



# ***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)

DARYL BAKER, Vice Chair  
MATTHEW HUNT, Member

MIKE FONTANELLA, Chair

JENNIFER WILSON, Secretary  
ERICA PODGORN, Member

**The Littleton School Committee will meet at the  
Littleton Police Department Community Room  
500 Great Road  
Thursday, January 10, 2019**

*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.*

## **\*\* \*A G E N D A\* \* \***

### **7:00 I. ORGANIZATION**

1. Call to Order
2. Pledge of Allegiance
3. Consent Agenda
  - Minutes – December 13, 2018
  - Oath to Bills -  
and Payroll

### **7:05 II. INTERESTED CITIZENS**

### **7:10 III. RECOGNITION**

1. **A local resident has made a generous donation of \$500 to be applied toward Shaker Lane Lunch Accounts.** *Dr. Clenchy will discuss the donation that was made to the Shaker Lane Lunch accounts.*
2. **New England League of Middle Schools Spotlight Schools Program:** *Dr. Clenchy will recognize the MS for being recertified as a Spotlight School from the New England League of Middle Schools Spotlight Program.*

*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 Justine Muir, District Equity Coordinator at 978-540-2500, [jmuir@littletonps.org](mailto:jmuir@littletonps.org) or 33 Shattuck Street, P.O. Box 1486, Littleton, MA 01460.*

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3. **“Today’s Fresh Catch”:** *Dr. Clenchy will recognize the LHS cafeteria for introducing their "Catch of the Day" lunch that they will be providing to staff members. Red's Best is a local company that sponsors the program.*
4. **2017-2018 District Report:** *Dr. Clenchy will discuss the 2017-2018 District Report that has been printed and distributed to the School Committee.*
5. **Student Representative(s) Report:** *Student Representative(s), Kriti Sharma and/or Madelyn O'Meara will give a report of events for each school.*

**7:20 IV. PRESENTATION**

1. **Alternative Structured Learning Day Program:** *Dr. Geri Lyn Ajemian and Beth Steele will further discuss the concept of the Alternative Structured Learning Day Programs as a means of replicating instruction during school cancellations due to inclement weather. Dr. Clenchy will ask the school committee to make a motion to support the implementation of the Pilot Alternative Structured Learning Day Program.*

**8:30 V. NEW BUSINESS**

1. **Resolution for State Funding Reform:** *School Committee member Erica Podgorni will present a recommended resolution indicating School Committee support to revise the current Chapter 70 State Funding Formula.*

**8:45 VI. INTERESTED CITIZENS**

**8:50 VII. SUBCOMMITTEE REPORTS**

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

**9:00 VIII. ADJOURNMENT/EXECUTIVE SESSION**

Motion to move into Executive Session for the purpose of contract negotiations with no intention to return to Open Session.

**NEXT MEETING DATE**

**January 24, 2019**

**The Littleton School Committee will meet at the  
 Littleton Police Department Community Room  
 500 Great Road**

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## SCHOOL COMMITTEE MINUTES December 13<sup>th</sup>, 2018 7:00 PM

**PRESENT:** Mike Fontanella  
Daryl Baker  
Erica Podgorni

**ALSO PRESENT:** Kelly Clenchy  
Steve Mark  
Bettina Corrow (9:18PM)  
Kriti Sharma (7:40PM)

**NOT PRESENT:** Jennifer Wilson and Matthew Hunt

### CALL TO ORDER

Mike Fontanella called the meeting to order at 7:00p.m.

On a motion by Daryl Baker, and seconded by Erica Podgorni, it was voted to approve the Nov. 29, 2018 consent agenda. (AYE: Unanimous). Motion carried.

### INTERESTED CITIZENS

None

### RECOGNITION

1. Mike Lynn, Athletic Director recognized the girls track team for the XC State Championship. Congratulations to the whole team!
2. Mike Fontanella & Superintendent Clenchy recognized Dr. Ajemian for her 12 years of service as Director of Curriculum and presented her with a desk clock and citations from the Commonwealth of Massachusetts.
3. Kriti Sharma gave a brief overview of the activities taking place at the schools.

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## **PRESENTATION.**

1. Marc Saucier and Mike Lynn gave an update on the LHS Pole Vault Project. Mr. Saucier thanked Daryl Baker and PMBC for their involvement in this project. He has raised close to 13K for the project thru road races and other fundraising efforts to support the cost of the project. The price for the actual Pole Vault Mat is between 7K and up to 20K depending on whether you buy a new pole or a refurbish one. There might be a chance to borrow one for the first year.

On a motion by Daryl Baker, and seconded by Erica Podgorni, it was voted to approve the pole vault project upon establishment of internal account for billing/accounting and transfer/receipt of donations to fund the project. (AYE: Unanimous). Motion carried.

2. Dr. Ajemian and Principal Bazydlo gave a brief update on Snow Day Cancellation Pilot program

Alternative Structured Learning Day Programs must:

- Involve substantial assignments and/or projects rather than resembling traditional homework assignments
- Be accessible to all students
- Consider how to accommodate students without internet or devices at home and households with multiple children who share a single device (for programs that include a digital learning component)
- Be able to serve all students, including students who receive special education services

The target date for the program to start is still Jan. 28, 2019. Certain issues are still being worked out between faculty at the different schools. A sample of “Blizzard bags” will be presented to school committee prior to start of the pilot. More to follow in the new year.

3. Dr. Ajemian & the Principals from Russell Street, Middle & High School presented the 2018 Spring Statewide and District Level MCAS results. Next-Generation MCAS focuses on students’ critical thinking abilities, application of knowledge, and ability to make connections between reading and writing and gives a clearer signal of readiness for the next grade level or college and career.

## **Computer- Based Tests to be Administered in Spring 2019:**

- Grades 3 – 8 ELA and Mathematics
- Grades 5 and 8 STE
- Grade 10 ELA and Mathematics
- High School Biology and Introductory Physics field tests

## **Transition Plan for MCAS Science and Technology/ Engineering (STE) Tests**

### **Grades 5 & 8 MCAS Transition**

- Next generation MCAS STE tests based on the 2016 STE Curriculum Frameworks will be first administered in spring 2019.
- STE tests will be redesigned for:
  - Computer based administration
  - Assessing both content & science and technology/engineering practices in Learning Standards

### **High School MCAS STE Transition**

- In June 2019, all four current, paper-based high school STE tests will be administered: (Biology, Chemistry, Introductory Physics & Technology/Engineering)

- June 2019 Biology test and Introductory Physics tests will be based on “overlapping” standards from the 2001/06 and 2016 STE standards.
  - Next-Generation Biology and Introductory Physics tests to be administered in June 2020, with DESE recommending phasing out the Chemistry and Technology/ Engineering tests
- Mr. Bazydlo gave an in-depth overview of Russell Street School’s MCAS scores. Overall strong performance in both achievement and student growth

### Students Exceeding or Meeting Expectations vs. State

- Grade 3 ELA: +8 // Grade 3 Math: +11
- Grade 4 ELA: +11 SGP: +8.8 // Grade 4 Math -1 SGP: +2.3
- Grade 5 ELA: +17 SGP: -4 // Grade 5 Math +15 SGP: Even
- Grade 5 Science +14

#### Highlights:

- Strong performance in both student achievement and growth
- Grade 3 Results Over Two Years (Meeting/Exceeding)
  - ELA: 2017 – 39% vs. 2018 – 60% (+21%) (+5 over State vs. -7 in 2017)
  - Math: 2017 – 45% vs. 2018 – 61% (+16%) (+1 over State vs. -4 in 2017)

Mr. Bazydlo went through next steps outlined below:

#### Review/Assess Curriculum:

Continue focus on standards-based instruction/assessment  
Continue to increase student connectedness and engagement  
Explicit teaching and learning of social/emotional skills (CASEL Framework)  
Re-design WIN intervention block  
Utilize ANSWER protocol for extended writing tasks in grades 3-8  
Expand use of Dreambox (Math) to all students after successful T1 pilot  
Continue designated writing in all classrooms  
Training and implementation of Guided Math

#### Continued Focus on Academic Areas:

K-5 vertical alignment during early release days  
Continue focus on increased rigor  
Expose children to high complexity literature (fiction/non-fiction)  
Ensure students below grade level are exposed to rigorous material  
Expand mathematical critical thinking and use of rigorous vocabulary  
Continue focus on student ownership of learning – “I can”  
Standards-based exit tickets/formative assessment/re-teaching  
Add SEL learning targets  
Utilize goal setting with students - academic/social/emotional

#### Factors to Remember:

Many new staff members  
In year 2 of three-year implementation plan for Next-Gen MCAS at RSS

Mrs. Temple and Mr. Everhart gave an in-depth overview of the Middle School’s MCAS scores. In both ELA and Math students at the Middle School achieved Moderate to High Growth percentiles. They are very pleased with the results, but teachers have already started to analyze the results and working on strategies for Spring 2019 tests. Mr. Everhart pointed out that Mrs. Finnerty’s Gr 8 Science class is in the top 5% of all classes in MA. Mrs. Manheimer’s Grade 8<sup>th</sup> Math class is in the top 10% and Mrs. Cafarelli’s Grade 7<sup>th</sup> ELA Class is in the top 3% of all ELA Classes in MA.

All students in grades 6-8 took the Next Generation Computer based test. Areas of concentration for future work is in Math Grade 6 & 7 and ELA for Grade 8th at the middle school.

**Student Growth Percentiles\***

Gr 6 ELA – 62%

Gr. 6 Math – 46%

Gr 7 ELA – 64%

Gr. 7 Math – 52%

Gr 8 ELA – 65%

Gr. 8 Math – 61%

\* 0-39 SGP – Lower Growth

40-60 SGP – Moderate Growth

61-99 SGP – Higher Growth

A cohort scores graph was shared from the 2017 to the 2018 MCAS results and showing a positive trend for LMS students.

Dr. Harrington gave an in-depth overview of the High School's MCAS scores. Overall 96% of the student population scored Proficient/Advanced in ELA. 96% scored P/A in Math and 92% scored P/A in Science. Data teams met using Data Analysis Protocol which includes: Reviewed accountability results, achievement results, SGP results, results by sub-group, results by Standard, Item Analysis Summary, cohort data & individual student data. Dr. Harrington went through key points at the High School:

- Math SGP remained at High Level for cohort: 71
- ELA SGP increased from moderate level: 55
- Math Advanced Performance: 76% (Class of 2020)
- ELA Advanced Performance: 66% (Class of 2020)
- Science Advanced Performance: 61% (Class of 2020)

Percentage of Special Education Students who scored Proficient or Higher:

88% in ELA

77% in Math

73% in Science

In this cohort - All Special Education students achieved a passing

(Needs Improvement or better) score on Math and ELA MCAS

**Next Steps:**

Further data analysis and examination of Student Growth Percentiles especially with the students who showed low or very low growth

Preparation for Next Generation and computer-based testing

Instructional Adjustments as needed

Proactive approach and frequent communication with parents of academically struggling students and students who scored in the “warning” category

Continued Early Intervention in 9<sup>th</sup> and 10<sup>th</sup> grades

The School Committee thanked Dr. Ajemian and the Principal's for the in-depth presentation and commended not only the Administrative team, but all the staff involved with this analytic work and their continued commitment to serve the needs of all students throughout our schools. The MCAS Spring 2018 presentation will be posted on the District web site.

**4. 2018 Next-Generation District & School Accountability System**

## **Accountability System Highlights**

- Additional accountability indicators
  - Provide information about school performance & student opportunities beyond test scores
- Normative & criterion-referenced components
  - Accountability percentiles & progress toward targets
- Focus on raising the performance of each school's lowest performing students
  - In addition to the performance of the school as a whole
- Discontinuation of Accountability & Assistance levels 1-5
  - Replaced with accountability categories that define the progress that schools are making & the type of support they may receive from DESE
- Districts classified based on district-level data
  - No longer based on the performance of a district's lowest performing school

## **English language proficiency indicator**

- New indicator in 2018
- Set students on a non-linear path to achieving English language proficiency in six years
- Set targets for each English learner based on:
  - Starting point (initial ACCESS for ELLs assessment results)
  - Grade
  - Years in Massachusetts

- School & district performance will be measured based on the percentage of students meeting their targets each year

Overview of 2018 Official Accountability Report for Littleton Public Schools was included in the packet/presentation

## **NEW BUSINESS**

1. Superintendent's Educator Evaluation goals for the 2018-2019 school year. Action items listed below.
  1. Develop Dissertation proposal, Theoretical Framework and Methodology and solicit approval in principle from Northeastern University (completed by October 30, 2016)
  2. Defend dissertation topic, methodology and theoretical framework and submit IRB application to Dissertation Review Board (submitted by December 15, 2018)
  3. Complete Chapters 1-3 of Dissertation using a journal format. (March 1, 2019)
  4. Identify target districts and potential participants who will be recruited to take part in the research study (completed by April 1, 2019)
  5. Send out letters to identified districts seeking support to take part in the research study (completed by April 30, 2019)
  6. Send out survey to administrators in identified districts (completed by May 15, 2019)
  7. Analyze results of survey (June 15, 2019)
  8. Through the use of purposeful sampling identify administrators who will be asked to take part in a semi-structured interview (June 30, 2019)
  9. Conduct interviews with identified participants (completed by October 1, 2019)
  10. Transcribe interviews and employ primary and secondary coding processes to develop key themes (completed by December 2019)
  11. Finish dissertation and identify potential journals to expand publication opportunities (timeline to be determined)

227  
228 **INTERESTED CITIZENS**

229 None

230  
231 **SUBCOMMITTEE REPORTS**

232 1. PMBC: None

233  
234 2. Budget Subcommittee: Preparing for budget presentation on Jan. 5, 2019 to FinCom.

235 .  
236 3. Safety and Security: None

237  
238 4. Policy Subcommittee: Second Reading of Policy ACE, BDE, BDF, and FA

239  
240 **Second Reading of the following reviewed Policies**

241  
242 ACE Nondiscrimination on the Basis of Disability

243 BDE: Subcommittee of the School Committee

244 BDF: Advisory Committees to the School Committee

245 FA: Facilities Development Goals

246  
247 On a motion by Daryl Baker, and seconded by Erica Podgorni, it was voted to accept the second reading  
248 of the following policy ACE, BDE, BDF, and FA as reviewed and presented. (AYE: Unanimous). Motion  
249 carried.

250  
251 **Second Reading of the following reviewed Policies with no recommended changes**

252  
253 ADC: Use of Tobacco Products on School Property

254 BEDB: Agenda

255  
256  
257 On a motion by Daryl Baker, and seconded by Erica Podgorni, it was voted to accept the second reading  
258 of the following policy ACE and BEDB as reviewed with no recommended changes as presented. (AYE:  
259 Unanimous). Motion carried.

260  
261 **ADJOURNMENT**

262 On a motion by Daryl Baker, and seconded by Erica Podgorni, it was voted to adjourn at 10:05PM. Roll Call  
263 Vote: Erica Podgorni, AYE, Daryl Baker, AYE; and Mike Fontanella, AYE.

264  
265 **NEXT MEETING DATE**

266 **Thursday, January 10<sup>th</sup>, 2019**

267 **7:00PM**

268 **Littleton Police Department Community Room**

269  
270  
271 **DOCUMENTS AS PART OF MEETING**

272 2018 MCAS

273 2018 Next-Generation District & School Accountability report

274 Superintendent Educator Goals for 2018-2019

275 Policy ACE

276 Policy BDE

277	Policy BDF
278	Policy FA
279	Policy ADC
280	Policy BEDB



New England League of Middle Schools  
Spotlight Schools Program



December 14, 2018

Cheryl Temple, Principal  
Littleton Middle School  
55 Russell Street  
Littleton, MA 01460

Dear Principal Temple,

I want to thank you for the time and hospitality provided to our visitation team on December 10, 2018 as part of your Spotlight School renewal application process. I am pleased to inform you that Littleton Middle School Spotlight School status is being renewed for three years. This decision is based upon evidence and observations made during the recent visit. The reviewers observed a variety of indicators that make it evident your school continues to make progress and is committed to effective instruction, collaboration, teaming, and a solid understanding of the young adolescent.

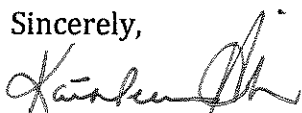
The New England League of Middle Schools would like to commend Littleton Middle School on the following:

- A well organized PD program supportive of best practice for young adolescent learners,
- A pleasant, well maintained learning environment,
- Effective teaching teams and common planning time,
- A highly effective Wellness Program for all students,
- A new schedule in support of effective time management and learning opportunities,
- An energetic and effective administration team as well as support and encouragement from Central Office,
- Effective and innovative use of technology to support learning reflecting a Technology Integration Plan,
- A new, exciting Maker Space embraced by staff and students,
- Focused attention to curriculum review and assessment of student performance,
- A successful co-teaching model used in ELA and Mathematics,
- Active parent and community support,
- An Advisory program with a focus on Social Emotional Learning competencies.

NELMS encourages you to continue the good work in support of young adolescents and acknowledges your concern for class size and your efforts to develop a viable solution.

We are pleased to count Littleton Middle School among the 28 Spotlight Schools throughout New England. Included in this mailing are two copies of your Spotlight School Agreement. Please keep one for your records and sign the other and return to the NELMS office in the enclosed envelope. I have also included a sticker (2019-2022) that you can attach to your Spotlight School banner signifying your renewal. Finally, please contact me if I can be of further assistance to you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kathleen Hill', written over the printed name.

Kathleen Hill  
Spotlight Schools Coordinator

Cc. Jeff Rodman, Executive Director, New England League of Middle Schools  
Dr. Kelly Clenchy, Superintendent, Littleton Public Schools  
Christopher Pollet, NELMS MA1 Board of Directors

# Join us for Today's Fresh Catch on Jan 17, 2019 @ Littleton High School Cafe

Baked Haddock with Ritz Cracker Crumb  
Roasted Brussel Sprouts with Balsamic  
Cole Slaw, Dinner Roll

Milk and Fruit

\$3.95

Please Reserve Your Meal Now!

[mlkelly@littletonps.org](mailto:mlkelly@littletonps.org)

The poster is for "Red's Best Today's Fresh Catch" and features a central image of a haddock fish with the word "HADDOCK" above it. To the left of the fish is a section titled "Traceable Seafood" with icons for a fish, a leaf, and a recycling symbol, and a small American flag with the text "ALL AMERICAN". Below this is a section titled "Faces of the Fleet" with a grid of 12 small photos of fishermen. To the right of the fish is a QR code and a section titled "Red's Best logo" with a small fish icon. At the bottom of the poster are social media icons for Facebook, Instagram, and Twitter, and the text "Boston • Chatham • Martha's Vineyard • New Bedford" and "Red's Best www.redsbest.com".

**RED'S BEST**

## TODAY'S FRESH CATCH

Red's Best sustains the livelihoods of New England fishermen while preserving fisheries for harvest.

**Traceable Seafood**

**HADDOCK**

**Faces of the Fleet**

Boston • Chatham • Martha's Vineyard • New Bedford

Red's Best  
[www.redsbest.com](http://www.redsbest.com)



# LPS Snow Day Cancellation Pilot FINAL Proposal

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Presentation to  
Littleton School Committee  
January 10, 2019

Dr. Geri Lyn Ajemian,

Interim Director of Grants & Professional Development

Elizabeth Steele,

Interim Curriculum Director (appointee)



# LPS Rationale

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"Although we firmly believe that the highest form of learning takes place in a classroom with a qualified teacher, support staff or specialist, we also acknowledge that days made up at the end of the school calendar are not of the same quality as those that could be offered with alternative structured learning day opportunities."



# Major Themes / Topics

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## Statewide Context:

- Alternative Structured Learning Day Programs
- DESE Guidance

## LPS Goals & Guiding Principles

## Pilot Timelines & Due Dates

- Calendar Contingencies
- Due Dates for Student Assignments



# Major Themes / Topics

## (continued)

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Instructional Planning Processes, K-12

- November 2018 – January 2019

Student Learning Activities/ Assignments

The Dynamics of Student Choice

Communicating Expectations to Students, K-12

- Before and During Pilot

Assessment Rubrics, K-12



# Alternative Structured Learning Day Programs

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- Locally approved programs first recognized by DESE in February 2015 and 2016
- Possible solutions to scheduling issues posed by inclement weather so the minimum student learning time requirement of 900 hours for elementary schools, 990 hours for secondary schools, and a total of 180 days may be met



# Alternative Structured Learning Day Programs

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Programs are designed to:

- Reduce the number of additional school days beyond the 180 required days
- Minimize student learning disrupted by weather related emergencies by providing alternative learning activities for students that may be completed at home
- Meet the standard for structured learning time



# Definition of Structured Learning Time

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- “Structured learning time shall mean time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the ‘core subjects’ and ‘other subjects’.”
- “In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.”
- **603 CMR 27.02** (MA Education Laws and Regulations)



# DESE Guidance

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Alternative Structured Learning Day Programs must:

- Involve substantial assignments and/or projects rather than resembling traditional homework assignments
- Be accessible to all students
- Consider how to accommodate students without internet or devices at home and households with multiple children who share a single device  
(for programs that include a digital learning component)
- Be able to serve all students, including students who receive special education services



# DESE Guidance

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## Central Tenets:

- Programs must be approved by the district school committee.
- For implementation during the 2018-2019 school year:  
Districts submit a copy of the locally-approved program to DESE within one week after the date of local approval.
- At the end of the pilot / implementation, conduct a survey to allow feedback from stakeholders and to evaluate the success of the alternative structured learning day programs.



# LPS Goals: Snow Day Cancellation Pilot

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- To Create a model (as a K-12 district divided into elementary, middle and high schools) that is flexible within the district, within schools, and within grades to insure that instructional activities meet the DESE definition of Structured Learning Time.
- To Identify Alternative Structured Learning opportunities for students to complete in lieu of making up **three (3)** to five (5) snow days at the end of the school year, **contingent on the number of snow days as of April 12, 2019.**



# LPS Guiding Practices

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- FOCUS on Student Engagement
  - LPS Focus Element on Educator Evaluation Teacher Rubric
  - Focus element in ***The New Art & Science of Teaching***
- Standards-Based Teaching & Learning
  - Authentic connections to ***Curriculum Frameworks***
- Blended Learning Opportunities
- Literacy Across the Curriculum
  - Reading ***Learning Standards***. Close reading of texts; determine central themes; assess point of view
  - Writing ***Learning Standards***. Write opinions to support claims with evidence; Write informative texts to examine a topic and convey ideas and information clearly.



# LPS Central Tenets for Pilot

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- Emphasis is placed on the ***quality*** of the learning experiences not on quantity or compliance.
- Student work will **NEVER** be due on the day that students return to school after a snow day.
- Paper materials accompany digital components of assignments to ensure all students have access to educational materials during a storm.
- Access to student assignments through LPS website and other platforms such as Aspen, Google Sites, Google Classroom.



# Estimated time to Complete Student Assignments

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Estimated time spent on Student Learning Activities/ Assignments (in lieu of snow day):

- **Grades K-2:** approximately 60 minutes
- **Grades 3-5:** approximately 90 minutes
- **Grades 6-8:** 2.5 hours
- **Grades 9-12:** 3 hours



# Pilot Calendar Contingencies

(Revised 1/10/19)

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- If there is a snow day prior to January 28, 2019, it will be made up at the end of the school year.
- Students complete Learning Activities for Days 1, 2 & 3 REGARDLESS of the number of snow days up to April 12, 2019.
- As of April 12, 2019
  - No further assignments due if less than 3 snow days have occurred.
  - Students complete Learning Activities for Day 4 and Day 5 if four (4) or five (5) snow days have occurred.
- School cancellations beyond five (5) snow days during the pilot period will be made up at the end of the school year.



# Initial Timeline for Pilot

(as of October 25, 2018)

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- October 25, 2018                      Presentation of Pilot to SC
- Nov. & Dec. 2018                      Ongoing Planning
  - Planning student learning opportunities, defining roles and responsibilities for educators
  - Technology interface, website connections & communication to stakeholders
- January 10, 2019                      Presentation of final proposal for SC approval
- January 28, 2019                      Proposed start date of pilot
- May 15, 2019                          Student assignments due



# Revised Pilot Timeline

(contingent on SC Approval of Proposal)

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- Jan. 14-18, 2019      Learning Activities & Expectations presented to students, K-12
- January 28, 2019      Proposed start date of pilot
- March & April 2019      Assignment Due Dates
  - March 1, 2019      Day 1 Assignment Due
  - March 22, 2019      Day 2 Assignment Due
  - April 12, 2019      Day 3 Assignment Due
- May 15, 2019      Day 4 and Day 5 Assignments due, contingent on number of snow days



# Instructional Planning Team Elementary Level

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## Shaker Lane

- Instructional Planning Lead: **Rebecca Deacon**, Assistant Principal
  - Michelle Barth, Kindergarten Teacher
  - Shayna Garlisi, Grade 2 Teacher
  - Michelle Kane, Principal

## Russell Street

- Instructional Planning Lead: **Kat Dale**, Grade 4 Team Leader
  - Grade 3: Jess Schoeffel, Kerry Kristie, Kim Donlon
  - Grade 4: Amy Metcalfe, Nicole Patterson, Christina Burndrett
  - Grade 5: Barbara Stone, Melissa Maxner, Judi Dokus



# Instructional Planning Team

## Secondary Level

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Instructional Planning Lead: **Elizabeth Steele**

### Curriculum Coordinators:

- Dave Pascucci, 6-12 ELA
- Elizabeth Rego, 6-12 Math
- Val Finnerty, 6-12 Science
- Beth Morgan, 6-12 History/ Social Science
- Liz Kelley, 6-12 World Language
- Zach Hirtle, 6-12 SPED
- Meredith Perry, K-12 PE/ Health
- Hilary Bridge, K-12 Art/ Music

### Faculty:

- Mike Foustoukos, LHS History/ Social Science Teacher
- Angela Gresco, LMS Special Education Teacher
- Sue Pettengill, ELL Teacher



# Shaker Lane Instructional Planning

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- Planning Process, Nov. 2018 – Jan. 2019
  - Grade Level Meetings (K/T, Grade 1, Grade 2)
  - Staff Meetings
  - Special Education Accommodation Meetings
  - ELL Accommodations
- Development of Assessment Rubric
- Planning Communication with Students
  - Prior to January 28
  - During Pilot
  - Reviewing Assessment Rubric



# Shaker Lane

## Learning Activities/ Assignments

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- Three Themed Activity Days -- By grade level with explanatory Cover Sheets
  - Kindergarten/Transitional: **Colors**
  - First Grade : **Animals**
  - Second Grade : **Landforms**
- Two All-School Activities
  - *Happy in Our Skin* by Fran Manushkin (themes of Diversity/ Ethnicity)  
This picture book offers “ a celebration of what makes us unique – and what holds us together.”
  - SEL & HEART Activity



# Shaker Lane

## Learning Activities/ Assignments

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- On Days 1, 2 & 3, students will complete four activities:
  - Activity 1: Reading and Comprehension –  
Reading/ Comprehension component includes three differentiated reading options on the same topic which will be assigned by the teacher.
  - Activity 2: Math
  - Activity 3: Science, Social Studies or Writing
  - Activity 4: Art, Music or Gym
- Day 4 & 5 Learning Activities will be completed contingent on the number of snow days.



# Shaker Lane

## Student Activity Rubric



### 2019 Snow Day Cancellation Pilot Grades K-2 Rubric



Name: \_\_\_\_\_ Topic: \_\_\_\_\_

#### Overall Academic Expectation:

<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Partially Meets Expectations</i>	<i>Does Not Meet Expectations</i>
The student completed both the assignments and the extension activities correctly.	The student completed the assignments and the work was all or mostly correct.	The student completed most or all of the assignments. Completed work was partially or mostly correct.	The student did not complete the assignments or most of the completed work was incorrect.





# Grade Level Books: Russell Street

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- Grade 3: *Girl Wonder: A Baseball Story in Nine Innings* by Deborah Hopkinson
  - A fictional picture book based on the life of Alta Weiss, who in 1907 at the age of 17, was the first female to pitch baseball for a semipro all-male team, the Vermillion (Ohio) Independents.
  
- Grade 4: *Grandfather's Journey* by Allen Say
  - This picture book is based on Say's grandfather's voyage from Japan to the United States and back again. His grandson – the author – follows the same journey as his grandfather, understanding his grandfather's feelings towards the two places he called home.
  
- Grade 5: *Henry's Freedom Box* by Ellen Levine
  - Inspired by an actual 1830s lithograph, this picture book recounts the true story of Henry Brown, a slave who mailed himself to freedom. Forcefully separated from his wife and children, Brown conspired with abolitionists and successfully traveled north to Philadelphia in a packing crate.



# Elementary Level Planning: Russell Street

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## Preparation/Planning

- 🔗 Team of 6 classroom teachers and 5 special educators
- 🔗 Authentic, engaging, standards-based activities
- 🔗 Provide student choice whenever possible

## Activities

- 🔗 90 minutes of learning per “day”
- 🔗 ELA/Math/Choice (ELA-Day One required to be completed first)
  - ✖ Book/Topic Based
  - ✖ Standards-aligned
  - ✖ Variety for student choice and high engagement levels
- 🔗 Materials sent home in paper form and available electronically
- 🔗 Materials modified for students when necessary (Audio books available)
- 🔗 Blended Learning

## Assessment

- 🔗 Meaningful feedback from teachers
- 🔗 Rubrics for each grade level and special subject created
- 🔗 Rubrics provided for students and families in advance



# Elementary Level Planning: Russell Street

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## Organization

- 🔗 Pocket folders
  - ✂ Color coded by grade
  - ✂ All activities and text inside (modified when necessary)
  - ✂ Bar-coded and logged in library database
  - ✂ All materials also available electronically
- 🔗 Teacher Cover Sheets
  - ✂ Tracking work efficiently
  - ✂ Working collaboratively with specialists

## Communication

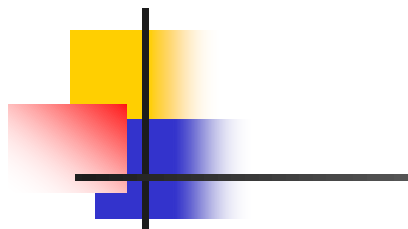
- 🔗 All teachers have previewed and are familiar with all grade level materials
- 🔗 Grade level materials shared with other grades during staff meeting
- 🔗 Slideshow for teachers to introduce program to students
- 🔗 Parent Q/A session - Thursday, January 24th @ 5:30

# Elementary Level Planning: Russell Street

<b>STEM (½ Day)</b> Choose an activity from the STEM choice board. Date(s) Completed:_____	<b>ART (½ Day)</b> Choose an activity from the Art choice board. Date(s) Completed:_____	<b>MUSIC (½ Day)</b> Choose an activity from the Music choice board. Date(s) Completed:_____
<b>P.E. (½ Day)</b> Choose an activity from the P.E. choice board. Date(s) Completed:_____	<b>CREATIVITY (½ Day)</b> Many immigrants miss their native homeland. In the book <i>Grandfather's Journey</i> , the author explains how he loves living in the United States but also misses his native country of Japan. Please read the article about a young immigrant Asya. Next, create a comic strip depicting how Asya must have felt after moving to the United States from Russia. <a href="#">Asya article</a> <a href="#">Comic Strip Storyboard</a> Date Completed:_____	<b>WRITING (½ Day)</b> <b>Choose one of these options:</b> Write a journal entry as if you were an immigrant on your voyage to Ellis Island. Use these hints to to get you started. <a href="#">Immigration Template</a> <a href="#">Writing Guidelines</a> <a href="#">Diary Example 1</a> <a href="#">Diary Example 2</a> Date Completed:_____
<b>FIELD TRIP (1 Day)</b> Choose a place to visit from the list that is attached. <b>Create a brochure</b> for the place you visited. You may use <b>Google Slides</b> to create your own or use the brochure template but must include the information that is on the brochure. <a href="#">Field Trip Brochure Template</a> <a href="#">Field Trip Experience Directions</a> Date Completed:_____	<b>COOKING (½ Day)</b> Make salt dough and complete a reflection activity. <a href="#">Salt Dough Recipe and Reflection Page</a> Date Completed:_____	<b>SOCIAL STUDIES (1/2 Day)</b> Think back to our Lowell Mills field trip. Create a colorful postcard that you could imagine being sold in the gift shop. Then, write a message on the back telling a friend about the Lowell Mills. <a href="#">Postcard Template</a> <a href="#">Writing Guidelines</a> Date Completed:_____

Example  
of Grade 4  
Choice  
Board

# Elementary Level Planning: Russell Street



Example  
of Grade 4  
Rubric

Grade Four Snow Cancellation Pilot Rubric

Student Name: _____		Year: _____	Total Number of Snow Days: _____
Date of Completed Assignments	Day & Assessment	Grading: 4-Exceeds 3-Meets 2-Progressing 1-Beginning	Comments
	<b>English Language Arts-Day One</b>  <u>Activity Two:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student is able to provide three reasons as to why Grandfather never thought about returning to his homeland.</li> <li><input type="checkbox"/> Student is able to clearly support their claims with the text evidence.</li> </ul>	4 3 2 1	
	<u>Activity Three:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student was able to demonstrate grade-level fluency with the summary of "Grandfather's Journey".</li> </ul>	4 3 2 1	



# Secondary Level Planning

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- Planning Process & Considerations
  - Team of SCC and classroom teachers composed 6-12 documents.
  - Student Choice Dynamics (within course and within days)
  - AP courses are exempt due to course pacing per College Board recommendations and scheduling.
- Student Learning Activities
  - Assignments are course specific.
  - Short (1.25/1.5 hours) and long (2.5/3 hours) assignments
  - Assignment Proposal / Lesson Plan Template created for middle and high school levels; substitute coverage provided.
  - Curricular & Administrative review of Lesson Plan Proposals
  - Student Assignment Sheets created with directions for learning activities.



# Secondary Level Planning

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- Assessment
  - Common rubric for assessment created
  - Teachers have flexibility in manner of evaluation
    - Snow Day Assignments equivalent of: 1 homework assignment, 2 homework assignments, 1 quiz grade
- Requirements (in portion of hours):
  - Grades 6-8: ELA (1.25), Math (1.25), Science (1.25)
  - Grade 9: ELA (1.5), Math (1.5), Science (1.5)
  - Grades 10-12: ELA (1.5), Math (1.5)
- The advisory and flex block periods at the secondary level will be important venues for reviewing, planning and tracking student choice boards.



# Secondary Level Lesson Plan Templates

## **Snow Day Cancellation Pilot Secondary Level: Learning Activity/Assignment Proposal Form and Lesson Template**

Teacher(s):	Littleton Middle School
Course(s):	Subject Area(s) and/or Grade:
Content Standards (National and/or State):	
Literacy Standards:	
Anticipated Time to Complete Lesson: <input type="checkbox"/> 1 hour 15 minutes or <input type="checkbox"/> 2 hours 30 minutes	
<ul style="list-style-type: none"><li>• Description of Assignment:</li><li>• Description of the materials students will be using:</li><li>• How is student choice incorporated into this assignment?</li><li>• How can this assignment be differentiated or scaffolded to meet the needs of all students?</li><li>• Please list applicable elements from the rubric:</li></ul>	
<input type="checkbox"/> Initial Review by Curriculum Coordinator <input type="checkbox"/> Final Approval by Director of Curriculum	



# Secondary Level Lesson Plan Templates

## **Snow Day Cancellation Pilot Secondary Level: Learning Activity/Assignment Proposal Form and Lesson Template**

Teacher(s):	Littleton High School
Course(s):	Subject Area(s) and/or Grade:
Content Standards (National and/or State):	
Literacy Standards:	
Anticipated Time to Complete Lesson: <input type="checkbox"/> 1 hour 30 minutes or <input type="checkbox"/> 3 hours	
<ul style="list-style-type: none"><li>• Description of Assignment:</li><li>• Description of the materials students will be using:</li><li>• How is student choice incorporated into this assignment?</li><li>• How can this assignment be differentiated or scaffolded to meet the needs of all students?</li><li>• Please list applicable elements from the rubric:</li></ul>	
<input type="checkbox"/> Initial Review by Curriculum Coordinator <input type="checkbox"/> Final Approval by Director of Curriculum	

# Secondary Level Student Assignment Sheet



**Littleton Middle School  
Snow Day Cancellation Pilot  
Student Learning Activity/Assignment**

Teacher(s):	Due Date: May 15
Course(s):	Subject Area and/or Grade Level:
Learning Standards:	
Literacy Standards:	
Anticipated Time to Complete Lesson: 1 hour 15 minutes or 2 hours 30 minutes	
Essential Question/Objectives:	
Applicable elements from the rubric:	
Directions:	

# Secondary Level Student Assignment Sheet



**Littleton High School  
Snow Day Cancellation Pilot  
Student Learning Activity/Assignment**

Teacher(s):	Due Date: May 15
Course(s):	Subject Area and/or Grade Level:
Learning Standards:	
Literacy Standards:	
Anticipated Time to Complete Lesson: 1 hour 30 minutes or 3 hours	
Essential Question/Objectives:	
Applicable elements from the rubric:	
Directions:	

# LMS Grades 6-8

## Student Choice Board

### Littleton Middle School Snow Day Cancellation Pilot Student Choice Board - Grades 6-8

Name: \_\_\_\_\_

Flex Block: \_\_\_\_\_

**Directions:**

Students are to complete 2.5 hours of work per snow day.

Choose learning activities/assignments from those offered by your teachers to complete your own choice board. You are required to complete at least 1 hour 15 minutes of ELA, Math, and Science within Days 1, 2, 3. Select assignments of your choosing to fill the other time slots.

This form is due to your Flex Block teacher **January 18, 2019**

<b>Mandatory to be completed in the first three days:</b> ELA: 1 hour 15 minutes minimum Math: 1 hour 15 minutes minimum Science: 1 hour 15 minutes minimum	<b>Other subject area choices:</b> History/Social Sciences World Languages Art/Music PE/Health Computer SPED
--	--

	Day 1 due: 3/1/19	Day 2 due: 3/22/19	Day 3 due: 4/12/19	Day 4 (if needed) due: 5/15/19	Day 5 (if needed) due: 5/15/19
1 hour 15 minutes block					
1 hour 15 minutes block					

# LHS Grade 9

## Student Choice Board

### Littleton High School Snow Day Cancellation Pilot Student Choice Board - Grade 9

Name: \_\_\_\_\_

Advisory Teacher: \_\_\_\_\_

**Directions:**

Students are to complete 3 hours of work per snow day.

Choose learning activities/assignments from those offered by your teachers to complete your own choice board. You are required to complete at least 1 hour 30 minutes of ELA, Math, and Science within Days 1, 2, 3. Select assignments of your choosing to fill the other time slots.

This form is due to your advisory teacher **January 18, 2019**

<b>Mandatory to be completed in the first three days:</b> ELA: 1 hour 30 minutes minimum Math: 1 hour 30 minutes minimum Science: 1 hour 30 minutes minimum	<b>Other subject area choices:</b> History and Social Science World Languages Art/Music PE/Health SPED
--	---

	Day 1 due: 3/1	Day 2 due: 3/22	Day 3 due: 4/12	Day 4 (if needed) due: 5/15	Day 5 (if needed) due: 5/15
1 hour 30 minutes block					
1 hour 30 minutes block					

# LHS Grades 10-12 Student Choice Board

## Littleton High School Snow Day Cancellation Pilot Student Choice Board - Grades 10-12

Name: \_\_\_\_\_

Advisory Teacher: \_\_\_\_\_

### Directions:

Students are to complete 3 hours of work per snow day.

Choose learning activities/assignments from those offered by your teachers to complete your own choice board. You are required to complete at least 1 hour 30 minutes of ELA, Math, and Science within Days 1, 2, 3. Select assignments of your choosing to fill the other time slots.

This form is due to your advisory teacher **January 18, 2019**

<b>Mandatory to be completed in the first three days:</b> ELA: 1 hour 30 minutes minimum Math: 1 hour 30 minutes minimum Science: 1 hour 30 minutes minimum	<b>Other subject area choices:</b> History and Social Science World Languages Art/Music PE/Health SPED
--	---

	Day 1 due: 3/1	Day 2 due: 3/22	Day 3 due: 4/12	Day 4 (if needed) due: 5/15	Day 5 (if needed) due: 5/15
1 hour 30 minutes block					
1 hour 30 minutes block					



# Secondary Level Rubric

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**2019 Snow Day Cancellation Pilot**

**Grades 6-12 RUBRIC**



## **Overall Academic Expectation:**

<b><i>Exceeds Expectations</i></b> (100)	<b><i>Meets Expectations</i></b> (85)	<b><i>Approaches Expectations</i></b> (75)	<b><i>Does Not Meet Expectations</i></b> (60)
The student demonstrates perceptive or insightful critical thinking to complete his/her work. The student applies efficient strategies to arrive at appropriate solutions to problems.	The student demonstrates logical critical thinking to complete his/her work. The student applies efficient and appropriate problem-solving strategies.	The student demonstrates an evident attempt at logical critical thinking to complete his/her work. The student applies workable problem-solving skills.	The student does not demonstrate evidence of logical critical thinking to complete his/her work. The student does not apply workable problem-solving skills.



# Communicating Expectations to Students, grades 6-12

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- January 14<sup>th</sup> Class Meetings
- January 14<sup>th</sup> – 17<sup>th</sup> Teachers inform students of Snow Day Cancellation Assignments in classes
- By early February Students complete choice board in Flex Block and Advisory
- January 28- May On-going checks in during Flex Block and Advisory
- March 1 Day 1 assignments due
- March 22 Day 2 assignments due
- April 12 Day 3 assignments due
- May 15 Days 4 and 5 (if needed) assignments due
- May 15 Teachers use the Secondary Level Rubric to assess student work

# Communicating with All Stakeholders

- Flex Block and Advisory
- Website

Snow Day Cancellation

[Home](#)

[Student Learning Activities](#) ▼

[Roles and Responsibility](#)

[Frequently Asked Questions](#)



## LPS Snow Day Cancellation Pilot

### The LPS Snow Day Cancellation Pilot

The LPS Snow Day Cancellation Pilot refers to a practice of providing students with Alternative Structured Learning opportunities to complete in lieu of making up five (5) snow days at the end of the school year in June. This practice has been implemented in several area districts. The Massachusetts Department of Elementary and Secondary Education

(DESE) first recognized locally approved "Alternative Structured Learning Day Programs" in February 2015. As a Pk-12 district divided into elementary, middle and high schools, we are working to create a model that is flexible within the district, within schools and even within grades to ensure that the alternative instructional activities meet the DESE definition of structured learning time.

Each school year during the winter months, our district has had unexpected school cancellations due to inclement weather. Littleton has had an average of 4.2 cancelled days due to weather over the last five years. Cancelled school days are added to the end of the school calendar in June. Although we firmly believe that the highest form of learning takes place in a classroom with a qualified teacher, support staff or specialist, we also acknowledge that days made up at the end of the school calendar are not of the same quality as those that could be offered with





# Next Steps

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Finalize documents for January 24 School Committee Meeting

- Frequently Asked Questions Resource (FAQ)
- Roles and Responsibilities
  - Teachers
  - Support Staff
  - Paraprofessionals
  - Administrators



# Planning for Next Year

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- Survey of the pilot program at the end of this year
- Fall implementation of Snow Day Cancellation Program
- Presentations to stakeholders at all Back to School Nights
- Revision of assignment due dates

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**INTEROFFICE MEMO**

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**DATE:** 01/08/2019  
**TO:** SCHOOL COMMITTEE  
**CC:** DR. KELLY CLENCHY, SUPERINTENDENT  
**FROM:** DR. GERI LYN AJEMIAN, INTERIM DIRECTOR OF GRANTS & PD  
**RE:** SNOW DAY CANCELLATION PILOT: FINAL PROPOSAL & SUPPORTING DOCUMENTS

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I am pleased to provide the enclosed information regarding the FINAL Proposal for the Littleton Public Schools Snow Day Cancellation Pilot.

In addition to a copy of the PowerPoint presentation for the January 10, 2019 School Committee meeting, I offer the following documents for your review:

- **LMS & LHS Learning Activity/ Assignment: Proposal Form & Lesson Templates**
- **LMS & LHS Student Learning Activity/ Assignment Sheets**
- **LMS Grades 6-8 Student Choice Board**
- **LHS Grade 9 Student Choice Board**
- **LHS Grades 10-12 Student Choice Board**
- **Assessment Rubrics**
  - Grades K-2
  - Grades 3-5 Specialists' Rubric
  - Grades 6-12 Rubric

ENC.



# Littleton Public Schools

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)

## KELLY R. CLENCHY, Ed.D., SUPERINTENDENT OF SCHOOLS

Geri Lyn Ajemian, Ed.D., Director of Curriculum  
Justine A. Muir, Director of Pupil Personnel Services  
Steven F. Mark, Business Manager

Natalie A. Croteau, Technology Systems Coordinator  
Julie Lord, Instructional Technology Coordinator

### Snow Day Cancellation Pilot Secondary Level: Learning Activity/Assignment Proposal Form and Lesson Template

Teacher(s):	Littleton Middle School
Course(s):	Subject Area(s) and/or Grade:
Content Standards (National and/or State):	
Literacy Standards:	
Anticipated Time to Complete Lesson: <input type="checkbox"/> 1 hour 15 minutes or <input type="checkbox"/> 2 hours 30 minutes	
<ul style="list-style-type: none"><li>• Description of Assignment:</li><li>• Description of the materials students will be using:</li><li>• How is student choice incorporated into this assignment?</li><li>• How can this assignment be differentiated or scaffolded to meet the needs of all students?</li><li>• Please list applicable elements from the rubric:</li></ul>	
<input type="checkbox"/> Initial Review by Curriculum Coordinator <input type="checkbox"/> Final Approval by Director of Curriculum	

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*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.*



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Teacher(s):	Littleton High School
Course(s):	Subject Area(s) and/or Grade:
Content Standards (National and/or State):	
Literacy Standards:	
Anticipated Time to Complete Lesson: <input type="checkbox"/> 1 hour 30 minutes or <input type="checkbox"/> 3 hours	
<ul style="list-style-type: none"><li>• Description of Assignment:</li><li>• Description of the materials students will be using:</li><li>• How is student choice incorporated into this assignment?</li><li>• How can this assignment be differentiated or scaffolded to meet the needs of all students?</li><li>• Please list applicable elements from the rubric:</li></ul>	
<input type="checkbox"/> Initial Review by Curriculum Coordinator <input type="checkbox"/> Final Approval by Director of Curriculum	

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**Littleton Middle School  
Snow Day Cancellation Pilot  
Student Learning Activity/Assignment**

Teacher(s):	Due Date: May 15
Course(s):	Subject Area and/or Grade Level:
Learning Standards:	
Literacy Standards:	
Anticipated Time to Complete Lesson: 1 hour 15 minutes or 2 hours 30 minutes	
Essential Question/Objectives:	
Applicable elements from the rubric:	
Directions:	



**Littleton High School  
Snow Day Cancellation Pilot  
Student Learning Activity/Assignment**

Teacher(s):	Due Date: May 15
Course(s):	Subject Area and/or Grade Level:
Learning Standards:	
Literacy Standards:	
Anticipated Time to Complete Lesson: 1 hour 30 minutes or 3 hours	
Essential Question/Objectives:	
Applicable elements from the rubric:	
Directions:	

## Littleton Middle School Snow Day Cancellation Pilot Student Choice Board

Name: \_\_\_\_\_

Flex Block: \_\_\_\_\_

**Directions:**

Students are to complete 2.5 hours of work per snow day.

Choose learning activities/assignments from those offered by your teachers to complete your own choice board. You are required to complete at least 1 hour 15 minutes of ELA, Math, and Science within Days 1, 2, 3. Select assignments of your choosing to fill the other time slots.

This form is due to your Flex Block teacher **January 18, 2019**

<b>Mandatory to be completed in the first three days:</b> ELA: 1 hour 15 minutes minimum Math: 1 hour 15 minutes minimum Science: 1 hour 15 minutes minimum	<b>Other subject area choices:</b> History/Social Sciences World Languages Art/Music PE/Health Computer SPED
--	--

	Day 1 due: 3/1/19	Day 2 due: 3/22/19	Day 3 due: 4/12/19	Day 4 (if needed) due: 5/15/19	Day 5 (if needed) due: 5/15/19
1 hour 15 minutes block					
1 hour 15 minutes block					

## Littleton High School Snow Day Cancellation Pilot

### Student Choice Board - Grade 9

Name: \_\_\_\_\_

Advisory Teacher: \_\_\_\_\_

**Directions:**

Students are to complete 3 hours of work per snow day.

Choose learning activities/assignments from those offered by your teachers to complete your own choice board. You are required to complete at least 1 hour 30 minutes of ELA, Math, and Science within Days 1, 2, 3. Select assignments of your choosing to fill the other time slots.

This form is due to your advisory teacher **January 18, 2019**

<b>Mandatory to be completed in the first three days:</b> ELA: 1 hour 30 minutes minimum Math: 1 hour 30 minutes minimum Science: 1 hour 30 minutes minimum	<b>Other subject area choices:</b> History and Social Science World Languages Art/Music PE/Health SPED
--	---

	Day 1 due: 3/1	Day 2 due: 3/22	Day 3 due: 4/12	Day 4 (if needed) due: 5/15	Day 5 (if needed) due: 5/15
1 hour 30 minutes block					
1 hour 30 minutes block					

## Littleton High School Snow Day Cancellation Pilot

### Student Choice Board - Grades 10-12

Name: \_\_\_\_\_

Advisory Teacher: \_\_\_\_\_

**Directions:**

Students are to complete 3 hours of work per snow day.

Choose learning activities/assignments from those offered by your teachers to complete your own choice board. You are required to complete at least 1 hour 30 minutes of ELA, Math, and Science within Days 1, 2, 3. Select assignments of your choosing to fill the other time slots.

This form is due to your advisory teacher **January 18, 2019**

<b>Mandatory to be completed in the first three days:</b> ELA: 1 hour 30 minutes minimum Math: 1 hour 30 minutes minimum Science: 1 hour 30 minutes minimum	<b>Other subject area choices:</b> History and Social Science World Languages Art/Music PE/Health SPED
--	---

	Day 1 due: 3/1	Day 2 due: 3/22	Day 3 due: 4/12	Day 4 (if needed) due: 5/15	Day 5 (if needed) due: 5/15
1 hour 30 minutes block					
1 hour 30 minutes block					



# 2019 Snow Day Cancellation Pilot

## Grades K-2 Rubric



Name: \_\_\_\_\_ Topic: \_\_\_\_\_

### Overall Academic Expectation:

<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Partially Meets Expectations</i>	<i>Does Not Meet Expectations</i>
The student completed both the assignments and the extension activities correctly.	The student completed the assignments and the work was all or mostly correct.	The student completed most or all of the assignments. Completed work was partially or mostly correct.	The student did not complete the assignments or most of the completed work was incorrect.



# 2019 Snow Day Cancellation Pilot

## Grades K-2 Rubric



Name: \_\_\_\_\_ Topic: \_\_\_\_\_

### Overall Academic Expectation:

<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Partially Meets Expectations</i>	<i>Does Not Meet Expectations</i>
The student completed both the assignments and the extension activities correctly.	The student completed the assignments and the work was all or mostly correct.	The student completed most or all of the assignments. Completed work was partially or mostly correct.	The student did not complete the assignments or most of the completed work was incorrect.



## Specialists Snow Cancellation Pilot Rubric

Music Choice Board Rubric			
Student Name: _____		Year: _____	
Completed Assignments	Assessment	Complete/ Incomplete	Comments
	<b>CREATE ACTIVITY</b>  Student demonstrates completion by... <input type="checkbox"/> Turning in "Rhythm Word Building Blocks" activity sheet	4   3   2   1	
	<b>RESPOND ACTIVITY</b>  Student demonstrates completion by... <input type="checkbox"/> Turning in "Connecting & Responding" activity sheet	<input type="checkbox"/> Complete  <input type="checkbox"/> Incomplete	
	<b>CONNECT ACTIVITY</b>  Student demonstrates completion by... <input type="checkbox"/> Turning in "Connecting & Responding" activity sheet	<input type="checkbox"/> Complete  <input type="checkbox"/> Incomplete	
	<b>PERFORM ACTIVITY</b>  Student demonstrates completion by... <input type="checkbox"/> Turning in "Snow Day Practice Log"	<input type="checkbox"/> Complete  <input type="checkbox"/> Incomplete	

# Specialists Snow Cancellation Pilot Rubric

## STEM Choice Board Rubric

Student Name: _____		Year: _____	
Completed Assignments	Assessment	Complete/ Incomplete	Comments
	<b>SCIENCE</b>  Student demonstrates completion by... <ul style="list-style-type: none"> <li><input type="checkbox"/> Building a snowman and taking a picture</li> <li><input type="checkbox"/> Student has time recorded</li> <li><input type="checkbox"/> Student writes a description about the snowman</li> <li><input type="checkbox"/> Student writes a reflection about their experience</li> </ul>	4   3   2   1	
	<b>TECHNOLOGY</b>  Student demonstrated completion by... <ul style="list-style-type: none"> <li><input type="checkbox"/> Creating a Google Slide which shows the sequence of the snowman making process</li> </ul>	4   3   2   1	
	<b>ENGINEERING</b>  Student demonstrates completion by... <ul style="list-style-type: none"> <li><input type="checkbox"/> Designing and creating a snowball launcher               <ul style="list-style-type: none"> <li><input type="checkbox"/> Photograph or Parent Note</li> <li><input type="checkbox"/> Brought launcher in</li> </ul> </li> </ul>	<input type="checkbox"/> Complete  <input type="checkbox"/> Incomplete	
	<b>MATH</b>  Student demonstrates completion by... <ul style="list-style-type: none"> <li><input type="checkbox"/> Recorded at least 5 outside temperature readings</li> <li><input type="checkbox"/> Created a graph to represent the data</li> </ul> Bonus: <ul style="list-style-type: none"> <li><input type="checkbox"/> Compared inside and outside temperatures</li> </ul>	<input type="checkbox"/> Complete  <input type="checkbox"/> Incomplete	

# Specialists Snow Cancellation Pilot Rubric

## ART Choice Board Rubric

Student Name: _____		Year: _____	
Completed Assignments	Assessment	Complete/ Incomplete	Comments
	<b>DRAW</b> Student demonstrates completion by... <input type="checkbox"/> Drawing a snow globe landscape	4   3   2   1	
	<b>BUILD</b> Student demonstrated completion by... <input type="checkbox"/> Photograph of ice cube tower or parent note	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
	<b>DESIGN</b> Student demonstrates completion by... <input type="checkbox"/> Drawing an ultimate sled design	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
	<b>MAKE</b> Student demonstrates completion by... <input type="checkbox"/> Makes snowflakes from one piece of 8.5X11 paper (No confetti)	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
	<b>IMAGINE</b> Student demonstrated completion by... <input type="checkbox"/> A creative drawing or painting that illustrates something falling from the sky like snow.	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
	<b>CREATE</b> Student demonstrates completion by... <input type="checkbox"/> A photograph of a snow-sculpture or parent note	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	

# Specialists Snow Cancellation Pilot Rubric

## PE Choice Board Rubric

Student Name: \_\_\_\_\_

Year: \_\_\_\_\_

Completed Assignments	Assessment	Complete/ Incomplete	Comments
	*Any videos or photograph submitted from student, forward Ms. Carlson.		
	<b>BUILD</b> Student demonstrates completion by... <ul style="list-style-type: none"> <li><input type="checkbox"/> Building a snowman, igloo, or fort and filling out activity log</li> <li><input type="checkbox"/> Bonus: Photograph or video</li> </ul>	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
	<b>STAY WARM INDOORS</b> Student demonstrated completion by... <ul style="list-style-type: none"> <li><input type="checkbox"/> Filling out activity log of exercising</li> <li><input type="checkbox"/> Bonus: Photograph or video</li> </ul>	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
	<b>GET OUTSIDE</b> Student demonstrates completion by... <ul style="list-style-type: none"> <li><input type="checkbox"/> Filling in activity log of sledding, tubing, skiing, snowboarding, shoveling or snow angels for 30 minutes.</li> <li><input type="checkbox"/> Bonus: Photograph or video</li> </ul>	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
	<b>TECHNOLOGY</b> Student demonstrates completion by... <ul style="list-style-type: none"> <li><input type="checkbox"/> Filling in activity log of exercising indoors, such as active video game (sports or dance), GoNoodle or a work-out video</li> <li><input type="checkbox"/> Bonus: Photograph or video</li> </ul>	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
	<b>WRITE</b> Student demonstrates completion by... <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing a paragraph explaining favorite activity or sport and how it keeps the body healthy.</li> </ul>	4   3   2   1	

### Specialists Snow Cancellation Pilot Rubric

	<p>DRAW</p> <p>Student demonstrates completion by...</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Drawing of student outside, playing in the snow.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Complete</li><li><input type="checkbox"/> Incomplete</li></ul>	
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## 2019 Snow Day Cancellation Pilot

### Grades 6-12 RUBRIC



#### Overall Academic Expectation:

<b><i>Exceeds Expectations</i></b> (100)	<b><i>Meets Expectations</i></b> (85)	<b><i>Approaches Expectations</i></b> (75)	<b><i>Does Not Meet Expectations</i></b> (60)
The student demonstrates perceptive or insightful critical thinking to complete his/her work. The student applies efficient strategies to arrive at appropriate solutions to problems.	The student demonstrates logical critical thinking to complete his/her work. The student applies efficient and appropriate problem-solving strategies.	The student demonstrates an evident attempt at logical critical thinking to complete his/her work. The student applies workable problem-solving skills.	The student does not demonstrate evidence of logical critical thinking to complete his/her work. The student does not apply workable problem-solving skills.

#### Academic Elements:

<input type="checkbox"/> 1. Critically evaluated text  <input type="checkbox"/> 2. Developed a sophisticated argument and supported it with evidence	<input type="checkbox"/> 1. Comprehended text  <input type="checkbox"/> 2. Developed an argument and supported it with relevant evidence	<input type="checkbox"/> 1. Identified some key ideas and elements of text  <input type="checkbox"/> 2. Developed an explanation and supported it with some evidence	<input type="checkbox"/> 1. Unable to identify key ideas and elements of text  <input type="checkbox"/> 2. Unable to develop an argument or supported it with evidence
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<input type="checkbox"/> 3. Wrote consistently clear and sophisticated sentences with correct mechanics <input type="checkbox"/> 4. Demonstrated remarkable creativity <input type="checkbox"/> 5. Accessed and synthesized multiple sources of information using technology skills to form cohesive ideas <input type="checkbox"/> 6. Strategically utilized technology skills <input type="checkbox"/> 7. Engaged highly, enthusiastically and safely in activities that promote physical fitness and personal health <input type="checkbox"/> 8. Described and defended his/her creative choices both orally and in written expression <input type="checkbox"/> 9. Thoughtfully and independently interpreted, critiqued, and analyzed other works of art/music	<input type="checkbox"/> 3. Wrote consistently clear sentences <input type="checkbox"/> 4. Demonstrated creativity <input type="checkbox"/> 5. Accessed and synthesized some sources of information using technology skills to form cohesive ideas <input type="checkbox"/> 6. Utilized technology skills <input type="checkbox"/> 7. Engaged effectively and safely in activities that promote physical fitness and personal health <input type="checkbox"/> 8. Described and defended his/her creative choices both orally and in written expression <input type="checkbox"/> 9. Thoughtfully and independently interpreted, critiqued, and analyzed other works of art/music	<input type="checkbox"/> 3. Wrote inconsistently clear sentences <input type="checkbox"/> 4. Began to demonstrate creativity <input type="checkbox"/> 5. Accessed information using technology skills to form cohesive ideas <input type="checkbox"/> 6. Utilized basic level of technology skills <input type="checkbox"/> 7. Engaged adequately and safely in activities that promote physical fitness and personal health <input type="checkbox"/> 8. Described and defended his/her creative choices both orally and in written expression <input type="checkbox"/> 9. Thoughtfully and independently interpreted, critiqued, and analyzed other works of art/music	<input type="checkbox"/> 3. Wrote unclear sentences <input type="checkbox"/> 4. Did not demonstrate creativity <input type="checkbox"/> 5. Unable to access information using technology skills <input type="checkbox"/> 6. Did not strategically utilize technology <input type="checkbox"/> 7. Did not engage in activities that promote physical fitness and personal health <input type="checkbox"/> 8. Described and defended his/her creative choices both orally and in written expression <input type="checkbox"/> 9. Thoughtfully and independently interpreted, critiqued, and analyzed other works of art/music
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<input type="checkbox"/> 10. Researched multiple and complex sources to identify a contemporary challenge or global issue <input type="checkbox"/> 11. Creatively applied problem-solving skills to propose a sophisticated solution	<input type="checkbox"/> 10. Researched relevant sources to identify a contemporary challenge or global issue <input type="checkbox"/> 11. Applied relevant problem-solving skills to propose an adequate solution	<input type="checkbox"/> 10. Researched some sources to identify a contemporary challenge or global issue <input type="checkbox"/> 11. Applied some problem-solving skills to propose a solution	<input type="checkbox"/> 10. Did not research a contemporary challenge or global issue adequately <input type="checkbox"/> 11. Did not apply problem-solving skills in order to propose a solution
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## **Resolution Calling for Full Funding of the Foundation Budget Review Commission's Recommendations**

**Whereas** the Massachusetts Foundation Budget Review Commission identified two areas (employee and retiree health insurance and special education) where the Massachusetts Foundation Budget significantly understates the true cost of educating students in the Commonwealth and has failed to keep pace with rising costs;

**Whereas** this underfunding means the cost of providing a quality education has increasingly been borne by local communities, most often at the expense of other vital municipal operations;

**Whereas** investing in education today leads to higher incomes, and thus less investment in police, prisons, subsidized health care, low income housing, welfare, etc. in the future;

**Whereas** state and local economies are most effectively strengthened "by investing in education and increasing the number of well-educated workers."

**Whereas Littleton School Department would receive an increase of \$405,500 in state funding, if the FBRC recommendations were fully implemented;**

**Therefore, Be It Resolved** that the Littleton School Committee calls on the Massachusetts Legislature and the Governor of Massachusetts to fully fund and adopt the recommendations of the Foundation Budget Review Commission in the immediate future.

**Rationale:** The Foundation Budget Review Commission (FBRC) was established by the Legislature in the FY16 budget and was charged with examining the Foundation Budget (Chapter 70) formula. The formula was first established as part of the Education Reform legislation in 1993 and has not been thoroughly reviewed or updated since that time. The FBRC found that the current formula understates costs significantly in two areas: Employee Health Insurance and Special Education.

If the recommendations of the FBRC had been implemented in the FY16 budget, state funding for education would have been about \$500 million more than it was. However, if Chapter 70 reflected the true cost of education, the number would be closer to \$2 billion.

Spending by school districts over the required Net School Spending amounts has increased, as a whole, for more than a decade, indicating that communities are using local property taxes and diverting funding from other portions of municipal budgets to fund their schools. In FY14, the total spending above Foundation in the state was \$1.7 billion. At the same time, the state's commitment to municipal aid has declined. Since 2001, unrestricted local aid has been cut by 43%. The net effect is a combination of cuts to local and school services and an increasing reliance on the regressive property tax.

The evidence overwhelmingly establishes the correlation between a well-educated workforce and higher income individuals. States that invest more in education have a higher paid workforce; also, states that increase the level of education of their population see greater productivity and higher wages over time. The link can then easily be made between higher paid individuals and less reliance on various forms of government assistance, as well as lower rates of crime.

A state's high school and college attainment rates are important factors in the state's overall economic strength. Additionally, investments in education can have significant long-term impacts on state and local economies, as well-educated individuals tend to stay relatively local and contribute tax dollars to the state and municipality in which they reside. In general, the taxes paid over time by these individuals are substantially higher than the cost of their public education.