



**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, November 2, 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

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Facebook Cohasset Live Streaming

**In Attendance:**

Ted Carr, Secretary

Lance Dial, Chairman

Paul Kearney

Craig MacLellan, Vice Chair

Lydia St. Onge

**Also In Attendance:**

Leslie Scollins, Assistant Superintendent

Patrick Sullivan, Superintendent

**AGENDA**

**Call to Order, Roll Call, Pledge of Allegiance, Opening Remarks**

Chairman Dial called to order and welcomes everyone, one and all, to the November 2, 2022 regular meeting of the Cohasset School Committee at 6:00 PM. All members that are present, please indicate so in roll call. **ROLL CALL: Ted Carr-Present; Paul Kearney-Present; Lydia St. Onge-Present; Craig MacLellan-Present; Chairman Lance Dial-Present.**

**Opening Remarks**

Chairman Dial notes we have a lot of content on our agenda today, with a lot of good academic discussions, so we're going to try to be disciplined through the time that we have as we move forward. Before Mr. Dial proceeds to public comment, we recognize that we received quite a lot of feedback on the turf situation on the alumni field. Chairman Dial states we want everyone to know that we have heard comments and concerns from folks, this was not a process that was not thoughtful in consideration for all our students. At the end of the day, the path we took was the path that we determined would impact the least amount of our student athletes.

### **Opening Remarks**

We are concerned that if we did not act upon this open window, we would then have to be forced into a situation where we'd be disrupting almost an entire sport season for that. There's never a good answer when people have to make sacrifices and we're sorry for those who do, but at the same time we think that this is the least impact to all our Cohasset student athletes. We do appreciate all the feedback, and that feedback is helpful keeping us honest in what we're doing. Mr. Dial encourages with what he stated prior regarding today's packed agenda, so if folks have comments about the new turf, please feel free to make them, but the decisions have been made, and we did the best we could with the facts at hand.

### **Public Comment** - None

### **Invited Guest**

Superintendent Patrick Sullivan is very excited to have several invited guests here to speak today. The first group coming up are some of our amazing 5<sup>th</sup> grade teachers who have created an "Identity Unit," which has become not only a major part of the 5<sup>th</sup> grade experience but tying very closely into our whole experience that we're trying to foster across public schools around culturally responsive teaching, around social emotional learning, and around acceptance and understanding.

### **Grade 5 Identity Unit (Ms. Karin Johnston, Ms. Kelley Schneider, & Ms. Julie Levine)**

Principal Sullivan introduces three fabulous members from her 5<sup>th</sup> grade team who are representing the entire 5<sup>th</sup> grade level who all implement this "Identity Unit" as part of the kickoff to the 5<sup>th</sup> grade community. This is Principal Sullivan's 5<sup>th</sup> year at the Deer Hill School, and it's been a pleasure watching this grow. This was something that they had already established when Principal Sullivan began at the Deer Hill School, it is a responsive curriculum to the needs of students evolving around these times which also is carefully tied to standards and DESE guidelines.

Ms. Julie Levine introduces the "Identity Unit" from the 5<sup>th</sup> grade level and their academic standards which are reading, writing, social studies, speaking and listening. These are heavy on the perspective of taking and giving understanding the feelings of others, with an understanding of the feelings from both characters. Throughout history, people who have had other experiences in their lives were expected to understand these things and it's hard when you're a pre-teen and don't really have a lot of understanding and experiences outside of their Cohasset family. At the beginning of the school year, we want our students to have good classmates, good teammates and be able to effectively communicate with others and build that classroom community in a place that's accepting, loving, and warm so that our students really understand and connect with their teachers and peers.

"You never really understand a person until you consider things from his point of view...until you climb into his skin and walk around in it."

-*Atticus Finch*

(To Kill a Mockingbird by Harper Lee)

## **Invited Guest**

### **Grade 5 Identity Unit (Ms. Karin Johnston, Ms. Kelley Schneider, & Ms. Julie Levine)**

Cohasset is a little, teeny, tiny place, and we need our students to start expanding their world to their classroom world, their school world, their bigger communities. As educators, we decided to start helping our students make sense of who they are as humans and really start to build those relationships, connections with their peers, because their starting to figure out who they are and working on their own positive identity, building that healthy self-esteem, pride for who they are, and building that confidence in themselves. At the beginning of each school year, we can see what makes each student who they are by reading some books and just talking about things as we go through. This is how they recognize other people and recognize how they interact with other people and start to have that foundation to apply it to other skills. It helps students to connect with other people through commonalities. This helps students recognize the many different factors that shape who they are and to recognize and celebrate individual differences within the classroom that connects them with their peers and teachers than previously before.

Ms. Karin Johnston says the past couple of years they've been thinking about the different kinds of literature and spending time recognizing the idea and things that they want as teachers in their classrooms. We want books as windows and mirrors for our students to look into somebody else's life and experiences and say to themselves, "hey, I didn't know this, or this isn't familiar to me." We want our students to see themselves a little bit more and recognize the differences in different people, not just in the classrooms, but in our community, and have rich discussions around those. Ms. Johnston has been instructing the "Identity Unit" every year for the past couple of years, and students continue to surprise her with their insights. The books they've chosen over the years with some added are appropriate for elementary level age students and they're all read with a discussion piece with a lot of sharing out. Students do special projects in ways for them to show who they are, and it can be anything from drawing self-portraits of themselves, or place different pieces of themselves into a locker. We have a writing piece that we do with the students about the origin of their name. Ms. Johnston changed it up this year using their last name as opposed to their first name which was interesting because that was part of the discussion they had at home on where their last name came from. Another creative writing activity we do with our students is "*Around from Home*," that has a structured format already set up for them. This helps them reflect on all different parts of who they are, their lives and weaves in traditions that are important to them.

The identity unit curriculum is something that Ms. Kelley Schneider, Ms. Johnston, and Ms. Levine thought of, and it became something much bigger and is part of the entire 5<sup>th</sup> grade team, so that all 5<sup>th</sup> grade students get to experience this. We've had 4 groups of students who've had this experience and read all the literature and know how these discussions are. Some former students reached out and wanted to share some of their experiences and most memorable pieces they learned and carried forward into their lives now.

"Identity - What's Your Story" video is presented from past, & present 5<sup>th</sup> grade students as well as family members with special appearances from: Elizabeth S., Allison S., Jack C., Quinn K., Samantha W., Scarlett D., Aidan D., & Nicole Zalkin.

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### **Grade 5 Identity Unit (Ms. Karin Johnston, Ms. Kelley Schneider, & Ms. Julie Levine)**

Dr. Sullivan notes that the identity unit ties in with our culturally responsive teaching so that every student should see themselves as part of the classroom community. We do a lot to make sure they connect, and this is such a great way to do that through identity lockers and through the whole classroom, it brings a warm feeling of acceptance and understanding and just people learning about other people in many, many ways, it's such a wonderful connection in that way. This is quite a positive impact on students and their families. Thank you for bringing this to the Cohasset Schools.

Mr. Carr comments this is wonderful and a great exercise and reminds us how lucky we are to have this here in our district.

Mrs. St. Onge loves how the teachers are changing and evolving in the identity units, changing, and evolving is so important for kids to see, especially in the upper elementary grade level going into middle school and seeing the same as others see the different things that change and it's okay! and we're going to go in this direction this year. This is an important fixed lived experience to go through. Mrs. St. Onge absolutely loves the collection of books that the teachers have all curated. Thank you all for continuing to do this.

Mr. MacLellan asks Principal Sullivan how long is this exercise, is it all year long? Mr. MacLellan also wants to make it clear there's a distinction between certain lessons in this unit. This unit is about identity and people need to understand that what we're certainly trying to do is communicate to the students what someone is, or isn't, this really isn't up for a debate. They can have their own opinion about that, also we're trying to teach them tolerance, acceptance and understanding. This is distinguishable from lessons that might expose kids to different concepts for the first time. Mr. MacLellan thinks it's important that in the district we are equipping our students with materials that they need, or the resources they need, in order to be exposed to all those topics like feminism, but more to arm their perspective and allow them to form their own opinions about things so that they're well informed. This is what our strategic plan is and, in that sense, understanding a family being guarded about that who don't believe in feminism and parents asking why is this being pushed on our kids as if that's the right way to be? Then parents say they're not doing this is. From Mr. MacLellan's understanding having participated in a strategic plan and on the school committee for the last 4 years, we're trying to expose them to these concepts, so they'll be able to formulate their own perspectives in a more informed manner as opposed to someone who is saying that they are a feminist, for whatever reason. Having a constructive solution by combining two different opinions. Mr. MacLellan wants to make it clear he doesn't want the district to ever think we're imposing any concepts on the kids. This identity unit is empowering students to be a little bit more self-conscious about their own identity, but also allowing them to learn about others. For those who are at home listening to this, Mr. MacLellan doesn't want the district to ever think we're overstepping boundaries.

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Principal Sullivan says different teachers sometimes sample different aspects of it and in some ways its ongoing throughout the year. It launches and then becomes this thread that really travels throughout the year.

Ashley Colleary from 209 Sawyer Street chimes in via Zoom to thank the fabulous 5<sup>th</sup> grade teachers at the Deer Hill School so much for their leadership and the district leadership for enabling our students to participate in an important learning opportunity like this. Mrs. Colleary is a mother of a 5<sup>th</sup> grader who is having a great time creating her identity map and is very excited to see Ms. Schneider on the screen today! Also, many thanks to the students and grown-ups who shared their impact of this unit in the wonderful video. We're very fortunate to be members of the Cohasset Public Schools community.

Mr. Dial really enjoyed seeing from the kids because at the end of the day there's some abstract comments, but concepts seeing how the impact is on the children and the students is really impressive! Mr. Dial received some feedback when this identity unit was first announced with some parents who didn't quite understand what was going on. The way Mr. Dial digested this is that this is a way for us to teach our kids early on from a perspective of understanding who they are and understanding how that fits in. Reading a story and trying to fit into the shoes of other people and trying to understand their history, it's a great valuable and powerful tool. However, some people are concerned on how does this work with their certain values. How do you make sure that teachers are not pushing one or maybe people who feel one way or have certain values feel insecure, or not participate in all of it. How do you keep this inclusive while teaching this and not presupposing that there's a right and a wrong while everybody is together. What tools do teachers use to make sure that everyone feels like they can share and be part of this? Also, Mr. Dial had a conversation with Ms. Henry, and she did a great job explaining exactly what we heard here today, so that's a consistent message across the 5<sup>th</sup> grade.

Ms. Johnston says that every year there's a discussion around "what if this," or "what if that," and just that idea of recognizing that there's a story about this kid and his family. The information is not about one family but also the idea that they may not know a family like that or may know a family like that, but recognizing that everybody's feelings about whatever counts, some people have stronger feelings than they do for certain topics than others. Everybody's feelings and opinions on things matter and we feel that 5<sup>th</sup> graders are where they're starting to understand that this stays in the bubble thought and they can have this in their bubble thought, it's okay to have that thought. Sharing out is certainly an experience where kids are asking pointed questions and some feel like that's not for them or for a teacher to answer. We chose those books purposely so that we can use those stories to help us guide through that.

Ms. Julie Levine says the 5<sup>th</sup> grade team have done a beautiful job over the years because every year we had an average of two families that ask to come in and have a deeper conversation about this and the teachers are always receptive to that, and it always has a very positive outcome. Teachers recognize this too at that point in any conversation whether their talking about a historical context or a fictional literature where they can say that's a great question and that would

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be a great question to bring up at their dinner table at home. Teachers are good at deflecting when it kind of falls into that line of making sure that this isn't the proper platform for that conversation, doing it this way acknowledges the question, a valuable question.

### **Invited Guest**

#### **Model United Nations Trip 2023\*\* (Mr. Michael Welch & Mr. Chris Luvisi)**

Mr. Welch and Mr. Luvisi are here today for approval to bring students to the National High Model United Nations building in New York City in March 2023. This year, the UN trip is Wednesday, March 10<sup>th</sup>, 2023–March 13, 2023. This is a conference that both Mr. Welch and Mr. Luvisi have attended several times and they found it's a great opportunity for students to go there.

Mr. Carr's son went last year and had a great time. Mr. Carr found this to be a well-organized trip and the kid's behaved, and they learned a lot from this trip. His son is now involved in making models in his first year in college with the great experience he received from this program. This is a wonderful program, it's about the tools that we need to put in the toolbox around weather patterns we now have around here.

Mr. Kearney's twin daughters are participating, and both are psyched to go!

Mrs. St. Onge supports any trip that takes students away to broaden their horizons and be independent and be problem solvers and wishes them a great time and thanks them both for doing this!

Mr. MacLellan has had the benefit of watching both Mr. Welch and Mr. Luvisi teach in their classrooms and thanks them both. In addition to moderation among the United Nations Club and we're looking at a former, Secretary General of the Boston Public High Schools. Mr. MacLellan benefited from this program and went on several of these trips and they're extremely valuable from an educational perspective. As always, Mr. MacLellan is concerned with security and keeping genders apart for these overnight trips. Mr. Welch reiterates the conference itself provides security within the hallways. At present time we have 3 chaperones, Mr. & Mrs. Welch, & Mr. Luvisi. Mr. MacLellan will feel more comfortable if they have another female chaperone there and would like to see this happen!

Mr. Dial also echoes to Mr. MacLellan's suggestion, he too would like to see another female chaperone accompany this trip for gender supervision and ability to separate properly with their needs. Mr. Dial asks what is the cost and who finances this trip? How many students will be going?

Mr. Welch states they don't have a set cost yet because the hotel rooms haven't been arranged for the set up for this conference. Mr. Welch knows there's a fee for a roundtrip bus in addition for the 3 nights hotel stay. They won't know any price until the program coordinator calculates all the taxes, but at this point they need a deposit. In past years it's been estimated somewhere around \$600-\$700 hundred dollars. With the fuel increases and hotel arrangements for this trip is still in

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process. This year the conference guarantees us slots for as many as we want. We sign up in the Spring, as of now they have 41 students signed up. We had students write a composition report to see if they were really interested in going and their work on evolving with changes showed interest in going. Both Mr. Welch and Mr. Luvisi will take Mr. MacLellan and Mr. Dial's chaperone concerns and will make sure that happens through the school administration.

**Motion by Mr. MacLellan to approve the United Nations school trip in New York City as presented to us at the November 2, 2022, meeting of the Cohasset school committee, seconded by Mr. Carr.**

All-Aye

### **Invited Guest**

#### **Electric School Bus\*\* (Tanya Bodell, Chair of Alternative Energy Committee)**

The AEC is coming to fruition just under a year with Cohasset Public Schools. Today AEC will present what they know and what they have and be happy to answer any questions that anybody may have on the next steps. The objective for AEC is to provide a recommendation to the school committee on the proposed Electric School Bus Demonstration Project and request a vote to proceed. Ms. Tanya Bodell is joined by two (2) other members of the AEC, Debbie Cook and *Steve Powell* with Ms. L, former secretary present, and her amazing minutes! Debbie Cook is relatively new and a proud member with the AEC with a couple of years presenting these exciting things. *Steve Powell* is an all-time member of the AEC and proud of what the school committee has been able to do with all the great things the AEC can do for Cohasset. There are several other members on the AEC committee, so this meeting does not create a quorum.

Ms. Bodell addresses they've been in discussions with Enel X who had already received grant money, they realized this when they needed to take it out to a competitive procurement and did that this past summer. The AEC looked at the different offers and there were two (2) submissions, one (1) from a bus company and one (1) from Enel X. By far, Enel X offer was more superior on all four walls and came in where they expected it to come into their goals.

The AEC's last presentation to the school committee was trying to match the price of a leased diesel bus to the same lease bus price and threw in a lot of other goods that make it less costly than leasing a diesel bus which is preferred to schools specifically, especially with fuel inflation and schools go out to release the buses. This is a competitive option that give AEC information about electric school buses. At some point they're going to be mandated by the state, 100% says Ms. Bodell. She's certain about this because the state is going towards a net zero goal by 2040 and electric school buses are going to be part of that. This is a great opportunity for the town of Cohasset to come in early, run it, and take the information. Of course, it's up to the school

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committees in the schools logistically and making sure this works. Ms. Bodell says the AEC has done as much as they can do and there are additional details to work out that is part of their hand out too!

Tanya Bodell presents a snapshot overview of what the AEC has been doing since October 2021 with the school committee of Cohasset Public Schools. In June 2022 the AEC put out a procurement request for a proposal and they evaluated those this past summer into the early fall and by October AEC had the recommendation and that is why they are here today. The AEC reviewed and recommended to announce this, but unfortunately Ms. Bodell doesn't have any authority to do anything, they can pull together the opportunities, but they can just recommend. The AEC recommended a unanimously motion and recommend to the schools of the town of Cohasset to proceed with this opportunity. This is AEC's recommendation, and they took this to the Capital Budget Committee, and they did not feel comfortable voting until the school committee voted. They gave a straw poll opinion, and three (3) members were in favor of this. The AEC had a meeting last night and presented to the select board and again they said, "this is for the schools to decide," so they're hoping they will so they can move forward and bring this back to the school committee for approval. This was stated to Ms. Bodell that this is a school committee and a school decision.

The AEC touched base last time with the EPA under the infrastructure bill that has \$5 billion electric dollars to help support electric school buses and \$500 million was just awarded at the end of October. It's important for the AEC to move quickly on this to get in front of that line. It's also clear from this perspective from the way this first \$500 million rolled out, the town of Cohasset was last on their list, we're a type of town that is not impoverished, we don't own our buses, they're not over 10 years old, those are their criteria's, so we don't receive those grants, only the communities that need that money receive those grants. Ms. Bodell states what AEC has done was pull together a demonstration project that will give us some of that grant money just being innovative like the town of Cohasset is and it's how this town will be able to proceed and that's what their committee has been focused on. On behalf of Enel X, Ms. Bodell says they manage 1,500 electric buses. They've acquired MassCec which is a Boston based demand response company and part of their game is to see if the buses can participate in the wholesale market, and they're motivated to do this as a demonstration project, that is why Ms. Bodell and other members from AEC are here giving the school committee such a great deal.

From Ms. Bodell's understanding the cost of a diesel bus is around \$125,000 to \$150,000 thousand dollars, and the cost of an electric bus is 2-3 times that. Even with grants this would bring the lease cost down to the level of the current lease costs that the schools have. They've thrown in all maintenance over the terms of leasing and all fuel, meaning the electricity. Plus, they worked with National Grid to be able to get the charging facility and have that installed at no cost. At the end of the day, this is a better out-of-pocket deal than the diesel bus.



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### **Electric School Bus\*\* (Tanya Bodell, Chair of Alternative Energy Committee)**

The AEC focuses on two greens, one is green for the money, but also green for the environment and that's very important for a lot of people in this town. Obviously, the parking is still an issue for this one bus. They received a spot the town was offering, but they feel like everything is surmountable, the schools are the ones who have to deal with the logistics.

Mr. Carr disagrees with the chair which always gets him in trouble on a regular basis. The school committee doesn't run projects in this town. This school committee has done multiple work for the town. Mr. Carr gives a couple of examples: There are chargers around town that the public can use and are free to the consumer that might charge a day cost for charging and pray for some time this helps the town to implement solar roofs of the transfer station which we can save about \$300,000 of kilowatts in 5 years. The school committee will come in favor of things like this that are good for the environment that are not a huge cost increase but having this data at the end of this study would be very helpful to the town to understand what this means for the town. This is the future and this what our school buses will look like, it feels like a leap of faith, this is the type of thing that is worthwhile to do and if the school committee is going to decide on this, Mr. Carr would like to have as much information as we can and thank you to the AEC for giving us a lot to think about.

Mr. Kearney is also moving along with this, it's something that hopefully we'll use in the future. He's just concerned because he has an electric truck and experiences problems with getting it to move up his driveway in the winter. Can we lease it for 3 years to see how this goes? All our questions will be answered after we test this as quickly as possible. We need to tell the town they need to help us because we're renting a spot that isn't a great spot for our buses. It's not a great spot for our school bus drivers, it's not a great spot for anyone! This would be good for the community if we say, "we looked at the pros and cons to getting the school buses there," however in the long run, do we really want to see how 5 years from now that this demonstration project can place and store our school buses. Why not solve this with the whole environment in this community. We're blessed to live in the town of Cohasset and why wouldn't we want to be the first ones to start this?

Ms. Bodell says the manufacturers are aware of the different weather conditions and the need to make sure that in the snow and ice, the school buses can perform.

Superintendent Patrick Sullivan is concerned with the range of the school bus, in terms of being used for a field trip or being used for athletic events. The thought of that field trip returning with no charging station and not having a charge could be a practical issue. The electric school bus would only be used locally around town and not be used for field trips.

Ms. Bodell says the range is going to vary under temperature changes. The AEC wants to move forward with the demonstration project this will give us a range to compare if it's a short highway trip versus local around the town. This is the type of information they can pull in because even if

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the school gets an MPH equivalent for the school bus, its going to change based on conditions.

To Mr. Kearney's question the lease won't start until its delivered and the options we ask them to price out which they did a 7-year lease and a 5-year lease and to Ms. Bodell's understanding the current leases are a 3-year lease with two (2), one-year renewals.

Sue Owen says Ray our lead school bus driver would like to try one out and see if it's something we could use, and he wants to know how much training hours does it entail with parking for our school buses is still an issue. They met as a sub-committee, and have 8 school buses now, we own one that's aging. The plus one (1) would be the electric bus but we also thought of adding another bus route because right now, we have one because of the school bus driver's choice. When there's a driver out, we go and double up a route that leaves students on the bus too long.

Mrs. St. Onge says this is an important time to be proactive to take this step. If we don't, we'll be looking back in a few years and say, "we really missed out," like the post office missing an email. We should take advantage of it and kind of take a little leap of faith because electric vehicles are out there, they're in our community and she knows this is a bigger vehicle carrying our children. This is the step at this moment when there's funding, when we still have a fleet to transfer our past batons, and both are coexisting. This just seems to make a lot of sense to do this at this moment and gather the information so we can move forward. Just to understand this process, if we as a school committee vote tonight to approve moving forward with this and Sue Owen, Ray, and Dr. Sullivan can talk about the logistics and are figuring out this whole package on the bus and it turns out at that point it's not going to work will we be able to back out of it?

Mr. MacLellan says all his questions have been raised already and he agrees with Ms. Bodell's sentiments that she expressed in the demonstration project. This was a perfect way to get those resources and see if they work for us. He also agrees with Mrs. St. Onge that this isn't an overly novel concept, if electric vehicles are out there, these issues would obviously be overly sensitive to see especially transporting children, with the instances of these would be spontaneous combustion of these batteries are very rare and comparative to the vehicles out there, it's never a lesson we want to ever voice. Mr. MacLellan would like to thank Ms. Bodell and the AEC committee on behalf of the school committee here in Cohasset, Massachusetts. For the record, to the town, to the community it's objectively ridiculous! If we're paying money to someone who's a landowner on their private property to park our school buses on, and if folks out there are listening don't know that we are!

Chairman Dial appreciates what the AEC put together and he harbors a few concerns, that he wants the school administration logistics and Mr. Dial will just put it in this way. If this were Boston where we had a fleet of a thousand buses and we're talking about leasing a bus where the loss of a bus if something were to happen if it doesn't work, we would not have a significant impact on our kids getting to school. This would be an absolute no brainer, but we're talking about replacing a bus that is an unknown quantity to us and not an additional loss because it's a place for our existing fleet of school buses then it's cost central. If we were adding a bus, then it's

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an additional \$300,000 thousand dollars. Mr. Dial wants to make sure that the school committee thought about the robustness of our transportation network and we're able to deal with both the parking situation, and any other conflicts.

Mr. Dial addresses question to Dr. Sullivan and/or Sue Owen on what have been the reactions on the school administrative side of some of those logistical issues with respect specifically to our robustness of our transportation network?

Dr. Sullivan states our vision as a district is to empower students to improve communities and modeling that so that itself is special and very relevant to what we're doing. The question for Dr. Sullivan comes down to are we situated currently to be able to utilize this very important bus in our fleet as we're not part of the logistical issue because we don't have any place to put our buses right now. We've upheld a spot in town that certainly wouldn't be a place where we walk to because its temporary put in a charging station. That would mean we would have a scenario where we have our diesel buses at one spot at least until we have a solution for our school bus parking. The electric bus would be totally in a different spot which would bring some unique challenges. One is in terms of routing having a permanent facility that's connected to a charging station particularly during the winter weather. That facility is connected to all the other buses where our school bus drivers use to have one school bus driver separated from that group to go wherever the electric school bus was parked which could be in the short term at the Recreation Center. We also have the issue of plowing. We often have scenarios where we're down to the hour to make sure our parking lots are plowed so we can get our buses on the road. This would be a bus we're going to have in our regular routes and cycles and that's a concern to Dr. Sullivan.

We're not a unit that has a lot of flexibility when it comes to the dependability of our transportation, these are the only hesitations that Dr. Sullivan has. Working with Sue Owen to make sure the operations of the school's flow. This represents exactly what we want, it's just, is Cohasset ready for this bus in our schools, given those unknowns, and that's the question we have to solve. If the town really wants to be innovated with this, then Dr. Sullivan wants to partner with them so they can help us out.

Ms. Bodell says at some point this is handed off to operations and thinks that's what this vote is about today. The AEC is here to assist and participate, but they were hoping that the schools would take the lead with this and working with whatever the process is to define what brand of bus, the style of bus and details of the bus to get that information about what happens if that bus goes down, where does this bus go to get fixed, what's the range on this bus, the costs of the larger rate. These are the options on those details of the Alternative Energy Committee. We're encouraging communities to move forward with this, it's a unique opportunity and it's going to be very hard for the town of Cohasset to get a grant for an electric school bus going forward unless it's a demonstration project.

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### **Electric School Bus\*\* (Tanya Bodell, Chair of Alternative Energy Committee)**

Mrs. St. Onge says this allows us to do our due diligence with our experts and administration that says this makes the most sense. Let's say we care about the environment, let us take a step towards this!

From what Mr. Dial has gathered is as time goes on, costs are going to go down. What advantage do we get for doing vote now on this versus waiting for all the other districts to get electric school buses and we can see how their experiences are. Given the *Latin word* on the robustness of our school bus fleet, we have logistical problems, what are we buying into with acting upon now as opposed to waiting for other school districts to take these electric school buses on?

**Motion made by Mr. MacLellan to approve and proceed to have the schools engage in negotiations with Enel X to finalize the details of the demonstration project, seconded by Mr. Carr. Roll Call Vote: Ted Carr-Aye; Paul Kearney-Aye; Lydia St. Onge-Aye; Craig MacLellan-Aye; Chairman Lance Dial-Aye.**

## **School Updates**

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

We've had a robust couple of weeks in terms of activities that were awesome events. We had our High Five Friday with our police and fire emergency responders at every building and the kids loved it. Every school grade level was involved with High Five Friday even the high school kids liked it. The Osgood - Deer Hill Funrun is run by our PSO and the PSO's have been on fire these last couple of weeks with so many great things for our school community. Dr. Sullivan put a video of the Funrun on his newsletter so if folks click on the video, you can hear Ms. Steele say, "it's okay, a slow jog is fine," this was just a great community event. Everyone was loving it, it was really a nice day! Speaking of nice events, the Cohasset Education Foundation had their Fall Festival at Paragon Boardwalk with "Thirsty Boots," a local band playing there. They raised about \$30k for the CDF and they could not be more thankful for that. We had Spirit Week at the high school leading up to our Homecoming which was wonderful. We celebrated USA Day, Peace, Math Day, and we had a great Pep Rally! There were musical chairs that we still do old school at our Homecoming dance that night. We do a nice thing here in Cohasset by honoring seven (7) students who represent Cohasset's core values and, in this case, helping find their compass and we had some wonderful students who were recognized and many, many seniors attended this event. Our varsity football team won against Bridgewater and all our sports teams have done wonderfully with four (4) teams heading into the playoffs. Our soccer team tied Rockland and won the league and they're a high seed in the tournament as our girls, but they're the number one seed in the tournament. Our division 4 cross country had a wonderful year, many of them are moving on to state competitions. Our PSO put on a wonderful event, "Trunk or Treat," a great community involvement.

## **School Updates**

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

Dr. Sullivan is happy to follow up on our 1<sup>st</sup> RADKIDS class that took place last evening at the middle and high school learning commons, with 13 students who participated in this from grades 3-5 and looking forward to doing more with the older students as well. Today our Boys and Girls Cross Country Team both finished #3 League Meet. Ana Casieri was placed 3<sup>rd</sup> overall for the girls and Mike Giglio won the boy's race. Congratulations to them, to the coaches and to the whole sports program.

## **Teaching and Learning**

- **Academic Initiatives/Updates (Dr. Leslie Scollins)**
  - **MCAS Review and Presentation**

Dr. Leslie Scollins addresses the school committee that the MCAS results came in and letters went home. MCAS is an important assessment, it's one that we take every year. It's not the only piece of data we have on our students, but certainly it's one that we use, to look at how we're doing at teaching the standards and where there are opportunities for us to improve on what we're doing for our students. We have iReady assessments, and other assessments that teachers use, there's all different ways that we look at students. This year the state gave us some information when they rolled out the results from MCAS, obviously, we had a couple of years with COVID. This year was our first full MCAS for grades 3-8 since 2019 and grade 10 students in 2020 have not taken an MCAS test since 2019 when they were in grade 7. We didn't have an MCAS test in 2020 because of the pandemic, we had half a test. For grades 3-8 they only did the one day of testing for content. However, grade 10 did have a full day administered but they could opt out of science as optional. This year we had a full administered test for all and information on that was given to us by the state. The 2022 MCAS showed mixed results compared with 2021 scores. Across the state, Math scores increased, English Language Arts (ELA) scores declined, and Science scores increased slightly. When we compare these results to pre-pandemic levels, we have ways to go across all subject areas to fully recover learning losses that occurred. In ELA, there are two focus areas for improvement, impact of lower writing scores, and early literacy challenges. Student absenteeism remains a challenge across the board for recovery efforts. We couldn't do anything with student growth last year, they are now looking at the Student Growth Percentile (SGP) calculations and they're not using 2021 data. Student growth is when the state looks at a group of students and they look at the scores they got and then they look at that the next year and who falls above it and who falls below the cohort, we've established a cohort of like scoring students, they're not comparing those like scores for students across the state, so it measures apples to apples opposed to correct measures. When we're looking at student growth percentile and we look at the numbers where it states low growth, high growth, we can see the growth percentile; examples SGP of 1-19 = Very low growth; SGP of 20-39 = Low growth; SGP of 40-59 = Typical growth; SGP of 60-79 = High growth; SGP of 80-89 = Very high growth.

**Teaching and Learning**

- **Academic Initiatives/Updates (Dr. Leslie Scollins)**

**MCAS Review and Presentation**

We're above the state for all of it because we have solid growth here.

M/E = Meeting Expectations.

**2022 Cohasset Public Schools MCAS Data Elementary:**

	%M/E ELA			%M/E MATH			%M/E SCIENCE	
Grade	CPS	STATE	*SGP	CPS	STATE	*SGP	CPS	STATE
3	65	44	N/A	59	41	N/A		
4	65	38	56	75	42	69		
5	46	41	44	50	36	56	55	43

**2022 Cohasset Public Schools MCAS Data Secondary:**

	%M/E ELA			%M/E MATH			%M/E SCIENCE	
Grade	CPS	STATE	*SGP	CPS	STATE	*SGP	CPS	STATE
6	80	41	77	63	42	64		
7	72	41	46	63	37	59		
8	79	42	68	50	36	59	63	42
10	76	58	58	67	59	61	**82	**62

**\*\*Legacy Assessment Proficient or Higher**

The past two (2) years for grade 6-8 were pulled out, they used to be part of the high school, but now they have their own identity which is a good thing. Students in grade 10 will be the last ones that will have the old measurements they use to use which was the legacy assessment. We kept their scores as presented because it ties into the Abigail Adams Scholarship based on the scores. We talked about how we could get students to write more across all content areas and what are we looking for and what are our expectations, those conversations had begun last year. We have a high needs subgroup which is a combination of students who are on an IEP or English Language Learners.

**2022 Cohasset Public Schools High Needs Subgroup Elementary:**

	E/ME% ELA		E/ME% MATH		E/ME% SCIENCE	
Grade	CPS	STATE	CPS	STATE	CPS	STATE
3	38	27	18	26		
4	39	22	37	26		
5	4	24	17	19	22	26

**SGP of 1-19 = Very low growth; SGP of 20-39 = Low growth; SGP of 40-59 = Typical growth; SGP of 60-79 = High growth; SGP of 80-89 = Very high growth.**

## **Teaching and Learning**

- **Academic Initiatives/Updates (Dr. Leslie Scollins)**
  - **MCAS Review and Presentation**

Dr. Leslie Scollins presents a comparison of the 2022 MCAS results from neighboring schools. Again, shown is Cohasset Public Schools and we have strong, consistent growth and Dr. Scollins can't say that enough, it's so important to see those pieces. On the state-wide data, it shows an impact of lower writing scores for grades 3-8 with ELA results. Each ELA test requires an essay and the 2022 writing results declined significantly to the number of test takers receiving a score of 0 points increased from 19% in 2019 to 31% in 2022. The average points scored per essay decreased in grades 3-8 with larger decrease in grades 3-5.

<b>Grade</b>	<b>2019 Average Points Earned</b>	<b>2022 Average Points Earned</b>	<b>Possible Points</b>	<b>% Change 2019-2022</b>
<b>3-5</b>	<b>2.8</b>	<b>2.1</b>	<b>7</b>	<b>-25%</b>
<b>6-8</b>	<b>3.8</b>	<b>3.3</b>	<b>8</b>	<b>-13%</b>

Source: Department of Elementary and Secondary Education (2022, September 29), Massachusetts Releases 2022 MCAS and Accountability Results (Press release).  
<https://www.mass.gov/news/massachusetts-releases-2022-mcas-and-accountability-results>

We understand the state's process, but we really want to drill down and we're drilling down to look at the rubric that they're using to see why the student got this and why this student got that and what are the things that we need to do to increase that up. We're trying to get some more clarification from the state. On the state-wide data snapshot shows detailed MCAS results. Math: Compared to 2021, the percentage of students scoring Meeting or Exceeding Expectations in math started to recover and increased by 6 percentage points in grades 3-8.

<b>Grade</b>	<b>2021 %M/E</b>	<b>2022 %M/E</b>	<b>%Change 2021-2022</b>
<b>3-8</b>	<b>33%</b>	<b>39%</b>	<b>+6 percentage points</b>

Source: Department of Elementary and Secondary Education (2022, September 29), Massachusetts Releases 2022 MCAS and Accountability Results (Press release).  
<https://www.mass.gov/news/massachusetts-releases-2022-mcas-and-accountability-results>

Mr. Carr asks how did we score 0 points with the state-wide results? The state must be looking at this as being impressive too.

Dr. Leslie Scollins says that's where it's interesting. In the past we didn't do anything, but if you don't respond to the prompt in a way that doesn't have a relationship to it or it's very vague, the state gives you a zero on it. It depends how students take the information from the prompt from the reading, they weren't going back and getting evidence specifically to what they were writing out. They were kind of generalizing the information, and that's why they received a lower score. These are the things that we're looking at and really digging into see. We had interrupted learning during the pandemic, so it's going to take us some time to build that back.

## **Teaching and Learning**

- **Academic Initiatives/Updates (Dr. Leslie Scollins)**

- **MCAS Review and Presentation**

Superintendent Patrick Sullivan says this is what we're doing to lift the data into working individually with teachers on student's individual grade levels. Then teachers can have students practice so that they can improve, based on the data to find exactly what the state is looking for. Every student is making a positive upward trend in mathematics.

### **Cohasset Public Schools Math MCAS results was a positive trend towards recovery**

<b>Grade</b>	<b>2019 %M/E</b>	<b>2021 %M/E</b>	<b>2022 %M/E</b>	<b>%Change 2021-2022</b>
MA 3-8	49%	33%	39%	+ 6 percentage points
CPS 3-8	60%	46%	58%	+ 14 percentage points
DHS 3-5	60%	44%	61%	+ 17 percentage points
CMS 6-8	63%	46%	58%	+ 12 percentage points

State-wide detailed MCAS results showed ELA scores declined in 2022 as compared to 2021. Writing scores were particularly lower than last year in grades 3-8.

<b>Grade</b>	<b>2021 %M/E</b>	<b>2022 %M/E</b>	<b>%Change 2021-2022</b>
3-8	46%	41%	- 5 percentage points

Source: Department of Elementary and Secondary Education (2022, September 29), Massachusetts Releases 2022 MCAS and Accountability Results (Press release).  
<https://www.mass.gov/news/massachusetts-releases-2022-mcas-and-accountability-results>

### **Cohasset Public Schools ELA MCAS results**

**The Deer Hill School had a decrease and Cohasset Middle School made a positive trend towards recovery**

<b>Grade</b>	<b>2019 %M/E</b>	<b>2021 %M/E</b>	<b>2022 %M/E</b>	<b>%Change M/E 2021-2022</b>
MA 3-8	49%	46%	41%	- 5 percentage points
CPS 3-8	73%	68%	58%	- 10 percentage points
DHS 3-5	73%	68%	59%	- 9 percentage points
CMS 6-8	73%	73%	77%	+ 4 percentage points

Looking at the middle school for grades 6-8 they held steady which was interesting in 2021 and then had a nice little increase in 2022.

State-wide detailed MCAS results in Science scores stayed the same in 2022 compared to 2021

<b>Grade</b>	<b>2021 %M/E</b>	<b>2022 %M/E</b>	<b>%Change M/E 2021-2022</b>
5 & 8	42%	42%	0% percentage points



**Teaching and Learning**

- Academic Initiatives/Updates (Dr. Leslie Scollins)
  - MCAS Review and Presentation

**Cohasset Public Schools Science MCAS Results**

Grade	2019 %M/E	2021 %M/E	2022 %M/E	%Change M/E 2021-2022
MA 5 & 8	48%	42%	42%	0 percentage points
CPS 5 & 8	64%	58%	55%	- 3 percentage points

The Deer Hill School had a slight decrease, the middle school made a positive trend towards recovery. This year we’re implementing a new science curriculum called, “*Open Sci Ed.*” This program is an open source which means access to everything is for free. We pay for the professional development for training for our middle school teachers and over the summer we’ll have more training. We’re looking at some grants now to keep that going, but we have financial support to do this. We’re also putting our name in with the state for our intent to pilot this at the elementary level. The elementary is new to this, they haven’t vented it all out yet, and we said we would be the test school to try that out.

**Cohasset High School 2022 Grade 10 MCAS Results**

Content	Cohasset High School %M/E	State %M/E
ELA	54%	43%
MATH	62%	42%
*SCIENCE	*82%	*62%

**\*Legacy Assessment % Proficient or Higher**

Cohasset High School performed better than the State in all content areas. In 9<sup>th</sup> grade they have Physics, other school districts have Biology.

**Cohasset High School 2022 Grade 10 MCAS Results**

Content	2019 %M/E	2021 %M/E	2022 %M/E	%Change M/E 2021-2022
ELA	90%	89%	77%	- 12 percentage points
MATH	88%	80%	67%	- 13 percentage points
SCIENCE	*96%	optional	*82%	N/A

**\*Legacy Assessment % Proficient or Higher**

Cohasset High School saw a decrease in scores however, growth was 65.3 percentile (high growth) in ELA and 55.2 percentile (typical) in Math. We’re looking at our growth and working with department chairs to drill down with their departments that want to learn more about how to do this and how do we dig into this! Dr. Scollins will be working with these departments this month.

## Teaching and Learning

- **Academic Initiatives/Updates (Dr. Leslie Scollins)**
  - **MCAS Review and Presentation**

### **STUDENT ABSENTEEISM REMAINS A CHALLENGE FOR RECOVERY EFFORTS**

This is data from the State and indicates student absenteeism remains a challenge for recovery efforts. Students have attended less school over the past several years. An average student missed 11 days in 2021 and 15 days in 2022. 18% of all students missed 18+ days in 2021 and 28% missed 18+ days in 2022. Chronic absenteeism for students in grades 3-8 increased in 2022 by 138% (41K-98K students) as compared to 2019. 1.7 million days missed school because of positive COVID-19 cases in 2022. This does not include staff absences or days missed as close contacts. This was stated by DESE that Statewide chronic absenteeism (18 or more days absent per year) for students in grades 3-8 increased in 2022 by 138% as compared to 2019. We have data on our schools with chronic absenteeism (18 or more days absent per year) for students in 2022 as compared to 2019. 

<b>JOS – 330%</b>	<b>DHS – 108%</b>	<b>CMS – 80%</b>	<b>CHS – 182%</b>
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This year we're having more meetings with families and sending out absentee letters once students are absent 5 days, 10 days, 15 days. Part of this is the law and it's important to make sure that kids are in school, we can't teach on NBC TV! This is what happened with COVID, we had empty seats in the schools, and we had a pandemic unfold and they were all sick. These are the steps we've been taking and doing. We've adopted Bridges math program at the elementary level and added a part time math ESP at the Deer Hill School. We increased our elementary math specialists to full time, and we adopted Foundations Phonics program for grades K-3. We've added .5 reading specialist at each elementary school and added a reading specialist at the middle school. Provided professional development at the elementary level which focused on how students learn to read (Science of Reading). We implemented Lexia Reading and created a comprehensive literacy plan with elementary instructional leadership team and the implementation of the i-Ready diagnostic assessment in reading and math for grades K-8 with creation from the district assessment team. Currently, we're implementing Heggerty Phonemic awareness program for grades K-2. Implementing readers workshop model and purchased decodable readers for grades K-2. We provide year-long embedded professional development for elementary staff in reader's workshop. We're implementing Open Sci Ed program at the middle school which includes professional development for middle school staff. We have an addition of a math specialist for the middle school. We've piloted i-Ready personalized learning math program at the Deer Hill School through a DESE grant. We're in our curriculum review for phase 1 for mathematics in grades 6-8 and the arts for grades K-12. We provide data analysis for our professional development at all grade levels with creation of school-based data teams. We've adopted data dialogues to establish data analysis practices at all grade levels. Our future actions will include a curriculum review process for phase 2 for math and the arts, implementation of revised and/or new curriculum. We'll have professional development in match instruction for staff in grades 6-12 with future adoption of a math specialist at the high school. We continue with our professional development in literacy at the elementary level and propose that Title 1 funding be re-allocated to better support reading at the elementary grade level.

Source: Department of Elementary and Secondary Education Webinar (2022, September 28)

## **Teaching and Learning**

- **Academic Initiatives/Updates (Dr. Leslie Scollins)**
  - **MCAS Review and Presentation**

Melissa McDonough from 306 Fair Oaks Lane comments on the slide that was discussing how the MCAS results for elementary students designated as a high needs group is disturbing for all grades, but particularly for the 5<sup>th</sup> grade. What is being done to target interventions for these students? To follow up, when can parents expect results of this evaluation?

Dr. Leslie Scollins says they're working with Barbara Cerwonka, Director of Student Services to look at where are those areas of severe needs that we need to address and looking at analyzing the data and looking at what other pieces we need to support the students. It's very individualized because they're on IEPs, so it's hard for some. Evaluating the high needs group, we identify this with our standards on what part they're falling short in. If there are standards that students have acquired and look at the i-Ready interventions that are right there for teachers and be able to support, it's all part of our own CEF too, the whole MTSS support. If there's a deep concern from a parent or guardian out there who sees their child's score and is alarmed by it, we should be reaching out to the parent on the MTSS process. All the teachers who have students take all their data and they get rosters and get itemized analysis where they're students are. What Dr. Scollins has been doing is working with the principal and going into the classrooms. Just recently Dr. Scollins went to the Deer Hill School and met with each grade level in their classrooms to do a quick overview and will be going back to their staff meeting to do a dialogue with them. The teachers will do digging into the data and look at it from different angles. The middle school has already done theirs for Math and ELA and we'll do some work with them in science. On top of that Dr. Scollins will be working with all the principals so that they'll be able to understand how to run those dialogues with their staff and build those consistencies to the building level data teams so that they can not only look at the MCAS data but look at all the data and figure out what they need. We're focusing on where the kids didn't do so well and it's important to look at why did this happen in that classroom. We don't want to make assumptions about the data because these are things that impact the students.

Dr. Sullivan states please reach out to your principal or teacher, we don't want to miss out on anything or gaps.

Mr. Carr wants to know if this will self-adjust a little bit as new numbers come in? If we think about this, it seems like we're catching up on a lot of it and some of it will correct itself and some of it will have changes to it.

Dr. Scollins says it's going to take a little bit of time to catch up with the interrupted learning from the pandemic.

Mr. Kearney has said it 100 times that we need a math specialist and he's so happy to hear we finally have one. It reinforces that we did need a math specialist and that's why it's so important to fund these types of programs for our kids. When budget time comes around and we're having

## **Teaching and Learning**

- **Academic Initiatives/Updates (Dr. Leslie Scollins)**

- **MCAS Review and Presentation**

these conversations as we should to have full funding for our schools to give educators the resources they need. It just emphasizes on the community we have here in Cohasset. We have hard working parents in this town and their trying to give their kids the best they can for their education. We should really focus on how we can get these results back with better percentiles. Mr. Kearney's kids are doing well, and he thanks the school district for that. What about the kids that aren't doing so well and overlooked? Mr. Kearney is so glad that the school administration is focusing in on that and he appreciates that.

Mrs. St. Onge thought the presentation was very thorough and finds that the most important part of this is the future actions for the teachers at each classroom level. It's so important to be analyzing this data in terms of what standards need to get harder and how to approach it differently. For us as a school committee, what actions can we take to make sure we're supporting our faculty and staff and being able to do that to what Mr. Kearney stated, needing more specialists. Can we figure out a way to get lower ratios? Is the programming that we've selected for math, reading and science the best? Are we helping to support writing about that subject matter? This is our job and having this list in front of us is very helpful and Mr. Kearney is right when it comes to the budget, Mrs. St. Onge is hopeful that we can support our schools in a way that's going to be the most productive in a way that we can take action and be proactive. Yes, we've gone through trauma, but also there are gaps that need to be filled because of COVID and kids who need to be supported no matter what the global circumstances are. How can we best do that at our schools and our town. It's a comprehensive list, but we can probably push this and kind of come up with that wish list and try to get everything we can for our kids.

Mr. MacLellan asks how is it that we're (grades 3-8) are in the lower 50 percent in all those categories of those seven similar, like districts? We have Hull, Cohasset, Duxbury, Hingham, Marshfield, Norwell, Scituate who all have grades 3-8 taking math, reading and science and ELA for grade 10. We're probably higher, regardless of whether that average is correct in ELA for grades 3-8 and that's only if you're kid including the older kids' percentage, it drives a percentage up. If you just isolate it to the elementary levels, it's pretty staggering. At the elementary levels we're just under 59% for ELA and 61% for math meeting or exceeding expectations for a general led population, that's completely unacceptable! This is a data point that we need to really respond to with some urgency. It's a diagnostic and it's revealing a problem with the high need's subgroup category. Looking at this data makes Mr. MacLellan want to cry! The 5<sup>th</sup> grade ELA scored 4%, that means 96% of our high need's students are not meeting expectations. Mr. MacLellan knows that Dr. Scollins and Dr. Sullivan have taken the right steps as both have taken a lot of steps in literacy, especially for those on IEP's or students that would fall into this category. Mr. MacLellan is optimistic that we'll see a positive uptick, but it should be fairly significant in 2023. We're taking strides to improve this district in a lot of different ways, not just from a teaching and learning perspective. We need to be a motivating factor here to ensure that we continue paying attention to the right place. This data is vastly negative in Mr. MacLellan's view, and he would like to recognize that and move forward in a very purposeful manner from this.

## **Teaching and Learning**

- **Academic Initiatives/Updates (Dr. Leslie Scollins)**
  - **MCAS Review and Presentation**

Superintendent Patrick Sullivan notes that the overarching data in general is not just general data that's isolated. That is data from all our students, so when looking at the overarching data that high needs subgroup is also in there. We're trying to make sure we create actions that reflect the data that shows where we're falling short. We're on that right track and this is part of the discussion as we move forward to make sure we're attending to these needs. It's our job to make sure the teachers are, and we completely expect those expectations. Results from MCAS tells us how we're approaching the standards and how well are we doing approaching standards. That itself gives us some post guidance to make sure we're supporting them.

Melissa McDonough from 309 Fair Oaks Lane chimes in to say, instead of giving in to those kids who are 1 to 2 years behind, why don't we look to support them?

Dr. Leslie Scollins states one of the nice pockets of positive things is that middle school is performing well in ELA, and they really worked hard and kind of ranked all well above in all their stuff.

Mr. Dial wants to build onto what Mrs. St. Onge commented and tying it to Mr. MacLellan's comments. There's some good stuff in here that we need to focus on. Mr. Dial loves that Dr. Scollins came to this with 3 pages of MCAS scores that were great. You got some ideas, you're taking it seriously, and you're looking at it. What Mr. Dial would like to do which is one of the impetuses on a future agenda structure is having teaching and learning on there to continue to touch base on bullet points not only what is being done with these bullet points, but which ones are working, which ones aren't, which ones are implementable, and which ones you find out can't. Also, what do you need from the committee, and what can we do to help for public awareness and getting people's attention to keep their kids in school. Whether its funding we need or battles with the town, we can use direction from both Dr. Scollins and Dr. Sullivan and let's use this as an agenda item as places to get specific thoughts where we can help and specific updates on how these action items are going, this is so important. One of Mr. Dial's anxieties is that we live in a well-to-do district and people have options and public schools should be the core for everyone. We don't want people seeing an impact on our MCAS scores and getting concerned that they're not getting what they can get elsewhere. Let's make sure that everyone knows that we are paying attention to this, we're getting better, and we're going to have plans to do things.

## **Budget, Resources and Governance**

- **Transportation**

Our last bus driver trainee is going for their test tomorrow and hopefully we'll have another school bus driver for our routes.

- **Food Service**

We have a meeting set for November 22<sup>nd</sup> to have lunch at the Deer Hill School. Our vending machine is a big hit!

## **Budget, Resources and Governance**

- **Report from School Facilities Committee**

Mr. Kearney attended a meeting last week on just updates and we're still in a holding pattern, waiting for what's in store for the future. We haven't heard from the MSBA and we're expecting to hear from them in the next few weeks.

## **Community Relations/Communication**

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

Mr. Carr states the select board mentioned a master plan for *Millikin Field*, are we aware of that?

Dr. Sullivan reiterates we have meetings coming up with the town select board to discuss fields and don't know specifics quite yet but imagine that it's something good.

Mr. Kearney notes we had a wonderful wellness committee meeting today. We have 2 new students on the committee, and he found it very informative to see where we were and how far we've come. We focused on our mission statement to define the sub-committees and the other one is to develop a website that's more of a community page. The sub-committee have after-school programs going to the gym that is open till 6:00 PM and the kids were excited about it. Our next meeting is on December 17<sup>th</sup> and we're going to coordinate food services in the meeting.

Megan Berry from 11 Tad Lane chimes in with a question. When will bus stop finder be live with bus tracking?

Mr. MacLellan states that's a big question, it's not working! Sue Owen reiterates, what do you mean it's not working! When did this happen? Ms. Owen had no idea about this, no one has called her to tell her this.

Dr. Sullivan says Ms. Berry stated it never worked. This is a good community action because from his understanding it was working. Dr. Sullivan reassures Ms. Berry and folks listening that we'll make sure it's working tomorrow, and Ms. Owen will check on this first thing in the morning.

Mrs. St. Onge has a question for Dr. Sullivan that when she was at the Deer Hill School Council it was just brought up as a part of a conversation in the past. Is there a Deer Hill representation on the Superintendent Advisory Committee? It would be a nice time to explore it again and include that voice. Mrs. St. Onge said she'd ask because she remembers having that conversation with Dr. Sullivan.

Mr. MacLellan says they have a food services and nutrition committee meeting on November 22<sup>nd</sup> at 11:50 AM having lunch at the Deer Hill School this time. We're continuing our tour of the schools and the lunch programs. We're trying to drill down on our needs and on what we're doing right.

Mr. Dial is on the sub-policy committee and has not attended lately due to conflict of his scheduling difficulties.

## **School Committee Governance**

### **Topics Not Reasonably Anticipated by the Chair - None**

- **Approval of Minutes\*\***

Mr. Carr sent Mr. Dial some minutes that were not included in today's school committee's packet which Mr. Dial will include next time.

- **Future Agenda Items**

Mr. Carr would like to at some point when it's convenient for the chair and Superintendent Patrick Sullivan if it's possible. Mr. Carr always prefaces this for people watching from home might think we have an issue, and we do not have an issue in this category. Could we have a discussion at some point about legal strategy? We have no big issue, but Mr. Carr says sometimes it leads to things that involves money and negotiations and a little bit of strategy.

Mr Carr also wanted to publicly disclose that Tanya Bodell the chair of the Alternative Energy Committee is also his wife.

Mr. Kearney would like to see if we could have some of our sports athletes participate now that some of their sport activities are coming to an end. Perhaps they can motivate the kids who don't participate in sports activities leaving no kids left behind. Some parents are asking for certain things and nothing to do with the turf. Mr. Kearney knows as a parent, students that participate in after school sports programs do well, and he wants the athletics department to know of this too. In the Wellness Program today, Mr. Kearney heard the girls' basketball team don't have enough players that are from certain grades. Can we work with the Recreation department to try and get that information out there so if a child that wants to participate in something, maybe it's a math club, or a glee club, but at least they could have the opportunity to sign up for something! Years past, kids that made the team went on to JV and Mr. Kearney would like to see that enthusiasm with our sports here.

Mrs. St. Onge would like to follow up around the conversations we had tonight about MCAS. Mrs. Cerwonka, Director of Student Services can really help with her new format that is terrific, but in addition to that, Mrs. Cerwonka can speak about the high needs results that we're seeing turning to her for her point of view on the SGP.

Mr. MacLellan would like an experiential student spotlight to be on a future agenda item.

Chairman Dial would like to keep up with the MCAS reaction on what's working and what's not and where this school committee can help to fill in those gaps.

### **Adjourn\*\***

**Motion made by Mr. MacLellan to adjourn meeting at 9:14 p.m., seconded by Mr. Carr.**

**All-Aye**

<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.**