

**BEDFORD SCHOOL COMMITTEE**  
**November 6, 2018**  
**Bedford High School – Large Group Instruction Room**

**1. Call to Order**

At 7:30 p.m., Mr. Brosgol called to order the meeting of the Bedford School Committee. Other members present included Mr. McAllister and Ms. Santiago. Student Representative Samantha Gallant was also in attendance. Ms. Guay and Ms. Scoville were expected to arrive later.

**2. Comments from Public**

None

**3. Personnel Report**

Mr. Sills announced two resignations – Lauren Robillard and Michael Aronian, two Teaching Assistants from Lane School.

Mr. Sills announced that Shannon Orifice transferred positions at the high school. She left the Teaching Assistant position to become the Administrative Assistant for Athletics and Tech. Dept.

Mr. Sills presented two new job descriptions for the School Committee to review and consider approving at the next meeting. School Committee members reviewed the “Head Maintenance Technician Forman” and the “Head Lead Custodian” descriptions. Mr. Sills agreed to take any edits and then present the final version for approval at the next meeting. He explained that there will not be any changes in the compensations.

**4. Lane School Lucy Calkins Readers Workshop Presentation**

Principal Ackerman introduced Ms. Andrea Salipante, ELA Program Administrator, Ms. Meg Hanafin 4<sup>th</sup> Grade Teacher, and Ms. Kate Briggs, Lane School Reading Teacher who were here to present the Lucy Calkins Readers Workshop program.

Ms. Salipante explained that a lot of reading research led to the adoption of Lucy Calkins. Lucy Calkins Reading Program is a “work shop” model program. Classrooms are set-up with vast book libraries and the program encourages students to read a lot of books. During a daily reading period, teachers read aloud and give a whole group mini lesson. Then small groups and/or individualized meetings are pulled together during work time.

Teachers set individual goals with each student or group. (Each goal is typically set for 2 -3 weeks.) Once teachers know which students need what, “strategy groups” are then formed. So if a group of students need help with identifying the main idea, teachers explain a strategy on how to find this. Students then read their books and use sticky notes to identify the main idea.

Mr. McAllister asked how we will know if this is the right reading program. Ms. Salipante said that benchmark assessments and unit pre and post assessments will be used for evidence of student growth. Ms. Salipante said that Lane teachers are working on the data collection. Ms. Scoville said that reading will help kids invest in their education. Ms. Salipante agreed that this program promotes the love of reading.

Ms. Scoville asked why the readers use “stickys”. Ms. Hannafin said that it helps the students to stop and think and reflect on their thoughts.

Ms. Scoville said she hears that teachers may be overwhelmed with this program because of the number of books kids can choose to read. Ms. Briggs said that reading teachers are trying to group books with common themes to support the classroom teachers.

Ms. Salipante said that we are very fortunate that each classroom has a big library of books for the students.

Mr. Sills asked what the next step is. Ms. Salipante said it is to strengthen our reading practice – to get teachers comfortable with adjusting their teaching based on the needs of the students.

Mr. Sills said that professional development in Lucy Calkins was offered in the summer and will continue this year. Ms. Briggs said that the summer course was great and she learned that a collaborative school culture is key to this program.

Ms. Salipante said overall, teachers are supportive of this program.

#### **5. Field Naming Request**

Ms. Doreen Mead, a 1977 graduate of Bedford High School, asked the School Committee to consider naming Field C (the Varsity/JV Softball Field) after Miss Gfroerer (known as Miss G).

Ms. Mead explained the Miss G taught Physical Education for 32 years at Bedford High School and was the coach for the BHS Varsity Field Hockey team for 39 years and was also coach for the Varsity softball team and Varsity cheerleading squad.

Ms. Mead said that some of the other fields in town are named and she thinks it would be important for a field to be named for a deserving woman.

Mr. McAllister said that it was interesting to learn more about the famous Miss G and that she was a legend when he was in school. He thinks that this would be a great way to honor her legacy.

Mr. Sills said that there is a process for considering naming a field for someone. He agreed to send Ms. Mead information on how to do this.

Mr. Sills agreed that it would be good to see a woman honored in sports.

#### **6. Integrated Pre-School Presentation**

Ms. Tanya Kalantari, Early Childhood Coordinator, gave a presentation on the Integrated Pre-School. She explained that the Preschool was created in 2008 and has really grown since then. Today, there are 4 classrooms with twenty-three special needs (aged 3-5) and 29 neighborhood students, typically developed (aged 3-5). The neighborhood children are peer models for those with special needs. Ms. Kalantari noted that no Bedford resident aged 3-5 with special needs is in an out-of-district preschool program.

The preschool follows IDEA and DESE laws for education – which differs from private preschools. The students come from very unique cultures and backgrounds. Nine language are spoken in the classrooms. Families are an integral part of the program.

The curriculum is based on positive behavior support. “Kids are caught being good.” The kids are in a language rich environment with lots of visuals. Curriculum is modified to meet the diverse needs and levels of the children. Teaching involves use of all of the children’s senses.

The children are generally grouped into three categories:

- Services Only – parents bring their child into school for an hour or so for a service such as speech.
- Integrated Preschool – children have an IEP with multiple goals and require a Special Educator.
- Neighborhood Students – typical in development and are screened.

Neighborhood children come to school on Monday, Wednesday, Friday mornings OR Monday through Friday mornings. Tuition is charged.

Early Intervention refers children to the Integrated Preschool program throughout the year as it is based on their age. Ms. Kalantari said this makes for some creative staffing.

High School students are able to intern in the classrooms. Students must take the Early Childhood class, apply for an internship and if accepted, are assigned to a classroom for the year. Interns also work with some of the related-service providers (such as speech, occupational or physical therapy).

Ms. Kalantari also noted that she is responsible for doing private screenings to Bedford children. These are often done at home or at nearby preschools. She does approximately 50 of these observations so she really gets to know the students coming into kindergarten.

Ms. Kalantari discussed a typical preschool day and showed slides and videos of the staff and students in action.

Ms. Gallant, student representative, said she remembers going to preschool at the high school and remembers thinking how cool it was to have high school students as teachers. She asked if other high school students have opportunities to visit the preschool.

Ms. Kalantari said yes. For example, the Robotics Club invited the children to see their robots one time. Also “Field Day” is a day where the high school students interact with the preschool students. Halloween is also a time when the preschool students march around and visit classrooms.

Mr. McAllister said that he hopes that high school students can still participate in the program when it moves to the new Davis School. “It is such a good opportunity for high school kids to develop an interest in teaching.”

Ms. Guay had several questions.

- Do preschool students receive ELL services? Ms. Kalantari said no because the program is a Sheltered Immersion Program. She does identify students who are ELL.
- Have you seen more students come in with Autism? Ms. Kalantari said yes in general.
- How do the neighborhood children handle the students with special needs? Ms. Kalantari said that at this age, the children simply ask a direct question and when answered, they accept and move on. "Inclusion at an early age is amazing acceptance."

Mr. Brosgol asked about the interaction with the CASE program. Ms. Kalantari said the CASE teachers have partnerships set up. Some CASE students come into the Preschool. Some preschoolers go into the CASE room.

Mr. Brosgol asked if all of the children from the preschool go to Davis School for kindergarten. Ms. Kalantari said she believes that they all can.

### **7. Superintendent's Report**

Ms. Sallee reported on activities at each of the school during today's Professional Development Day.

**Bedford High School** had a speaker from Challenge Success and then held a reflection workshop. There will be a student survey on November 16<sup>th</sup>. Faculty was very enthusiastic and supportive.

**Lane School** held a Lucy Calkins workshop with a focus on collaborating on group strategies and books.

**Davis School** worked on building community and then held social-emotional workshops for the teachers. Grade-level teams also worked on science and ideas on how to fit it into integrated lessons.

**JGMS** held team-parent conferences and a workshop on how teachers can use design in their lessons.

### **8. Minutes**

Mr. McAllister made the following motion:

**MOVED: That the School Committee approve the minutes of the October 2, 2018 School Committee meeting as amended.**

**MOTION SECONDED by Ms. Guay**

**MOTION APPROVED: 5-0**

**9. Adjournment**

Mr. McAllister made the following motion:

**MOVED: Motion to adjourn at 9:05 p.m.**

**MOTION SECONDED by Ms. Guay**

**MOTION APPROVED: 5-0**

**Roll Call Vote:**

**Mr. Brosgol** Yes

**Ms. Santiago** Yes

**Ms. Scoville** Yes

**Ms. Guay** Yes

**Mr. McAllister** Yes

  
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School Committee Secretary

  
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Date

**BEDFORD SCHOOL COMMITTEE**

**November 6, 2018**

**Exhibits/Documents**

- Draft of job description for Head Maintenance Technician Foreman
- Draft of job description for Head Lead Custodian
- Letter to Mr. Sills from Doreen Mead requesting naming a field for Miss G.
- Draft of minutes from the October 2, 2018 School Committee meeting.