



Town of Littleton School Committee

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



JEN GOLD, Vice Chair
STACY DESMARAIS, Member

JUSTIN MCCARTHY, Chair

BRAD AUSTIN, Clerk
BINAL PATEL, Member

**School Committee Meeting
Littleton Police Station Community Room
500 Great Road
In-person and Hybrid
September 15, 2022
7:00 PM**

Please click the link below to join the webinar:

<https://littletonma.zoom.us/j/81496802006?pwd=cjNiNXBZWGlyZ2JHdmNONGpNeDhwZz09>

Webinar ID: 814 9680 2006

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AGENDA

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

7:00 I. ORGANIZATION

1. Call to Order
2. Pledge of Allegiance
3. Consent Agenda
 - Minutes – Joint Meeting August 25, 2022
 - 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

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. NEW BUSINESS

1. **Superintendent's Report**, *Dr. Kelly Clenchy will report on First Day Back, Personnel Update, Enrollment Update, and District Strategic Plan. (20 mins)*
2. **School Principal Updates**, *school principals will give a brief update on their school reopenings (15 mins)*
3. **Update on Bullying Prevention**, *Superintendent Clenchy and Director of Student Services, Lyn Snow, will provide an update on Bullying Prevention and Intervention. (10 mins)*
4. **Financial Update**, *Business Manager Steve Mark will give a Financial update. (5 mins)*
5. **Summary of School Committee Presentations for the 2022-2023 School Year**. *Superintendent Clenchy and Chairperson McCarthy will provide a summary of planned presentations. (5mins)*

8:10 VII. INTERESTED CITIZENS

8:15 VIII. SUBCOMMITTEE REPORTS

1. PMBC
2. Budget Subcommittee
3. Policy Subcommittee: (see LPS website to view all policies)
Motion to Rescind:
Policy AC - Non-Discrimination (replaced by new Policy AC)
Policy ACA - Non-Discrimination on the Basis of Sex (incorporated into new Policy AC)
Policy ACAB - Harassment (conflicts with Title IX Civil Rights Grievance Procedures and Non Title IX Grievance Procedures adopted by the district)
Policy ACE - Non-Discrimination on the Basis of Handicap (incorporated into new Policy AC)

Second Reading and Motion to Accept:
Policy AC - Non-Discrimination
Policy BHC - School Committee Staff Communications
Policy GBK - Staff Complaints and Grievances
Policy KCB - Community Involvement in Decision Making
Policy JICFB - Bullying Prevention
4. School Start-Time Subcommittee

8:40 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
September 29, 2022 - 7:00PM
Littleton Police Station Community Room**

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SCHOOL COMMITTEE Joint Meeting School Committee/BOH MINUTES August 25, 2022 7:00PM

PRESENT: Justin McCarthy
Brad Austin
Stacy Desmarais

ALSO PRESENT: Kelly Clenchy
Lyn Snow
Dorothy Mulone

NOT PRESENT:

CALL TO ORDER

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

On a motion by Brad Austin and seconded by Stacy Desmarais it was voted to approve the June 2, 2022, minutes as presented. Roll Call Vote: Brad Austin, AYE; Justin McCarthy, AYE; and Stacy Desmarais, AYE.

INTERESTED CITIZENS

None

BOH KEVIN BAKER CALLED THE MEETING TO ORDER

PRESENTATIONS

- 1. Public Health Crisis Response Guide:** BOH presented the Public Health Crisis Response Guide (draft form and a working document) and received feedback from School Committee members.

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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.

About the Guide

- Not a defined protocol or procedure but a guide to help the Board of Health maneuver through a public health crisis
- Founded on our learnings from COVID-19 but ideally applicable to other crises
- Level of community impact determined with help from Infectious Agent Decision Support Tool when applicable
- Actions taken in a given crisis are situation dependent

Levels of Concern/Crisis

Level Operations Public Health Crisis:

0 Operating Normally No apparent public health concerns

- | | |
|----------------------|--|
| Public Health Crisis | • No current or foreseeable public health crises |
| Operations | • Board of Health meeting on a normal frequency |
| Actions | • Preparedness planning |
| | • Manage stockpiles |
| Communications | • Website: Standard rotating information |

1 Monitoring Current or foreseeable public health crisis exists

- | | |
|----------------------|---|
| Public Health Crisis | • A current or foreseeable public health crisis exists |
| | • Minimal current or anticipated impact on our community |
| Operations | • Board of Health meeting on a normal frequency |
| | • Standing agenda item to review public health data |
| Actions | • Education and guidance posted to Board of Health web page |
| Communications | • Website: Information on public health crisis with links to appropriate information (CDC, Massachusetts DPH) |

2 Minor Impact Public health crisis having a minor impact on our community

- | | |
|----------------------|---|
| Public Health Crisis | • A current public health crisis exists |
| | • Minor impact on our community |
| Operations | • Board of Health meeting on a normal frequency |
| | • Standing agenda item to review/update |
| | • Public health data |
| | • Public advisories |
| Actions | • Board of Health votes on a public advisory |
| Communications | • Website, Social Media, Town-wide Email: Information on public health crisis and public advisory |

3 Moderate Impact Public health crisis having a moderate impact on our community

- | | |
|----------------------|---|
| Public Health Crisis | • A current public health crisis exists |
| | • Moderate impact on our community |
| Operations | • Board of Health meeting on a normal or increased frequency |
| | • Standing agenda item to review/update |
| | • Public health data |
| | • Public advisories |
| | • Orders |
| Actions | • Board of Health promptly attends joint meeting with Select Board to discuss and impose Order |
| | • Restrictions imposed on municipal buildings and/or public spaces |
| Communications | • Website, Social Media, Town-wide Email: Information on public health crisis and potential restrictions on activities and/or locations |

4 Major Impact Public health crisis having a major impact on our community

Public Health Crisis	<ul style="list-style-type: none">• A current public health crisis exists• Major impact on our community
Operations	<ul style="list-style-type: none">• Board of Health meeting on an increased frequency• Standing agenda item to review/update• Public health data• Public advisories• Orders/Regulations
Actions	<ul style="list-style-type: none">• Board of Health call emergency meeting specifically to impose Order or Regulation• Board of Health meeting with Select Board on a routine basis• Restrictions potentially imposed on businesses and private spaces
Communications	<ul style="list-style-type: none">• Website, Social Media, Town-wide Email, CodeRED: Information on public health crisis and potential restrictions on activities and/or locations

Items to Consider

- How to determine our “crisis level” at a given moment
- Add guidance for Health Agent activities
- Increased community monitoring
- Deploy stockpile supplies
- Launch community events (e.g. vaccine clinics)
- Concern about the availability of data pertinent to our community

Brad Austin – Thank you to BOH for taking the leadership on this. How will this fit in on the re-org on the town side. What kind of role do you want the school committee to have on this? Trying to understand the health side of this and the government side of this, where do you see the school committee. Are we having an advisory role, participatory or is it more “a listen to us” role?

Matt Wayson – A public health coordinator will be the first employee will be reporting to the Town Administrator and respond to the different departments within the town.

We are still working on how this plan/guide will be connected with all the different boards. We do not have an answer for that yet.

Kevin Baker – I see the School Board having an advisory and participatory role.

Brad Austin – I do think that the schools have access to real time data, such as case numbers etc. If we know there will be challenges to get, can we take proactive steps to collect the data. Can we identify gaps and find ways to get the data needed.

Kevin Davis – This is the single source of information. If it is health related stuff, we absolutely need to start publishing that right away. We need to find the way to relay the message appropriately.

Brad Austin – I do think that the School Committee needs to think if we want to adopt something like this, but I am still trying to think which action needs to take place.

Stacy Desmarais – Really great idea to learn from the past. I think this is a great way to start and a smoother way to communicate the data to the public. I would like to have a clarification on what the crisis is. Is it a pandemic or endemic. Would like to see how the school committee gets integrated in this, and

when how. I would insert how you are monitoring and collecting the data under the “Actions”. I do think this is a really good foundation.

Matt Wayson – I agree, we can be a little more specific in some areas.

Stacy Desmarais – Do you have a specific source where you retrieve your data from, like the CDC or WHO?

Matt Wayson – Yes, we use specific sources and there probably be a bullet point within the document listing the sources used.

Kevin Davis – Boxing yourself into specific areas of data sources and listing them out is not necessarily something I believe we should be doing.

Brad Austin – Under level 3 Action items it states that BOH and Select Board will share jointly. That is not the way information was handled in prior practice.

Matt Wayson – yes, we will tighten up the language.

Justin McCarthy – thank you for putting this document together. I think it is helpful to have such a document on hand.

Kelly Clenchy – Thank you for putting this document together. I do not see anything about any outreach to other communities. Do you have a direct connection with DPH?

Matt Wayson – We do have it listed but it will be included in this document as well.

Kevin Baker – yes, we have a direct connection with DPH.

Lyn Snow – I like that we have a plan, it is very comforting.

2. **ID Decision Support Tool:** BOH presented the ID Decision Support Tool and received feedback from School Committee members

NEW BUSINESS

1. **Discussion led by BOH on assistance for families related to COVID related issues**
(Test kits, vaccination clinics and masks)

Stacy Desmarais – When is coming to school department, thinking of attendance of both staff and students?

Matt Wayson – It is my understanding that the State is not going to support pool testing. I am not sure how we will know if we have an outbreak in the schools? The school will have to find the definition on when they will feel they are in “red”.

Kevin Davis – Is there a way to keep a tally of how many tests you are given to students? Or can you keep a tally of the absences whether it is Covid or flu?

Lyn Snow – There is not reporting requirement from DESE for case count at this point. For health office visits we do keep some data and our attendance data.

Kelly Clenchy – We will keep data internally and we encourage families to provide us with information. We will data available, but it will not be as accurate as in the past because there is not reporting

requirements at this point. DESE guidelines have changed too, at this point they are recommending that you isolate for 5 days and once you are fever free for 24 hours without any medication, you can return to school. Another protocol we have is that anyone entering the nurse's office has to be masked.

Matt Wayson – So what is the word I should use for a student who has been in close contact. They are allowed to come to school but.. They are required to wear a mask, suppose to wear a mask, or encouraged to wear a mask?

Kelly Clenchy – We encourage the student to wear a mask. Families have been good about giving us information, but it is different this year.

Matt Wayson – In our spreadsheet we could include the attendance information from the schools.

Kelly Clenchy – I am not sure that the attendance data will provide the information you are looking for.

Justin McCarthy – I really hope we will be able to conduct school committee business. We should be able to provide a sample of information to work with.

Kevin Davis – We are trying to be a little more pro-active with our data this year. BOH are trying to have our fingers on the pulse.

Gino Frattallone – We have to trust the school staff. If they found out that a student has covid, that student will be sent home until they are better.

Justin McCarthy – The School Committee do feel that the Superintendent and the school administration and the school nurses are doing a great job.

2. **Elder and Human Services Liz Tretiak discussed their offerings related to COVID assistance.** They are bringing home test kits to any residents that needs them.

INTERESTED CITIZENS

None

ADJOURNMENT

On a motion by Brad Austin and seconded by Stacy Desmarais it was voted to adjourn at 8:18PM. Roll Call Vote: Brad Austin, AYE; Justin McCarthy, AYE; and Stacy Desmarais, AYE.

DOCUMENTS AS PART OF MEETING

Minutes from June 2, 2022

Littleton Board of Health Guidance for Addressing Public Health Crises

Superintendent's Report

1. First Day Back
2. Personnel Update
3. Enrollment Update
4. District Strategic Plan



LITTLETON PUBLIC SCHOOLS

ENROLLMENT AS OF September 12, 2022

Monthly ENROLLMENT

		# Students	#Students	#Students Enrolled
SCHOOL	GRADE	Littleton Residents	School Choice	09.12.22
SHAKER LANE	PreK	62	0	62
	K	110	3	113
	T	18	0	18
	1	136	6	142
	2	109	3	112
	SL Total	435	12	447
RUSSELL STREET	3	120	5	125
	4	116	8	124
	5	135	5	140
	RS Total	371	18	389
MIDDLE SCHOOL	6	120	4	124
	7	121	8	129
	8	122	11	133
	MS Total	363	23	386
HIGH SCHOOL	9	115	11	126
	10	110	12	122
	11	108	10	118
	12	102	6	108
	HS Total	435	39	474
	Total ALL	1604	92	1696
Total #Students Littleton Residents		1604		
Total #Students School Choice		92		24 OOD Students
Total Students Enrolled		1696		

LITTLETON PUBLIC SCHOOLS
DISTRICT STRATEGIC PLAN 2019-2023
STANDARDS, GOALS AND ELEMENTS

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.

CORE VALUES: In order to achieve our vision and mission, Littleton Public Schools administration, faculty, staff and students will model and advance the following values:

- | | |
|-----------------|-----------------|
| -Respect | -Integrity |
| -Accountability | -Responsibility |

VISION: The vision is the guiding statement which the Littleton Public Schools use as the basis for all strategic planning, policy and budget decisions. The Littleton Public Schools will:

- Promote high academic standards for staff & students.
- Challenge all students to achieve their full potential.
- Prepare students to be life-long learners, critical thinkers enabling them to become contributing citizens.
- Maintain a commitment to continuous improvement of student achievement through the offering of school programs that are diverse & challenging.
- Communicate a clear set of standards regarding what students should know and be able to do at the end of each grade.
- Provide continued support to our staffs to enhance instructional strategies that promote student learning.
- Strive to meet each individual student's needs while taking into consideration that cognitive, social, physical, and emotional development varies.
- Promote a culture and climate that honors diversity, models respect, responsibility, integrity and accountability.
- Continue to encourage staff professional growth by providing the tools, support and resources to be successful.
- Provide support to teachers and administrators in the use of data to assess & inspire their own skills and effectiveness.
- Include the community as an active and contributing partner in the education and schooling of each child.
- Provide frequent communication between our schools and community regarding opportunities, accomplishments and progress of educational goals.
- Continue to foster a partnership of students, teachers, support staff, administrators, and the community, excelling at what they do and acting with strong conviction and deep commitment to bring about a higher quality of education within our schools.

BELIEFS:

- The purpose of education is to enable students to become self-reliant learners and productive, responsible citizens in a complex and challenging world.
- Everyone has the right to learn in a safe and secure environment.
- Education is the shared responsibility of our schools, students, their families and the community.
- All students can achieve at high levels and learn at different rates and in different ways.
- Teachers are the most important factor, within the school, in student achievement.
- All students have abilities and talents worthy of recognition.
- Student achievement is not solely the result of student ability.
- Literacy and numeracy are the foundations upon which learning is built.

LITTLETON PUBLIC SCHOOLS
DISTRICT STRATEGIC PLAN 2019-2023
STANDARDS, GOALS AND ELEMENTS

Standard #1: Curriculum / Instruction / Assessment
Align and enhance curriculum, instruction and assessment to continually improve student achievement.

Goal #1: Implement standards-based Pk-12 curriculum that is aligned with State Frameworks and is well articulated vertically and horizontally.

Elements

- Develop Pk-12 curriculum documents for all curriculum areas that reflect Framework Learning Standards and contain objectives, resources, instructional strategies, measurable outcomes and assessments.
- Provide opportunities for interdisciplinary/ cross-curricular learning experiences and the development of 21st Century skill sets and research skills.
- Analyze and develop curriculum maps for vertical and horizontal alignment and academic rigor.

Indicators of Success:

- See School Improvement Plans 2018-2023 (SIPs)
- See end-of-year School Improvement Plan Summative Reports which review qualitative and quantitative data to evaluate effectiveness of areas of emphasis listed in goals.

Goal #2: Develop and implement a five-year curriculum review cycle to enhance and/or refine curriculum, Pk-5 and 6-12.

Elements

- Assess needs for curriculum materials and make recommendations for resource allocation and budgetary planning.
- Conduct annual progress update of five-year curriculum review cycle.

Indicators of Success:

- See School Improvement Plans 2018-2023 (SIPs)
- See end-of-year School Improvement Plan Summative Reports which review qualitative and quantitative data to evaluate effectiveness of areas of emphasis listed in goals.

Goal #3: Use multiple forms of data to measure and evaluate student achievement.

Elements

- Evaluate district assessment tools and standardized tests for validity, reliability and alignment to local curricula and State Standards.
- Analyze and report formative, benchmark and summative assessment data at regular intervals to inform curriculum development, instructional strategies, and assessment practices.

LITTLETON PUBLIC SCHOOLS
DISTRICT STRATEGIC PLAN 2019-2023
STANDARDS, GOALS AND ELEMENTS

Indicators of Success:

- See School Improvement Plans 2018-2023 (SIPs)
- See end-of-year School Improvement Plan Summative Reports which review qualitative and quantitative data to evaluate effectiveness of areas of emphasis listed in goals.

Goal #4: Identify and implement effective instructional practices to support the academic achievement and social-emotional skills of diverse learners.

Elements

- Provide students with a variety of instructional strategies and interventions that meet their diverse academic and social-emotional learning needs.
- Evaluate and assess procedures, activities and resources for Individual Student Support Team.
- Research, evaluate, and implement effective practices related to meeting the needs of struggling, proficient, and advanced learners.

Indicators of Success:

- See School Improvement Plans 2018-2023 (SIPs)
- See end-of-year School Improvement Plan Summative Reports which review qualitative and quantitative data to evaluate effectiveness of areas of emphasis listed in goals.

Standard #2: Professional Development

Provide staff with a variety of professional development opportunities that are connected to the district Strategic Plan and Individual School Improvement Plans.

Goal #1: Offer a comprehensive professional development program for all staff which includes district programs and site-based programs, college courses, workshops and/or conferences.

Elements

- Develop and maintain a professional development calendar that delineates district PD and school specific PD days.
- Develop and maintain district and site-based professional development plans, which benefit both the individual development of teachers and school-wide improvement efforts by connecting meaningful differentiated PD with district and school improvement goals.
- Involve district-wide and site-based Professional Development Councils (PDC) in PD planning processes.
- Continue implementation of district Tuition Reimbursement Program.

LITTLETON PUBLIC SCHOOLS
DISTRICT STRATEGIC PLAN 2019-2023
STANDARDS, GOALS AND ELEMENTS

District-wide Indicators of Success:

- On-going review and revision of Early Release Professional Development calendar by administration and faculty to delineate district PD and school specific PD days.
- Development and implementation of district and site-based professional development plans.
- On-going evaluation of effectiveness of professional development programs implemented through a review of curriculum reports and documents, classroom observations, staff surveys, feedback from faculty and administration, and student assessment data.
- Summary report on staff participation in Tuition Reimbursement Program.

Goal #2: Establish and sustain partnerships with higher education and professional organizations to provide expanded learning opportunities for staff and students.

Elements

- Work with colleges/universities to recruit student teachers.
- Collaborate with universities, outside agencies and organizations and host educational forums, presentations and trainings for all staff.
- Expand educational opportunities, program of studies, college and dual enrollment courses, and internships for students in collaboration with local universities and businesses.

District-wide Indicators of Success:

- Relationships enhanced with colleges and universities that result in placement of student interns and teachers.
- Documented efforts to collaborate with local educational organizations and businesses to provide extended learning experiences for students.
- Documented efforts to collaborate with universities and educational organizations to provide PD for staff.

Goal #3: Foster a culture of professional learning aligned with State Guidelines that promotes growth and innovation.

Elements

- Continue implementation of the Massachusetts Educator Evaluation system.
- Continue implementation of Induction and Mentoring programs for new faculty and staff.
- Offer Professional Development programs / opportunities to support educators' completion of licensure requirements.
- Foster educator collaboration through increased opportunities for peer observation, common planning time, teaming structures, participation in professional networks, visits to and common planning with other districts.

LITTLETON PUBLIC SCHOOLS
DISTRICT STRATEGIC PLAN 2019-2023
STANDARDS, GOALS AND ELEMENTS

District-wide Indicators of Success:

- Documented trainings, programs and materials to support the Educator Evaluation system.
- Ongoing review of induction program and mentor/ mentee trainings and activities utilizing qualitative and quantitative data.
- Ongoing alignment of district and site-based professional development plans with current licensure requirements.
- Documented efforts to provide opportunities for peer observations and opportunities for inter-district and cross-district collaboration.

Standard#3: Community Engagement / Communication
Preserve and enhance communication strategies between the school district and its constituents

Goal #1: Effectively communicate the district's core values, vision, mission, and beliefs within the Community

Elements

- Maintain a focus of the district's core values, vision, mission, and beliefs at all LPS meetings (e.g, school committee, faculty/staff, administrative and community meetings).
- Maintain a focus of the district's core values, vision, mission, and beliefs throughout the recruitment and hiring process.
- Maintain a focus of the district's core values, vision, mission, and beliefs as a basis for financial planning, programmatic decision making and staff deployment.

Indicators of Success

- See School Improvement Plans 2018-2023 (SIPs)
- See end-of-year School Improvement Plan Summative Reports which review qualitative and quantitative data to evaluate effectiveness of areas of emphasis listed in goals.

Goal #2: Creatively and effectively utilize technology and media to communicate with all LPS constituents.

Elements

- Develop greater continuity with the utilization of district and school websites.
- Publicize and promote district and school accomplishments in a variety of media venues.
- Increase utilization of a variety of web based and social media communication tools.

LITTLETON PUBLIC SCHOOLS
DISTRICT STRATEGIC PLAN 2019-2023
STANDARDS, GOALS AND ELEMENTS

Indicators of Success:

- See School Improvement Plans 2018-2023 (SIPs)
- See end-of-year School Improvement Plan Summative Reports which review qualitative and quantitative data to evaluate effectiveness of areas of emphasis listed in goals.

Goal #3: Strengthen partnerships with business, civic organizations and community members at large.

Elements

- Sustain a viable base of volunteers to enhance the educational experiences of our students Pk-12.
- Identify and publicize opportunities for the schools and community to share resources/expertise.

Indicators of Success:

- See School Improvement Plans 2018-2023 (SIPs)
- See end-of-year School Improvement Plan Summative Reports which review qualitative and quantitative data to evaluate effectiveness of areas of emphasis listed in goals.

Standard #4: Climate / Culture

Foster a respectful and responsive culture that provides a safe, secure learning and work environment.

Goal#1: Review, maintain and modify protocols and procedures that provide all students and staff with a safe and secure learning and work environment

Elements

- Continue to convene a Safety and Security Advisory Committee composed of LPS administration, School Committee, police and fire officials.
- Annually assess school/ district safety plans.
- Annually assess building security and surveillance equipment.

District-wide Indicators of Success:

- Published schedule of the Safety & Security Advisory Committee meeting dates and minutes from meetings
- Review, update and implement with staff, crisis and training plans which include emergency protocols and emergency preparedness.

LITTLETON PUBLIC SCHOOLS
DISTRICT STRATEGIC PLAN 2019-2023
STANDARDS, GOALS AND ELEMENTS

- Completion of identified trainings. Meetings with fire and police department representatives to review procedures.
- Successful completion of evacuation and safety drills within each school building.
- Yearly implementation of a modified ALICE program, including training all building staff in the ALICE concepts.
- Completion of CPI training for required staff

Goal#2: Ensure the district and schools are free from discrimination and harassment and support student wellness.

Elements

- Review and revise discrimination, harassment and bullying policies and protocols as necessary.
- Continually review school materials to ensure that they are free from bias.
- Provide and promote programs and services for students and staff that are welcoming, inclusive, supportive and safe.
- Provide programs, activities and educational opportunities to address issues and concerns related to student wellness and promotion of healthy life choices
- Annually assess the effectiveness of programs and services through school climate surveys as well as the evaluation of qualitative and quantitative data.

Indicators of Success

- See School Improvement Plans 2018-2023 (SIPs)
- See end-of-year School Improvement Plan Summative Reports which review qualitative and quantitative data to evaluate effectiveness of areas of emphasis listed in goals.

Goal#3: Review and revise the District Maintenance Plan

Elements

- Utilize District Maintenance Plan to inform budgetary decisions.
- Maintain a district-wide help desk program.
- Maintain and review procedures to ensure a clean and healthy environment.

District-wide Indicators of Success:

- Collaborate and plan with the Business Manager and Facilities Director to address school facility needs: Documented evidence of requested & required maintenance, repair, and renovations to school facilities using the help desk function.
- Adequately request capital funding from Town resources for building improvements, upgrades and repairs for items that cannot be funded through annual school budget appropriation.
- School playground equipment functional without safety hazards.
- Three-year facility maintenance plan updated annually regarding maintenance, repair, renovation, and possible construction of facilities.
- Quarterly inspections of all buildings and grounds.

LITTLETON PUBLIC SCHOOLS
DISTRICT STRATEGIC PLAN 2019-2023
STANDARDS, GOALS AND ELEMENTS

Goal #4: Continue to support the district's energy and environmental conservation initiatives.

Elements

- Effectively communicate energy conservation initiatives to all staff and students.
- Research and encourage potential ways to reduce energy costs.
- Maintain current practices as outlined in the Energy Conservation Plan.
- Maintain and improve current practices related to recycling.
- Research and encourage potential ways to enhance environmental conservation efforts.

Indicators of Success:

- Maintain current cost avoidance practices that reflect goals and savings achieved through the EEI (Cenergistic) energy reduction program.
- Exploration of other areas for additional energy savings, (lighting, electric, solar, water, hvac).
- Continue to fund salary position and expenses for district wide Energy Manager.
- Continued qualification for all schools for the energy star compliance standards as indicated through the Energy Cap software program used by the district.
- Notification of energy conservation practices and policies to all staff through website, newsletters, emails and updates on back to school days, new teacher orientation days, and throughout the year.
- Support Energy Manager in education of students and staff in energy conservation methods and practices.
- Participation in the Massachusetts Green Ribbon School Award Program by applying for the Green Ribbon School Award as sponsored and recognized by the US Dept. of Education.
- Continued support of School Recycling programs and Student led recycling activities.

Standard#5: Technology

Preserve and enhance the integration and utilization of technology for students and staff Pk- 12.

Goal #1: Align school and district-based technology planning with current state, national and international technology Standards

Elements

- Continue to plan and support the teaching, learning and integration of technology at the building and system level.
- Review and revise school and district technology plans to reflect the DESE technology planning guidelines and ISTE Standards.
- Ensure that schools are sufficiently equipped for the implementation of next generation MCAS and other technology based assessments.

LITTLETON PUBLIC SCHOOLS
DISTRICT STRATEGIC PLAN 2019-2023
STANDARDS, GOALS AND ELEMENTS

Indicators of Success

- See School Improvement Plans 2018-2023 (SIPs)
- See end-of-year School Improvement Plan Summative Reports which review qualitative and quantitative data to evaluate effectiveness of areas of emphasis listed in goals.

Goal #2: Continue to improve staff/administrative utilization and integration of technology.

Elements

- Annually assess technology and professional development needs.
- Provide staff with technology training and ongoing support.
- Continue to support collaboration between faculty and technology staff.
- Continue the technology help-desk to promote timely resolutions of requests.

District-wide Indicators of Success:

- PD opportunities/support provided for technology components in SIS (ASPEN).
- Continue faculty/student use of G-Suite for education.
- Evaluate effectiveness of trainings provided for staff in utilization of technology through the review of feedback from faculty, classroom observations, curriculum reports, and consultation with Technology department.
- Appropriate technological equipment is provided to staff as outlined in the Site-Based Technology Integration Plan.
- Assess and provide for equitable access to instructional technology throughout the district.

Goal #3: Continue to improve student utilization and integration of technology for college and career readiness.

Elements

- Annually assess student technology needs and necessary student skill sets on a school by school basis.
- Provide students with technology instruction and integration to support college/ career readiness and citizenship as outlined in current state and national Standards.
- Continue to evaluate the technology needs of diverse learners and provide assistive technology as needed.

Indicators of Success

- See School Improvement Plans 2018-2023 (SIPs)
- See end-of-year School Improvement Plan Summative Reports which review qualitative and quantitative data to evaluate effectiveness of areas of emphasis listed in goals.

LITTLETON PUBLIC SCHOOLS
DISTRICT STRATEGIC PLAN 2019-2023
STANDARDS, GOALS AND ELEMENTS

Goal #4: Provide all staff and students with appropriate access to technology

Elements

- Determine infrastructure needs required for management of data and instruction.
- Allocate sufficient financial resources to actualize school and district technology plans.
- Document and review technology inventory and update the technology replacement plan annually.

District-wide Indicators of Success

- Technology inventory completed annually
- Annual assessment of teacher needs
- Annual report of technology utilization/integration

LITTLETON PUBLIC SCHOOLS

UPDATE:
IDENTIFYING AND RESPONDING TO BULLYING



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M.G.L. c. 71, § 37O; 603 CMR 49.00

- Littleton Public Schools Bullying Prevention and Intervention Plan (BPIP)
LPS Bullying Prevention & Intervention Plan
- DESE Guidance on Notification of Bullying based on Sexual Orientation/Gender Identity
DESE Guidance

BULLYING

Bullying is defined as:

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

- I. Causes physical or emotional harm to the victim or damage to the victim's property;
- II. Places the victim in reasonable fear of harm to himself or of damage to his property;
- III. Creates a hostile environment at school for the victim;
- IV. Infringes on the rights of the victim at school; or
- V. Materially and substantially disrupts the education process or the orderly operation of a school.

M.G.L. c. 71, § 37O

PROHIBITS ACTS OF BULLYING, CYBERBULLYING, AND RETALIATION:

- on school grounds, property immediately adjacent to school grounds, at a school sponsored or school related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school; and/or
- at a location, activity, function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, **if the bullying: (1) creates a hostile environment at school for the target; (2) infringes on the target's rights at school; or (3) materially and substantially disrupts the education process or the orderly operation of a school.**

***The school district is not required to staff any non-school related activities, functions, or programs.**

REPORTING BULLYING

OBLIGATION TO REPORT

Staff:

A staff member must promptly report to the principal or the principal's designee any instances of bullying or retaliation witnessed by the staff member or that is reported to the staff member by a student, parent, or other individual and then follow up with an Incident Referral Form. Staff may not make anonymous reports.

Students and Parents:

Students and parents are strongly encouraged to report any instances of bullying of which they become aware.

FORM OF REPORT

Reports of bullying may be made orally or in writing (use of District reporting form not required.) All oral reports must be reduced to writing by school staff.

Reports from students and/or parents may be made anonymously. Anonymous reports must be investigated (to the extent possible) but may not result in the imposition of student discipline.



LITTLETON BULLYING PREVENTION & INTERVENTION PLAN

Reporting by Staff

Littleton Public School staff members are required to report immediately to the principal or designee when they witness or become aware of conduct that may be bullying or retaliation. The requirement to report the conduct does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies.

Parents, students, and third parties may also report bullying. Oral Reports. Oral reports made by or to a staff member will be recorded in writing using the District's Incident Reporting Form.

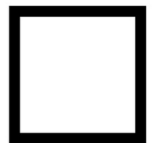


LITTLETON BULLYING PREVENTION & INTERVENTION PLAN

Initial Response to a Bullying Complaint

Upon receipt of a complaint of bullying, the Principal, or a designee, must promptly initiate investigation...Preliminary determinations when starting investigation:

- Is there a need for interim measures to support the alleged target's safety or wellbeing?
- Is there a basis for immediate notification of law enforcement authorities?
- Is there a need to notify another school district or school principal?
- Could the conduct complained of constitute harassment based on the victim's membership in a protected class ("Discriminatory Harassment") in violation of federal or state civil rights laws?



LITTLETON BULLYING PREVENTION & INTERVENTION PLAN

Safety

Before fully investigating the allegations of bullying or retaliation, the principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

LITTLETON BULLYING PREVENTION & INTERVENTION PLAN

Consideration of Interim Supportive Measures

Interim measures are individualized services/supports offered as appropriate before an investigation, and/or while the investigation is pending.

The need for interim supports must be determined on a case-by-case basis, with the input of the target and the parents, depending on the age of the students involved, the severity of the allegations, and any continuing effects on the target.

LITTLETON BULLYING PREVENTION & INTERVENTION PLAN

Notification of Law Enforcement Authorities

Upon receipt of a report of bullying, the Principal shall determine whether to notify law enforcement authorities:

- Is there a reasonable basis to believe that the incident may result in criminal charges against perpetrator? If so, must notify.
- Parent consent not required.
- Must communicate with police in a manner as to protect the privacy of victims, perpetrators and witnesses.
- Principal must document preliminary determination to notify police.

LITTLETON BULLYING PREVENTION & INTERVENTION PLAN

Investigation

The principal or designee will promptly investigate all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation, the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged student aggressor, target, and witnesses of the importance of the investigation, their obligation to be truthful and that retaliation against someone who reports bullying or provides information during a bullying investigation is strictly prohibited and will result in disciplinary action.

LITTLETON BULLYING PREVENTION & INTERVENTION PLAN

Determinations.

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take reasonable steps to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. The principal or designee will:

- 1) determine what remedial action is required, if any, and
- 2) determine what responsive actions and/or disciplinary action is necessary.

LITTLETON BULLYING PREVENTION & INTERVENTION PLAN

Consistent with state and federal laws, and the policies of the Littleton Public Schools, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, religion, ancestry, national origin, sex, socioeconomic status, academic status, gender identity or expression, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Nothing in the Plan prevents the Littleton Public Schools from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.



LITTLETON BULLYING PREVENTION & INTERVENTION PLAN

- Littleton Public Schools Bullying Prevention and Intervention Plan has been reviewed
- All administrative team members have received professional development at the recent Admin Team Retreat by district counsel.
 - Review of plan
 - Review of process and procedures
 - Implementation of new procedural checklists, forms and documentation resources that align with Littleton's plan.

References

Atty. Michael J. Joyce - Nuttal, Macavoy and Joyce P.C.



LITTLETON Massachusetts

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

P 1
glytdbud

FOR 2023 03

ORIGINAL APPROP	TRANS/ADJSMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	% USED
310 Regular Education						
9,290,764.00	0.00	9,290,764.00	412,953.05	48,857.62	8,828,953.33	5.0%
311 Special Education						
6,212,852.00	0.00	6,212,852.00	301,445.83	-6,610.80	5,918,016.97	4.7%
312 Student & Support Staff						
1,406,715.00	0.00	1,406,715.00	187,757.27	47,415.59	1,171,542.14	16.7%
313 Other Instruction						
295,425.00	0.00	295,425.00	4,902.69	1,024.00	289,498.31	2.0%
314 System Administration						
1,564,162.00	0.00	1,564,162.00	275,608.02	0.00	1,288,553.98	17.6%
315 School Administration						
1,267,777.00	0.00	1,267,777.00	211,788.68	-195.00	1,056,183.32	16.7%
316 Transportation and Busing						
1,250,260.00	0.00	1,250,260.00	325,307.29	-902.72	925,855.43	25.9%
317 Facility & Maintenance						
1,762,292.00	0.00	1,762,292.00	410,488.48	23,135.70	1,328,667.82	24.6%
GRAND TOTAL						
23,050,247.00	0.00	23,050,247.00	2,130,251.31	112,724.39	20,807,271.30	9.7%

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

2022/2023 School Committee Presentation Calendar

September 15, 2022:

- First Day Back (District) 5 Min
- School Building Prep (Principals) 15 Min
- Personnel Update 5 Min
- Financial Update (District) 5 Min
- Enrollment Update 5 Min
- Update on Bullying Prevention: Definition of Bullying, Bullying process, and procedures, District Bullying Prevention Plan 10 Min
- District Strategic Plan- Will cover standards 1-5 at various SC meetings throughout the year. 5 Min

September 29, 2022:

- NWEA MAP Update (District) 30 Min
- Review of Strategic Plan (2 Schools, Principals) Standard 1: Curriculum, Instruction, and Assessment- Schools will discuss SIPs specific to goals for the 2022/2023 school year, discuss major accomplishments, challenges, and any suggested revisions or goals that should be taken into consideration as we review Standard 1 as part of the process for creating an updated Strategic Plan, 2023- 2028 20 Min

OCTOBER 13, 2022:

- Enrollment Update (District) 5 Min
- Review of Strategic Plan (2 Schools, Principals, District Input) Standard 1: Curriculum, Instruction, and Assessment- Schools will discuss SIPs specific to goals for the 2022/2023 school year, discuss major accomplishments, challenges, and any suggested revisions or Goals that should be taken into consideration as we review Standard 1 as part of the process for creating an updated Strategic Plan, 2023- 2028 20 Min
- Review of Strategic Plan, Standard 4, Goal 1, School Safety; Update from resource officer and/or Police Chief, Safety and Security Advisory Committee regarding school and district safety plan. 15 Min

OCTOBER 27, 2022:

- Start Time Update (District) ?
- Financial Update (District) 5 Min
- Standard 2, Professional Development, Goal 1: Discussion of 2022/2023 Professional Development Plan. 10 Min

Note: Presented 2021/2022 plan in the spring of 2022.

<https://docs.google.com/presentation/d/17u13fKvAelxD5CdsTVfaVyAuULgHiZJy1-DeQOfjsvo/edit?usp=sharing>

We will schedule an update on the 2022/2023 PD plan in the spring of 2023 after partial implementation has occurred.

NOVEMBER 17, 2022:

- Advanced Placement (AP) Testing (School-based) 10 Min
- Athletics Update (AD) 10 Min
- Dyslexia and Early Literacy Screening Update 10 Min
- Special Education Program Review 30 Min

DECEMBER 1, 2022:

- FY23 Proposed Capital Requests (District & School-based) 15 Min
- Update on November 8th, Tri-District PD Day (District) 10 Min
- Financial Update (District) 5 Min

DECEMBER 15, 2022:

- MCAS Update (District & Principals) 30 Min
- Review of Strategic Plan (4 Schools, Principals, District Input) Standard 3: Community Engagement/Communication- Schools will discuss SIPs specific to goals for the 2022/2023 school year, discuss major accomplishments, challenges, and any suggested revisions or addition of Goals that should be taken into consideration as we review Standard 3 as part of the process for creating an updated Strategic Plan, 2023- 2028 20 Min

JANUARY 12, 2023:

- School-based wellness update (Schools/District) 15 Min
- Review of Strategic Plan (4 Schools, Principals, District Input) Standard 4: Climate/Culture- Schools will discuss SIPs specific to goals for the 2022/2023 school year, discuss major accomplishments, challenges, and any suggested revisions or addition to Goals that should be taken into consideration as we review Standard 4 as part of the process for creating an updated Strategic Plan, 2023- 2028 20 Min

JANUARY 26, 2023:

- Financial Update (District) 5 Min
- Review of Strategic Plan (4 Schools, Principals, District Input) Standard 5:Technology- Schools will discuss SIPs specific to goals for the 2022/2023 school year, discuss major accomplishments, challenges, and any suggested revisions or addition of Goals that should be taken into consideration as we review Standard 5 as part of the process for creating an updated Strategic Plan, 2023- 2028 20 Min

FEBRUARY 9, 2023:

- Financial Update (District) 5 Min

MARCH 2, 2023:

- Update and Review of the 2022-2023 Professional Development Plan 20 Min
- Draft of 2023-2024 School Calendar (District) 10 Min
- Budget Discussions (District) 15 Min
- Financial Update (District) 5 Min

MARCH 16, 2023:

- Public Hearing: Budget (District)

MARCH 30, 2023:

- YRBS Survey/ Update on School Safety & Social Emotional Learning (District & School-based) 30 Min

APRIL 13, 2023:

- State of the Curriculum Reports: Part 1 (3 content areas) (District) **These reports are year-in-review summaries, so they need to be done closer to the end of the year. 20 Min
- Superintendent Evaluation 10 Min

MAY 4, 2023:

- State of the Curriculum Reports: Part 2 (3 content areas) (District) 20 Min
- School Improvement Plan Updates (2 Schools) (2 Principals) 20 Min
- Financial Update (District) 5 Min

MAY 18, 2023:

- State of the Curriculum Reports: Part 3 (2 content areas) (District) 15 Min
- School Improvement Plan Updates (2 Schools) (2 Principals) 20 Min
- Handbook Changes (School-based) 20 Min

JUNE 1, 2023:

- District Slideshow (District) 5 Min
- Postsecondary Plans for the Class of 2023 (District) 5 Min
- Financial Update (District) 5 Min

June 15, 2023- Tentative Meeting if needed

NON-DISCRIMINATION AND HARASSMENT

File: AC

The Littleton Public Schools does not tolerate discrimination against students, parents, employees or the general public on the basis of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, homelessness, religion, age or immigration status. The Littleton Public Schools is also committed to maintaining a school environment free of harassment based on race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, genetic information, ethnic background, ancestry, disability, veteran status, or any category protected by state or federal law. In addition, the District provides equal access to all designated youth groups. Consistent with the requirements of the McKinney-Vento Act, the District also does not discriminate against students on the basis of homelessness.

The Superintendent shall designate at least one administrator to serve as the compliance officer for the District's non-discrimination policies in education-related activities, including but not limited to responding to inquiries related to Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act; the Age Act; M.G.L c. 76, § 5; M.G.L. c. 151B and 151C; and 603 C.M.R. § 26.00. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.

The Littleton Public Schools' policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; no person shall be excluded from or discriminated against in employment, admission to a public school of Littleton or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, genetic information, ethnic background, ancestry, disability, veteran status, or any category protected by state or federal law.

In addition to designating at least one administrator to handle inquiries regarding the District's non-discrimination policies, the Superintendent shall adopt and publish one or more grievance procedures for addressing reports of discrimination, harassment and retaliation under the protected classes identified in this policy. If an individual is interested in filing a complaint that they have been discriminated against because of race, color, national origin, sex, sexual orientation, gender identity, pregnancy or pregnancy status, disability, veteran status, homelessness, religion, age or immigration status, their complaint should be filed in accordance with the District's grievance procedures for discrimination, harassment, and retaliation.

The student handbooks and grievance procedures shall identify the name, office address and telephone number for the compliance officer(s) for the above-referenced statutes and this policy and be posted on the District's website.

ADOPTED:

LEGAL REFS.: Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03 as amended by Chapter 199 of the Acts of 2011; MGL. c. 71, s. 370; 42 USC s. 2000c et seq.; 42 USC s. 2000d et seq.; 20 USC s. 1701 et seq.; M.G.L c. 71, Sec. 84; MGL c. 151B; 151C.

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The student handbooks and grievance procedures shall identify the name, office address and telephone number for the compliance officer(s) for the above-referenced statutes and this policy and be posted on the District's website.

ADOPTED: September 15, 2022

LEGAL REFS.: Title VI: 42 U.S.C. 2000d; 34 CFR 100.3(a),(b); EEOA: 20 U.S.C. 1703(f); Title IX: 20 U.S.C. 1681; 34 CFR 106.31, 106.34, 106.35; Section 504: 29 U.S.C. 794; 34 CFR 104.4; Title II: 42 U.S.C. 12132; 28 CFR 35.130; IDEA 2004: 20 U.S.C. 1400; 34 CFR 300.110; NCLB: Title III, Part A, Sec. 3121(c)(1)(C); Title X, Part C, Secs. 721, 722(g)(4); Mass. Const. amend. art. 114; M.G.L. c. 71A, s. 7; c. 76, s. 5; 603 CMR 26.03 as amended by Chapter 199 of the Acts of 2011; MGL. c. 71, s. 370; 42 USC s. 2000c et seq.; 42 USC s. 2000d et seq.; 20 USC s. 1701 et seq.; M.G.L. c. 71, Sec. 84; MGL c. 151B; 151C.

SCHOOL COMMITTEE-STAFF COMMUNICATIONS

The School Committee wishes to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the Superintendent.

Staff Communications to the School Committee

All communications or reports to the committee or any of its subcommittees from principals, supervisors, teachers, or other staff members will be submitted through the Superintendent. This procedure does not deny the right of any employee to appeal to the committee from administrative decisions on important matters, except in those matters that are outside of the committee's legal authority, provided the Superintendent has been notified of the forthcoming appeal and that it is processed in accordance with the committee's policy on complaints and grievances. **Matters which are not subject to appeals to the School Committee include those areas where the law, another School Committee Policy, or civil rights grievance procedure has specifically assigned authority to the Principal and/or the Superintendent and Committee action would be in conflict with that law, school committee policy, or civil rights grievance procedure.** Staff members are also reminded that committee meetings are public meetings. As such, they provide an excellent opportunity to observe first hand the committee's deliberations on problems of staff concern.

School Committee Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent. The Superintendent will develop appropriate methods to keep staff fully informed of the committee's problems, concerns and actions.

Visits to Schools

Individual School Committee members interested in visiting schools or classrooms will inform the Superintendent of their interest prior to making arrangements for visitations through the principals of the various schools. Such visits will be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes. Official visits by committee members will be carried on only under committee authorization.

Adopted December 15, 1994

Reviewed. July 12, 2000

Revised September 14, 2000

Reviewed: February 16, 2017

Revised: add new date

STAFF COMPLAINTS AND GRIEVANCES

The School Committee will encourage the administration to develop effective means of resolving differences that may arise among employees and between employees and administrators; reduce potential areas of grievances; and establish and maintain recognized channels of communication between the staff, administration, and School Committee.

It is the committee's desire that grievance procedures provide for prompt and equitable adjustment of differences at the lowest possible administrative level, and that each employee be assured opportunity for an orderly presentation and review of complaints and concerns.

Channels established will provide for the following:

1. That teachers and other school employees may appeal a ruling of a principal or other administrator to the Superintendent.
2. That all school employees may appeal a ruling of the Superintendent to the committee, except in those areas where the law, **another school committee policy, or civil rights grievance procedures** has specifically assigned authority to the Principal and/or the Superintendent and committee action would be in conflict with that law, **school committee policy, or civil rights grievance procedure**.
3. That all hearings of complaints before the Superintendent or committee be conducted in the presence of the administrator who made the ruling that is the subject of the grievance. The process established for the resolution of grievances in contracts negotiated with recognized employee bargaining units will apply only to "grievances" as defined in the particular contract.

SOURCE: MASC Policy sept 2016

LEGAL REFS.: M.G.L. 150E:5; 150E:8

CONTRACT REFS.: All Contract Agreements

Adopted: October 9, 2003

Reviewed: February 26, 2009

Reviewed: November 21, 2013

Reviewed: May 28, 2020

Revised: [Add new date]

BULLYING PREVENTION

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

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

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

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

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

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

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

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

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

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the Littleton public schools;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the Littleton school district if the act or acts in question:

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

Prevention and Intervention Plan

The Superintendent and/or his/her designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, and parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The District plan will acknowledge that certain students may be more vulnerable to becoming a target of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.

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

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

Reporting

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

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report. Any student who knowingly makes a false accusation of bullying ~~shall~~ **may** be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible. A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

The District shall administer the DESE provided survey of school climate and prevalence, nature and severity of bullying in schools survey at least once every 4 years. The district shall annually report bullying incident data to the Department of Elementary and Secondary Education utilizing the required DESE provided format.

Investigation Procedures

~~Upon receipt of a report or complaint that would, if true, constitute bullying, cyberbullying, or retaliation,~~
~~The Principal or their designee, upon receipt of a viable report,~~ shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school principal or a designee shall promptly investigate the report of bullying, ~~using a Bullying/Cyber-bullying Report Form~~ which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses. Support staff shall assess an alleged target's needs for protection and create and implement ~~supportive measures, and as necessary,~~ a safety plan that shall restore a sense of safety for that student.

~~To the extent practicable, and in accordance with state and federal statutes and regulations,~~
~~Confidentiality~~ shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred, the principal shall take appropriate action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within ~~fourteen~~ ~~twenty~~ school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and what action has or shall be taken. ~~The investigator may impose reasonable timeframes on all parties to facilitate the timely completion of the investigation. The investigator may extend the investigation period beyond the time period identified due to extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations.~~ At a minimum the Principal or a designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Actions, whether disciplinary or alternative measures, for students who have committed an act of bullying or retaliation shall be in accordance with district policies ~~and statutes and regulations regarding discipline.~~ Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

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

Retaliation

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

Target Assistance

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

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying. Age-appropriate, evidence-based instruction on bullying prevention and response shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms. Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

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

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

LEGAL REFS.: Title VII, Section 703, Civil Rights Act of 1964 as amended

Federal Regulation 74676 issued by EEO Commission

Title IX of the Education Amendments of 1972

603 CMR 26:00

M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

SOURCE: MASC May 2014

Adopted: 26 August 2010

Revised: 15 November 2012

Revised: 21 November 2013

Revised:

Revised:

5 June 2014

10 January 2019

[Add new Revised Date]

COMMUNITY INVOLVEMENT IN DECISION-MAKING

The School Committee endorses the concept that community participation in the affairs of the schools is essential if the school system and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students. It therefore intends to exert every effort to identify the desires of the community and to be responsive, through its actions, to those desires.

All citizens will be encouraged to express ideas, concerns, and/or questions about the schools to the school administration, to any appointed advisory bodies, and to the Committee per district policy.

Complaints regarding civil rights will be handled in accordance with the applicable school committee policies and the specific civil rights procedure(s).

The School Committee will encourage community involvement through communication about the role of town boards and the elective process.

SOURCE: MASC

Adopted: September 22, 2005

Reviewed: November 21, 2013

Reviewed: 28 May 2020

Revised: [Add new date]