



Town of Littleton School Committee

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

MATTHEW HUNT, Vice Chair
BRAD AUSTIN, Member

MIKE FONTANELLA, Chair

TIMALYN RASSIAS, Secretary
JUSTIN MCCARTHY, Member

SCHOOL COMMITTEE MEETING

May 6, 2021

7:00 p.m.

NO PUBLIC ATTENDANCE, GIVEN BUILDING CLOSURES DUE TO COVID-19

You are invited to a Zoom webinar.

When: May 6, 2021 07:00 PM Eastern Time (US and Canada)

Topic: School Committee meeting of May 6th, 7pm

Please click the link below to join the webinar:

<https://littletonma.zoom.us/j/97393877939?pwd=VDISLzc0OXZtalFteUhJVGPqZVZ6UT09>

Passcode: 684412

Or One tap mobile :

US: +13126266799,,97393877939# or +19292056099,,97393877939#

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: 973 9387 7939

International numbers available: <https://littletonma.zoom.us/j/97393877939>

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>

**** *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. Call to Order
2. Consent Agenda
 - Minutes – April 29, 2021
 - Oath to Bills -
 - and Payroll

7:05 II. INTERESTED CITIZENS

7:10 III. RECOGNITION

1. **Chairman Mike Fontanella:** Superintendent Kelly Clenchy and the School Committee will recognize Chair Mike Fontanella for his 15 years of service with the Town of Littleton School Committee as a Member and Chairman.
2. **National Teacher and Nurse Appreciation Week:** Superintendent Kelly Clenchy will thank the LPS Teachers and Nurses in recognition of National Teachers Appreciation Week (May 3-7) and Nurse Appreciation week (May 6-12).

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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7:15 IV. PRESENTATION

1. **State of Curriculum Reports Part III:** *Curriculum Coordinators will present the state of the curriculum reports within their subject:*
 - *Presentation I: Valerie Finnerty - Science*
 - *Presentation II: Dave Pascucci - ELA*
 - *Presentation III: Rita McKinley, Kelli Harte, Beth Steele - Elementary Update*
2. **State/Local/Public Health Metrics:** *Chair, Mike Fontanella and Katrina Wilcox Hagberg will give an update on the State/Local/Public Health Metrics.*
3. **Bus Registration 2021-2022** - *Business Manager Steve Mark will discuss the process for 2021-2022 Bus Registration.*

7:45 V. COVID STIPENDS TO STAFF Chairman Fontanella will have a discussion in regard to providing COVID Stipends to staff.

7:55 VI. OLD BUSINESS

1. **Update on the High School Sewer Discharge Site:** *Chair Mike Fontanella will give an update on the Sewer Discharge site.*
2. **Superintendent's Contract Update:** *School Committee will discuss the update to the Superintendent's Contract.*

8:05 VII. INTERESTED CITIZENS

8:15 VIII. SUBCOMMITTEE REPORTS

1. **PMBC**
2. **Budget Subcommittee**
3. **Policy Subcommittee: (see LPS website to view all policies)**
<http://www.littletonps.org/school-committee/school-committee-polices>

8:20 IX. 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
May 20, 2021**

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JUSTIN MCCARTHY, Member

SCHOOL COMMITTEE MINUTES April 29, 2021 7:00PM

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

ALSO PRESENT: Kelly Clenchy
Steve Mark
Dorothy Mulone
Bettina Corrow

NOT PRESENT:

CALL TO ORDER

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

On a motion by Matthew Hunt, and seconded by Timalyn Rassias, it was voted to approve the April 15, 2021 consent agenda as presented. (AYE: Unanimous). Motion carried. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE.

INTERESTED CITIZENS

None

RECOGNITION

1. Superintendent Clenchy thanked Mrs. Steele and Ms. Snow for the work they have done to secure the upcoming presentation this coming Tuesday, May 4th presented by the Massachusetts Partnerships for Youth, Inc. on the following topics: Safe and Healthy Relationships.
2. Superintendent Clenchy is thrilled that we have most of our students back in all four schools. It is nice to see how quickly students and faculty have adjusted to our new routines.

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PRESENTATION

1. **State/Local/Public Health Metrics:** Katrina Wilcox Hagberg provided a presentation on the State/Local/Public Health Metrics. Her data presented was through April 29, 2021. Test positivity rate is now at 2.37% in Littleton. Littleton's rate is 22.0 per 100K. Littleton had 30 new cases and Littleton is back in red. Within the four schools all pools from the pooled testing have been negative. Mrs. Hagberg reminded everyone, parents, and students, to do the right thing. Keep your mask on, social distance and use all the layers of cheese to protect yourself, your family, and the community. She gave a "shout out" to all high school students who have sought out vaccination already!

Brad Austin – Thanked Katrina for the presentation. Is it correct that two of the health notifications that we received had close contacts?

Katrina Wilcox Hagberg – Yes, that is correct.

2. **Updated Definitions and Guidance on Covid-19:** Pupil Services Director Lyn Snow, presented an updated overview of the Updated Definitions and Guidance on Covid-19. The presentation was included in the packet.

Three-foot distancing

While districts should space students further than three feet when feasible, evidence demonstrates that the additional risk reduction associated with six feet as opposed to three feet is low – when masks are worn, and other mitigation strategies are in place.

DESE's approach to physical distancing was endorsed last summer by the Governor's COVID Command Medical Advisory board, the Massachusetts Chapter of the American Academy of Pediatrics, and medical experts from Mass General Brigham. Since then, DESE's approach has been further endorsed and validated, with numerous groups noting the safety of a three-foot distancing in classrooms standard and supporting the return of students to full-time in-person school at three feet of distance:

- Additional organizations (ref.) have noted the safety of a three-foot distancing standard between students in classrooms when part of a holistic mitigation approach in school.

Update on Quarantine Guidance for Close Contacts

Close contacts who were exposed to a COVID-19 positive individual in the classroom or on the bus while both individuals were masked do not have to quarantine unless they were within 3 feet of distance of the COVID-19 positive individual for a total of 15 minutes during a 24-hour period. This does not apply if someone was identified as a close contact outside of the classroom or bus (e.g., in sports, extra-curriculars, lunch, etc.) or if masks are not worn by both persons at the time of the exposure. All other close contacts must follow the standard protocol for when a close contact may return to school.

As a reminder, DPH defines close contact as:

- Being within 6 feet of a COVID-19 case (someone who has tested positive) for a total of 15 minutes during a 24-hour period. Multiple brief or transitory interactions (less than a minute) throughout the day are unlikely to result in 15 minutes of cumulative contact and do not meet the definition of close contact. Being in the same room as an individual if you are consistently separated by 6 feet of distance does not meet the definition of a close contact.
- Close contact can occur while being with, caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case, OR
- Having direct physical contact with the person (e.g. hugging or kissing), OR
- Sharing eating or drinking utensils, OR - Having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on) while not wearing recommended personal protective equipment.

Quarantine Protocol

Close contacts who were exposed to a COVID-19 positive individual **in the classroom or on the bus while both individuals were masked** do not have to quarantine unless they were within 3 feet of distance of the COVID-19 positive individual for a total of 15 minutes during a 24-hour period. This does not apply if someone was identified as a close contact outside of the classroom or bus (e.g., in sports, extracurriculars, lunch, etc.) or if masks are not worn by both persons at the time of the exposure. All other close contacts must follow the standard protocol for when a close contact may return to school.

Please Note:

Individuals who are fully vaccinated or who have had confirmed COVID-19 in the last 90 days do not need to quarantine as long as they do not have symptoms.

Exiting Quarantine

- When individuals exit quarantine, masking and other safety measures remain critical.
- It may be best for individuals who are not able to adhere to masking and distancing to exit quarantine after 10 or 14 days rather than after 7 days.
- In addition to symptom monitoring, individuals exiting quarantine prior to 14 days must also take their temperature once daily.
- If even mild symptoms develop or the individual has a temperature of 100.0 F, they must immediately self-isolate, and contact the public health authority overseeing their quarantine, and be tested.

Self-isolation for COVID-19 positive cases

Self-isolation for COVID-19 positive cases is a minimum of 10 days. Transmission may occur from persons with COVID-19 infection who are symptomatic and those without symptoms. The duration of infectivity is defined as two days prior to symptom onset (or two days prior to a positive test if asymptomatic) through ten days after symptom onset and is contingent on meeting clearance from isolation as defined below.

Most people who test positive and have a relatively mild illness will need to stay in self-isolation for at least 10 days. People who test positive can resume public activities after 10 days and once they have:

- gone for 24 hours without a fever (and without taking fever-reducing medications like Tylenol); and
- experienced improvement in other symptoms (for example, their cough has gotten much better); and
- received clearance from public health authority contact tracers (the local board of health or Community Tracing Collaborative).

Repeat testing prior to return is not recommended. Return to school should be based on time and symptom resolution.

Brad Austin – What does the state consider fully vaccinated?

Lyn Snow – You are fully vaccinated on day 15 after your second shot.

Justin McCarthy – Are we putting our students in close contact for more than 15 min a day?

Lyn Snow – Students are sitting 6 feet apart during lunch and in class. Are we providing services with less than 3 feet distance, yes, we are! But staff is wearing PPE, and most are already vaccinated. Our schools are a more controlled environment.

OLD BUSINESS

- 1. Update to Sewer Discharge Site under LHS/Soccer Fields:** Chair Mike Fontanella gave an update on the Sewer Discharge site.

A joint meeting is posted for May 5 between the Water department and the School Committee. It has been communicated to the Water department that the school committee board would recommend for this project

to start AFTER the Fall 2021 sport season. Disrupting the scholastic season in the fall and then again, during the following spring season is a lot to ask of our student athletes. This would also allow us some more time to seek out more bids for a synthetic field.

Justin McCarthy – We have heard from the community that many are hoping for a synthetic field. But some are also concerned about the environment. Which kind of synthetic material did you use before? I will need some more cost information to be able to decide.

Mike Fontanella – We did not use old tires. I honestly do not remember which material we picked. But I spoke with Mike Lynn about the material we used at the Alumni Field and he would advocate that we use the same kind of material at this field. It is some sort of virgin nonrecyclable material. It is more costly but it is Mr. Lynn's opinion the best option for all sports being played at the fields.

Steve Mark – The material we used at the Alumni field is called "IPDM", which is a filler.

Brad Austin – The Joint meeting is to discuss the timeline. Nothing has been decided. This will be decided at a future school committee meeting.

Mike Fontanella – Yes, that is correct. This will be decided at another school committee meeting.

RECOMMENDED SCHOOL CHOICE SLOTS FOR FY22

1. Recommended School Choice slots for FY22. Superintendent Clenchy asked the School Committee to approve the recommended 2021-2022 School Choice slots as presented. He went through the numbers of projected students that could be enrolled through school choice.

Justin McCarthy – Just want to make sure that I understand the layout? If I look at Grade 1 it has 110 students. Does that mean we have an average of 22 students in each class?

Kelly Clenchy – It is a little different. We have 6 classroom teachers in each grade, but we also have a transitional class, which is factored in, so it is closer to about 18.3 students per classroom.

Brad Austin – Do we have a sense that more parents put their children in private school or homeschool this past year to avoid having their child in a hybrid model and do we think those families will return to Littleton?

Kelly Clenchy – We did know about the students who attended school outside of Littleton and we have contacted those families as best we can, and we have a pretty good idea whether they are coming back or not. Having said that, I believe we have a pretty good handle on the potential number of students in each grade for next year.

Timalyn Rassias – Are you keeping an eye on the new housing developments?

Kelly Clenchy – We have families calling us as soon as they have signed a purchase and sale agreement. They often let us know before they have even moved into Littleton.

Mike Fontanella – Those moving into the new housing developments do not necessarily have school age children.

Brad Austin – I am ready to support the administration school choice recommendation.

On a motion by Brad Austin, and seconded by Matt Hunt, it was voted to approve the FY22 School Choice Slots as presented. (AYE: Unanimous). Motion carried. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE.

Kelly Clenchy presented a projected overview of Littleton student residents who will attend either Parker Charter School and/or Nashoba Valley Technical High School.

Mike Fontanella – I would recommend we have a presentation from Nashoba Valley Technical High School on all their offerings.

INTERESTED CITIZENS

John Krzewick – With all the discussion on the changes to the mask rules. Could I get an update on the mask break at Russell Street School? Would it be possible to expand the mask break when they are outside? Could it be put on the agenda to be discussed?

Cheryl Temple – They have built in mask break in the morning at snack time. They have a mask break during lunch. But students can ask for a mask break during the day if they need it. We have chairs outside for students to take a break. Every chair outside is set up 6 feet apart. But it is hard to keep 3, 4 and 5th graders 6 feet apart when they have recess and are running around and that is why we have asked the students to keep their mask on when they have recess.

Mike Fontanella – I think there is opportunity to evaluate this at some point soon.

Timalyn Rassias – Could Mr. Harrington give an update on the upcoming prom. The PTA is doing a spotlight on this year's seniors starting May 1st.

John Harrington – We are having a prom next Friday, May 7th at the Colonial Inn in Gardner. Two other school districts will also be hosting at the same venue at another time, so we are comfortable hosting it there.

SUB-COMMITTEE

1. **PMBC** – No update

2. **Budget** – No update

3. **Policy** – No update

4. **SEPAC** – Virtual workshop on Tuesday, May 4 from 7-9PM. Annual meeting is scheduled for June 15, 2021.

ADJOURNMENT

On a motion by Brad Austin and seconded by Justin McCarthy it was voted to adjourn at 8:33PM to go into Executive Session for the purpose of contract negotiation discussion with no intention to return to Open Session. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justine McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE.

NEXT MEETING DATE

School Committee

May 6, 2021

7:00PM

Zoom Meeting

DOCUMENTS AS PART OF MEETING

Public Health Metrics for Covid-19

Updated Definitions and Guidance on Covid-19

School Choice FY22

Projected overview of Littleton student residents who will attend either Parker Charter School and/or Nashoba Valley Technical High School 2021-2022.

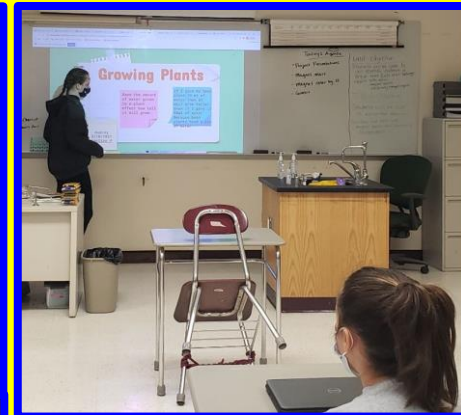
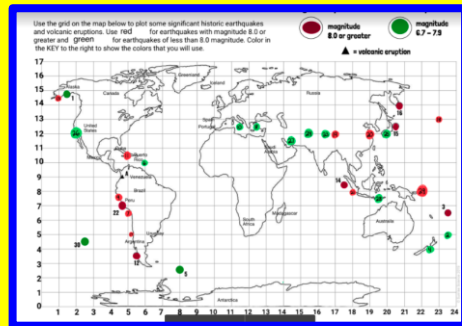
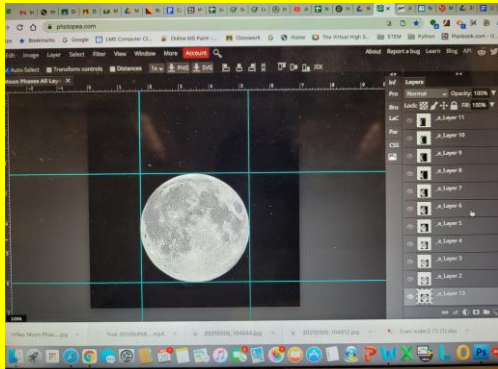


2020-2021 State of the Science Curriculum

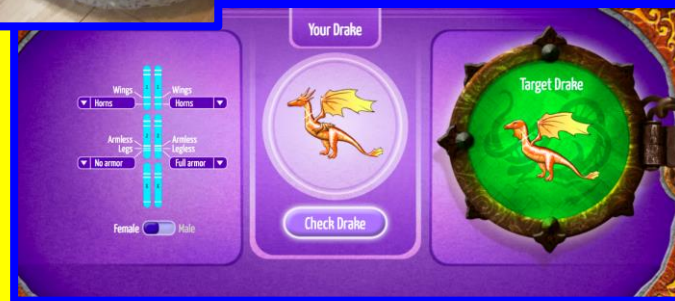
Valerie Finnerty, 6-12
STE Curriculum
Coordinator



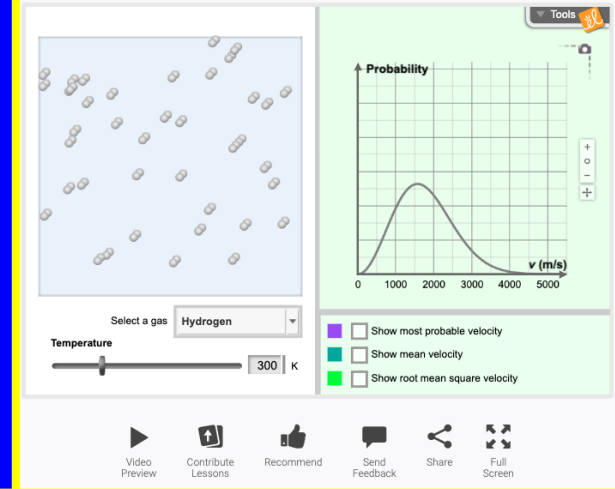
Science at LMS 6-8



Last Quarter



Science at LHS 9-12



You are a geneticist working at a veterinary hospital.
Your job is to help people understand **genetic disorders** that could affect their pets.

Next

A woman with short dark hair and glasses, wearing an orange hoodie, is holding a small black and white cat. She is standing in front of a green wall with a painting of a dog.

Case Handbook

History

Background

Patient History

Investigate

Research

Observations

Experiment 1

Hypothesis

Experiment 2

Experiment 3

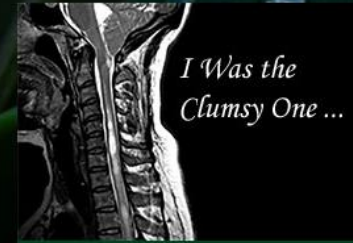
Conclusions

Glossary Mute

Science at LHS 9-12



NATIONAL CENTER FOR
CASE STUDY TEACHING IN SCIENCE



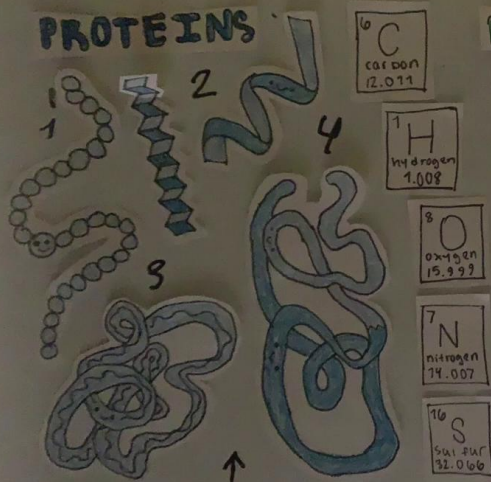
I Was the Clumsy One: Exploring the Central Nervous System through Type I Chiari Malformation

April 26, 2021

A CRISPR Genome

April 22, 2021

PROTEINS



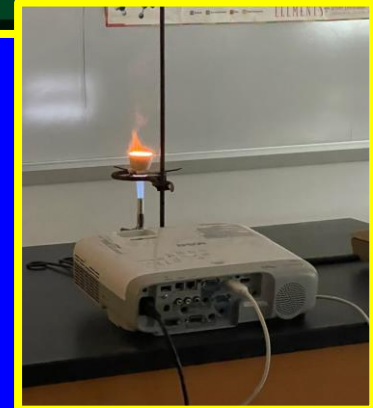
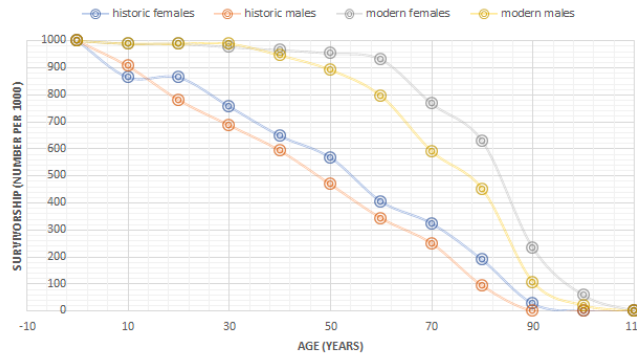
monomer
amino acid

polymer
polypeptide
4 levels

functions

- speed up chemical reactions
- provide structure
- move materials in/out of cells
- repair tissues
- fight off diseases
- are messengers

Littleton Survivorship



Professional Development



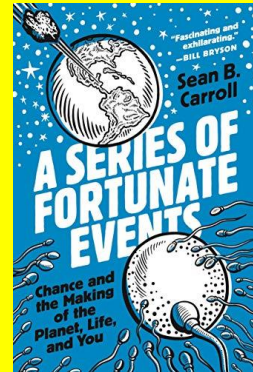
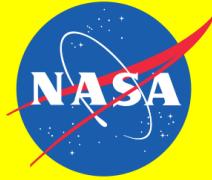
This AP Summer Institute has been endorsed by



- *Innovator's Mindset* summer book study
- *Innovate Inside the Box* summer book study
- Creating and Implementing Digital Interactive Notebooks
- How to Teach Science in a Covid-19 Environment Parts 1 and 2
- LPS Technology Institute
- 2020 Virtual GooglePalooza
- Evolution of Horses in Response to Environmental Change
- Evolution and Adaptations of Frogs
- TeachIt Special Workshop (Leading with Language, Digital Data Collection, Tactful Behavior Tools)
- Google's Hidden Tools
- National Geographic Teacher Certification
- NASA Explore our Earth, Moon, and Sun



- NASA Home and School Developing an Ecosystem Model
- NASA STEM Design a Kite with Computational Thinking
- Creation of inclusive classroom libraries
- Development of Scientist Spotlights
- SEI Certification
- Grading During a Pandemic
- PD with Sean Carroll (author of *A Series of Fortunate Events*)
- EdCampMA
- Corwin Associates Distance Learning PD
- Modern Classroom Approach
- AP Summer Institute



Technology Resources

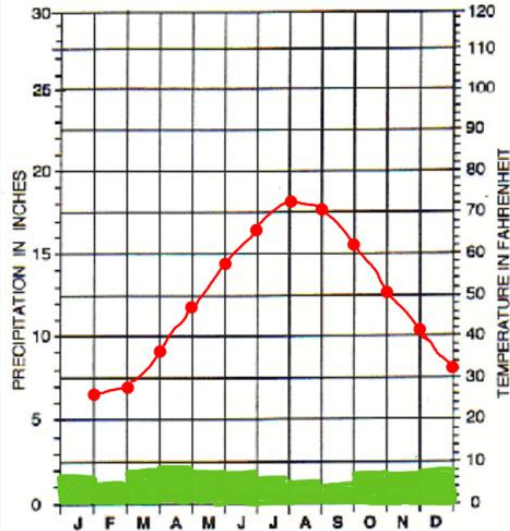


edpuzzle

G Suite For Education

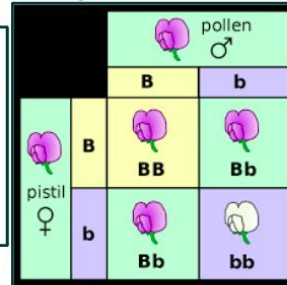


Climograph for Littleton, Massachusetts
Latitude: 43° N, Altitude: 70 m



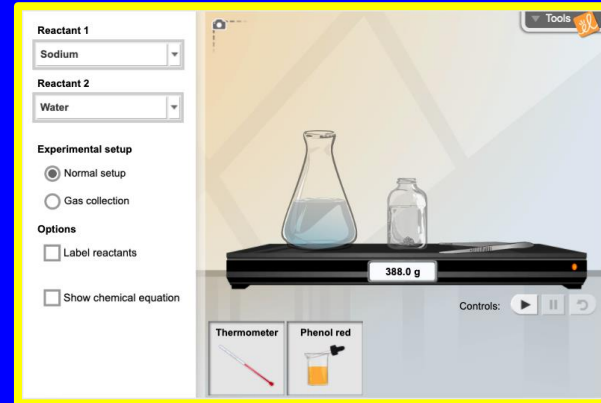
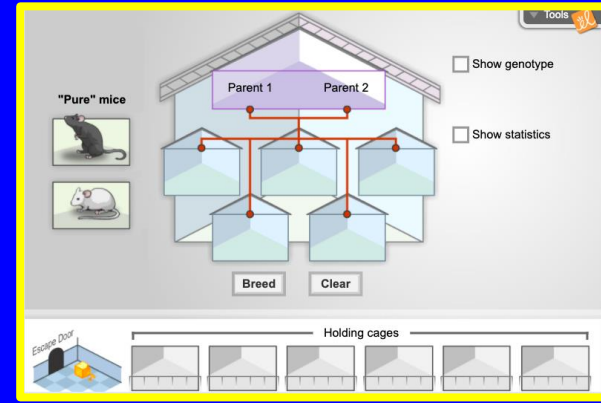
Follow the directions to label the diagram:

- Underline the genotypes:
 - homozygous genotypes in **RED**
 - heterozygous genotypes in **BLUE**
- Circle the phenotypes.

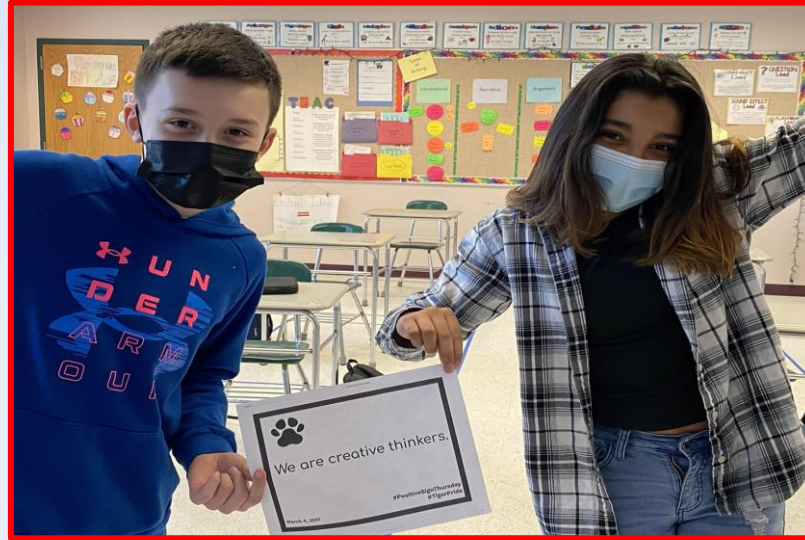


Students, draw anywhere on this slide!

Pear Deck Interactive Slide
Do not remove this bar



State of the Curriculum: English Language Arts Education



“WE ARE CREATIVE THINKERS!”



Highlights and Accomplishments

LEF Grants awarded for

- “Teaching Cultural Competency through Literature” unit.
- Online learning resources such as vocabulary.com, Swank K-12 streaming, etc.
- Also, essayist/memoirist, and professor at the University of Hartford, Beth Richards visited Mr. Tombeno’s creative writing students.
- Our Point of View: Black Lives Matter/Blue Lives Matter - a student presentation & discussion while reading the novel *All American Boys*: by students Victoria McCoy and Manyiel Maraial (with Resource Officer John Janakos attending).



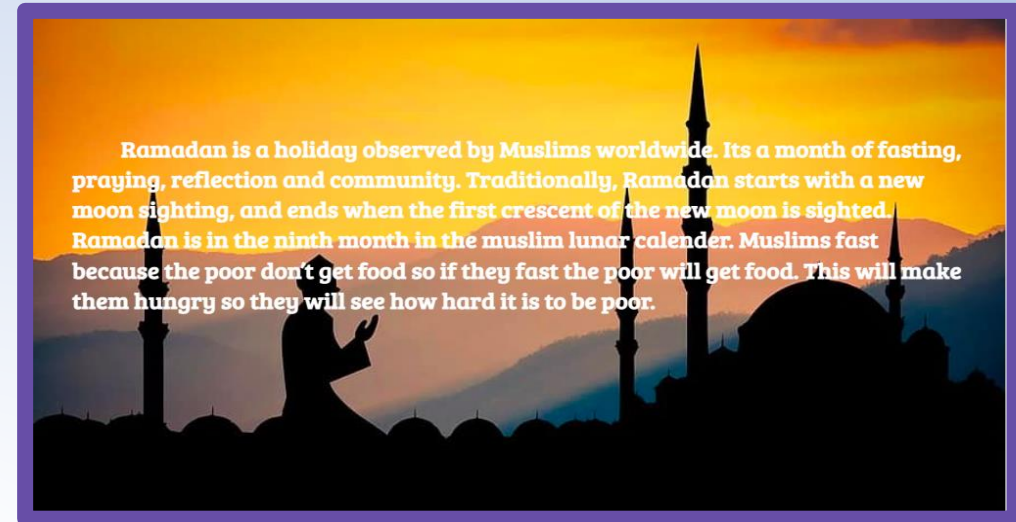
#BLUELIVESMATTER vs. #BLACKLIVESMATTER

Beth Richards

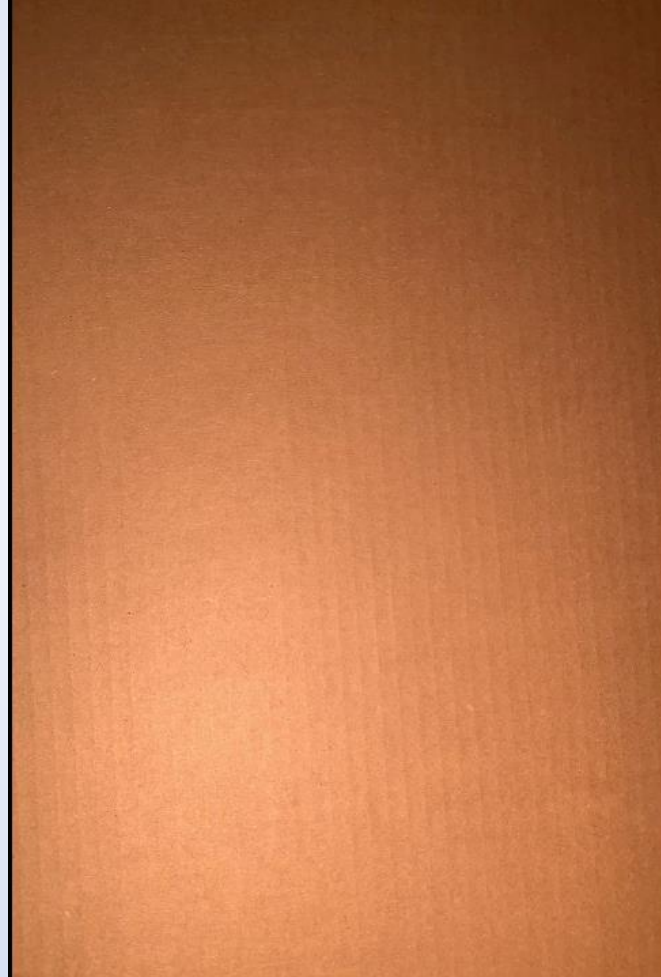
Director First- and Second-Year Writing Programs at University of Hartford



Example Slides from the 6th Grade Celebrations and Festivals Project



Ms. McCook's English II Honors class created process analysis/how-to writing into a stop-motion video, blog, zine, podcast, etc.



This example is by sophomore Kate Ferreira

Professional Development

- MAP test training and piloted for grades 9-12
- Collaborated with history/social studies department (as well as others) to begin development of a co-taught Humanities course.
- Document Camera Mastery
- Creating Inclusive Classroom Libraries



The Ghost's speech to Hamlet

Video for Ms. Backman's English III Honors class, created by Mikey Taylor,
Kashyap Kolakula, and anonymous guest star



**As the gloomy rain falls across the land,
like a cloudy blanket of gray,
the days seem to get more bland,
never being reached by the gold sun's ray.**

**Everyday the same as before,
a book full of identical pages,
sitting behind a closed door,
a quiet room as the storm rages.**

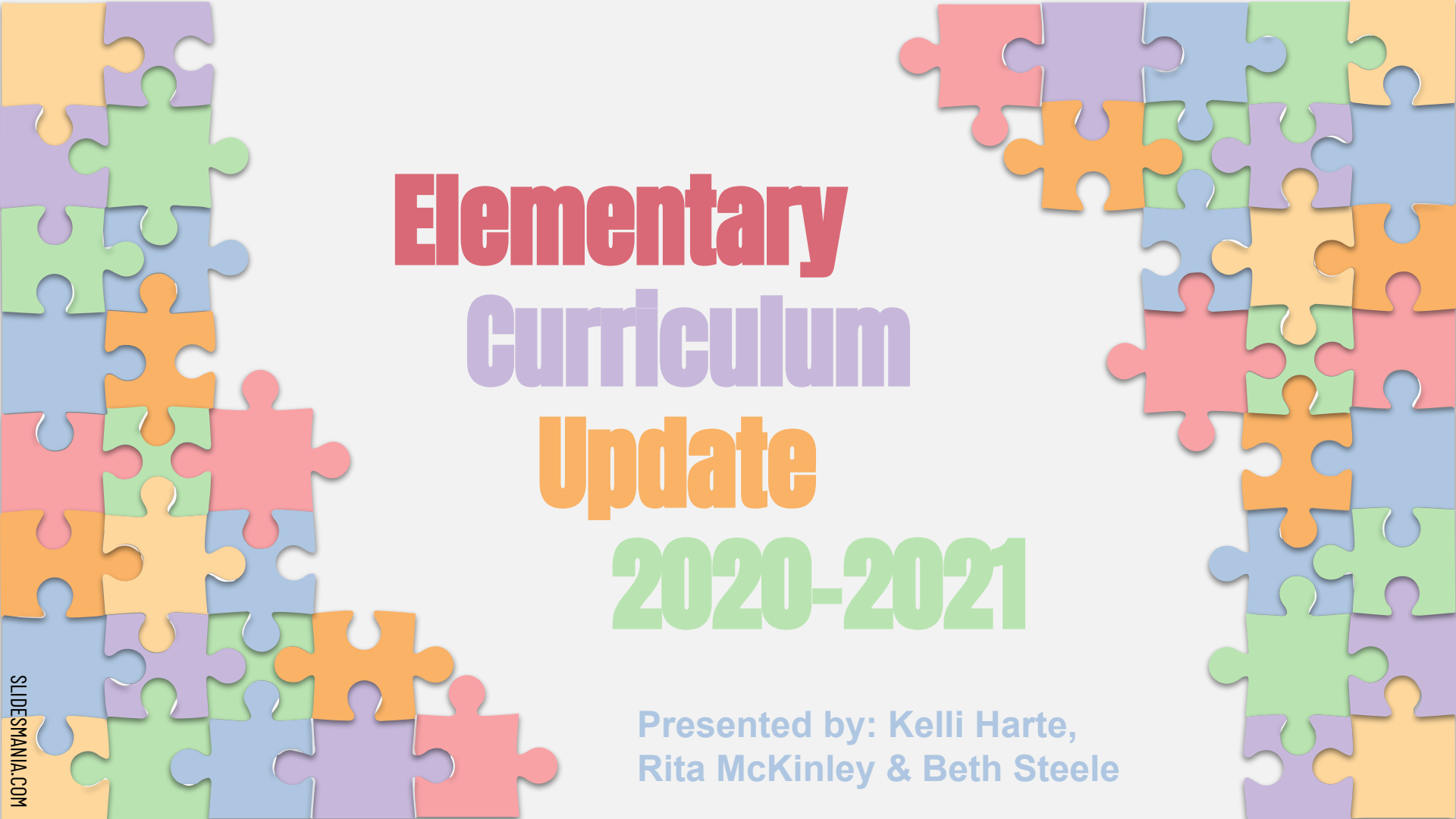
**But by the end the sun will shine,
the tightly shut door will open wide,
leaving this desolate life behind,
wiping away the tear I once cried.**

**The sun smiled down on this somber day,
and by night time all will be okay.**

Composed by Ms. Barry's 9th grade students Sidney Babers,
Amelie Fornicola, Maggie Berlinger, and Samrah Eshal

Thank You





Elementary Curriculum Update 2020-2021

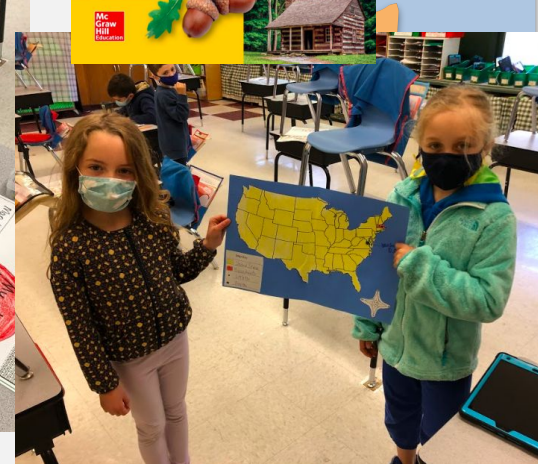
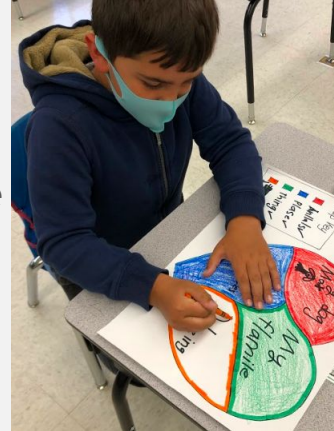
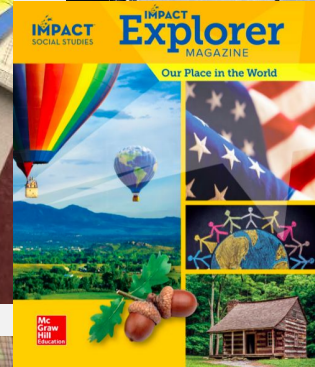
Presented by: Kelli Harte,
Rita McKinley & Beth Steele

K-2 Social Studies

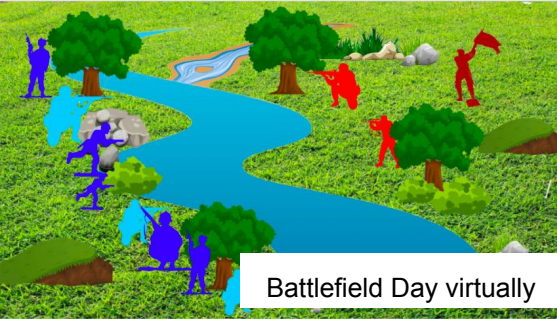
- ❖ Follow the MA state standards (2018)
- ❖ Curriculum: Trade Books, Explorer Magazine & Teacher's Curriculum Institute
- ❖ Collaboration and Discussion with classmates

Topics:

- Civics, Geography, History, Economics
- K: Classroom Citizenship, Connections Among Places, Shared Traditions, Works and Commerce
- 1st: Communities, Elections, Leadership, Places to Explore, Unity and Diversity in the US, Resources and Choices
- 2nd: Reading and Making Maps, Geography and its Effects, Migrations and Cultures, Countries and Governments



3-5 Social Studies



Battlefield Day virtually

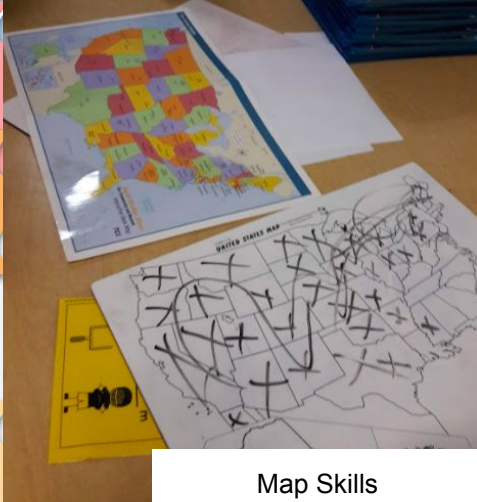


Battlefield Day in person

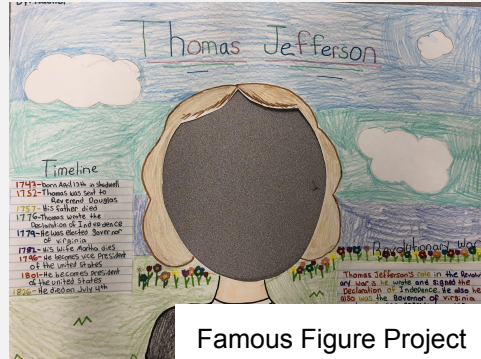
- ❖ Follow the MA state standards
- ❖ Curriculum: Gibbs-Smith(3) & Teacher's Curriculum Institute (4-5)
- ❖ Projects: posters, model simulation and writing assignments
- ❖ Collaboration with classmates

Topics:

- 3rd: Littleton town history
- 4th: US Regions, US States & Capitals, Immigration, Early Explorers
- 5th: Early Colonization & Growth of Colonies, the Revolutionary War, principles of United States Government, growth of the Republic, slavery and civil rights

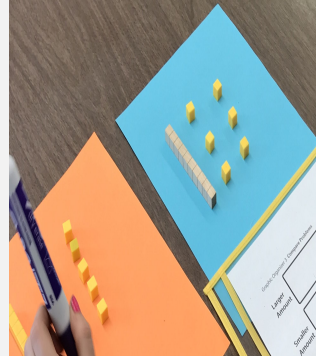
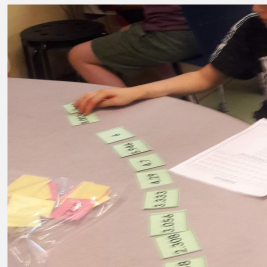
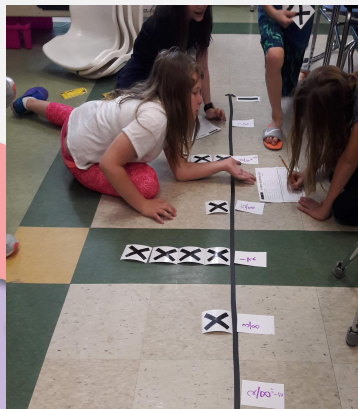


Map Skills

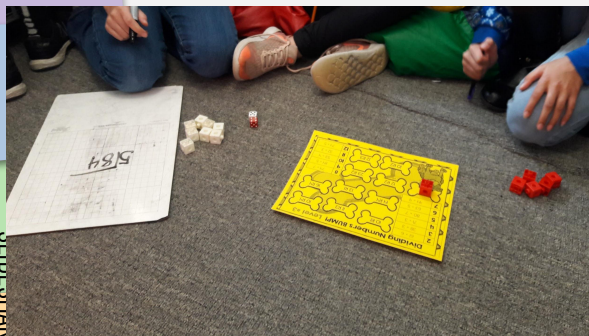
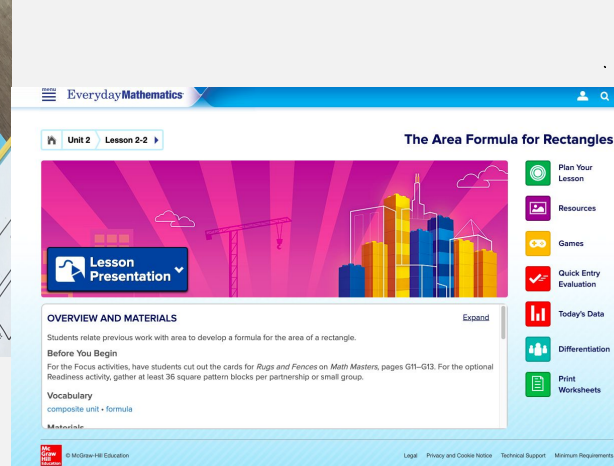


Famous Figure Project

K-5 Math



- Everyday Math
- Dreambox Learning
- Bridges Intervention
- Centers-based with manipulatives and hands-on games



Double click in the box to insert a photo of your answer.

23.) After driving 147.7 miles a driver stops at a service station. If he has 115.4 miles to go. How long will his trip be?

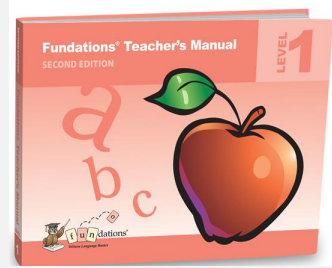
His trip will Be 263.1 Miles long.

$$\begin{array}{r} 147.7 \\ + 115.4 \\ \hline 263.1 \end{array}$$


K-2 English Language Arts

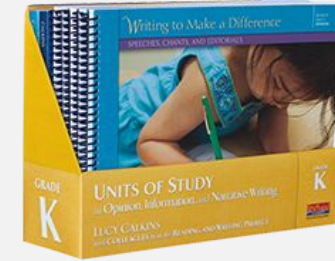
Reading

- Wilson Foundations (K-2)
- Journeys Reading Program
- Guided Reading
- Learning Without Tears (Pre-K)
- Novel Engineering (K-2)



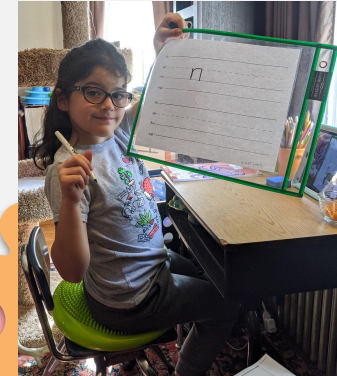
Writing

- Writer's Workshop
- Lucy Calkins Writing Program (Pilot)



Intervention

- Leveled Literacy Instruction (LLI)
from Fountas & Pinnell



SHOULD OUR CITY BAN PLASTIC STRAWS?



3-5 English Language Arts

Reading

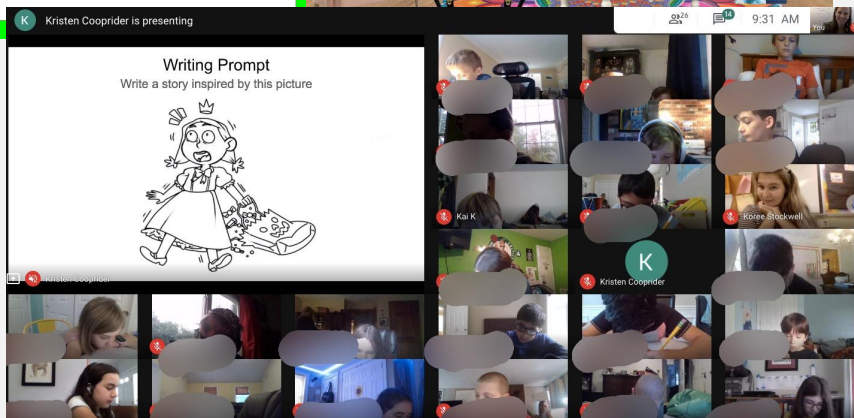
- Wilson Foundations in Grade 3
- Journeys Reading Program

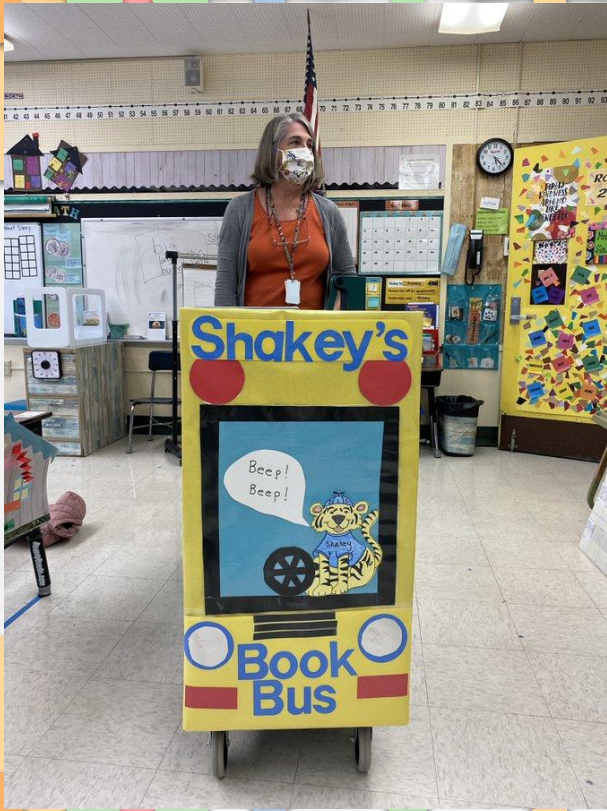
Writing

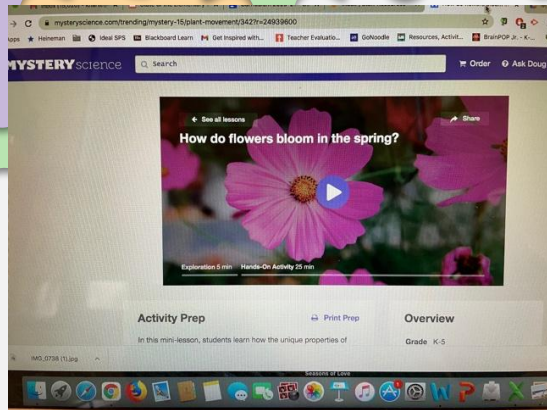
- Writer's Workshop
- Lucy Calkins Writing Program (Pilot)

Intervention

- Leveled Literacy Instruction (LLI) from Fountas & Pinnell
- Wilson Foundations & Just Words







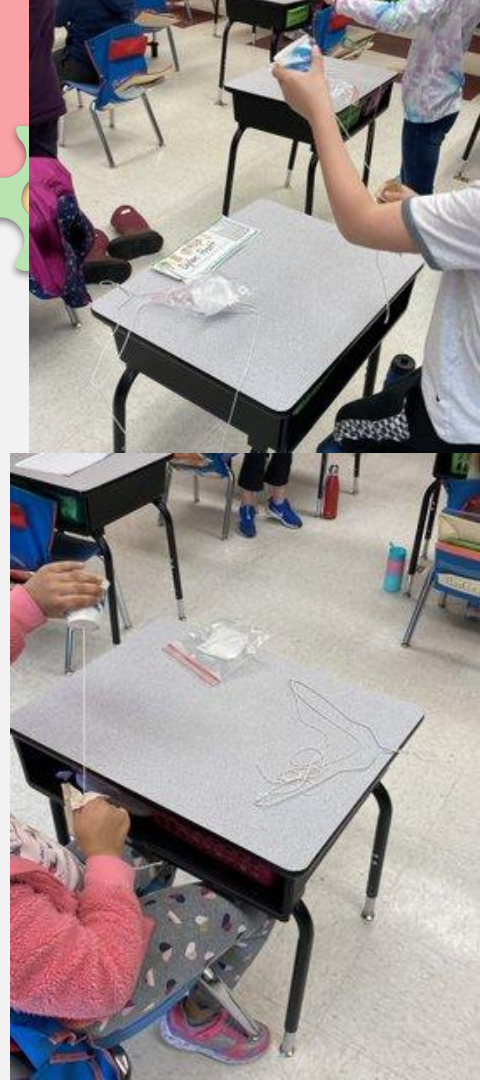
Resources:

- Mystery Science/Mystery Doug
- Foss Science
- Scholastic Let's Find Out
- Discovery Museum
- Anylam Visiting Scientists

K-2 Science

Topics:

- Animals
- Motion
- Trees and Weather
- Plants and Animals
- Sound and Light
- Air and Weather
- Insects and Plants
- Solids and Liquids
- Pebbles, sand and silt



Grades 3-5 Science

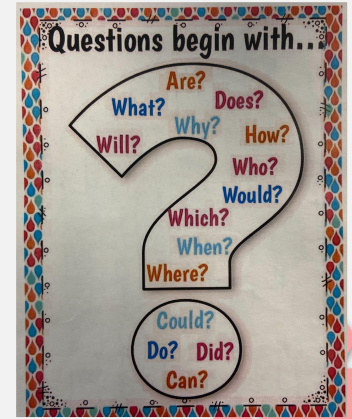


Resources:

- FOSS
- Alnylam Visiting Scientists
- Think Tank

Topics:

- Structures of Life
 - Plants and Animals
- Motion
- Water and Climate
- Energy
- Rocks and Landforms
- Mixtures and Solutions
- Environment
- Ecosystems
- Earth and Sun
- Water Planet
- Engineering



8:58 AM
s inspired me so much that win I g
ing to do some resherch and lerne
s are asome!!! I want to be a scient

like you!!

bey and thank you

how cool

8:50 AM

soooooo cool!!!!!!
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8:50 AM

8:53 AM

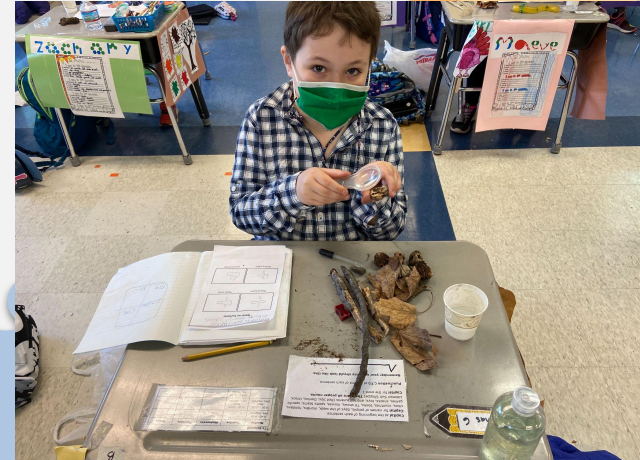
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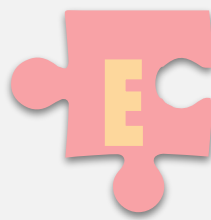
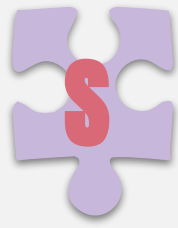
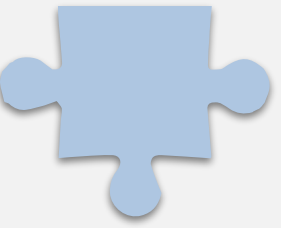
8:49 AM

so cool i love doing this

8:49 AM

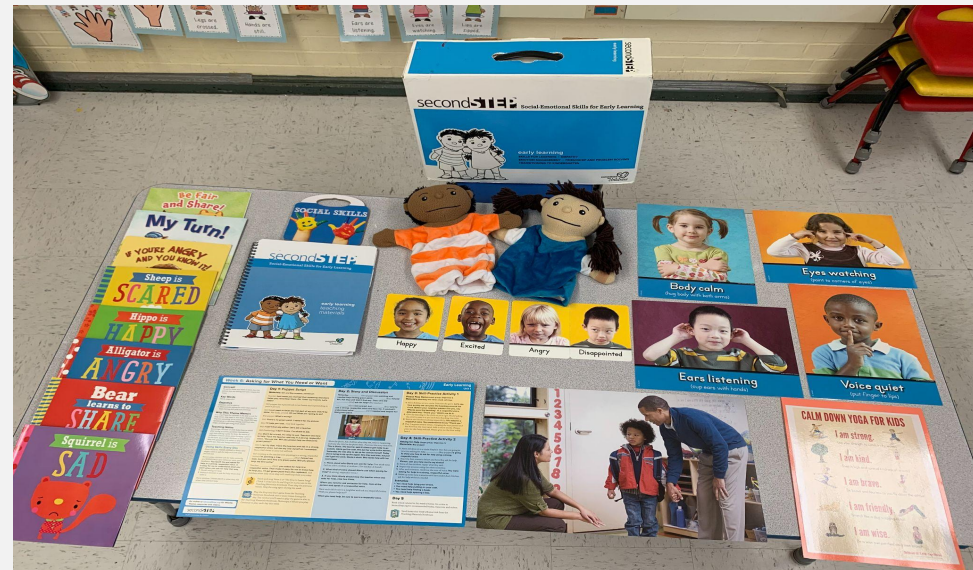
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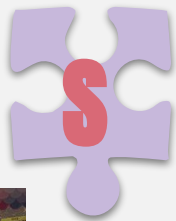
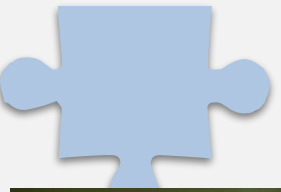




Shaker Lane School

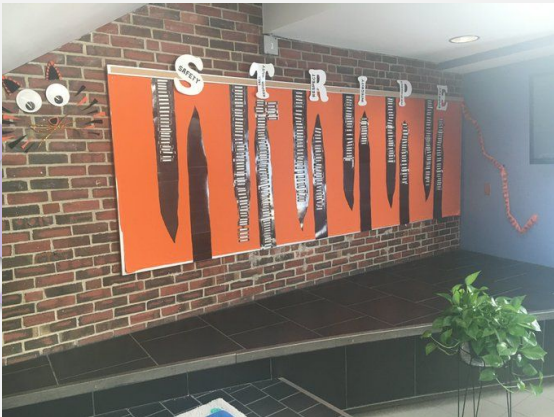
- Second Step Social Emotional Skills Curriculum
- Morning Meeting
- Yoga 4 Classrooms
- Social Thinking
- Social Thinking Lessons with Guidance Counselor
- HEART Program
- Responsive Classroom
- Multicultural Read Alouds
- Go Noodle
- BrainPop and Class Dojo





Russell Street School

- ❖ Second Step Social Emotional Skills Curriculum
- ❖ Morning Meeting/Closing Meeting- Responsive Classroom
- ❖ Kindness week
- ❖ Global school playday
- ❖ Hero Art (SEL Messaging)
- ❖ School Entrances- greeting students at arrival and dismissal
- ❖ STRIPE
- ❖ Classroom book-a-day
- ❖ SEL period built into schedule at all grades
- ❖ Mindfulness day with Charity Bell
- ❖ Classroom lessons with School Counselor
- ❖ BrainPOP



THANK YOU



Slides: [SlidesMania](https://www.slidesmania.com)

FONTS USED:
Montserrat
Anton

Rising to the Challenge

The 2020-2021 school year was one of unprecedented challenges and requirements for everyone but not least of all for public school employees.

The Littleton School Committee and Administration recognize that our staff have had to meet their regular job responsibilities each school day all while being asked to also support the significant requirements of COVID-19 mitigation strategies and procedures that have helped us maximize our in-person instruction while also keeping our students and staff safe and healthy as well as supporting remote learners.

Many staff worked extra hours in the summer to come up with plans for hybrid and remote teaching while others worked tirelessly to prepare buildings and classrooms to meet social distancing requirements and to have the required supplies and materials for hand-sanitizing, PPE and cleaning and disinfecting.

Rising to the Challenge

Staff participated in professional development to ramp up on COVID-19 health and safety protocols regarding social distancing, use of PPE, cleaning and disinfecting, screening for COVID symptoms and other procedures.

They participated in additional PD specific to delivering curriculum to in-person and remote learners which required the use of cameras and other technology.

Once classes started, all our staff were required to meet their normal job requirements and responsibilities but to ALSO adhere to requirements regarding safety and health protocols AND support our students and help them navigate those same safety and health protocols.

Every staff member was asked to do their regular job and then do their COVID job on top of that.

Rising to the Challenge

And our students benefitted greatly from those efforts.

Littleton had in-person instruction on the first day of school in all our buildings while many other Districts opened fully remote.

Our staff's efforts on the health and safety protocols allowed us to avoid in-school COVID outbreaks and let us maximize the number of in-person learning days.

Our remote instruction program was far more robust than most Districts with an emphasis on in-class, synchronous instruction and learning versus independent, asynchronous work by remote students.

When DESE mandated a full return to in-person instruction, the efforts by our staff allowed us to reopen WELL BEFORE mandated deadlines.

Rising to the Challenge

We didn't give staff more hours or more days to do all of this, we just asked them to fit MORE work and effort into the SAME hours each day.

AND THEY DID IT. DAY AFTER DAY, WEEK AFTER WEEK.

The School Committee and Administration have strived to regularly communicate our appreciation and admiration for all this work and effort but now the Chair and the Superintendent feel it is time to put some money where our mouth is.

Rising to the Challenge

The Chair and Superintendent are asking the School Committee to authorize a one-time \$1000 stipend to be paid to all non-LEA staff for the additional work and responsibilities they were asked to provide during this school year.

This would cover custodians, cafeteria workers, teaching assistants, administrative support staff, administrators, OTs, PTs, BCBAs, technology staff, etc.

Please note that LEA members (teachers and nurses) are not part of this proposal ONLY because we are in active salary negotiations with the LEA. Both sides have proposals on the table and we are working through them. After an agreement is reached, additional compensation along these lines is something the School Committee can certainly consider.

Rising to the Challenge

The number of staff this would cover is approximately 111. For reference, we have approximately 144 LEA members for a total staff count of approximately 255.

The total cost of this stipend would be \$111,000.

This would be a one-time, non-pensionable payment that would either be included in a regular payroll check or be a separate payroll run.

The Administration would need 2-4 weeks to prepare for these stipends to be paid.

Rising to the Challenge

The cost of this stipend program would be covered with School Choice funds.

With a projected balance of approx. \$2.0M, we are confident this fund can support the stipends and still retain a healthy balance.

In addition, there are additional Federal COVID relief funds expected this summer to help meet ongoing budget challenges that we might otherwise have needed to use School Choice funds for.

Rising to the Challenge

While it could be argued the amount of the stipend is not commensurate with the amount of extra work and effort our staff has provided this year, we are hopeful that this will be regarded as a meaningful and sincere gesture of recognition for everything our staff has done for our students and our District in a year of historical and unprecedented challenges.

Regardless of how bad things were, and they were bad, they would have been much, much worse if not for the work and commitment of our staff.