



Town of Littleton School Committee

33 Shattuck St. * P.O. Box 1486 * Littleton, MA 01432
Phone: (978) 540-2500 * Fax: (978) 486-9581 * Website: www.littletonps.org

JEN GOLD, Vice Chair
STACY DESMARAIS, Member

JUSTIN MCCARTHY, Chair

BRAD AUSTIN, Clerk
BINAL PATEL, Member

School Committee Meeting Littleton Police Station Community Room 500 Great Road In-person and Hybrid May 4, 2023 7:00 PM

You are invited to a Zoom webinar.

When: May 4, 2023 07:00 PM Eastern Time (US and Canada)

Topic: School Committee meeting of May 4, 7p, 2023

Please click the link below to join the webinar:

<https://littletonma.zoom.us/j/89076602782?pwd=cG94YUxEckRjWTZ5OVJqd3hGbHV5QT09>

Webinar ID: 890 7660 2782

Passcode: 094528

Or One tap mobile :

US: +13092053325,,89076602782# or +13126266799,,89076602782#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 309 205 3325 or +1 312 626 6799 or +1 646 931 3860 or +1 929 205 6099 or +1 301 715 8592 or +1 305 224 1968 or +1 689 278 1000 or +1 719 359 4580 or +1 253 205 0468 or +1 253 215 8782 or +1 346 248 7799 or +1 360 209 5623 or +1 386 347 5053 or +1 507 473 4847 or +1 564 217 2000 or +1 669 444 9171 or +1 669 900 6833

Webinar ID: 890 7660 2782

International numbers available: <https://littletonma.zoom.us/j/kevmvHSICo>

VIDEO OR CALL WILL BE MUTED UPON JOINING MEETING.

Please use the "RAISE YOUR HAND" feature in the zoom meeting to ask to speak.

PARTICIPANTS/ATTENDEES ARE REMINDED THAT BY JOINING THIS MEETING THAT YOU CONSENT TO YOUR LIKENESS AND AUDIO BEING USED AND REBROADCAST BY LCTV

This Rebroadcast meeting can be viewed online at LCTV On-Demand at <https://littleton.vod.castus.tv/vod>

AGENDA

Our mission is to foster a community of learners who strive for excellence and prepare each student to be a successful, contributing citizen in a global society.

7:00 I. ORGANIZATION

1. Call to Order
2. Pledge of Allegiance
3. Consent Agenda
 - Minutes – April 13, 2023
 - Oath to Bills and Payroll

7:05 II. INTERESTED CITIZENS

7:10 III. RECOGNITION

1. **LMS NELMS Recognition:** *Representatives from New England League of Middle Schools (NELMS) will recognize the Littleton Middle School in rewarding them with a Spotlight School Award.*
2. **Recognize School Committee Member:** *School Committee Chair will recognize Brad Austin for his years of service (2020-2023) as the Clerk and Member of the Town of Littleton School Committee.*

It is the policy of the Littleton Public Schools not to discriminate on the basis of race, gender, religion, national origin, color, homelessness, sexual orientation, gender identity, age or disability in its educational programs, services, activities or employment practices. Further information may be obtained by contacting Lyn Snow, District Equity Coordinator at 978-540-2500, lsnow@littletonps.org or 33 Shattuck Street, P.O. Box 1486, Littleton, MA 01460.

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3. **Recognize Student Representative:** *School Committee Chair will recognize John Feltus for his year of service (2022-2023) as the Student Representative to the School Committee.*
4. **Student Representative Report:** *Student Representative will give a report of events for each school.*
5. **Town Meeting:** *Superintendent Kelly Clenchy will recognize LHS student who sang the National Anthem at the Annual Town Meeting. Superintendent Kelly Clenchy will recognize the LHS student who won the Town Report cover Art Contest.*

7:15 IV. PRESENTATIONS

1. **State of the Curriculum Reports: Part 2: K-12 Health and PE Curriculum** *Coordinator, Meredith Perry, will provide an update of the Health and PE Curriculum and 6-12 World Language Curriculum Coordinator, Elizabeth Kelley, will provide an update of the World Language Curriculum. (25 min.)*
2. **2022-2023 District Slide Presentation:** *Superintendent Clenchy will present the 2022-2023 District Slideshow. (5 min.)*

7:45 V. RECOMMENDED SCHOOL CHOICE SLOTS FOR FY24

1. **School Choice FY24:** *Superintendent Kelly Clenchy will ask the SC to approve the recommended School Choice seats for FY24. (15 min.)*

8:00 VI. NEW BUSINESS

1. **High School Tennis Courts - Adding two courts:** *Business Manager Steve Mark will discuss the potential addition of two Tennis courts at Littleton High School. (5 min.)*
2. **Light Pole Request/RSS Track:** *Chair Justin McCarthy will discuss the requests from families to place another light pole close to the RSS track for safety in walking the track in the evenings. (5 min.)*
3. **MASC Delegate Form:** *School Committee will determine if a member will attend the MASC Conference as the Delegate Representative in November 2023. (5 min.)*
4. **Handbook Update:** *Director of Student Services, Lyn Snow, will provide an update on additional language recommended for the Handbooks. Potential Motion: Motion to approve the additional language in the school handbooks as presented. (10 min.)*

8:25 VII. INTERESTED CITIZENS

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8:30 VIII. SUBCOMMITTEE REPORTS

- 1. PMBC**
- 2. Budget Subcommittee**
- 3. Policy Subcommittee: (see LPS website to view all policies)**
<https://www.littletonps.org/school-committee/policies>

8:35 IX. ADJOURNMENT/EXECUTIVE SESSION

Motion to move into Executive Session to consider the release of executive session minutes with no intention to return to Open Session.

NEXT MEETING DATE(s)

Tentative Meeting Date

May 11, 2023

(Location TBD)

May 18, 2023

7:00PM

(Littleton Police Department Community Room)

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SCHOOL COMMITTEE

MINUTES

April 13, 2023

7:00PM

PRESENT: Justin McCarthy
Brad Austin
Jen Gold (7:01PM)
Stacy Desmarais
Binal Patel (7:01PM)

ALSO PRESENT: Kelly Clenchy
Steve Mark
Dorothy Mulone
Bettina Corrow

NOT PRESENT:

CALL TO ORDER

Justin McCarthy called the meeting to order at 7:00p.m.

On a motion by Brad Austin and seconded by Stacy Desmarais it was voted to approve the March 30, 2023, agenda as presented. (AYE: Unanimous).

INTERESTED CITIZENS

Laurel Shah – Asking the board to consider adding another School Resource Officer to the district. Have had a chance to speak with the resource officer Ms. Wodzinski and Chief Pinard. She is doing a great job dividing her duties between all four schools, but we as parents would like to see one more school resource office in the district. Chief Pinard agrees that it would be beneficial to add another resource officer to the district.

Justin McCarthy – I think this school committee board is wide open to making our schools as safe as possible for all. We have already finalized the budget for next year which includes salaries and jobs. But we would definitely take this request into consideration.

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Maggie Buckley – As a concerned parent and resident, our school resource officer is spread too thin. I do not think that our community realizes that she is spreading her duties between being a school resource officer as well as her detective duties.

Brad Austin – I hear your concerns but when we had the presentation from our police department, I did not feel that they expressed concern about the duties.

Kelly Clenchy – The next step would be for Chief Pinard to write a letter indicating that he would recommend we allocate funds for another school resource officer to our district. I do not think that behavior will change in our society. Unfortunately, we may still see more school shootings. When we look at school safety, we look at response time, which is key!

Brad Austin – The police department assured us that they always have 5-6 police cars out in the community at all times.

Maggie Buckley – We realize that the timing of expressing our concerns is not perfect. We are aware of the budget that is already in place. We would like to see what we can do for the coming year. We would like to do something now but understand that the budget is set.

RECOGNITION

1. Student Representative(s) Report: Student Representative, John Feltus, gave an update of the events happening at each school.
2. Superintendent Clenchy reminded the community that Shaker Lane Spring fest is scheduled for Friday April 28th.
3. Superintendent Clenchy thanked Indian Hill for their donation of 6 pianos and a baby grand piano to the district.
4. Superintendent Clenchy mentioned the successful musical Chicago which took place two weeks ago. Everyone did a wonderful job.

PRESENTATIONS

1. **Athletics Update:** Athletic Director Mike Lynn presented a brief update about winter and spring sports.

Winter Athletics Recap

■ Sports: 12 (6 LPS / 6 coop)

- Boys' & Girls' Basketball (V/JV/MS)
- Boys' & Girls' Indoor Track (V)
- Boys' Ice Hockey (V/JV)
- Girls' Ice Hockey (V – WA coop)
- Boys' & Girls' Swimming & Diving (V – Bromfield coop)
- Boys' & Girls' Alpine Skiing (V – Lunenburg coop)
- Gymnastics (V – G-D coop)
- Unified Bowling

■ Teams: 11 LPS / 17 Total

■ Athletes: 218

■ Contests: 165

LHS Winter Participation

■ V/JV Boys' Basketball: 24

■ V/JV Girls' Basketball: 21

- V Boys' Indoor Track: 40
- V Girls' Indoor Track: 34
- V/JV Boys' Ice Hockey: 37 (22L/11B/4P)
- V Girls' Ice Hockey: 5
- V Boys' & Girls' Swimming & Diving: 8 (2B/6G)
- V Boys' & Girls' Alpine Skiing: 11 (6B/5G)
- V Gymnastics: 4
- Unified Bowling: 5
- LMS Winter Participation
- MS Boys' Basketball: 15
- MS Girls' Basketball: 14

LHS Winter Varsity Records

- V Boys' Basketball: 6-15
- V Girls' Basketball: 18-6
- V Boys' Indoor Track: 5-0
- V Girls' Indoor Track: 4-1
- V Boys' Ice Hockey: 15-8

Spring Athletics Preview

- Sports: 9
 - Baseball (V/JV)
 - Softball (V)
 - Boys' & Girls' Lacrosse (V/JV*)
 - Boys' & Girls' Outdoor Track (V/MS)
 - Boys' & Girls' Tennis (V)
 - Unified Track
- Teams: 13
- Athletes: 266
- Contests: TBD

LHS Spring Participation

- V/JV Baseball: 27
- V Softball: 14
- V/JV Boys' Lacrosse: 33
- V Girls' Lacrosse: 22
- V Boys' Outdoor Track: 50
- V Girls' Outdoor Track: 34
- V Boys' Tennis: 12
- V Girls' Tennis: 11
- Unified Track: 9

LMS Spring Participation

- MS Boys' Outdoor Track: 25
- MS Girls' Outdoor Track: 29

Brad Austin – On behalf of SEPAC – thank you for the unified sport teams. Really appreciate the student support of each other. Lastly, what do you think of the athletic fees and the increase?

Mike Lynn – If we did not have athletic fees, it would be amazing, but we cannot run the programs without them. Transportation has gone up as well as official fees have gone up. You sometimes must chase families for the fee, but it is part of making the program run smoothly.

Stacey Desmarais – Want to thank you for all the hard work you are doing for the district all year long.

Jen Gold – Thank you for all that you do to the athletic program. Littleton is known for our great programs.

2. Three of the Curriculum Coordinators presented their State of Curriculum reports within the following subjects:

State of the Curriculum K-12 Arts and Music presentation was presented by Hilary Bridge, who highlighted the initiatives, recognitions, and accomplishments within the K-12 Arts and Music department at all four schools through video clips. All students and faculty are extremely happy to be back together in person and able to create artwork and use all the instruments again.

Brad Austin – It is great that we are giving the opportunity to so many students to be part of the art and music program.

Justin McCarthy – The community gets behind the art and music programs and it is a wonderful opportunity for our students.

State of the Curriculum Mathematics presentation was presented by Elizabeth Rego, who highlighted the initiatives, recognitions, and accomplishments within the Math department at the Middle and High School.

Middle school accomplishments

- 6th Grade Math – Jen Goff
- 7th Grade Math – Andy Webster
- Math Lab – Rachel Silva
- MCAS Strategies
- Professional Development
- Student Engagement
- SEL
- Grade 8th students took part in the Scholastic Hardest Math Contest

High School Accomplishments

- Advanced Placement
- MCAS Strategies
- Common Core
- Professional Development
- Dual Enrollment
- Technology/Engagement
- Financial Algebra and Financial Literacy Fair
- Co-Taught Algebra I
- NEML
- Archie

Math MCAS – Grade 10

- 77% of students were either meeting or exceeding expectations.
- 30% of students were exceeding expectations (> 2019 or 2021)
- LHS above the state on all but one question
- Identified areas where students could use more practice and reinforcement.

Current Focus Areas

- Continue to make adjustments due to the pandemic.
- UDL in math
- Prepare students for MCAS.
- Real world applications
- Collaborate with LHS math teachers and other districts.

Stacey Desmarais – It was some very impressive results and very happy with the AP results.

Jen Gold – Really impressive program.

Justin McCarthy – In 2019, 17% of the student population were not meeting expectations and now we are at 22%. Is this because of Covid? Is this similar in other districts?

Elizabeth Rego – I do think that the pandemic had something to do with this. Other districts are showing the same results. Our ALEKS program is a great help for these students. I do believe that UDL will help with this as well. It gives students an opportunity to learn in different ways.

Brad Austin –Is Algebra II a requirement? AP exam is a set date for all districts.

Elizabeth Rego – Algebra II is a graduation requirement. Yes, the AP Exam is a set date, and it is a lot of curricula to get through, but the teachers do a wonderful job every year with the students.

State of the Curriculum History and Social Science presentation was presented by Joseph Dennis Professional Development & Highlights

- Culturally Responsive Teaching - Adaptative X
- Implementation of S. 2557 - Genocide Education
- World History Textbook Review & Selection - McGraw-Hill Education's World History by Jackson J. Spielvogel
- Universal Design for Learning
- Project Based Learning
- Civics Projects in 8th and 10th Grade
- Grade 6 Country Expo this Spring

High School US 1

One of the (many) implications of AI generated content is fragmentation of our knowledge of the past- you can essentially use it to create your own version of the past that seems very authoritative. Here's one AI generated narrative about abolitionism in the 1840s and 1850s below:

Students read AI generated pieces then identified a passage (or passages) that are accurate then explained in an open response using specific from class.

AP Psychology now a part of the History and Social Sciences Department

Biological Bases of Behavior unit where students drew and labeled the Neural Chain with chalk outside LHS.

Brad Austin – I really appreciate the presentation and it is some great assignments. How do we balance the online textbook base? Can you tell us more about civic learning? Is our curriculum tied to framework and standard?

Joseph Dennis – We do a lot of primary source analysis. We do this across from Grade 6 through Grade 12. We have a lot of material on the civic topic, but I do not know a lot about it at this point. Yes, we use the MA framework standards.

3. Superintendent Evaluation

A discussion of feedback from School Committee members regarding the Superintendent's Annual Evaluation. Brad Austin gave a brief overview of the Superintendent's goals set forth for his evaluation. Dr. Clenchy met the student learning goal and met the professional practice goal.

The superintendent was marked proficient in most of the areas and was marked exemplary in a couple of the areas.

The board suggested that it would be beneficial if the Superintendent got out more into the community. If the community got to learn their leader a bit better. With a diverse community there are many things/traditions to learn.

Superintendent Clenchy thanked the board for their feedback.

Stacey Desmarais – It has been a pleasure to work with you and have you as a mentor for the board.

Binal Patel – The data and decision is not always driven from test scores which is important.

Jen Gold – I agree with my board members.

Justin McCarthy – I think we have a really high-functioning school committee which is partly because of the Superintendent's leadership. But you let us represent the school committee to the community in our own way.

Brad Austin – As we look at data, we would like to look at a climate survey for our schools.

Kelly Clenchy – Next year we will work closely with Panorama on surveys.

- 4. Financial Update:** Business Manager, Steve Mark presented the financial update. The overview was included in the packet.

NEW BUINSESS

1. Business Manager Steve Mark asked the School Committee to approve the request to accept the donation of pianos from Indian Hill.

On a motion by Brad Austin and seconded by Stacey Desmarais it was voted to approve the request to accept the donation of pianos from Indian Hill as presented. (AYE: Unanimous). Roll Call Vote: Justin McCarthy, AYE; Brad Austin, AYE; Stacey Desmarais, AYE; Binal Patel, AYE; and Jen Gold, AYE.

INTERESTED CITIZENS

None

SUBCOMMITTEE REPORTS

1. **PMBC:** High School roof repair – contract has been signed.

2. **Budget Subcommittee:** The budget subcommittee members need to set up a meeting soon.

277 **3. SEPAC:** None

278
279 **4. Policy:** None

280
281 **ADJOURNMENT**

282 On a motion by Brad Austin and seconded by Stacey Desmarais it was voted to adjourn at 8:43 PM to go into
283 Executive Session for the purpose of contract negotiation discussion with no intention to return to Open
284 Session. Roll Call Vote: Brad Austin, AYE; Justin McCarthy, AYE; Jen Gold, AYE; Binal Patel, AYE; and
285 Stacy Desmarais, AYE.

286
287 **NEXT MEETING DATE**

288 **May 4, 2023**

289 **7:00PM**

290
291 **DOCUMENTS AS PART OF MEETING**

292 LITTLETON ATHLETICS - 2022-2023 Winter/Spring Update

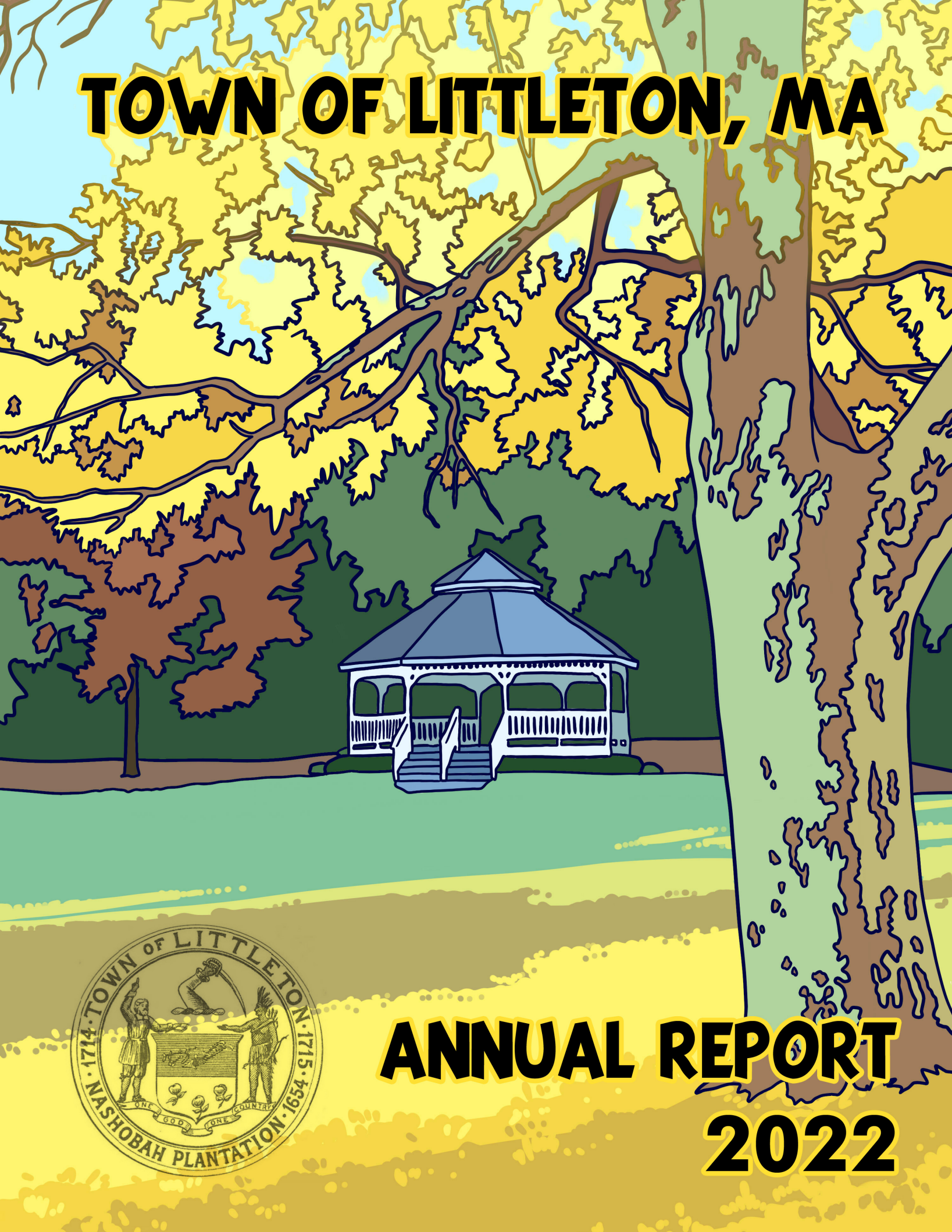
293 State of Curriculum - Art, Music & Drama

294 Mathematics - State of the Curriculum 2023

295 History and Social Sciences 2022-2023

296 Financial Report

TOWN OF LITTLETON, MA



ANNUAL REPORT 2022

State of the Curriculum: Health and Physical Education

Meredith M. Perry

Major Accomplishments

- Still waiting for updated Curriculum Frameworks (1999)
- SRO connections in the MS curriculum
- Back to “normal” after COVID
 - Brought back the fun
- Universal Mental Health Screening - Grades 7, 9-12
 - Depression, Anxiety, Suicide
- Signs of Suicide
 - 6th grade - Screening
 - 8th grade - refresher

Current Focus

- Updating curriculum once new frameworks are released
- Looking at the whole student to help figure out where they are at and how we can get them to where they need to be
- Social and Emotional Wellness for students and staff
 - Modifications for students struggling with regulating their emotions
 - Incorporating SEL practices into the classroom

Professional Development

- Culturally Responsive Teaching
- UDL - Universal Design for Learning
- Online courses
 - Strength Training for Women
 - Motivating the Unmotivated

Shaker Lane Happenings

Students have been trying obstacle courses. This helps students develop strength and balance, practice motor skills, and develop body awareness.



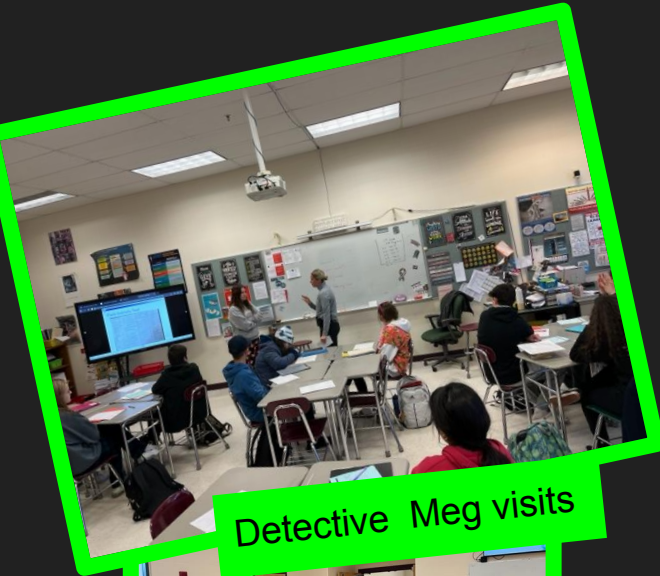
Russell Street Happenings



Every 6-8 weeks, students participate in wellness classes focused on breathing, mindfulness, and mindful movement exercises.



Middle School Happenings



Detective Meg visits



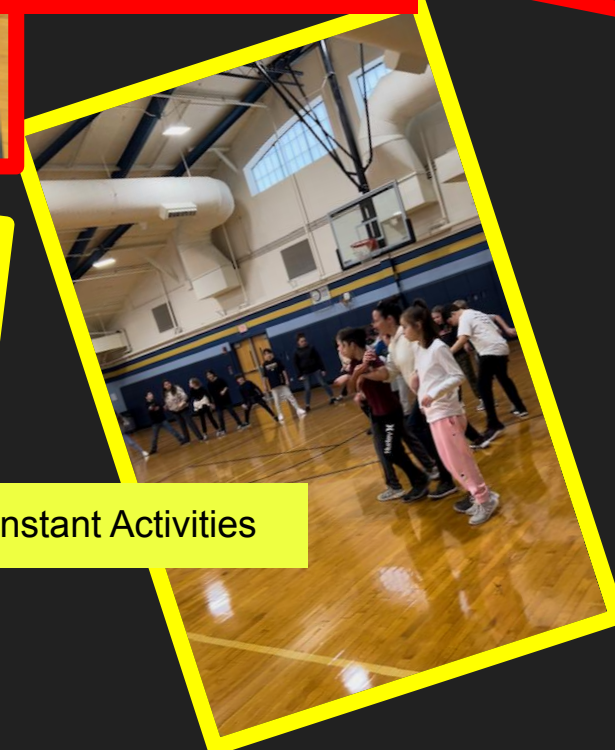
Collaborative Activities



Mindfulness



Instant Activities





Journaling



Moving/Dancing/Playing/Socializing



Coloring
Mandalas



Middle School Happenings



LMS/LHS Archery



PALS



High School Happenings



Meditation in Fit for Life



Strength & Conditioning



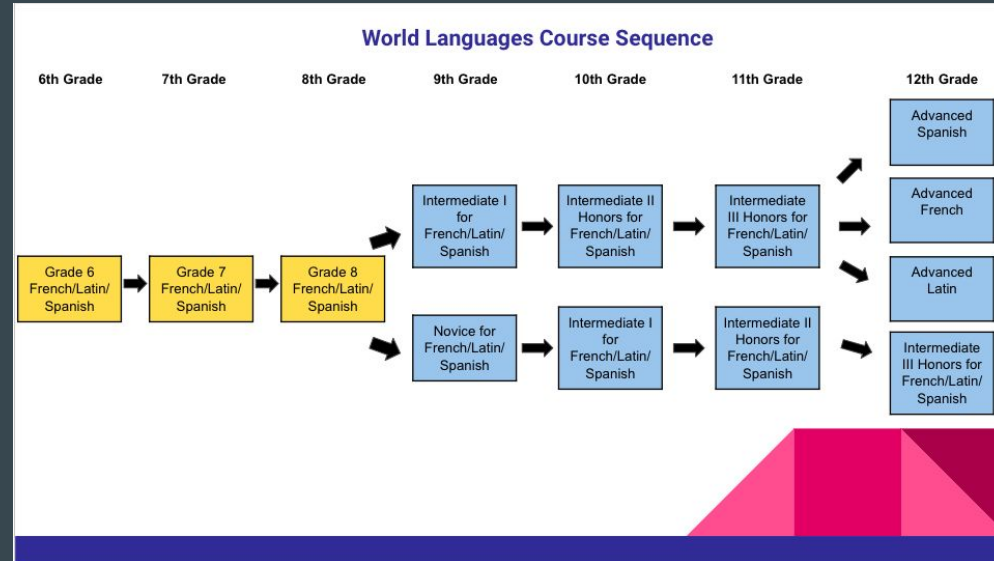
Fit for Life



Health

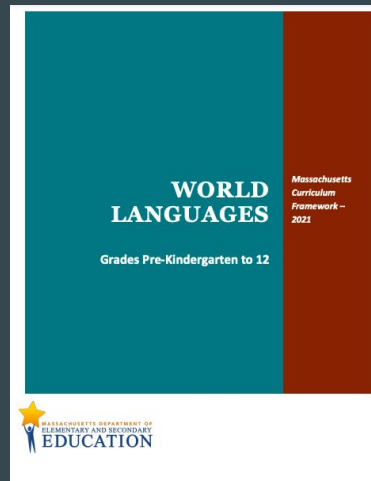
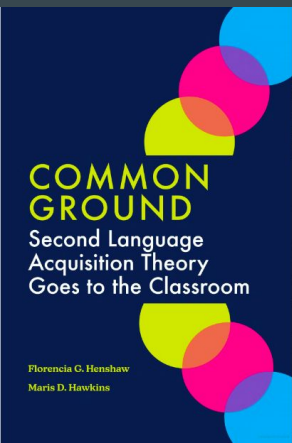
LPS Department Updates 2023

- Recognition & Merci: Jenene Allison's retirement
- Seal of Biliteracy Yearly Schedule
- Fourth Year of Streamlined Unleveled Courses
- Dual Enrollment with Middlesex Community College



Professional Development

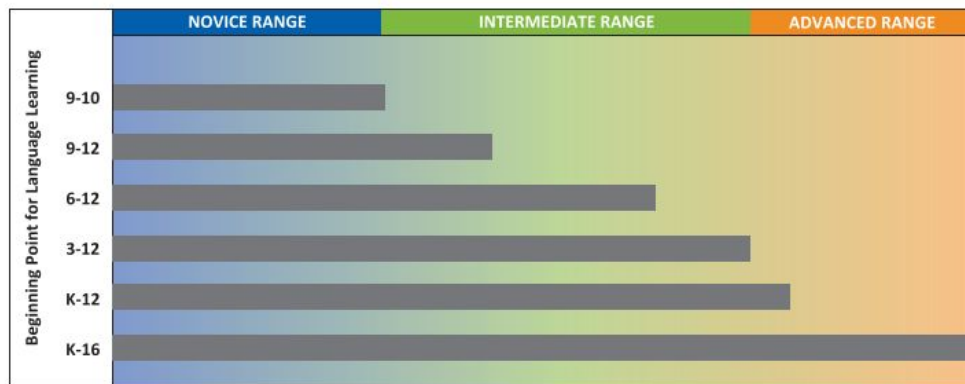
- ACTFL meeting in Boston, November
- Book Club for Common Ground
- District-Wide: Adaptive X early adopters, Universal Design for Learning
- DESE's World Language Leaders Network Meetings, EMFLA
- Prior Learning Assessments and College Credits for Languages
- Faculty-Led: MA State WL Frameworks



Proficiency Goals

- SOBi awarded for Intermediate High
- Language Acquisition Takes Time
- More time = Higher proficiency

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE



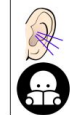
Intermediate High



I can **consistently** use words/expressions from a **wide range** of topics and **consistently elaborate** with much detail and vocabulary.



I can use **connected sentences** to narrate, describe, or explain while communicating in **paragraph** length.



I can understand main ideas and most details in conversations and familiar topics.



SpanishPlans

ACTFL Proficiency



Proficiency is not perfection

No one can live without ice cream. The smooth, cold, delicious taste of sweet, tantalizing ice cream causes us to come back for more. While times have changed and families does not churn their own ice cream, anyone can easily enjoy a wide variety of flavors and types to fulfill their craving for sugary, mouth-watering treat. First, you only need to drive to a store. Second, and the hardest part, to decide which kind to purchase. Lastly, indulge in whatever location you choose, with whomever you choose, or eat the whole half gallon yourself.

Engaging Class Activities

- Reading in class
- Reading to other classes!
- School yard clean up
- Socratic Seminar



Student Engagement outside of Class

- Worcester Art Museum
- Classics Day at Boston University
- Roman Trivia Ite Championships
- Spain trip



Littleton Public Schools

[District Slide Show 2022-2023](#)

SCHOOL CHOICE

It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law and under the following local conditions:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the District.
4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, gender identity, age, homelessness, sexual orientation, ancestry, athletic performance, physical handicap, special need, pregnancy, pregnancy related condition, academic performance or proficiency in the English language.

SOURCE: MASC March 2018

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B

Adopted:	June 8, 1995
Reviewed:	June 10, 2004
Revised:	October 4, 2012
Reviewed:	25 February 2016
Revised:	28 May 2020

**PROJECTED SCHOOL CHOICE ENROLLMENT
2023-2024**

	Projected	2022-2023 #SC Students	Projected	Projected	Projected
	#Students	moving to next grade Level	School Choice	#Students Total	#Students Total
	Littleton Residents	in	Seats Offered	School Choice	Enrollment
<u>GRADE</u>	<u>2023-2024</u>	<u>2023-2024</u>	<u>2023-2024</u>	<u>2023-2024</u>	<u>2023-2024</u>
PreK	45	0	0	0	45
K	126	0	6	6	132
T	18	0	0	0	18
1	135	3	3	6	141
2	132	6	0	6	138
TOTAL	456	9	9	18	474
3	107	3	5	8	115
4	119	5	4	9	128
5	116	8	4	12	128
TOTAL	342	16	13	29	371
6	137	5	0	5	142
7	120	4	5	9	129
8	123	8	2	10	133
TOTAL	380	17	7	24	404
9	118	10	4	14	132
10	117	11	4	15	132
11	109	11	6	17	126
12	110	10	6	16	126
TOTAL	454	42	20	62	516
Total ALL	1632	84	49	133	1765

FY23-24 proposing to add (6) School Choice Grade (K) Students
 FY23-24 proposing to add (3) School Choice Grade (1) Students
 FY23-24 proposing to add (5) School Choice Grade (3) Students
 FY23-24 proposing to add (4) School Choice Grade (4) Students
 FY23-24 proposing to add (4) School Choice Grade (5) Students
 FY23-24 proposing to add (5) School Choice Grade (7) Students
 FY23-24 proposing to add (2) School Choice Grade (8) Students
 FY23-24 proposing to add (4) School Choice Grade (9) Students
 FY23-24 proposing to add (4) School Choice Grade (10) Students
 FY23-24 proposing to add (6) School Choice Grade (11) Students
 FY23-24 proposing to add (6) School Choice Grade (12) Students

Projected Students Littleton Residents 2023-2024=1632
Projected School Choice Students in 2023-2024 =133
Currently there are (90) 2022-2023 School Choice Students
(6) Grade 12 2022-2023 School Choice Students will graduate



Massachusetts Association of School Committees, Inc.

One McKinley Square, Boston, Massachusetts 02109

(617) 523-8454 (800) 392-6023 fax: (617) 702-4111 www.masc.org

Stacey Rizzo, President

Glenn Koocher, Executive Director

March 25, 2023

TO: School Committee Members

SUBJECT: **MASC ANNUAL BUSINESS MEETING**

Will be held during the Joint Conference on **WEDNESDAY, NOVEMBER 8, 2023**

3:15pm.

RESORT and CONFERENCE CENTER at HYANNIS

Voting Delegate

Resolutions

Enclosed is the Official Delegate Form for registering your voting delegate for the MASC annual business meeting. This year's meeting will be in Hyannis during the joint conference. The form must be received in the MASC office by Friday, October 20, 2023.

MASC adopts its formal positions from decisions made by our membership. The resolution process is the primary vehicle for measuring feedback and developing legislative positions and action. Enclosed is the form, and instructions for submitting a resolution for consideration at the annual meeting. The deadline for submission of resolutions for review by the Resolutions Committee is June 1, 2023.



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Stacey Rizzo, President

Date: March 2023

To: MASC member school committees, c/o superintendent of schools

Re: Voting delegate to annual business meeting

Date: **DURING JOINT CONFERENCE. WEDNESDAY, NOVEMBER 8**

Location: **RESORT AND CONFERENCE CENTER AT HYANNIS, HYANNIS**

FIRST NOTICE

In order for your school committee to have a vote at the annual business meeting of the Massachusetts Association of School Committees, it is necessary that an official delegate be designated in pursuance of Article IX, Sec. 6 of the By-Laws, as follows:

All members of the Association, and all members of school committees which are active members of the Association, may attend and speak at any meeting of the Association. Only active members shall be entitled to vote on the election of officers or on any other matter as to which members of the Association shall have the right to vote and each active member shall have one vote. No later than seven days prior to each meeting of the Association each active member shall, by written notice to the Executive Director, designate one of its members as its voting delegate and may by such notice designate one of its members as its alternate voting delegate. All ballots and other votes cast by an active member at any meeting of the Association shall be cast by and only by its voting delegate or if the delegate be absent, by its alternate voting delegate if one shall have been designated.

PLEASE NOTE:

- An official delegate is only that delegate whose school committee has complied with annual dues regulations as spelled out in Article IV of the MASC By-Laws.
- Deadline for receipt of delegate forms by the Executive Director for the 2023 annual meeting is October 20, 2023.

Official Delegate Form

For the school committee of _____

The official voting delegate is: _____

The alternate voting delegate is: _____

Signed _____

NOTE: In order to register for the annual business meeting, delegates must send in this form in addition to the conference registration form.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

LANGUAGE PRESENTED ON 2/7/23	LANGUAGE PRESENTED ON 5/4/2023
<p>All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA), and related regulations, require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act of 1973, are, generally, also entitled to increased procedural protections upon the imposition of a discipline sanction that will result in the student's removal for more than ten (10) consecutive school days or which will result in a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:</p>	<p>All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act (IDEA), and related regulations, require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act of 1973, are, generally, also entitled to increased procedural protections upon the imposition of a discipline sanction that will result in the student's removal for more than ten (10) consecutive school days or which will result in a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:</p>
<p>Students with disabilities may be excluded from their programs for ten (10) school days or less to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a "change of placement," building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team will meet to determine the relationship between the student's disability and the conduct for which the student is subject to discipline. This is called a Manifestation Determination. The Team must convene within 10 days of the decision to suspend.</p>	<p>Students with disabilities may be excluded from their programs for ten (10) school days or less to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) consecutive school days in a given school year or subjected to a pattern of removal constituting a "change of placement," building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team will meet to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district's failure to implement the IEP—"a manifestation determination."</p>
	<p>No later than the date of the decision to take disciplinary action, the school district will notify the parent(s) of that decision and provide them with the written notice of procedural safeguards.</p>
<p>If building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team determine that the student's conduct was NOT a manifestation of the student's disability, the school may discipline the student in accordance with the procedures and penalties applicable to all students, except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year. Such services are not available to students under Section 504. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, may, where appropriate, conduct a functional behavioral assessment.</p>	<p>If building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team determine that the student's conduct was <u>NOT a manifestation of the student's disability</u>, the school may discipline the student in accordance with the procedures and penalties applicable to all students, except that students eligible for special education services shall be entitled to a free appropriate public education as of the eleventh (11th) day of disciplinary exclusion in the school year. Such services are not available to students under Section 504. The student's IEP Team will identify the services necessary to provide a free appropriate public education during the period of exclusion, review any existing behavior intervention plan or, may, where appropriate, conduct a functional behavioral assessment.</p>

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

<p>If building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team determine that the misconduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further disciplinary removal or exclusion from the student's current educational program based on that incident of misconduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others). The student's IEP or Section 504 Team shall review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment. The IEP or Section 504 Team will develop (with the student's parent(s)/guardian(s) consent), modifications to or a new 504 Plan, IEP, behavior intervention plan and/or placement as appropriate.</p>	<p>If building administrators, the student's parent(s)/guardian(s), and relevant members of the student's IEP or 504 Team determine that the misconduct giving rise to disciplinary action was a manifestation of the student's disability, the student will not be subjected to further disciplinary removal or exclusion from the student's current educational program based on that incident of misconduct (except for conduct involving weapons, drugs, or resulting in serious bodily injury to others). The student's IEP or Section 504 Team shall review, and modify as appropriate, any existing behavior intervention plan or arrange for a functional behavioral assessment. The IEP or Section 504 Team will develop (with the student's parent(s)/guardian(s) consent), modifications to or a new 504 Plan, IEP, behavior intervention plan and/or placement as appropriate.</p>
<p>If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a dangerous weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may, with or without parent/guardian consent, place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days. A parent can also consent to a forty-five (45) school day interim setting.</p>	<p>If a student with a disability possesses or uses illegal drugs, sells or solicits a controlled substance, possesses a dangerous weapon, or causes serious bodily injury to another on school grounds or at a school function, the District may, with or without parent/guardian consent, place the student in an interim alternative educational setting (IAES) for up to forty-five (45) school days. A court or BSEA Hearing Officer may also order the placement of a student who presents a substantial likelihood of injury to self or others in an appropriate interim setting for up to forty-five (45) school days. A parent can also consent to a forty-five (45) school day interim setting.</p>
<p>The interim alternative setting must enable the student to participate in the general curriculum, although in another setting, and progress toward the goals in the IEP. The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring.</p>	<p>The interim alternative setting must enable the student to participate in the general curriculum, although in another setting, and progress toward the goals in the IEP. The interim alternative setting must also provide services and modifications designed to address the behavior giving rise to the removal and to prevent the behavior from reoccurring.</p>
<p>At the conclusion of the forty-five (45) school day period, the student shall be returned to his/her previous placement unless the parent (or student if 18+) consents to an extension of the interim alternative setting or an Order is obtained from the Bureau of Special Education Appeal authorizing the student's continued removal.</p>	<p>At the conclusion of the forty-five (45) school day period, the student shall be returned to his/her previous placement unless the parent (or student if 18+) consents to an extension of the interim alternative setting or an Order is obtained from the Bureau of Special Education Appeal authorizing the student's continued removal.</p>
<p>The parent shall have the right to appeal the Team's manifestation determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting to the Bureau of Special Education Appeals. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.</p>	<p>The parent shall have the right to appeal the Team's manifestation determination, the imposition of a disciplinary change in placement, and the student's placement in an interim alternative educational setting to the Bureau of Special Education Appeals. The student will remain in the disciplinary placement imposed by school authorities pending a decision on the appeal or until the expiration of the disciplinary sanction, whichever comes first.</p>

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

Note: If a request is made for an evaluation of a student's eligibility for special education services under the Individuals with Disabilities Education Act (IDEA) during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the student will remain in the educational placement determined by school authorities, which may include suspension or expulsion from school. If the suspension imposed terminates prior to the completion of said expedited evaluation, the student shall be allowed to return to school immediately upon the conclusion of the disciplinary exclusion.

Note: **If, prior to the disciplinary action, the school district had knowledge that the student may be a student with a disability, then the district will make all protections available to the student (e.g., manifestation determination) until and unless the student is subsequently determined not to be eligible. The district may be considered to have prior knowledge if: (a) the parent had expressed concern in writing; (b) the parent had requested an evaluation; or (c) District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. The district may not be considered to have had prior knowledge if the parent has not consented to an evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.** If a request is made for an evaluation of a student's eligibility for special education services under the Individuals with Disabilities Education Act (IDEA) during the time period in which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the student will remain in the educational placement determined by school authorities, which may include suspension or expulsion from school. If the suspension imposed terminates prior to the completion of said expedited evaluation, the student shall be allowed to return to school immediately upon the conclusion of the disciplinary exclusion. **If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.**