



# Town of Littleton School Committee

33 Shattuck St. \* P.O. Box 1486 \* Littleton, MA 01460-4486 \*  
Phone: (978) 540-2500 \* Fax: (978) 486-9581 \* Website: [www.littletonps.org](http://www.littletonps.org)



JEN GOLD, Vice Chair  
STACY DESMARAIS, Member

JUSTIN MCCARTHY, Chair

BINAL PATEL, Member  
ELAINE SANTELMANN, Clerk

**School Committee Meeting**  
**Littleton Police Station Community Room**  
**500 Great Road**  
**In-person and Hybrid**  
**November 16, 2023**  
**7:00 PM**

<https://www.littletonps.org/school-committee/school-committee-calendar>

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

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## \*\*\*AGENDA\*\*\*

*The Littleton Public Schools' **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. As a district, we commit to evolve together as a diverse community through education, accountability, and compassion.*

### 7:00 I. ORGANIZATION

1. Call to Order
2. Pledge of Allegiance
3. Consent Agenda
  - Minutes – October 26, 2023
  - Oath to Bills and Payroll

### 7:05 II. INTERESTED CITIZENS

### 7:10 III. RECOGNITION

1. **Student Representative(s) Report:** *Student Representative(s), will give a report of events for each school.*
2. Other

### 7:15 IV. NEW BUSINESS

1. **Superintendent's Report:** *Superintendent Kelly Clenchy will discuss DEIAB Schematic, Playbook Initiative, Care Solace, Map Testing and the Littleton District Review (10 min)*

*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](mailto:lsnow@littletonps.org) or 33 Shattuck Street, P.O. Box 1486, Littleton, MA 01460.*

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**7:25 V. PRESENTATIONS**

- 1. Update of Safety and Security with SRO Wodzinski:** *Our School Resource officer and other members of LPD will give an overview of school safety training and procedures. (15 min)*
- 2. Update on CrisisGo (District):** *Business Manager Steve Mark will give an update on the process for implementing the CrisisGo plan. (10 min)*  
[CrisisGo](#)
- 3. MCAS Update (District & Principals):** *Director of Teaching and Learning Elizabeth Steele along with High School, Middle School and Russell Street School Principals will give an update on the 2023 Spring MCAS Results and Next Steps. (60 Min)*

**8:50 VI. INTERESTED CITIZENS**

**8:55 VII. SUBCOMMITTEE REPORTS**

- 1. PMBC**
- 2. Budget Subcommittee**
- 3. Policy Subcommittee:** (see LPS website to view all policies)  
**Motion to accept the first reading of the following modified policies:**  
BDFA - SCHOOL COUNCILS  
BEC - EXECUTIVE SESSIONS  
BEDB - AGENDA  
**Motion to accept the first reading of the following policies as current:**  
BDF - ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE  
BDG - SCHOOL ATTORNEY/LEGAL SERVICES  
BE - SCHOOL COMMITTEE MEETINGS  
BEDD - RULES OF ORDER
- 4. Shaker Lane Building Committee Update** (*Stacy Desmarais, Superintendent Clenchy*)

**9:00 VIII. ADJOURNMENT**

**Next School Committee Meeting  
November 30, 2023  
7:00PM  
Littleton Police Station Community Room**

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## SCHOOL COMMITTEE MINUTES October 26, 2023 7:00PM

**PRESENT:** Justin McCarthy  
Jen Gold  
Elaine Santelmann  
Binal Patel

**ALSO PRESENT:** Kelly Clenchy  
Steve Mark  
Karen Solomonides

**NOT PRESENT:** Dorothy Mulone  
Stacey Desmarais

### CALL TO ORDER

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

On a motion by Elaine Santelmann and seconded by Jen Gold it was voted to approve the October 12, 2023, agenda as presented. (AYE: Unanimous).

### INTERESTED CITIZENS

None

### RECOGNITION

1. Student Representative(s) Report: Student Representative, Jay Kang gave an update of events for each school.

Superintendent Kelly Clenchy gave a special thanks to the Rotary Club of Littleton.

Lyn Snow gave recognition to Dr. Tracy Turner who is part of the clinical team and works at Littleton High School. She has played a significant role in revitalizing unified sport teams with Mike Lynn and

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34 **Eric Arnold.** She also runs the Pals Club which is a wonderful opportunity for students with disabilities  
35 to partner with students or social activities. She also runs the high school DEI club and has drop in  
36 times for staff and students as a mental health support. She plays an important role for us here at  
37 Littleton Public Schools.

38

### 39 NEW BUSINESS

40 **1.** Superintendent Kelly Clenchy shared about an upcoming Linewize Parent Webinar November 8, 2023  
41 regarding online safety and digital wellness for children. Please see the flier in the packet for more detailed  
42 information.

43

44 **2. Special Town Meeting:** Superintendent Kelly Clenchy will discuss Article 7, Article 8 and Article 10  
45 listed in the Town of Littleton Town Meeting Report for the November 1, 2023 Special Town Meeting.

46

47 **a. Article 7 - Shaker Lane Elementary School:** Article 7 authorizes supplemental funding of \$385,000  
48 for the Feasibility Study, Design, and Construction at the Shaker Lane Elementary School located at  
49 39 Shaker Lane.

50 **b. Article 8 - Overlay Reserve Transfer to Capital Stabilization Fund:** Article 8 transfers \$4,000,000  
51 from the Overlay Reserve into the Capital Stabilization Fund. This funding is intended to be utilized  
52 for future capital expenditures such as the rehabilitation of the former Indian Hill Music School  
53 located at 36 King Street.

54 **c. Article 10 - High School Tennis Courts Community Preservation Fund:** Appropriate \$734,000  
55 (Seven Hundred Thirty-Four Thousand Dollars) to design and construct tennis courts at Littleton High  
56 School for recreation purposes under the Community Preservation Act and to fund such design and  
57 construction, that \$400,000 (Four Hundred Thousand Dollars) be appropriated from Community  
58 Preservation Act Fund balance and that \$334,000 (Three Hundred Thirty-Four Thousand Dollars) be  
59 borrowed by the Treasurer, who is authorized with the approval of the Select Board, to issue any bonds  
60 or notes that may be necessary for that purpose, as authorized by General Laws Chapter 44B, § 11, or  
61 any other general or special law, for a period not to exceed the maximum number of years authorized  
62 by law.

63

64 **Elaine Santelmann:** What is the connection between the school department and the tennis courts?

65

66 **Superintendent Kelly Clenchy:** The tennis courts are on the HS property. They are going to rebuild our  
67 tennis courts and change the direction they are facing and the tennis courts by the town offices will be taken  
68 out for the construction of the new senior center. It does affect us because we use these tennis courts for  
69 practice and competitions as well, and they are on High School property.

70

71 **Jen Gold:** We are required to have 4 courts in town to be able to have a high school tennis team so if there are  
72 not 4 courts we can't have a high school tennis team. So we are losing 2 courts so we have to add 2 at the high  
73 school.

74

75 **Justin McCarthy:** The only article I think we might hear from citizens is on Article 7, perhaps because we  
76 have already gone to town meetings before and requested some money and it's a difficult environment. The  
77 cost of construction and all related services due to inflation are up substantially. We also know that Shaker  
78 Lane is in need of a good look or a potential rebuild. I don't like telling the town one thing and then 6 months  
79 or a year later we have to go back and ask for additional money.

80

81 **Superintendent Kelly Clenchy:** We are not the only ones in this position that are in this phase of the project.

82

### 83 PRESENTATIONS

84

85 **1. Financial & Budget Update:** Steve Mark presented the year to date 2024 school budget. See budget  
86 presentation in packet of projected future projects. Financially we are in good shape with the budget. Capital  
87 plan is a 10 year plan with an investment of \$11 million dollars for combined schools. We will need to start  
88 planning for new roofs for the schools and new HVAC units.

89

90 **Justin McCarthy:** So the \$665,000 dollars that we're looking for presently are for the request of this coming  
91 fiscal year is sort of our bare bones request. We heard from the town that finances were going to be tough,  
92 they are working on additional projects in town and trying to bring in additional tax revenue so it is my  
93 understanding that this is by design for FY25 because we have heard messaging from the town?

94

95

96

97 **Steve Mark:** Yes, we don't want to ask too much and be unrealistic but we need to start thinking about  
98 replacing these units.

99

100 **Justin McCarthy:** So my follow up question is the big ticket items for FY 2026 and 2027 which is splitting  
101 the HS roof across those two years and also looking at accomplishing the Russell Street roof in 2027. Are  
102 those ballparks, did we bid that work?

103

104 **Steve Mark:** These are ballparks, we did get some money, we got \$50,000 approved during the last town  
105 meeting to do an engineering study on the HS roof. I'm in the process of working with an engineering firm  
106 now to solidify what that study will entail. They will do some thermal scans and do a study on the high school  
107 roof and come up with a plan as far as what they recommend, how soon can we wait, how soon does it need to  
108 be done. We are also working with the engineering firm to look at the middle school roof and the Russell  
109 Street roof to make those same recommendations.

110

111 **Justin McCarthy:** Also \$25,000 for crack resurfacing in FY 2032 it doesn't seem like that will get us very  
112 far for crack resurfacing. Is that for redoing the track?

113

114 **Steve Mark:** It's replacing the rubber surface and they recommend you do that between every 15 years. This  
115 is the number we had quoted to us a couple years ago. We are also working with the Littleton track  
116 organization and they have donated funds for the future of that track and the money is sitting in their gifts and  
117 donations account and they donated \$40,000 dollars. We think between those two we should be able to  
118 resurface the track.

119

120 **Justin McCarthy:** The \$65,000 for the alumni playing surface and carpet, it doesn't seem like that is going to  
121 get us very far. Is that actually replacing the entire playing field?

122

123 **Steve Mark:** It's replacing the entire carpet. The recommendation is to replace the entire carpet. With gifts  
124 and donations when we rent that field out we are setting some funds aside for future maintenance of that  
125 carpet on the field.

126

127 **Jen Gold:** Wasn't there a law passed that the substance on the field is not used any more in Massachusetts?

128

129 **Steve Mark:** We don't use crumb rubber we use PDPM which is safer and I don't believe there was a law  
130 passed that banned this. They were trying to pass a law that banned future artificial fields in the state of  
131 Massachusetts but that didn't pass.

132

133 **Jen Gold:** So this number would be an estimate based on just replacing what we currently have?

134 **Steve Mark:** Yes, correct, and it's all based on how much wear and tear we get on it as well.

135

136 **Justin McCarthy:** Let's put this on the agenda for our next budget subcommittee meeting.

137

138 **2. New School Improvement Plan Updates:** Standard 4: Climate/Culture see presentation in packet for each  
139 school. Some highlight topics are:

140

141 **Shaker Lane - Michelle Kane:** The first one we have going across is about school safety. We did have our  
142 first safety drill last week. We do have the kids evacuate and listen to your teacher and trusted adult. Another  
143 part of our drill is talking about barricading inside. We don't barricade for fear of something happening to the  
144 kids so we talk about what we put in front of the door and how we can stay safe in our rooms. During our first  
145 staff meeting in September we did go over our unification plan should we have to reunify over at St. Annes or  
146 the high school.

147

148 We have the HEART program, we have a community meeting and read a story. We read one about honesty.  
149 We talk about compassion projects and giving back to the community. We also use heart jars so when the kids  
150 are showing their heart giving their best effort filling that heart jar and being rewarded. We also do Tiger Paw  
151 of Excellence that is staff to staff hand off. We celebrate our staff meeting every month with a new staff  
152 member that really showed excellence. We have staff pins that are put on lanyards. We hand out paws that are  
153 given to staff members who show heart or achieve our mission statement and embody Shaker Lane. We have  
154 social groups, lunch groups and snack groups. We have a Community, Culture and Diversity Survey to  
155 incorporate family feedback into learning experiences. We are reviewing the district maintenance plan.  
156 Develop a team of staff and community members to support the SL MSBA initiative.

157

158 **Elaine Santelmann:** I really appreciate how you implement the ALICE drills in a really developmentally  
159 appropriate way. I'm very grateful that you put such careful thought into how to make this an important safety  
160 routine developmentally appropriate so that you can sort of meet the needs at the same time. I'm also happy to  
161 hear about the heart jar because it's such a great initiative to have in place to support teachers in catching kids  
162 being good and looking for the good things.

163

164 **Russell Street - Cheryl Temple:** Review, maintain and modify protocols and procedures that provide all  
165 students and staff with a safe and secure learning and work environment. Our ALICE drills are age  
166 appropriate for the age group. We have fire drills consistently and review our emergency protocols. In terms  
167 of building capacity around our school environment that fosters social and emotional learning we do have an  
168 SEL block built into our schedule at all grade levels. We created outdoor spaces for children to play board  
169 games. We use STRIPES. It's our version of the heart program where the students get a slip of paper that goes  
170 on our bulletin board out front. and the other slip of paper goes into a jar in their classroom and they get a note  
171 to go home to say why they earned that that day. We have school activities to build citizenship, we have a  
172 sunshine committee for staff, they put gatherings and social activities together for staff. Tiger paw of  
173 excellence we give that out once a month. We do special events. Spirit week which will be sponsored by 3rd  
174 grade and 5th grade is sponsoring a turkey trot. We will also do a food drive for Loaves and Fishes. Our 4th  
175 grade typically does a compassion project each year, last year it was birthday boxes which they donated to  
176 families. It has everything in there to celebrate a birthday party for their child: placemats and cake mix etc.  
177 Review and revise the district maintenance plan, we want to make sure the building stays a clean and inviting  
178 place for students and staff. Continue to support the district's energy and environmental conservation program.  
179 We have tried to push better recycling and have implemented a composting program in our cafeteria which  
180 has worked really well.

181

182 **Elaine Santelmann:** I'm really glad to hear that you have carved out an SEL block that's really important.  
183 Could you talk a little bit more about what the Second Step program provides using that block?



184

185 **Cheryl Temple:** We've had the second step curriculum at Russell Street. It's a 3 to 5 curriculum. It's different  
186 in each grade. There's a whole series of lessons. The majority of the teachers pick and choose the lessons that  
187 are appropriate for their classrooms. We also have a book a day. There are picture books in each basket. Each  
188 classroom gets 7 to 8 books and those rotate every week and there's a lot of conversation that comes from  
189 those books.

190

191 **Middle School - Jason Everhart:** The middle school has two main goals that are connected. The first one  
192 that the families on our school council talked about is student mental health and post covid is to find and  
193 develop and implement a program that will allow us to do mental health check ins without large scale  
194 screenings that we do a couple times a year. There are other schools that do something like this. It's just a  
195 quick check ins that students can just rate how they are feeling and it allows us to collect data to see are there  
196 students who we should be reaching out to. How do we find and implement a program that doesn't create  
197 more work for our clinical staff? Goal 1 is to find that program and how do we build that in and within that we  
198 want to establish the goals. What do we want to get out of that we don't want random information and want  
199 targeted information. We have a program called Panorama that potentially has that option. Second, how do we  
200 plan for the interventions to follow? We have to find ways to interact with students in real time. This is what  
201 we plan to work on for the next couple years.

202

203 To continue to communicate clearly about our expectations about physical violence, verbal abuse, harassment  
204 and teasing; clear and consistent enforcement and protocols for adult intervention and how we promote safety  
205 and secure feelings, we work in small and large groups. Building self esteem and social skills, anger  
206 management and covid skills for anxiety. These are our two big goals and supporting goals.

207

208 **Elaine Santelmann:** I really appreciate your targeted approach. You always seem very focused on your goal.  
209 It sends the message that this is for everybody, it's not just for kids who are very visibly struggling. There are  
210 often kids who are struggling in a less visible way and this sends a message that everybody can use support.

211

212 **High School - John Harrinton:** Keeping a safe and secure environment. We had a recent safety and security  
213 sub-committee meeting with Stacey and we discussed the need to sort of at least at the high school, we have a  
214 lot of new staff and we need to review evacuation plans with the staff in a controlled evacuation scenario and  
215 one that is less controlled and how we plan for unifications. Continue to implement health screenings we  
216 adopted two new health screenings which will be done 3 times a year. We will continue to support student  
217 wellness day in the spring. We have contracted with the BRYT Program which is involved with a number of  
218 schools on how we can make our Bridge program better. Review resources for creating a School Culture  
219 team. We had a wonderful school dance this year. All the students were excited and it was a fun night. We  
220 will continue to have dances. We will continue to hold school assemblies. We have a social and emotional  
221 learning program Character Strong. Ensure that LHS is free from discrimination and harassment We will also  
222 have a book study related to a book that is focused on creating and belonging activities in the classroom. We  
223 will also continue to collaborate and plan with Steve and Erik and Dave to address school facility needs and  
224 energy conservation.

225

226 **Elaine Stantelmann:** You talked about the book study on recalibrating school cultures. Is that leadership  
227 team doing it or is it a broader school wide initiative?

228

229 **John Harrington:** If its faculty led PD we will be open to everyone.

230

231 **Binal Patel:** I really appreciate that because you had mentioned last year and circling back and looking in  
232 taking the voices of the students. which is to see multiple actions steps. Appreciate hearing the voices of  
233 students and the many ways that you all are and letting that determine the next steps.

234

235 **Justin McCarthy:** I was curious about the implementation of the new emergency safety alert notification  
236 system. Do we have something in place right now to push text messages out to students in the event that we  
237 wanted real time information going out to them?

238

239 **John Harrington:** We just discussed this at the admin council meeting. We are looking at different companies  
240 out there.

241

242 **Superintendent Kelly Clenchy:** The system we were using was okay but we need it to evolve. So we  
243 purchased Crisis Go and we are in the process of implementing that. We have to link it to our ASPEN  
244 databases and train police, fire department and staff on it. We are hoping by the end of December we should  
245 be up and running.

246

247 **3. DEI Update:** Please see presentation in packet. District and School Administrators provided an update  
248 about our DEI work.

249

250 Elizabeth Steele: DEI work is district wide. This summer we focused on reexamining our District Strategic  
251 Plan with a lens of DEI. Our Mission as a district is to foster a community of learners who strive for  
252 excellence and prepare each student to be a successful contributing citizen in a global society. We commit to  
253 evolve together as a diverse community through education, accountability, and compassion. Two new goals  
254 this year are: 1) to formalize a comprehensive staff recruitment selection and retention program and action  
255 steps for that specific goal is to include supporting and recruiting and supporting a diverse workforce that  
256 represents our student body and community, and 2) to implement a comprehensive multi-tiered system that we  
257 are working on a multicultural system of support that everybody supports all students. Our strategic plan sets  
258 high expectations that we hold for ourselves and it's really our mission that we set for ourselves and it's a  
259 living document that we live everyday.

260

261 Lyn Snow: We are going into the 4th year of having a diversity, equity and inclusion team. We focused on  
262 ensuring that the DEI team continues to make time and space for such important topics. Each year we focus  
263 on 1 or 2 major goals that are decided collaboratively by the team. So last year we created a community  
264 website and shared valid and reputable resources. This is a living and evolving resource. On the first page of  
265 the website includes images of the district that celebrate the DEI mission and below that is the mission.  
266 There's definitions below that. We have DEI in MA Education resources and DEI in action which provides  
267 highlights of happenings in the schools. We also highlight events that we have, which includes LPS  
268 Connection Speaker Series Dr. Kalise Wornum topic includes: Defining equity & Cultural Proficiency.

269

270 **Binal Patel:** In regards to your goals. Have you thought about what those changes in practice could  
271 potentially look like to actually achieve that goal?

272

273 **Elizabeth Steele:** So right now we are in the beginning stages.

274

275 **Elaine Santelmann:** Can you clarify a little bit about an evaluation tool that DESE had changed that was  
276 more DEI centered. Was that about the teacher rubric for Educator Evaluation? They changed the rubric?

277

278 **Beth Steele:** Yes, DESE updated the rubric. They overhauled the rubric for both educators and administration  
279 and are going through pilots.

280

281 **Shaker Lane:**

282 **Michelle Kane**

283 **Where are we now?**



- 284 • AdaptiveX PD
- 285 • Cultural Committee
- 286 • Diversity readings each month
- 287 • Community Meetings
- 288 • Diverse staff membership
- 289 • Family classroom presentations

290

291 **Where are we going?**

- 292 • School wide events
- 293 • Classroom events
- 294 • Open to ideas

295

296 **Binal Patel: Appreciate the survey and the open invitation**

297

298 **Russell Street:**

299 **Cheryl Temple**

300 **Where are we now?**

- 301 Adaptive X Professional Development
- 302 DEI Committee
- 303 Book-a-day program
- 304 Schoolwide meetings
- 305 Cultural presentations/programs
- 306 Addition of new food options for lunch (Leah Botko)
- 307 Attention to diversity in staffing

308

309 **Where are we going?**

- 310 Continued focus on DEI
- 311 Schoolwide meetings
- 312 Classroom presentations/events

313

314 **Binal Patel:** I just want to ditto the appreciation of Leah. Just an incredible shift in attention to not just  
315 nutrition but the diversity of the groups of food.

316

317 **Cheryl Temple:** Leah is doing a wonderful job incorporating fresh vegetables.

318

319 **Middle School:**

320 **Jason Everhart**

321 **Where are we now?**

- 322 - Advisory
- 323 - UDL implementation into Advisory and lesson planning.
- 324 - Increased expectations for UDL-focused goals in educator evaluations.
- 325 - Improving representation in our school library.
- 326 - LMS Roadshow

327

328 **Where are we going?**

- 329 - Project 351 - Playbook Initiative
- 330 - Culture Workshop: Indian Folk Art & Diwali
- 331 - Continue to assess inclusivity in classwork, expectations, exposure, and connections

332

333 **Binal Patel:** Have you seen a rise in a tense environment? Is there some addressing some teachers have had to  
334 do more recently?  
335

336 **Jason Everhart:** I think what we are seeing is kids that are coming from a time in their real critical  
337 developmental stages of being at home and dealing with some of those issues. We are seeing students that  
338 require more resources and more needs.  
339

340 **Elaine Santelmann:** There's so much disinformation on social media right now about the war in Israel. I'm  
341 glad you have the attitude of having eyes and ears open, because it's really coming upon the teachers who are  
342 just listening in conversations to address some of the disinformation.  
343

344 **Jason Everhart:** One of the biggest things we see are kids saying, "I'm just Joking" and because they lost a  
345 lot of that socialization I don't think they realize how much these jokes hurt. It's what they see on TikTok and  
346 Youtube or anything else so part of that is maintaining that we have to have the eyes and ears. The students  
347 may not be coming from a place of hate, but they are coming from a place of misinformation or something  
348 else. We want to make sure we address this at the moment.  
349

350 **Elaine Santelmann:** Project 351 are there overlaps with that and the action civics requirement at 8th grade  
351 and at the high school? Are there overlaps with that?  
352

353 **Jason Everhart:** There is a sense of the spirit of it. It's a great program, what it really is, is that it targets the  
354 unsung leader in a grade. It's the middle kids who can become great leaders; they just haven't had the  
355 opportunity. Project 351 highlights one student, and the action civics projects are for all students.  
356

357 **High School:**  
358 **John Harrington:**  
359

360 **Where are we now?**  
361 New SEL Curriculum, CharacterStrong, in Advisory with a strong focus on Belonging  
362 US History courses address racism  
363 Active DEI and GSA club  
364 Many staff reading books on culturally responsive teaching and DEBI independent of professional  
365 development (DEBI = Diversity, Equity, Belonging, Inclusion)  
366 Return of Pals club  
367 Unified Sports - three seasons  
368

369 **Where are we going?**  
370 School Leadership Team will conduct surveys and focus groups with students regarding perceptions about  
371 diversity, equity, inclusion, belonging and school climate  
372 The School Leadership Team (SLT) will participate in a Book Study of the book We Belong: 50 Strategies to  
373 Build Community and Revolutionize Classroom Management and provide recommendations to strengthen  
374 community and sense of Belonging at LHS  
375

376 **Binal Patel:** I feel like everyone's DEI's commitments are being tested right now as a country and with  
377 everything is happening. Do you feel that your staff is equipped to support?  
378

379 **John Harrington:** We are watching, we are not hearing from students right now about this.  
380

381 **Justin McCarthy:** I will just add that this work is incredibly important, I'm impressed with the district's  
382 commitment to this work. We appreciate everyone's hard work.

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**INTERESTED CITIZENS**

**None**

**SUBCOMMITTEE REPORTS**

**1. PMBC: None**

**2. Budget Subcommittee:** Look to reschedule

**3. Policy:** Met this afternoon, we went through 7 policies and we will be ready to present to the committee next meeting not all 7 policies but some.

**4. Shaker Lane Sub Committee:** We are finishing up some revisions on the document. Basically how to document the period process for OPM's. We had to submit it with their tables rather than the ones we created. Optimistic that we will make that November 2nd meeting that meeting is really important because we have to have that meeting before we hire an OPM and we're ready to hire an OPM but we have to go through these next steps so we're close.

**5. SEPAC:** On Tuesday, October 24 SEPAC held an information session at the high school Leslie Leslie from the Federation for Children with Special Needs joined us and it was an evening filled with engaging conversation and discussion about SEPAC which stands for Special Education Parent Advisory Council. We want to increase family involvement and thank the parents and the special educators that were at the meeting and welcome any additional families that would like to join SEPAC. The next meeting will be December 6th at the Littleton Fire Department.

**Justin McCarthy:** There is an opportunity for an Executive Session this evening. We're pretty close as a negotiating team wrapping up some spillover work from the teachers contracts so there are additions of BCBA, OT and PT are being created to union A membership.

**ADJOURNMENT**

**On a motion by Justin McCarthy, and seconded by Jen Gold it was voted to adjourn at 8:51PM to go into Executive Session for the purpose of contract negotiation discussion with no intention to return to Open Session. Roll Call Vote: Elaine Santelmann, AYE; Justin McCarthy, AYE; Jen Gold, AYE; and Binal Patel, AYE.**

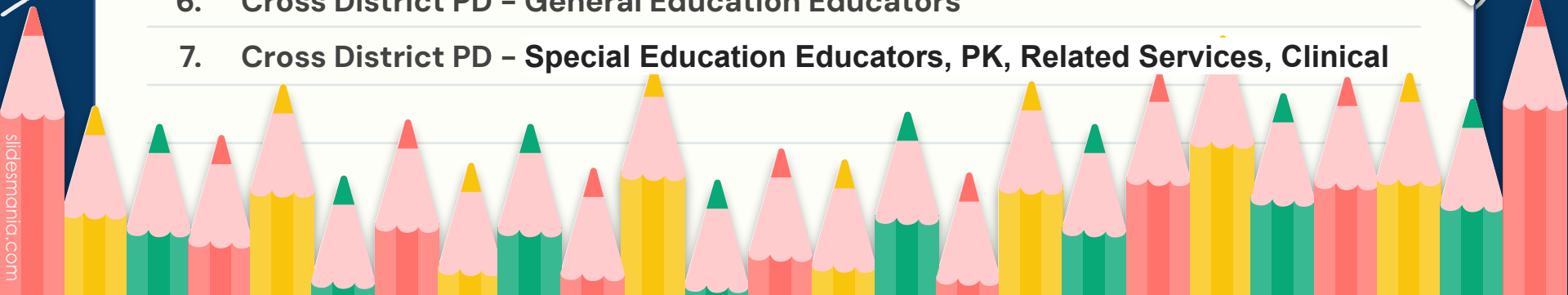
**NEXT MEETING DATE  
November 16, 2023  
7:00PM**

**DOCUMENTS AS PART OF MEETING**

**Children's Online Safety Webinar  
2024 Year to Date Budget Report  
School Improvement Plan Standard 4: Climate and Culture  
DEI Update**

# **Superintendent's Report - November 16, 2023**

1. **DEIAB Schematic**
2. **Playbook Initiative**
3. **Care Solace**
4. **Map Testing**
5. **Littleton District Review**
6. **Cross District PD – General Education Educators**
7. **Cross District PD – Special Education Educators, PK, Related Services, Clinical**





**Equality is everyone  
getting a pair of shoes.**



**Diversity is everyone  
getting a different type  
of shoe.**



**Equity is everyone  
getting a pair of shoes  
that fits.**



**Acceptance is  
understanding we all wear  
different kinds of shoes.**



**Belonging is wearing the  
shoes you want without  
fear of judgment.**



November 1, 2023

Dear Littleton Team,

Congratulations! We're honored to invite your school district to join the **2024 Playbook Initiative roster!** Your selection reflects your district's inspirational commitment to eradicate bias and discrimination; foster a learning culture of inclusion, compassion and respect; and develop a community of student upstanders and bridge builders.

The mission of Playbook – and your leadership – gains greater urgency at this time of increased polarization and division. We're honored to partner with the Boston Celtics and you in the essential mission of education, awareness, engagement, and action. We look forward to learning and working together to develop and execute strategies to eliminate acts of identity-based hatred in schools and communities across the Commonwealth. And, we take special pride in the student Trainers who will lead our efforts forward.

As your district's Playbook Leadership Team (PLT), you'll be architects of a more inclusive, responsive, and just school community. And will join a cohort of peer educators and student Trainers that share your values and vision. A community that will enrich your Playbook journey through inspiration, collaboration, and the exchange of wisdom and perspective.

We are eager to get started! **To confirm your district's participation** as a member of the 2024 roster, we'd be grateful for the completion of this [registration form](#) by each of the **four members** of the PLT by **Wednesday, November 8, 2023**. And please save-the-date for two forums that **require the participation of your PLT**:

- **Wednesday, November 15, 6:00 pm – 7:00 pm** • *2024 Playbook Welcome and Kick-off* Zoom (link will be sent the morning of the 15th)
- **Saturday, December 2, 9:00 am – 4:30 pm (tentative)** • *Playbook Leadership Summit, Auerbach Training Center, Brighton* (In person. We will provide a detailed event brief with logistics.)

Until then, congratulations and warmest welcome! We look forward to welcoming you on November 15th and to the important work ahead.

With admiration and appreciation,

Carolyn Casey  
Founder & Executive Director  
Project 351



Tom Scott  
Co-Executive Director  
M.A.S.S.



Mary Bourque  
Co-Executive Director  
M.A.S.S.



P.S. Please view this [video](#) from our friends at the Boston Celtics!





# Impact Report

Littleton Public Schools

07/01/2023 - 11/07/2023

Littleton Public Schools

All cases

Total Cases

14

Total Communications

1,239

Time Saved



- Communications w/ staff: 36 min
- Communications w/ providers: 218 min
- Communications w/ client: 1,343 min

Total Appointments

9

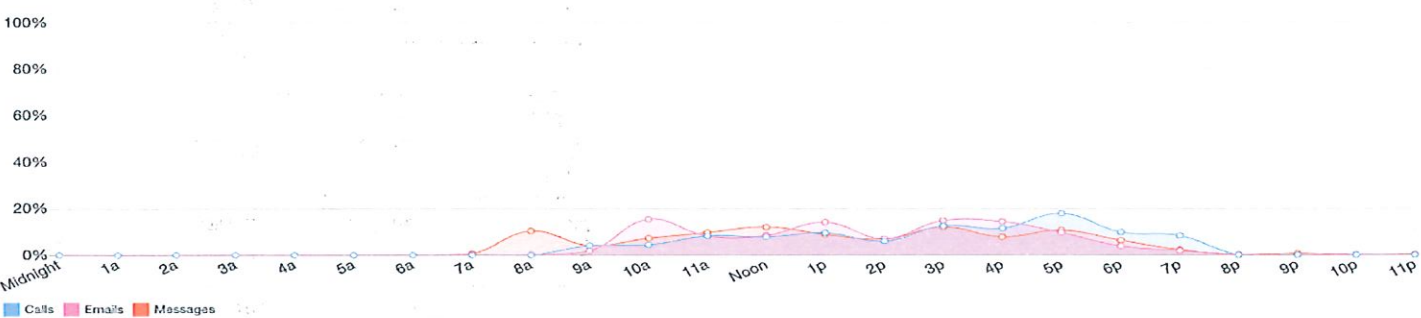
Total Anonymous Searches

9

## Key Performance Indicators (KPIs)

	Jul	Aug	Sep	Oct	Nov	Total
Inbound Interactions	10	4	43	117	23	197
Communications saved	44	4	382	554	58	1,042
Warm Handoffs*	0	0	6	3	0	9
Family-Initiated cases	0	0	3	2	0	5
Total Unreachable	0	0	1	0	0	1
Total Declined Services	0	0	0	2	0	2
Total appointments into care	0	0	3	5	1	9
Anonymous searches	0	4	1	4	0	9

## Communications by Time of Day



## Demographics

## Gender



Female: 65%      Male: 35%

## Age



Adolescents (12-17): 48%      Children (3-11): 30%  
Adults (18-64): 22%

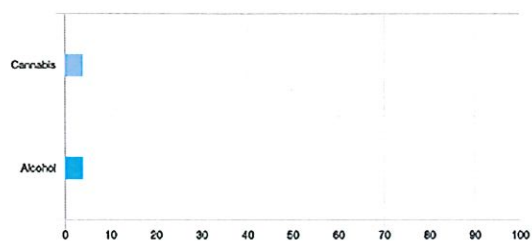
## Ethnicity



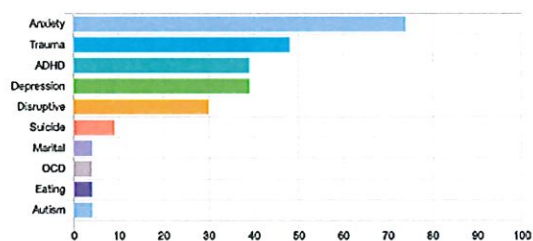
White / Caucasian: 74%      Hispanic / Latino: 17%  
Asian / Pacific Islander: 9%

## Community Needs

## Substance Use



## Mental Health



## Top 10 Insurance



MassHealth (Medicaid): 26%  
Harvard Pilgrim (HMO): 13%  
Aetna: 9%  
CIGNA (PPO): 9%  
Harvard Pilgrim (PPO): 9%  
Tufts Health Freedom Plan (PPO): 4%  
Blue Cross And Blue Shield (HMO): 4%  
United Healthcare: 4%  
Health Partners Plans (Medicaid): 4%  
Anthem Blue Cross Blue Shield (PPO): 4%

## Top 10 Providers &amp; Resources



Trinity Care Associates: 33%  
ACA Family Counseling Services, Inc.: 22%  
Eustache Marie: 22%  
Catherine C. Brodeur: 11%  
Jacquelyn Mary Mayo: 11%



**Nov. 7**  
**Power of  
Collaboration**

**Littleton | Ayer Shirley | Harvard**

For Special Education Educators:  
**New IEP Training**  
*Hosted by Littleton*

For General Education Educators:  
**Solving Problems of  
Practice with Protocols**

*Hosted by Harvard*

**#LASHLearns**

## Agenda

8am - 8:30am Morning Refreshments will be served.

**SIGN IN!**  
**Don't forget to GET YOUR BINGO CARD!!**

8:30am - 9:00am Welcome Location: GYM  
Welcome - Linda Dwight, Superintendent, Harvard Public Schools  
Keynote Speaker Introduction - Charlie Caliri, Assistant Superintendent, Ayer-Shirley Regional School District

9:00am - 11:45am Interactive Keynote Location: GYM  
**Keynote Presenters:**  
**Johanna Barmore, Ed. D., Senior Program Associate, West Ed**  
**Kevin**  
**Perks, Ph. D., Director of Quality Schools and Districts, West Ed**

11:45am - 12:30pm Lunch will be provided  
Boxed lunches will be available for pick up in the cafeteria. Boxed lunch options include: turkey, roast beef, Italian, chicken salad, tuna salad, or vegetarian gluten-free Mediterranean wrap. Eat in the cafe, or the gym, or outdoors (weather-dependent)

12:40pm - 1:45pm Workshops Location: See Below  

- There are 19 workshops available. Choose one.
- **Workshops | Descriptions, Locations and SIGN UP** below

1:55pm - 2:55pm Department Time  

- Locations
- **Admin Workshop with Keynote Speakers in the gym**

2:55pm - 3:00pm Feedback Form

# Quick View Workshops

Title	Audience	Presenter	Description
Skillful Facilitation	All	Johanna Barmore	Participants will learn about how to lead and facilitate effective meetings. We will explore how to structure a meeting to get the most out of your collaborative time and how to leverage deep listening and careful language to manage collaborative dilemmas.
Protocols for Improving Instructional Practice	All	Kevin Perks	In this session participants will learn about a suite of protocols that teachers can use to drive improvement in teaching and learning during their collaborative meeting time.
AI for the Busy Educator	All	Heidi MacGregor	Generative AI (Artificial Intelligence) tools have a lot of potential for reducing some of the workload of busy school staff. This session is an introduction to how generative AI works and a demonstration of the basics of the Magic Studio tools in Canva for Education. Participants will have the opportunity for hands-on exploration while discussing current best practices with this rapidly changing technology.
Connecting Through the Advisory Model	Gr 6-12	Matt LeVangie	Looking at ways to successfully implement the Advisory model that allow teachers to make unique and authentic connections with their students.
Favorite Poem Project	Gr 6-12	Dave Pascucci	Based on Robert Pinsky's Favorite Poem Project, first created in 1997, this workshop aims to elevate poetry's status in the classroom by promoting dynamic, interesting poetry selections that focus on making meaningful connections to poems. This workshop will offer strategies for teachers to help their students better understand, memorize, and ultimately present their favorite poems.
From Drab to Fab: Transform Your Classroom into a Motivating Learning Environment	PK-5	Susan Mitchell Rita McKinley	In this workshop, we will explore fun and creative ways to turn your classroom into an engaging and dynamic space for learning. Get ready to reinvent your classroom space and have a blast while doing it. Say goodbye to boring classrooms and hello to a vibrant and exciting learning environment!
Intro to PBS LearningMedia	Gr 6-12	Kristin McManus	PBS LearningMedia is a FREE treasure trove of thousands of classroom ready resources for PreK-12 across the curriculum. After a brief introduction and demonstration, we'll point out exemplary collections of resources for ELA, science and social studies, drawn from iconic series such as AMERICAN EXPERIENCE, FRONTLINE and NOVA. You'll have an opportunity to explore on your own and share what you've found with your colleagues. Please make sure to bring your device so that you can create a login and get started using it
Harnessing ChatGPT : Crafting Quality Prompts to Enhance Lesson Planning	ALL	Julie Lord	Educators will explore the incredible potential of Chat GPT in the context of the PREP framework. Learning how to prompt and ask questions of GenAI is a valuable skill. Utilizing the PREP framework allows educators to leverage AI to create the content they want to create engaging and dynamic learning experiences.
It's Can't Be All Fun	Gr 6-12	Kate McCook	Many of us secondary educators would like to include more moments of fun, creativity, and movement



and Games			into our classrooms, but we feel both strapped for time and/or not sure how to do it in a way that feels appropriate for older students. However, adding even short breaks from the curriculum can actually help students focus better on learning and build a sense of community all year long. This session will share one English teacher's experiments with mini-movement breaks, games, and assorted challenges for ninth grade and AP students to foster a more productive and enjoyable classroom environment. Participants are encouraged to bring an idea or two of their own to contribute.
Utilizing 3d Models and Augmented Reality	ALL	Dustin Brideau	From looking at ancient skulls to the pyramids of Giza, I've found that using 3d models can be a great way to engage students. This workshop will go over the technical side of using virtual 3d models in your classroom as well as some of the pedagogical opportunities it opens up. While my examples are social studies based, teachers of all levels and subjects are welcome!"
Restorative Practices	Gr 5-12	Dayna Kendall	This workshop equips educators with the foundational elements of community circle practice to tap into students' wisdom around what they need to feel successful in class. Participants will walk away with strategies for engaging their students in conversation about how they treat their peers, their classroom materials, and how they conduct themselves in learning spaces
EduProtocols	ALL	Kristin Mayo	<p>Have you been looking for a way to shift the learning process from lecture-based to student-led? Do you need activities for station rotation that allow you to circulate the room or work with small groups of students? EduProtocols offer the perfect solution, empowering your students to actively participate in their own learning, and requiring them to contribute and provide evidence of their learning.</p> <p>EduProtocols are student-centered lesson frames suitable for any subject or grade level. They simplify planning, improve student outcomes, and foster the 4 C's (communication, collaboration, creativity, and critical thinking) while aligning with the Universal Design for Learning framework.</p>
Live Data Tracking with Edulastic	All	Nate Diffin	Edulastic is a learning tool to track student growth and progress. We would be focusing on tracking student data and how the data can be applied to teaching. This tool allows us to see what students know, areas of weakness and what needs to be reviewed. We look to turn this into a discussion about formative assessment, and how we use data to adjust our instruction.
Graphic Novels in Humanities for Inclusivity	Gr 5-12 Humanities	Amy Narro and Melanie Wittmeier	Do you want an easy tool that leads to greater engagement and equity? Come find out how to use graphic novels in class. They are a great tool for all learners and often students find them more engaging than traditional reading.
Using Gaming efficiently in the classroom	ALL	Amy Doyle	Students love to play video games, so how do we use this to our advantage? We are familiar with games like Kahoot and Gimkit, but what about games that were not originally designed for the classroom? This Session will take a look at games like The Legend of Zelda, Pokemon, Super Mario Bros, and other franchise favorites and the connections we can make to our standards. We will also take a look at how some of these games can help us break down barriers with Social Emotional Learning. Are you ready to play?
No and Low Prep Writing Centers for new writers	K-1 (2)	Susie Daul and Leah Carter	Get those budding authors writing in the first month of school with these versatile writing centers. With little or no prep you can have students writing books as soon as they arrive in school. We will see some fun formats for books that can be used with any topic or program and lend themselves well to both



			inventive spelling and sight word practice. Come make and take some of these easy writing activities to use in your classroom tomorrow!
Modeling Expression through Read Alouds		Emily T Marybeth Q	
Science Educational Practices	PK-Gr8	Rebecca Katsh-Singer	Curious about recents shifts in science education? Wondering about how and why the new MA Frameworks for Science and Tech/Engineering are different from the old standards? Want to know more about what all these shifts could mean for you and your students? Come learn and collaborate with your colleagues



# 2023 MCAS Report

## November 16, 2023



Dr. Kelly Clenchy, Superintendent  
Mrs. Elizabeth Steele, Director of Teaching and Learning  
Dr. John Harrington, Principal, Littleton High School  
Mr. Keith Comeau, Assistant Principal, Littleton High School  
Mr. Jason Everhart, Principal, Littleton Middle School  
Mr. Matt LeVangie, Assistant Principal, Littleton Middle School  
Mrs. Cheryl Temple, Principal, Russell Street School  
Mrs. Andrea Romano, Assistant Principal, Russell Street School

## Tonight's Presentation:

- Pertinent Information MCAS 2023
- Littleton High School
  - 2023 MCAS Results and Next Steps
- Littleton Middle School
  - 2023 MCAS Results and Next Steps
- Russell Street School
  - 2023 MCAS Results and Next Steps



# Student Assessment Update



OPEN  
ARCHITECTS

## Pertinent Information - MCAS 2023

Variations in how MCAS was administered over the last few years:

- 2019: Full tests in grades 3-8 and high school
- 2020: No MCAS tests administered
- 2021: Half tests in grades 3-8, full tests in high school
- 2022: Full tests in grades 3-8 and high school
- 2023: Full tests in grades 3-8 and high school

# **Littleton High School Spring 2023 MCAS Results**

# Grade 10 ELA

**SGP: 48.4 (Typical)**

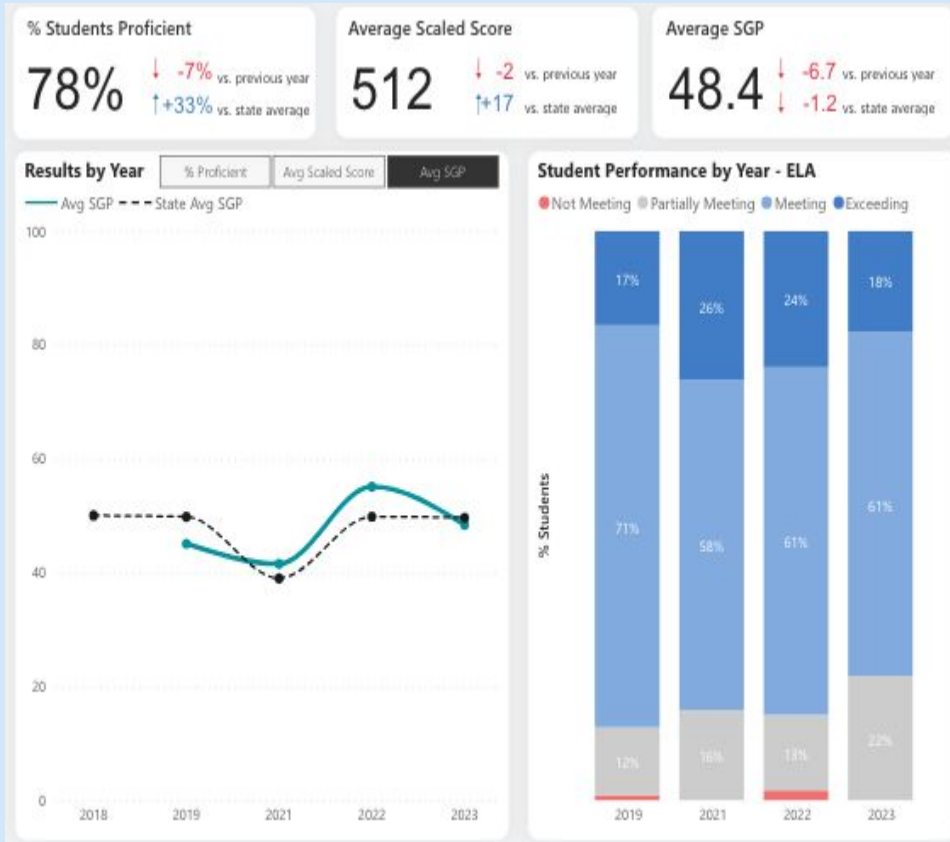
**Meeting or Exceeding: 78%**

- Compared to PY = -7%

**SGP (IEP / 504): 42.6 (Typical)**

**Meeting or Exceeding (IEP/504): 44%**

- Compared to PY = -14%





# Grade 10 Math

**SGP: 65 (High)**

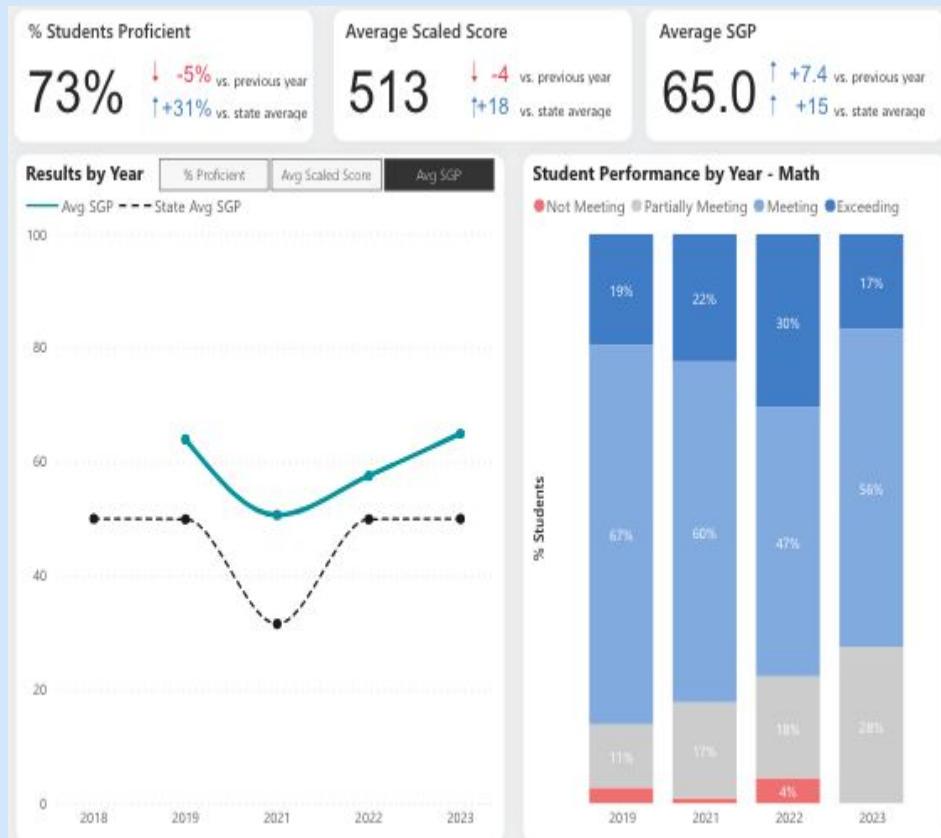
**Meeting or Exceeding: 73%**

- Compared to PY = -5%

**SGP (IEP / 504): 52 (Typical)**

**Meeting or Exceeding (IEP/504): 45%**

- Compared to PY = +5%



# Grade 9 Biology

**SGP: N/A**

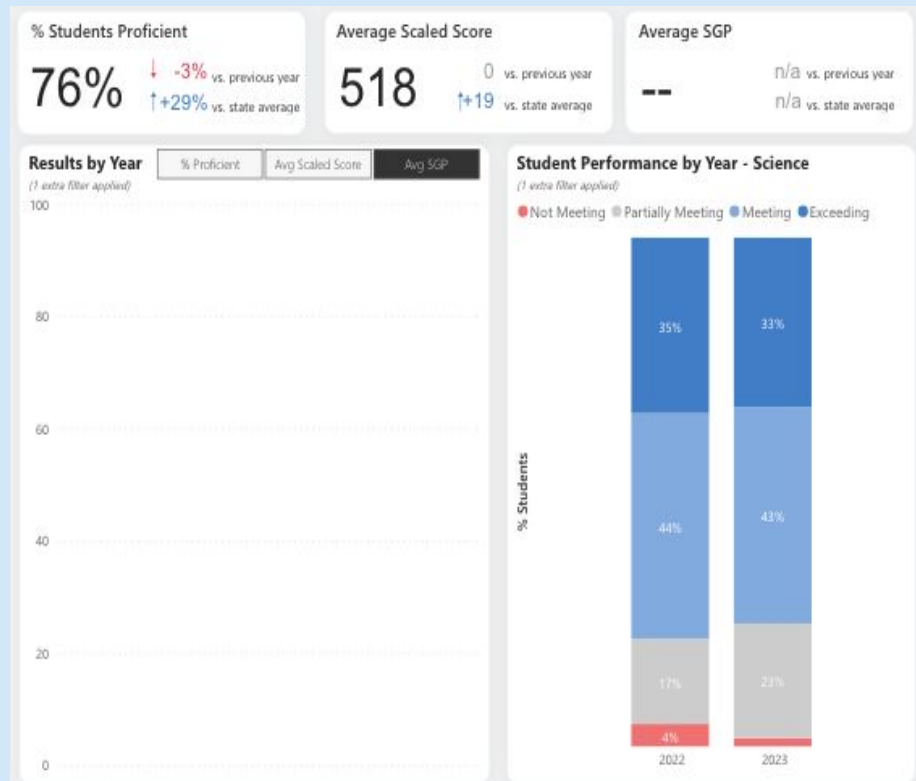
**Meeting or Exceeding: 76%**

- Compared to PY = - 3%

**SGP (IEP / 504): N/A**

**Meeting or Exceeding (IEP/504): 61%**

- Compared to PY = +18%



# LHS Impressions

## Strengths:

- ALL students passed the Math and ELA MCAS
- Students continued to perform better than the state average on all MCAS tests and within every category/question
- 48 SGP in ELA- Typical Growth
- 65 SGP in Math- High Growth

## Challenges:

- 28% scored Partially Meeting Expectations in Math and 22% scored Partially Meeting Expectations in ELA
- We have work to do in developing skills and improving achievement levels, specifically the increasing the proportion of students Meeting and Exceeding Expectations
- Overall- Continue Early Intervention in 9<sup>th</sup> and 10<sup>th</sup> grades to assist attendance and provide academic support

# LHS Next Steps

- Continue to provide structures and routines that help to support student academic and behavior expectations. Make instructional adjustments as needed.
- ELA teachers are frequently studying the prompts, rubrics, and student work to make adjustments
- ELA teachers are emphasizing that essays need to directly address the essay question
  - Standardized for each writing type
  - Direct instruction for what students should include in their essay responses
  - Essay responses must be written in the correct mode being asked for in the question: Opinion; Informative/Explanatory; Narrative
  - Prioritize literary analysis (finding relative evidence, integrating, blending quotations, honing close-reading skills) through common assessment.
- Math teachers are providing students with more opportunities to review and practice MCAS problems
- Follow up with students in Class of 2025 who need Educational Proficiency Plans (EPPs) for Math & ELA

# LHS Next Steps

- **Note and prepare for change in passing scores for Class of 2026-2030**
- **Conduct thorough item analysis to identify areas where students had difficulty**
- **Meet with teachers to review consistent content coverage and instructional pacing**
- **Meet with departments each quarter to ensure embedded MCAS preparation**
- **Continue to implement UDL instructional practices in all courses.**
- **Utilize more formative assessment tools to identify areas of strength and concern.**
- **Identify students who are missing substantial instruction due to absences**
- **Identify students who are “partially meeting expectations” to reteach and reassess on topics that they struggled with on the MCAS.**
- **Incorporate more online MCAS practice and adaptive math practice on the computer**
- **Continue to work on practicing science skills (such as making/reading graphs, analyzing data, planning investigations) by integrating them into everyday activities and assignments.**

# **Littleton Middle School Spring 2023 MCAS Results**



# Grade 6 ELA

**SGP: 63.6 points (High)**

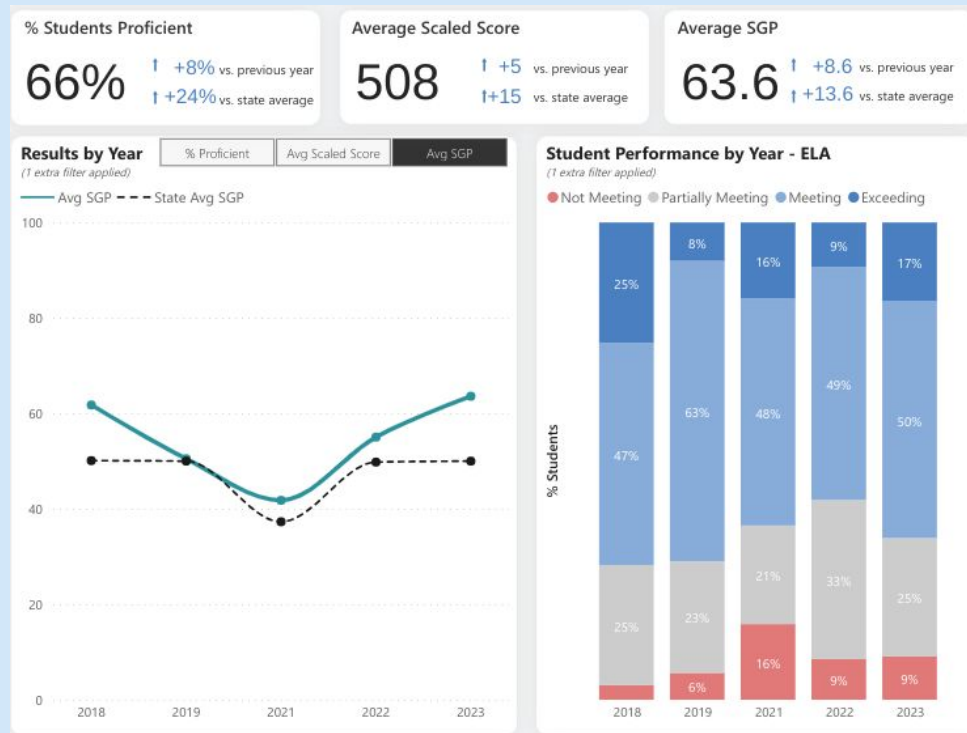
**Meeting or Exceeding: 66%**

- Student Cohort Compared to PY: +18%

**SGP (IEP/504): 61.6 (High)**

**Meeting or Exceeding(IEP/504): 29%**

- Student Cohort Compared to PY: +17%



# Grade 6 Math

**SGP: 59.3 (Typical)**

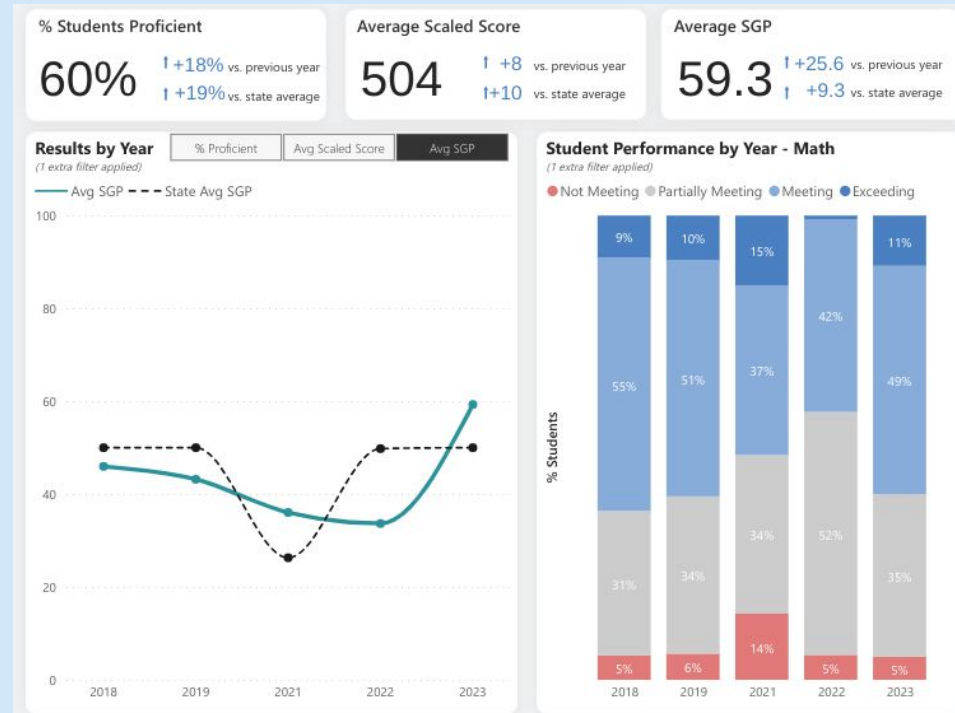
**Meeting or Exceeding: 60%**

- Student Cohort Compared to PY: +11%

**SGP (IEP/504): 61.1 (High)**

**Meeting or Exceeding (IEP/504): 26%**

- Student Cohort Compared to PY: +14%



# Grade 7 ELA

**SGP: 69.5 (High)**

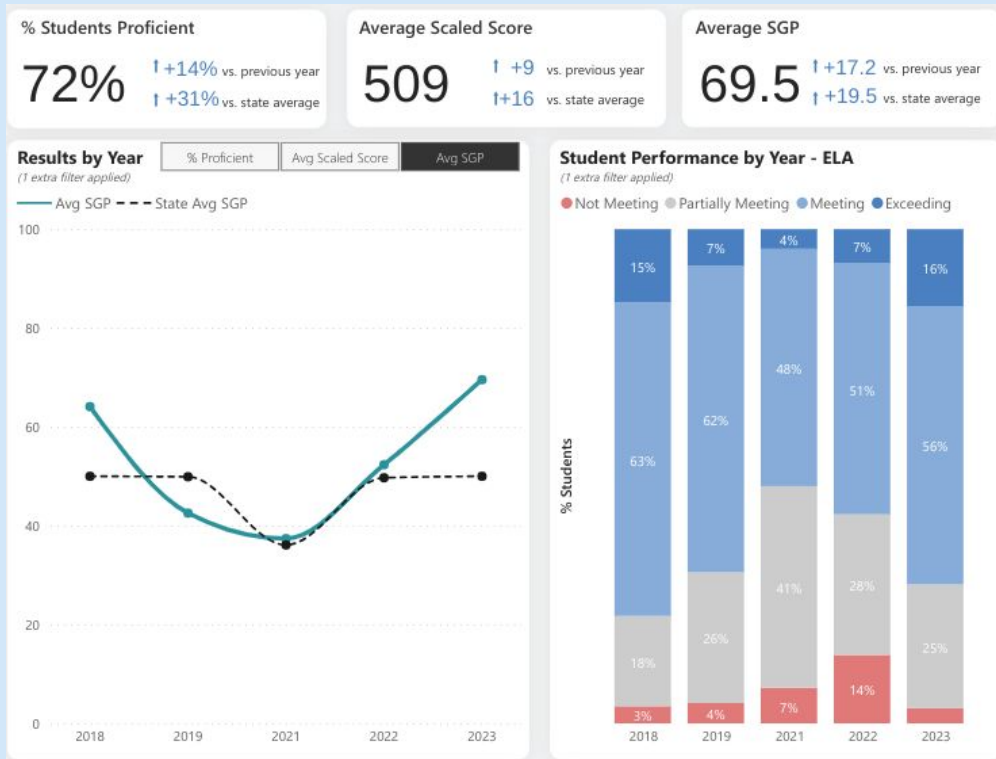
**Meeting or Exceeding: 72%**

- Student Cohort Compared to PY: +14%

**SGP (IEP/504): 63.9 (High)**

**Meeting or Exceeding (IEP/504): 45%**

- Student Cohort Compared to PY: +6%



# Grade 7 Math

**SGP: 46.7 (Typical)**

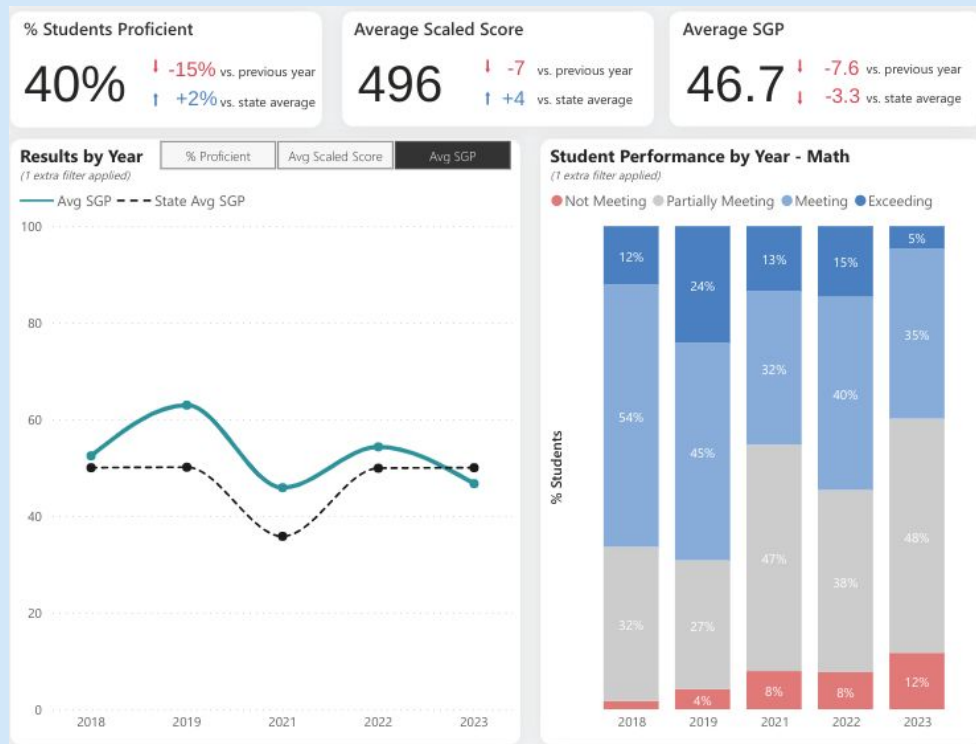
**Meeting or Exceeding: 40%**

- Student Cohort Compared to PY: -2%

**SGP (IEP/504): 47.1 (Typical)**

**Meeting or Exceeding (IEP/504): 21%**

- Student Cohort Compared to PY: +5%



# Grade 8 ELA

**SGP: 60.9 (High)**

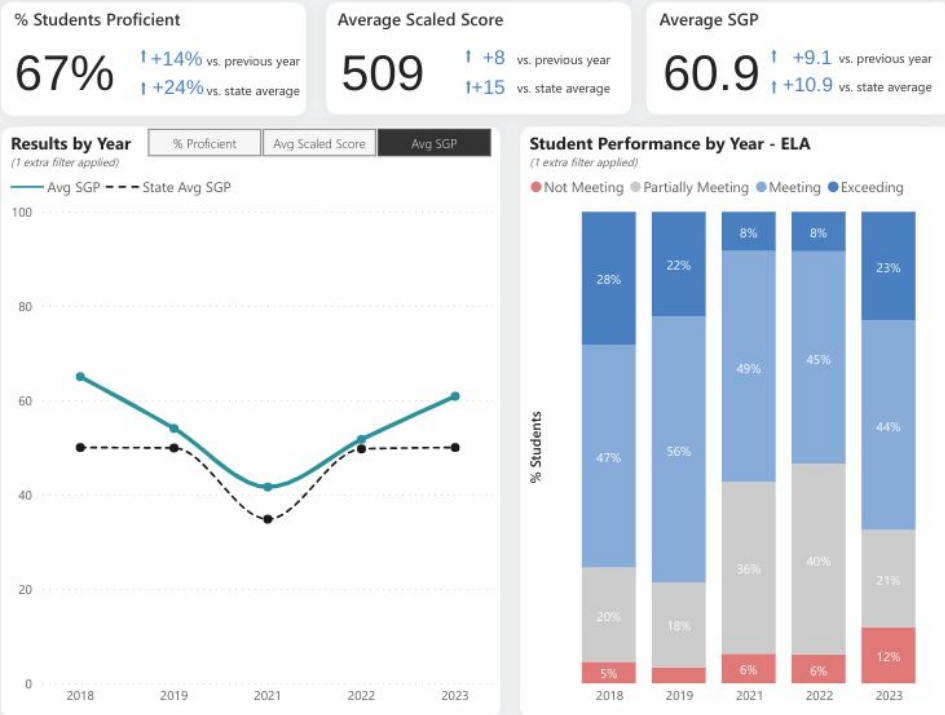
**Meeting or Exceeding: 67%**

- Student Cohort Compared to PY: +9%

**SGP (IEP/504): 53.0 (Typical)**

**Meeting or Exceeding (IEP/504): 28%**

- Student Cohort Compared to PY: +11%



# Grade 8 Math

**SGP: 51.4 (Typical)**

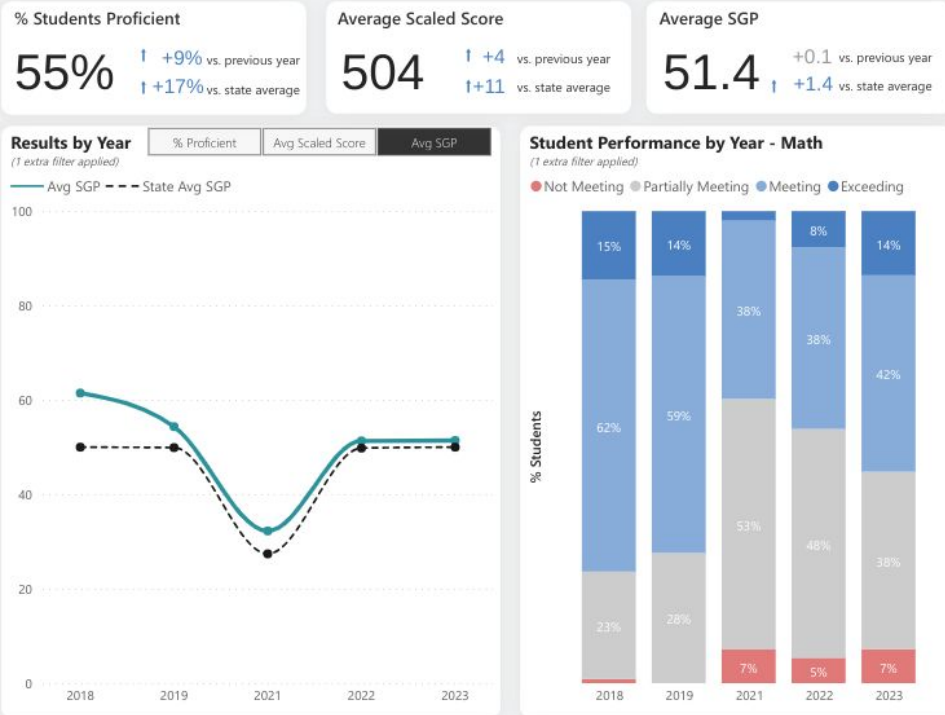
**Meeting or Exceeding: 55%**

- Student Cohort Compared to PY: +0%

**SGP (IEP/504): 51.4 (Typical)**

**Meeting or Exceeding(IEP/504): 21%**

- Student Cohort Compared to PY: +7%



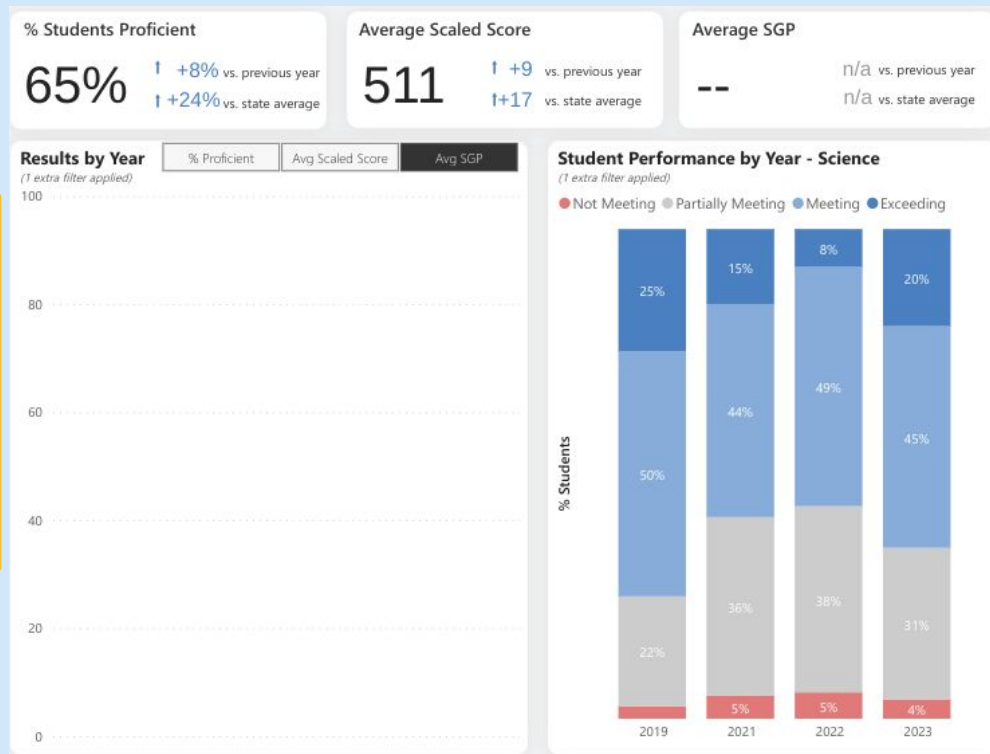
# Grade 8 Science & Technology

**Meeting or Exceeding: 65%**

- Compared to PY: +8%

**Meeting or Exceeding(IEP/504): 24%**

- Compared to PY: -9%





# LMS Impressions

## Strengths:

- Student cohorts, on average, had a 10% increase in the number of students on IEP/504's moving into the Meeting or Exceeding category across all grades in ELA and Math.
- Student cohorts, on average, had a 13.6% increase in the number of students moving into the Meeting or Exceeding category in ELA.
- 12% increase for the number of students scoring in the Exceeding category for 8th Grade SCI/TECH.

## Challenges:

- Grade 7 Math: Instability in instructional consistency during the 2022-2023 school year.
- Continue to strengthen supports around student writing across curriculum areas.
- Getting creative around scheduling testing in order to limit interruptions for all students' learning, especially with the addition of the 8th Grade Civics MCAS pilot.

# **LMS Next Steps**

- 1. Continue to provide structures and routines that help to support student academic and behavior expectations.**
- 2. Continue to focus on removing distractions and building confidence through positive messaging and MCAS-tailored activities.**
- 3. Continue to adjust Tier 2 supports (Math Lab, Literacy Lab, Academic Support Center) through a more data driven approach to intervention.**
- 4. Work with 8th grade students and staff to navigate changes to the 8th grade SCI/TECH test, as well as the addition of the 8th grade Civics MCAS.**

# **Russell Street School Spring 2023 MCAS Results**

# Grade 3 ELA

**SGP: N/A**

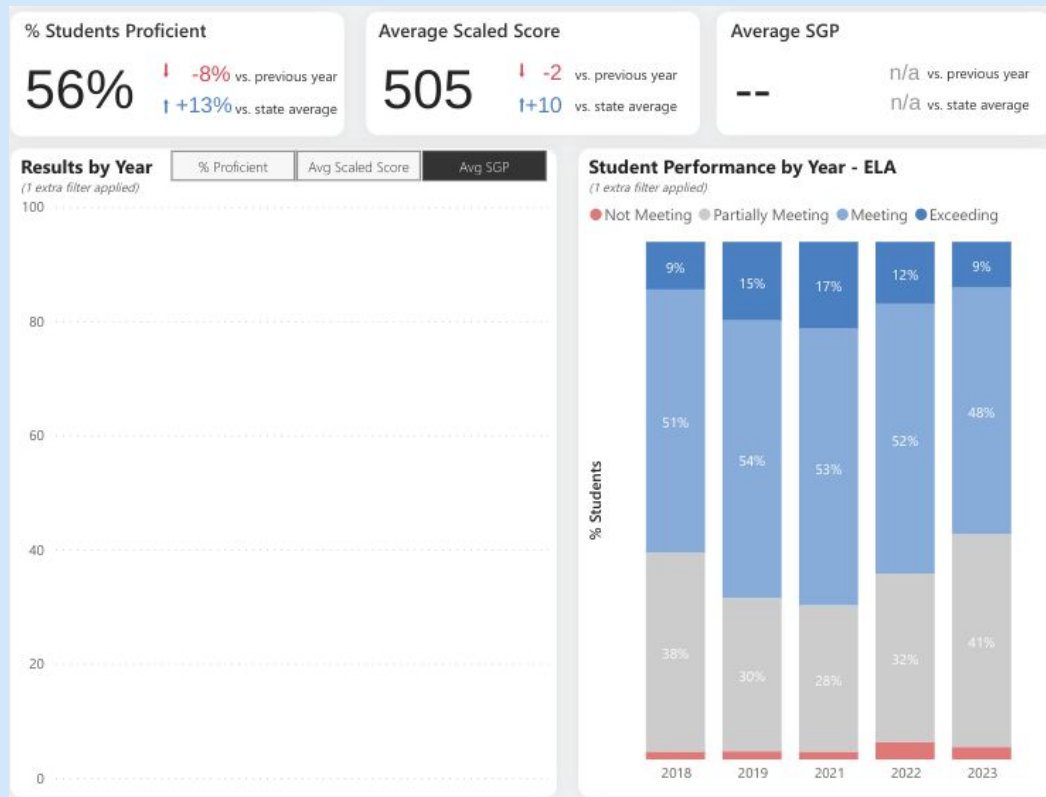
**Meeting or Exceeding: 56%**

**Compared to PY -8%**

**SGP (IEP/504): N/A**

**Meeting or Exceeding (IEP/504): 13%**

**Compared to PY -34%**



# Grade 3 Math

**SGP: N/A**

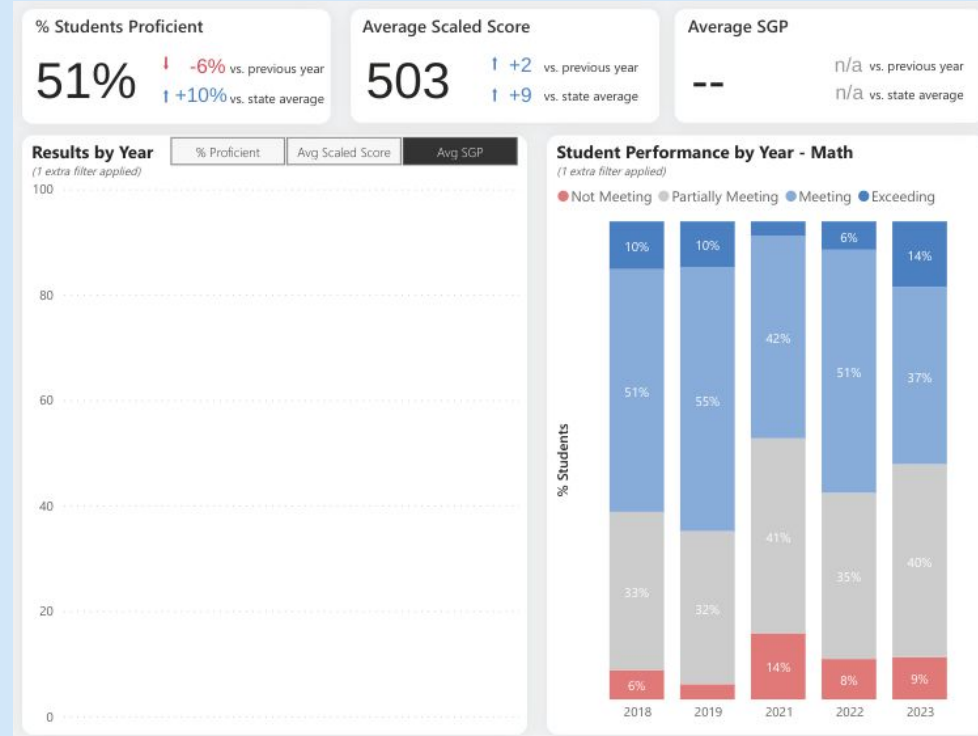
**Meeting or Exceeding: 51%**

**Compared to PY -6%**

**SGP (IEP/504): N/A**

**Meeting or Exceeding (IEP/504): 13%**

**Compared to PY -39%**



# Grade 4 ELA

**SGP: 52.3 (Typical)**

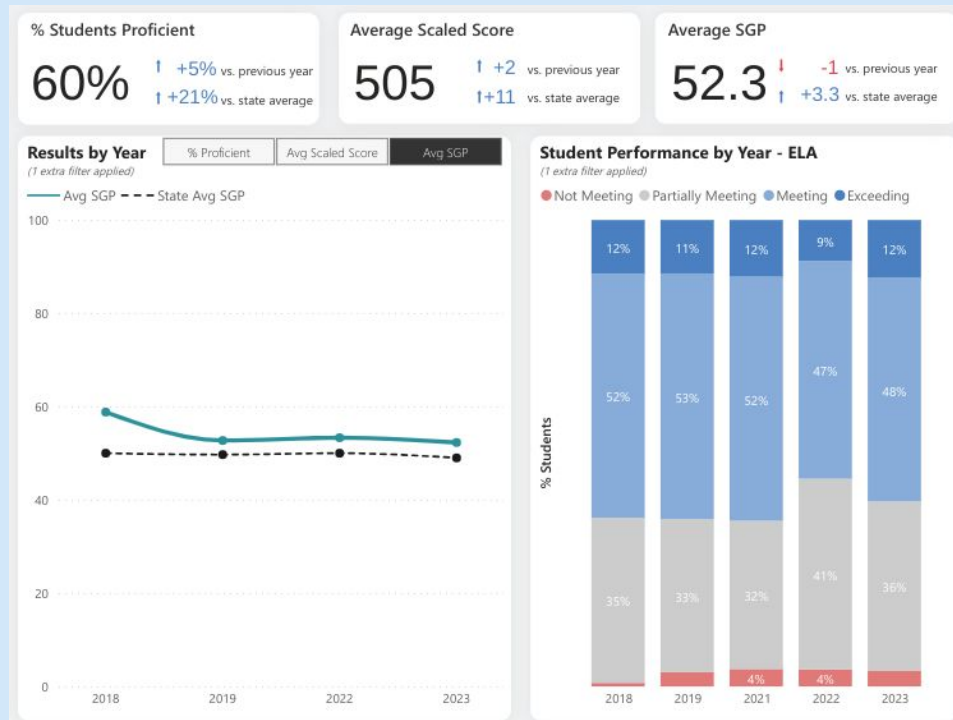
**Meeting or Exceeding: 60%**

**Compared to PY +5%**

**SGP (IEP/504): 48.7 (Typical)**

**Meeting or Exceeding(IEP/504): 40%**

**Compared to PY +16%**



# Grade 4 Math

**SGP: 54.4 (Typical)**

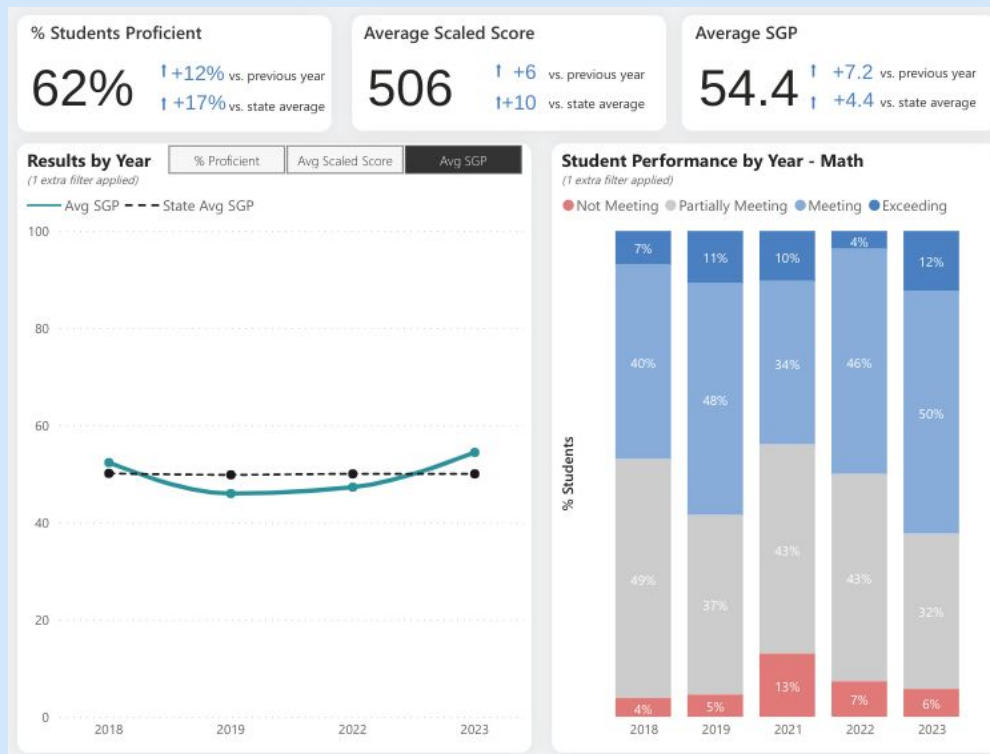
**Meeting or Exceeding: 62%**

**Compared to PY +12%**

**SGP (IEP/504): 47.8 (Typical)**

**Meeting or Exceeding (IEP/504): 43%**

**Compared to PY +22%**





# Grade 5 ELA

**SGP: 48.2 (Typical)**

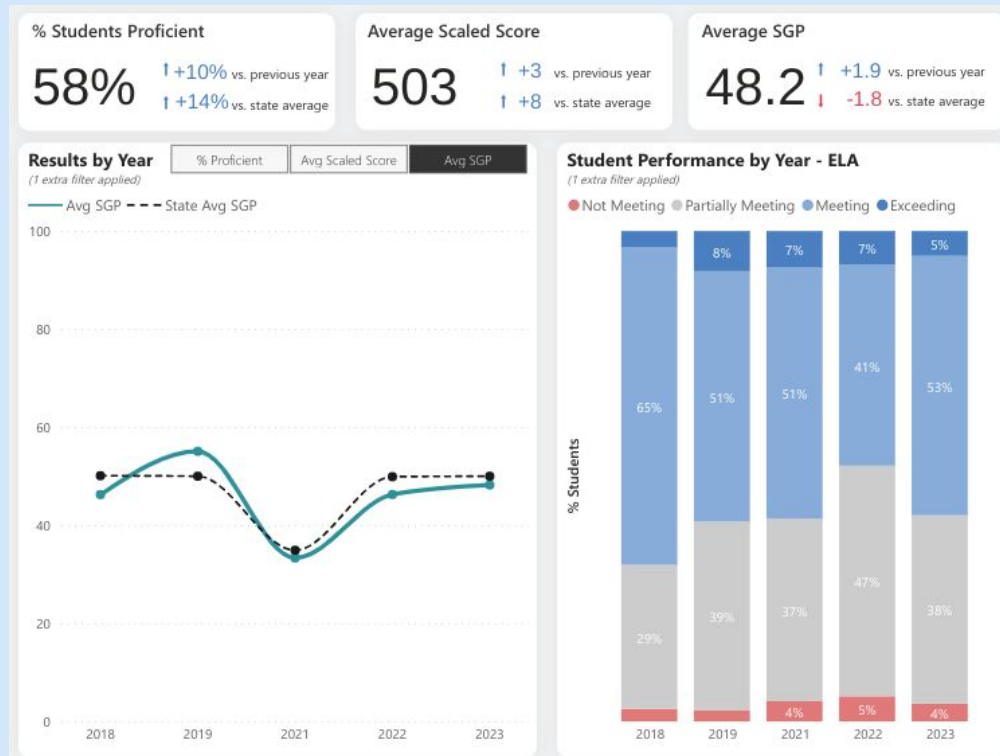
**Meeting or Exceeding: 58%**

**Compared to PY: +10%**

**SGP (IEP/504): 45.2 (Typical)**

**Meeting or Exceeding(IEP/504): 31%**

**Compared to PY +19%**



# Grade 5 Math

**SGP: 60.4 (High)**

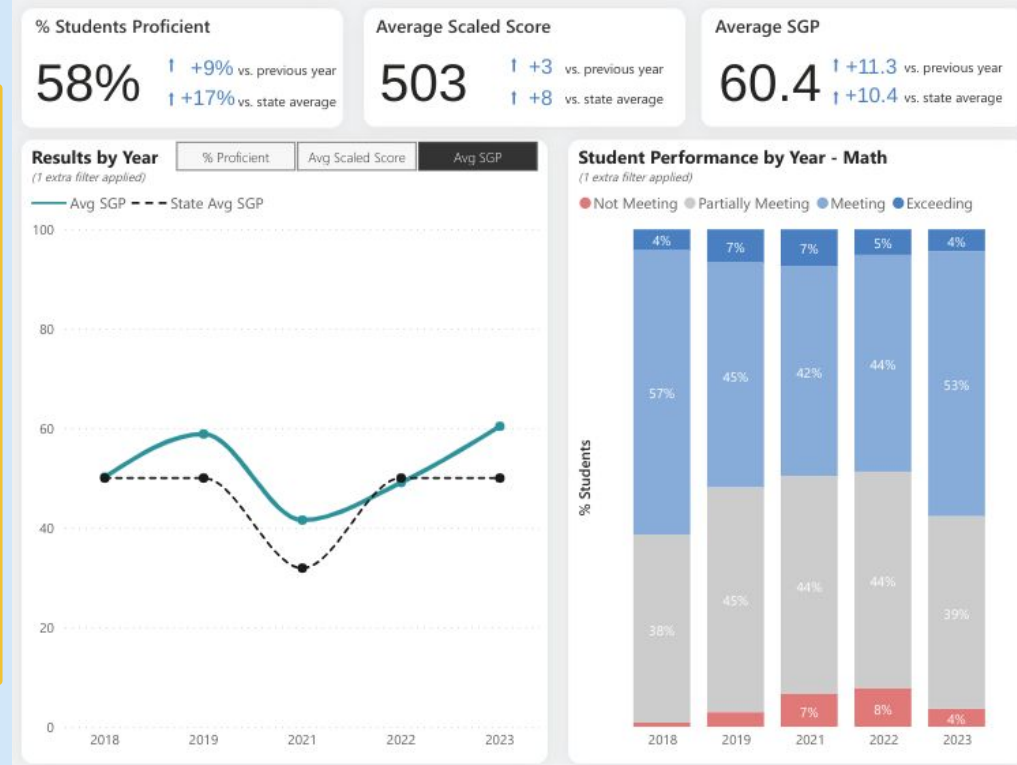
**Meeting or Exceeding: 58%**

**Compared to PY: +9%**

**SGP (IEP/504): 50.3 (Typical)**

**Meeting or Exceeding (IEP/504): 21%**

**Compared to PY +09%**



# Grade 5 Science

**SGP: N/A**

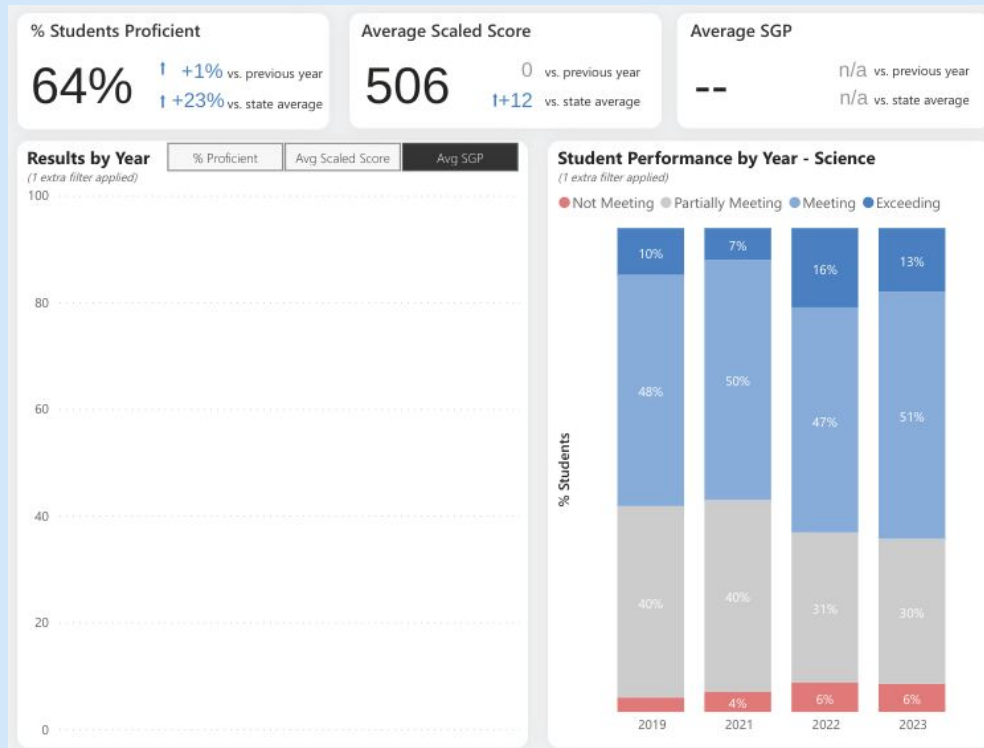
**Meeting or Exceeding: 64%**

**Compared to PY: +1%**

**SGP (IEP/504): N/A**

**Meeting or Exceeding (IEP/504): 33%**

**Compared to PY: +3%**



# RSS Impressions

## Strengths:

- Test participation rates were extremely high
- RSS students demonstrated typical growth in all areas
- Third graders did well in both ELA and Math
- Only one student NM in ELA (3)
- Fourth graders did well in Math (65%)
- Fifth graders did well in ELA (73%)

## Challenges:

- Grade 3 students are taking this test for the first time
- Scope and sequence of curriculum to cover the content prior to the MCAS tests.
- Students on 504/IEP:
  - 25% of grade 3 (PY 24%)
  - 26% of grade 4 (PY 25%)
  - 29% of grade 5 (PY 30%)
- Focusing in on the right testing accommodations for each student
- Scheduling of MCAS test

# **RSS Next Steps**

**Beginning in Trimester 2:**

**Regularly practice MCAS type reading, writing and math problems to increase familiarity for students.**

**Regularly complete math problems on the Chromebooks to learn to use the drag/drop toolbox.**

**Practice problems using the math reference sheet**

**New math curriculum - Into Math - look at ways that it addresses content areas that were previously weak for students**

**PM (3) 40%/41% (4) 37%/31% (5) 39%/37%/30%**

# Where to go for more MCAS information:

[School and District Profiles](#)

[Information on Next-Generation MCAS](#)

[Parent/Guardian Information](#)



## SCHOOL COUNCILS

The School Committee believes that the school is the key unit for educational improvement and change and that successful school improvement is best accomplished through a school-based decision-making process. By involving those directly affected by any action or decision of the school council in the process of determining that action or decision, it helps to strengthen the commitment to those decisions by those most affected by its implementation.

Under this policy, the Principal shall have primary responsibility for the management of the school. Decisions which are made at the school level must be aligned with the budget, policies, curriculum, and long-range and short-range goals adopted by the School Committee. In addition, decisions must comply with any state and federal laws and regulations and with any negotiated agreements of the school District.

As enacted by the state legislature in the Education Reform Act of 1993, a school council shall be established in each school to advise the Principal in specific areas of school operation. The Principal, except as specifically defined in the law, shall have the responsibility for defining the composition of and forming the group pursuant to a representative process approved by the Superintendent and School Committee.

**The Principal shall, by law, serve as co-chair of the council. The second co-chair will be elected annually by the council members at its first meeting of the school year subsequent to the elections of new council members. The co-chairs will be responsible for the preparation of the agenda for the council meetings.**

The following guidelines define the role of the school council:

The School Council shall meet regularly with the Principal of the school and shall assist in:

1. Adoption of educational goals for the school that are consistent with state and local policies and standards.
2. Identification of the educational needs of the students attending the school.
3. Review of the school building budget.
4. Formulation of a school improvement plan that may be implemented only after review and approval by the Superintendent.

Legal refs: M.G.L. 71:8Q, 71-59C; C30A:18-15

Source: MASC

Presented: August 12, 1993  
Reviewed: September 23, 1993  
Approved: September 23, 1993  
Reviewed: November 17, 1994  
Revised: July 12, 2000  
Revised: February 27, 2014  
Reviewed: February 16, 2017  
Revised: October 26, 2023



## EXECUTIVE SESSIONS

All meetings of the School Committee are open to attendance by the public and media representatives. However, the Committee has the right to convene in a closed executive session when it meets the following procedural conditions imposed by state law:

1. The Committee will first convene in an open session for which due notice has been given.
2. The **Chair** (or, **in their** absence, the presiding member) will state the purpose for the executive session by stating all subjects that may be revealed without compromising the purpose for which the executive session was called.
3. A majority of the members must vote to enter the executive session, with the vote taken by roll call and recorded in the official minutes.
4. The **Chair** or presiding member will state before entering the executive session whether the Committee will reconvene in open session after the executive session.

The law puts specific limitations on the purposes for which executive sessions may be convened. The Committee may enter executive sessions only to deliberate:

1. The reputation, character, physical condition or mental health, rather than the professional competence, of a single individual, or the discipline or dismissal, including the hearing of charges against, a member of the committee, a school department employee or student, or other individual. The individual has certain rights enumerated in the law including requiring the Committee to hold an open session should the individual so request.
2. Strategy with respect to non-union negotiations or to conduct collective bargaining sessions with non-union personnel.
3. Strategy with respect to collective bargaining or litigation, if an open meeting might have a detrimental effect. Collective bargaining may also be conducted.
4. The deployment of security personnel or devices.
5. Allegations of criminal misconduct or to discuss the filing of criminal complaints.
6. Transactions of real estate, if an open meeting might be detrimental to the negotiating position of the committee or another party.
7. To comply with the provisions of any general or specific law of federal grant-in-aid requirements.

8. To consider and interview applicants for employment by a preliminary screening committee (The only position that the school committee would be involved in that might qualify would be for the position of Superintendent.) This exemption only applies if it can be determined that an open meeting will have a detrimental effect in obtaining qualified applicants. This shall not apply to applicants who have passed a prior preliminary screening.
9. To meet or confer with a mediator with respect to any litigation or public business.
10. To discuss trade secrets or confidential competitively-sensitive or other proprietary information conducted by a governmental body as an energy supplier.

(In the first case, an open meeting will be held if the individual involved so requests.)

Accurate records of the proceedings conducted in executive session will be kept and may remain secret only so long as their publication would defeat the purpose of the session.

The School Committee Chair and the Superintendent will review executive session minutes for possible declassification on, at least, a quarterly basis and, if necessary, will consult with legal counsel. The School Committee Chair will bring minutes recommended for declassification to the School Committee for a vote either as part of a consent agenda or for individual action. In either case, there shall be an announcement of the declassification of minutes.

When a specific set of executive session minutes, not yet declassified, is requested by a member of the public, the School Committee shall render a decision on declassification at its next meeting or within 30 days after the request, whichever occurs first.

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions.

SOURCE: MASC

LEGAL REFS.: M.G.L. 30A:21; 30A:22

Adopted: November 17, 1994  
Revised: July 12, 2000  
Revised: November 15, 2012  
Reviewed: February 16, 2017  
Revised: October 26, 2023

## AGENDA

The Superintendent, conferring with the **Chair** of the School Committee, will arrange the order of items on meetings agendas so that the Committee can accomplish its business as expeditiously as possible. The particular order may vary from meeting to meeting in keeping with the business at hand.

The Committee will follow the order of business established by the agenda except as it votes to rearrange the order for the convenience of visitors, individuals appearing before the Committee, or to expedite Committee business.

Any School Committee member, staff member, or citizen may suggest items of business. The inclusion of such items, however, will be at the discretion of the **Chair** of the Committee. A staff member who wishes to have a topic scheduled on the agenda should submit the request through the Superintendent.

The agenda will also provide for time when any citizen who wishes may speak briefly before the School Committee.

The agenda, together with supporting materials, will be distributed to School Committee members no less than three business days prior to the meeting to permit adequate time to prepare for the meeting.

Agendas will be posted and made available to the press.

The committee may vote a consent agenda to expedite routine matters, e.g. oaths to bills, payroll and minutes, and other items of routine business.

Adopted:	December 15, 1994
Reviewed:	July 12, 2000
Revised:	November 29, 2001
Revised:	December 15, 2005
Revised:	February 27, 2014
Reviewed:	October 25, 2018
<b>Revised:</b>	<b>October 26, 2023</b>

## ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE

The following general policies will govern the appointment and functioning of advisory committees to the School Committee other than the student advisory committee, which is governed by the terms of the Massachusetts General Laws.

1. Advisory committees may be created by the School Committee to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. However, there will be no standing overall advisory committee to the School Committee.
2. If an advisory committee is required by state or federal law, its composition and appointment will meet all the guidelines established for that particular type of committee.
3. The composition of task forces and any other advisory committees will be broadly representative and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants, as found desirable.
4. Appointments to such committees will be made by the committee; appointment of staff members to such committees will be made by the committee upon recommendation of the Superintendent.
5. Tenure of committee members will be one year only unless the member is reappointed.
6. Each committee will be clearly instructed as to:
  - a. The length of time each member is being asked to serve.
  - b. The assignment the School Committee wishes the committee to fulfill and the extent and limitations of its responsibilities.
  - c. The resources the School Committee will provide.
  - d. The approximate dates on which the School Committee wishes to receive major reports.
  - e. School Committee policies governing citizens, committees and the relationship of these committees to the School Committee as a whole, individual School Committee members, the Superintendent, and other members of the professional staff.
  - f. Responsibilities for the release of information to the press.
7. Recommendations of committees will be based upon research and fact.

8. The School Committee possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the School Committee.
9. Advisory committees created under this policy are subject to the provisions of the Open Meeting Law.

The committee will have the sole power to dissolve any of its advisory committees and will reserve the right to exercise this power at any time during the life of any committee.

LEGAL REF: M.G.L. 30A:18-25

Adopted:	November 17, 1994
Reviewed:	July 12, 2000
Reviewed:	February 27, 2014
Revised:	October 9, 2018
Reviewed:	October 26, 2023

## SCHOOL ATTORNEY/LEGAL SERVICES

The School Committee may use the services provided by the town counsel. The committee and the Superintendent may seek services to counsel and represent the school system at various times.

However, because the complexity of school department operations often requires specialized legal services, the committee may also retain an attorney or law firm to provide additional legal services.

It will be the duty of the counsel for the committee to advise the School Committee and the Superintendent on the specific legal problems submitted to him. He will attend meetings upon request and will be sufficiently familiar with committee policies, practices, and actions under these policies, and with requirements of the school law to enable him to offer the necessary legal advice.

A decision to seek legal advice or assistance on behalf of the school system will be made by the committee. The Superintendent may also take such action at the direction of the committee.

Many types of legal assistance are routine and do not require specific committee approval or prior notice. However, when the Superintendent concludes that unusual types or amounts of professional legal service may be required, he will advise the committee and seek either initial or continuing authorization for such service.

LEGAL REFS.: M.G.L. 71:37E; 71:37F

Source: MASC

Adopted:	November 17, 1994
Reviewed:	July 12, 2000
Reviewed:	February 27, 2014
Reviewed:	October 26, 2023

## SCHOOL COMMITTEE MEETINGS

The School Committee will transact all business at official meetings of the committee. These may be either regular or special meetings, defined as follows:

1. Regular meeting: the usual official legal action meeting, held regularly
2. Special meeting: an official legal action meeting called between scheduled regular meetings to consider specific topics.

Every meeting of the School Committee, regular or special, will be open to the public unless an executive session is held in accordance with state law.

In recognition that School Committee members as well as others attending School Committee meetings have other obligations the following day, and with the realization that tired people do not work as effectively, the following school committee schedule and meeting procedure is established:

1. All regular meetings including executive sessions shall end on or before 11:00 p.m.
2. At 10:30 p.m. the Chairman shall call a halt to proceedings to assess the agenda. All items not able to be completed by the 11:00 p.m. adjournment shall be postponed to the next meeting.

LEGAL REFS.: M.G.L. 30A:18-25

Source: MASC

Adopted: November 17, 1994  
Reviewed: July 12, 2000  
Revised: February 27, 2014  
Reviewed: February 16, 2017  
Reviewed: October 26, 2023



## RULES OF ORDER

Robert's Rules of Order, Newly Revised will govern the proceedings of the committee, except when those rules are in conflict with the committee's approved policies and regulations.

In accordance with Robert's Rules, the committee may suspend parliamentary rules of order by a two-thirds vote.

Adopted:	July 12, 2000
Reviewed:	February 27, 2014
Reviewed:	February 16, 2017
Reviewed:	October 26, 2023