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

BRAD AUSTIN, Member
BINAL PATEL, Member
JUSTIN MCCARTHY, Vice Chair
JEN GOLD, Member
STACY DESMARAIS, Member

School Committee Meeting
Littleton Police Station Community Room
500 Great Road
In-person and Hybrid
May 19, 2022
7:00 PM

You are invited to a Zoom webinar.
When: May 19, 2022 07:00 PM Eastern Time (US and Canada)
Topic: School Committee meeting of May 19, 2022, 7pm
Please click the link below to join the webinar:
https://littletonma.zoom.us/j/86505860260?pwd=d3VUWHFjc1psWEg0ZEliNEx1WEttdz09
Webinar ID: 865 0586 0260
Passcode: 612357
Or One tap mobile :
US: +19292056099,,86505860260# or +13017158592,,86505860260#
Or Telephone:
Dial(for higher quality, dial a number based on your current location):
US: +1 929 205 6099 or +1 301 715 8592 or +1 312 626 6799 or +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799
Webinar ID: 865 0586 0260
International numbers available: https://littletonma.zoom.us/u/kbpwnygKkt
ZOOM CREDENTIALS

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

A G E N D A

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

7:00 I. ORGANIZATION

1. **Call to Order**
2. **School Committee Reorganization:** *Superintendent Clenchy will facilitate the Election of the New School Committee Chair, The School Committee Chair will conduct elections for Vice-Chair and Clerk.*
   a. **Election of Chair, Vice-Chair, Clerk**
3. **Subcommittee Appointments:** *Newly elected Chair will facilitate the appointments for the 2022-2023 School Committee Subcommittees.*
4. **Consent Agenda -Minutes – May 5, 2022**
   -Oath to Bills - and Payroll

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.

7:10 II. INTERESTED CITIZENS

7:15 III. RECOGNITION

1. **Recognize Student Representatives***: School Committee Chair will recognize Stella Austin and Madison Shufrin for their year of service (2021-2022) as Student Representative to the School Committee. Recognize Student Representative for 2022-2023 School Year.*
2. **Student Representative(s) Report:** *Student Representative(s), will give a report of events for each school.*
3. **Town Meeting:** *Superintendent Kelly Clenchy will recognize LHS students who sang the National Anthem at the Annual Town Meeting.*

7:25 IV. PRESENTATIONS

1. **Grade 4 Social Studies/STEM Project:** *Grade 4 educator, Nicole Patterson, STEM Integration Specialist, Heidi MacGregor, and Students will discuss their experiences specific to a social studies and STEM project that they completed this year.*
2. **State of the Curriculum:** *Grades 6-12 World Language Curriculum Coordinator, Elizabeth Kelley, will provide an update of the World Language curriculum. Grades 6-12 Science Curriculum Coordinator, Valerie Finnerty, will provide an update of the science curriculum. Members of the Elementary Curriculum Council, Kelli Harte, Heidi MacGregor, Susan Mitchell, Nicole Patterson, and Teryl Sawosik, will provide an update of the elementary curriculum.*
3. **Professional Development Highlights and Update:** *Educators, Mike Foustoukos, Joseph Dennis, Dennis Michaud, Danielle Bearden, Ann Brazinski, Kristen Hemmis, and Director of Teaching and Learning, Elizabeth Steele, will present highlights and an update about this year's professional development.*
4. **School Improvement Plan Highlights:** *Principals John Harrington and Jason Everhart will provide an overview of highlights from the work done on the School Improvement Plan this year.*
5. **CARE Solace**: *Director of Student Services will give an update on the CARE Solace program.*

8:25 VI. OLD BUSINESS

1. **COVID-19 Dashboard Update:** *Superintendent Clenchy and Director of Students Services, Lyn Snow will give a brief update specific to COVID case counts.*

8:40 VII. NEW BUSINESS

1. **MASC Delegate Form:** *School Committee will determine if a member will attend the MASC Conference as the Delegate representative in November 2022.*

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.

8:45 VIII. INTERESTED CITIZENS

8:55 IX. SUBCOMMITTEE REPORTS

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

9:00 X. ADJOURNMENT/EXECUTIVE SESSION

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

Next School Committee Meeting
June 2, 2022
7:00PM

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.

LITTLETON PUBLIC SCHOOLS

SCHOOL COMMITTEE SUBCOMMITTEES/ASSIGNMENTS

2021-2022

SUBCOMMITTEES:

1. **Bradford Sampson Scholarship Trust** – This committee becomes active during the month of May; usually requires three meetings to determine the distribution of available scholarship money to graduating seniors and alumni.

   Current Assignment: Brad Austin

2. **Permanent School Planning Committee** – This committee was very active in 1995, 1996 and 1997. Its recommendation for additional school space has been implemented by the town.

   Current Assignment: No appointment necessary at this time

3. **Evaluation** – This assignment involves management of the superintendent's evaluation including compilation of individual member's ratings and presentation of results.

   Current Assignment: Matt Hunt

4. **Regionalization Study Committee**

   Current Assignment: No appointment necessary at this time

5. **Municipal Building Committee** – This is a town committee appointed by the selectmen to plan for and oversee construction (reuse or new) of town and school buildings.

   Current Assignment: Timalyn Rassias

6. **Technology Committee** – Updates district's technology plan and makes recommendations for development and implementation of technology program.

   Current Assignment: Jen Gold

7. **Legislation** – This assignment involves keeping up-to-date on pending legislation, working together with the superintendent on keeping the School Committee informed of legislative matters, and occasionally expressing the committee's opinion on legislative matters to our representatives.

   Current Assignment: Matt Hunt

8. **Policies** – Full Committee Responsibility – One member will be asked to take an organizational lead for this work.

Current Assignment: Brad Austin and Timalyn Rassias

9. **Oath to Bills and Payroll** - Requires ability to stop by Central Office, usually every Friday morning, to sign school department payroll as officially designee representative of the School Committee.

Current Assignment: Matt Hunt

10. **Liaison with Town Government** – To serve as School Committee contact with Town Boards.

Current Assignment: Justin McCarthy

11. **Negotiations** – To work with the School Committee's attorney and the superintendent during negotiations with collective bargaining units.

Current Assignment: Matt Hunt and Justin McCarthy

12. **Representative to Community Services/Park and Recreation Dept**.

Current Assignment: Jen Gold

13. **Budget Subcommittee**

Current Assignment: Justin McCarthy and Jen Gold

14. **Safety & Security**

Current Assignment: Timalyn Rassias

15. **SEPAC**

Current Assignment: Brad Austin

16. **Master Plan Implementation**

Current Assignment: Matt Hunt

17. **Re-Opening Task Force**

Current Assignment: Brad Austin

Town of Littleton School Committee

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

JUSTIN MCCARTHY, Vice Chair | MATTHEW HUNT, Chair | NAME, Secretary
BRAD AUSTIN, Member | JEN GOLD, Member

SCHOOL COMMITTEE
MINUTES
May 5, 2022
7:00PM

PRESENT: Matthew Hunt, Justin McCarthy, Jen Gold, Binal Patel, Brad Austin (7:25PM)

ALSO PRESENT: Kelly Clenchy, Steve Mark, Dorothy Mulone, Bettina Corrow

NOT PRESENT:

CALL TO ORDER

Matthew Hunt called the meeting to order at 7:00p.m.
On a motion by Jen Gold and seconded by Justin McCarthy it was voted to approve the April 14, 2022, agenda as presented. (AYE: Unanimous).

INTERESTED CITIZENS

None

RECOGNITION

1. **Newly appointed 1-year term school committee member:** Chair Matt Hunt welcomed newly appointed Binal Patel to the School Committee Board.

2. **Timalyn Rassias:** Superintendent Kelly Clenchy and Chair Matt Hunt thanked Timalyn Rassias for her two years of dedication and commitment to the Littleton Public Schools.

3. **Matthew Hunt's six years of service:** Vice Chair, Justin McCarthy and Superintendent of Schools, Kelly Clenchy recognized Matt Hunt for his 6 years of dedicated service to the Littleton School Committee as a Member, Vice Chair and Chair and presented a plaque to him for his service.

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.

4. **High School Pergola Installation:** Business Manager Steven Mark and Principal Dr. Harrington recognized Andrew Riley for the installation of the new Pergola at the High School.

5. Update on vaccination clinics: Superintendent Kelly Clenchy provided an update on upcoming vaccination clinic. The Littleton Public Schools/Town of Littleton is hosting another VaxinateRX Clinic at the Middle School Cafe on Wednesday, May 18, 2022, from 3:00pm to 5:00pm.

6. Superintendent of Schools Kelly Clenchy gave a brief update on the events at the four schools.

PRESENTATIONS

1. Three of the Curriculum Coordinators presented their State of Curriculum reports within the following subjects:

State of the Curriculum K-12 Arts and Music presentation was presented by Hilary Bridge, who highlighted the initiatives, recognitions, and accomplishments within the K-12 Arts and Music department at all four schools. All students and faculty are extremely happy to be back together in person and able to create artwork and use all the instruments again. Mrs. Bridge showed a video of the many initiatives that are taking place in the schools in both departments.

The school committee board thanked Mrs. Bridge for her presentation and all the initiatives taking place in all the four schools.

State of the Curriculum English Language Arts presentation was presented by David Pasucci.

A Sample of Accomplishments

- 98% of 10th Grade Students Scored Proficient or Higher on the ELA section, along with 0% "Not Meeting Expectations"
- Several students entered and won honors in various writing contests, including sophomores Jiahai Kang and Kallie Ramistella, who earned honors in the annual Will McDonough Writing Contest

Some Recent Highlights

LEF Grants awarded for:

- "Teaching Cultural Competency through Literature" unit.
- Expanded Independent Reading Curriculum
- Flexible Seating
- With the help of an LEF Grant, essayist/memoirist, and professor at the University of Hartford, Beth Richards visited Mr. Tombeno's creative writing students.

More Highlights

- Mr. Pascucci presented some exemplars from Ms. Abbot's 8th grade SSR project and the Racism/Tolerance unit taught in conjunction with Harper Lee's "To Kill a Mockingbird".
- Ms. McCook's 9th grade class created One Word reflection projects in order to help students choose a focal point for their academic and personal lives.

Professional Development

Technology--teachers attend group and individual training- sessions throughout the Spring in order to learn how to use and incorporate TouchView Interactive Panels into their classes.

Book Study – teachers from various departments across the district participated in a teacher-led a professional book study where teachers create lessons and projects from their reading and share takeaways with others.
This PD also utilized the digital tool Padlet which helps teachers and students in class and beyond by offering a single place for a notice board

Brad Austin – Could you share more about what options the students have to choose their classes. What options are there for independent research and research papers?
Dave Pasucci – The high school English teachers visit the middle school 8th grade students and also meet with their parents to talk about their options and give them an idea of which course options they will have at the high school, especially after their freshman year. We offer English 1, English 2 and English 3 & 4. Some options for electives could be happening through VHS like Shakespeare literature, AP Course or creative writing.
In general, our English department does not have a research paper as a requirement but by senior year students would have read a research paper or a non-fiction reading and written papers that may not be called a research paper but have done research. But it is important that students know how to do research and prove their evidence.

State of the Curriculum History and Social Science presentation was presented by Mike Foustoukos.

A Few Highlights

- Generous grants awarded by the LEF to Facing History and Ourselves giving students the opportunity to speak to survivors of Genocide
    - Holocaust
    - Cambodia
    - Bosnia
- Successful implementation of Civics projects at LHS and the Civics curriculum in the 8th grade
- Field Trips
    - Edward M. Kennedy Institute
    - Massachusetts State House
    - Monuments and Memorials walking tour of Boston
- Addition of AP Macroeconomics
- Continued strengthening and growth of Project Based Learning and Universal Design for Learning across all grade levels

Professional Development

- Preparation for implementation of S. 2557
- Universal Design for Learning
- Project Based Learning
- Training on new classroom technology
- Book studies
- Learning to Decode Photos and Visit Secret Archives for a New version of History
- "Oppositional, Aggressive, Attention-Seeking & Uncooperative Children, Teens and Young Adults" (high-impact strategies to reduce chronic misbehavior)
- AP Summer Institute

Adaptations to Instruction and Learning

- Emphasis placed on Executive Functioning skills, especially on the middle school level

- Increase interest by students in current events and connections being made to curriculum in all grades
- Social Emotional check ins with students following vacations
- "Return to Normalcy"
    - Ability to have more fun inside the classroom and adapt lessons so they best fit students learning styles
    - Debates, simulations, actual face to face interactions
    - Research paper on the junior level

Brad Austin – Dual Enrollment History 2 – is that taught by our teacher? How do the students choose if they should take an AP course or a dual enrollment class?
Mike Foustoukos – Yes, dual enrollment classes are taught by LPS faculty. Being a small high school / history department, we have a great feel for our students and are able to help them choose which course they should take depending on what their plans are going forward.

Justin McCarthy – Thank you very much. Always so impressed with the presentation and happy to hear what is going on in the classroom.

Kelly Clenchy – We are all concerned about our students' stress. Have you noticed that more in your department?
Mike Foustoukos – Yes, we have noticed the angst amongst students. One of the things we have done to help the students is to teach them skills to advocate for themselves in all areas of their lives. Give them the tools to feel empowered to fight for a cause. Those have been the best ways to show our students that they are not alone.

Brad Austin – Are there certain tools we are given the students for their research?
Mike Foustoukos – One of the tools I am using is from The Stanford Educational Group, which provides tons of free resources.

2. School Improvement Plan Highlights for Shaker Lane School and Russell Street School principals:

Cultural & Community Outreach at Shaker Lane School
• Community Meetings
• Monthly Book Readings
• School-wide bulletin boards demonstrating acceptance of others
• Coats for Kids - Anton's Cleaners
• Kindergarten Ambassadors
• Gr 1 & 2 Buddy Family Program
• Connections Program Workshops
• Outdoor Classroom with MH Kimball Foundation
• Partnerships with LHS and student interns
• Junior National Honor Society student volunteers
• Partner w/ Keller Williams Merrimack Valley & Premier Mortgage Lending for Outdoor Classroom

Social Emotional Supports at Shaker Lane School
• Social Thinking Lessons
• Morning Meeting/Closing Circle
• Second Step Program
• HEART Jars
• Small Group & Lunch Bunch Sessions

• Classroom Read Alouds
• Weekly Positive Affirmations
• Mindful Practice
• Great Kindness Challenge
• Kindness Coins during May Kindness Month
• Student and Parent Check-ins
• Anti-bullying presentation w/ BMX rider Matt Wilhelm
• Referral to CareSolace

Social Emotional Learning at Russell Street School
• Morning meeting / Closing meeting
• Scheduled SEL blocks
• Trauma Informed Instruction
• Focused staff meeting discussions
• Book-a Day
• Anti-bullying presentation: Matt Wilhelm
• Lunch Bunch
• Cafeteria seating
Continuation of the STRIPES initiative
Return of in-person events and activities

Meeting Students Where They Are at Russell Street School
• Pacing
• Student Support Team
• Interventions
• MAP and Acadience Testing
• UDL
• Classroom rewards
• Spirit Week
• Teacher lunch groups / special activities
Additional visibility in the building
Managing individual needs of students

Curriculum/Instruction/Assessment
• Continued Implementation of Fundations in Grades K-2, New to Grade 3
• Piloted New Writing Curriculum (Units of Study)
• Conducting a Review of Elementary Math Curriculum
• Reintroduced Curriculum Related Field Trips
• Implemented Universal Design for Learning Practices for Academics & SEL
• Implemented AIMSWeb Plus Early Literacy, Reading Assessments & Shaywitz Dyslexia Screener (K-2)
• Implemented Lexia Core 5 Adaptive Reading Program (K-2)
• Implemented Heggerty Phonemic Awareness Program (K-2)
• Adapted Targeted Reading Interventions
• Introduced Grade Level Professional Learning Communities (PLC)

Professional Development
• Provided PD focused on the Writing Curriculum and AIMSWeb Plus
• Continued Practice, Learning and Discussions on Cultural Proficiency and Trauma-Informed Instruction
• Focused District PD on Universal Design for Learning with CAST
• Partnered with NAMI (National Alliance on Mental Illness) for Staff and Family Presentations

• Continued Focus on Equity by Design with Dr. Katie Novak and Mirko Chardin as part of Cross-District PD Day
• Facilitated Modular PD on Mental Health, Project-Based Learning, Universal Design for Learning, as well as Professional Book Studies

Culture & Climate
• Implemented Classroom Book Read Alouds with focus on Diversity, Equity, and Inclusion
• Diversified Literature Offerings
• Participated in Staff Celebrations, Community Meetings, Safety Committee Meetings, Spirit Days
• Awarded the Pawprint of Excellence of the Month
• Continued to Offer Family STEM Nights - Math and Literacy
• Collaborated with PTA on Various Activities- snacks for staff, BINGO Night, book fair, back to school supplies
• Hosted High School Mentors and Interns

Community & Communication
• Offered Kindergarten Ambassador Program
• Created New Family Buddy Program
• Generated Second Grade Podcasts
• Continued Shakey's Virtual Storytime Night and Virtual Dance Party
• Created Community Projects - Coats for Kids
• Continued Publishing Weekly Principal's Newsletter, weekly email communication, blogs, Twitter, podcasts
• Participated in the International Kindness Week
• Wonderful to have volunteers back in the building

Technology
• Acquired a Glowforge Laser Cutter
• Implemented the Lasercut Community Mapping Project and the Cardboard Community Building Project
• Initiated STEM Challenge of the Month Projects
• Continued Cross-Curricular Projects
• Adapted to an Online Library System
• Acquired 6 OSMO Detective Agency Kits
• Created the Adopt-A-Bot Program
• Maintained the Student-Run Blog for Shakey's Imagatorium
• Reestablished the Think Tank and Shakey's Imagatorium
• Continued to Assess and Implement Applications and Tools designed to enhance learning
• Offered Ongoing Technology Tutorials and PD Opportunities
• Maintained 1:1 Chromebooks (Grade 2-5)

Brad Austin – Love the idea about the read aloud at Shaker Lane. The family buddy program, can we include the SEPAC as well?
Michelle Kane – Yes, we can certainly include them as well.

Brad Austin – MAP Testing. I would like to hear more about the MAP Testing and results and any gaps. What's the process of working on a new plan? Who's involved?
Cheryl Temple – School Council is part of this.

Justin McCarthy – What needs to be improved? What is your biggest challenge at your schools?

Michelle Kane – Social and Emotional needs. How do we adapt the curriculum? What kind of support do we need? We sometimes find ourselves at a loss on how to help a child cope. That has been a challenge.
Cheryl Temple – So many skills that students came to Russell Street school without. Basic skills, like a student not knowing their own address, cannot tie their own shoes.

Kelly Clenchy – I am very pleased with the teaching and learning that is going on in all our schools. But our students have gone through a lot of adapting. That's part of the reason why this school year has been so much harder than previous years. There are needs that need to be taken care of first before we can move on to the next steps in learning.

3. **Financial Report:** Business Manager Steve Mark presented the financial report. An overview was included in the packet

NEW BUSINESS

1. **Connections Program:** Mrs. Beth Steele, Director of Teaching and Learning provided an update on an upcoming evening event designed for parents/guardians taking place on Wednesday, May 18, 2022, at Littleton Middle School. The flyer was included in the packet. Sign up is encouraged but not a requirement to attend.

Brad Austin – I love this idea. Great way to connect with the community. Will we be able to offer babysitting for families? Maybe High school students could help out? Could we have a table for SEAPC to connect with families at this event?
Elizabeth Steele – We are looking into babysitting opportunities with help from our high school students.

Justin McCarthy – Is there an option to record these sessions so parents who cannot attend would have an option to see it later?
Elizabeth Steele – So we are not planning on recording these sessions. This is our first time hosting an event like this, so we are going to see how it all works out and learn from this.

Jen Gold – Wonderful idea. Great way for parents to connect with the teachers.

2. **COVID 19 Update:** Superintendent Kelly Clenchy provided an update on the COVID cases per school as well as the Prevalence Rate. An overview of the covid cases reported to each school was included in his presentation.

TOTAL Cases	**SLS**	**RSS**	**LMS**	**LHS**
	20	18	38	15

2 Week Prevalence Rate				
	SLS	**RSS**	**LMS**	**LHS**
	3.90%	3.96%	8.17%	2.92%

Matt Hunt – Did we have any reported cases at today's date?
Kelly Clenchy – Yes, we have a few cases at each school.

Jen Gold – I think this is to be expected.

Brad Austin – We promised the community we would keep an eye on this. Our threshold was 4% at each school and at this point the Middle School is well above that. Is it time to put the mask back on there?

Kelly Clenchy – I do not think so. If we knew it was a cluster, then maybe. But if the numbers do not go down, then maybe we must discuss this at a later time.
Brad Austin – We did promise the community that we would keep an eye on it. I am not suggesting that we put masks back on, but I will be keeping an eye on it. Are we still having a good rate of pool testing?
Kelly Clenchy – yes, we are still having pool testing and getting data from there.

Lyn Snow – Stable pool testing, and we are catching positive cases in the pool testing.

Justin McCarthy – I appreciate you are bringing this to our attention as we are having the 4% threshold. What kind of stress is this putting on our staff?
Kelly Clenchy – We are ok at this point.

Jason Everhart – We should strongly encourage students to be wearing a mask. But we must find the fine line between Social Emotional and Covid protocol. I am happy to send out a message to the Middle School Community encouraging our students to be wearing a mask again if families feel that's necessary.

Lyn Snow – I do think we can remind the students of their personal space too. Students do not need to be jumping on each other.

Kelly Clenchy – I just want to ensure we are consistent with our message.

Jen Gold – I do not think it is necessary to alarm our community. These numbers are to be expected.

Brad Austin – I do think it would be a good idea to send out a quick note. We are not alarming anyone just letting them know that the numbers at the middle school are up and if you as a family decide to have your child wear a mask again, we support it and if you decide not, we are also fine with that decision.

Matt Hunt – I am ok with a message to the families.

Justin McCarthy – I think we should let our families know where the numbers are.

Binal Patel – Yes, I agree. I think it would be a good idea to notify the community at the middle school.

Jason Everhart – I'll draft a letter for the Superintendent to review. We just want to be responsive and try to be proactive.

3. **School Bus Registration:** Business Manager Steve Mark discussed the School Bus Registration which will begin on May 16, 2022. The link will be on the website, and we encourage every family to sign up if they will need transportation next school year.

INTERESTED CITIZENS

None

SUBCOMMITTEE REPORTS

1. **PMBC:** None

2. **Budget Subcommittee:** None

3. **Reading of Policy:** Second Reading of the following modified Policies

BBAA - SCHOOL COMMITTEE MEMBER AUTHORITY
BCA - SCHOOL COMMITTEE MEMBER ETHICS
BDA - SCHOOL COMMITTEE ORGANIZATIONAL MEETING
BDB - SCHOOL COMMITTEE OFFICERS
BDD - SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP
BDE - SUBCOMMITTEES OF THE SCHOOL COMMITTEE
JHA - ABSENCE TO OBSERVE RELIGIOUS HOLYDAYS

On a motion by Matt Hunt, and seconded Jen Gold, it was voted to accept the second reading of the following policies BBAA as amended, BCA, BDA, BDB, BDD, BDE, and JHA with recommended modified changes as reviewed and presented. (AYE: Unanimous). Motion carried.

ADJOURNMENT

On a motion by Brad Austin and seconded by Jen Gold it was voted to adjourn at 9:27PM. Roll Call Vote: Matthew Hunt, AYE; Justin McCarthy, AYE; Binal Patel, AYE; and Jen Gold, AYE.

NEXT MEETING DATE
May 19, 2022
(ZOOM)
7:00PM

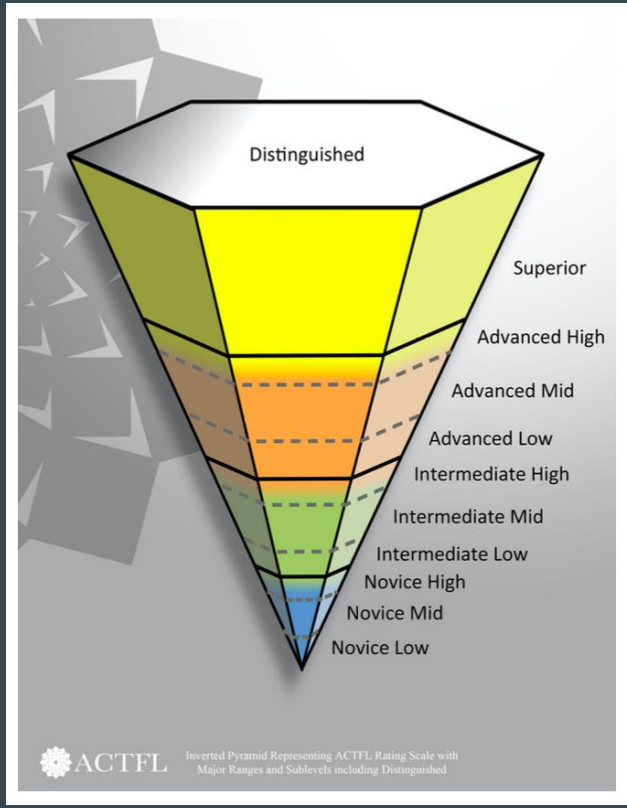
DOCUMENTS AS PART OF MEETING

State of Curriculum, K-12 Arts and Music, English Language Arts and Social and History
School Improvement Plan for Shaker Lane and Russell Street School
Financial Report
Connections flyer
Policies:
BBAA - SCHOOL COMMITTEE MEMBER AUTHORITY
BCA - SCHOOL COMMITTEE MEMBER ETHICS
BDA - SCHOOL COMMITTEE ORGANIZATIONAL MEETING
BDB - SCHOOL COMMITTEE OFFICERS
BDD - SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP
BDE - SUBCOMMITTEES OF THE SCHOOL COMMITTEE
JHA - ABSENCE TO OBSERVE RELIGIOUS HOLYDAYS

Grade 4 Social Studies/STEM Project

https://drive.google.com/file/d/14mNs9F9xP9NfCm_KDOlCj3mllDbP6AvX/view?ts=6286ac02

Littleton Public Schools World Languages 2022

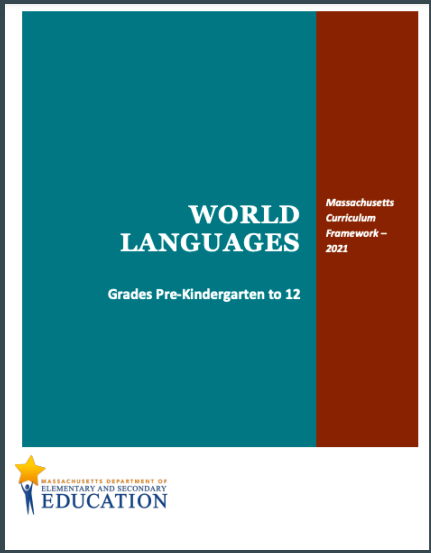


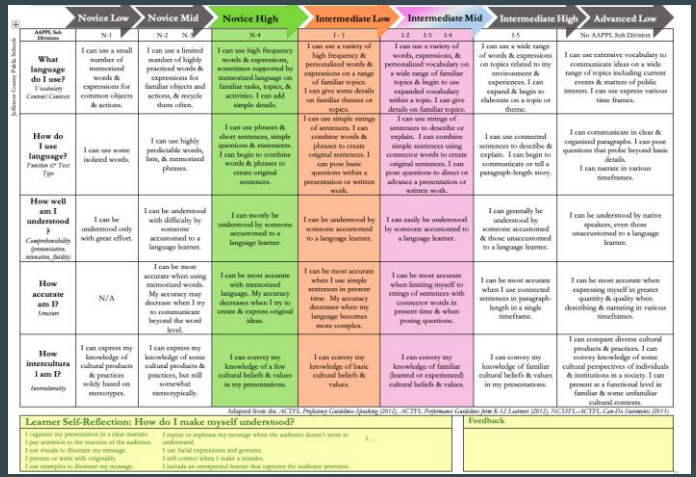
Curriculum Updates, etc.

- New State Frameworks
- Proficiency Based Grading
- Dual Enrollment
- Seal of Biliteracy Results
  - Cam McLeod, Seal with Distinction

Other Awards

- National Latin Exam
  - Joy Hendrickson, perfect score
- National Etymology Exam
  - James Buckellew, gold medal



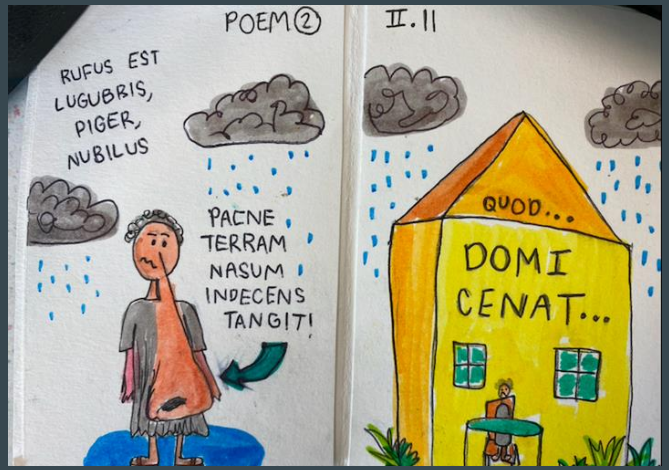


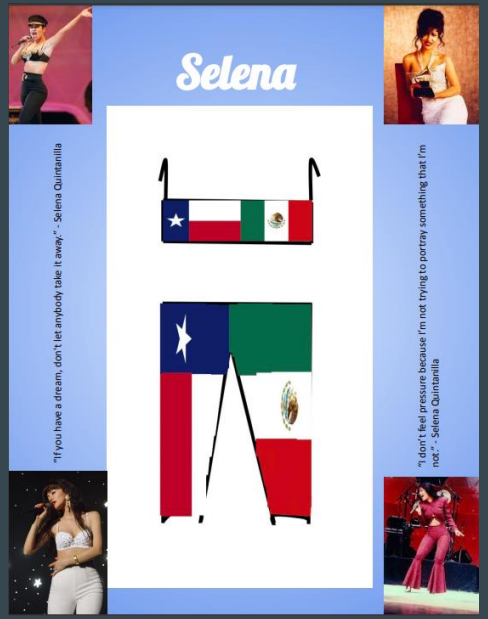
What we're seeing

- Lack of some of the traditional social and academic skills
- Overall immaturity & behavior issues, BUT . . .
- Eagerness to socialize & be with their peers, and
- Desire to connect with teachers

How are we reacting?

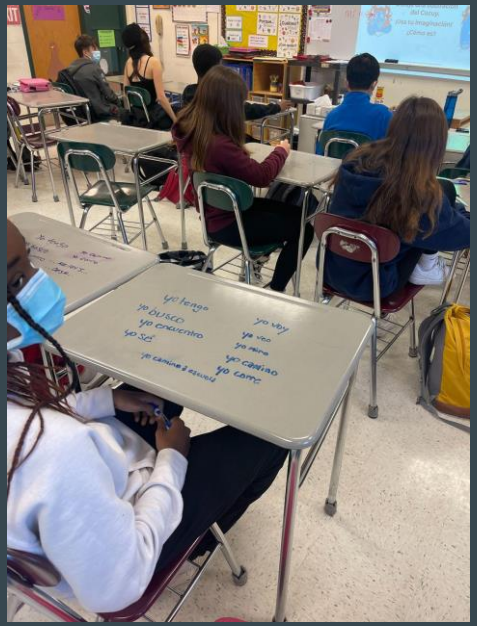
- Slow transition this whole year into normal classroom routines, soft seating, reading in class, group work and collaboration
- More formative assessment and ungraded work; making time for teacher feedback
- Time in class to start homework, slowing our pace
- Offering choice and accessibility for all learners

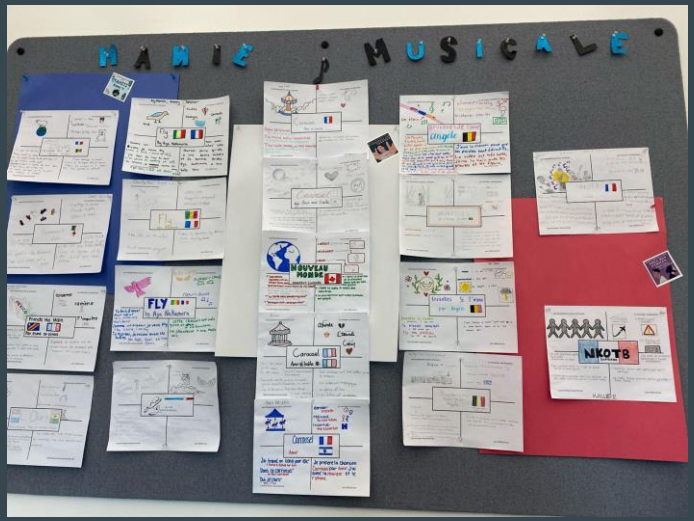




How are we reacting?

- Emphasis on Speaking rather than Writing
- Use of multiple platforms to communicate
- A LOT of responsive teaching
- Keeping it engaging/interactive, e.g. March Manie



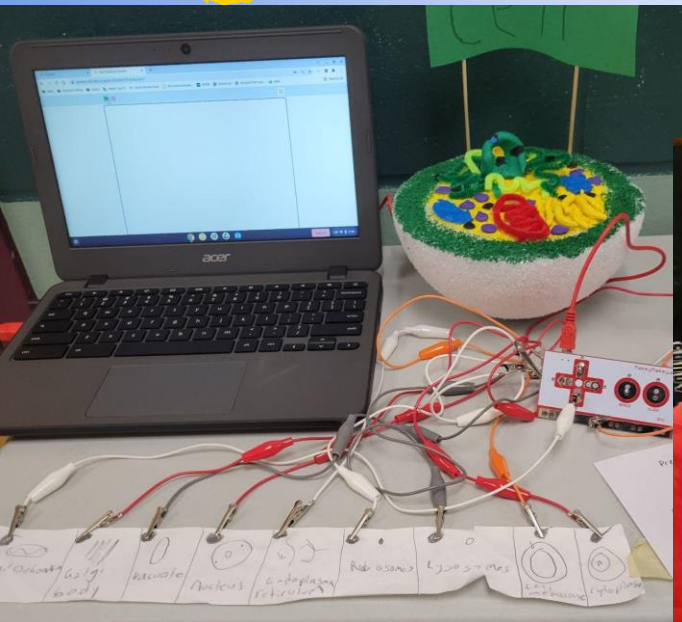


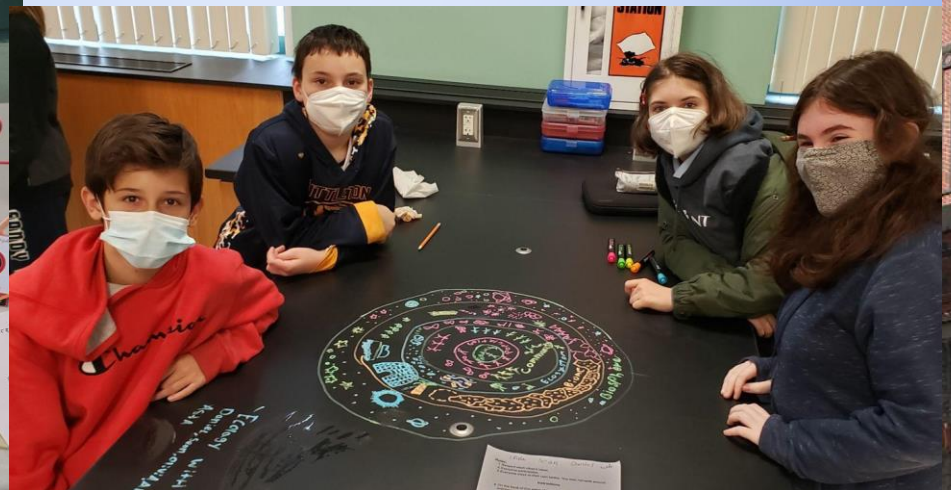
Professional Development

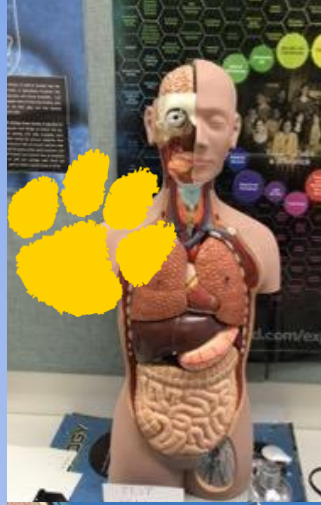
- Overall less of a focus for us this year
- Independently: MaFLA OPI training, Bilingual Family Language Plan workshop, Social Media groups
- WINN Days were a WIN as were the choice days: e.g. Book Clubs, Creating Stories for the Classroom, Using Novellas as Texts, Mental Health, Creating UDL assignments and assessments, NPEN
- DESE webinars for WL Curriculum Leaders and Orientation to the WL Frameworks Implementation Series

2022 LPS Science, Technology, & Engineering

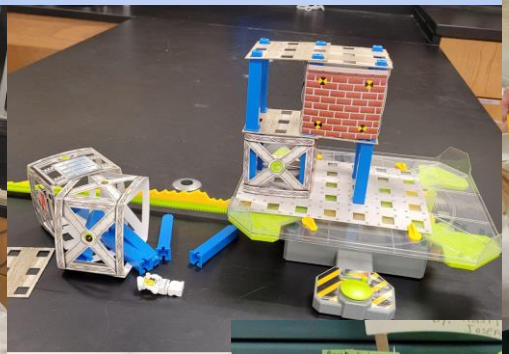
Valerie Finnerty
6-12 STE Curriculum Coordinator

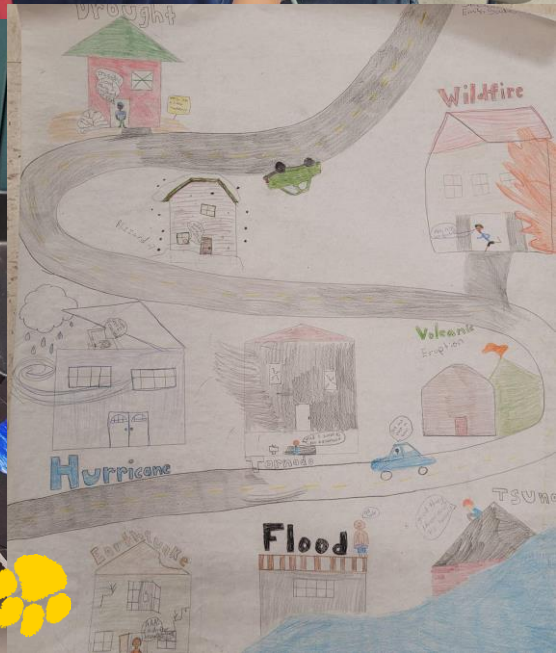




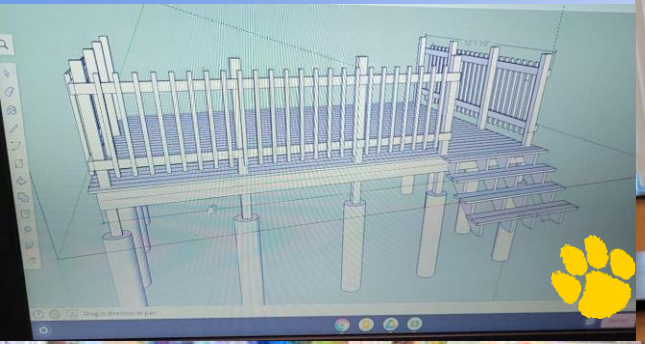


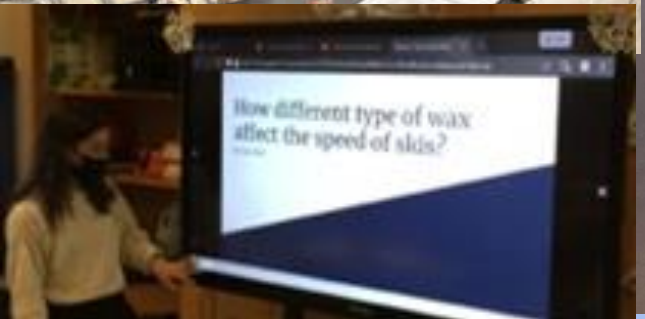
Student Learning in STE: 6-8

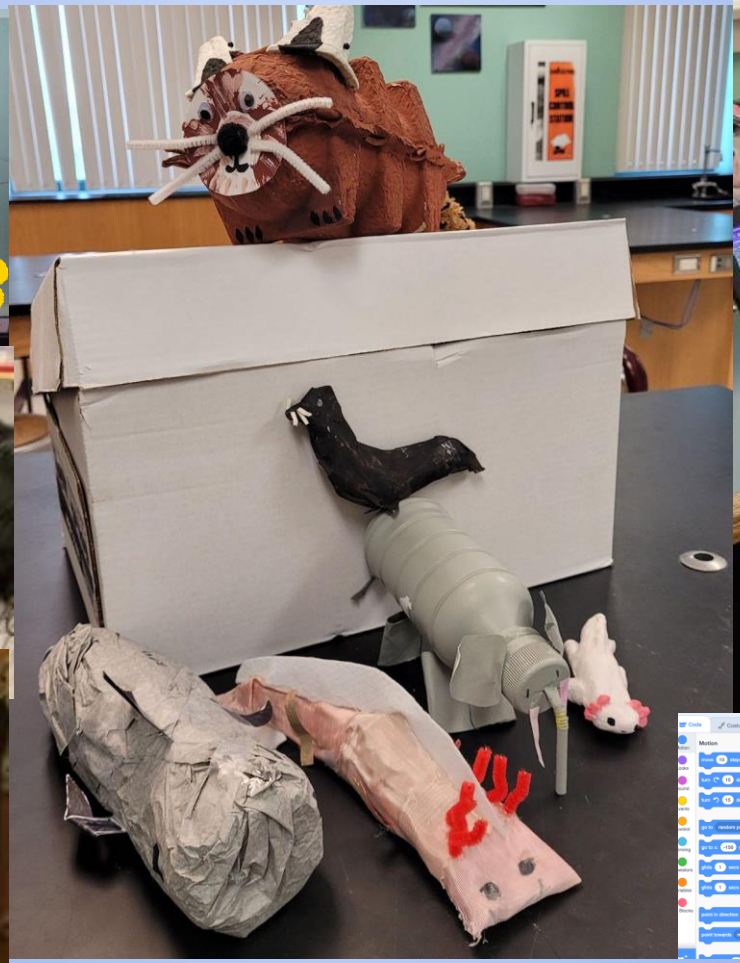


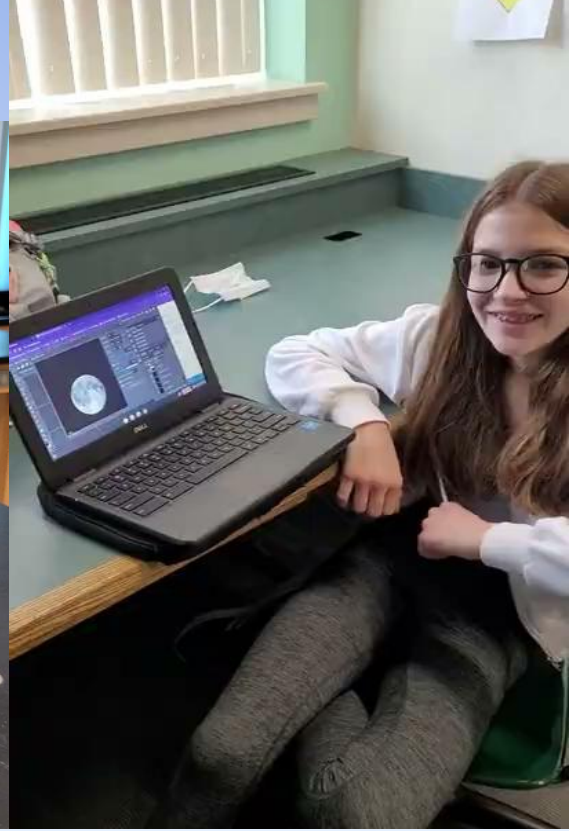


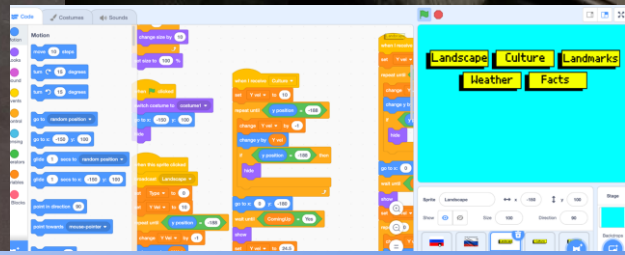
Student Learning in STE: 6-8











Student Learning in STE: 9-12

Student Learning in STE: 9-12

STE Professional Development 6-12

RESEARCH TEACHERS CONFERENCE

SPONSORED BY

Department of Defense DoDSTEM

Science · Technology · Engineering · Mathematics

MASSACHUSETTS ASSOCIATION OF MAST SCIENCE TEACHERS

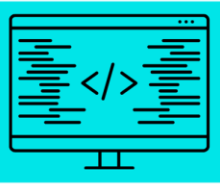
AMERICAN ACADEMY OF FORENSIC SCIENCES

PBL

PROJECT BASED LEARNING

- Driving Question or Challenge
- Need to Know
- Inquiry & Innovation
- 21st Century Skills
- Student Voice & Choice
- Feedback & Revision
- Publicly Presented Product

Coding For Kids



UDL

21st CENTURY SKILLS

Communication

Communication is appropriately interacting with others to convey meaning and gain understanding for multiple purposes, settings, and audiences including the digital environment.

Creativity

Creativity is generating ideas and approaches to design innovations, construct solutions, build understanding, and express perspectives.

Collaboration

Collaboration is working interdependently, learning from and contributing to the learning of others for a shared purpose in a wide range of environments.

Growth mindset

Growth mindset is working through challenges showing tenacity, perseverance, resilience, self-regulation and self-advocacy.

Citizenship

Citizenship is respectfully and positively impacting others and being actively involved in addressing community, national and/or global issues.

GLOBAL ECOLOGY & CONSERVATION

Elementary Curriculum Update 2021-2022

Presented by: Kelli Harte, Heidi MacGregor, Susan Mitchell, Nicole Patterson, and Teryl Sawosik

slidesmania.com

Social Studies

K - 5 Focus

Understanding the state standards of:

★ Citizenship
★ Geography
★ Littleton history
★ US history

Focusing on collaboration and critical thinking.

Curriculum Materials

Curriculum materials are tailored to the state standards at each grade level.

Teacher' Curriculum Institute (TCI) program, Gibbs-Smith for MA history, Explorer program and trade books.

slidesmania.com

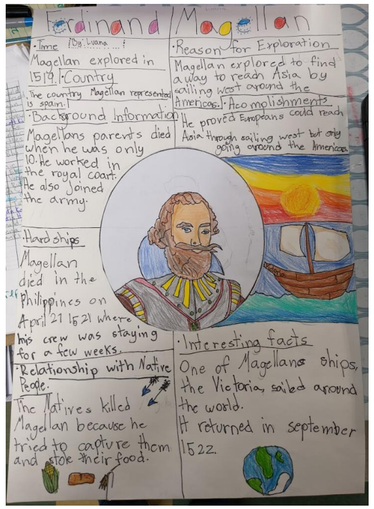
Social Studies

Shaker Lane

Gr. 2 - Building Communities
Where and why we place them; places to live, work, play and make laws

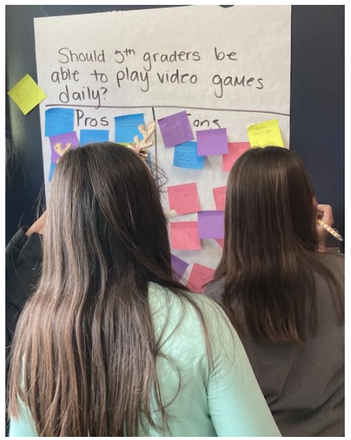
Russell Street

Gr. 3 - Structure of a Puritan village



Gr. 4 - European explorers project

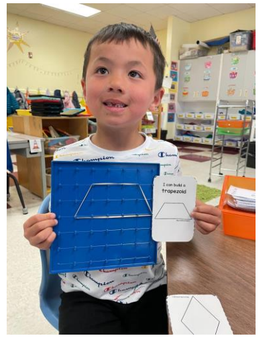
Gr. 5 - Learning about compromise and debate



slidesmania.com

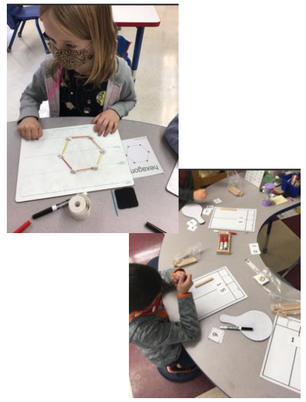
Math

Kindergarten



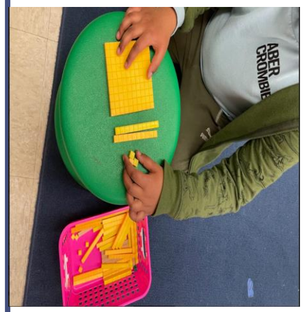
- Representing, relating & operating on whole numbers with sets of objects
- Describing shapes and space
- Hands-on games
- Manipulatives

Transitional

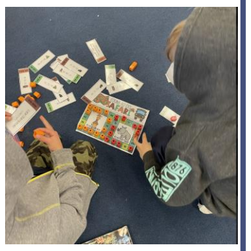


- More opportunities to explore whole numbers, shapes and space
- Hands-on games
- Manipulatives

Grade 1



- Addition & Subtraction Within 20
- Whole Numbers & Place Value
- Measurement
- Geometric Shapes
  - attributes
  - composing
  - decomposing



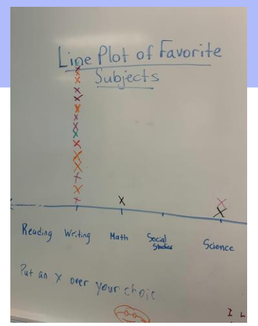
Grade 2

- Base-Ten Notation
- Place Value
- Building Fluency with Addition & Subtraction
- Standard Units of Measure
- Describing & Analyzing Shapes

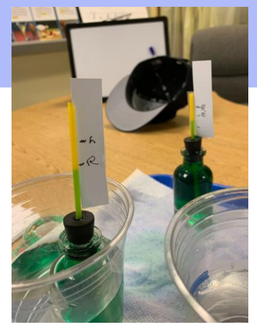
slidesmania.com

Math

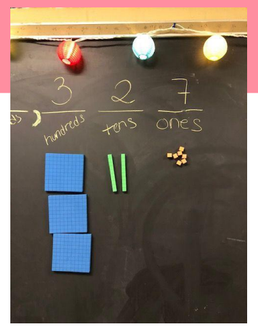
Grade 3

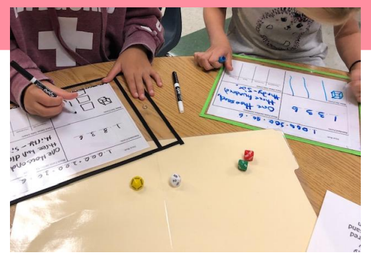


- Multiplication & Division
- Fractions
- Rectangular Arrays & Area
- Two-Dimensional Shapes
- Measurement

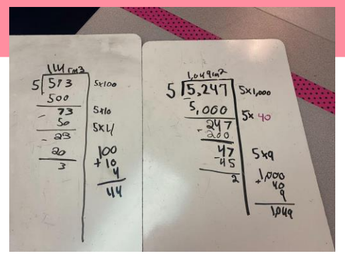


Grade 4

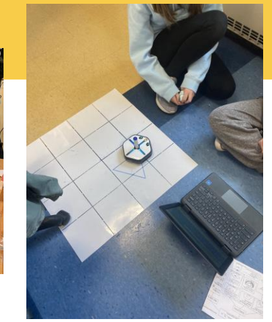




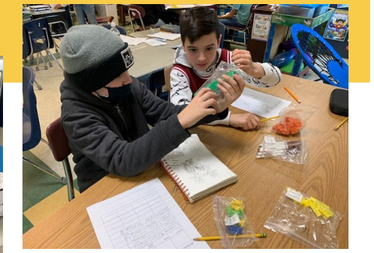
- Place Value
- Multi-Digit Multiplication and Division
- Fractions
- Geometric Figures



Grade 5



- Fractions
- Multiplication and Division of Whole Numbers & Decimals
- Volume
- Coordinate Planes



slidesmania.com

Science

Grades Pre-K to 2 Connecting Themes

Pre-K: The World Around Me
Kindergarten and Transitional: Reasons for Change
Grade 1: Describing Patterns
Grade 2: Wholes and Parts

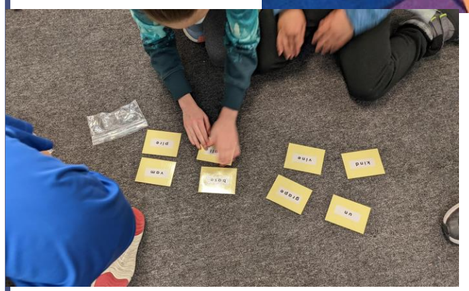
Grades 3 to 5 Connecting Themes

Grade 3: Human Interactions
Grade 4: Matter and Energy
Grade 5: Connections and Relationships in Systems

slidesmania.com

ELA

Letters and Phonics

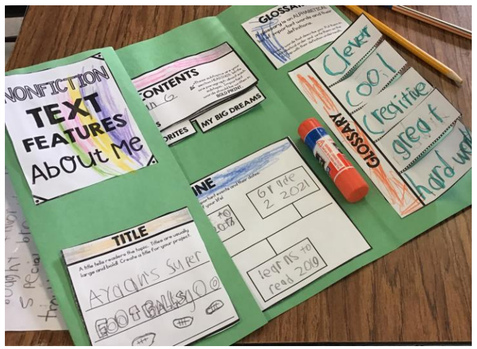


- Handwriting Without Tears
- Fundations Phonics
- Spelling

Speaking and Listening

- Heggerty Phonemic Awareness
- Vocabulary

Reading



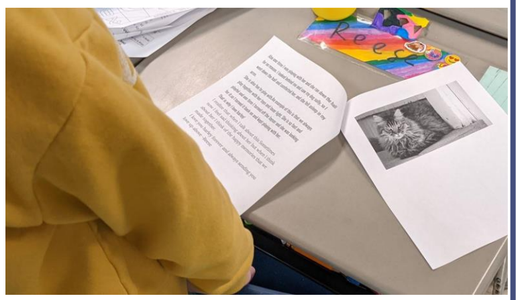
- Fluency
- Reading Comprehension
- Literature Study
- Guided Reading

slidesmania.com

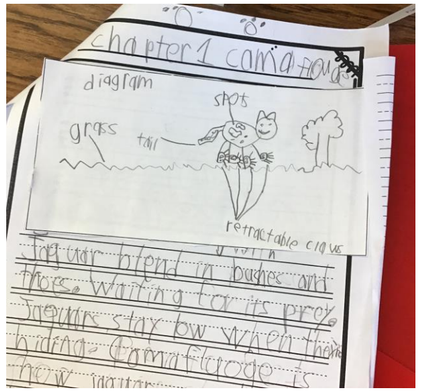
ELA Writing: Units of Study

Narrative

- Small Moments
- Personal Essays

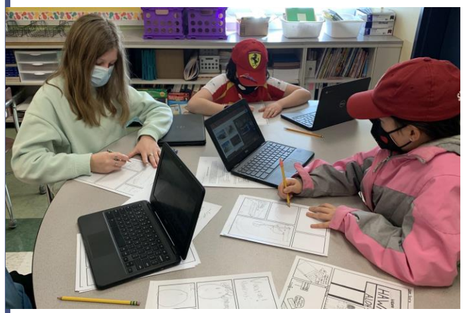


Informational



- How To Writing
- Expert Topics

Persuasive



- Book Recommendations
- Persuasive Letters

Grade-Specific Topics

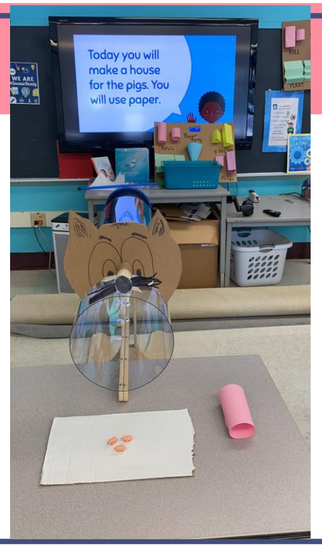
- Introducing Writers Workshop
- Writing Fiction
- Poetry
- Adapting and Writing Fairy Tales
- The Literary Essay
- Memoirs

slidesmania.com

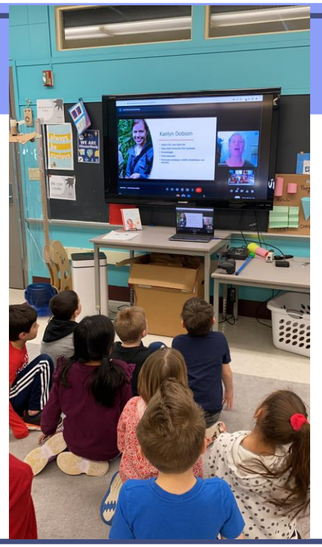
K-2 STEM Integration

Kindergarten

- 3 Little Pigs: Paper and Wood Exploration (ELA and Science)
- Can Do Island (Engineering)



Transitional



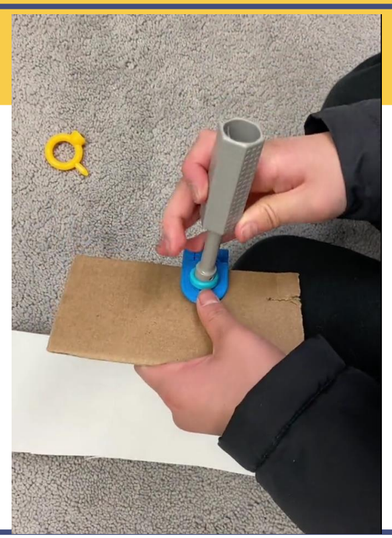
- Egg Drop
- LEGO Wind Powered Cars
- Simple Machines at the Zoo
- Can Do Island

Grade 1

- Laser cut Communities (Art, SS)
- Coding Stories with Scratch Jr. (ELA)
- Can Do Island

Grade 2

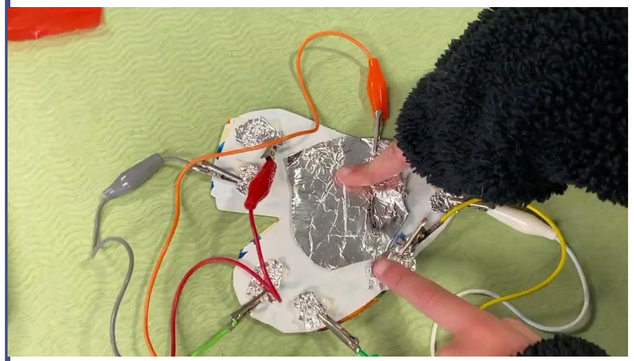
- Cardboard Community Building (SS)
- Friction (Science)
- Laser cut Geometric Windows (Math)
- Can Do Island



slidesmania.com

3-5 STEM Integration

Grade 3



- Lifecycle of a Seed Stop Motion Animation (Science)
- Makey Music (Music)
- Can Do Island (Engineering)

Grade 4

- Choose Your Own Adventure: Coding Stories (ELA)
- Explorers with Root Robot (SS)
- 3D Printed Bubble Wands (Engineering)
- Can Do Island

Grade 5

- 3D Printed Character Medallions (ELA)
- Coding Interactive Math Word Problems (Math)
- Unruly Splats Game Making (Phys Ed)
- Can Do Island

slidesmania.com

Social-Emotional Learning

Building our classroom communities with empathy, self-regulation and diversity.

Shaker Lane

- Second Step SEL curriculum
- Responsive Classroom
- HEART program
- Diverse read alouds

Gr. 2 - Positive affirmation plaques

Teamwork at Global Play Day!

Shakey's got HEART!

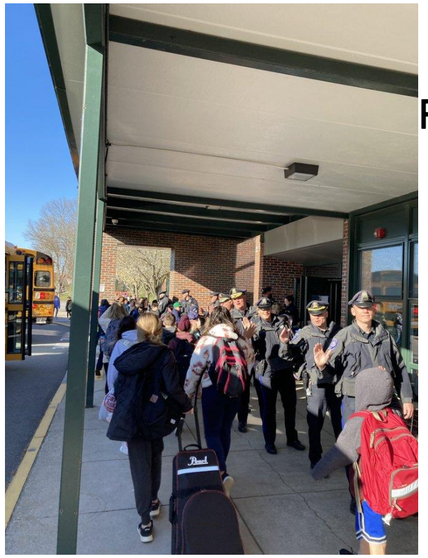
slidesmania.com

Social-Emotional Learning

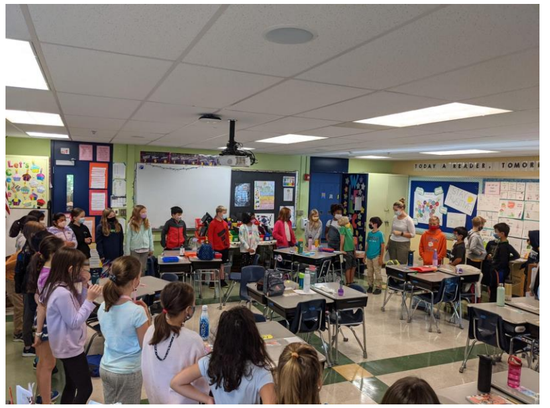
Building our classroom communities with empathy, self-regulation and diversity.

Russell Street

- Second Step SEL curriculum
- Responsive Classroom
- STRIPE program
- Diverse Classroom Book a Day
- Kindness Week



High Five Friday with LPD!



Classes joining together for morning meeting

Gr. 4 Birthday Wishes Service Project

slidesmania.com

Thank you!

slidesmania.com

slidesMania

Free themes and templates for
Google Slides or **PowerPoint**

NOT to be sold as is or modified!

Read FAQ on slidesmania.com

Do not remove the slidesmania.com text on the sides.

Sharing is caring!

Professional Development Highlights and Update

May 19, 2022

slidesmania.com

Standard 2

The second standard within our District Strategic Plan states, “we provide staff with a variety of professional development opportunities that are connected to the district Strategic Plan and Individual School Improvement Plans.”

2021-2022 Early Release Professional Development Sessions:

2 District-Based + 4 School-Based + 6 Site-Based = 12 Early Release PD Days

2021-2022 Tuition Assistance Program

slidesmania.com

Our presentation this evening:

1

Mike Foustoukos

Attended the AP Summer Institute

2

Joseph Dennis

Completed coursework

3

Danielle Bearden

Completed coursework

4

Ann Brazinski

District and Module PD: UDL

5

Dennis Michaud

District and Module PD: UDL

6

Kristen Hemmis

Module PD: Book Study

slidesmania.com

Mike Foustoukos
AP Summer Institute

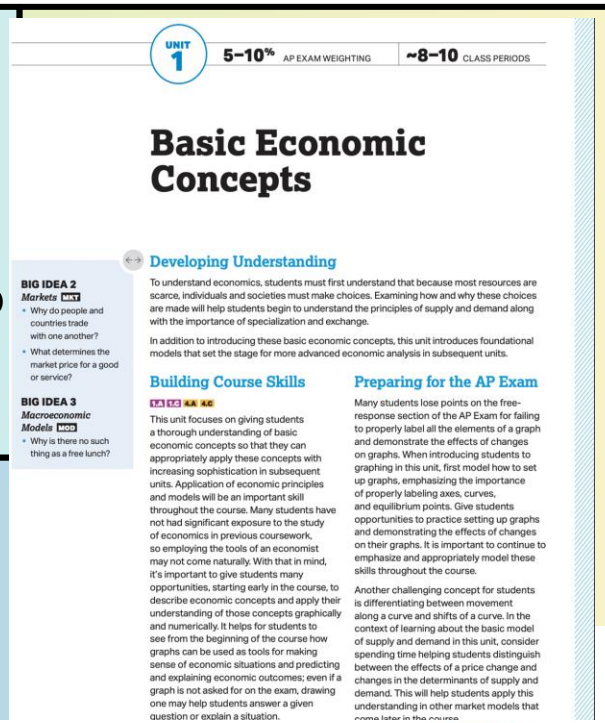
slidesmania.com

AP Summer Institute for AP Macroeconomics

- Designing the syllabus and corresponding curriculum
- Deep dive into MyAP
  - Practice Problems
  - Videos covering each content topic and skill
  - Questions from past exams for each unit
- Comprehensive review of each unit
  - Formulas, lesson ideas, review problems
- Lasting collaboration with other AP Teachers across the country

slidesmania.com

Samples of Coursework



UNIT 1 | 5–10% AP EXAM WEIGHTING | ~8–10 CLASS PERIODS

Basic Economic Concepts

BIG IDEA 2
Markets MKT
- Why do people and countries trade with one another?
- What determines the market price for a good or service?

BIG IDEA 3
Macroeconomic Models MOD
- Why is there no such thing as a free lunch?

Developing Understanding

To understand economics, students must first understand that because most resources are scarce, individuals and societies must make choices. Examining how and why these choices are made will help students begin to understand the principles of supply and demand along with the importance of specialization and exchange.

In addition to introducing these basic economic concepts, this unit introduces foundational models that set the stage for more advanced economic analysis in subsequent units.

Building Course Skills

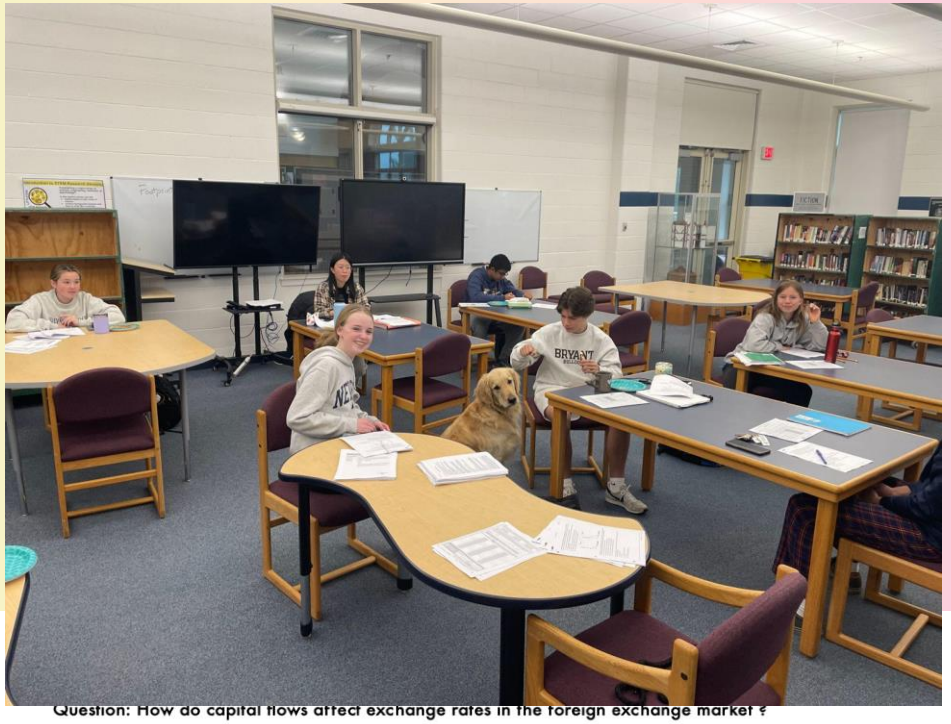
1.A 1.C 4.A 4.C

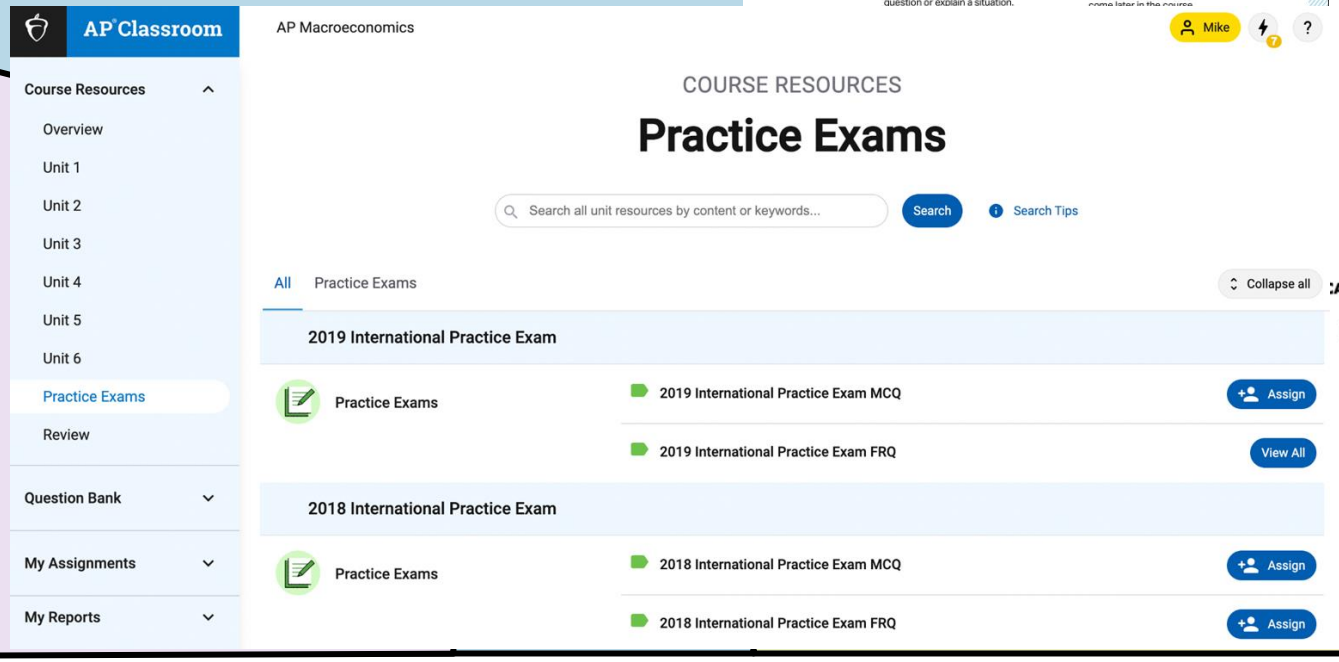
This unit focuses on giving students a thorough understanding of basic economic concepts so that they can appropriately apply these concepts with increasing sophistication in subsequent units. Application of economic principles and models will be an important skill throughout the course. Many students have not had significant exposure to the study of economics in previous coursework, so employing the tools of an economist may not come naturally. With that in mind, it's important to give students many opportunities, starting early in the course, to describe economic concepts and apply their understanding of those concepts graphically and numerically. It helps for students to see from the beginning of the course how graphs can be used as tools for making sense of economic situations and predicting and explaining economic outcomes; even if a graph is not asked for on the exam, drawing one may help students answer a given question or explain a situation.

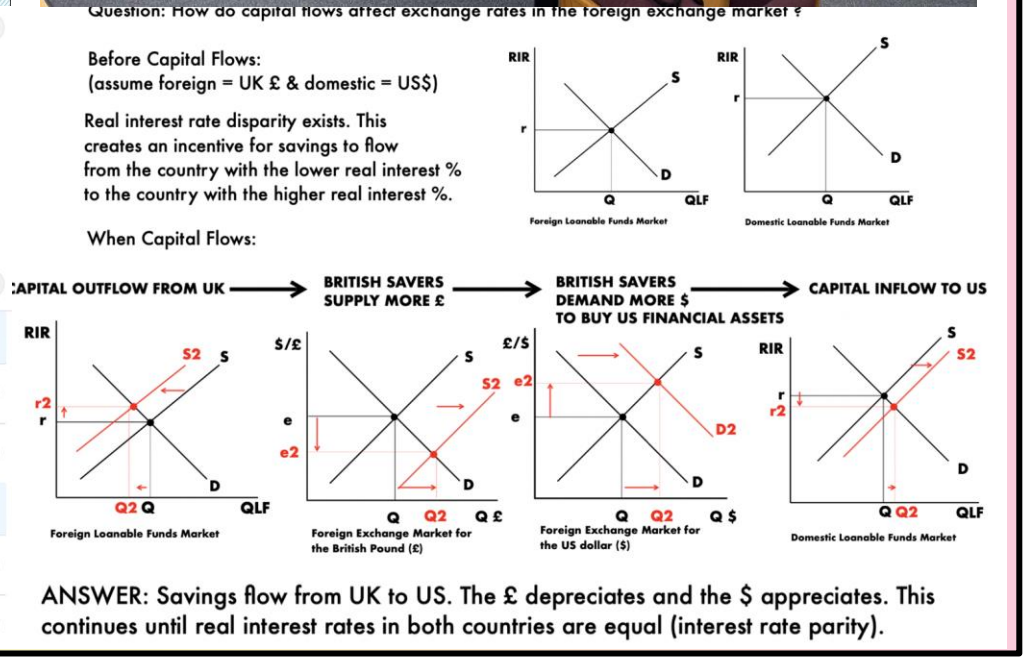
Preparing for the AP Exam

Many students lose points on the free-response section of the AP Exam for failing to properly label all the elements of a graph and demonstrate the effects of changes on graphs. When introducing students to graphing in this unit, first model how to set up graphs, emphasizing the importance of properly labeling axes, curves, and equilibrium points. Give students opportunities to practice setting up graphs and demonstrating the effects of changes on their graphs. It is important to continue to emphasize and appropriately model these skills throughout the course.

Another challenging concept for students is differentiating between movement along a curve and shifts of a curve. In the context of learning about the basic model of supply and demand in this unit, consider spending time helping students distinguish between the effects of a price change and changes in the determinants of supply and demand. This will help students apply this understanding in other market models that come later in the course.







slidesmania.com

Joseph Dennis
Variety of PD Courses

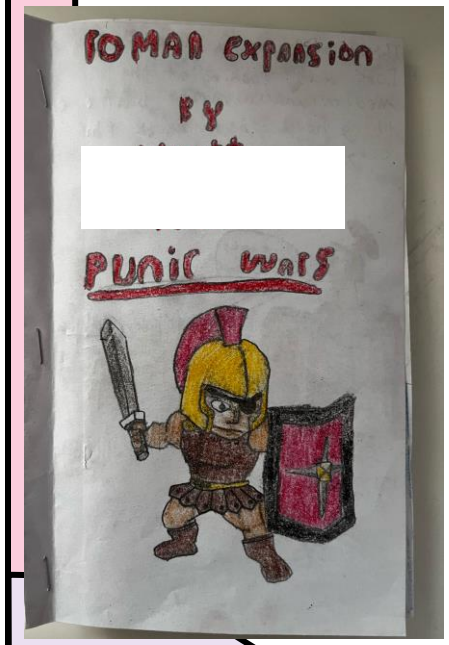
slidesmania.com

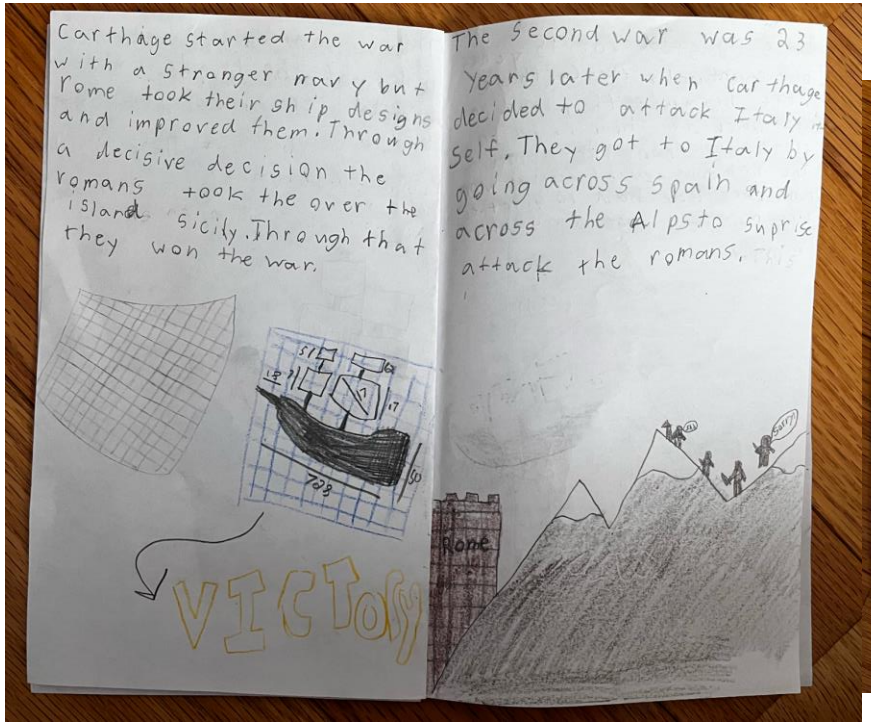
Completed Coursework 21-22

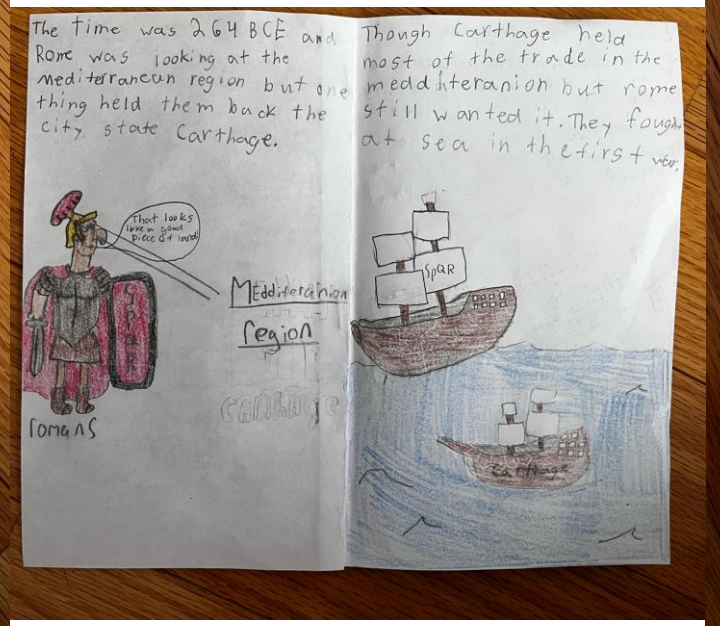
1. Designing & Creating a WebQuest
2. Effective Strategies for a Middle School Classroom
3. Improving Student Reading Comprehension
4. Improving Student Writing
5. Digital Storytelling
6. Vocabulary Building

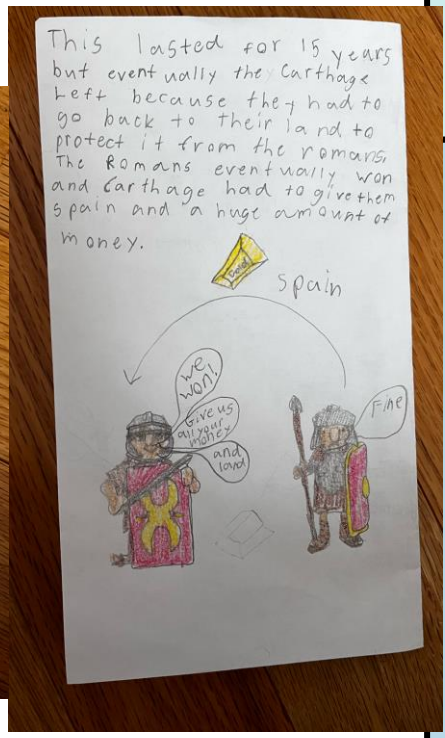
slidesmania.com

Student Work Sample





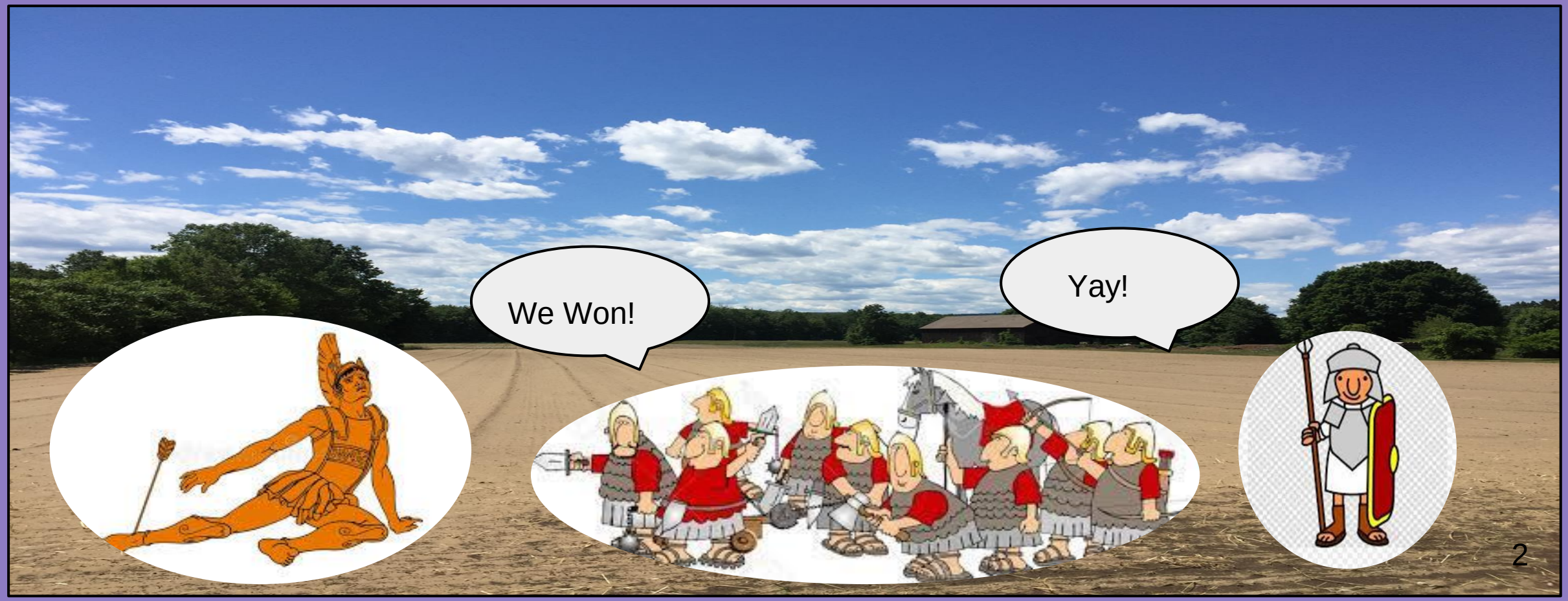




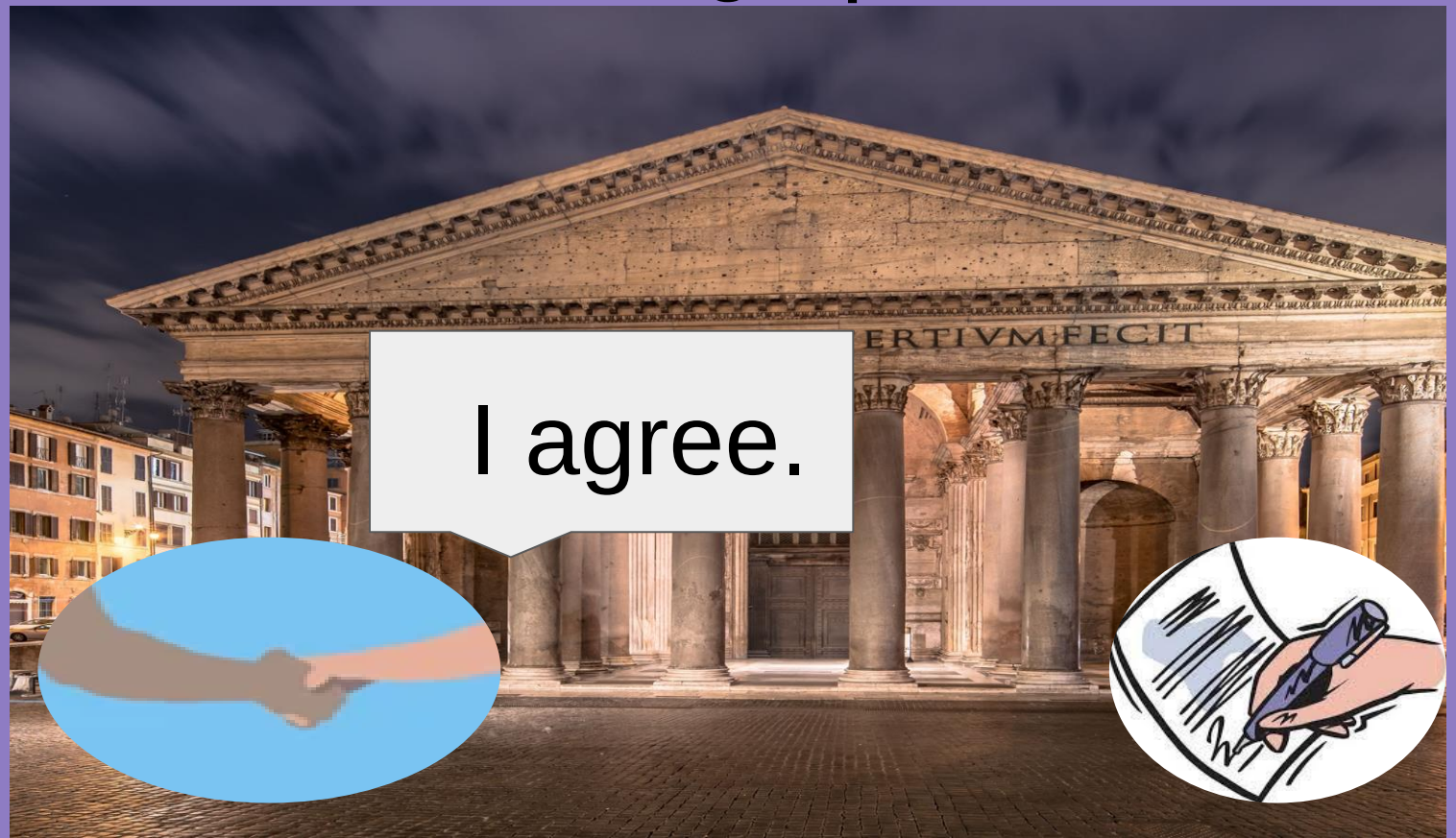
slidesmania.com

The Roman Expansion & Punic Wars

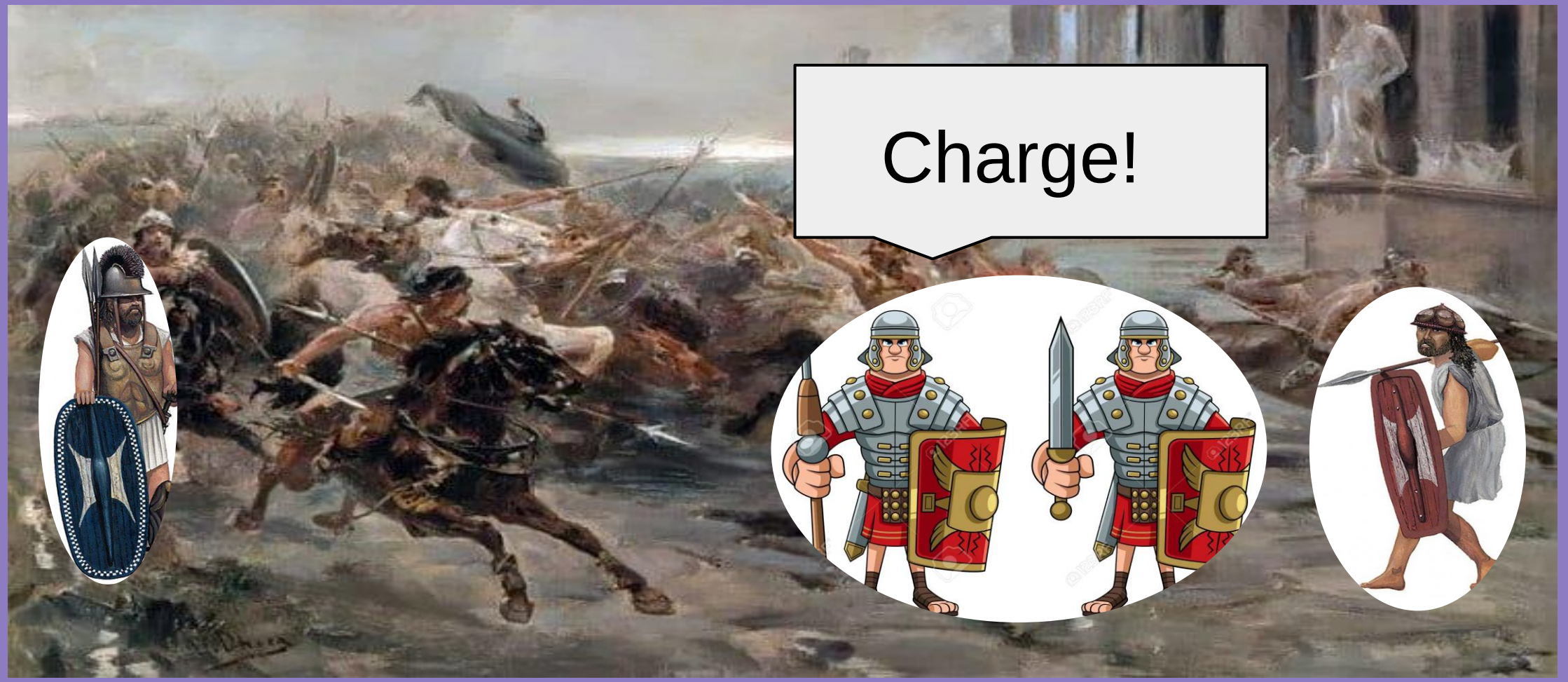
In 509 B.C.E., the Romans overthrew the Etruscans and became a Republic. The Romans wanted more land and in doing so, started a series of large wars.



Over the next 200 years, the Romans gradually took control of the Italian Peninsula. Fortunately for the Latin people, Rome made a treaty to say that there will always be peace between the two groups.



Following the treaty, Rome fought many battles against groups like the Etruscans and tribes around Rome.



Unfortunately, a groups of Gauls fled into Rome and burnt it to the ground. When the Romans rebuilt it, they surrounded it with walls. Since their territory expanded with the land of defeated people, their army was forced to get larger as well.

Sadly, the life of people from defeated places, wasn't great. Only people from certain places could become Roman citizens, others were forced to pay taxes, or become a soldier.

The romans were still not content with the amount of land they had, so they started three wars, called the Punic Wars against Carthage. Over around 60 years, the romans gradually took over Spain, Greece, & Macedonia.

After Rome's victory, many people had died in war, & many families' homes had been destroyed. Where farms once were, then became the home of vineyards and estates. While Rome did gain money and new customs, they also lost things like farmland & homes.

Danielle Bearden
Variety of PD Courses

slidesmania.com

Courses Taken

- Connection and Calming Strategies for Today's Teachers
- Reimagining Assessment for the Whole Child
- Project Based Learning for the Digital Age
- What Great Teachers Do
- Trauma-Sensitive Teaching: Helping Students Overcome Adverse Experiences
- Living Your Best Life, Inside & Outside the Classroom
- Anxiety Awareness: Empowering Students with Help and Hope
- Five Fabulous Skills for Your Students' Lifelong Success
- Math Works: Teaching Math with the Brain in Mind
- STEAM Education: Integrating the Arts into your Classroom
- Mindsets and Math: Enjoyment and Achievement for All
- Engaging Students with Pop Culture
- Mindsets Matter
- Differentiated Learning: How to Teach to Varying Ability Levels

slidesmania.com

My Education Goal Currently is Using more Projects in Class to Diversify Assessment for Students

Project in Geometry:

Garden Project

Cantastic Challenge

Triangle Instagram

Transformation Cartoon

Quadrilateral Family Album

slidesmania.com

Garden Project

GEOMETRY GARDEN PROJECT FINDING AREA AND PERIMETER

STEP 1

Using tools like the ruler, compass and protractor, you will draw a garden with a minimum of 6 different geometric shapes. Your shape choices are circle, semi-circle, regular polygon, triangle, parallelogram, rhombus, kite, trapezoid. You MUST include at least ONE regular polygon and you can only use each shape once. Label them on the garden drawing as Fig 1, Fig 2, etc. These figures do not have to be within a defined geometric region, but they must all fit on one regular sheet of graph paper.

The drawing should be on grid paper, and drawn to a scale. you select. For example, every 1 cm you draw may equal 2 feet in "real life" or every block you have on paper is equal to 5 feet in real life. You may not use a one to one scale.

Be realistic with your actual size please.

STEP 2

Measure the garden and calculate the perimeter and area of each geometric shape in feet or meters and list those on a separate sheet of paper.
Use the formula given in class to find the area and remember, perimeter is the sum of all the sides.

STEP 3

Plan your garden features, water, fencing, walls, plantings, benches, etc, and sketch them onto your diagram using color as needed. You must put some sort of border around at least 2 of your shapes within your garden.

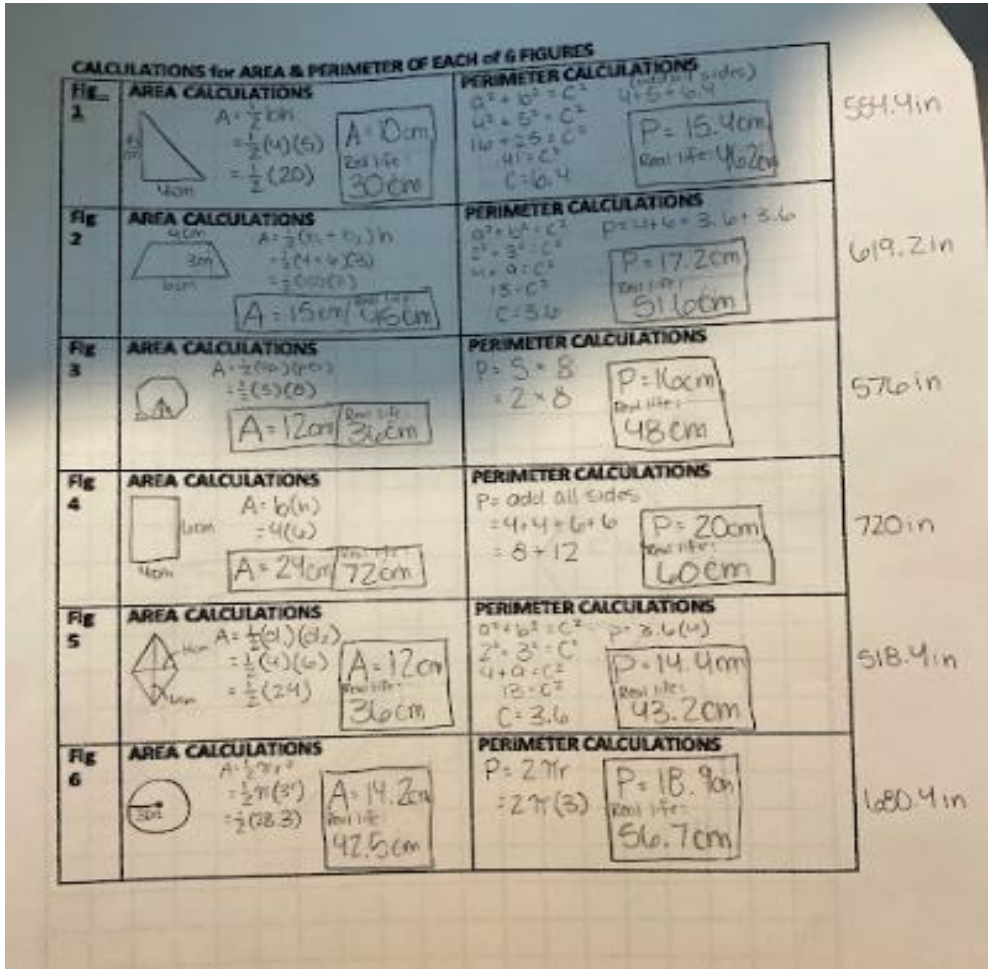
STEP 4

Neatly calculate the cost of all your garden features on a separate sheet. Garden should include some plants, fencing, water feature, benches, brick walls, etc. Use https://www.homedepot.com/ as your supplier. Have fun with this. There is no budget.

You MUST show all work to receive full credit for the project.

slidesmania.com

Example of Garden Project



slidesmania.com

Triangle Instagram Project (Discovery Project)

Directions: Your assignment is to create an Instagram feed for The Triangle. First, use the directions below to assemble the information and photos you plan to use. After you have completed your research, use the Instagram Google Slides Template and begin assembling your project.

It should include the following:

1. The definition of a triangle. (2 points)

1. Specific properties of a triangle. (3 points each)
   -Triangle Sum Theorem
   -Exterior Angle Theorem
   -How to write the name of a triangle

1. The different types of triangles based on sides and angles with pictures of each type (hint there are 7) (14 points)

1. A sample problem of solving for variables with sides of an Isosceles Triangle done out with steps shown on how you solved it. Pretend you are teaching a friend. (5 points)

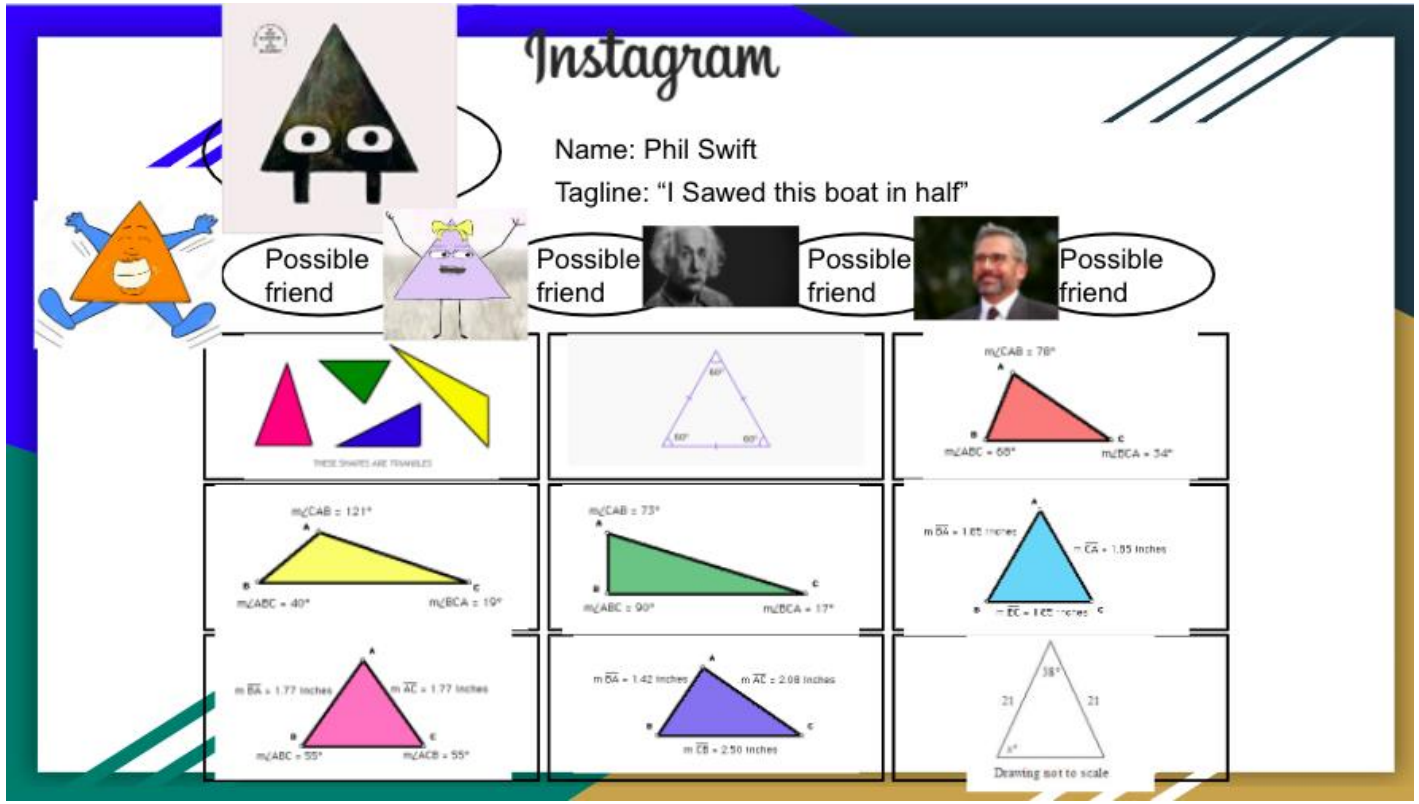
5. A sample problem of solving for variables with sides of an Equilateral Triangle done out with steps shown on how to solve it. Pretend you are teaching a friend (5 Points)(can google “solve for x given sides of isosceles triangles”)

6. Sample problem of solving for variables with angles done out with steps shown on how you solved it. Pretend you are teaching a friend. (5 points each)

7. Sample problem of solving for variables with exterior angle theorem done out with steps shown on how you solved it. Pretend you are teaching a friend. (5 points). Example of this problem style: (can google “solve for x with exterior angle of a triangle”)

slidesmania.com

Example of Instagram Project



slidesmania.com

Quadrilateral Family Album

Family Album

Grandma Quadrilateral is having a birthday and a nice gift to give would be a Family Album. You are going to make a family album for the Quadrilateral Family. You can do it on paper or digitally.

1. First page should have a picture fully labeled of a Parallelogram
   You need to list ALL the properties of the Parallelogram on this page

1. Second page you need to graph A(-1,5) B(2,8) C(4,4) D(1,1) in the coordinate plane. Then you must prove that Quadrilateral ABCD is a parallelogram using any strategy you want.

1. Third page should have a picture fully labeled of a Rectangle
   You need to list ALL the properties of a Rectangle on this page

1. Fourth page you need to graph E(0,0) F(2,2), G(7, -3), H(5,-5) in the coordinate plane. Then you must prove Quadrilateral EDFG is a rectangle using any strategy you want.

1. Fifth should have a picture fully labeled of a Rhombus
   You need to list ALL the properties of Rhombus on this page

1. Sixth page you need to graph H(-3,1), I(4,2), J(2,-4), K(9,-3) in the coordinate plane. Then you must prove Quadrilateral HIJK is a rhombus using any strategy you want.

1. Seventh page should have a picture fully labeled of a Square

8. Eighth page you need to graph L(-3,5), M(3,4), N(-4,-1), O(2,-2) in the coordinate plane. Then you must prove Quadrilateral LMNO is a square using any strategy you want.

9. Ninth page should have a picture of a Trapezoid fully labeled
   You need to list ALL the properties of a Trapezoid on this page

10. Tenth page you need to draw a trapezoid with a midsegment. You need to list all the properties of a midsegment and its proper formula.

11. Eleventh page should have a picture of an Isosceles Trapezoid fully labeled
    You need to list ALL the properties of an Isosceles Trapezoid on this page

12. Twelfth page you need to graph P(1,3), Q(5,0), R(-3,2), S(5,-4) in the coordinate plane. Then you must prove Quadrilateral PQRS is an Isosceles Trapezoid using any strategy you want.

13. Thirteenth page should have a picture of a Kite fully labeled
    You need to list ALL the properties of a Kite on this page

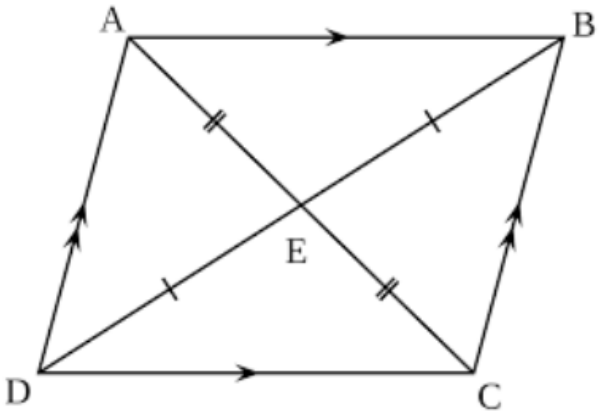
14. Fourteenth page you need to graph T(-2,7), U(2,3), V(-2,-4), W(-6,3) in the coordinate plane. Then you must prove Quadrilateral TUVW is a Kite using any strategy you want

15. Fifteenth page you need to make a family to show how all the quadrilaterals are related to each other.

slidesmania.com

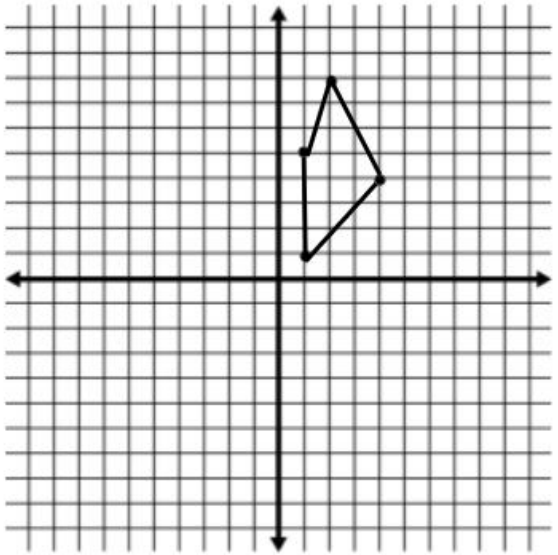
Example of Quadrilateral Family Album

Parallelogram

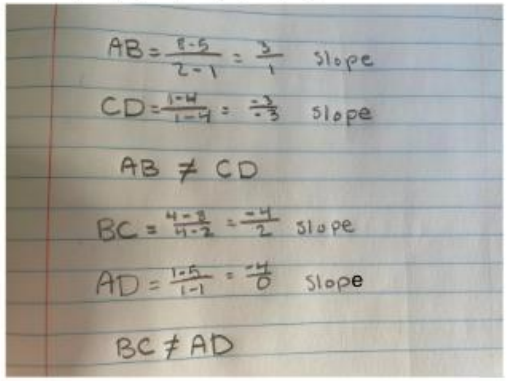


Opposite sides are equal and parallel.
Opposite angles are equal.
Diagonals bisect each other.
Diagonals are equal in length.
Diagonals bisect the angles they pass.
Diagonals meet at right angles.

Parallelogram Coordinate Proof



A(1,5) B(2,8) C(4,4) D(1,1)



It is not a parallelogram because opposite sides are not parallel.

slidesmania.com

Thank you

For giving me the opportunity to continue my education. This has allowed me to better myself as a teacher, my lessons, and made my classroom more engaging and equitable.

slidesmania.com

Ann Brazinski
District & Module PD: UDL

slidesmania.com

Universal Design for Learning (UDL)

What is UDL?

UDL is an educational framework based on research in the science of learning that guides the development of flexible materials and environments so as to minimize barriers and develop expert learning.

What did I learn from the PD?

- 4 of the 6 Wednesday PD sessions were dedicated to learning about and creating UDL opportunities
- Many take aways:
  - Give students choice (self direction; ownership)
  - Reduce barriers (in the environment)
  - Vary the environment
  - Engagement-various delivery methods

slidesmania.com

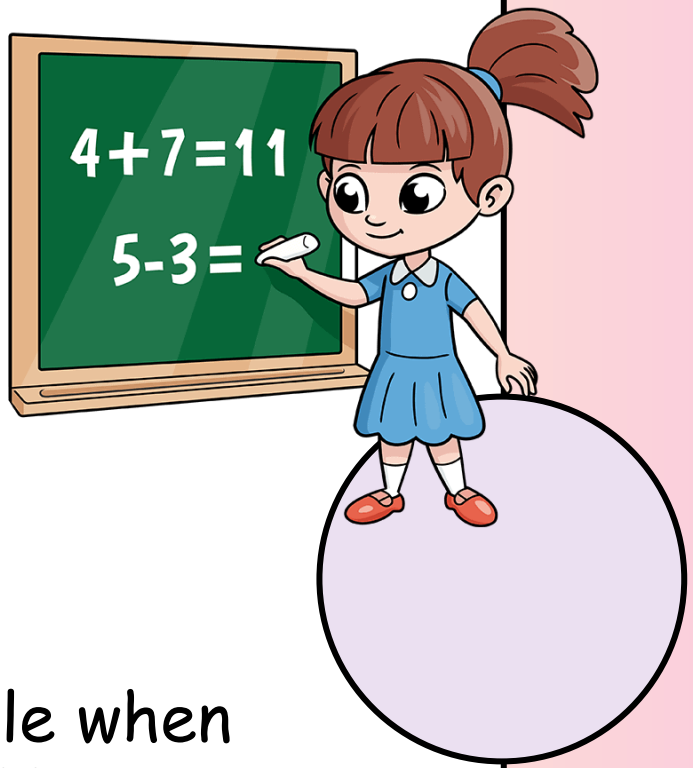
What did SLS Grade 1 Team do with the training?

- Each teacher took a first grade Math Standard and created UDL kits
- Standards included:
  - Counting to 120
  - Measurement (non-standard units)
  - **Adding 3 numbers**
  - Telling Time
  - Math Facts-Addition and Subtraction
  - US Coins (Penny, Nickel, Dime, Quarter)
  - Place Value

slidesmania.com

What did SLS Grade 1 Team do with the training (continued…)

- Each kit includes a variety of:
  - Technology based activities (Seesaw, Boom Cards)
  - Pencil and paper based activities (worksheets, task cards)
  - Hands-on activities/games
- Each teacher made 3 kits (one for each of three classrooms at a time) and set up a monthly schedule when each kit would be offered to students in each classroom (1x/month)



slidesmania.com

What did SLS Grade 1 Team do with the training (continued…)

- On UDL days, students choose what they want to do during the entire math block, and switch activities freely and at their own pace.
- Each kit offers differentiated materials (a variety of different task cards and recording sheets at various learning levels.

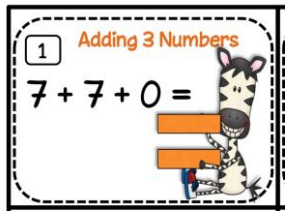
  For example: addition of three numbers within 10; within 15 within 20. All student could find an appropriate activity that they could feel comfortable and successful with.
- Teacher's prepared a google slide for each kit and a teacher guide that indicated additional materials needed for each activity (i.e. dice, counters, playing pieces, other manipulatives, etc.)

The google slide is displayed on the Tv in the classroom during UDL time as a visual for students to see their options.

slidesmania.com

Adding 3 Numbers - Menu

Adding 3 Numbers Scoot



Add 3 Numbers POP-IT!!

Connect FOUR - 3 dice

Name _____

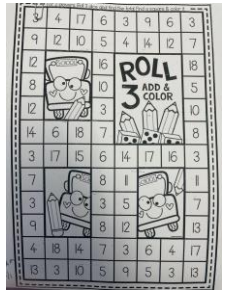
Connect Four – 3 Dice

Directions: With a partner take turns rolling 3 dice. Add the numbers together and cover or color the square with that number. The first to 4 in a row wins!

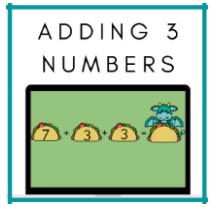
13	8	16	4	9
11	10	7	18	3
17	3	14	15	12
9	14	8	16	11
7	6	13	12	5
4	17	10	6	18

Owl BUMP!!

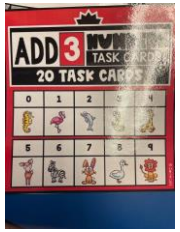
Adding 3 - BUS

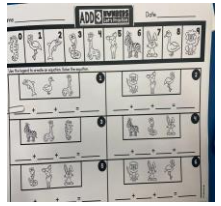


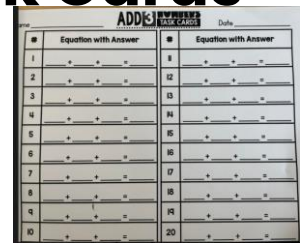
Boom Cards (2)



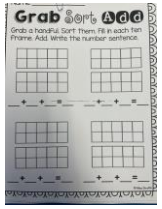
Number Task Cards

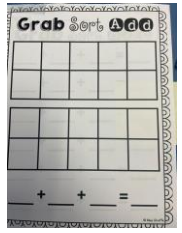


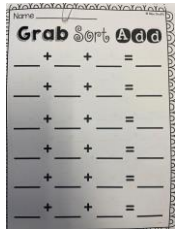




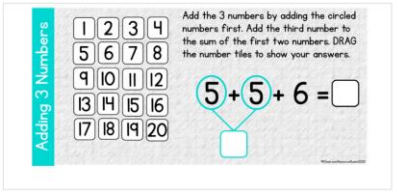
Grab, Sort & Add





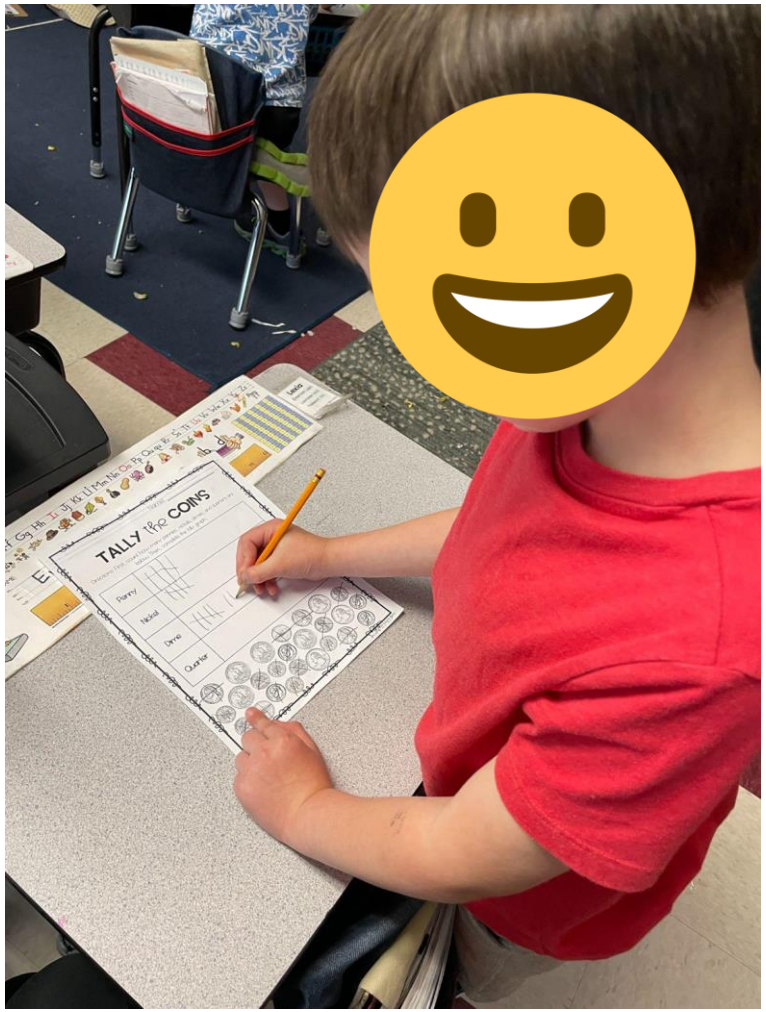


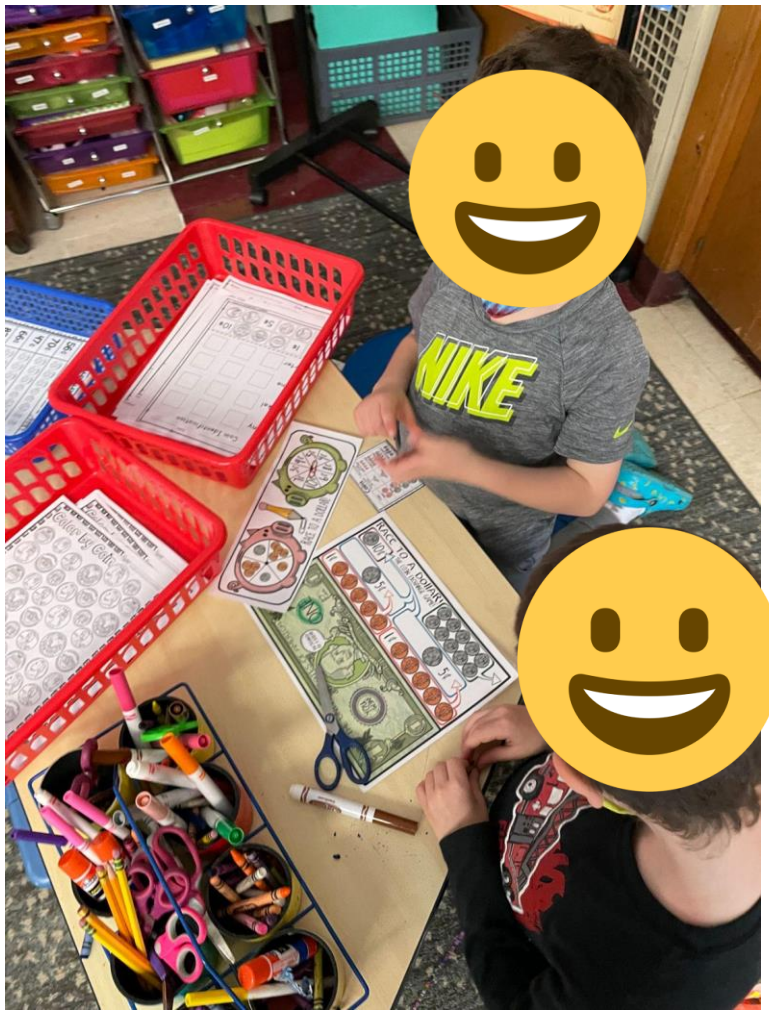
Seesaw



slidesmania.com

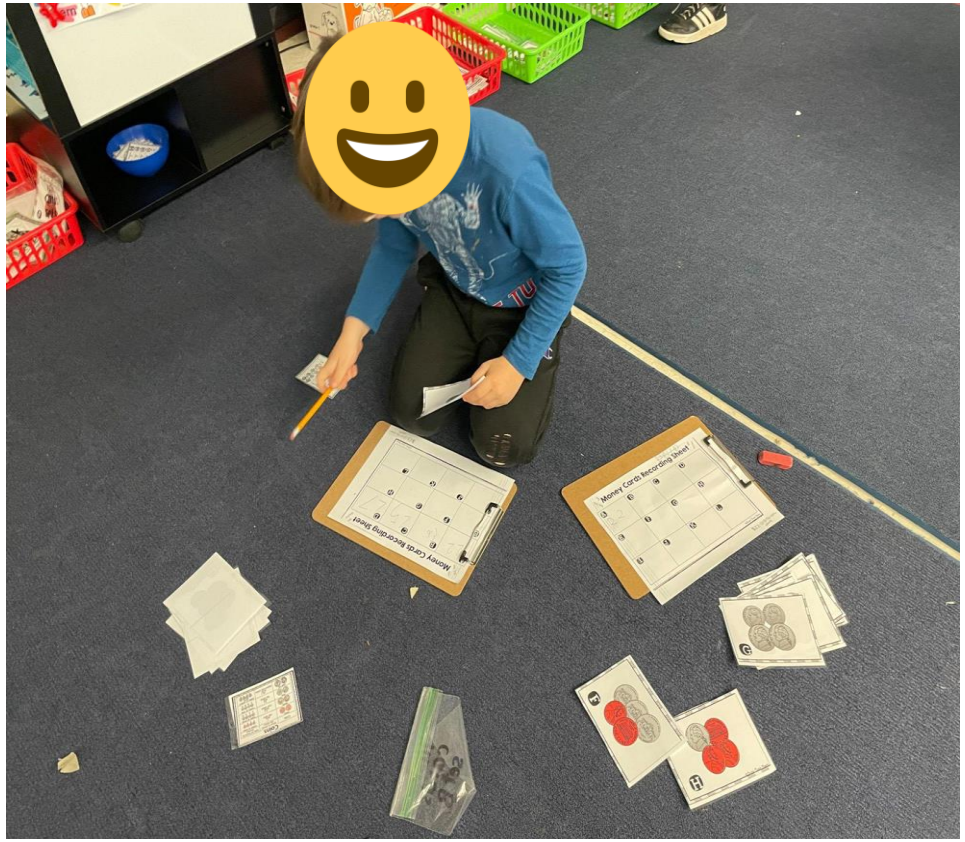
UDL Math in action!





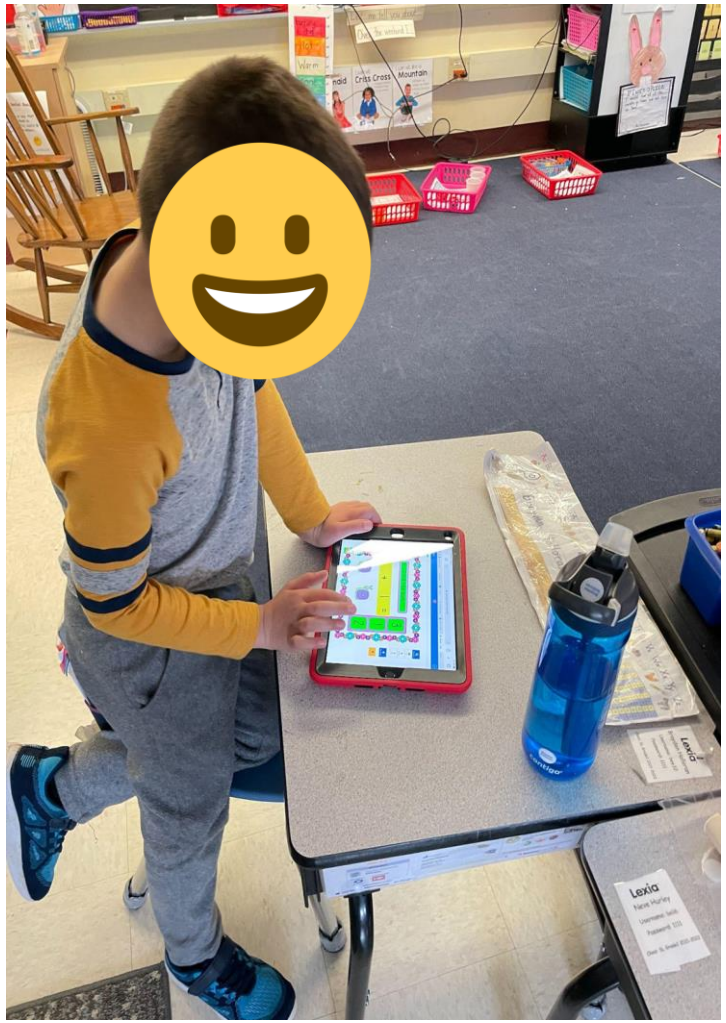
slidesmania.com

UDL Math in action!



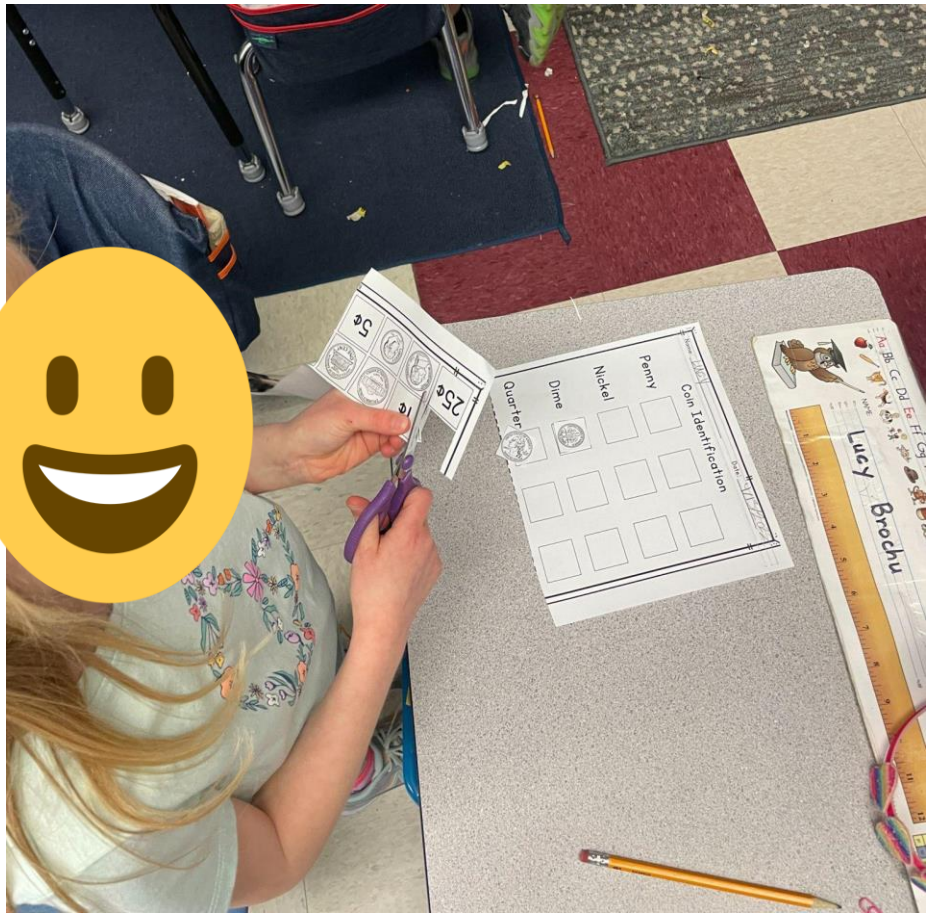
slidesmania.com

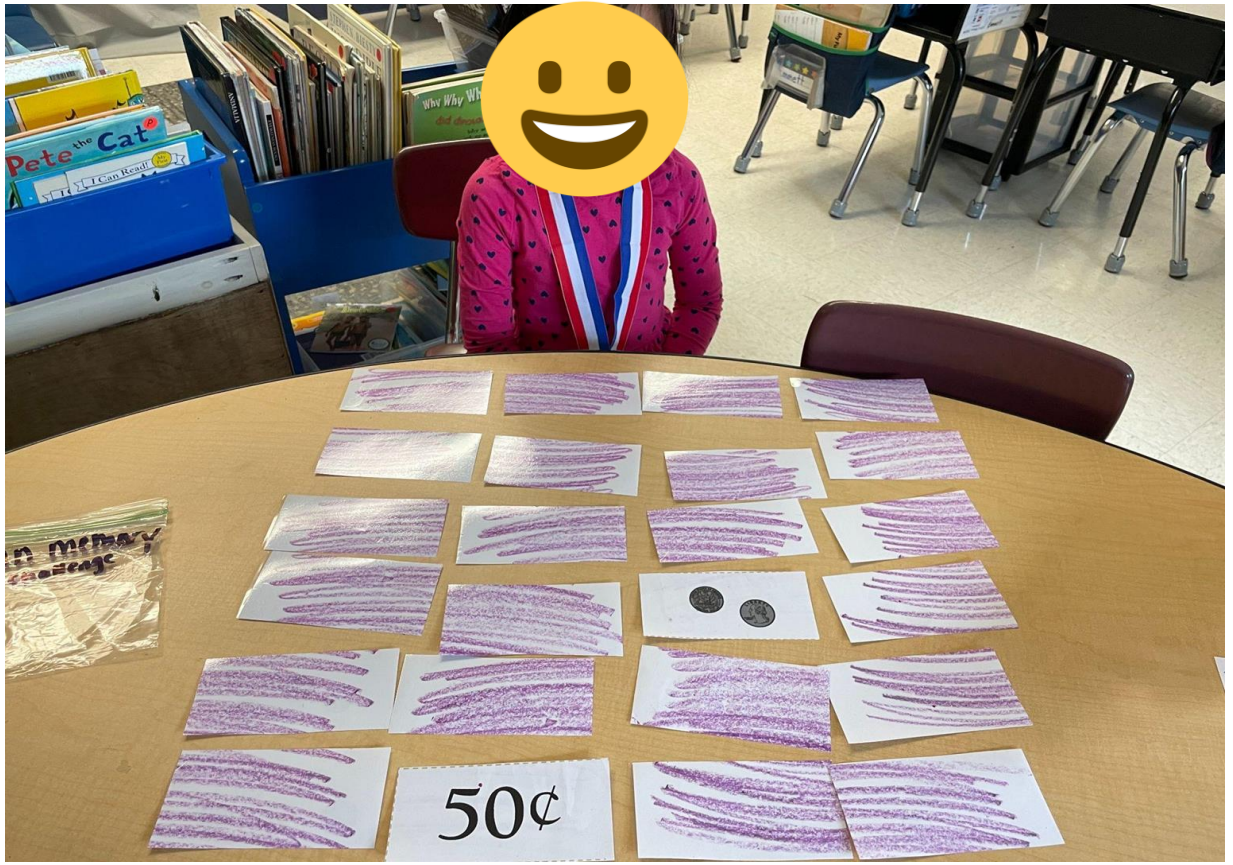
UDL Math in action!



slidesmania.com

UDL Math in action!





slidesmania.com

Conclusion:

UDL is:

- a great reminder to us all that learning is ***not*** a one size fits all situation. There is so much variability in students that we can't see (schema, executive functioning, social emotional well being, interest, effort, background, etc.)
- giving choices gives students ownership and breaks down barriers
- recognizing the power of **OR** (again with choices…you can do this OR that…and students work at their own pace.)
- a framework for teachers to plan and deliver activities to engage ALL learners to the greatest extent possible.

slidesmania.com

Thank you!

On behalf of the first grade team at SLS:

Thank you (Beth Steele and LPS) for the training and the time to work on creating these learning opportunities for our students!

slidesmania.com

Dennis Michaud
District & Module PD: UDL

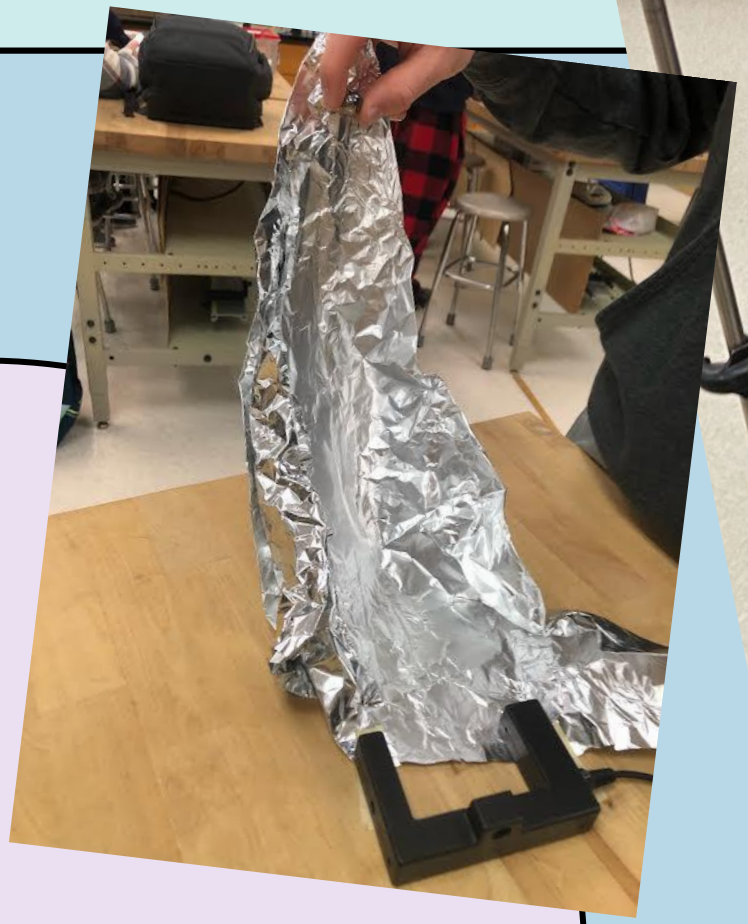
slidesmania.com

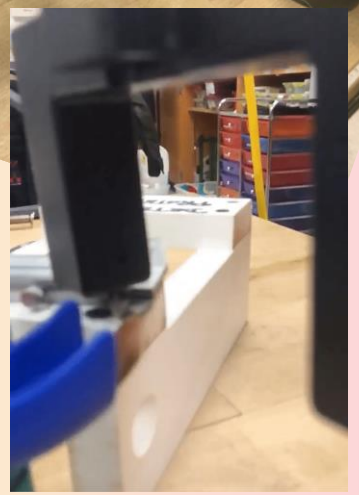
My UDL PD Journey This Year

- Kasia's Presentation (11/17) & Office Hours (3/2)
  - UDL vs Differential Instruction Frameworks
    DI teacher decides, *UDL* student chooses
  - Barrier is in the design, not the user (learner)
  - Key is to think deeply about my goals
  - UDL is a journey
    focus on 1 box, 1 column, 1 row of checkpoints
- CAST Website & Materials
  - UDL Guidelines Reference Sheet!!!
  - Lots of Ideas, Tools, Webinars/Videos, etc.

slidesmania.com

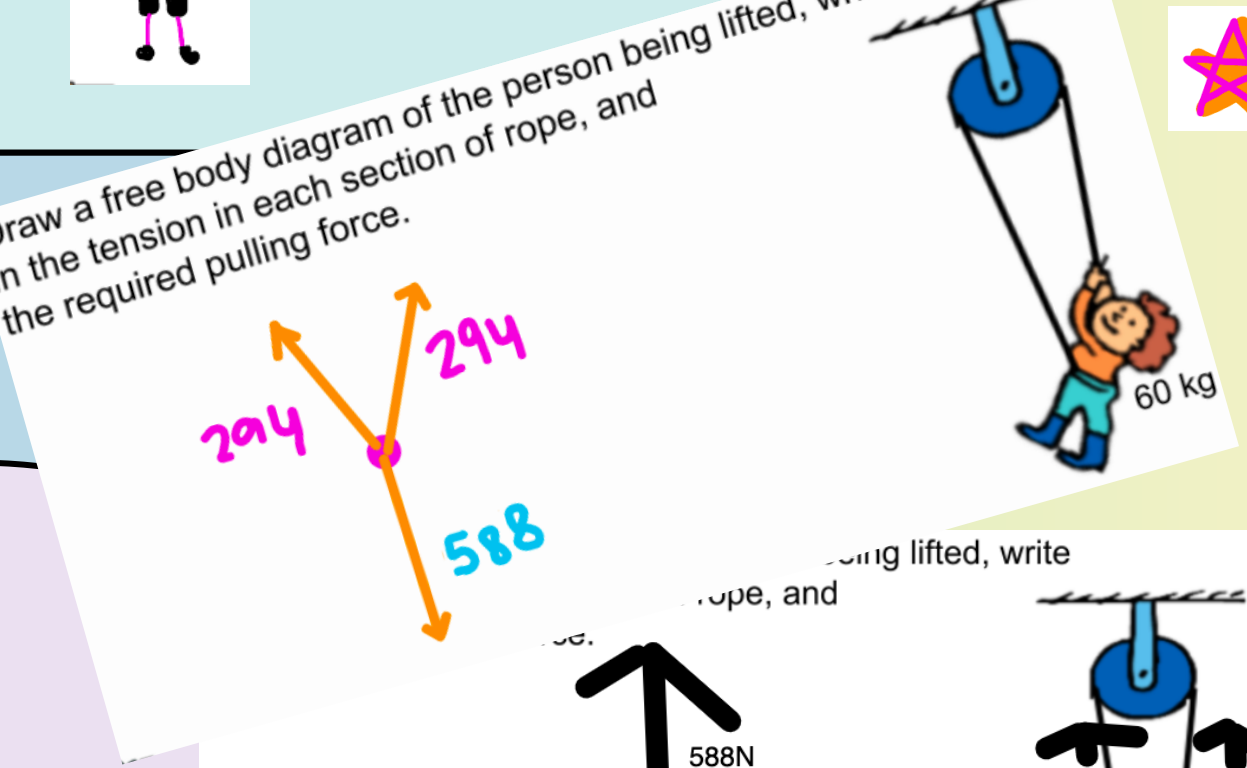
Conservation of Energy Lab

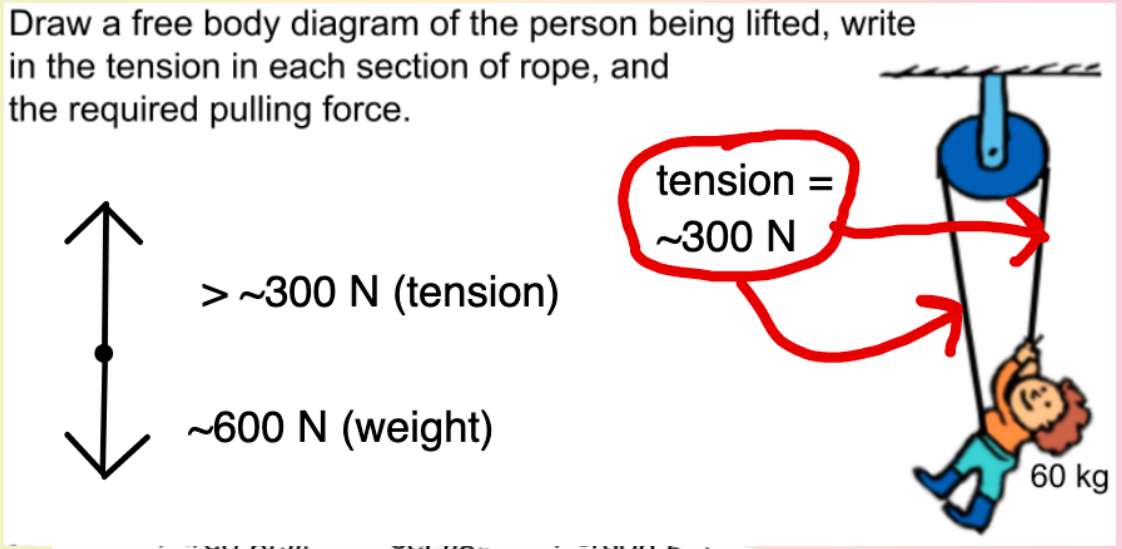


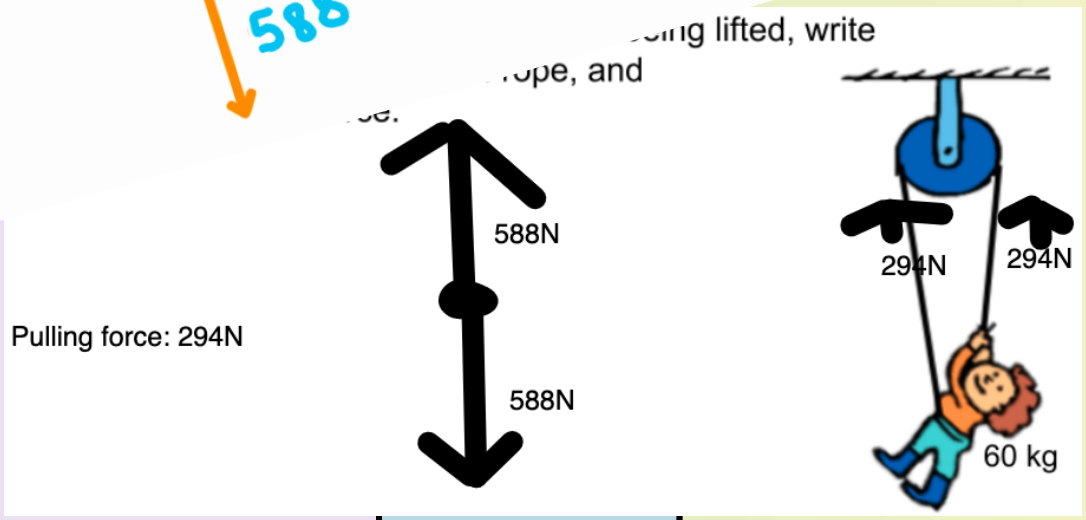


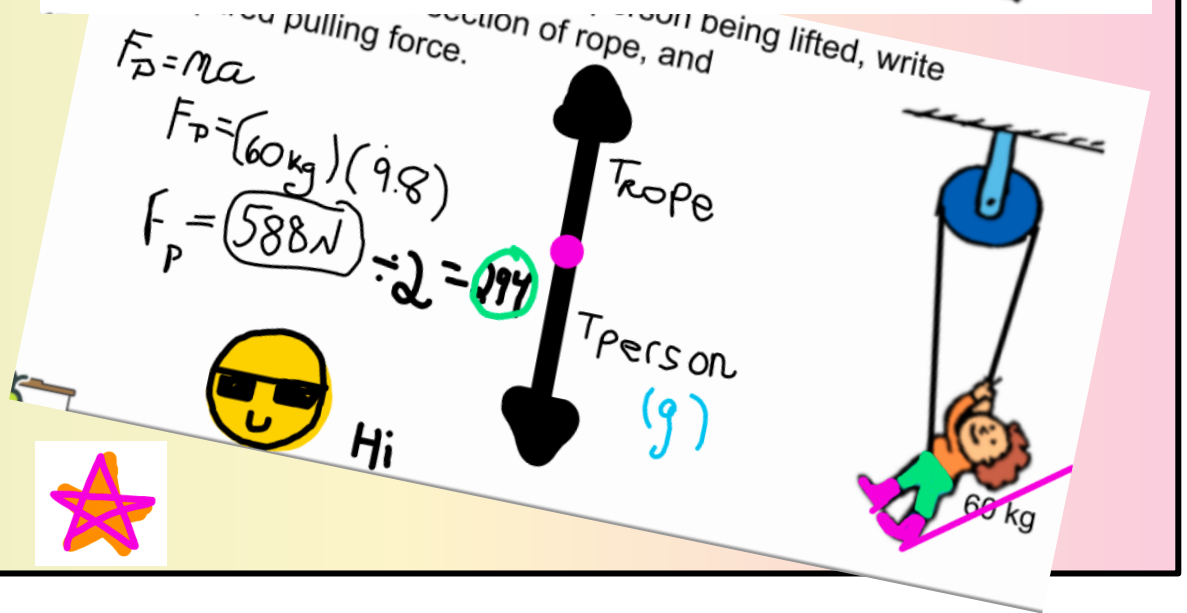
slidesmania.com

Pear Deck for Google Slides









slidesmania.com

Kristen Hemmis Module PD: Book Study

(click above to access presentation)

slidesmania.com

District PD

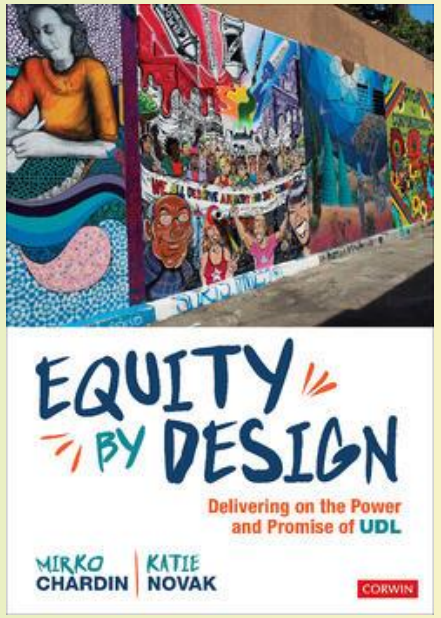
Funds: Title IIA and Title IVA

Avg IIA = $24,694
Avg IVA = $10,000

ADAM WELCOME

CAST

Until learning has no limits



NAMI
National Alliance on Mental Illness
Massachusetts

slidesmania.com

“There are so many attributes that make Littleton Public Schools a quintessential place to call our home as Educators. On the top of that list, is the opportunity that the Littleton Public School District has provided to their employees for over 20 years. One of the most beneficial opportunities is Professional Development.

For decades, Graduates of LPS have acquired the knowledge they have needed to pursue careers in all aspects of life. To attain this, hard work is put in by our Students and Teachers working collaboratively on cutting edge education techniques, learning with the rise of cultural awareness, and the ever advancing world of technology. As Educators, our passion is to encourage students to learn and grow both socially/emotionally as well as academically. The consistent Professional Development that the district has provided us with, is what makes the Teachers of Littleton so incredible. Professional Development allows Educators to collaborate with our colleagues across the four buildings (and multiple districts), enrich our understanding of the diversity of students and to meet the needs of a wide variety of learners. Without this time provided, the enrichment of our teachings would not consistently be possible.

With multiple opportunities to collaborate with colleagues and having opportunities for guest speakers to attend and present, we as Educators can learn about the teachings, philosophies, and pedagogies of others, collaborate with colleagues to create meaningful lessons and then implement them almost immediately. Since there are multiple opportunities, we can share the new strategies we've tried, discuss what has worked, and revisit our techniques. Educators can build upon what they’ve learned and move forward in an even more productive way.

Professional Development opportunities, especially those that welcome collaborative connections, not only benefit the students we have in front of us on a daily basis, but lay the foundation upon which their continued growth can be built upon throughout their future years in the Littleton Public School System and beyond.”

Looking Ahead for 2022-2023

Feedback:

-Continuous UDL PD and connection back to it
-Applicable ways to implement UDL
-Broaden and deepen UDL knowledge
-More WINN time
-Diversity, Equity, and Inclusion
-Continuing to support students return to full in-person learning
-Mental health

Diversity, equity, and inclusion

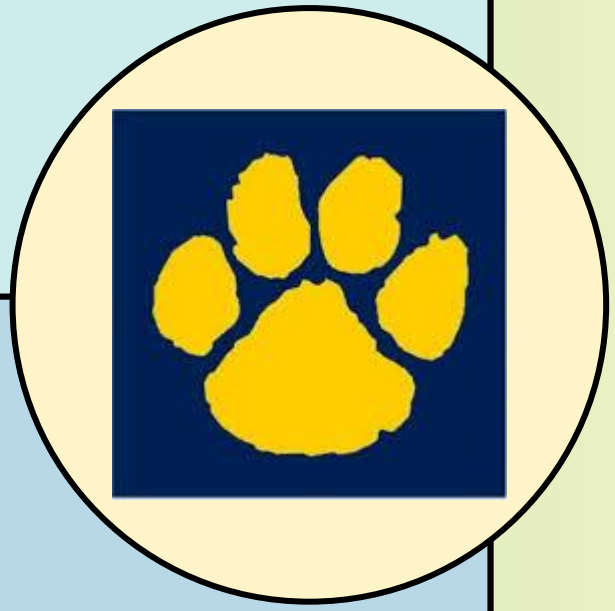
UDL

November 8th Cross-District PD

Faculty-Led PD Sessions

Tuition Assistance Program

slidesmania.com



Thank you!

Credits.

Presentation Template: SlidesMania
Sample Images: Unsplash
Fonts used in this presentation: Quicksand and Playfair Display.

slidesmania.com

Littleton High School

ACCOMPLISHMENTS

May 2022

Littleton High School

Overall General Recognition
2021-2022

- Boston Magazine in September 2021 ranked LHS as the 4th Best High School in Greater Boston
- Planning and adapting for safe & successful school year

Curriculum

- Detailed curriculum presentations previously provided by Curriculum Coordinators
- Offered Dual Enrollment courses in partnership with Middlesex Community College in US History, English, Latin, French, and Statistics
- Continued Seal of Biliteracy
- New Electives: AP Macroeconomics, Financial Algebra, Intro to Programming, Theater Arts
- Financial Literacy units in Economics and Statistics courses continue
- Civics emphasis and Projects in US History II
- Updated Computer Science Curriculum and Offerings
- Provided Cyber Safety/Digital Citizenship Training for Grades 9&10
- Secondary Curriculum Council & Director of T&L developed Curriculum renewal cycle/calendar and a Program Review process soon underway for Science, Art, & Music

Instruction

- Continued District Curriculum Accommodation Plan (DCAP) strategies and implemented UDL Practices (Universal Design for Learning)
- Abundant professional opportunities related to UDL were provided over the school year
- Revamped Student Support Team process for students struggling with behavioral, academic and emotional concerns
- Detailed instruction updates previously provided by Curriculum Coordinators

Assessment

- Assessment results and practices previously presented by Curriculum Coordinators

- Many teachers offered performance-based assessments, projects, presentations, research papers in place of typical Mid-Year and Final Exams

- Implemented an SEL Assessment- DESSA (the Devereux Student Strengths Assessment) and made adjustments based upon student input.
  The DESSA measures eight social-emotional competencies: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, Goal-Directed Behavior, Personal Responsibility, Decision Making, and Optimistic Thinking.

Assessment

- Continued ELA MAP testing for grade 9 to gather and use data to inform instructional decisions and reading recommendations.
- Continued ALEKS, an online adaptive learning program, in all Math classes except for AP Calculus and AP Statistics
- With ten school-based and over twenty available online AP Courses, Littleton High School has received the College Board's AP Honor Roll recognition multiple times. LHS provided an Advanced Placement (AP) results presentation to the School Committee in December highlighting that Littleton High School had 32 AP Scholars (7 Scholars with Honor; 11 Scholars with distinction) after AP tests in May 2021

Professional Development

- Continued to provide PD opportunities related to Universal Design for Learning, Cultural Proficiency, Instructional Technology, Social Emotional Learning, and Mental Health and Wellness

- Featured LPS provided *The National Alliance on Mental Illness* (NAMI) presentation titled “Allies for Student Mental Health”

- Participated in Cross district professional development with Ayer-Shirley Regional School District and Harvard Public Schools. The title of this cross-district PD day was “Building an Equitable Learning Environment”

- Participated in new LPS designed PD offerings with WINN (what I need now) and Module Format. Module Days focused on the following topics: Universal Design for Learning; Mental Health; Project-Based Learning; Book Study; NPEN (Northeast Professional Educator Network)

Community & Communication

- Implemented a significant new bell schedule with fewer classes per day, longer time class sessions, new class rotations, additional learning time hours. Integrated a new daily Flex Block for student enrichment, community connection, co-curricular activity, academic support, and advisory period
- Advanced Dual Enrollment with MCC by offering courses ELA, Statistics, Spanish, French, Latin and US History
- Increased Internship and work study opportunities - began partnership with MassHire to more efficiently build community internship connections
- Continued strong partnership with LPD, LFD, SEPAC, LEF, LABA, FABL, Music Booster, PTA
- Posted new weekly School Counseling Newsletter & Hosted College Fair
- Started planning for the next round of the Kimball Grant to support the eSports Team, advance tech integration, and enhance the library layout for a more collaborative, innovative, and flexible environment

Community & Communication

- CARE Solace partnership
- New LHS PACE Program in September 2022
  - Personalized Academic & Comprehensive Education Program
  - Full-Day special education program that addresses the needs of students with developmental, neurological, and cognitive impairments grades 9-12
- New LHS Bridge Program in September 2022
  - Short-term, intensive academic & emotional support to students returning to school after an extended absence
- NEAS&C preparation postponed to Fall 2023
- NEAS&C Accreditation Visit postponed to 2026
- Financial Literacy Credit for Life Fair moved to 2023
- Facilities repairs and improvements: Flooring, KIVA, Roof, A/C, Main Office, Guidance, Learning Center, Class of 2019 Pavilion

Climate & Culture

- Participated in *The Great Kindness Challenge* and LHS received another recognition as a *Kindness Certified School*
- Conducted SOS and YRBS
- Provided Mental Health and Wellness Presentations
- Archie- LHS Therapy Dog Superhero
- Safe and Fun Homecoming Dance and Prom
- Active NHS & Humanitarian Club
- In person Fall Play and Spring Musical
- Launched DEI Club
- DEI Club presentation to faculty about supporting diversity and inclusion
- Safe Driving Presentation for Grades 11 & 12
- Student leaders are planning a Student Mental Health & Wellness Day
- Steady work on the 8th - 9th Transition for the fall of 2021

Technology

- Integrated Touch View Screens
- Expanded use of Chromebooks, Google Classroom applications, and abundant instructional technology tools
- Replaced & Upgraded Wi-Fi Access Points
- Launched competitive Esports Team

Thank You!

LHS appreciates the support of the School Committee and entire community during a very challenging year.

Littleton Middle School School Improvement Plan

2021-2022

ADVISORY

- Redesigned and relaunched in September.
- Two days per week (Tuesday and Friday) for 17 minutes each session.
- Opportunity for all students to connect with an adult and classmates.
- Small group discussions and activities designed to build trust and understanding.
- Can become a focal point of much other work we want to achieve in the future.

Student Support Team (SST)

- Clearly defined protocols for supporting staff and students challenged by academic performance, social-emotional health, and chronic behavior issues.
- A team of school resources will review each case and make recommendations for support.
- Increases urgency by allowing educators to bring attention to student needs without waiting for team meetings.
- Provides accountability for acting quickly, helps us see the process to completion with a results-based focus.

CURRICULUM, INSTRUCTION & ASSESSMENT

- Finalized a modified block schedule to allow for advisory and equity for time in teaching.
- MAP testing to happen with all three grades at the same time.
- Emphasis on project-based learning.
- Regular curriculum reviews.
- Instructional leadership with the purpose of developing relationships between students and staff to increase investment and engagement.

PROFESSIONAL DEVELOPMENT

- Staff meetings and early release day PD to discuss student behaviors, strategies for success, opportunities for staff to learn from each other.
- Continued focus on race and equality.
- Continued focus on SEL – Social Emotional Learning in the classroom.
- Support advisory program through further training and academic discourse.

COMMUNITY AND COMMUNICATION

- Working to increase communication between school and families with regular email reminders, frequent phone calls and check-ins, receiving feedback from families and working to implement ideas into school routines.
- Providing opportunities for increased student voice in policy, activities and culture.
- Development of a daily staff newsletter with updated information.
- Continued work with PTA and LMS School Council.
- Weekend Update every Friday.

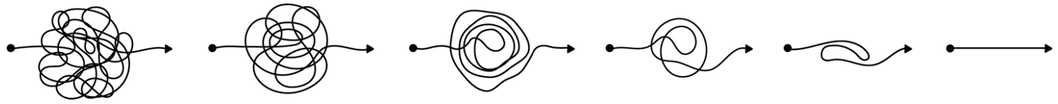
CLIMATE & CULTURE

- Return to pre-Covid student activities such as clubs, evening events and field trips.
- Emphasis on developing connections with students to prevent certain behaviors or addressing incidents with the goal of supporting healthier decision-making processes.
- Team-building opportunities for staff to connect with others outside of their grade-level teams.

TECHNOLOGY

- Creation of a mobile Maker-Space for increased student engagement.
- Purchase and training on new interactive televisions for increased access to technology and higher student engagement.
- Continued support of our 1:1 Chromebook program

Calming the chaos of mental health care



care solace

Littleton Public Schools

update

5/19/2022

Care Solace makes finding help easy… and will follow up to ensure satisfaction

Care Solace Key Performance Indicators - April/May

Key Performance Indicators (KPIs)

	Apr	May	Total
Inbound interactions	98	78	176
Communications saved	531	590	1,121
Warm Handoffs®	13	4	17
Family-initiated cases	7	3	10
Total appointments into care	1	3	4
Anonymous searches	43	6	49

Data highlights

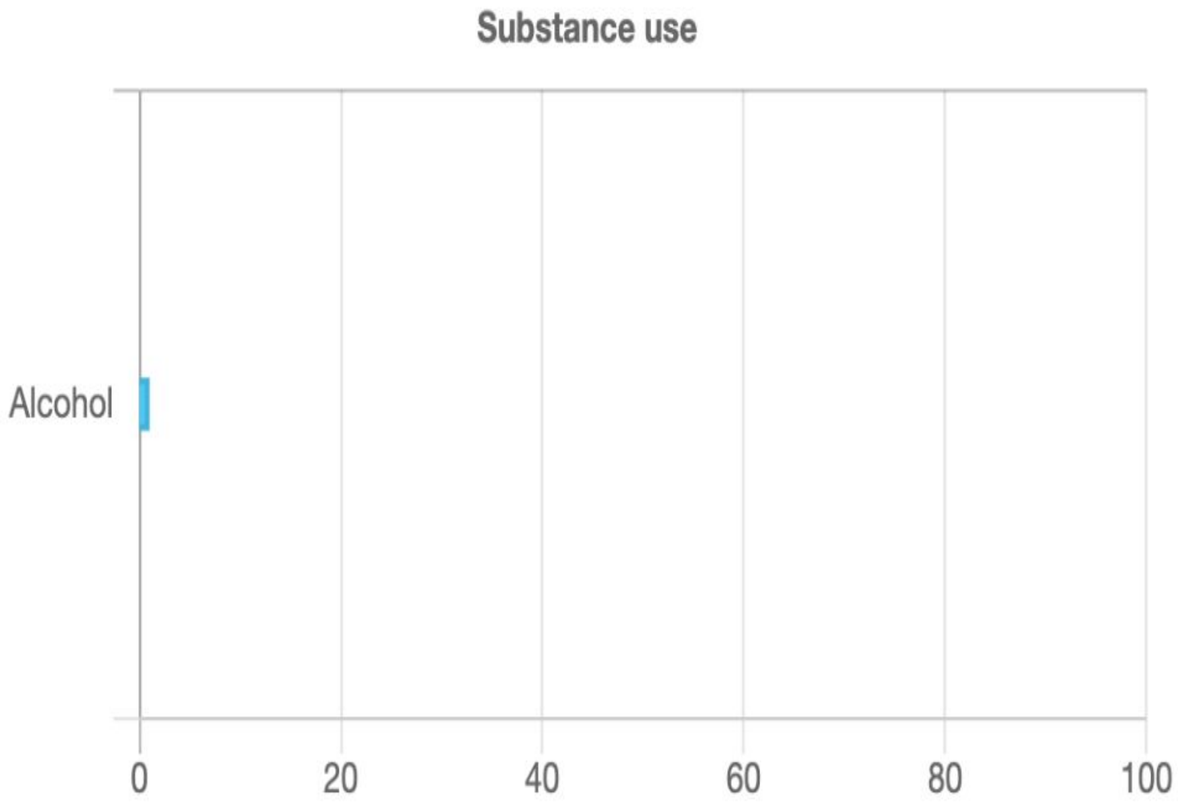
21 cases are still in progress

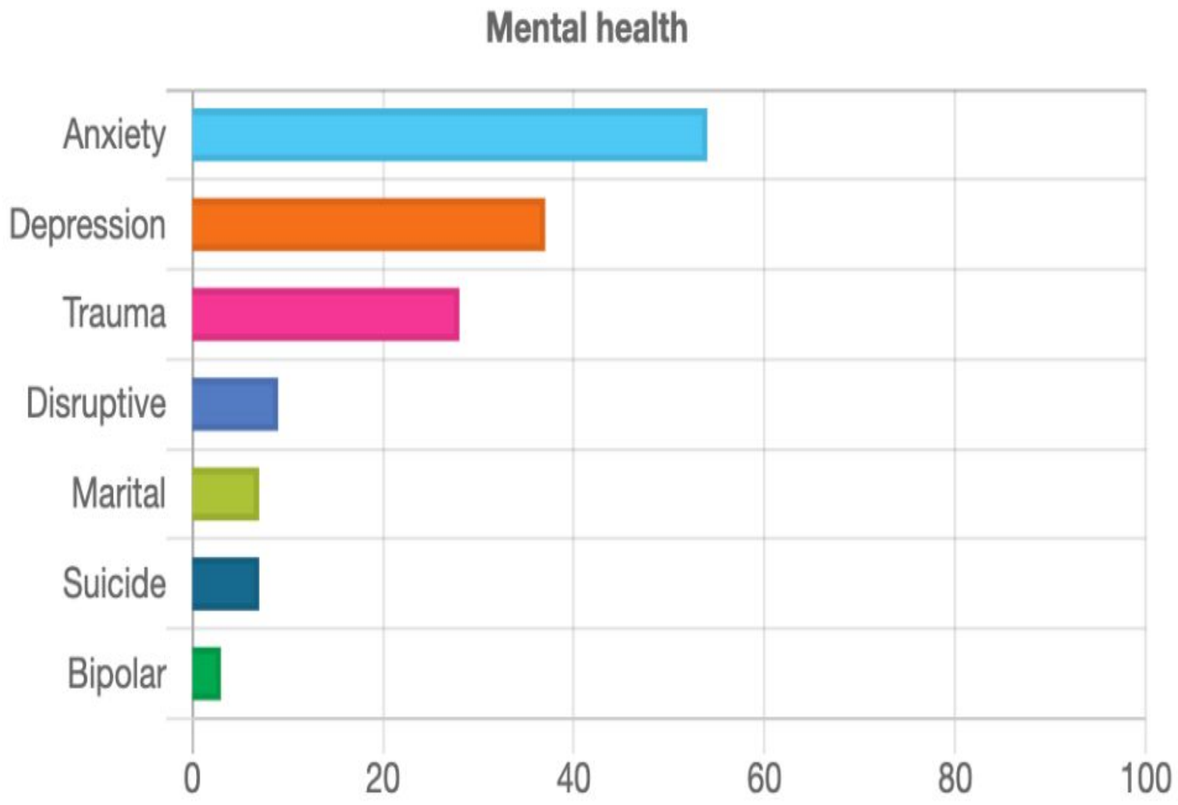
9 are marched to provider options

Key Performance Indicators Defined:

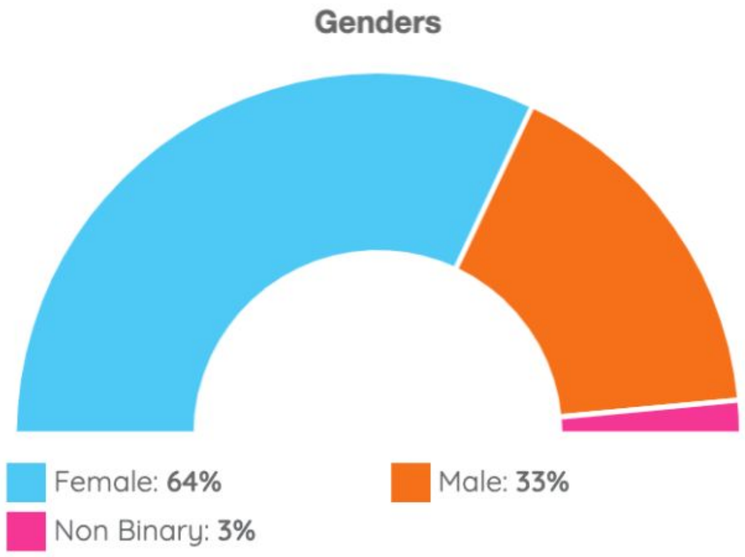
- **Inquiries Received**: All in-bound phone calls, emails, and video-chats from community members
- **Communication Saved:** All outbound calls, emails, and texts by our team as they coordinate care
- **New Cases & Warm Hand-offs:** All referrals from school staff and community members who contacted us directly for help making an appointment
- **Total Appointments Into Care:** Care coordinator spoke to community member and confirmed they a booked appointment. The national average for someone recieves resources and searches on their own is 18%.
- **Anonymous Searches:** # of completed searches by community members through the proprietary link

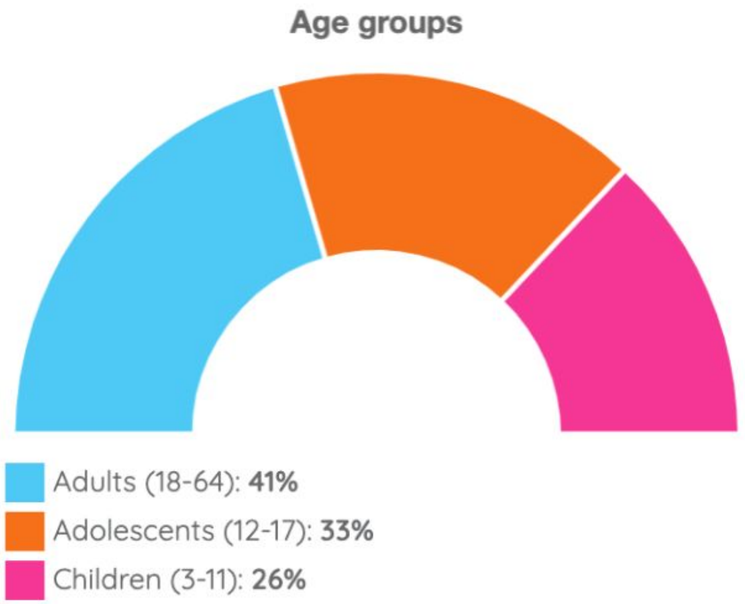
The Care Solace Platform Dashboard

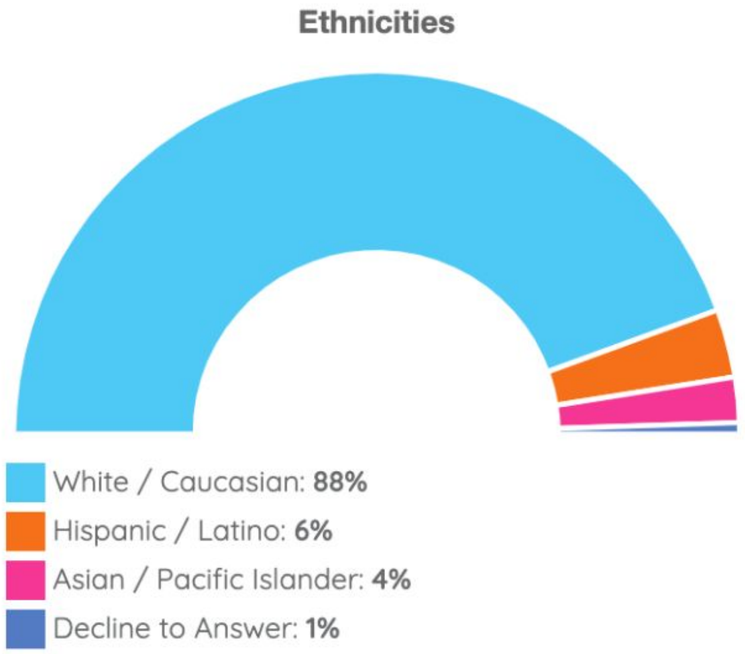




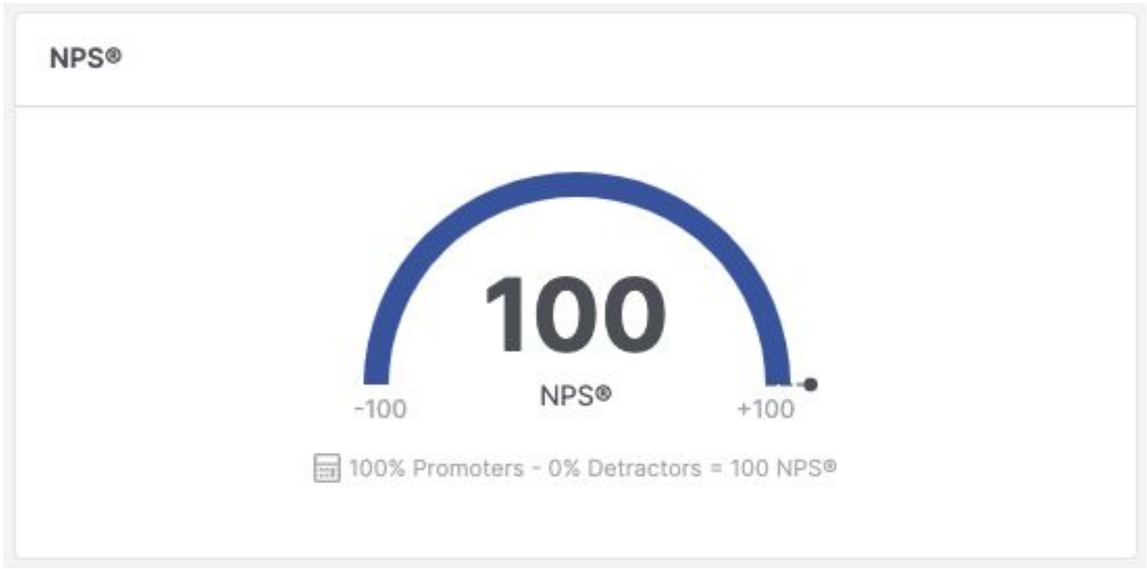
The Care Solace Platform Dashboard





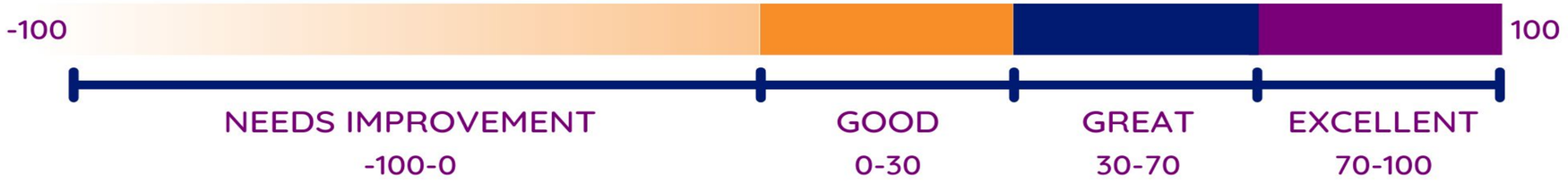


Littleton Staff Net Promoter Score = 100



What is a good NPS?

Net promoter score is a widely used market research metric. We send a survey to respondents asking them to rate the likelihood they would recommend Care Solace to a friend or colleague.



care solace

Calming the chaos of mental health

Call: 888-515-0595

24·7·365·any language

Care Solace coordination services are free of cost to students, staff & families courtesy of Littleton Public Schools

WEEKLY PREVALENCE RATE - Week 1 5/92022-5/13/2022		
SCHOOL	**POSITIVE CASES**	**PREVALENCE RATE**
Shaker Lane School	25	4.83%
Russell Street School	16	3.54%
Littleton Middle School	25	5.39%
Littleton High School	14	2.83%
TOTAL/OVERALL	**80**	**4.15%**

WEEKLY PREVALENCE RATE - Week 2 5/16//2022-5/19/2022 (4 DAYS)		
SCHOOL	**POSITIVE CASES**	**PREVALENCE RATE**
Shaker Lane School	5	0.97%
Russell Street School	18	4.00%
Littleton Middle School	6	1.29%
Littleton High School	18	3.64%
TOTAL/OVERALL	**47**	**2.44%**

2 WEEK PREVALENCE RATE 5/9/2022-5/19/2022 (WEEK 2 - 4 DAYS)		
SCHOOL	**POSITIVE CASES**	**PREVALENCE RATE**
Shaker Lane School	30	5.80%
Russell Street School	34	7.54%
Littleton Middle School	31	6.68%
Littleton High School	32	6.46%
TOTAL/OVERALL	**127**	**6.60%**

masc

Massachusetts Association of School Committees, Inc.

One McKinley Square, Boston, Massachusetts 02109
(617) 523–8454 (800) 392–6023 fax: (617) 742–4125 www.masc.org

Andrea Wadsworth, President
Glenn Koocher, Executive Director

March 25, 2022

TO: School Committee Members

SUBJECT: **MASC ANNUAL BUSINESS MEETING**
Will be held during the Joint Conference on **WEDNESDAY, NOVEMBER 2, 2022** 3:15pm.

RESORT and CONFERENCE CENTER at HYANNIS
Voting Delegate
Resolutions

Enclosed is the Official Delegate Form for registering your voting delegate for the MASC annual business meeting. This year's meeting will be in Hyannis during the joint conference. The form must be received in the MASC office by Thursday, October 20, 2022.

MASC adopts its formal positions from decisions made by our membership. The resolution process is the primary vehicle for measuring feedback and developing legislative positions and action. Enclosed is the form, and instructions for submitting a resolution for consideration at the annual meeting. The deadline for submission of resolutions for review by the Resolutions Committee is June 1, 2022.

masc

Massachusetts Association of School Committees, Inc.
One McKinley Square, Boston, Massachusetts 02109
(617) 523–8454 (800) 392–6023 fax: (617) 742–4125 www.masc.org
Andrea Wadsworth, President

Date: March 2022

To: MASC member school committees, c/o superintendent of schools

Re: Voting delegate to annual business meeting

Date: **DURING JOINT CONFERENCE. WEDNESDAY, NOVEMBER 2**

Location: **RESORT AND CONFERENCE CENTER AT HYANNIS, HYANNIS**

FIRST NOTICE

In order for your school committee to have a vote at the annual business meeting of the Massachusetts Association of School Committees, it is necessary that an official delegate be designated in pursuance of Article IX, Sec. 6 of the By-Laws, as follows:

> *All members of the Association, and all members of school committees which are active members of the Association, may attend and speak at any meeting of the Association. Only active members shall be entitled to vote on the election of officers or on any other matter as to which members of the Association shall have the right to vote and each active member shall have one vote. No later than seven days prior to each meeting of the Association each active member shall, by written notice to the Executive Director, designate one of its members as its voting delegate and may by such notice designate one of its members as its alternate voting delegate. All ballots and other votes cast by an active member at any meeting of the Association shall be cast by and only by its voting delegate or if the delegate be absent, by its alternate voting delegate if one shall have been designated.*

PLEASE NOTE:

- An official delegate is only that delegate whose school committee has complied with annual dues regulations as spelled out in Article IV of the MASC By-Laws.
- Deadline for receipt of delegate forms by the Executive Director for the 2022 annual meeting is October 20, 2022.

Official Delegate Form

For the school committee of _____

The official voting delegate is: _____

_____

The alternate voting delegate is: _____

_____

Signed _____

NOTE: In order to register for the annual business meeting, delegates must send in this form in addition to the conference registration form.