



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

MATTHEW HUNT, Vice Chair
BRAD AUSTIN, Member

MIKE FONTANELLA, Chair

TIMALYN RASSIAS, Secretary
JUSTIN MCCARTHY, Member

SCHOOL COMMITTEE MEETING

January 14, 2021

7:00 p.m.

You are invited to a Zoom webinar.

When: Jan 14, 2021 07:00 PM Eastern Time (US and Canada)

Topic: School Cmte meeting of Jan 14, 7pm

Please click the link below to join the webinar:

<https://littletonma.zoom.us/j/93772472894?pwd=UzRHTUFORTgxdVl3d09sS3VxcE9mUT09>

Passcode: 713784

Or iPhone one-tap :

US: +13126266799,,93772472894# or +19292056099,,93772472894#

Or Telephone:

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

US: +1 312 626 6799 or +1 929 205 6099 or +1 301 715 8592 or +1 346 248 7799 or +1 669 900 6833 or +1 253 215 8782

Webinar ID: 937 7247 2894

International numbers available: <https://littletonma.zoom.us/j/93772472894?pwd=UzRHTUFORTgxdVl3d09sS3VxcE9mUT09>

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

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

**** *A G E N D A* * ***

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

7:00 I. ORGANIZATION

1. Consent Agenda

-Minutes – January 7, 2021

**-Oath to Bills -
and Payroll**

7:05 II. INTERESTED CITIZENS

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

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7:10 III. RECOGNITION

7:15 IV. PRESENTATION

1. **MAP Testing:** *Superintendent, Kelly Clenchy and Director of Teaching and Learning Elizabeth Steele will compare September 2019 Grade Level MAP Testing Results to September 2020 Grade Level MAP Testing Results.*
2. **State Mandated Change in Structured Time On Learning:** *Superintendent Kelly Clenchy and Director of Teaching and Learning, Elizabeth Steele will discuss the changes the state has mandated for synchronous learning specific to Hybrid and Remote Learning.*
3. **State/Local/ Public Health Metrics:** *Chair, Mike Fontanella and Katrina Wilcox Hagberg will give an update to the State/Local/Public Health Metrics.*
4. **School District Health Metrics:** *Chair Mike Fontanella and Superintendent Kelly Clenchy will give an overview of current Health Metrics in the district.*

7:55 V. INTERESTED CITIZENS

8:10 VI. NEW BUSINESS

1. **Pooled COVID-19 Testing:** *General Update*

8:30 VII. SUBCOMMITTEE REPORTS

1. **PMBC**
2. **Budget Subcommittee**
3. **Policy Subcommittee:** (see LPS website to view all policies)
Motion to accept for 1st reading the following MODIFIED policy:
[ACAB – Harassment](#)

<http://www.littletonps.org/school-committee/school-committee-policies>

8:35 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 SCHOOL COMMITTEE MEETING
January 28, 2021**

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SCHOOL COMMITTEE

MINUTES

Jan. 7, 2021

7:00PM

PRESENT: Mike Fontanella
Matthew Hunt
Timalyn Rassias
Brad Austin
Justin McCarthy

ALSO PRESENT: Kelly Clenchy
Steve Mark
Dorothy Mulone
Bettina Corrow

NOT PRESENT:

CALL TO ORDER

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

On a motion by Timalyn Rassias, and seconded by Justin McCarthy, it was voted to approve the Dec. 17, 2020 consent agenda with a correction to line 132 to "Have not had any spread within the schools". (AYE: Unanimous). Motion carried. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE.

INTERESTED CITIZENS

None

RECOGNITION

1. Superintendent Clenchy wished everyone a Happy New Year and welcomed us to 2021. He thanked the families, students, and staff for helping out and keeping everyone safe. He knows it is hard, but it is important and makes us able to keep our schools in session!

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35 **PRESENTATION**

36 **1. Financial Report:** Business Manager, Steve Mark gave an update of the Financial Report. The report is
37 included in the packet.

38
39 **Public Input**

40 Jen Gold – Are we supposed to wait to the end of the meeting to speak in regard to whether to continue with
41 remote or hybrid?

42 Mike Fontanella – We would prefer to wait and present our data before we start with the public input.
43 Everyone will be able to speak to this.

44
45 **2. Public Health Metrics:** Katrina Wilcox Hagberg had provided a presentation on the Public Health Metrics
46 as of Jan. 7, 2021. Mike Fontanella gave a brief overview of her presentation. The age group 0-19 is now the
47 second highest group of infected in the state. Littleton has now been in red for 7 weeks. Littleton is in the
48 moderate category for transmission in schools as per CDC data. Mask fit has a huge impact on its protection
49 level. Wearing a mask is important but wearing it correctly is even more important.

50
51 Brad Austin – The data is troubling. It is the second highest we have seen since this pandemic started.

52
53 **3. School District Health Metrics:** Confirmed Covid cases over holiday break were presented during the
54 meeting. 4 school community members were confirmed over the holiday break throughout the four schools.

55
56 Timalyn Rassias – Do we remember what the rate was after Thanksgiving break? Have the schools been in
57 contact with the Board of Health to confirm these are correct numbers?

58 Brad Austin – We had 14 positive cases after the Thanksgiving break.

59 Kelly Clenchy – Our nurses have contacted the Board of Health and the numbers presented are correct.

60
61 Justin McCarthy – The total number of our staff is around 200, but how many students are in district?

62 Mike Fontanella and Kelly Clenchy – We have around 245 staff members and we have around 1,100
63 students in the school buildings.

64
65 Mike Fontanella – Do we stay remote or do we go back to hybrid next week?

66
67 Matt Hunt – I feel comfortable returning to hybrid.

68
69 Timalyn Rassias – I feel comfortable too. After Thanksgiving we had a higher number and we were in
70 school, so I feel we are getting further away from Christmas Eve and New Year's Eve.

71
72 Justin McCarthy – I feel comfortable too. I think it was purposeful to have one week “off” but I feel it is ok
73 to continue in-school. I feel in-person instruction is so important and we need the students back in school
74 and keep the students in the hybrid model as long as we possibly can.

75
76 Brad Austin – I am very concerned about community spread. But we know the importance of the hybrid
77 model and in-person instruction. I feel comfortable to continue with the hybrid model and with the
78 evidence that supports this.

79
80 Kelly Clenchy – I feel staying remote this week was important and it prevented some close contact. We
81 will continue to monitor the metrics, but I feel comfortable having the students back in the building on
82 Monday with the data we currently have available.

83

84 Mike Fontanella – The spread within the community and the numbers as a whole in the state is sobering. We
85 are not in a good place, but I feel like, in Littleton, we have not seen community spread carry over into a
86 school spread as other communities are seeing. Regardless of what we decide tonight, we might have to
87 change the decision again. We might have to deal with this on a weekly basis and could have to change our
88 model within a day or two. This is a fluid situation at this point. I understand that it can be a frustrating
89 situation for both families and our staff, but I am asking our stakeholders to hang in with us at this time.
90 Have not seen a trend from any other district that anyone feels they need to be fully remote at this time.

91
92 Matt Hunt – I just want to add, that right now is not the time to add in more in-person instruction time for
93 the staff or students. The fully remote Wednesday is working for everyone and giving the teachers a chance
94 to see all their students at once. It is important to have some “normalcy” for one day a week.

95
96 Brad Austin – Our purpose is to keep our students and staff safe and provide instruction in an environment
97 that is safe for all. We have to be careful to keep our system healthy.

98
99 Ms. Buckley – Not everyone is always able to attend these meetings. I think it is important to communicate
100 this message to parents. “This is a discussion, and the decisions are due to data we currently have on hand”.
101 Has there been discussion around educators given the vaccine or any requirements around this? If our
102 children are being required to get the flu vaccine, has there been discussion around this for the Covid
103 vaccine as well?

104
105 Mike Fontanella – Anytime we need to make an adjustment to the learning model we will try to give as
106 much notice in advance as possible. It is important to understand that we may need to change any learning
107 model at any time during the school year due to transmission rates of Covid.

108
109 Kelly Clenchy – As far as we know, our health nurses are in phase 1 and should be getting the vaccine in
110 February, and we are hearing that teachers might be in the second phase of the vaccinations. At this point
111 we are waiting on guidance from the DPH on the vaccine requirements for staff and students.

112
113 Jen Gold – Thank you for sticking with the plan on being hybrid next week. I would like to hear what you
114 are thinking about Wednesdays going forward. It was brought up back in December. Several studies have
115 shown that deep cleaning is not the only way to prevent the virus. I think it would be a relatively easy
116 transition to get the cohorts back into the schools on Wednesday and increase the in-person learning by
117 20%. The McKinsey study speaks to the loss of instruction. We are two months away from it being a year
118 since this all started. We need to start looking outside the box to get the students back into the school
119 buildings more and in front of the teachers. We need to move forward and rapidly.

120
121 Mike Fontanella – We wanted to get through the holidays and wanted to see what the health metrics were
122 showing. We owe it to the community to look at any adjustments and evaluate the situation and we have
123 asked the administration and building principals to give us an update later about more in-person instruction
124 and their thoughts on this.

125
126 Wendy Isaac – Thank you for staying hybrid. There is a growing number of studies showing that the school
127 setting is almost as safe as the settings in a hospital. I feel very comfortable having my child in the school.
128 I find it completely offensive to hear that the teachers need a remote Wednesday, it is crazy. I want the
129 teachers to have what they need. I believe teachers are the backbone in all of this, but I also want us to put
130 the students’ needs on the forefront. Having all students on Google Meets is a “hot mess”. It is difficult
131 with the breakout rooms, confusing where they need to be, how much they need to do, talking over each
132 other and those remote days usually end earlier than the hybrid days. If we are going to give the teachers
133 what they need, I am hoping that we will be giving the same kind of energy to the students. Those

134 Wednesdays have a dramatic change of instruction and the stress level of the students, needs to be
135 considered.

136 I am also concerned about if we are following the DESE guidelines, I am afraid students are not getting
137 enough direct instruction during those time periods.

138 I have no problem, if you would need to close on a day's notice due to spread or staffing issues to keep
139 people safe.

140 I am very concerned that I am not hearing a consistent metric. In the fall we could have had more students
141 in school, but we were so afraid about a spread in the school. But we are not seeing the spread in school, so
142 we need to think about the metrics and how we decide on whether the students should be in school or doing
143 remote. The spread is scary all around, but I am hoping that in the future we would have more clear
144 benchmarks to go by.

145 I do want to thank the committee for taking all the parent calls and keeping the safety of students and staff
146 on the forefront. But it does worry me that every time we see the health metric presented, it is presented as
147 the world is on fire. Yes, it is bad and maybe not the time to go out to a restaurant without a mask on, but it
148 does not mean that you cannot be in school with a mask on and 6-feet apart from your peers.

149
150 Mike Fontanella – The lack of guidance and data has been difficult. Even though the numbers have risen,
151 we have held our course. I think we have set the tone and are holding our line consistently. The driving
152 force is very much whether we can keep the spread down within the schools.

153
154 Brad Austin – Thank you to Wendy for her thoughtfulness and raising some valid points. Looking back, we
155 did have some benchmarks back in the fall, it said if your district was in red for three weeks, you should go
156 fully remote. We have all been focusing on in-school spread.

157
158 Melissa Payer – Thank you for the engagement and the decision to go back into the hybrid model next
159 week. Setting expectations for the community when the vaccine is available to educators. If we can be
160 proactive, we would be in a better place. I request that the administration start to think about their plans for
161 the spring. The community will have expectations for what the schools will look like at that point.

162
163 Mike Fontanella – We are going to need guidance from experts. What percentage of staff being vaccinated
164 will make the school safer? We do not have any guidance currently.

165
166 Sherri Cook-Helvitz – One of my children at Shaker Lane had to go fully remote for most of the month of
167 December and he is not doing well with remote learning. How much re-learning will need to be done next
168 year? I fear what will happen next year and the years to come, when the younger students are not learning
169 the fundamentals. The students are all learning in different settings, some are remote and some are hybrid. I
170 certainly do not think that the students are learning the same remotely as they would in-person. Are the
171 students going to be held to the same standards as years past?

172
173 Kelly Clenchy – We use an adaptive test, called NWEA MAP Testing to see where the students are at. It is
174 not a case of re-teaching but more a design of curriculum to an approach that will “catch them up”. Our
175 teachers are skilled to develop strategies to help students along.
176 Please contact your school principal and/or your classroom teacher for further help if needed.

177
178 Mike Fontanella – We are trying to mitigate the negative impact. We are, and all around us, everyone is
179 feeling the negative impact. We do not have an answer as to whether students will be held to the same
180 standards, but it is something that we recognize that we will have to deal with going forward.

181
182 Brad Austin – This will be in the forefront of everyone's agenda this summer.
183

Diane Prunier – Thank you for providing this forum. Thank you to Dr. Clenchy for the helpful document in regard to yesterday’s event. It was very helpful. Are there any other resources you can share to help to explain to younger students what is going on?

Michelle Kane – We have another school council meeting scheduled and we are hoping to share resources to help with these issues by the end of this month.

Tracy Tecce – I just want to thank Matt Hunt for reminding the community how important the remote Wednesday is. It is the one day where a teacher can focus on all their students at once. Would love to have all the students in front of us, but since that is not the case at this point, we are doing the best we can for our students.

On a motion by Brad Austin, and seconded by Matthew Hunt, it was voted to approve we continue with the hybrid model again on Monday, Jan. 11th, 2021. (AYE: Unanimous). Motion carried. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE.

INTERESTED CITIZENS

None

SUB-COMMITTEE

1. PMBC – No update

2. Budget – No update.

3. Policy – No update.

4. SEPAC – SEPAC meeting is scheduled for Jan. 24, 2021 at 7PM.

ADJOURNMENT

On a motion by Matthew Hunt, and seconded by Brad Austin, it was voted to adjourn at 8:19PM. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE

NEXT MEETING DATE

School Committee

Jan. 14, 2021

7:00PM

Zoom Meeting

DOCUMENTS AS PART OF MEETING

Financial Report

Public Health Metrics for Covid-19

Covid cases over Holiday break

MAP Growth Assessment Update

Fall 2019 → Fall 2020

Overview:

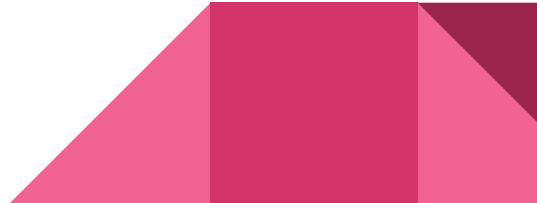
- Growth in both reading and math by grades
- All grades still above national norm data in both reading (12.11 points) and math (7.89 points)
- Reading was 3 points lower on average than in 2019 (*Comparing different cohorts)
- Math was 4.1 points lower on average than in 2019 (*Comparing different cohorts)
- 4 different grade levels were equal or above 2019 RIT Mean in reading (*Comparing different cohorts)

Grade Level	Assessment Area	District 2019 RIT Mean (Fall)	District 2020 RIT Mean (Fall)	2020 Norm (Fall)
2	Reading	190.8	185.7	172.35
	Math	193.1	186.8	175.04
3	Reading	201.4	198.1	186.62
	Math	198.7	194.7	188.48
4	Reading	207.4	209.8	196.67
	Math	208.1	206.9	199.55
5	Reading	214.5	214.5	204.48
	Math	219.2	217	209.13
6	Reading	219.3	221.7	210.17
	Math	222.8	220.7	214.75
7	Reading	224.1	221	214.20
	Math	232.3	226.5	220.21
8	Reading	229.6	229	218.01
	Math	242.1	234.7	224.92
9	Reading	N/A	234.6	218.90
10	Reading	N/A	235.4	221.47
11	Reading	N/A	237.7	223.53



Update: Student Learning Time 2021

What you should know about this (emergency) SLT amendment:

- 1. We are currently meeting the requirements of the amendment.**
 - 2. Students must have opportunity to interact with educators each school day - live check-in**
 - 3. Hybrid Model = must provide students with access to at least 35 hours of “live instruction” over a 10-school day period averaged across the grades**
 - 4. Remote Model = must provide students with access to at least 40 hours of synchronous instruction over a 10-school day period averaged across the grades**
 - a. Must provide access to synchronous instruction each day**
 - 5. Regulation is legally binding**
 - 6. Regulation is for grades 1-12**
 - 7. Takes effect January 19, 2021**
- 

Potential Pooled Testing Programs

- Friday 01/08/2021 SC Chair, Superintendent and Town Administrator met with Mirimus to discuss their SalivaClear Surveillance Pool Testing program
- On the same day, Governor Baker announced plans for a State-supported Surveillance Pool Testing program using anterior nasal swab ("short swab")



Pooled Testing Initiative for K-12 Schools

January 12, 2021



Pooled Testing Launch

- During an initial 6-week period, participating districts and schools will receive the test kits, support from a testing services provider and the testing software at no cost.
- Following the initial 6-week launch, districts and schools may continue using pooled testing by purchasing the tests and any other accompanying testing materials and software from a statewide contract using their federal stimulus dollars.
- Districts and schools not participating in the 6-week launch can use statewide contract for purchasing these services once available.

Pooled Testing Overview

- Pooled testing involves mixing roughly 10-25 samples, or swabs, together in a “batch” or “pool” then testing the pooled sample with a PCR test.
- The test is performed once per week on an anterior nasal swab ("short swab") and results are delivered in approximately 24-48 hours.
- The samples can be administered by any trained school staff.
- Students in certain age groups can take their own samples under supervision.

Pooled Testing Protocol

- If a pooled test result is negative, then all individuals within that pool are presumed negative and may remain in school.
- If a pooled test result is positive, then all individuals in the pool are retested individually, called “reflex testing”
 - The Abbott BinaxNOW rapid point-of-care antigen test will be the primary source for this individual follow-up testing.

Statewide Contract & Included Services

Testing Service Provider

- Onboarding and continuing training
- Lab processing
- Secure tech system
- Customer Support

Schools & Districts

- Coordination and direct administration of program
- Overseeing ongoing operations
- Conducting "follow up" tests on positive pools

Statewide Contract & Included Services

- A statewide contract for Pooled Testing Service Providers is currently in development.
 - Approximate cost: \$5.00/swab minimum
- Testing Service Providers will manage the following:
 - Operations and logistics
 - Delivery of tests to schools
 - Testing hardware (tubes, labels, etc.)
 - Coordination/communication with the testing laboratory
 - Technology software associated with pooled testing
 - Training for school and district personnel
 - Customer service/support for school and district personnel

Additional Services for Pooled Testing

- In most cases, districts and schools will rely on their own, in-district personnel or contracted providers to complete the following services:
 - Manage all testing logistics, including overseeing test administration, data entry, software management (i.e., testing coordinator/manager)
 - Administer the specimen collection to students and staff
 - Administer any necessary follow-up testing with Abbott BinaxNOW (including reporting of results)
 - Transport tests to laboratory for processing (likely 1x/day)

Optional Services for Purchase

- If a district or school lacks the internal capacity or personnel to administer and transport the tests to the laboratory, they may be able to purchase the following services from the statewide contract:
 - Onsite testing coordinator/manager
 - The Testing Service Provider will provide an individual to support the onsite management of the test administration
 - Onsite test administrators/specimen collectors
 - The Testing Service Provider will provide the health professionals to administer the test to students and staff through, for example, a subcontract with an EMT service provider.
 - Transportation of tests from the school to the laboratory
 - The Testing Service Provider will develop a contract with a daily courier service or other shipping service to deliver tests to the laboratory.

Overview of Required Preconditions

- Prior to implementation of Pooled Testing, the following preconditions must be in place:
 - Appropriate personal protective equipment (PPE)
 - Proper authorization and consent from staff and students
 - A system to offer reflex testing for individual students in positive pools (i.e., BinaxNOW)
- Once the preconditions are met, DESE will confirm that a district or school is permitted to begin Pooled Testing.

Proper authorization and consent from staff and students

- Districts and schools must obtain parent/guardian and staff consent for administration of Pooled Testing in school, including:
 - Consent to participate in pooled tests
 - Consent to transmit student information via tech platform
 - Consent for any necessary follow up tests, including administering the Abbott BinaxNOW tests and reporting their results.
- A sample authorization and consent form will be provided to districts and schools participating.

Follow Up Testing for Positive Pools

- Districts and schools must have a process to individually test students in positive pools.
 - Follow up testing must be established prior to administration of pooled testing.
- The Abbott BinaxNOW rapid point-of-care antigen test will be the primary source of this individual follow-up testing.
 - The overview of the required preconditions can be found on the Abbott BinaxNOW page of the DESE website: <https://www.doe.mass.edu/covid19/BinaxNOW/>.
- Districts & schools should consider where follow up testing occurs.
 - Centralized school location away from classrooms/students (e.g., auditorium)
 - Outside (Consider temperature restrictions for Abbott BinaxNOW tests.)

Next Steps

- By January 15, indicate initial interest in participation:
<https://survey.alchemer.com/s3/6123054/Pooled-Testing-Interest-Survey>
- Assess in-district resources to determine which services will be purchased from the statewide contract.
- DESE will send final approval to those who confirm participation.
- Support for prerequisites begins immediately



SalivaClear™

Surveillance Pool Testing

Monitor and detect COVID-19 occurrences at your school or workplace to prevent outbreaks with routine and cost-effective saliva-based surveillance testing.

Mirimus COVID-19 Mission

Provide high-quality PCR testing at a low cost to enable frequent testing of school and workplace populations

- Saliva-based surveillance pool testing approach
- High throughput, high sensitivity, and high specificity
- Sample self-collection that is simple, safe, and noninvasive
- Quickly increase test resolution with smaller pools
- Rapid turnaround time for results at all levels of testing



Mirimus has innovated
COVID-19 PCR
surveillance testing with
SalivaClear™

,
a saliva-based
approach to monitor and
detect infection in
groups of people that
we call pools.

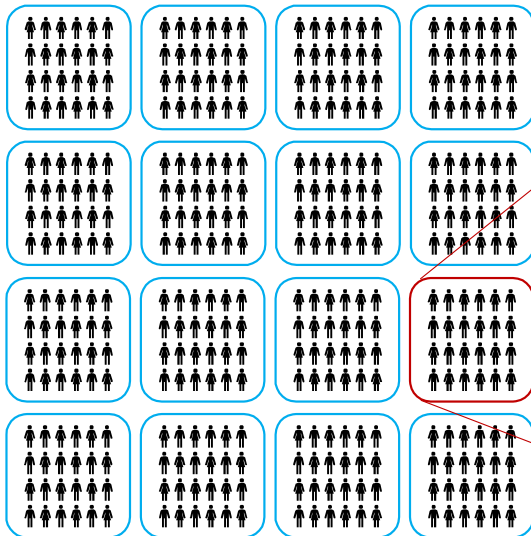
Monitor and Detect COVID-19 with Mirimus SalivaClear™ and SalivaDirect™

Test Population in Pools of 24

Retest Hotspot in Pools of 2

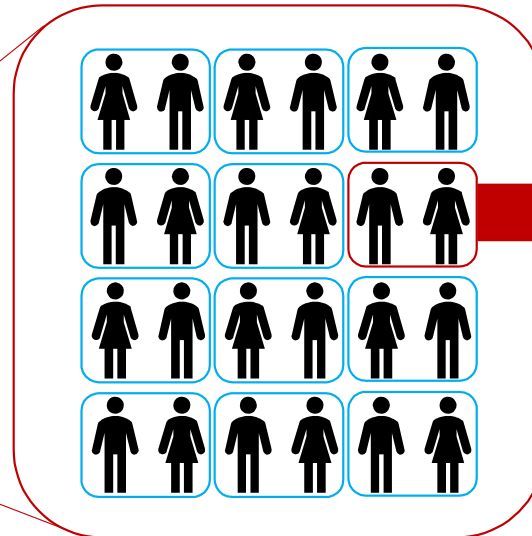
Reflex into 2 Individual Diagnostic Tests

SalivaClear™



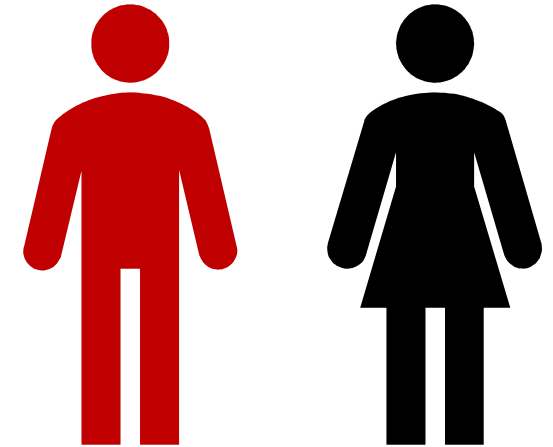
Detect COVID-19 Hotspot

12-24 hours



Increase Resolution

6-12 hours

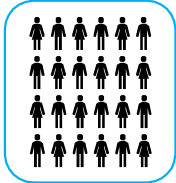


Identify Infected Individual

2-6 hours

One collected sample is used for 2 test methods

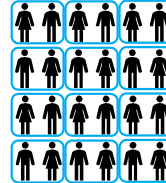




\$480
TEST

Surveillance Pool Test

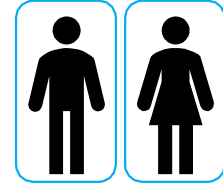
1 pool test
2 – 24 samples



\$960
RETEST

Surveillance Pool Retest

12 pool tests of 2 samples
or \$80 per pool of 2 samples



\$80
REFLEX

Reflex to Individual Tests

2 individual diagnostic tests
\$40 per test
Consent and physician order required

Mirimus makes it easy to collect samples and test for COVID-19

All sample collection supplies and logistics provided for safe on-site sample collection events



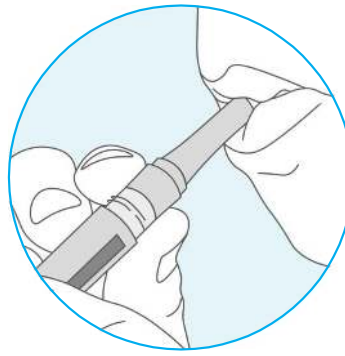
STEP 1 Receive Collection Supplies

- All necessary supplies for sample collection delivered to your collection site
- Easy to manage collection site instructions



STEP 2 Distribute Collection Kits

- Barcoded sample collection tubes
- Simplified sample identification recording at collection site
- Sample identification and PII anonymous to lab



STEP 3 Self-Collect Saliva

- No doctor or nurse needed
- Easy to follow instructions
- No swab, no blood, and non-invasive
- Observed once and unobserved thereafter



STEP 4 Send Samples to Lab

- Biological substance shipping supplies and labels provided
- Dropoff or schedule pickup
- Same-day local delivery available lab delivery radius

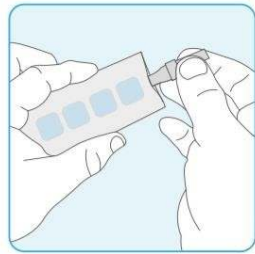


STEP 5 Get Actionable Results

- Turnaround time of 12 hours after receipt of samples at lab
- Results reported to your reporting manager only
- Pool results include sample barcodes
- HIPAA compliant

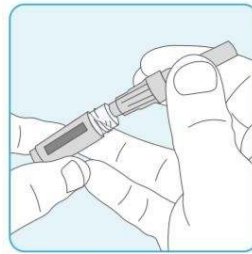


Saliva sample self-collection is simple, non-invasive, and safe



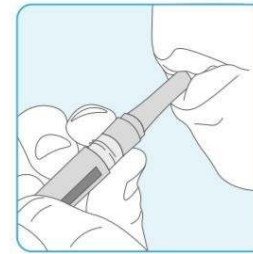
Step 1

Open saliva straw pouch and remove saliva straw.



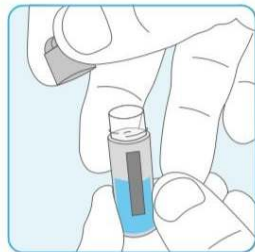
Step 2

Unscrew tube cap and insert ridged end of saliva straw into tube.



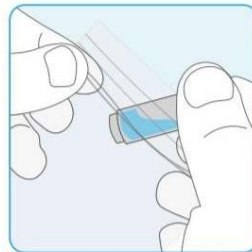
Step 3

Pool saliva in mouth and push saliva through straw into tube until half full.



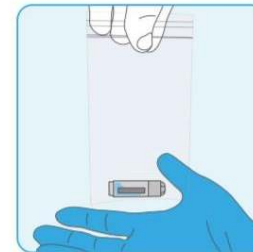
Step 4

Remove and discard saliva straw and securely cap tube.



Step 5

Wipe tube with alcohol wipe, place into tube bag and seal.

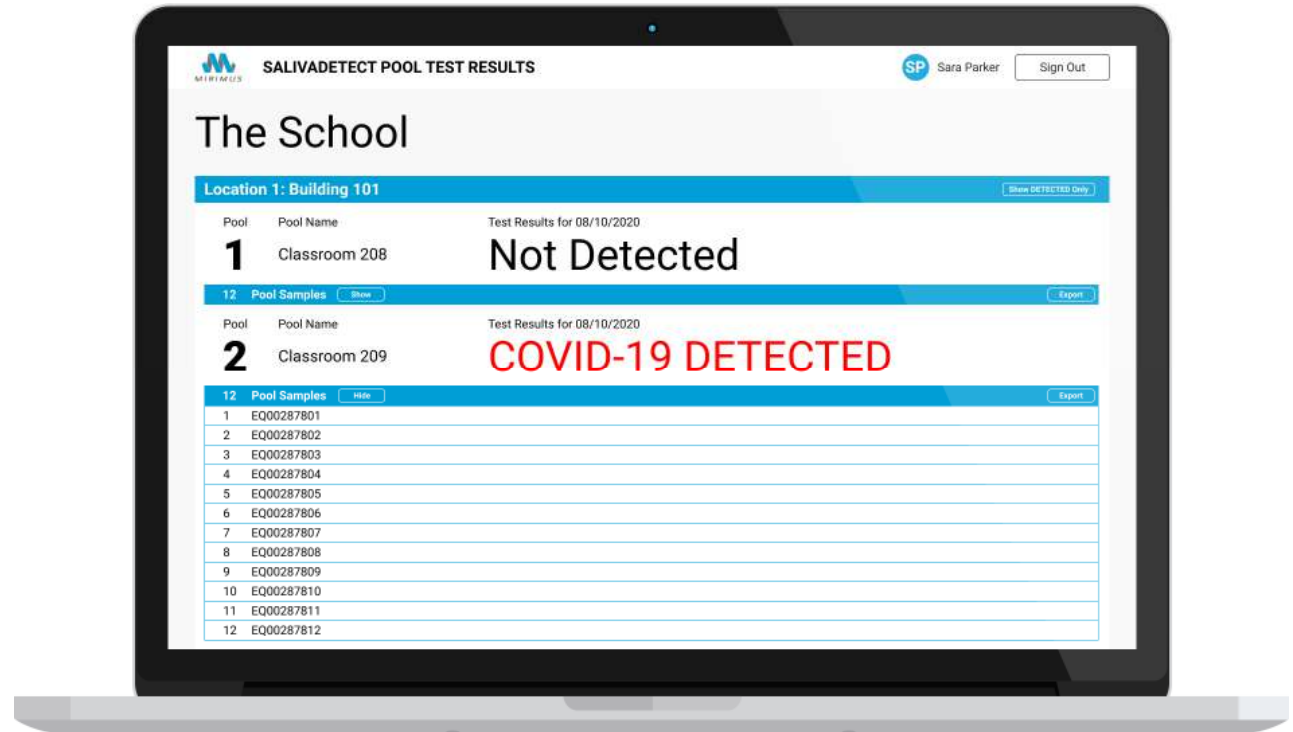


Step 6

Return tube to sample collection manager.

SalivaClear™ Results Reporting

- Secure Web Portal
- Easy to interpret results
- Deidentified sample barcodes
- Results only available to designated school or workplace administrators
- HIPAA compliant



Potential Pooled Testing Programs

Similarities Between Both Programs

- **Surveillance Testing (size of testing population, frequency of testing)**
- **Pool Testing (combining samples to reduce cost and increase efficiency)**
- **PCR Test for initial pool testing**
- **Administrative resources required by District (sample distribution and collection, data logging, results evaluation, re-testing)**

Potential Pooled Testing Programs

Differences Between Both Programs

State Sponsored Swab Testing

- Short Nasal Swab Sample
- Must test all consenting students and staff in a building
- Samples must be administered or supervised by District staff
- \$50-\$125 per pool (estimate) for initial testing
- Same day delivery of samples to local lab
- Initial results reported in 24-48 hours
- No cost estimate for second level testing
- Second level testing requires second sample
- Second level testing is antigen
- Second level testing is administered by District

Mirimus SalivaClear Testing

- Saliva Sample
- Can choose size and makeup of consenting testing population
- Samples can be collected at home
- \$480 per pool for initial testing
- \$960 per pool for second level testing
- \$80 per pool for third level testing
- Samples need to be shipped to Brooklyn NY
- Initial results in 48-72 hours
- Original sample can be used for all testing
- All testing levels are PCR
- All testing done by Mirimus

HARASSMENT

Harassment of students by other students, employees, vendors and other 3rd parties will not be tolerated in the **(Name of District)** Public Schools. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student- to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual

harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) The clear and convincing evidence or preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to "rape shield" protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

A district may establish an informal investigation process that may, upon the request of the complainant be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require

that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the **(Name of District)** School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

List the name and phone number of the District's Title IX Coordinator

List the appropriate party by name and phone number to receive a complaint in each District School

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

LEGAL REF.: M.G.L. 151B:3A
Title IX of the Education Amendments of 1972
BESE 603 CMR 26:00
34 CFR 106.44 (a), (a)-(b)
34 CFR 106.45 (a)-(b) (1)
34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

SOURCE: MASC July 2020

Harassment Prevention and Response

Policy Preamble: The Littleton School Committee is committed to the prevention of harassment based upon sex, race, color, sex, gender identity, religion, national origin, age, disability or sexual orientation. This policy has been developed to ensure that the educational opportunities of all students, and the employment conditions of all employees, are not threatened or limited by such harassment, and to ensure that individuals are free to work, learn, and develop relationships without fear of intimidation, humiliation or degradation.

This policy defines: unlawful and prohibited conduct; reporting and investigation procedures; and disciplinary sanctions.

It shall be a violation of this policy for any employee or student of the Littleton Public Schools to harass another employee, adult member of the school community, student, applicant for employment or other person with business to conduct with the Littleton Public Schools, through conduct and communications as defined below. It shall also be a violation of this policy for students to harass other students or staff through conduct or communications of a harassing nature as defined below.

Unlawful and Prohibited Conduct Defined: Unlawful and prohibited conduct includes, but is not limited to, actions which are related to a person's sex/gender, gender identity, race, color, national origin, religion, age, disability or sexual orientation when such actions are unwelcome and unsolicited by the recipient.

Harassment based on a person's sex, race, color, sex, gender identity, religion, national origin, age, disability or sexual orientation consists of conduct that:

1. Has the purpose or effect of creating an intimidating, hostile, humiliating, or offensive work or education environment;
2. Has the purpose of substantially or unreasonably interfering with a person's work or academic performance;
3. Or otherwise adversely affects a person's academic standing or employment opportunities.

Sexual/Gender Harassment: Unlawful and prohibited conduct, consisting of unwelcome sexual advances, request for sexual favors, sexually motivated physical contact, or other verbal or physical conduct, or communication of a sexual nature when:

1. Submission to, or rejection of, such conduct or communication is made explicitly or implicitly a term or condition of employment, or education or academic achievement.
2. Or, submission to, or rejection of, such behavior is used as a basis for employment or academic decisions:

3. Or, such behavior unreasonably interferes with an individual's work or academic performance, or creates an intimidating, hostile, humiliating, or offensive work or educational environment.

Examples of prohibited behaviors shall include, but not be limited to, the following examples:

- Verbal conduct: name calling, teasing, jokes or other derogatory or dehumanizing remarks, by an individual or group as in verbal bullying;
- Physical contact: unwelcome touching of a person or person's clothing or any other act of physical intimidation or bullying;
- Written conduct: notes, cartoons calendars, graffiti, offensive or graphic posters, pictures, book covers, drawings, computer terminal messages of an offensive nature, or designs on clothing meant to offend another on the basis of gender, race, color, national origin, age, disability, sex or sexual orientation or other identifying characteristic.

Investigation and Corrective Action: The Littleton Public Schools will investigate all complaints of harassment. Such investigation may include discussions with all involved parties, identification and questioning of witnesses, and other appropriate actions. Reports of harassment and related information will be kept confidential to the extent consistent with the school's obligations under law.

Each building principal will appoint two or more complaint managers, at least one of each gender. The complaint managers shall be responsible for investigating complaints of harassment communicating the investigatory findings to the Hearing Officer, and recommending discipline as a consequence of harassment.

In a case between a student and an adult, the building principal or another building administrator will act as the complaint manager. In a case involving two or more employees, a building administrator and/or the director of human resources will assume the role of the complaint manager. In a case involving a building administrator or principal, the superintendent or his/her designee will act as a complaint manager.

Complaint managers will attend training sessions and workshops as directed. Notice of each school's complaint managers will be posted in a prominent location in each school.

If the Littleton Public Schools determines that harassment has occurred, it will take appropriate action to end the harassment. Steps which may be taken include, among others, an apology, a directive to stop the offensive behavior, counseling or training, warnings, suspensions, exclusion from school-related activities, transfer, remediation, and expulsion from schools or termination from employment.

Disciplinary action will be consistent with the requirements of applicable collective bargaining agreements, Massachusetts and federal laws, and school district policies. Any staff member or student who is dissatisfied with the results or progress of the

school's investigation may discuss his/her dissatisfaction directly with the building principal or the Superintendent of Schools.

Retaliation: The school administration will discipline or take appropriate action against student, teacher, administrator, or school personnel who retaliates in any form against a person who makes a complaint or reports or participates in an investigation of a harassment complaint. Acts of retaliation may result in immediate discipline action up to and including expulsion or dismissal, even if underlying harassment is not proven. Retaliation is an independent prohibited and unlawful act.

Investigation and Child Abuse: Under certain circumstances, harassment of a student may constitute child abuse under Massachusetts Law, M.G.L. Ch. 119, Section 51A. The Littleton Public Schools will comply with Massachusetts Law in reporting suspected cases of child abuse. The Littleton Public Schools will report suspected criminal activity to the local police.

Right to Alternative Complaint Procedures: These procedures do not deny the right of any individual to pursue other avenues of recourse. The grievance officer, upon request, will provide the charging party with government agencies that handle harassment matters.

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended 45
Federal Regulation 74676 issued by EEO Commission
Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX)
DESE 603 CMR 26:00
M.G.L. 76:5

Approved:	January 28, 1993
Revised:	October 28, 1999
Revised:	November 15, 2001
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Revised:	November 15, 2012
Revised:	November 12, 2015