Town of Littleton School Committee

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

MATTHEW HUNT, Vice Chair | MIKE FONTANELLA, Chair | TIMALYN RASSIAS, Secretary
BRAD AUSTIN, Member | JUSTIN MCCARTHY, Member

SCHOOL COMMITTEE MEETING

January 28, 2021

7:00 p.m.

Please click the link below to join the webinar:

https://littletonma.zoom.us/j/96139019336?pwd=Z0VPUngzeEJSaGRiNWM3eGdITG1uUT09

Passcode: 463718

Or iPhone one-tap :

US: +13126266799,,96139019336# or +19292056099,,96139019336#

Or Telephone:

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

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

Webinar ID: 961 3901 9336

International numbers available: https://littletonma.zoom.us/u/aJdQkBsBM

VIDEO OR CALL WILL BE MUTED UPON JOINING MEETING.

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PARTICIPANTS/ATTENDEES ARE REMINDED THAT BY JOINING THIS MEETING THAT YOU CONSENT TO YOUR LIKENESS AND AUDIO BEING USED AND REBROADCAST BY LCTV

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

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

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

7:00 I. ORGANIZATION

1. Consent Agenda

-Minutes – January 14, 2021

-Oath to Bills -

and Payroll

7:05 II. INTERESTED CITIZENS

7:10 III. RECOGNITION

1. **Grants Awarded for the Littleton High School Science and Math Programs:** *Superintendent Kelly Clenchy will recognize Exxon Mobil Corporation-Education Alliance Program, Energy North, Inc., and Energy North, King Street for awarding grants to the LHS Math and Science programs.*

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7:15 IV. PRESENTATION

1. **State/Local/ Public Health Metrics:** *Chair, Mike Fontanella and Katrina Wilcox Hagberg will give an update to the State/Local/Public Health Metrics.*
2. **School District Health Metrics**: *Chair Mike Fontanella and Superintendent Kelly Clenchy will give an overview of current Health Metrics in the district.*

7:55 V. INTERESTED CITIZENS

8:10 VI. NEW BUSINESS

1. **DESE Pooled COVID-19 Testing:** *Superintendent Kelly Clenchy, Director of Teaching and Learning Elizabeth Steele and Director of Pupil Personnel Services Lyn Snow will give a general update on the DESE Pooled COVID-19 Testing.*
2. **Shaker Lane Home Support Guide Presentation:** *SL Principal Michelle Kane will give a presentation on the SL Home Support Guide.*

8:30 VII. SUBCOMMITTEE REPORTS

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

http://www.littletonps.org/school-committee/school-committee-polices

8:35 VIII. ADJOURNMENT/EXECUTIVE SESSION

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

NEXT SCHOOL COMMITTEE MEETING
February 11, 2021

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SCHOOL COMMITTEE
MINUTES
Jan. 14, 2021
7:00PM

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

ALSO PRESENT: Steve Mark
Dorothy Mulone
Bettina Corrow

NOT PRESENT: Kelly Clenchy

CALL TO ORDER

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

On a motion by Brad Austin, and seconded by Matthew Hunt, it was voted to approve the Jan. 7, 2021 consent agenda with a date correction to the SEPAC meeting scheduled for Jan. 20, 2021. (AYE: Unanimous). Motion carried. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE.

INTERESTED CITIZENS

None

RECOGNITION

1. Judy Reid from LVTV thanked the LPS Tech team for their help with the basketball game.

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PRESENTATION

1. **MAP Testing:** Director of Teaching and Learning Elizabeth Steele presented the Fall 2019 to Fall 2020 MAP Growth Assessment Data. An overview is included in the packet. The MAP Testing is being conducted in the Fall, Winter and Spring timeframe for Grades 2 thru 8 in Reading and Math. This school year Grades 9-11 students are also being tested in Reading. This is the first time we are conducting MAP Testing at the High School.

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

Justin McCarthy asked if we could see the data from 2018, so we could analyze the data a little further.

Brad Austin – A larger sample would be helpful. When do we have similar data for the high school students? What are steps we are taking if we are noticing a decrease in scores?

Elizabeth Steele – Unfortunately, we do not have any MAP data to compare for the High School, as this is the first year, we are using MAP Growth Reading at our high school this year for grades 9-11.

Department based assessments are being used for ELA. The Math Department is using the ALEKS program, which is an ongoing process.

We have focused a lot on the instruction that our students are receiving. We start at Tier 1 if intervention is needed. If students need further help, we move forward with interventions, either pull outs or extra help within the classroom.

Mike Fontanella – Maybe a little in-depth analysis after the winter test sessions would be helpful. On-going assessments and level of intervention for students. I believe we will be able to come out of this on the other side. Are we assuming we will continue with MAP Testing at the high school?

The goal is not to reach achievement like we had in the past, but the goal is to mitigate the negative impact students have during this pandemic.

Elizabeth Steele – it is going to take some time to get the students back to the normalcy. According to NWEA, it could take up to three years but we as a district are doing well.

2. **State Mandated Change in Structured Time on Learning:** Director of Teaching and Learning Elizabeth Steele presented an overview of the SLT amendment and discussed the changes the state has mandated for synchronous learning specific to Hybrid and Remote Learning.

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

1. We are currently meeting the requirements of the amendment.
2. Students must have opportunity to interact with educators each school day - live check-in.
3. Hybrid Model = must provide students with access to at least 35 hours of “live instruction” over a 10-school day period averaged across the grade.
4. Remote Model = must provide students with access to at least 40 hours of synchronous instruction over a 10-school day period averaged across the grades.

a. Must provide access to synchronous instruction each day.

5. Regulation is legally binding.
6. Regulation is for grades 1-12.
7. Takes effect January 19, 2021.

On average, our school district reaches at 50 hours of live instruction over a 10-school day period averaged across the grades.

3. **State/Local/Public Health Metrics:** Katrina Wilcox Hagberg provided a presentation on the State/Local/ Public Health Metrics as of Jan. 14, 2021. Her data presented was through Jan. 10, 2021. Test positivity for MA is at 7.5% currently. 69 cases have been reported in Littleton. Littleton is 50.5 per 100K (80% higher than two weeks ago). MA DPH Data K-12 Clusters. Each cluster averages out at 2.7.
She presented an overview of the LPS Notification Letters since the start of school year. Letters indicating close contacts have been at a minimum.

Justin McCarthy – Thank you for the presentation. We are seeing rising cases and with that, we are seeing more notification letters but without close contact. So, we are doing something right.

Katrina Wilcox Hagberg– Close Contact is still considered being in close contact for more than 15 minutes and within 6 feet from each other.

Public Input:
John Kerswick – One thing that has been bothering me with the case data. When we are looking at the presentation in comparison – The School Board needs a set metric. It is hard to make heads or tails of some of the data.

Amy Tesz – Implementing remote learning moving forward. Could you talk a little more about the surveillance testing pool program?

4. **School District Health Metrics:** Chair Mike Fontanella gave an overview of current Health Metrics in the district. He presented a slide of covid cases among hybrid students and staff. In total we have had 30 in total since Sept. 17, 2020.

Brad Austin – So we had a total of 12 cases after the holiday break but 7 of them were during the first week in January when we were remote.

NEW BUSINESS

1. **Pooled COVID-19 Testing:** Chair Mike Fontanella gave a brief update on surveillance pooled Covid-19 testing initiative for K-12 Schools.

Potential Pooled Testing Programs

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

Pooled Testing Launch

- During an initial 6-week period, participating districts and schools will receive the test kits, support from a testing services provider and the testing software at no cost.

• Following the initial 6-week launch, districts and schools may continue using pooled testing by purchasing the tests and any other accompanying testing materials and software from a statewide contract using their stimulus dollars.
• Districts and schools not participating in the 6-week launch can use the statewide contract for purchasing these services once available.

Pooled Testing Overview

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

Pooled Testing Protocol

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

Statewide Contract & Included Services:

Testing Service Provider

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

Schools & Districts

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

Statewide Contract and Included Services

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

Additional Services for Pooled Testing

• In most cases, districts and schools will rely on their own, in-district personnel or contracted providers to complete the following services:

o Manage all testing logistics, including overseeing test administration, data entry, software management (i.e., testing coordinator/manager)
o Administer the specimen collection to students and staff.
o Administer any necessary follow-up testing with Abbott.
BinaxNOW (including reporting of results)
o Transport tests to laboratory for processing (likely 1x/day)

Optional Services for Purchase

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

Overview of Required Preconditions

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

Proper authorization and consent from staff and students

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

Follow Up Testing for Positive Pools

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

Next Steps

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

Brad Austin – Are the first 6 week paid for by the state?
Mike Fontanella – We believe so, but it might depend on how many districts decide to participate.
Lyn Snow – We are in the process of preparing the paperwork for potential participation.
Timalyn Rassias – If we are going to test 25 people, does that mean that all 25 people are out of school?
Mike Fontanella – They would be tested the next day and if they are negative, they are back in school.

Potential Pooled Testing Programs:
Similarities between both programs
• Surveillance Testing (size of testing population, frequency of testing)
• Pool Testing (combining samples to reduce cost and increase efficiency)
• PCR Test for initial pool testing
• Administrative resources required by District (sample distribution and collection, data logging, results evaluation, re-testing)

Differences between both programs:
State Sponsored Swab Testing
• Short Nasal Swab Sample
• Must test all consenting students and staff in a building
• Samples must be administered or supervised by District staff
• $50-$125 per pool (estimate) for initial testing
• Same day delivery of samples to local lab
• Initial results reported in 24-48 hours
• No cost estimate for second level testing
• Second level testing requires second sample
• Second level testing is antigen
• Second level testing is administered by District
• Minimum 6-week delay if not part of initial pilot

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

Brad Austin – Thanked Lyn and Administration for getting us in line. It could be a logistical nightmare to administer this.
Lyn Snow – if a pool tests positive, they would go to remote, but we would be able to test them a second time immediately and we will find out which staff or students are positive.

Justin McCarthy – it does seem it will be hard to administer. I do worry that we might be making a mountain out of mole hole.
Lyn Snow – We are only going to act on the pool that is positive.
Mike Fontanella – We are truly envisioning that within 24 hours we would be able to test them a second time.

Matthew Hunt – Do you think this is logistically possible?
Lyn Snow – I think there is a way we can do this. There will be a lot of planning that needs to be done.

Mike Fontanella – I agree with Justin and have concerns with the resources. Especially with the State testing. I have concerns about the second test. You are asking people for several samples. To figure out what the money would be for the testing. I know that we can use the Care Act funds for this, and we may get more money from the State. We can choose to test only Middle and High school and not elementary students and staff; we are able do this whatever way we decide.

Brad Austin – Can we use the Care Act funds to hire additional staff?
Mike Fontanella – We can, yes.

John Harrington – I really think we need to take some more time and form a committee to ensure we have the resources to pull this off.

Public Input:
John Kerswick – Mr. Fontanella, you hit many points. But for me it has value if this means more time for the students to be in school. If all this is going to do, is keeping the hybrid going, then there is a lot of pain for nothing. It all must be considered. But it is still not clear if this is a screening test or a surveillance test. A surveillance test is a sample of the population. I am not in favor of this.

Cathy Olson - What is the goal with all this testing? Will this get our students back in school? I do not understand what the bottom line is for all this testing. We have not shown any spread in the schools.
Mike Fontanella – By testing you will hopefully avoid an outbreak. This could be another level of mitigation; will this allow us to increase the days of students in the buildings, it could potentially go down the road.

Lyn Snow – We need to consider the timing. We are just back from the holiday break at this point.

Amy Tesz – I am in support of the fact of doing some sort of testing. We want the students in school more frequently. This might be a lot of logistics and costly, but I think it would give us some data. I am hopeful that the district will move forward with this initiative.

Kerry Cusick – If we decide to close the door on this at this time, can we sign up later?
Mike Fontanella – Yes, you can sign up later. We will continue to update the community as we get more information.
Lyn Snow – There is a lot of moving parts to get this off the ground, but we should be able to sign up later.

Mike Fontanella – What do the School Committee members think we should do?

Brad Austin – It would be good to get some more information, but I think we should move forward at this point.

Justin McCarthy – I think we need some more information. But I am learning towards the State program so we can compare with other districts who are using the same testing program.

Matthew Hunt – I am leaning towards the state program.

Timalyn Rassias – It would be nice to get more up-to-date data.

Mike Fontanella – I think we need to be careful how we present this. If I understand this correctly, the goal is to minimize the likelihood of someone missing out on anything because we now will have data to back up whether anyone is positive or not. Right now, someone might miss out on something because we do not have the test to prove otherwise.

Lyn Snow – The rapid test is acceptable, and more research has been done with those.

Katrina Wilcox Hagberg – By testing a pool, you can lock a spread down right away. Therefore, they are testing at colleges. You can catch a case and close it down before it has time to spread to anyone else. Pool testing can really help you target your mitigation strategies. The hope is to minimize the interruptions and not introduce them.

Mike Fontanella – I think we need to move as briskly as we can, to move further down the road to make an informed decision. But I do have some concern with the level of support the state testing program requires in contrast to the Mirimus program. Surveying the community at some point would be helpful. Maybe once to get a general impression of what everyone thinks of this initiative.

INTERESTED CITIZENS

None

SUB-COMMITTEE

2. **PMBC –** No update

3. **Budget –** Joint meeting with FinCom on Monday, Jan. 11, 2021.

4. **Policy –** First Reading of Policy ACAB – Harassment will be presented at the next meeting.

5. **SEPAC –** Meeting scheduled for Jan. 20th at 7PM.

ADJOURNMENT

On a motion by Matthew Hunt, and seconded by Timalyn Rassias, it was voted to adjourn at 9:14 PM. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE

NEXT MEETING DATE
School Committee
Jan. 28, 2021
7:00PM
Zoom Meeting

DOCUMENTS AS PART OF MEETING

MAP Growth Assessment Update

Student Learning Time 2021

Pooled Testing Initiative for K-12 Schools

Public Health Metrics for Covid-19

Policy ACAB

John M. Harrington, Ed.D.
Principal

Keith J. Comeau
Assistant Principal

LITTLETON HIGH SCHOOL

56 KING STREET
LITTLETON, MASSACHUSETTS 01460-1518

Tel: (978) 952-2555
Fax: (978) 486-0758
Guidance Fax: (978) 486-0817

January, 2021

Exxon Mobil Corporation
Educational Alliance Program
P.O. Box 7288
Princeton, NJ 08543-7288

To Whom It May Concern:

On behalf of the students and administration of Littleton High School, I would like to thank you for the $500. grant you have awarded our school's math and science programs. This grant enables us to provide enrichment and extra-curricular opportunities which are not covered by our regular operating budget. The efforts of King Street Energy North #320122 are greatly appreciated.

Once again, thank you for your continued support of the students of Littleton.

Sincerely,

John M. Harrington, Ed.D.
Principal

cc: Kelly Clenchy, Superintendent of Schools

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January, 2021

Energy North Inc.
2 International Way
Lawrence, MA 02843

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January, 2021

King Street, Energy North
25 King St.
Littleton, MA 01460

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Littleton Public Schools
Town of Littleton, MA

Pooled Testing Initiative

Program Overview

1/28/2021

Let’s dive in to pooled testing...

Schools can help protect students and their families, teachers, staff, and the broader community and slow the spread of COVID-19.

Pooled testing to screen for COVID-19 is part of a comprehensive strategy and should be used in conjunction with other mitigation strategies and promoting behaviors that reduce spread (e.g. social distancing, handwashing, regular cleaning of facilities, and the use of face masks).

Overview of pooled testing

- Pooling is the combining of respiratory samples from several people and conducting one laboratory test on the combined pool of samples to detect SARS CoV 2 (COVID-19). Pooling allows laboratories to test more samples with fewer testing materials, potentially increasing testing capacity.
  - Mixing several test samples together in a 'pool' and then testing the pooled sample with a PCR test for detection of SARS-CoV-2[1].
  - The test is performed once per week with an anterior nasal swab for all consenting staff and students.
  - Results are typically delivered in 24-48 hours
  - If a pooled test result is positive, then all individuals in the pool must quarantine until they are re-tested individually.
  - The Abbott BinaxNOW rapid point-of-care (results in ~15 minutes) antigen test will be the primary source for individual follow up testing.

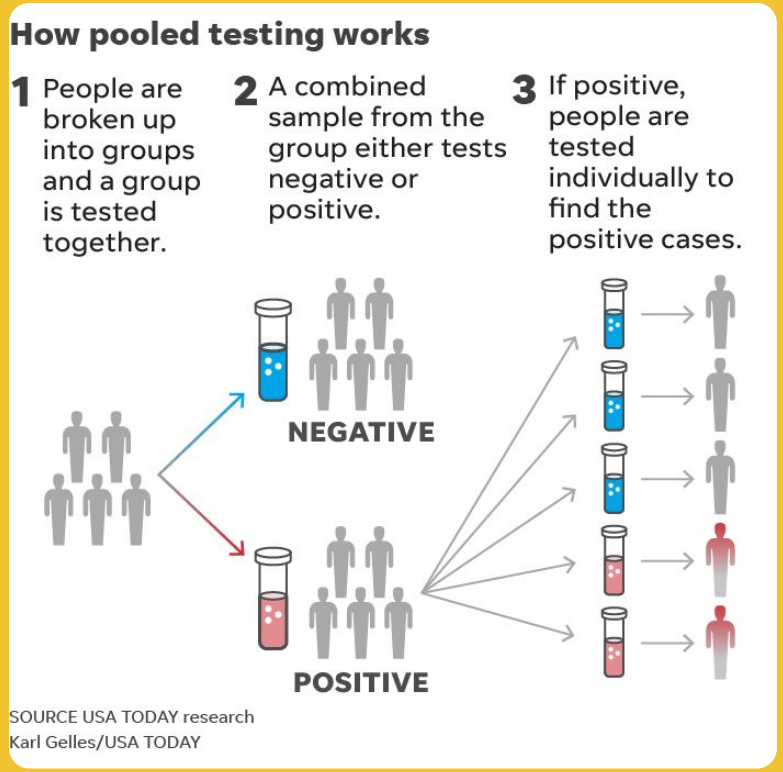
What is the difference between surveillance, screening, and diagnostic testing for COVID-19 testing?

Surveillance for COVID-19 includes ongoing systematic activities, including collection, analysis, and interpretation of health-related data, essential to planning, implementing, and evaluating public health practice. Surveillance testing is primarily used to gain information at a population level, rather than an individual level. Surveillance testing may be random sampling of a certain percentage of a specific population to monitor for increasing or decreasing prevalence and determining the population effect from community interventions such as social distancing.

Screening for COVID-19 is looking for occurrence at the individual level even if there is no individual reason to suspect infection such as a known exposure. This includes broad screening of asymptomatic individuals without known exposure with the intent of making individual decisions based on the test results.

Diagnostic testing for COVID-19 is also looking for occurrence at the individual level but is performed when there is a particular reason to suspect that an individual may be infected. Examples of diagnostic testing include testing symptomatic individuals presenting to their healthcare provider, testing individuals who indicate that they were exposed to an individual with a confirmed or suspected case of COVID-19, and testing all individuals present at an event where an attendee was later confirmed to have COVID-19.

How pooled testing works:



What is classroom pooling?
It's a method that combines test samples from all individuals in one classroom/group/cohort into one tube that's then tested.

How will pools be created?
Staff and students from the same building and cohort will be grouped together.

How are the samples collected?
Anterior nasal swab (short swab) - a swab of the front of the nostril.

- can be self-administered by adults and older children (under supervision)
- younger students can be administered by any trained school staff

HOW TO COLLECT YOUR ANTERIOR NASAL SWAB SAMPLE FOR COVID-19 TESTING

Follow the instructions included with your sample kit. Use **only** materials provided in your kit to collect and store your sample, unless the kit says to do otherwise. Use **only** an approved sample collection kit given to you by your healthcare provider or personnel at the testing center.

Initial set-up

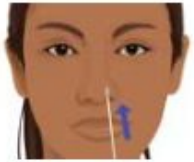
1. Open the sampling kit.

2. Apply hand sanitizer with at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.

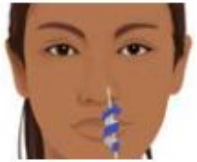
Sample collection

3. Remove the swab from the container, being careful not to touch the soft end, which is the absorbent tip.

4. Insert the entire absorbent tip of the swab into your nostril, but do not insert the swab more than ¾ of an inch (1.5 cm) into your nose.

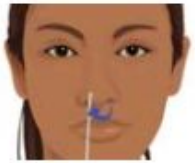


5. Slowly rotate the swab in a circular path against the inside of your nostril at least 4 times for a total of 15 seconds. Be sure to collect any nasal drainage that may be present on the swab.



6. Gently remove the swab.

7. Using the same swab, repeat steps 4-6 in your other nostril.



cdc.gov/coronavirus

CS 317792-C 11/13/2020

Preparation of sample for return

8. Place the swab in the sterile tube and snap off the end of the swab at the break line. Place the cap on the tube.

9. Re-apply hand sanitizer.

10. Place the tube containing the swab in the biohazard bag provided and seal the bag.

Returning the sample and clean-up

11. Give the bag with the swab to testing personnel.

12. Throw away the remaining sample kit items.

13. Re-apply hand sanitizer.

cdc.gov/coronavirus

What does a positive pool mean?

A positive result means that your sample or your child's sample is in a sub-pool of collected samples that tested positive for COVID-19. You will be notified in email to follow a set of instructions in order to proceed with reflex/follow up testing.

Individuals who test positive must self-isolate for 10 days AND until symptoms have improved AND at least 24 hours have passed without fever. Close contacts, including family members, will need to follow quarantine protocol. (according to CDC/MA DPH guidelines)

What does a positive pool mean? (cont.)

What if my (staff)/my child's diagnostic test result is negative?
You/your child can return to school as long they are without symptoms. There is the possibility that you might be notified that you/your child are a close contact with someone who tested positive.

Will my student be able to participate in hybrid classes via remote learning while under quarantine?
Yes. The Principal will be able to answer any additional questions regarding academic support during this period.

When can I return to school?
If the result of the diagnostic test is negative, you can return to school as long are you/your child is symptom-free. Individuals who test positive must self-isolate for 10 days AND until symptoms have improved AND at least 24 hours have passed without fever. Close contacts, including family members, will need to follow quarantine protocol. (according to CDC/MA DPH guidelines)

How is the data that I share kept confidential?
The results are reported through a secure, HIPAA compliant reporting platform.

Pooled Testing Initiative - DESE & DPH

- DESE and DPH are introducing COVID-19 screening testing using a pooled strategy in the school setting.
- During a 6 week early launch - (2/8/2021-3/28/2021), test kits, support from a testing service provider and testing software to track results will be provided to participating districts at no cost.
- Following the 6 week launch, districts may continue to use pooled testing by purchasing the tests and any other accompanying testing materials, software and support from a statewide contract.

Potential goals of a pooled testing program

Increases safety: primary benefit is to identify cases (including asymptomatic cases)

- Builds confidence and trust in safety of school buildings, staff and students, perhaps extending into the broader community
- Understand incidence in schools/town on an ongoing basis
- Encourage importance of safety measures among families out of school
- Prepare for and perhaps accelerate return to in person schooling - enhancing the education of our kids

Advantages/Potential Limitations

Advantages

- Secretary of Health and Human Services Marylou Sudders noted that COVID-19 pooled testing for students and teachers would result in a significant cost savings (~75%) as compared to the cost of an equivalent number of individual tests.
- Increases the number of individuals that can be tested using the same amount of resources as a single PCR test*
- Pool testing can identify and isolate asymptomatic carriers of the COVID-19 virus, thus enhancing the health and safety of the school community.
- Will allow us to minimize the presence of the COVID-19 virus in our schools and maximize our ability to remain open for in person instruction throughout the 2020-21 academic year.
- Provides an additional layer of response and mitigation for our community.

**diagnostic resources.*

Potential Limitations

- Specimen integrity can be affected by the quality of swab specimen collection, which could result in some swabs having limited amounts of viral genetic material for detection.
- Inadequate individual specimens, including those with limited amounts of viral genetic material, might not be eliminated from the pooled specimen before testing.
- Even if each individual specimen in a pool is adequate, the specimens in a pooled procedure are diluted, which could result in a low concentration of viral genetic material below the limit of detection.
- Securing additional staffing (to avoid contracted provider costs)
- Potential unanticipated delays (compromised specimens, technology, weather, etc..)

Statewide Contract & Included Services

Testing Service Provider

- Onboarding and continued training
- Operations & Logistics
  - Delivery of tests to schools
  - Testing hardware (tubes, labels, etc…)
- Lab processing
- Secure tech system
- Customer Support

Schools & Districts

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

District responsibilities

- Manage all testing logistics
  - Overseeing test administration
  - Data entry
  - Software management
- Administer the specimen collection to students and staff
- Administer any follow up testing with Abbott BinaxNOW (including reporting of results)
- Transport tests to laboratory for processing

Preconditions for Pooled Testing

- Obtain consent from individuals to be tested and to report follow-up test results to the Department of Public Health
- Follow-up testing
- Maintaining adequate supply of Personal Protective Equipment

Costs

- The following cost breakdown is estimated and based on current student enrollment and staffing levels. It considers full participation (some districts are reporting approximately 80% participation).
- Actual costs will be influenced by a variety of factors (e.g. rates of participation, strategic formulation of pools, assigned vendor, procurement of staff, etc…).

	DESCRIPTION	COST
ASSOCIATED COSTS (projected/estimated)	Set-up fee (one-time fee)	$500-$800 (covered by DESE – Early Launch
	Pooled Test Fee - 5-10 swabs (per pool)	$50
	Approximate # of pools collected each week (based on current student enrollment/staffing numbers given 100% consent)	130
	Total pooled test fee cost per week	**$6,500**
ADDITIONAL COSTS/ OVERHEAD	Administrative/Customer Support cost per week Customer support cost depends on vendor assigned	$60-$117 (avg.$88.50)
	Courier/Delivery of specimens to lab cost per week Estimate based on medical courier – 1 box/20lbs	$200 (estimated)
	Additional Staff cost per week (addl. nurse + 2 support staff)	$3,153
	Total Weekly Cost during 6-week early launch (2/8/2021-3/28/2021)	$3,153
	Total Cost during 6-week early launch (2/8/2021-3/28/2021)	$18,918
	Total Weekly Cost 11 weeks (3/29/2021-6/17/2021)	$9,941.50
	Total Cost for 11 weeks (3/29/2021-6/17/2021)	$109,356.50
	Total Weekly Cost for 17 weeks (2/8/2021-6/17/2021)	$7,545,55 (averaged)
	Total Cost for 17 weeks (2/8/2021-6/17/2021)	**$128,274.50**

Cost Breakdown
Total Per Person

Total Eligible Participants
1187

100% Participation
$110

80% Participation
$135

Sample pool collection scenario - Weekly

Mon	Tue	Wed	Thu	Fri
Morning *Administer Specimen Collection* *Cohort A + 4day* *SL, RSS, LMS, LHS* **Mid-Day** *P/U specimens @ schools* *Data Entry* **Afternoon** *Package and prepare for pickup* **All Day** *Receive pool results - cohort B*	**All Day** *Conduct any follow up as needed – Cohort B* *Schedule reflex testing if needed – Cohort B* *Prepare for Thursday administration* *Procedural integrity checks*	**All Day** *Receive pool results cohort A* *Schedule reflex testing if needed – Cohort A* *Follow up as needed Cohort A* *Conduct reflex testing if needed Cohort B* *Participate in training as needed*	**Morning** *Administer Specimen Collection* *Cohort B + Central Office* *SL, RSS, LMS, LHS* **Mid-Day** *P/U specimens @ schools* *Data Entry* **Afternoon** *Package and prepare for pickup*	**All Day** *Prepare for Monday administration* *Conduct reflex testing if needed Cohort A* *Solicit feedback from staff/ parents on prior administrations* **Afternoon** *Send out weekly update*

STUDENT CONSENT FORM FOR OPTIONAL COVID-19 POOLED TESTING
TO BE COMPLETED BY PARENT / GUARDIAN

Parent/Guardian Information

You will be not be notified with pooled test results, but will be notified of individual follow up test results either via phone or email.

Parent/Guardian Print Name:	
Parent/Guardian Cell/Mobile #: *Note: results will be texted to this cell #*	
Parent/Guardian Email Address:	

Child/Student Information

Child/Student Print Name:			
Grade Level:		**Classroom** (if applicable):	
Date of Birth: *(MM/DD/YYYY)*		**Age:**	
Has the student listed above been diagnosed with COVID-19 in the past 90 days?:	☐ **Yes**, my student has tested positive for COVID-19 in the past 90 days. *If yes, list date of last positive COVID-19 test:* _____ ☐ **No**, my student has **not** tested positive for COVID-19 in the past 90 days.		

CONSENT

By completing and submitting this form, I confirm that I am the appropriate parent, guardian, or legally authorized individual to provide consent and I attest to:

A. I authorize the collection and testing of a weekly pooled COVID-19 test on my child during school hours, in addition to any necessary individual diagnostic follow up tests on my student (including Abbott BinaxNOW rapid antigen tests and PCR/molecular tests). I understand that all sample types will be non-invasive, short nasal swabs.

B. I understand that pooled testing does not yield individual results for each member of a pool, and that the results of my student's individual results within a pooled test cannot be shared with me. However, I understand that my student's personal health information may be entered into the testing provider's technology platform to assist with tracking pooled testing and identifying individuals in need of follow up testing.

C. I understand that I will be notified about the results of any individual diagnostic "follow up" test for COVID-19 performed on my student.

D. I understand that there is the potential for a false positive or false negative COVID-19 test result for pooled or individual tests. Given the potential for a false negative, I understand that my student should continue to follow all COVID-19 safety guidance, including mask-wearing and social distancing, and follow school protocols for isolating and testing in the event the student develops symptoms of COVID-19.

E. I understand that staff administering pooled testing and follow up testing have received training on safe and proper test administration. I agree that neither the test admnistrator nor the Littleton Public Schools, nor any of its trustees, officers, employees, or organization sponsors are liable for any accident or injuries that may occur from participation in the pooled testing program.

F. I understand that my student **must** stay home if feeling unwell. I acknowledge that a positive individual follow up test result is an indication that my child, must stay home from school, self-isolate, and continue wearing a mask or face covering as directed in an effort to avoid infecting others.

G. I understand the school system is not acting as my child's medical provider, this testing does not replace treatment by my child's medical provider, and I assume complete and full responsibility to take appropriate action with regards to my child's test results. I agree I will seek medical advice, care and treatment from my child's medical provider if I have questions or concerns, or if their condition worsens. I understand I am financially responsible for any care my student receives from their healthcare provider.

H. I understand that follow-up testing will create protected health information (PHI) and other personally identifiable information of the student. Pursuant to 45 CFR 164.524(c)(3), I authorize and direct the testing company to transmit such PHI to my child's school, the Department of Public Health, the Department of Elementary and Secondary Education, and the testing provider. I further understand that PHI may be disclosed to the Executive Office of Health and Human Services and any other party, as authorized under HIPAA.

I. I understand that authorizing these COVID-19 tests for my student is optional and that I can refuse to give this authorization, in which case, my student will not be tested.

J. I understand that I can change my mind and cancel this permission at any time, but that such cancellation is forward-looking only, and will not affect information I already permitted to be released. To cancel this permission for COVID-19 testing, I need to contact 978-540-2500.

I, the undersigned, have been informed about the test purpose, procedures, possible benefits and risks, and I have received a copy of this Informed Consent. I have been given the opportunity to ask questions before I sign, and I have been told that I can ask additional questions at any time. I voluntarily agree to this testing for COVID-19 for my child.

Signature of Parent/ Guardian:		**Date:**

Example:
Student Consent Form

References

Pooled Testing for Surveillance of SARS-CoV-2 in Asymptomatic Individuals. Das, S et al. J Clin Virol. 2020 Nov; 132: 104619. Published online 2020 Sep 3. doi: 10.1016/j.jcv.2020.104619

Implementation of a Pooled Surveillance Testing Program for Asymptomatic SARS-CoV-2 Infections on a College Campus — Duke University, Durham, North Carolina, August 2–October 11, 2020. Weekly / November 20, 2020 / 69(45);1743–1747. Source: https://www.cdc.gov/mmwr/volumes/69/wr/mm6946e1.htm

Pooling Procedures for SARS CoV 2 Diagnostic, Screening, and Surveillance Testing. by Marcia Testa | Oct 24, 2020 | Coronavirus, Infectious Disease
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https://www.edweek.org/education/cdc-offers-cautions-guidance-for-schools-covid-19-testing-strategies/2020/10

https://www.concentricbyginkgo.com/

https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/COVID-19-anterior-self-swab-testing-center.pdf

AP Photo/Elaine Thompson

Shaker Lane School At Home Learning Support Guide

Learning Space

- Create a designated learning space with your child so they feel ownership of their space
- Timers (Alexa/Google Home)
- Digital clock
- Schedules hanging up
- Bins for school materials - one for each subject (Fundations vs. Math) or one for each type of material (papers and notebooks vs. creative tools)
- Clear organization system that the child understands how to use and how to maintain
- Schedule times (before and after school, lunch) to neaten work areas/put away materials. If a parent or other family member inspects the work for a week or two (a chance to earn hearts for the heart jar), good habits will become cemented and students become more independent
- Create a home study carrel to limit visual distractions Target 3 fold presentation display. Tape important passwords, schedules, visual aids for reference.

Dress for Success, Nutrition and Schedule

- Treat school time the same whether in person or at home by maintaining a regular routine for a school day whether in-person or remote
- Wake up and get dressed (save pajamas for pajama day! Consider putting out clothes for school the night before, no matter where school is taking place.)
- Have a nutritional breakfast such as eggs, cheerios.
- Brush teeth
- Pick out snacks for the day in advance (you might also identify a plan for “recess” or free time breaks)
- Review the schedule for the day when possible
- Be ready for the bus, car, or remote learning space
- Consider visual reminders/charts of important routines such as; their get-ready routine, the things they need for the day (have your child make these posters themselves and choose where to hang them. It’ll be more meaningful!) or healthy breakfast ideas one sample breakfast list
- Hydrate, hydrate, hydrate

Ideas to keep on task

- Checklist--daily schedule
- Distract-free learning space (Limit off task conversations unless help is asked for)
- At-Home HEART Jar - put a heart in any time you finish an activity, earn a special reward at home when the jar is full (i.e. get to pick the family movie, pick what to have/get for dinner/takeout, special 1:1 activity with a parent)
- Small fidget in workspace to keep hands busy (small piece of soft fabric, bead sliding fidget, pea-size piece of playdoh - avoid anything exciting to look at)
- Headphones to block out household noises/conversations/music
- If your child is struggling, ask them what could help. Are they distracted by something in particular? Would it help to hold a fidget?
- Model methods for staying on task and talk about them. “I’m going to make sure I eat a good breakfast and have my work space all set up so that I can be focused at work today.”
- Troubleshoot common problems with your children during non-learning times. Potentially even write down the problem/solution so that they have it as a reminder, when needed

Activities (non-tech)

- Hour of "creative time" (Painting, crafting, creating a game)
- Building time with Legos, blocks, magna tiles (Who can build the tallest tower?)
- Journaling (Write or draw a picture about a favorite place, memory, holiday, upcoming event)
- Reading (Library cards available through the following link under the COVID tab www.littletonlibrary.org
- Audio Books
  - Hoopla - free through library membership
  - Libby-free through library membership
  - Audible (subscription
- Write a letter/Draw a picture for a friend
- 30 Days of Play--a calendar of activities for each day of the month
- Box Project--a story and activity with a box
- 50 Things to do Instead of Screen Time (This is a great list!)
- Origami- easy directions available https://www.origamiway.com/easy-origami.shtml
- Scavenger Hunt through the house/yard for items beginning with alphabet letter OR specific shapes
- Jumping Jack contest
- Obstacle course around the house or yard; making it and doing it
- Cooking/baking a healthy snack for family
- Freeze Dancing
- "Keepy Uppy" game: Fill a balloon and try to keep it in the air
- Racing Game: Race to a certain point in the house/yard and back
- "What Time is It, Mr. Fox?" game https://www.fatherly.com/play/mr-fox-high-thrills-chase-bedtime/
- Color Pick-up Game: pick up toy/block when specific color is called out
- Make a collage from old magazines or catalogs https://wonderfuldiy.com/magazine-collage-ideas/
- Go outside and collect some bits of nature for a collage. Or find things to identify later on.
- Lunch Doodles with Mo Willems

Managing Stress & Anxiety

- Listen to music
- Make your own glitter jar
- Turn off TV News/Radio
- Practice breathing exercises (star breathing, 5-finger breathing)
- Flow channel on GoNoodle or Cosmic Kids Yoga
- Make time for outside play, walks, biking as often as possible
- Insight Timer Free Meditation InsightTimer Kids
- Kids Yoga Stories: https://www.kidsyogastories.com/kids-yoga/
- Social Story about Online Learning: https://boom.cards/fastplay/oags

Social Opportunities

- Meetings with Ms. Mathurin
  - Our guidance counselor Ms. Mathurin is always available for in-person and remote meetings jmathurin@littletonps.org
- Zoom Nights with friends (paint night, show & tell, share a story with a friend--each friend brings a book, teach your friends, (different talents), lego creations
- Virtual Winterfest--coming soon!
- Grade Level Book Clubs and other Children's events through the Reuben Hoar Library
- Reuban Hoar Library Home Page
- Making Quick Connections with Your Child

Books Resources

- Top 30 Children's Books About Resilience
- For A Child Experiencing Anxiety: *There Might Be Lobsters* by Carolyn Crimi, illustrated by Laurel Molk (for ages 3 to 7)
- For A Child Who Is Upset: *The Rabbit Listened* by Cori Doerrfeld (for ages 3 to 5)
- For A Child Searching For Their Place In The World: The Adventures of Beekle by Dan Santat (for ages 4 to 8)
- Acknowledging When Life Is Scary, De la Peña's 2018 book, Love

Parent Support

Yoga w/ Adriene--Have you ever wanted to try yoga? There are many benefits from yoga and this is a resource for parents to explore

Second Step Resources

Second Step offers a wide range of support materials for hybrid and remote families including posters, podcasts, and free social emotional activities.

- The Imagine Neighborhood
  - "Each episode tells a story that's amazing, fantastical, and maybe a little bananas, while it tackles the big feelings that come with growing up. It includes fun activities to do at home, in the car, or anywhere you talk to each other."
- Mind Yeti-
  - "Practice mindfulness during this difficult time with free sessions designed for adults to do alongside children."
- Winter Well Being
  - "A Psychologist's Guide to Winter Well-Being" is a therapist-led video series from the Committee for Children to support parents' mental health."
- The Growing Kinder Podcast
  - Grow Kinder is a first-of-its-kind social-emotional learning podcast featuring conversations with thought leaders in education, business, tech, and the arts who all have one thing in common: a dedication to growing kinder and helping others do the same.

File: ACAB

HARASSMENT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOTICE OF SEXUAL HARASSMENT

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

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

DUE PROCESS PROTECTIONS

Due process protections include the following:

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

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

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

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

RECORD KEEPING REQUIREMENTS

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

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

List the name and phone number of the District's Title IX Coordinator
List the appropriate party by name and phone number to receive a complaint in each District School
Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

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

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

Note: A summary of the attached Policy, as adopted, must be sent to parents/guardians, students, employees, unions, and prospective employees of the school district including Title IX Coordinator(s), investigator(s) and the decision-maker. The above referenced employees must attend training sessions on the implementation of the Policy.

SOURCE: MASC July 2020

Harassment Prevention and Response

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Approved:	January 28, 1993
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