



Town of Littleton School Committee

33 Shattuck St. * P.O. Box 1486 * Littleton, MA 01460-4486 *
Phone: (978) 540-2500 * Fax: (978) 486-9581 * Website: www.littletonps.org



JEN GOLD, Vice Chair
STACY DESMARAIS, Member

JUSTIN MCCARTHY, Chair

BRAD AUSTIN, Clerk
BINAL PATEL, Member

School Committee Meeting Littleton Police Station Community Room 500 Great Road In-person and Hybrid January 26, 2023 7:00 PM

You are invited to a Zoom webinar.

When: Jan 26, 2023 07:00 PM Eastern Time (US and Canada)

Topic: School Cmte meeting of Jan 26, 7p, 2023

Please click the link below to join the webinar:

<https://littletonma.zoom.us/j/86362111886?pwd=b1pUbXcyVjdiRk9BdmJiZytreGZkdz09>

Webinar ID: 863 6211 1886

Passcode: 324805

Or One tap mobile :

US: +16469313860,,86362111886# or +19292056099,,86362111886#

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

AGENDA

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. Call to Order
2. Pledge of Allegiance
3. Consent Agenda
 - Minutes – January 12, 2023
 - 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

- 1. Student Representative(s) Report:** *Student Representative(s), will give a report of events for each school.*
- 2. Other**

7:15 IV. PRESENTATIONS

- 1. Superintendent's Update:** *(10 Min)*
- 2. Financial Update (District):** *Business Manager Steve Mark will give a brief district financial update. (5 Min)*
- 3. Review of Strategic Plan (4 Schools) Standard 5: Technology-** *Schools will discuss SIPs specific to goals for the 2022/2023 school year, discuss major accomplishments, challenges, and any suggested revisions or addition of Goals that should be taken into consideration as we review Standard 5 as part of the process for creating an updated Strategic Plan, 2023- 2028. (20 Min)*
- 4. Tiered Focused Monitoring System-** *Director of Student Services, Ms. Snow will provide an overview of DESE's Tiered Focused Monitoring System. (20 Min)*

8:10 V. NEW BUSINESS

- 1. Discussion regarding the potential removal of Religious Holidays from the School Calendar-** *School Committee discussion. (10 Min)*
- 2. Summary of time on learning for each of our schools-** *Director of Teaching and Learning, Mrs. Steele will discuss our current time on learning requirements as compared to DESE minimum requirements. (15 Mins)*

8:35 VI. INTERESTED CITIZENS

8:40 VII. SUBCOMMITTEE REPORTS

- 1. PMBC**
- 2. Budget Subcommittee**
- 3. Policy Subcommittee:** *(see LPS website to view all policies)*
<http://www.littletonps.org/school-committee/school-committee-policies>
Motion to accept second reading to adopt the following policy:
JF: School Admissions

8:50 VIII. ADJOURNMENT/EXECUTIVE SESSION

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

NEXT MEETING DATE

February 9, 2022

Littleton Police Department Community Room

7:00 PM

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SCHOOL COMMITTEE

MINUTES

January 12, 2023

7:00PM

PRESENT: Justin McCarthy
Jen Gold
Brad Austin
Stacy Desmarais
Binal Patel

ALSO PRESENT: Kelly Clenchy
Steve Mark
Bettina Corrow
Dorothy Mulone

NOT PRESENT:

CALL TO ORDER

Justin McCarthy called the meeting to order at 7:00p.m.

On a motion by Brad Austin and seconded by Stacy Desmarais it was voted to approve the Dec. 15, 2022, agenda as presented. (AYE: Unanimous).

INTERESTED CITIZENS

None

RECOGNITION

1. Student Representative(s) Report: Student Representative, John Feltus, gave an update of the events happening at each school.
2. Superintendent Clenchy thanked SEPAC for the workshop, which was held on Tuesday, Jan. 10th. He thanked everyone that was involved and the interaction between staff and parents was wonderful.

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PRESENTATIONS

1. MCAS Update: This evening's presentation included:

- Pertinent Information MCAS 2022
- Littleton High School
 - 2021 MCAS Results and Next Steps
- Littleton Middle School
 - 2021 MCAS Results and Next Steps
- Russell Street School
 - 2021 MCAS Results and Next Steps

Pertinent Information - MCAS 2022

2022 school year was the first full MCAS administration for grades 3-8 since 2019.

Grade 10 students in 2022 had not taken an MCAS test since 2019 (grade 7).

Year	Grades 3-8	Grade 10
2019	Full test administration	Full test administration
2020	No tests administered	No tests administered
2021	Half-test administered	Full test administered
2022	Full test administered	Full test administered.

Littleton High School - Spring 2022 MCAS Results

Grade 10 ELA

Student Growth Percentile: 55.1 (Typical)

Meeting or Exceeding: 85%

- Compared to PY = +1%

SGP (IEP / 504): 50.1 (Typical)

Meeting or Exceeding (IEP/504): 58%

- Compared to PY = -16%

Grade 10 Math

SGP: 57.5 (Typical)

Meeting or Exceeding: 78%

- Compared to PY = -5%

SGP (IEP / 504): 50.1 (Typical)

Meeting or Exceeding (IEP/504): 40%

- Compared to PY = -8%

Grade 9 Biology

First year of Next Gen

SGP: N/A

Meeting or Exceeding: 85%

SGP (IEP / 504): N/A

Meeting or Exceeding (IEP/504): 54%

LHS Impressions

Strengths:

- 30% Exceeding expectations in Math, which was higher than 2019 & 2021
- 85% Meeting or Exceeding expectations in ELA
- 85% Meeting or Exceeding expectations in science
- 56% Scored Advanced in Science using Legacy MCAS scale
- 55 SGP in ELA- Typical Growth
- 58 SGP in Math- Typical Growth

Challenges:

- Continue to assist students who did not meet or partially meet expectations with developing skills and proficiency
- Post Covid, some students writing skills are developing more slowly than preferred
- Overall- Continue Early Intervention in 9th and 10th grades to assist attendance and provide academic support

LHS Next Steps

- Continue to provide structures and routines that help to support student academic and behavior expectations. Make instructional adjustments as needed.
- ELA teachers are frequently studying the prompts, rubrics, and student work to make adjustments
- ELA teachers are emphasizing that essays need to directly address the essay question
 - Standardized for each writing type
 - Direct instruction for what students should include in their essay responses
 - Essay responses must be written in the correct mode being asked for in the question:

Opinion; Informative/Explanatory; Narrative

- Length of essay response should be multiple paragraphs
- Math teachers are providing students with more opportunities to review and practice MCAS problems that they may have struggled with.
 - Math teachers are rearranging some of the units at the end of CP Geometry to try to teach as many essential concepts as possible before the MCAS in May
 - Continue to have students practice math on the computer (ALEKS)
- Follow up with students in Class of 2023 and Class of 2024 who need Educational Proficiency Plans (EPPs) for Math & ELA

Justin McCarthy – If a student on an EPP plan is not meeting expectations, have they met the requirements and are they qualified to graduate?

Keith Comeau – We will help the students to improve their scores and they can retake the MCAS test(s) if needed.

Brad Austin – So we must show the state what we have done with these students?

Keith Comeau – Yes, we keep records on file. The students will get the scores from the state, and we will identify areas for which students need to demonstrate proficiency if they earn in the partially meeting category. They will have multiple options for retesting.

Lyn Snow – If a student is on an EEP, it would be discussed at an IEP meeting what the plan of action is.

Littleton Middle School - Spring 2022 MCAS Results

Grade 6 ELA

SGP: 55.0 points (Typical)

Meeting or Exceeding: 58%

- Compared to PY: -5%

SGP (IEP/504): 58.2 (Typical)

Meeting or Exceeding (IEP/504): 39%

- Compared to PY: +10%

Grade 6 Math

SGP: 33.7 (Low)

Meeting or Exceeding: 42%

- Compared to PY: -9%

SGP (IEP/504): 40.0 (Typical)

Meeting or Exceeding (IEP/504): 26%

- Compared to PY: +4%

Grade 7 ELA

SGP: 52.3 (Typical)

Meeting or Exceeding: 58%

- Compared to PY: +6%

SGP (IEP/504): 42.3 (Typical)

Meeting or Exceeding (IEP/504): 17%

- Compared to PY: -3%

Grade 7 Math

SGP: 54.3 (Typical)

Meeting or Exceeding: 55%

- Compared to PY: +9%

SGP (IEP/504): 48.1 (Typical)

Meeting or Exceeding (IEP/504): 14%

- Compared to PY: -9%

Grade 8 ELA

SGP: 51.7 (Typical)

Meeting or Exceeding: 53%

- Compared to PY: -4%

SGP (IEP/504): 41.1 (Typical)

Meeting or Exceeding (IEP/504): 25%

- Compared to PY: +1%

Grade 8 Math

SGP: 51.3 (Typical)

Meeting or Exceeding: 46%

- Compared to PY: +6%

SGP (IEP/504): 50.3 (Typical)

Meeting or Exceeding (IEP/504): 22%

- Compared to PY: +18%

Grade 8 Science & Technology

Meeting or Exceeding: 57%

- Compared to PY: -2%

Meeting or Exceeding (IEP/504): 33%

- Compared to PY: +13%

LMS Impressions

Strengths:

- Larger than average gains likely due to increased stability during the 2021-2022 school year. There were a number of positions impacted during the 2020-2021 school year (leaves, vacancies, etc.).
- Higher percentage of students moved from Meeting Expectations to Exceeding Expectations in Grade 7 ELA and Math, Grade 8 Math.

Challenges:

- Higher rates of absences, tardiest and dismissals (ATDs) led to time on learning loss for students.
- Grade 6 Math: three different math teachers in 2021-2022.
- 88 students on 504/IEPs took the math test
 - 21% scored in the Meeting Expectations range
 - 58% scored in the Partially Meeting Expectations range

183
184 **LMS Next Steps**

- 185 1. Continue to provide structures and routines that help to support student academic and behavior
186 expectations.
187 2. Continue to address social-emotional concerns among students and staff.
188 3. Continue to review content for relevancy, engagement, and critical thinking.
189 4. Reimagine our Tier 2 supports (Math Lab, Literacy Lab, Academic Support Center) through a more
190 data driven approach to intervention.
191

192 Brad Austin – I appreciate the presentation and the numbers presented. The Grade 6 math scores caught
193 my attention, but you addressed a lot of my concerns. What are you doing right now for that cohort that
194 currently are our 7th grade students?

195 Matthew LeVangie – Jason Everhart has worked a lot on getting a teacher who was able to work with
196 open-ended problem-solving questions.
197

198 Binal Patel – Hearing the large impact a teacher has on students. Where are we now with the teacher
199 status/stability?

200 Kelly Clenchy – We are stabilized. A number of these students had “cracks” pre-covid. It is going to take
201 a little longer for some students on an IEP to get where they need to be. It might take them a little longer
202 to retrieve the growth they need.
203

204 Brad Austin – Does this data correlate with data we have seen from our other assessments?

205 Matthew LeVangie – A period was missed due to covid. When we started the school year in the fall 2021,
206 we were still having covid protocols in place and it all played a role in teaching and instruction.

207 Kelly Clenchy – We did not have a normal year last year. We still had more absences with both students
208 and staff. All these factors played a role.
209

210 Brad Austin – Do you have the resources you need to move forward?

211 Matthew LeVangie – We have the resources we need. We need to make the instruction more data driven
212 and more fluent.
213

214 Justin McCarthy – This was a little surprising, especially in grade 6. It looks as if this was already going
215 on prior to covid. It appears to me that there is a lot of work that needs to get done to move these students
216 forward.

217 Matthew LeVangie – I will agree with you, and this is why we have made the change we have made and
218 moved our grade 7 math teacher down to grade 6. These students now have a seasoned teacher.

219 Beth Steele – We did look at this data and looked at the K-5 cohort, as a lot of instruction is happening
220 before these students get to middle school. There is a lot of transition going from elementary to middle
221 school. We are implementing a new curriculum to support stronger skills sets, and we are hopeful that we
222 will see improvement. But it will not happen overnight.

223 Justin McCarthy – This was not a dig on the grade 6 team. But the reality is that the majority of them are
224 not meeting expectations.
225

226 Brad Austin – It sounds like we will see the effect of the changes, maybe not this coming year but changes
227 are being made to address these issues, which is good.
228

229 Kelly Clenchy – The MCAS test is given two months before we finish the curriculum. It is only one
230 assessment. I am not downplaying this assessment, but it does have some flaws. The MCAS exam does
231 not test the entire curriculum. If I could, there are certain things I would change. First, I would lower the
232 standard of deviation, and second, I would administer the exam in June.

Justin McCarthy – I get that the students may not have learned a concept or two at the time of the exam but that really does not explain it all.

Stacey Desmarias – How are we preparing the high school teachers with all these variables that these students are coming with at the high school level?

Keith Comeau – We have more of a vertical alignment with the middle school, we are communicating more with the middle school. Learning more about the middle school structures and how it affects us at the high school.

Kelly Clenchy – The results we are seeing will help us set up directions for next year as well.

Justin McCarthy – We have looked at MAP results and saw the results compared to the national norm as not every district around us uses MAP, but everyone is using MCAS. How do we compare to other districts and their MCAS scores?

Kelly Clenchy – We are able to make a comparison to other districts.

Lyn Snow – Open Architects does allow us to compare it to other districts.

Russell Street School - Spring 2022 MCAS Results

Grade 3 ELA

SGP: N/A

Meeting or Exceeding: 64%

- Compared to PY -6%

SGP (IEP/504): N/A

Meeting or Exceeding (IEP/504): 46%

- Compared to PY +6%

Grade 3 Math

SGP: N/A

Meeting or Exceeding: 57%

- Compared to PY +11%

SGP (IEP/504): N/A

Meeting or Exceeding (IEP/504): 52%

- Compared to PY +32%

Grade 4 ELA

SGP: 53.5 (Typical)

Meeting or Exceeding: 56%

- Compared to PY -9%

SGP (IEP/504): 49.9 (Typical)

Meeting or Exceeding (IEP/504): 24%

- Compared to PY -9%

Grade 4 Math

SGP: 47.3 (Typical)

Meeting or Exceeding: 50%

- Compared to PY +6%

SGP (IEP/504): 43.6 (Typical)

Meeting or Exceeding (IEP/504): 21%

- Compared to PY +11%

Grade 5 ELA

SGP: 46.3 (Typical)

Meeting or Exceeding: 48%

- Compared to PY: -11%

SGP (IEP/504): 33.9 (Low)

Meeting or Exceeding (IEP/504): 12%

- Compared to PY -19%

Grade 5 Math

SGP: 49.1 (Typical)

Meeting or Exceeding: 49%

- Compared to PY: -1%

SGP (IEP/504): 40.9 (Typical)

Meeting or Exceeding (IEP/504): 12%

- Compared to PY -15%

Grade 5 Science

SGP: N/A

Meeting or Exceeding: 63%

- Compared to PY: +7%

SGP (IEP/504): N/A

Meeting or Exceeding (IEP/504): 30%

- Compared to PY: No Change

RSS Impressions

Strengths:

- Test participation rates were extremely high
- RSS students demonstrated typical growth in most areas
- Third graders did well in both ELA and Math
- Fourth graders did well in Math
- Fifth graders did well in science

Challenges:

- Grade 3 students are taking this test for the first time
- Scope and sequence of curriculum to cover the content prior to the MCAS tests.
- Students on 504/IEP:
 - 24% of grade 3
 - 25% of grade 4
 - 30% of grade 5
- Focusing in on the right testing accommodations for each student
- Scheduling of MCAS test
- Interrupted learning during the pandemic

RSS Next Steps

Beginning in Trimester 2:

Regularly practice MCAS type reading, writing and math problems to increase familiarity for students.

Regularly complete math problems on the Chromebooks to learn to use the drag/drop toolbox.

Practice problems using the math reference sheet.

New math curriculum - Into Math - look at ways that it addresses content areas that were previously weak for students.

Brad Austin – I'll point out here that it looks as 30% of the 5th grade students are on an IEP and 12% are partially meeting expectations.

Cheryl Temple – This is not a random number for us. We can drill down and see which individual students this is and what we need to do for them. We can plan accordingly and determine our cause of action.

Brad Austin – I have a couple of questions about the soft skills. How to use the drop-down menu. I like the fact that we want the students to do well on the test and be prepared. It concerns me if we are teaching to the test, that worries me.

Kelly Clenchy – We will never teach to the test. We are here to instill a strong curriculum and knowledge into our students and prepare them to graduate from high school. We are aware of these things, but we are moving in the right direction.

Binal Patel – This test gives our students an option to share their knowledge. Teachers are helping them to strategize and remove barricades for our students, which is really important.

Brad Austin – The switch to doing more project-based assignments and group work is really great.

Kelly Clenchy – We must look at our data and challenges and see where we can improve for our students to succeed and find better solutions. Nobody wants our students not to succeed, so we have to create a climate for every student and whatever challenges we face we have to find solutions to them.

Brad Austin – Significant gap for some of our students on an IEP or 504 – what do you think when you see these numbers?

Stacey Desmarais – What are we doing to ensure no kids are left behind?

Cheryl Temple – We identify the students but sometimes we have a student that just does not do well on the test. They could have been overly anxious on the day of testing or other reasons. We practice with the students that we have identified to ensure they can pass the test.

Andrea Romano – For students on a 504 plan, we have a large support system of school psychologists, guidance counselors, support from the administration and a system put in place to support these students. We are always evaluating the students and the support they are receiving.

Binal Patel – I would be very interested in seeing the data from surrounding districts.

Lyn Snow – We have students who are on a 504, who do not have an academic need but could be diabetic and have accommodation needs that would be medical instead.

Justin McCarthy – I just looked at surrounding towns and their numbers are like our district. So, all in all we are doing great. Our MCAS scores do not truly show what our students are capable of.

INTERESTED CITIZENS

None

SUBCOMMITTEE REPORTS

1. **PMBC:** High school roof is still being worked out. MSBA & Shaker Lane – trying to schedule a meeting in April.
2. **Budget Subcommittee:** Budget process is well underway. SEPAC was part of one of the meetings.

3. **SEPAC:** Jan. 10 workshop about anxiety which included school psychologists was a huge success. All materials will be posted from the workshop on the SEPAC website.
On Tuesday Jan. 17 TFM Parent orientation zoom meeting will be held at 7PM.

4. **Policy:** First Reading of the following policy: JF School Admissions

On a motion by Brad Austin, and seconded by Binal Patel, it was voted to accept the first reading of the following policy JF as reviewed and presented. (AYE: Unanimous). Motion carried.

Second Reading of the following policies:

JFABD: Homeless Students: Enrollment Rights and Services

JFABE: Educational Opportunities for Military Children

JFABF: Educational Opportunities for Children in Foster Care

On a motion by Brad Austin, and seconded by Binal Patel, it was voted to accept the second reading of the following policies JFABD, JFABE and JFABF as reviewed and presented. (AYE: Unanimous).
Motion carried.

ADJOURNMENT

On a motion by Brad Austin and seconded by Stacy Desmarais it was voted to adjourn at 9:06PM to go into Executive Session for the purpose of contract negotiation discussion with no intention to return to Open Session. Roll Call Vote: Brad Austin, AYE; Justin McCarthy, AYE; Jen Gold, AYE; Binal Patel, AYE; and Stacy Desmarais, AYE.

NEXT MEETING DATE

January 26, 2023

7:00PM

DOCUMENTS AS PART OF MEETING

MCAS Spring 2022 Update

Policies:

JF: School Admissions

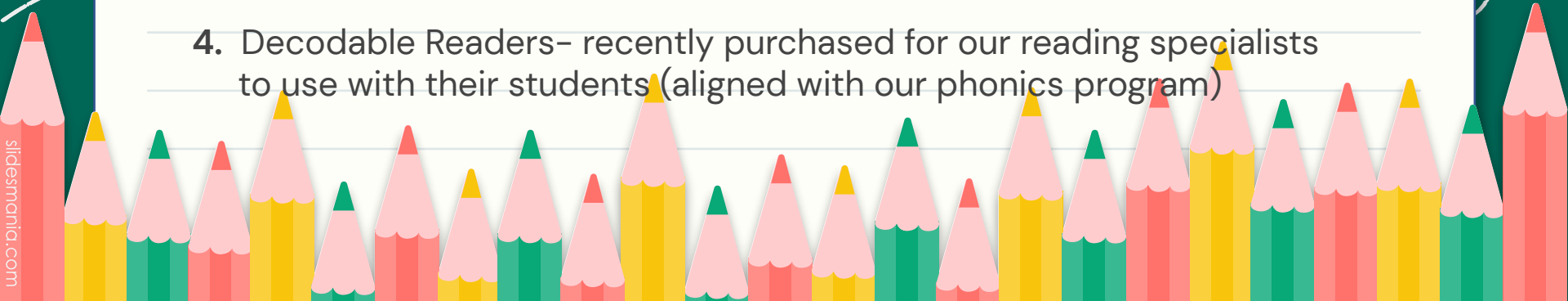
JFABD: Homeless Students: Enrollment Rights and Services

JFABE: Educational Opportunities for Military Children

JFABF: Educational Opportunities for Children in Foster Care

Superintendent's Report, January 26, 2023

1. Colds, Flu and COVID.
2. Upcoming Vaccination Clinics (Flu, COVID)
– February 2, 2023, 3:30 –7:00 PM, LHS Cafeteria.
3. MTSS Needs Assessment Surveys
4. Decodable Readers– recently purchased for our reading specialists to use with their students (aligned with our phonics program)

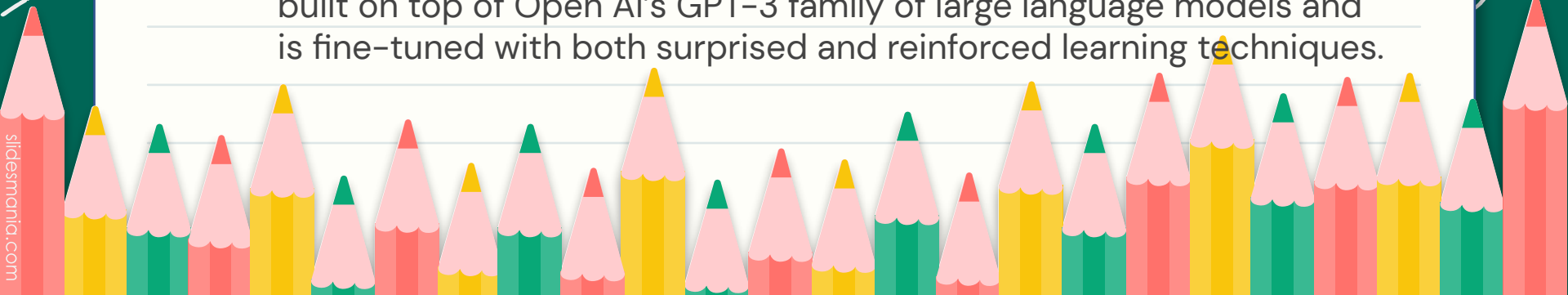


Superintendent's Report, January 26, 2023

5. Indian Hill Building Update

6. Update on SL Building Project

7. ChatGPT- is a chatbot launched by OpenAI in November 2022. It is built on top of Open AI's GPT-3 family of large language models and is fine-tuned with both supervised and reinforced learning techniques.



Letter from ChatGPT

Dear Educators,

I hope this email finds you well. I wanted to reach out to you today to introduce you to a new language model called ChatGPT.

ChatGPT is a state-of-the-art natural language processing tool that is capable of generating human-like text. It has been trained on a large dataset of text and can generate responses to prompts that are relevant, coherent, and engaging.

There are several potential benefits to using ChatGPT in education. For example, it could be used as a teaching aid to help students better understand complex concepts, or as a tool to facilitate discussions and debate in the classroom. It could also be used to generate personalized feedback for students or to create engaging content for language learning.

However, there are also some potential drawbacks to using ChatGPT in education. One concern is that it may not be able to fully capture the nuance and context of certain conversations or subjects. Additionally, there is the risk that students may become overly reliant on ChatGPT as a learning tool and lose the ability to think critically and independently.

We would like to invite you to join a roundtable discussion about ChatGPT and its potential uses in education. The discussion will take place on January 26th from 2:15-3:00pm in the LHS library for LHS and LMS staff and January 27th from 7:00-7:45am in the RSS Think Tank for RSS and SLS staff, and will be an opportunity to learn more about ChatGPT and to share your thoughts and experiences with other educators.

If you are interested in joining the roundtable discussion, please let us know by responding to this email.

Thank you for your time.

IMPORTANT FAQs:

Is it ok to create an account?

Yes, if you are over 18 and you have reviewed [What you need to know about ChatGPT](#) before you create an account.

Create a free account at [ChatGPT](#)

Is it taking your data?

Yes. OpenAI collects a massive amount of information from its users (e.g., IP address, user actions, browser/device, country) and may share your information with third-party vendors, law enforcement, affiliates, and other users.

Can students create an account?

No, Users must be over 18 to create an account. ChatGPT is not in compliance with Student Data Privacy.

RESOURCES:

- [MassCUE](#)
- [MassCue Wakelet](#)
- [Has AI reached the point where a software program can do better work than you?](#)
- [What you need to know about ChatGPT](#)
- [Presentation](#) - Deep Dive



LITTLETON Massachusetts

01/25/2023 08:47
4083smark

Town of Littleton
YEAR-TO-DATE BUDGET REPORT FY 2023
YEAR TO DATE THROUGH DECEMBER 2022

P 1
glytdbud

FOR 2023 06

ORIGINAL APPROP	TRANS/ADJSMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
310 Regular Education						
9,290,764.00	0.00	9,290,764.00	3,317,768.39	39,288.81	5,933,706.80	36.1%
311 Special Education						
6,212,852.00	0.00	6,212,852.00	1,602,140.04	1,508.85	4,609,203.11	25.8%
312 Student & Support Staff						
1,406,715.00	0.00	1,406,715.00	551,152.32	52,455.92	803,106.76	42.9%
313 Other Instruction						
295,425.00	0.00	295,425.00	141,343.39	2,436.14	151,645.47	48.7%
314 System Administration						
1,564,162.00	0.00	1,564,162.00	736,978.42	0.00	827,183.58	47.1%
315 School Administration						
1,267,777.00	0.00	1,267,777.00	642,174.78	0.00	625,602.22	50.7%
316 Transportation and Busing						
1,250,260.00	0.00	1,250,260.00	521,531.71	0.00	728,728.29	41.7%
317 Facility & Maintenance						
1,762,292.00	0.00	1,762,292.00	1,050,148.76	30,001.28	682,141.96	61.3%
GRAND TOTAL						
23,050,247.00	0.00	23,050,247.00	8,563,237.81	125,691.00	14,361,318.19	37.7%

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

Standard 5: Technology

January 26, 2023

Goals

1. Align school and district-based technology planning with current state, national, and international technology standards.
2. Continue to improve staff/administrative utilization and integration of technology.
3. Continue to improve student utilization and integration of technology for college and career readiness.
4. Provide all staff and students with appropriate access to technology.

Shaker Lane - Accomplishments

- Technology Teacher Leader
- Year 2 of Trimester Based K-5 Stem Projects
- Digital Citizenship Program
- Three Touch View TVs
- Online Library System—getting there

Shaker Lane - Challenges

- Expansion of 1:1 iPads in Kindergarten
- Balance between paper/class v. technology

Shaker Lane - Revisions / Goals to Consider

- Increase the number of Touch View TVs
- 1:1 iPads in Kindergarten

Russell Street - Accomplishments

Tech Staff

Tech Teacher Leader

Think Tank

Digital Citizenship program

Technology integration

Family STEM Nights / Events

1:1 Chromebooks

Touch screen TVs

Document cameras

Russell Street - Challenges

What is the right amount of technology use for each grade post-pandemic?

Chromebook use for homework

Readiness to transition to grades 3 to 5 and to middle school

How to stay current

Russell Street - Revisions / Goals to Consider

Technology changes fast. Regularly evaluate if we are keeping up with current trends.

Littleton Middle School: Accomplishments

- Integration of Touch View screens in all classrooms.
- Maker Space Mondays
 - Dedicated time in our library makerspace during flex block every Monday morning.
 - Open to all students and provides opportunities to pursue interests.
- Introduction of Wacom pen tablets for website and PDF annotation.

Littleton Middle School: Challenges

- Getting comfortable with change.
- Consistent training to increase quality of use.
- Taking risks with technology.

Littleton Middle School: Revisions/Goals to Consider

- How to make the library a technology hub in our building.
- Implementation of Wacom pen tablets.
- Enhance instructional strategies to increase student use of Touch View screens.

Littleton High School - Accomplishments

- Integration of Touch View screens in most classrooms
- Professional Development Offerings focused on instructional technology
- MassCUE Professional Development
- Cyber Safety Presentations for parents and students
- Video Editing, Graphics, Fashion Design, Industrial Design courses using Adobe Creative Cloud Software
- AP Computer Science Principles & AP Computer Science A courses

Littleton High School - Accomplishments

- Technology Department's skillful support of Cross-District PD in November at LHS
- Student-led Tiger Tech team support for Council on Aging and repair of LHS Chromebooks
- Online course offerings via VHS and other providers
- Extensive use of online AP Classroom and Google Classroom

Littleton High School - Challenges

- ChatGPT & other future AI driven Language Models
- Enhance provision of relevant and innovative Computer Science & Technology/Engineering coursework and experiences

Littleton High School - Revisions / Goals to Consider

- Embedding more technology tools, skills, and applications into student projects and assessments e.g.coding & simulations
- Provide in-person Cyber Safety presentations for parents and students
- Enhance instructional strategies to increase student use of Touch View screens.
- Continue to review and evaluate our Program of Studies to ensure LHS offerings support student skill development and preparation for post-secondary experiences, education, & future employment

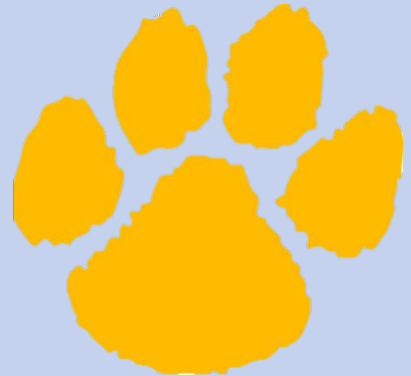
Tiered Focused Monitoring: process overview

Littleton Public Schools

School Committee Meeting Presentation

1/26/2023

Presenter: Lyn Snow - Director of Student Services



Tiered Focused Monitoring

Topics we will cover:

1. Role of Public School Monitoring (PSM)
2. Tiered Focused Monitoring (TFM) Process Overview
3. Monitoring Timeline



Tiered Focused Monitoring: The role of PSM

Public School Monitoring (PSM), a unit of the Department of Elementary & Secondary Education:

- Monitors school districts for compliance with special education and civil rights laws and regulations that impact student outcomes
- Provides technical assistance to help districts:
 - Understand and comply with regulations
 - Develop supports and resources for students

Tiered Focused Monitoring: Group B

Components of a Universal Standard Group B Review

Equal Opportunity and Access

School Facilities

Licensure

Professional Development

IEP Implementation

Time and Learning

Parent and Community Engagement

Tiered Focused Monitoring - TFM

- Method for determining compliance with regulations
- Districts undergo a TFM review every 3 years
- Five major review components help identify opportunities for improved practices



Tiered Focused Monitoring: District Self-Assessment



- Review of special education and civil rights policies and procedures
- Examination of the licensure of special education staff
- Observation of school facilities
- Focused questions relating to special education and civil rights laws and regulations under review

Tiered Focused Monitoring: PSM Onsite Visit



Onsite monitoring can include building tours & interviews.
Survey responses are used to enhance onsite monitoring

Tiered Focused Monitoring: Analysis & Results

Compliance Ratings

- Commendable
- Implemented
- Partially Implemented
- Not Implemented

Final Report

- The report includes actions for the district to implement in response to the ratings
- Reports are available on the DESE website



Tiered Focused Monitoring: Timelines



Tiered Focused Monitoring Review: Group A

GROUP A REVIEW

GROUP A

FOCUS
ON
SPECIAL EDUCATION

- SPECIAL EDUCATION IDENTIFICATION PROCESS
- PARENT INVOLVEMENT
- IEP DEVELOPMENT
- PROGRAMMING & SUPPORT SERVICES
- EQUAL OPPORTUNITY

REVIEW INCLUDES:

- STUDENT RECORD REVIEW
- DATA REVIEW
- POLICY & PROCEDURE REVIEW
- INTERVIEWS
- PARENT SURVEYS

References:

<https://www.doe.mass.edu/psm/parents/orientation.html>

Structured Learning Time

Required	
Kindergarten	425 Hours
Elementary	900 Hours
Secondary	990 Hours



Littleton Public Schools	
Shaker Lane School	K = 858 Hours T-2 = 913 Hours
Russell Street School	933 Hours
Littleton Middle School	992 Hours
Littleton High School	1,014 Hours

File: JF - SCHOOL ADMISSIONS

All children of school age who reside in the district will be entitled to attend the public schools, as will certain children who do not reside in the district but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.

Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of an individual holding legal guardianship may also be required by the school administration.

SOURCE: MASC - Reviewed 2021

LEGAL REFS.: [15:1G](#); [76:1](#); [76:5](#); [76:15](#); [76:15A](#)

603 CMR [26.00](#)

CROSS REFS.: [JLCA](#), Physical Examination of Students

[JLCB](#), Immunization of Students

[JFBB](#), School Choice

[JFABL](#), Homeless Students: Enrollment Rights and Services

[JFABE](#), Educational Opportunities for Military Children

[JFABF](#), Educational Opportunities for Children in Foster Care

NOTE: This category contains statements covering all school admissions. Statements on exceptions to general residency requirements, tuition charges for nonresident students, admission of students from neighboring towns on a transfer basis, should be filed under the appropriate following categories:

JFAB, Admission of Non-resident Students

JFABA, Non-resident Tuition Charge

JFABD, Admission of Homeless Students

JFABB, Admission of Foreign Students