

LINCOLN-SUDBURY REGIONAL SCHOOL DISTRICT
SCHOOL COMMITTEE MEETING MINUTES
FEBRUARY 24, 2021
Zoom Meeting

PUBLIC HEARING ON FY22 BUDGET and SCHOOL CHOICE

Present

Ellen Joachim, Chair; Carole Kasper, Vice-Chair; Cara Endyke-Doran; Harold Engstrom; Kevin Matthews; Candace Miller

Also Present

Bella Wong, Superintendent/Principal; Kirsteen Patterson, Director of Finance and Operations; Virginia Blake, Coordinator of Curriculum and Scheduling; Sandy Crawford, Associate Principal Emeritus; Joshua Gilman, TA Co-President; Lynn James, METCO Parent Representative; Riya Misra, Student Senate Representative

Call to Order

The meeting was called to order at 7:04pm

Presentation

FY22 Budget

Ms. Wong presented the FY22 Budget. The budget gap of \$465,000 has been closed by changes in the budget including an elimination of the budget line for bus monitors whose cost is included in the general transportation budget line; decreases in insurances for employees and retirees; a decrease in the OPEB contribution; and a decrease in salaries as a result of the Teachers' Association offer to forego a COLA increase for FY22 Budget year and finally an increase in the Circuit Breaker assumption from \$1.5 million to \$1.7 million. The total budget request for FY22 is \$34,864,792. Ms. Patterson reviewed the COVID grant funds and the capital requests.

Each year, the LS budget is designed to reflect the LS Core Values:

- Fostering cooperative and caring relationships
- Respecting human differences
- Pursuing academic excellence
- Cultivating community

It supports our aspirational goals:

- What students should be able to do by the time they graduate
- Access to equity and excellence for all students
- Ensuring socio-emotional supports for all students and staff
- Cultivating community

The budget also:

- Enables us to recruit and retain high quality faculty and staff

- Supports an education program that fosters student growth for post graduate success
- Anticipates comprehensive needs of projected student enrollment

See Strategic Plan: <https://lsrhs.net/about/policies/strategicplan>

Projected enrollment will decrease slowly over the next few years. Approximately 51 students will be placed out of district for a cost of nearly \$5 million. The LS Academy has generated a cost avoidance savings of over \$1,000,000. The Town of Sudbury will be assessed \$27,530,492 (87.85%) and the Town of Lincoln will be assessed \$3,807,575 (12.15%).

Public Comment

There was no public comment.

School Choice

Each year state law requires that School Committee make an affirmative vote on whether or not to offer school choice. The recommendation is to withdraw LS from School Choice based on financial considerations. The amount of funds directed to a school by an outside student is approximately 25% of the cost of tuition for Lincoln and Sudbury students. Additionally, students requiring additional services would be an added expense to the district.

Public Comment

There was no public comment.

Close Public Hearing

The Public Hearing was closed at 7:48pm

Open Regular Session Meeting

The regular session meeting opened at 7:50pm

Public Comment

Dawn Solowey, Sudbury

I am the parent of a senior who desperately needs more than 6 hours of in-person learning time for her mental health. There are so many LS students in the same boat. We have formed a group, LS parents for in-person learning, that has more than 280 members with more joining every day. As we approach the first year anniversary of school closure, data shows that keeping kids out of in-person school is gravely harmful academically and emotionally. Anxiety, depression, eating disorders, self-harm, suicidal ideation, mental health hospitalizations are way up. Here at LS, many kids are struggling to learn and to stay stable emotionally and mentally. Local health practitioners are alarmed. Our kids deserve the option for more in-person learning before any more damage is done. Tonight many of us are looking to hear bold, specific plans to add in-person learning at LS. The overwhelming momentum to add more in-person learning is clear. The state announced yesterday that they are looking to mandate more in-person learning. Many area schools who already offer much more in-person time than LS are adding still more in-person time this spring – Weston and Dover-Sherborn to name just a couple. SPS, in our own town, has laid out a clear, transparent plan to bring kids back in-person

this spring. They have shown creativity and a commitment to the cause. Teenagers are not wired to sit isolated in front of a screen all day. It's not healthy nor developmentally appropriate. We just Bella say that our aspirational school goals are access to excellence and social-emotional supports, both of which are completely in line with more in-person learning. Just as families can opt for remote, families can be given an option to choose more in-person learning time. Please show bold leadership to get this done for kids at LS who are suffering from the status quo. Thank you.

Sharon Schmidt-Roth, Sudbury

I have a freshman and a junior at LS. I would like to echo Dawn and add that it is really frustrating that in the past few months we have been participating in these meeting with you guys but we don't feel that there has been nothing proactive being done to listen/doing something to add a few whatever in-person hours. Our kids are really suffering. The long term of what's happening now is going to be for years. They are not going to be prepared for colleges. Their social emotional state is not ideal right now, overeating etc. There is a lot of things going on right now. We had over 30 kids positive for COVID over break but the testing was not at school so what is stopping you from adding more in-person hours? Thank you.

Christianne Murray, Sudbury

Thank you for offering to hear our questions. Our kids are in a mental health crisis right now, echoing Dawn and Sharon. One point I picked up on from Kirsteen's statement, our building was built to hold 1600 students. That speaks volumes that there is a way we can have the kids back in school for many more hours than what they are given right now. I have two students at LS. One of them, today, was supposed to be on remote learning from 10am to 2pm. She had one class and it didn't even last 50 minutes. That is just a small example of how her week goes. She is not even receiving 6 hours per week. I just hope that the School Committee can recognize this and with all the metrics currently, I would hope that the School Committee would look into getting students back into the building for more in-person hours. Thank you.

Presentation of Surveys of Staff, Students, Parents/Guardians

Bella Wong introduced Virginia Blake and Sandy Crawford and prefaced their presentation by reporting that the surveys were drafted before February break, administered the Wednesday before break. Ginny and Sandy examined the data during break to present this evening to the School Committee. Two surveys were administered: one to get more feedback on the learning model from students and staff and the second survey was intended to explore interest in being more fully in-person as we look forward to more temperate weather in the spring and the increased opportunities for vaccination and consequent overall decrease in infection. Coincidentally, yesterday the DESE Commissioner and State Governor Baker issued a statement proposing that students return more fully to school. A proposal for the return of K-8 students to school the first week in April is being discussed by DESE. There are no details regarding upper grades to date.

Virginia Blake, Curriculum Coordinator at LS, reported that two surveys were administered to students during the school day to ensure a high response rate (87%) and paralleled surveys

administered to Faculty/Staff (180 respondents). The first survey for each requested respondents to address their answers specifically to their Block 2 class because a December survey that was more open, resulted in responses qualified by “depending on which class”. The second survey to each group required responses on the current learning model in place. The parent/guardian survey was available from February 13th to 23rd (744 responses). Results of the survey were analyzed by Cohort (A,B, and Remote). There are currently 273 Cohort R students. Cohort A and B students preferred in-person classes with their cohort (57.1%) and learned most from in-person classes with their cohort (54.7%). Approximately 1/3rd of students found no difference to enjoyment or learning. Cohort R students enjoyed most morning classes in which one cohort is in class and the remote student is not streamed in and learned most from remote classes with the whole class.

Teachers’ responses were more evenly divided between teaching in-person hybrid classes, and teaching whole-class remote synchronous classes. By and large, students were able to access additional support from Faculty and Counselors when needed, although 56% had not needed the support of Counselors. The majority of extra support was obtained during the 90 minute lunch break and occurs primarily through Google Meet.

Sandy Crawford reported on responses from the Parents/Guardians survey compared with student surveys. Parents preferred that students remain in school for an entire day with a short lunch block. Students’ preferences were equally divided between leaving the schedule as is and having more time in school on their in-person day but 70% preferred the schedule as is. Interestingly, there was no change in response from students by grade level. If students were in school for the entire day, all classes would have to be streamed to the Remote students AND the cohort which was not in school that day. All classes would need to be offered each day.

Questions regarding learning at home revealed that 60% of parents were of the opinion that the current hybrid learning model was preferable to the model of 7 classes offered each day (2 in person days, 2 remote days) for the at home day. 70% of Remote parents preferred the current hybrid model. Students strongly preferred the current model with longer lunch over the 7 classes, 30 minute lunch. For students, the least desired mode was streaming in to an in-person class. A full day hybrid would require the off-day Cohort to stream in the entire day for all 7 classes.

Discussion ensued among the members. Ms. Kasper opined that listening to student preferences was important. Mr. Engstrom reminded members of the complexity of finding solutions suited to everyone were difficult to find during the constraints of a pandemic and asked Ms. Wong what set of circumstances would be required for students to be in school more hours. Ms. Wong said that rates of infection must decline further, more people must become vaccinated, and CDC guidance will need to support any change. It is a matter of concern and discussion among faculty, administration and staff. At the moment, the data doesn’t support a shift in learning model. Mr. Matthews added that it was important to formulate a plan for full in-person learning and communicate it to the LS community particularly as Sudbury Public Schools K-8 prepares for students to return to school in April. Lincoln Public Schools K-8 has

been fully in-person all year. Ms. Miller reminded parents that conditions required for younger students is different from those required and recommended for high school students. She stated that the school committee members read all the parent emails – those parents that prefer caution and those parents demanding in-person learning, and take the concerns to heart.

Recognitions

Achla Gandhi, Josephine Halporn, Alexander Kornblum, Riya Misra and Caleb Yee are all Finalists in the 2021 Competition for National Merit Scholarship awards. Our congratulations to each of them!

On March 5, 2021, at 7 pm there will be a combined Lincoln, Sudbury, and L-S virtual choral concert presented as a pre-recorded video. Choral groups from Lincoln, Sudbury, and Lincoln-Sudbury will perform with a brief introduction from each choral director.

March 5-7, the LSB Players original song cycle, What Happens At the End: will be available for streaming! This original song cycle, devised by cast members through improvisation and writing activities, features music and lyrics by LS alumni Kenter Davies (2015) and Caleb Martin-Rosenthal (2017.)

It has been rehearsed entirely virtually and will be presented through a virtual performance platform. Performances will be available to stream on **Friday March 5** and **Saturday March 6 at 8pm**, and on **Sunday March 7 at 2pm**. Tickets may be ordered by contacting: lsbtickets@gmail.com.

Student Representative Report

Riya Misra provided the student representative report. The Student Senate plans to create a survey for students and are planning to release it via social media to permit student opinions to come to the fore. The current Student Senate initiative involves school spirit and having a t-shirt design contest. Each grade would vote on its own t-shirt.

METCO Parent Representative Report

Lynn James reported on the last METCO Parent meeting: Boston students are finding the current model working well. If in-person learning increases, it will mean more students on the METCO buses which will lessen the ability of students to socially distance themselves from others. The METCO parents request the purchase of a program van so that METCO students can fulfill internships and community service requirements. This request was first made in 2018. Resident students have been allowed to travel together to undertake internships but METCO students have not been allowed to travel in this way.

Teachers' Association Report

Joshua Gilman reported that a "COVID – distanced style" Singing Valentine's Fundraising effort took place just before vacation. The FORUM was issued just before break with some wonderful articles. Faculty has organized "coffee and conversation" meetings which have been great for morale. Finally, Professional Workshop Day took place today and involved a wide range of subjects for the benefit of teachers – 15 workshops in all. It is a meaningful event consisting of

teachers teaching teachers. Ms. Wong added examples of workshop titles: Fostering collaboration among all students regardless of cohort; Teaching Drama in a Hybrid Setting; Mindfulness techniques for teaching and learning; If life gives you Peer Deck; Helping students be less stressed and more engaged. Creating remote lessons to monitor student progress in real time; Building community in the classroom; and Navigating music in the classroom to name just a few. The next Professional Workshop Day will focus on equity.

Chairperson's and Liaison Reports

Liaison Reports

Carole Kasper reported that the transition event will take place next week for 8th grade families heading for LS as incoming 9th graders. She also reminded the audience of the FY22 Budget dates. The Strategic Planning Committee continues its work.

There was no Chairperson's Report.

Superintendent/Principal's Report

Covid Update

Since October there have been 78 student positive cases, however between February 10 and February 24 there have been 32 student positive cases. Contact tracing for students during the school week involves contacting teachers and sports teams and is very time consuming. Ms. Wong made the call to shift to all remote learning for Thursday and Friday before the February break to permit completed contact tracing. We were able to collect test samples midweek during February vacation. There was no single source of exposure for the cases in the spike. The exposures did not happen while athletes were in play but required the end of the winter sports season which was unfortunate. Ms. Wong sent out a communication to students and families as a reminder that COVID is highly infectious and that sharing information about infection is most helpful and that infections are not the "fault" of anyone. Our surveillance testing is hovering around 70% of staff and students. Graphs are thanks to LS student Skyler Warnick. While rates of infection are trending down in Massachusetts, they are still above summer rates.

Athletic Update

Student athletics ended early as a result of student infection from COVID. Fall 2 season began on Monday, February 22 and runs through April 24, 2021. At the next meeting LS School Committee meeting, Art Reilly will propose adding an LS track club. Art Reilly and the trainers created a protocol for Post COVID19 Infection Graduated Return to Play. This is a protocol for students who have tested positive for a graduated return to play. Research has shown that elite athletes in post COVID can feel compromised. As athletes return to their sports, a graduated increase in effort is beneficial to their return to play.

Withdrawal from and Dissolution of EDCO

EDCO has been struggling financially for some time. Acton-Boxboro has voted to initiate a withdrawal and request for dissolution from EDCO. If any one member of the collaborative requests to withdraw, then all EDCO relationships with members must be re-examined. Two-thirds of member districts must vote to dissolve to initiate dissolution. If a school is a member of the collaborative, they are liable for deficits incurred by EDCO. In dissolution, the member

districts continue to be liable for deficits from contracts initiated while members. A withdrawal vote tonight would not become effective until July 2022. Ms. Wong recommends a vote to withdraw before July 2021. The Department of Education must approve the dissolution and have indicated that they will not approve the dissolution until liabilities have been resolved. EDCO has been valuable to the professional development of LS teachers and their offerings will be missed.

VOTE: Carole Kasper moved that the Lincoln-Sudbury School Committee vote to withdraw from membership in the EDCO Collaborative effective June 30, 2022. Candace Miller seconded the motion. There was no further discussion. All were in favor via a roll call vote.

VOTE: Carole Kasper moved that the Lincoln-Sudbury School Committee affirm the EDCO Board's decision to dissolve the collaborative effective June 30, 2022. Candace Miller seconded the motion. There was no further discussion. All were in favor via a roll call vote.

Student Learning Time

The state requires all districts to submit a report on Student Learning Time. This is the second report LS will have filed. LS is primarily accountable for what the general education population is entitled to. Ms. Kasper asked for a clarification as to what the total hours are for LS student learning time and will connect directly with Virginia Blake for the answer to this question.

Director of Finance and Operations Report

Ms. Patterson reported on the meetings in Lincoln and Sudbury regarding the Capital Requests. Notification from Sudbury indicated that the Chain Link fence project would not move forward but all other requests will move forward. The process continues and the projects will be voted on at Town Meeting.

Additional allocation of COVID19 grant funding of \$229,845 and will become accessible within the next month. The business office will be applying for these funds. COVID funding in total is \$729,768 for two fiscal years.

Action Items

VOTE: Carole Kasper moved that the Lincoln Sudbury Regional School Committee approve the withdrawal of Lincoln-Sudbury Regional School District from participating in the School Choice Program for the 2021-2022 school year in accordance with the provisions of Chapter 76, Section 12B of the Massachusetts General Law due to financial considerations. Harold Engstrom seconded the motion. There was no further discussion. All were in favor via roll call vote.

Approval of Minutes

Carole Kasper moved to approve the edited Minutes of February 2, 2021. Harold Engstrom seconded the motion, there was no further discussion. All were in favor via a roll call vote.

Future Agenda Items

There were no future agenda items.

Public Comment

Diana Faulkner, Sudbury

Earlier this week I spoke with the Town Manager, Board of Selectmen, and the Board of Assessors. It was refreshing to hear that all on the School Committee wants to do whatever they can to support learning at LS. I believe it was Harold Engstrom that suggested that we think of ways to help support the learning of students at LS, correct? What is frustrating for a parent like me is that there is nothing specific. I did come up with an idea that if the School Committee and Bella do not feel that it is wise to return to more hours of in-school learning, I think everyone would agree that virtual learning is much harder to access for many children as opposed to in-person learning. Does anyone disagree with that? My children cannot access the curriculum virtually as well as in-person. So I have supplemented my children's education with the services of a tutor to the tune of \$500. I believe that taxes should be abated to support parents in this regard. Will the School Committee support this idea to the Towns of Sudbury and Lincoln. A tax abatement would be solely for the purpose of reimbursing parents for tutoring expenses.

Emilie Hauck, Sudbury

This is my first public comment, but I am feeling frustrated with tonight's conversation. Parents comments have been completely disregarded. I have read the survey questions and feel that the questions were confusing at best, biased at worst. What student would not like a longer lunch? Or streaming into classes. I believe that the parents' opinion should carry more weight. The status quo situation is not acceptable. Other districts are offering more in-person learning, LS should be able to do so also.

Jana Blanchette, Sudbury

I agree with what Emilie just said. They are children and are not capable of making these decisions which only adults should be making. They deserve more in-person time and I hope you will consider it especially since all the surrounding towns are planning for it.

Amy Resnic, Sudbury

I am upset tonight and support what Emilie and Jana said. Since when do we permit students to decide on their educational model. More weight should be given to the fact that students will never choose more school time. My son enjoys sleeping in, having a long lunch, and having more time for video games. I do not understand why we are giving students the opportunity to make decisions. I do not believe that Cohort R students dislike of streaming should dictate the schedule of other students. Other districts are offering more in-persons time. Why not LS?

Lisa Burge, Sudbury

I watched the School Committee meeting of SPS and was delighted with the results, Brad had a plan, the School Committee had a plan. This School Committee does not. With the exception of Cara and Kevin, the school committee members do not have a plan. It is disheartening to hear negative comments. Weston, Wayland, and other schools have a plan. Reach out to the neighboring school to find out and implement their plan. High school is supposed to be most important years next to college. I can't believe that high school students will not have enough in person learning to prepare them for college. And that we are talking about a long lunch instead. We moved here for the good school system. I really hope that you guys will have a plan by the next school meeting.

Joyce Minkoff, Sudbury

I believe you need to hear from many different people. Why is there discussion about why we CAN'T go back rather than what CAN be done. Consider distancing, masks, etc. and think about what we can do. Students are not running the school, why are their voices so important? As other parents have said, we are the adults here and we need to make the decisions. We have parents who are paying for tutors for every subjects because the kids say they can't learn remotely or with so few in class hours to make sure students have a meaningful education for this year. What is your goal for the rest of the year? Everyone vaccination? That is not reasonable. We need to figure out what the goal is and not wait for total vaccination. You said you have made a decision to stay with the status quo, why are we not planning for what can happen to move forward. Status quo is not a plan, because if you don't plan for it, it will never happen.

Sharon Schmidt-Ross, Sudbury

I was very frustrated listening to discussions because there is no plan. I want to salute the teachers who are doing above and beyond. But the plan is not working. The survey was confusing to me as an adult. Any student will want a long lunch to hang out. My kids are the lucky ones and are in school 4 days per week before that I had to police them to keep them off their phones and off their games. I paid a lot of money to move to Sudbury for a good education. They are not getting a good education. I think LS has to think outside the box and step up. Everybody is now getting tested, super spreaders are not in school, we are asking you for months to have a plan. This is not our purpose for living in Sudbury. We expect the people that are leading will be more creative about getting our kids in school. Art Reilly is always thinking about how to provide for the kids.

Madison Murray, Sudbury

Personally, I felt the survey was very biased and confusing to answer. The question about social or academic growth was confusing and that both aspects were of priority. I am not close to having 56 hours of learning. In the mornings Mondays and Thursdays, I do not have class and other days I don't have class. Is that good for me? Absolutely not. In terms of lunch at school, it doesn't make sense. We students know that changes cannot be changed immediately but we seniors have missed so much. Getting back into school is our number one goal and learning as much as possible. Do I feel ready for college? No! One idea may be that if we test negatively on Mondays, then we can all be in school all day.

Nancy Mulford, Sudbury

I am mother of a senior and a freshman and I don't know where to begin. My older son thought the survey was a joke, biased and confusing. After he read it, he felt that the survey was designed to maintain the status quo. I am frustrated with the survey given to the students. It was confusing and that may have determined the result that you got. Why at an end of February are you only now talking about more in-person time. Why was this not discussed in September? Let's consider adding in-person hours in January or February. I agree with so many of the other parents that have called in. I am angry and disappointed with the state of things now. Some of the brightest minds in this state are right in this town. We need to do this for our kids.

Kristin LaGuerre, Sudbury

Other parents have eloquently expressed our concerns, frustrations and disappointments. Our oldest son did very well with the LS experience and encouraging our younger son to stay with it. I read an article in the NYT “Ambiguous Loss” which addressed teen mental illness. I have noticed this in my son and his friends. The School Committee represents the students and yet it has been said by your members that mental health is not the responsibility of the School Committee. I have valued LS specifically and Sudbury in general, that statement was very disappointing and the ambiguous loss our children are feeling is real and significant. There are many kids out there who are struggling. My son is texting/facetiming with other students who are so depressed and he is trying to support them. The struggle is all around us. It is really upsetting to have the School Committee make this comment.

Cara Cohen, Sudbury

I am a special education advocate and educational consultant. My practice is helping students with special needs. Like the other parents who have just spoken, I also am troubled by the mental health comment. I would like to clarify that for a school committee member to say that mental health is not an issue for the school committee - by definition, decided by federal law – emotional and mental health disabilities are 100% each school’s responsibility. By federal law, if a student exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance and an inability to learn that cannot be explained by intellectual, sensory or health factors, an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, inappropriate feelings or behaviors under normal circumstances, a general pervasive mood of unhappiness or depression or a tendency to exhibit symptoms of fear associated with personal or school problems, a determination...and I could go on. For a school committee member to say that mental health disability is not their responsibility is wrong and should never have been said and should be retracted. Our kids should be in school more hours. I hear from parents all the time from other districts and their kids are returning to school. To solicit opinion from kids on how it is all working – these kids are supposed to be in school full time. That they are remote because of this pandemic must come to an end. It is not supposed to be a long lasting situation. We need to move forward. Thank you.

Dawn Solowey, Sudbury

I wanted to just echo the other parents. Many of us are watching this with dismay. Both kids and adults said during the survey window that the questions were confusing and biased. Several of you had trouble reading them aloud – that is how we experienced the survey as well. Parents were texting each other trying to understand the questions and posting on the LSPO page for guidance to understand them. It was not clear what was the status quo and what was the in-person option and unfortunately there was not opportunity for narrative answer which was a huge missed opportunity. Madison made a great point that kids were asked to choose between their academic growth or their social/emotional growth which was an appalling question to ask children. We obviously owe them both. I note that we didn’t see what the kids response was to that question. I am very happy to hear that the students are making their own survey as it is desperately needed. As others have said, questions posed to students feel about a long lunch or mask breaks, are not a good representation on how students feel about in-person learning. We wouldn’t ask kids if they would like to sleep in, or come to school at 11am or go to school 150

days instead of 180. Parents have critical input on their own kids mental health. We see things like academic readiness for college. The adults job here (the committee, the administration, the parents) is to make ultimate decisions about the learning model with input from the kids. More importantly, when kids were asked directly a question about in-person learning, they did in fact say that they had a significant preference for in-person learning consistent with what the parents said. Keeping the status quo dismisses that interest entirely. Many parents were shocked to hear Harold say that it is not the job of a public school to take care of students' mental health. That is morally wrong and legally wrong, as Cara Cohen eloquently expressed. This is, of course, why LS has a counseling department. That is a huge misconception by the school committee that needs to be retracted. This is very much the school's job. In focusing on these deeply flawed surveys, we are missing the bigger picture. Why are neighboring schools adding in-person time, why are you ignoring the state's increasing emphasis on in-person learning, we are we ignoring experts' opinion across the country and world that are sounding the alarm about the negative effects on kids of keeping them from in-person learning. Why is the building empty every Wednesday when kids want to be in school? What is the plan for helping students who are struggling? We will keep thinking isn't enough. Talking about the weather in April and optimism is meaningless unless there is a plan to actually do something to help these kids. Instead it is the same old same old – these kids deserve better. Thank you.

Lauren Hochberg, Sudbury

Why couldn't we alternate Wednesdays between Cohort A and B. It would give more time in building every other week with no lunch.

Telephone Number

I think it has been made clear that the COVID transmission is low in school and the goal is to get kids back in person as soon as possible. Surveying is not the way. My senior would like nothing better than the status quo because it has been the easiest school year of her life. Please present a plan to get our kids back into school as soon as possible. This is happening in surrounding towns and across the country. Please plans for getting the kids back into school full time.

Adjourn to Executive Session

Carole Kasper offered a motion to enter into Executive Session to discuss strategy with respect to collective bargaining with the LS Teachers' Association and litigation because to do so may have a detrimental effect on the school committee and to review and approve Executive Session minutes. The motion was seconded by Candace Miller. There was no further discussion and all were in favor via roll call vote.

The meeting was adjourned at 11pm.

Respectfully submitted,
Francy Zingale

To view video of the meeting, please go to: <https://sudbury.vod.cstus.tv/vod>