



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 November 17, 2022 7:00 PM

You are invited to a Zoom webinar.

When: Nov 17, 2022 07:00 PM Eastern Time (US and Canada)

Topic: School Committee meeting of Nov 17th, 7pm, 2022

Please click the link below to join the webinar:

<https://littletonma.zoom.us/j/81762296381?pwd=eFtXVTlrZFBKYVkvNFVmcFRDUT09>

Webinar ID: 817 6229 6381

Passcode: 179284

Or One tap mobile :

US: +19292056099,,81762296381# or +13017158592,,81762296381#

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

US: +1 929 205 6099 or +1 301 715 8592 or +1 309 205 3325 or +1 312 626 6799 or +1 646 931 3860 or +1 719 359 4580 or +1 253 215 8782 or +1 346 248 7799 or +1 360 209 5623 or +1 386 347 5053 or +1 507 473 4847 or +1 564 217 2000 or +1 669 444 9171 or +1 669 900 6833 or +1 689 278 1000

Webinar ID: 817 6229 6381

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

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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 – October 27, 2022
November 10, 2022 (Public Forum)
 - Oath to Bills and Payroll

7:05 II. INTERESTED CITIZENS

It is the policy of the Littleton Public Schools not to discriminate on the basis of race, gender, religion, national origin, color, homelessness, sexual orientation, gender identity, age or disability in its educational programs, services, activities or employment practices. Further information may be obtained by contacting Lyn Snow, District Equity Coordinator at 978-540-2500, lsnow@littletonps.org or 33 Shattuck Street, P.O. Box 1486, Littleton, MA 01460.

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7:10 III. RECOGNITION

- 1. Student Representative(s) Report:** *Student Representative(s), will give a report of events for each school.*
- 2. Dedication to Millie McGovern:** *Discussion to make a motion to vote a dedication to Millie McGovern to be memorialized with a plaque or similar recognition on the ticket booth at Alumni field.*

7:20 IV. PRESENTATION

- 1. School Start Times:** *Information update from School Start Time Committee.*

8:40 V. INTERESTED CITIZENS

8:45 VI. SUBCOMMITTEE REPORTS

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

8:50 VII. ADJOURNMENT

**NEXT MEETING DATE
December 1, 2022
Littleton Police Department Community Room
7:00 PM**

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BINAL PATEL, Member

SCHOOL COMMITTEE MINUTES October 27, 2022 7:00PM

PRESENT: Justin McCarthy
Jen Gold (7:03PM)
Brad Austin
Stacy Desmarais
Binal Patel

ALSO PRESENT: Kelly Clenchy
Steve Mark
Bettina Corrow
Dorothy Mulone

NOT PRESENT:

CALL TO ORDER

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

On a motion by Brad Austin and seconded by Stacy Desmarais it was voted to approve the Oct. 13, 2022, agenda as presented. (AYE: Unanimous).

INTERESTED CITIZENS

None

RECOGNITION

1. Student Representative(s) Report: Student Representative, John Feltus, gave an update of the events happening at each school.
2. Superintendent Clenchy thanked the district's coaches for their dedication to our students throughout this fall season.
3. Superintendent Clenchy thanked everyone who was involved with the Connections Workshops which were held on Wednesday Oct. 26.

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- 35 4. Superintendent Clenchy mentioned that the district held another Vax clinic on Wednesday, Oct. 26, and
36 more are scheduled in November. The clinics are all at Littleton High School.
37

38 **PRESENTATIONS**

- 39 1. **Advanced Placement (AP) Testing:** The high school administration gave a brief overview of the May
40 2022 AP assessment results.

41 **AP Courses at LHS**

42 AP Psychology

43 2. AP English Literature & Composition

44 3. AP United States History

45 4. AP Calculus AB

46 5. AP Statistics

47 6. AP Biology

48 7. AP Physics C: Mechanics

49 8. AP Computer Science Principles

50 9. AP Computer Science A

51 10. AP French

52 11. AP Spanish

53 12. AP Art History

54 AP Studio Art

55 14. AP Macroeconomics
56

57 **Subjects where students took 2022 AP Exams**

58 1. Computer Science A

59 2. Calculus AB

60 3. Spanish Language & Culture

61 4. English Literature & Composition

62 5. United States History

63 6. Psychology

64 7. French Language and Culture

65 8. Latin

66 9. Environmental Science

67 10. Music Theory

68 11. Biology

69 12. Calculus BC

70 13. Statistics

71 14. Computer Science Principles

72 15. Physics C: Mechanics

73 16. Chemistry

74 17. Human Geography

75 18. AP Drawing
76

77 Number of students taking AP exams: 107 students took 210 AP exams
78

79 Number and Percentage of Exams at each AP Score Level, May 2022

80 *Results include students who took multiple exams

81 36% of the students taking the AP Exam scored a 5 on their exam
82

83 Number & Percentage of students with one or more scores of 3 or higher

84 87% of the students taking the AP exam scored a 3 or higher.

Summary

- 81% of students scored at least a 3 on one AP Exam
- 46% of Graduating class scored a 3 or higher on an exam at least once
- 75 exams scored a 5
- AP Calculus and AP Statistics had two sections last year
- AP Statistics and AP Psychology have two sections this year
- AP Computer Science A was added this year

Binal Patel – It is so important that you are looking after the balance of the individual student. Can you talk a little about the AP Course(s) vs Dual enrollment.

John Harrington - Dual Enrollment can be very beneficial if a student knows that they will be entering a state school. They will be able to use them as college credits. We do try to encourage the students to take some electives and enjoy their senior year at the high school.

Brad Austin – Dual enrollment can be tricky. Some classes can count towards college credits.

Stacy De – AP Classes – trying to stand out amongst their peers. Are there other ways that we help them to stand out?

John Harrington – Our intern and work internship programs have grown. It started out small but has really grown within the last few years and we are having students being paid for their internship while in high school.

Justin McCarthy – It looks as if it is about 40% of our students that take an AP class/exam.

John Harrington – You do not need to take 6 or 7 AP classes, just one of two AP classes will pop on a college application form.

Justin McCarthy – How many students do we have on average in each class?

John Harrington – We have some classes with just a few students where our teachers are teaching both AP and honors curriculum in the same class.

- 2. LPS Professional Development Plan 2022-2023:** Director of Teaching and Learning Elizabeth Steele gave an update on LPS Professional Development Plan 2022-2023, Standard 2, Professional Development, Goal 1:

Focus Areas:

Universal Design for Learning
Culturally Responsive Teaching Practices
Elementary Writing Curriculum
Elementary Math Curriculum
Updated WL Standards & Arts Standards
Foundations
Social Emotional Learning

LPS PD Roadmap: A total of 12 Early Release Professional Development Days

2 District-Based PD Days
4 Building-Based PD Days
6 Faculty-Led PD Days

135 **The Plan: District**

136 **First Day of School: September 6, 2022**

137 Keynote by Dr. Katie Novak. During this session, we explored what MTSS is and is not and covered
138 specific UDL aligned strategies on how to universally design lessons and activities to increase
139 accessibility, equity, and inclusivity in school systems.

140 **District-Based PD Pathways: September 28 & November 2**

141 Culturally Responsive Teaching Early Adopters

142 UDL with Novak Educational Consulting

143 District-Run Culturally Responsive Teaching

144 **Cross-District PD Day: November 8, 2022**

145 Cross-district professional development with Ayer-Shirley Regional School District and Harvard Public
146 Schools. We will welcome Ken Williams as our keynote speaker. The focus of this year's Cross-District
147 PD Day will be a continuation of themes from last year including UDL, Equity, SEL, Trauma Informed
148 Practice, and Innovation. Littleton will host this day-long PD this year at Littleton High School.

150 **The Plan: Schools:**

151 Building-Based PD

152 Shaker Lane and Russell Street →

153 Curriculum focused PD for math and writing

154 Littleton Middle →

155 Building Relationships (advisory, developing team/school identities, establishing new school traditions)

156 Littleton High →

157 UDL, Advisory Platform, Staff Wellness and Collaboration

158 **The Plan: Faculty-Led:**

159 The Faculty Led Professional Development is intended to benefit both teachers' individual development
160 and school and district-wide improvement efforts by connecting meaningful differentiated professional
161 development with school and/or district improvement goals. The 2018-2023 Littleton Strategic Goal areas
162 include 1) Curriculum, Instruction, Assessment 2) Professional Development 3) Community and
163 Communication 4) Climate and Culture 5) Technology. Each Strategic Goal includes Strategic Objectives
164 and Action Steps to frame the improvement efforts. Professional Development proposals must connect to
165 either the School Improvement Plan or the District Strategic Plan.

166
167 Examples of PD Topics / Activities:

- 168 • Professional Book Club, Study Group, Literature Review or Action Research
- 169 • Planning school-wide initiatives
- 170 • Curriculum: Vertical planning, new coursework, Interdisciplinary units, Strategy/Methodology
171 implementation
- 172 • Looking-at-Student Work
- 173 • Instructional Strategies, SEI, Technology integration

174
175 Binal Patel – Can you tell us some more about the Culturally Responsive Teaching workshop?

176 Elizabeth Steele – Cultural Responsiveness and practices. On the first PD Day we sat down and defined
177 how to identify and engage with the students in a culturally responsive way. What can I (the teacher) do to
178 be aware during my time teaching in the classroom?

179 Kelly Clenchy – Nothing is in a silo; we just have to put a label on it but it all connects.

180
181 Brad Austin – This is also about choosing resources.

182 Elizabeth Steele – It is being reflected in how we design and instruct lessons and what we use to do that.

183 Stacy Desmarais – Do you have any data on how many teachers are participating in which faculty-led
184 workshops.

185 Elizabeth Steele – I do not have that data yet, as the faculty-led workshops haven't taken place yet this
186 school year, but we do track it. We provide professional development certificates to our faculty as well.
187 We do have an official sign up for our staff. We do track their attendance.

188 Kelly Clenchy – We are involving more staff in our professional development. We highly use the “train
189 the trainer” model. We are in a really good spot in this district.

190 Brad Austin – How are we choosing? How long will the Social and Emotional be a focus for this district?

191 Elizabeth Steele – I believe we will be focusing on this for at least another year. We will be focusing on
192 UDL for at least another 3-5 years. Our educators are really excited about this topic, and we want to see it
193 fully embedded in our classrooms.
194

195 Brad Austin – I believe that faculty is comfortable with UDL so I would like to believe that faculty is not
196 taking their first step in cultural responses. Could you elaborate a little more.

197 Elizabeth Steele – This is another step moving in that direction. Our administrative team had training
198 provided by Dr. Wornum, which was our first step a couple of years ago. Certain things are already
199 embedded.

200 Kelly Clenchy – This is similar to technology integration. Some teachers are more comfortable than
201 others, but we support them all along the learning curve. I do not think the “checkmark” is ever complete.
202 Everything keeps evolving.
203

204 Brad Austin – I really like the structure of the PD days and that you are giving the faculty time to work
205 together. To collaborate and show each other their way of teaching.

206 Elizabeth Steele – The structure we are currently using has worked really well for our district. All of our
207 educators and administrators are working together. We do have high expectations for our district, and we
208 are able to continue to have high expectations because of our professional development days.

209 Kelly Clenchy – There is always talk about the benefits of full days vs. half days. Our biggest challenge is
210 finding time. The challenge of a full day is how to find the time and the money for it. If we used a full day
211 vs a half day, we must make up that school day somewhere else to obey the 180 school days. We would
212 have to pay the teachers for an extra day if we were to extend their total days. This would need to be
213 negotiated.

214 Elizabeth Steele – Our teachers are able to learn and grow with ongoing and embedded professional
215 development.

216 Justin McCarthy – Thank you for the presentation. It sounds like it is Littleton's culture. But how much
217 professional development do we really need? I do hear from the community that we have a lot of half
218 days. But how much do we benefit from 12 days versus 8 days instead? Do we have a way to measure the
219 success of 8 half days versus 12 half days. Every 3 hours out of the classroom is about 27 students not
220 getting instructions in each classroom. We all know that our students are behind because of the last two
221 years so wouldn't it be better if we had students in the classroom and getting instruction instead of having
222 12 half days. I'm thrilled that our teachers are doing yoga, I am just not sure how much benefit we get
223 from a yoga class.

224 Elizabeth Steele – Education is constantly evolving. The yoga class is not just about yoga poses. It teaches
225 our faculty to teach the students ways to cope with stressful situations and they learn how to center
226 themselves.

227 Kelly Clenchy – I'll compare this to taking up a trade. People learning a new trade take up a lot of time
228 practicing. To become an effective teacher, you do spend a lot of time practicing the domain.
229

230 Justin McCarthy – I do see that our teachers are having many opportunities for other professional
231 development through the tuition program. They get pulled into workshops for math curriculum and other
232 instructions.

Elizabeth Steele – Our faculty do have many options for professional development. But it is for the benefit of our students. We are all in this because of the students/kids.

Stacy De – I think it is a balancing act. Between families, students, and our faculty, maybe we can find a more common ground for everyone to benefit.

Jen Gold – Maybe look at other surrounding towns and see how we can deliver this information. I would like to see some alternatives. How many professional days do they offer?

Kelly Clenchy – Our professional days are worked in with our negotiation. These days have paid off.

Stacy De – Is there any program we could look at where the students were part of the professional development days?

Brad Austin – Measure of successful rating. It is more than college admission. The Social and Emotional aspect plays a big role. A welcoming environment in the schools is important too.

Justin McCarthy – The half days cause stress for the families. The alternative for the child can sometimes add more stress on the child as well. Most kids just want to be in school.

INTERESTED CITIZENS

Åse Kaldestad - Co-chair SEPAC – Thanked the District for being invited to the Connections workshop last night. As far as I could see from the AP report I do not see any students with disabilities taking the AP course. Even if a student does not get a perfect score, they should have the chance to participate in an AP class. Has the high school had any students with a disability take an AP class? It looks as if we need to encourage our students with disabilities to take an AP class.

Kelly Clenchy – We do have students on 504 how have been taking dual enrollment classes.

Justin McCarthy – We will provide an answer directly to Åse if any students with disabilities have taken any AP courses.

SUBCOMMITTEE REPORTS

1. PMBC: None

2. Budget Subcommittee: Budget subcommittee has a meeting scheduled for Nov. 9th.

3. SEPAC: A parent meeting took place on Oct. 17th. More meetings are scheduled for Dec. and Jan. 2023.

4. Policy: None

5. School Start time Subcommittee: Survey being sent out to families on Tuesday. We have had lots of responses already. We encourage everyone to participate. An open forum is scheduled for Nov. 10, 2022.

6. Shaker Lane building: None

ADJOURNMENT

On a motion by Brad Austin and seconded by Binal Patel it was voted to adjourn at 8:45PM to go into Executive Session for the purpose of contract negotiation discussion with no intention to return to Open Session. Roll Call Vote: Brad Austin, AYE; Justin McCarthy, AYE; Jen Gold, AYE; Binal Patel, AYE; and Stacy Desmarais, AYE.

DOCUMENTS AS PART OF MEETING

AP Exam Results

Strategic Plan, Standard 2, Goal 1 Professional Development

283
284
285

NEXT MEETING DATE
November 17, 2022
7:00PM



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SCHOOL COMMITTEE OPEN FORUM MINUTES November 10, 2022 7:00PM

PRESENT: Justin McCarthy
Jen Gold
Binal Patel

ALSO PRESENT: Kelly Clenchy
Steve Mark
Dorothy Mulone

NOT PRESENT:

CALL TO ORDER

Jen Gold called the Open Forum meeting to order at 7:00p.m.

PRESENTATIONS

1. **School Start Times:** Information updates from School Start Time Committee. Jen Gold and Binal Patel went through the five different school start times options that were included in the survey that went out to the community for their input.

INTERESTED CITIZENS

Kristin McManus – I believe with a later start time for elementary schools it would have a huge impact on working parents. It would require additional childcare in the morning, and as we all know, Tigers Den is already at full capacity. I am also speaking as a teacher in a different district. We have not seen a huge change in the older student's attendance or behavior. I do not think that a later start time for these students would fix any issues. This is just a band aid. I do not think that having the older students start later in the morning will help. It will prolong their day. They will come home later, and their afternoon activities will end even later. It will add more stress to families at home.

TJ Donegan – My only concern with an earlier start time for the younger students is, that they will have to be on the bus even earlier to get to school for a 7:45AM start time, and they would get out at 2PM. Parents are

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35 still at work at that time. I am not sure we have seen enough evidence to support that chance for our younger
36 students.

37
38 Sarah B – How will we measure success with this project? I imagine we will have some short- and long-term
39 data points. I am interested in hearing how we will measure the success at a later time.

40 Jen Gold - Test scores and performance overall that we use to measure performance. Students' mental health
41 metrics. I am not sure that we have performance indicators that we can use to measure retroactively to see the
42 success. I believe we must look at districts across the country to see that this is good for developing minds.

43
44 **Parent** – The main reason we are talking about changing the start time is because of sleep. It is about time
45 management. If your child needs more sleep, they should go to bed earlier and then they would get the
46 necessary sleep. It is better to prepare the students for better sleeping habits. It will be helpful for college and
47 work later. I want to keep the schedule as is.

48
49 Ann Spiegel – Option 3 and 4 seems to meet people in the middle the most. I do worry about the after-school
50 care. And I worry about the younger students getting up so much earlier as the previous person stated. I am
51 hoping we will have more benchmarks before a decision is made.

52
53 **Parent** – I understand that older students need more sleep and a later start time but what I would suggest is
54 that we focus on the students/kids not the parents. I think we need to extend the start time for the older
55 students, and I would prefer option #2.

56
57 Katherine Karl – Why don't we look at option 4 and combine high school and middle school and leave
58 Russell Street and Shaker Lane alone. The younger students are not the problem. Leave them alone. Change
59 the time for the older students and pay for the extra bus and that's it.

60
61 Ann Spiegel – Have we done this survey with the administration? What was the result?

62 Binal Patel – We also surveyed them, and we will provide the data at our next school committee meeting.

63
64 Sharon Martin – With option 4 it says that the bus fees would double. Does that mean that it would be \$500
65 per child?

66 Binal Patel – We are just trying to gauge what it potentially could be with that option.

67
68 Karen Morrison – Thank you for the process. I believe this is a problem that needs to be addressed and not
69 studied further. There seems to be the consensus that older children have a different sleep schedule than
70 younger students. A 3-tier schedule means that one school will be starting really early. My favorite is option
71 #2.

72
73 Jen Gold – At our next school committee we will be sharing the results in deep detail.

74

LITTLETON SCHOOLS START TIME SCHOOL COMMITTEE PRESENTATION

November 17, 2022

| | | |
|---------------|---|---|
| June 2022 | <p>School Start Times Working Group formed, kickoff meeting held</p> <ul style="list-style-type: none"> • Identified potential scenarios • Determined key blockers and issues | <p>School start times project TIMELINE</p> |
| July-Aug 2022 | <p>Discussions with relevant parties to get missing info</p> <p>Working group met again to determine criteria for GPI study</p> | |
| August 2022 | <p>School Committee special meeting to approve GPI study</p> | |
| Sept-Oct 2022 | <p>GPI study conducted and reviewed</p> | |
| November 2022 | <p>Community survey sent</p> <p>Community open forum held</p> <p>School Committee to meet and discuss work to date and options</p> | |
| December 2022 | <p>SC plan to vote</p> | |

SCHOOL START TIMES SURVEY OPTIONS

Option 1: Flip + Shaker Start

- Shaker Lane: 7:45 - 2:05
- MS/HS: 8:20/8:25 - 2:40/2:50
- Russell Street: 9:10 - 3:35

Option 2: Flip + Russell Start

- Russell Street: 7:45 - 2:05
- MS/HS: 8:20/8:25 - 2:40/2:50
- Shaker Lane: 9:10 - 3:35

Option 3: Shift 35

- MS/HS: 7:45/7:55 - 2:10/2:20
- Shaker Lane: 8:30 - 2:55
- Russell Street: 9:10 - 3:35

Option 4: Combine and Switch (2-tier system)

- Shaker Lane: 8:00-2:30 (on their own buses)
- HS: 8:00-2:30 (on separate set of buses)
- MS/Russell Street: 8:55/9:00 - 3:15/3:20

Option 5: Current Schedule

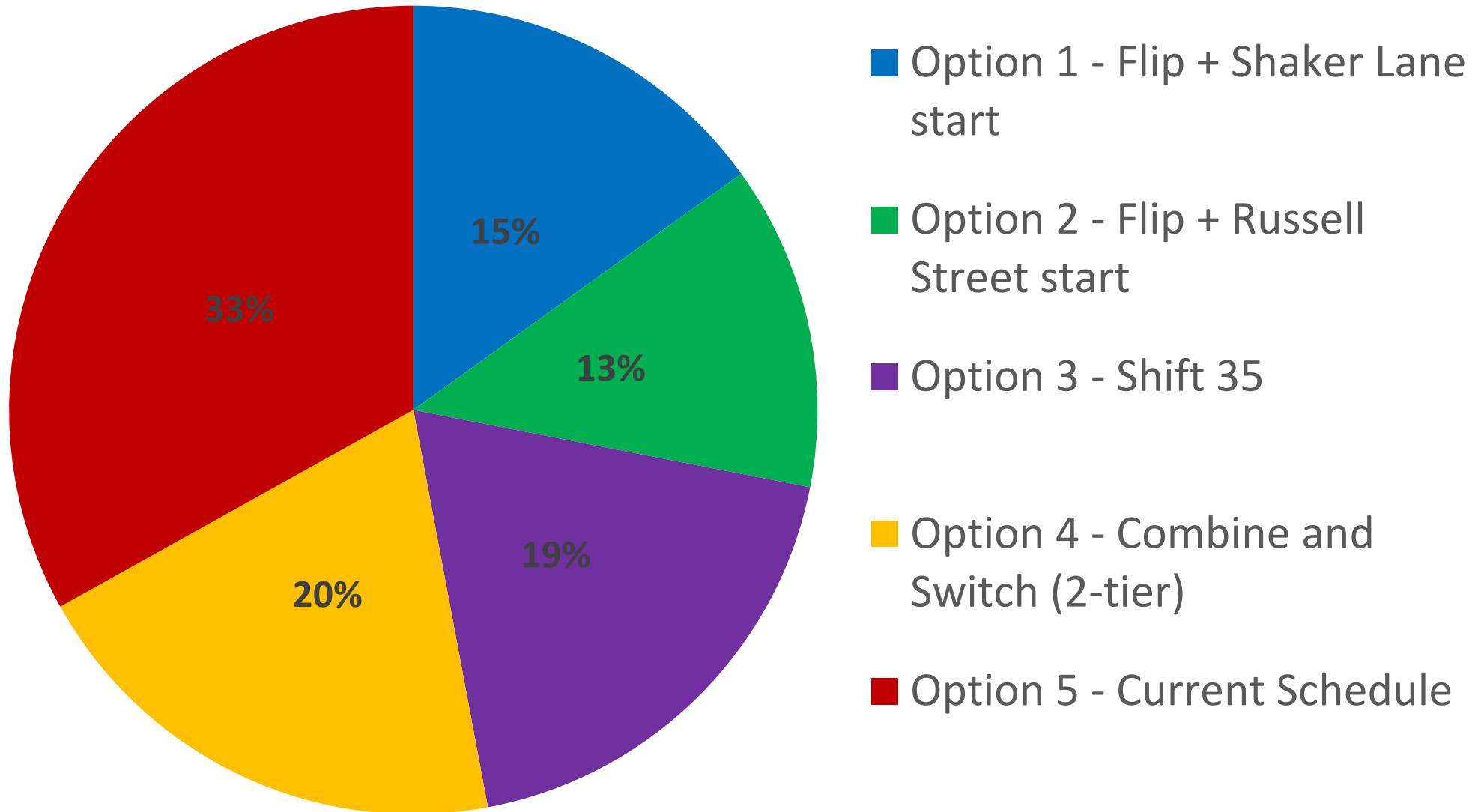
- MS/HS: 7:20/7:25 - 1:45/1:56
- Russell Street: 8:05-2:30
- Shaker Lane - 8:50-3:15

The background is a grayscale, halftone-textured image of a survey form. It features a grid with numbers 1 through 16 in the left column and 1 through 16 in the top row. Each cell in the grid contains a circled number. A pen is shown pointing to the cell at row 16, column 12. The text 'COMMUNITY SURVEY' is centered over the grid.

COMMUNITY SURVEY

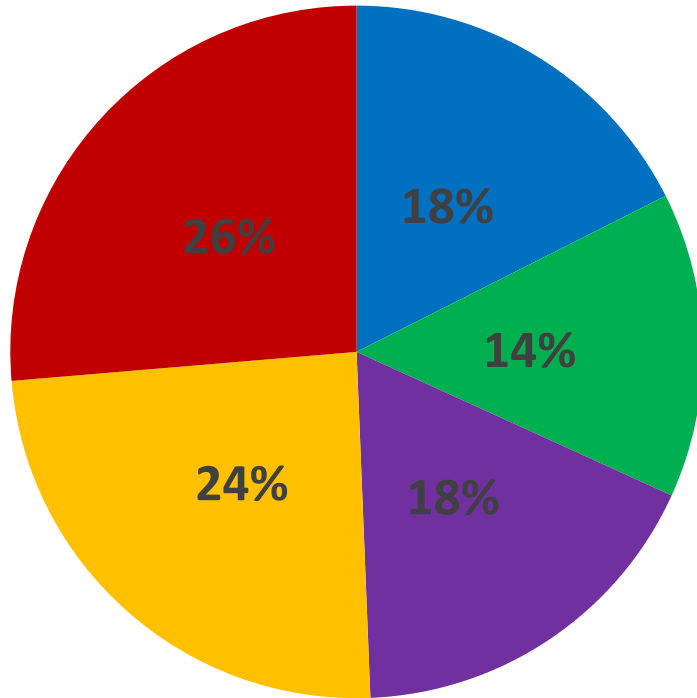
WHOLE COMMUNITY VOTE BY OPTION – 1354

FIRST CHOICE

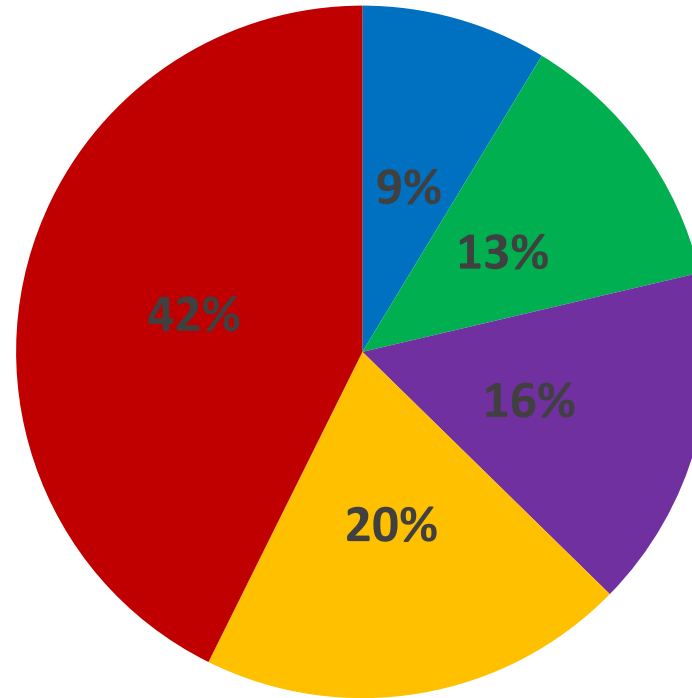


VOTE BY PARTICIPANT

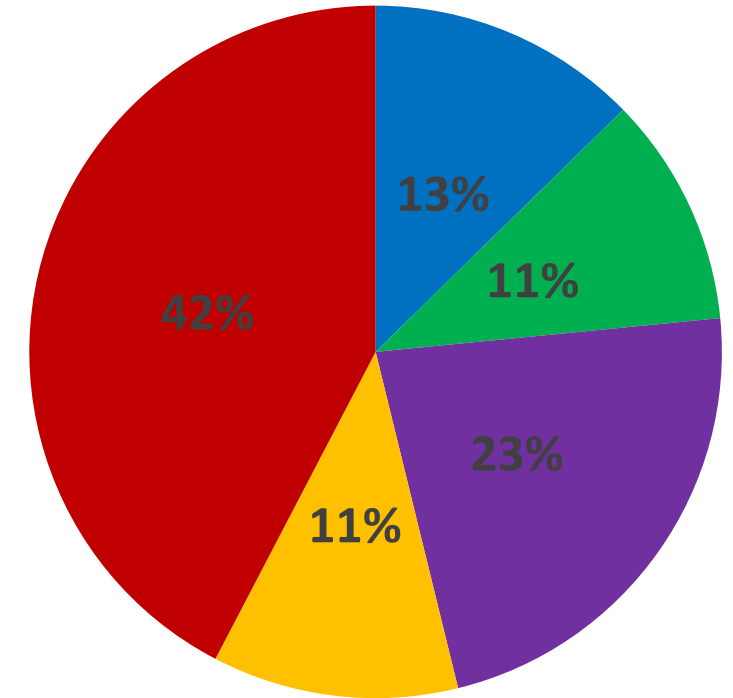
Parents - 786



Staff - 150



Students - 418

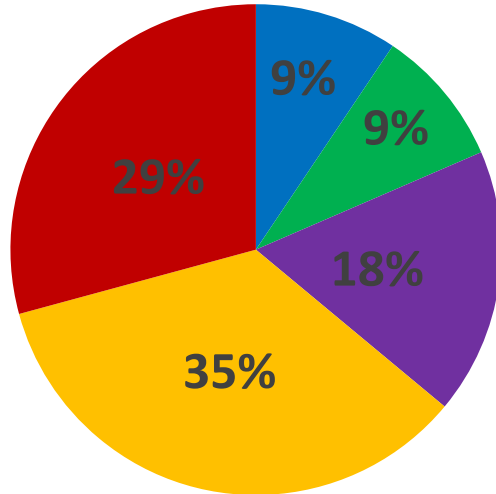


- Option 1 - Flip + Shaker Lane start
- Option 3 - Shift 35
- Option 5 - Current Schedule

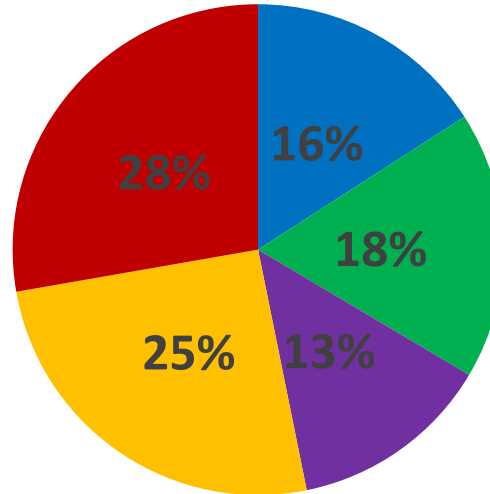
- Option 2 - Flip + Russell Street start
- Option 4 - Combine and Switch (2-tier)

VOTE BY SCHOOL

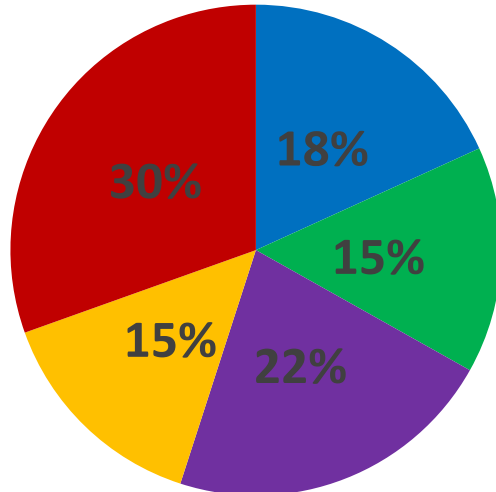
SL - 308



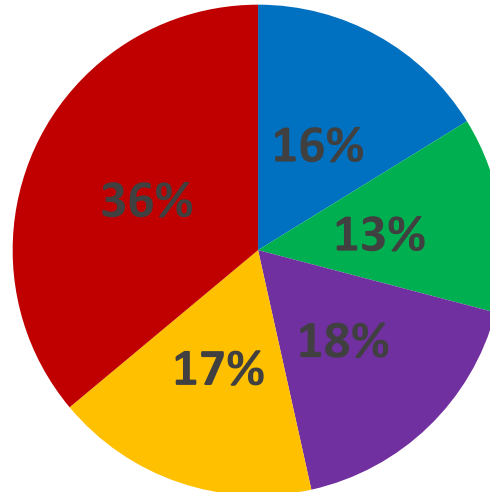
RSS - 346



MS - 522



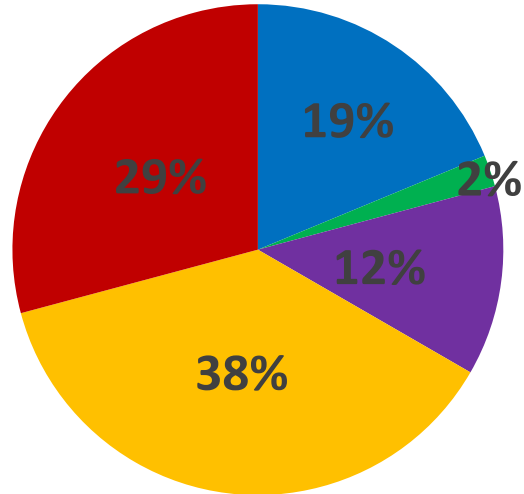
HS - 574



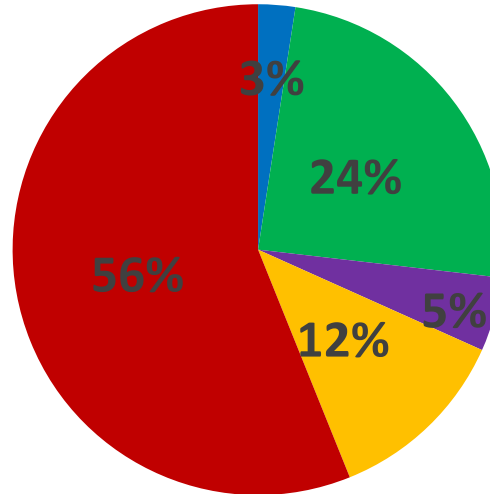
- Option 1 - Flip + Shaker Lane start
- Option 2 - Flip + Russell Street start
- Option 3 - Shift 35
- Option 4 - Combine and Switch (2-tier)
- Option 5 - Current Schedule

VOTE BY STAFF – BY SCHOOL

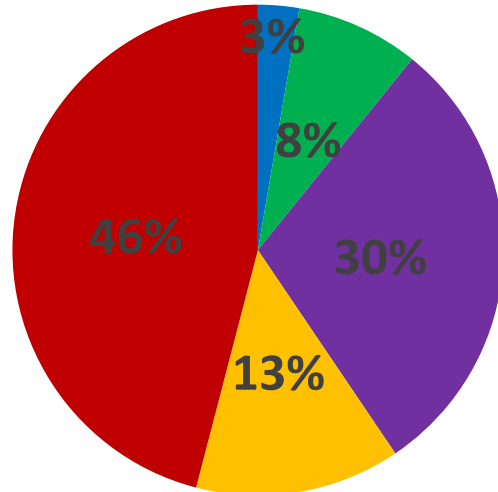
SL - 48



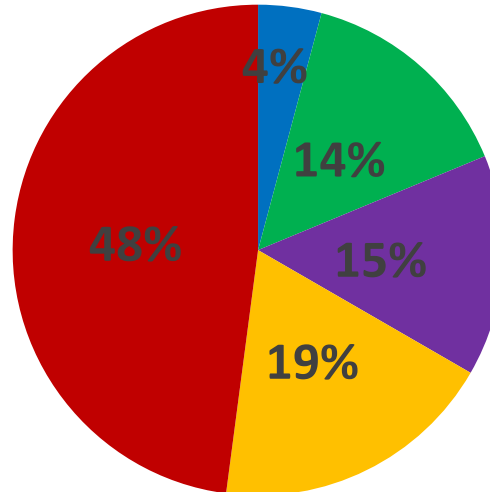
RSS - 41



MS - 37



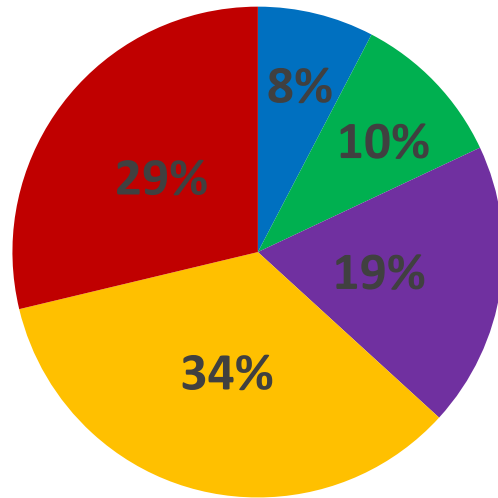
HS - 48



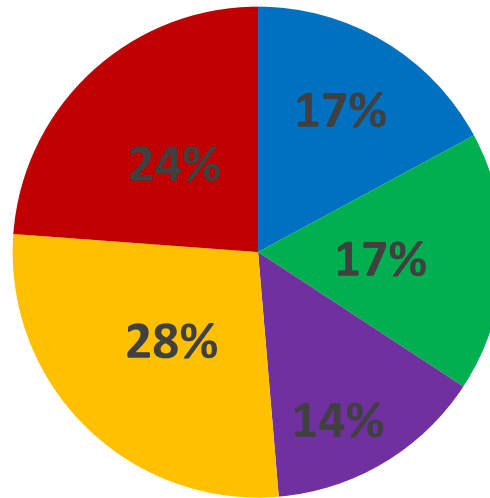
- Option 1 - Flip + Shaker Lane start
- Option 2 - Flip + Russell Street start
- Option 3 - Shift 35
- Option 4 - Combine and Switch (2-tier)
- Option 5 - Current Schedule

VOTE BY PARENTS – BY SCHOOL

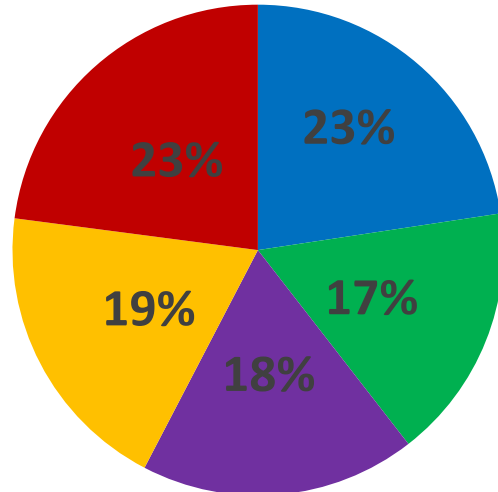
SL - 261



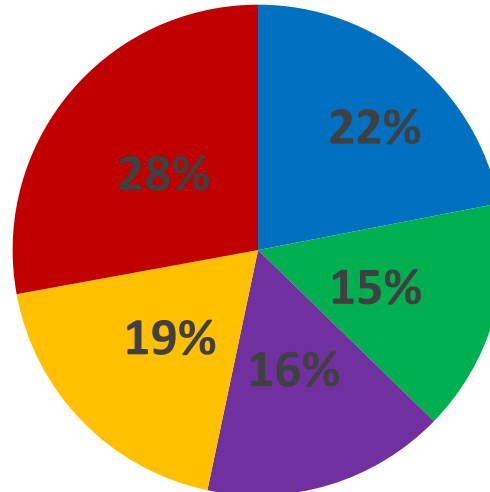
RSS - 298



MS - 314



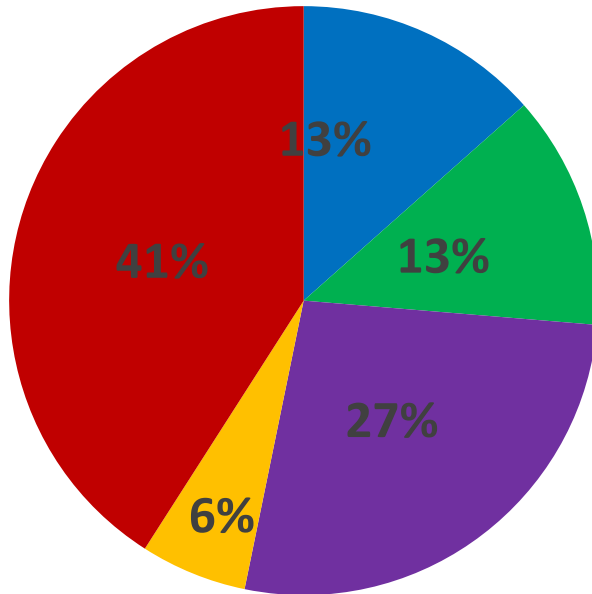
HS - 287



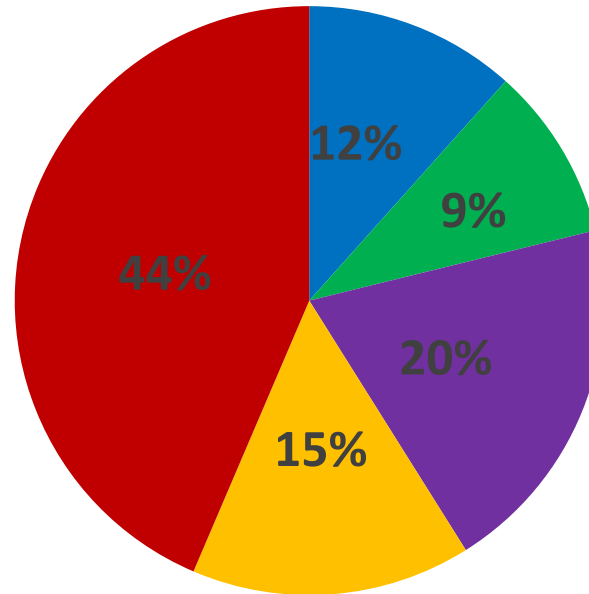
- Option 1 - Flip + Shaker Lane start
- Option 2 - Flip + Russell Street start
- Option 3 - Shift 35
- Option 4 - Combine and Switch (2-tier)
- Option 5 - Current Schedule

VOTE BY STUDENTS – BY SCHOOL

MS - 171



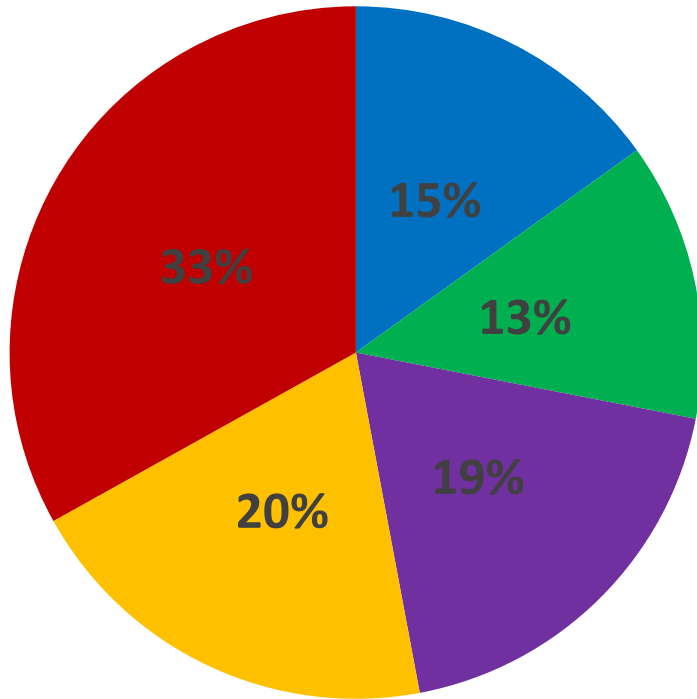
HS - 241



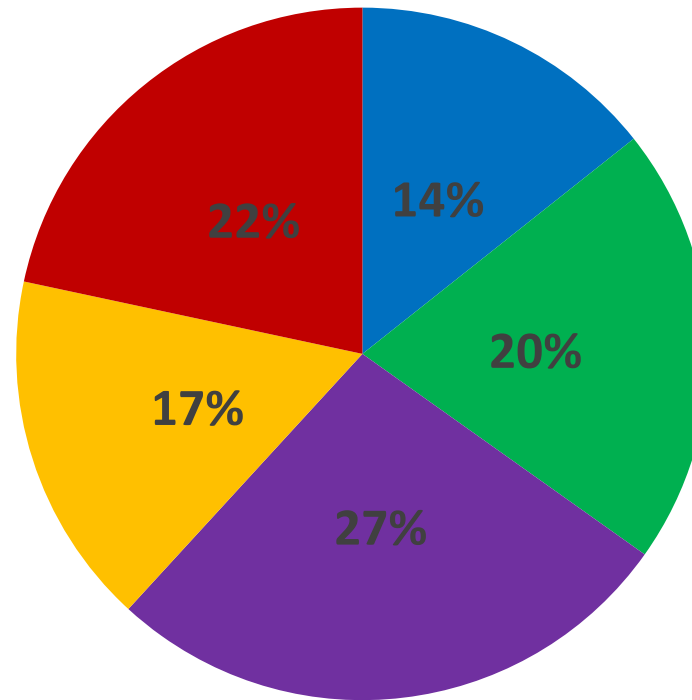
- Option 1 - Flip + Shaker Lane start
- Option 2 - Flip + Russell Street start
- Option 3 - Shift 35
- Option 4 - Combine and Switch (2-tier)
- Option 5 - Current Schedule

VOTE BY CHOICES

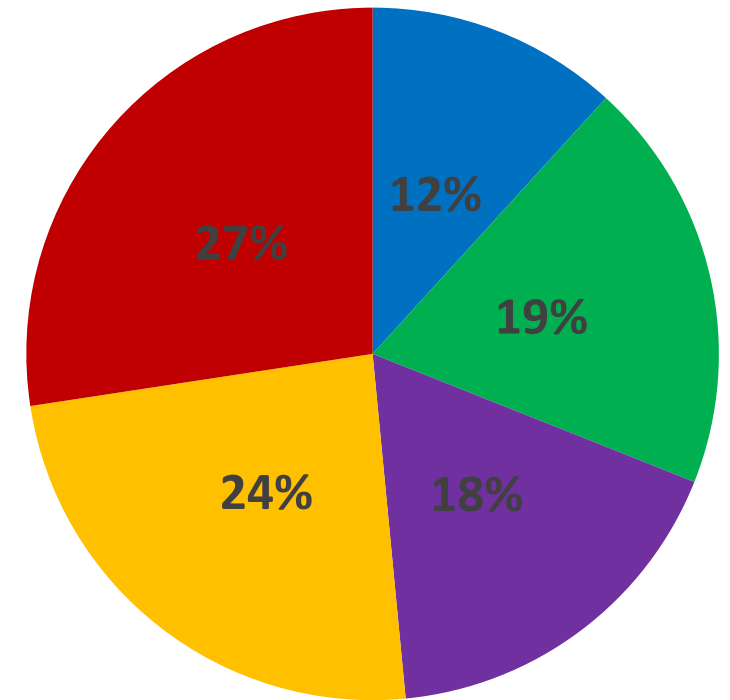
First choice - 1354



Second Choice - 1312



Third Choice - 1215

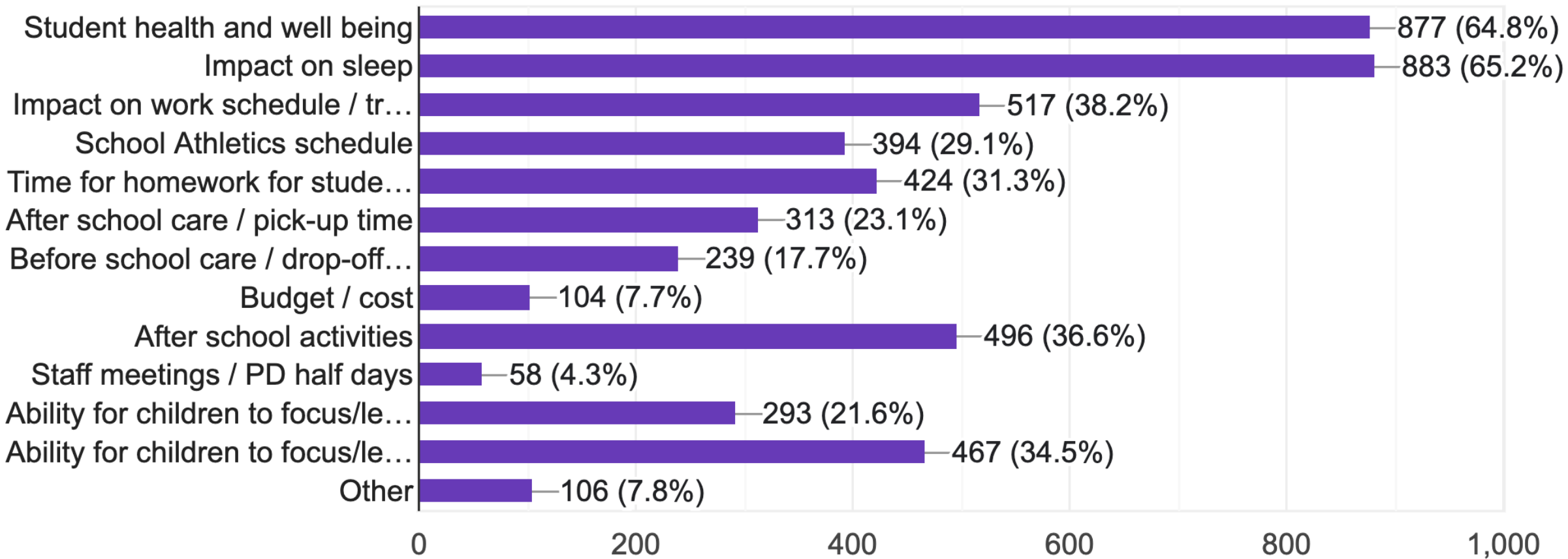


- Option 1 - Flip + Shaker Lane start
- Option 2 - Flip + Russell Street start
- Option 3 - Shift 35
- Option 4 - Combine and Switch (2-tier)
- Option 5 - Current Schedule

**Note: 139 individuals picked option 5 as first and second choice
127 individuals picked option 5 as first, second and third choice*

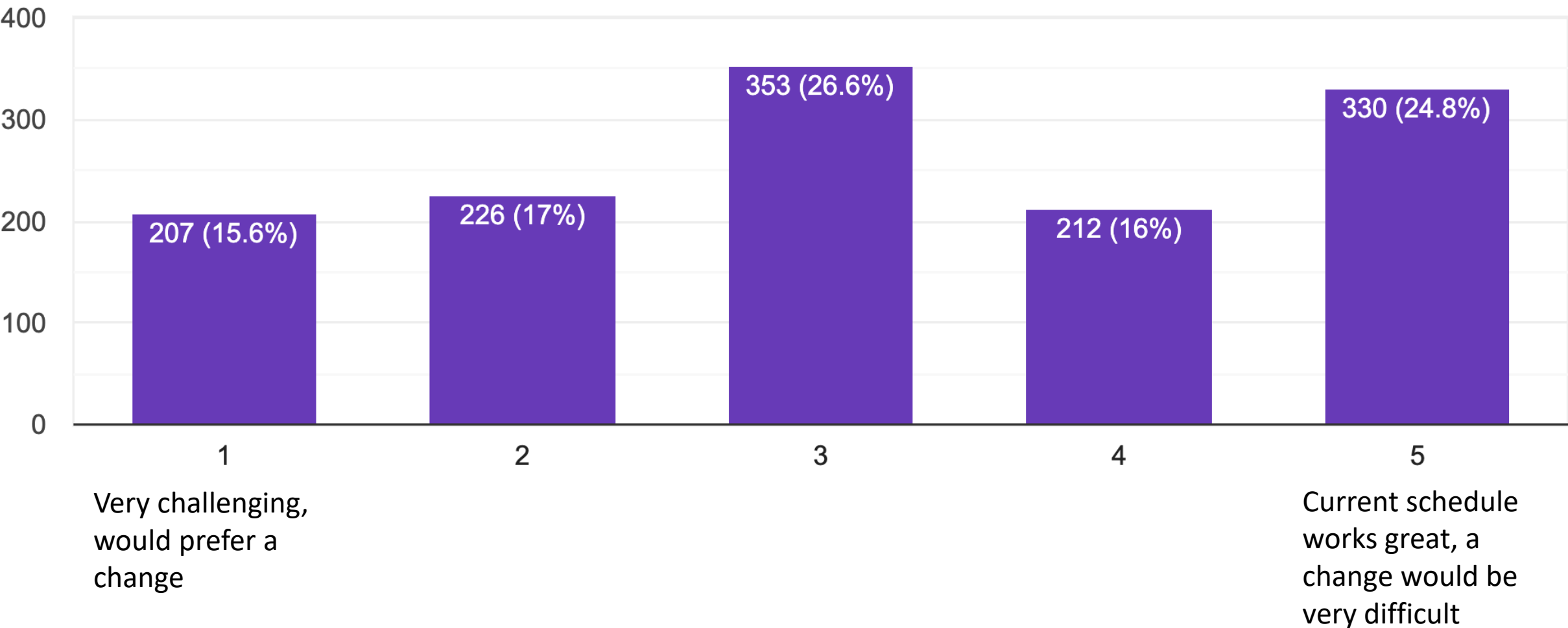
What are the most important factors influencing your decision? (select up to 5)

1,354 responses



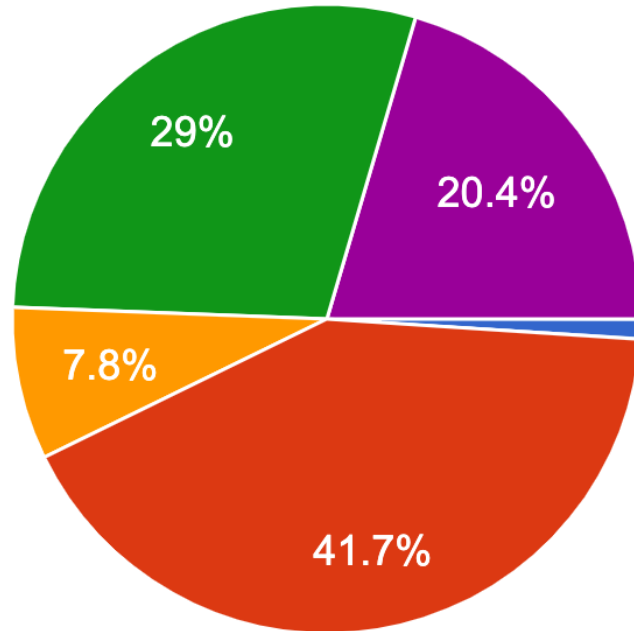
On a scale of 1 to 5 please share your feedback on the current schedule.

1,328 responses



Please only fill out this question if you are a student or parent: If an option requiring additional buses is chosen, it is possible that bus fees might increase (e.g., \$100). If that is the case, would you be more likely to:

1,174 responses



- Start riding bus (don't use it now)
- Continue riding the bus (already do now as well)
- Stop riding the bus and drop child(ren) off
- Don't currently use bus (and don't plan to)
- Not sure

CATEGORIES OF COMMENTS

| <u>COMMENT CATEGORIES</u> |
|---|
| <u>PRO-CHANGE</u> |
| Older kids need more sleep / thank you for doing this |
| Add more buses - option 4 is the best and fairest |
| Younger kids should start and end earliest |
| Waking up so early is painful & hard to focus |
| |
| <u>ANTI-CHANGE</u> |
| I don't want to change, it's fine as-is |
| Need better after-school for younger kids if they start earlier |
| Later start times will result in older kids going to be later; no benefit |
| Older kids need longer afternoons for job/sports/homework |
| Older kids need to watch younger sibs after school |
| Changes will interfere with parent work schedule |
| Unsafe for young kids to get on bus so early |
| Proposed shifts won't help that much - a lot of work for little reward |
| Younger kids need more sleep |
| Later start times run into rush hour traffic causing delays |
| |
| <u>OTHER</u> |
| We shouldn't add buses and add costs, raising bus fees or taxes |
| Group the tiers based on age: SLS/RSS and HS/MS |
| Big gap between RSS and SLS start/end is too hard for teachers/parents |
| MS and RS kids shouldn't share a bus |
| No school should start after 9 |

PARENT COMMENTS

If you are going to change the school times then wouldn't it make the most sense for shaker lane and Russell street to start at the same time with an extra bus and the same for middle and high school. I think the younger kids SL and RS should start at 8:15 and MS and HS should start at 8:55

I think switching to a 2 tier system to consolidate the process would really be ideal, despite the extra cost. Again, it's difficult when you have kids across multiple schools to time everything with the 3 tier system (eg., I will eventually have a kid in high school, one in Russell street and one in shaker lane all at once, so under the current schedule, kids have to be available for the bus for almost a 2 hour window which is tough).

Option 4 - combine and switch presents a big challenge for families such as mine who will have children attending schools with the same start times. Even with the 15 minute drop off window before school starts that would be a very tight window to get both children to school on time. Especially on days with significant traffic issues in town.

I know there is strong research about the older kids needing more sleep and I get that and feel for that. And I can get on board with a SMALL change. However, I also know that as kids get into the working world (if they choose not to go to college) or college... they will also most likely need to get up early.

We just did this in the district I worked in. A 7:45/8:00 start time for high school and middle school made a big difference in a good way!

My middle school son struggles every morning to get out of bed...The early start time affects his attitude towards school and overall well being. I hope changes can be made!!

Also it's dangerous to have students waiting for buses in the dark during the fall and winter months.

I am open to schedule changes but I would not want my RSS kids on the bus with middle schoolers. There is way to big of an age swing from 3rd grade to 8th and minimal supervision on the busses.

I'm pleased to see that the district is looking to adjust start times. My daughter has struggled with the earlier start times in Middle and High School. I really like the options that do allow for a later start time for these schools that also take into consideration a not too late end/dismissal time considering after school commitments that students at this age have.

Parents need to get their kids to bed sooner and stop allowing them to be in so many activities. This schedule has worked for years.

My middle school child left the house this morning in the dark. I was concerned about his safety given the finished visibility with fog. This is likely to get worse with snow/ice storms. I appreciate the work and effort invested in creating this very welcomed and needed change!

My child's after school activities are all based off of the current school schedule. These are activities she enjoys. If school gets out later it'll hinder her participation. And if these after school activities adjust due to a new school schedule then she's home later and up later completing homework, defeating the entire purpose of changing schedules to provide more rest. Plus as a working parent who has to commute, this will result in me being late to work every day. Teenagers stay up late and get little sleep no matter what time school starts. Changing the start time won't stop teenagers from being teenagers

I work in a high school that recently shifted start times. Students in my school have reported that they love the later time, even though it is less convenient in the afternoon. Community members may be worried about high school students getting extra help after school. In my school, the extra help is still given after school and now we also offer assistance before school. The later start time has created MORE flexibility and opportunity for students to receive extra help. Earlier times prevent students from coming in before school.

My middle schooler is struggling so much with the early start time that she has turned from a kid who loves school to a kid who fights me every morning to stay home. I've been looking at other schools to see what our options are because this just isn't working for her.

I believe a change in schedule is a poor idea, which will impact high school students ability to engage in multiple after school activities. My children have busy after school schedules; some are not part of the Littleton School system. If high school hours were to end later, it would negatively impact my children's ability to participate in all of the after school activities they are currently involved in.

Studies have shown that later start times result in better academic results...We say that health and academics matter, and these items should have a greater weight in prioritization and decision-making than the nice-to-have after school programs and athletics.

I would not be happy about paying more for the bus because of a school schedule change.

I think Shaker Lane should start earliest, then Russell, the combined MS/HS.

Eliminating a third bus circuit would be a great help to working parents. I hope the School Cmte notes none of the proposed scenarios meet the AAP recommendation of a start time no earlier than 8:30. I applaud that LPS is not letting best be the enemy of better and is looking for ways to implement incremental change. I strongly urge the Cmte to resolve to a long term goal of meeting the AAP recommendation in the future, and to act in furtherance of that goal by planning for increased field facilities and encouraging administration to pursue cooperation with schools in our athletic leagues to cooperate and find solutions so we can provide our teen athletes with the mental, emotional, and physical support they need through better sleep.

Would like to understand more about where the town tax dollars are going to help alleviate financial burden to make this happen? asking families to pay for more bussing, in a town with VERY high tax rates does not seem right.

STAFF COMMENTS

I like the 2 tier system for buses and I'm wondering why combining SL and RS was not an option? Why combine SL and HS? Just curious, we often have PD days with both of the elementary schools and having the same schedule would help.

Unless we change the start times for LMS and LHS to much later, like post 9 am, there isn't a ton of benefit. This is a lot of upheaval for not much of a gain. Also, anything that has nearly an hour between LMS and LHS dismissal (option 4) shouldn't even be an option - that makes it very difficult for the staff in those two buildings to collaborate, and for students from LMS playing sports with the LHS teams, not to mention the adjustment that would have to take place for students moving from RS to LMS, and then from LMS to LHS.

As both a parent and a teacher in town, start times would affect me greatly in this dual role. Considering childcare across the districts for other teachers who are parents, I see option 4 is the only option that is fair to everyone. I also know that young children need 12-14 hours of sleep, with a minimum of 10 hours to function. Without having a rest time in kindergarten anymore, these students are typically tired by 1:00. An 8:00 start time is the perfect time for students to be able to get adequate sleep, but also have the stamina to complete academics during the day. I understand that more busses mean more money. With the current model, more busses are still needed with our growing population. I strongly believe that more busses will be needed regardless of any model chosen.

The current bus routes greatly impact Shaker Lane every day, the buses are 15-20 minutes late, affecting students and staff. A 2-tiered system would mean less time on the bus for students, less delay of shaker lane dismissal, and more time for staff to focus on teaching, not standing in lines waiting for buses.

As a staff member this change if it went to a later start would be extremely challenging for my family. This would put a hardship on my family as it would require additional childcare for my family members. If adjustments had to be made I feel like the town should actually spend the money it needs to on the BUSES to make the start times the best for ALL students, families and staff. If SL/RSS started at 7:45 and MS/HS started at 8:30 these I feel would be the best start times. Many SL students come to RSS before school and after school. This would have families have to pay even more money towards after school care for their children. I feel that an earlier start time could be done for RSS/SL to help, but having RSS go later would do more harm.

A change in start times would impact a teacher's ability to get their own children to or from school. If MANY other towns are not making a similar change, a late start time is logistically not worth it.

Being a staff member working at 2 schools (RSS & SLS) and following 2 different schedules from day to day, potentially having such a large gap in start and end times between schools very much concerns me. The way they are now is not particularly ideal, but at least the times are somewhat close together and a lot of blocks tend to line up

As a teacher at Shaker Lane, I see a significant drop in attention and energy at the end of the day since most younger children rise early and tire in the afternoon. This is often when WIN blocks occur and students who have the most needs receive intervention services. Moving to a later start/release time at SLS would definitely impact their readiness to learn.

STUDENT COMMENTS

It should stay the same. If one of the main reasons to start later is for students to get more sleep it wouldn't do anything because they would just stay up later doing home work and the rest of the things they usually do after school.

Would be incredibly hard to find time for homework in the afternoon with soccer, dance, and other activities if school ended later, a lot of my friends(class of 2025) feel similarly.

Having a later start time would be beneficially for me, as a student that has battled depression and lacking motivation it would be nice to get up later and be able to start school with energy and a better ability to focus

I want to sleep a little bit later. It's hard to focus that early in the morning.

a little later(high school) doesnt have to be much. like 20-30 mins preferably

I take the bus in the morning, but it is way too early and it is dark when I walk to the bus stop. I still want to make sure there is time for after school sports practice though. I also would like more time to do my homework at night without having to get up so early.

We should not switch the schedule. As a student in highschool, this method works the best. We would not get any more sleep, we would just have to stay up later to get things done. There will be less time after school to do activities, so many activities would be forced to be at the same time and we would have to chose between them, which would not be good.

I do not want to get out much later than we already do because I value having extra time after school more than I would sleeping in a couple hours more.

STUDENT COMMENTS

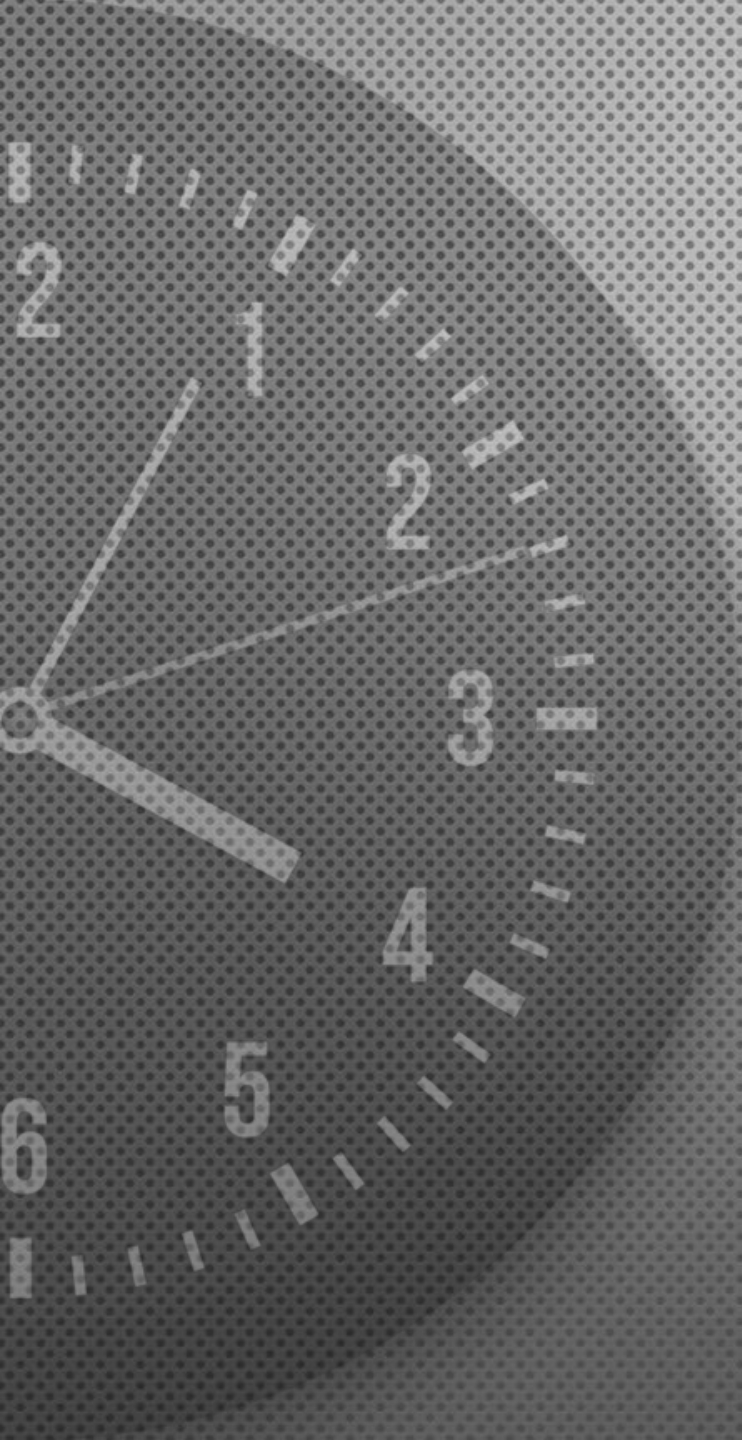
As a student at LHS, I know that many of my classmates are opposed to later start times because they are used to having lots of time in the afternoon and are worried about having time for sports and homework after school. However, I also know that, scientifically, teenagers especially should be getting at least 8-9 hours of sleep every night, and that currently, most of us are lucky to get 7. If other issues like sports and homework are influencing students decisions, those are issues we should be solving, with less homework or shorter practices. Students' health needs to be put first.

PLEASE start high school later. I struggle to get up every morning and so do many of my peers.

I like the time we get out of school, but what I would like is if we start school later like maybe at 8:00 am?

Don't change it, it's not a good idea, many athletes who have jobs and want to do well in out of school and in school will suffer academically and may risk losing their athletic future

Although it's hard to get to school early, I enjoy having a long afternoon. Especially going into the winter when there is less daylight, earlier on better.



START TIME COMPARISONS

Neighboring Towns but not Athletic Competitors

| District | School District Enrollment* | Lower Elementary Start | Lower Elementary Finish | Upper Elementary Start | Upper Elementary Finish | Middle School Start | Middle School Finish | High School Start | High School Finish |
|------------------|-----------------------------|------------------------|-------------------------|------------------------|-------------------------|---------------------|----------------------|-------------------|--------------------|
| Chelmsford | 4943 | 8:59 | 3:18 | 8:59 | 3:18 | 8:19 | 2:40 | 7:19 | 1:51 |
| Littleton | 1642 | 8:50 | 3:15 | 8:05 | 2:30 | 7:20 | 1:45 | 7:25 | 1:56 |
| Westford | 4668 | 9:05 | 3:10 | 8:25 | 2:30 | 7:35 | 1:55 | 7:35 | 1:55 |
| Maynard | 1185 | 8:30 | 2:30 | 7:55 | 2:55 | 7:55 | 2:55 | 7:45 | |
| Acton-Boxborough | 5186 | 8:50 | 3:20 | 8:50 | 3:20 | 8:00 | 2:36 | 8:00 | 2:47 |
| Concord-Carlisle | 1323 | 9:00 | 3:30 | | | 8:15 | 2:40 | 8:00 | 2:41 |
| Sudbury | 2517 | 7:55 | 2:25 | 7:55 | 2:25 | 8:30 | 3:10 | 8:35 | 3:14 |

Athletic Competitors

| District | School District Enrollment* | Lower Elementary Start | Lower Elementary Finish | Upper Elementary Start | Upper Elementary Finish | Middle School Start | Middle School Finish | High School Start | High School Finish |
|----------------------------|-----------------------------|------------------------|-------------------------|------------------------|-------------------------|---------------------|----------------------|-------------------|--------------------|
| N. Middlesex Regional | 2989 | 8:45 | 3:05 | 8:45 | 3:05 | 8:00 | 2:30 | 7:15 | 1:54 |
| Littleton | 1642 | 8:50 | 3:15 | 8:05 | 2:30 | 7:20 | 1:45 | 7:25 | 1:56 |
| Tyngsborough | 1624 | 8:50 | 3:06 | 8:50 | 3:06 | 7:25 | 1:55 | 7:25 | 1:55 |
| Clinton | 1905 | 8:35 | 3:15 | - | - | 8:00 | 2:30 | 7:25 | 2:09 |
| Quabbin Regional | 2223 | 8:35 | 3:10 | 8:35 | 3:10 | 7:25 | 2:00 | 7:25 | 2:00 |
| Ashburnham-Westminster | 2272 | 8:30 | 2:55 | 8:30 | 2:55 | 7:35 | 1:50 | 7:30 | 1:55 |
| Hudson | 2336 | 8:35 | 2:55 | 8:35 | 2:55 | 7:42 | 2:25 | 7:30 | 2:03 |
| Leominster | | 9:00 | 3:30 | 9:00 | 3:30 | 8:15 | 2:45 | 7:30 | 2:15 |
| Fitchburg | 5187 | 9:05 | 3:25 | 9:05 | 3:25 | 7:30/8:20 | 1:50/2:40 | 7:30 | 2:05 |
| Southern Worcester | 1173 | | | | | | | 7:35 | 2:30 |
| Millbury | 1601 | 8:38 | 3:24 | 7:57 | 2:28 | 7:40 | 1:57 | 7:40 | 1:57 |
| Nashoba Regional | 3088 | 8:35 | 3:05 | 8:35 | 3:05 | 7:45 | 2:15 | 7:40 | 2:20 |
| Assabet Valley Reg.+ | 1139 | | | | | | | 7:40 | 2:32 |
| Gardner (2022-2023) | 2251 | 8:45 | 3:00 | | | 7:15 | 2:00 | 7:45 | 2:30 |
| Ayer-Shirley | 1622 | 8:45 | 3:15 | 8:45 | 3:15 | 7:50 | 2:20 | 7:50 | 2:20 |
| Lunenburg | 1597 | 9:00 | 3:20 | 8:50 | 3:10 | 8:00 | 2:30 | 8:00 | 2:30 |
| Westborough | 3856 | 8:50 | 3:05 | 8:50 | 3:05 | 8:10 | 2:37 | 8:10 | 2:37 |
| Harvard/Bromfield | 1025 | 9:00 | 3:30 | 9:00 | 3:30 | 8:15 | 2:40 | 8:15 | 2:40 |
| Francis W. Parker Charter+ | 386 | - | - | - | - | 8:30 | 3:30 | 8:30 | 3:30 |
| Weston | 1948 | 8:00 | 2:20 | 8:00 | 2:20 | 8:45 | 3:15 | 8:45 | 3:15 |
| Leominster (2) | 5915 | 8:15-8:30 | 2:45-3:00 | 8:15-8:30 | 2:45-3:00 | 7:45 | 2:15 | 9:00 | 3:30 |
| Groton-Dunstable | 2315 | 8:55 | 3:20 | 8:55 | 3:20 | 8:08 | 2:25 | 7:27 | 1:50 |

A grayscale photograph of a wooden boardwalk winding through a grassy field towards a line of trees in the distance. The boardwalk is made of wooden planks and curves gently to the right. The field is covered in tall grass, and there are some patches of sand or bare ground in the background. The sky is bright and overexposed.

NEXT STEPS

A NEW OPTION

One option was suggested by the community to potentially solve several challenges. While this option was originally on the list explored, it was initially deemed not viable. After further conversations with our bus company, it was discussed this option could be viable with some shifts in logistics.

Options 6 would be:

HS/MS – 7:50/8:00 – 2:20/2:30

SL/RS – 8:50/8:55 – 3:15/3:15

RECOMMENDATION FROM SCHOOL START TIME SUBCOMMITTEE

1. Focus on top 3 options: (one 3 tier, one 2 tier, current)

Option 3: shift 35

Option 4: two tier

Option 5: current schedule

2. Replace option 4 with option 6 as a better two tier option

3. Conduct a follow up community survey with top 3 options only

Compare each option to each other

List the challenges each option addresses as shared by the community

TIMELINE OF NEXT STEPS

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|--------------------------------|-----------|---|--|----------|
| | | | | 17 - present initial community survey and relevant data to SC | 18 – release follow up survey to the community focused on 3 options only | |
| | | | | Thanksgiving holiday | Thanksgiving holiday | |
| | | 29 - community survey 2 closed | | 1 - SC plan to vote on one of 3 options | | |

| | | | | |
|--|--|---------|-----------------------------|-------------------------|
| FY 2024 Forecast - Preliminary Budget Increase | | | | |
| | | | | |
| Approved FY 2023 Town Appropriated Budget | | | | \$23,050,247 |
| | | | | |
| Salary Increase - COLA/Steps/Lanes across district | | | | \$803,678 |
| | | | | |
| | | | | |
| Administrative Costs - Team Chair adjustments | | 26,000 | | |
| Additional SPED Administrative Support | | 50,000 | | |
| Teaching Staff - Grade 6 Generalist | | 85,000 | | |
| | | | | |
| | | | total new staffing requests | \$161,000 |
| Total salary Increases - > | | | | \$964,678 |
| | | | | |
| Natural Gas, Elect, Water Utililty Increases | | 100,000 | | |
| School Bus Contract Estimated Increases for current # buses : 2023 is last year of a 5 year contract, need to do RFB for 2024-2029 | | 113,473 | | |
| Additional School Buses - 4, for moving to a two tiered bus route for changing school start times | | 280,000 | | |
| Operations - Copiers leases, security systems, | | 10,000 | | |
| Substitutes - Additional Costs for market rate to remain able to attract substitute candidates. | | 30,000 | | |
| OOD Tuitions - per OSD Pricing - 14% inc | | 180,000 | Private Schools | |
| CASE Collaborative Program Tuition - 5% estimate | | 25,000 | | |
| | | | | |
| | | | | |
| | | | | |
| Total Operational increases -> | | | | \$738,473 |
| | | | | |
| | | | | |
| Preliminary Budget Request for FY 2024 | | | | \$1,703,151 |
| | | | | 7.4% |
| School Department FY 2024 Appropriation Request --> | | | | \$ 24,753,398.18 |
| | | | | |