



# 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](http://www.littletonps.org)

DARYL BAKER, Vice Chair  
MATTHEW HUNT, Member

MIKE FONTANELLA, Chair

JENNIFER WILSON, Secretary  
ERICA PODGORN, Member

**The Littleton School Committee will meet at the  
Littleton Police Department Community Room  
500 Great Road  
Thursday, May 9, 2019**

*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.*

## **\*\* \*A G E N D A\* \* \***

### **7:00 I. ORGANIZATION**

1. Call to Order
2. Pledge of Allegiance
3. Consent Agenda
  - Minutes – April 25, 2019
  - Oath to Bills -  
and Payroll

### **7:05 II. INTERESTED CITIZENS**

### **7:10 III. RECOGNITION**

1. **MS & HS Excellence in Teaching Award:** Superintendent Clenchy, Principal Cheryl Temple and Principal John Harrington will present staff members with the Excellence in Teaching Award for 2018-2019 School Year.
2. **Student Representative(s) Report:** Student Representative(s), Kriti Sharma and/or Madelyn O'Meara will give a report of events for each school.
3. **MS Science Fair:** April 25<sup>th</sup>
4. **Scholar Luncheon** – Congratulations to Sarah Gordon and Ella Heitmeyer for receiving the MVSA Scholars Award on May 1<sup>st</sup>
5. **RSS Art Show, May 2<sup>nd</sup>**
6. **Best Buddies Hypnotist Show, May 6<sup>th</sup>**
7. **HS Art Show and Spring Concert, May 7<sup>th</sup>**

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**7:20 IV. PRESENTATION**

1. **Middle School 6<sup>th</sup> Grade Canobie Lake Field Trip:** 6<sup>th</sup> Grade Teacher; Diane Tracanna will request to approve an out of state Field Trip to Canobie Lake Park in New Hampshire as per policy.
2. **YRBS Summary:** Administrators Cheryl Temple, John Harrington, Jason Everhart and School Psychologist, Maureen McMahon will discuss the Executive Summaries of the year 2018 YRBS Survey. Summary of MS/HS Student Focus group meetings.
3. **School Improvement Plan updates:** HS Principal John Harrington and MS Principal Cheryl Temple will review highlights of this year's SIP's.

**8:20 V. NEW BUSINESS**

1. **School Day Start Times:** Review of two cost scenarios for later school start times.
2. **2018-2019 District Slide Presentation:** Superintendent Clenchy will present [LPS SlideshowFY19.MOV](#)

**8:35 VI. INTERESTED CITIZENS**

**8:40 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-polices>

**8:45 VIII. ADJOURNMENT/EXECUTIVE SESSION**

**NEXT SCHOOL COMMITTEE MEETING**

May 23, 2019  
School Committee meeting  
Littleton Police Department Community Room  
500 Great Road  
7:00 p.m.

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## SCHOOL COMMITTEE MINUTES April 25<sup>th</sup>, 2019 7:00 PM

**PRESENT:** Mike Fontanella  
Daryl Baker  
Jennifer Wilson  
Erica Podgorni  
Matthew Hunt

**ALSO PRESENT:** Kelly Clenchy  
Steve Mark  
Bettina Corrow (8:45PM)  
Maddy O'Meara (8:05PM)

### NOT PRESENT:

### CALL TO ORDER

Mike Fontanella called the meeting to order at 7:02p.m.

On a motion by Daryl Baker, and seconded by Matt Hunt, it was voted to approve the April 4, and April 10, 2019 consent agenda as presented. (AYE: Unanimous). Motion carried.

### INTERESTED CITIZENS

None

### RECOGNITION

1. SL Excellence in Teacher Award was awarded to Mrs. Sue Pettengill for the 2018-2019 School Year. Mrs. Pettengill will receive a check for \$500.00 towards her classrooms. The Superintendent, Mrs. Deacon and the School Committee thanked Mrs. Pettengill for her dedication to her students and the district as a whole.

Sue Pettengill thanked the Shaker Lane staff, the Superintendent and the School Committee members and commented how she feels she has found "her niche" at Littleton Public Schools.

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RSS Excellence in Teacher Award was awarded to Mrs. Nicole Patterson for the 2018-2019 School Year. Mrs. Patterson will receive a check for \$500.00 towards her classroom. The Superintendent, Mr. Bazydlo and the School Committee thanked Mrs. Patterson for her dedication to her students and the district as a whole.

Mrs. Patterson thanked the School Committee, her colleagues and students for this award and for the privilege to get the gift of teaching every day. She has already “spent” the money on enhancing her classroom library.

2. Superintendent Clenchy recognized the LMS for their Science Fair happening the evening of the School Committee meeting. He also gave a shout out to the students that helped with the COA Luncheon Thursday before April break. Close to 100 seniors in town joined in the luncheon.

## **PRESENTATION**

1. Maddy O’Meara gave a brief overview of the activities taking place at the schools.
2. Elizabeth Steele and three of the Curriculum Coordinators presented their State of Curriculum reports within the following subjects:
  - **K-12 PE/Health** was presented by Meredith Perry, who gave a brief overview of the initiatives within the departments.  
Current Focus Areas: HS Health –Skills Based Curriculum, Signs of Suicide, SL and RS Field Days, Global Play Day in Feb., LMS - CATCH MY BREATH curriculum (Vaping and Juuling curriculum), Project Alert at LMS, LFD continues to work with LMS/LHS as part of the SAFE SCHOOLS program.  
Current Focus areas: Aligning Middle School and High School Physical Education Curricula. Health Education Skills-Based Standards (MA State Frameworks update is coming) Transitions and mindfulness, offering physical activities for life using student input, Elementary PE Skill-Based Standards.  
Professional Development: Curriculum update of Nutrition, Wellness Topics, and Child Development courses (CommonCurriculum.Com), Curriculum update of Physical Education (K-12), Northeast Professional Educators Network Conference, Massachusetts Association for Physical Education, Health, Recreation, and Dance (MAPEHRD) Conf., Conferences on Social and Emotional Well-being & Mindfulness, Mental Health Summit, Wellness Summit, Curriculum update with Juuling and Vaping, Youth Risk Behavior Survey Results, PATH Goals - Physical Education, Art, Technology, Health.
  - **6-12 Social Science** was presented by Elizabeth Morgan, who gave a brief overview of the initiatives within the department. She highlighted the areas where the department focused their major accomplishments:  
Google Expeditions- Machu Picchu, Black Death, African geography  
Senate Immersion Model field trip at the Edward M. Kennedy Institute  
Lemkin Summit in Washington D.C.  
Current Events using Junior Scholastic  
Student literacy & historical inquiry with independent historical fiction project  
South Sudanese Refugee John Deng speaks to 6th grade students after reading A Long Walk to Water  
Simulations of the Berlin Conference and the Treaty of Versailles among others  
9th Grade Honors students read Things Fall Apart in conjunction with our Imperialism Unit  
research projects using online databases available through the high school’s library page  
focus on reading and writing skills by implementing the Newsela platform through Google Classroom. C Lab hands-on projects- green screen videos, artifact creation

Professional Development:

Primary Source PD - Current Events with Context: Teaching the News in a Meaningful Way & China's Influence Abroad

Marzano presentation - using Socratic seminars in the social studies classroom

NELMS - conference in Providence with workshops on student engagement and advisory

Co-teaching the novel *The Breadwinner* with ELA to 6th grade students

Effective social studies teacher strategies seminar.

9th grade students have participated in online games and simulations to deepen their engagement and understanding. In one online experience, students created battle plans for WWI trench warfare. Webquests; daily questions of the day that allow teachers to assess student understanding in real time.

Grade 8<sup>th</sup> curriculum will be updated next school year to include Civics, which has previously only been taught at high school level. Mrs. Morgan offered to come back next fall to speak more about this.

- **6-12 English Language Arts** presentation was presented by David Pascucci, who highlighted the initiatives within the ELA department. They continued their success with MCAS scores showing improvement from grade to grade. 2018 MCAS results increased from 2017. LHS junior, Kriti Sharma, won a NYT editorial cartoon contest, as a result of her submission to an extra credit opportunity in English III H. LHS students started an online newspaper: [lhpress.org](http://lhpress.org). The publication features student writing that was submitted to English teachers as curricular and extracurricular assignments. College Essay Conferences: Continued the tradition of dedicating a week of individual college essay conferences during which seniors receive personalized feedback on their essays. Sixth grade teachers, Mrs. Tracanna and Mrs. Ogden, collaborated, planned, and co-taught the novel *The Breadwinner* and the history and geography of Afghanistan. This was a highly engaging unit that fostered critical thinking, empathy, discussion, and project-based learning. It's a lot of work but with such a big pay-off. For professional development, Updated curriculum to match new MCAS 2.0 reading and writing demands During an extended advisory at LHS, they engaged students in discussion on the topic of *Encouraging Mindfulness Around Student Use of Technology and Social Media* Nov 6th Cross-District Professional Development - "Exploring the Road to Achievement" And LHS Schoolwide revamped Summer Reading Program to include book titles chosen by students.
- **K-8 Curriculum** update was presented by Elizabeth Steele.
  - Second Step Program – instruction in SEL allowing student progress in emotion management, situational awareness, and academic achievement. Some of the initiatives stem from Charity Bell's faculty presentations.
    - Shaker Lane
      - Grades K-2 use the program
      - All lessons are taught throughout the year
    - Russell Street
      - Piloted Second Step lessons this year and will implemented fully next year

STEAM Education K-5: Makerspaces - Shakey's Imagatorium and Think Tank at RSS

- K-5 STEM Instructional Support Specialist
- All classes have visited and lots of collaborations between teachers
- Digital Citizenship, Coding, Robotics, Instruments

K-2 English Language Arts: Fountas and Pinnell, Foundations and Student Literacy Skills

Grade 3-8 English Language Arts: ANSWER Protocol writing routine  
K-5 Mathematics: Everyday Math and Dreambox Learning an adapted program,  
K-5 Science: FOSS program

Erica Podgorni asked about the Elementary ELA curriculum and specific to a writing program. During the next school year more specific writing programs will be looked at further by administration and principals to create a more common language and similar strategies.

Beth Steele thanked all the Curriculum Coordinators for their time and effort with these presentations which gives a wide breath of content knowledge from every subject.

3. Steve Mark gave a financial update. The overview was included in the packet.

### **NEW BUSINESS**

1. Recommended School Choice slots for FY20. Superintendent Clenchy asked the School Committee to approve the recommend 2019-2020 School Choice slots as presented. The School Committee members had some discussion regarding School Choice number suggested and what kind of revenue/funding can be expected with school choice students attending Littleton Public Schools.

On a motion by Daryl Baker, and seconded by Matt Hunt, it was voted to approve the FY20 School Choice Slots as presented. (AYE: Unanimous). Motion carried

2. Superintendent Evaluation

Daryl Baker reviewed the Superintendent's Evaluation process and discussed the evaluation results of each rubric area. The Superintendent was awarded exemplary in almost all areas with great impact on student learning. The goals are set for two years and this is year 1 of the goals. School Committee members provided comments on the different goal areas and their rating. Superintendent Clenchy thanked the School Committee for their continuing support and feedback. Together we will move the district forward.

### **INTERESTED CITIZENS**

None

### **SUBCOMMITTEE REPORTS**

1. PMBC: None
2. Budget Subcommittee: Town-Wide Meeting is Monday, May 6.
3. Safety and Security: None
4. Reading of Policy: None

### **ADJOURNMENT**

On a motion by Daryl Baker, and seconded by Jennifer Wilson, it was voted to adjourn at 9:30PM. Roll Call Vote: Matthew Hunt, AYE; Jennifer Wilson, AYE; Daryl Baker, AYE; Erica Podgorni, AYE; and Mike Fontanella, AYE.

### **NEXT MEETING DATE**

**Thursday, May 9, 2019**

**7:00PM**

**Littleton Police Department Community Room**

### **DOCUMENTS AS PART OF MEETING**

State of Curriculum presentations  
Financial statement  
Recommended School Choice FY20

Littleton Public Schools  
Excellence in Teaching Award

The purpose of this award is to honor and support the exemplary work and commitment of Littleton educators who embody our core values and whose dedication inspires a love of learning.

This award will be presented annually to one faculty member in each school. The award will provide \$500 to utilize for classroom materials and/or activities. Honorees will be recognized with a plaque.

Award Criteria:

- Models a deep engagement / mastery of their subject matter
- Sets high expectations for all students
- Establishes classroom learning environments based on mutual respect
- Effectively addresses students' different learning styles and needs
- Utilizes creative and innovative instructional techniques including the integration of technology, 21<sup>st</sup> century skills and interdisciplinary connections
- Continually engages in experiences to improve practice
- Maintains professionalism in communications and interactions with the school community

Selection Process:

The principal of each school will select the honoree.

**LITTLETON MIDDLE SCHOOL**  
**FIELD TRIP APPROVAL FORM**



(Please submit to the Principal at least three weeks prior to scheduled event)

Grade Level &/or Sponsoring Group: 6<sup>th</sup> Grade

Date: 2/11/19

Staff member in charge: Diane Tracanna

Field trip destination/description:

• Canobie Lake Park - Salem, NH

• End of the year team building

Trip Date: 6/17/19 Cost per student: \$25.00 Approx. # of students: 125

Rain Date: 6/18/19

Approximate departure time: 8:15am Approximate return time: 3:00pm

Number of chaperones needed: 13 (list to be forwarded to the main office one week before trip)

Please note that any non-LPS staff member who is chaperoning or working unsupervised with students must have an up to date CORI.

Transportation arranged: ☒ yes ☐ no

Transportation details: 3 buses

Trip goals, objectives, curriculum connections:

End of the year team building

-----office use only-----

☒ Approved

☐ Not Approved

Principal's signature: Cheryl A. Temple

☐ Cafeteria Notification ☐ Nurse Notification ☐ Holly Ballard

☒ Team Leaders Notification (5) ☐ Sarah Dorfman

~~Holly Ballard~~





# LITTLETON MIDDLE SCHOOL

## FIELD TRIP BUS REQUEST FORM

All field trips requiring bus transportation must be filed with Helen Hamm, First Student, Inc., at least TWO weeks in advance.

DATE OF TRIP: 6/12/19 Rain date: 6/18/19  
Destination: Canobie Lake, Salem NH  
Rain Date: 6/13/19  
Number of Buses: 3

Time Program Starts: 9:00 am Time Program Ends: 2:15 pm

Trip to be charged to school account number: Enterprising People + \$25.00 Fee per student

Other: \_\_\_\_\_

### BUS INFORMATION

Depart from School: 8:15 am

Departure time from Event: 2:15 pm

Does bus need to stay at Event: NO

Number of Students: 125 Number of Adults: 12-14

Person in charge of Trip: Diane Tracanna

Approved By: Cheryl A Temple  
(Principal's Signature)

### To Be Completed by First Student, Inc.

Cost of Field Trip: 470 1470 (\$) x 3 # of buses x # of hours  
(To be completed by Dee Bus Service)

\*Non-driving hours determined by time difference between time of bus arrival until bus departure from activity.

Approved by: \_\_\_\_\_ Date: 3/18  
(Helen Hamm Dee Bus Service)

# OUTING CONFIRMATION

Thank you for booking your outing with Canobie Lake Park !  
Please review the following arrangements, and reply with any  
changes or corrections. See you soon!

Diane Tracanna  
Littleton Middle School  
55 Russell Street  
Littleton, Massachusetts 01460

Registration Number  
190122

Outing Date:	Mon, Jun 17, 2019	Est. Headcount:	130	Rate per person*:	\$25.00 each
Arrival Time:	9:00 AM	Departure Time:	2:15 PM	Rain Date:	Tue, Jun 18, 2019
Park Opening:	9:00 AM	Park Closing:	6:00 PM		

\* The per person rate shown above is based on the outing date, number of attendees, date you booked your outing and arrival time. If any of these factors change, the rate may be effected.

## **Procedures to make your outing day proceed as smoothly as possible:**

Upon arrival at the Park, Group Leader must sign in at a Group Sales window with the final head count.

**Payment:** Group Leaders may pay by cash, bank check, money order, organization check, VISA, MasterCard or American Express. **We cannot take payment over the phone.** We do not accept personal checks. **Receipts can be issued only at the time of sale.** Tickets may be purchased in advance, by appointment only, please call for more information (603-893-3506 ext. 4854). Chaperone and Under 48" tickets cannot be issued in advance. Payment in full is required at the time tickets are issued. **The Park will not accept purchase orders nor can we bill your Group.**

**Security:** The fastest way into the Park is to travel without a bag. If you or your students decide to bring a bag, we ask they have all bags open by the time they reach the entry archway. The following items are not permitted under any circumstances and will result in a return trip to the bus for storage. **We cannot hold or store any non-permitted items during your stay.**

- Weapons of any kind. This includes a pocketknife or any item that may be perceived as a weapon.
- Glass of any type (i.e. food containers, cologne)
- Frisbees, footballs or any other types of items like this.
- **Large hard-sided coolers.** Any food coming in should be in a small lunch bag/box and with each *individual person*. Any large coolers can only come into the Park empty. All students will have to carry in his or her own bagged lunch. If you would like to collect the lunches afterwards to place in the cooler you can. **All large coolers with food inside them will be turned away at the Gate.**
- Anyone wearing heelys will be asked to remove the heels before coming in.
- Although unlikely, a few other prohibited items we have seen in the past include: masks, fireworks and wrapped gifts.

**Safety:** If Group Leader is making the purchase, Members must remain on bus until Leader returns with tickets. Leader will then hand out a ticket to each Member as they disembark from the bus. Do not distribute tickets in the parking lot or at the Park Entrance. Members may then walk towards the Park Entrance Plaza with tickets in hand for admission into the Park.



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Cheryl Temple, Principal

Sarah Dorfman, Adjustment Counselor

Jason Everhart, Assistant Principal

## EXECUTIVE SUMMARY Emerson Youth Risk Behavior Survey for Grades 6 and 8

The Emerson Hospital Youth Risk Behavior Survey has been conducted bi-annually since 1998. It was initiated to provide educators with reliable data that can assist in the ongoing development of health education curriculum and programs within Emerson's community. This year, 11,044 students in grades 6, 8, and 9 through 12 from nine public school districts participated in the survey, constituting a 96% participation rate. Students from the following towns participated in the 2018 survey: Acton-Boxborough, Ayer-Shirley Regional School District, Concord and Concord-Carlisle, Groton-Dunstable, Harvard (The Bromfield School), Littleton, Maynard, Nashoba Regional, and Westford Public Schools. The students took the anonymous online survey in school during March 2018 and it was administered by professional staff from each district. At Littleton Middle School, 130 6<sup>th</sup> grade students and 105 8<sup>th</sup> grade students completed the survey.

Highlights of the survey include:

- 75% of Littleton youth reported that they participated in vigorous physical activity 3 or more days during the previous week
- 63% of 6<sup>th</sup> graders and 36% of 8<sup>th</sup> graders reported getting 8 or more hours of sleep on school nights
- 90% of Littleton youth surveyed are involved in one or more out-of-school time activities including sports, clubs, band and choir
- The majority of Littleton youth surveyed reported that they "always" wear a helmet when riding a bicycle, skiing or snowboarding
- Most Littleton youth wear seat belts while they are passengers in a car
- 75% of Littleton youth said there is at least one teacher or other adult in their school who they could talk to if they had a problem

While alcohol and tobacco use are generally trending downward among students, the survey shows that vaping use is increasing among those in 6<sup>th</sup> and 8<sup>th</sup> grade. According to the results of the 2018 Emerson Hospital Youth Risk Behavior Survey, vaping amongst youth in area public schools has doubled since 2016. In the 2016 survey, 10% of students reported they had vaped. In 2018, that number doubled to 20% of students. The most common vaping substances that youth in grades 6 through 12 report are flavored nicotine and marijuana – both highly addictive substances. Only 3% of Littleton's 6<sup>th</sup> grade students and 14% of Littleton's 8<sup>th</sup> grade students said that they had used electronic cigarettes (vaping, juuling, vusing).

School was identified as the greatest source of stress by students attending Littleton Middle School. Students indicated that they used exercise, watching television and eating to deal with their stress. Some students (20%) also rely on meditation or relaxation activities.

"Bullying" is identified as repeatedly threatening, humiliating, or acting in a hostile manner towards another person. The rates of students reporting bullying were somewhat higher than the aggregate (8%) for all districts. 22% of 6<sup>th</sup> graders and 13% of 8<sup>th</sup> graders reported being bullied.

In response to the Youth Risk Behavior Survey, Littleton Middle School staff has analyzed the results of the 2018 YRBS and compared the findings to previous years. We will continue to look at aggregate trends such as vaping as well as concerns such as stress and bullying where Littleton's numbers were higher than the aggregate. We will share this information with the LMS teaching staff and discuss the implications of these findings both in terms of curriculum content as well as to the LMS school culture. Further, the health curriculum added Project Alert and additional curriculum to address the increase in vaping. In addition, we will be regularly assessing levels of stress via student discussions and micro-surveys to help us better understand the increase in academic stress and when and where it is happening. The bullying issues also need further clarification so that interventions can be more specifically targeted.

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Littleton Middle School has taken steps to address the issues of stress and bullying. We changed our schedule in the fall to include a rotation in the morning and a rotation in the afternoon. This allows students to have different classes to start the day, before lunch, and at the end of the day. The new schedule format has been a positive change. LMS is committed to having a Homework Free Weekend each month. We do not assign new assignments during holidays or vacation weeks. We added a Relaxation Station to our library area this fall. Students stop by this area to take a quiet break, draw, play with putty or fidgets, or do some yoga poses. We also have a stationary bicycle in the guidance area and a treadmill in the school psychologist's office. This equipment is used by students who need a break to release excess energy during the day. Human Rights Club was added to our club offerings so that students who are particularly vulnerable to bullying have a safe space to discuss issues and to find support. In addition, the Mural Club is currently working on a project painting inspirational quotes and sayings on restroom doors.

Please use the link below for the complete report.

[YRBS 2018 - Littleton Report](#)

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## **Extension of YRBS Summary Through the Use of Microsurveys and Focus Groups**

The results of the 2018 Youth Risk Behavior Survey (YRBS) were largely typical for middle school students across the state, but two specific areas required further investigation to fully explain the data: stress and bullying. To determine the accuracy of the YRBS results, Littleton Middle School conducted an in-house survey with similar questions, and after review of the collected information, followed with a series of grade-level student focus groups designed to gather anecdotal evidence not provided in the YRBS survey.

### **The Data: Stress**

According to the 2018 YRBS survey, 38% of 6<sup>th</sup> graders and 58% of 8<sup>th</sup> graders claimed to experience “somewhat high” to “very high” stress from academics at school, while stress from events at school rated at 29% and 45%, respectively. Littleton Middle School staff have worked diligently to reduce academic stress and introduce executive functioning skills to assist students in work completion, but further work remains to be done. Students concerns include:

- Time constraints regarding home/school balance need more consideration.
- Long-term projects need to be deconstructed for coordination with other responsibilities.
- Greater need for balance between classroom structure and love of learning.
- Meaningful conversations regarding homework, its purpose, and expectations.

### **What LMS is doing to meet student needs:**

The results of grade-level focus groups were addressed at individual team meetings and as a collective group in an hour-long professional development session where educators committed to do the following:

- Explicitly state the estimated amount of time each homework assignment should take.
- Creating self-reflection opportunities at the end of large assignments to encourage thoughtful improvement and provide teacher feedback.
- Providing further discussion, movement breaks and check-ins to gauge student progress and challenges.
- Greater collaboration with colleagues to ensure assessments and projects are spaced appropriately for improved student proficiency.

### **The Data: Bullying**

The YRBS survey stated that 22% of 6<sup>th</sup> graders, and 13% of 8<sup>th</sup> graders experienced some form of bullying during the year—cyberbullying rates were comparable at 18% and 12%, respectively. The in-house survey showed similar results, with 20% of 6<sup>th</sup> graders, 23% of 7<sup>th</sup> graders, and 10% of 8<sup>th</sup> graders having experienced some form of bullying during the year.

As discussions began with each grade-level focus group, the need to differentiate between “bullying” and “microaggressions” became clear as a number of students were using

one to describe the other. The difference between the two is significant, and establishing proper definitions for both allowed students to reflect and consider the best next steps in reducing their frequency. For the purpose of the focus groups, we used the following definitions with students:

**Bullying:** *repeatedly threatening, humiliating or acting in a hostile manner towards another person.*

**Microaggressions:** *a comment or action that subtly and often unconsciously or unintentionally expresses derogatory or negative messages to target specific persons.*

After a thoughtful discussion regarding the difference between bullying and microaggressions, a number of students changed their responses to include microaggressions and dropped the rates of bullying to relatively few examples. Students in each focus group, however, did describe similar experiences regarding hurtful language:

- Students put down other people for many different reasons including low self-esteem, poor home life, having been bullied themselves, insecurity, showing off for others.
- Students put down others as a way of gaining social status, such as laughs from fellow students.
- Students expressed a desire to develop a school culture where academic proficiency and individuality are of higher value.
- Microaggressions from friends are difficult to address because friends are aware of particular vulnerabilities.

#### **What LMS is doing to meet student needs:**

The results of grade-level focus groups were addressed at individual team meetings and as a collective group in an hour-long professional development session where educators committed to do the following:

- Greater teacher presence at lunch, in hallways, and encouraging students to seek adult intervention.
- Provide more opportunities for collaborative work outside of friend groups.
- Address microaggressions in the moment and consult with all parties involved to ensure that unintentionally hurtful comments are discussed and mediated.



## ***Littleton High School***

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John M. Harrington, Ed.D.  
*Principal*

Keith J. Comeau  
*Assistant Principal*

### **Littleton High School stress and climate survey (January 2019) & focus groups (February 2019) results**

Results from the Youth Risk Behavior Survey (YRBS) suggested that Littleton High School students are experiencing a significant levels of stress related to their academic workload (61%). As a result of this finding, in January 2019 the administrative team sent a follow up survey to students in order to gain a more comprehensive understanding of the sources of students' stress. The findings of this survey have been used to assist staff members in developing strategies to mitigate the stress level of our students and to devise school-wide intervention plans. It is important to note that anxiety often exists on a continuum. **"Moderate amounts of stress hormones can actually help learning, but in large amounts, either momentarily released or released over time, they will affect the brain, body, and immune system negatively"** (Caine Et AL, 2016)." Intense anxiety may hinder the student's ability to learn new concepts and remember data that is presented to them.

### **Littleton High School Stress and Climate Survey Data Review**

**Student level of Academic Stress.** 360 student responses.

<b>Level of academic stress</b>	<b>Percentage of students reporting</b>
High Levels of Academic Stress	29.4%
Somewhat High Level of Academic Stress	38.3%
Moderately High Degree of Academic Stress	26.9%
Little to No academic stress	5.3%

**Stress related to School/Home.** The following table shows the level of stress students related to things happening at school and home. 360 student responses.

<b>Level of stress</b>	<b>School</b>	<b>Home</b>
Very High	15.8%	9.5%
Somewhat High	26.4%	17%
Moderate	38.9%	29.2%
None to low	18.9%	44.3%

### **Common strategies used by students to mitigate stress**

Exercising, watching TV, and talking to a friend were the most prevalent results. A minority of students used drugs/smoking (4%) and vaping (3.4%) to manage their stress.

### **Focus group results**

The focus groups consisted of small groups of students (ranging from 12 to 15 students in each group). Four groups of students were established by their grade level. The Littleton High School staff members talked to students in order to gain a more comprehensive understanding of sources of student academic stress.

The following bullets represent themes derived from direct LHS student reports in focus groups:

- Students reported that they became overwhelmed if they were given multiple tests on the same day. For example, many teachers may give their exams on a Friday instead of spacing out assessments throughout the week.
- The students requested more project based learning for midterms and finals.
- Students reported that they became stressed if they were trying to prepare for midterms and then concurrently reviewing new material.
- Students reported that it was beneficial when their teachers dropped the lowest grade in their class. They reported, “everyone is entitled to a bad day every now and then.”
- Students reported that they had too much homework and described some of their homework as “busy work.” At times, students believed that the amount of homework that they were asked to complete adversely impacted their sleep.



- Many Littleton High School students have additional outside of school responsibilities. They wanted to promote a school culture that understands out-of-school responsibilities - recognition of holiday time, work, family time, etc. In addition, LHS students believed there was extensive pressure to take high level courses and believed that a competitive climate existed between students.
- They reported that they would benefit from longer breaks during the day. For example, their lunch break is only 22 minutes long. Longer advisory periods were also advised by students to talk about current events or other topics that may be relevant to the students throughout the year.

#### Updates & next steps:

- Hired a Therapeutic Mental Health Counselor in 2018
- Implemented a weekly 20 minute advisory session in 2019
- Scheduled cyber safety presentations for October 2019
- LHS integrated “Catch My Breath” anti-vaping curriculum into Health course
- LPS and LHS will continue to provide extensive professional development focused on Social Emotional Learning (SEL)
- LHS administration will schedule presentations about Vaping & Addiction & Driving Safety in 2019-2020
- School Leadership Team will plan special activities for National Bullying Prevention month in October 2019
- School Leadership Team is making plans to adjust bell schedule (class time, break time, passing time, lunch time)
- LHS leadership team, health department, and Littleton Wellness Committee will partner to plan a comprehensive Health & Wellness Fair
- School community continues to discuss and explore possible new school start time
- LHS administrators will examine homework policies and practices in summer and fall 2019
- LHS study group will consider ways to coordinate & schedule major assessments and projects
- LHS faculty will review and determine rules for assigning of schoolwork during holidays and vacation weeks
- LHS Library/Cafe will implement a “Relaxation/Break Station” similar to LMS area next fall
- LHS Health Curriculum and programs will be reviewed and enhanced
- In response to various concerns, LHS staff and clinical team will share information and best practices/interventions with each other as well as other schools and districts

#### Reference:

Caine, R.N., Caine, G., McClintic, C., & Klimek, K. (2016). *12 Brain/Mind Learning Principles in Action*.

## **LHS SIP Updates 2018-2020 (May 2019)**

### **Curriculum**

- We are developing an AP Computer Science Course for next school year. A well-defined Computer Science Program Sequence is a goal for the near future
- Social emotional learning initiatives are well underway. Presentations and follow-up activities about cyber-safety & responsible digital citizenship are scheduled for October 2019
- Documenting how executive skills are taught at LHS at each Grade Level will take place next school year
- Planning for Program Reviews in specific academic areas will take place in the summer and fall

### **Instruction**

- We will continue to emphasize project-based learning activities in each department and document/present exemplars next school year
- This school year, abundant professional development focused on instructional best practices based on Marzano's *The New Art & Science of Teaching*. All teachers developed goals focused on implementing at least one of Marzano's research proven instructional practices
- Mrs. Steele and Mr. Comeau revamped Student Support Team Processes. Next year, Mr. Comeau will continue to document clear and shared intervention strategies students struggling with behavioral, academic, and emotional concerns

## **Assessment**

- A collaborative study group about assessment and grading practices at LHS will get underway next school year. Time for this will be provided during Early Release days
- The creation, coordination, and implementation of student Digital Portfolios may follow LHS development of a *Vision of the Graduate*. This *Vision* will be aligned to the recently redesigned accreditation process and new NEAS&C 2020 Standards. We are revising this goal area to focus next year on our development of a *Vision of the Graduate*.
- We prepared for and implemented MCAS 2.0 this year

## **Professional Development**

- We continue to provide PD opportunities, including cross-district, related to technology integration & implementation specific to the products/tools currently being used as well as new initiatives
- We will continue to link Educator Evaluation Goals to re-certification and PD plans
- We continue to provide professional development focused on improving Social Emotional Learning, Instructional Strategies, Executive Skills, Instructional Technology areas, and Assessment practices

## **Community/Communication**

- We continue to enhance and advance our Dual Enrollment Partnership with MCC
- We continue to increase Internship Opportunities for students

- We are moving ahead with Nashoba Technical High School in developing a partnership for students to participate and enroll in the Tech's post-graduate programs
- We intend to host Career, College, and Financial Literacy Fairs next year and a Health Fair the following year
- We will continue to Host Special Guest Speakers about important contemporary topics

## Climate/Culture

- We plan a special focus on developing and implementing a Climate & Culture Action Plan next school year that is responsive to the findings from the YRBS, VOCAL, Stress/Climate, and Staff surveys
- We will explore the development of a course that directly focuses on developing global competence and understanding
- A major focus and explicit goal for next year is the development of student citizenship knowledge/skills and civic engagement
- We continue to review and improve emergency preparedness and protocols in partnership with LPD and LFD. Guidelines from the National Association of Secondary School Principals (NASSP), National Association of School Psychologists (NASP), and the Northeastern Massachusetts Law Enforcement Council (NEMLEC) have been very helpful

## Technology

- We will begin the revision and updating of the School Technology Plan this summer and next fall
- We continue to implement the 1:1 Technology Program with a phased-in approach and abundant professional development focused on instructional technology and support for Google Classroom

## **LMS SIP Updates 2018-2020 (May 2019)**

### **Curriculum, Instruction, & Assessment**

- Implementation of new math textbooks – Fall 2018
- Programs for struggling learners: Executive Functioning Workshop, Math Lab, Literacy Lab, ASC
- Programs for advanced learners: VHS, NJHS, Problem of the Week
- Inter-disciplinary units/projects: 6<sup>th</sup> The Breadwinner, 7<sup>th</sup> and 8<sup>th</sup> Science Fair Projects
- Modified the daily schedule to include a rotation in the morning and afternoon – Fall 2018
- Review of Social Studies Frameworks and curriculum to include 8<sup>th</sup> grade Civics

### **Professional Development**

- LMS PDC members attended district PDC meetings to review the model
- Building-based and district-based PD opportunities including SEL, Technology, Brain-Based Instructional Strategies, Reading Intervention Programs, Vertical Alignment of LMS and LHS French, Maker Skills and Project Design
- Administrators and teachers attended MASSCue in the fall and NELMS in the spring
- Continued focus on SEL – Social Emotional Learning in the Classroom (William Ribas)

### **Community & Communication**

- School-wide implementation of Aspen
- Aspen Family Portal
- Weekend Update every Friday
- Message board updated regularly
- School and teacher websites
- Teacher emails
- Twitter
- Eat Lunch with your Child Day
- Transitions: RSS to LMS and LMS to LHS
- Meeting and visit to Nashoba Tech for 8<sup>th</sup> graders
- New Club – The LMS Report

### **Climate & Culture**

- Development and implementation of a revised Advisory program
- Annual review of emergency protocols - police and fire – ALICE and fire drills
- Best Buddies Program and CASE Collaborative
- All school Veteran's Day Program/Assembly
- Turkey Trot
- Giving Tree
- LMS School Picnic
- Geography Bee and Spelling Bee
- Human Rights Club, Mural Club
- Family Volleyball Night, Family Corn Hole Tournament
- Transition night for parents of 5<sup>th</sup> graders

### **Technology**

- Reorganized the Chromebook carts for easier distribution
- Chromebooks distributed to Special Education Learning Centers and ASC
- Library Chrome Lab available to classes and students all day
- Addition of document cameras
- Integrated VR goggles – Google Expeditions
- Continued support of the Makerspace C-Lab
- Engineering Club

# BUS RIDERS 2018-2019 AS OF 9/25/18

## Littleton Public Schools Bus Information - as of 9.25.2018

Current # Buses = 8

The Capacity of the buses are:

Elementary Schools 83 Students per bus

Middle / High School 55 Students per bus

Current Registered and Listed on Buses:

Route and BUS NUMBER	SHAKER LANE	RUSSELL STREET	MIDDLE SCHOOL	HIGH SCHOOL	TOTAL MS/HS	Total # STUDENTS
1	42	33	28	22	50	125
2	44	57	38	22	60	161
3	45	42	30	8	38	125
4	60	41	40	23	63	164
5	48	69	37	26	63	180
6	39	66	47	32	79	184
7	43	54	45	30	75	172
8			41	20	61	61
<b>Total Riders</b>	<b>321</b>	<b>362</b>	<b>306</b>	<b>183</b>	<b>489</b>	<b>1,172</b>

6 Current MS/HS Buses that are currently over capacity (55)  
We are reviewing Bus Routes to see if other routes can  
be adjusted to maximize ridership on every bus and still  
keep with in the current time requirements.

Current FY 2019 through FY 2023 Contract = ANNUALLY \$ 612,770

Option 2 estimate - annually \$ 970,070  
HS/MS Combined routes, RS/SL Combined Routes

Option 3 estimate - annually \$ 993,470  
HS/MS Combined routes  
RS and SL separate bus runs for each elementary school with same start time

Current 2018/19'enrollment figures 441 399 364 454

% students riding buses 73% 91% 84% 40%

*2018 - 2019*  
*DISTRICT SLIDE*  
*SHOW*