

BEDFORD SCHOOL COMMITTEE
March 20, 2020
Large Group Instruction Room, Bedford High School

*** Due to the Covid-19 Crisis, this meeting is live streamed and open to conference call with the public in order to adhere with social distancing measures put in place by Governor Baker.*

1. Call to Order

At 1:05 p.m., Ms. Santiago called to order the meeting of the Bedford School Committee. All members of the School Committee were present; each member stated their name in a roll call attendance. Mr. Glenn Koocher from the Massachusetts Association of Superintendents was also present at this meeting. There were no student representatives this evening.

2. Comments from Public

Ms. Santiago explained that public comment would be taken at the end of the first Superintendent finalist interview but before the second Superintendent finalist interview and then read a conference call phone number that could be dialed for public comment at that time.

3. Superintendent Finalist Interviews

- **Mr. Philip Conrad**

The School Committee conducted an interview of Superintendent finalist Mr. Philip Conrad, M.Ed., Principal of Andover High School, Andover Public Schools.

Ms. Santiago began the interview by outlining the process to the candidate. She said that there were a total of 90 minutes allotted to each candidate for the interview, which meant that there is about five to six minutes time allowance for each question. The interview questions were provided in advance to each finalist. Each member of the School Committee took turns asking his or her assigned questions to Mr. Conrad.

Ms. Santiago then gave Mr. Conrad the opportunity to make an opening statement to tell the School Committee about himself and why he would like to become the next Superintendent of Bedford Public Schools.

Mr. Conrad began by saying he appreciated being here and he thanked the School Committee for giving him the chance to interview. Mr. Conrad stated that he believes he has had a very traditional path to becoming the next Superintendent because he started as a teacher, then became an administrator, an Assistant Principal, and then a Principal. He said that one of the reasons that he likes the district is the combination of the expectations academically, the importance of support of students with social and emotional needs and the caring of the students and the community. He likes the way that the community embraces the students and that all work towards a common goal.

The School Committee began their interview questions.

Ms. Santiago: What do you see as the most important roles of a superintendent in a town like Bedford?

Mr. Conrad believes it is important to make sure that the entire community understands the needs of the schools, the students and how to prepare them for the future. He talked about the importance of the town and the schools to work in unison and feels it is important to have a balance as well as trusting community relationships. Mr. Conrad spoke of the importance of building relationships and doing the very best as a community, for the students.

Mr. Brosgol: Tell us about an encouraging education innovation that you are aware of. Why is it innovative, what value could it bring to the Bedford public schools and what steps would you take to implement it?

Mr. Conrad said that there were a number of innovative programs that he is aware of and went on to speak about the Kaleidoscope Project where several districts come together for a deeper learning. He finds this an exciting challenge and believes in focused opportunities for deeper learning in the classroom. Mr. Conrad also talked about the Capstone Project, which is currently used in Andover, which involves between sixty and eighty students working together on projects. He also talked about working on the Seal of Biliteracy program, which is recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Mr. Conrad believes that these programs would be beneficial in Bedford as well because each gives students an opportunity to have a passion project; they give students a global focus and a global perspective. He also stated that he would like to work with teachers to determine if these programs would be a good fit for Bedford.

Mr. Morrison: What is your understanding of the role of the school committee? What do you see as the most important element of a strong and successful relationship with the board? In addition, how might you address some of the areas where the role of school committee and the authority of the school committee are blurred?

Mr. Conrad believes the role of School Committee is to set policy and to help determine what is best for students and learning. He said that it is a give and take and that listening is important to build this relationship. Mr. Conrad thinks that it is important to balance the needs of both the School Committee and the Superintendent to confirm that everyone is on the same page, but again it defaults to what is best for the children of Bedford. Mr. Conrad talked about having open and honest communication with School Committee and that the building of relationships helps both the Superintendent and School Committee work through any gray areas.

Ms. Scoville: What role would you envision playing in the hiring and retention of teachers, specialists, school administrators and the central office personnel? What are the questions you ask of candidates you interview?

Mr. Conrad considers the hiring of teachers to fall under the role of the school principals. He believes in building based management and that there should be committees for these positions that could include parents and students as well. Questions should be based on students and how a candidate would conduct their classroom. He said that the Superintendent should have the role of evaluating and hiring potential candidates. Mr. Conrad stated that central office staff

should be given the support and the resources to help them grow professionally and to help them work towards district goals.

Ms. Santiago: Have you ever developed or assisted with the development of a complete school budget? Are you familiar with how the funding formula for the Commonwealth works, including Circuit Breaker and Chapter 70 local funding? What do you know about how Bedford receives funding for education of Hanscom Air Force Base students?

Mr. Conrad talked about his experience working with Chapter 70 with district schools as well as regional schools. He said that he is familiar with the formula and noted that it has recently changed. Mr. Conrad has had past experience working to help create an overall budget and stated that he advocated for all areas of the school and feels that financial needs must be filled where it is most important. He said that he was not familiar with the Hanscom Air Force Base process but he imagines that it works much like School Choice.

Mr. Morrison: How have you used data to inform your decisions? Please explain to what extent data can be relied upon in contrast to other factors that should be considered in assessing student performance, administrator performance and overall district success and strategic and budget planning.

Mr. Conrad believes that data is very important and he has used student assessments and other data to determine students' strengths and weaknesses, to understand more deeply, where each student is as a learner. He feels that how a student is assessed is important and that paper and pencil is not always the best way to measure. He talked about creativity as an assessment and that some students demonstrate their strengths differently and that should be taken into consideration. He thinks that students should be given different opportunities to grow and learn and that ranking does not necessarily demonstrate true data. Mr. Conrad also talked about Panorama surveys, which captures data by measuring student perceptions and gathers feedback from students about their classroom experience.

Ms. Scoville: Bedford Public Schools have made a significant commitment to implementing a co-teaching model at all schools within the district. What experiences and understanding do you have with co-teaching, specifically in the areas of staff training, implementation and evaluation of its effectiveness in the classroom?

Mr. Conrad stated that he currently works with the co-teaching model and that Andover has hired a trainer from the Landmark School to work with the co-teaching teams. He believes that it is essential that the co-teaching teams work well together and he has personal experience working as a team teacher. He said that members of a co-teaching team should acknowledge each other's strengths, weaknesses, and use their strengths to enhance the learning of the students. Mr. Conrad likes the co-teaching model and believes that it is helpful to struggling learners.

Mr. Brosgol: What are some recent or emerging curricular innovations that excite you? Explain what they are and how they would improve student successes. What do you think about when you assess the need or likelihood of changing or updating curricula?

Mr. Conrad feels that curriculum changes should come from the ground up, from the Assistant Principals, Principals, Assistant Superintendent and then the Superintendent and that it is important that changes fit within the goals of the District. Mr. Conrad gave the example that he finds it important for students to be introduced to not only European literature and authors but also works from all over the world and that they learn that many of the mathematical concepts that we know come from the Arab world. He said that he finds those to be very important and he would like to see this continue in Bedford. He stated that he likes that we are moving forward to a more inclusive learning environment.

Mr. Brosgol: Discuss your success in improving test scores for all learners including high-performing students and subgroups at either high school or elementary school level?

Mr. Conrad said that Andover is just starting to delve into the test scores and that a specialist has recently been hired to look more deeply into different sub-groups of students. He mentioned that several areas have been identified where students need help to grow and learn. Mr. Conrad believes in assessing these needs and skillsets for struggling learners and opening up learning opportunities so that they can succeed. He finished by saying that he would be interested in analyzing Bedford's sub-groups and any helpful elements such as curriculum changes may be helpful to them.

Ms. Guay: A very large percentage of Bedford High School graduates go on to attend college. There are, however, a number of students who do not plan to attend college and are interested in beginning work after graduation. How should the district curriculum be split between college prep and vocational programs?

Mr. Conrad started by asking if Bedford had any vocational programs at Bedford High School.

Ms. Guay told Mr. Conrad that some of the Bedford students attend Regional Vocational schools.

Mr. Sills added that Bedford has shifted towards Robotics and Engineering.

Mr. Conrad said that this shift has become common within districts. He believes that it is a difficulty because there are students that are in high school that may benefit from vocational classes and he believes it has become a balancing act and that vocational schools should be open to more students. Mr. Conrad feels that there are bright opportunities for students who choose to work after high school and that we need to do our best to offer technical schools and internship programs to these students.

Mr. Morrison: Our town's educational priorities include equity, social emotional support for student, and quality in district special education programming. How might you deliver on these priorities to three distinct student populations?

Mr. Conrad finds the equity piece and hiring staff that look like the students is very important. METCO students should feel comfortable in school and feel like they belong. He said that equality should be among all students not only by race or color, but also by gender, learning needs and students overcoming challenges. Mr. Conrad addressed emotional support by saying that we need to make sure student in this group know that teachers are there for them and

support is available for them. Kids who learn differently need to be supported by peers and staff alike.

Mr. Morrison asked a follow up question, he asked Mr. Conrad what it would look like, if he were Superintendent, to walk into his district, would he be visible.

Mr. Conrad responded by saying, he plans to be very visible and that one of his favorite parts of his day is saying hello and greeting students at the beginning of the day as the students are getting off of the buses. He enjoys attending school sporting events and meeting parents and students at out of school events as well. Mr. Conrad agrees with formal and informal meetings and thinks that it is important to have ongoing access to the community.

Ms. Guay: What is your experience advocating for education resources at the town, state or federal level?

Mr. Conrad said that he has met with state legislators on an MSBA request and has worked with them for several years. He has even invited legislators to shadow him for a day and that both Senator Warren and Congressman Moulton sent representatives to visit for a day. Mr. Conrad spoke about his position on the 25th Anniversary Committee of Ed Reform and his many years of involvement with the Principal's Association. He also pointed out his experience dealing with an emergency crisis when the Lawrence gas explosions affected his district.

Ms. Santiago: How will you go about deciding on a snow day? A 45-second answer will suffice.

Mr. Conrad stated that he would check with the Bedford Department of Public Works and the Police Department and that the safety of the staff and students come first. His concern was with not only bus safety, but also sidewalks, new student drivers and street conditions. Mr. Conrad said that he would also check with other Superintendents in the area.

Ms. Santiago: Each morning, almost 2700 students arrive at one of our four schools to learn. Some walk, some drive their own cars, others ride a bicycle, or are dropped off by their parents. Many students arrive by bus, coming from Bedford, Boston or Hanscom Air Force Base. Some of our students are from families that have lived in town for three generations, others have moved here from other states and other countries. Some of our students have private tutors to help with schoolwork, while close to nine percent are economically disadvantaged. Sixteen point six percent are on IEPs, eighteen percent of our students' first language is not English and close to seven percent are English Language Learners. Finally, some of our students' educational needs are so complex that they require an out of district placement. What are your experiences working with families with different needs and expectations regarding public education? What have you learned from your experience and how would you make those experiences work for you in Bedford?

Mr. Conrad believes all groups should be supported as strongly as possible not just to survive, but to thrive, no student should be made to feel "less than". He said that he feels that all students should be made to feel equal and that he is happy that Bedford has this environment in place already. Mr. Conrad feels that all staff and faculty should also support this vision.

Ms. Guay: What is your view of the role of dissent, disagreement and even conflict in the leadership of a school department? Can you tell us about a situation where you intervened to address conflict and what was the outcome? What did you learn from it?

Mr. Conrad wants staff and leadership to ask questions and to postulate disagreement. Mr. Conrad feels that this augments thinking and that multiple viewpoints produce a better outcome. He told the School Committee that he is very reflective and looks at what he may have been able to do better and tries to learn from this. Mr. Conrad likes to work cooperatively with all people and that decisions should be made in the best interest of students.

Ms. Scoville: What is your experience working with Security Resource Officers? What are your thoughts on the role of restorative justice in the school setting and how it impacts school discipline?

Mr. Conrad mentioned that as a principal, he currently works with the SRO and that they have a great relationship, which has helped them see things through each other's lens. He feels that it is important to understand each other's way of thinking and have a willingness to work together. Mr. Conrad sees restorative justice as an opportunity for students to grow, it has shown teachers a way to react differently in situations, and he believes that restorative justice helps mitigate impact.

As the interview ended, the School Committee gave the Mr. Conrad an opportunity to ask questions of the School Committee before giving his closing remarks.

Mr. Conrad asked the School Committee what characteristics that they would like to see in a new Superintendent for Bedford.

Mr. Brosgol is interested in someone who can look at the data and identify those students who are struggling and address how we can do better for students who are underperforming.

Mr. Morrison's view is of someone who will fit into the District; bring credibility, someone who will exploit our values and take a strong system and make it even better.

Ms. Guay said that teachers in Bedford choose to teach here although they could teach anywhere. She went on to say that, Bedford has resources, but they do not spend extravagantly and she would like to see that continued.

Ms. Scoville said that all students have a different way of learning and all students have the potential to learn, we just need to learn how to meet them where they are. She would like someone who can hit the ground running, who can build relationships and listen to both the schools and the community.

Ms. Santiago would like to see someone who can come in and make things work well, someone who is able to look at the students holistically. She said academics is one small part and she would like someone who can fit into a town/school collaborative relationship.

Mr. Conrad then asked what the most pressing challenges are that need to be addressed for the schools.

Mr. Brosgol said that growth in the town has stressed our schools and faculty as well as other factors and he would like to see someone come in and meet those challenges head on.

Mr. Morrison believes that we have a diverse set of needs, each student is different and finding a way to keep that as our highest priority is important.

Ms. Guay feels that our challenge as a district is that we are the last stop for families of students with needs and we have to solve these problems as a community.

Ms. Scoville believes that time is one of the biggest challenges since there are many goals and needs to be met.

Ms. Santiago feels that in the mission to educate students, academics and the social and emotional piece are the biggest challenges.

Mr. Conrad finished by saying that he enjoyed the opportunity to meet with new people and he will reflect on the challenges presented by the School Committee. He said he would love the opportunity to come in and work on those challenges as well as strengths. Mr. Conrad, if given the opportunity said that he would listen and continue Bedford's good work and come together for students and that the job is to make the conditions for students to learn.

On behalf of the School Committee, Ms. Santiago thanked Mr. Conrad for his time and flexibility.

The interview ended at 2:40 p.m.

4. Between candidates, there was a break for Public Comment

There was no public comment.

- **Mr. Anthony Parker**

The School Committee conducted an interview of Superintendent finalist Mr. Anthony Parker, M.Ed., Principal of Weston High School, Weston Public Schools.

Ms. Santiago began the interview by outlining the process to the candidate. She said that there were a total of 90 minutes allotted to each candidate for the interview, which meant that there is about five to six minutes time allowance for each question. The interview questions were provided in advance to each finalist. Each member of the School Committee took turns asking his or her assigned questions to Mr. Parker.

Ms. Santiago then gave Mr. Parker the opportunity for an opening statement and to tell the School Committee about himself and why he would like to become the next Superintendent of Bedford Public Schools.

Mr. Parker began by saying that this opportunity is an exciting moment for him and that he is happy to be here. He feels that Bedford is an exciting place with a solid foundation and solid leadership. Mr. Parker said that he believes that Bedford is a district that continues to strive to

grow in excellence in order to support all of its students and he would like to be part of that by helping the district work to figure out how to accomplish that goal.

The School Committee began their interview questions.

Ms. Santiago: What do you see as the most important roles of a superintendent in a town like Bedford?

Mr. Parker said that he believes that the superintendent should be an advocate for the schools, to make the community aware of what the students are learning and how the faculty and staff is working to support them. He feels that it is important to support the students and the staff and most of all, to do what is important for the children.

Mr. Brosgol: Tell us about an encouraging education innovation that you are aware of. Why is it innovative, what value could it bring to the Bedford public schools and what steps would you take to implement it?

Mr. Parker told the School Committee that he has worked for four years with a program called the "June Academy" where students have an opportunity to engage in work outside of the standard curriculum in an area of special interest. He said that it is focused on "outside the box" thinking, it allows students to be passionate about their learning and it gives the students an opportunity for innovative thinking. Mr. Parker believes that the June Academy could benefit Bedford students as well.

Mr. Morrison: What is your understanding of the role of the school committee? What do you see as the most important element of a strong and successful relationship with the board? In addition, how might you address some of the areas where the role of school committee and the authority of the school committee are blurred?

Mr. Parker considers it important for the school committee to support the superintendent, staff and faculty. He also feels that the school committee and the superintendent must keep an open line of communication in order to share a similar vision and to take the lead with new ideas and innovation.

Ms. Scoville: What role would you envision playing in the hiring and retention of teachers, specialists, school administrators and the central office personnel? What are the questions you ask of candidates you interview?

Mr. Parker believes the best practice is for the superintendent to have a hand in hiring all staff that works directly with students. He said that some of the questions that he would ask applicants are if they are good at what they do and that they enjoy working with kids. Mr. Parker feels that excellence begins with higher learning.

Ms. Santiago: Have you ever developed or assisted with the development of a complete school budget? Are you familiar with how the funding formula for the Commonwealth works, including Circuit Breaker and Chapter 70 local funding? What do you know about how Bedford receives funding for education of Hanscom Air Force Base students?

Mr. Parker stated that he is familiar with Chapter 70 and that these funds must be managed carefully. He said that Chapter 70 plays a large role and acknowledged that these funds are critical to continue essential school programs. Mr. Parker talked about his familiarity with a few different programs in Weston that are driven by Circuit Breaker which include ACCESS, an inclusion program for special education students and the Bridge program which helps students with social and emotional needs. Mr. Parker is not familiar with the Hanscom Air Force Base funding but he looks forward to learning more.

Mr. Morrison: How have you used data to inform your decisions? Please explain to what extent data can be relied upon in contrast to other factors that should be considered in assessing student performance, administrator performance and overall district success and strategic and budget planning.

Mr. Parker feels that data is instrumental, schools need both anecdote, and facts in order assess which programs will meet the needs of the students. Mr. Parker talked about different sources of data that he has used at Weston High School such as grades, student feedback and MCAS scores. He has used the data to help determine where there are achievement gaps and areas that may need improvement to enhance learning. Mr. Parker believes that parent feedback and assessments outside of MCAS are other important factors.

At 3:10 p.m., there were some technical difficulties and a slight pause in recording. The interview was delayed for 14 minutes until the live feed could continue. The meeting resumed at 3:24 p.m.

Ms. Scoville: Bedford Public Schools have made a significant commitment to implementing a co-teaching model at all schools within the district. What experiences and understanding do you have with co-teaching, specifically in the areas of staff training, implementation and evaluation of its effectiveness in the classroom?

Mr. Parker has had personal experience with co-teaching. Mr. Parker is supportive of the co-teaching model; he believes that co-teaching teams must be paired intentionally and that the positive chemistry between the two teachers is the key for its success.

Mr. Brosgol: What are some recent or emerging curricular innovations that excite you? Explain what they are and how they would improve student successes. What do you think about when you assess the need or likelihood of changing or updating curricula?

Mr. Parker thinks that changing curriculum when necessary is good as long as there is a clear benefit to the students. Some important factors that he believes are necessary before implementing any curriculum changes are:

- There should be staff ready to deliver the change effectively
- The set goal becomes the desired result
- The curriculum changes are clearly articulated to the community

Mr. Brosgol: Discuss your success in improving test scores for all learners including high-performing students and subgroups at either high school or elementary school level?

In Mr. Parker's experience in Weston, he has seen MCAS as well as other test scores improve with the help of additional resources that are made available to students. Some of the resources included an Academic Support center where students can go for extra help, tutoring and specialized support classes for struggling students. He feels that it is necessary to have continued support for struggling students.

Ms. Guay: A very large percentage of Bedford High School graduates go on to attend college. There are, however, a number of students who do not plan to attend college and are interested in beginning work after graduation. How should the district curriculum be split between college prep and vocational programs?

Mr. Parker understands that not every student will choose college and would like vocational programs to be an option to all kids because children experience learning in different ways. He realizes the changes that have occurred in admissions to vocational schools and may be interested in bringing some technical programs back into the schools. Mr. Parker believes that students may not choose college after high school and a vocational program can create an environment for those students to thrive.

Mr. Morrison: Our town's educational priorities include equity, social emotional support for student, and quality in district special education programming. How might you deliver on these priorities to three distinct student populations?

Mr. Parker would advocate for these priorities and bring them to the forefront. He feels that it is important to build scaffolding of administrators, teachers and staff members to support these priorities.

Mr. Morrison asked a follow up question, he asked Mr. Conrad what it would look like, if he were Superintendent, to walk into his district, would he be visible.

Mr. Parker told the School Committee that he plans to be highly visible by attending school sporting events, plays and other community events where he would have an opportunity to form relationships with parents and get to know the residents of Bedford.

Ms. Guay: What is your experience advocating for education resources at the town, state or federal level?

In reference to state level funding, Mr. Parker referred to his familiarity with the METCO program, which is state funded grant. He talked about getting students involved in advocating for resources and spoke about an experience in Weston where he had taken student reps to the State House in Boston. He feels that it is important to involve students when possible because it gives them a voice.

Ms. Santiago: How will you go about deciding on a snow day? A 45-second answer will suffice.

Mr. Parker stressed two factors that are most important to him which were; are the students getting to school safely and is it a safe commute for staff members to travel. He said that he would consider these two points first before making that decision.

Ms. Santiago: Each morning, almost 2700 students arrive at one of our four schools to learn. Some walk, some drive their own cars, others ride a bicycle, or are dropped off by their parents. Many students arrive by bus, coming from Bedford, Boston or Hanscom Air Force Base. Some of our students are from families that have lived in town for three generations, others have moved here from other states and other countries. Some of our students have private tutors to help with schoolwork, while close to nine percent are economically disadvantaged. Sixteen point six percent are on IEPs, eighteen percent of our students' first language is not English and close to seven percent are English Language Learners. Finally, some of our students' educational needs are so complex that they require an out of district placement. What are your experiences working with families with different needs and expectations regarding public education? What have you learned from your experience and how would you make those experiences work for you in Bedford?

Mr. Parker told the School Committee that he has had over fourteen years of experience working in these areas and that he has made it a point to advocate for all students in a diverse environment. He talked about collaborating with families, implementing programs and hiring staff as needed in order to meet the needs of students. Mr. Parker says that it is important to listen to the families and be open to negotiate. He said that he has fought for enrichment programs for students and looked into hiring services if necessary for students in need. Mr. Parker said that it is vital that every child feels like they have a home at Bedford Public Schools.

Ms. Guay: What is your view of the role of dissent, disagreement and even conflict in the leadership of a school department? Can you tell us about a situation where you intervened to address conflict and what was the outcome? What did you learn from it?

Mr. Parker stated that he likes a team that can disagree, if there is some dissent, better ideas can evolve. He has seen the benefits of dissent which is people coming together over their differences. Mr. Parker does not care for conflict but admits he has seen positive outcome, if people can admit to making mistakes it can be a learning experience for all. He believes that when it comes time to make a decision, it should be done collaboratively.

Ms. Scoville: What is your experience working with School Resource Officers? What are your thoughts on the role of restorative justice in the school setting and how it impacts school discipline?

Mr. Parker told the School Committee that Weston has two School Resource Officers and he has a great relationship with both officers. He feels that it is important for the SROs to get to know students and staff and that it is essential to bond and form a trusting relationship. Mr. Parker sees the SRO as someone who supports teaching and learning and works in partnership with the district's vision.

Mr. Parker feels that restorative justice is a positive tool that can allow students to acknowledge their wrongdoing and change course for a better outcome. He thinks that it is crucial to prioritize grace, mercy and forgiveness and allows students to feel that they can come back to the community. Mr. Parker noted that restorative justice has lowered suspension numbers in his current district.

As the interview ended, the School Committee gave the Mr. Parker an opportunity to ask questions of the School Committee before giving his closing remarks.

Mr. Parker asked the School Committee what they envision for Bedford Public Schools within the next five to ten years.

Mr. Brosgol believes that Bedford will continue the excellent work that it has been doing. He said Bedford would have to see how student growth and student needs impact future plans. Mr. Brosgol said that we would be striving and experiencing new pressures, which will be exciting and challenging.

Mr. Morrison expects to see Bedford Public Schools in an even better position, although not substantially different from now. He went on to say that, Bedford is a role model district that values meeting the needs of every student.

Mr. Parker then asked what kind of great things that have been to help struggling students.

Ms. Scoville responded by saying that Bedford's annual support and participation in the Tenacity Challenge has worked really well in engaging students who are in that achievement gap. She feels that the students get excited about learning, competing, creating beautiful art and participating in research.

Ms. Guay believes that we could do a better job with sub groups although she has seen some improvement. She has seen laws change that have had great impact whereas other times changed laws result in unintended consequences. Ms. Guay is a big supporter of restorative justice and she has seen some good data that shows that it can make a difference.

Ms. Santiago then asked Mr. Parker if he would like to give a closing statement.

Mr. Parker thanked the School Committee for their time and said that he enjoyed the interview process and getting to know everyone. Mr. Parker said that he believes that he could help Bedford achieve wonderful things with creative and imaginative collaboration. He feels excited for the opportunity and said that it would be a pleasure to work for the town of Bedford. He thanked the School Committee for their consideration.

On behalf of the School Committee, Ms. Santiago thanked Mr. Parker for his time and flexibility.

The interview ended at 4:28 p.m.

Ms. Santiago thanked the members of Bedford Cable Access Television for being accommodating and helpful during this process. She also thanked Mr. Glen Koocher who attended the interview process.

5. Adjournment

Mr. Brosgol made the following motion:

MOVED: Motion to adjourn at 4:30 p.m. not to reopen.

MOTION SECONDED by Mr. Morrison

MOTION APPROVED 5-0-0

Mr. Brosgol Yes

Ms. Santiago Yes

Ms. Scoville	Yes
Ms. Guay	Yes
Mr. Morrison	Yes

Jolene Santiago
School Committee Secretary
Chan

6/24/2020
Date