's Vision Statement.

### Pledge of Allegiance:

**Attendance:** Mrs. Bilello; not present, Mrs. Scofield, Mrs. Douglas, Dr. Bergen, Dr. O'Malley, Ms. Schultz, Dr. Jewell were present. Also present were Dr. Sara Ahern, Superintendent of Schools; Mr. Peter Light, Assistant Superintendent of Schools; Dr. Joyce Edwards, Assistant Superintendent for Teaching & Learning

### Moment of Silence.

### 1. Routine Business:

- **Citizen's Comments:** None
- **Review of Agenda:** None
- **Minutes:** I recommend approval of the minutes from the July 18, 2017 School Committee Meeting.  
Motion: Dr. Bergen  
Approve: 6  
Second: Ms. Douglas  
Oppose: 0

**Payment of Bills** – Dr. O’Malley reviewed the bills and found them to be in order. I wanted to respond to the signs in response to unwelcome graffiti in our town. We never voted on the signs but we are committed to the fact that we have an inclusive School Committee here. We back these signs 100 percent. I just wanted to make that a clarifying statement.

Dr. O'Malley - Let us move to our presentation. Even though we have a new Superintendent, I do not hesitate to say that some of the most important people in this room that affect our students on a daily basis, your contributions are valued because you are where schools really happen. In a previous life, I was a principal and it was the best job I ever had.

Dr. Ahern - Thank you and I agree with with you, they make the magic happen in their buildings for our students. We are going to start with presentations from with Middle and High School principals. They will make their way up to the front we have the presentations queue up. These are school improvement plan reports for the 16-17 school year. These plans show what they accomplished and what they would like to accomplish next year.

## **2. Guests/Presentations**

### **a. Middle/High School's Improvement Plan Updated 16-17**

Present for the School Improvement Plan for the middle schools and high school were - Rebecca Motte from Horace Mann Middle School, Brian Wildeman from Remington Middle School, and Peter Light will present for Annie Sullivan Middle School.

Mr. Wildeman - I am just going to jump ahead in the presentation to our specific buildings but we would like to touch upon some of the highlights and summarize some of those and give you the end of year wrap up.

Mr. Light – I think I have died and gone to heaven, I feel a little bit like Paul Pierce. I was fortunate enough with Dr. Ahern to sign 7 minute contract to retire as a middle school principal. . I would like to call out to Mr. Peri, after this I am officially retired. I have talked with Principal Witcoff and she had a family vacation planned for quite some time. What she wanted me to focus on was the incredible year that Annie Sullivan Middle school had and some of the highlights and I am not going to read every bullet. The administrators through the classroom observation process spent a lot of time with the teachers and that is a piece of the update. One of the standouts were the degree that the 6th grade teachers went out of their way for a cohesive school culture incorporating all of the strategies with Responsive Classroom that they had. It was very impressive with their commitment to the Responsive Classroom program pulling some of the specific classroom strategies they use during school and lessons. One of the things coming up is

training the 7 and 8th grade teachers as we progress through the next two years. All three middle schools and I will let Brian and Beckie talk about what they've done at their school. But all three middle schools have done a mental health awareness day. It looked a little different at each school. I think at Annie Sullivan, Jenn d'Amico, guidance counselor, took the lead in planning the Mental Health Awareness Day and they had all sorts of activities throughout the day. The focus was helping kids de-stress and it was incredibly successful day for Annie Sullivan Middle School. The other thing that was a standout was to recommit to the process of developing their mission and core values and do this through their professional learning process. For Annie Sullivan, professional learning communities aren't a new concept, they have been using them for years. The focus was to recommit to that multilevel engagement and getting the faculty engaged in whole school improvement through the PLCs. They had a team that looked at the mission, core values and vision, and the mission statement is now revised and will go out to families in the student handbook. In addition, the continued work coming up is going to complete revisions of the core values of the school. Another PLC is to implement student led conferencing, the 7th grade teachers have been planning all summer what that will look like. It will be rolled out this year. The science teachers were focused on developing units of study for the new STEM standards. At Annie Sullivan, the science teachers have really focused on these units of instruction for their classes and will implement this coming year.

Dr. O'Malley - Not to be a pain, could we use the word STEM - science, technology, engineering and math?

Mr. Light - Yes, science, technology, engineering and math. Those new frameworks were rolled out and will be rolled out this year. I believe Dr. Bergen, you asked what activities teachers are doing. They are working on lessons to help students de-stress. The middle school though these strategies worked for students and staff as well. It made school happier and a stress free workplace. The final update is community engagement - communication with parents and the school uses a lot of social media to help with this. Sully the husky is the main twitter account and has sent over 300 tweets. Certainly there are a lot...That will end of my time as a Middle School Principal.

Dr. O'Malley - Questions, comments? Thank you.

Ms. Motte – I am the principal of Horace Mann Middle school. What you see is a nice compliment of the initiatives that carry through all three middle schools that show our commitment to consistency and what the core values of middle school are and we also get to be a little individual in the sense that each middle school has their own identity. Our team works together to collaborate and help each other. Let's start with some of the highlights at HMMS. For this year we also had Responsive Classroom and trained the 6th grade teachers. To show how our teachers embraces Responsive Classroom, we had them make it their smart goals for this year and bring Responsive Classroom into their classroom. One teacher went a step further and included students in this and having them provide feedback.

We also had a Mental Health Awareness Day and took advantage of a half day, it was a three-hour program that our adjustment counsel pulled together as well. It was a great success. We had our staff teach the workshops to the students. It gave a secondary benefit for the teachers to see how they can do this and bring into their classrooms. We will do this again in the coming year.

We also put committees together with myself and Ms. Cotillo and as a new administration team, we wanted the staff to have a voice in certain areas of our school environment. So our committees focused on connections, student recognition and our school culture. We will incorporate all of this into our work as we go forward next year.

Complementary to the work that was done with the School Committee and the homework policy, the highlight for one of our professional meetings was to delve deeper into homework and kind of brainstorm what are our best practices within our middle school. So we looked at that information coming from the School Committee and tried to keep moving forward in a positive direction and our best practices. Our teachers committed to develop the new science and some of the new units this year. We developed our Key to Literacy program and it has been successful. The last couple of things to add is how we are communicating with the community. We are trying to make consistent practices across our teaching clusters and their websites for information and also taking advantage of our school council and PCC to get ideas from parents and let them have a voice. We want to have the best practice for communicating effectively.

Dr. O'Malley - Questions, comments? Thank you.

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I am personally delighted to hear the collaborative nature of your administration. I applaud you for that. Anything else?

Mr. Wildeman - I would like to share a continuation of what Ms. Motte has said that this collaboration that we talked about and the thing we carried over together. If I were to put theme on the year, it would be Social Emotional Learning. It was a big topic. There were a lot of threads in that and we have talked about all of those. Some of the big things are we brought back the advisory program and instituted a very vibrant program for all three grades. It became a big push for us as we started to move into the SEL curriculum in a vehicle to deliver some of those messages throughout all three grades. Also as part of the school wellness advisory council, I had volunteered Remington as a pilot for the full Mental Health Awareness day. We took a day in May, shut down the school and planned a day long of activities. We really tried to touch on nutrition, wellness, and we had different partnerships with the Y and we had a family member teach Zumba for 6 hours. It was a very successful day. We are all very happy and will continue this in the future.. One of the big, PLCs was our SPED department worked to develop a curriculum for our academic support classes for students on IEPs. That time hasn't had a set curriculum so the department wanted to define what the students would be working on. I would like to touch on our collaborative nature with the new science standards and the successful implementation across all three buildings and that will continue to move forward in the future. Another collaboration is that all three middle schools will participate in anti defamation league - the World of Difference Program this year. Each building will train 20 to 25 7th and 8th graders to serve as peer leaders for our building. We will use those lessons as advisory models.

Dr. O'Malley - Questions, comments? Thank you.

Dr. Bergen - You can feel the sense of collaboration and teamwork and consistency across all three middle schools but also recognizing autonomy in each building. I had a question about the Responsive Classroom, down the line will there be measures so that you will know the effectiveness of this program. We are investing in this program, how is it working, what is it going to look like? Is that part of what's built into that?

Mr. Wildeman - One of the ways that you will start to see this is through observation when we go into a classroom there is a common languages and

common routines and those will start to siphon to 7th and 8th grade. So when we were going into those classrooms it was very common language and you could see students behaving in a certain way and follow routines. The students will know what to do but the teachers are a little bit behind as they are learning this language and routines and that will carry through to the other grades.

Dr. O'Malley- One thing I have heard from all three school is I applaud the increased emphasis on Social Emotional Learning. We spent a lot of time and education concentrating on this. I commend all three schools on this for continuing that in the future. Thank you. Anyone else?

Dr. Ahern - Up next is the high school. Mr. Paul Peri and Mr. William Klements will represent the high school and will talk about their accomplishments this year.

Mr. Peri- We have had a really great and incredible year. After 19 years in Franklin, I look back at this year as the most memorable. It was a year of incredible highs and lows, unthinkable tragedies, there was love and loss with focus of care and culture. We get a chance today to go through some of the highlights and accomplishments of the year. , I think we first have to say that this has been a 10-year process started by Peter Light and it has come to a completion.

Mr. Klements – We successfully completed and planned a week of mental health awareness with heavy involvement from our staff, our adjustment counselors, our students, and that opened up a lot of thoughtful discussions.

Mr. Peri- The administrative team was proud to complete all of our observations with all 150 staff members with all of our new staff and veteran staff. We were able to be in the classrooms and see what is being done and it is truly a highlight of the day. We also worked extensively on our communication. We are very proud to get a biweekly newsletter out to parents that did not happen before and we received some very great comments from the parents and from the FHS community by keeping them in the loop. We also made sure to communicate with our staff weekly.

Mr. Klements - We struggled whether or not to include this in the list but there a lot of loss within the community and the staff and the response to everyone from central office to the community, to the police to Franklin ...the

way it came together, we do view that as an accomplishment and response to tragedy and a highlight for me personally, it solidified that I am lucky to find myself in a special place and special community

Mr. Peri - We worked hard this year to pilot and implement our advisory programs. That has been very big at the middle school level for years and years. We were able to get this started at the high school and we look forward to its future.

Mr. Klements - We are proud to receive recognition as an AP honor roll school. That is something that is given out to schools on a national level, not just for increased in number of test scores but also student performance on those AP exams in the district. That is an accolade that the high school receives something that goes down to all schools in the district. That's speaks to 12 successful years of teaching and learning.

Mr. Peri - Another highlight is that we had multigenerational news between senior citizens, students and our administration. It was a really powerful sit down meeting, a great community builder.

Mr. Klements - A consistent meeting with out school council was very helpful and can help us as new school administrators to review the goals, see the progress, see where we are, where we need to go and how we can get there. They offered us a unique and valuable perspective too.

Mr. Peri - Pleased to share that we had some events that occurred. We had a club fair where students were invited to be a part of 70 clubs and activities showcasing what they have to offer. The student walked through the courtyard and met leaders and were able to sign up and that was student generated, student organized and student run. We were there to support their idea.

Mr. Klements - It is not bragging if it is true. We did make Boston Magazine's top 50 high schools in the state and we are pretty proud of that.

Mr. Peri - We ended the year, on what we feel is a very high note with a very safe and successful senior week. We did have some concerns heading into it. I think that is a nice transition as we talk about challenges and steps to take at the high school and we absolutely learned quite a bit and experienced quite a bit about underaged drinking and substance abuse and it is

something that we look forward to working with our Administrative Team on and with. We're also working with families and students within the building but it is something that is very serious and something that we are taking very seriously.

Mr. Klements - To be clear, there were a lot of struggles and a lot of issues but to be incident free throughout that senior week, we had some worries. We are proud to say it was completely incident free. There were no issues with our students on campus and off campus and all of our events. We had some struggles but it was a nice way to end the year. Mr. Peri mentioned our advisory, we did pilot that. We are going to continue working on that. There will be more meetings throughout the year, we have some really valuable ideas but the focus is building meaningful relationships between stakeholder groups and between students. We want every student to have at least one adult in addition to his or her 5, 6 or 7 classroom teachers that they see on a regular basis. So they can build that relationship so they can focus on all the positives.

Mr. Peri - We are also looking as a new administrative team, our one percent of our building and it is accounting for an incredible high number and percentage of tardies, absences, work refusal etc. We would really like to work with SEL to help support them.

Mr. Klements - And that does feed into a little bit of what has been mentioned by our continued work towards an inclusive school environment. We want every student to have a voice and they have a connection. If they have concerns and worries, they can have the opportunity to voice that. We want the high school to be a safe place for every person.

Mr. Peri - Our final piece for tonight we are identifying grading assessment and the process students will follow with feedback. We are going to step back and examine grading practices and beliefs, we are going to provide philosophies for our staff. We had a wonderful meeting with Joyce today and she has been doing wonderful work with our department heads. But we really would like to get our hands dirty with grading this year and really possibly come to School Committee with some identified areas of growth and some possible handbook changes and that sort of thing but it is going to be a year of listening and learning and getting into the gradebooks.

Dr. O'Malley - Thank you. Questions, comments?

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Dr. Bergen - I just wanted to say that some of the coffee hours we have had, one of the issues that surfaced was around grading practices and issues. The fact that you are tackling it head on made it priority, that means a lot. Just to say thank you.

Dr. Jewell - We came up with a new homework policy and I would like to encourage the homework and the grading to do hand in hand. I think, that's important on how you expand a student so they get a chance to excel beyond an A or beyond. How can you push them to go beyond the level of just excelling? One of the things when you excel in high school and you get out into the real world, you suddenly run into a bunch of people who are just as good and better than you are and that is something that is difficult for the student to deal with who has easily excelled at the level they are at so pushing them beyond and they can understand their capabilities are and how hard they have to work to be that expert.

Dr. O'Malley - Anything else? I just have a comment, one thing we do is reflect community, one thing is the buzz that we offer a great education. We are very upbeat and thank you all five administrators for what you have done. We look forward to hearing more.

Dr. Ahern - Next we have an updated on the school improvement plans and accomplishments from the elementary schools. We have Kelty Kelly from ECDC, Kathleen Gerber from Davis Thayer, Kate Peretz from Oak Street, Shannon Barca from Parmenter, Erik Stark from Keller, Sara Klim from Jefferson, Linda Ashley from Kennedy. We are also joined by Tanya Lamoureux from Oak Street and Sarrahy Connolly from Kennedy.

## **b. Elementary Schools Improvement Plan Update 16-17**

Ms. Peretz – My name is Kate Peretz and I am the principal at Oak Street School and I have the honor to start off this team. I have a few remarks and I am actually going to go off my planned speech to start. I like to comment about the collaboration that is going on and a little bit and all the work that our stakeholders here in Franklin. We have done a great deal of work and really within our buildings we are trying to do the best we can to empower teachers and students and families to really all work very closely together to meet the needs of all of our students. It feels great to hear you

comment on those things. What we are going to do is give you a little preview, we are not going to spend a lot of time on the strategic objectives because we know that you know what those are. We do want to spend a minute looking at some of the mid-year updates that we did. It has been a process and a lot of the things that we talked about at mid year are things that were great successes over the course of the year but are not certainly things that are not finished so at the end of the year many of those things are not things that we can check off the list and go onto to something else.

Things like SEL and the specific goals we have been working on through zones of regulation and Responsive Classroom. We have had great successes in those areas but certainly that work will keep going on. When you talk about data collection and something like responsive classroom that is something we talk about a great deal. How do we know the work we are doing is working and are meeting student's needs. Those are the kinds of things that as we go through our slides what we want you to recognize at all of our schools we have been working on these things and those are the things we have in common. We are going to mention some of our challenges and some of our next steps going forward to give you a preview of next year but those things are going to touch upon what we have already talked about with you in the past. You will see how each of our individual schools you will see how we go about that work. ....so if one of our schools highlights a certain piece of social emotional curriculum, certainly know that they are not working on academic as well. It is just that we wanted to bring out these over the course of the year. We don't want to reflect the negative but to show that it is a process and we are a very growth mindset group and we are reflecting and moving forward.

Looking through these mid-year updates, we will move quickly through the slides to remind you of some of those things in SEL, zones of regulation, Responsive Classroom, all of the development in our instructional support team, the curriculum, we can just keep going. Referring to the slides on the screen for the entire list. The common threads that you will see throughout these slides really do have a lot to do with SEL and really do have a lot to do with academic and that rigor in meeting the need of every student and really do have a lot to do with communication, something we have talked about a lot. So watch for those things and we are happy to answer any questions you may have.

Ms. Kelley – Thank you so much for having us. I am excited for the work and when I get to do work with this team and it is always a little different at the preschool level and how we think about it but so many of the themes still carry across. So when we looked at our highlights we as a team tried to pick three things to look at because we are a large group. I have looked at the curriculum work. We have done a lot of curriculum work with my team. This year they developed 3 to 4 standards-based units. What preschool teachers do is they really are developing the units really comprehensively from scratch. It is a process. I have been talking about their aligning with the district, state and even national standards to make sure we are targeting what needs to be targeted. Last year was the second year that we used strategy goals as an assessment strategy now all of their units are aligned with that tool and will go into next year. Also our community collaborations, I have talked a lot about what we have done. One of our greatest successes this year was a new playgroup that we did with an outside group, Self Help Inc. They did it through a grant from the department of education and Marsha Wright comes in and works with me and she is a special education advocate. We started our own playgroup for our own ELL families with recognizing the challenges that those families have and really want them to become a part of our community. They met once every 6 weeks, we had a session with families from about four different languages and I am excited to say that these connections have lasted. And through informal data collection it has proved to be a great tool for families to connect. It is a really nice option we had for families and we will continue. I am very grateful for the addition over this last school for a .4 school psychologist. So one of our largest projects was the psychologist built time to be in classrooms and worked on a smart goal with our speech and occupational therapist to really address the same SEL they have K-12 to really bring it down to the levels of the 3, 4 and 5-year olds at ECDC. So now we have some common language that is common throughout the district and our children can identify and to use those same vocabulary words zone and families are starting to use those. In terms of the next steps, really as a team coming up with a single goal of positive behavioral intervention support plan and something that is written down so everyone knows if a child does X, this is the response and the families are aware of that. We have done some nice work on that and are really kind of fine tuning it. It is my wish list to continue with Responsive Classroom. We have had 3 of 6 teachers have the training but also have the book but the others need that additional training. Some of us are planning on going to the leadership training for Responsive Classroom as well.

Dr. O'Malley - Questions, comments? I don't think anyone has a more divergent clientele than ECDC.

Mrs. Gerber - I am the Principal at Davis Thayer. I chose three varied things to talk about. One was how we worked professional development in our building. I feel strongly that we hire the best teachers in Franklin Public Schools and that I inherited some of the best teachers when I took over this year. I strongly feel that our teachers have expertise to share with each other. So this year we did two different models within the building. First, we did edcamp models where teachers got to choose the topics they wanted to pursue in professional development and there was a facilitator within our building. We did things like visualizing and verbalizing, positive intervention system, mindfulness, and professional readings. Our teachers felt empowered because they got to choose what they wanted to focus on. I also feel strongly that the teachers were able to share best practices. They got to see Responsive Classrooms in action and share those with each other. Our focus this year was analyzing our co-teaching model. Some of our MCAS was not stellar for DT. We wanted to see how the co-teaching and how we could improve this.

We want to analyze what we have been doing so this year as a start we did peer observations outside of DT. Our teachers were able to share with others outside about student performance and what we were offering to students. We looked at structural strategies and instruction that we are offering to students. All of our teachers went out for professional development and I am a firm believer in this practice. They were able to learn a lot of new practices. Our teachers came back and shared with other teachers. We are also piloting iReady, it is a computerized program that allows kids to practice strategies and skills at their level. I am most excited about this year is our partnership with our families and community. We had family fun Fridays and this year we expanded that to include both ELA and math. We meet in our library space and parents get to hear about our instructional strategies and then they get to go and practice those instructions. We incorporated technology into that this year. We also partnered with Dean. We had student tutors and they have an early childhood department and we worked in partnership to have tutors come into our first grade classrooms and work with the students. They can then work with them on what they were learning in college. We are going to expand that to K-3 this year.

We are piloting a mentor program with Dean to come in and mentor our children. We are excited about that. And then the last exciting thing with Dean, that are partnering with them for professional development. The last piece about our partnerships is our PCC. We can't do it without our PCC. We gave talks at each PCC about different topics for the families about health and wellness, regulations etc. The last thing is that we are working to develop clubs at DT. The population we have may not always get to experience outside activities or sports. We found that some of students don't play sports during recess and they don't play that way. We have a group of teachers this year and we are going to have chess club, and rock band, drama etc.

Dr. O'Malley - Questions, comments? Many of things are noteworthy. Thank you for that.

Mrs. Klim - At Jefferson, our focus we chose to spend our building based professional development days focused on collaborative inquiry. Dr. Ashley worked with our school leadership team at first to develop our strategies. We have all heard that adage, work smarter not harder. We did a lot of work with her on those three half days but we also brought that into our PLCs in the meantime. She worked with us on two different protocols. another thing she did was she worked with the staff on the addition of success criteria and homework assignments. So when giving a homework assignment and laying it out for kids so that they understand. The teachers have commented that the homework has never been this good and the projects are great. One of the things we promote at Jefferson is inclusiveness. We are not the most diverse school in this town, or in the community but we are certainly changing and we need to bring that to the forefront of Jefferson. We chose this year to start with cultural heritage during different months and doing some things creating resources for teachers. We did a lot around the school with different bulletin boards, books, displays, etc. One of the successful moment was we had a display of books of India in the library and one of our students walked into the library and said, that's my holiday. Then we talked a lot about the SEL piece and how we have incorporated it in Jefferson. We created calm down toolkits in every classroom which is a small box that contains some of the different fidget items, bubbles, timers, etc. All classes and offices have them. They understand what it is used for and are ready to learn place. We were fortunate to have extra money from the grant and we can replace some of the items. We will continue to build on. We talked a lot with our staff about SEL the focus for us and that has been well received. We have a lot of experts and will learn about more SEL. You get the sense they

want more. And that cultural piece we will be doing more and whole school involvement. We will be moving forward with the staff with some ideas on cultural learning and have it be more a part of our culture. Thank you.

Dr. O'Malley - Questions, comments?

Can you write a calm down tool for the country? Thank you.

Mr. Stark - I am so proud of the work we accomplished this year at Keller. This year was great and we made a lot of accomplishments for the teachers and goals. A couple of the areas I would like to highlight in our bullets, this past year we focused on SEL and academic achievement. Under the direction of Mr. Light and counselors, we concentrated on SEL, we worked really hard on this. We partnered with our school psychologist to adapt those lessons and help our teachers understand how to use this in their classrooms. One thing I am proud of is the STRIVE program and how SEL will be used here and we developed the language for our STRIVE students going into classrooms and being included and interactive by using the same language so that they can all use the same language and to be compatible with what their peers learned. Next, in thinking about continuing to think about SEL concerns this year we really as a team bring new students to our attention and to meet their needs and when we analyzed the students they were brought to this team, we noticed that about half of those students at the heart of our worries or concerns that it wasn't academic, it was emotional. We partnered with Dr. Craig who provided social development and how to meet the needs of these students. He provided us with some professional development. He asked us if we had concerns and set us free after our first session and came back in the spring to help us and took us the rest of the way. The other piece was that Dr. Murphy came to the school to help us develop our behavioral emotional support team which still mirrors the SEL allowed us to track students who struggle and how to track them and how we help them to make great strides. The last bullet with regards academic achievement, I am so proud of the work that our teachers have done on their teams and with curriculum specialists, grade level and teams. An example is in grade 2 our second grade teachers created individual reading profiles for each of our students to track their reading progress. It was shared with families during the year and parent sessions. It helped to track reading progress. Also in the older grades, our math specialist modeled new instructional models. We have targeted groups of students working on specific skills. Thinking about the work in SEL, and having our students have connections with school, we have done a lot of great work and next year will

be even better. Some of the challenges in next steps, we had great success in partnering with parents, we hosted first grade math morning, literacy nights and showed how we help students. But what was disappointing for us was that we offered parent coffees and evening information sessions with the focus of families understand SEL and the turnout was limited, we had a handful parents. Obviously, for the work that is happening with SEL. We are excited to have our students invite their families into the school to show them what they are doing. And lastly, we will be working with curriculum specialists worked really hard on a parent learning site to access at home to support their kids. When you go to this website you can see videos working with students reading or math specialist and what they do. This helps parents how to help their children with math or reading. It has been great. We will restructure our curriculum night and have more of this to help their children at home. We are excited to dive into next year to be even better.

Dr. O'Malley - Thank you very much. Questions, thought? Next year we will give you a seat at the table. A couple of things, you brought in Dr. Craig Murphy, I was struck with the fact you took whatever Dr. Murphy said and you worked on it as a school and brought him back. You took what he said as a school and you did the the work. Well done.

Ms. Ashley - I have the privilege of reporting out what a great job of JFK did last year and the direction of the school. Mrs. McNeil left JFK in such a good place and worked so hard in the spring and we did a lot of collaborative work and a lot of her staff members did much to make for a smooth transition. She set us up for success. I really appreciate all that hard work. She does have some room available in her new home. So last year at JFK, teachers were really enthusiastic about starting some enrichment programs. They did a pilot for before and after school with lifelong Learning and we really wanted to thank Dr. Pandora Carlucci and The Lifelong Learning Institute. We had the ideas but they took it and put the programs in place. Some sessions included basketball, cupcake decorating, computer coding, morning movement, paint your pet and yoga. We would like to continue with 8 week sessions and have some parents who would like to participate. Also the staff worked hard on professional development, they worked with reading strategies. They worked with the math specialist to personalize that math workshop. They worked on something called depth of knowledge. The next step is really to look for more enrichment opportunities. As a staff we are going to dive into personalized learning. Through Mr. Light we are working on student success team and how critical it is for us to capture their interest.

Also the cultural awareness and we are looking to foster the love of different cultures and in the world we live in we need to find so important to bring the knowledge of this to the student and to foster that.

Dr. O'Malley - Questions, comments? How to paint a pet?

Ms. Ashley - It was a portrait.

Dr. O'Malley - I am struck with all the school's which are different and have different leadership, all have very similar themes. It is a wonderful thing in terms of schoolwide situations. A tribute to your school is to pick up the baton and carry it along as it was seamless to lead JFK. Thank you for that. This is a rich community in terms of experience. The more we do that the better. Thank you.

Ms. Peretz – I would like to help you think about successes at Oak st it does come back to SEL and a big thing that makes Oak street unique is our REACH program. REACH is a program that goes right through to the high school and working collaboratively at all of our levels we had an assessment of that program that started way back last summer. It was a year long time working with Debbie Dixon. We really assessed the program completely and every aspect of it. We used the word – CASEL which is Collaborative, for Academic for Social and Emotional Learning. That helps us to really understand what are the pillars of SELF and what are some of the program that can help us. Our populations needed a specific kind of programing. We used SEL and zones of regulation. We are working on Lion's Quest which is a curriculum for teaching the skills under that umbrella. It has been successful. We also did a great deal to work on building that culture. At our school and at our inclusive practices, not just through REACH. We are very proud of that work and look forward to doing more of that. Expanding professional development for teachers and families will continue to be a focus of ours moving forward. We had a great deal of success in bringing in families to really use that Ed camp like a model which people have more control and choice over professional development they want to learn.

I am most excited about looking at the curriculum is that it will be our connection with William James College and we are pleased and honored to work with them to do course work in Newton through the year and will bring that work back to Oak Street and our Franklin community at large looking at culture and school climate.



The last part is making connection using SEL and academic learning and seeing how those things come together and being able to communicate for everyone why this work is important because this is what we need to do really help our student achieve.

Dr. O'Malley - Questions, comments? Thank you. Taking SEL from a school goal to having it as a curriculum is a great practice. I have never heard of William James College except I love their focus and climate. Thank you.

Mrs. Barca - I would like to echo what all of the schools have talked about which is our focus at Parmenter which was on SEL as well as the rigorous of standards based instruction. Our staff last year participated in training and professional develop of design approach. Which is a backwards way of designing this approach. It is done through grade level units and included more rigor than perhaps they had before our common core standards were in place. Our teachers have developed 4 new or revised units using this approach last year and we are going to continue this next year. Looking at the 3 stages, again using that understanding by design approach. In terms of SEL, we certainly have focused on that a lot. We saw an increase in anxiety and stress in our young students. We implemented last year a SEL were all participated once a month. We also have monthly meetings....importance of of course talk about core values. Our core values....being implementing in an authentic ways...caring, courage, respect. Project to do through the month. The students participated in mindful movements, unstructured art time and self regulating strategies. This is run by our staff. The students then reflect and evaluate if they were able to use these strategies when they go back to class. That is our first tool to see if this is working. We want to be able to identify the success of the SEL programs. In additions to SEL, we also have monthly meetings which are run as a whole school Responsive Classroom, where we use mindful movements and go on to use all of these strategies. Our core values is something that we continue to work on, while our school created this 5 or 6 years ago we noticed they weren't being used by the students so we came up with ways for students to practice these values, like caring courage, respect. I meet with grade levels once a month and talk about core values and come up with a project or activity. We have developed and implemented collaborative staff learning. We use this is staff meetings where our staff has professional choice in what they will participate in. We use new protocols we are discussing our students and coming up with strategies for students. We are continuing our peer observation model in

place. We have a new community building team, we have one representative from each team and meet monthly so that everyone has a voice in the decision making of our school and building our culture in a positive direction. We are reaching out to the families and inviting them in more and being a partner in their success. Mrs. Douglas came to one of our SEL blocks and helped out. Moving forward, we want our SEL blocks, we are looking at ways to develop that block into more authentic ways to implement those strategies throughout the day. We are partnering with Davis Thayer and Leslie University, to help our teachers learn about the anxiety of students and the SEL for them. Our teachers are not equipped enough with the trauma based concerns. We are able to train our teachers and consult with them and develop something we can all be consistent on. We are working with YOU inc to provide services.

Dr. O'Malley - Questions, comments?

Dr. Bergen - I was reflecting and thinking about Massachusetts best public schools in the country and Franklin is right up there among the very best and you think the high standards that Franklin has and what it takes given we are public and we accept everybody and the range of issues and the work it takes to get them to here. These presentations are so important for the public to see just how complex teaching is. We want to keep those standards high to be able to share and then the community can feel so proud. It is very powerful. Thank you all.

Mrs. Schultz - I wanted to ask ECDC, one of your challenges about training for Responsive Classroom, is there a request for resources and it hasn't been met? I wanted to clarify that.

Dr. Edwards - I need 30 people to do cohorts and I don't have 30 bodies to train. It runs about 30K to run this. In order to be cost effective we need to fill the seats at the elementary level.

Mrs. Schultz - Remind me and the audience, how that looks.

Dr. Edwards - It is four days, plus follow up. It is a lot of time out. It is possible sometime to send folks out of district but it is something we don't do because we have 550 teachers and one day a year it would be a sub problem. So we haven't done that. It is expensive.

Mrs. Schultz - I think it is amazing that you incorporate that K-5 curriculum into ECDC.

Mrs. Kelly - I think that if we can do the leader training. If I can arrange that, it is my goal to help coach them. There are good strategies they learn from each other. The goal is to get them all there. That is my goal, maybe a long term goal.

Dr. O'Malley - Any comments? Thoughts? Just an overall thought, it was an excellent night. For the people to hear what all the school are doing is never a bad thing. there are things we can do better. There will be new challenges...changing all the time. It is really hard not to be impressed and proud of the education system that we have here. That is due to people like you and the kind of teachers we have. The School Committee wants to help you get what you need to keep this going.

Thank you all for being here tonight.

Dr. Ahern - I would like to thank all of you for tonight. I would like to reflect for the School Committee for everyone our appreciation for their presentations tonight. It hasn't taken me long to conclude my impressions of what a strong Administrative Team we have here and how fortunate I am to be here. I can't wait for school to open. Thank you.

#### **FIVE MINUTE RECESS AT 8:33PM**

##### **c. District Improvement Plan Preview 17-18**

Dr Ahern - Thank you. So this is a preview of strategy development there has been some great work happening and that work needs to continue and we need to keep moving forward. We need to bring some of this work and furthering some of this work into the 17 - 18 school year. The draft that is being shared with you keeps the current improvement plan in place and of the school improvement goals for the year. The theory of the action is by enlarge the same, however, in reflecting early on regarding the improvement plan updates from the district and schools and certainly the theme you are hearing among our team, we did add the word "inclusive" to the adjectives that modify the learning environment just to indicate and reinforce and stress the need to make sure we are nurturing collaborative environments. There is strong culture for your input and feedback and reflection regarding

student performance. If we have that then all Franklin students will develop the necessary SEL skills at this time. The rest of the theory action remains the same from previous years.

The first areas focusing on knowledge attitudes and skills associated with the core competencies for SEL.

The second is focused on aligning curriculum best instructional practices and varied assessment opportunities to personal learning and meet individual needs.

The third is focused on area where there is a climate and culture where all stakeholders are engaged in taking ownership for their role in continuous improvement.

The last column is the area around communication making sure that all stakeholders are engaged with the school community in support of student achievement and enhance opportunities for two-way communication between students, families, staff and administrators. To that end we have outlined some strategic initiatives to pursue in the coming year. We did not include things that we felt were institutionalized or at the point of solid implementation, we felt that those are important things that will continue forward but were not necessarily the things we had for strategic initiatives. So there are some things we did remove from this list. We added strategic initiative that we are proposing to focus on for this year in each of those categories. For the first objective, Peter Light will be speaking about this

Mr. Light - Thank you. The first thing I want to highlight for you on our first objective which is our SEL, is focused on creating that safe supportive inclusive environment for all of our students. Our focus in this strategic objective is really the development of the SEL skills that kids need to be able to to support that inclusive and culturally responsive school environment. One thing we have seen in Franklin, was that we are a community increasing its diversity. We have families from a whole variety of backgrounds. I don't mean culturally, social economically, it could be from any number of backgrounds. The one thing you hear is that we want each and every family and each and every student to feel like this is the place for them. That is the baseline that we all have, that it is about each student and family. We are doing a couple of things to grow our readiness for our culturally responsive schools. We are implementing the world of difference program. at our middle

schools. We also looking to develop a plan to same or similar program at the elementary or high schools in other year. Right now we are in pilot year in the middle schools. It takes a while to implement. Everything we do does take a few years to grow. At this point we have sent the middle schools to the training program to run this program at our middle schools That will happen this year and we are looking to roll this over to the other schools. The next bullet is SEL update a major goal we have is to focus on our classroom practices. Teachers need to have a bigger toolbox to be able to work with students so what we want to do is start to talk and reexamine what our leadership structure looks like for SEL. Our SEL team has consisted of our Director of Student Services, Debbie Dixon and myself and counselors in the district. Some incredible work has been done. We really need to believe this is about classroom practices and we need to expand on this throughout the schools. It is a district-wide initiative. The focus is on our classroom practices pre K- 12. We are starting to develop is a really articulation around the skills of SEL. It was Dr. Bergen, you asked about how do you know if it is working and effective, I think SEL, not in Franklin but nationwide but is in its infancy stage there is not widespread agreement about what the skills of SEL are. When I hear a question about how is something effective, I think we need to wait for results to see how this is working and how it affects the students. You need to measure the skills. We are trying to develop and clearly articulate what the skills we are teaching and how those grow through a preK - 12 grade. We want to also continue to focus on different prof. development for our classroom teachers. We are starting off with The Behavior Code. We are doing trauma work to focus on continuing the responsive classroom at the middle level. The advisory programs and the middle and high school continue to be revised and will implement any revisions. Also, however, what we want to do is take a hard look at how we identify students at risk. We want to look at emotional and behavioral standards. We have to look at how we are going to assess these kids. How do we help them increase their skills, that is a step and half out. We start to plan the assessments before we know what skills we are teaching we will have a hard time knowing we are affective. I presented to you, that we were developing a multi-tier system of supporting kids over the course of this past year. What we need to do is now formally adopt that as a district, it is not a School Committee adoption, it is internal. We need to publish that for our teachers first and allow them the opportunity to become comfortable with that and then to publish that publically how we support students with SEL. We want to conduct a needs assessment at the various schools to make sure if we articulate the skills we want them to have, we now assess them for their

progress. We need to figure out what to do if they don't possess the skills. We need an internal audit on this. We want to look for opportunities to develop this so we can help those students with needs. There has been a clear thread of developing partnerships, local or more statewide organizations, provide outreach and communication to families. The principals did a wonderful job doing that and continuing to do that. We don't want to lose sight of, it is important to communicate within the community. We want to make sure that parents understand what we do at school and what they can do at home with SEL for their students. Those last areas are certainly nothing new. I have presented them previously.

Dr. Ahern - We could go through each individually or all at the end.

Dr. Bergen - Curious about the World of Difference training, is it just the peer leaders trained or is it just symbols are all kids exposed to that or just a peer group and goes out and teaches this.

Mr. Light - The model is administration goes to the training, then the training provided through the World of Difference you train your peer leaders, and they go out and teach the lessons, they lead the discussion. It is founded on we want to empower the kids to discuss the hard issues. It is about kids building their own capacity. To think independently. This does impact every student at every school. It does through peers. The program included faculty training along the way because we all know we can't have our students in front of faculty and our faculty not understanding what is going on. There certainly is a faculty training component. The peer leaders are actually developing the lesson topics that they then deliver during the second half of the year.

Dr. O'Malley - We deal with each of the four individually in sequence. We would like to adopt and publish all of this but we need to make sure it is all in order. Just a thought. I take communication a critical need of the district.

Dr. Ahern - I think it is one of the areas we will share over the course of the year. We will update you on progress and include what the MTSS model looks like.

Dr. Jewel - What is MTSS?

Mr. Light - Multi-Tiered System of Support. It is a framework of supporting kids. You have tiers of where all students are supported.

Dr. O'Malley - Thoughts, concerns?

Dr. Ahern - The second strategic development area Joyce will pick up from here.

Dr. Edwards - Thank you. One of the things we tell new teachers during induction is that unless students are coming to school in a place ready to learn if their well fed, rested adjusted only then will they be able to learn effectively. So that is a way that SEL works, that we have talked about in the first part actually lays the groundwork for the curriculum assessment work to be effective. In this strategic initiative we are talking about that all our curriculum instruct reflect an inclusive school environment and we will be looking at potential for some new textbooks. We ensure that our adoption in the end meets the needs of our community we will look to undergo a similar process to ensure that any textbook material and the instruction practices that we use reflect inclusivity across the district. We will be doing supporting the World of Difference. We met with the middle school principals and what they learned and assemblies that can be done. That is part of laying the groundwork. The view from Central Office will also be looking at how this translates at the elementary level and high school level. This is a pilot role this year for the middle schools. We will continue with implementation to meet the new standards of science and in the spring the digital learning. Those are two hot-button items.

Dr. O'Malley- What is Digital Learning?

Digital learning is in all grades. It is part of the initiative. It is anything learned with the use of device, app, technology. The key part is that it is learning. Students are learning the standards in the state of Massachusetts. How they learn is electronically. We use chromebooks and laptops. Part of this work also has to do with digital literacy. What are the rights and responsibility of the students and teachers when using technology. That is what we are working on.

Dr. O'Malley - I am looking at more "unified" approach to classroom, technology integration.

Dr. Edwards - We have been working on development of the scope and sequence by grade so that the skills as are articulated in the Massachusetts frameworks are covered by grade. All students will achieve proficiency and certain skills as identified through the state of Massachusetts. Yes, over the last 10 years we have called it all kinds of things. We want to ensure our students are literate with technology. That is what we are looking for.

Dr. Ahern - When you said unifying piece one of the areas for us, is we could reflect perhaps on more strongly is our move to the google platform as an entire district. But we went to the google platform across the district July 1. We had a change in email but going to this platform opens up a whole new suite of tools through google apps for our educators. That will no doubt have an impact on practice. Some opportunity to reflect that.

Dr. Edwards - Moving on, as the high school folks told you earlier we had met again, to start looking at grading practices beginning with the high school. I have been working with the high school administrators and department heads and the directors. How do we impact beliefs and values within our teaching staff. That work will be multifold over the course of many years. It is not fast fix. We need to educate and go into research about grading practices. It really speaks to inclusive nature of not allowing kids to slip through the cracks. We are delving into starting with research, starting with study groups and conversation. We are speaking with all the teachers in looking into their gradebook and other way to evaluate a student. We are having conversations. It is messy that we have come up to describe it. We are changing beliefs and practices. We are causing an innovative disruption perhaps.

Mrs. Schultz - I am curious is it a three year plan? Is that the intention?

Dr. Edwards - I don't know that we can predict the length of time. It might be a 3-year plan at the high school but it could happen simultaneously. The work at the high school is important we have a GPA impact and college acceptances. So the conversation about grading causes anxiety so we are aware of that and there will be no changes this year. We are looking at starting this in a careful way. One of the things we found, the SPED team looks at report card, they see so many different codes and they have no idea whether that student has completed an assignment or not, has gotten the concept or not, or has got credit. Is there missing work? This part is to be able to common vocabulary across the school this year. When we use a code



in Aspen reporting portal, we all know what these codes mean. This is really essential for greater understanding. But we have to start with some of the lower parts and really easy to fix. This will be done for greater clarity. Then we can see what else.

Dr. O'Malley - I commend you for taking this on. There are lots of questions.

Dr. Edwards - It is. One of the department heads said grading is so so subjective. How do we do this.

Dr. O'Malley -Please keep us informed.

Dr. Edwards - It would reveal that we have success in SEL.

Dr. Jewel - In grading one of the things is the fact that some of our most brilliant students get bored with homework and class work, somewhere in there you have to sort through the fact that a student is not doing what they want to do because they just simply rebel or essentially not do the work. Part of your emotional training has to be that, one of the things we have to learn in life is that we have to do things we don't want to do. To be successful you have to do both. Students get lost at the PhD level where they never finish their work because they don't finish their work. Why do they have to proof read etc. I am using that as an example. The students have to learn to control themselves and it is not necessarily in getting angry because I think that is going to come and is necessary but I also think that they have to learn that if they are going get the opportunities that they want, those doors to open, they may have to do things they don't want to do.

Dr. Edwards - At the high school they will be doing professional development for the teachers. At the heart of it grading conversation is really the grades are secondary and it is really about the learning. We want to talk about what they are learning. We give grades for school and college but at the heart of that what learning is being represented through that paperwork. So that will be happening at the high school. The climate at the high school is ready to tackle this. I am hoping that as we go through the year we will be able to really move forward on talking a lot more about learning.

Our last bullet on homework, we are looking at creating and educator and administrator study group for best practices with regard to homework. they would come together to make K-12 recommendations in terms of practice

aligned with the new policy. We might need to come back and revise the policy. This practice work and research that we do K-12 will help inform the policy as it is written. Part of what we will do is form that committee. That will happen at the building level. There will be some district wide work. We are meeting later this week to flush out the details on how to go about doing that for the year. One of the pieces that we know we need to have is some presentations and forum opportunities for parents and guardians about the changes in homework practices. We want this conversation to be grounded in the research.

Mr.s Schultz - We talked about the School Committee will there be a parent forum?

Dr. Edwards - It is something that we need to think about and talk about in depth. One of the things was having a speaker coming in and doing a parent education piece. We are talking about we need to communicate all the practices and outlines.

Dr. Jewel - Don't hurry this too much.

Dr. Edwards - It is a full year. We will have to make sure we pilot this. It is a full year of study and it may not look the same for part of the year because we are trying a few things. There might be more inconsistency before we get to consistency.

Dr. O'Malley - Thank you.

Dr. Ahern - The third one of the objectives is the culture with reflective practices and feedback. In terms of fostering the culture that we are looking for we want to explore opportunities for professional development to develop those skills. The first one being the training that some of us did for World of Difference. I would include workshops around working with students with challenging behaviours. There's an element of including all children, including those who are struggling emotionally in our classrooms and the responses. There are others that we want to explore as well. You can expect to see more others over the coming year. The second bullet and the fourth bullet go hand-in hand. The second one is a carryover from last year. This goes on with core beliefs etc. In a nutshell, what I am looking at and observing in Franklin is it captured in that second bullet. I want to complete a report of findings and share it with you for that long term goal

setting process. We want to bring the district together for long range goal planning and taking steps towards that. The last bullet Peter will talk about.

Mr. Light - We have talked a bit about the peer coaching program. The overall goal that we have is to develop a continuum for professional growth. We are running professional development for new teachers but what happens when they hit that 4th-plus year, the opportunities for demonstrating leadership and engage and really good peer-based discussion, those fall off. What we want to do is develop a program for our veterans to continue to work with others around topics of interest and growing their careers. We developed a peer coaching pilot program in which we worked with our association and negotiated a job description. We will pilot at the elementary level. We want to offer support in two areas, one is to veteran teachers to offer leadership opportunities and the second is to provide targeted support. We have negotiated that and are working with cohortative teachers who were on that committee to implement that model.

Dr. O'Malley - A lot of work.

Dr. Ahern - In the last column we have some initiative that we intend to pursue with respect communication. We want to make sure we share the work we are doing with families and other community stakeholders and key to that effort is not solely residing here at central office but within all the schools. We want to continue to do that and increase that. A part of the transition plan is to work with internal and external stakeholders and gather input and include in findings. It will come to ask and understand what communication channels work well and what we would like to see in communication channels. It is two ways. It is an important questions to ask. School Councils will continue to review the use and strengthen the use of School Councils. And will be using the School Council format. We brainstormed a number of standing committees for communication within those committees. We have a DCF roundtable that Maureen began, and has share with me some of its goals and objectives and will continue to work with.

Our councils have been working together to emphasize and make sure we are continuing to foster strong relationships. We are committing to reporting on our progress on school and district improvement plans to the community via School Committee meetings by setting up some regular presentations throughout the year on our progress.

Dr. O'Malley - Outstanding goals. We as a School Committee want to help you as you go forward. Questions?

Dr. Bergen - On school councils, they develop the school improvement plans and the intent to involve parents, is there a process in place for this year, elections?

Dr. Ahern - We are going to check in with the administrative team next week at our retreat. We will make sure it all works and are put in place.

Mrs. Schultz - My point, is I love the first bullet communication and the fourth of community relations. The communication bringing in inclusivity is fantastic and then talking about that specifically here. We know how you are doing that work of being inclusive and cultural responsiveness every day but getting that message out is important. The sharing of that is vital and important and needed. We need to hear the positive messages. I want to commend that. Thank you.

Dr. Ahern - this will come back at the next meeting for your vote and approval. It sounds like we have some direction for 17 -18 plans. Thank you.

#### **4. Action Items:**

- a. I recommend approval of the Budget Transfers as detailed.  
Motion: Dr. Jewell                      Second: Ms. Scofield  
Approve: 6                                  Oppose: 0
- b. I recommend acceptance of a check for \$2,000.00 from IBM Corp for in-house enrichment at Keller Elementary School.  
Motion: Dr. Jewell                      Second: Ms. Douglas  
Approve: 6                                  Oppose: 0
- c. I recommend acceptance of a check for \$24.00 from the Red Robin/The Kula Foundation for in-house enrichment at Franklin High School.  
Motion: Dr. Jewell                      Second: Ms. Douglas

Oppose: 0

d. I recommend acceptance of the Parmenter 5th grade class gift of a buddy bench for the Parmenter Playground (\$400.00value).

Motion: Dr. Jewell

Second: Ms. Douglas

Approve: 6

Oppose: 0

---Mrs. Scofield - Hold that please---

e. I recommend acceptance of a check for \$3.51 from the Red Robin/The Kula Foundation for in-house enrichment at Franklin High School.

Motion: Dr. Jewell

Second: Ms. Douglas

Approve: 6

Oppose: 0

f. I recommend acceptance of a check for \$2,805.00 from Franklin Music Parents for in-house enrichment for the Music Program.

Motion: Dr. Jewell

Second: Ms. Douglas

Approve: 6

Oppose: 0

--- A brief discussion happened about the Buddy Bench, which was put on hold to discuss only about what it was and did other schools have them---

## 5. Information Matters:

## Superintendent's Report

Dr. Ahern - I have a few things to share. Sara was here earlier and this opportunity passed from this meeting as incoming Interim Principal and in engaging and incoming parent transitions. She is also holding another opportunity for parents tomorrow. We are gearing up for school and school readiness. We are preparing placement letters for K-8 and they are being mailed August 15. The third thing tonight is that we have an excellent, I am so impressed, our High School Experience kicked off this week. I wish I could spend more time there. A tremendous opportunity for students to come together and learn. One thing that happened is the chromebooks are not ready during the High School Experience and due to a delay they are not ready and we are waiting for a delivery date. We will give them used ones for the High School Experience and then get the new ones to them as soon as they arrive. I wanted to apologize for that.

Dr. O'Malley - It is a great program.

### **School Committee Sub-Committee Reports**

Dr. O'Malley - We did have a day-long workshop at Dean College, thank you for hosting it. It brought up some ideas for other workshops to have throughout the year.

Mrs. Schultz – For community relations we will be planning our coffee dates for the Fall and our back-to-school newsletter.

### **School Committee Liaison Reports**

#### **6. New Business:**

**None**

#### **7. Motion to Adjourn – Dr. O'Malley - 9:35 pm**

**Made motion – Ms. Scofield**

**Seconded by Denise Schultz**

Respectfully Submitted,

Beth Simon

SCAgenda 8-8-17.pdf  
Payroll Warrant #1802 summary.pdf  
Payroll Warrant #1802.pdf  
Payroll Warrant #1802M summary  
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