



**Cohasset Public Schools**  
**143 Pond Street**  
**Cohasset, MA 02025**  
*Empower Students to Improve Communities*

**REGULAR MEETING OF THE COHASSET SCHOOL COMMITTEE**

All School Committee Meetings Are Recorded

**In-Person**

**Wednesday, December 7, 2022**

**6:00 PM**

Learning Commons  
Cohasset Middle and High School  
143 Pond Street  
Cohasset, MA 02025

**Virtual**

Streamed Live on Cohasset 143TV

Zoom (*chat enabled*)

<https://zoom.us/j/93210720844>

ID: 932 1072 0844 / Password: 461964

Dial In: +1 929 205 6099

Facebook (*watch/listen only*)

Cohasset Live Streaming

**In Attendance:**

Ted Carr, Secretary  
Lance Dial, Chair  
Paul Kearney  
Craig MacLellan, Vice Chair  
Lydia St. Onge

**Also In Attendance:**

Mrs. Barbara Cerwonka, Director of Student Services  
Susan Owen, Director of Finance & Operations  
Leslie Scollins, Assistant Superintendent  
Patrick Sullivan, Superintendent

**AGENDA**

**Call to Order - Roll Call**

Chairman Lance Dial called to order the Wednesday, December 7, 2022, regular meeting of the Cohasset school committee at 6:02 P.M. School committee members who are present, please indicate so in roll call. **Roll Call: Paul Kearney-Present; Ted Carr, -Present; Lydia St. Onge -Present; Craig MacLellan-Present; Lance Dial-Present.**

**Pledge of Allegiance**

**Opening Remarks**

Chairman Dial addresses we have an exciting agenda set for tonight to get a little bit of a preview on what we previously saw from the school administration bringing in some MCAS data and planning on future curriculum activities related to MCAS. We also have some very special invited guests with us this evening.

### Opening Remarks

Mr. Dial would like to remind everyone that the school committee has a three (3) comment maximum per family.

Public Comment – None

### Invited Guests

- **Joseph Osgood School Spotlight on Learning: Recognized Students (O SO GOOD Call Home) and Osgood Family Curriculum Series (Ms. Carabba, Mrs. McPhillips, Mrs. Capobianco, Mrs. Kennedy, Ms. MacDonald, Mrs. Uhlar and Students)**

Principal Farrell introduces some outstanding students from 340 amazing students who attend the Osgood School who are representing their peers and everyone here tonight. We have Devin Rock from Mrs. Kennedy's kindergarten class. Mrs. Kennedy is asked by Principal Farrell what was the leading factor for her picking Devin to be an **O SO GOOD Call Home** student? Mrs. Kennedy says one of the amazing things about Devin is that he is extremely positive, very flexible, and extremely cares for everyone. Devin spreads a lot of positivity in the classroom and Mrs. Kennedy just loves this so much about him. Devin gives thumbs up being in Mrs. Kennedy's kindergarten class this year.

Mrs. Capobianco has Wesley Brooks who is in her kindergarten class. Wesley is always a positive role model in her class and always helping and willing to lend a helping hand. He's especially good at inviting friends to play. We all know kindergarten can be tough at times meeting new friends and to have someone invite you to come on over and play is outstanding! Wesley loves being in Mrs. Capobianco's kindergarten class.

Ms. Carabba has Samantha Sullivan from her 1<sup>st</sup> grade class. Samantha stuck out to Ms. Carabba because she is a kind, thoughtful, and a very creative student who at any moment throughout the day can see her being a leader in her settings. Samantha says being in the 1<sup>st</sup> grade, is the best thing ever!

*Reagan Pace* was picked by Mrs. McPhillips because we've been talking about what a 2<sup>nd</sup> grade role model looks like, and Reagan is a picture of a super role model. She is responsive to her classmates and she's always the first one to help. Reagan is also very empathetic towards her classmates and does awesome tasks with them. Reagan says she loves being in the 2<sup>nd</sup> grade because it's fun being the oldest kid in school.

Connor from Mrs. Uhlar class is the most polite 2<sup>nd</sup> grade student that Mrs. Uhlar has ever seen. Connor is very inclusive and always willing to do any task at hand. He is always supportive and positive in her classroom. Connor says being in the 2<sup>nd</sup> grade is great!

Principal Farrell says the **O SO GOOD Call Home** represents those times when not many parents of the Osgood School community receive a phone call from Principal Farrell stating that everything is okay, to just tell parents that their child is amazing!

### Invited Guests

- **Joseph Osgood School Spotlight on Learning: Recognized Students (O SO GOOD Call Home) and Osgood Family Curriculum Series (Ms. Carabba, Mrs. McPhillips, Mrs. Capobianco, Mrs. Kennedy, Ms. MacDonald, Mrs. Uhlar and Students)**

The students here tonight were chosen out of 340 students who attend the Osgood School. They were chosen this week to represent what it is to be an Osgood School student. This will be done throughout the school year at the Osgood School, and we just want students to be the best that they can be and that they can accomplish whatever they can, the skies the limit!

Superintendent Patrick Sullivan is so impressed and proud of all the teachers as well as Principal Farrell for doing this. Thank you to everyone, this was fantastic.

Principal Farrell has a couple of Osgood spotlights to share. On Monday evening they had their first **O SO GOOD** learning curriculum on reading and math services for families. They had close to 40 people that attended with certain teachers that she'd like to give thanks to. The reading specialists and the math specialists, *Liz Dinager*, *Marsha Campbell*, and *Stephanie Stone* presented math and reading to the whole group on the big stands. We then broke into grade levels where parents went to the grade level that their child is in. Principal Farrell was fortunate enough to have her 1<sup>st</sup> grade team there being Mrs. McPhillips, and Ms. Carabba. We had our 2<sup>nd</sup> grade students take their families upstairs to their 2<sup>nd</sup> grade classroom with *Ms. Diane Balberi* and *Meghan Druzek*. In the kindergarten classrooms they had *Megan Stillman* and *Devin Gerard* do lessons in their classrooms which Principal Farrell thought was probably the best part. Parents got to be in the spotlight with their student and realize what it's like to do a math lesson and a phonics lesson and she can't thank them both enough. Both Megan and Devin helped keep the staff and the families motivated. They both like to try new things and every team member of the Osgood staff is simply fantastic.

The next **O SO GOOD** curriculum evening for families will be held on **February 13, 2023**, where we'll talk about social and emotional wellness, and we'll talk about blue zones, red zones, green zones, big problems, little problems and what it's like to be 5, 6, 7, 8 years old and navigate through all of that with *Mr. Benton* and *Ms. Bulay*. Teachers will be there, and we might even see if we can get a responsive classroom lesson go on for families to be in their child's classroom and see what their child sees every day.

On **April 25, 2023**, we're hoping that we can have another reading night and showcase Reader's Workshop and what we've learned and what it looks like in that area. Every teacher will be hosting a curriculum evening and specialists will be having an Arts night which will probably happen in June. The specialists will be doing something that evening not only just with art, but something with Physical Education. *Mr. Dykes* still does his dance party, and we hope to have a dance party that evening.

Principal Farrell thanks the school committee, it makes such a huge difference when we have a school committee that is backing us up and is interested in what our students are doing.

### Invited Guests

- **Joseph Osgood School Spotlight on Learning: Recognized Students (O SO GOOD Call Home) and Osgood Family Curriculum Series (Ms. Carabba, Mrs. McPhillips, Mrs. Capobianco, Mrs. Kennedy, Ms. MacDonald, Mrs. Uhlar and Students)**

Mr. MacLellan would like to give a lot of credit to Principal Farrell for the **O SO GOOD** curriculum night. He was there along with Mrs. Dial, and he doesn't think that anything like this has ever been done, he can't recall participating in anything like this before, it was excellent. What it essentially is that you get a glimpse into what certain lessons are like for your child in the classroom. He felt confident and knows other parents felt that way about the caliber of the teachers that were instructing their child daily. This will allow us to have much more engaging and robust conversations with their student about what's going on in the classroom. Parents will have a direct understanding and be able to apply conversations they're having in terms of the curriculum and what they're learning. It was well attended for the 1<sup>st</sup> one and probably more will be attending as these things go on in our Public Schools here in Cohasset. It was truly an amazing night and we're lucky to have these three (3) educators, in addition to the other educators that were there that night.

Dr. Sullivan wants to see more of this on different levels in different ways. Just recently, Principal Mills had a 6<sup>th</sup> grade parent night and it's going to be replicated in 7<sup>th</sup> grade. We'll be seeing more of this because it's in our strategic plan.

- **Cohasset Youth Baseball and Softball Association (Mr. Vince Thornton, President of CYBSA)**

Vince Thornton from 109 Nichols Lane and current President of the CYBSA, Cohasset Youth Baseball and Softball Association. Mr. Thornton says his organization recently engaged with the town for the lease on the property on the *Barnes* complex even though his crew has been essentially managing this since 1995. The CYBSA extended their lease for a ten (10) year lease. Within that lease the CYBSA covers all the maintenance and cleans the property grounds for CYBSA activities. The varsity girls school softball team and hopefully current future JV's will be playing there as well. Mr. Thornton is here tonight because of questions and concerns that were brought up at the last school committee meeting held on November 19<sup>th</sup>, 2022.

Mr. Dial states the request was to help fund the replacement of the scoreboard and the school committee had a discussion around their FY23 budget and could help fund one-third to be supportive since school sports and activities are held on these grounds. Mr. Dial and Mr. Thornton spoke previously to see if they could find any gap funding or see if the town could maybe chip in the extra one-third, but from that conversation, that was not feasible.

There are two (2) scoreboards that were put on the softball field grounds in 2002 when the two (2) additional fields were added. Both those scoreboards are dilapidated. Mr. Thornton and his crew pillaged parts from the Chase Field scoreboard to make sure that the Freedom Field scoreboard was working and now that's starting to fall into despair.

## Invited Guests

- **Cohasset Youth Baseball and Softball Association (Mr. Vince Thornton, President of CYBSA)**

The CYBSA can't get parts such as LED lights because the archaic methodology of running the scoreboard is difficult. It's all a manual process, manually plug into a hard-wired cartridge and often there have been times numbers are read incorrectly, such as the number 4 can look like the number 9, and this causes a lot of confusion. Looking at the other high school teams that play at the Alumni Field or play at the Millikin Field, and where the JV teams play over at the Freedom Field, they all have working scoreboards. It's a phenomenal ad to create a great atmosphere for the kids when they can actually see the scoreboard, especially when they're winning! If they're losing, it can create a challenge, not only consciously, but subconsciously seeing that they're behind. It also gets the spectators involved such as where a parent shows up two innings in and they're trying to figure out what the score is, and this creates a lot of confusion.

The CYBSA would really like to have the scoreboard rebuilt and Mr. Thornton asked for partnership that the CYBSA will cover 50% and the school committee will cover 50%. The reason why Mr. Thornton is looking for that partnership is since the CYBSA has maintenance of the field from the lease perspective, and they're fully behind the Cohasset High School girls' softball program. Back in 2014 there were 58 girls that played softball, last year there were 121 girls and that's a 108% increase in 7 years! The CYBSA continues to see growth in those numbers. This coming Spring the CYBSA is looking at over 60% usage from the Cohasset High School girls' softball team which doesn't include the future girls JV softball team.

Mr. Carr asks about the nature of the lease from the town and asks Mr. Thornton how he felt about this? Mr. Thornton reiterates he asked the town about the lease 5 years ago and where he's been a member of the CYBSA as well as a member on the board for 6 years, he has done multiple aspects of the maintenance on the field, since it's one of his fortes. Mr. Thornton asked the town who owns the field, who represents the field, and who's the administrator of the field? All Mr. Thornton heard was crickets as far as to what he was hoping to hear. As of now, the CYBSA is the administrator of the field which is stated on the lease.

Mr. Carr asks if the CYBSA is now responsible for the costs? Mr. Thornton says that's how the lease is written. Also, in the lease it states that the town is responsible for the lawn mowing and that's it! The CYBSA members volunteer their time to spruce up the field such as weed whacking, racking up leaves and debris in the Fall. The scoreboard now falls under the maintenance on the field.

Laura Soderberg from 16 Black Horse Lane chimes in, given the enrollment numbers that Mr. Thornton just shared, several members of the Cohasset High School community would like the school committee and the administrators to support a Cohasset softball team **ONLY** in the near future as we clearly have the pipeline needed to support a team of its own. This is an extremely opportune time to not reinvoke Cohasset co-op with Hull as their will be no Hull players that would need to be addressed in future years as there were no Hull players on this co-op team.

### Invited Guests

- **Cohasset Youth Baseball and Softball Association (Mr. Vince Thornton, President of CYBSA)**

Mr. Kearney is thankful for the CYBSA for all they do on the field for the kids. The program itself and to see this go from 50 kids to 100 or so, that just goes to show how popular the sport is getting! The program is so supportive too from tee-ball to all the way up through the system. With the new school and rebuilding the school at Deer Hill which now allows the kids to play on the field instead of waiting to play. Mr. Kearney would like the school committee to fund for a new scoreboard which will help the CYBSA with the 50%, it's not a big ask. Parents like Mr. Kearney are paying into these athletic programs and school sports and as a school committee member he suggests we do this for the CYBSA and move on.

Mrs. St. Onge thanks Mr. Thornton for coming and likes the pushback on the scoreboard he pointed out earlier and appreciates him for bringing it back to the school committee tonight. The percentage of usage was good to know and the information he brought makes this decision easier.

**Motion made by Mr. MacLellan to approve a new scoreboard with the CYBSA's lease on the Baseball / Softball field with the school funding 50% as presented by Mr. Thornton at the December 7<sup>th</sup>, 2022 meeting of the Cohasset school committee, seconded by Mr. Carr.**

**All-Aye**

Mr. Carr would like to suggest to Mr. Thornton that in the future if there's something needing the school committee's help, or what might be needed with the process on these things, to give some time in advance, as things like this, does take time.

Mr. Thornton appreciates the school committee and the school administration for inviting him back tonight and he'll update Ms. Owen and Mr. Dial with further details.

- **Cohasset High School Europe Trip 2024\*\* (Mr. Jim Willis)**

Mr. Willis who teaches history at Cohasset high school for grades 9-12 is here tonight to ask the school committee permission for his 10<sup>th</sup> trip to Europe with students on **April 24, 2024**. This will be a trip to France, Switzerland and Italy and includes a trip to Paris, Normandy and then back to Paris. Then they'll head down through Lucerne to Venice and Florence. This trip is opened to Cohasset high school students and does have a number capacity based on the bus space.

Mr. Willis likes to give families over a year and a half to plan this and it's not something you have to pay for up front. They can pay overtime, until it comes up and the date comes closer. They have time to organize fundraisers or can make payments monthly, this just gives more flexibility and gives the kids time if they decide they don't want to go to have other kids be put on the wait list.

## Invited Guests

- **Cohasset High School Europe Trip 2024\*\* (Mr. Jim Willis)**

The past trips have been fantastic, and the tours have been outstanding! The cost for a student for the Europe Trip is \$4,659 or \$286 a month for 16 months. The cost for an adult is \$5,459 or \$336 a month for 16 months. Families can get \$100 dollars off if they sign up by January 1<sup>st</sup>, 2023, and \$200 dollars off if 40 kids sign up which totals \$300 dollars off if students sign up soon! Mr. Willis does not run fundraisers, but he'll be happy to help them out in any way he can giving them ideas on how to run fundraisers, if the kids are up to it in terms of what they want to do.

Dr. Sullivan would like to mention that the schools overarching system scholarships for these types of trips that should defer costs across the board. This would be a trip that would benefit from that.

Mr. Carr comments that the Education First is one of the first organizations of its kind and their headquarters are based in Massachusetts. This is a high-volume player and they run exceptional programs for the schools. They're a non-profit organization for business schools and undergraduate schools here in Massachusetts and it's a great organization.

Mr. Kearney appreciates Mr. Willis for doing this and its scary to send our kids off to a different country but he trusts Mr. Willis and the school. Mr. Kearney has twin daughters who want to go and they're willing to get jobs over the summer to save up for this trip.

Mrs. St. Onge comments as always, she 100% supports these trips. She knows Mr. Kearney is nervous for his daughters which is normal, just trust in your kids and let them go to have these experiences. Mrs. St. Onge appreciates Mr. Willis for organizing this trip and giving them lead time so that everyone can plan ahead and have a payment plan.

Mr. MacLellan thanks Mr. Willis for doing this. He benefited from these school trips and did quite a lot of them over in Europe when he attended Boston College High School. Mr. MacLellan recalls how hard it was for the teachers to keep an eye on all of them and he personally felt stressed for the teachers when he was a kid. As always, Mr. MacLellan has related questions that Mr. Willis can't answer right now, since he doesn't know how many students will be going on this trip, or how many chaperones will be needed. Mr. MacLellan would like to ask the school committee that the approval be subject to Mr. Willis' submission to the Superintendent's when he has more details as to who the chaperones are, and what the over nights plans are surrounding this Europe trip. This will be more comforting if our Superintendents can show us more details of this when they come available.

**Motion made by Mr. MacLellan for approval, subject to Mr. Willis' submission to the Superintendent when he has more details as to the number of chaperones, who they are, and how the monitoring plans will be surrounding the Cohasset high school Europe trip in April 2024, seconded by Mr. Carr.**

**All-Aye**

## **School Updates**

- **School News (Dr. Patrick Sullivan)**

Superintendent Patrick Sullivan hopes everyone had a wonderful Thanksgiving. It's one of those holidays that comes upon us, it's nice to take a deep breath to enjoy some family time and he hopes the community had time with their families to enjoy the Thanksgiving holiday as well.

Dr. Sullivan hasn't had a chance to publicly congratulate the girls' soccer team for their victorious win to becoming State Champions! This is their 2<sup>nd</sup> consecutive year to be in the state finals, with last year being a heart breaker. It certainly was a team destiny created by a lot of hard work.

Dr. Sullivan was fortunate to attend their banquet and was amazed how wonderful and close the soccer team is. Coach *Beal* and her whole staff did a wonderful job with them for this win. They beat Northbridge 2-0 in the State Championships. The girls' soccer team will be honored with lots of awards and recognition, along with the lighting of the town tree on the town common during the Holiday Stroll on December 10, 2022. This will be similar to what our boys football team did last year. They'll lead the procession in and be involved with the lighting of the tree that is scheduled at 5:18 p.m. on December 10<sup>th</sup>. They'll also be participating to what has become a Cohasset tradition of the lobster trap lighting ceremony which is an amazing lobster trap trigger course at the Old Salt House on December 9<sup>th</sup> at 6:30 P.M.

Our staff participated in a couple of events over these last couple of weeks. One was a wonderful METCO conference with Directors from the Association of Educators along with some folks who came back with some great ideas and great information for us to add to our culturally responsive teaching initiatives, to our equity initiatives along with eye-opening initiatives that are in process.

Superintendent Patrick Sullivan wants to thank those teachers who attended, and he's excited to work with them to bring that information to the district and to the community. Alesia Gittens-Carle was there to present scholarships and as always, she was incredible and did a fabulous job.

We had a three (3) day conference in Chatham, MA with reading and math specialists. We had workshop sessions and break outs around social and emotional wellness for our students that impacted on their academics. Pam Allen was there from our literacy group and Dr. Ray Shaw was there who did an amazing presentation on mathematics.

There was a wonderful musical presentation of Moana Junior at the Middle School that was absolutely fabulous and was totally professionally done. All the kids were singing and clearly having others like Mrs. Moriarty who did a fabulous job in preparing this with the students, it was great!

We had a nutrition sub-committee meeting at the Deer Hill School for lunch along with Mr. Kearney, Mr. MacLellan, and Ms. Howard, Director of Food Services and we'll be doing this at both the middle and high school as well.



## **School Updates**

- **School News (Dr. Patrick Sullivan)**

Mr. MacLellan says we really need to bring some life into our lunch programs. especially at the elementary school and we'll talk more about that until we get to that point in the agenda.

For the folks who are with us this evening here in the Learning Commons and viewers at home, can see that we have poster boards all around the room here in the Learning Commons regarding our "Sustainability Symposium" that we have a couple times in the year. Our research students in 8<sup>th</sup> grade under the guidance of *Ms. Labraguene* our Library Media specialist here at the middle high school who really does an authentic exploration into some issues that involve sustainability. The students have to work with as part of their assignment with someone who's an expert in the field along with top local experts. Some of the areas were on food waste, organic versus conventional farming, teens and substance abuse, and youth sports injuries.

## **Teaching and Learning**

- **Academic Initiatives/ Updates: MCAS Action Plan (Dr. Leslie Scollins & Mrs. Barbara Cerwonka)**

This was a good healthy exercise for the school administration to put together a formal plan based on activities and initiatives that we have been putting in place for the last few months. It also led us to some more reflection and some of it is very timely into what our needs are moving forward. Dr. Sullivan is excited to present this and is thankful for the community too for reminding us of the importance of this, we're very in tuned with this particular presentation. The highlight is the format of this, starting off with our district wide MCAS initiatives, in other words, overarchingly to what are we looking at in terms of our needs, our hiring requests, our professional development. Then we're going to move towards our district data-based action plan to what our approach is utilizing the MCAS data? How are we disaggregating and looking at it, separating it, working with teams to unravel it, so that we can get to our plans for students. We'll look at what those plans are, and those plans involve key actions, benchmarks, school-based on grade levels and subjects specific focus areas, based on the MCAS analysis. This really hits the road with rubber to what we're doing here based on the data that was presented. We look at students with disabilities at MCAS as sort of our approach to making sure that all students get what they need, based on the data that is presented to us. The first request and this is not a new position, it's one that will fill in for Lisa Radden who will not be with us next year, she took on a different position. When we did hire Ms. Radden, the arrow was pointing towards that position as being vital for us. We hired a director of technology and digital learning, when of course, we were entering COVID, and we were fully online at one point where we needed significant help with that. Much from Ms. Radden's efforts we built underneath some levels and layers. One of which is a support provision who's a technology specialist at the middle high school and that pairs very well with our specialists at our elementary.

## **Teaching and Learning**

- **Academic Initiatives/ Updates: MCAS Action Plan (Dr. Leslie Scollins & Mrs. Barbara Cerwonka)**

We built in a plan for our computer science pathway moving forward and we're in a good spot. What we need though is a more granular look at data and to have someone who is going to work very closely with Dr. Scollins, Mrs. Cerwonka, principals, specialists, as well with the staff and families too. Staffing requests we are advocating for is hiring a director of data, curriculum, and evaluation for grades K-12.

This individual will work closely with the Assistant Superintendent, Director of Student Services, Principals, and staff to analyze MCAS data and other data points to ensure the fidelity of curricular and instructional practices.

We're also advocating per staffing requests of hiring a middle school math teacher. This hire will be utilized to reduce class size in order to ensure more targeted tier one instruction where needed and to supplement tiered two interventions.

Requesting the hiring of .5 math specialist / interventionist at each of the Osgood and Deer Hill Schools. These teachers will work to help struggling students as identified by the MCAS data and other data points. These hires will decrease teacher to student ratio to support additional small group instruction at the Deer Hill School, (math facts, fractions), and to support early math fluency at the Joseph Osgood School, (addition and subtraction facts).

Requesting the hiring of additional math support for struggling 9<sup>th</sup> and 10<sup>th</sup> grade students as identified by the MCAS data and other data points. Review the benefits of re-establishing an integrated math offering.

These requests listed for our district needs are for next year moving forward based on the data we have that will move into our school budget. These .5 positions at each building will be teachers who are certified in math to work with students on an intervention specialist format helping students who are struggling, and this will pair very nicely with our current math specialists who are doing a lot of coaching working in the classrooms with students. These pieces will be a supportive piece to this puzzle on the data that backs these additions.

At the high school we are still working to figure out the best way to go to go about this. We plan to have that answer on these future things and keeping in mind that this is a future one. The question is, what's the best format we're looking at? There's a possibility of putting in an integrated math course of having a specialist, but we're trying to get the best bang for the buck and the best bang for that position. How would that person be used within the schedule to support students? We want the school committee to know that we'll be looking for something, its just that we're no quite there yet moving forward as to what that will be, but we will know in the next few weeks. As we move forward, and to remember this in overarching, we'll continue with our professional development and teacher training. Teachers will continue to work with the Teaching and Learning Alliance, (TLA) to implement a comprehensive reading approach.

## **Teaching and Learning**

- **Academic Initiatives/ Updates: MCAS Action Plan (Dr. Leslie Scollins & Mrs. Barbara Cerwonka)**

We're still supporting the school district and we'll continue to provide reading specialists with professional development, working with other reading specialists throughout the state to share best practices, (Facilitated by TLA). One thing for sure, is teachers learn from other teachers, and ideas that are shared enrich one another, and everyone is in the same position pretty much, where we're all playing some catch up, and we're all trying to do what's best for our students and to provide them with that format to be able to speak to other reading specialists.

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| <b>District Data-Based Action Plan:</b> |
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- ❖ Analysis on going with core teaching and special education staff regarding district, school, and student's results, item analysis and disaggregated results with teaching staff, including special education teachers.
- ❖ Continued use of MCAS scores, item analyses, and additional assessment results to track and monitor student performance and cohort results.
- ❖ Continued opportunities for students to practice answering a variety of types of questions and assessment measures and to practice test-taking strategies.
- ❖ Currently reviewing Math through the district's curriculum review process phase 1 in grades K-12.
- ❖ Continue focus on instruction strategies which promote critical thinking, problem solving, and writing for a variety of purposes.
- ❖ Use of teacher goals and supervision / evaluation to ensure consistent implementation of curriculum standards.
- ❖ Title 1 programming to support eligible students.
- ❖ Continual refinement of our MTSS process to help students at all grade levels.
- ❖ Educational Proficiency Plans (EPPs), for any high school student who is partially meeting or lower in a subject area that have been created, and communication has gone home to those students' families.

Dr. Scollins states when looking at the MCAS data, typically in the past, pre-covid, we really want to look at where the 80% meeting and exceeding expectations are when looking at questions and typically look at anything below that working with staff. This state is a little different coming out of COVID and we really want to drill down on some of the places where we weren't or we were either at the state level, right above or below the state level and meeting or exceeding expectations it was nice to focus on that area because if we did all, it would have been too much, and we wouldn't be able to get to where we really needed to go.

- ❖ When we're defining "Focus Areas" as MCAS Anchor and Grade Specific Standards where item analysis indicated that Cohasset students are not meeting our high academic standards.
- ❖ Anchor Standards are the overarching standards in a subject area.
- ❖ Grade Specific Standards are the elements that comprise each anchor standard for each grade level.

## **Teaching and Learning**

- **Academic Initiatives/ Updates: MCAS Action Plan (Dr. Leslie Scollins & Mrs. Barbara Cerwonka)**

These are the standards that we're focusing on specifically. This slide represents our goals, and these are going to be published and put on the website as well in Dr. Sullivan's newsletter so that anybody who hasn't seen this presentation can look at it and understand it without context. Although we won't talk about every single item on this slide, we wanted to put it in there because we want to be sure folks can access it, but we may highlight certain things.

### **Focus Areas: Grade K-5 ELA**

- **Writing Anchor and Grade-Specific Standards:**
  - **Text Types and Purposes:**
- Write narratives in prose or poem form to develop experiences or events using effective literacy techniques, descriptive details, and clear sequences.
- Production and Distribution of Writing – Produce writing in which the development and organization are appropriate to task, purpose, and audience.
- **Item Description:**
  - Grades 3-5 write a story describing what might happen next in the passage.
- **Reading Anchor and Grade-Specific Standards:**
  - Integrations of knowledge and ideas – Compare and contrast the themes, settings, and plot of stories written by the same author about the same or similar characters, (e.g., in books from a series)
- **Item Description:**
- Grade 3 - Identify a similarity using information from the article
- Grade 4 - Identify what topics several details from the passage are related to
- Grade 5 – Make an inference about a character based on details from a passage.  
Identify the feeling developed in a section of an article and choose evidence from the article that best supports the answer.

Writing is the focused area across the state, but also for Cohasset Public Schools. Although this is a focus for grade 5 based on MCAS data as grades 3 and 4 are not graded on these standards in their open responses related to conventions, it should be noted that all grades are working towards more proficiency in the convention of Standard English and the knowledge of the language.

- **Language Anchor and Grade-Specific Standards:**
  - Conventions of Standard English
  - Demonstrating command of the conventions of Standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous years.
  - Demonstrate command of the conventions of Standard English; capitalization, punctuation, spelling when writing.
- Knowledge of Language
  - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **Teaching and Learning**

- **Academic Initiatives/ Updates: MCAS Action Plan (Dr. Leslie Scollins & Mrs. Barbara Cerwonka)**

### **Focus Areas: Grade K-5 ELA**

Dr. Scollins shows an example question from MCAS for grade 3-4 ELA. They read the story and the passage, then answer the questions with multiple choice questions followed with an open response. Our strategies with our actions/benchmarks are to really look at improvement in the open response questions including:

- Reading comprehension by identifying information to support answers.
- Highlighting relevant information/evidence.
- Comparing and contrasting two readings by using specific evidence from the articles to support response.
- Fall writing prompt assessment fashioned after released grade 5 narrative reading response which allows teachers to use the data to specifically target students needs based on MCAS expectations.
- **K-2 Specific Strategies:**
  - Implementation of weekly “Would You Rather” – whole school questions for students to work on oral discussion/presentations, opinion, evidence of choice, vocabulary, and math skills. *Example: Would you rather live in a gingerbread house, or have a pet reindeer?*
  - Weekly Principal read aloud, asking thoughtful questions, making connections with a ticket to leave to summarize to increase listening skills, vocabulary, drawing conclusion, with an emphasis on targeted skills.
  - Weekly word to increase vocabulary.

### **Actions/Benchmarks: Example of Deer Hill Grade 3 Writing Fall Prompt:**

*You will write a narrative based on the read aloud, Big Anthony and the Magic Ring by Tomie de Paola. Your writing should:*

- Use characters, settings, events, and other details from the passage.
  - Use correct grammar, spelling, and punctuation.
- Based on Big Anthony and the Magic Ring, write a narrative that tells what most likely happened when Anthony saw himself in the mirror. Then bring the story to a likely conclusion.

- **Additional Actions to Support Reading and Writing:**
  - Use of MCAS writing rubric that is directly related to MCAS writing expectations (DESE Webinar scheduled for December 12, 2022, to share writing expectations for MCAS ELA).
- **Word Study:**
  - Grades K-2 Heggerty Phonemic Awareness Program is implemented with fidelity to support students’ ability to identify and manipulate individual sounds (phonemes) in spoken words.
  - Grades K-3 Foundations Phonics Program is implemented with fidelity to support students’ ability to decode and read fluently.
  - Grades 4-5 Word Study that incorporates morphology (the study of the forms of words), spelling, grammar, and vocabulary to improve reading comprehension and use writing conventions.

## **Teaching and Learning**

- **Academic Initiatives/ Updates: MCAS Action Plan (Dr. Leslie Scollins & Mrs. Barbara Cerwonka)**

### **Additional Actions to Support Reading and Writing:**

- Grades 3-5 Implementation of the Reader's Workshop units of study resource that focuses on standardized test preparation that teaches strategies for writing responses to reading. This includes finding and sighting key evidence to support written response. (K-2 Pilot of Reader's Workshop for consistency of programming).
- Computer based MCAS writing practice to ensure that students are able to type their responses into the MCAS format.
- Practice with all the tools of the MCAS platform such as the expandible writing prompt box, click and drag, highlighting important information.

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| <b>Focus Areas Grades K-5 Math</b> |
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| <b>Grade 3 Math</b> |
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- **Anchor and Grade-Specific Standards:**
- Number and Operations – Fractions.
  - Develop understanding of fractions as numbers for fractions with denominators 2, 3, 4, 6, and 8.
- **Item Description:**
- Pilot points to show the location of fractions on a given partitioned number line and give instructions on how to determine where to plot a fraction greater than one on a given partitioned number line.
- Determine the fraction that is represented by a given fraction model.
- Operations and Algebraic Thinking:
  - Understanding properties of multiplication and the relationship between multiplication and division.
- **Item Description:** Determine the multiplication equation that can be used to solve a division word problem.
  - Multiply and divide within 100.
- **Item Description:** Create a division expression that will have a given quotient.

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| <b>Grade 5 Math: Example of Question</b> |
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Select from the drop-down menus to correctly complete each comparison.

The value of the 3 in 4,358 is  the value of the 3 in 6,932.

The value of the 3 in 1,783 is  the value of the 3 in 6,932.

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| The State releases a limited number of questions. Unable to access the majority of the questions for this focus area. |
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## **Teaching and Learning**

- **Academic Initiatives/ Updates: MCAS Action Plan (Dr. Leslie Scollins & Mrs. Barbara Cerwonka)**

### **Actions / Benchmarks**

- Teach/Review/Reinforce test taking strategies such as highlighting/circling important information, practice solving multi-step and multi-part problems.
- Review of Math pacing to ensure all skill areas are covered (Number Corner).
- Review of differences between Bridges Math and MCAS expectations. Math specialists are working with Bridges Math Center staff to ensure alignment to the Massachusetts Math Frameworks.
- Pilot of I-Ready Personalized Learning as a supplement for (Grades 3-5).
- Dreambox Digital Platform to practice and reinforce learned skills as a supplement for (Grades K-2).
- Targeted intervention groups using real-time data from unit assessments. After each unit, data is input, analyzed, and flexible groups are created to address areas where students are not meeting expectations. While some students may participate for multiple sessions, these groups are fluid.
- Revised scheduling of ESPs to support small group and individual needs for (Grades K-2).
- Word of the week – increase Math vocabulary knowledge for (Grades K-2).

### **Focus Areas Grade 4 Math**

#### **Anchor and Grade Specific Standards:**

- Geometry
  - Draw and identify lines, and angles and classify shapes by properties of their lines and angles.
  - **Item Description:** Identify whether specified line segments and angles can be found in a given figure.

(There were 3 questions in this standard and students responded 87% and 100% for 2 of the 3 questions.)

### **Grade 5 Anchor and Grade Specific Standards:**

- Number of Operations in Base Ten
  - Generalize place value understanding for multi-digit whole numbers less than or equal to 1,000,000.
  - **Item Description:** Identify which whole number is equivalent to a given power of ten. Round a given decimal number in thousandths to the nearest tenth.
  - Use place value understanding the properties of operations to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000.
  - **Item Description:** Multiply a three-digit whole number by a two-digit whole number. Determine the products of a two-digit whole number and a four-digit whole number.

### **Grade 6 Proposed Tier 1 - Actions to Achieve Goal**

- **Push-in Support:**
  - Adjust Math specialist schedule so that they can push into period 6 class.

## **Teaching and Learning**

- **Academic Initiatives/ Updates: MCAS Action Plan (Dr. Leslie Scollins & Mrs. Barbara Cerwonka)**

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| <b>Grade 6 Proposed Tier 1 - Actions to Achieve Goal</b> |
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- **Skill of the Week:**
  - Each week, a basic math skill will be reviewed in class and assessed at the end of the week with a brief assessment.
  - Resources will be shared with parents so they can support/practice and review skill mastery at home in preparation of a quick quiz on Friday.
  - Calendar and resources to support skill of the week will be distributed.
- **Thursday is Math Utility Day**
  - Students will work on skill lessons on IXL targeted as an area of improvement.
- Reward will be given to group (Math class or Utility class) that achieves mastery of most skill over a designated period, (weekly, every other week, monthly)?
- Hallway Visual
  - Visual created to mark progress in IXL on skill mastery (thermometer, journey, etc.)

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| <b>Focus Areas Grade 10 ELA</b> |
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- **Reading Anchor and Grade-Specific Standards:**
  - Key Ideas and Details
  - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.
    - **Item Description:** Determine the meaning of a quotation from an excerpt and identify a quotation from another excerpt that has a similar meaning.
  - Craft and Structure
  - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
    - **Item Description:** Determine how characters in two different excerpts are similar.
- **Writing Anchor and Grade-Specific Standards:**
  - **Text Types and Purposes:**
    - Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    - Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - **Production and Distribution of Writing:**
    - Produce clear and coherent writing in which the development organization, and style are appropriate to task, purpose, and audience.



## **Teaching and Learning**

- **Academic Initiatives/ Updates: MCAS Action Plan (Dr. Leslie Scollins & Mrs. Barbara Cerwonka)**

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| <b>Focus Areas Grade 10 ELA</b> |
| <b>Actions/Benchmarks</b>       |

- Department Review of MCAS Data.
- Participation in DESE Webinar about MCAS writing expectation.
- Use MCAS Writing Rubric to guide writing expectation.
- Discussion with Department Chairs about the importance of writing in all content areas.
- Explore options for Reading and Writing support.
- Leverage current staff knowledge in Reading to support classroom instruction.
- Educational Proficiency Plan (EPP) being sent to all students who partially met, or did not meet, (22) inset example is shown.
- Year two (2) of implementation of IXL – Writing, Reading comprehension, grammar, and vocabulary with benchmark assessments for grade level skills.
- Daily Utility intervention block for Reading comprehension and Writing (expand ideas, content specific writing).
- Two (2) co-taught English classes to support students within the general education classes.

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| <b>Focus Areas Grade 10 Math</b> |
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- **Geometry Anchor and Grade-Specific Standards:**
  - Similarity, right triangles, and Trigonometry.
    - Understand similarity in terms of similarity.
  - **Item Description:**
    - Use dissections to find the partial circumference of a circle.
    - Determine the measure of an angle in one of a pair of similar triangles.
      - Define Trigonometric ratios and solve problems involving right triangles.
  - **Item Description:**
    - Determine an angle measure in a right triangle based on the relationship of two of the triangles' side lengths.

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| <b>Actions/Benchmarks</b> |
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- Explore high school schedule options.
- Department work to review MCAS data.
- Explore a return to Integrated Math course in second semester in sophomore year to provide students who need more Math knowledge and other options to support students who have needs in Math.
- Educational Proficiency Plan (EPP) being sent to all students who partially met or did not meet (28).
- Revised Trigonometry to include more Algebra 2 (second semester – Sophomore year) which includes a full review of Algebra 1 and 2 and Geometry.
- Year two (2) implementation of the IXL.

All this information and more presented by Dr. Scollins at tonight's school committee meeting can be found on the school's website.

## **Teaching and Learning**

- **Academic Initiatives/ Updates: MCAS Action Plan (Dr. Leslie Scollins & Mrs. Barbara Cerwonka)**

Mr. Dial states it seems to him that we've heard all this before, we were able to adjust learning to match that and could see the results. We would expect these other things were now taking place to get these similar results.

Dr. Sullivan mentions that all districts are doing this. This is on a specific and really pressing need and we're certainly going at it to make it a bigger picture.

Dr. Scollins wanted to bring all these ideas back to the school committee, so they'll know that these things are happening in action and Dr. Scollins will follow up with updates on these moving forward.

Student Services shares updates on MCAS and students with disabilities (SWD). Each student who is on an Individualized Education Program (IEP) has specific goals based on the individual needs of that student. We look at MCAS data for individual students with disabilities (SWD) and look for trends over time per grade within overarching (SWD) MCAS data. At this point, no trends are seen regarding grade level performance over time are apparent. They are looking closely at student growth over time just as they do within general education. Trends and patterns that apply to general education students each year may also apply to students with disabilities.

As we're talking about student growth, Dr. Scollins would like to remind everyone that the state looks at typical student growth between 40 to 60 percentiles, and this is what we typically see. We want to make sure all our students are in that typical growth and that includes our special education students. We may see a student's achievement is partially meeting in their assessments, but their growth is typical and/or higher, which is good. If we have a student with special needs or a student without special needs or a disability, and their student growth is low, we want to know why! This gives us information on their growth and what's happening, if it's good growth we want to replicate that, if it's a low growth, then we want to look at that. When students take assessments or MCAS, they are put in a cohort program based on their score. Then the following year we look to see if that student is still in a cohort program or if their grade is above the typical student growth in that cohort program and what is that percentage, that's how we see the student growth percentile.

Mr. MacLellan comments it's good to hear we're above that percentage that each individual student has exceeded or failed to meet and asks what does the percentile look like?

Dr. Sullivan states the individual growth is in relation to the background of the cohort program. We're always encouraging students to grow no matter where their ability lies at the time. There will always be opportunities for students with disabilities and their achievement score is not the typical benchmark for that grade, but they're growth is, whether it's typical or above that's good because they're closing that gap and getting closer and closer.

## **Teaching and Learning**

- **Academic Initiatives/ Updates: MCAS Action Plan (Dr. Leslie Scollins & Mrs. Barbara Cerwonka)**

All students educated with Massachusetts public funds, including students with disabilities, must participate in MCAS using one of the following formats:

- Routine (standard) MCAS testing
- MCAS testing using one or more test accommodation(s).
- MCAS Alternate Assessment (MCAS-ALT)

Mrs. Cerwonka addresses if students need accommodations that they receive across their school day and year, those accommodations they receive on the MCAS are delineated on their IEP for some students. Students who take assessments to MCAS are on a different trajectory regarding graduation. There's a decision-making tool for MCAS participation for students with disabilities and this is good information for folks who are wondering about this.

### **Special Education MCAS Analysis Process**

- Individual student achievement scores, Student Growth Percentile (SGP), and test items are being collected for all students on IEPs by the TEAM Chair.
- Teachers and TEAM Chairs review student data in conjunction with IEP goals, modifications, and accommodations to ensure that the IEP is reflective of the student's needs related to the MCAS data as well as other corroborating data.
- If more/different intervention is required, a TEAM meeting will occur to amend the IEP based on MCAS data along with other corroborating formal assessment data and classroom performance. These are all important data points that inform us how we need to work with that student through the IEP as well as daily instruction.

Dr. Sullivan wants to emphasize on the first bullet point that this is for all students, for every single student who takes MCAS.

### **Students with Disabilities – Improvement Plan**

- Track and monitor student performance through measurable goal Writing and data collection, including all formal data points, informal assessments, and classroom performance.
- Align IEP goals with grade level expectations and content as well as student's needs.
- Provide professional development in ELA, Math, and Science with teacher level data analysis of student responses.
- Support in special education settings based on the individual item analysis.
- Review accommodations prior to testing.
- Compare MCAS results with other formal testing and classroom performance, as well as progress towards goals to determine additional needs, if any.
- Practice MCAS test taking via website: <http://mcas.pearsonsupport.com/student/>

Mr. Carr comments this is incredibly helpful and asks for some thoughts from the school committee on how we can get this level of detail when we get this, out to parents in the school community?

## **Teaching and Learning**

- **Academic Initiatives/ Updates: MCAS Action Plan (Dr. Leslie Scollins & Mrs. Barbara Cerwonka)**

Dr. Scollins says that this will be posted to the school's website with the link that will take them to that area, and this will be put in Dr. Sullivan's school newsletter as well with the link.

Mr. MacLellan suggests an email from the Superintendent telling everyone that the school committee are representing actual plans arising out of the MCAS scores and if they'd like to see the presentation, so that it draws their attention to it. This would accomplish two things: (a) Let folks know that it is there, (b) also it would be another method of communicating their concern about the MCAS scores to the public. This will show we're rising to meet the challenges.

Mrs. St. Onge comments that Mr. MacLellan's suggestion would be the most effective where there's a lot going on in Dr. Sullivan's newsletter. Having a substantially separate email would be a more direct delivery of the product.

Mr. Carr also suggests the administration should elevate the discussion to families and students of the John and Abigail Adams scholarship for grade 10 students who take MCAS. If there's a result in their MCAS scores, this may motivate them in some way, where their doing the best, they can.

Dr. Sullivan states the John and Abigail Adams scholarship is a merit-based program that provides a credit toward tuition for up to eight semesters for undergraduate education at Massachusetts State College or University. This scholarship is a merit-based program on a student's score for the 10<sup>th</sup> grade Massachusetts Committee Assessment System test. The purpose of this award is to inspire student's achievements and help attract more high performing students in the Massachusetts Public Schools a higher education and provide families with college bound students with financial assistance. For any Massachusetts University the award is \$1,714.00.

Mr. Kearney thanks Mr. Carr for bringing up the scholarship award to the table. This is what people want to hear., we hear this all the time on the news of what the schools are doing to compensate for MCAS in the schools. The biggest piece out of this is at the elementary level because when his children attended elementary school here in Cohasset, they did really well on their MCAS and SATs, and he's happy to say that. They're now in high school and they weren't as affected like children now who enter 1<sup>st</sup> grade learning to read and reading to learn. During Covid these kids didn't really get this, and that's why literacy and numeracy are just so valuable. Mr. Kearney is so grateful that his kids went through the Cohasset Public Schools because the teachers here did such a fine job for their early learning. All the teachers did such a fine job especially with grades 3-5 because those are the two (2) years that kids are supposed to be learning to read and reading to learn.

Mrs. St. Onge asks with the webinar that's coming up on MCAS, are teachers attending this? Dr. Scollins says yes, all our teachers can, but it's not mandatory, especially given the time of day it is from 2-4 p.m.

## **Teaching and Learning**

- **Academic Initiatives/ Updates: MCAS Action Plan (Dr. Leslie Scollins & Mrs. Barbara Cerwonka)**

Mrs. St. Onge asks how will this information be put in place to get that information out to all the people who it affects with boots on the ground? Dr. Scollins says they'll package whatever is given to them, then look at the resources needed when presenting this out.

Mrs. St. Onge asks is a rubric coming from MCAS being used to grade that prompt? Will this be integrated into the writing that they use now? Dr. Scollins says that's their intention, so we're going to make sure based on what DESE tell us.

Mrs. St. Onge has another bubble thought, does the IXL have licenses like all the other tools the schools use? Dr. Scollins states we do for grades 6-10, and we have cycles, so every student has access and those are full 24/7-day licenses. Students are allowed to use this tool after school hours at home and teachers monitor their progress. Mrs. St. Onge asks do the math teachers feel that the style of the questions in the IXL align close enough with the MCAS style of questions?

Dr. Scollins addresses that is one of the things they'll be looking at. We'll be asking students who do use it and ask them if that does look like an MCAS question.

Mrs. St. Onge thinks the language aligns but the complexity of the sentences presented in MCAS is really what throws the kids off. They usually can handle the Math concepts, but interpreting the question is a challenge.

Another question Mrs. St. Onge has is for Mrs. Cerwonka and asks if accommodations prior to testing, is that done actively with families and at what age are kids involved in the IEP meetings in that process?

Mrs. Cerwonka states those reviews of accommodations certainly take place with families within the IEP meetings, always with their eyes on the testing of MCAS as well. Students get involved in the IEP meetings and process at the age of 15 years old. They are the direct participant and asked what they find helpful and what tools they're using.

Mrs. St. Onge feels that families would benefit if they had a pre-thinking questionnaire/survey around the content that their child will be looking at when they take MCAS when they're attending annual IEP meetings. This should be inclusive of MCAS, and she knows kids are really smart about their own education and experience and its scary on the spot with twelve (12) professionals in the room pronouncing instructions to MCAS testing.

Mrs. Cerwonka states it's not something that's standardized as some of the other things that she has put into place, but it would be a good area to look at standardizing in terms of preparation for an IEP meeting. Families are given a handful of questions they may want to give us some feedback about. Mrs. Cerwonka will take Mrs. St. Onge suggestion to incorporate this information in IEP meetings.

### **Teaching and Learning**

- **Academic Initiatives/ Updates: MCAS Action Plan (Dr. Leslie Scollins & Mrs. Barbara Cerwonka)**

Mr. MacLellan talked with both Dr. Sullivan and Dr. Scollins earlier and from that, he knows what an historic amount of work it was, and he would like to thank Mrs. Cerwonka, Dr. Sullivan, and Dr. Scollins very much for doing that. Demonstrating a sincere concern about the impact MCAS scores and taking the time to articulate the action plan. There's a guarantee we will see improvement because of their attention to it this year. This also helped to identify some resources that helped benefit from it.

From Mr. Dial's perspective he also thanks Dr. Sullivan, Dr. Scollins and Mrs. Cerwonka, the information they presented is amazing. We were presented with an issue, and they looked at the data, figured out the steps, the action plans and identified the needs. It's not like we can say it's the test fault and just walk away. It's what can we do about this problem and find it to solve. Mr. Dial was very impressed with what was put together and presented tonight and is also grateful for their unwavering belief in our students and our staff. We've talked before that we have high standards for our students and the town has high standards for the people here and high standards for the students. Dr. Sullivan, Dr. Scollins, and Mrs. Cerwonka shared all of that for all our students, whether they're on an IEP or trying to get the terminology. Mr. Dial wants everyone to do really well, and this shows not only do we want them to do well, but we have a plan to do it and we're going to implement the plan and it's out there for folks to look at. Tremendous work by the school administration and really appreciates what they've done here.

### **Teaching and Learning**

- **Special Education Update (Mrs. Barbara Cerwonka)**

Mrs. Cerwonka would like to share her revamped webpage because it provides a plethora of information. This will be shared at the next school committee meeting that Mrs. Cerwonka will be attending in the interest of the time. Mrs. Cerwonka attended a sub-committee meeting earlier this week and we talked about hiring an additional teacher to do some co-teaching at the 8<sup>th</sup> grade level because we had a doubled class of students there. That teacher moved appropriately with that class of students into the high school for this year. We tailored what that looks like in terms of the disability areas of students and the work that is being provided to really help their learning. We saw that both 6<sup>th</sup> and 8<sup>th</sup> grades taking MCAS and saw the jump of identified students with disabilities at that grade level. What has happened is the number of initial evaluations that we had last year at the elementary level, particularly in grade 5, there is a vast number of students now in grade 6 who are on IEPs. If we compare students in 8<sup>th</sup> grade who are on IEPs and students who are in 6<sup>th</sup> grade who are on IEPs, it doubled in size for grade 6. Our grade 6 special education teacher has 26 students who are on IEPs and her caseload as opposed to the 8<sup>th</sup> grade special education teacher who has 13 students. This happened at the very end of last year when we were trying to put a lot of extra support in place to help, and now, they're compounded to looking at MCAS scores.

## **Teaching and Learning**

- **Special Education Update (Mrs. Barbara Cerwonka)**

Mrs. Cerwonka is asking the school committee at this time, instead of waiting a year from now, to hire an additional special education teacher for the middle school, to do a combination of things, to address that large number of students on IEPs who are in grade 6. Also be able to divide that up, so there can be more targeted instruction for those students, particularly for those whom we are concerned about their MCAS scores, as well as the disability areas, so they can appropriately be addressed in smaller groups and not pulling them from our other grade level special education teachers and program teachers to help the 6<sup>th</sup> grade. Mrs. Cerwonka sees this as a sustained position because it will continue to help this doubled class in the middle school, but also stay there so we can expand our programming for students who might need some more focused programming, eventually someday that focus might not be on students with specific learning disabilities, but maybe down the road, students who have a different identifying disability area, and would focus more on a teacher in that area to provide supports specific to those students.

Mrs. Cerwonka hired a couple of teachers for this year to replace teachers who have moved on to other things have come into Student Services on a significant savings to their budget with some extra room there in terms of their finances to be able to help support hiring a teacher at this time for the middle school to address this need of theirs. This will not require a hire of an additional paraprofessional or ESP for this.

Dr. Sullivan notes this will be something to put in next year's budget because we'll be able to do this. This was not on the agenda for today, it came to us from the Financial Facilities Committee.

Ms. Owen says this is more informational than financial issues, Student Services has the funding to do it, we have this coming from one of the sub-committees, and we'd rather do it now, than wait.

Mrs. St. Onge says it's a good idea if this should kick off a special education audit and allow us to push us, to look at special education staffing for Pre-K thru 12? Mrs. St. Onge is also curious about testing and like many, families are becoming more informed, and more empowered to advocate for their children, and at times that means families are requesting testing. Our MTSS process is becoming more robust, so perhaps there will be more testing! When the testing happens, Mrs. St. Onge would like to know if the special education teacher uses their time to do this, or is there a school psychologist who does that? Who is doing the testing?

Mrs. Cerwonka says testing is done in the schools' district, it is always done by a school psychologist except for the therapist. A speech and language pathologist will do their own test. The occupational therapist will do their own and the physical therapist will do their own test, but the school psychologist will do both the cognitive and the achievement testing.

## **Teaching and Learning**

- **Special Education Update (Mrs. Barbara Cerwonka)**

Mr. MacLellan notes that many of the Special Education and Student Services related issues that this school committee confronts is a challenge. He would like to see at least two (2) more special education teachers hired at the elementary grade level because of the percentage is articulating. This would take some of that pressure that we're getting from special education parents and make them feel relieved a little bit. Mr. MacLellan has concluded on this issue from the topic that we're talking about and to him this feels like a resource issue within special education services which is not the only department we're short with resources in, but that is a major one. Mr. MacLellan would like to look at what resources we might need because that's what we're doing with our Food Services department. What do we need in order to overhaul this a little bit?

Mr. Dial states seeing how some of this seems like we have ruined the budget to hire someone for this purpose, that's a need. Mr. Dial asks Mrs. Cerwonka is it worth taking a step back and seeing strategically where do we need to apply this resource, or do we know that this is an immediate learning gap versus some of the other things needed?

Dr. Scollins says this would be great, then next year we can get the additional Math teacher for grade 6. We've already reduced sections in ELA, and we've narrowed it down to a special education teacher that can help alleviate some of those larger groups and allows us to target them. If we add in the additional Math teacher to then make those sections even smaller in Math, it's a win, win!

## **Budget, Resources and Governance**

- **Capital (Ms. Susan Owen) \*\***

Mr. Kearney would like to talk about the item on the agenda regarding Capital along with Ms. Owen. Mr. Kearney has asked the town for years to do a walk through all our school buildings, we're not even doing that. He was told that they're going to build a new high school and they're not even going to tour the middle school. With that said, the slide shown is what that middle high school needs and to see \$1,700,037,000 million dollars that's not addressing what's wrong with the middle high school. Mr. Kearney would like to present to the town on what our schools need. He's also been on the school committee for four (4) years, and he's been on the Finance Committee, and he's seen us grind ourselves which makes no sense. We all took the time and spent \$250,000 thousand dollars only to find out what our schools need! Mr. Kearney asks the chair if we went to the town as a sub-committee whole, he thinks they'd have time to look at this and see.

Mr. Dial states the list of needs comes from our school principals and that is something that can be delivered through the noble process. Mr. Dial supports Mr. Kearney 100% with this committee to do this larger exercise. Right now, the town needs us to ask them and let them know an indication how much money we can ask for what we need it for so that they can pay.



**Budget, Resources and Governance**

- **Capital (Ms. Susan Owen) \*\***

There's an expediency in approving smaller lists, now the one that's been through the administration has been reviewed by Ms. Owen and represents the present needs of our schools. With the knowledge that we're going to come back with a larger variety of the apple for this list.

**FY24 1<sup>st</sup> DRAFT Capital List**

The school committee requested Ms. Owen to prioritize this list as indicated:

|  |                  |
|--|------------------|
| Bus Lease (2024-2027) (District) 8 diesel                                    | \$151,331        |
| Reconfigure Osgood vestibule   | \$200,000        |
| Bus parking lot  | \$200,000        |
| Replacement of aging Chromebooks (540 – 3 yr. lease \$143,100)               | \$ 52,000        |
| Replace Smart projectors in all rooms (CMS)                                  | \$155,161        |
| Replace iPads at DHS and JOS to include (253 iPads/cases, charging station)  | \$ 93,960        |
| Continue retiling all classrooms DHS all spaces with old tiles/carpet        | \$200,000        |
| Continue to replace furniture-teachers/students DH *adding new grade 3 class | \$ 35,000        |
| Asphalt road from Pond St needs to be resurfaced (CMHS)                      | \$ 80,000        |
| New Scoreboards for Alumni Field   | \$ 95,000        |
| Asphalt road & sidewalk between DHS and JOS needs resurfacing DHS            | \$120,000        |
| Extend sidewalk to Pond Street (CMHS)  | \$ 50,000        |
| New minibus (Athletics)  | \$100,000        |
| Generator for Osgood   | <u>\$200,000</u> |
| Grand Total  | \$ 1,732,452     |

Mr. Carr would like a holistic approach to the town about the paving. We should just pave our own roads and have the town pave their own. We should have a real conversation before we get too far down the road on this.

Mr. Carr engaged with the town's Conservation Department and asked what hurdles do they have, and things like that, for the parking lot? We looked at the setback for lighting and Mr. Carr went through the area with several members from the town's Conservation and he said we're thinking about this area. From a Conservationist perspective there's no issues of putting a parking lot there.

**Motion made by Mr. Carr to approve the list of priorities as presented at the meeting with one (1) caveat of exploration on the leasing of the minibus, seconded by Mrs. St. Onge.**

**All – Aye with one (1) abstention**

## **Budget, Resources and Governance**

- **Capital (Ms. Susan Owen) \*\***

Mr. Carr would like to suggest to members of the school committee to talk at some point. before we get into a real discussion about budget, and our strategy approach to the budget with the things that we need. We could do much better if we have some more consensus on “must have now,” “future plans,” and future technology replacements. These are just a couple of examples of things we need such as \$93,960.00 for 253 iPads! If we have thoughts to some of these on a cycle, it’s just going to become a compromise. The budget process is always a compromise, we should just have some thoughts on what our approach might be.

Mr. Dial likes Mr. Carr’s idea and asks, is this something for a sub-committee meeting?

Mr. Carr reiterates it could be something for the sub-committee, but we should meet formally as a whole, so everybody is on the same target. Mr. Carr plans to attend a town meeting with a robust appearance as a member on the school committee. Also, Mr. Carr asks if the school committee should post that we’re having a meeting with the town? If we’re on the floor which involves any of our items that requires us to take a vote, should we post this? Mr. Carr recalls other groups posting meetings.

Dr. Sullivan notes that we should defer that to make sure that we can do that, but he’ll ask to see if we can post a public meeting with the town.

Mr. Kearney would like to post a public meeting with the town, there’s something in it for everybody. An example would be we’re going to build a new school and folks from the town need to come and buy into it. We have to tell the taxpayers that don’t have kids in our schools of why this is important. We need to tell folks we’re coming off a pandemic and we need these resources to get our town to put this all-in place. As a sub-committee, we’ll be working together to get these resources. This might open to other things that we have not asked for in the past and there necessary. We need a reading specialist, we need a math specialist, and the school administration did a really good job with that. For years Mr. Kearney has been asking us to do this and we haven’t. Our teachers are excellent, and they need the support from the town. If we don’t ask, the town won’t give anything to us. Mr. Kearney looks forward to the next meeting to talk about our budget.

Chairman Dial would like to have an off-line conversation to Mr. Carr’s suggestion along with Superintendent Patrick Sullivan and figure out the best way for this because Mr. Carr is a wealth of resource experience on how to best navigate some of these things. We should definitely take advantage of that.

Mr. Carr asks if Dr. Sullivan could place this information that the school committee will be posting a meeting with the town in his next newsletter to the school community because we do have some budget items on this. This might encourage the school community to come to a town meeting.

## **Budget, Resources and Governance**

- **Transportation**  
No updates
- **Food Services**  
Chairman Dial notes given the time of the hour, he would like Mr. Kearney and Mr. MacLellan to talk about Food Services up front on the agenda at our next school committee meeting.
- **Report from School Facilities Committee**

## **Community Relations / Communication**

- **Reports from School Committee Sub-Committees and Liaisons**

Mrs. St. Onge comments we met as a policy sub-committee and Chairman Dial was shocked by the number of policies. We are now going to narrow our focus and meet again on December 13<sup>th</sup>, 2022. We're going to align with masks and make sure that we are up to date in our policy binder.

## **School Committee Governance**

- Topics Not Reasonably Anticipated by the Chair - None
- Approval of Minutes\*\*

We have minutes to approve, thank you Mr. Carr. Ted Carr would like to thank Lydia St. Onge for the wonderful job, we are now caught up with the minutes from previous six (6) school committee meetings. Mr. Carr would like to especially thank our consultant, Kathy Bock who helps us with these notes, she's superb and they are inclusive with a lot of things. These six (6) sets of minutes are long, but Mr. Carr says there's important discussions we had in these minutes from prior meetings.

**Motion made by Mr. Carr to approve six (6) sets of minutes of meetings of the Cohasset School Committee as presented at the 12.7.22 school committee meeting. Minutes approved from prior school committee meetings are for 06.22.22; 08.10.22; 09.07.22; 09.21.22; 11.2.22; 11.16.22; seconded by Mr. Kearney.**

**All-Aye**

This Motion carries with four (4) votes with one (1) abstention. Chairman Dial notes that the Cohasset School Committee Meeting minutes are all now caught up.

- **Future Agenda Items**

Mr. Kearney would like to talk more about the overall capital requests for our buildings.

Discuss the CYBSA girl's co-op softball league, because it's just not fair for the town of Hull because they're paying for a coach, and they don't have one, and Mr. Kearney says it's just not fair. Talk more about the fitness center on leasing it.

- **Future Agenda Items**

Dr. Sullivan would like to defer this discussion on the CYBSA girl's co-op with *Steve Rontandi*, the school's Athletic Director, there may be some rules and legal issues surrounding athletic teams with other districts. The fitness center is more of a facilities sub-committee.

Mr. Carr would like more discussions around the schools' budget process, we have big things to sell, like the report that was shown and other things.

We should have an item about what our strategy has done.

At some point talk about our legal strategy, security, and executive session.

Suggests 1<sup>st</sup> session on Communication Strategy to be the beginning of the New Year.

Mrs. St. Onge would like to have discussions on the new reading curriculum for grade K-5 and what would best be fit to be in there like an opportunity for coming close to the mid-year, like a check-in on curriculum and roll out what that looks like ahead. We've talked a lot about Foundations, like Heggerty and how does the readers workshop fit into that? How are we seeing that roll out, and how effective is it? Maybe it makes sense after hearing about the benchmarks!

Mrs. St. Onge would like to get updates on reading programs, and ELA literacy.

**Motion made by Mr. Carr to adjourn the December 7, 2022, Cohasset school committee meeting at 9:30 p.m., seconded by Mrs. St. Onge.**

**All-Aye**

**\*\*Requires Committee Vote / Action**

<sup>1</sup> 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.