

***Hanover School Committee Meeting Minutes***  
***January 5, 2022***  
***Virtual Meeting***  
***7:00 PM***

**Present:** Mrs. Leah Miller, Mr. Pete Miraglia, Mrs. Libby Corbo, Mrs. Ryan Hall, and Mrs. Ruth Lynch

**Also Present:** Matthew Ferron, Debbie St. Ives, Michael Oates, Patricia Smith, Dan Birolini, Jane DeGrenier, Garry Pelletier, Matthew Mattos, Matthew Plummer, Mike Perrone, Joel Barrett, Anastasia Frank, Ellen Burns, Martha Stamper, Kim Vieira, Jen McDonald

**Call to Order:** Meeting was called to order at 7:01 PM by Mrs. Miller.

Mrs. Miller commented that the meeting tonight will start with Public Comment. She added that if anyone wants to speak via Zoom, they need to raise their hand and she will call on you. She reminded the community to state their name and address for Public Comment.

**Public Comment:**

Mr. Ferron expressed his gratitude for the comments but wanted to clarify that the course is continuing. He added the following about the process: a Curriculum Review Team will review the ADL curriculum which is a separate component of the Peer Leadership Course. The teachers have reached out to the ADL. They will have an update to Mr. Ferron and Administration next week and then they will work on the next steps. Hanover Public Schools is committed to the work done by many of our educators and community members and it will not be abandoned.

Public Comment and statements were given by residents Meredith O'Hayre-McCarthy, 248 East Street, Anthony Fortunato, 345 Hanover Street, Alan Freedman, 27 Birch Drive, Keisha O'Marde-Jack, 48 Pocahontas Lane, Madison Carroll, 91 King Street, Mike Snyder, 33 Town Line Drive, and Darcie Edwards, 187 Center Street. These residents expressed their feelings, concerns, support, and non-support of the *Anti-bias Leadership Program* using the Peer Training Student Manual. Please refer to the Hanover Public Schools website for [January 5, 2022](#), School Committee Meeting for more detail.

**Approval of Minutes:**

December 8, 2021: Motion entertained by Mrs. Miller to approve the December 8, 2021; *School Committee Executive Session Minutes* as written. The motion was moved by Mr. Miraglia and seconded by Mrs. Lynch. The motion carried unanimously. Roll Call Vote: Libby Corbo-Aye, Ryan Hall-Aye, Ruth Lynch-Aye, Pete Miraglia-Aye, and Leah Miller-Aye.

December 8, 2021: Motion entertained by Mrs. Miller to approve the December 8, 2021; *School Committee General Session Minutes* as written. The motion was moved by Mr. Miraglia and seconded by Mrs. Lynch. The motion carried unanimously. Roll Call Vote: Libby Corbo-Aye, Ryan Hall-Aye, Ruth Lynch-Aye, Pete Miraglia-Aye, and Leah Miller-Aye.

**Report of the Superintendent:** Mr. Ferron shared the below updates with the community.

- **District Updates presented by Mr. Matthew Ferron:**
  - Today a call from Commission Riley on COVID-19 issues. There will be additional information on the masking protocol next week.
  - Districts across the State received a large supply of KN95 masks and COVID-19 rapid test kits to distribute to our teachers and staff before they returned to school on Monday. About 60% of our staff took advantage of the testing. We distributed the masks to each building for the teachers. We

were made aware of some media coverage of the efficacy of these masks but not much more is known at this time. We will be looking into that and will manage as necessary.

- DESE and the US President are being assertive and strong in making sure we do everything we can to keep the schools open and safe. This is our top priority every day.
  - Mrs. Patricia Smith will give an update on what is going on in the district regarding COVID-19 and how the surge is affecting everybody.
  - Mr. Joel Barrett was invited tonight to give an update on how we train and prepare our students and staff for a variety of scenarios. He is the Assistant Principal at the Middle School and the District Security Liaison who has worked closely on all of our safety and security issues especially with the Hanover Police and Fire Department.
    - Mr. Joel Barrett discussed that the safety of the students in every building is first and foremost. Over the last ten years, Hanover has done a great job in bringing ALICE Training and emergency response drills to the town by training all of our staff and students plus providing opportunities to have a safe environment. Staff training is offered annually and this year, Mr. Barrett is the Mentor Director for new teachers. All new hires were offered the opportunity to talk to Mr. Barrett and Officer John, the School Resource Officer regarding what ALICE Training is. ALICE Training is an emergency response drill response that gives you multiple options of response. The letters ALICE stand for **Alert, Lockdown, Inform, Counter, and Evacuate**. ALICE Training is the number one program in the country that has been tested and proved not only for schools but for other organizations that allow for safety to be of the utmost importance in any environment, whether that is businesses, churches, or schools. It is a one-size-fits-all for providing opportunities and options for school safety and the safety of others. ALICE Training drills were added this year with an opportunity to talk about a proactive approach, about making a difference, and being committed to providing students with opportunities to feel supported. There is a “See Something Say Something” program that has been a success for being able to have eyes on the ground for students who are struggling and do not want to come forward because it is hard. The Administrators are being informed immediately and this is a priority. It is important to go into a proactive approach of recognizing students in trouble and since the pandemic, there has been a big need. ALICE Training is age-appropriate but from District to District it is done differently. Hanover’s top priority is to be prepared and to create a safe environment. The level of all these difficult topics is taught differently in each building. The School Departments' partnership with the Hanover Fire and Police Department is crucial to the success of this training.
    - Mr. Ferron added that with the tragic shooting in Michigan, you can see the videos of the students climbing out windows and barricading doors as they what to do in the worst moment. It is because they had age-appropriate training as well as the teachers and staff. He noted that Inside Edition ran a story about this shooting and they showed videos of training drills that have the ALICE programs done in the past. The one featured was from Hanover High School. It was created by our students and teachers some years ago when we first started the training.
  - Mrs. St. Ives and her team will be introducing the new curriculum for literacy further down in the agenda. Mr. Ferron shared how proud and grateful he is for the work of these teachers. He noted what an incredible job was done in an incredibly short timeframe.
- **Sweeney/Blanchard Awards Update presented by Mr. Matthew Ferron:**
    - **The Blanchard and Sweeney Medals: Established in 2022**-In December 2021, two exceptional leaders retired from their positions as Hanover’s Police Chief and Fire Chief. Police Chief Walter Sweeney Jr. and Fire Chief Jeffrey Blanchard dedicated their professional lives to protect and serve our community with integrity, honor, courage, and loyalty to the citizens of Hanover. Each of them served their respective departments for over 40 years, and culminated their careers as Chief for over a decade. Chief Sweeney and Chief Blanchard demonstrated unwavering

commitment to the Hanover Public Schools and the safety and academic success of our students. They believed in the empowerment and opportunity that education affords children of all abilities, and the essential role of public schools to support our democracy and the freedom our nation provides to each of us. To celebrate the legacy of these legendary community leaders, the Hanover Public Schools will bestow these medals annually as our most prestigious awards for character, service, and leadership.

#### **Jeffrey R. Blanchard Medal for Honorable Service**

The Jeffrey R. Blanchard Medal for Honorable Service is awarded annually to a Hanover High School senior who has demonstrated selfless and exceptional service to their classmates, our schools, and our community throughout their years at Hanover High School. The recipient of this medal is a student recognized by their classmates and teachers for their integrity, empathy, innovation, ability to inspire others to serve our community, and a commitment to the values of the Hanover Public Schools.

#### **Walter L. Sweeney Jr. Medal for Distinguished Leadership**

The Walter L. Sweeney Jr. Medal for Distinguished Leadership is awarded annually to a Hanover High School senior who has demonstrated courageous and distinguished leadership throughout their years at Hanover High School. The recipient of this medal is a student recognized by their classmates and teachers for their resilience, exceptional effort to inspire others, selflessness, courage to lead in the face of adversity, and a commitment to the values of the Hanover Public Schools.

#### **Process for Selection:**

- Candidates for these medals will be nominated annually by faculty members and submitted to the principal who will confer with the HHS Leadership Team and Guidance Department to select the recipients. The recipients' names will be submitted to the Superintendent of Schools who will bestow the honors during the senior awards ceremony.
- **Health & Safety Update presented by Mrs. Patricia Smith:**
  - There are a record-high number of COVID-19 cases in the community and across the State, and this is reflected in our schools in a high volume of positive cases and absences. The case numbers are available on the [COVID-19 Dashboard](#). The Health Services Team is working very hard to manage this most recent surge of cases and to provide care for the students and staff and to support the school community. In response to the increased volume, two call center nurses have been added to increase our capacity to respond to families' needs. In the next couple of days, a new COVID-19 reporting system will be implemented to decompress the call volume and provide the ability for families to speak with a nurse more quickly. The off-site rapid testing center is running smoothly. Thank you to all families for taking the extra effort to drive to the site for test and stay. DESE has released new [guidelines](#) so that isolation, quarantine, and test and stay are now all 5 days, with recommendations for increased precautions for an additional 5 days. The full guidance may be found on the [DESE website](#). There is a Pfizer vaccine clinic scheduled for January 12th and February 2nd for 5 to 11-year-olds from 4:00 - 7:00 PM at the Council on Aging. Families can look for an email from the Hanover Public Schools with registration information.

#### **Questions/Comments:**

Mr. Miraglia shared his appreciation and wanted to thank the Health Team, Fire Department, and Police Department for getting this done and keeping the students in school.

Mrs. Corbo asked if there were any discussions at the State level regarding a shift in the thought process for testing in terms of asymptomatic individuals? Mrs. Smith responded; no, not at this time. The reason is that the thought is that the two days before you become symptomatic is when you are the most infectious and two days after. By testing asymptomatic people, you are picking them up when they are most infectious. It is not known what is going to happen down the road but Mrs. Smith sees more of an emphasis on this kind of routine and asymptomatic testing. Mrs. Corbo asked if it is the same in terms of isolating and quarantining students that there is no discussion of the State level of easing up those requirements or a shift in the mentality with regards to those requirements. Mrs. Smith responded not at this time but the DESE guideline changes that just came out did reduce the quarantine time requirements.

## Report of Finance Department:

- **FY '23 Budget Update – Version 1.0-Presented by Mr. Matthew Ferron and Mr. Michael Perrone:**

- We are working daily to prepare our budget for next year on a parallel track with managing our current fiscal year budget for the next six months. An important part of our budget planning for next year is predicated on any remaining balances in our revolving accounts, federal and state grants, special education circuit breaker, and any use of our special education reserve account. The pandemic has significantly altered our traditional approach to budgeting and planning as our staffing plans along with student needs change on a daily basis.
- As we look to next year, we are building the budget in phases as we have for the past several years. In our initial phase, we identify the projected salaries for all current personnel and apply any contractual increases. We then evaluate our expenses with a focus on the largest cost centers (supplies, transportation, technology/software needs, and tuition increases for out-of-district special education schools). These projections help us build and predict a “level services” budget. Essentially, level services accounts for everything we are doing this year and projects it forward to next year. For many years, the HPS has focused on maintaining a level services budget while making adjustments to staffing and other resources as needed. Using our current projections, a **level services** budget breaks down as follows:

Salaries and Expenses This School Year: FY '22	Salaries and Expenses Next School Year: FY '23	Projected Increase
\$31,543,692	\$32,949,708	\$1,406,016

- Preparing the budget for next year is especially challenging given all of the uncertainty of the pandemic, the variability of state and federal funding related to recovery, and all of the student supports and resources we continue to identify as both requirements and important priorities for next year. These priorities include the implementation of the New England Center for Children (NECC) program at HMS for students on the autism spectrum. We are also proposing the addition of a school psychologist to meet the legal requirements for student testing and evaluation, an adjustment counselor at the elementary level to support mental health needs, maintaining Department Heads at HMS and HHS (currently a pilot program), recovering two administrator positions that have been cut over the past three years (Humanities Director for 7-12 and Curriculum Director for K-6), and adding a special education/reading teacher at HHS. We estimate that these critical positions will cost approximately \$794,860. The breakdown of this level services budget - plus - the additional resources for recovery breaks down as follows:

Salaries and Expenses This School Year: FY '22	Salaries and Expenses Next School Year: FY '23	Projected Increase
\$31,543,692	\$33,744,568	\$2,200,876

- It is important to understand that these projections are based on personnel, expenses, and additional resources that we currently are aware of. There are hundreds of moving parts and changes that will be made as we work with the School Committee, Leadership Team, Town Manager, Select Board, and Advisory Committee to determine the funding capacity of our community, other revenue sources, potential reductions and offsets, and the changing needs of our students over the next several months. We will have a more detailed presentation at the next School Committee meeting and will be working with the above-mentioned stakeholders to build and refine our projected budget until Town Meeting in May.

### Questions/Comments:

Mrs. Corbo shared that she imagined the administration has a plan B just in case the funding does not come through. Mr. Ferron noted that we looking at all possible opportunities to shave something off of that number. Mrs. Corbo added it is important to understand what the consequences are if the budget is not funded to the level that we have requested and the impact it will have on our District and students. Mrs. Hall noted that she realizes the School Committee will get an update from Mr. Oates soon but wondered if the budget included the staff and program that has been recommended. Mr. Ferron responded yes.

Mr. Miraglia wanted to recognize Mr. Perrone for not only this being his first year but it is the most complicated situation that no one could imagine. Multiple new things are being tackled from a budget standpoint and services that we have to provide, but also a complicated funding year. Mr. Perrone also added that some of the difficulty in the budget was the fact we are losing some federal funding next year and we had to pick that up in those numbers. He noted that it looks more daunting than it would in the past but it is being dealt with and there will be an update in the next meeting.

Mrs. Lynch commented on Mr. Ferron's approach of not coming across as doom and gloom and how she appreciated the approach he took.

Mrs. Miller discussed how important it is to say level services budget versus level-funded budget which means they give you the same amount of money. That equates to fewer positions and less actual money because of the obligation of our contracts that go up every year with our staff and teachers.

### Report on Teaching and Learning:

- **Literacy Program Selection Announcement:** Mrs. St. Ives introduced the Literacy Program Selection Team of coaches and specialists.
  - ***Introduction*** by Ms. Jennifer McDonald, Literacy Coach: We are very excited to announce that we have completed our selection process for a new literacy program for kindergarten through grade eight! As you know, we have had a few busy months. Our Literacy Leadership Team worked diligently to review materials, pilot lessons, and provide thoughtful feedback for each program. We truly appreciate everyone on this team for their hard work. Now that the feedback analysis is complete, we are happy to announce that the teachers who completed the survey are in unanimous agreement that *Wonders 2023* (K-5) and *StudySync* (6-8) are the programs that best meet the needs of our students and teachers in Hanover. Both of these programs are published by McGraw Hill and will ensure alignment from grade to grade. The other programs piloted that we did not select were through the Savvas publisher. *MyView* for myPerspectives. Both McGraw Hill and Savvas programs scored similarly in CURATE and in Ed Reports. Our teachers found that the McGraw Hill programs offered better differentiation, a more user-friendly platform, and more explicit instructional routines. Although both programs piloted were deemed high quality by CURATE and EdReports, our reading specialists believe that McGraw Hill is more grounded in the SOR. For example, the instructional routines were more explicit and systematic. The decodable readers in Wonders were carefully sequenced to align with the progression of foundational skills. We will continue to analyze each component of the programs we chose. We

- want to ensure we are carefully aligning our instructional routines with the growing body of research known as the science of reading.
- *Some of the things teachers were most excited about* Wonders shared by Ms. Ellen Burns, Cedar School Reading Specialist: Teachers are thrilled to be starting off the new year with a new beginning as we start to learn our new literacy program. Overall, we had 34 teachers fill out the literacy evaluation tool that gave feedback about McGraw Hill Programs. (K-5 27 teachers; 6-8 7 teachers). These consisted of classroom teachers, EL, and special educators. The survey consisted of direct scaled questions and open-ended questions. Some of the responses to our direct scaled questions were as follows: Teachers believed there was strong evidence of resources for differentiation and scaffolding. They saw that the lessons for foundational skills were explicit and systematic. They also agreed that the texts were high quality and comprehension skills were explicitly taught using a gradual release model (I do, you do, we do). They thought the program had strong evidence of formative assessments and systematic writing. We saw trends in many of the responses that were provided by the teachers. They found the teacher's manual to be well organized and the pacing was methodical. The student workbooks provided many opportunities for students to share written responses and were skills based. They thought the materials were colorful, kid friendly and engaging. The program provided lots of opportunities to differentiate instruction to meet the needs of all students. They found the books to be visually stimulating and motivating to read. They also liked that the pacing guides chart showed the alignment to our State standards and the scope and sequence had tiered interventions embedded into the lessons. The comprehensive online platform was easy to navigate. For our little ones the workbooks were small and accompanied each unit making it easy to manage. They included room to write in the workbook, the horizontal format made it appropriate for use by our youngest students. The User-friendly appearance for kids and teachers provides seamless opportunities for facilitating lessons the stories were engaging and connected to cross curriculum areas. The program had multiple opportunities for data collection and progress monitoring. There are so many options to choose from for assessments, small group, whole group, independent work along with teacher collaboration. They also said they love the science and social studies connections to our curriculum. We had an opportunity yesterday during our PD to discuss some of the direct and impactful components of the SOR on Wonders. One of our big takeaways was the following quote - With the right knowledge and tools, teachers can change lives!" Dr. David Kilpatrick This program is moving us forward in the direction of providing our teachers with the tools they need to make the greatest impact on our student learning. They are eager to get started and many of them will be jumping in with lessons as soon as the materials start coming in.
  - *Pilot StudySync Overview* by Ms. Martha Stamper, Middle School English Teacher and Department Head: I wanted to share with you a little bit about my piloting experience and to share what other teachers who also piloted *Study Sync* had to say about the program. Right away at the beginning of the pilot, students and teachers noticed how appealing the program was. I asked students for feedback on the visual look of the two programs we were considering and they liked *Study Sync* for the color and organization of it. The teachers like the detailed guides for the unit as well as each mini lesson. I really like the Scope and Sequence guide because it lists all the texts for each unit and the associated standards for each. Students liked the organization of the digital component. There are tabs and there is a progression from mini lesson to vocab to "Model" to student practice. Another great feature that teachers and students liked is that written student work can be shared and students can leave feedback to guide each other. Students were also very excited about the digital Library and the number of choices - not all full novels but they can investigate new material they might want to read. The materials are available digitally and also in print. There is also a student workbook that they can annotate. Students may have lesson-specific scaffolds for text synopses, Spanish cognates, speaking frames, sentence frames and differentiated questions. There are audio texts for students who need audio books, a lot of videos to introduce topics and for mini lessons. Overall, we felt that the options given with each lesson and the amount of differentiation were very important and helped make our decision.

- ***Some of the things teachers “wondered” about/questions*** by Ms. Anastasia Frank, Cedar School Reading Specialist: As with any comprehensive program it comes with a large number of resources (paper/online). Teachers are wondering what are the most essential components of the program that they should start with and what components can be rolled out over time. These conversations are already taking place during PLCs under the guidance of our reading specialists. The question of time came up a lot. Our teachers want PD on the program (including the online platform, and the different materials that it comes with) and time to learn it. We have begun working on a plan to schedule that time (during PLC’s, after school meetings, formal PD’s sessions are just some of the examples). A few teachers wanted to learn more about the pacing and scope and sequence of the phonics instruction across early elementary levels - as our teachers are growing professionally and expanding their knowledge base of effective phonics-based instruction through ongoing trainings in Foundations and Orton-Gillingham. We are able to look critically at that particular part of the program to ensure that the instruction we provide addresses the needs of our Hanover students. These important conversations with each grade-level team in conjunction with consultants from McGraw Hill will be an essential part of our adoption process. As with any new endeavor, teachers are wondering about how it will all rollout. This is to be expected and we are prepared to help support them as they move forward. We know the importance of ongoing communication, training, and coaching will be instrumental as we continue to move forward with this initiative.
- ***Next Steps/Adoption Timeline*** by Ms. Kim Vieira, Middle School Reading Specialist: We know that in any successful adoption of a new program, formal as well as in class support are critical to its success. We plan to utilize PLC time to do a “surface walk through” of the materials/resources as they arrive on site (to ensure all teachers have necessary materials for the new program). We will also create a plan for Professional Development for all staff, this includes special education and English Language teachers. This Professional Development will be done in both small and whole group settings. The first preliminary training from the company known as the “activation training” will take place this Spring 2022. This is where our literacy trainer from McGraw Hill will walk us through the program, help familiarize us with the program components and the instructional sequence. Our reading specialists will also be working immediately, with the literacy trainer from McGraw Hill on an outline of expectations for initial implementation which will provide staff with a clear outline of the daily structure, time frames, and a scope and sequence. This will provide “fidelity” year one as implementation begins. For the 2022/2023 school year, we planned for 3 professional development sessions from the company: one in the fall, after the teachers have used the program for a few weeks. A second in the winter which will provide training on assessments and taking a deeper dive into the online platform. And a third one in the spring which will be targeted to our needs based on questions we may have after using the program for a few months. Teachers will also be supported by the reading specialists, department heads, and our administration throughout this entire process. Time for collaboration during PLC’s as well as after school meeting time will be devoted to discuss the program implementation. We will continue to **monitor** and **adjust** the plan as needed. And of course, we will continue to communicate with staff.

### **Questions/Comments:**

Mrs. Miller shared her excitement at how excited the teachers were and she was happy Ms. Stamper asked the students for their perspective. She was impressed with how quickly the team got this done.

Mrs. Lynch commented on how impressed she was at the outstanding job the team did in creating the process that anyone could use it, including other Districts. She also believes that the process moved so well because Hanover already has great things in place with great leaders.

Mr. Miraglia agrees with Mrs. Lynch’s comments. Despite the meetings this Fall, the team nailed this even under tremendous pressure and he expressed his gratitude. He inquired on what was next and if there were any

opportunities for some soft rollouts in any areas. Mrs. St. Ives responded; yes, and they are doing it now. Some of the teachers that did not participate in the pilot have already gone to the reading specialists excited the choice was made and asked when they can get their hands on the material so they can get started. In addition to the trainings that Ms. Kim Vieira outlined, included in the package was something for next year so it can be looked into deeper. This year our reading specialists are going to use PLC time “hopefully” monthly to start formally going through items by grade level.

Mrs. Corbo added how she shares the admiration for the work that was put in and for going above and beyond your teaching duties. Mrs. Corbo also wanted to let parents know about a document that addressed the McGraw Hill curriculum. She explained that this document was about six case studies that were done and tracked the progress of different Districts with test scores, achievement, and improvements that were made after implementing this curriculum. If you would like a copy of the document, contact Mrs. Corbo and she would be happy to share it. Ms. McDonald added that the document Ms. Corbo was referring to was the 2017 version which is very different from the 2023 version. She also noted that the 2017 version was updated and significant improvements were made for the 2020 version and when the team looked at the 2020 version, they were trying to decide if the flaws were addressed. The team looked at the 2023 version and it was updated even more and brought in more improvements especially in the area of writing. The team reached out to Tim Shanahan who is the author of *Wonders* with some conflicting things and he responded, addressed it, and cleared it up with reasons that the team may have not noticed. Mrs. St. Ives added if someone wanted to read more from Tim Shanahan, he put out called “Straight Talk on the Science of Reading”.

Mrs. Hall congratulated the team for all the work they have done and presented it to the School Committee. She also commented that the work that was put in to analyze the programs and the commitment to have the vertical alignment from K through 8th grade with the Science of Reading and the State Standards is very exciting. The ability to differentiate and scaffold in the classrooms and the programs, and the ease of that use for teachers is important, and your student perspective on those programs are great to hear and she is excited to see what this program brings to Hanover.

Mrs. St. Ives wanted to thank Nancy Dutton for her behind the scene work. Our PLC is a collaborative time for a group of teachers works and all of our reading specialists and coaches to come together. They work on different initiatives, assessment data, and much more. Within this group, we have one person whose title is math coach but over the years, the position has molded into an instruction coach and that person is Nancy Dutton. When this group meets, she is the facilitator, collaborator, and researcher. She outlines things for the group and pulled everyone together to rehearse for this presentation. Mrs. St. Ives added that Ms. Dutton is an active member of the team and wanted to make sure she was recognized for all of her work.

Mr. Ferron wanted to thank the Town Manager Joe Colangelo and CFO Chelsea Stevens. We talked to them about how to fund this project. They worked hard with Plymouth County and were able to secure a little more funding from the CARES Act and were able to free that up and allocate that for us. Mr. Ferron is grateful to both of them and their hard work.

### **Other Comments:**

The next School Committee meeting is scheduled for January 19, 2022, at 7:00 PM. Expected agenda items will be: FY '23 Budget Update – Version 2.0, Peer Leadership, Curriculum Review Health & Safety Update; others TBD.

Motion entertained by Mrs. Miller to adjourn the meeting at 8:48 PM. The motion was moved by Mr. Miraglia and seconded by Mrs. Lynch. The motion carried unanimously. Roll Call Vote: Libby Corbo-Aye, Ryan Hall-Aye, Ruth Lynch-Aye, Pete Miraglia-Aye, and Leah Miller-Aye.

Respectfully Submitted by:



*Tahnee Warner*

Tahnee Warner  
Executive Assistant/ Recording Secretary

Documents Used:

Budget Summary January 5, 2022  
The Blanchard and Sweeney Medals

Appendix A