

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

JUSTIN MCCARTHY, Vice Chair
BRAD AUSTIN, Member

MATTHEW HUNT, Chair

TIMALYN RASSIAS, Secretary
JEN GOLD, Member

School Committee Meeting

November 18, 2021

7:00 PM

You are invited to a Zoom webinar.

When: Nov 18, 2021 07:00 PM Eastern Time (US and Canada)

Topic: School Committee meeting of Nov 18th, 7pm

Please click the link below to join the webinar:

<https://littletonma.zoom.us/j/87466109062?pwd=b1JTVFlzak5pWG9aNHNrSmdJS1I5UT09>

Webinar ID: 874 6610 9062

Passcode: 933216

Or One tap mobile :

US: +19292056099,,87466109062# or +13017158592,,87466109062#

Or Telephone:

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

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

Webinar ID: 874 6610 9062

International numbers available: <https://littletonma.zoom.us/j/keEPvD7ieB>

VIDEO OR CALL WILL BE MUTED UPON JOINING MEETING.

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

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

A G E N D A

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

7:00 I. ORGANIZATION

1. Call to Order

2. Consent Agenda

- Minutes – October 28, 2021

- 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. **John and Abigail Adams Scholarship:** *Principal John Harrington will list the thirteen Littleton High School students who have received the John and Abigail Adams Scholarship. This scholarship entitles recipients to free tuition upon their acceptance to a Massachusetts state university or college.*
3. **The Mighty Oak Fund:** *Superintendent Kelly Clenchy will recognize the \$4000.00 Donation to the Littleton Public Schools from The Mighty Oak Fund, Bobby Chrenc.*
4. **Other**

7:15 IV. PRESENTATIONS

1. **Athletics Update:** *Athletic Director Mike Lynn will give an update on the LPS Athletics.*
2. **AP Testing Update:** *Principal John Harrington and Assistant Principal Keith Comeau will give a presentation on the AP Testing.*
3. **Dyslexia and Early Literacy Screening Update:** *Director of Teaching and Learning Elizabeth Steele, Director of Pupil Personnel Services Lyn Snow and Shaker Lane Principal Michelle Kane will give an update on Dyslexia and Early Literacy Screening.*
4. **Survey Results - Mask Flexibility:** *Director of Teaching and Learning, Elizabeth Steele will share the results of the Mask Flexibility Survey.*

7:45 V. NEW BUSINESS

1. **Public Health Metrics:** *Chair Matt Hunt and Katrina Wilcox Hagberg will give an update on the Public Health Metrics.*
2. **Video on Covid Safety Check:** *PPS Director, Lyn Snow, will introduce and show a video by the Broad Institute.*
3. **Update: Potential Data Points to Consider After a School Reaches an 80% Vaccination Rate:** *Superintendent, Dr. Kelly Clenchy, will provide an update on the potential data points to consider after a school reaches an 80% vaccination rate.*
4. **Update: High School Vaccination Rates and MIIS:** *Superintendent, Dr. Kelly Clenchy, and PPS Director Lyn Snow will provide an update on the vaccination rates at Littleton High School.*

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8:45 VI. INTERESTED CITIZENS

9:00 VII. SUBCOMMITTEE REPORTS

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

9:05 VIII. ADJOURNMENT/EXECUTIVE SESSION

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

**Next School Committee Meeting
December 2, 2021
7:00 PM
Zoom Webinar**

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SCHOOL COMMITTEE MINUTES October 28, 2021 7:00PM

PRESENT: Matthew Hunt
Brad Austin
Justin McCarthy
Timalyn Rassias
Jen Gold

ALSO PRESENT: Kelly Clenchy
Steve Mark
Dorothy Mulone
Bettina Corrow

NOT PRESENT:

CALL TO ORDER

Matthew Hunt called the meeting to order at 7:00p.m.

On a motion by Justin McCarthy and seconded by Timalyn Rassias it was voted to approve the October 14th, 2021, consent agenda as presented. (AYE: Unanimous). Motion carried.

Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Jen Gold, AYE.

INTERESTED CITIZENS

None

RECOGNITION

- 1. Student Representative(s) Update:** Student representative, Stella Austin gave an update on upcoming school activities and events at all four schools.
- 2.** Superintendent Clenchy recognized the 2021 Middle School Rankings. Our middle school is ranked among top 30% in the state.
- 3.** Littleton schools will host two vaccination clinics in November. The clinics will be held at the middle school.
- 4.** Cheryl Temple thanked the Littleton Education Fund for their funding towards programs and materials for the Unified arts department.
- 5.** Cheryl Temple thanked the Special Educational department for their work this past spring and this fall.

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PRESENTATION

- 1. Adopt-A-Bot Program:** K-5 STEM Specialist, Heidi MacGregor, provided a presentation about the adopt-a-bot program that she created and facilitated this fall. This is a great way to incorporate STEM into the curriculum. So far, we have 22 teachers from Shaker Lane, Russell Street School and the high school, who have signed up to adopt a robot. What and how are the teachers using these robots in their classrooms? Doing literacy reading, morning meetings, to go along with geometry cards where students will code the robot to draw the different geometry shapes. The possibilities are endless.

Jen Gold – Thank you for the presentation. You can feel your enthusiasm about the program and STEM.

- 2. High School Schedule Update:** Principal Dr. John Harrington and Assistant Principal Keith Comeau provided an update about the newly implemented schedule at Littleton High School this year.

Essential Question

In order to meet the needs of ALL students, how can we fit ALL of the following supports into the school day:

- RTI / SST
- Re-learning
- Mentoring
- Advisory
- Enrichment
- Student Stress and Workload
- Social & Emotional Support

If I am a student..., how would I....

- Schedule a make-up test?
- Get extra help from a teacher?
- Meet with my classmates about a group project?
- Get a head start on my homework?
- Have choice and voice in how I want to use my time?
- Build connections to adults that I feel a connection to?

What if that same student...

- doesn't have a study hall?
- couldn't come after school?
- was not able to find a common time with their teacher?
- doesn't have the skills/confidence to ask?

Pros to Flex Block Schedule

- Fewer classes per day
- Longer class blocks
- 25-minute lunch
- Rotation of Classes
- Helps to address student stress / workload concerns
- Enhances Advisory Program
- Close to 30 additional hours of Time on Learning
- Daily Flex block provides:
 - Built-in structure for Advisory activities, Class meetings, etc..
 - Equitable opportunities for all students to access support

- Expanded opportunity for Direct Service providers to access students...without taking students out of class
- Opportunity to strengthen connections between students and staff

Anticipated Challenges and Solutions

- Different length classes may cause challenge in planning
 - Tried to schedule classes with multiple sections in same length class
- Not having every mod meet may present challenges in guaranteeing daily teacher prep period
 - Intentional scheduling of teacher prep time (ex. Have both A and B off or Neither A nor B off)
 - Shared teacher duty responsibilities
- Don't see classes every day; students need daily practice or more attention
 - Student can be scheduled into extra help sessions during flex
- Students sitting in classes for long periods of time in masks
 - Continued mask breaks

How it's going...

- General feedback indicates that staff and students like the new schedule
 - Early confusion has dissipated
 - Advisory activities geared to adjusting to new rotation
 - Less frenetic pace to the school day
 - Students reporting less academic stress
- Class meetings and Activities without disrupting classes
 - Elections
 - Academic Awards
 - ALICE, Cybersafety (upcoming)
- Students are generally self-selecting Flex Block activities
 - Extra Help, Club Meetings, Unstructured time

Next Steps

- Continued support through PD for teaching in the longer block
- Develop consistency among staff and students using Enriching Students
- Use Grade Data to help inform Flex Block appointments
 - Targeted Interventions
- Schedule surveys to collect feedback
 - Staff
 - Students
 - Parents
- Allow opportunity for staff and students to develop Flex Block learning opportunities

A few teachers and some seniors at the high school gave their perspective of the new bell schedule. The overall feel is that this new schedule is better and has reduced the stress level for the students. Everyone is very excited about the built in flex block time on a daily basis.

Matt Hunt – We use the enrichment schedule at my own school. But I do think for some students it will take a little longer to get used to the new schedule/routine.

Brad Austin – How is this affecting the students on IEP, 504's? How is this working? I appreciate the snapshot of this and look forward to another update later.

Lyn Snow – There are a lot of advantages for students to give them longer blocks. But we must be more mindful of lunchtimes. I think it is a very positive thing for the high school.

Keith Comeau – We do see some students receive services during the flex block time.

Justin McCarthy – I applaud the change and effort. I would like to hear what the breakdown is for the flex block participation and how the students are using the time.

Keith Comeau – Within the Enrichment scheduling program we can drill down and see what activities the students are taking part in.

Kelly Clenchy – For me, the key was for our students to have more flexibility in their schedule during the day. Time management is very important for our students to learn before they move on to college. I was thrilled to have both students and staff included in this presentation and hearing their opinion. We might have to look into the option for the students to change their scheduled times with a teacher without having to email two teachers for approval.

Keith Comeau – There is that capability within the program for the students to do this. We are trying to give the students as much freedom and flexibility within the program scheduling as possible but still give teachers the ability to see students' schedules and choices.

NEW BUSINESS

1. **State/Local/Public Health Metrics:** Katrina Wilcox Hagberg provided a presentation on the State/Local/Public Health Metrics. Her data presented was through October 28, 2021. Test positivity rate is now at 3.1% in Littleton. Littleton's rate is 25.6 per 100K. Littleton had 35 new cases in the last two weeks. 75.9% of all Littleton residents are fully vaccinated at this point. 14 cases have been reported within the school district in the last two weeks.

2. **Update: Potential Data Points to Consider After a School Reaches an 80% Vaccination Rate:** Superintendent, Dr. Kelly Clenchy, provided an update on the potential data points to consider after a school reaches an 80% vaccination rate.

Potential Data Points to consider after a school reaches an 80% Vaccination rate

- Transmission rates
- Covid-19 Case rates
- Number of positive Covid-19 cases in a school over a four-week period
- Safety-Check Participation rates
- School-based clusters
- In-school transmission
- MA Covid-19 Dashboard

Matt Hunt – I think it is important to have open communication lines with the Board of Health. I would like to see more students, who are fully vaccinated to participate in the pool testing.

Justin McCarthy – It is important to have an exact number of vaccination status. It is important for the Board of Health to know “how will the mask go back on?” if that is necessary.

Kelly Clenchy – I do not think that the first two data points will be hard to retrieve. I do not think we are that far off to find the green light for this. I do like the idea of having “mask flexibility”.

In terms of the number of cases in the schools. We have done it long enough that we would know when we would start to feel concerned if it came to that.

Brad Austin – I do think a couple of these data points are easy to retrieve hard numbers for. We will be able to see how other districts like Hopkinton, who have already been through this process.

3. Update on Safety Check Program: Superintendent, Dr. Kelly Clenchy gave an update on the Safety Check Program.

The pool testing continues to go well. As of today's date, participation rate (student and staff combined) is as follows:

SL 62%

RSS 68.4 %

LM 56 %

LHS 55 %

District overall 60.3%

Jen Gold – This question was raised at the Board of Health meeting last night. What is the benefit of unmasking in schools? It makes me concerned, and I just want you to keep this in mind when communicating with the board.

Kelly Clenchy – We are all wearing a mask all day and it is exhausting at the end of day, and we all know that we are missing facial expressions and we all want to get back to a day where we do not need to wear one in school.

Matt Hunt – I do believe it is so important to keep the communication open between the boards to keep the community's interest at heart.

4. High School Vaccination Rates: Superintendent, Dr. Kelly Clenchy gave an update on the High School vaccination rates to date. As of October 28, 2021, the High School vaccination rate is at 78.3% rate for the faculty. Students are at 62%. Student and staff combined is at 64.4% at this point.

Lyn Snow and Kelly Clenchy have contacted their attorney to clarify on how we can verify a student's vaccination status. The nurses can go into the MIIS system to verify the vaccination status of students and staff.

Brad Austin – I want accurate information, but I am concerned about the time it will take the nurses to do this task.

Matt Hunt – I am all for using the group data and being able to apply to the state when we reach the 80% rate.

Jen Gold – I agree with Matt, and I would like to receive the data, so we know what we are dealing with.

Lyn Snow – Sorting data in the MIIS database is very time-consuming. I think we need to have a plan on how we are going to gather the information. We need to be realistic on how long this task will take.

Justin McCarthy – We should give families an additional two weeks to collect the vaccine status information but after that date we should be looking into the database to verify the remaining people. We should have a survey sent out to see how many would like to have the option to take the mask off.

Timalyn Rassias – I am urging families to send in the student's vaccination status. I really would like to see a survey on how students and staff feel about the mask.

Kelly Clenchy – I think giving families another two weeks to provide the vaccine status is a good idea. I think a survey is a great idea for students, staff, and families.

Lyn Snow – Just want everyone to know I will be at the football game Friday night, and I can take down the vaccination status if they bring it by.

Jen Gold – I think the more data we have to work with the better.

Matt Hunt – Open communication is key between all boards.

INTERESTED CITIZENS

None

SUBCOMMITTEE REPORTS

1. PMBC: None

2. Budget Subcommittee: Meeting scheduled in two weeks, so more updates at the next school committee meeting.

3. Safety and Security: None

4. Reading of Policy: None

5. SEPAC: They are planning a “Basic rights workshop”. Will take place on Thursday Nov. 16 in the evening.

ADJOURNMENT

On a motion by Justin McCarthy and seconded by Timalyn Rassias it was voted to adjourn at 9:05PM to go into Executive Session for the purpose of contract negotiation discussion with no intention to return to Open Session. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Jen Gold, AYE.

NEXT MEETING DATE

November 18, 2021

7:00PM

ZOOM

DOCUMENTS AS PART OF MEETING

Adopt-A-Bot Program

High School Schedule

Covid Health update

Vaccination and pool testing rates

LITTLETON HIGH SCHOOL announces

John and Abigail Adams scholarship recipients

Littleton High School announced today that 13 seniors have qualified to receive a John and Abigail Adams Scholarship. This scholarship entitles recipients to free tuition upon their acceptance to a Massachusetts state university or college.

The following students qualified for this scholarship based upon their performance on the MCAS tests taken during the sophomore year:

Aidan Donovan, Madelyn Kiernan, Kolukula Kashyap, Cynthia Kong, Vivienne Lance, Anne Li, Heather Luciano, Sara MacDonald, Jonathan McGurrin, William Palaia, Shae Regan, Emme Richards, Gabriel Silks

“We congratulate all of our students who earned this distinction and scholarship,” said John Harrington, Ed.D., Principal of Littleton High School. “Within the next year, they will graduate and head in a number of different directions. The Adams Scholarship presents another option for them as they consider where they will attend college.”

HOLD TO LIGHT TO VIEW WATERMARK IN PAPER. HEAT SENSITIVE RED IMAGES DISAPPEAR WITH HEAT. GREEN ELEMENTS IN EGOGRAPH DISAPPEAR WHEN COOLED.

53-274/113 384

The Mighty Oak Fund
63 Grist Mill Road
Littleton, MA 01460
bobby@themightyoakfund.org

DATE 10/27/21

PAY TO THE ORDER OF Littleton Public Schools \$ 4000.00

Four thousand and x*/00 DOLLARS

Enterprise Bank
340 Great Road
Acton, MA 01720

MEMO Donation to LPS

www.TheMightyOakFund.org

1:0113027421: 665 47410384

Security Features
Included.
Details on Back.

THE MIGHTY OAK FUND

Bobby Chrenc

(781) 858-9656

TheMightyOakFund@Yahoo.com

www.TheMightyOakFund.org

EIN # 46-6284719



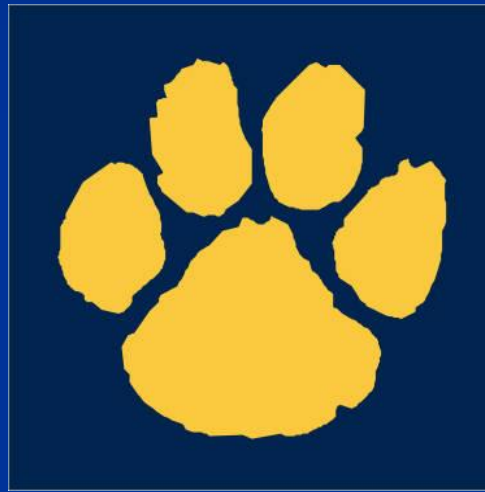
Please accept this donation to Littleton Public Schools from The Mighty Oak Fund.
Use as best see fit.

My new email address is TheMightyOakFund@Yahoo.com.

Sincerely,
Bobby Chrenc

LITTLETON ATHLETICS

Fall 2021 Update



School Committee Meeting
November 18, 2021

GO TIGERS!

Fall Athletics Recap

■ Sports:

- Boys' & Girls' Cross Country (V/MS)
- Golf (V)
- Field Hockey (V/JV/MS)
- Boys' & Girls' Soccer (V/JV/MS)
- Football (V/JV)
- Cheer (V)

■ Teams: 17

■ Athletes: 270

■ Contests: 201

LHS Fall Participation

- V Boys' Cross Country: 22
- V Girls' Cross Country: 12
- V Golf: 10
- V/JV Field Hockey: 29
- V/JV Boys' Soccer: 43
- V/JV Girls' Soccer: 40
- V/JV Football: 33
- V Cheer: 15

LMS Fall Participation

- MS Boys' Cross Country: 5
- MS Girls' Cross Country: 10
- MS Field Hockey: 21
- MS Boys' Soccer: 18
- MS Girls' Soccer: 18

LHS Fall Varsity Records

- V Boys' Cross Country: 7-0
- V Girls' Cross Country: 6-1
- V Golf: 7-8
- V Field Hockey: 17-3
- V Boys' Soccer: 4-9-4
- V Girls' Soccer: 15-2-1
- V Football: 4-5 (1 game left to play)
- V Cheer: N/A

2021 LHS Varsity Boys' XC

League, District, Divisional Champions



2021 LHS Varsity Girls' XC League Champions



2021 LHS Varsity Field Hockey League Champions



2021 LHS Varsity Girls' Soccer League Champions



Winter Athletics Preview

■ Sports:

- Boys' & Girls' Basketball (V/JV/MS)
- Boys' & Girls' Indoor Track (V)
- Boys' Ice Hockey (V/JV)
- Girls' Ice Hockey (V – WA coop)
- Boys' & Girls' Swimming & Diving (V – Bromfield coop)
- Boys' & Girls' Alpine Skiing (V – Lunenburg coop)
- Gymnastics (V – G-D coop)

■ Teams: 10 LPS / 16 Total

■ Athletes: TBD

■ Contests: TBD

Littleton High School

Advanced Placement (AP)

May 2021 Results

AP Courses at LHS

1. AP Psychology
2. AP English Literature & Composition
3. AP United States History
4. AP Calculus AB
5. AP Statistics
6. AP Biology
7. AP Physics C: Mechanics
8. AP Computer Science Principles
9. AP French
10. AP Spanish
11. AP Art History
12. AP Studio Art
13. AP Macroeconomics (New this year)

Subjects where students took 2021 AP Exams

1. Computer Science A
2. Calculus AB
3. English Language & Composition
4. English Literature & Composition
5. United States History
6. Psychology
7. French Language and Culture
8. Latin
9. Music Theory
10. Biology
11. Calculus BC
12. Statistics
13. Computer Science Principles
14. Physics C: Mechanics
15. Chemistry
16. Human Geography

Number of students taking AP exams

Year	# of Students taking AP Exams	# of AP Exams Taken
2021	99	186
2020	98	185
2019	101	208
2018	98	182
2017	105	198
2016	97	212
2015	97	182
2014	74	141
2013	80	154
2012	89	170

Number and Percentage of Exams at each AP Score Level, May 2021

*Results include students who took multiple exams

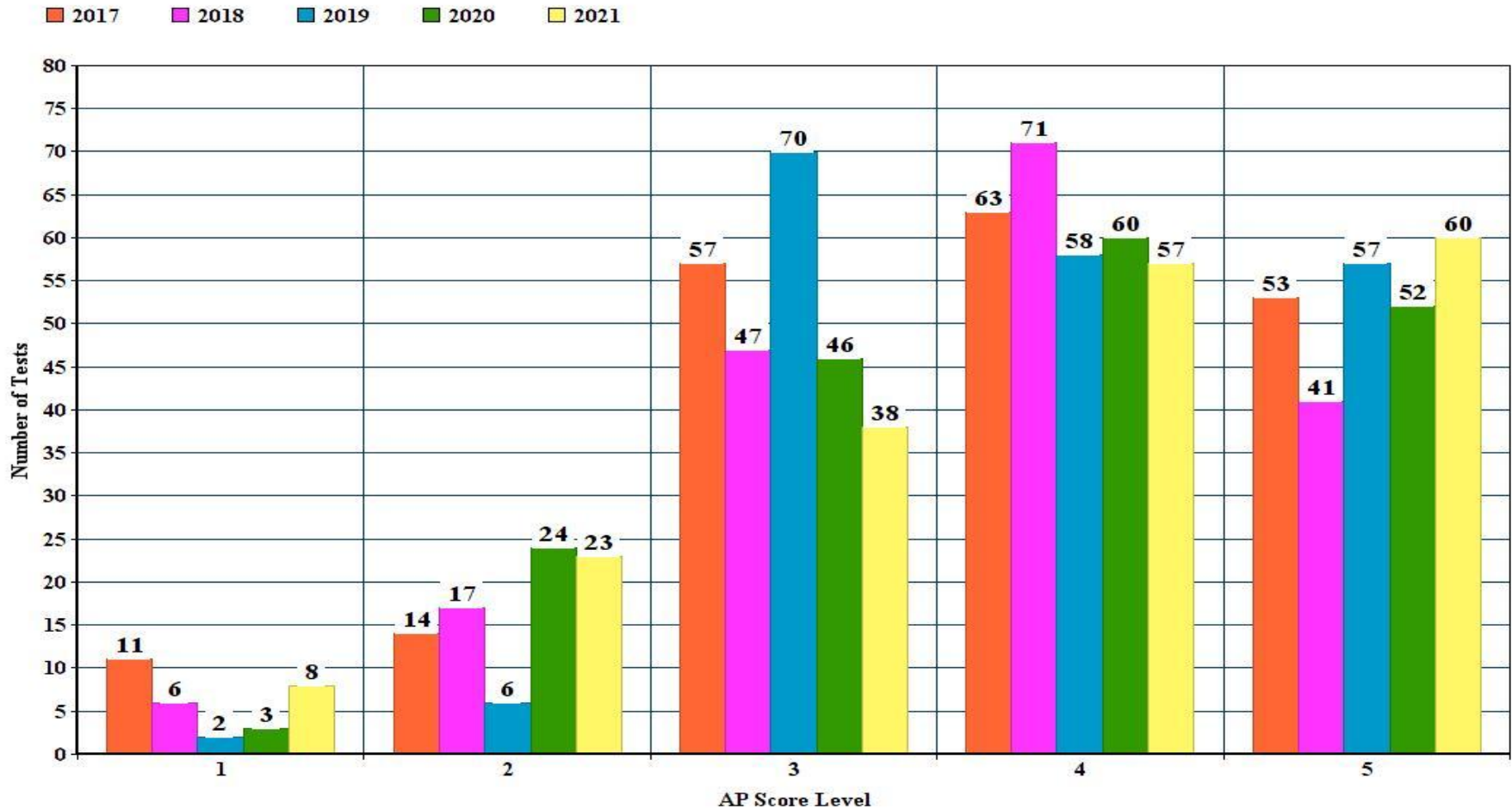
AP Score Level	# of Student exams	% of Student exams
5	60	32%
4	57	31%
3	38	20%
2	23	12%
1	8	4%
≥ 3	155	83%

The number and percentage of exams at each AP Score Level

* Results include students who took multiple exams

AP Score Level	2016		2017		2018		2019		2020		2021	
5	76	36%	53	27%	41	23%	57	27%	52	28%	60	32%
4	68	32%	63	32%	71	39%	58	28%	60	32%	57	31%
3	51	24%	57	29%	47	26%	70	34%	46	25%	38	20%
2	13	6%	14	7%	17	9%	16	8%	24	13%	23	12%
1	4	2%	11	6%	6	3%	2	3%	3	2%	8	4%
≥ 3	195	92%	173	88%	159	88%	187	90%	158	85%	155	83%

Number of Exams at each AP Score Level



* Results include students who took multiple exams

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

Year	# of AP Students with scores ≥ 3	% of AP Students with scores ≥ 3
2021	83	84%
2020	89	91%
2019	91	90%
2018	87	89%
2017	92	88%
2016	92	94%
2015	88	91%
2014	70	95%

AP Scholars

- **AP Scholar**

Granted to students who receive grades of 3 or higher on three or more AP Exams.

- **AP Scholar with Honor**

Granted to students who receive an average grade of at least 3.25 on all AP exams taken, **and** grades of 3 or higher on four or more of these exams.

- **AP Scholar with Distinction**

Granted to students who receive an average grade of at least 3.5 on all AP Exams taken, **and** grades of 3 or higher on five or more of these exams.

- **National AP Scholar
Discontinued in 2021**

Granted to students who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.

AP Scholars for last 8 years

	2014	2015	2016	2017	2018	2019	2020	2021
AP Scholars	7	13	17	10	18	20	13	14
With Honor	7	6	9	9	4	8	10	7
With Distinction	9	11	16	14	9	12	9	11
National AP Scholar		1	1			2	2	*discontinued
Total AP Scholars	23	30	42	33	31	42	34	32

Summary Notes

- 84% students scored at least a 3 on one AP Exam
 - 51% of Graduating class scored a 3 or higher on an exam at least once
- AP Statistics and AP Calculus AB have two sections this year
- AP Macroeconomics and AP Art History are being taught this year
- Current students have expressed interest in taking AP Computer Science A in the future

Update: Early Literacy and Dyslexia Screening

Michelle Kane, Principal of Shaker Lane School
Lyn Snow, Director of Pupil Personnel Services
Elizabeth Steele, Director of Teaching and Learning

Tonight's Presentation

01 Overview of Regulations
and Selected Materials

02 Current Implementation and
Assessment Overview

03 After the Screener

Overview of Regulations and Selected Materials

- Early Literacy Universal Screening
- An Act Relative to Students with Dyslexia
- AimswebPlus



Assessment Overview - Kindergarten & Transitional

Early Literacy & Reading

- Print Concepts
- Initial Sounds
- Letter Naming Fluency
- Letter Word Sound Fluency
- Auditory Vocabulary

Rapid Automatized Naming Shaywitz Dyslexia Screener

LWSF

t	r	z	k	f
d	h	v	m	t
n	p	w	b	v

AV



Assessment Overview - Grade 1

Grade 1

Early Literacy & Reading

- Phoneme Segmentation
- Letter Word Sound Fluency
- Word Reading Fluency
- Auditory Vocabulary
- Nonsense Word Fluency
- Oral Reading Fluency

Rapid Automated Naming Shaywitz Dyslexia Screener

PS

cap	/k/ /a/ /p/	W
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NWF

im	kep	wuk
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Assessment Overview - Grade 2

Early Literacy & Reading

- Oral Reading Fluency
- Reading Comprehension
- Vocabulary

Rapid Automatized Naming Shaywitz Dyslexia Screener



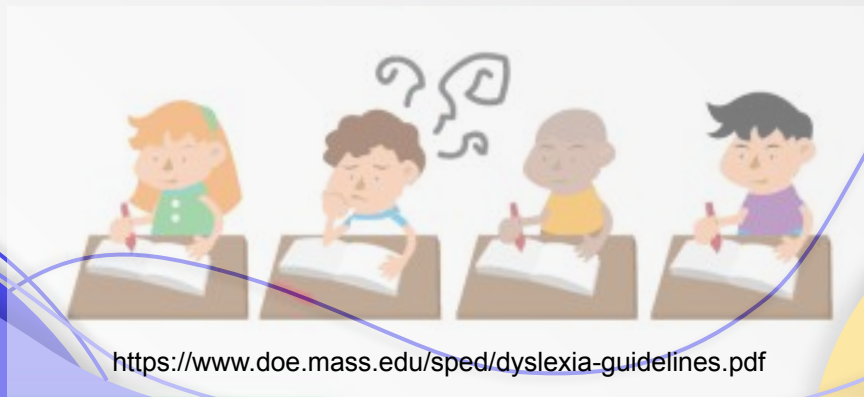
Professional Learning Communities

Focus on AIMSWeb Plus

- Monthly
- Evaluate Data
- Set goals
- Implement strategies
- Progress monitor (as needed)
- Re-evaluate Data

Dyslexia & Special Education

- General education provides evidence-based literacy instruction as well as academic, behavioral and social emotional learning supports to all students.
- General education also provides early and responsive support through MTSS tiered interventions.
- Many students who have dyslexia can and should make effective progress with general education supports.
- Students who need special education services to make effective progress in the general education program, timely and appropriate special education evaluation and eligibility determination is key.



Dyslexia & Special Education

Referral - 3 ways

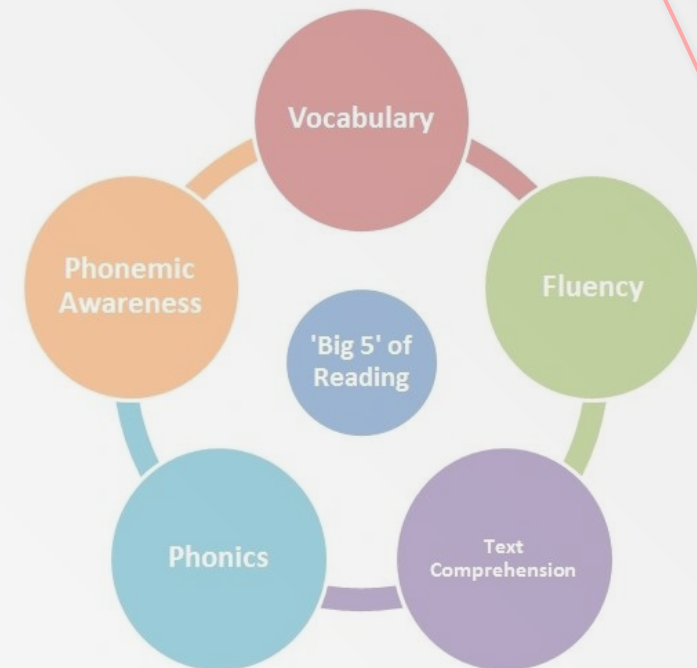
- Child Find
- Referral through Early Intervention
- Referral by educational personnel and/or parents/guardians

Considerations for Assessments

- Reading & Writing Achievement
 - accuracy & automaticity
 - oral language

IEP Goal Development - The 'Big 5'

- phonemic awareness
- phonics
- fluency
- vocabulary
- comprehension
 - Accommodations & Modifications



Component Skills Related to Reading and Writing Achievement *Accuracy and Automaticity*

Skill	Accuracy	Automaticity
To determine how the student performs on CONNECTED TEXT	<ul style="list-style-type: none"> ➔ measure of accuracy in oral reading ➔ measure of reading comprehension ➔ measure of written language 	<ul style="list-style-type: none"> ➔ measure of rate and fluency in oral reading
To determine how the student performs at the WORD LEVEL	<ul style="list-style-type: none"> ➔ measure of single word reading of real words ➔ measure of single word reading of nonsense words ➔ spelling of single words 	<ul style="list-style-type: none"> ➔ timed measure of single word reading of real words ➔ timed measure of single word reading of nonsense words
To determine how the student performs at the FOUNDATIONAL LEVEL	<ul style="list-style-type: none"> ➔ measure of phonemic awareness ➔ measure of phonological awareness ➔ measure of letter recognition 	<ul style="list-style-type: none"> ➔ measure of Rapid Automatized Naming (RAN)

Skill	Oral Language
➔ To determine how the student performs on CONNECTED TEXT	➔ measure of listening comprehension
➔ To determine how the student performs at the WORD LEVEL	<ul style="list-style-type: none"> ➔ measure of expressive vocabulary¹⁶ ➔ measure of receptive vocabulary
➔ To determine how the student performs at the FOUNDATIONAL LEVEL	<ul style="list-style-type: none"> ➔ measure of expressive language skills ➔ measure of receptive language skills

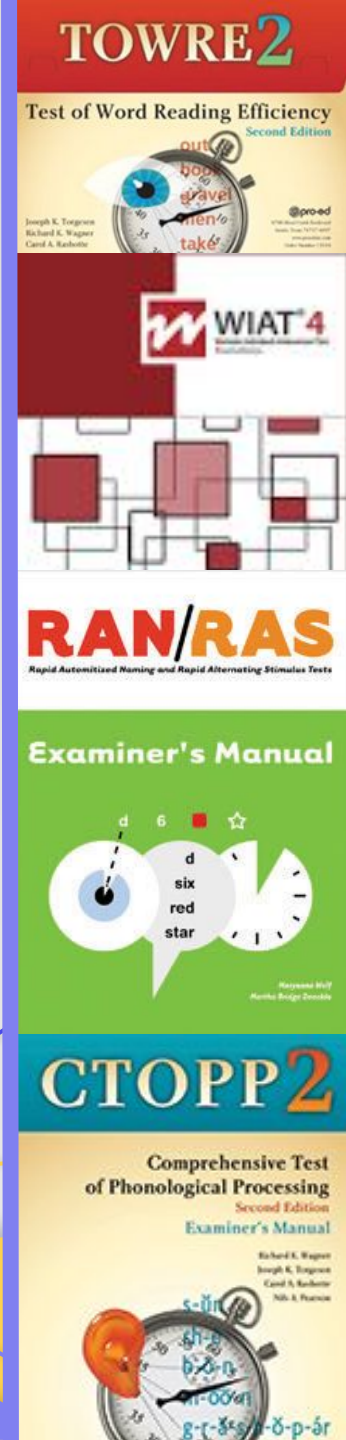
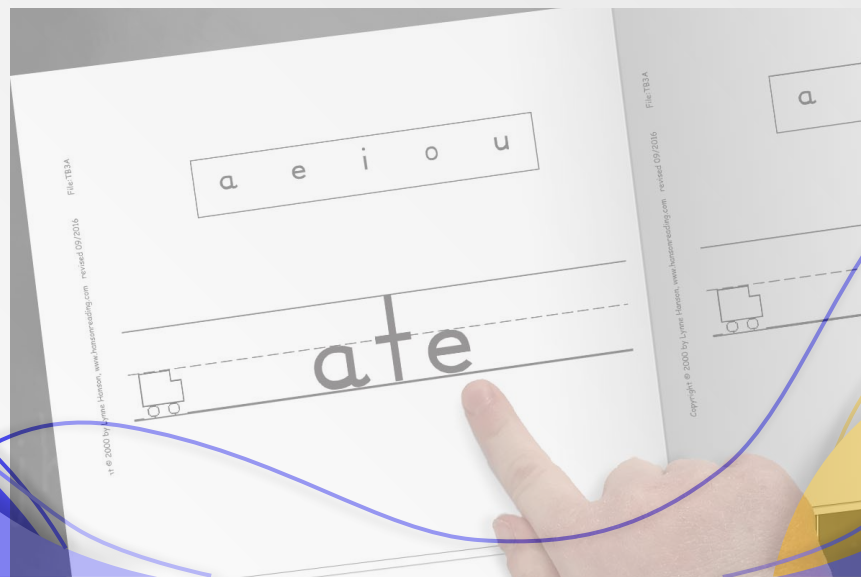
Planning and coordinating a thorough evaluation can make the IEP process more effective by providing the Team with the information it needs to determine eligibility and construct an effective IEP.

Component Skills Related to Reading and Writing Achievement *Accuracy and Automaticity*

Dyslexia & Special Education

Evaluation Tools

- Test of Word Reading Efficiency- 2nd Edition (TOWRE-2)
- Wechsler Individual Achievement Test - 4th Edition (WIAT-4)
- Woodcock-Johnson IV - (WJ IV)
- Comprehensive Test of Phonological Processing - 2nd Edition (CTOPP-2)
- Test of Reading Comprehension - 4th Edition (TORC 4)
- Gray Oral Reading Test - 5th Edition (GORT 5)
- Feifer Assessment of Reading (FAR)



Thank you!

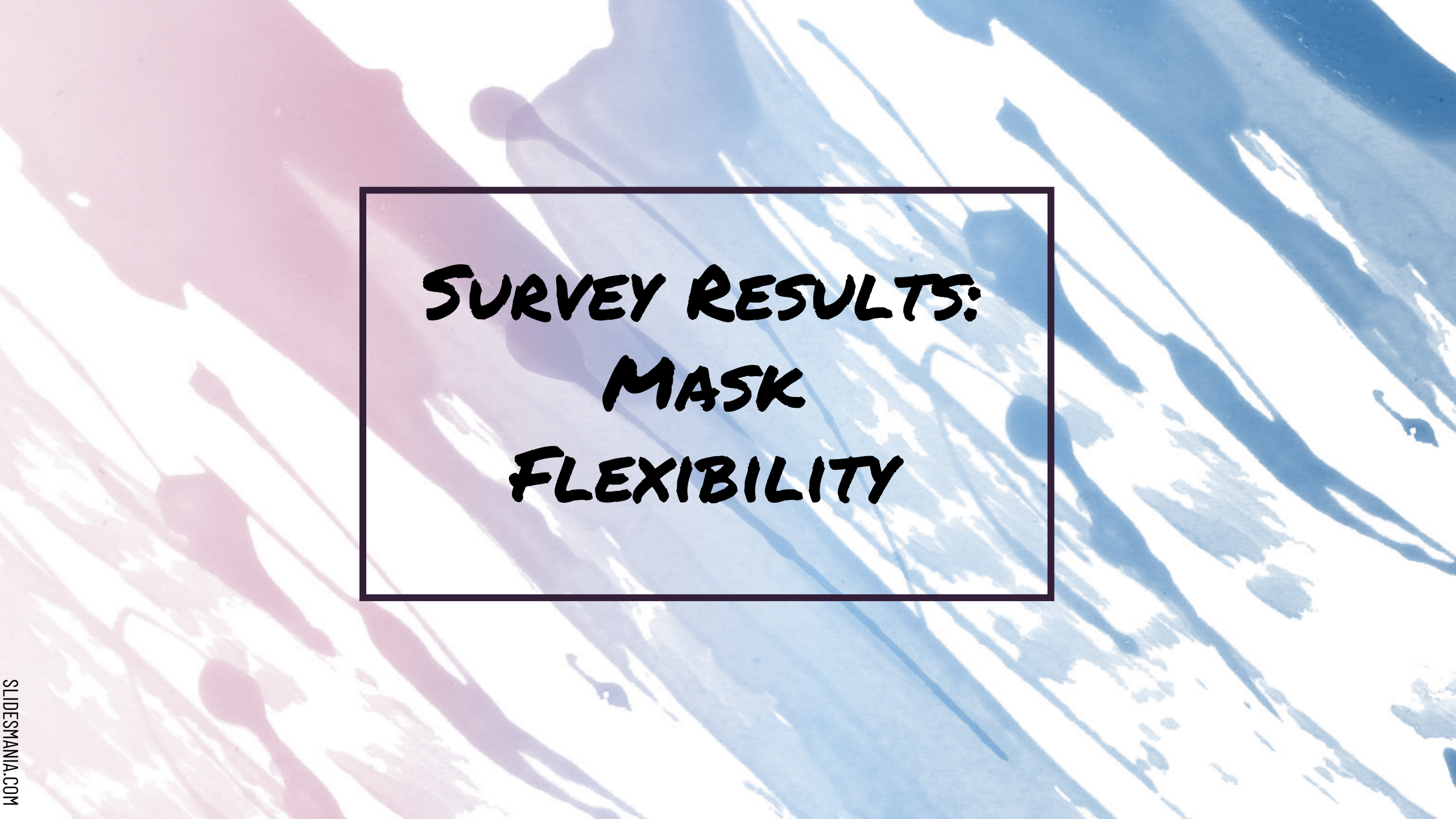


Credits:

Presentation Template: [SlidesMania](#)

Images: [Unsplash](#)

Fonts used in this presentation: [Lexend Deca](#) and [DM Sans](#)



SURVEY RESULTS: MASK FLEXIBILITY



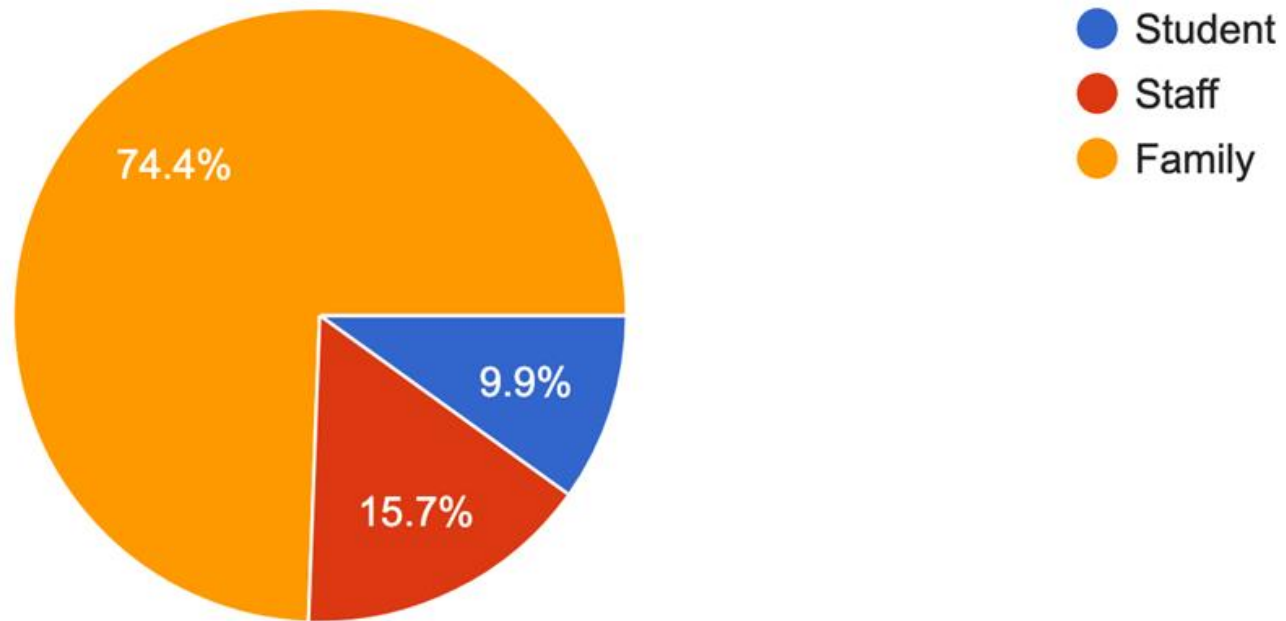
General Information

- **November 3 - November 15**
- **Students, Staff, Families**
- **7 questions**
- **938 responses**

Q1:

1. Please indicate your role.

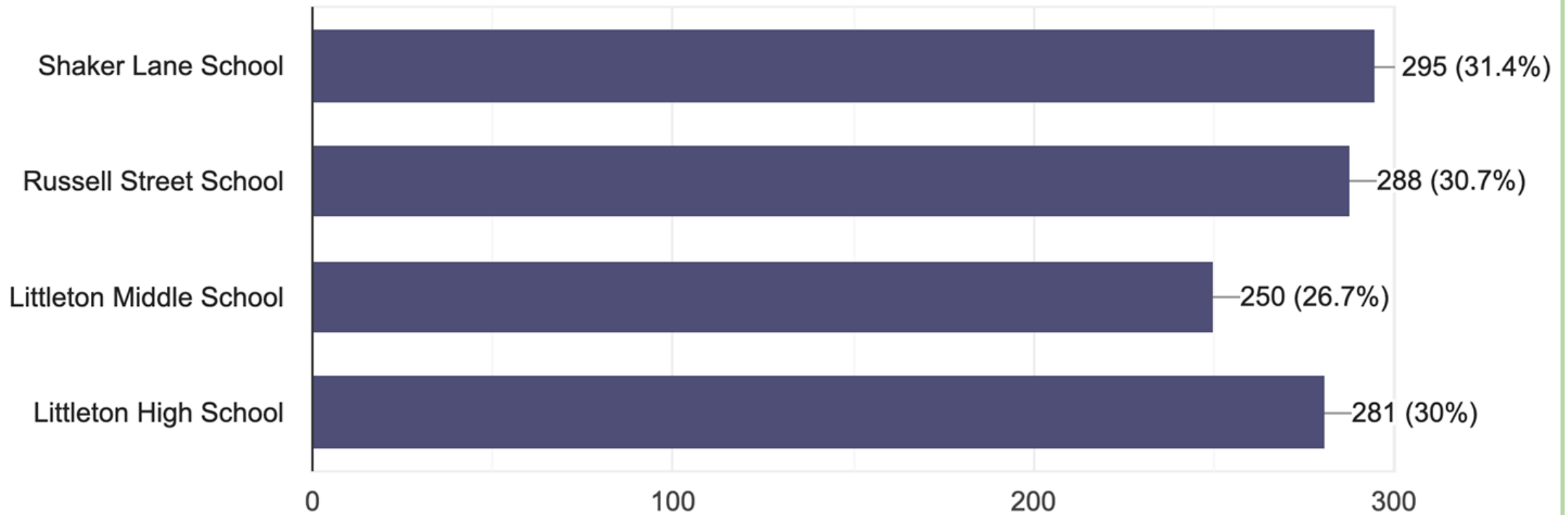
938 responses



Q2:

2. With which school(s) are you affiliated?

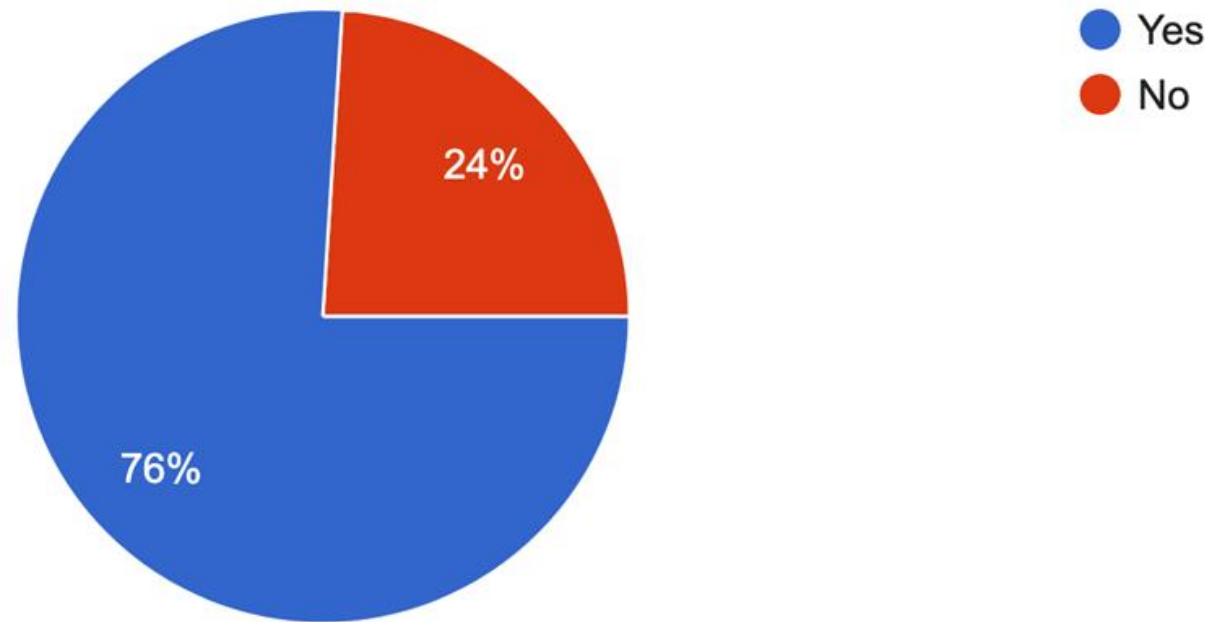
938 responses



Q3:

3. Have you consented to being part of the district's COVID-19 Testing Program?

938 responses



Q4: If you selected no to question #3, can you share why you have not consented at this time?

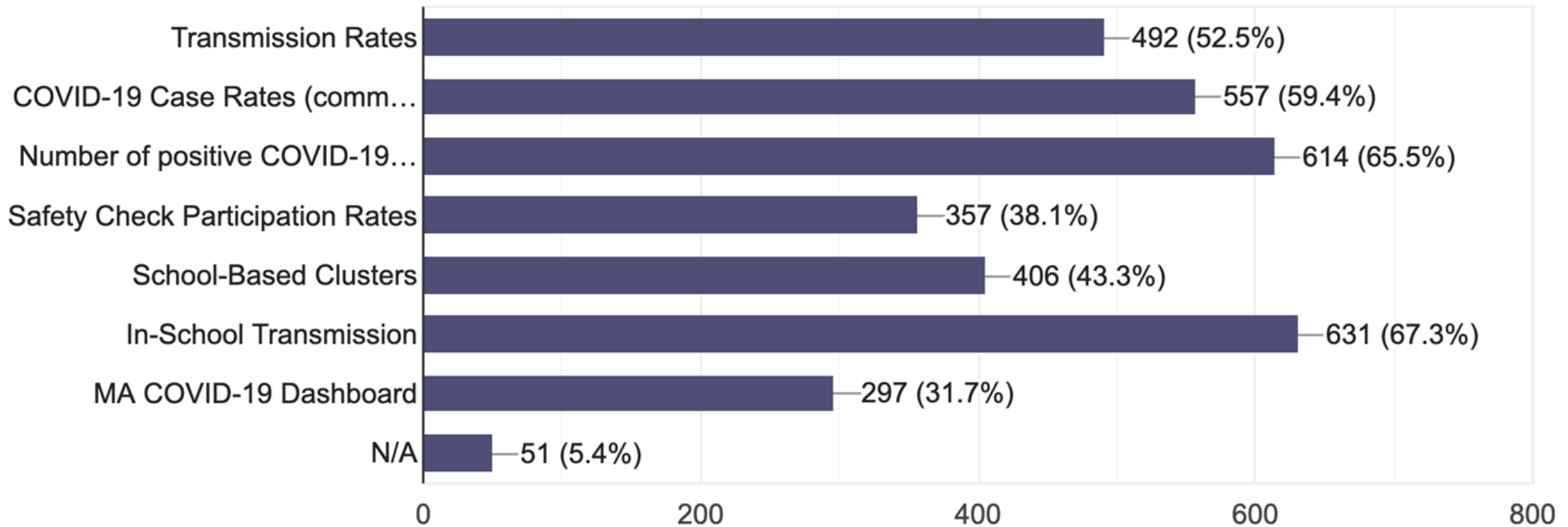
- Already vaccinated
- Already had COVID-19
- Child is adjusting to school right now, do not want adjusting to testing too
- Do not see the benefit
- Time constraints
- Does not want to miss lunch time
- Do not want to put child through weekly testing
- Disagreement amongst family members
- Do not like the idea of testing at school
- Preference to test individually

- Preference to have test done by PCP
- Negative experience previously with pooled testing
- Anxiety producing
- Desire to see number of people participating in pooled testing weekly
- Privacy Concerns
- Not worth participating if masks are required
- Forgot to sign up
- Not considered signing up till now
- Negative association with school

Q5:

5. What potential data points would you like the district to consider after a school reaches an 80% vaccination rate but before becoming mask flexible?

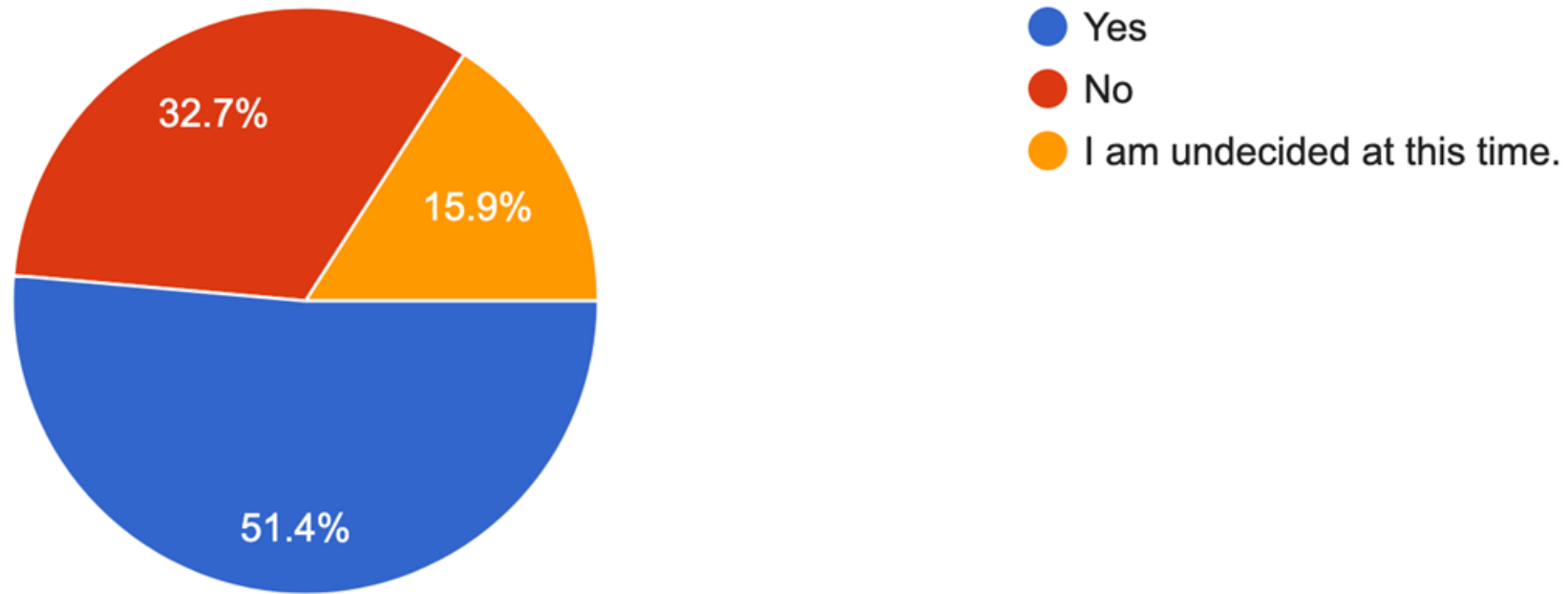
938 responses



Q6:

6. If your school reaches a total vaccination rate between students and staff of at least 80%, would you like the option for individuals to take their mask...uld continue to be required to wear a mask indoors.

938 responses



Q7: Would you like to share any additional comments?

- COVID-19 is still spreading, people are still getting sick, masks should be worn by all
- Due to breakthrough cases, masks for everyone
- Masks for whole 2021-2022 school year
- Vulnerable family members, keep masks
- Masks off as soon as possible
- Masks will help with cold and flu season
- Concern about pressure to wear mask or not
- Concern of enforcing a mask flexible option
- Vaccinated individuals should not need to mask
- Choice to not wear a mask regardless of vaccination status
- Safety first before convenience of unmasking
- Close contact quarantine is avoided with masks
- Stop forcing kids to wear masks
- Give the option to the students
- Mask optional for vaccinated individuals or if parents want child unmasked
- Tired of wearing mask at school when do not need to wear in other places

- Hard to hear and understand with masks on
- Giving the option will create controversy and more communication problems
- Unvaccinated individuals will unmask
- With vaccines available, take off masks
- Question the benefit of wearing mask during school day, when students are unmasked together after school
- Clear end goal for masks is needed
- Choose option that is least disruptive to learning
- What precautions will exist for those immunocompromised?
- Concerns about enforcing mask flexibility option
- Keeping track of who can/cannot unmask would be difficult and whose responsibility
- Should not be considered till after the holidays and after students aged 5-11 are fully vaccinated
- Consider the emotional burden on students
- If mask flexibility happens, give enough time to allow individuals to become vaccinated if they choose
- Mask flexibility if clear thresholds are in place
- When would masks go back on if needed?
- Consider this in the spring, not the winter

THANK YOU!



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Potential Data Points to Consider after a school reaches an 80% Vaccination Rate

- ☐ Transmission Rates- Community/Regional Data, Substantial (Orange)/High (Red)
- ☐ COVID-19 Case Rates- Community/Regional Data
- ☐ Safety-Check Participation Rates
- ☐ Number of positive COVID-19 cases in a school over a four-week time period
- ☐ School-based clusters
- ☐ In-school transmission
- ☐ MA COVID-19 Dashboard

<https://www.doe.mass.edu/covid19/positive-cases/2021-0930covid19-cases.xlsx>



The background of the slide is a blurred photograph of a classroom. Several young students are visible, seated at their desks. They are all wearing white face masks. The classroom environment includes a globe and various educational posters on the walls. A large, dark blue diagonal shape cuts across the lower right portion of the image, serving as a design element for the text overlay.

COVID-19

Health & Safety Protocol Update

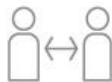
November 18th, 2021

Littleton Public Schools



CLICK LINK TO PLAY:

<https://youtu.be/n6aky6ZyHQs>



Continued Discussion...

POTENTIAL DATA POINTS TO CONSIDER AFTER A SCHOOL REACHES AN 80% VACCINATION RATE

- ❑ **Transmission Rates -**
 - Community/Regional Data
 - Substantial - ORANGE
 - High - RED
- ❑ **COVID-19 Case Rates**
 - Community/Regional Data- continued discussion
- ❑ **MA COVID-19 Dashboard**
- ❑ **Safety Check Program Participation Rates**

DATA POINTS TO MONITOR AND CONSULT WITH DESE

- ❑ **Number of positive COVID-19 cases in a school over a 4-week timeframe**
- ❑ **School-based clusters**
- ❑ **In-school transmission**

COVID Safety Check Program Participation 11/16/21

SCHOOL	TOTAL	PERCENTAGE
Shaker Lane School	343/508	67.5%
Russell Street School	341/457	74.6%
Littleton Middle School	267/458	58.3%
Littleton High School	297/516	57.6%
DISTRICT	1248/1939	64.36%

COVID Safety Check Program Participation Rates

SCHOOL	June 2021	October 2021	November 2021
Shaker Lane School	47%	50%	67%
Russell Street School	66%	64%	74%
Littleton Middle School	56%	56%	58%
Littleton High School	46%	45%	57%
DISTRICT	53%	53%	64%



Littleton High School Vaccination Rates

LHS - Students	376 (MIIS) 285 (proof of vax)
LHS - Staff	59 (proof of vax)
TOTAL PERCENTAGE	82.6%

