



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

BINAL PATEL, Member
ELAINE SANTELMANN, Clerk

School Committee Meeting
Littleton Police Station Community Room
500 Great Road
In-person and Hybrid
March 28, 2024
7:00 PM

<https://www.littletonps.org/school-committee/school-committee-calendar>

VIDEO OR CALL WILL BE MUTED UPON JOINING MEETING.

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

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

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

AGENDA

*The Littleton Public Schools' **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. As a district, we commit to evolve together as a diverse community through education, accountability, and compassion.*

7:00 I. ORGANIZATION

1. Call to Order
2. Pledge of Allegiance
3. Consent Agenda
 - Minutes –March 14, 2024
 - Oath to Bills and Payroll

7:05 II. INTERESTED CITIZENS

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. NVTHS DISTRICT REPRESENTATIVE INTERVIEW(S)/APPOINTMENT

1. **Joint appointment with BOS and Town Moderator:** *Candidate: Charlie Ellis*

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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7:20 V. PRESENTATIONS

- 1. HS Band Trip to Florida February 2025:** *Music Teacher Hilary Bridge will give a presentation on the HS band trip to Orlando, FL in February 2025*
Motion to approve the HS band trip to Orlando, FL in February 2025 in principle based on the information and presentation provided.
- 2. DEIB Update (Principals) 40 Min:** *District and School leaders will provide an update with regard to Diversity, Equity, Inclusion and Belonging.*
- 3. Financial Update (District) 5 Min:** *Business Manager Steve Mark will give a Financial and Budget Update for the district.*
- 4. Presentation and Vote on Student Opportunity Act Plan:** *Director of Teaching and Learning, Elizabeth Steele, will present the district's updated 3-year Student Opportunity Act Plan.*
Motion to approve the 3-Year SOA Plan as presented.

8:25 VI. INTERESTED CITIZENS

8:30 VII. SUBCOMMITTEE REPORTS

- 1. PMBC**
- 2. Budget Subcommittee**
- 3. Policy Subcommittee:** (see LPS website to view all policies)
- 4. Shaker Lane Building Committee Update** (*Stacy Desmarais, Superintendent Clenchy*)
- 5. SEPAC Basic Rights Workshop:** Elaine Santelmann will announce the upcoming Basic Rights Workshop, April 8, 2024.

8:35 VIII. ADJOURNMENT

**Next School Committee Meeting
April 11, 2024
7:00PM
Littleton Police Station Community Room**

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BINAL PATEL, Member
ELAINE SANTELMANN, Clerk

SCHOOL COMMITTEE MINUTES DATE, March 14, 2024 7:00PM

PRESENT: Justin McCarthy
Jen Gold
Stacy Desmarais
Elaine Santelmann
Binal Patel

ALSO PRESENT: Kelly Clenchy
Steve Mark
Dorothy Mulone

NOT PRESENT:

CALL TO ORDER

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

On a motion by Stacy Desmarais and seconded by Jen Gold it was voted to approve the February 29, 2024, consent agenda as presented. (AYE: Unanimous).

INTERESTED CITIZENS

None

FY2025 BUDGET PUBLIC HEARING

Superintendent Dr. Kelly Clenchy gave an overview of the Littleton Public Schools' accomplishments in regards to Curriculum/Instruction/Assessment, Professional Development, Culture/Climate, Community/Communication, and Technology.

During the presentation, Dr. Clenchy emphasized the importance of passing the District's FY 2025 budget in order to "allow the district to continue to actualize the strategic plans to help students in our community." He added that the faculty-led PDs are powerful for teachers to be able to commit to sharing knowledge and learn

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34 from their peers. Developing this culture requires years of implementation. He highlighted teachers engaging
35 in various technology training to enhance students' engagement in classrooms and that the district will
36 continue to support this effort.

37

38 He also shared the priorities for the new school year with emphasis on meeting the learning needs of all
39 students to ensure that everyone acquire the skills needed for higher education and/or guide them to
40 achieve career goals. In addition, educators will continue to develop instructional practices that integrate
41 wellness, social and emotional skills, as well as supporting inclusion, equity, diversity, and belonging in the
42 whole district. He reaffirmed that boosting family engagement is vital to students' academic success and it
43 can be achieved through various school programs such as digital citizenship and unified sports.

44

45 Elaine Santelman: "I would like to thank you, it is smart to talk about what and where the money is being
46 invested in before talking about the money."

47

48 Justin McCarty: "Elaine, thank you for that comment. I like this format because it allows us to see the great
49 work that gets in the school system, then we can talk about the dollars and cents. We have good people doing
50 quality work and there are dollars behind that." He also thanked Steve Mark, Elizabeth Steele, Lyn Snow, and
51 the schools' leadership teams for the collaborative approach in planning next year's proposed budget.

52

53 Justin McCarthy provided the overview of the FY2025 budget, timeline, and the individual cost center
54 summary. He acknowledged that there is a lot of work and time spent to figure out the preliminary budget, do
55 some necessary changes, and present it to the Town for approval. He continued on explaining what are the
56 items identified as reduced and funded through the school choice. He stated that this must be done in order to
57 come up with a balanced budget in accordance with the town's request.

58

59 The requested budget (FY25) is \$ 1,055,666.00 which represents a 4.3% increase from last year.

60

61 **FY 2025 Proposed Budget**

62 FY 2024 Approved Town Appropriation School Budget \$ 24,433,262

63 School Department FY 2025 Initial Appropriation Increase \$1,055,666

64 FY 2025 School Requested Town Appropriation Budget \$25,488,928

65

66 Elaine Santelman: I just have a question about the busing contract, how many years is that?

67

68 Steve Mark: It's a 5 year contract. We are in year 1.

69

70 Justin McCarthy acknowledged that "the town is growing, the school department is growing, and we hope that
71 the Town can continue to grow the revenue side to meet the needs not only of the school department but all
72 the budgets in town. The possibility of a shrinking school choice population is definitely a budget concern.
73 Some due to graduation and others a better option in other town districts. The school committee will keep an
74 eye on the number."

75

76 Elaine Santelman: I have a question, going back to Dave Riley's energy presentation was that increased air
77 flow was required, of course it's cold air coming in, is it best practice at some point to ramp down now that
78 we're on the other side of a pandemic?

79

80 Dr. Clenchy: Eventually it will happen. There are still cases of Covid around not in the district but in the state.
81 We have RSV going around. So we are really trying to keep staff and students healthy in school. We are trying
82 to create an environment to decrease the transmission of germs as much as we can, it's beneficial. It's a long

83 term plan where our custodians were wiping down every surface. It's the germ transmission that we are trying
84 to prevent.

85

86 Steve Mark: He explained that it is a multi level approach. There are still air purifiers in the classroom
87 bringing fresh air to keep staff and students healthy. We are still wiping down surfaces. It's a whole new level
88 of educational process. It is what we can do right now to keep everybody healthy but minimize those heating
89 costs.

90

91 Elaine Santelman: Well, if there is anything good that came out of the pandemic is the heightened awareness
92 on what it takes to be healthy.

93

94 Stacy Desmarais: I recognized a few things that we cut from last year's budget completely was the TA
95 position and an administrative position. But now we are going to hire them, can we cover them from School
96 Choice?

97

98 Dr. Clenchy: Those were the 2 TAs positions for next year. Our population changes from year to year, it all
99 depends on the needs of the students.

100

101 He also explained that as the year goes on, reassessing staffing needs is vital. He spoke about the importance
102 of Central Office positions and how cross training is being identified as the most suitable to adapt as part of
103 the district's hiring strategy.

104

105 Stacy Desmarais: I want to make sure that we don't keep pushing positions down the road every year and they
106 become more and more necessary. I just want to make sure that we shouldn't be cutting those things from our
107 budget every year if they are a priority, so I just want to clarify.

108

109 Binal Patel: Can I just comment on my appreciation, given what other towns are going through in making
110 difficult decisions, that we are in a good position because of Kelly and Steve and the work of the school
111 committee before us. We don't spend above our means, we plan, we bring high quality, but not at the cost of
112 being in a deficit position, that we can maintain a healthy school choice savings account is a really wise
113 trajectory of this town especially this year.

114

115 Elaine Santelman: I think we also benefit from a very transparent and collegial relationship with other boards
116 in town. It sounds like it's a real back and forth, that people are listening to each other and being respectful.

117

118 The School Committee members discussed the budget overall.

119

120 The Chairman motioned to close the Public Hearing on the FY25 Budget which was seconded by Jen Gold.

121 Roll Call Vote: Stacey Desmarais AYE; Jen Gold, AYE, Elaine Santelman, AYE; Binal Patel, AYE: (AYE:
122 Unanimous).

123

124 On a motion by Stacey Desmarais and seconded by Elaine Santelman it was voted to approve the School
125 Department FY 2025 in the amount of \$30,155,010.00 with the appropriated budget of
126 \$25,488,928.00 as presented. Roll Call Vote: Stacey Desmarais, AYE; Binal Patel, AYE; Justin McCarthy,
127 AYE; and Jen Gold, AYE; Elaine Santelman, AYE; (AYE: Unanimous).

128

129

130 **SUBCOMMITTEE REPORTS**

131 1. **PMBC:** Stacy Desmarais spoke about the finalization of the project in high school. They are wrapping
132 up whatever is in the checklist.

- 133 2. **BUDGET SUB COMMITTEE:** Justin McCarthy thanked Jen Gold for her hard work on the budget
134 subcommittee as she is not seeking re-election this year.
135
136 3. **POLICY:** Binal Patel shared that they are working on the wellness policy and will give an update
137 when they have something to report.
138
139 4. **SHAKER LANE BUILDING COMMITTEE:** Stacy Desmarais explained that they voted to accept
140 two (2) architectural proposals. It will be presented to the selection committee meeting to review both
141 proposals. They would like to request from the MSBA to have an in person meeting with both of the
142 designers to get to know them before we can choose which one we want before we can recommend
143 anyone to the town. It's a very long process and we want to make sure about the quality and
144 differentiation.
145
146

147 **ADJOURNMENT**

148 On a motion by Justine McCarthy and seconded by Jen Gold it was voted to adjourn at 8:30PM. Roll Call
149 Vote: Elaine Santelman, AYE; Justin McCarthy, AYE; Jen Gold, AYE; Binal Patel, AYE; and Stacy
150 Desmarais, AYE.
151
152

153 **NEXT MEETING DATE**
154 **March 28, 2024**
155 **7:00PM**
156

157 **DOCUMENTS AS PART OF MEETING**

158 Schools Accomplishment - Elementary, Middle School, High School
159 Priorities for 2024-2025
160 Budget Process Timeline
161 FY 2025 School Department Budget request

NOTICE FROM THE SCHOOL COMMITTEE

VACANCY – NASHOBA VALLEY TECHNICAL HIGH SCHOOL DISTRICT REPRESENTATIVE

The School Committee, Select Board and Town Moderator invite interested citizens to apply for the position of District Representative to the Nashoba Valley Technical High School, School Committee. Appointment will be made by a joint committee of the School Committee, Selectmen and Moderator for a three-year term effective April 1, 2024 which expires on March 31, 2027. Additional information regarding Nashoba Tech may be found at the School's web address: www.Nashobatech.mec.edu

Questions regarding the appointment process may be directed to the Select Boards Office.

Letter of interest should be submitted no later than March 8, 2024 to the Office of the Select Board, P.O. Box 1305, Littleton, MA 01460.

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February 28, 2024

To: Timothy Goddard, Town Moderator
Gary Wilson, Select Board Chair
Justin McCarthy, Littleton School Committee Chair

CC: James Duggan, Town Administrator
Kelly Clenchy, School Superintendent

Dear Mr. Goddard, Mr. Wilson, Mr. McCarthy,

Please accept this letter of interest for reappointment as the Littleton Representative to the School Committee at Nashoba Valley Technical High School (NVTHS). As you may know, I have been honored to serve as the Littleton Representative at NVTHS for the past fourteen years, serving as Chairman for the past six. Prior to serving on the NVTHS School Committee I served on the Littleton School Committee for six years.

As a member of the first graduating class of NVTHS I am committed to the ongoing success of all students, including the students from Littleton. I believe strongly in the value and importance of vocational education as a path to future success. I would be honored to continue serving in this capacity. In addition to serving as the NVTHS Chairman, I lead numerous NVTHS Subcommittees including Personnel & Negotiations and the Steering Committee. I also serve as a member of the Policy Subcommittee, Equipment & Facilities Subcommittee, and the Budget Subcommittee. I also represent the Committee when local and state officials visit NVTHS.

As part of my ongoing commitment to vocational education both at NVTHS and statewide, I have become active in numerous statewide boards and organizations. For example, I am currently a voting board member for the Massachusetts Association of Regional Schools (MARS), a governance board member of the Massachusetts Interscholastic Athletic Council (MIAC), and I was recently elected as the Massachusetts Association of School Committees (MASC) Chair of Division VIII which represents all vocational and agricultural School Committees across the commonwealth.

Thank you for your consideration of reappointment to this position. I look forward to meeting with you.

Sincerely,



Charlie Ellis
16 Elizabeth Street
Littleton, MA

TOWN OF LITTLETON
SUPT. OF SCHOOLS
FEB 29 2024 AM 11:25

LHS Band Disney Trip Photos

Trips taken in 2013, 2016, 2019 and 2022



Early AM flight for
the 2022 Trip



2022 - Bus 1 headed to our performance



2022 - After we
“earned our ears”



2022 - Enjoying our post performance celebratory meal at Planet Hollywood in Disney Springs



2022 - "You're
Instrumental"
workshop with
Disney
Professionals



2019 - We "earned our ears!"



2019





Post Performance
2019: Planet
Hollywood
served us a
delicious group
meal, and
featured us on
their Jumbotron
for the whole
restaurant - this
picture is the
students viewing
themselves on
the "big screen!"



Disney Performing Arts Workshop 2019:

Our students learning from Disney professionals about being a professional musician, and a sound engineer - each workshop has been incredibly entertaining and engaging. Disney also offers scholarship and internship opportunities, and this is another way for students to make connections.



Disney Performing Arts Workshop 2016

After we “earned
our ears” in 2016



May 2013 - First Trip!



DIVERSITY, EQUITY
INCLUSION & BELONGING

Shaker Lane School
Russell Street School
Littleton Middle School
Littleton High School



Intentional DEIB Connections SLS

- ▶ PACE Integration
- ▶ Staff Led Diversity Reading PD
- ▶ Diversified Staff
- ▶ Morning Meetings/Closing Circles
- ▶ School Mission Statement
- ▶ Connecting HEART & DEIB
- ▶ School Based Cultural Committee
- ▶ Monthly Diversity Readings
- ▶ Weekly Affirmations
- ▶ Increased diversity titles in classroom libraries



Intentional DEIB Connections RSS

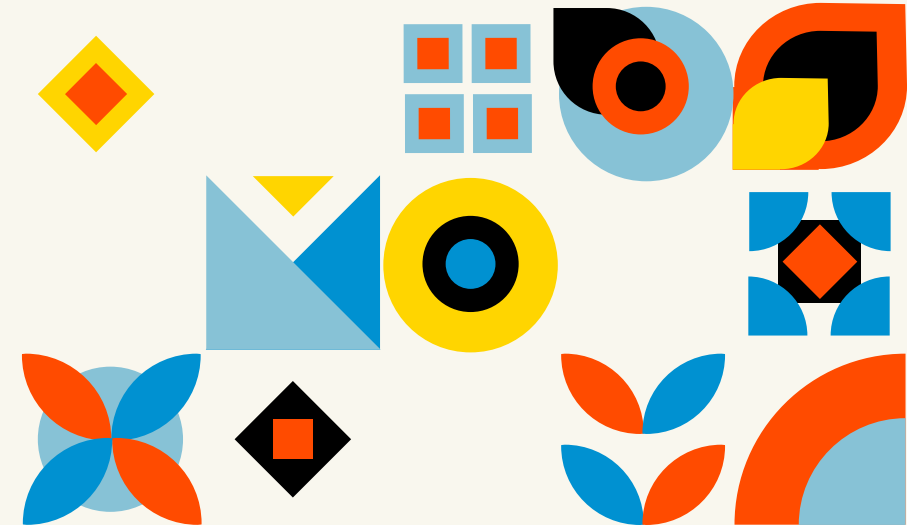
- ▶ DEIB Committee
- ▶ School-wide meetings
- ▶ Attention to diversity in staffing
- ▶ Attention to subgroups
- ▶ Cultural Council and LEF
- ▶ Food options
- ▶ PACE and CASE



Educational Activities

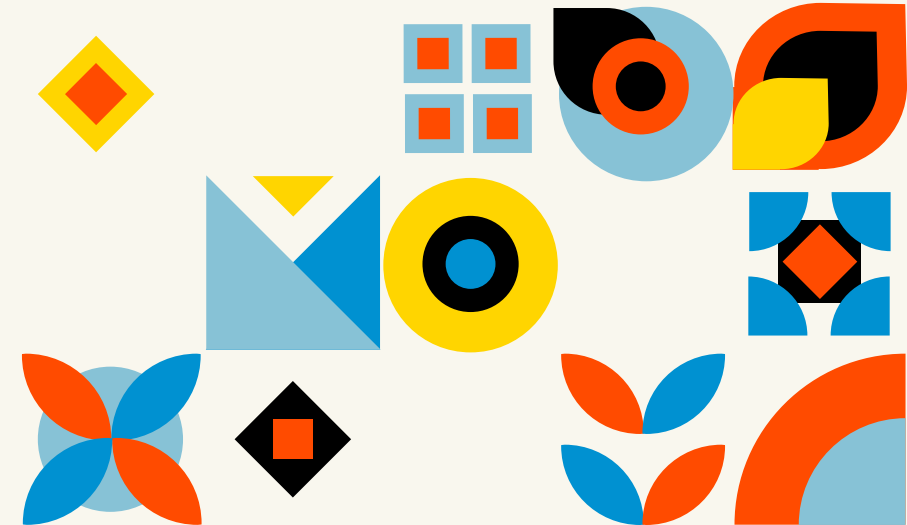
RSS

- ▶ Book-A-Day Program
- ▶ Cultural Presentations/Programs
- ▶ Box of Hopes and Dreams
- ▶ Door Decorating
- ▶ Food Drive
- ▶ Birthday Boxes
- ▶ Addition of curriculum materials



Educational Activities SLS

- ▶ Cultural Fair
- ▶ Holi Celebration
- ▶ Family presentation in classrooms
- ▶ Family Surveys of backgrounds
- ▶ Community Meetings
- ▶ Compassion Projects



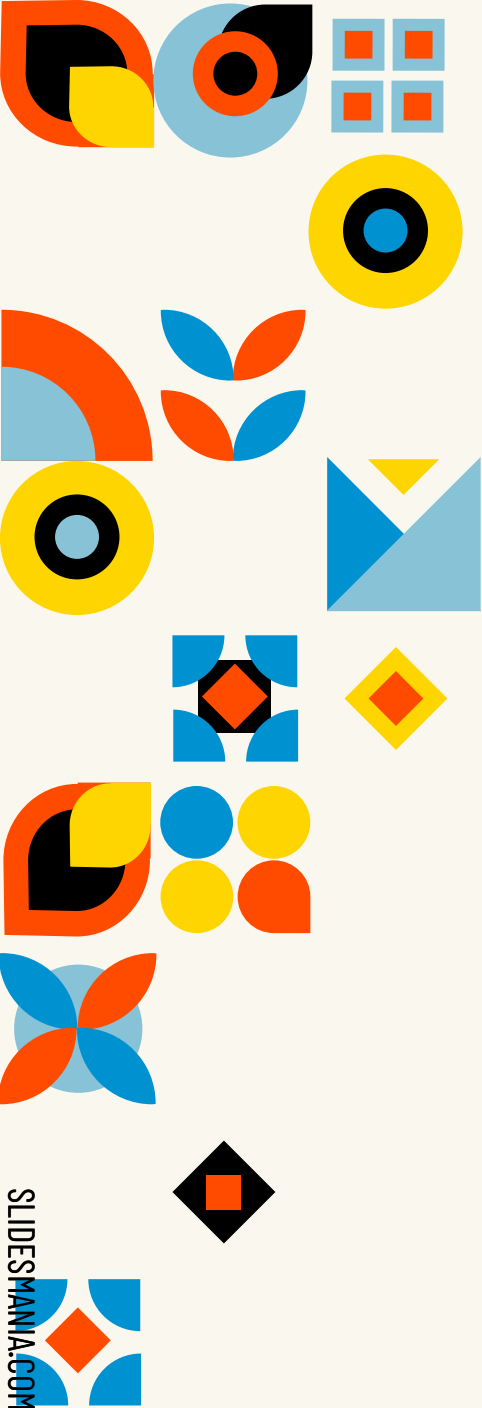
What's Next?

- ▶ Staff focus on DEIB
- ▶ Attention to “community”
- ▶ Diversity in staffing
- ▶ Continue with cultural presentations
- ▶ Diversity Reads in Newsletters
- ▶ Family presentations at Community Meetings
- ▶ Video diversity reading from families



Intentional DEI/B Connections LMS

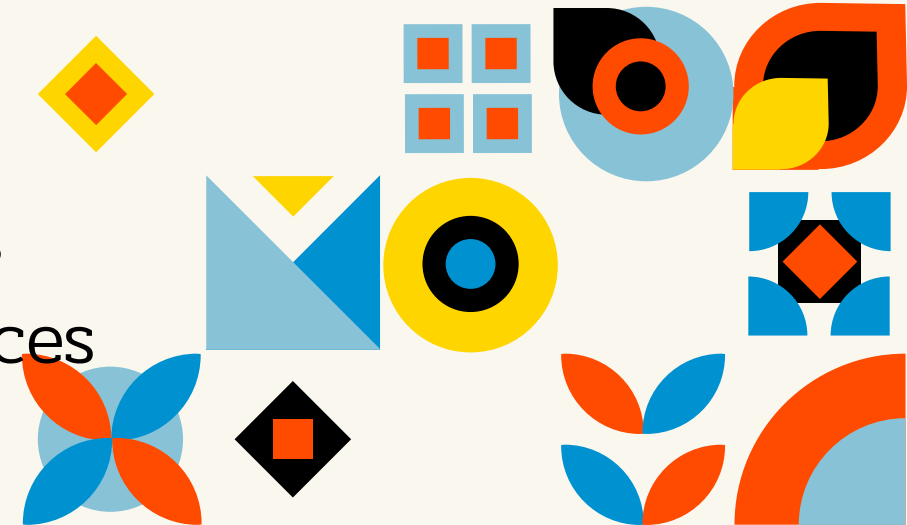
- ▶ Playbook Initiative, sponsored by Project 351 and the Boston Celtics
- ▶ Students painted diyas and learned about their importance to Indian culture, sponsored by the Littleton Cultural Council.
- ▶ Advisory focus groups with students from all three grades
- ▶ Student surveys to assess inclusion and equity



Educational Activities

LMS

- ▶ Continue to update school library to include books representative of our student population
- ▶ Continue to review curriculum for opportunities to be more inclusive of our students.
- ▶ “Connections” advisory program
- ▶ Continued implementation of UDL practices designed with a focus on student experiences





What's Next?

- ▶ Providing opportunities for Playbook ambassadors to lead advisory groups with their peers
- ▶ Enhance our outreach program to support and praise students to their families for inclusive behaviors
- ▶ Find other cultural experiences to bring into the building to deepen understanding of others' experiences

Intentional DEI/B Connections LHS

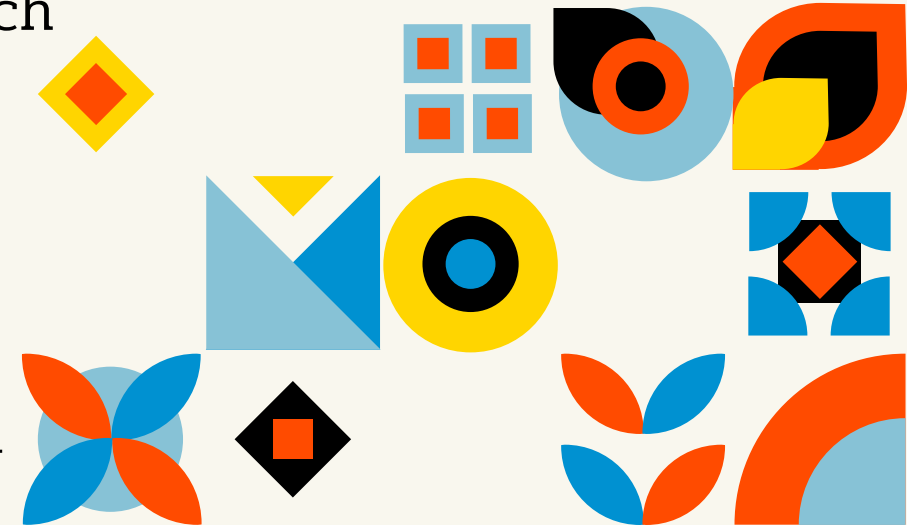
- ▶ LHS students mentoring LMS students for Playbook Initiative, Implementing a New SEL Curriculum, *CharacterStrong*, in Advisory with a strong focus on Belonging.
- ▶ Incorporating and expanding Universal Design for Learning and inclusive teaching practices.
- ▶ Special Olympics Massachusetts once again recognized Littleton High School as a Unified Champion School. They noted LHS's *commitment to fostering a socially inclusive school climate that emphasizes acceptance, respect and human dignity for all students.*
- ▶ According to results from the NEASC student survey in January, 96 percent of students report feeling welcome and 98 percent of students report feeling safe in school.



Educational Activities

LHS

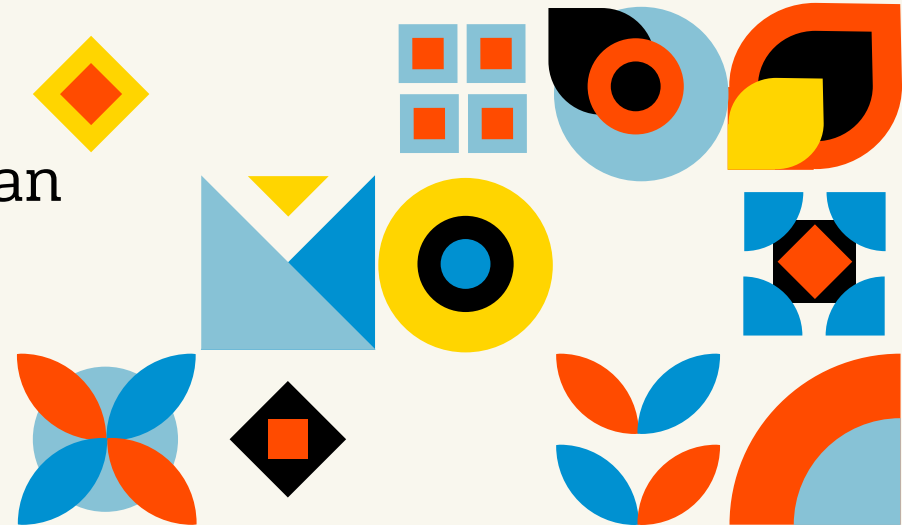
- ▶ As with other schools, LHS continues to update school library to include books representative of our student population
- ▶ Unified Sports- Three Seasons
- ▶ Return of the PALS club
- ▶ PACE Program
- ▶ Great Kindness Challenge & No Name Calling Week each January
- ▶ Spread the Word Inclusion event each March
- ▶ National Culture Week in April
- ▶ #SeeMe Campaign in May through Stomp Out Bullying



Educational Activities

LHS

- ▶ Displays in Library Media Center: Black History Month, Asian American & Pacific Islander Heritage Month, Women's History Month, Human Rights Awareness Month, LGBTQ History Month
- ▶ Continued Professional Development & Curriculum updates that emphasize lessons & practices that foster diversity, equity, inclusion, & belonging
- ▶ Three guest speakers this year in Facing History course: Holocaust survivor; Bosnian and Cambodian Genocide survivors



What's Next?

- ▶ Upcoming survey of students about their experience with race at LHS. Led by 20 seniors in Facing History & Ourselves Class
- ▶ Presentation of results & recommendations from members of the Class at May faculty & school committee meetings
- ▶ Focus groups with students focused on DEIB & Climate & Culture at LHS
- ▶ Applications of potential \$40k Genocide Education Grant to the district
- ▶ Boosting New Student Orientation & follow-up activities with an explicit focus on Belonging
- ▶ Assembly/Presentation next year with special focus on being Upstander rather than Bystander

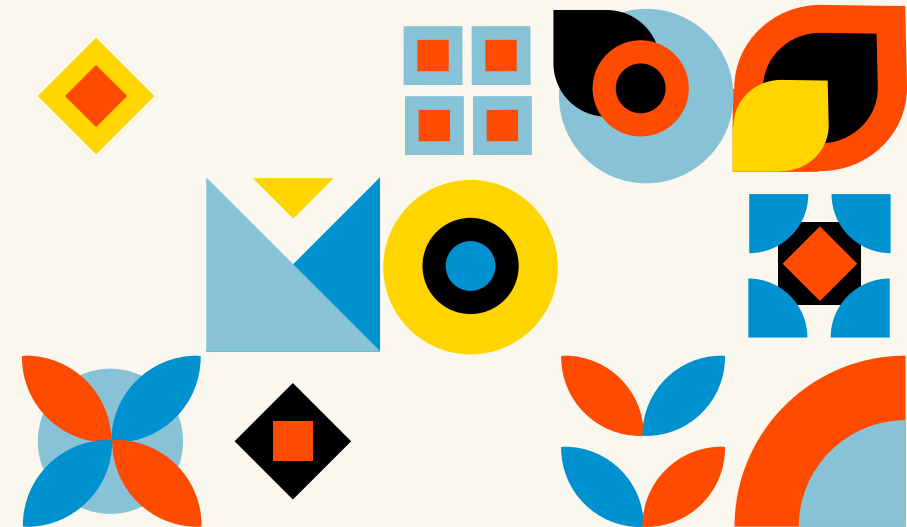


Credits.

Presentation Template: [SlidesMania](#)

Images: Unsplash

Pattern design made with shapes based on
Paaatterns



Town of Littleton

YEAR-TO-DATE BUDGET REPORT FY 2024

FY 2023-2024 ACTUALS THROUGH FEB 2024

FOR 2024 08						
ORIGINAL APPROP	TRANS/ADJSMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
310 REGULAR EDUCATION 9,654,287.00	0.00	9,654,287.00	5,143,859.21	24,834.34	4,485,593.45	53.5%
311 SPECIAL EDUCATION 6,509,160.00	0.00	6,509,160.00	2,730,286.92	13,154.56	3,765,718.52	42.1%
312 STUDENT & SUPPORT STAFF 1,483,782.00	0.00	1,483,782.00	824,033.62	14,519.12	645,229.26	56.5%
313 OTHER INSTRUCTION 310,425.00	0.00	310,425.00	151,355.79	1,612.32	157,456.89	49.3%
314 SYSTEM ADMINISTRATION 1,608,547.00	0.00	1,608,547.00	1,016,144.64	219.83	592,182.53	63.2%
315 SCHOOL ADMINISTRATION 1,402,102.00	0.00	1,402,102.00	876,676.12	0.00	525,425.88	62.5%
316 TRANSPORTATION AND BUSING 1,543,733.00	0.00	1,543,733.00	1,295,169.39	0.00	248,563.61	83.9%
317 FACILITY & MAINTENANCE 1,921,226.00	0.00	1,921,226.00	1,407,627.14	48,132.41	465,466.45	75.8%
GRAND TOTAL 24,433,262.00	0.00	24,433,262.00	13,445,152.83	102,472.58	10,885,636.59	55.4%

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



Littleton Public Schools

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

Elizabeth M. Steele, Director of Teaching and Learning

Lyn A. Snow, Director of Student Services

Steven F. Mark, Business Manager

Natalie A. Croteau, Technology Systems Coordinator

Julie Lord, Instructional Technology Coordinator

Student Opportunity Plan: FY24 3-Year Plan (2024-2027)

Section 1: Summarize your District's Plan

Section 2: Analyze Your Data and Select Student Groups for Focused Support

Section 3: Set ambitious three-year targets for improving student achievement

Section 4: Engage Families/Caregivers and Other Stakeholders

Section 5: Select Evidence-Based Programs to Address Disparities in Outcomes

Section 1: Summarize your District's Plan

*** Please write 1-2 paragraphs summarizing your 3-year SOA plan.**

Littleton Public Schools' Strategic Plan clearly outlines our district's commitment to fostering a community of learners who strive for excellence and thereby prepare each student to be a successful, contributing citizen in a global society. While we are committed to having all students reach excellence, we acknowledge that not all students have had the same levels of success. The Littleton Public Schools three three-year SOA plan lays out areas in which we continue to strive for excellence. While there are many strengths within our district, we acknowledge that disparities exist, which we can work to reduce with the goal of eliminating one day.

A review of district data demonstrates the need to focus on particular student subgroups for academic progress and attendance. The subgroups that we have identified for accelerated improvement include students with learning disabilities, English Learners, and students identifying as Hispanic or Latino. While these are our targeted groups for accelerated improvement, all students will benefit from the evidence-based programs (EBP) that we will use. This is because we will continue the implementation of a multi-tiered system of support, focusing on providing a comprehensive set of tiered supports for all learners that are culturally sustaining and universally designed (EBP 1.2B). Additionally, we will focus on selecting and skillfully implementing high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning by engaging educators in professional development linked to the curriculum and best practices in teaching math and literacy (EBP 2.1B). In focusing on these evidence-based programs our identified subgroups will more consistently attend school by being more engaged and included as well as achieve at higher levels in math and ELA due to high-quality instructional materials and PD to implement such materials.

We plan to invest the necessary funds, about \$255,000.00, from a variety of foundation categories and funding sources to ensure that our identified subgroups make the accelerated improvement to reach our rigorous targets set forth. Our district will adopt new high-quality instructional materials, create and memorialize best attendance practices, and use and create a data platform to better track our students as a result of this plan. As a district, we commit ourselves to closing the disparities that exist for our identified subgroups and recognize that this will take the work of all stakeholders involved in our community.

Section 2: Analyze Your Data and Select Student Groups for Focused Support

In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?

In conducting our data analysis we observed more significant disparities within two areas on which we will focus, MCAS and chronic absenteeism.

With regards to MCAS, we observe more significant disparities between students with disabilities versus all students in regards to both the ELA and math MCAS. On the grade 3 ELA MCAS 5% of students with disabilities Met or Exceeded Expectations, while 56% of all students Met or Exceeded Expectations. On the grade 3 math MCAS 5% of students with disabilities Met or Exceeded Expectations, while 50% of all students Met or Exceeded Expectations. The table on the following page shows this data for grade 3 as well as for grades 6, 8, and 10.

	2022 SWD						2022 All Students		2023 SWD						2023 All Students	
Grade & Assessment	% that M or E LPS 2022	% that PM LPS 2022	% that NM LPS 2022	% that M or E MA 2022	% that PM MA 2022	% that NM MA 2022	% that M or E LPS 2022	% that M or E MA 2022	% that M or E LPS 2023	% that PM LPS 2023	% that NM LPS 2023	% that M or E MA 2023	% that PM MA 2023	% that NM MA 2023	% that M or E LPS 2023	% that M or E MA 2023
Grade 3 ELA MCAS	46%	36%	18%	15%	47%	38%	64%	44%	5%	82%	14%	15%	47%	39%	56%	44%
Grade 3 Math MCAS	47%	26%	26%	15%	37%	48%	57%	41%	5%	55%	41%	15%	39%	46%	50%	41%
Grade 6 ELA MCAS	21%	47%	32%	11%	34%	55%	58%	41%	19%	45%	35%	11%	32%	57%	64%	42%
Grade 6 Math MCAS	11%	63%	26%	12%	46%	42%	43%	42%	13%	63%	23%	12%	42%	46%	58%	41%
Grade 8 ELA MCAS	13%	50%	38%	10%	40%	50%	53%	42%	0%	20%	80%	12%	33%	55%	66%	44%
Grade 8 Math MCAS	13%	63%	25%	8%	44%	48%	45%	36%	5%	45%	50%	9%	40%	51%	54%	38%
Grade 10 ELA MCAS	23%	61%	17%	20%	54%	26%	81%	58%	28%	67%	6%	22%	47%	31%	77%	58%
Grade 10 Math MCAS	28%	28%	44%	15%	53%	33%	74%	50%	28%	67%	6%	16%	59%	25%	71%	50%

With regards to chronic absenteeism we observe a more significant disparity between the chronic absenteeism of English Learners and Hispanic or Latino versus all students. For the 2022-2023 school year, 37.9% of our English Learners were chronically absent and 39.1% of our Hispanic or Latino students were chronically absent while only 14.8% of all students were chronically absent.

*** What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

Diving deeper into the MCAS disparity allows us to see that in grades 3 through 8 the average scaled score of all students on the ELA MCAS is 506, whereas the average scaled score of students with disabilities is 481 within the same grade span. In grades 3 through 8 the average scaled score of all students on the math MCAS is 502, whereas the average scaled score of students with disabilities is 482. A similar disparity is observed on both grade 10 ELA and math MCAS as well. In grade 10 the average scaled score of all students on the ELA MCAS is 511, whereas the average scaled score of students with disabilities is 489. In grade 10 the average scaled score of all students on the math MCAS is 512, whereas the average scaled score of students with disabilities is 495.

This data analysis suggests that implementing a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavior development will best help to address the disparities that we see across our student groups both academically and in attendance. In providing a comprehensive set of tiered support all learners will be able to attend to and access learning experiences that are culturally sustaining and universally designed allowing them to have barriers eliminated.

Additionally, the data analysis suggests that selecting and skillfully implementing high-quality and engaging instructional materials will benefit all students, especially students with disabilities as it will foster deeper learning and a better foundation on which more advanced skills can be developed in older grades.

*** Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

English Learners

Students with Disabilities

Hispanic or Latino

Section 3: Set ambitious three-year targets for improving student achievement

- Confirmed that LPS will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math as required per the plan.
- Make progress towards DESE's three-year targets for increasing performance for Students with Disabilities in ELA and math.
- Make progress towards DESE's three-year targets for decreasing chronic absenteeism rates for English Learners and Hispanic or Latino students.

Section 4: Engage Families/Caregivers and Other Stakeholders

*** Describe the approaches your district uses to regularly engage with families/caregivers.**

Communication with families/caregivers is consistent within Littleton Public Schools. Each week principals send out a weekly update to all families. We invite participation in a variety of ways including by being a member of our School Councils. Two way communication via email is regular. We attend small group meetings, such as SEPAC, to share and gather input and feedback from families and caregivers. We will continue this practice as we are seeking to increase students' with disabilities MCAS achievement. We will also formalize family/caregiver outreach in regards to attendance.

*** How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years?**

- Participation in surveys
- Participation in school events
- Two way communications

*** Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan.**

We have engaged different stakeholders groups in a variety of ways including public comment during School Committee meetings, during public presentations about MCAS, School Council Meetings, and surveys. Our plan was created to include the varied perspectives of our stakeholders. We will continue to engage stakeholders by continuing to host public presentations to educate and engage, by continuing to survey our community to gather input and feedback, and by joining small group meetings to share and gather data.

Section 5: Select Evidence-Based Programs to Address Disparities in Outcomes

1. **Focus Area 1.2** - Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development

- a. Evidence-Based Program 1.2B - Comprehensive Tiered Supports

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

We currently have many opportunities in place that support students. Continuing to implement a MTSS will provide a comprehensive system of those supports and make them available in a tiered structure. We will work to formalize and memorialize our attendance practices in an Attendance Handbook that will demonstrate tiered supports for all students especially those struggling with chronic absenteeism based on our data. This handbook will also outline communication practices with families and caregivers. In accordance with these efforts, we will create an attendance data platform that can be manipulated to obtain real time attendance data for student subgroups including by race and for English Learners. In continuing this evidence-based program we will improve structured communication between home and school encouraging more engagement for students and families/caregivers. We anticipate actively using the Attendance Handbook to implement structured communication about attendance with all students and families/caregivers. Additionally, we will create and utilize the data platform created during this plan regularly to track and support student attendance.

Furthermore, we will outline the tiered supports that are available within the district and determine next best steps for continued implementation of a MTSS. By the conclusion of this plan's implementation, we will have a comprehensive outline of our MTSS that is actively utilized in all of our schools to best support all students.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

These efforts will impact the whole district.

*** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

\$90,000.00

*** Describe the anticipated allocation of funds to this EBP in more detail.**

- \$10,000.00 - Formalizing and Memorializing Attendance Practices and Communication and Creating a data platform for attendance
- \$20,000.00 - Outlining MTSS Overview
- \$30,000.00 - Vertical Alignment of SST Process
- \$30,000.00 - Professional Development on MTSS and Tiered Instruction

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Administration

Instruction Leadership

Classroom & Specialist Teachers

Professional Development

Guidance and Psychological

Pupil Services

Employee Benefits / Fixed Charges

*** What metrics will your district use to monitor progress in this EBP?**

We will use the following metrics to monitor progress in this EBP:

1. Decrease in chronic absenteeism rates
 2. Increase in student perception of school culture and climate as measured by the VOCAL and other surveys.
-
2. **Focus Area 2.1** - Select and Skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning
 - a. Evidence-Based Program 2.1B - Supporting Curriculum Implementation

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

We have recently implemented a new K-5 math program, we are currently in our second year of using the program. We will continue professional development to support implementation of the new program and best math practices in order to lay a solid foundation of math skills for our students to be better prepared for upper elementary and secondary math coursework. We anticipate implementing a new reading curriculum in the 24-25 school year. A curriculum review committee has worked diligently this year and participated in the DESE Evaluate and Select HQIM Network in order to select the best curriculum for implementation in LPS. In doing this we are considering the professional development plan for this new curriculum and best practices in literacy education. In selecting instructional materials we are considering the impact on all learners, especially our students with disabilities. We look to increase our efficacy of high quality math and reading instructional materials in order to better support all students in creating a solid foundation upon which they can further build as they progress through their education. By the conclusion of this plan's implementation, we will have successfully implemented high quality instructional materials in both math and reading in grades K-5, which will support all learners to access and to engage with their learning of necessary skills to continue their educational experience within LPS.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

The impact of this EBP will be felt across all schools, however, the majority of the direct impact will be upon Shaker Lane School and Russell Street School.

*** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

\$165,000.00

*** Describe the anticipated allocation of funds to this EBP in more detail.**

- \$15,000.00 Professional Development for Math Practices
- \$100,000.00 Professional Development and Coaching for Literacy Education and Strategies
- \$50,000.00 Supplemental Literacy Instructional Materials/Books

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation? Select all that apply.**

Administration

Instruction Leadership

Classroom & Specialist Teachers

Professional Development

Instructional Materials, Equip., and Tech.

Pupil Services

*** What metrics will your district use to monitor progress in this EBP?**

We will use the following metrics to monitor progress in this EBP:

1. Adoption of comprehensive literacy curriculum
2. Increase in percentage of students with disabilities meeting or exceeding on the Math and ELA MCAS

Date of vote: 3/28/2024

Outcome of vote:

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.

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.



Basic Rights: Evaluation and Eligibility

A Free Virtual Workshop for Parents and Professionals

Basic Rights: Evaluation and Eligibility provides an introduction of the complex special education laws and procedures.

Workshop Topics:

- *Individuals with Disabilities Education Act and Massachusetts Laws*
- *Evaluations and Referrals*
- *The Team Meeting*
- *Individualized Education Program (IEP) and 504 Plans*
- *Effective Progress*
- *Transition*
- *Review of Important Timelines*
- *Strategies for Success and more!*



About Your Host:

Date:

Time:

Registration Link:

For more information about the educational workshops available from
The Federation for Children with Special Needs,
please visit us at fcsn.org/ptic/workshops or email: workshops@fcsn.org