



# 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 24, 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 – January 10, 2019
  - Oath to Bills -  
and Payroll

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

### **7:10 III. PRESENTATION**

1. **Russell Street Art Program:** *RSS Art Teacher, Andrea Romano and students will present some highlights of the RSS Art Program.*
2. **Student Representative(s) Report:** *Student Representative(s), Kriti Sharma and/or Madelyn O'Meara will give a report of events for each school.*
3. **LELWD Engineering Grant/Scholarship Proposal:** *The LELWD is proposing to fund a dual enrollment program for LHS students who are interested in pursuing college-level course in engineering/technology or environmental sciences. (Presenter to be determined)*
4. **NWEA Map Growth Presentation:** *Dr. Geri Lyn Ajemian will give a presentation on the NWEA Map Growth for the 2017/2018 School Year.*
5. **Snow Day Cancellation Pilot:** *Beth Steele will discuss the Frequently Asked Questions (FAQ's) as well as the Roles and Responsibilities for the Snow Day Cancellation Pilot 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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**8:20 IV. NEW BUSINESS**

1. **Operational Policy: Website Accessibility Policy:** *Instructional Technology Coordinator, Julie Lord will discuss the Website Accessibility Policy*
2. **Financial Update:** *Business Manager, Steve Mark will give a Financial update.*

**8:25 V. INTERESTED CITIZENS**

**8:30 VI. SUBCOMMITTEE REPORTS**

1. PMBC
2. Budget Subcommittee

**Policy Subcommittee:** (see LPS website to view all policies)

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

**Motion for the 1st reading of the following revised policies:**

*Policy EBC: Emergency Plans*

*Policy JICFB: Bullying Prevention*

**8:40 VII. 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**

**February 7, 2019**

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

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## SCHOOL COMMITTEE MINUTES January 10<sup>th</sup>, 2019 7:00 PM

**PRESENT:** Mike Fontanella  
Daryl Baker  
Jennifer Wilson  
Erica Podgorni  
Matthew Hunt

**ALSO PRESENT:** Kelly Clenchy  
Steve Mark  
Bettina Corrow (9:13PM)  
Kriti Sharma (7:25PM)

### NOT PRESENT:

### 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 Dec. 13, 2018 consent agenda. (AYE: Unanimous). Motion carried.

### INTERESTED CITIZENS

None

### RECOGNITION

1. Superintendent Clenchy recognized a local resident, who has made a generous donation of \$500 to be applied toward Shaker Lane Lunch Accounts.
2. Superintendent Clenchy recognized LMS for being recertified as a Spotlight School from the New England League of Middle Schools Spotlight Program. See letter attached in packet.
3. "Today's Fresh Catch" - Superintendent Clenchy recognized the LHS cafeteria for introducing their "Catch of the Day" lunch that they will be providing to students and staff members. Red's Best is a local company that sponsors the program.
4. 2017-2018 District Report has been distributed to the members of School Committee. Copies can also be found at the individual schools as well as it will be posted on the District web site.

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5. Kriti Sharma gave a brief overview of the activities taking place at the schools.

## **PRESENTATION.**

1. Dr. Ajemian and Elizabeth Steele gave a brief update on Snow Day Cancellation Pilot program final proposal.

### **Pilot Calendar Contingencies**

- 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.

### **Pilot Revised Timeline**

- 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

### **Shaker Lane Learning Activities/Assignments presented by Rebecca Deacon and Shayna Garlisi:**

- 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

### **Russell Street School – Grade Level Books presented by Kat Dale:**

- 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.

#### 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

#### Secondary Level Planning presented by Beth Steele

- 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 for LMS /1.5 hours for LHS) and long (2.5 LMS /3 hours LHS) 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.
- 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)

Communication with ALL stakeholders such as students, parents and community. A website for the program has been created and can be found on the front page of the District home page.

#### Next Steps:

Finalize documents for January 24 School Committee Meeting

- Frequently Asked Questions Resource (FAQ)
- Roles and Responsibilities for all faculty

Mike Fontanella thanked everyone involved in the process of this project. He supports the program and is looking forward to seeing how this model works for Littleton's students and faculty.

Erica Podgorni asked if the program the following year would only run with 3-snow days or full 5-days.

Daryl Baker asked for clarification on the grading aspect for secondary students, as an assignment can vary differently as a homework grade vs. a quiz. He also asked for clarification of the supplement materials. Will all be available as print copies? Beth Steele ensured that supplement materials will be available both online as well as copies can be found in the students' classroom.

Matthew Hunt echoed Daryl's request for consistency on grading to ensure, especially for the higher-grade students will take the assignments seriously.

The assignments are inter-linked to the instruction going on in the classroom and will therefore be graded as part of the instructional materials students would receive anyway. Depending on the assignment, it will be graded either as homework or as a quiz for the upper grades. Lower grades will follow the rubric given to them in their packet.

Jennifer Wilson has some reservations with this model. Especially for any students who needs related services. She asked if the District has the ability to re-schedule all missed SPED related services. Ms. Muir ensured that students would receive the services they are scheduled for even if they must change schedules around to accommodate all students.

She asked specifically what this program is trying to solve? Snow days are not added on days, it is just days in the end of the school year to fulfill 180 school days.

On a motion by Daryl Baker, and seconded by Matthew Hunt, it was voted to approve the support of the implementation of the Pilot Alternative Structured Learning Day Program for school year 2018-2019 as presented. Roll Call Vote: Daryl Baker, AYE; Matthew Hunt, AYE; Erica Podgorni, AYE; and Mike Fontanella, AYE; Jennifer Wilson, opposed. Motion carried.

### **INTERESTED CITIZENS**

Lena Warner, senior at LHS. She asked why Seniors are having to make up snow days as seniors in the past did not have too. She also mentioned that the final due date of May 15 is only one week before final grades are posted and gives them little time to submit grades to colleges.

Amy T said she was very impressed with the work she saw presented going into this pilot program, but she had concerns with the amount of resources that had been used for this project on substitutes etc. Especially when SPED programs are underfunded and resources are lacking in many areas. She feels it is presumptions to assume the program will be in place the following school year before the pilot program has even taken place. She was asking how related services will be handled with snow days not being made up at the end of the year. She mentioned the number of students either on an EIP or a 504 and was wondering how their accommodations, such as Speech. PT etc. will be made up when days are not being added in the end of the school year. She asked how low-income families are suppose to support their children with assignments beyond their regular homework assignments. Lastly, she is afraid that the meaningful learning is not tied into the alternative structured learning. Her final question was what kind of problem is the district trying to solve with this Snow Day Cancellation Pilot program? What happens if only 40% of the students turn in their work. Will the rest of the students be marked absence? She's afraid that a breach of an IEP could land LPS in court.

Heidi Murphy asked why students, especially High School students are being asked to finalize three assignments if we end up not having any snow days at all. Students already have a lot on their plate and now we are asking them to do even more work.

Eric Podgorni ensured that teachers have flexibility within their classroom schedule to incorporate the assignments into the classroom work and will allow for the students to work on the assignments during class time. These assignments are not extra work, it is part of the curriculum.

JoAnn Dery reminded the school committee about the para-professional staff, who only gets paid when they are working, and they would therefore miss pay if snow days are not made up. Dr. Clenchy ensured that the missed work pay will be incorporated other ways.

She also mentioned that she is able to incorporate a fun "math/life skill" project at the end of June, which teaches the students how to obtain a desired job, what it will cost for the education, living expenses etc but she is afraid that she won't have the time for this project if snow days are not made up at the end of the school year.

190  
191 **NEW BUSINESS**

- 192 1. Resolution for State Funding Reform: School Committee member Erica Podgorni presented a  
193 recommended resolution indicating School Committee support to revise the current Chapter 70 State  
194 Funding Formula. Letter was included in the packet.  
195

196 On a motion by Erica Podgorni, and seconded by Daryl Baker, it was voted to approve the recommended  
197 resolution to revise the current Chapter 70 State Funding Formula. (AYE: Unanimous). Motion carried.  
198

199 **SUBCOMMITTEE REPORTS**

- 200 1. PMBC: None  
201  
202 2. Budget Subcommittee: Joint Budget meeting on Sat. 1/5 between all Town offices  
203 .  
204 3. Safety and Security: None  
205  
206 4. Policy Subcommittee: None  
207

208 **ADJOURNMENT**

209 On a motion by Daryl Baker, and seconded by Erica Podgorni, it was voted to adjourn at 10:05PM to go into  
210 Executive Session for the purpose of contract negotiation discussion with no intention to return to Open  
211 Session. Roll Call Vote: Matthew Hunt, AYE; Jennifer Wilson, AYE; Daryl Baker, AYE; Erica Podgorni,  
212 AYE; and Mike Fontanella, AYE.  
213

214 **NEXT MEETING DATE**  
215 **Thursday, January 24<sup>th</sup>, 2019**  
216 **7:00PM**

217 **Littleton Police Department Community Room**  
218  
219

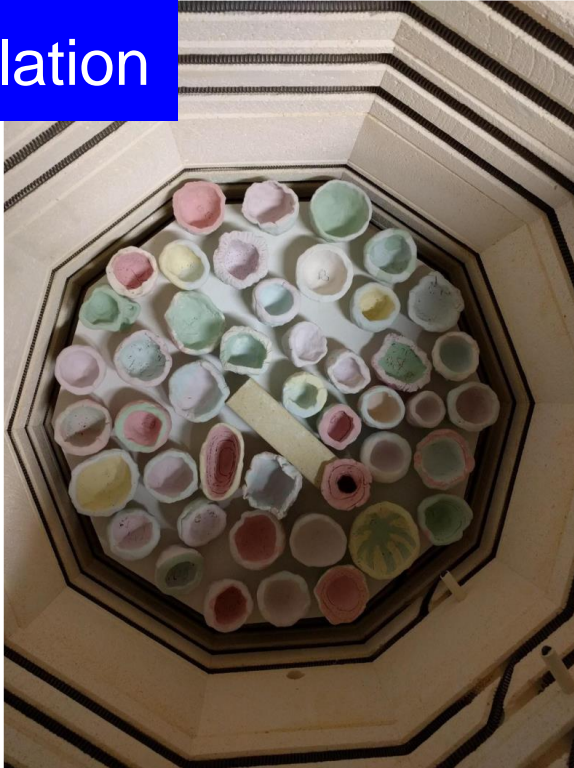
220 **DOCUMENTS AS PART OF MEETING**

221 New England League of Middle School letter  
222 Today's "Fresh Catch"  
223 LPS Snow Day Cancellation Pilot – FINAL Proposal  
224 Resolution Calling for Full Funding of the Foundation Budget Review Commission's Recommendations



# Highlights from the Russell Street Art Room 2018-2019 School Year

Kiln Installation



4th grade Paper Circuit Project



**Get Ready**



**DO**



**DONE**



In the art room, I utilize clear & concise visuals with students. Here, the **DONE** is a finished pinch pot, the **DO** is the forming of the pinch pot and the **GET READY** shows what supplies are needed. This format of instruction reduces verbal directions and increases student independence!

5th graders forming pinch pots.  
This is the 1st step in creating a  
lidded “cupcake” container. The  
lid will be the frosting.





Completed pinch pots ready to begin the drying process. These are stored by class for efficient handling throughout the project!





3rd graders working at glaze stations.  
This final step will add a layer of color, make it glossy  
and seal the clay piece!



Glazed projects headed to the kiln room!

A bird's eye view of the loaded kiln!







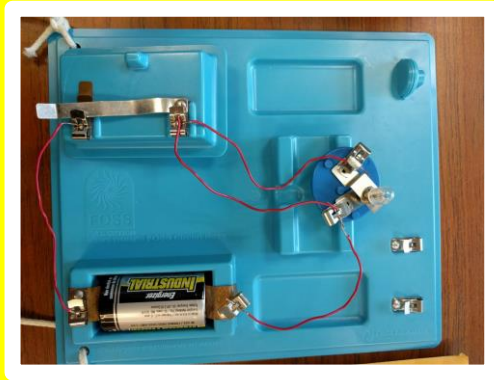
Finished pinch pots!



**Art + Science + Think Tank = Amazing!**

**Paper Circuits**

## Science class circuit board construction.



With further opportunity for inquiry and exploration, students expanded their working knowledge of circuits and showcased understanding by constructing a circuit in an alternate way.



Art class taking place in the RS Think Tank!

Co-teaching with Heidi MacGregor, K-5 STEM Integration Specialist.

### **LELWD Engineering Grant/Scholarship Proposal**

The Littleton Electric Light and Water Department is proposing to fund a dual enrollment program for Littleton High School students who are interested in pursuing college-level courses in the fields of engineering/technology or environmental sciences. Interested students may be able to earn credit towards high school completion and their future college degrees.

LELWD has been in contact with Dr. Joseph Hartman (Dean of Engineering) at UMass Lowell, and they are extremely interested in working with us on a dual enrollment program geared towards working with students interested in an engineering discipline. Dual Enrollment students must file an application with the Office of Undergraduate Admissions and submit high school transcripts, along with a parental signature and a guidance counselor signature allowing them to take classes on campus. Dual enrollment students are limited to enrolling in 1000 and 2000 level courses. The university reserves the right to decline admittance to students based on academic ability.

LELWD is proposing to cover the cost of the course as well as any books that the student may need. Typical UMass Lowell introductory courses are roughly \$1,250/student.

#### **Requirements:**

- Littleton High School junior or senior student with a cumulative GPA of 3.0 or greater

#### **Process:**

- LHS student must submit a letter of recommendation from principal, guidance counselor or teacher to LELWD
- LHS student to be interviewed by LELWD staff prior to being awarded
- Once awarded the grant, LHS student must submit an application and high school transcripts with the Office of Undergraduate Admissions to UMass Lowell
- LHS student must provide a parental signature and a guidance counselor signature allowing them to take classes on campus

#### **Deadlines:**

- LHS student to submit a letter of recommendation from principal, guidance counselor or teacher to LELWD prior to the following dates:

- Fall Semester – June 1<sup>st</sup>
- Spring Semester – October 1<sup>st</sup>
- Summer Semester – February 1<sup>st</sup>
- LHS student will then be contacted by LELWD to set up an interview
- Successful LHS students will then need to complete the appropriate applications required by the college by the appropriate deadlines

LELWD is hoping to grow this program into a college scholarship opportunity. Students who successfully complete this program would be eligible to apply for a scholarship toward their college tuition.

LELWD would also like to create an internship program for college students who have successfully completed this program. LELWD will create internship opportunities for students looking to gain experience in the electric or water utility industry. Students who have completed this program will be given the opportunity to participate in this internship program.

LELWD plans to propose the grant/scholarship to the Littleton School Committee as well as the Littleton Board of Selectmen.



# MAP Growth Assessments NWEA - Northwest Evaluation Association

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## Report to Littleton School Committee

January 24, 2019

Dr. Geri Lyn Ajemian  
Interim Director of Grants & Professional Development

# Purpose of the Presentation/ Main Topics



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- Overview of the MAP Growth Assessments
- MAP Growth testing experience
- MAP Growth test administration in LPS
- MAP Growth reports, instructional resources, & data analyses
- Highlights of LPS 2017-2018 MAP Growth data







# About NWEA

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- Not-for-Profit educational services organization, established by educators in 1977.
- Mission: *Partnering to help all kids learn.*
  - Help schools create a culture that uses data to make instructional decisions.
  - Promote instructional needs of every child, creating the most growth possible.
- Currently has over 7,400 partners in schools, districts, and educational agencies within 50 states and 41 countries.
- Services roughly 10 million students each year, and over half a billion for the past 40 years.

# MAP Growth Assessments are:



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- K-12 interim assessments
- Web-based, computer-adaptive
- Multiple-choice questions
- Grade level independent
- Aligned to State Learning Standards



# Key Features of MAP Growth Assessments

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- Provide valid, reliable, longitudinal data based on Equal Interval Scale.
- Provide real-time data on student mastery and achievement on standards-based content.
- Identify instructional level for each student independent of enrolled grade level.
- Link to Instruction / Learning Targets / Interventions.
- Demonstrate academic growth over time.



# MAP Growth

## Testing Experience for Students

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- Web-based: Taken on Computer, Chromebook, or iPad.
- Audio instruction for Grade 2 Assessment to support non-readers.
- Testing accommodations are provided when appropriate.
- Untimed assessment, although the average time of completion is 45-60 minutes.
- Students given as much time as needed to complete test. <sup>6</sup>



# MAP Growth

## Testing Experience for Students

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### Computer-Adaptive Dynamic:

- Questions automatically adapt to each student's instructional level based on their responses.
  - At the onset, the computer asks grade-level, baseline questions.
  - Difficulty of subsequent test items changes based on student response.
  - As a student answers correctly, questions become more difficult.
  - If a student answers incorrectly, questions become easier.
- Students are not expected to get every question correct.



# MAP Growth

## Testing Experience for Students

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### Adaptive Assessments:

- Provide a challenging test for every student.
- Each student has the same opportunity to succeed and maintain a positive attitude toward testing:
  - Experience of high achieving student.
  - Experience of struggling learner.
- Dynamically built based on achievement level of student to provide accurate and reliable information for every student.





# MAP Growth Testing in Littleton

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- MAP Growth tests are administered 3 times during the school year:
  - Fall
  - Winter
  - Spring

## MAP Growth Grade 2:

- Reading
- Math

## MAP Growth Grades 3-8:

- Reading
- Math

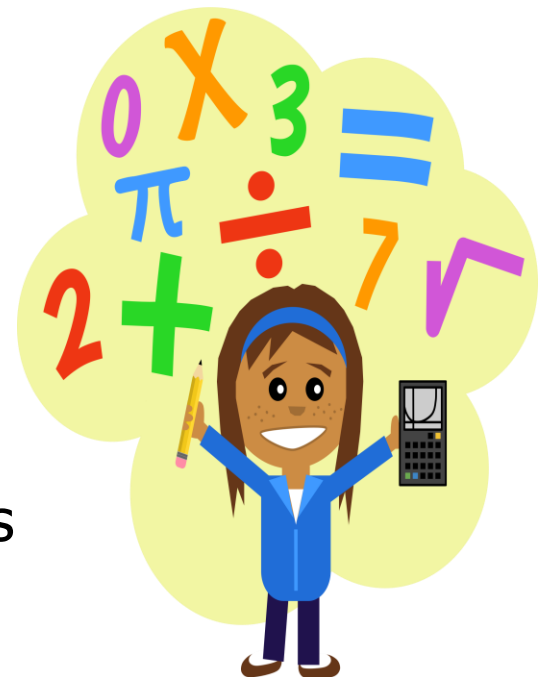
# MAP Growth Assessment : Reading Components

- MAP Growth for Grade 2
  - Foundational Skills
  - Language and Writing
  - Literature and Informational Text
  - Vocabulary Use and Acquisition
  
- MAP Growth for Grades 3-8
  - Literature
  - Informational Text
  - Vocabulary Acquisition and Use



# MAP Growth Assessment : Mathematics Components

- MAP Growth for Grades 2-5
  - Operations and Algebraic Thinking
  - Number and Operations
  - Measurement and Data
  - Geometry
  
- MAP Growth for Grades 6-8
  - Operations and Algebraic Thinking
  - The Real and Complex Number Systems
  - Geometry
  - Statistics and Probability



# The RIT Scale

- MAP Growth assessments measure student achievement and growth using the RIT scale.
- RIT stands for Rausch UnIT or Rasch UnIT.
- The RIT scale is an equal interval scale like feet and inches allowing comparisons.
- RIT scores range from about 100-300.
- Every item on a MAP Growth assessment is anchored to the RIT scale.





# NWEA Norms 2015

**2015 READING Student Status Norms**

	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73

**2015 MATHEMATICS Student Status Norms**

	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11



# Instructional Resources: A Continuum of Learning

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- Orders specific Reading, Language Usage, Mathematics skills and concepts by achievement level.
- Aligned to State Standards.
- Links to MAP Growth test scores AND to skills and concepts student may be ready to learn.
- Translates raw data from students' assessments into actionable plans for instruction and grouping.

# Learning Continuum – Class View

## Mathematics 2-5

Learning Continuum - Class View **21**

4th Grade Homeroom

Growth: Math 2-5 CCSS 2010 V2

Edit Display Options

### Measurement and Data

#### Geometric Measurement and Problem Solving

<a href="#">161-170</a>		No students
<a href="#">171-180</a>	<b>Perimeter/Circumference</b> <ul style="list-style-type: none"> <li>Determines perimeters of basic polygons with all sides labeled <b>23</b></li> </ul>	<a href="#">J. A. Cambridge</a> Overall: 183; Goal Range: 163-177
<a href="#">181-190</a>	<b>Perimeter/Circumference</b> <ul style="list-style-type: none"> <li>Determines perimeters of basic polygons with all sides labeled</li> </ul>	No students
<a href="#">191-200</a>	<b>Perimeter/Circumference</b> <ul style="list-style-type: none"> <li>Determines perimeters of basic polygons in which not all sides are labeled</li> <li>Determines perimeters of basic polygons with all sides labeled</li> <li>Solves real-world and mathematical problems involving perimeters of rectangles</li> </ul>	<a href="#">E. H. Orton</a> Overall: 189; Goal Range: 185-196 <a href="#">L. L. Wojnarowski</a> Overall: 195; Goal Range: 191-202 <a href="#">A. H. Frisino</a> Overall: 198; Goal Range: 187-199 <a href="#">D. H. Engles</a> Overall: 200; Goal Range: 189-201
<a href="#">201-210</a>	<b>Perimeter/Circumference</b> <ul style="list-style-type: none"> <li>Determines perimeters of basic polygons in which not all sides are labeled</li> <li>Determines side lengths given the perimeter of rectangles</li> <li>Solves real-world and mathematical problems involving perimeters of rectangles</li> </ul>	<a href="#">J. L. Russell</a> Overall: 198; Goal Range: 201-213 <a href="#">L. E. Kong</a> Overall: 205; Goal Range: 198-210 <a href="#">J. B. Ramirez</a> Overall: 208; Goal Range: 198-210
<a href="#">211-220</a>	<b>Perimeter/Circumference</b> <ul style="list-style-type: none"> <li>Counts to find perimeters of complex figures</li> <li>Describes the effect on perimeter when dimensions of a polygon are changed</li> <li>Determines perimeters of basic polygons in which not all sides are labeled</li> <li>Determines side lengths given the perimeter of rectangles</li> <li>Solves real-world and mathematical problems involving perimeters of rectangles</li> </ul>	<a href="#">R. N. Sandoval</a> Overall: 212; Goal Range: 210-221 <a href="#">M. G. Moyer</a> Overall: 213; Goal Range: 206-218

# Learning Continuum – Test View

## Mathematics 2-5

Learning Continuum - Test View 22

Growth: Math 2-5 CCSS 2010 V2

Edit Display Options

← 111-120 121-130 131-140 141-150 151-160 161-170 171-180 181-190 191-200 201-210 211-220 →

### Measurement and Data

#### Geometric Measurement and Problem Solving

← 161-170 Reinforce skills & concepts	171-180 Develop skills & concepts	181-190 Introduce skills & concepts →
<b>Time</b> <ul style="list-style-type: none"> <li>• Reads analog clocks to the nearest half hour 23</li> <li>• Reads analog clocks to the nearest hour</li> </ul>	<b>Time</b> <ul style="list-style-type: none"> <li>• Completes simple conversions of units of time</li> <li>• Reads analog clocks to the nearest five minutes</li> <li>• Reads analog clocks to the nearest half hour</li> <li>• Reads analog clocks to the nearest minute</li> <li>• Solves elapsed-time word problems across either minutes or hours</li> <li>• Understands time interval concepts: quarter to, half past, etc.</li> </ul>	<b>Time</b> <ul style="list-style-type: none"> <li>• Completes complex conversions of more than two units of time</li> <li>• Completes simple conversions of units of time</li> <li>• Determines elapsed time across either minutes or hours using clocks</li> <li>• Reads analog clocks to the nearest five minutes</li> <li>• Reads analog clocks to the nearest half hour</li> <li>• Reads analog clocks to the nearest minute</li> <li>• Solves elapsed-time word problems across either minutes or hours</li> <li>• Understands A.M. and P.M.</li> <li>• Understands time interval concepts: quarter to, half past, etc.</li> </ul>
<b>Area</b> <ul style="list-style-type: none"> <li>• Compares area of shapes</li> <li>• Determines areas of figures composed of whole unit squares</li> </ul>	<b>Area</b> <ul style="list-style-type: none"> <li>• Compares area of shapes</li> <li>• Determines areas of figures composed of whole unit squares</li> </ul>	<b>Area</b> <ul style="list-style-type: none"> <li>• Compares area of shapes</li> <li>• Determines areas of figures composed of whole unit squares</li> </ul>



# Learning Continuum – Test View

## Mathematics 6+, Grouped by Standard

Learning Continuum - Test View 22

Growth: Math 6+ CCSS 2010 V2

Edit Display Options

←	181-190	191-200	201-210	211-220	221-230	231-240	241-250	251-260	261-270	271-280	281-290	→
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### Operations and Algebraic Thinking

#### Expressions and Equations

←	221-230 Reinforce skills & concepts	231-240 Develop skills & concepts	241-250 Introduce skills & concepts	→
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**CCSS.Math.Content.HSA-REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.**

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Solves for a missing value in a proportion 23</li> <li>• Solves two-step linear equations with negative rational numbers</li> <li>• Solves two-step linear equations with positive rational numbers</li> <li>• Solves two-step linear inequalities</li> </ul> | <ul style="list-style-type: none"> <li>• Solves for a missing value in a proportion</li> <li>• Solves multi-step linear equations with positive and negative rational numbers</li> <li>• Solves two-step linear equations with negative rational numbers</li> <li>• Solves two-step linear equations with positive rational numbers</li> <li>• Solves two-step linear inequalities</li> </ul> | <ul style="list-style-type: none"> <li>• Represents the solutions of a compound linear inequality on a number line</li> <li>• Represents the solutions of a two-step linear inequality on a number line</li> <li>• Solves multi-step linear equations with positive and negative rational numbers</li> <li>• Solves multi-step linear inequalities</li> <li>• Solves two-step linear equations with negative rational numbers</li> <li>• Solves two-step linear equations with positive rational numbers</li> <li>• Solves two-step linear inequalities</li> </ul> |
|--|---|--|

**CCSS.Math.Content.HSA-REI.C.6: Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.**

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Solves a system of linear equations graphically</li> <li>• Writes and solves a system of linear equations involving a real-world or mathematical context</li> </ul> | <ul style="list-style-type: none"> <li>• Solves a system of linear equations algebraically</li> <li>• Solves a system of linear equations graphically</li> <li>• Writes and solves a system of linear equations involving a real-world or mathematical context</li> </ul> | <ul style="list-style-type: none"> <li>• Solves a system of linear equations algebraically</li> <li>• Solves a system of linear equations graphically</li> <li>• Writes and solves a system of linear equations involving a real-world or mathematical context</li> </ul> |
|--|---|---|

# Uses of MAP Growth & Instructional Resources

- Student / Class Level:
  - Planning for individual instruction
    - Meeting individual needs (at risk, advanced)
  - Flexible student groupings
  - Structure Curriculum
  - Monitor progress over time





# Uses of MAP Growth Assessments

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- School/District Level:
  - Identify at-risk learners for targeted interventions.
    - RTI Placement (Elementary Level)
    - Title I Academic Support (Elementary Level)
    - LMS Math Lab & Reading Lab
  - Inform student placement.
  - Identify school level trends.
  - Monitor school and district performance.
  - Inform resource management / staff allocation.
  - Facilitate communication with parents.

# MAP Growth Reporting & Reports

- Results are available immediately to teachers and administrators.
- These results are reported using the following scores: RIT Range, RIT Growth, and Lexile (projected reading level).
- Key reports utilized by LPS:
  - Individual Student Progress Reports
  - Class/Grade Breakdown by RIT
  - Achievement Status and Growth
  - District Summary Reports
    - (Aggregates by School)





# MAP Growth Reports Professional Development

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## ■ *August 2018:*

- NWEA Account Representative meets with LPS District & School administrators to review updated MAP Growth Reports.

## ■ *November 2018:*

- Regional NWEA Workshop at Tyngsborough High School
- Shaker Lane, Russell Street & LMS Title I/ Instructional Specialists participate

## ■ *Winter 2019:*

- Planned Essential Reports training for LPS District and School Administrators

# Spring 2018 Highlights: Elementary Reading

<b>Cohort:</b>	<b>2028 (2<sup>nd</sup>)</b>	<b>2027 (3<sup>rd</sup>)</b>	<b>2026 (4<sup>th</sup>)</b>	<b>2025 (5<sup>th</sup>)</b>
Total Students	124	130	132	121
LPS Mean RIT /Percentile	200.4	208.9	215.2	221.0
National Norm Mean RIT	188.7	198.6	205.9	211.8
Students at / above Grade Level Mean RIT	106	102	106	98
Grade Level Successes	Vocabulary Acquisition & Use	Informational Text	Informational Text	Informational Text
Areas of Improvement	Foundational Skills	Literature	Vocabulary Acquisition & Use	Vocabulary Acquisition & Use





# Spring 2018 Highlights: Elementary Mathematics

<b>Cohort:</b>	<b>2028 (2<sup>nd</sup>)</b>	<b>2027 (3<sup>rd</sup>)</b>	<b>2026 (4<sup>th</sup>)</b>	<b>2025 (5<sup>th</sup>)</b>
Total Students	124	133	132	121
LPS Mean RIT /Percentile	207.4	209.3	220.5	230.1
National Norm Mean RIT	192.1	203.4	213.5	221.4
Students at / above Grade Level Mean RIT	107	100	95	94
Grade Level Successes	Geometry	Measurement & Data	Measurement & Data	Number & Operations
Areas of Improvement	Number & Operations	Number & Operations	Operations & Algebraic Thinking	Operations & Algebraic Thinking



# Spring 2018 Highlights: Middle School Reading

<b>Cohort:</b>	<b>2024 (6<sup>th</sup>)</b>	<b>2023 (7<sup>th</sup>)</b>	<b>2022 (8<sup>th</sup>)</b>
Total Students	134	117	112
LPS Mean RIT /Percentile	224.5	227	233.5
National Norm Mean RIT	215.8	218.2	220.1
Students at or above Grade Level Mean RIT	102	94	98
Grade Level Successes	Vocabulary Acquisition & Use / Literature	Vocabulary Acquisition & Use	Vocabulary Acquisition & Use
Areas of Improvement	Informational Text	Informational Text	Informational Text



# Spring 2018 Highlights: Middle School Mathematics

<b>Cohort:</b>	<b>2024 (6<sup>th</sup>)</b>	<b>2023 (7<sup>th</sup>)</b>	<b>2022 (8<sup>th</sup>)</b>
Total Students	134	117	112
LPS Mean RIT /Percentile	232	242.6	249.9
National Norm Mean RIT	225.3	228.6	230.9
Students at or above Grade Level Mean RIT	97	103	101
Grade Level Successes	Statistics & Probability / Number Systems	Statistics & Probability / Geometry	Statistics & Probability / Algebraic Thinking
Areas of Improvement	Operations & Algebraic Thinking	Operations & Algebraic Thinking	Geometry



# Fall 2017 – Spring 2018 Shaker Lane Student Growth Summary

<b>Grade &amp; Subject</b>	<b>School Percentile</b>	<b>% Met Projection</b>	<b>Median Student Growth Percentile</b>
Gr 2 Reading	97	54	51
Gr 2 Math	98	74	75

## NOTES:

School Percentile = Percentage-based ranking of achievement compared to School-Level NWEA norms

Met Projection = Percent of students who met or exceeded their individual growth projections

Student Growth Percentile shows how students compare to matching peers (same grade, starting RIT) across NWEA norms.

Growth percentiles above 50% = High Growth



# Fall 2017 – Spring 2018

## Russell Street Student Growth Summary

<b>Grade &amp; Subject</b>	<b>School Percentile</b>	<b>% Met Projection</b>	<b>Median Student Growth Percentile</b>
Grade 3 Reading	98	48	47
Grade 3 Math	92	42	39
Grade 4 Reading	94	59	55
Grade 4 Math	90	49	42
Grade 5 Reading	95	58	52
Grade 5 Math	89	54	53



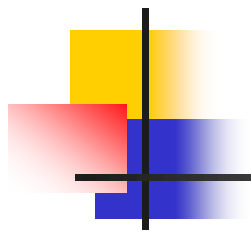
# Fall 2017 – Spring 2018

## Littleton Middle School Student Growth Summary

<b>Grade &amp; Subject</b>	<b>School Percentile</b>	<b>% Met Projection</b>	<b>Median Student Growth Percentile</b>
Grade 6 Reading	92	54	51
Grade 6 Math	80	53	52
Grade 7 Reading	95	51	51
Grade 7 Math	94	66	64
Grade 8 Reading	96	61	61
Grade 8 Math	98	59	59



# NWEA / MAP Growth Information



## For Further Information:

- NWEA.org / Measuring What Matters

*Parent's Guide to MAP Growth*

<https://www.nwea.org/resources/parents-guide-map-growth/>



[www.nwea.org](http://www.nwea.org)



# **Littleton Public Schools Snow Day Cancellation Pilot**

## **Frequently Asked Questions**

### **1. What is the 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 created 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.

The LPS Snow Day Cancellation Pilot will provide Littleton Public School students with authentic, relevant, standards based learning opportunities to replace cancelled school days. Students will complete learning activities/assignments that align with the Curriculum Frameworks, reflect Reading and Writing Learning Standards across content areas, provide opportunities for blended learning, and encourage student choice and engagement.

This program will allow students to develop the foundational skills needed to plan and accomplish learning in different environments. A byproduct of this program is that students will experience learning in different environments and it promotes independence.

### **2. What is "structured learning time"?**

Per the Massachusetts Department of Elementary and Secondary Education, "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."

### **3. Is this like the "Blizzard Bags" that I have heard about?**

The Snow Day Cancellation Pilot is a similar idea, but:

- Provides greater flexibility for assignments and due dates
- Allows for choice, creativity, and passion-based learning
- Places an emphasis on the quality of the assignment
- Provides us with the ability to continue teaching content prior to district and state assessments
- Does not use compliance as a measure of learning or success of the program

### **4. Do all schools/students have the same lessons?**

No. Each lesson is class specific. Teachers will assign a lesson, assignment or project based on their course and grade level. Additionally, students with disabilities will have required accommodations or modifications built into their lessons as needed.

### **5. How much time should each Snow Day Cancellation Assignment take?**

Assignments/learning activities will be reasonable in length for the developmental age and grade level of students, and we are mindful of the possible unique opportunity for family time on school cancellation days. Emphasis is placed on the quality of the learning experiences, not on quantity or compliance.

Estimated times for school work completion per grade will be:

- K-2: approximately 60 minutes
- Grades 3-5: approximately 90 minutes
- Grades 6-8: 2 hours 30 minutes
- Grades 9-12: 3 hours

## **6. When do students have to submit their Snow Day Cancellation assignments?**

Student work will never be due on the day that students return to school. Due dates are set for students in order to guide assignment pace. On each of these dates the amount of work due will depend on the grade in which your child is currently enrolled (see question #5). During the pilot year, the due dates are as follows:

- March 1
- March 22
- April 12 (based on the number of cancelled days at this point, the district will determine if the next due date is necessary)
- May 15 (if needed)

## **7. How much support should parents give their children?**

The details provided for students by their teachers to complete the assignments will allow them to do most if not all of the work independently. Lessons are developed so the parents will not need to provide any more support than they would typically.

## **8. What happens if the student is unable to complete the assignment at home?**

Some students may not have access to a device or Internet at home or, because of the unpredictable nature of cancelled school days, might experience a loss of power. Also, students may have left resources or materials at school on an unexpected snow day. A central tenet of the Snow Day Cancellation Pilot is that student work will never be due on the day that students return to school. This allows all students equitable access to complete assignments. Furthermore, students can receive extra help and/or guidance from teachers on an individual basis during the school day.

## **9. What if a parent is not able to be home to support a child with work completion? What if a student requires special education or ELL support services to complete curriculum assignments?**

One of the reasons that end products are not due on the day following a school cancellation day is so that we can ensure that students have the time and support services they may need to successfully complete their assignments. The assignments have been developed in advance of the missed day, thus allowing educators to make necessary accommodations and modifications for students as needed. Teachers and specialists will follow up with those students who could not complete assignments to make other arrangements for completion within a reasonable timeframe and provide any necessary supports.

## **10. If my child has an Individualized Education Program (IEP), and receives direct service from a related service provider, will time missed due to the Snow Day Cancellation Pilot be made up?**

Yes, following a school cancellation day, LPS service providers will be working to make up missed services. This will be done on an individual basis but some options may include adding time adjacent to a regular session, merging two small groups of students together for a session, or making up a session if another student is absent during their scheduled time. Service

providers in conjunction with the Director of Pupil Services will be tracking all missed and made up services. Families will be contacted on an individual basis if there are any extenuating circumstances requiring the need to arrange for compensatory services.

### **11. How do students access their assignments?**

Students will learn about their assignments in class from their teacher. Students will also be able to access their assignments electronically by using the LPS Snow Day Cancellation website or the platform identified by their classroom teacher, which could be but not limited to Google Classroom, Google Sites, and Aspen.

### **12. What if I do not have a computer for my child to use?**

This is another reason why work is not due the day students return to school. Arrangements can be made for your child to use the district's technology or she/he can go to the town library for access. If options such as these pose a hardship, then the teacher(s) should be made aware and there can be an appropriate accommodation made for your child's situation.

### **13. Who can parents/students contact if they have a question about an assignment?**

As always, your first line of support will be the classroom teacher, followed by building-level administration. In addition, teachers will be available to work with students upon their return to school.

### **14. Is there a central place for all of the Snow Day Cancellation information?**

Yes. All information for the Snow Day Cancellation Pilot will be on the district website. There will be a link on the main page of the Littleton Public Schools website as well as all school websites for easy access.

### **15. What if we want our kids to “just be kids” and go outside and play in the snow for the day?**

We too believe that snow play is an important part of childhood in New England. Another benefit of work not being due upon return to school is that students do not have to do work on the particular cancelled school day. Additionally, as you can see from the times listed above (question #5), the Snow Day Cancellation assignments/learning activities are not the same length of the traditional school day, allowing time for play in the snow in addition to the work if parents/guardians and students wish to do both.

### **16. How do we know that the program is successful?**

Principals and Assistant Principals will ask staff to provide information regarding student/parent interactions about the Snow Day Cancellation Pilot assignments and access. Immediate corrections will be made when possible. Furthermore, the school department will regularly complete a program audit to ensure that students engage with quality, curriculum-based assignments and that students learning is commensurate with a regular school day.

# Littleton Public Schools

## **Website Accessibility Policy (DRAFT pending approval)**

The Littleton Public Schools are committed to ensuring accessibility of its website for students, parents, and members of the community with disabilities. All pages on the District website will conform to the W3C Web Accessibility Initiative's (WAI) Web Content Accessibility Guidelines (WCAG) 2.0, Level AA conformance, or updated equivalents of these guidelines.

The District Equity Coordinator is directed to establish procedures whereby students, parents, and members of the public may present a complaint regarding a violation of the Americans with Disabilities Act (ADA), Section 504 and Title II related to the accessibility of any official District web presence which is developed by, maintained by, or offered through the District or third party vendors and open sources.

### **Website Accessibility**

With regard to the Littleton Public Schools website and any official Littleton Public Schools web presence which is developed by, maintained by, or offered through third party vendors and open sources, the Littleton Public Schools is committed to compliance with the provisions of the Americans with Disabilities Act (ADA), Section 504 and Title II so that students, parents and members of the community with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as those without disabilities, with substantially equivalent ease of use; and that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any Littleton Public Schools programs, services, and activities delivered online.

### **Website Accessibility Concerns, Complaints and Grievances**

A student, parent or member of the public who wishes to submit a complaint or grievance regarding a violation of the Americans with Disabilities Act (ADA), Section 504 or Title II related to the accessibility of any official Littleton Public Schools web presence that is developed by, maintained by, or offered through the Littleton Public Schools, third party vendors and/or open sources may complain directly to a school administrator or the school. Complaints should be submitted in writing, via email, or by using the Website Accessibility Complaint/Request Form, however, a verbal complaint or grievance may be made. When a school administrator receives the information, they shall immediately inform

the Technology Coordinator(s). The Technology Coordinator(s) will immediately inform the District Equity Coordinator that an initial complaint or grievance has been received.

Whether or not a formal complaint or grievance is made, once the Littleton Public Schools has been notified of inaccessible content, effective communication shall be provided as soon as possible to the reporting party to provide access to the information. The Complainant should not have to wait for the investigation of the complaint to be concluded before receiving the information that he/she was unsuccessful in accessing.

The formal ADA non-compliance complaint should include the following:

- Name
- Address
- Date of the Complaint
- Description of the problem encountered
- Web address or location of the problem page
- Solution desired
- Contact information in case more details are needed (email and phone number)

The complaint or grievance will be investigated by the Technology Coordinator(s) or another person designated by the District Equity Coordinator. The student, parent, or member of the community shall be contacted no later than five (5) working days following the date the website accessibility compliance coordinator receives the information. The procedures to be followed are:

- An investigation of the complaint shall be completed within fifteen (15) working days. Extension of the timeline may only be approved by the District Equity Coordinator.
- The investigator shall prepare a written report of the findings and conclusions within five (5) working days of the completion of the investigation.
- The investigator shall contact the Complainant upon conclusion of the investigation to discuss the findings and conclusions and actions to be taken as a result of the investigation.
- A record of each complaint and grievance shall be maintained at the Littleton Public Schools office. The record shall include a copy of the complaint or grievance filed, report of findings from the investigation, and the disposition of the matter.



LITTLETON PUBLIC SCHOOLS  
FY 2019  
YTD Budget Report -  
Through December 2018

1/18/2019

Cost Center Code Description	Revised Budget	Actual Expenditures	Encumbrances	Open 'Requisitions	Available Budget	CY Available Budget	CY % of Budget Used
310 - Regular Ed	\$8,026,717.95	\$2,390,284.24	\$26,996.81	\$351.98	\$5,609,084.92	\$5,609,084.92	33.54%
311 - Special Education	\$5,798,570.08	\$1,795,976.65	\$1,301.50	\$173.20	\$4,001,118.73	\$4,001,118.73	34.57%
312 - Student & Support Staff	\$1,011,013.00	\$377,966.14	\$10,457.93	\$0.00	\$622,588.93	\$622,588.93	41.72%
313 - Other Instruction	\$258,797.00	\$133,457.17	\$6,254.43	\$219.10	\$118,866.30	\$118,866.30	56.85%
314 - System Administration	\$1,210,376.00	\$532,380.23	\$2,879.36	\$0.00	\$675,116.41	\$675,116.41	48.23%
315 - School Administration	\$963,175.00	\$474,116.67	\$89.00	\$0.00	\$488,969.33	\$488,969.33	53.32%
316 - Transportation and Busing	\$1,128,832.00	\$348,833.13	\$10,400.00	\$0.00	\$769,598.87	\$769,598.87	64.81%
317 - Facility & Maintenance	\$1,398,636.00	\$689,352.37	\$3,427.30	\$500.00	\$705,356.33	\$705,356.33	59.77%
<b>Grand Total</b>	<b>\$19,796,117.03</b>	<b>\$6,742,366.60</b>	<b>\$61,806.33</b>	<b>\$1,244.28</b>	<b>\$12,990,699.82</b>	<b>\$12,990,699.82</b>	<b>40.06%</b>

Original Appropriated Budget	19,774,190
additional Chap 70 Funds Approved	16,080
Fy 18 Encumbrance Carry Forward	5,847
Total Fy 19 Budget	19,796,117

## EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will ~~develop and maintain~~facilitate the development of school emergency plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

~~The Superintendent shall~~emergency plans shall be developed, in consultation with, but not limited to, principals, school nurses, school physicians, athletic coaches, trainers, police, fire, and local Emergency Medical Services, agencies, an Emergency ~~Medical~~ Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of the school campus, including outdoor facilities, to local emergency service providers~~Emergency Medical Services~~ along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of average EMS, Police, and Fire response times to any location on the campus.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
- ~~3.4.~~ A team comprised of counselors and school psychologists will be available with post-event support for students, staff, and families or guardians.
- ~~4.5.~~ A method to efficiently direct emergency service providers~~EMS~~ personnel to any location on campus, including the location of available rescue equipment.
6. Ongoing training for all staff, and students, related to school safety.
- ~~5.7.~~ Safety precautions to prevent injuries in classrooms and on the school campus.
- ~~6.8.~~ A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, ~~-and- other- school- staff-~~ which may ~~-include -CPR -training -for -High School -students;~~ provided that School Committees may opt out of instruction in CPR pursuant to Section 1 of Chapter 71.

~~7.9.~~In the event the school possesses Automated External Defibrillators (AEDs), the location of all available AEDs, whether the location is fixed or portable, and a list of personnel trained in its use.

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE (Medical Emergency Plans) at least every 3 years by September 1 or when changes occur. ~~Plans shall be submitted at least every 3 years by September 1.~~ Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills at least once per year to give students practice in moving with an orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

SOURCE: MASC Policy

LEGAL REF: M.G.L. 69:8A Section 363 of Chapter 159 of the Acts of 2000

CROSS REF.: EBCD, Emergency Closings

Adopted: March 2, 1995

Revised: September 13, 2012

Reviewed: May 12, 2016

Revised: January 10, 2019

## BULLYING PREVENTION

The Littleton Public Schools is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

“Bullying” is the repeated use by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target’s property; ~~□~~
- ~~-~~places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a:

- wire
- radio
- ~~□~~electromagnetic
- photo-electronic or photo-optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying shall also include the creation of a web page, ~~or~~ blog, or social media profile in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Littleton public schools;
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Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Littleton school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

#### Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws.

The District plan will acknowledge that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.

The bullying prevention and intervention plan shall be reviewed and updated at least biennially and provided to the School Committee upon revision.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

### Reporting

Students, ~~who believe that they are a target of bullying, who~~ observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. Students who believe that they are a target of bullying are encouraged to report incidents to a member of the school staff. The target shall, ~~however,~~ not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

The District shall administer the DESE provided survey of school climate and prevalence, nature and severity of bullying in schools survey at least once every 4 years.

The district shall annually report bullying incident data to the Department of Elementary and Secondary Education utilizing the required DESE provided format.

### Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has ~~occurred~~occurred, ~~he/she/the principal~~ shall take appropriate ~~disciplinary~~-action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with ~~the school's resource officer and the~~the

Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and ~~whether disciplinary~~what -action has or shall be taken. At a minimum the Principal or ~~his/her/a~~ designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

~~Disciplinary a~~Actions, whether disciplinary or alternative measures, for students who have committed an act of bullying or retaliation shall be in accordance with district ~~disciplinary~~ policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

### Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

### Target Assistance

The Littleton Public Schools shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

### Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention and response shall be incorporated into the curriculum for all K to 12 students.

## Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the Littleton Public Schools website.

LEGAL REFS.:        Title VII, Section 703, Civil Rights Act of 1964 as amended  
                             Federal Regulation 74676 issued by EEO Commission  
                             Title IX of the Education Amendments of 1972  
                             603 CMR 26:00  
                             M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

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