



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



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 30, 2023
7:00 PM

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

VIDEO OR CALL WILL BE MUTED UPON JOINING MEETING.

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A G E N D A

*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 – November 16, 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. [Littleton Middle School Ranked Among 2024 Best Middle Schools](#)

7:15 IV. PRESENTATIONS

1. **Financial Update (District):** *Business Manager Steve Mark will give a current Financial Update. (5 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](#)

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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7:30 V. INTERESTED CITIZENS

7:35 VI. SUBCOMMITTEE REPORTS

- 1. PMBC**
- 2. Budget Subcommittee**
- 3. Policy Subcommittee: (see LPS website to view all policies)**
 - Motion to accept the second reading of the following modified policies:**
 - BDFA - SCHOOL COUNCILS
 - BEC - EXECUTIVE SESSIONS
 - BEDB - AGENDA
 - Motion to accept the second 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 Demarias, Superintendent Clenchy*)**

7:45 VII. ADJOURNMENT

**Next School Committee Meeting
December 14, 2023
7:00PM
Littleton Police Station Community Room**

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SCHOOL COMMITTEE MINUTES November 16, 2023 7:00PM

PRESENT: Justin McCarthy
Jen Gold
Stacy Desmarais
Elaine Santelmann

ALSO PRESENT: Kelly Clenchy
Steve Mark
Dorothy Mulone
Karen Solomonides

NOT PRESENT: Binal Patel

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 26, 2023, agenda as presented. (AYE: Unanimous).

INTERESTED CITIZENS

David Giannetta shared that Russell Street School parents received an email from Cheryl Temple on Tuesday, November 14th 2023 at 1:21 PM informing parents that Wacky Hair Day would be changed to Wacky Hat Day. This has been a tradition for over 30 years, and I say that because my wife Stacey who was born and raised here in Littleton remembers Wacky Hair Day when she was attending Littleton Public Schools. David proceeded to read the email sent from Principal Temple regarding the matter. The reason I'm here this evening is to discuss with the school committee who I believe is an advisory board to the Littleton Public Schools about the decision that was made by the faculty and DEI committee for Russell Street School, which I now learned consists of 2 teachers that are also part of the committee to come up with spirit weeks themes. It was this group that helped to cancel Wacky Hair Day. Stacey and I had a chance to meet with

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34 Principal Temple and Mrs. Romano to discuss this matter and during the meeting it was brought to our
35 attention that an article was sent to Principal Temple which implied that Wacky Hair Day inadvertently
36 offended members of the school community. I requested a copy of the article. The article was barely of much
37 substance and strongly opinion based. It was written by Kimmy Fink who is a senior editor for We are
38 Teachers. The reference in the article: on crazy hair day students are generally invited to wear their hair in a
39 wild or wacky fashion. The problem is that many of the hair styles popular on crazy hair day are cultural
40 hairstyles for black people. In deeming those hairstyles crazy it sends a message that there's something wrong
41 with them. It's a microaggression but it's also part of the hidden curriculum that makes whiteness the norm,
42 and let's not forget that black girls are disproportionately policed and disciplined on how they wear their hair.
43 In reading that our expectation was that there would have been more time to put a decision on this to cancel a
44 tradition that's been around for more than 30 years. The question is, were are all the available resources
45 utilized to make this decision. I asked this question because I believe the decision to cancel Wacky Hair Day
46 was news to even the school committee. And the decision was made more than 24 hours after this was
47 received, which helped to initiate that decision. We created a petition, because it seems like in Littleton the
48 only thing to get everybody's attention is to get 100 signatures. We created a petition and mind you this was
49 only started 12 hours ago. The petition states: to reinstate Wacky Hair Day at Russell Street School. My
50 daughter Ada, like many other children in Littleton, is a student at Russell Street School. The DEI Committee
51 and faculty recently decided to cancel Wacky Hair Day as part of their spirit week. This has left many
52 children, including my own disappointed and disheartened. Wacky Hair Day is more than just a fun day. It's a
53 way for students to express their creativity and individuality. It fosters an environment of acceptance and
54 inclusivity where every child can feel comfortable being themselves. According to the American Academy of
55 Pediatrics, such activities play a crucial role in promoting mental health among children by boosting their self
56 esteem. Moreover, this event has been celebrated for years without a reported issue or problem. It's hard to
57 understand why it was suddenly deemed unnecessary or inappropriate. In a society where our children have
58 experienced a significant amount of "cancel culture", we believe the reinstatement of Wacky Hair Day would
59 not only bring joy into our children's lives but also contribute positively towards building their character and
60 confidence. We urge the school committee in Littleton to reconsider this decision and bring back Wacky Hair
61 Day. We did not reach our goal of 100 but we did receive 84 in about 11 hours. But I can say over 100 folks
62 have responded in support and if needed we can get over 100 signatures. I would just like to close my
63 comments with this question and then open it up to the board for discussion if everyone is open to that. If we
64 can gather 84 signatures for a petition to retract the decision from the RSS faculty to cancel Wacky Hair Day
65 in less than 12 hours, how was the school able to make this decision to cancel Wacky Hair Day in roughly a
66 24 to 30 hours time frame and only have consulted with, I'll guess and assume less than 10 people. Majority
67 of them are not Littleton residents. Thank you.

68

69 **Maggie Buckly:** I didn't intend on coming to speak but more so to support what was presented. My concern
70 also I just feel like it should be noted and discussed with all of you and the parents who are also on the board.
71 This is a great learning opportunity for all of us. The knee-jerk reaction is to just cancel the celebration and
72 tradition rather than take a little bit more time. It's a real "slippery slope" and that's my concern, backing and
73 supporting what was already shared. My bigger concern is that it is no intent of any other household that I've
74 spoken with residents to ever make offense. Especially referencing the article that was shared and referenced
75 to. That would never be an intent in our district or community. But to keep the tradition and use that as a great
76 tool to discuss in classrooms with students what the expectations are. It's a conversation to have at home, but
77 would we start potentially canceling other traditions because of what it could potentially offend. I think it's a
78 real concerning area that we need to think about.

79

80 **Matthew Ridge:** I saw this letter as well and I was wondering, again it happened quickly like you send within
81 24 hours and I'm glad someone else brought this up because this is one of these things that, I hate to use the
82 word "I feel" because that's one of the problems I have with DEI in general; it's based off of feelings and
83 especially with this article that came through. Everybody feels that this does offend somebody and it has been

84 pointed out. Nobody got an actual response. A majority of people didn't get an actual response. It was a
85 minority, and it was one committee that never reached out to anybody as far as I know, because I received a
86 letter. I never got another request asking, does that offend us, does this bother us, does this anything? I would
87 like to see if it is possible for any decision based on DEI or a community that has such a wide reach like this.
88 Because it has been explained that this has been going on for 30 years, I would like to know who was
89 offended. Because of the people I've spoken to, nobody was offended. Everybody was waiting for this,
90 everyone was expecting to have fun with this and then we get the letter and it was like whatever. It just seems
91 like we need to have a balance here, we need to have somebody say okay this was brought to our attention.
92 The school committee has to vote on this or something, we can't just have a group just say we don't want it
93 because it offends people. Everythings going to offend people and we need to have that balance where it's a
94 perceived insult vs an actual insult. Like a microaggression, what is a microaggression? Instead of canceling
95 something in 24 hours we need to have a conversation. We can't allow 3 to 5 people, even 10 people to have
96 the entire school say okay it's done. Unless they were voted or elected by the people, which I don't think this
97 committee was. It just bothers me when I hear that DEI has been utilized to actually get this canceled. DEI is
98 becoming more and more into our community and it is becoming more and more difficult to do the things we
99 used to do because it's going to offend somebody. Thank you.

100

101 **Justin McCarthy:** It's not always necessary for there to be a response to public comment, but I think in this
102 case the response is warranted, largely in part because the email served a purpose to inform the student body
103 of a change, I feel like some folks felt like they didn't get enough of an explanation and were left wondering
104 with more questions than answers.

105

106 **Superintendent Kelly Clenchy:** Thank you for coming out and speaking, we want to continue to work with
107 our communities. We're not alone in this venture of cultural proficiency. Every school across this nation has
108 been charged with that responsibility. We have spent the past 3 years training our staff, our administrators and
109 how do we move our schools forward with cultural proficiency making sure that all of our students feel a
110 sense of belonging and acceptance. We don't take these decisions lightly; our intent is to serve all students. I
111 feel bad that we have some parents that feel we mistreated the situation, the intent of the school was not to do
112 that. The intent of the school was to advocate for the minority populations that don't have a voice. Littleton
113 has changed significantly over the last 30 years. We have far more diversity in this school system. When I had
114 a conversation with a parent the other day about this, they were quick to say that we need to educate our
115 students to deal with situations beyond the town of Littleton. We're not a microcosm, our kids are out beyond
116 Littleton all the time and are dealing with other cultures. Our goal is to have everybody, every single
117 individual in our district not only respect diversity but celebrate diversity. I understand that this is a tradition.
118 There are many schools, up to three years ago, that have made this change. No child should ever feel
119 disadvantaged because of something we do or organize in our school district. That is totally unacceptable and
120 unfair. Our intent is to make sure that everybody has a sense of belonging, and some don't, some do not in our
121 school district. They are under-represented and they do not feel that sense of belonging. So what is the
122 solution? We continue to work together, we need to continue to move forward with cultural proficiency and
123 we need to continue to reach out to our community and bring them along with us so we can move at a pace
124 that is manageable and people understand what we are trying to do. Mrs. Temple did this with totally good
125 intentions. If you research this, there are many articles out there that support these kinds of actions within
126 school systems. I was at Russell Street today to see how kids reacted to the change and I did not see sad
127 faces. Maybe they were disappointed at home, maybe they were disappointed on the bus, but when they came
128 into school they were happy. The whole idea behind spirit day is to celebrate together. Does it have to
129 unintentionally marginalize someone in our school system? I don't think it should. Is there another way to
130 brand this event? We need to spend some time talking about that. There's going to be some bumps along the
131 way when we look in the mirror and examine our own belief systems.

132

Cheryl Temple: The 3rd grade team took the responsibility of planning spirit week this year and I think the most unfortunate part of this event was when we had the agenda scheduled last week no one flagged this Wacky Hair Day so our activity list was published. When I got this email on Monday with this information I brought the information to the third grade team and spoke to Mrs. Romano about it and assured the parent that emailed me about it I was going to look into this and go ahead further. When I spoke to the members of the third grade team who worked on this, they were not familiar with this either and we talked about how we should go forward. I additionally spoke with Beth Steele who is the co-chairperson of the DEI committee and I also spoke with Superintendent Kelly Clenchy. We as the third grade team, our decision was, do we go forward with an event that could potentially upset or offend our students at our school? Our students at our school, all 352 of them, are all of our students. I think it was important to us that we don't sacrifice anyone, even one. We knew that people were going to be upset and disappointed by this so we tried to quickly pivot and decide what we could do. As a staff we determined that all 352 kids in our school are important and we didn't want to err on the side of any one of them. I've been in education for a long time, and over the years there are things we didn't know. As we did know about them, we did better. When we know better, we do better. I will wholeheartedly say on behalf of the staff at Russell Street, that this time we did better. We made a decision that was right for 352 students in this instance. We could certainly rebrand this to something regarding hair that doesn't have an adjective attached to it, and do something that everyone would feel comfortable with. It certainly begs more conversation as we move forward but I will stand by the decision we made with the information we had, to do better.

152

Elizabeth Steele: In education, and even this evening, we frequently say that we assume good intentions and at times that leads to positive impact and that's wonderful, that is what we want. However, good intentions at times can also lead to a negative impact and when that happens we have to reflect on the how and why there was a negative impact and to change our practice to do and be better. As a broader society we are seeing this right now. The change of professional sports teams names, the school and district mascots and even now the reexamination of the Massachusetts state seal. As our district mission states, We commit to evolve together as a diverse community through education, accountability and compassion. Evolution comes from decisions, hard decisions, thoughtful decisions and learning that happens through ourselves and others. We are striving to be culturally proficient educators and individuals. Every single day we want our students, staff, families and community members to feel safe and supported in our school and beyond in our community. To feel safe and supported requires us to be equitable and inclusive, but it also requires us to ensure that all students have the opportunity to experience belonging for exactly who they are. This is why at our last meeting we briefly discussed the "B" belonging and adding that to our already established DEI team. After a discussion with our DEI team this past Tuesday afternoon we officially decided to adopt the belonging to our DEIB team. In doing this we publicly support practices that afford all students the feeling of not only being included but also having that feeling of belonging. We are growing, we are adapting and learning. And just like we tell our students mistakes happen, it is when they do happen we have to reflect upon them and learn from them. Which is what we are experiencing and witnessing right now. Thus we will reflect on our decisions and we will continue to reflect as we move forward.

172

Jen Gold: I agree we don't want to leave any child uninvolved, left behind or less than in any way. We care for our students and our children very deeply. I also assume good intent and I really appreciate what you both said about taking some time to reflect, that maybe some things were done a little too quickly, good intent I believe that was there. My concern personally and what I've heard from parents is the "slippery slope." My concern is that if we are to rethink or potentially cancel or take away every experience, every tradition because preemptively or proactively because it might offend or exclude or not fit this DEIB framework we will be left with no traditions, no fun days, and no spirit weeks and that's a concern. I think we are on the precipice of that right now. And so we might look back and laugh at how we were so up in arms about Wacky Hair Day vs Hat Day, this is kind of a moment in time where we can make a choice on how we move forward

182 and set a precedent. So that's the concern, the slippery slope is the concern that we will preemptively take
183 away every experience because that could offend or exclude and be left with a very bleak, basic landscape.
184

185 **Elaine Santelmann:** I really appreciate both the parents here, taking the time to come out and express your
186 thoughts so clearly. I did had a follow-up question for you, you had mentioned some of the inclusivity and the
187 positive attributes of Wacky Hair Day. I was wondering if you could elaborate on what of those things would
188 also not apply to Wacky Hat Day?

189

190 **David Giannetta:** I think with the concern of it changing to the Wacky Hat Day, I think that was in the
191 moment. So we are referring to parents that already have slammed busy schedules as it is between sports,
192 school and extracurricular and jobs. To have a day and half to whip something together I believe reactionary is
193 very overwhelming and while working through those emotions of something being taken away. A tradition
194 being taken away. It's not necessarily that Wacky Hat Day can't substitute it, it's more so the fact that at that
195 moment without a lot of notice we're all supposed to change everything we had planned. It's overwhelming,
196 it's not necessarily that it can't be done with Wacky Hat Day, it's just the circumstance. What I would say is
197 there has been some discussion on rebranding, how about "Fun Hair Day" is fun offensive? I hope not.

198

199 **Elaine Santelmann:** It seems here that there's a few things going on here. The loss of a tradition, a rapid
200 turnaround and also an abstract understanding of why Wacky Hair Day might be offensive. I want to give you
201 my perspective on that part of it first. I very recently was a school administrator in Lowell and did a lot of
202 school walkthroughs. I came upon a couple of instances that really changed my thinking on that. One was a
203 teacher insisting that a girl take her hood down because that was the dress code rule. She didn't want to take
204 it down because she was an African-American girl who didn't have time to do her hair that morning and was
205 in a rush. Another incident with some high school students from Lowell High at a focus group were
206 complaining about why they couldn't wear head wraps, which is a common practice for African-American
207 girls when they don't have time to do their hair. As a white woman, that opened my eyes as to hair issues for
208 African-American women in particular. So my concern with Wacky Hair Day is that maybe some of the
209 wacky hairstyles that kids come up with might be similar to what some African-American girls think of as
210 their bad hair day and they might feel like it was making fun of them. Students like that might never report
211 feeling offended because they're already feeling marginalized and "othered". We don't want to run the risk of
212 anyone feeling offended or less than. That's why I asked about Wacky Hat Day. A hat is not a personal thing,
213 it's not part of your body. Would students have just as much fun with a wacky hat, given that they're new to
214 the Russell Street School and aren't aware of the tradition. Maybe part of the angst is that parents are
215 suffering a feeling of loss of a valued tradition. As Mrs. Steele said, we know better and we want to do better
216 and maybe start a new tradition that doesn't have so much to do with someone's personal appearance.

217

218 **Stacey Desmarais:** This is a good opportunity to open that discussion, if you hadn't come in we could run the
219 risk of people feeling we had cancel-culture. The administration understands and sees and can reflect on a
220 different way to approach that. I would like to commend the administration by acknowledging and seeing that
221 this is a 30 year tradition that maybe we need to reevaluate. That's showing a really big commitment to one of
222 our big objectives to this school district as we grow, which is to be more inclusive and be more equitable and
223 at some point you have to make those decisions to start breaking some traditions or making new traditions and
224 evaluating how we can still incorporate those decisions in a safe way for all of those students. This is a good
225 stepping stone to move forward and make positive progress. How can we make sure that this is an inclusive
226 activity that isn't marginalizing anyone. I agree that we're struggling with kind of a reactionary quick pivot
227 that everyone had to go through, and then it's just that the community as a whole trying to have some grace as
228 we're navigating this together and trying to get through these changes together. That being said, I'm trying to
229 give everyone some grace on this, I understand it's a quick pivot for the kids, for the parents, and that's
230 something that we all have to learn together, and it's a positive change that we're going to make. The only
231 thing I can say that we kind of missed on was a missed teaching opportunity for the students and the families.

232 Having a greater explanation as to why it was offensive would have been really helpful for us all when the
233 change was made so that families could learn and have discussions.

234

235 **Justin McCarthy:** When mistakes happen there's an opportunity to have a meaningful conversation. I'm glad
236 we are having it this evening. I think hindsight being 20/20 it's a lot easier to say could we have done
237 something better. Could we have proceeded with a hair day but perhaps change the name to fun hair day or
238 awesome hair day and then provided parents with the information on DEI concerns. Such as bringing to your
239 attention hairstyles could be racially insensitive. When I first saw the email I could think of a couple of
240 reasons why Wacky Hair Day was inappropriate but the Black community wasn't the first to come to mind. I
241 also sympathize with this movement here when the pendulum has swung too far that we are prepared to shut
242 something down in the event that we possibly might be offending someone. My thoughts immediately go to
243 the Shaker Lane Halloween Parade. Next year someone's going to say that's not necessarily inclusive because
244 not everyone celebrates Halloween or can afford a costume. To take the analogy even further, we have
245 Patriots Day and Red Sox Day. I know a lot of Phillies fans and we don't have that day for them. Eventually
246 we're going to lose everything if we try to include everyone. The only way to do that is to have nothing. I
247 think it's an opportunity to say, there's a greater world out there and you're going to run into some challenges.
248 People are not always going to think the same way that you think. You're going to have to learn how to deal
249 with those situations. In that K-12 environment, where hopefully you have a stable household, you've got
250 educators that care about you, we can shape and mold those individuals so that when they graduate from
251 Littleton High School they're better prepared global citizens. So to cancel things and try to shelter away from
252 that I think probably isn't the best way to do it. I think providing the community with additional education
253 perhaps was a better way to handle the situation.

254

255 **Superintendent Kelly Clenchy:** I really appreciate both of you coming out tonight. The conversation was
256 very helpful to me as a superintendent. I was immersed in cultural proficiency probably back in 2015 and I
257 share some of the concerns I heard this evening about cancel culture. I'm not a cancel culture fan and I never
258 will be. But there are certain things that we're going to have to do as we continue our mission of cultural
259 proficiency. I draw a significant difference between hockey jerseys and talking about somebody's body or
260 their hair. And I think that's a differentiation that we all need to acknowledge. As your superintendent I'm
261 charged with the responsibility of making sure that every child or family that goes to our schools feels
262 supported and has a sense of belonging. And it's tough at times because you never know how some people
263 feel right away. It may be four years, five years... a child at Shaker Lane may not say anything to us until
264 they're in high school. And some damage could be done, maybe not. Our children's development, socially,
265 emotionally, is very important and self esteem is huge. We want to make sure we're doing everything we can
266 for a student. We want to have conversations like this so that together we can work out what's best as we
267 continue to move forward. We're not perfect, no system is perfect, we need to continue to move forward.
268 The only way to get better is to continually evaluate what we're doing. I think what we need to do is try to
269 engage the public more in our mission. We're not doing this to be difficult. We're doing this because we
270 want to make sure we're doing everything we can to support every child in our district.

271

272 **Jay Kang:** I think we have to be careful that we are not valuing tradition over active measures to be sensitive
273 to other people's cultures. When it comes to what's valued today, it really is whether or not parents are
274 disappointed vs. a child in a school system that can see their culture being labeled and flagged. I think the
275 potential negative impact of that child that sees their culture as flagged is much worse than parents who are
276 disappointed that traditions are being canceled. A little tradition is important. You have to recognize that
277 certain traditions can be offensive and the children are happy as Dr. Clenchy has mentioned so I really don't
278 think there is any disappointment on that side, at least not that I've heard. I think if the parents decide to
279 embrace the new tradition of Wacky Hat Day so will their children, so I think this is a positive twist on an old
280 tradition. You also mentioned that this is a "slippery slope" that could potentially be offensive but we're not
281 really not removing a tradition we're just adopting it to be more inclusive to every child so that everyone can

282 enjoy these traditions rather than at the expense of certain cultures. And Mr. McCarthy, you mentioned
283 Halloween, but even with Halloween there are certain limitations to what you can wear as a costume. I don't
284 think that keeping insensitive traditions for the sake of preparing kids for the real world is a good solution for
285 the Littleton school system.

286

287 **Elizabeth Steele:** I would like to mention one thing. We have an opportunity for the community to learn
288 together. Community Learning Together on December 5th, we have Dr. Kalise Wornum to provide a
289 community presentation on the definition of cultural proficiency and what that means and what that looks like.

290

291 RECOGNITION

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

294

295 **2. Superintendent Kelly Clenchy would like to recognize grade 2 for their Littleton cardboard**
296 **project.**

297

298 NEW BUSINESS

299

300 **Please see the presentations in the packet.**

301

302 **Superintendent Report:** Superintendent Kelly Clenchy explained what DEIB stands for and talked about the
303 playbook initiative. He also spoke about Care Solace. He wanted to describe some of the services they provide
304 to our school community. Lyn Snow added that Care Solace also provides services for families with autistic
305 children that can be accessed through a family's health insurance. MAP testing wrapped up for the fall, we
306 test 3 times a year. Lastly Littleton District Review finished. It was nice to have some guests in our district
307 and I'm very interested to see what kind of findings they will come up with. We probably won't see anything
308 for five months or so. Elaine and I had an opportunity to attend the MASS/MASC Joint Conference. I was
309 only able to attend for a night and a day, but Elaine was able to attend most of the conference. It's a real
310 powerful event. There aren't many events when you can learn from school committees and superintendents
311 from all over the state. Elaine's going to give you a short review of some of the highlights of the conference.

312

313 **Elaine Santelmann:** It was very powerful because the sessions were presented by school committee
314 members and superintendents so it was very relevant to our work. So often when we face challenges we like
315 to reach out to other districts to see how they addressed that same challenge. So this was an opportunity to
316 hear from a variety of school districts that had successfully tackled a variety of things. The theme of the
317 conference was "Investing in Equitable School Districts: Moving from Theory to Practice". Elaine gave a
318 brief summary on sessions from several districts and how their work can enhance efforts already underway in
319 Littleton.

320

321 PRESENTATIONS

322

323 **1. Update of Safety and Security with SRO Wodzinski please see presentation in packet. In brief SRO**
324 **Wodzinski talked about ALICE and what specifics at each grade level.**

325

326 **2. We will move Crisis Go to the next meeting due to time.**

327

328 **3. MCAS Update: Please see the packet in the agenda for presentations for Littleton High School,**
329 **Middle School and Russell Street School's MCAS assessment updates.**

330

Elizabeth Steele: We will see the outline we have tonight. We will share some pertinent information and then we'll dive right into the results starting with the high school then to middle school and then over to Russell Street. We always like to remember that when we are talking about a data point it is a data point, part of a much larger picture of what students are able and capable of doing and one data point does not represent them as an individual. We followed the protocol, "what", "so what" "now what". The "what" is the data and we will provide you with that data and what those results were. The "so what" is our impressions, what do we see in that data, what sticks out to us, what leaves an impression for us based on that data. The "now what" you see in our next steps.

339

Stacey Desmarais: The kids in 10th grade took half tests in 2021 is that correct?

341

Elizabeth Steele: There were full tests in high school but for grades 3-8 was a half test.

343

John Harrington presented on HS MCAS on grade 9 Biology and grade 10 math and ELA.

345

Elaine Santelmann: I just want to thank you for doing the item analysis. I think that's so important. I think for me this is the best part about MCAS data is that it tells you about your curriculum and instruction and those are big ways to make changes, like if you can drill down to what questions students are struggling with and if that also a weakness in our curriculum and we can make those changes across all subject areas. It's a move that can affect everybody.

351

Justin McCarthy: Thank you for the presentation, I like the graphics because it makes it easy to understand the information. It's like a double edge sword here. We're exceptionally exceeding the state average but it is our expectation. I'm just curious about doubling down on the next steps. I'm wondering if this is the same action plan we had last year because if that is the case the fruits didn't really pay off because the trend continued to go down the wrong way.

357

Matt LeVangie presented on LMS MCAS Grades 6, 7 and 8th grade ELA and math and 8th grade science and technology.

360

Elaine Santelmann: I love seeing the boomerang curves with the lines graphs for grade 6 and 7th grade ELA. Could you speak about what's happening with 7th grade math with the inconsistencies with the turnover of staff?

364

Matt Levangi: Yes, there was a turnover with staff and an unexpected exit during the school year so we had to fill in with a long term sub. We have since made a hire that we are very excited about and from parents feedback that we had this year it seems to be going very well.

368

Elaine Santelmann: 6th grade team is rocking it. I was a little bit worried about 8th grade math, that they seem to be plateauing out. Do you think it's just that cohort or do you think there is instructionally a challenge there?

372

Matt Levangi: I think through Covid they had some instructional inconsistencies for a little bit and I think that had an effect on them. I think the 8th grade teacher did a great job with them and got them back to square.

375

Cheryl Temple presented on RSS Grades 3, 4 and 5 ELA and math and grade 5 science.

377

Elaine Santelmann: I'm really grateful you're doing the item analysis, I think that is so powerful. I'm happy that you're using these data points to create student profiles and realize that these are real live little human beings. All that work you're doing to try to create a learning profile for all those students that are struggling,

381 it's so human and so impressive. Quick clarification, you have the new math curriculum, are the scores here
382 after 1 year of the students having it or is this their first year?

383

384 **Cheryl Temple:** This would be the first full year, this year coming up will be the second full year.

385

386 **Elizabeth Steele:** They had 1 year of the new program for 2023.

387

388 **Elaine Santelmann:** You're looking at an early literacy adoption this year so some of this data may be
389 informative with that as well, but maybe you already looked at it with your analysis. You could identify areas
390 where all students are struggling or all students are doing well. That can help you refine your search.

391

392 INTERESTED CITIZENS

393 **None**

394

395 SUBCOMMITTEE REPORTS

396 **1. PMBC:** We have not met since our last school committee meeting. High school roof is done there are
397 a couple of minor issues related to the project but not the roof itself. Some piping coming through the
398 walls and stuff like that we need to take care of but the roof itself is done.

399

400 **2. Budget Subcommittee:** None at this time.

401

402 **3. Shaker Lane Building Committee:** Approval from MSBA to move forward with the OPM that the
403 selection committee selected. We are moving forward with that process and having a committee meeting
404 to take a formal vote to then sign a contract with the OPM and then we can actually started the feasibility
405 study and a portion of that project. Things are starting to move forward.

406

407 **4. Policy Subcommittee:** Justin McCarthy moved to accept the first reading of the following modified
408 policies BDFA, BEC, BEDB second by Stacey Desmarais, all those in favor say AYE; Jen Gold, AYE;
409 Elaine Santelmann. Oppose: NONE. **(AYE: Unanimous)** We will record those as a first reading and
410 revisit those at the next school committee meeting for a second reading.

411

412 Justin McCarthy asked: Does anyone have any questions about BDF, BDG, BE, BEDD? I will make
413 a motion to accept the first reading of the following policies as current. So these ones don't have any
414 changes other than the male pronoun, BDF, BDG, BE, BEDD. Seconded by Stacey Desmarais. All
415 those in favor say AYE; Jen Gold, AYE; Elaine Santelman. Opposed: NONE. **(AYE: Unanimous).**
416 We will record this as a first reading and revisit those at the next school committee meeting for a
417 second reading.

418

419 ADJOURNMENT

420 **Justin McCarthy:** If there's no other business before the school committee I will ask for a motion to
421 adjourn. Jen Gold motioned to adjourn, seconded by Elaine Santelmann it was voted to adjourn at
422 9:25PM. Roll Call Vote: Justin McCarthy, AYE; Jen Gold, AYE; Elaine Santelmann, AYE; and Stacey
423 Desmarais, AYE.

424

425

426

427

428

429

430

NEXT MEETING DATE

November 30, 2023

7:00PM

429 DOCUMENTS AS PART OF MEETING

431 **DEAIB**

432 **Care Solace**

433 **Update of Safety and Security**

434 **MCAS Update**

435

436 **BDFA - SCHOOL COUNCILS**

437 **BED - EXECUTIVE SESSIONS**

438 **BEDB - AGENDA**

439 **BDF - ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE**

440 **BDG - SCHOOL ATTORNEY/LEGAL SERVICES**

441 **BE - SCHOOL COMMITTEE MEETINGS**

442 **BEDD - RULES OF ORDER**

Littleton Public Schools

Dr. Kelly R. Clenchy,
Superintendent

[33 Shattuck St.](#)
[Littleton, MA 01460](#)



FOR IMMEDIATE RELEASE

Monday, Nov. 20, 2023

Contact: Camryn Langille

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Email: camryn@jgpr.net

Littleton Middle School Ranked Among 2024 Best Middle Schools

LITTLETON — Superintendent Kelly Clenchy is delighted to share that Littleton Middle School has been recognized as part of the 2024 U.S. News & World Report Best Middle Schools.

U.S. News released its 2024 Best Middle Schools ranking on Tuesday, Nov. 14. Littleton Middle School was ranked 138 out of 1,040 middle schools in Massachusetts.

Schools ranked in the top 40% nationally achieve status as a U.S. News Best Middle School.

Schools are ranked on their performance on state-required tests, graduation rates, and

how well they prepare their students for high school.

"This recognition would not be possible without our staff and students, who work hard each day to put their best foot forward and make Littleton Middle School a great place to learn," said Superintendent Clenchy. "Thank you to the entire Littleton Middle School community for your continued commitment, dedication, and support."

To view Littleton Middle School's full online report and ranking, click [here](#).

Littleton Middle School was also recognized as a [Top Performing School in Massachusetts](#) by the Department of Elementary and Secondary Education (DESE) in September.

###

A message from Littleton Public Schools

Town of Littleton

YEAR-TO-DATE BUDGET REPORT FY 2024

FY 2023-2024 ACTUALS THROUGH 11/20/2023

FOR 2024 99

	ORIGINAL APPROP	TRANS/ADJSMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
310 REGULAR EDUCATION	9,654,287.00	0.00	9,654,287.00	2,374,770.92	22,768.28	7,256,747.80	24.8%
311 SPECIAL EDUCATION	6,509,160.00	0.00	6,509,160.00	1,510,183.18	10,530.68	4,988,446.14	23.4%
312 STUDENT & SUPPORT STAFF	1,483,782.00	0.00	1,483,782.00	472,140.02	48,782.92	962,859.06	35.1%
313 OTHER INSTRUCTION	310,425.00	0.00	310,425.00	73,696.74	180.00	236,548.26	23.8%
314 SYSTEM ADMINISTRATION	1,608,547.00	0.00	1,608,547.00	610,212.47	102.84	998,231.69	37.9%
315 SCHOOL ADMINISTRATION	1,402,102.00	0.00	1,402,102.00	496,318.33	0.00	905,783.67	35.4%
316 TRANSPORTATION AND BUSING	1,543,733.00	0.00	1,543,733.00	752,723.01	0.00	791,009.99	48.8%
317 FACILITY & MAINTENANCE	1,921,226.00	0.00	1,921,226.00	813,022.03	31,082.21	1,077,121.76	43.9%
GRAND TOTAL	24,433,262.00	0.00	24,433,262.00	7,103,066.70	113,446.93	17,216,748.37	29.5%

** END OF REPORT - Generated by Steven Mark **

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: November 16, 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: November 16, 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
Revised:	November 16, 2023

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:	November 16, 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 **them**. **They** 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 **them** 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, **they** 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:	November 30,, 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 Chair 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
Revised:	November 16, 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:	November 16, 2023