



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

MATTHEW HUNT, Vice Chair
BRAD AUSTIN, Member

MIKE FONTANELLA, Chair

TIMALYN RASSIAS, Secretary
JUSTIN MCCARTHY, Member

SCHOOL COMMITTEE MEETING

February 11, 2021

7:00 p.m.

You are invited to a Zoom webinar.

When: Feb 11, 2021 07:00 PM Eastern Time (US and Canada)

Topic: School Cmte meeting of Feb 11, 7pm

NO PUBLIC ATTENDANCE, GIVEN BUILDING CLOSURES DUE TO COVID-19

The Public may participate by joining the Zoom meeting as follows:

Please click the link below to join the webinar:

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Passcode: 802805

Or iPhone one-tap :

US: +13017158592,,93955623492# or +13126266799,,93955623492#

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

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This LIVE 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. Consent Agenda

-Minutes – January 28, 2020

**-Oath to Bills -
and Payroll**

7:05 II. INTERESTED CITIZENS

7:10 III. RECOGNITION

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.

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.

7:15 IV. PRESENTATION

- 1. Winter Sports Update/Fall 2 Sports Approval:** Athletic Director, *Mike Lyn* will give an update on the Winter Sports and request approval for Fall Sports 2.
- 2. State/Local/ Public Health Metrics:** Chair, *Mike Fontanella* and *Katrina Wilcox Hagberg* will give an update on the State/Local/Public Health Metrics.
- 3. Financial Report:** Business Manager, *Steve Mark* will give an updated Financial Report.

7:35 V. OLD BUSINESS

- 1. DESE Pooled COVID-19 Testing:** Superintendent *Kelly Clenchy*, and Director of Pupil Personnel Services *Lyn Snow* will give a general update on the DESE Pooled COVID-19 Testing being administered throughout the district.
- 2. Week after February Break:** Discussion about what learning model(s) will be offered during the first week back after February break.

7:40 VI. NEW BUSINESS

- 1. Review of COVID-19 Learning Models:** The School Committee will review and discuss the current COVID-19 learning models.

7:50 VII. INTERESTED CITIZENS

8:05 VIII. SUBCOMMITTEE REPORTS

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

**Motion to accept 2nd reading of the following MODIFIED policy:
ACAB - HARASSMENT**

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

8:10 IX. 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
March 4, 2021**

PUBLIC HEARING - MARCH 18, 2021

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SCHOOL COMMITTEE

MINUTES

Jan. 28, 2021

7:00PM

PRESENT: Mike Fontanella
Matthew Hunt
Timalyn Rassias
Brad Austin
Justin McCarthy

ALSO PRESENT: Kelly Clenchy
Steve Mark
Dorothy Mulone
Bettina Corrow

NOT PRESENT:

CALL TO ORDER

Mike Fontanella called the meeting to order at 7:00p.m.

On a motion by Matthew Hunt, and seconded by Justin McCarthy, it was voted to approve the Jan. 14, 2021 consent agenda as presented. (AYE: Unanimous). Motion carried. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE.

INTERESTED CITIZENS

None

RECOGNITION

1. Superintendent Clenchy recognized Exxon Mobil Corporation-Education Alliance Program, Energy North, Inc., and Energy North of King Street for awarding grants to the LHS Math and Science programs. They have been supporting this program for many years.
2. Susan Harvey and Heidi MacGregor have conducted a PD session for all faculty called "Let's talk about Race and equity".

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- 35 3. The Empowering Families Team at Russell Street School is hosting a Virtual STEM Night on Feb. 2.
36
37 4. We will be hosting a virtual parent presentation on Feb. 9, 2021 starting at 6PM. The presentation is called
38 “Parenting in Unpredictable times” by Dr. Christian-Brathwaite. During this presentation she will share
39 information and insights on toxic stress and trauma-informed care with caregivers who are parenting
40 during unpredictable times. Topics include: • Toxic stress and its impact • Trauma-informed care
41 • Supporting ourselves and our children
42

43 **PRESENTATION**

- 44 1. **State/Local/Public Health Metrics:** Katrina Wilcox Hagberg provided a presentation on the State/Local/Public
45 Health Metrics as of Jan. 28, 2021. Her data presented was through Jan. 24, 2021. The State is following the
46 following four data boxes: Cases, Testing, Hospitalizations and deaths. In Littleton we have had a decline in the
47 last two weeks. Test positivity is at 2.64%.
48 School Data was presented through Dec. 27 – Jan. 23, 2021. To date we have had 30 notification letters from the
49 district since September 2020. Cases in the school community are as following:
50 Shaker Lane hybrid cases 4
51 Russell Street hybrid cases 8
52 Littleton Middle School hybrid cases 9
53 Littleton High School hybrid cases 2
54

55 Brad Austin – These are very encouraging trends, but we still have to stay vigilant.
56

- 57 2. **School District Health Metrics:** Chair Mike Fontanella gave a brief overview of current Health Metrics in the
58 district. We are showing a good trend in the schools. Had a small flare up today and we will monitor how this is
59 going.
60

61 **NEW BUSINESS**

- 62 1. **DESE Pooled COVID-19 Testing:** Superintendent Kelly Clenchy, and Director of Pupil Personnel
63 Services Lyn Snow gave a general update on the DESE Pooled COVID-19 Testing.
64

65 Schools can help protect students and their families, teachers, staff, and the broader community and slow
66 the spread of COVID-19. Pooled testing to screen for COVID-19 is part of a comprehensive strategy and
67 should be used in conjunction with other mitigation strategies and promoting behaviors that reduce spread
68 (e.g. social distancing, handwashing, regular cleaning of facilities, and the use of face masks).
69

70 **Overview of pooled testing**

- 71 - Pooling is the combining of respiratory samples from several people and conducting one laboratory test
72 on the combined pool of samples to detect SARS CoV 2 (COVID-19). Pooling allows laboratories to test
73 more samples with fewer testing materials, potentially increasing testing capacity.
74 - Mixing several test samples together in a ‘pool’ and then testing the pooled sample with a PCR test for
75 detection of SARS-CoV-21.
76 - The test is performed once per week with an anterior nasal swab for all consenting staff and students.
77 - Results are typically delivered in 24-48 hours
78 - If a pooled test result is positive, then all individuals in the pool must quarantine until they are re-tested
79 individually.
80 - The Abbott BinaxNOW rapid point-of-care (results in ~15 minutes) antigen test will be the primary
81 source for individual follow up testing.
82
83
84

Difference between surveillance, screening, and diagnostic testing:

Surveillance for COVID-19 includes ongoing systematic activities, including collection, analysis, and interpretation of health-related data, essential to planning, implementing, and evaluating public health practice. Surveillance testing is primarily used to gain information at a population level, rather than an individual level. Surveillance testing may be random sampling of a certain percentage of a specific population to monitor for increasing or decreasing prevalence and determining the population effect from community interventions such as social distancing.

Screening for COVID-19 is looking for occurrence at the individual level even if there is no individual reason to suspect infection such as a known exposure. This includes broad screening of asymptomatic individuals without known exposure with the intent of making individual decisions based on the test results.

Diagnostic testing for COVID-19 is also looking for occurrence at the individual level but is performed when there is a particular reason to suspect that an individual may be infected. Examples of diagnostic testing include testing symptomatic individuals presenting to their healthcare provider, testing individuals who indicate that they were exposed to an individual with a confirmed or suspected case of COVID-19, and testing all individuals present at an event where an attendee was later confirmed to have COVID-19.

How pooled testing works:

What is classroom pooling?

It is a method that combines test samples from all individuals in one classroom/group/cohort into one tube that is then tested.

How will pools be created?

Staff and students from the same building and cohort will be grouped together.

How are the samples collected?

Anterior nasal swab (short swab) - a swab of the front of the nostril.

- can be self-administered by adults and older children (under supervision)

- younger students can be administered by any trained school staff

What does a positive pool mean?

A positive result means that your sample or your child's sample is in a sub-pool of collected samples that tested positive for COVID-19. You will be notified in email to follow a set of instructions in order to proceed with reflex/follow up testing.

Individuals who test positive must self-isolate for 10 days AND until symptoms have improved AND at least 24 hours have passed without fever. Close contacts, including family members, will need to follow quarantine protocol. (according to CDC/MA DPH guidelines)

What if my (staff)/my child's diagnostic test result is negative?

You/your child can return to school as long they are without symptoms. There is the possibility that you might be notified that you/your child are a close contact with someone who tested positive.

Will my student be able to participate in hybrid classes via remote learning while under quarantine?

Yes. The Principal will be able to answer any additional questions regarding academic support during this period.

When can I return to school?

If the result of the diagnostic test is negative, you can return to school as long as you/your child is symptom-free. Individuals who test positive must self-isolate for 10 days AND until symptoms have improved AND at least 24 hours have passed without fever. Close contacts, including family members, will need to follow quarantine protocol. (according to CDC/MA DPH guidelines)

How is the data that I share kept confidential?

The results are reported through a secure, HIPAA compliant reporting platform.

Pooled Testing Initiative – DESE & DPH

- DESE and DPH are introducing COVID-19 screening testing using a pooled strategy in the school setting.
- During a 6-week early launch - (2/8/2021-3/28/2021), test kits, support from a testing service provider and testing software to track results will be provided to participating districts at no cost.
- Following the 6-week launch, districts may continue to use pooled testing by purchasing the tests and any other accompanying testing materials, software and support from a statewide contract.

Potential goals of a pooled testing program

Increases safety: primary benefit is to identify cases (including asymptomatic cases)

- Builds confidence and trust in safety of school buildings, staff and students, perhaps extending into the broader community
- Understand incidence in schools/town on an ongoing basis
- Encourage importance of safety measures among families out of school
- Prepare for and perhaps accelerate return to in person schooling – enhancing the education of our kids

Advantages / Potential Limitations

Advantages

- Secretary of Health and Human Services Marylou Sudders noted that COVID-19 pooled testing for students and teachers would result in a significant cost savings (~75%) as compared to the cost of an equivalent number of individual tests.
- Increases the number of individuals that can be tested using the same amount of resources as a single PCR test*

**diagnostic resources.*

- Pool testing can identify and isolate asymptomatic carriers of the COVID-19 virus, thus enhancing the health and safety of the school community.
- Will allow us to minimize the presence of the COVID-19 virus in our schools and maximize our ability to remain open for in person instruction throughout the 2020-21 academic year.
- Provides an additional layer of response and mitigation for our community.

Potential Limitations

- Specimen integrity can be affected by the quality of swab specimen collection, which could result in some swabs having limited amounts of viral genetic material for detection.
- Inadequate individual specimens, including those with limited amounts of viral genetic material, might not be eliminated from the pooled specimen before testing.
- Even if each individual specimen in a pool is adequate, the specimens in a pooled procedure are diluted, which could result in a low concentration of viral genetic material below the limit of detection.
- Securing additional staffing (to avoid contracted provider costs)
- Potential unanticipated delays (compromised specimens, technology, weather, etc..)

Statewide Contract & included services

Testing Service provider

Onboarding and continued training

Operations & logistics

Lab processing

Secure tech system

Customer service

Schools & Districts

Coordination and direct administration of program

Overseeing ongoing operations

Conducting “follow up” tests on positive pools

District responsibilities

- Manage all testing logistics

- Overseeing test administration

- Data entry

- Software management

- Administer the specimen collection to students and staff

- Administer any follow up testing with Abbott BinaxNOW (including reporting of results)

- Transport tests to laboratory for processing

Costs

- The following cost breakdown is estimated and based on current student enrollment and staffing levels. It considers full participation (some districts are reporting approximately 80% participation).

- Actual costs will be influenced by a variety of factors (e.g. rates of participation, strategic formulation of pools, assigned vendor, procurement of staff, etc...).

A draft schedule of sample pool collection scenarios was included in the packet.

Timalyn Rassias – Thank you for the presentation. Are we hiring someone to do the testing or hiring support staff for the nurses? If we are testing a Monday cohort and two days later, we find out that they are positive. Then they were already in the school building. Couldn't they be tested at home instead? What is the percentage that we need before we drop out?

Lyn Snow – We need to identify a testing coordinator, which potentially could be one of our nurses. Support staff to assist with the specimen collections. We need to determine where we are collecting the samples. It depends on each school building. By testing when they are in school, we are able to find asymptomatic students and staff as well. We would be looking at least 80% participation from students and staff to participate across all the schools. But we may have a lower number of participants at the lower elementary school due to the age group of the students.

Kelly Clenchy – We have to remember by pool testing we will be catching an asymptomatic case. Depending on how fast we get the results back we would be able to mitigate a larger spread within the school buildings.

Justin McCarthy – Cohort B would be tested on Thursday. Could we inform them before Monday of the results?

Lyn Snow – As soon as we get the results, we would want to inform them. If we have the bandwidth to inform people of a positive pool, we would want to get that information out to them as soon as possible.

Kelly Clenchy – We will share the result as soon as we get the information. We will alter our schedule to get the information out as soon as possible.

Brad Austin – 80% participating sounds high. How far down the road will we go before we find out if it is worth it to us? Do we have a chance to opt-out if this is not worth it to us? The \$128,274 does not necessarily come from tax payer money? If we do not have any cases, what does that mean for the school district? Increase in the students in the building? We have heard from several parents that

testing might have a negative impact on our students' mental health. Are you seeing that in other districts?

Lyn Snow – We need the data to be meaningful to us. Yes, we can opt out after 6-weeks. Having this kind of data will help the comfort level of teachers as well. I think it will help the students how we are presenting the testing procedure to them. We are shaping the behavior of an individual and the environment.

Kelly Clenchy – We can send out the consent form and be able to determine the participation rate that way by seeing how many opt in forms get returned.

Mike Fontanella – There is a 3rd option. We can opt not to do the 6-weeks pilot and then join after we have seen how other districts are doing. But I do believe there isn't a guarantee we would get in if we choose to wait out the 6-week period.

Mike Fontanella – Are we certain that we are going to test at all four schools? How much impact will this take on the school day? Will this take up a lot of time to collect the samples.

Kelly Clenchy – Our intent is to start from Preschool to Grade 12.

Lyn Snow – You can collect the samples of a whole class in about 5 min.

Timalyn Rassias – If my middle school student is in a positive pool, does that mean that my high school student also needs to quarantine?

Lyn Snow – No, not until the middle school student's reflex test is done and only if that is positive.

We should mention that if you have been Covid-19 positive within the past 90 days we are not going to include that person in the pool testing as it could create a false positive test result.

Brad Austin – Cohorts will be combined of students and building staff?

Lyn Snow – Yes, we will combine the test with both students and all building staff including Central Office staff.

Justin McCarthy – Can you give an overview of the second test again?

Lyn Snow – If there is a positive pool, the participants in that pool will be contacted and have them scheduled to come in for the reflex test. The test will be done on school grounds. The appointments for the second test will be staggered.

Mike Fontanella – The school will be administering the tests. Both the pool testing and the reflex test.

Public Input:

Matthew Ridge – What is this grant you will be given? With the minimum number of teachers and students who have been infected, is it worth spending the money on this?

Mike Fontanella – It is not a grant that we need to apply for. The State will be giving us this money. This federal money we will receive will cover the cost for this program.

Asymptomatic people have been coming into our building and we just didn't know it. The thing I fear is uncertainty. This will help us gain more data.

Julie Rupp – I am speaking in support of the pool testing. I think the schools are doing a great job. This will be valuable data and as the weather gets warmer, we will have data to support if we can add in more school days for the students. This will help our teachers with their comfort level. It will give us the knowledge of any asymptomatic cases. What other things would be on the table to use this money for?

Mike Fontanella – PPE supply, hepa filters for the classrooms. It does types of things we can use these funds for.

Melissa Payer – I am supporting the pooling testing program. We should take this opportunity. Collecting meaningful data will help our conversation on whether we can increase our time in the schools. I feel getting a jump on the pilot will help us down the road. Consider following the state guidelines and maybe start testing at grade 3. Maybe it could be an option for the younger students but not a requirement?

Jon Castillo – This is a great mitigation strategy. But I want everyone to keep in mind that there has been a big push to get more students back into the schools. Vaccine availability for the elementary students will probably not be available until the end of this year early 2022. You might be able to find some families who would be willing to pay towards this testing program if funds are limited.

John Kerswick – Thank you for the great presentation. The validation of the testing. If you implement the testing but if it is implemented the wrong way, it is not worth it. Is this reflex test validated? Did Salem School District give us any indication what rate of asymptomatic cases they have had?

Lyn Snow – Yes, testing is validated.

Spoken to Harvard and Haverhill. Their numbers have been relatively low of asymptomatic cases.

Lisa Flanagan – Littleton Board of Health supports the School District to start the pool testing.

Mike Fontanella – If we wanted to only do RSS, LMS and LHS for the first 6-weeks, could we add in Shaker Lane at a later date?

Lyn Snow – yes, we can add in Shaker Lane at a later date. Please remember we are not doing the surveillance test but the pooling test.

Justin McCarthy – Great presentation and helpful information. I did speak with Harvard Public Schools district and they are doing this and have been pushing for this since August 2020. My primary goal to support this is to be able to add in more students to the building as we get more valuable data to work with.

Brad Austin – It is clear that schools have been safe but the mutations that are coming are scary. This data will give us more confidence of what we are doing.

Matthew Hunt – This is probably the smart thing to do. I would rather be proactive than reactive.

Timalyn Rassias – This will be one more piece of data. Make teachers more comfortable. At least try it for the first 6-weeks.

Mike Fontanella – I think we need to set an expectation that we might have some hiccups as we go along. I appreciate the work the administration has done to add in help and resources.

I would feel comfortable to start with Russell Street through High School and not include Shaker Lane at this point.

Michelle Kane – I would support either way whether Shaker Lane is included in the pool testing or not. I do not think it would only be a five-minute test of our population. But with the time, I know our teachers are having concerns. It is hard to keep 6-foot distance with our students. Preschoolers are only 3-4 years old.

Mike Fontanella – We would like to include the staff at Shaker Lane and not the students.

Lyn Snow – I am not sure we can only do staff at a building and not students too.

Justin McCarthy – I think we should be testing all age groups to ensure we get the best results and data.

Brad Austin – I am in favor of collecting the data from any family who are willing regardless of age group.

Timalyn Rassias – I would support testing all age groups.

Brad Austin – Are we certain we can hire enough nurses to help with this?

Kelly Clenchy – We are looking for a part time nurse at this time.

Lyn Snow – We have hired a float at the beginning of the school year, who also can help.

On a motion by Brad Austin, and seconded by Timalyn Rassias, it was voted to approve the pool testing program for all of our four school buildings as presented. (AYE: Unanimous). Motion carried.

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

2. Shaker Lane Home Support Guide Presentation: SL Principal Michelle Kane gave a presentation of the Shaker Lane School Home Support Guide. The Support Guide was included in the packet.

INTERESTED CITIZENS

None

SUB-COMMITTEE

1-PMBC – We had a meeting last night and the Capital list was provided for priorities.

2-Budget – No update

3. Policy – First Reading of ACAB – Harassment

On a motion by Matthew Hunt, and seconded by Brad Austin, it was voted to accept the first reading of Policy ACAB with modification as presented. (AYE: Unanimous). Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE

4-SEPAC – There will be another meeting scheduled soon.

Public Input:

John Kerswick – Commend the board on how they reviewed the pool testing program. My question is on reopening. I assume we will have a lower number in April. Are you working on a plan for getting more students into the school building? Now that we will have testing data. Survey local schools or schools in other states that kept all their students in in-person learning. If we want a chance to get the kids into school more, we need to start planning now. The pressure is going to turn up. I am hoping this will be on the agenda soon.

Mike Fontanella – It should be on the agenda on Feb. 11, 2021.

ADJOURNMENT

On a motion by Matthew Hunt, and seconded by Timalyn Rassias, it was voted to adjourn at 9:11PM. Roll Call Vote: Matthew Hunt, AYE; Brad Austin, AYE; Justin McCarthy, AYE; Timalyn Rassias, AYE; and Mike Fontanella, AYE

NEXT MEETING DATE

School Committee

Feb. 11, 2021

7:00PM

Zoom Meeting

383 **DOCUMENTS AS PART OF MEETING**
384 Grant thank you letter from the Littleton High School
385 Public Health Metrics for Covid-19
386 DESE Pooled Testing
387 Policy ACAB
388

LITTLETON ATHLETICS

Fall II 2021



School Committee Meeting
February 11, 2021

GO TIGERS!

Winter Participation By Sport

- V Boys' Basketball: 12
- JV Boys' Basketball: 12
- V Girls' Basketball: 13
- V Boys' Ice Hockey: 15
- JV Boys' Ice Hockey: 11
- V Girls' Ice Hockey (coop): 6 (season cancelled)
- V Boys' Indoor Track (practice only): 21
- V Girls' Indoor Track (practice only): 18
- V Swim/Dive (coop): 6
- V Alpine Ski (coop): 7
- V Gymnastics (coop): 4

Winter Records By Sport

- V Boys' Basketball: 6-1 (1 game + pod playoffs left)
- JV Boys' Basketball: 2-7 (1 game left)
- V Girls' Basketball: 4-4 (1 game + pod playoffs left)
- V Boys' Ice Hockey: 3-6-1 (3 games left)
- JV Boys' Ice Hockey: 1-1-2 (2 games left)
- V Swim/Dive (coop): 4-0
- V Alpine Ski (coop): Boys 3-2 / Girls 2-3
- V Gymnastics (coop): 2-1

State and MIAA Guidance

- All sports at the youth, interscholastic, and adult levels must follow the current EEA guidelines (updated 2/8/21).
- MIAA Fall II Season Dates: 2/22/21 – 4/25/21
- MIAA Sport Committees have provided guidelines and modifications for all approved fall II sports.
- Leagues should organize into geographic pods in order to minimize travel and limit opponents.
- No MIAA playoffs for the fall II season.
- Per the new EEA guidelines for outdoor venues, spectators are limited to 2 adults and 2 siblings per participating player provided social distancing of 6 feet can be accomplished.
- Transportation per guidelines.

Football Specific MIAA Modifications

- Face coverings are required at all times except for designated mask breaks.
- The team boxes are extended to the 10-yard lines and players/coaches must maintain 6' social distancing.
- The maximum roster size is 45 players. We anticipate a roster size of 35-40 football players (VAR cohort / JV cohort) for the fall II season.
- Players and officials must arrive in uniform ready to play/officiate. No locker room access.
- Players provide their own water.
- The time between quarters has been extended, halftime has been shortened to 10 minutes, and mandatory water breaks at the halfway point of each quarter have been added.
- No handshake ceremony.
- Please see the MIAA football rules modifications and guidelines document for details.

Football Specific Face Covering



Cheer Specific

MIAA Modifications

- Face coverings are required at all times except for designated mask breaks.
- The maximum roster size is 20 cheerleaders. We anticipate a roster size of 17 cheerleaders for the fall II season.
- Cheerleaders must arrive in uniform ready to cheer. No locker room access.
- Cheerleaders provide their own water.
- Stunt groups must work in cohorts of 10 or less. Stunts are limited – no inversions, twisting, or pyramids.
- Voice projection is permitted when outside only.
- Please see the MIAA cheer rules modifications and guidelines document for details.

Indoor Track Specific MIAA Modifications

- Face coverings are required at all times except for designated mask breaks.
- Detailed guidelines are provided to ensure social distancing during all phases of practices and meets.
- Athletes must arrive in uniform ready to participate. No locker room access.
- Athletes provide their own water.
- Meets will be held outdoors using indoor distances.
- Please see the MIAA indoor track rules modifications and guidelines document for details.

Mid-Wach League and MIAA District 2/3 Actions

- Follow all EEA, DESE, MIAA, Board of Health, and local district guidelines for athletic participation.
- Football start date: 2/22/21
- Cheer start date: 3/1/21 (Game Day only – no competitions)
- Indoor Track start date: 3/15/21 (subject to change)
- Organized into geographic / competitive balance pods of schools rather than divisional alignments.
- Shortened season competing against schools within each pod in order to reduce contact transmission.
- Littleton's current football/cheer pod tentatively includes Clinton, Hudson, Maynard, Tyngsboro, and West Boylston.
- Littleton's current indoor track pod tentatively includes Ayer-Shirley, Bromfield, and Groton-Dunstable.
- The plan for spectators is still being discussed at this time.

A few points to consider...

- Athletics and other co-curriculars are a voluntary privilege. Parents, students, and coaches have the option to participate or opt out.
- Participation in athletics provides a daily social gathering for students under the supervision of a qualified adult with strict guidelines and rule modifications in place.
- While the physical health of our students is our top priority during this pandemic, we must also be mindful of their mental and emotional health. As we all know, athletics plays a critical role in the overall health of many of our students.
- During a normal year, our athletic participation rate hovers in the 69% range at LHS.

Discussion Topics (cont.)

- What is the LHS participation status in modified athletics for the fall II season?
 - Football
 - Cheer
 - Indoor Track (outdoors)
- Reduced fee for cheer?
- Other questions and concerns...



LITTLETON Massachusetts

02/10/2021 09:12
4083smark

Town of Littleton
YEAR-TO-DATE BUDGET REPORT FY 2021
YEAR TO DATE THROUGH JANUARY - 2021

P 1
glytdbud

FOR 2021 07

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
310 Regular Education	8,630,064	0	8,630,064	3,663,154.37	37,072.03	4,929,837.60	42.9%
311 Special Education	6,284,615	0	6,284,615	1,815,162.35	485.40	4,468,967.25	28.9%
312 Student & Support Staff	1,310,321	0	1,310,321	524,473.75	23,981.51	761,865.74	41.9%
313 Other Instruction	295,425	0	295,425	101,584.85	.00	193,840.15	34.4%
314 System Administration	1,371,194	0	1,371,194	762,828.75	19,386.24	588,979.01	57.0%
315 School Administration	1,172,640	0	1,172,640	700,877.45	2,058.72	469,703.83	59.9%
316 Transportation and Busing	1,215,260	0	1,215,260	385,929.29	.00	829,330.71	31.8%
317 Facility & Maintenance	1,690,243	0	1,690,243	699,067.99	111,499.83	879,675.18	48.0%
GRAND TOTAL	21,969,762	0	21,969,762	8,653,078.80	194,483.73	13,122,199.47	40.3%

** END OF REPORT - Generated by Steven Mark **

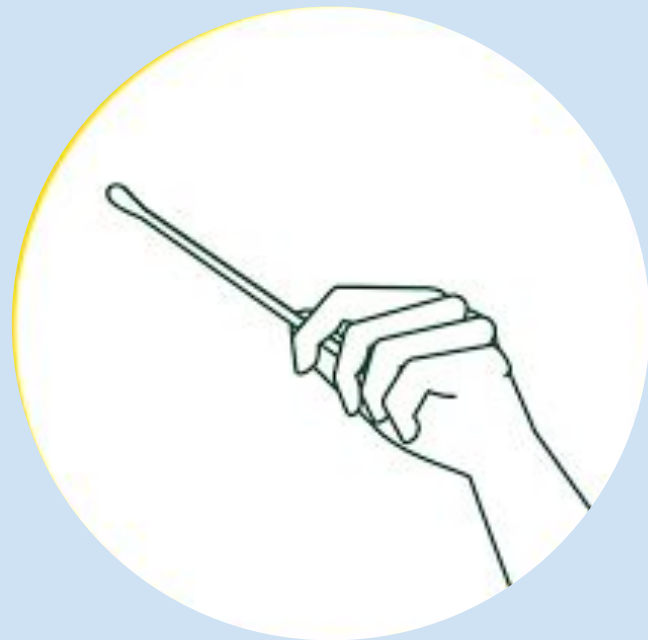


Littleton Public Schools
Town of Littleton, MA

Pooled Testing Initiative

Launch Update

2/11/2021





Thank you for all that you do!

Littleton
PUBLIC SCHOOLS

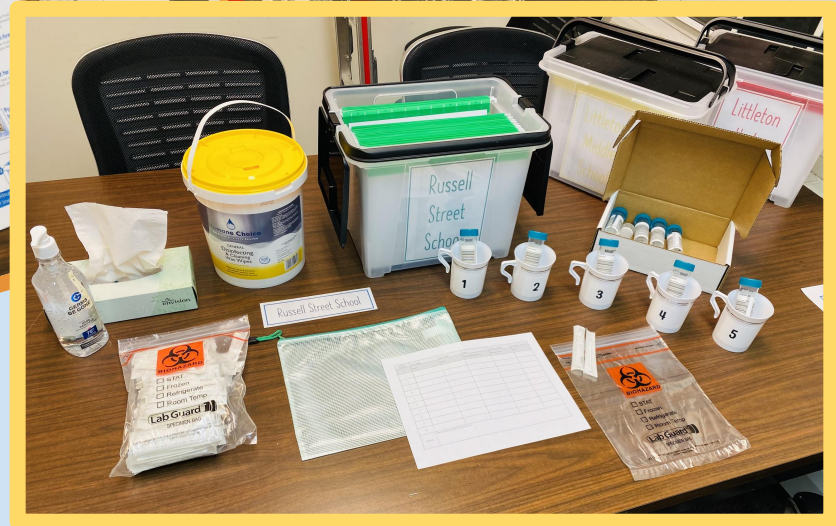
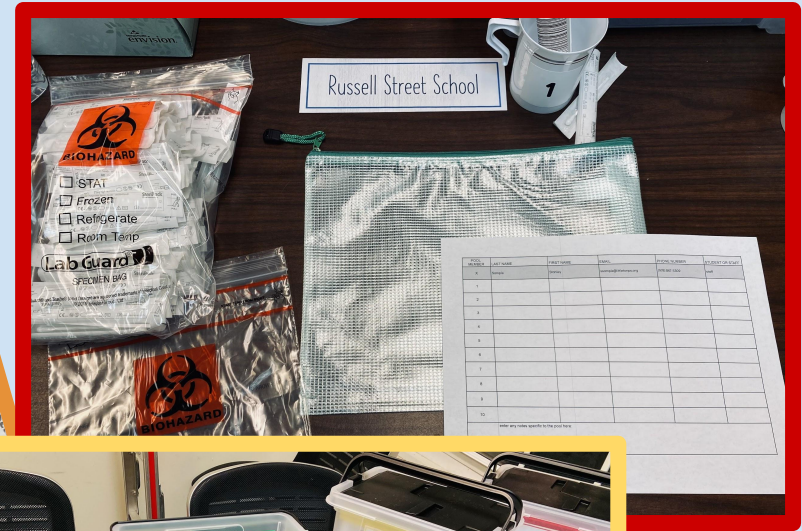
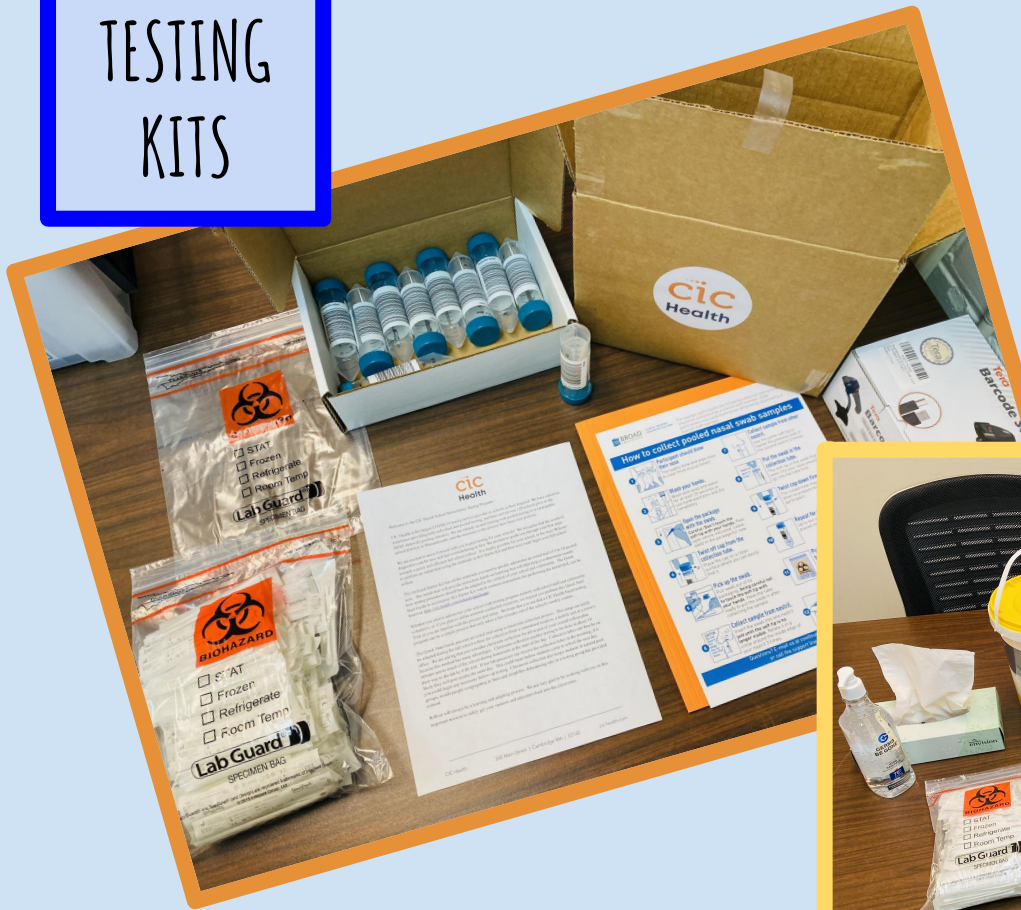


Health Services

QUICK START KITS



TESTING
KITS



POOLED TESTING SUPPLIES



HOW TO COLLECT A NASAL SWAB

How to collect an observed nasal swab sample

Read instructions entirely. Failure to follow the instructions entirely may lead to false results.
Please only collect the sample in the presence of a staff member in the drop-off station.



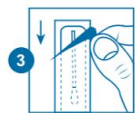
1 Blow your nose.

Make sure it is clear of particulate matter.



2 Wash your hands.

Wash with soap and water for at least 20 seconds or use hand sanitizer and dry completely.



3 Open the package with the swab.

Careful: Don't touch the soft tip with your hands. Peel open where indicated. Leave swab in the package for now.



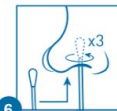
4 Remove the cap of the collection tube.

Place it right side up on a clean surface where you can easily find it.



5 Pick up the swab without touching the soft tip.

Have the tube ready to put the swab in after collecting the sample.



6 Collect sample from both nostrils.

Pull swab out of its packaging, being careful not to touch the soft tip with your hands, and insert it into one nostril just until the soft tip is no longer visible. Rotate it in a circle around the inside edge of your nostril at least 3 times. Use the same soft tip to repeat the previous step in the second nostril 3 times.



7 Put the swab in the collection tube.

The soft tip of the swab that went into your nose should go into the tube first.



8 Replace the cap.

You're almost done! Make sure the cap is on tight.



9 Wash your hands.

Wash with soap and water for at least 20 seconds or use hand sanitizer and dry completely.



10 Hand tube to staff member.

You are all set!

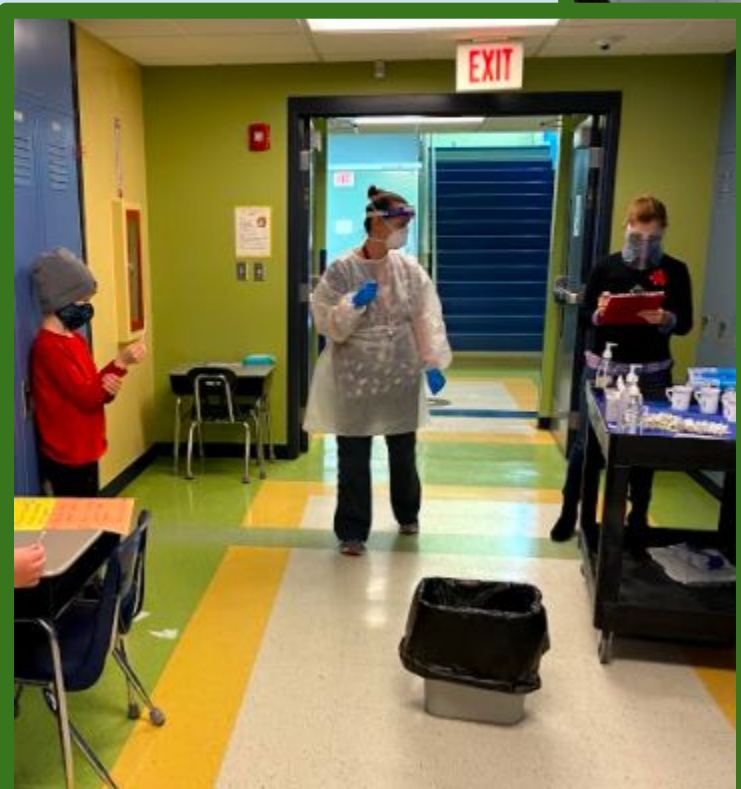


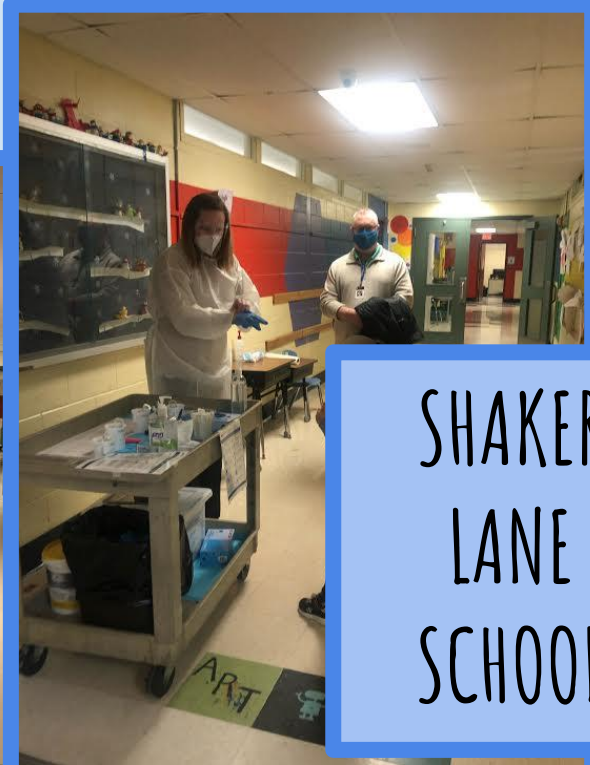
LITTLETON
MIDDLE
SCHOOL



RUSSELL
STREET
SCHOOL

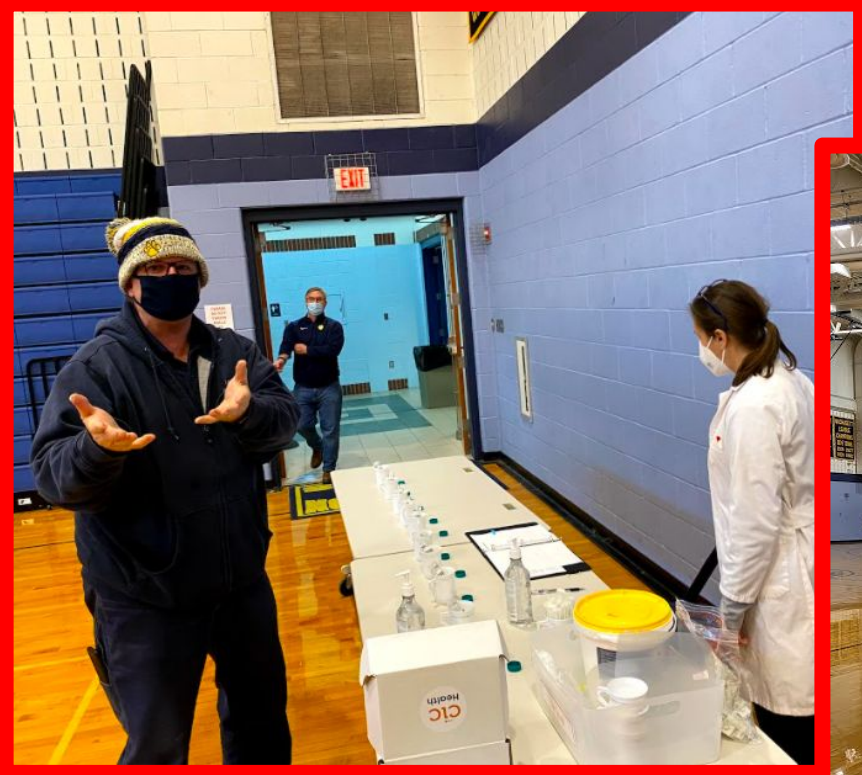
RUSSELL STREET SCHOOL





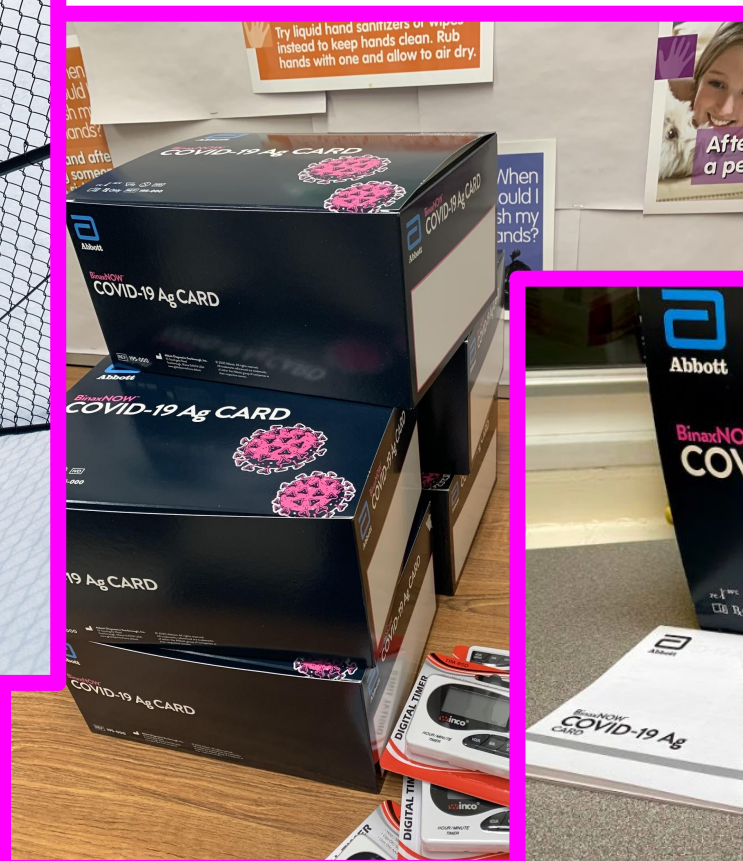
SHAKER
LANE
SCHOOL

LITTLETON HIGH SCHOOL

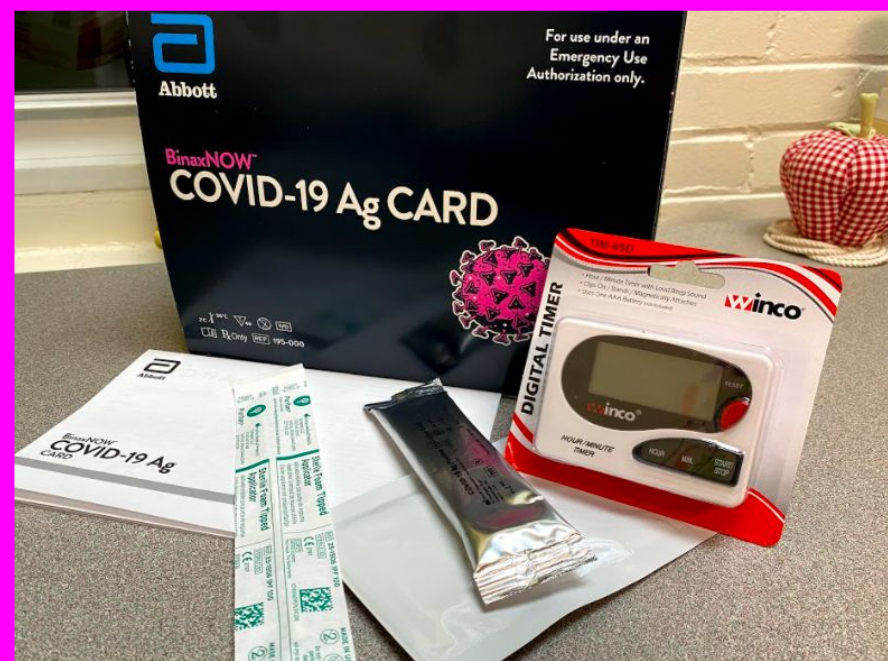




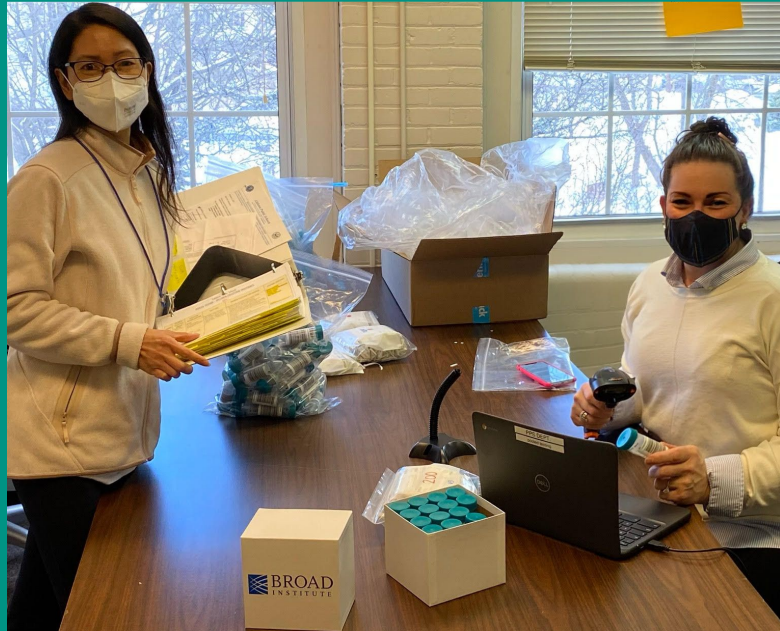
CENTRAL
OFFICE



BINAXNOW COVID RAPID ANTIGEN TEST



PREPPING FOR TRANSPORT



WEEK ONE:

Eligible to participate - 501

COLLECTION 1:

Samples Collected on 2/8 - 237

Number of Pools - 38

Positive Pools - 0

COLLECTION 2:

Samples Collected on 2/11 - 210

Number of Pools - 29

Positive Pools - Pending

MOVING FORWARD:

Student Consents - 492

Staff Consents - 155

Total Consents - 643



HARASSMENT

Harassment of students by other students, employees, vendors and other 3rd parties will not be tolerated in the **Littleton** Public Schools. The alleged harassment must involve conduct that occurred within the school's own program or activity, such as whether the harassment occurred at a location or under circumstances where the school owned, or substantially controlled the premises, exercised oversight, supervision or discipline over the location or participants, or funded, sponsored, promoted or endorsed the event where the alleged harassment occurred, against a person in the United States. This policy is in effect while students are on school grounds, School District property or property within the jurisdiction of the School District, school buses, or attending or engaging in school sponsored activities.

Harassment prohibited by the District includes, but is not limited to, harassment on the basis of race, sex, gender identity, creed, color, national origin, sexual orientation, religion, marital status or disability. Students whose behavior is found to be in violation of this policy will be subject to disciplinary action up to and including suspension or expulsion pursuant to disciplinary codes. Employees who have been found to violate this policy will be subject to discipline up to and including, termination of employment, subject to contractual disciplinary obligations.

Employee-to-Student Harassment means conduct of a written, verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of a student's participation in school programs or activities; or
- Submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.

Student-to-Student Harassment means conduct of a written, verbal, or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students, when:

- Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

Harassment as described above may include, but is not limited to:

- Written, verbal, or physical (including texting, blogging, or other technological methods) harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, or other school matter.
- Demeaning jokes, stories, or activities directed at the student.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. Individuals should consider how their words and actions might reasonably be viewed by others.

The District will promptly and reasonably investigate allegations of harassment through designation of Title IX Coordinator or building based employees, who may include principals or their designees. The superintendent will recommend, in consultation with the principals, opportunities to the designated recipients for appropriate training.

Sexual harassment is unwelcome conduct of a sexual nature. The definition includes unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity it also, includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual

harassment includes conduct by an employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct, often called quid pro quo harassment and, sexual assault as the Federal Clery Act defines that crime. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights (OCR) uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion. Massachusetts General Laws Ch. 119, Section 51 A, requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances—whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender non-conforming students or employees may also constitute sexual harassment.

Because the District takes allegations of harassment, including sexual harassment, seriously, we will respond promptly to complaints of harassment including sexual harassment, and following an investigation where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting an environment that is free of harassment including sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual harassment.

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint or assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

NOTICE OF SEXUAL HARASSMENT

The regulations require a school district to respond when the district has actual notice of sexual harassment. School districts have actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual harassment that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstances). Schools are required to investigate every formal complaint and respond meaningfully to every known report of sexual harassment.

The regulation highlights the importance of supportive measures designed to preserve or restore access to the school's education program or activity, with or without a formal complaint. Where there has been a finding of responsibility, the regulation would require remedies designed to restore or preserve access to the school's education program or activity.

DUE PROCESS PROTECTIONS

Due process protections include the following:

- 1) A presumption of innocence throughout the grievance process, with the burden of proof on the school;
- 2) A prohibition of the single investigator model, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
- 3) The clear and convincing evidence or preponderance of the evidence, subject to limitations;
- 4) The opportunity to test the credibility of parties and witnesses through cross examination, subject to "rape shield" protections;
- 5) Written notice of allegations and an equal opportunity to review the evidence;
- 6) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;
- 7) Equal opportunity for parties to appeal, where schools offer appeals;
- 8) Upon filing a formal complaint the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

A district may establish an informal investigation process that may, upon the request of the complainant be followed by a formal process.

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive the sexual harassment complaint. Also, in a matter of sexual harassment, the district shall require that the Title IX Coordinator be informed, as soon as possible, of the filing of the complaint. Nothing in this policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the

investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

RECORD KEEPING REQUIREMENTS

Schools must create and maintain records documenting every Title IX sexual harassment complaint. This could include mediation, restorative justice, or other models of alternative dispute resolution. Schools must keep records regarding the school's response to every report of sexual harassment of which it becomes aware even if no formal complaint was filed, including documentation of supportive matters offered and implemented for the complainant.

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the **Littleton** School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

List the name and phone number of the District's Title IX Coordinator

List the appropriate party by name and phone number to receive a complaint in each District School

Please note that the following entities have specified time limits for filing a claim.

The Complainant may also file a complaint with:

- The Mass. Commission Against Discrimination, 1 Ashburton Place, Room 601
Boston, MA 02108.
Phone: 617-994-6000.
- Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109.
Phone: 617-289-0111.
- The United States Equal Employment Opportunity Commission,
John F. Kennedy Bldg.
475 Government Center
Boston, MA 02203.

SOURCE: MASC July 2020

LEGAL REF.: M.G.L. 151B:3A

Title IX of the Education Amendments of 1972

BESE 603 CMR 26:00

34 CFR 106.44 (a), (a)-(b)

34 CFR 106.45 (a)-(b) (1)

34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

Revised: February 11, 2021