



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 December 15, 2022 7:00 PM

You are invited to a Zoom webinar.

When: Dec 15, 2022 07:00 PM Eastern Time (US and Canada)

Topic: School Cmte meeting of Dec 15, 7p, 2022

Please click the link below to join the webinar:

<https://littletonma.zoom.us/j/81786059578?pwd=S1o5ZFw0R250Sm5mM3lnZHZUUnN2QT09>

Webinar ID: 817 8605 9578

Passcode: 937440

Or One tap mobile :

US: +13092053325,,81786059578# or +13126266799,,81786059578#

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

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VIDEO OR CALL WILL BE MUTED UPON JOINING MEETING.

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

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

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

AGENDA

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 – December 1, 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. PRESENTATIONS

- 1. Superintendent's Update:** *(5 min)*
- 2. Athletic Update:** *Athletic Director Mike Lynn will give an update on Fall and Winter Athletics. (10 Min)*
- 3. Update on November 8th, Tri-District PD Day (District):** *Director of Teaching and Learning Elizabeth Steele will give an update on the November 8th, Tri-District PD Day. (10 Min)*
- 4. Dyslexia and Early Literacy Screening Update:** *Director of Students Services, Lyn Snow, Director of Teaching and Learning, Elizabeth Steele and Shaker Lane Principal Michelle Kane will give an update on Dyslexia and Early Literacy Screening. (10 Min)*
- 5. 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)*

8:25 V. INTERESTED CITIZENS

8:30 VI. SUBCOMMITTEE REPORTS

- 1. PMBC**
- 2. Budget Subcommittee**
- 3. Policy Subcommittee:** **(see LPS website to view all policies)**

Motion to accept the first reading to adopt the following policies:

JFABD: Homeless Students: Enrollment Rights and Services

JFABE: Educational Opportunities for Military Children

JFABF: Educational Opportunities for Children in Foster Care

<http://www.littletonps.org/school-committee/school-committee-policies>

8:45 VII. ADJOURNMENT/EXECUTIVE SESSION

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

NEXT MEETING DATE

January 12, 2023

Littleton Police Department Community Room

7:00 PM

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SCHOOL COMMITTEE MINUTES December 1, 2022 7:00PM

PRESENT: Justin McCarthy
Jen Gold
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 Jen Gold and seconded by Binal Patel it was voted to approve the Nov. 17, 2022 agenda as presented. (AYE: Unanimous).

INTERESTED CITIZENS

Christina Burndrett – Thanked Bill Meagher for his many years of service to Littleton Public School as well as Alice Shimmel for her many years of service. Lastly, Tina Averso who is a rock for the Special Education department. Both Shaker Lane and Russell Street Staff got a shout out too. She also thanked the support staff for Special Education.

I am strongly against the time change. I speak both as a teacher and also as a family member. If we were to change the time schedule it would really have a huge impact on my family life, especially with after-school care for my own children. I will admit that RSS has a sweet spot with our time. But we have built our schedule around academics in the morning and are trying to build the schedule to share our unified arts teachers with Shaker Lane's schedule as well.

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RECOGNITION

1. Student Representative(s) Report: Student Representative, John Feltus, gave an update of the events happening at each school.
2. Superintendent Clenchy mentioned this time of year is such an exciting time. We have concerts, plays and other exciting events planned for the holiday season.

PRESENTATIONS

1. **Special Education Program Review:** Consultants for the Special Education Program Review discussed the findings, which was conducted in May-June 2022 by Sally Smith and Patric Barbieri.

Evaluation Request:

To examine the current operational practices for related services providers including Occupational Therapists, Physical Therapists, Speech Pathologists, Clinical Staff (Psychologists Counselors, BCBAs). We were also asked to look at the structure of the Littleton Team Chairs and Out of District Coordinator for Special Education.

Methodology

- Bringing Perspective
- Interviewed Staff
- How do related services align with specialized programs?

Recommendations

1. Redefine the Position of Student Services Liaison.
 - Reports to Director of Student Services
 - Director of Students Services needs to be visible (School/Community)
 - Out of District
 - Supervises Support Related Service Providers (Speech and Language, Occupational Therapist, Physical Therapists, BCBA, Clinical Staff)
2. The Team Chairpersons should have individual contracts that are separate from the professional bargaining unit.
 - Team Chairpersons need to be seen as part of administration
 - Make decisions at team meetings
 - Administrative support (Paperwork processing)
3. Reallocate Related Service Providers' time to increase time in the classroom setting (push-in model) to provide more inclusive therapies
 - Define district practice (push-in vs pull-out)
 - Promote inclusive therapies within general education and district specialized programs.
 - Benefits of in classroom therapies
4. Develop consistent IEP training at all levels
 - IEP development needs to be consistent
 - Make this a priority for Professional Development, not optional.
5. Define what constitutes a reasonable caseload based on student needs.
 - Consider Caseload vs Workload
 - Student Services Liaison
6. Provide additional professional development opportunities tailored to the related services providers.
 - Topics not relevant to improving their practices
 - Identify professional development topics
7. Coordinate communication and support between the Assistive Technology specialist, Director of Technology, classroom staff and families.
8. Review prior evaluations/conduct a new evaluation for the specialized programs in the district including pre-school

85 Binal Patel – I appreciate the concise approach in the evaluation.

86 Brad Austin – Appreciate the accommodation recommendations. What would you recommend for
87 immediate attention?

88 Patric Barbieri – I don't think anything needs immediate attention, but the administrative structure is
89 important. Having a director who can walk around and visit the classroom and be visible is important.

90 Sally Smith – What we ask teachers are always, what would you like to see as a change? Top three things
91 you would like to see in this report? They would like to see their director in the classrooms more often.

92 Getting to know their staff better. Getting to see what is going on in the classroom. Teachers really
93 appreciate the visibility of their administrative staff.

94 Patric Barbieri – Provide really good professional development.

95
96 Justin McCarthy – Lyn, were you part of the staff interviewed? I really appreciate this evaluation being
97 done by a third party. How does Lyn Snow do it all? Do we need two directors? I think this evaluation
98 gives us some great cliff notes for our Strategic plans, which are being worked on.

99 Lyn Snow – I was interviewed but I was not part of the staff interviewed.

100 Justin McCarthy – I believe this shows that if we spend a little more money, we will be able to make
101 improvements immediately.

102
103 Kelly Clenchy – We are looking to make some immediate changes, but it is important to know that our
104 system has changed in the past few years. We have brought in more support staff in the last few years but
105 there was a time when we could not hire anyone due to financial constraints. But we also didn't need that
106 kind of staff at that time because we did not have the number of programs in the district that we have now.
107 We have added two team chairs and we are moving in the right direction.

108
109 Brad Austin – I was surprised to hear that the Pace program was not included in the evaluation. I do think
110 we need to take a holistic look at how we run that program.

111 Lyn Snow – It wouldn't be worth having outside evaluators to look at the program when we are still in the
112 process of establishing the program. But I assume they can come back next year and evaluate and see how
113 we can take these programs to the next level.

114
115 Justin McCarthy – What did you pay for this evaluation?

116 Lyn Snow – We paid around \$10,000 for this evaluation.

117
118 Kelly Clenchy – I would like to know if the board wants to move the team chairs into an administrative
119 role.

120 Justin McCarthy – The School Committee is in full support of these changes.

121 **Public Input**

122
123 Åse Kaldestad, Co-chair SEPAC – The SEPAC received the evaluation a few weeks ago and we have
124 shared it with our SEPAC members. We thought this evaluation would have included the PACE program
125 but have been assured by Lyn Snow that it will happen in the future. Would like to see more findings
126 within the assistive technology part. Service providers should have more professional development.
127 Caseloads should be spread out to more staff members. More direct support to the individual students.
128 Kids with disabilities make up around 16% of the student population. If a child cannot receive the
129 necessary services within the district, then a child must be able to receive these services out of district. It is
130 the law.

131 132 **2. Survey results, School Start Time Survey #2:** The School Start Time Subcommittee discussed the 133 results of the recent survey that was distributed to families, staff and MS/HS students 134

Sleep & Adolescents: The Research Findings are Clear

- The American Academy of Pediatrics has recommended middle and high schools start at 8:30 a.m. or later
- So have the American Academy of Sleep Medicine, American Medical Association, American Psychological Association, National Association of School Nurses, and National Parent Teacher Association
- Studies show clear links between insufficient sleep in adolescents and obesity, diabetes, depression, suicidal thoughts, athletic injury, car accidents and more.
- Studies also show that later schools start are associated with better grades, higher test scores, and improved focus and self-regulation among middle and high school students
- As of 2017, the average start time for public high schools nationwide was 8:00am.
- Only 10% of schools nationwide started before 7:30. Littleton Middle School and High School start at 7:15 and 7:20, respectively.

Quote from Seattle Public Schools Study

The study also found that after the change in school start time, students did not stay up significantly later: they simply slept in longer, a behavior that scientists say is consistent with the natural biological rhythms of adolescents.

Two-Year Longitudinal Study of 28,000+ Students

In 2021, the first large-scale, longitudinal study to concurrently examine the impact of changing school start times was conducted across students in primary/secondary school.

- 28,000 students from grades K-12 were surveyed annually, before and for 2 years after school start time changes (Elementary School: 60 min earlier, Middle School: 40–60 min later; HS: 70 min later).
 - The percentage of Elementary School students reporting sufficient sleep duration, poor sleep quality, or daytime sleepiness did not change.
 - The percentage of MS and HS students reporting sufficient sleep duration significantly increased and clinically significant daytime sleepiness decreased.
 - Benefits of later start times were similar across racial and free/reduced lunch groups.
- Source: <https://academic.oup.com/sleep/article/44/7/zsab048/6218366>

Community Survey #2

SCHOOL START TIMES SURVEY OPTIONS

Option 1: 3 tier Shift 25+Switch SL/RS (HS/MS - SL - RS)

Middle School/High School: 7:45/7:50 - 2:10/2:25

Shaker Lane: 8:30 - 2:55

Russell Street: 9:10 - 3:35

Option 2: 2-tier (HS/MS - SL/RS)

Middle School/High School: 7:55/8:00-2:20/2:30

Shaker Lane/Russell Street: 8:45/8:50 - 3:10/3:15

Option 3: Current Schedule (HS/MS - RS - SL)

Middle School/High School: 7:20/7:25 - 1:45/1:56

Russell Street: 8:05-2:30

Shaker Lane - 8:50-3:15

Whole Community vote – 1229

Would you prefer to....

- Change the start times = 50%
- Keep the current schedule = 34%
- Not sure – depends on what the change would be = 16%

The rest of the overall survey results can be found in the packet.

Stacy Desmarais – I think this was really well done. I believe this would be a good change.

Brad Austin – Thanked Binal and Jen for their work. I think we have given the community an opportunity to voice their opinions on this topic. 50% want to change something, but we have 31% who want to leave it as is. And 16% aren't sure what they want to do.

Jen Gold – It is tough to make changes. Working families work longer than the hours children are in school but that cannot prevent us from making the necessary changes.

Justin McCarthy – I have come to the conclusion that we should be moving to the two-tier system.

Jen Gold – I feel strongly that we should move to a two-tier system.

Kelly Clenchy – If we are going to do this, we need to be comfortable with what we decide. The two-tier system seems to make the most sense if we are going to make a change.

Jen Gold – This decision falls under the well-being of our students.

Brad Austin – Our budget should be used where it has the most impact. I think it is worth the money.

Public Input:

Christine Burndrett – So now you are voting on a two-tier? By ending so much later at the elementary schools, you are creating a tough situation with the later dismissal for the elementary students. After their lunch time it is hard to get them to focus for the remainder of the day.

Jen Gold – It would be Tier 2 where Shaker Lane and Russell Street would be starting at the same time. We got a lot of feedback from the community saying that it would be a huge impact if their younger children came home before the older students because of after school care.

Kelly Clenchy – Start times are all perceptual.

Brad Austin – I do not want the community to think that we do not think about the K-5 students.

John Feltus – I think the data shows that we need to make a change. I think we should try and keep up with the times.

On a motion by Brad Austin and seconded by Jen Gold it was voted to approve to change the start time to a Two-Tier system outlined on the second survey as presented with the understanding that funds need to be secured for busses and negotiation of the start time change. (AYE: Unanimous).

234 **3. Financial Update:** Business Manager Steve Mark gave a District Financial Update. The overview can be
235 found in the packet.

236 **INTERESTED CITIZENS**

237 None

238
239 **SUBCOMMITTEE REPORTS**

240 **1. PMBC:** None

241
242 **2. Budget Subcommittee:** We are looking to schedule a meeting before the end of the year.

243
244 **3. SEPAC:** None

245
246 **4. Policy:** We still have some more policies to review in January.

247
248 **ADJOURNMENT**

249 On a motion by Brad Austin and seconded by Binal Patel it was voted to adjourn at 9:33PM. Roll Call Vote:
250 Brad Austin, AYE; Justin McCarthy, AYE; Jen Gold, AYE; Binal Patel, AYE; and Stacy Desmarais, AYE.

251
252 **DOCUMENTS AS PART OF MEETING**

253 Special Education Program review

254 School Start Time Survey #2

255 Financial Report

256
257 **NEXT MEETING DATE**

258 **December 15, 2022**

259 **7:00PM**

Superintendent's Report, December 15

1. Colds, Flu, RSV and COVID
2. Upcoming Vaccination Clinics (Flu, COVID)

Location: Littleton High School Cafe

Time: 3:00– 7:00 PM

Dates: Thursday December 15, 2022

Thursday December 22, 2022

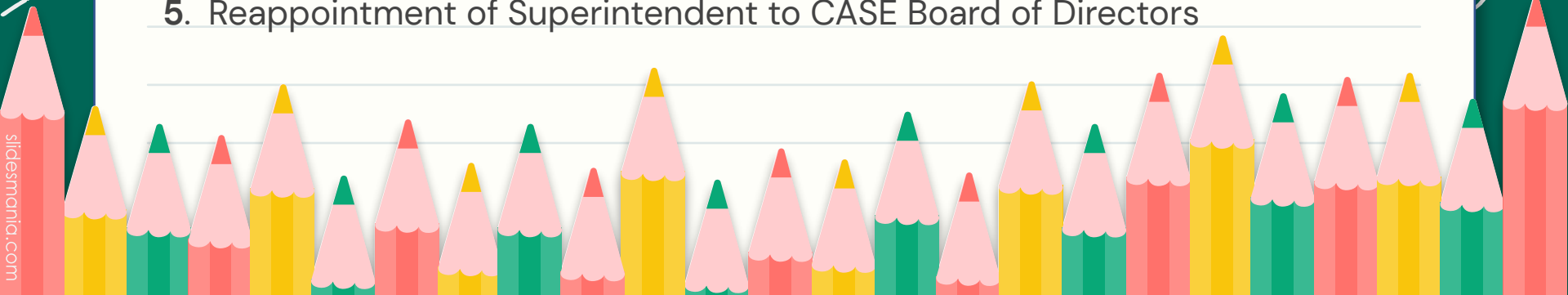
3. MSBA, SL School- Enrollment Projection Meeting

4. District Leadership team recently completed two professional Development Trainings

a. Adaptive X- focuses on creating equitable Classrooms, Schools and District. Explores all aspects of equity

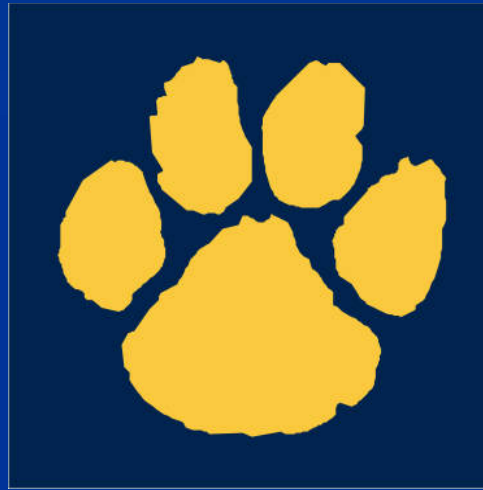
b. Implementing MTSS (Multi Tiered Systems of Support) through a UDL (Universal Design For Learning) lens

5. Reappointment of Superintendent to CASE Board of Directors



LITTLETON ATHLETICS

2022-2023 Fall/Winter Update



School Committee Meeting
December 15, 2022

GO TIGERS!

Fall Athletics Recap

■ Sports:

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

■ Teams: 17

■ Athletes: 279

■ Contests: 206

LHS Fall Participation

- V Cheer: 14
- V Boys' Cross Country: 18
- V Girls' Cross Country: 15
- V Golf: 12
- V Field Hockey: 16
- V/JV Football: 38
- V/JV Boys' Soccer: 39
- V/JV Girls' Soccer: 41
- Unified Basketball: 9

LMS Fall Participation

- MS Boys' Cross Country: 7
- MS Girls' Cross Country: 7
- MS Field Hockey: 21
- MS Boys' Soccer: 19
- MS Girls' Soccer: 21

LHS Fall Varsity Records

- V Cheer: N/A
- V Boys' Cross Country: 5-2
- V Girls' Cross Country: 6-1
- V Golf: 12-3
- V Field Hockey: 11-5-3
- V Football: 3-8
- V Boys' Soccer: 6-9-3
- V Girls' Soccer: 20-2-1

2022 LHS Unified Basketball

Go Tigers!



2022 LHS Varsity Golf

League Champions



2022 LHS Varsity Girls' Soccer League Champions & MIAA Final Four



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)
 - Unified Bowling
- Teams: 11 LPS / 17 Total
- Athletes: 212
- Contests: TBD

LHS Winter Participation

- V/JV Boys' Basketball: 23
- V/JV Girls' Basketball: 21
- V Boys' Indoor Track: 40
- V Girls' Indoor Track: 34
- V/JV Boys' Ice Hockey: 37 (22L/11B/4P)
- V Girls' Ice Hockey: 5
- V Boys' & Girls' Swimming & Diving: 8 (2B/6G)
- V Boys' & Girls' Alpine Skiing: 11 (6B/5G)
- V Gymnastics: 4
- Unified Bowling: TBD

LMS Winter Participation

- MS Boys' Basketball: 15
- MS Girls' Basketball: 14



Cross-District Professional Development

November 8, 2022



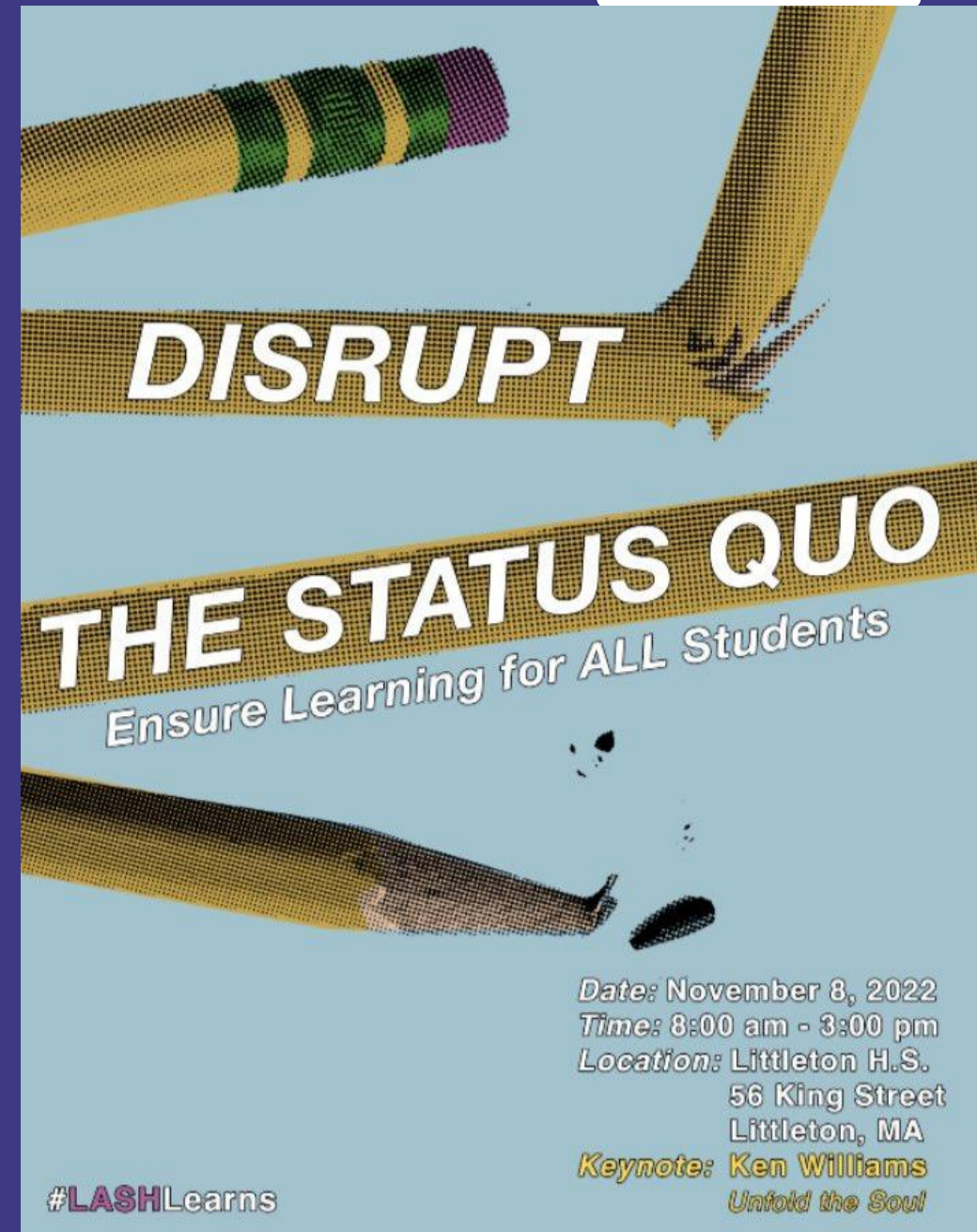
Natalie Croteau, Technology Systems Coordinator
Julie Lord, Instructional Technology Coordinator
Elizabeth Steele, Director of Teaching and Learning



3 Districts:
Ayer-Shirley
Harvard
Littleton

400 educators

#LASHlearns



Morning Refreshments will be served from 8 am - 8:30 am | [GET YOUR BINGO CARD!!](#)

Keynote

Time: 8:30 - 9:45 Ruthless Equity: Disrupt the Status Quo and Ensure Equity for All Students with Ken Williams
Location: Auditorium

Work
Shops I

Time: 10:00 - 10:50 Workshops Sessions I

- There are 16 sessions available. [22-23 Cross-District PD Bingo](#)
- [SIGN UP! Click here for Session I Descriptions, Locations and SIGN UP! or scroll down.](#)

Work
Shops II

Time: 11:00 - 11:50 Workshops Sessions II

- There are 16 sessions available.
- [SIGN UP! Click here for Session II Descriptions, Locations and SIGN UP! or scroll down.](#)

Lunch
&
Collab

Time: 12:00 - 2:20

GROUP I - Grades 6-12 AND Music, Counselors/Psych, SPED
sub separate, PE, Health

GROUP II - Grades PK-5 AND ART, ESL, BCBA,OT/PT/Speech,
Interventionist, Coach, Library

Time: 12:00 - 12:45 LUNCH GROUP I

Time: 12:00 - 12:45 Collaboration Time

- [Click here for Session Locations](#)

Time: 12:45 - 2:20 Collaboration Time

- [Click here for Session Locations](#)

Time: 12:45- 1:30 LUNCH GROUP II

Time: 1:30 - 2:20 Collaboration Time

FOR
ADMINS

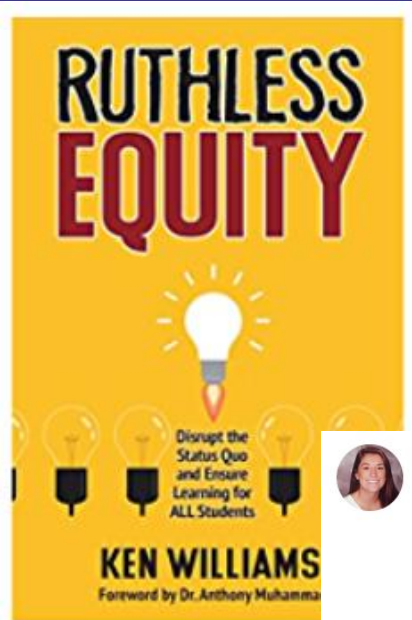
Time: 1:00 - 2:00
Admin/Leadership Team Session at 1pm-2pm with Ken Williams in Library Seminar Room

Wrap Up

Time: 2:30 - 3:00
Close Out Activity in Auditorium
Reflection - Please fill out the [Reflection Survey](#).

Keynote: Ken Williams

Ruthless Equity: Disrupt the Status Quo and Ensure Equity for All Students



Mrs. Ward @MrsWardSLS · Nov 8

Great day collaborating and learning with colleagues! [#LASHlearns](#)



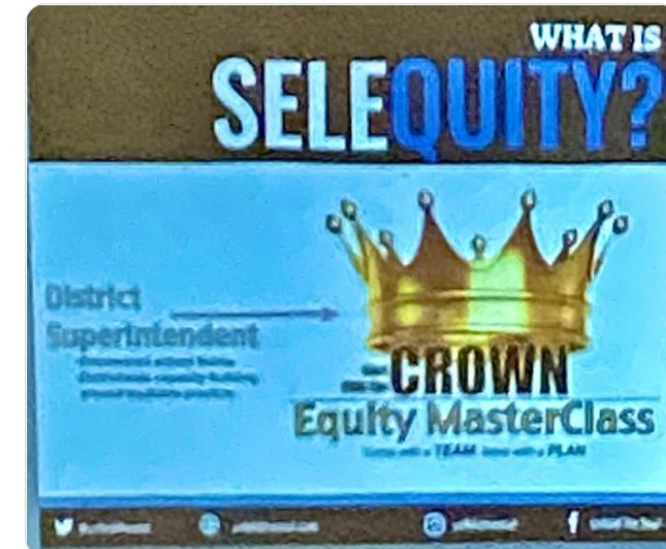
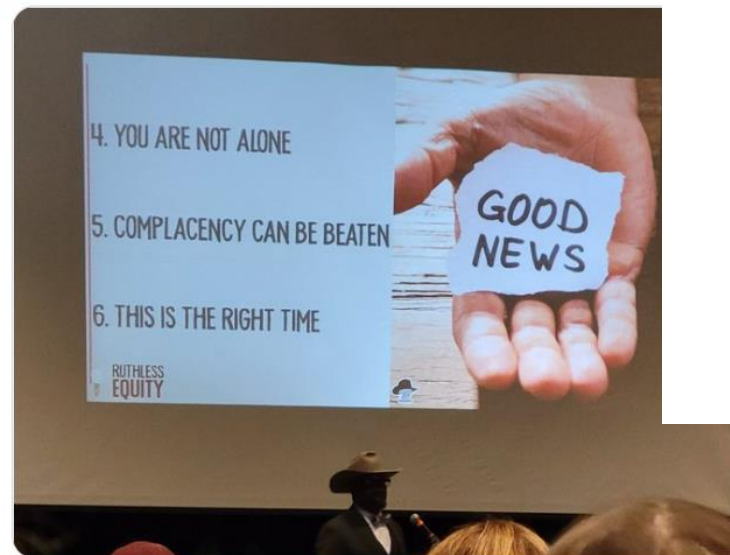
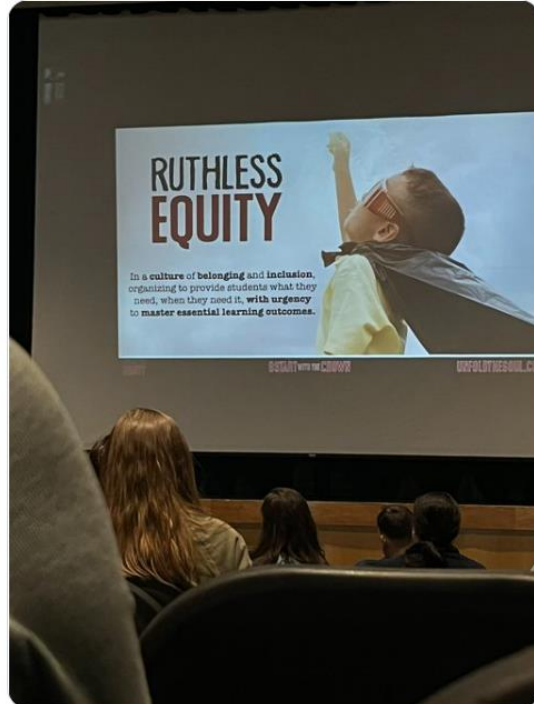
Susan Mitchell @RSSMathLab · Nov 8

Learned a great new word with [@unfoldthesoul](#)...excited for the rest of the day. [#StartWithTheCrown](#) [#LASHlearns](#)



Rita McKinley @McKinleyRita · Nov 8

Excited for our key note speaker, Kenneth C. Williams. [#LASHlear](#) [#unfoldthesoul](#)



Workshop 1



Jess Dussi @1stWithDussi · Nov 8
First time teaching a PD! Nervous and excited! [#EducatorWellness](#) [#LASHlearns](#)



Mrs. Sawosik @MrsSawosik · Nov 8
[#LASHlearns](#) I'm learning how to use iRobot Root coding for future social studies lessons!

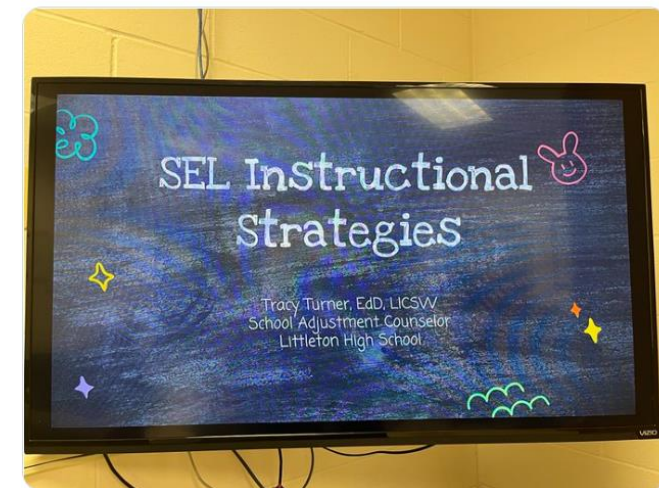


Quick View [Workshops Sessions I](#)

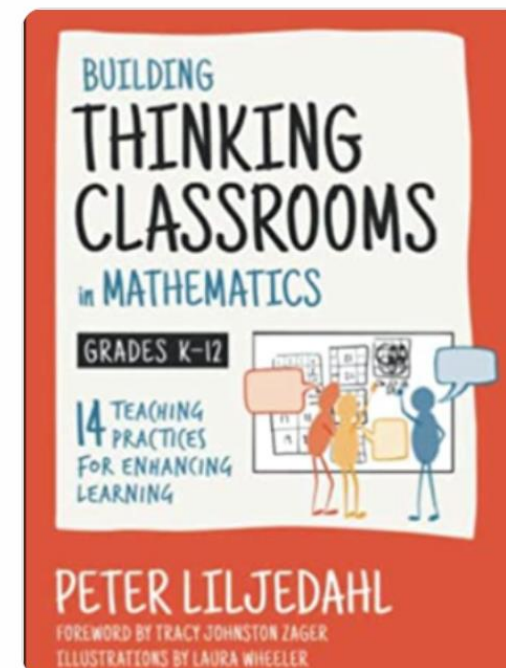
Start With The Crown, Not With The Kid with Keynote Speaker Ken Williams	ALL
Is a Sound Wall better than a Word Wall?	PK-5
WPI's "I am STEM" Lesson Library	PK-5
Educator Wellness and SEL Workshop	ALL
Circle Practice for Community Building	ALL
Everybody Dance....Now,	ALL
Equity; The center of SEL	PK-8
WINN Blocks For the Win	PK-5
Passion for Poetry	ALL
Engagement and Assessment in the Co-taught MS Classroom	Gr6-8
Art-making techniques to spark the creative writing process	PK-5
Everyday Differentiation	Gr6-12
Advisory	ALL
Spice up the Standards with Robot Coding!	PK-5
House System- SEL, Classroom Management, & Positive Reinforcement	Gr3-5
SEL Instructional Strategies	Gr6-12



Tracy Turner, EdD, LICSW (she/her) @DrTTurner · Nov 8
Excited to present on a topic near and dear to my heart. [#LASHlearns](#)



Danielle Bearden @Dbearden080809 · Nov 8
[@unfoldthesoul](#) [@pgliljedahl](#) Thanks for the recommendation. As a math teacher, this looks perfect! [#LASHlearns](#) [#mathteacher](#)

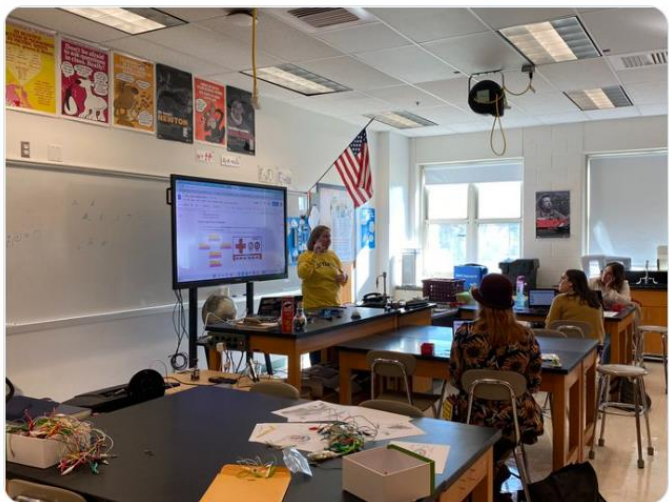


Workshop 2



Elizabeth Steele @srasteel215 · Nov 8

Fun is about to be learned and had with @julieannlord in the STEM playground! #LASHlearns



Elizabeth Steele @srasteel215 · Nov 8

Learning about the opportunity cost of student self assessment with Mr. Brideau. #LASHlearns



Harvard P. Schools @DrIindadwight · Nov 8

Learning from Ken Williams. #LASHlearns



Tracy Turner, EdD, LICSW (she/her) @DrTTurner · Nov 8

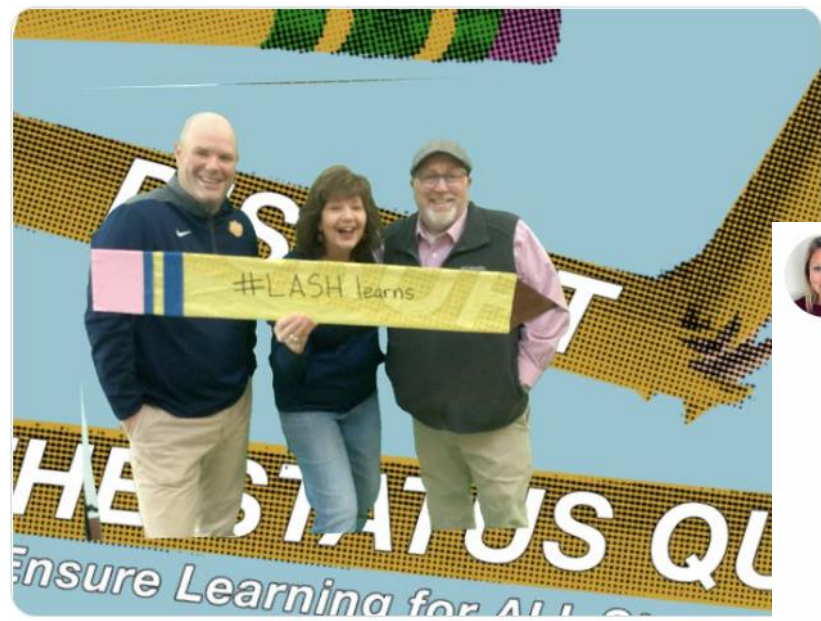
"What is essential and what does it look like when a kid masters it?"

#changethemindset @unfoldthesoul #LASHlearns

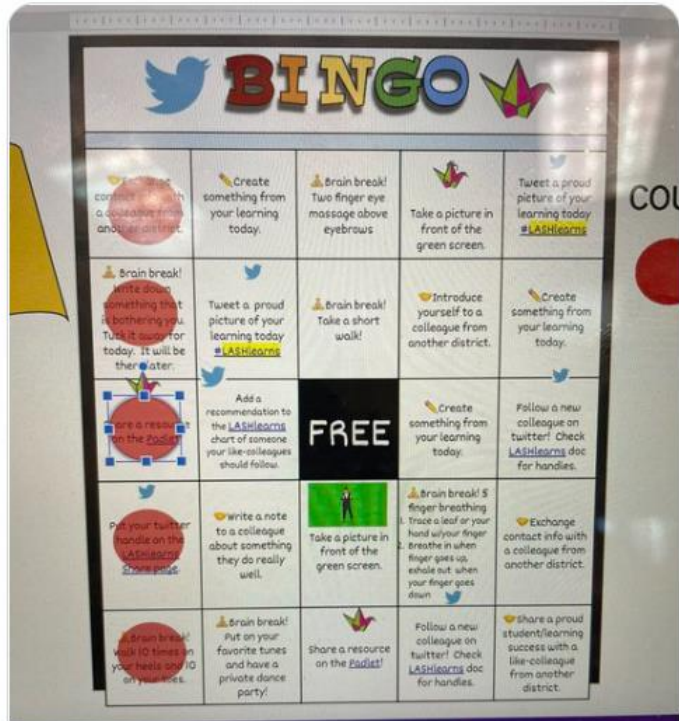
Quick View [Workshops Sessions II](#)

Disruptors or Defenders of the Status Quo? with Keynote Speaker Ken Williams	ALL
Reimagining your Reading Groups	K-2
Learning with Osmos	PK-5
Digital Check Ins and Choice Boards for <u>SEL</u>	PK-5
Using EduProtocols to Overcome Barriers to Learning	ALL
Co-Teaching The Six Models of Co-Teaching	PK-5
Analyzing Accessibility Across Curriculum	Gr6-12
Introduction to ASL as a support for Early Learners	PK-5
Improving Student "Buy-in" with Incentives	ALL
It's not Photoshop, it's Photopea.	ALL
Group Work in Science Beyond the Lab: Whiteboarding and POGILS	Gr6-12
What is PBL?	PK-5
The Many Great Uses of Padlet	Gr6-12
The Opportunity Cost of Self-Assessment	ALL
STEM Playground -intro to <u>makey makey</u> , root robots, and AR/VR	ALL
Exploration of the Pedagogy of Into Math Curriculum and UDL Practices Workshop	K-5

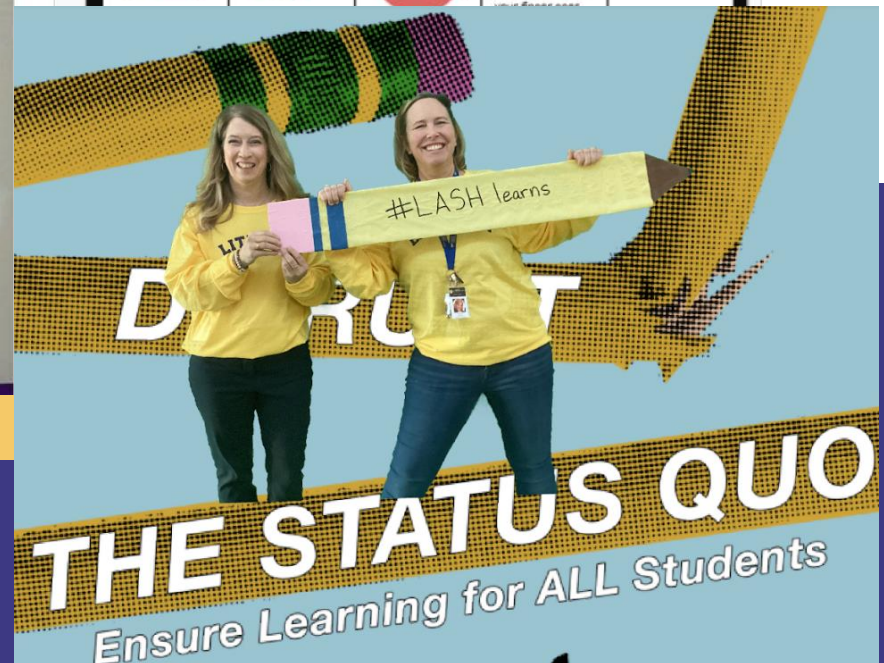
 Julie Lord @julieannlord · Nov 8
#LASHlearns



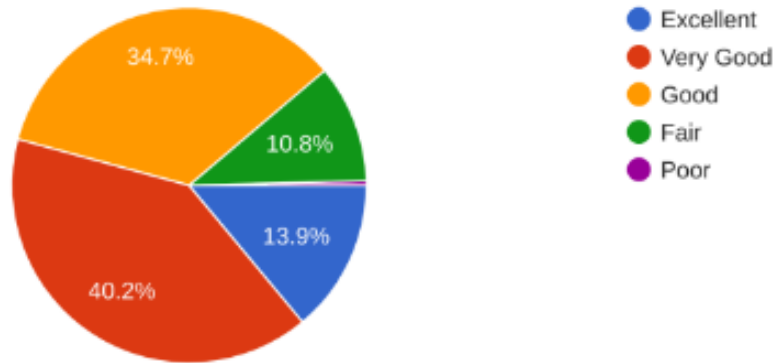
 Michelle Hurley @MrsHurleyLovesK · Nov 8
BINGO!! 🍷 #LASHlearns



 Danielle Bearden @Dbearden080809 · Nov 8
@Littleton_HS Got BINGO! #LASHlearns



11. Overall how would you rate this PD day?
251 responses



Workshop Feedback:

"I wish this could have been longer and can't believe how much I learned in such a short amount of time."

"Loved it! Can't wait to implement."

"LOVED IT! I want more of it! I want to go see them Co-Teaching their English Class at ASRHS"

"Very meaningful and helpful"

"Very informative about how to help students keep regulated"

Overall Feedback:

"The speaker was engaging."

"Talking to other districts about what strategies they are using."

"Huge variety of sessions, the food"

"I liked the variety of sessions offered, the prizes for Bingo and time to collaborate with other interventionists."

"The speakers, sessions, lunch, snacks and spending the day with my colleagues. Everything ran so smoothly!"

"Perhaps if it was narrowed down to 2 or 3 potential speakers, then have a link to information on each speaker."

Challenges/To Consider:

"Less grade level meeting time and time for another faculty led workshop"

"Less Keynote, more time to collaborate"

Logistics – bathrooms, parking, specific PD for specific roles

Thank you!

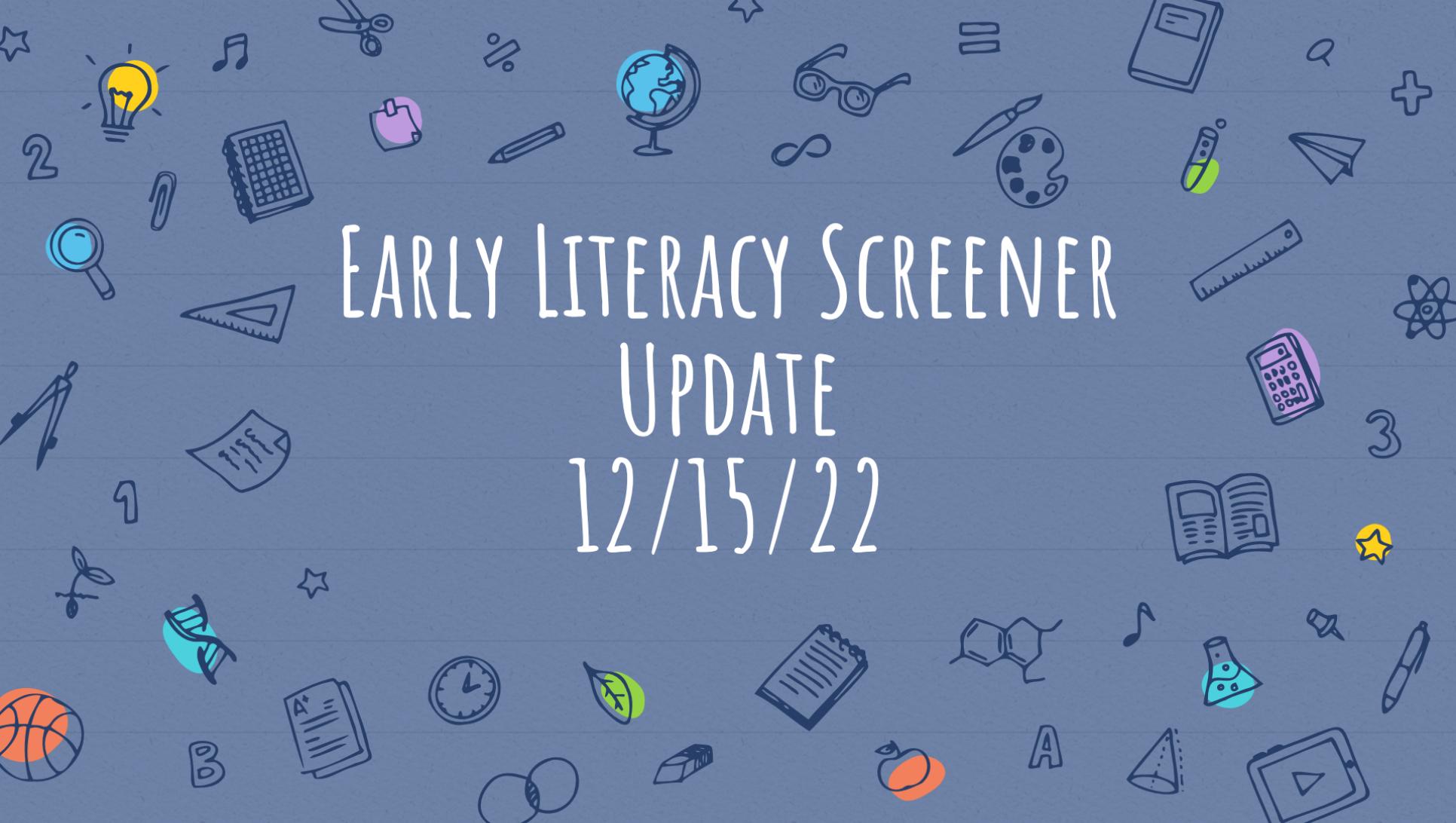


Credits:

Presentation Template: [SlidesMania](#)

Sample Images: [Unsplash](#)

Fonts used in this presentation: DM Sans and Quicksand



EARLY LITERACY SCREENER
UPDATE
12/15/22

1. Regulatory Update
2. Our Data
3. After the Screener

1. REGULATORY UPDATE

REGULATORY UPDATE

2018 - An Act Relative to Students with Dyslexia

2021 - MA Dyslexia Guidelines

2022 - Updated Regulation (to take effect 7/1/23) 

- Each school district shall at least twice per year assess each student's reading ability and progress in literacy skills, from kindergarten through at least third grade, using a valid, developmentally appropriate screening instrument approved by DESE;
- If such screenings determine that a student is significantly below relevant benchmarks for age-typical development in specific literacy skills, the school shall determine which actions within the general education program will meet the student's needs, including differentiated or supplementary evidence-based reading instruction and ongoing monitoring of progress;
- Within 30 school days of a screening result that is significantly below the relevant benchmarks, the school shall inform the student's parent or guardian of the screening results and the school's response and shall offer them the opportunity for a follow-up discussion.



2. OUR DATA

EARLY LITERACY SCREENER

Fall 2021	Fall 2022
Kindergarten & Transitional 16 Hi-risk 24 Moderate risk	Kindergarten & Transitional 33 Hi-risk 32 Moderate risk
Grade 1 12 Hi-risk 14 Moderate risk	Grade 1 21 Hi-risk 9 Moderate risk
Grade 2 6 Hi-risk 9 Moderate risk	Grade 2 12 Hi-risk 14 Moderate risk

Yellow=same cohort
Green=same cohort
Orange=single data

DATA ANALYSIS

Fall 2021 (K) - Fall 2022 (Gr 1)

- ✗ New enrollments to Shaker Lane - hi-risk
- ✗ Students eligible for special education
- ✗ Students scoring similarly across administrations (Fall 2021 - Fall 2022)
- ✗ Students moved
- ✗ Students improved

Fall 2021 (Gr 1) - Fall 2022 (Gr 2)

- ✗ New enrollments to Shaker Lane - hi-risk
- ✗ Students eligible for special education
- ✗ Students scoring similarly across administrations (Fall 2021 - Fall 2022)
- ✗ Students improved

3. AFTER THE SCREENER



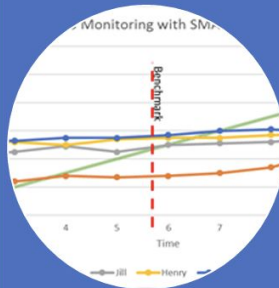
Screening
for Risk of
Dyslexia



Interpretation
(Data Team)



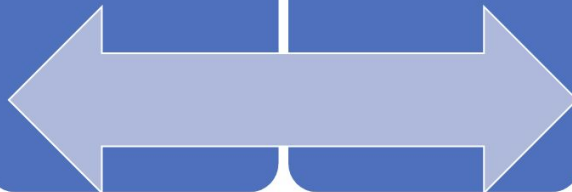
Targeted
Intervention



Progress
Monitor



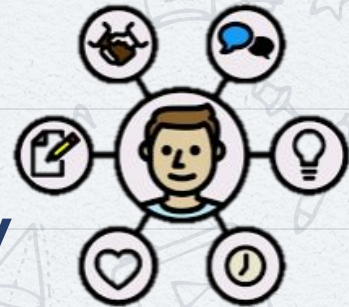
Refer for
Eligibility



Adapted From:
An Overview of the MA Dyslexia Guidelines Tisch College Lecturers Melissa Orkin, Ph.D. and Leandra Elion, M.S., M.Ed.
 Presented: July 27, 2021

SPECIAL EDUCATION EVALUATION

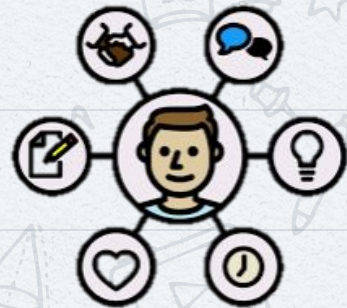
- The evaluation must include **assessments in all areas related to the suspected disability**, plus educational assessments
- Evaluation Components:
 - ◆ History (Educational Assessment Form A)
 - ◆ Assessment (Educational Assessment Form B)
 - ◆ Educational and Developmental Potential (i.e. psychological, academic, observation)
 - ◆ Observation
 - ◆ Psychological Assessment
 - ◆ Academic/Achievement Assessment
 - ◆ **Any other evaluation necessary to address referral questions or suspected areas of disability**



DETERMINING ELIGIBILITY

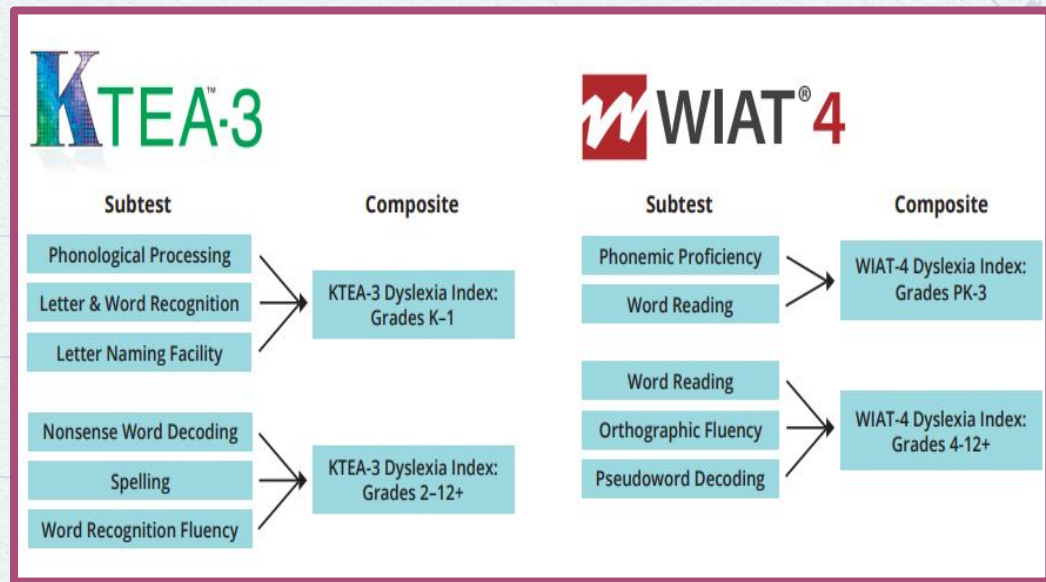
→ When selecting assessment tools we consider the following sources:

- ◆ Class performance and benchmark assessment data,
- ◆ History
- ◆ Language proficiency
- ◆ Family history of dyslexia/family input
- ◆ Relevant developmental history
- ◆ Psychological assessment
- ◆ Academic assessment
- ◆ Speech and Language evaluation
- ◆ Needs-specific rating scales




ASSESSING READING

- **Foundation level**
 - ◆ phonemic and phonological awareness, letter recognition, rapid automatic naming-RAN
- **Word Level**
 - ◆ single word reading, of real and nonsense words
- **Connected text level**
 - ◆ rate and fluency of oral reading, reading comprehension
- **Standardized Screening Tools**
 - ◆ KTEA-3 and WIAT-4 with Dyslexia Index Scores



DYSLEXIA

- Dyslexia is **characterized by**:
 - ◆ Difficulties with accurate and/or fluent word recognition
 - ◆ Challenges with decoding
 - ◆ Poor spelling and decoding abilities.
 - These **difficulties** typically **result from**:
 - ◆ A deficit in the phonological component of language that is often unexpected.
 - **Secondary consequences** may include:
 - ◆ Problems in reading comprehension
 - ◆ Reduced reading experience
 - ◆ Can impede growth of vocabulary and background knowledge.
- 



EARLY IDENTIFICATION & INTERVENTION

5
five



IT'S MORE EFFECTIVE

4
four



THE BRAIN IS READY

3
three



AVOID THE "3RD GRADE WALL"

2
two



WAITING HURTS

1
one



IT'S THE LAW

REFERENCES

- ✕ **An Overview of the MA Dyslexia Guidelines** Presented: July 27, 2021
Tisch College Lecturers Melissa Orkin, Ph.D. and Leandra Elion, M.S., M.Ed.
- ✕ **National Institute of Child Health & Human Development**
<https://www.nichd.nih.gov/>
- ✕ **Massachusetts Dyslexia Guidelines**
<https://www.doe.mass.edu/sped/dyslexia-guidelines.pdf>
- ✕ **Decoding Dyslexia Washington**
<https://www.decodingdyslexiawa.org/files>



THANKS!

ACKNOWLEDGMENTS

- ✕ A special thank you to Danya Sclar and Jaclyn Quesnel for their assistance in developing portions of this presentation.



THANKS!



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Standard 3: Community Engagement/Communication

December 15, 2022

Goals

1. Effectively communicate the district's core values, vision, mission, and beliefs within the community.
2. Creatively and effectively utilize technology and media to communicate with all LPS constituents.
3. Strengthen partnerships with business, civic organizations, and community members at large.

Shaker Lane - Accomplishments

- Holiday Cards for the Military
- LELWD Bucket Truck
- Buddy Family Program
- Kindergarten Ambassador Program
- Grade 2 Podcast
- LHS Student Partnerships
- Community Building Events
 - Springfest
 - Book Fair
 - Shakey Storytime
 - Virtual Dance Party

Shaker Lane - Challenges

- Time...not a challenge but a factor to consider

Shaker Lane - Revisions / Goals to Consider

- Art Show Relocation
- Kindergarten Overview Video
- LELWD Electrical Safety Presentation
- Other Community Programs

Russell Street - Accomplishments

Weekend Update - additions

Weekly classroom communication

Twitter, texting apps

Empowering Families Events

Family Forums

Mentoring/Internships LHS and LMS

Virtual opportunities

Community collaboration

Russell Street - Challenges

What is the right amount of communication?

Russell Street - Revisions / Goals to Consider

Continue to evaluate ways to improve communication and outreach to families and the Littleton community.

Littleton Middle School: Accomplishments

- LMS Roadshow
- “Handle With Care” initiative
- LHS Internships
- Fundraisers: Loaves & Fishes, hurricane relief, etc.
- Holiday cards for local retirement center
- Weekend Update, Instagram

Littleton Middle School: Challenges

- Making LMS a Community Hub
 - Involving families in the middle school culture.
 - Finding opportunities for families to connect with students and staff outside of conferences or email.
 - Developing sustainable ideas for non-academic connections in the building with our school community.
- Developing Two-Way Communication Between School and Home
 - Create a plan to foster sustainable partnerships between school and home
 - Discovering family needs and how the school may assist.
 - Establish an inclusive school culture that also addresses past discomfort for those families with prior negative experiences as children or adults.

Littleton Middle School: Revisions/Goals to Consider

- Create opportunities for families to participate in school activities
 - “Lunch With Your Student” Day
 - Classroom Observation Day
 - Assemblies and school-wide celebrations
 - Spaghetti Dinners or Community Potluck Events
 - School Year Kickoff Cookout
 - Chaperoning Dances or Kids Night Out
- Strengthen Two-Way Communication
 - More than just email or phone calls—how to generate meaningful conversations?
 - How to help families feel comfortable about communicating with us about non-academics in order to build trust and knowledge of our family community?

Littleton High School - Accomplishments

- Extensive & engaging Music, Art, Athletic Activities
- Student internships- Mass Hire Program
- Dual Enrollment with Middlesex Community College
- LEF sponsored Holocaust Survivor Presentation in November
- Hosted College Fair in March
- >70 College Representatives visit LHS throughout the year
- Special Olympics Polar Plunge
- Loaves and Fishes Donations
- Coat Drive with Anton's Cleaners
- Sleep in Heavenly Peace Donations

Littleton High School - Accomplishments

- Rise Against Hunger Donations
- Red Cross Blood Drive
- Board of Health - Hosted Vaccination Clinics
- Paul's Diner in Westford- Transition Program Connection
- Park & Recreation LHS Student Partnerships
- CARE SOLACE Referrals
- Bryt Program Consultation for new LHS Bridge Program
- Fairview Farms in Groton- Apple Orchard- LHS Cafeteria
- Garden Club
- Rotary - RYLA Program

Littleton High School - Challenges

- As part of continuous improvement, LHS will continue to consider ways to enhance community connections and partnerships as well as communication and outreach with families

Littleton High School - Revisions / Goals to Consider

- Principals' Evening Roundtables with Parents in January and April
- Principals' Morning Coffees with Parents in January, March, and May
- Financial Literacy Fair in May 2023
- LHS will also review the format of our weekly newsletter
- LHS will make more frequent updates to school webpage
- Survey students, parents, and staff members about Vision of Graduate in spring 2023

JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

As required by law, the district will work with homeless children and youth and unaccompanied youth ¹ (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hotels;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

Students Remaining in Schools of Origin

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or

temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

Students Enrolling in District Where Sheltered or Temporarily Residing

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement shall not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Parents and families should be encouraged to obtain current immunization records and immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in a district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

Dispute Resolution

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand, [2](#) the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education. [3](#) During the pendency of

any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link:

<http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

Homeless Liaison

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family centers and soup kitchens. The district's liaison will also review and recommend amending district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support services involving homeless students.

LEGAL REFS.: The McKinney-Vento Act and Title I are Amended by the Every Student Succeeds Act of 2015

SOURCE: MASC - Revised 2021

JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

Definitions

Children of military families: School aged children, enrolled in kindergarten through 12th grade, in the household of an active-duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment: The period one month before the service member's departure from their home station on military orders through six months after return to their home station.

Education(al) records: Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active-duty personnel who died on active duty. Children of retired active-duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civilian service employees and contract employees.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students and the receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.
- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active-duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a non-custodial parent or other person standing in loco parentis shall be permitted to continue at the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school shall accept or end-of-year exams required from the sending state, nationally norm-referenced tests, or alternate testing instead of testing required for graduation in the District (receiving state.) If this is not possible, the alternative provisions of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFERENCE: M.G.L. Part II, Title II, Chapter [15E](#),

Interstate Compact on Educational Opportunity for Military Children

SOURCE: MASC - Updated 2021

File: JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with The Department of Children and Families (DCF) to ensure that students can access transportation and the other services to which they may be entitled.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Transportation

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, out-of-district assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

SOURCE: MASC - Updated 2021