

Cohasset Public Schools
143 Pond Street
Cohasset, MA 02025
Empower Students to Improve Communities
SCHOOL COMMITTEE MEETING

Wednesday, June 22, 2022

Learning Commons

Cohasset Middle and High School

143 Pond Street

Cohasset, MA 02025

Virtual Access via Cohasset 143TV- Zoom and Facebook

6:00 P.M.

In Attendance:

Lance Dial, Chairman

Ted Carr, Secretary

Paul Kearney

Craig MacLellan, Vice Chair

Lydia St. Onge

Also In Attendance:

Dr. Patrick Sullivan, Superintendent

Dr. Leslie Scollins, Assistant Superintendent

Ron Ford

Donna Melia

John Mills, Principal Cohasset Middle School

Sue Owens, Director of Finance

Erin Ryan

Brian Scott, Principal Cohasset High School

Torin Sweeney

Call to Order and Roll Call

Chairman Dial called the June 22, 2022, meeting of the Cohasset school committee at 6:05 p.m.

Roll Call: Ted Carr-Present, Paul Kearney-Present, Craig MacLellan-Present, Lydia St. Onge-Present, Lance Dial-Present.

Pledge of Allegiance followed with Opening Remarks

Chairman Lance Dial addresses that the school committee has a slightly different agenda format today. We are always interested in feedback from the public on the agenda structure, running our meetings and what we are seeing. Chairman Dial would also like to take a quick moment to recognize Vice Chairperson Craig MacLellan for his selfless service as Chair for the past year, at least while Mr. Dial has been with the school committee. Mr. MacLellan has set an example that Mr. Dial hopes to be able to somewhat follow, so thank you very much Vice Chair, Craig MacLellan for his service. We'll move right into public comment which is reserved for agenda items that we are not covering. We are only covering the material on the agenda today. If the public wishes to comment and bring things to the committee, we may, or we may not respond directly to that, but it can inform us for future agenda items and things that we can discuss at future school committee meetings. We have a revised agenda with invited guests to present first, so they don't necessarily have to sit through some mundane school committee business.

Public Comment

None

Invited Guests – Middle School Spotlight on Learning: Discovering Justice Field Trip (Civics/ELA) (Ms. Erin Ryan) (Ms. Donna Melia)

Principal Mills is so proud that his faculty didn't downshift, they did the opposite and went into overdrive planning activities right up to the last day of school. This field trip to Boston was a collaboration between our 8th grade ELA teacher, Donna Melia and our 8th grade Civics teacher, Erin Ryan and was initiated by our students and more special for us. The 8th grade team were very vested in the justice system and when they learned that they could attend public trials they showed interest to go. The State House welcomes students, particularly students in the 8th grade who are working on their civics requirements, and this really tied in nicely with what they were working on. The field trip had to be broken up in 2 days, since the State House only allows 60 students at a time. The students learned about the 3 branches of government and get experience on what we were talking about in class every day. At the time we were working on speeches, we analyzed closing argument and worked on persuasive writing that centered around the issues of justice that were important to them, and their speeches were amazing. Shout out to Captain *Rudy* who helped organize and set up what possible meetings we could attend. We met with the chief of staff and met some of the representatives to whom a lot of our students are writing their letters right now based on their research project. Some students also met with Sen. O'Connor in the House chamber and had an unforgettable experience. Due to bus driver shortage, we had no buses available to transport them, but thanks to one of our students, Bella Collins, her father runs a trolley tour called "Mobsters and Lobsters", and our solution was solved for Thursday, June 9th, but not for Friday, June 10th. We ended up taking the Hingham Ferry into Boston on Friday and thank all the parents that not only drove to and from the Hingham Ferry but also offered carpools and all the things that went into that to get the students on the ferry on time. We're hoping for a legacy for future years to take the ferry there and back and then get a trolley for around the city. Dr. Sullivan reiterates just remember, 1 by land, 2 by sea! Kathy *Souretti* had arranged for each student in the 8th grade to receive 2 official citations from the Senate that are marked in the history books that they attended and visited the Statehouse on that day. Mr. Carr asks how often on something like this field trip is done? This was their first time and hope to establish a tradition with this. Mr. Kearney's son is still talking about this field trip, he appreciated every moment of it. Mr. MacLellan absolutely loves these sorts of things and would love to see us do more of them it's an inspiration and helps different types of learners to visualize things. Certain concepts that don't come through as strong, sort of focal or verbal invented in the classroom and it's important to have that experiential-based learning. Glad to see that experience brought to our students. Mrs. St. Onge loves that they persevered through all the challenges that came their way, any opportunity for a field trip should be taken, it's so important. Mr. Dial offers a slightly different perspective, obviously the field trip was a great success from the way they told the story. This is another area we can highlight, one of the great assets of our district and that is our teachers! Thank you for all the work you all put into this and how much you care to give the kids experiential learning, it's not a lost on him or this school committee that the teachers really go above and beyond. Dr. Sullivan states the collaboration is very inspiring, it's wonderful to see as well, thank you.

Health Curriculum Presentation (Mr. Torin Sweeney & Mr. Ron Ford)

A quick overview on what's going on in the health curriculum and this year kind of starts or ends the year we started with the freshmen class with wellness 4 years ago. The graduating class is the class that has had the most health classes here in Cohasset that Mr. Sweeney has been involved ever! We have seen our youth risk behavior survey come down in almost every category across the board, whether it's relationship abuse, whether it's vaping, whether it's alcohol or drugs, we've seen a trend in the right direction. Students have health class in the middle school in different units and they have it in 10th grade, obviously freshmen year is the year they need help the most. We created a new course called Freshmen Wellness around substance abuse and around mental health. We focused on 3 main areas, health education, social emotional learning, and fitness in nutrition and the health education piece is really the core that makes a path for the curriculum. We have learned a lot more about mental health and it's something that we can talk about now more and just giving the kids the skills, the idea of what are protection factors, what are risk factors. We've finished up a little bit of our first aid and CPR classes this week. We look at our U.S. stats, world stats, South Shore stats. We look at other use risks behavior surveys from other towns and see where we line up and are we doing a good/better job? Luckily, the last couple of years, our trends are going down and that is what we want to see. When we're discussing diversity and SEL that tie into relationships, we bring in a presenter, called "One Love", which is nationwide and it is a support system for teaching kids how to treat one another, to navigate relationships, how to set boundaries, refusal skills and respect. "One Love" has been a tremendous partner for 3 years now here in Cohasset and hoping to continue that. Mr. Carr comments this is wonderful and asks when the kids go into the 9th grade are they prepared at other schools, or is this a shock to them? It's very timely as they get up to the high school. Mr. Sweeney states he wouldn't say it's a shock, our influences are going on the better side than the not better side. Mr. Kearney comments the kids do a good job with the transformation from middle school to high school because there is some introduction to weights and the 6th, 7th & 8th can't do weights only basic sit-ups, chin-ups and those are all good, but now as they get older, they can start and hopefully use the new equipment when we get it. Mr. Kearney has a suggestion in hopes that the Wellness instructors can offer some activities or other programs for the other 15 kids who didn't make the basketball or baseball team because the coach already picked the team. So, these 15 kids don't play, there's no basketball for them? Mr. Sweeney states we could support them with a fitness program. Mr. MacLellan comments this is an increasingly and enormously important facet of ethnic education in primary school, but especially secondary school. The exposure to the pitfalls of digital resources such as social media apps, things like that terrifies him with those things, the fact that kids are growing up with that and can irrelatively damage themselves in some ways before they even get a start. Mr. MacLellan asks is there any exposure? Mr. Sweeney states we have a whole piece on the dangers of sexting and inappropriate messaging of the bullying prevention curriculum that we teach and then we back it up to everything we just learned on diversity. Mr. MacLellan has a second issue that has to do with gender sensitivity for lack of concern in our district and not for very specific reasons, but he wants to make sure all genders and non-binary folks are sort of integrating with one another in a very healthy way so that we don't have that antiquated approach where females have this role and males have this role especially from a sexual perspective. Is there ever any gender specific where we have to be sensitive because we don't want to single anyone out, it may not identify with a particular gender but feel that overall, sometimes discussions can be more valuable within a group of

Health Curriculum Presentation (Mr. Torin Sweeney & Mr. Ron Ford)

people that sort of identify the same way. Mr. Sweeney states you would be surprised that kids in this generation are far more comfortable talking about it than us adults are. What Mr. MacLellan just expressed they would have done it in 30 seconds! Mrs. St. Onge comments she loves how this curriculum has developed and evolved and it's appropriate. It's helping kids feel empowered to have these discussions to kind of get who they are and what they can do and what they can access. Mr. Dial comments that Mr. Ford mentioned in his discussion getting kids comfortable to talk about these and if there is any sort of methods by which to make sure that people feel that they're in a safe space and they can reflect their views as opposed to feeling they have to say one thing or the other thing, that kind of peer, self-consciousness? Mr. Sweeney comments we begin with a lot of identifying their emotions. We use emotional scales, we use different activities, games, different depths. We remind them they're going to be members of the community and there are certain responsibilities of being part of the community.

School Updates

Superintendent's Student Advisory Council Report

Mr. Dial would like to keep this as a standing item.

School News (Superintendent Patrick Sullivan)

Dr. Patrick Sullivan would like to thank Mr. Dial for moving to become the new Chairman and of course Mr. Carr as secretary and Mr. MacLellan as Vice Chair. What we saw from Ms. Ryan and Ms. Melia is exactly what's happening in the district right now. There's a lot of culminating activities, wonderful field trips, experiential learning. The middle school had a wonderful arts night this past week which was extremely successful. Thank you to everyone who helped put that on. We've been celebrating Juneteenth throughout the district, also Pride Month and diversity. We had a wonderful diversity day at the Deer Hill School where we had Ms. *Crimmons* and Mrs. Humphrey with their students from the high school helped put on a diversity day with lots of activities. No doubt inspired by some of the things they get in Mr. Sweeney and Mr. Ford's classes, but wonderful, collaborative, experiential learning around diversity. We have a cleanup day at the high school on June 24th, doing some great work around the district and making sure that our facilities outside are up to par. All our sports teams did wonderful this Spring, we had 14 who made the final 4. Our boy's tennis did loose inevitably to Lynnfield but did wonderfully. We had 3 boy's lacrosse teams that made it to the final 4 who lost to Waconia but in overtime it was a game to beat all games. Our girls' lacrosse team fell short in the state finals against an excellent Medfield team, so congratulations to all those teams, to our coaches and to all our kids who participated in sports in the Spring. It really was an amazing season, and our kids did wonderfully in sportsmanship, obviously in their achievement in that way. We have a great picnic happening for our 5th grade families and students at the Deer Hill School coming up with nice outside activities. Mr. Dial states this will be our last school committee meeting while schools in session. The last day of school is June 30, 2022. Everyone is looking forward to shifting gears and moving forward. The last day of school will be an early release day, dismissal will be at 11:30 a.m. for middle and high school which means no lunch will be served. The elementary school will have an early dismissal at 12:15 p.m. Dr. Sullivan is very proud with the transitioning and has been highlighting this in his newsletters and will continue to do that.

Teaching and Learning

Academic Initiatives/Updates

The goal here is to align some of our school agenda items with our strategic plan as a district. Dr. Leslie Scollins states things are winding down a bit obviously as we get toward the end of the year. Committees are finishing up their work, making plans for next year. We do have our summer learning program which we've been fortunate to have a grant over the past couple of years. This year we made it a little bit smaller because our funding sources were a little bit lighter, but we still have a 2-week program for our students who are going into grade 1 up to grade 12. We had 70 students, so we did have a tighter criteria in the past because of our funding. We have to stick to what the grant asked us to do, which was to focus on students who were students with disabilities that weren't necessarily recommended for the ESY program, which is our extended school year for students with disabilities. Looking at our ELA students who had already been identified, need support during the school year. Grades 1-5 will be the first 2 weeks of August and it's a half-day program just like what we've been doing. Grades 6-12 is really tutoring, even though we ran a half-day program last year we thought tutoring would be better for these students. They get a 15-minute session and there are 8 sessions in either math or ELA, depending on what the students needs are. This year we are adding a new kindergarten jumpstart which is very exciting which was Principal Farrell's idea. We have 74 students who will be attending and that will be the last week of July. The students will come in small groups for close to 1-1/2 hours or so, and they will come 2 times during the week, and they'll get to see what the school looks like, feels like. Going into kindergarten they'll learn the routines because kindergarten is a big deal, but it's also a little anxiety provoking for children and parents. This is really a nice way to transition the kids, take that little piece of anxiety away. This is free to all the kindergarten students whoever wants to do it. We have some students from our METCO Program who want to participate, we are working on that with our transportation coordinator.

Cohasset High School Handbook and School Improvement Plan (Mr. Brian Scott) **

The handbook is straight forward, we anticipated that we would have a little bit more in some structures for next year, hopefully with COVID behind us. We have 5 bullet points that need some minor changes with the biggest one on our attendance and tardy policy. The first one is we removed the HIV and AIDS policy in the handbook, as there is no medical research that shows that truly needs to be in there. We updated the attendance procedure to focus obviously from COVID. We've had such a transition period and again really trying to reel the kids back in and the parents to making sure that it's a partnership working towards making people realize that the classroom experiences can't be replicated when they're not here in school. Daily attendance and the tardy piece is a partnership between the parent and the student with support from administration and the teachers, really focusing in on that piece through the writing of the procedures. There will continue to be letters sent home as a state policy for 5 unexcused absences and then a letter at 10 unexcused absences for parents who will receive another letter. With 10 unexcused absences now, we'll ask the parents to come in for a meeting with the principal to figure out what's going on and why they have so many unexcused absences. Revising the escalation procedure in the past handbook, running a tardy policy for the whole year, it never reset, so now we figure that we can get a better handle on tardiness if it is by term. Every student after 2 tardiness will have a morning meeting with the assistant principal.

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On the 4th tardy, they will be assigned a lunch utility detention to work with some restorative justice pieces about ownership and responsibilities and that would be an hour long in the office with the assistant principal or a staff member. After 6 tardy's, it would be an hour morning detention with the assistant principal. It will be a meeting 1st, then have a conversation, then a large utility detention to discuss time management. If they hit the 6th tardy then it would be considered an unexcused absence for that class that they missed on that day. We want to really reinforce that piece as well because of respect for the teacher. After the term is over, we would reset, and the students would have another chance to start all over again and work at a better pace with coming to school with that. We are trying to incorporate more restorative justice practices which is community service based. If there was graffiti in the bathrooms or something like that, we would ask the students as part of that lunch utility program to come in and help clean certain parts of the school. The last piece we added a record release procedure for graduating students that we did not have in there.

Mr. Carr has a question on the record release and what are the changes from last year to this year? Principal Scott states we're just publishing it to put that on file.

Mr. MacLellan suggests some consideration for the future on the progressive disciplinary section, it may make sense on level 1 offense as a subheading. It mentions more about the level 1 procedure having a direct one on one and should probably change the types of level 1 offenses or have examples of then and after the disciplinary procedure, and the disciplinary measures. Then have a level 2 if that student exhibits behavioral problems after level 1, intervention basically steps in, Mr. MacLellan feels it would be a bit more intuitive. It would be clearer so it's less ambiguous or at least less the imagination or interpretation to lay out the procedure, so everyone is on it, expectations are managed from the outset.

Dr. Patrick Sullivan suggests it would be good to standardize all the handbooks. Handbooks can only be adapted by school councils so it's the school councils that discuss a draft that is already given. Mr. MacLellan states we're seeing uniformity between all these handbooks, obviously the secondary schools are a little bit different.

Mrs. St. Onge comments there is a policy that was just talked about, but it's substantially separate from the handbook development. We will touch upon that at the sub-committee but in different context.

The School Improvement Plan falls into three categories, one is student engagement and personalized learning. Our Civics projects, our community partnerships with Holy Hill, Safe Harbor, we want to implement things that are going to make students unique and engage them in some meaningful learning opportunities that other schools may not have. We need to get back to student skill building and operational consistency, students like routine, it provides a certain sense of safety. From an administrative and a guidance perspective doing some community outreach, parent workshops, podcasts, recognizing a broader array of student achievements, communicating with parents on what their expectations are and why we're setting those expectations. We're trying to enforce how they might be able to reinforce those at home.

Cohasset High School Handbook and School Improvement Plan (Mr. Brian Scott) **

Mr. Carr comments that Principal Scott and Assistant Principal Noyse are doing a great job on communicating with parents. Parents should be told on some of the data trends, it's not going to shock them and won't ultimately catch up, but it's very eye-opening information. If the school committee can help to give better resources on information for parents on that kind of stuff, that is going to go a long way, especially at home.

Danny Londoli from 8 Shore Street. Do we have a personal finance education class agenda at school, if not, are we planning on that? Principal Scott states we do have a finance class, two sections, it's an elective, not required, typically a junior class. Most of the core math programs go through sophomore year, and juniors, seniors take personal finance. There's a demand from the kids and we've been talking about this with our faculty on basic things like how to write out a check, how to write an address on an envelope, how to address an email.

Principal Scott says they have a CSCI survey which was for student and faculty with a power component of the published results in the April 29, 2022, school newsletter and folks can download the entire report. On the back of that report are straight comments from Parents.

Mr. Kearney comments it's a different environment experience at the middle school, less parent involvement. Parent's feel given 1 hour to meet their student teachers is overwhelming, they need to be more of a stakeholder because questions would be asked and would love to know what the community actually likes! These are the questions that we need to ask. Let's also hear the student survey, where their asked if they like their teacher or not! Parent's need to be asked, they have a lot to say and feel like they're not being listened to.

Mr. MacLellan comments that is why Mr. Kearney is well liked by middle school parents and we value his participation with the school committee, he voices a lot for this community for their safety. The continuation of the work that Principal Scott has on the 3 goals, the first one on the data behind that drove it and that concept of creating a personalized path to success which Ms. Cunning, Valedictorian class of 2021, is reflected upon her speech, "what success truly is, and how to realize and capture that and not let it disturb you in your quest for perfection." It was a permanent to that goal.

Mrs. St. Onge comments she likes how much the high school is involved in the other schools, it evens out in community and it's nice what their learning at school, it isn't just about what they do at school, it's what they know on the soccer field, playing tennis, or coaching at rec camp, or on the street, passing by on a bike, all the kids coming out of the high school are amazing and the goals match up with what is happening there.

Chairman Dial comments the goals are responsive to the information that was gathered. The definition of success and trying to get authentic learning, it minimizes an honest academic achievement. Emphasizing success, that is the only path, can have more thought about how to balance that language. We also celebrate athletic achievements, competitions, it seems to almost two competing goals! The smartest person with straight A's, at the same time, can discourage people for a Bonafede achievement!

Cohasset High School Handbook and School Improvement Plan (Mr. Brian Scott) **

What's impressive to Dr. Sullivan is we're moving more from a communication format to more of community engagement and family engagement. Some of the things that were mentioned was the parent workshops, that's a much deeper level of engagement, where it's back and forth, trying to explore, as Mr. Carr stated, or those feelings from families. We want to explore what we're seeing with kids with families and get that back-and-forth engagement format, which is deeply important. That back and forth is where we are in this district, and it will bring us to a much better place.

Motion to resolve that the Cohasset High School Handbook and School Improvement Plan is hereby approved as presented to the Cohasset school committee by Mr. MacLellan, seconded by Mrs. St. Onge.

Aye – All

Cohasset Middle School Handbook and School Improvement Plan (Mr. John Mills) **

There is nothing radically different, just incorporating a school community policy in other ways to make what we're doing operationally to have it reflected in the handbook. Pages 15 & 16, update of general school information. Pages 21 & 22 (a) described courses, inserted the new course that we're offering next year, which is Robotics; (b) Section that describes how children are recommended in the course levels. Included the language and diagnostic of screening and standardized data as well, it's an additional data point we're using to help evaluate the most appropriate academic level for kids. Teachers are recommending ELA or math accelerated courses in 7th and 8th grade. Page 24, cheating policy contains language that's a little bit anachronistic. Last year we had removed an introductory section that talked about the expectations for student learning at Cohasset middle school. The high school also removed this section, it was created years ago and outlined expectations of a child who graduates would have this communication skill or that. It was language that was not incorporated and feel that Cohasset Public Schools mission, core values and vision statement to represent what we do now. Page 28, Section described for lockers, we incorporated the school committee policy that exists to remind students that there is a right of inspection, that's granted to the school committee, but also administrators. We don't search lockers, if we had to, we would, but we incorporated that for the fact when students put things in lockers. Pages 30-32, Discipline-Student Conduct/Expectations-updated some language. Cheating plagiarism was absent, we included that, so it aligns with the academic integrity policy. We removed some offenses, they were old from when there was just 1 handbook between the high school and middle school, but up until this year, unfortunately kids could commit driving infractions, so we removed that. Language to Counseling referral, it wasn't redundant. Page 28, inserted language as a Level One offense, reminding students that only water is allowed outside of the cafeteria, unless there was some special situation. Dress code-Incorporated the school committee's dress code as stated it superseded any prior school policy. Pages 40-43, Attendance Policy, Incorporated the school committee policy. Attendance Procedures, page 4 (b), language that explained how parents had to send in a written note of explanation and there wasn't anything about an absent line, so we removed the written note of explanation and inserted the absent line so parents can call the school before 8:15 a.m. This reminds them that there will be a system where we will

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send out an automated communication when a child is absent. Page 42 -Home Tutoring (C) Different language that was absent. We didn't have a section on Home Tutoring, so we wanted to make sure that we described the Student Services practices. Page 49- Co-Curricular Participation, we didn't have anything that really described what there is to do after school especially when we have families thinking about moving to the district, they can go to the website to see our after-school activities offered. Our focus with school council this year was to make sure that it was reflective of the school committee policy that we contained what policies that have passed. Mr. Carr comments we spend a lot of time with colleagues at the other schools, there's a different level of parental engagement, the other schools are aware of it, and this is just something that's coming up and important to use. I'm sure we'll spend more time about it, the changes on those things are very good. You're the first line of defense when they come here from other schools. Principal Mills states that's going to be one of our jobs as a school council next year to look at the way it presents, the way it reads. Mr. MacLellan would like the opportunity to recognize Principal Mills for having created a successful school out of nothing, centrally credit Dr. Patrick Sullivan and Dr. Leslie Scollins for having the foresight. Principal Mills executed it so well and it's very clear on what a great job he did, frankly all our building Principal's. We didn't have that separate entity of a middle school 3 years ago, it's amazing and remarkable of the work Principal Mills has done and he should be credited publicly as an educator. It speaks volume into his skill and his abilities at this level from a pedagogical and social, emotional perspective with the developmental age group to work with and Principal Mills is a master of it and should be commended for it.

The first goal for the School Improvement Plan is called the Holistic Student Assessment, we partnered with PEAR, a partnership in education and resilience this year. The survey shows the students strengths and challenges along a handful of dimensions. The PEAR defines different qualities or characteristics on social skills. When we presented this at the beginning of the year it was the greatest challenge school wide around what they refer to assertiveness, but it feels comfortable enough to share their voice empowerment and we had worked on different initiatives. Reforming student council all the way down to individual practices in the classroom to help students develop greater assertiveness to use in PEAR's terms, but it's really empowerment and it's a big phrase, big trend this year at Cohasset Middle School was developing student voice. Overall student voice decreased as a challenge for the number of kids who reported it but the exciting thing that jumped out was the data along with the number of strengths that were developed and connected. We saw an increase in the number of students that was reported in the survey that they developed or increased following strengths like relationships with peers, relationships with adults, action orientation to feel like you have an agency. We talked about this earlier in the year the ability to control things or affect things around you, the ability to use critical thinking. School bonding meant a lot to us, trust, perseverance, and the ability to reflect on their job role as a student. We saw some growth and development using the PEAR assessment and we're going to continue it next year to kind of start to compare getting longitudinal data, that was one of the pieces of data we looked at in developing a school improvement plan. The school council is one of our action items for this year's school improvement plan was to develop a parent survey. Principal Mills and the school council developed this and we collected data back in February 2022, we had about 80 parents,

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which is 25%, we shared it via email and number of times in the newsletter, it was even between the three grades of parents that participated. The first area that we looked at was family engagement and overall, 80% of people reported they were happy with the home school communication like emails and newsletters. The next piece is family engagement and teacher meetings and the question asked was are they satisfied or very satisfied with the number of times the person they meet with their kid's teachers and most people aren't satisfied at all, only 15%. As a follow-up question the parents were asked on the number of times that they would like to meet in-person with their child's teachers and it averaged out, most people reported 2-3 times over the course of the year. As far as engagement, we asked about parents' willingness to get involved or interest to get involved and one out of two parents reported that they would be happy to participate in fundraising. The question about family engagement came up, it shows that we have families who are happy with emails and newsletters, but they want to get involved personally, meeting with teachers, being involved in school. Some of the sentiments that were expressed earlier are reflected in the standards. The school fit survey had to do how parents think how well their child is doing at Cohasset Middle School. We had 89% report that Cohasset Middle School is preparing their child for the next academic year, 93% reported that their child feels a sense of belonging, 80% of the activities matched their child's interest and 86% agreed that their child is comfortable asking for help from adult students. Overall, almost 90% reported the teaching styles of teachers match their child's learning style. With the school council we had a great meeting where we boiled down on the data when we first got the results, we felt it came into the school fit that really was a successful piece. The engagement piece wasn't unsuccessful, it was the data that was telling us something on what we had to do better with some things, but we're happy with school fit. Another piece to the school improvement plan was around learning behaviors and these were questions that focused on how the individual learns and their parent's perceptions, 94% agree that their child is motivated to learn school curriculum, 83% reported that their child finds the assignments and lessons motivating and engaging; 93% reported that their child learns from the feedback that they receive. There was a statement asked for parents if their child struggles to get organized for school. We had 80% of parents who agreed with that, this was another action item we realized we have some work to do because parents don't feel their child possesses the organizational skills or perhaps the parents could use some help to get them organized at home. In the school climate survey, we found positive numbers, 91% reported their child enjoys going to school; 90% reported the values of diversity of student's backgrounds; 98% students at Cohasset Middle School have respect for the staff and 94% of the staff have respect for students. Overall, we were pleased with the school climate survey on what parents reported. School safety survey was done in late February, early March 2022 with 94% reported they don't worry about violence at CMS; 88% from bullying response and 92% have a sense of safety at CMS. We talked about the next steps with the school council; (1) is to create more opportunities for parent/teacher connection; (2) Support student development of organizational skills; (3) Increased and improved understanding of bullying & safety protocols. We have a great school council of parents, Barbara *Steppen*, Catherine Williams and Sarah Williams were fantastic and our teachers *Gabby Lemar*, *Kathy Sanchez* and Mark *Eagles* were the 3 faculty members and they had great meetings. The mission and vision statement for the school as well as the MCAS data from 2021. The school improvement plan goals don't come out of the data, it really comes out of the work we've been doing over the first

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couple of years, especially coming out of the pandemic and focused on we need to support all our kids. The Deer Hill and the Osgood school transition in from there and do a nice job with reading specialists, math interventionists, screening to help identify students that struggle and get support they need there. In 2020 we didn't have math or reading support so our students would go into the general education classes and the data showed they did struggle, certain percentage of students especially that receive support in Deer Hill. They struggled in a high percentage by 7th or 8th grade and being put on IEP's, in other words they weren't addressing their needs any other way and they had it demonstrated with lack of progress. The first goal at CMS will continue to implement a multi-tiered system of support. The action plan would be to support the reading specialist in identifying students who need intervention, implement the appropriate intervention and progress and monitor while communicating with families. We hired a math interventionist with Dr. Sullivan and Dr. Scollin's help for CMS for next year and we're really excited about this. We want to make sure we provide professional development and strategies to improve reading composition across all continent areas. We would like to see our students improve on their reading, that is what the data reported. Lastly, develop the MTSS capacity and practices to support all students. This would be one of the first goals there that the MTSS team talk about. We're going to continue the parent survey that we developed this year for next year as well.

Mr. Carr asks what is the current contractual obligation? Principal Mills states there was some talk in our collective bargaining around creating a parent conference.

Mr. Kearney is glad that Principal Mills touched on the parent/teacher conference because that is one huge issue, thank you.

Motion to resolve that the Cohasset Middle School Handbook and School Improvement Plan is hereby approved as presented to the Cohasset school committee by Mrs. St. Onge, seconded by Mr. MacLellan.

Aye – All

Amendments to the Deer Hill School and Joseph Osgood School Handbooks related to updated attendance policy (Dr. Leslie Scollins, Assistant Superintendent) **

This was discussed at our last meeting we're trying to make sure all our handbooks are aligned so that all the schools have the same language based on the school committee policy and the law.

Motion to resolve and approve the amendments to the Deer Hill School and Joseph Osgood School handbooks related to updated attendance policy as presented to the Cohasset school committee by Mr. MacLellan, seconded by Mrs. St. Onge.

Aye - All

Budget, Resources and Governance

Budget and Finance (Ms. Susan Owen)

Sue Owens addresses the FY22 May Finance Report. We have used 85.60% out of the school budget and have 92% through the school year, we're in a good place and we're right where we should be. We have encumbered supplies and materials on purchase orders in the amount of \$712,793.00. Remaining available balance of \$3,121,738 which will be expended by salary accounts and any other school department needs that have not been encumbered. As of yesterday, we ran our last auto pay, so the remaining balance is much less than that because our last payroll was the lump sum payroll, and it was \$2.4 million so it took up a good portion of that \$3,121,738 and that will be shown in our next month update. SPED tuitions were budgeted at \$1,187,528 and are currently encumbered on purchase orders in the amount of \$444,502. We have applied the 5th payment of Circuit Breaker in the amount of \$249,157 bringing our expenditures to \$1,078,730. This reduces our shortfall to **-\$335,704**. We are closely monitoring these accounts for any additional expenditures. Due to the shortage of the supply chain, Dr. Sullivan determined that we're going forward with the track which we feel confident will be done by the start of the school year, so it won't impact our Fall sports. We're not going to have the materials and certainly wouldn't have the materials for the turf in time to not impede the Fall sports, so we're going to hold off on the turf until the following year. The Esser I grant and the Esser III grant is closed. Sue Owen will reach out to the town to see if there are unclaimed funds in hopes to be first in line to proceed. Mr. Rontondi our athletic director is working with boosters on donations and confident that we will have the funding to put on the school board that capital denied.

Buildings and School Property

The school itself is a very complex organization, not only does it have academic learning and getting the product of education and caregiving of our students, but also a very real sense of building maintenance facilities. We have several buildings to maintain and several yards to landscape. Thank you to Chris Kennedy of Kennedy Gardens who did some extensive landscaping in our courtyards at the middle school and Deer Hill School.

Transportation

We also serve as a transportation function, and we serve transportation to 1,000 students. The activities here will be standing agenda items so in the event there are items to report on, also a highlight for the complexity of this organization.

Food Service

We also serve food to over 1,000 people every single day and that's bigger than any other restaurants.

Report from School Facilities Committee

The activities here will be standing agenda items so in the event there are items to report on, also a highlight for the complexity of this organization.

Report from Budget and Resources Subcommittee

The activities here will be standing agenda items so in the event there are items to report on, also a highlight for the complexity of this organization.

Community Relations/Communication

Reports from School Committee Sub-committees and Liaisons

We are requiring the summative evaluation of the Superintendent's year end cycle. Mr. MacLellan requested this back when he had security clearance and he received only one response and asks for more so that he can create a comprehensive collaborative summative evaluation of our Superintendent who works hard all year round and deserves one.

School Committee Governance

Given the late hour, Chairman Dial would like to push the **school committee sub-committee constitution and assignments 2022-2023; and the school committee liaisons and assignments 2022-2023** to a future agenda item and include the existing assignments and committee structures in the materials so their available to be viewed and thought about in advance.

School Committee Subcommittee Constitution and Assignments 2022-2023

Future agenda item and include the existing assignments and committee structures in the materials so their available to be viewed and thought about in advance. Mr. Dial will also have a proposal and restructuring on some of the subcommittees which he will also include for the July school committee meeting.

School Committee Liaisons and Assignments 2022-2023

Future agenda item and include the existing assignments and committee structures in the materials so their available to be viewed and thought about in advance.

Motion to table these agenda items until the July school committee meeting by Mr. MacLellan, seconded by Mrs. St. Onge.

Aye – All

Topics Not Reasonably Anticipated by the Chair

We received a gift for the Bryan K. Bilton Scholarship which is for the swim club. Frank and Janet Costa donated \$50, and Tom and Helen Daley donated \$150 for a total of \$200. It was donated for the Bryan Building Scholarship which is maintained here at the school. Currently there is \$926.66 in that account and these (2) checks will bring it up to a total to \$1,126.66 which will go towards the Cohasset Swim Team and awards for our seniors. We are very thankful to Frank and Janet Costa and to Tom and Helen Daley for their generous donation to keep this important scholarship going.

Motion to accept gift for the Bryan K. Bilton Scholarship by Mr. MacLellan, seconded by Mr. Carr.

Aye – All

Approval of Minutes

March 2, 2022 - Motion to approve minutes by Mr. MacLellan, seconded by Mrs. St. Onge.

Aye – 4

Abstain - 1

March 14, 2022 – Motion to approve minutes by Mr. MacLellan, seconded by Mrs. St. Onge.

Aye – 4

Abstain - 1

March 30, 2022 – Motion to approve minutes by Mr. MacLellan, seconded by Mrs. St. Onge.

Aye – 4

Abstain - 1

April 13, 2022 - Motion to approve minutes by Mr. MacLellan, seconded by Mrs. St. Onge.

Aye – 4

Abstain - 1

June 8, 2022 – Motion to approve minutes by Mr. Carr, seconded by Mr. MacLellan.

Aye – All

Executive Session¹ - #3 Discuss Strategy with respect to Collective Bargaining; also #4 Discussion of Deployment of Security Personnel and Measures of Strategy.

Motion to go into Executive Session for reason(s) #3 and #4 by Mr. MacLellan, seconded by Mrs. St. Onge. Roll Call Vote: Ted Carr-Aye, Paul Kearney-Aye, Craig MacLellan-Aye, Lydia St. Onge-Aye, Lance Dial-Aye.

¹ Chapter 30A, Section 21(a) mandates that in order to go into Executive Session the Committee must:

- 1. Do so on a roll call vote.**
- 2. State the purpose for executive session.**
- 3. Indicate whether the body will reconvene in public session.**

Meeting adjourned at 9:27 P.M.

Documents used at Meeting:

Discovering Justice Field Trip – 8th grade Civics/ELA – Moakley Federal Courthouse

Discovering Justice Field Trip – 8th grade Civics/ELA – Massachusetts State House

Student Experience Survey on Field Trip – Principal Mills

Health Curriculum Presentation - Torin Sweeney, Ron Ford – Health/Wellness Instruction

Cohasset High School Handbook and School Improvement Plan - Principal Brian Scott

Cohasset Middle School Handbook and School Improvement Plan – Principal John Mills

Amendments to the Deer Hill School and Joseph Osgood School Handbooks Related to Updated

Attendance Policy – Dr. Leslie Scollins, Assistant Superintendent

FY22 May Finance Report – Susan Owen – Director of Finance & Operations