# Bourne Public Schools

## BOURNE SCHOOL COMMITTEE

### Regular Meeting Minutes

**DATE:** November 5, 2025
**TIME:** 6:00PM
**PLACE:** Bourne High School Media Center, 75 Waterhouse Rd., Bourne, MA

ATTENDANCE

***SCHOOL COMMITTEE MEMBERS PRESENT:*** Rachel Agrillo; Chair Donel Beals; Kendellynn Gagne; Maria Heaney; Kathleen Quintal; Kerrie Scofield; Student Advisory Representative Zoe Noonan

***SCHOOL COMMITTEE MEMBERS ABSENT:*** Kari MacRae

***OTHER ATTENDEES PRESENT:*** Dr. Kerri Anne Quinlan-Zhou, Superintendent; Christine Borning, Assistant Superintendent of Learning and Teaching; Kristin Donahue, Director of Special Education and Student Services; Jordan Geist, Director of Business Service; Chris Oliver, Director of Technology

## 1. CALL TO ORDER

Chair Donel Beals calls the meeting to order at 6:00 PM.

## 2. PLEDGE TO THE FLAG

Chair Beals leads the Pledge of Allegiance and reads the BPS Mission and Vision Statements: T*ogether with staff, families, and the community, we empower all students to thrive within a culture of academic excellence in a creative and innovative environment where everyone is safe, valued, and respected* and: *Inspired to learn, empowered to explore, and prepared to act.*

## 3. REPORTS AND PRESENTATIONS

- **CHAIRPERSON'S REPORT,** *Donel Beals, School Committee Chair*

- Correspondence - Chair Beals says MASC will meet next week and vote on resolutions.

- **STUDENT ADVISORY REPORT -** Student Spotlight: Bourne HIgh School-Zoe Noonan highlights the month of October at BHS. She says it was an active and exciting time at the high school. Homecoming took place from October 6–10, featuring Spirit Week organized by the Student Council which included themed days such as USA Day, Meme Day, and "Bikers vs. Surfers." The pep rally was held on Thursday, where students and teachers participated in various games.. For the first time, each class decorated its own section of the gym, which added to the festive atmosphere. The homecoming football game against Case High School was held Thursday night and resulted in a win. During halftime, each grade presented its superhero-themed float—Batman, Spider-Man, Iron Man, and Captain America. Later in the month, the school hosted Step-Up Day for incoming sixth through eighth graders. Students toured the high school, participated in interactive activities, and explored facilities such as the Anatomy lab, ambulance simulator, business suite, cybersecurity lab, and theater. They also attended presentations on clubs and extracurricular opportunities, guided by high school student leaders.
- **STUDENT RECOGNITION** - John and Abigail Adams Scholarship Recipients
    - Dr. Zhou and Chair Beals present the John and Abigail Adams recipients. Dr. Zhou explains that the scholarship offers a tuition credit for up to eight semesters of undergraduate study at any Massachusetts state college or university, including the UMass campuses, state universities, Massachusetts Maritime Academy, and MassArt. She says eligibility is determined by students' first-time MCAS scores from 10th grade and to qualify, students must have earned an Advanced score on at least one MCAS test—meeting minimum scores of 501 in English Language Arts, 504 in Mathematics, and 522 in Science—and scored Proficient or higher on the remaining tests. Students must also be U.S. citizens or authorized non-citizens, permanent legal residents of Massachusetts, graduates of a Massachusetts public high school, accepted into a state college or university, and complete the FAFSA for financial aid consideration. Recipients include: Kaylee Abbott, Thomas Dean, Caden Doherty, Ethan Fox, Sean Kelley, Caroline Luce, Melanie Luecke, Declan Malonson, Michaela Muldoon, Mikayla Noonan, Zoe Noonan, Htet Oo, Dhyan Patel, Miranda Rossignol, Madelyn Rossignol, Lily Russell, Schyler Saaf, Abigail Smith, Ella Swierkowski, and Mariah Yenulevich.
- **UPDATE FROM STRATEGIC FACILITIES PLANNING-** Presentation of "Move One Grade Up" Plan
    - Dr. Zhou presents the strategic planning "Move One Grade Up" plan. She begins by emphasizing that the plan is preliminary and will continue to be refined over the coming months. She reviews the timeline of the district's strategic planning process, which began in September 2022 and included milestones such as the first discussion of re-leveling in January 2024, the NASDAQ study, and multiple rounds of community engagement and planning sessions through the fall. She says the goal of this meeting is to present the current stage of the plan, seek a positive school committee vote, and invite public input, and she notes that further work on budgeting and scheduling will continue from November through May. Dr. Zou also outlines the district's communication and feedback efforts, which have included student listening sessions, community surveys, and public forums. Listening sessions have been completed for grades 1, 4, 7, 9, and 10, with additional sessions planned for other grade levels. Future surveys will target pre-K families and residents without currently enrolled students to gather broader input. Dr. Zhou shares the topics to be covered, including the proposed "one-grade-moved-up" model requested by the school committee, along with key considerations related to student experience, scheduling, facilities,

curriculum, special education, technology, transportation, budget estimates, and pre-K expansion. She reiterates that each component remains under active development, with ongoing planning and community engagement guiding the process.

- Principals continue the presentation by addressing important considerations beginning with staffing. Mrs. Carpenito outlines plans to add one integrated preschool, one kindergarten, and one first-grade classroom to reduce class sizes and meet growing enrollment at BES. She says these additions will support smaller student–teacher ratios and maintain co-teaching models for early learners. Mrs. Colbert highlights plans for BIS to move to a seven-track model for incoming grades 2 and 3, adding one additional class per grade to accommodate enrollment growth. She says Grade 2 teachers will teach all core subjects in self-contained classrooms, while grades 3 and 4 will continue the current team-teaching model with ELA/social studies and math/science pairings. She adds that BIS will maintain unified arts opportunities for all students and expand band and chorus offerings to include grade 4. She says these changes aim to create smaller class sizes and enhance the student learning experience and further planning includes staff preference surveys, reviewing placements, and aligning staffing with the master schedule. Mrs. Sleboda notes plans for BMS include grade five moving to a 7 class model to accommodate school choice students and a growing population and maintaining a split team structure in grades 6 and 7. She says, rising fifth graders will have a learning experience similar to BIS, with team configurations still being finalized and further planning includes staff preference surveys, reviewing staff placements, and aligning assignments with the master schedule, consistent with other schools. Mrs. Borning, on behalf of Dr. Maguire, says the plan for eighth grade at BHS focuses on maintaining the team structure to provide both academic and social-emotional support, similar to the middle school model. She says homerooms and core academics will be preserved, and unified arts will remain accessible for all grades. She adds that an increase in special education staffing is planned to address the needs of younger and older students in separate programs. She also notes that eighth graders may be integrated with ninth graders for certain classes, such as Algebra 1 or Spanish, but will not be combined with upperclassmen, and future planning includes a staff preference survey, reviewing staff placements, and aligning staffing with the master schedule, consistent with other schools. Dr. Zhou makes a clarification, emphasizing that the need for additional classrooms is driven by current enrollment numbers, not school choice, though the extra space will allow for more school choice if desired. She says that while some upper grades currently have smaller numbers, the district anticipates expanding to a seven-track model or more in the coming years as enrollment grows.
- Mrs. Carpenito and Mrs. Colbert present scheduling considerations for the elementary grades. Mrs. Carepenito says the district will continue 90-minute literacy blocks and 60-minute math workshops, incorporating professional development and co-teaching models for special education and EL students. Mrs. Colbert adds that literacy blocks are active and flexible, with direct instruction lasting 20–30 minutes and the remainder spent on interactive, multi-faceted learning. She says that grades PreK–2 at BES and BIS will remain in self-contained classrooms, while grades 3–4 at BIS will continue with team teaching. All students will have daily unified arts, 20 minutes of lunch, and 20 minutes of recess, with grade 4 students offered band or chorus in addition to general music. Future planning includes exploring a five-day schedule for all grades and updating master schedules to accommodate the new integrated

PreK classroom and additional home rooms. Mrs. Sleboda addresses scheduling at BMS and says grade five will have a developmentally appropriate schedule while grades six and seven will continue with a rotating schedule of approximately 52-minute classes. She says the co-teaching model will be maintained across all grades and daily recess will be available. She notes some considerations for grade five include whether to maintain a long literacy block or use a literacy lab and points out that the schedule will preserve common planning time for teachers and maximize unified arts offerings for all students. Mrs. Borning presents scheduling considerations for BHS saying the focus is on maintaining a strong eighth-grade experience. She says students will have access to a full range of core academics (ELA, civics, science, world language, and math) and electives including art, band, chorus, computer science, theater, PE/health, and a potential school-to-career seminar through the MyCAP pathway. She notes that eighth graders will have a separate lunch from grades 10–12 and will continue with a team model for core classes, with electives scheduled in an eighth-grade format. Planning includes developing the program of studies and drafting a master schedule that preserves the eighth-grade teaming component, with home rooms and classrooms grouped to keep eighth graders separate from ninth graders while accommodating facility logistics. Chair Beals asks if eighth graders will have their own wing and Mrs. Borning says yes, they have started to identify homerooms that would be grouped together that the eighth graders would utilize separate and science rooms that the eighth grade would utilize that are close by.

- Mrs. Borning presents curriculum and instruction considerations for elementary and secondary students on behalf of Jessee Clements and Lisa Dix. She says curriculum considerations focus on providing stability and consistency for students despite classroom and grade-level adjustments. Students will continue with their current grade-level programs, ensuring that teachers who may be moving to new classrooms do not need to learn entirely new curriculum. Core teaching practices, including co-teaching models and the workshop approach, will remain in place across all grades. She says elementary programs will follow students as they move up: ELA programs like ARC, UFly, Heinemann Writing (K–2), and Empowering Writers (grades 3–8), math programs such as Eureka and Happy Numbers, and Mystery Science for elementary science will all continue. Math workshops remain a key component, and literacy development for PreK students will carry forward. She notes that professional development and a focus on vertical alignment will help teachers collaborate across grades to ensure a coherent, sequential learning experience. At the middle and high school levels, current programs—including phenomena-based science instruction, history investigation, civics, and math workshops—will continue uninterrupted. Dr. Zhou says the goal is to maintain a consistent academic experience for students, so that while they may physically move between classrooms or schools, their learning content, instructional methods, and extracurricular opportunities remain unchanged. She ensures that planned experiences, such as the eighth-grade Washington, D.C. field trip, will continue.
- Mrs. Donahue presents Special Education and Student Program considerations. She emphasizes that special education programming will continue to meet students' academic and social-emotional needs with no changes to services. She says the district will maintain its emphasis on inclusion and co-teaching, and ILC supports will continue for grades PreK–12, along with the Alternative Learning Program at BMS and BHS and the Level Up (18–22) community-based program. She notes one consideration is that

substantially separate classrooms, such as ILCs, must adhere to the state-mandated 48-month age span, which may require grouping students appropriately (e.g., 8–9 and 10–12 at the high school), but overall, special education programs remain consistent and unaffected by the moves.

- Mr. Oliver presents technology considerations saying that because of the district's standardized classroom technology, transitions should be relatively straightforward. He says key considerations include ensuring appropriate technology is in classrooms that move up and updating PowerSchool and other software data to keep information aligned across platforms. He notes the goal is for students to have a consistent technology experience across all schools, and future planning includes determining appropriate Chromebook models by grade, particularly for touchscreen versus non-touch devices, and ongoing communication with all district stakeholders to keep them informed.
- Mr. Geist says transportation considerations focus on student safety and bus ride length during transitions. He says there will only be K–1 students on certain Bournedale runs, which raises concerns because older students often serve as behavior models for younger riders. He thanks Mrs. Carpenito for providing bus bags with books and activities, reinforcing expected bus behaviors (B2B), and adds they may hire monitors temporarily if needed. He notes that grade five will be added to the middle and high school runs, with assigned seating for younger students near the front, and further planning involves finalizing bus routes, similar to standard yearly procedures.
- Dr. Zhou addresses Pre-K expansion explaining that the expansion is planned in two phases. At Bournedale, the district anticipates needing at least one additional integrated pre-K classroom and in response to community requests for full-day, full-week options, the district is is in talks with Champions/KinderCare to staff two classrooms: one for students attending all day, five days a week, and another to accommodate students switching from half-day to full-day schedules. She says the second phase would potentially add one to three classrooms on the BIS/BMS/BHS campus, for the 2027–28 school year at the earliest. She explains that this would support an educational pathway for high school students and requires construction and space modifications, such as child-friendly bathrooms. The exact location—high school or middle school—will be determined after further planning, particularly in relation to the eighth-grade transition.
- Mrs. Carpenito addresses facilities considerations at BES saying the first floor will house pre-K and most kindergarten classrooms, while first graders will move upstairs. She notes a key priority is ensuring that no classroom is alone, so classrooms always have a partner wherever they are in the building. She says the plan also addresses the need for private conference and office spaces for staff, replacing cramped shared offices, and providing confidential areas for meetings and student support. She explains the plan also aims to provide appropriate environments for unified arts, specialists, and therapists, who currently work in improvised spaces, and further planning includes ensuring recess and playground equipment are suitable for young students and that classroom furniture is age-appropriate for pre-K and kindergarten students. Mrs. Colbert says at BIS  incoming grade 2 will move to the first floor (current grade 3 wing), and grade 3 will move upstairs (current grade 5 wing), and additional home room classes may be added as needed for grades 2 and 3. She adds that each grade will retain its own wing with color-coded furniture, walls, and artwork, and grade 2 classrooms will be centrally located for easy access to PE, cafeteria, recess, and the nurse. Future planning will focus on maintaining grade-level teams and

ensuring adequate classroom space. Mrs. Sleboda says that at the middle school, grade six will move to the grade eight hallway to gain access to the more fully equipped science labs, while grade five will move to the current grade six hallway and grade seven will remain in its current space. She notes that the main planning focus is managing the classroom moves, with the relocation of grade six being the largest impact. Mrs. Borning says at the high school, considerations focus on ensuring eighth graders feel included yet have a secure, dedicated space and that specialized spaces for electives and pathways will be preserved. She explains that for student experience, there will be a dedicated eighth-grade wing with centralized restrooms. Further planning involves finalizing classroom assignments and coordinating the classroom moves. Dr. Zhou says eighth graders will have a wing mostly on the second floor, allowing them to move safely and directly to spaces like art and band rooms, and those wishing to stay out of the fray should not have an issue. She adds that additional special education spaces (ILC and ALPs) were also planned to be close together and appropriately sized. Chair Beals asks if hall monitors will still go down the eighth grade wing and Dr. Zhou says they will and explains the e-hall pass system which is an electronic system that tracks students when they leave and return to class. She says teachers typically allow one student at a time, and monitors can see who's in the halls, keeping hallway movement organized and easy to track.

- Dr. Zhou says the budgetary impacts of the plan focus on maintaining fiscal responsibility while prioritizing the student experience. She emphasizes that additional classrooms are needed due to current enrollment, not the moves themselves, with K–5 requiring a net increase of six classrooms. She says staffing will also account for special education regulations and unified arts programming. Facility considerations include adding smaller playground equipment for younger students and potentially creating extra bathrooms at BES. At BHS, short-term interior improvements such as paint and furniture are planned, with long-term MSBA renovations anticipated in 3–5 years. Technology costs are expected to be minimal, primarily related to updating software licenses as curricula move with students. Transportation may incur temporary costs for bus monitors early in the year to support younger students. Teacher relocation costs are also anticipated, with collective bargaining providing pay for moving classrooms, and a contingency will be included in the budget. Further planning will refine schedules and staffing to better understand the full budgetary impact. Chair Beals ask if smaller students will only be able to use one half of the playground and Mrs. Carpenito explains that preschool students have their own designated playground because the larger playground isn't suitable for their size, while kindergarten and first graders use the larger playground. She says safety and appropriate equipment will continue to be monitored and maintained. Kendellynn Gage addresses concerns about fifth graders riding the same buses as much older high schoolers, noting the significant developmental differences. Mrs. Gagne asks if other districts have similar arrangements and how they manage it, given the small space and age gap, even with assigned seating. Mrs. Heaney says her districts in New Hampshire used the system and things have really changed. Dr. Zhou notes one change that she's observed is that older students often just plug in and don't really talk much. Mr. Geist points out that buses have two cameras,audio and video, so handling disciplinary issues is great. He says in the past you could get away with anything you wanted on the bus and that's not true anymore. Zoe Noonan adds that when she was taking the bus with younger students she would sit in the back with earbuds in and the most noise and

talking came from the younger kids in the front. Kerrie Scofield says that there aren't many older students taking the bus as they are involved in afterschool activities. Dr. Zhou acknowledges the valid concern and emphasizes that clear rules and strong B2B expectations are in place for all areas, including buses. She says students are taught these expectations early, and while issues may occur, they are addressed promptly, and hopefully they will be able to be reduced quickly. Kathleen Quintal asks whether bus policies will be applied consistently across all buses, noting that drivers often have their own methods. Mr. Geist confirms that yes, all buses will follow the same policy, particularly seating younger students in the front.

- Dr. Zhou explains that student listening sessions were held with grades 1, 4, 7, 9, and 10, focusing on those most impacted by the proposed moves. She says students expressed a mix of excitement, curiosity, and anxiety, with older students often showing concern for younger peers. Many questions arose, including concerns about lockers, school colors, dances, field trips, and how changes would affect routines. She notes that input was less frequent than questions, but both were valuable for planning. First and fourth graders were particularly enthusiastic, asking many rapid-fire questions. She says student-friendly and parent FAQs are being developed, and future sessions and grade-level assemblies will ensure input from all grades. Chair Beals comments that seventh graders showed concern for the emotional well-being of younger students, and many students were also excited about future opportunities, such as participating in homecoming, creating floats, and accessing advanced pathways and AP classes. Kathleen Quintal adds that she observed the same during the fourth grade listening session where students were articulating lots of great questions. Dr. Zhou says fourth graders had questions about start times and activities and she explained that for the most part they will participate in the activities and clubs offered at their assigned school. For example, fourth graders moving up would likely join middle school programs, such as the middle school musical instead of the All-Star Review. Mrs. Borning explains that one exception might be holding a separate eighth-grade dance rather than including them in homecoming. She says it’s important to recognize the developmental differences between eighth and twelfth graders and to preserve the senior experience some events may remain specific to certain age groups. Dr. Zhou says seventh graders also asked if attending eighth grade at BHS would mean they had to remain there for ninth grade. She clarified that students will still have the freedom to choose another school for high school, though they’re encouraged to explore the many opportunities available locally. She adds that ninth and tenth graders expressed excitement about showing younger students the opportunities available at BHS, believing that once they experience the high school community, more will choose to stay. Mrs. Heaney asks how eighth-grade graduation would work if eighth graders move to the high school. Mrs. Borning clarifies that they do not hold a formal graduation but rather an eighth-grade celebration, which could potentially shift to a seventh-grade “move-up” event. Dr. Zhou says plans are still being developed to ensure meaningful transition activities for students, including special events, visits, and family opportunities to explore new schools. Kerrie Scofield says fourth grade students expressed mixed feelings about never being the oldest in their school. Dr. Zhou emphasizes the need to continue talking to models in our area that have eighth grade at their high school.

- Dr. Zhou outlines next steps saying if the plan receives a positive vote tonight detailed planning will begin. She says staff will be asked to complete preference surveys indicating their desired building placements and teaching assignments, while ESP placement surveys will follow later based on student needs. The district will continue student listening sessions and family communication, sharing updates through district- and school-specific messages, as well as posting FAQs and website updates. Administrators will begin drafting master schedules, refining budget planning, and preparing for presentations to the Finance Committee, Capital Outlay, and the Board of Selectmen. She says the goal would be to hold the annual budget hearing earlier this year—by February—to accelerate staffing decisions once the budget is approved. From spring through summer, the district hopes to secure a positive town meeting vote on both the general and capital budgets, organize student transition and "step-up" events, and finalize staff placements in advance of end-of-year classroom moves. Over the summer, facility upgrades including interior improvements will take place.
- Chair Beals asks if staff placements will be based on seniority and Dr. Zhou clarifies that they would not. She explains that all teachers will complete a preference survey indicating their desired assignments, and placements will be guided by licensure and assignment rather than seniority. She says the process allows flexibility for teachers pursuing new certifications or roles and emphasizes open communication rather than rigid placement lists. Dr. Zhou explains plans to hold a town hall–style faculty meeting to explain the staff survey, share updates, and answer questions, and emphasizes the importance of gathering input from all staff — teachers, ESPs, AAs, and custodians — throughout the process, noting that effective planning relies on collaboration and feedback from those directly involved.

## 4. PUBLIC INPUT

- A community member asks if everything can get done in seven months so that it will be a smooth transition for all involved. Dr. Zhou acknowledges that the timeline is tight and the work is intensive, but emphasizes that it's necessary to prevent overcrowded classrooms and high student–teacher ratios. She expresses confidence that the ongoing planning and early preparation will make a smooth transition achievable. Kendellynn Gagne adds that the amount of progress made between the last meeting and this one—in just a month's time—is incredible. Dr. Zhou explains that major tasks like staffing and budgeting must be completed by March, followed by hiring, transition activities, and student engagement events in the spring, with moving and facility upgrades taking place over the summer. Mrs. Borning emphasizes that early planning and the extensive work done by building teams since last year have made the process manageable and praises principals for their strong preparation and collaboration.
- A community member says she understands the overcrowding concerns at the elementary level, but asks about the decision to move eighth grade and whether there is an urgent need for that or could the middle school include grades five through eight. Dr. Zhou explains that keeping eighth grade at the middle school would quickly lead to overcrowding, as the building was already full when it previously had four grades, and with enrollment expected to rise, it is better to make all the necessary transitions now and use the available space at

the high school, where there is room for a full eighth-grade wing. Chair Beals adds that the move will also give the eighth graders so many opportunities with the academics and the pathways. As a follow up the community member asks, given the intense timeline, if there isn't an immediate need to move the eighth grade, would it make more sense to first focus on the elementary school adjustments and make sure that transition goes smoothly before addressing the eighth-grade move later, to avoid a rushed process. Dr. Zhou explains, in her own personal opinion, doing all the moves at once is the most practical and efficient option, both logistically and financially. She walks through how it minimizes disruption, uses available space at the high school effectively, and aligns with community feedback to complete the transition in one step rather than through multiple rounds of changes. Mrs. Heaney explains that the main takeaway from the facilities use study was that the high school had the most available space compared to the other schools. She says that when evaluating options, moving younger grades to the high school proved more problematic, while moving the eighth grade offered more benefits and fewer downsides and ultimately, the decision was driven by the data showing significant space at the high school and the idea that relocating the eighth grade there would be the most practical and advantageous solution. Ms. Quintal agrees and reinforces that the NESDEC data showed that this was the best use of available space. Mrs. Gagne adds that many surrounding districts already have eighth grade, and in some cases even seventh grade, at their high schools making it clear that moving eighth grade is not an unusual approach.

- Student advisory member Taylor Simard shares her concern that as seniors during the transition year, the focus on completing internships, engaging in their chosen pathways, and wrapping up their high school experience might be disrupted or overshadowed by the logistical challenges of the move. Dr. Zhou says the focus is on ensuring that adding eighth grade is an additive change, not a retractive, and that juniors and seniors continue to have a high-quality experience. She points out that the plan includes consulting with these upperclassmen to maintain and potentially enhance their grade-level events and opportunities. Mrs. Borning adds that eighth graders will maintain their team structure while other staff, like those handling senior activities and guidance, will manage upperclassmen needs separately which will prevent the addition of eighth grade from negatively affecting the experience of current students.
- Zoe Noonan asks if there is potential for the high school to become overcrowded. Dr. Zhou says she does not see that happening as capacity for 900 students, even though some general classrooms have converted to specialized classrooms such as the cyber security lab, and business suite. She adds that the eighth graders will have full access to athletics and extracurricular clubs, participate as full members of the high school community, and be guided in understanding the school's B2B values. She hopes this will generate a positive, energetic atmosphere in the hallways while maintaining and strengthening Canalman pride.

***Kerrie Scofield motions to the approve the Move One Grade Up plan; Seconded by Kathleen Quintal; Voice vote passes 7-0-0***

## 5. REPORTS AND PRESENTATIONS (Continued)

- **SUPERINTENDENT'S REPORT,** *Dr. Kerri Anne Quinlan-Zhou, Superintendent of Schools*

- Special topics including:
  - DESE MCAS and Accountability Presentation- Mrs. Borning presents the MCAS and Accountability report saying the district received an overall accountability classification of "Not requiring assistance or intervention" for 2025, having made "Substantial progress toward target" with a 56% progress rate. District highlights include significant improvement in subgroup data, specifically for Students with Disabilities (42% to 66%) and High Needs students (42% to 54%), and achieving "typical growth-high" for non-high school students across all Math and ELA areas. She says the district also exceeded targets in multiple non-high school subgroups and for high school Advanced Coursework completion. Mrs. Colbert says BIS showed positive trends in ELA and a steady decrease in students "Not Meeting" expectations in Math and Science, with a focus on strengthening core instruction (ARC, Empowering Writers) and targeted interventions. Chair Beals asks what an exit ticket is. Mrs. Colbert explains that an exit ticket is a quick, informal check-in that teachers can use in any class that helps teachers see who's grasping the material, who might need a little extra support, and how to group students for small group instruction. Mrs. Sleboda says BMS reported a 6% increase in students "Meeting & Exceeding" ELA expectations and an 8% increase in Math, alongside increased Student Growth Percentiles in both subjects, leading to the implementation of Literacy Lab and Math Lab. She adds that the first-year Civics MCAS results at BMS showed 23% of students "Meeting & Exceeding" expectations. Mrs.Gagne expresses concern that 70–80% of students are only partially meeting or not meeting expectations, asking whether this is due to curriculum, teaching, or multiple factors. Mrs. Sleboda acknowledges that it is a lot of students, but highlights that progress is being made with successes in the math workshop model in elementary schools, the new math lab, Delta Math interventions, and individualized goals in smaller class settings. She agrees that the numbers are concerning but believes these strategies are expected to drive improvement. Dr. Zhou adds that achievement numbers have remained low for several years which reflect pandemic-related declines, However, student growth scores (SGPs) are high, showing that individual students are making year-over-year gains of a grade level or more. She says this indicates that interventions and planning are working and the consistent growth suggests meaningful progress. She says that over the next few years they expect to see the overall performance curve rise. Mrs. Borning explains that many students in the "gray" area are actually very close to meeting standards, sometimes just a few points away, so small adjustments can make a big difference. She adds that professional development over the past few years has emphasized teaching at grade level and fully addressing the standards, and programs like math workshop give teachers the tools to align instruction with the frameworks. She says they're already seeing early growth, especially for students with the largest gaps, and fully expects continued progress across the board. She notes that results may fluctuate at the high school level depending on the cohort, so it's important to monitor students in grades 3–8 as they move up. Dr. Zhou says they've also noticed that points are sometimes lost in writing because students don't fully explain or cite their thinking so it's not just about teaching the standards, it's also about helping them understand the question format and build the stamina to answer

thoroughly. Mrs. Borning further explained that the ELA essays were scored entirely by AI for the first time, which likely affected student scores as AI grading is stricter than human graders. She feels that essays that might have received full credit in the past scored slightly lower. Dr. Zhou says this shift contributed to a statewide dip, and the district is now using AI scoring some writing benchmarks to give students consistent feedback. Mrs. Borning says BHS saw a dip in performance across ELA (54% Meeting + Exceeding), Math (37%), and Biology (33%) from the sharp improvements seen in 2024, prompting next steps that include reviewing core resources, implementing Albert IO review, and focusing on stressing the importance of the test. Mrs. Borning explains that district-wide supports center on reinforcing Tier 1 instruction through core resources like ARC, UFLI, Springboard, Eureka and professional development, supplemented by Tiered Supports such as Interventionists, Intervention courses, Data Teams, and MTSS.

- Announcements & Correspondence:
  - Events: Live district calendar Past and Upcoming Events Report
    - BES-Ms. Carpenito shares events taking place at BES including: Veterans Day slideshow, writing and sending letters to veterans, surprising students with reply letters from deployed service members during lunches, World Kindness Day ("Words in your heart" theme), PTA Family Fun Night with Ryan's Talltales, grade 2 trip to Cape Cod Symphony Young People's Concert ("The Orchestra Moves"), dental safety and hygiene lessons with Dr. Julie Gelnett and her staff for grade 2 students.
    - BIS-Mrs. Colbert highlights BMS events including: BIS Beacon, the first student-run newspaper, Veterans Day breakfast (thank you to Annmarie Ridings, Maggie Smith, and our military families), school store launch November 12–14 (thank you to the PTA), possible fire truck ride with the Bourne Fire Department, new BIS swag, third-grade visit with members of the Wampanoag Tribe, PTA Family Candy Bingo Night, and schoolwide community-building events on November 24–25 to celebrate gratitude (planned by the MTSS team).
    - BMS-Mrs. Sleboda highlights BMS events including: Spaghetti supper fundraiser ($2,000 raised, thank you PTA, staff, and families), book fair ($1,900 raised, $700 Scholastic dollars earned for teachers), launch of student newspaper, Salute to Veterans, author visit for *The Finest Hours* (thank you PTA), peer leadership can drive and pizza party competition, BMS PE Night, Turkey Trot on November 25, and time capsule opening on December 19.
    - BHS-Zoe Noonan shares events happening at BHS including: Salute to Veterans luncheon and assembly, volleyball Elite 8 game, football Sweet 16 game at home), girls' Powder Puff flag football game (juniors vs. seniors, before Thanksgiving), Thanksgiving football game at Wareham, bonfire, Lord of the Flies fall drama performances, and Winter Meet the Coach Night.
- Personnel Report- Dr. Zhou reports an unusually busy and challenging hiring season. She says many new hires have been quickly recruited by other districts, leading to repeated hiring for the same positions but

the central office and principals have been working hard to fill remaining openings. She notes that retirements and resignations are also shown, but keeps details confidential for privacy reasons.

- Teaching and Learning Update, *Christine Borning, Assistant Superintendent*
  - Grants Update- Mrs. Borning shares grant funding including IDA, ESSA (Title I, Title II-A, Title IV), Mass Life Sciences Grant, Project Lead the Way, Skills Capital Grant, Genocide Grant, Work-Based Learning Grant, ICP Implementation Grant, Early College Planning Grant, MyCAP Grant, totaling $264,000.
- Budget and Facilities Update, Jordan Geist, *Director of Business Services*- Mr. Geist reports that of the 640 bus riders in grades 5-12, 453 are in grades 5–8 and 193 in grades 9–12. He says among high schoolers, ridership is very low: grade 9 has 44 students ( about 2.5 per bus), grade 10 has 77 ( about 4.2 per bus), grade 11 has 45 ( about 2.5 per bus), and grade 12 has 27 (about 1.5 per bus) meaning there are only about five per bus, who would likely plug in on the back. He says funding for the child nutrition programs (breakfast and lunch) during the shutdown is secured through December. The Jackson Field bleacher project will begin demolition in December, pause for winter, and resume in spring, with completion expected by late May or early June with graduation on June 6, still being held at the field. He thanks the town for approving funding for wastewater treatment plant repairs and the middle school roof design at town meeting and says the MSBA has invited the district into the feasibility design phase for that project. He asks the committee to vote on FY26 capital requests, with funds becoming available July 1, 2026 (FY27) if approved by the town. Mr. Geist and Mr. Oliver present the FY27 Capital Requests totalling $500,000 which include: Bourne High School auditorium sound and projection system replacement (new speakers, amplifiers, cables, projector), districtwide safety and security upgrade ($150,000, modernize analog cameras, upgrade building access controls, improve security servers), Central Office building envelope study ($30,000, assess siding, trim, roof, stairs, foundation), districtwide paving study ($30,000, plan for maintaining/replacing asphalt, sidewalks, curbs), Bourne High School multi-year classroom refurbishment (12–15 classrooms, new furniture, finishes, paint), security window covering project (impact-resistant film on entry windows, replace ~80 missing/broken blinds). Dr. Zhou thanks Jordan and Chris for pulling it all together, some with a short turnaround.

***Kerrie Scofield motions to the approve the FY27 capital requests; Seconded by Kendellynn Gagne; Voice vote passes 7-0-0***

- Student Services and Special Education Update, Kristin Donahue, *Director of Special Education and Student Services*- Kristin Donahue reports in October staff engaged in professional development, including IEP writing training with a new consultant focused on present levels of academic and functional performance, while ESPs worked on data collection tools. She says all schools are nearly finished with the mandated safety care training (BES is still being scheduled), and the district has submitted the progress report for the Tiered Focus Monitoring corrective action plan, with the final submission due December 8th.

- **SCHOOL COMMITTEE SUB COMMITTEE & DISTRICT COMMITTEE REPORTS**
  - Curriculum Subcommittee-Kerrie Scofield says the subcommittee did not meet..
  - Policy Subcommittee- Chair Beals says the subcommittee did not meet.

- Budget and Facilities Subcommittee- Kendellynn Gagne says the subcommittee met and discussed the FY27 capital requests. Mr. Geist lets the committee know that the EOY report for FY25 is in their folder and to email him if there are any questions.
- SEPAC- Rachel Agrillo says SEPAC had a quick meeting this evening where she was able to meet one of the co-presidents and get a feel for SEPAC and some upcoming events that they're going to start planning.
- Cape Cod Collaborative- Dr. Zhou says the Collaborative is currently doing strategic planning with TLA and will likely ask for survey input as they review and improve all their programs.
- District Diversity, Equity, Inclusion, and Belonging Committee- Mrs. Borning reports on behalf of Jessee Clements. She says November is Native American Heritage Month, and students will participate in activities to learn about and celebrate Native histories, cultures, and contributions. Planning meetings for these events are ongoing, with another scheduled via Zoom on the third Thursday in November.
- District Technology Committee- Chris Oliver says the committee did not meet.
- District School Wellness Advisory Committee (SWAC)- Mr. Geist says the first meeting is tomorrow at 3:45 via Zoom. This year there will be four mandated meetings which will focus on assessing the implementation of last year's policy and setting goals, with support from Coach Charlotte of the John Walker Institute.

## 6. DISCUSSION ITEMS

- Discussion on MASC resolutions

***Kerrie Scofield motions to support Resolution 1: Removing BMI Testing From Schools; Seconded by Kendellynn Gagne; Voice vote passes 7-0-0***

***Kerrie Scofield motions to support the reauthorization of previously approved resolutions; Seconded by Kendellynn Gagne; Voice vote passes 7-0-0***

## 7. ACTION ITEMS

- Vote to approve Warrants and Payroll

***Kerrie Scofield motions to the approve warrants and payroll; Seconded by Kendellynn Gagne; Voice vote passes 6-0-0 (Student Representative Zoe Noonan not eligible to vote)***

- Vote to approve regular session minutes of: October 1, 2025

***Kerrie Scofield motions to the approve the regular session minutes of 10/1/25; Seconded by Kendellynn Gagne; Voice vote passes 7-0-0***

- Vote to approve initial proposal for MBL Bourne High School Trip week of January 26th

***Kerrie Scofield motions to the approve approve the initial proposal for MBL Bourne High School trip the first week of March (amended date); Seconded by Kendellynn Gagne; Voice vote passes 7-0-0***

## 8. FUTURE AGENDA ITEMS

a. Continued discussion about facilities use planning
b. Student Spotlight

## 9. ADJOURN-*Kerrie Scofield motions to adjourn regular session; Seconded by Kendellynn Gagne; Voice vote passes 7-0-0*

**Regular Session ended at 8:55 PM**

***List of documents and exhibits used (GL c.30A, sect 22(a))***

| Agenda Item | Document |
|---|---|
| 0 | School Committee Agenda |
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**RESPECTFULLY SUBMITTED,**

Jessica Moerman
Recording Secretary