



# ***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 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

*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.*

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

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

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

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

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

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

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

**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.

**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.

**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

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

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

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

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

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

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

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

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

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

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

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

### **RECOGNITION**

- 1. Student Representative(s) Report: Student Representative, Jay Kang gave an update of events for each school.**
- 2. Superintendent Kelly Clenchy would like to recognize grade 2 for their Littleton cardboard project.**

### **NEW BUSINESS**

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

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

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

### **PRESENTATIONS**

- 1. Update of Safety and Security with SRO Wodzinski please see presentation in packet. In brief SRO Wodzinski talked about ALICE and what specifics at each grade level.**
- 2. We will move Crisis Go to the next meeting due to time.**
- 3. MCAS Update: Please see the packet in the agenda for presentations for Littleton High School, Middle School and Russell Street School's MCAS assessment updates.**

**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.

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

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

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

**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.

**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.

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

**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?

**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.

**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?

**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.

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

**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,



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

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

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

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

### **INTERESTED CITIZENS**

None

### **SUBCOMMITTEE REPORTS**

1. **PMBC:** We have not met since our last school committee meeting. High school roof is done there are a couple of minor issues related to the project but not the roof itself. Some piping coming through the walls and stuff like that we need to take care of but the roof itself is done.
2. **Budget Subcommittee:** None at this time.
3. **Shaker Lane Building Committee:** Approval from MSBA to move forward with the OPM that the selection committee selected. We are moving forward with that process and having a committee meeting to take a formal vote to then sign a contract with the OPM and then we can actually started the feasibility study and a portion of that project. Things are starting to move forward.
4. **Policy Subcommittee:** Justin McCarthy moved to accept the first reading of the following modified policies BDFA, BEC, BEDB second by Stacey Desmarais, all those in favor say AYE; Jen Gold, AYE; Elaine Santelmann. Oppose: NONE. **(AYE: Unanimous)** We will record those as a first reading and revisit those at the next school committee meeting for a second reading.

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

### **ADJOURNMENT**

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

**NEXT MEETING DATE**  
**November 30, 2023**  
**7:00PM**

### **DOCUMENTS AS PART OF MEETING**

**DEAIB**

**Care Solace**

**Update of Safety and Security**

**MCAS Update**

**BDFA - SCHOOL COUNCILS**

**BED - EXECUTIVE SESSIONS**

**BEDB - AGENDA**

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

**BDG - SCHOOL ATTORNEY/LEGAL SERVICES**

**BE - SCHOOL COMMITTEE MEETINGS**

**BEDD - RULES OF ORDER**